

ENGLISH LANGUAGE INSTITUTE

# NEWS

2013 ANNUAL HOLIDAY NEWSLETTER FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY

**LIGHTS! CAMERA! ACTION!**  
*The ELI opens its own film studio*



UNIVERSITY OF  
DELAWARE

# From the Director's Desk



Scott G. Stevens

Dear ELI friend,

With feature articles covering the ELI's new classroom studio and an alumna who landed a co-starring role in a major motion picture [see articles Pages 6-7], as well as faculty and staff integrating favorite movie lines into their annual greetings, this year's edition of the ELI newsletter clearly has a cinematic focus. I find the theme wonderfully fitting — an example of how art imitates life.

When we think of movies, we are often drawn to that familiar plot line of a hero or heroine who sets off on a quest into a strange, sometimes magical land filled with unusual creatures or characters with unfamiliar practices and, with the support of traveling companions,

overcomes obstacles, dangers and often fierce adversaries, returning home far more mature and confident than when s/he first set out. What motivates the characters to undertake the quest in the first place? Acclaimed film director Alfred Hitchcock coined the word "MacGuffin" to describe the object or force that drives the character to pursue a heroic quest. The MacGuffin might be a great moral cause or the desire for revenge, power, conquest, wealth or simply the thrill of adventure itself. Movies like "The Wizard of Oz," "Lord of the Rings" and "Star Wars" embody this plot line.

It's a storyline that resonates with so many of our ELI students who, not unlike their fictional heroes on the silver screen, have come to Delaware on their own quests. They are driven by a special MacGuffin, the desire to subdue the English language — a formidable dragon-like tongue

with a seemingly impenetrable skin, clad with layers of irregular verbs and more than a dozen vowels to confound pronunciation. Its body undulates with a mysterious stress-timed rhythm, and its deadly tail unbalances opponents with word endings that give

little clue to a word's usage (e.g., "trust" can be a noun or a verb; "abstract" can be a noun, verb or adjective!) Finally, the English dragon spews forth flames of endless vocabulary and idiomatic expressions, engulfed in a black smoke of enough spelling confusion to shake the courage of the bravest warrior. But it's a battle worth waging, for in subduing the English Dragon, the adventurer can lay claim to treasures beyond: U.S. university degrees, career advancement and that most priceless of jewels, the means of communicating with two billion of the world's citizens residing in every nation.

Fortunately, no ELI hero or heroine need face the dragon alone. Guided by skilled teachers and flanked by loyal tutors, mentors, and fellow dragon-seeking sojourners from around the world, ELI student warriors are aided by travel companions at every step. And when they face other dangers and obstacles — culture shock, homesickness and baffling customs — they are encouraged by homestay families, ELI staff and timely calls from home.

The ELI is full of real heroes and heroines who have struggled much, achieved much and, perhaps with just a bit of help, succeeded in fulfilling their wildest dreams. But as each quest draws to a close at graduation, many ELI students confess that their greatest treasure was found within themselves, having discovered a depth of courage and determination they never knew they possessed and having grown to embrace the same cultural differences they once feared. It is this magical mingling of the world's cultures that makes the ELI a transformative experience for everyone involved, students and teachers alike. With such daily inspiration surrounding me, I am reminded of my favorite movie line, spoken by Will Smith as Alex Hitchens in "Hitch": "Life is not the amount of breaths you take. It's the moments that take your breath away."

Sincerely,

Scott Stevens,  
Director

As we roll the credits, permit me to thank Sarah Petersen, our editor-in-chief, and Scott Duarte, artistic director, for this year's outstanding edition. Sarah and Scott were supported by a star-studded team of writers and editors that included Kendra Bradecich, Wendy Bulkowski, Robbie Bushong, Randall Pennington, Nicole Servais and Grant Wolf.

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Cover Photo by Scott Duarte

# CAP Cohort Program continues to advance

The CAP Cohort Program, the ELI's innovative initiative to support Conditional Admission Program students in their transition to full-time academic studies at the University of Delaware, continues to strengthen and develop its mission to foster engagement, build leadership and prepare students to be active participants in the UD academic community.

This year more than 100 CAP Cohort students have matriculated at UD after having completed the intensive cohort training in the personal, academic and social skills needed to be successful students. Each of the more than 20 cohort groups is led by a trained UD



Cohort VV with instructor Sarah Baird (third from left) and mentor Ines Crato (second from right)

student mentor and an ELI instructor, all under the supervision of coordinator Rachel Lapp and Associate Director Karen Asenavage.

Each cohort begins its training at the NorthBay Adventure Camp at a weekend retreat designed to quickly build confidence, teamwork and mutual accountability. When they return to campus, cohort participants attend two hours per week of special classes as well as frequent extracurricular activities focusing on self-development, academic development and team development. The ultimate results of the cohort training become apparent in the increased level of engagement seen in participants who have matriculated at UD. In the words of one cohort alumna, "I am kind of proud of myself because the professors know me because I engage

*"I changed, and now I'm active and like to talk to the professor and give them my new ideas..."*

in the class ... I changed, and now I'm active and like to talk to the professor and give them my new ideas. Even if they aren't exactly right, [they're] new, so the professor likes it; the professor knows me."

