



Editorial

by Lisa Kraft & Alison Camacho

We would like to start this editorial with a huge thank you to Engin Ayvaz who has tirelessly served as the Chair of the Professional Development and Activities Committee (PDAC) for the past 2 years. In addition to working with members of PDAC to organize webinars and the Professional Development Conference (PDC), Engin essentially worked alone to coordinate the many details that go into putting the EnglishUSA Journal out twice a year. Each edition was better than the last and the Journal soared to new levels of perfection, so much so we had to assign two Board members to replace him. Engin's board term may be done at the end of June but his legacy lives on through this Journal. We will do our best to make him proud.

It is our pleasure to present the Spring 2022 edition of the EnglishUSA Journal. We are confident that the Journal will educate and engage you. We would also like to thank our authors, reviewers, PDAC and of course, Cheryl Delk-LeGood for their effort and support.

The world is still struggling to come out of this devastating pandemic. At the time of writing, the United States hit another sad milestone of 1 million deaths due to COVID-19. Infection numbers are increasing again, especially in the Northeast and Midwest and the country is weary. We are seeing similar increases in other countries such as China whose zero tolerance policy still has major cities shut down. The war in the Ukraine rages on as the world watches and waits for what's next.

The stock markets are on a rollercoaster ride with no "up" relief, while worldwide inflation causes the same horrible feeling as it soars to record levels. Despite continued uncertainty, member programs have reported modest gains in enrollment numbers. Eternal optimists, we believe hope is on the horizon. EnglishUSA remains at the forefront of the IEP industry as a voice on behalf of the members and seeks additional ways to make sure our stakeholders hear us. This month, EnglishUSA applied for cooperator funding to bolster IEP-specific data collection, recruitment efforts and professional development for the membership.

This issue of the Journal continues to present timely and important topics of interest to English language programs. The Advocacy Corner by Daryl Bish delves into the state of international and IEP enrollment through IIE Open Doors data, which is dim, but his comments also take us to where hope lives. Surprisingly, that encouraging news can be found in the government's actions after last year's announcement of the Joint Statement of Principles of Support of International Education. Lisa Besso and Alex Thorp's article brings us into the fascinating world of student assessment, language proficiency and the difficulty admissions teams face in determining student success based on standardized exam results. Focused on the intersectionality of DEI and international students, Carol Olausen and Tarah Trueblood's article provides useful tools to help international students determine their own social identity and strategies and vocabulary to navigate difficult conversations while encouraging advocacy and allyship. We encourage you to read the article through a contextual lens of how you could apply these strategies at your institution and in your program. The Journal's second entry to the "Interview with" section introduces us to the new Executive Director of TESOL, Amber Crowell Kelleher. We hope you enjoy getting to know her.

We encourage you to submit an article for a future publication or become a reviewer. It is a wonderful way to get involved in EnglishUSA and score professional development for yourself. We thank our sponsor, iTEP for their support of the EnglishUSA Journal. We hope to see you at the next EnglishUSA Stakeholders' Conference on October 13 and 14 in Alexandria, Virginia. Be sure to mark your calendars!

Happy reading!

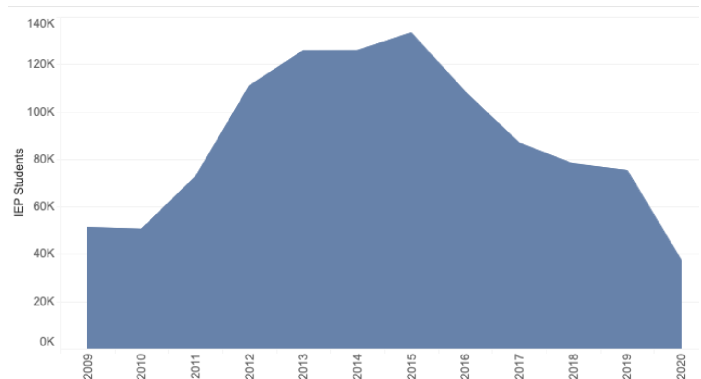
Lisa Kraft is the Director of International Special Programs and Director of ELI Academics at Pace University. She serves as President of the EnglishUSA Executive Board and is a member of the Professional Development Activities Committee. Her work focuses on developing sustainable relationships with international partners and providing the best educational experience possible for international students and visitors.

Alison Camacho is the Marketing and Outreach Manager for English Language Programs - a program of the U.S. Department of State. She serves on the EnglishUSA Executive Board and is a member of the Professional Development Activities Committee. Her work focuses on strengthening connections within the English language programs community by providing a variety of engagement and professional development opportunities.



Without a doubt, the COVID-19 pandemic has drastically impacted international education in the U.S. resulting in dramatic decreases in international student enrollment. In November 2021, the Institute of International Education (IIE) released the 2021 Open Doors Report for the 2020/2021 academic year. It showed a 15% decrease in international student enrollment at U.S. schools from the previous year, which is the largest year-to-year decrease in enrollment ever reported by IIE. Such a large decrease in student numbers effects all sectors of international education, but English Language Programs (ELPs) were particularly devastated. IIE reports that international student enrollment in Intensive English Programs (IEPs) decreased over 50% from 2019 to 2020.

IEP Enrollments by Year



Institute of International Education (2021). IEP Student Enrollments by Total Students and Total Student Weeks, 2009-2020) Open Doors Report on International Educational Exchange. Retrieved from <https://www.opendoorsdata.org>.

Hopefully, the forthcoming IIE report on IEP enrollments in 2021 will show that programs are rebounding from the lows of 2020, but low enrollments continue to impact the field as we enter the third year of the global pandemic.