From the Director:

I always look forward to fall semester when we have the largest and most diverse group of students arrive. As you can see on the map below, IELI draws students from all over the globe. I invite you to look through our newsletter to get a small glimpse of the diversity our students bring to USU.

In a previous newsletter I provided some history on IELI, which was started in the 1970s. I am happy to report that IELI continues to thrive as a robust program, evidenced in our recent re-accreditation report (see p.2). The primary reason for our continued success is the IELI faculty. I feel quite fortunate to work with a group of passionate and dedicated professionals. This feeling was echoed in a recent e-mail from one of our adjunct faculty who wrote: “I had forgotten how much I love working with the faculty here”. In my 25 years here, full time faculty have only left when retirement rolls around... and it is always hard to say goodbye. After almost 30 years in IELI, we are saying goodbye to Dr. Frank Bacheller, who will retire at the end of December. It would be impossible to chronicle Frank’s achievements in IELI as his leadership roles as director, coordinator of the china cooperative program, and as CEA site coordinator have shaped IELI. As director, I have always felt a little more confident in my role knowing that I could go to Frank with a question; I will certainly miss his presence and guidance. We all wish him a rewarding and well deserved retirement.

Jim Rogers, PhD

Countries Represented
Fall 2016
CEA Report Findings

The Commission on English Language Program Accreditation (CEA) is a specialized accrediting agency that focuses on post-secondary intensive English language programs and institutions. The CEA was recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. This recognition gave CEA the distinction of being the only specialized accrediting agency for English language programs and institutions in the U.S. (from http://www.cea-accredit.org)

IELI has been accredited by the CEA since 2000. Our recent accreditation was up in 2017 so we underwent the rigorous re-accreditation process that lasted over a year. In October, a site review team from the Commission on English Language Accreditation came to USU as part of the accreditation review process. They spent two full days with the faculty, administration, and students. We recently received the team report which noted that IELI met all 42 of the standards. This was quite a remarkable feat for IELI as it is usual for programs to have some reporting requirements.

Below are some excerpts from the team report summary:

In summary, IELI does an excellent job in meeting students’ needs and helping them achieve their goals; in other words, they demonstrate a strong focus on their mission. They have experienced, dedicated, and well-qualified faculty and a strong team of administrators who work collaboratively to offer a high quality program. IELI is an integral part of the department, the university, and the community, and all personnel have the best interests of their students in mind.

One of the strengths of IELI is its faculty, who are all highly qualified, dedicated professionals... Faculty are capable professionals, ... who excel at teaching, scholarship, and service to the university. Besides teaching, faculty are involved in curriculum development, assessment and research.

Curriculum is another area in which IELI excels. The curriculum is consistent with the mission of preparing students academically and culturally to enter university courses. In order to help students to achieve this goal, IELI offers a rigorous 4-level, 4-skills curriculum.

Student Achievement is a further area of strength of the IELI program. Individual course pass rates are high; in many cases over 90% of students pass from one level to the next ... Student achievement of SLOs is based on direct evidence (products by the students). Teachers regularly use multiple forms of assessment measures that meet the norms of good practice and include the use of rubrics, scales, and portfolios.
IELI Students Win International Soccer Tournament

Claudio de Jesus, from Brazil, wears a different soccer jersey almost everyday. Abdullah Al-Sayegh, from Qatar, is reminded every day that he chose his education over his career as a professional soccer player for his country’s national team. They have made their love for the game apparent to those who know them and have been their classmates during their time in the Intensive English Language Institute (IELI). Their classmates Mustafe Dahir (Somalia), Lido Flores (Peru), Junho Park (South Korea), Abdulaziz Qasir (Kingdom of Saudia Arabia), and Niki Xydona (Greece), joined Claudio and Abdullah to form the team that represented the IELI Student Association during this year’s LPCS International Soccer Tournament. There were 5 teams competing, along with the IELI, this year: the German, Japanese, Chinese, Spanish, and Portuguese clubs.

The first team IELI played against was the German Club. Claudio thought his team would lose, due to the opposing players’ size, but was quickly proven wrong. Niki, who is attending USU with an athletic scholarship in track and field, scored a goal within the first 3 minutes of the game. She went on to score 3 goals more during the tournament. When Junho, arrived to cheer on the team, he was dressed in jeans and not prepared to play. During the first game’s half-time break, he ran back home to change and played the rest of the tournament.

Abdulaziz, Abdullah, and Lido had incredible footwork as they stole and passed the ball to each other. Although no team captain was picked, Claudio did his best to keep them focused and encouraged. He’s been playing soccer since he was a child, playing barefoot on the streets of his neighborhood. Lido, Mustafe, and Abdulaziz also grew up playing soccer with friends and on high school teams. Mustafe was the team captain for his junior high team in Ethiopia.