The cohort training extends well beyond the classroom, however, as participants engage in partnerships

and service learning throughout the campus and community. A notable example is instructor Monica Farling's group, who researched the issue of international human trafficking, interviewed local activists,

gave presentations to ELI faculty, staff and students, and set up a website to raise funds for the International Justice Mission, an NGO which rescues victims of human trafficking and helps bring perpetrators to justice. The cohort participants grew so passionate about this cause that they have continued their efforts even after completing the program and entering UD.

Some of the other organizations and projects that cohort groups worked with include the Newark Bike Project, the Newark Manor House, the

ELI Community Garden, Down to Earth, Faithful Friends, Emmaus House and others. One participant described the value of the experience for his future, saying, "We have learned a lot of things from this service learning useful for our business career, such as cooperation and organization. We also helped homeless people and contributed to the society."

Another participant concurred. "We learned business ethics [which are] a part of business courses, so the ethical point in this program is how to benefit society."

Several new features have been added to the Cohort Program this year, further increasing its effectiveness. A new four-part orientation in cultural proficiency has been developed by Rachel Lapp in order to better prepare cohort mentors for their work. The Cohort Program for graduate students has been revised to meet their unique needs and expectations. Furthermore, the ELI has increased its outreach to the UD community, participating in workshops to help university faculty work more effectively with international students.

"We are trying to proactively integrate our students into the greater campus community," said Asenavage. "Today, we're all global. The Cohort Program can really be a bridge, a way to help all of us work together in the best interests of both international students and the university community." Asenavage also pointed out that the ELI CAP Cohort Program is unique among U.S. universities. "Nobody else is doing this to such a great extent," she noted.

GW



Graduate Cohort DD with instructor Monica Farling (third from right) and mentor Amanda Stevens (far right).

# CLASSROOM NOTES

In Session IV, **Ken Cranker's EAP VI Listening/Speaking** class took to the streets: On their way to viewing the drama class performance at the end of the session, Ken pointed out objects and discussed legal issues with the class. One of the vocabulary sets studied in this class is related to downtown concepts such



Scott Duarte

Ken Cranker explains downtown syntax to his students.

as "crosswalk," "sidewalk," "curb," "parking meter" and "fire hydrant." This vocabulary is essential for students to avoid tickets for illegal parking or jaywalking. The "downtown" classroom idea brought the vocabulary to life and used otherwise "dead" travel time productively.

In Session IV, the internationally famous Boston Marathon took place. **Russ Mason's 1960s Listening/Speaking** class had been studying social action, nonviolent forms of protest and group solidarity when news of the bombing attacks hit the newspapers. Members of the class, representing Asia and the Middle East, joined other ELI students from many countries to march across the UD campus and to gather on the steps of Memorial Hall. Speeches were made in which many students expressed their condolences to the victims and their support for the people of Boston. This was a great opportunity for members of the '60s class and the ELI to promote peace and to build

community and mutual respect, not only at UD but also worldwide. [See photo on Page 15.]

In Session VI, **Anne Owen and Kendra Bradecich's 1960s Listening/Speaking** classes and **Micky Gardner's Advanced Listening and Communication Skills** class traveled to "The 1968 Exhibit," a special display at the National Constitution Center in Philadelphia. This exhibit, which displayed artifacts, music, TV shows, movies and more from the year 1968, was organized by the Minnesota History Center and has been displayed in many major cities in the United States. Students in the ALCS class learned about the

concept of change from the perspective of the 1960s. The two 1960s classes enjoyed seeing and experiencing the artifacts and accounts of events they had been learning

about in class as well as viewing the Constitution Center's live presentation of "We the People."

In most sessions, the **Level VI English Through Drama** classes continued their tradition of attending plays at the University of Delaware. This year, ELI students viewed everything from French farce ("Anything to Declare") to German musicals ("Threepenny Opera") acted by the Resident Ensemble Players. Once students have attended one performance, they always want to attend more. Since the REP generally uses the same ten actors for all performances, seeing the transformations the actors undergo has often been the highlight of the experience. It has been especially gratifying for Drama teacher **Nicole Servais** to see Drama class



Kendra Bradecich

Students time travel to "The 1968 Exhibit."

alumni at every performance.

In Session III, **Ruwida Alrekshi's Advanced Written Business** students enjoyed a special goodbye picnic together, which included singing, dancing, eating food from all the nationalities in the class and enjoying a cake for the graduating students. Ruwida, a new teacher at the ELI, and her students "had a blast!"

