

ILI's Editorial Advisory Board



Starting with our next issue, ILI will have our first Editorial Advisory Board. The Board consists of Liz Byleen and Sandra Issa. The primary task of the Board is to keep the quality of the content of submissions high.

After teaching for two years in Japan, Liz came to KU and received her M.A. in Education/TESL in 1986 and became an AEC Language Specialist in 1988. Over the years, she has taught every skill and every level of instruction at the AEC. In the Graduate Writing Program, she worked individually with over 100 dissertation and thesis writers from 25 university departments. In 2007, she was awarded the AEC Excellence in Teaching Award. In addition to teaching, Liz has designed courses and coordinated teachers at Levels 1, 4 and 5, specializing in reading and writing at the advanced levels and is the author of the textbook *Looking Ahead: Developing Skills for Academic Writing*. Liz has presented at TESOL conferences, contributed articles and chapters to TESOL publications and served as a conference proposal abstract reader for seven interest sections.

Sandra began working at the Applied English Center in 1997 and began her current position as a Language Specialist in 2008. She earned an M.A. in Theoretical Linguistics and another M.A. in Teaching English to Speakers of Other Languages, both from the University of Illinois, Champaign-Urbana. She has also done extensive graduate work in the areas of applied linguistics (ABD on PhD), speech and language pathology (including clinic hours) and education (ABD on PhD). Sandra is the head of the cross-cultural counseling and advising program at the Applied English Center. In this role, she trains the counseling staff, gives presentations on cross-cultural education topics to other units on campus, and designs and presents workshops for AEC students on transitioning to the wider university, meeting academic expectations in university classes, and adjusting to a new culture. She also does administrative work, coordinates AECR 030, and coordinates many student support services.

Submission Policy

Submissions can be sent to Marcellino Berardo any time for initial comments on content. He will pass on the submission to Liz Byleen and Sandra Issa for advice on content and recommendations for the final copy. Marcellino will correspond with the author. He will also work with the author on recommended changes. The author will have the opportunity to accept recommendations or respond to the recommendations. The process is collaborative. Once we agree on the final version, it will be sent to Elizabeth Gould for copy editing, formatting, and design.

Introductory Note on this Special Issue in Computer-Assisted Language Learning at the Applied English Center



In this special issue of *ILI*, we spotlight CALL at the AEC. We do this because the AEC is particularly strong in computer-assisted language learning (CALL). Faculty members at the AEC present on CALL issues at regional (e.g., MidTESOL) and international conferences (e.g., TESOL International Association). We have faculty who are adding to their formal education through advanced graduate programs focusing on technology and language pedagogy. We also have faculty members who consistently make heavy use of computer technology in their instruction and share their insights with other AEC faculty. Some of our strength in CALL can also be attributed to our computer lab (Learning English Online-LEO), which has 21 machines and is available to AEC classes and individual students from 8:00 am to 6:00 pm, Monday-Friday. Helping LEO remain valuable and user-friendly are the dedicated faculty and student staff that work there.

We are particularly happy to publish this issue of *ILI* because we are breaking new ground by having our first invited guest editor, Summer Peixoto, who is also a contributor. Summer offers a unique perspective on CALL at the AEC because of her long-time interest in technology, recent completion of the TESOL Principles and Practices of Online Teaching program and her work as the LEO coordinator for nearly two years. She brings leadership, expertise, and enthusiasm to this special issue.

Contributors to this special issue offer opinions, evaluate software, and suggest practical, computer-based language learning activities. For more information, readers can address questions to contributors of this special issue, LEO faculty, and/or Summer Peixoto. As always, readers are invited to send commentary, concerns, omissions, and new ideas to me at mberardo@ku.edu.

Thank you,
Marcellino

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