On behalf of the IELI faculty and staff, I am pleased to share news and happenings in this inaugural newsletter. The Intensive English Language Institute is involved in many different international activities here at USU, in the U.S., and around the world. In this newsletter we will share some of the things we are doing and highlight our excellent students and faculty. For this first edition, I’d like to start with a very short overview.

A LITTLE HISTORY:
The Intensive English Language Institute began in 1972 when it was housed in the Department of Languages and Philosophy. In 1985 IELI became an independent unit and operated as such until 2011 when it was moved back into Languages Philosophy & Communication Studies. We currently have 5 Associate Professors, 1 Assistant Professor, 2 lecturers and around 6 adjuncts. Three semesters a year we offer a full program, consisting of 18 different courses.

OUR MISSION:
The Intensive English Language Institute (IELI) is an academic English as a Second Language Program for international graduate and undergraduate students who have been admitted to Utah State University and for students who want to study English for personal or professional reasons. IELI also serves visiting scholars, post-doctorates, and government and corporate sponsored students. In addition to intensive language education, IELI provides training for international teaching assistants and is involved in teacher education projects at USU and abroad. IELI serves the world community through program and curriculum development, teaching, and consulting.

Please enjoy this first edition. If you are a former IELI student and would like to share an IELI related story and some photos, please send it to: ieli@aggiemail.usu.edu

Regards,
Jim Rogers
Director, IELI
International Teaching Assistants are graduate students from around the world, who hold teaching assistantships in various Colleges and Departments at USU. A majority are in the STEM disciplines although there are some in the social sciences, education, and humanities. To be successful TAs in the U.S. educational system, most ITAs require cultural, linguistic, and pedagogical orientation. IELI provides this through two workshops held during the pre-Fall and Fall semesters of each academic year.

I first began directing the ITA Workshop during Fall Semester 2013. My overall goal, as I took over the program from my predecessor, was to seek input from all its stakeholders: novice ITAs, experienced ITAs, USU undergraduates, and USU faculty members.

This past academic year, I organized two discussion panels for this purpose. The first panel included experienced ITAs who spoke about their experiences working with USU undergrads. The second comprised USU undergraduate students who responded to questions from ITA candidates about what they expected from their professors and teaching assistants.

Some of the tips that the ITAs took away from this year’s ITA Workshop include:

- Don’t just lecture-learn to teach interactively
- Learn to engage in small talk at the beginning of classes to establish a friendly atmosphere
- Develop a sense of humor
- Discuss teaching skills and approaches with other TAs

International Teaching Assistants: “I hope to see the ITAs making progress in incorporating and refining more interactive and engaging teaching methods and materials.”

By Ekaterina Arshavskaya, Assistant Professor

IELI students come from all over the world. This semester, 18 countries were represented in IELI.
Every year, IELI hosts a number of visiting scholars from China, often from Beijing Institute of Technology (BIT), Northeast Dianli University (NEDU), or Northwest University of Minorities (NWUM), three institutions currently partnering with the Jon Huntsman School of Business and IELI.

But IELI has for some time now been a popular destination for English language teachers from other Chinese institutions that do not necessarily have formal arrangements with USU.

Jianzhong Luo is one of them. Jianzhong Luo, or Ted, as he has become known around USU is a lecturer in the Department of Foreign Languages at Northwest Agriculture and Forestry University in Shaanxi Province. In Spring 2012, Luo sought out former IELI director, Ann Roemer, after two of his colleagues with prior connections to USU, recommended IELI as a rewarding sabbatical destination.

Luo’s sabbatical has been very productive indeed. He and IELI Associate Professor, Nolan Weil, just presented In Their Own Words: Chinese Students in American Universities at the 2014 International TESOL Convention. TESOL is the flagship organization for Teachers of English to Speakers of Other Languages.

Luo has been the most ambitious visiting scholar IELI has hosted in recent years. Like all visiting scholars, he attended IELI classes daily to observe teaching methods and classroom dynamics, often participating as both an expert student and a teaching assistant. Beyond the usual participant-observation role, however, pursued two research projects in collaboration with Professor Weil. One project involved the investigation of language learning strategies in Intensive English Programs. Luo and Weil started the project in the Fall of 2012, gathering data on strategy use in IELI, a language immersion setting. Luo is now back at Northwest A&F investigating the strategy profiles of students in the EFL (English as a Foreign Language) setting.

Luo and Weil’s second project, launched during Spring 2013, involving an examination of Chinese students’ perceptions of language education in the U.S. was the topic of their TESOL presentation.

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**CHINESE VISITING SCHOLAR, JIANZHONG LUO**

By Nolan Weil, Associate Professor

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The IELI faculty are very involved in the scholarship of Teaching English as a Second Language and other related fields. There is an important dialectic between the scholarship we engage in and our classroom teaching practices. Here are a few venues where the faculty have shared their scholarship with professionals in the field:

**TESOL** (Teachers of English to Speakers of Other Languages) is the preeminent international organization devoted to issues in the teaching and learning of English as a Second or Foreign Language. Each year, the annual conference attracts thousands of attendees from around the world. The most recent conference was held in Portland, Oregon and had 6,800 attendees.

Ekaterina Arshavskaya, Assistant Professor

*ITAs Experiences in the U.S. Classrooms: Implications for Practice.* Ekaterina reported on several instances of racist attitudes exhibited by USU undergrads towards their International TAs and called for educators to create more opportunities for the development of cross-cultural social relationships through an ITA-Buddy program such as the one first established at the Michigan State University. (paper)

Jim Bame, Associate Professor

*Using Nicenet for Student Extensive Listening for a Listening to Academic Lectures Course* focused on how to design and implement an extensive listening module using Nicenet.org as the instructional platform. (invited paper)
Frank Bacheller, Associate Professor

*Time and Tense* is a computer learning module designed to teach low-intermediate ESL learners to select tense appropriate to time. Slide shows and video clips provided the context for learning activities. Interaction was designed to reflect interaction a mentor and learner might have in a tutoring session.

Nolan Weil, Associate Professor

*In Their Own Words: Chinese Students in American Universities*, focused on Chinese students’ perceptions of English study in China, where English is learned as a foreign language and English study at USU, where students are immersed in English. (paper) In collaboration with Jianzhong Luo.

Shelby Thayne, Adjunct Lecturer

*Facilitating Language Learner Motivation: Teacher Motivational Practice and Teacher Training*, summarizes the results of her MA thesis, a classroom-oriented investigation focused on: 1) the teacher’s role in facilitating learner motivation, and 2) how to train teachers to be more proficient motivators.

**CALICO** (Computer-Assisted Language Instruction Consortium) is devoted to research and development of technology in second language acquisition.

Frank Bacheller, Associate Professor

*Time and Tense* is a computer learning module designed to teach low-intermediate ESL learners to select tense appropriate to time. Slide shows and video clips provided the context for learning activities. Interaction was designed to reflect interaction a mentor and learner might have in a tutoring session.

**ACRL** (Association of College & Research Libraries) award

Jim Rogers, Director and Associate Professor

Jim was recently awarded the Ilene F. Rockman Instruction Publication of the Year award, along with Wendy Holiday for their article, “Talking about Information Literacy: The mediating role of discourse in a college Writing Classroom”.