In Session V, **Monica Farling's Level IV Reading/Writing** classes visited several coffee shops and restaurants to learn how to describe, compare and contrast in a new context. Starting at Brewed Awakenings on Main Street, the class observed details, sampled food and coffee, and interviewed the staff. They used this information to write descriptive essays to share ideas. Their writings were posted on a blog, <http://allaroundeli.wordpress.com>, so



Monica Farling's students grind out reviews at Brewed Awakenings.

that those new to Newark could learn about places they might not have found on their own. The class project also included restaurant and business reviews of more destinations near UD. Monica reported that by exploring so many places together, the students formed bonds with classmates from other nationalities, learned a lot about Newark, and may also have gained a few pounds!

In Session I, **Phil Rice's Level IV Listening/Speaking** class used the popularity of dance parties at the ELI to teach "techno pronunciation." At this level, most students are asked to learn a poem called "The Visitor," which helps the students with word endings. To improve motivation of his students, Phil used his skills as a musician to implement an iPad music program called Electrobeats to modify the tempo by slowing it down and then speeding it up. Students were able to pronounce the word endings more quickly and naturally, approaching native-like speed. By alternating verses and speakers, individuals practiced each part of the song-like exercise. Phil notes that one great result of this exercise was that students used a great degree of concentration and listening so as not to miss their part of the song. All of these facets made the activity fun and useful for his students.

In Session V, **Amanda Strickland and Nonie Bell** brought together their **Level III Listening/Speaking** classes for a lively activity and light-hearted competition. Students mixed with peers from the other class to listen to a mini-lecture which reinforced the incorporation of phrasal verbs into conversational use. Then the students paired across classes and created a real-life dialogue which they performed for peers. By monitoring phrasal verb use and correct question structures, the teams voted on the best conversation to represent them. The two best pairs then presented their dialogues to the combined audience, and contest winners were selected by secret ballot. The "Conversation Conquerors" were rewarded with gift cards to the Barnes and Noble campus bookstore. The activity stimulated enthusiastic collaboration and language practice.

## New literacy program gives students a firm foundation

The ELI has recently implemented a new literacy program called Reading Horizons. The program is designed to help students of any level improve their English literacy skills as well as spelling, handwriting and vocabulary. The Reading Horizons method teaches students to understand and read written words as if they were a code to be deciphered. Students learn to break the code through explicit, multi-sensory instruction and the application of a unique marking system for words.

Over the past few years, ELI teachers have noticed that many students were lacking the reading skills necessary to survive in an academic setting. At the same time, the ELI has had an influx of students entering the program with no previous experience learning English. To combat these two problems, Reading Horizons was first piloted for two sessions in Mikie Sarmiento's Basic English class. Designed for students who have little or no prior knowledge of English, the Basic class prepares them to enter Level I by introducing essential vocabulary and developing their decoding (reading) and encoding (spelling) skills. Although only a small portion of the Reading Horizons program could be taught during the ELI's eight-week sessions, Sarmiento noticed remarkable improvements in students' abilities to both read and spell common English words. Teachers in Level I have also commented on the difference that just a small amount of Reading Horizons instruction has made to the students who advance to Level I from the Basic class.



Based on the successful piloting of Reading Horizons, the ELI has expanded the program. The Basic class is now four months (two sessions) long so that students have more time to develop a firm foundation in literacy before tackling the more demanding readings required in Level I and beyond. The new class includes eight to ten hours per week of direct instruction based on the Reading Horizons method, two hours per week of skills practice through the Reading Horizons software, and two hours per week of one-on-one practice with tutors trained in the Reading Horizons method. Sarmiento began the first four-month session of Basic in September, and Tom Panter began teaching a second group of students in November.

ELI teachers are currently experimenting with the use of Reading Horizons in other levels, and the Institute hopes eventually to make the software available to students of any level who need extra support in reading. ELI teachers' greatest hope is that providing students with more time to develop their literacy skills early on will enable them to avoid some of the pitfalls they might otherwise encounter later. With a firm foundation in literacy, students will have the skills they need to succeed at the ELI, the university, and beyond.

MS



Scott Duarte

## ELI transforms classroom into digital film studio

A standard ELI classroom at 108 E. Main St. has been transformed into a miniature digital film studio complete with LED film lights, stable-image cameras, full-range microphones, green screen wall and flooring, and a sound booth. Thanks to a departmental grant, the studio represents a significant boost to the quality of resources available to the ELI's English Through Viewing and Producing Films class.

The Film class, a Level VI listening/speaking course, was designed in 2009 by Julie Lopez, amateur cinematographer and creator of many ELI departmental videos. Lopez fostered academic communication and project management skills through her students' production of short documentaries using the ELI's collection of low-budget video cameras and students' own video editing software.

When Scott Duarte joined the faculty in 2012, bringing with him extensive experience in multimedia instruction and student-centered filmmaking, he and Lopez sensed that it was time for the Film course to take an important step forward.

They scrutinized the equipment and space available. The video cameras, typically used at the ELI for recording student or instructor presentations, were designed for family home movies, not for public broadcasts. Sound recording devices were limited to in-camera microphones or wired external microphones which required students to be not more than an arm's length away. "When we said, 'Lights! Camera! Action!' the action was reined in by a mic cord, the cameras were inferior — and lights? There weren't any!" Duarte reminisced.

