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Editorial - v5

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leading and advocating for the profession. Aligning our efforts with such organizations will not only accelerate the recovery period but will undoubtedly strengthen the profession as a whole.

In this issue of the journal, you will find several interesting pieces written by authors coming from various sections of the profession. In his advocacy corner, Daryl Bish provides updates on the regulatory front and how EnglishUSA is taking action to advocate for the students, faculty, administrators and eventually the programs. Based on the *2021 IIE Open Doors Report*, Julie Baer's article will provide information on data and trends on student enrollment at English language programs in 2020, which I am sure you will find quite sobering. I believe we will have the full picture of the impact of COVID-19 on the English language programs and international education at large, once the 2021 enrollment data is published in 2022. Misty Wilson's article provides a methodical approach to evaluating a language test's appropriateness for admission at colleges and universities. As traditional language testing providers are moving their services to the virtual realm and new providers are entering the market, this article will provide you with the basic toolset to make an informed decision on which language tests to adopt. Md Mijanur Rahman's article takes a comprehensive look at cross-cultural issues revolving around teaching writing and presents an example of how ESL/EFL teachers can develop their own action research to investigate the pedagogical dilemma. With this issue, we are also introducing the "Interview with..." section. In this part, we will publish interviews with leaders, experts, innovators from the field and what better way than to start with the EnglishUSA's Executive Director extraordinaire Cheryl Delk-Le Good.

I would like to take this opportunity to invite you to consider contributing to the EnglishUSA Journal as authors and/or reviewers for the

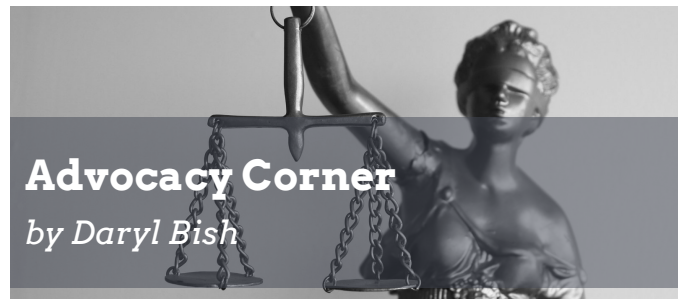
It is with great enthusiasm that I present you the 2021 Fall-Winter Issue of the EnglishUSA Journal. In the past four months, authors, peer-reviewers, the Professional Development Activities Committee (PDAC) and the EnglishUSA Office collaborated on this biannual publication, which serves as a medium for sharing best practices, addressing current issues and presenting research in the field. I am confident that you will find the content interesting to you and relate to the work you do.

This issue is published at a time of partial recovery from the devastating effects of the COVID-19 pandemic on student enrollment. While embassy closures, restricted travel and new strains of the virus pose continued threats to student mobility, we are seeing initial signs of what might [or we hope to] be a recuperation period for the profession. Programs and institutions are -anecdotally- reporting a meaningful and consistent increase in inquiries, applications and enrollment; however, it is still too early to say that we are out of the woods. Thus, we need to continue our efforts to be more resilient, resourceful and creative than ever and there is no better way to achieve this than doing it collectively. While we can individually reach out to our network and collaborate with them to find solutions to common problems and voice our concerns, we also can do so along with the professional organizations in our field. In addition to EnglishUSA, we have some exceptional professional organizations in our field, such as ACCET, AIRC, CEA, NAFSA, TESOL, the Alliance and UCIEP supporting,

upcoming issues or any other capacity that you may find feasible. The Executive Director and the EnglishUSA Board Members will be happy to answer your questions and work with you in this process.

Happy reading!

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



While English Language Programs (ELPs) are still coping with and adapting to the unprecedented challenges created by the pandemic, there are reasons for optimism: travel restrictions related to COVID-19 have eased; wait times at US embassies have improved; and programs have reported increasing student enrollments. On the regulatory front, in July the Department of Homeland Security (DHS) officially withdrew its proposed rule to eliminate duration of status (D/S) for F students and J exchange visitors after significant advocacy efforts from across the international education industry, including ELPs. If enacted, the proposed rule would have significantly altered English study in the U.S. for international students. EnglishUSA will continue to monitor this issue.

Also in July, the U.S. Departments of State and Education, supported by Departments of Commerce and Homeland Security, released a [Joint Statement of Principles](#) committed to “undertaking actions to support a renewed focus on international education.” The statement is a welcome endorsement of the many benefits of international education, including enhancing national security and the economy, strengthening U.S. higher education, and benefiting American students and communities. Given the current administration’s support for international education and continued improvements in student mobility during the pandemic, ELPs have cause for hope going into 2022.