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About the Journal

The EnglishUSA Journal focuses on theory and practice in the field of teaching English as a second/foreign language and serves as a medium for sharing best practices, addressing current issues and presenting research. Submissions will be received by the EnglishUSA Professional Development Activities Committee (PDAC), evaluated by peer-reviewers and published in an online journal to be shared with the EnglishUSA members and the wider ESL/EFL community. The EnglishUSA Journal is created for readers interested in English language teaching, administration and leadership at the post-secondary level. The journal is published twice/annually and features practical and theoretical content primarily focused on programs that serve language learners in proprietary programs or university-governed institutions. Featured articles support EnglishUSA's interest to represent, support and be the recognized voice of English language programs, emphasizing engagement, integrity, excellence and collaboration.



Call for Submissions

EnglishUSA is accepting submissions for the 2023 Spring Issue of the EnglishUSA Journal in the following categories:

- In the Classroom articles provide a space for instructors, trainers, administrators and managers to share practical ideas, resources and tools to use in the classroom. The objective of this section is to share best practices, encourage peer collaboration and inspire creativity.
- Reports and Reviews offer summaries of relevant events, conferences or resources in the English language teaching field. The objective is to update the EnglishUSA community with reports on useful topics recently presented at events and conferences in the USA and overseas. This section also offers professional reviews on English language-related publications to help inform readers, which would be useful for their own programs.
- Journal Articles feature research, analysis and studies on teaching, learning and administration in the field of ESL/EFL. Content is relevant for instructors and administrators of the English language and focuses on language acquisition and learning, aspects of the English language, applied linguistics in addition to issues related to program administration.

For more info about the journal and submission guidelines:

<https://www.englishusa.org/page/Journal>

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Editorial

by Lisa Kraft & Alison Camacho

It is our pleasure to present the Fall/Winter edition of the EnglishUSA Journal. We would like to start with an important announcement in the Journal's development. Issue 7 will be the first to appear beyond the borders of the EnglishUSA website and our email accounts. Next year, the Professional Development and Activities Committee (PDAC) will begin the process of attaining a Digital Object Identifier (DOI) and uploading this and past issues on Syracuse University's SURFACE (Syracuse's Open Access Scholarship Repository). This will allow Journal articles to be viewed worldwide and for authors to expose their work to a larger audience on a searchable and trackable database. PDAC predicts this will increase quality submissions and readership. PDAC thanks one of its own, David Lind for this next chapter of the Journal.

It is a busy time of year as we wrap up semesters and get ready for the holidays, and it is often hard to find time to reflect on and be thankful for the year's accomplishments, but

EnglishUSA has a lot to be thankful for this year, especially this fall. In September, the association celebrated a major "win" when awarded a U.S. Department of Commerce Market Development Cooperator Program (MDCP) grant. This three-year project is going to bring greater visibility and voice to the IEP industry and the membership. You can read

more about this award in Daryl Bish's, "Advocacy Corner" and Cheryl Delk Le-Good's, "Promoting and English Language Study in the USA." EnglishUSA also held its first in-person Stakeholders' Conference since 2019 this October in Alexandria, Virginia. Members benefited from informative presentations from industry stakeholders and other EnglishUSA members, and networked like it was 2019.

This issue of the Journal continues to present topics of interest and relevance at an opportune time to share updates from the field. The Advocacy Corner by Daryl Bish lays out a comprehensive review of why the U.S. needs a national strategy to support international education overall and ELPs, specifically. EnglishUSA released ELP-specific recommendations to address concerns of government rules and regulations that affect all of our programs. You can find these recommendations in this article. "Measuring student achievement in an Intensive English Program" by Seo Hyun Park provides us with an in-depth review of a research study at Divine Word College in Iowa that looks at how a change in semester length affects student achievement and academic readiness in all skills using placement test data. Cheryl spells out what to expect as we begin this journey with the MDCP award. Finally, we are inspired by Joanne Ng Hartmann's interview with Cheryl. Many of us know or have heard her name and the interview allows us to see her on a more personal level.

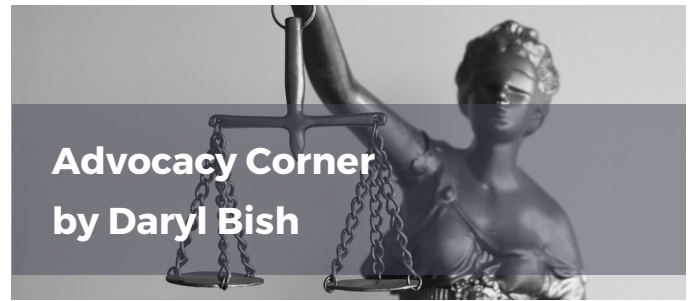
The new year will have its challenges, but we have hope that the IEP industry will continue to bounce back and grow. With all that

EnglishUSA has brewing, how could we not be hopeful. We would like to thank our authors, reviewers, PDAC and of course, Cheryl Delk-LeGood for their effort and support. We encourage you to submit an article for a future publication or become a reviewer. Have a wonderful holiday and see you all in February 2023 at the EnglishUSA Professional Development Conference.