Duarte explored the University's Student Multimedia Design Center, housed in Morris Library. The SMDC could lend HD camcorders, wireless microphones and tripods. It also possessed a large green screen, which allowed filmmakers to digitally replace the green background with other images or video, just as George Lucas did when creating his "Star Wars" films.

Utilizing the SMDC inventory, Session III, IV, and V classes produced not only informative academic projects but also entertaining commercials and short films. Such projects were showcased with the drama class performances at the end of each session and even at ELI graduations. Even though the SMDC resources were a great improvement over the ELI's equipment, students had to share the gear with the entire UD campus, which made it a

formidable challenge to complete projects within each course's intensive timeline.

Duarte and Lopez laid out their concerns to ELI director Dr. Scott Stevens, who encouraged the instructors to investigate the costs of outfitting the ELI with the necessary equipment as well as repurposing a classroom as a miniature film studio. Relying on extensive research, past experience and advice from University Media Services (UMS), Duarte and Lopez, along with orientation coordinator Tim Kim, wrote up and presented a multimedia grant proposal that was accepted and approved by Stevens and the ELI's business administrator, Dru Arban.

The first piece of the studio came in the form of a 1950s vintage oak phone booth. Initially, both ELI instructors had wanted to build a small sound booth for students to record narration for films. Through brainstorming and a little creative thinking, the phone booth idea emerged. A quick search on eBay found a local seller offering a booth at a bargain price. Duarte, two ELI students and colleague Jack Crist inched the six-foot, 600-pound box out of the seller's house into a waiting van. "When we got to 108 E. Main, we discovered that the elevator was out of order. We ended up sliding that behemoth, with no handles, nothing to grip, up 17 steps to the second floor," groaned Crist.

The rest of the classroom furniture was the next puzzle piece. Since the space needed to be quickly and easily transformable from a classroom to a film space and back again, the existing tables and chairs were replaced with mobile single-unit chair-desks. Two large lockable cabinets were also ordered to securely house all of the equipment.

Electricians and structural engineers came in to wire the room for additional lighting and install backdrop tracks and supports. Finally, Duarte re-sewed and installed grommets onto the backdrop — a 240-square-foot cloth that Lopez later ironed, foot by foot — painted the rear wall for green screen filming sessions, and hung the lighting in the proper spots. The classroom was

finally completed in time for the incoming Session I film students to use as a studio.

"Courses like English Through Film provide a wonderful creative outlet for our students," observed Stevens. "Scott Duarte and Julie Lopez have done a splendid job of reimagining the classroom, creating a venue where magic happens, where language skills

See Film studio on Page 7



Chairs on wheels can roll away to create studio space.

## Alumna's acting spark catches fire

When fans of the 2011 blockbuster film "Hunger Games" eagerly watch the newly released sequel, "Catching Fire," they will grip the arms of their chairs as 24 young people — the "tributes" — fight to the death for the honor of their districts. And when the District Five tribute girl appears on the screen, some ELI alumni will do a double take to see the familiar face of a former ELI classmate. Session III 2010's star student, valedictorian Ivette Li-Sanchez, never dreamed that in less than four years she would be a star on the big screen.

In her home country of Venezuela, Ivette studied animal husbandry. When she moved to Atlanta, Georgia, in 2009 to join her mother, she realized that to work in her field in the United States, she would have to retake her undergraduate courses — a



Lorell Riehmuller

Performing in Drama class play "Oops 3"

discouraging prospect. As a result, Ivette found herself in search of a new career. First, however, she knew that no matter which direction she would eventually take, a key to her success would be mastery of the English language. When a friend recommended the ELI to her, she set off to Delaware to begin her American adventure.

Ivette decided to commit four months — two ELI sessions — to her language learning goals.

"I didn't know what I was going to do for a living and was really open to starting a new life path. That's why I picked the 'English for fun' classes, as my friends taking the academic and pre-MBA courses used to call them."

Ivette started at Level V in Leslie Criston's "deeply moving" Read It! Watch It! and Walt Babich's "unforgettable" Stories class. In the following session, she moved

on to Carolina Correa's Reading and Writing in Your Field — "My 'serious' class. I will always remember how inspired I got from day one."

And, of course, there was Debbie Darrell's English through Drama.

"It was phenomenal! That was like my initiation as a scriptwriter, assistant director, production assistant, dancer ... It was a team effort, just like all major productions."

Debbie's praise of Ivette is equally enthusiastic.

"Ivette was the focal point that brought the class together. She filled in all the gaps, making the flyers, working out costumes — she saved the day for the class, without ever taking the glory."

Despite the triumph of the Drama class's performance, "Oops 3," the thought of acting as a career didn't creep into Ivette's mind just yet, but she says the ELI experience did empower her.

"Communication is a vital piece in the process of adapting to a new country, and to me, being able to feel more self-confident with the language opened more possibilities for an enjoyable adventure as a newcomer in America."

