

### Editor's Note

This issue of *ILI* is the first to be published through Open Journal Systems (OJS), a software management system for academic journals. *ILI* editors worked closely with Marianne Reed, Digital Media Coordinator at KU Libraries, and her team to move the journal to OJS and create a digital presence for *ILI*. With this move, the current issue along with all back issues of *ILI* can be accessed at [journals.ku.edu/ili](http://journals.ku.edu/ili).<sup>1</sup>

This issue is also important in another way. It is the first issue to publish talks given by Applied English Center faculty at the regional conference, MIDTESOL.<sup>2</sup> Since these articles emerged from conference talks, the tone of each varies. To reflect more of a spoken linguistic register, the text in this issue includes wording typically associated with conference-style speech such as the use of the first person pronouns to refer to the author(s). The result is a unique issue that captures variations in the presentation styles of ESL professionals delivering innovative, exploratory, and candid talks about topics relevant to ESL practitioners in the middle of the US.

In their highly innovative article, *Improving Student Outcomes: A Framework for Effective Oral Feedback*, Clark and Buchheit develop their ideas on providing oral feedback to students through VoiceThread. Their student-centered 5R+ framework consists of *responding*, *reviewing*, *refining*, *rating*, and *reflecting*. This framework was used in a Speaking/Listening/Grammar course but is also applicable to Reading/Writing/Grammar courses.

Alegre and Kapusta-Pofahl's article, *How to Co-Teach Like Dance Partners*, is an exploration of co-teaching that was inspired by a course they developed, *Connecting with Your Community*. This course began as an idea that came from their work as cross-cultural advisors wanting international students to interact more on campus and in the local community. Their decision to teach the course together led to insights into the nature of co-teaching as well as practical tips.

Pollock's candid write-up of her presentation, *Using Cultural Capital in the ESL Classroom: One Teacher's Journey* reveals how many ESL instructors see a problem, get suggestions from a colleague, and begin a journey into a new area of research to look for answers. In the article, Pollock discusses what she found in the literature, how she interpreted it, and how she applied the new understandings to her classroom with success.

Finally, I would like to conclude this Note by acknowledging the significant contribution that Melissa Stamer Peterson, *ILI*'s Senior Editor, made to this issue. As is the case with every issue she works on, each article in this issue is better because of her contribution. I would also like to acknowledge *ILI*'s Senior Design Editor, Elizabeth Gould, who gave *ILI* its new professional look to go with the move to OJS. Lastly, I would like to acknowledge Marianne Reed for her uncanny ability to offer her assistance in precisely the right doses. I would like to thank her for facilitating the move to OJS and for her interest, enthusiasm, and patience.

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<sup>1</sup> Scholarly work by Applied English Center faculty can now also be found in [KU ScholarWorks](http://ku.scholarworks), a digital repository of work by University of Kansas faculty, staff, and administration.

<sup>2</sup> See Vol 2, No. 2 (2013) and Vol. 3, No. 2 (2014) for issues on TESOL International Association Convention.