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.

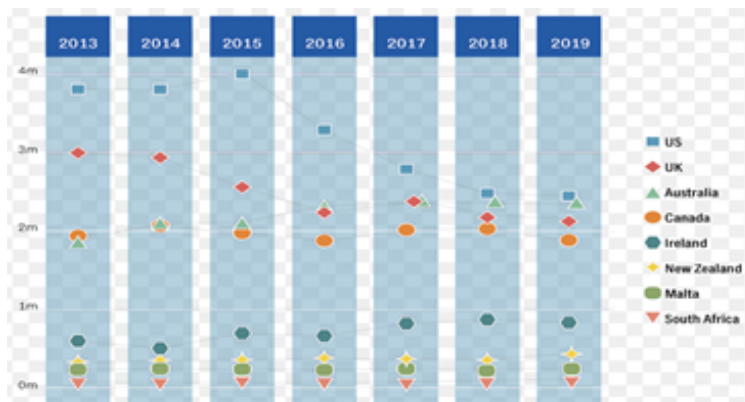


If you've worked in international education for a long time, you've probably heard this before: English Language Programs (ELPs) are the canary in the coal mine for the international education field. Like other axioms, this statement is established, accepted, and self-evidently true. ELPs are the first to feel the negative effects of a global crisis or downward market trend and, unfortunately for ELPs, there are a lot examples to support the claim: the Asian economic crisis in the late 1990s, September 11, 2001, the bird-flu pandemic of the mid-2000s, the global recession in 2009, and, most recently, the COVID-19 pandemic. These events caused declines in U.S. international student enrollment, but they hit ELPs faster and harder. We are the canary in the coal mine. Look to ELPs to get a sense of the overall health of international education in the U.S. Look to ELPs to determine potential impacts of a global event on international student enrollments.

While this oft repeated phrase is true, it is not helpful to ELPs. It perpetuates the idea that ELPs are somewhat separate from the larger international education whole, while also painting them as fragile. It turns ELPs into the canary in a cage instead of being seen as one of the facets of the international education field. The imagery does not reflect the resiliency, strength, and importance of ELPs and the role they have in helping the U.S. remain a top study destination.

ELPs serve as an access point into the U.S. higher education system, while also offering short-term opportunities to learn English for personal or professional development. ELPs create innovative English language offerings that support U.S. higher education institutions, businesses, local communities, and international partnerships. ELPs contribute to their local economies, enhance the diversity and vibrancy of their communities, and perhaps more than any other part of the international education field, they foster intercultural understanding. This is what people should think of when considering ELPs, not the canary in the coal mine. We have a role in strengthening, supporting, and promoting U.S. international education efforts and are certainly more than a bellwether for the field.

One of EnglishUSA's goals, as the only organization in the United States that includes all types of ELPs, including pathway programs within institutions, is to increase the visibility of English language study in the United States. Despite all the positive ways ELPs support U.S. international education and benefit local communities, promoting and advocating for the ELP-field on the national level has several obstacles. A primary one is that, unlike some other English language training (ELT) destinations (Canada, Ireland, and Australia, for example), the United States does not have some kind of national strategy for international education. According to Bonard, a leading provider of global international education data and research, other ELT markets are gaining market share while the U.S. has seen its share of the global ELT market decrease.



(Source: Bonard, Which ELT destinations are gaining (or losing) market share?, presented at the EnglishUSA Stakeholders Conference on October 13th, 2022.)

While the U.S. is the top destination for English language training, other ELT markets are catching up. This is due, in part, to the fact that their governments have a strategy for attracting international students. Some of them include incentives for English study in their country, like facilitating work/study opportunities or providing agent incentives and bursary payments for long-term English language courses. If the U.S. is to remain the top study destination for the ELT market and, indeed, the global international education market, it should develop a national strategy for international education.

To that end, EnglishUSA joins NAFSA, the Association of International Educators, in recommending a coordinated national approach to international education that set targets, support policies, and fund programs to increase the number and diversity of international students at U.S. higher education institutions, including ELPs. EnglishUSA, NAFSA, and many other international education associations recommend establishing a White House coordinating council to provide leadership on international

education across federal agencies to create more welcoming visa and immigration policies to help restore the United States' attractiveness as a destination for international students and scholars. This council would develop a national strategy on international education and include collaboration from the Departments of State, Homeland Security, Education and Commerce along with diverse international education associations, like EnglishUSA, that support institutions and programs that welcome students. Through NAFSA's website, you can Take Action by sending a message to the Biden administration and urge the White House to adopt a national strategy for international education. You can tailor your message to emphasize the role of ELPs and advocate for their inclusion in a coordinated national approach to international education.