Their combined love for the game and experiences lead them to win the tournament scoring 3-1 against the Chinese Club during the final game. When individually asked what they would remember the most about the tournament, they unanimously expressed their feelings of comradery. Each said they felt they were part of a great team.
During the month of October, Cross Cultural Talk (IELI 1230) students had several discussions about fall traditions in the United States, including the tradition of painting or carving a pumpkin. Two sections came together and carved Jack-o-Lanterns a few days before Halloween. In preparation for this activity, students had watched video clip tutorials on carving pumpkins, read and discussed the origins of the Jack-o-Lantern, and learned about typical Halloween activities and events. The students worked together in groups of two or three, and arrived prepared with a simple design to carve. When they were finished carving, the pumpkins were carried down to IELI office to be displayed for a few days, filling the office with the aroma of pumpkin.
Q: What is your position and role in the office of global engagement?

A: I am an International Student and Scholar Advisor—P.D.S.O. (Primary Designated School Official). In this role I supervise the F-1 visa program for Utah State University and lead a team of Immigration advisors that advise all F-1 students on immigration regulations and other concerns. I also advise the ISC—International Student Council, and other international student organizations.

Q: How did you get involved working with international students?

A: My first involvement with international students was when I was a student and got a job as a class aid in IELI. I LOVED IT! I loved being around international students so much that I changed my major from Aviation Science to International Studies, with the plan to work with international student for the rest of my life! I STILL LOVE IT!

Q: What do you love most about your job?

A: I love most interacting with the international student leadership groups by helping them develop as global leaders and getting involved in their activities. They even asked me to perform with them at last years International Banquet. They asked me to perform as the famous music artist Pitbull. (see photo below)

Q: What do you find the most difficult about your job?

A: The most difficult part of my job is when I have to tell a student that they have broken an immigration regulations and must return home.

Q: What advice do you have for international students?

A: GET INVOLVED! If you really want to leave USU a better person and ready for the job market, get involved on campus! apply for student leadership positions, join clubs, make friends that don’t speak your language, and share your culture! Getting your degree is very important, but adding to it leadership opportunities and involvement opportunities helps you apply what you learn.

Q: When should international students come and talk with you or anyone else in GE?

A: International students should come see us anytime they are facing an issue. Especially if they are issues that affect your immigration status, academic status, or your personal wellbeing. We don’t have all the answers but we can find the person on campus that has the answer. If you have immigration questions, culture questions, study questions, anything. Come see us and we will help you be successful at USU.
I studied language and creative writing, focusing on Chinese Modern literature at the National Taipei University of Education (Taiwan). I thought I might be a blog writer or work for a publishing house someday. It never occurred to me to pursue a degree outside of my country until I became an exchange student at USU in 2012. This experience was a turning point for me in learning English because initially I could not follow native speakers. Being immersed in the target language is one of the best ways to learn a foreign language.

I am currently pursuing Master of Second Language Teaching at USU and teaching beginning-level Chinese. I have already taught students of diverse backgrounds. Several students said that my innovation in putting the materials into real-life contexts and my engaging personality made learning Chinese fun and that they looked forward to coming to class every day. Receiving the award of Graduate Instructor for the Year 2016 from the LPCS department highlights for me the worth of continually improving myself.

Looking back to the training of International Teaching Assistants (ITAs) through the IELI during the summer of 2015, I remember that I was very nervous to get on the stage for my first microteaching practicum. Luckily, it was a blast! The smiling faces in the audience encouraged me to believe in myself as an international instructor. I appreciate the evaluable comments from the instructors: Dr. Ann Roemer, Dr. Ekaterina Arshavskaya, and Mohammed Hussein. I learned the sociocultural behaviors expected in U.S. university classrooms and how to be a more effective teacher. I especially appreciate the instructor of the ITA workshop, Dr. Ekaterina Arshavskaya. She was always so patient and understanding of our difficulties and problems.

My experience as a foreign language learner informs my practice as a native-speaking instructor of Chinese. I have empathy for my students because I know the difficulties of learning a foreign language. All my professional experiences have helped me become an effective teacher who monitors learners’ growth and implements engaging pedagogical methods to create an environment conducive to learning. In the future, I hope to teach Chinese and/or English at the college level or at a secondary school. My mission is to immerse students in a supportive learning community where students are welcome to question and make mistakes, to experience the culture of the target language, to interact, and to benefit from multi-media.
IELI Students of the Semester

Students of the semester Sungkyu Kim, Gyeongeun Lim and Junho Park pose with Associate Dean Matt Sanders, and IELI Director Jim Rogers.

IELI Students of the Year

IELI Director Jim Rogers with Naoki Uchida, Anyelina Abreu Fernandez, Kacey Mara Cotner, and Associate Dean Matt Sanders.