Back in Atlanta after her ELI stint, Ivette got a job at a staffing agency, at first performing short-term warehouse tasks such as gluing boxes and sticking bar codes into textbooks. Her ability and work ethic were quickly noticed. Within six months, she was promoted to production team specialist. The future looked bright.

"Yet something in my life was still missing."

To fill that gap, Ivette sought out acting classes.

"At the beginning, I considered it as my way to stay in English training in a fun and interesting way. It was my little treasure — the hobby that balanced my warehouse work life with my artistic nature, the place where I could be myself and forget about the burden of the day."

While her acting classes deeply satisfied her creative side, the production



Ivette's official promotion headshot for "Catching Fire" job did not. She resigned from her position and decided to "honor my second nature": sewing, a craft she had learned as a child from her mother's hand. She took up freelancing as a seamstress, with some occasional fashion designing, all the while religiously attending her acting classes.

As freelancing afforded her both time flexibility and financial peace of mind, Ivette started to consider her "little treasure" as a potential career. Through a contact in her acting class, she applied for a spot in a Hollywood production.

"When I was selected to work in 'Catching Fire' as the District Five female victor tribute, I got the sign that I needed to accept that acting was more than a hobby but a passion, and the journey as an actress began."

Since "Catching Fire" completed filming in 2012, Ivette has been involved in a few independent cinematic projects, all the while remaining devoted to her beloved acting classes to continually improve her craft. Sewing and designing have not fallen by the wayside: she currently sews garments for SteamPunk Couture, an Oregon-based clothing company, and has paired up with a friend to make designs of their own.

Thinking back on her four months at the ELI at the very beginning of her American adventure, Ivette reflected, "The ELI experience absolutely had a great impact on my life. I would live it again if I could. Everyone there is so involved and passionate with their work, and that is certainly contagious."

ELI faculty and staff are delighted to have passed on a spark of their passion to a rising star. SP

## Film studio (from Page 6)

are honed through script writing, acting, directing, filming and applying special effects. This is experiential learning at its finest."

The studio will not be just for the students, however. Camera mounts have been installed around the room, allowing for multiple-angle, simultaneous recording. Teachers can use this to record special lessons or presentations. Master's students in Teaching English as a Second Language can record their student teaching for assignments or self-reflection. Departmental portraiture can be taken employing any of the four backdrops

in the studio. Kim will conduct interviews in the facility for incorporation into both educational videos for student orientation and promotional pieces for outreach marketing.

Through the efforts of Duarte and Lopez, as well as the support of Stevens and Arban, the ELI's multimedia needs will be met for many years to come. The students of the ELI Film course currently have access to a facility that probably does not exist in any other intensive English program in the country. Now when they shout, "Lights! Camera! Action!" they most definitely mean it.

SD

# ELI fills two full-time faculty positions

Two familiar faces have filled full-time faculty positions at the ELI this fall. Phil Rice and Carolina Correa had been teaching at the ELI as supplemental faculty members for several years. This summer, they were selected from a pool of nearly 50 applicants to become full-time.

## Phil Rice

Phil Rice does not limit language instruction to a whiteboard, although he certainly uses one. He also teaches from the screens of computer monitors and smart phones. In Phil's classroom, a lesson on adjective clauses might start with an online video game, and students' answers to textbook exercises might be solicited through a mobile application.

Many of Phil's lessons are available on his blog, [eslcommando.com](http://eslcommando.com). The name of the blog is appropriate given that Phil is a former U.S. Army National Guard reservist. He served in the military from 1998 to 2004 while putting himself through college and eventually earned a bachelor's degree in theology from Canada Christian College in 2005. After the military, he juggled two jobs, as a youth minister for a local church and as a substitute teacher for three different school districts in Albany County, New York. His passion for language and teaching led him to earn a master's degree in TESOL from Salisbury University in 2010.

That same year, Phil began at the ELI as a supplemental faculty member, and since then he has developed and practiced "creative teaching methods, using apps in the classroom and integrating new forms of technology," he said. In addition to experimenting with innovative classroom practices at the ELI, Phil has developed the materials for the Level IV listening lab, designed the Level V reading/writing course English Through American History, and presented at ELI faculty workshops and professional conferences.



Phil Rice and Carolina Correa

## Carolina Correa

The first time Carolina Correa came to the ELI, back in 1994, was as a student. She was majoring in English in her home country, Brazil, and was seeking language immersion for one session. Carolina had fallen in love with the English language during a trip to Disney World as a child and had been so motivated to learn the language that, upon reaching the ELI, she placed into Level VI. Choosing the Drama class, Carolina performed in a leading role as Cora Munro in an adaptation of "The Last of the Mohicans." Her success as a student at the ELI was a preview of the contributions she would later lend to the program as a faculty member.

Attending the ELI was also an epiphany. Affected by cerebral palsy since birth and thought to be physically and mentally incapable, Carolina had often been ostracized while in Brazil. Although nurtured and encouraged by her family, she was misunderstood and neglected at school. However, her reception was different at the ELI, where "people saw me as Carolina," she said. "With all the support, I could see my potential for the first time. My vision of myself completely changed." The impact was so strong that she eventually transferred to the University of Delaware, completing a bachelor's degree in English in 1999.