A U.S. national strategy for international education would benefit the country, but it is certainly not a given that the government will move in that direction. Until it does, ELPs and other higher education institutions must work within the current systems and regulations for international students, some of which can serve as barriers. This can be especially true for ELPs and their students. To address some of these concerns, on October 12th, 2022, EnglishUSA released a list of ELP-specific recommendations to the Departments of State, Homeland Security, and Commerce. The recommendations include:

- ensuring that consular officials do not, off hand, deny the F-1 visa because a student is admitted to an ELP;

- providing data on F-1 student overstay rates to either prove or dispel the perception that ELP students are more likely to overstay than other categories of F-1 student;
- permitting limited opportunities for F-1 students, including ELP students, to gain off-campus employment without having to go through the current I-765 Application for Employment Authorization process;
- and providing financial resources for all states to be represented by a Study State Consortia since not all states currently have one.

These recommendations would support ELPs and overall U.S. international education efforts while also helping the U.S. remain competitive in the global ELT market. We urge you to discuss these recommendations with your congress people.

EnglishUSA is also actively working to resolve one the field's long term issues: the lack ELP student data. The Student and Exchange Visitor Program (SEVP) releases an annual SEVIS by the Numbers Report. The report uses Student and Exchange Visitor Information System (SEVIS) data and provides the total number of SEVIS records for active F-1 and M-1 students in a calendar year. It highlights notable trends and identifies the number of F-1 students in every education level as defined in SEVIS, except for Language Training students (i.e. students enrolled in ELPs). This omission is noted in EnglishUSA's ELP-specific recommendations and we are advocating for ELP F-1 student data to be included in the report.

We encourage you to speak with your ELP's SEVP Field Representative and ask them to include ELP student data in SEVIS by the Numbers as they do with the other education levels. Including Language Training student data will ensure that all education levels, including English language study, are represented in the report and allow a better understanding of this category of student. More importantly, not including ELP student data in the report underlines the false perception that ELPs are not part of the larger international education picture. Not all F-1 students who come to the U.S. are here to earn a degree. Most of those students are enrolled in ELPs and they should be counted and included in any annual report that looks at F-1 data and overall trends in U.S. student enrollments.

One could argue that the lack of in-depth, ELP student data has hindered the field and contributed to perceptions that it is somewhat separate from the U.S. international education field, like with the canary in the coal mine axiom. However, EnglishUSA is taking steps that will generate the most detailed ELP-specific data that has ever been collected in the U.S. The association was awarded a U.S. Department of Commerce Market Development Cooperator Program (MDCP) grant, which will be used, in part, to generate industry data. There is no nationwide enrollment data collected by the IEP industry itself. There is consensus that more data is necessary to assess enrollment trends, predict future enrollments, develop new markets, anticipate demand for new program offerings, and compare the U.S. share of the world IEP market.

Through the MDCP, EnglishUSA will partner with Bonard, the globally recognized market research and strategy development firm, to collect detailed information on ELP enrollments – information that is routinely collected in the U.K., Canada, Australia, and New Zealand. Those nations' data sets include quarterly enrollment figures categorized by age group, individual students or cohort, student source, course type, and visa type. Such cross-tabulations of student enrollment data will allow U.S. ELPs and policy makers to analyze enrollment trends and focus marketing and recruitment strategies on national, regional, and local levels. Such detailed data sets for U.S. ELPs will support industry-wide marketing, recruiting, and, importantly, advocacy efforts.

We at EnglishUSA appreciate your support and encourage you to continue to advocate for your students and programs. Please share your thoughts and questions about any of the above topics on EnglishUSA's Engage Forum.

Daryl Bish is the Assistant Director and PDSO at the University of Florida English Language Institute. He has extensive experience as a teacher, program recruiter, and administrator, having worked for university and community college programs. His master's degree is in Curriculum and Instruction, with TESL Certification. He has served as the NAFSA IEP Network Leader, a CEA site reviewer, and is currently Chair of the Advocacy and External Relations Committee on the EnglishUSA Executive Board.



Introduction

This paper introduces a case of statistical analysis that a college-governed intensive English program (IEP) did to assess student development as part of its program evaluation. Rubrics and final exams are a typical data source for research on student progress in IEPs (Juffs, 2020). This approach, however, may not show a program-wide student achievement trend over time, especially in IEPs where rubrics, textbooks, and final exams are not standardized and unified across levels and courses but rather dependent on individual instructors' discretion. Researchers suggest multiple methodologies of data collection and rich contextualization of data analysis as a good practice of language program evaluation (Hamdoun, 2021; Lynch, 1996; Shawer, 2013). In the IEP at Divine Word College (DWC) in Epworth, Iowa, structured evidence was needed to understand a student achievement trend besides a routine review of unstructured, qualitative data available from student opinion surveys, exit interviews, and comments from student course evaluations[1]. This missing puzzle piece in the IEP at DWC for an extended period of time seems partially because IEP faculty and administrators are extremely busy and thus have little time to sit and learn and do statistics; another reason may be related to statistics anxiety generally found among language educators (Brown, 2013).

