



Editor's Note

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Issues in Language Instruction was founded in 2012 with the mission to document, interpret, and analyze English as a second language pedagogy at the University of Kansas. To that end, *ILI* publishes a general issue to capture the best and most current ideas, reflections, and analyses from faculty and administration at the Applied English Center (AEC). *ILI* also publishes *supplements* that target specific upcoming events in the profession. Most issues of *ILI*, however, are *special issues*, which examine a *hot topic* at the AEC. Previous special issues examined (a) English language proficiency and academic success, (b) computer assisted language learning (CALL), and (c) selected presentations from a TESOL, International conference. This special issue focuses on the newly implemented Kansas University Academic Accelerator Program (KUAAP), also referred to as the Academic Accelerator Program (AAP).

KUAAP is a one-year old pathway program at the University of Kansas that offers newly enrolled undergraduate international students enough credits to matriculate as sophomores after 12 months or three consecutive terms. Students take classes in English for academic purposes (EAP) in their first two terms while they take classes in mathematics, the humanities, social sciences or natural sciences, environmental studies, American studies, and a university orientation seminar. Students finish up their last term with more General Education (Gen Ed) classes and a final university orientation seminar.

The essays in this special issue of *ILI* are groundbreaking in that they begin to reflect on and spell out a new kind of international curriculum at KU; one that formally integrates Gen Ed disciplines, newly arrived international students, and courses in EAP. After an introductory note from Roberta Pokphanh, the Academic Director of KUAAP, Antha Cotton-Spreckelmeyer offers insights into teaching a course on Kansas culture and environment to international students still working on academic English. Ali Brox discusses teaching strategies and kinds of assignments in the environmental studies courses she developed for KUAAP with her colleague Robert Hagen. Carolyn Heacock and Camille Olcese reflect on their summer 2015 EAP course where they introduced an experiential learning component to an English language class that had 12 contact hours per week. Melissa Stamer Peterson reveals the developmental stages that the information literacy class has gone through since the inception of the program. Kellie Smith Herrod and I introduce a new model for teaching EAP in the context of the Academic Accelerator Program and a set of principles to guide EAP curriculum, instruction, and assessment. Each contribution to this special issue reflects much thought and consideration for (a) how best to teach Gen Ed courses in a program with a student population consisting entirely of undergraduate international students and/or (b) how best to teach EAP courses in a program that integrates EAP and Gen Ed curricula.

To conclude this Editor's Note, I would like to offer a few words of acknowledgment and thanks. First, I am pleased to announce *ILI*'s new copyeditor, Melissa Stamer Peterson. She brings to *ILI* an extraordinary focus, deep professional background, and an attention to detail that has improved every essay in this issue. I want to thank our design editor, Elizabeth Gould, for professionalizing the journal's look and organization. Her artistic sense for design along with articles she has published previously in *ILI* have helped the journal achieve and maintain excellence in appearance and substance. I would also like to thank Sandra Issa who is serving on

our Editorial Advisory Board. Despite the additional workload that came with her recent promotion to Associate Director for Student Services at the Applied English Center, she managed to find time to contribute to the journal. Another Editorial Advisory Board member, Liz Byleen, was recently promoted to Associate Director for Academic Affairs at the Applied English Center. Although she was not able to participate with the publication of this issue, we hope she will be able to work with the *ILI* team on future issues. We are particularly happy that Joe Potts, Assistant Vice Provost for International Programs and Interim Executive Director for the AEC, accepted to read submissions to *ILI*. Due to his highly demanding schedule this year, it would have been easy to postpone involvement with *ILI*.

Finally, I thank the incredibly hard-working, experienced, and devoted faculty at the AEC, whether they are teaching in KUAAP, the Intensive English Program, grant-funded short-term programs, or a combination of two or three of these programs. Without their intellectual curiosity and interest in documenting, interpreting, and analyzing their professional practice in the electronic pages of *ILI*, the journal would not exist.

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November 24, 2015

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