Editorial

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EnglishUSA Book Club

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by Engin Ayvaz

It is with distinct pleasure that I present to you the 2021 Spring Issue of the EnglishUSA Journal featuring four articles on several aspects of the profession and the organization. The fourth issue of the journal is the outcome of the hard work and dedication of many people including the authors, the Professional Development Activities Committee (PDAC) and the EnglishUSA Central Office. We are happy to see that the reach of the journal is expanding with each issue being viewed by thousands of readers.

In the past 15 months, the field of international education faced unprecedented challenges. What started as uncertainty and panic quickly evolved into an existential crisis not because of the unpreparedness of the profession, but rather due to the scale and velocity of the global pandemic. This trauma caused some irreparable damage to many programs but equally, and importantly, transformed the entire profession for many years to come. We all have received some -unofficial- sobering information on international student numbers in the past year, but the forthcoming IIE Open Doors data will probably provide a more accurate picture. Now with the availability of vaccines and plans for more programs reopening, we are focusing on damage assessment and preparing for the recovery. Once again, we are witnessing the perseverance and resilience of our field adopting to the new realm, finding creative ways to continue to serve students and supporting each other in doing so. If history is

any guide, the English as a Second/Foreign Language field will reinvent, recover and revive.

In this issue of the journal, you will find articles focusing on the current state of the field mentioned above. In her Advocacy Corner, Mackenzie Kerby provides guidance on ways and means to continue to fight for our students, our teachers, our staff and our institutions in such challenging times. In her article, Nell Rose Hill discusses her findings on Virtual Communities of Practice (VCoPs) and how IEP administrators can benefit from them. Hilal Peker and Özkan Akkaya offer readers a thorough book review on the Key Issues in English for Specific Purposes at Higher Education Level. Lastly, Caroline Gear, Cheryl Delk-le Good, Lisa Kraft and Jennifer Phillips write about the EnglishUSA Book Club, which emerged during the pandemic as a platform to connect beyond the work sphere.

If the contents and format of the EnglishUSA Journal are of interest to you, the PDAC invites you to contribute to the journal as authors, reviewers for the upcoming issues or any other ways that you may find feasible. Please feel free to reach out to the Executive Director or Board Members to learn about other ways to engage with the EnglishUSA and serve the profession.

On behalf of the PDAC, I would like to thank you for being part of the EnglishUSA community by contributing to, reading, sharing and posting this journal.

Happy reading!

Engin Ayvaz is the Director of the Intensive English Center at Tennessee State University. He serves on the Executive Board of EnglishUSA and is the Chair of the Professional Development Activities Committee. His work focuses on quality and excellence in language teaching and international higher education.