Nevertheless, even taking a simple look at placement-exit score differences may lead an IEP off to a good start to triangulate data resources, confirm its experiential and qualitative findings, and establish a healthy program evaluation cycle of context, input, process, and product (Stufflebeam, 2003). The purpose of this paper is to share a practical example of student achievement recording and reporting practice with IEP stakeholders, agreeing with Norris' (2009) observation as the following:

A commonly cited gap in program evaluation work is the lack of published reports on how evaluation happens, largely due to the fact that evaluation reports tend to be produced for evaluation clients rather than a broader academic public. (p. 9)

Program Background and Research Questions

The DWC IEP revamped its program format in 2018, changing the number of proficiency levels from five to eight and the length of each level from a semester to a half semester. Three years later, in 2021, was when experience, data, and faculty discussion were gathered enough for preliminary research on how students were doing in the newly formatted program. The purpose of this research, guided by program evaluation researchers (e.g. Scriven, 1967), was twofold: (1) summative reporting purposes to college administrators and eventually to the language program accreditor (CEA, or the Commission on English Language Program Accreditation) and (2) formative improvement purposes within the IEP.

[1] See Powers (2020) for discussions of structured vs. unstructured data strategy.

For both purposes, two questions needed to be addressed:

1. Do students in the new half-semester program achieve English language skills better than those in the old semester-based program?
2. Which English language skill of students' reaches a college-entry proficiency level the fastest and the slowest in the new half-semester program?

Answering these questions was an important step for the DWC IEP's continued program development, planning, and review. Data-driven implications were much needed to answer other subsequent curricular or administrative questions such as how long it actually takes for Level 1 students to exit the program, how many instructional hours are to be allotted for each language skill, which standardized tests assess student learning most accurately yet conveniently, and which textbooks are to be used, for how many years, and with what supplementary materials, to name a few.

To answer these questions, survey and interview data were not considered since they mostly shed light on student perception, not student achievement. Course grade and in-class rubrics analyses were not the best option, either, given that DWC IEP faculty develop and use their own rubrics and flexibly change assessment tools and percentages by course and level as well as by types of students they serve in a particular term. Instead, placement and end-of-term test scores were analyzed for the present study given the fact that, in the

DWC IEP, three tests are used both for the initial placement and for the promotion to the next level at the end of every academic term: in-house English writing test (EWT), in-house English Speaking Test (EST), and the Cambridge Michigan Language Assessment English Placement Test (CaMLA EPT).

The DWC IEP is aware of strengths and limitations of using locally developed tests (EWT and EST) and direct assessment techniques (published tests such as CaMLA) for placement and promotion, and further, for research on student achievement. Juffs' (2020) study, for instance, finds out that "the writing test is not terribly useful in placing learners in appropriate classes based on intended student learning outcomes" (p. 76). California DOE's (1994) Student Oral Language Observation Matrix, from which DWC IEP's EST rubrics were adapted, is originally for placement only, not for progress assessment. So is the CaMLA EPT, and the Michigan Language Assessment does promote other test products that specifically assess student progress and for high-stake decisions (i.e., MTELP or MET[2]). Despite these caveats, the DWC IEP intentionally uses the same test format for both existing and new students so that their language proficiency is measured fairly and reliably across levels in each term. Allen (2004) argues that practicality cannot be ignored when developing methods to assess

[2] The MTELP (Michigan Test of English Language Proficiency) is a progress and placement test which is sold directly to institutions and administered at institutions without external monitors. The MET (Michigan English Test) is administered only at authorized test centers and used for certification purposes.

student achievement. As long as end-of-term test scores are not used as a single factor of promotion decisions, using the same standardized tests for placement and promotion is a practical way to measure student achievement.

Methods

Student scores of EWT, EST, and four sub-scores of CaMLA EPT (listening comprehension, grammar, vocabulary, and reading) were collected from December 2017 to March 2021 and sorted out on an Excel spreadsheet. EWT scores from three different scoring systems and rubrics over time were equalized by entering the achievement rate (%) of each student score out of a full score of 5.0 in 2017, 25.0 in 2018, and 9.0 since 2019. Since the data set is small (28 students who began English as a second language (ESL) study either in August 2017 or in January 2018 and 70 students who began ESL study in August 2018 or later), independent sample t-tests were conducted with a p-value of 0.05 to assure the validity and reliability of data analysis.[3] A test of correlation was conducted with the same p-value to examine the progress of and relationships among six language skills (writing, speaking, listening, grammar, vocabulary, and reading). Stata 17 was used for these tests.