Carolina then returned to Brazil, where she volunteered for her first teaching position, providing English lessons at a community center in São Paulo. Soon after, she moved back to the United States to continue her studies at the University of Delaware, earning a master's degree in TESL in 2001 and then in 2009 a doctorate in education with a focus on sociocultural approaches to literacy education. Now an assistant professor, Carolina develops curriculum and teaches both at the ELI and in the M.A. TESL program. *RB*

# Two new courses added to ELI offerings

The ELI launched two new courses this year, increasing the options for the ELI's diverse student body while providing a smooth transition between the general English intermediate courses and the more specialized advanced level classes.

**Reading/Writing through American Culture**, a Level IV class developed by instructors Michael Fields and Monica Farling, seeks to fill the gaps in students' cultural understanding of the U.S., answering questions ranging from "Who is Ernest Hemingway?" to "What time of day do we eat pancakes?" Themes of the course include American values, civics, media and the arts, lifestyle, diversity and equality, all areas of knowledge which are frequently taken for granted in university classes. In addition to providing a broad overview of these important cultural topics, the course meets the Level IV learning outcomes and sets the stage for more in-depth culture courses at Levels V and VI such as American History, the 1960s and American Voices.



Monica Farling's student reports on American art.

**Advanced Listening and Communication Skills**, a Level V listening and speaking course developed by Assistant Professor Nigel Caplan, helps students to develop their communication skills so that they can function in everyday, academic and professional situations. As such, it provides a bridge between Level IV listening/speaking courses, which focus heavily on conversational, here-and-now communicative contexts, and the more abstract nature of listening/speaking in the English for Academic Purposes track and Level VI culture and business classes. Students are given opportunities to improve their pronunciation, intonation, fluency and grammatical accuracy in speaking. In addition, interaction with native speakers as well as the creative use of English are essential components of the class. *GW*

# Tutoring Center adjusts with the times

To ELI alumni, the current Tutoring Center may bear no more than a passing resemblance to the center of yesteryear. A number of significant changes have occurred; who better than the ELI tutors themselves to expound upon these developments?



Patrick Ruffin guides his tutee through her lesson.

Olive Yazid, a 19-year tutoring veteran, fondly remembers the 1990s and cozy, intimate afternoons at the "Old Building" — the current-day nickname for ELI headquarters on West Main Street — when two dozen tutors and their students could spread out in six classrooms.

Fast forward to 2013: 10 classrooms in two adjacent buildings on East Main Street are abuzz throughout the week with 70 tutors

giving individualized or small group support to over 650 students. "I can't learn everybody's name anymore!" said Olive. The population explosion of both students and tutors has triggered an impressive diversification in the Tutoring Center's program, all overseen by coordinator Ken Hyde.

The ELI tutors possess a wide variety of skills and interests, highlighted on the new Tutor Specialties page linked to the ELI website. Want to understand American sports? Nelson McMillan is a baseball aficionado. Worried about an upcoming presentation? Andrew Saunders can help. Jeremy Penna noted that the tutoring staff "currently includes a lawyer, an artist, an opera singer, published poets, an acclaimed musician, the author of an ESL book, a speech pathologist, a librarian, and many ESL professionals."

The center has drawn upon its multitalented workforce to assist students in the new Student Support Services program. Tutoring is an essential component of this service designed to improve the skills of students who have reached a temporary plateau in their progress. Students are assigned to clusters and to tutors who assist them in following an individualized education plan or who create a tailored approach to help their tutees.

The tutor talent pool was also utilized to launch the ELI's inaugural Reading Boot Camp. The course, inspired by education guru Sean Taylor and adapted by Associate Director Karen Asenavage and CAP coordinator Rachel Lapp, targeted vocabulary and reading skills of King Abdullah University of Science and Technology students who were aiming for higher TOEFL scores. Tutors led the various components, which included a vocabulary cluster, a decoding cluster, a book club, guided

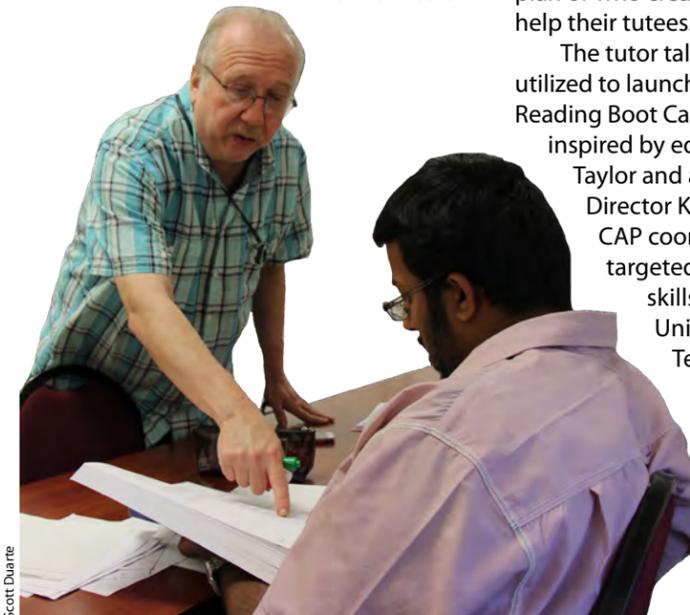


Rachel Bristol responds to a question posed by a student.

individual reading, monitored reading journals and motivating games.