Data Analysis and Discussion

Independent sample t-tests show that students in the half-semester program achieve higher

[3] A simple descriptive analysis (e.g. comparing means) is meaningful only with a large dataset such as those from Data.gov, HealthData.gov, Harvard Dataverse, World Bank Microdata Catalog. For a small data set, statistical tests are used to determine the probability and representativeness of the data.

writing, speaking, vocabulary, and reading proficiencies for a four-month period than students in the semester program. On the other hand, students in the half-semester program do not achieve listening and grammar proficiencies as high as students in the semester-long program. Table 1 presents absolute score differences between two sets of English tests that were taken with a four-month interval after a semester or two eight-week terms of ESL education. Figure 1 converts numbers in Table 1 to the percentage out of the full score of each test for a visually convenient comparison.

	w1	w2	s1	s2	l1	l2	g1	g2	v1	v2	r1
1	3.722222	4.277778	13.38889	15.72222	11.33333	15.33333	10.33333	13.94444	8.388889	9.833333	4
	3.5	4	14	15.5	11	16	11	14	8	11	3.5
	1.526455	1.190924	3.070522	2.191039	4.014679	3.531372	3.162278	2.071437	2.428722	3.053445	2.249183
2	3.986667	5.46	14.88667	17.83333	12.34667	14.93333	11.33333	13.32	9.693333	11.42667	5.56
	4	5.5	16	18	12	15	12	14	10	12	5
	1.982991	1.857709	4.452887	3.934715	4.746246	4.54507	4.214946	3.38981	3.759576	3.966663	2.964839
1	3.935484	5.231183	14.59677	17.42473	12.15054	15.01075	11.13978	13.44086	9.44086	11.11828	5.258065
	4	5	14	17	12	16	12	14	9	11	5
	1.898549	1.805124	4.247927	3.747424	4.610824	4.352647	4.036764	3.177579	3.567554	3.84439	2.896412

Table 1. Average score changes for a four-month period in semester program and half-semester program[4]

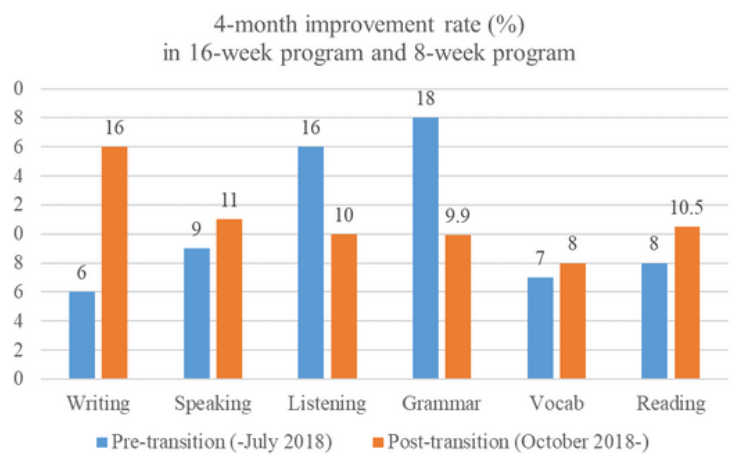


Figure 1. Improvement rate in pre-transition and post-transition periods

[4] Row 1 = mean; Row 2 = median; Row 3 = standard deviation; Transition 1 = 16-week program, Transition 2 = 8-week program; w1, s1, l1, g1, v1, r1 = writing, speaking, listening, grammar, vocabulary, and reading scores obtained in the beginning of the analyzed four-month period; w2, s2, l2, g2, v2, r2 = writing, speaking, listening, grammar, vocabulary, and reading scores obtained four months later from w1, s1, l1, g1, v1, and r1

Factors worth discussing regarding this progress difference between old and new IEP structures include student learning outcomes and textbooks that are finely aligned with the Common European Framework of Reference for Languages, changes in weekly instructional hours (oral communication from 5 to 10, reading from 5 to 3), and more opportunities for students to take EWT, EST and CaMLA in the new half-semester program.

This interpretation has a limitation, however, the score differences only with a four-month interval were compared due to the limited data available from the old semester-long program. For instance, the EST began to be offered in the IEP at DWC only in January 2018; the Michigan Language Assessment began to offer CaMLA EPT subscores on its online portal in December 2017. With this taken into consideration, a reasonable interpretation of Table 1 and Figure 1 will be that both old and new programs did help students learn English but in varied degrees across language skills. With this finding, the program reorganization at DWC in 2018 is justified.

When only the new-program score data are analyzed, a longer-term view is available. Figure 2 shows an increasing pattern of student scores over terms in the half-semester (i.e., eight-week) program.

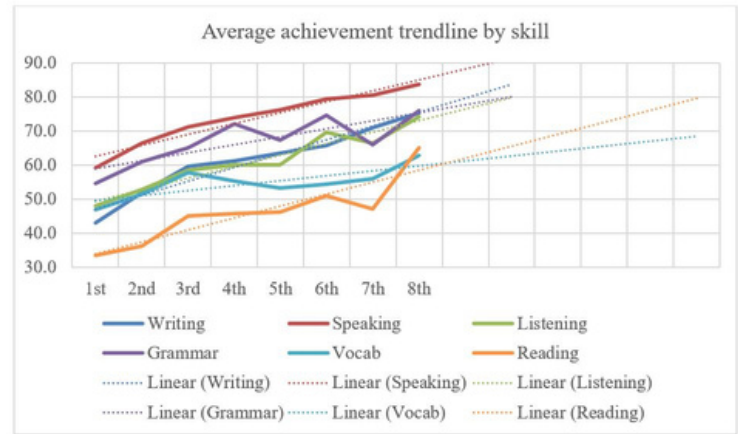


Figure 2. Average achievement trendline by skill over terms in the eight-week program