Another service provided by the Tutoring Center is the GMAT/GRE math preparation class. Developed by retired UD math professor Michael Brook, the course seeks to remedy the fear that can strike English language learners as they study for the GRE and GMAT tests. Brook points out that many attendees are "very good math students who just need a boost of confidence to increase their scores." Sample problems combined with "alphanumeric" — the vocabulary of math — help students understand the concepts and equations.

Over the years, the Tutoring Center and its employees have shown that they are as adaptable and diverse as the population of the ELI itself. *JT*



Michael Brook challenges students with the language of math.

## Faculty profile: Nigel Caplan

2010 was a banner year for the ELI. Enrollment per session had expanded into the 600s, a 60% increase over just two years earlier. Participation in the UD Conditional Admissions Program had swelled to over 50% of the ELI student body compared to just 49 CAP students in all of 2008, and in addition to conditional admissions at the undergraduate level, 16 UD graduate programs were now participating. To keep pace with the exciting challenges that rapid growth engendered, the ELI was mustering its financial and human resources to address new infrastructure, organizational and programming needs.

Into this frenetic scene stepped Nigel Caplan.

With a hefty ten-year track record of ESL teaching, course design and materials development, Nigel accepted an assistant professorship at the ELI, impressed with the Institute's reputation for innovation. "It was an unusually strong combination of a well-established, successful program that was also serious about change — somewhere that was willing to listen to new ideas."

*"Nigel is a force—a dynamo who brings energy and passion to every undertaking, whether it be teaching, committee work or scholarship."*

Dr. Scott Stevens

the grammar and writing curricula and is currently reviewing the listening objectives. This year an English for Academic Purposes task force was formed, chaired by Nigel, with the mission of spearheading further innovations to ensure that the academic program remains at the cutting edge of transitioning international students to university life.

"Nigel is a force — a dynamo who brings energy and passion to every undertaking, whether it be teaching, committee work or scholarship," stated ELI director Dr. Scott Stevens.

Nigel's passion for ESL is rooted in his lifelong fascination with language. That fascination led him to study modern and medieval languages at Cambridge University in his home country of England. Sandwiched between the academic years, he taught language, literature and drama at an English language summer school in the former East Germany for five consecutive summers. His course of study at Cambridge included a year abroad, during which he served as a language teaching assistant in a middle school in northeastern France. "I guess I just got the bug for teaching," he mused.

At the German summer school, Nigel met English teachers from the United States and was struck by their teaching



Scott Duarte  
Nigel Caplan

competence. So when he completed his B.A. degree at Cambridge and was considering graduate studies in education, he turned his sights towards America. The University of Pennsylvania (Penn) offered him a full competitive scholarship for its master's program in Teaching English as a Second Language. Upon completion of his master's, Nigel dived directly into Penn's English Language Programs as a lecturer, at the same time teaching first-year composition at

nearby Philadelphia University. At the ELP, he designed and taught new courses, created a book club and coordinated "One Book, One Philadelphia, One ELP," a program-wide literacy project. Nigel's innovations won him the ELP's first staff appreciation award.

After three years at Penn, Nigel moved on to Michigan State University's English Language Center. Over his five years there, he vigorously pursued expertise in diverse areas including second language literacy, drama-based instruction and professional development, contributing numerous publications and conference presentations to these fields.

Among his many areas of interest, one rose to the fore: second language writing. A move to the University of North Carolina at Chapel Hill to become an ESL specialist in the university's writing center allowed Nigel to focus on the issue during the two years immediately preceding his arrival at the ELI. His ongoing research has led to conference presentations across the United States as well as in Ottawa, Canada, and Budapest, Hungary. Among his publications, two that afford him great satisfaction are recently published textbooks: "Q: Skills for Success, Reading/Writing 5" with Scott Roy Douglas (2011, Oxford University Press), and "Grammar Choices for Graduate and Professional Writers" (2012, University of Michigan Press). Most recently, he helped design the pedagogy for a new series of genre-based writing textbooks, two of which he is co-authoring. "Inside Writing" will be published by Oxford University Press in 2014.

While his influence in the ESL field has been felt nationally and internationally, Nigel has made no small contribution to the ELI scene. As he pursues his own publications and presentations, he also encourages and mentors colleagues to do the same. In addition to mentoring his colleagues, Nigel also loves helping students learn to write.

Nigel reflected, "Writing is obviously important at the university level, but it's also useful in everyday life. Nonnative speakers are completely able to write in English; they just need the tools. I enjoy being part of that."