Looking at the starting point of each solid line in Figure 2, it is noted that most students join the DWC IEP with some knowledge of grammar and speaking proficiency. Nevertheless, they are not the easiest skills to improve—their slope values from the equation are 2.37 and 3.21, respectively, which are lower than those of other skills except reading.[5] Reading and writing, on the other hand, are the two newest skills that students begin from the very basic level in the IEP at DWC, as shown on their left ends which are significantly lower than the other starting points. Writing and reading proficiencies are, however, acquired with relatively good speed—their slope values are higher than the rest.

Moving to the right end of solid lines in Figure 2, most students who complete their eighth term reach or almost reach the minimum achievement rate of 80%, which is necessary for matriculation in post-secondary education, in four skills—speaking, grammar, writing, and listening, in the order of the highest average.

[5] Slope values from the equation from the highest to the lowest: writing 4.08, reading 3.52, listening 3.41, speaking 3.21, grammar 2.37, and vocabulary 1.45



Reading and vocabulary skills are coming along toward the finish line, but their linear forecast (dotted lines) indicates that it takes a few additional terms for most students to meet or to be close to the 80% achievement cutoff in reading and vocabulary. One possible approach is to increase the quantity and quality of reading and vocabulary instruction in the IEP so that these skills are mastered within a similar timeline as the rest.

Although Figure 2 illustrates different learning trends across language skills, the six skill scores do correlate. Table 2 shows statistically high positive correlations among them, having the strongest relationship between writing scores and speaking scores with their correlation coefficient 0.843 with a p-value < 0.01. This means 84.3% of variability of each skill can be predicted by another with less than one in a thousand chance of being wrong. Given that even a moderate correlation begins from the coefficient value 0.50[6], Table 2 demonstrates that the progress of each skill area affects and supports one another in the eight-week program. One’s ESL scores are not to be seen separately but rather as being mutually defined, which implies that taking an oral communication course can help one to be a better reader or writer or vice versa, for instance.

Pairwise correlations						
Variables	(w2)	(s2)	(l2)	(g2)	(v2)	(r2)
w2	1.000					
s2	0.843***	1.000				
l2	0.674***	0.728***	1.000			
g2	0.724***	0.780***	0.580***	1.000		
v2	0.650***	0.670***	0.606***	0.650***	1.000	
r2	0.545***	0.521***	0.599***	0.463***	0.484***	1.000

Table 2. The correlation among language skills in the eight-week program

Limitations and Implications

Further research with larger and more longitudinal data sets is needed to strengthen findings in this study. Another limitation of this study is different modes of testing per skill—writing is measured by a student’s handwritten essay, which is manually graded based upon the DWC IEP’s own EWT rubrics. Speaking is assessed in person as well, in the format of a 10-minute interview with two normed proctors who use standard rubrics. Although both EWT and EST rubrics are informed by the Common European Framework of Reference for Languages (CEFR), there may be significantly different findings if writers type an essay and speakers record answers on the computer, which some IEPs actually do and is a common practice in commercial tests such as TOEFL iBT, IELTS, Versant, iTEP, and Duolingo. On the other hand, student scores of listening, grammar, vocabulary, and reading used in this study came from one source, the computer-based Cambridge Michigan Language Assessment. It is important to note that the reading section in CaMLA is always taken last after an almost full-hour test of other skills and students are often unable to complete the section within the given time; this means reading score data used in this study may not reflect DWC IEP students’ true reading performance.

Size of Correlation	Interpretation
.90 to 1.00 (–.90 to –1.00)	Very high positive (negative) correlation
.70 to .90 (–.70 to –.90)	High positive (negative) correlation
.50 to .70 (–.50 to –.70)	Moderate positive (negative) correlation
.30 to .50 (–.30 to –.50)	Low positive (negative) correlation
.00 to .30 (.00 to –.30)	negligible correlation

[6]

Despite these limitations, this study has led some improvements in the IEP at DWC, fulfilling its formative purpose. From Fall 2021, lower-level reading instruction hours increased from the previous two to the current three per week, which is supported by the finding that most students begin to read in English from scratch and thus would benefit from more explicit, in-class teacher intervention and facilitation. A relevant proposal to this, currently under review, is cutting oral communication hours from the current ten to eight per week, based on the finding of this study that speaking reaches the 80% benchmark, the earliest of all skills, and instead increasing reading contact hours up to 4-5 per week, while still respecting the maximum industry-standard instructional hours (23 hours/week). Another item worth discussing is selecting vocabulary textbooks for upper-level students' self-directed vocabulary practice, in hopes to increase the absolute quantity of vocabulary input in the later phase of their ESL study and expedite their vocabulary acquisition curve.

One benefit of statistical analysis that the DWC IEP notices is that it provides the groundwork not simply for brainstorming of action-plan ideas, but more importantly, for setting a priority of such ideas in the busy field of language education. It may enable a language program to break down manageable, data-driven projects into an effective timeline. Qualitative data purposefully complicate the problem with rich descriptions, while quantitative data conveniently tidy up the problem. Given the IEP director and CEA accreditation coordinator's reporting responsibility on a regular basis, numerical

evidence that the program actually works and serves student needs can be a powerful addition to their report, fulfilling its summative purpose. Those student progress data also naturally contribute to a number of CEA accreditation standards that an IEP may need to respond to during its self-study (e.g. student achievement, length and structure of program of study, program development, planning, and review). Finally, it is hoped that more success and challenge stories of measuring student achievement and evaluating program effectiveness are published and shared within and for a broader intensive English program community.

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Promoting and Supporting English Language Study in the USA by Cheryl Delk-Le Good

EnglishUSA has officially kicked off its project “Promoting and Supporting English Language Study in the U.S.A” (PASELS-USA). The 3-year project, funded by the Department of Commerce Market Development Cooperator Program (MDCP), is intended to generate exports and support high quality U.S. jobs through funding and cooperation with several stakeholders worldwide. EnglishUSA’s initiatives will help increase the visibility of U.S.-based English language programs in targeted markets and highlight the importance of the industry within the larger field of international education and exports.

EnglishUSA’s cooperative agreement represents a significant investment in promoting U.S. IEPs, reducing trade barriers to student mobility, and increasing their enrollments. The project will contribute to rebuilding U.S. capacity to host language students; increasing the U.S. competitiveness in the global IEP industry (U.K., Canada, Australia, New Zealand); and, in turn, restoring jobs and creating new job opportunities for English language instructors and international education professionals.

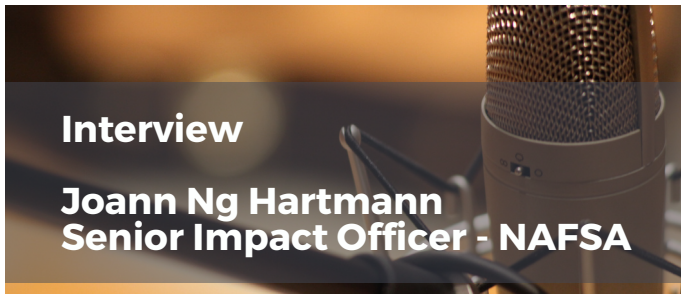
EnglishUSA’s proposal for MDCP funding includes five complementary initiatives: (1) Enhanced Data Collection: Formulating Standards to Evaluate IEP Markets and Enrollments; (2) Regional Promotion: Increasing Awareness of US IEPs in South and

Central America; (3) Partner Development: Supporting Educational Agents, Consultants, Advisors and their Collaborations with English Language Programs; (4) Virtual Connection Events: Linking IEPs with Regional Partners; (5) Outbound Trade Missions: Developing Partnerships with Agents, Advisors, Businesses, and Students.

Although each of these five initiatives could function on a stand-alone basis, they mutually reinforce one another and build both momentum and synergies that will fast-track new enrollments to U.S. IEPs. through the establishment of new linkages with organizations in South and Central America. Becoming a market development cooperator will help jump-start the industry’s post-pandemic efforts, with an anticipated \$4.9 million in export revenue generated through the agreement’s end in 2025.

Recent activities for the project include participating in the 2022 EducationUSA Forum in Costa Rica in November. EnglishUSA led a panel with EducationUSA Advisers from Brazil and Colombia and a Commercial Specialist from Mexico. Executive Director Cheryl Delk-Le Good also met with multiple advisers from the Western Hemisphere to provide information on EnglishUSA member programs.

In early December, EnglishUSA was represented in a session with Board of Directors leadership at the AIRC Conference as well as at the ICEF Agent Workshop. These opportunities allow for visibility of the association and its members in promoting the U.S. as a premier destination for English language study.



Interview

Joann Ng Hartmann
Senior Impact Officer - NAFSA

Where did you first hear about NAFSA and what attracted you to the association?

I was in graduate school when my boss took me to my first Region III Conference in Fayetteville, Arkansas and to this day, I still think that's how many people come to know about NAFSA—through state and regional chapters that are run by volunteers. This was my very first exposure to a group of very like-minded people who were excited to be sharing and learning with a community feel as events have now. I'm grateful that my boss knew to take me at that time in the beginning of my career; NAFSA events can very much impact younger professionals. My volunteer experience shaped me to be who I am today and led to NAFSA becoming my professional home and a part of my identity.

I truly believe in the work that NAFSA does; we are facing issues in a completely different landscape in international education now and our hope is the work we do helps practitioners overcome those challenges. Most people know about NAFSA through our annual conference. The work that NAFSA does daily builds into sort of like this tent pole with all of us meeting in the "big tent" of the vibrant annual event. However, the publications, virtual events, multiple convenings, resources, relationships with government agencies, and stakeholders such as EnglishUSA, all play a role behind the big tent of the NAFSA conference. 2023 is our 75th anniversary and my hope is that we can look into the future together and be prepared for the next 75 years.

What did you want to be when you were a child?

Ironically, I wanted to be a teacher! I used to "play school" with my cousins and recall those times very fondly. My parents put me in kindergarten at age 4 because all of my cousins were a bit older and they were going to school, so my parents thought, "Ok, you're going too!" I adored my teachers in elementary school. I think this is why NAFSA and international education is such a good fit for me—I have admired teachers my entire life.

What do you like to do in your free time?

Being a mom of twins and working full-time makes free time a relative term, but we are a soccer family and since my husband is from Germany, we follow a lot of the German leagues. I also enjoy listening to podcasts; I'm a bit of junkie when it comes to political and news podcasts. I'm trying to get back into running, so I enjoy running and listening to podcasts. I also listen to leadership content which ties into my work at NAFSA. Sometimes even during short 15-minute podcasts I hear something that makes me stop running and take notes to share with my colleagues in the office.

What's one lesson that you've learned in your career that you think everyone should know?

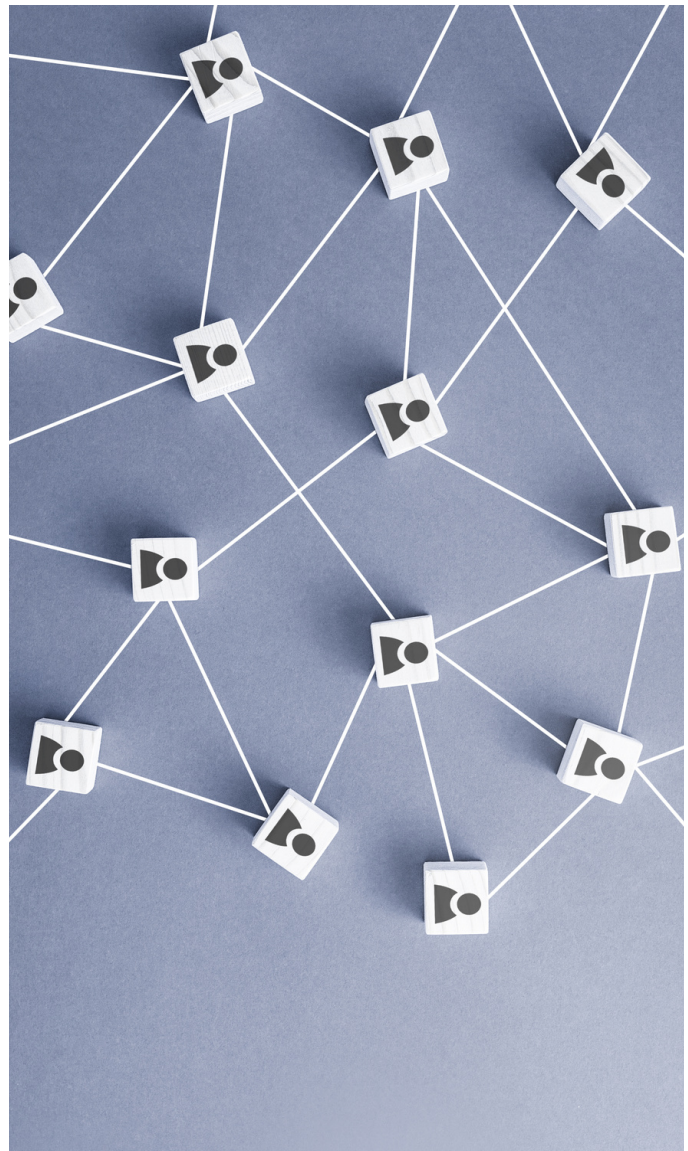
For me, it's gratitude, grit, grace, and perspective. I am where I am today because I have a group of people that I've met throughout my professional life who understand the work we do, and I am so grateful for this perspective. Grit is required as we go through challenges and difficult times like we have seen in the last 2-3 years. People need to have grace for situations and circumstances because we cannot walk in each other's shoes. I think gratitude, grit, and grace have given me perspective in this field to show how we can move forward into our next 75 years.

What's one thing that motivates you to go to work every day?

Hands down it's the people I work with. We have such dedicated, talented people who love doing what they do because they believe in international education and are willing to help and support others. Newer staff who have come on from fields outside of international education take on this perspective as well. A former colleague once said, "I've never been to a conference where people hug each other." You know when you love what you do it fuels innovation and excellence and I think that's what we have at NAFSA.

What are your favorite podcasts?

Adam Grant's ReThinking and HBR (Harvard Business Review) Ideacast. The latter has a strong business perspective, but I have learned so many lessons from both. When I need to unwind a bit during a run or walk, I listen to Pod Save America or Pod Save the World.



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