SP



Scott Duarte  
Nigel Caplan energizes his graduate students.

## Staff profile: Erin Goertz

"What makes Erin an exceptional professional? Her ability to look at routine applications and ask, 'How can we do this better, faster and smarter?'" posited ELI director Dr. Scott Stevens.

Erin Goertz's creativity has led to her filling several diverse niches at the ELI since beginning as a part-time secretary at Alison Hall in 2009. Her skills at organization were of great use during the opening of the ELI's (then) new building at 108 E. Main St. in 2010 — she helped to coordinate the move and then stepped into the main receptionist's position. In this role, Erin assisted the associate director, Karen Asenavage, maintained the building, supported the faculty and assisted ELI students. When the registrar position was created in 2012 to support a growing student body, Erin was a natural fit with her graduate degree in management and policy and a propensity for learning technology.

It wasn't long after that Erin faced a move of her own: Her husband, Jon, received an offer to work as a chaplain for a hospice service. The hospice was located not in Newark, Delaware, but in Savannah, Georgia. The couple relocated there in July of this year, and Erin currently fulfills many of her registrar responsibilities from her home office in the Peach State. "Technology is what makes telecommuting work so well," Erin notes. She is on Instant Messenger with ELI staff all day, attends meetings via Skype and Facetime, and collaborates on the database by using screen-sharing software. Once a session, Erin returns to Newark to assist with graduation, which is "a very hands-on process."

Of course, technology and policy aren't the only parts of the job. "I also love working with students and helping them to resolve their problems," Erin says. Co-workers benefit as well. Stevens enthused, "Erin is wonderfully collegial since many of her ideas emerge out of a sincere desire to streamline processes and thereby lighten the loads of her co-workers."

When Erin is not working, she spends her time doing digital scrapbooking. Using Photoshop Elements, she prints her pages and stores them in albums, much like a traditional scrapbook. She often consults online scrapbooking communities and blogs to remain inspired, learn new techniques and keep up on current trends. Erin began digital scrapbooking as a way to combine her passion for computers with an outlet for her creativity and to capture precious memories. She remembers looking at her grandmother's scrapbooks when she was a child and hopes to share her scrapbooks with her future grandchildren one day.

Through scrapbooking, Erin has developed her photography skills as well; she is currently taking an online photography course through the University of Delaware.

Though the ELI misses Erin's cheerful smile, Erin admits that working from home does have its benefits, chief among them being the ability to be near her dogs during the day. Erin has a 5-year-old Papillon and a 1-year-old Shiba Inu. "They let me know when it's quitting time," Erin laughed.

NS



Laurie Fuhrmann  
Erin Goertz

## Tutor profile: Jill McCracken

What do tutoring and veterinary work have in common? At first glance, not much at all. But retired vet Jill McCracken knows two similarities: the jobs require listening carefully to all kinds of people and solving puzzles, both of which Jill enjoys tremendously.

A tutor at the ELI for five years, Jill likes solving the puzzle of the best way to help each student. Could this student benefit from dictation? How can that writer be encouraged to think more deeply about an essay topic?

Jill also "finds language fascinating — its richness and history." Sharing the quirks and strengths of English gives her great pleasure, and learning about other cultures from her students is the main bonus of working at the ELI.

As she points out, in this job, "The world comes to me." Having traveled to 48 of the 50 states, Jill was ready to expand her horizons internationally after retiring from veterinary medicine in Wilmington. She had already done volunteer ESL tutoring to Spanish speakers there. Then she learned about the ELI from a colleague and soon became a tutor here.

Jill also appreciates that her contributions are "part of something bigger," seeing alumni go on to make their marks on the world with their diverse gifts.

She hears from former students sharing those gifts globally, such as the South Korean woman who went to the Cannes Film Festival in connection with a film she worked on. [See Alumni News, Eun Ji Lee, Page 22.]

Every new student from a fresh country presents an exciting opportunity to learn about another culture. Jill was recently tickled to learn that a new student spoke French, an uncommon language at the ELI. She got a kick out of challenging colleagues to guess the student's rather surprising country of origin. The answer to the puzzle: Canada.

Solving the "puzzle" of an individual by listening carefully is important, Jill feels. She notes that a teacher and a tutor may "both work with the same student but from different perspectives." Sharing those perspectives more fully is her hope as she gets to know more teachers informally.

A great listener like Jill learns many things, adding to the richness of her own life. She plans to have the world coming to her for a long time to come.

WB



Scott Duarte  
Jill McCracken

*"The world comes to me."*

Jill McCracken

# Student sampler

The ELI receives so many wonderful students in the course of a year that it is difficult to select just two to represent the student body of 2013. The students in this year's sampler were not only outstanding academically, but they both have unique experiences and histories.

## Audin François

Audin François is not new to English; he's been studying it since his primary school years in Haiti. He began with reading and writing, and during high school he added listening and speaking to his repertoire. Audin was so taken with English that he decided to study it at university in Port-Au-Prince. His plans changed suddenly when an earthquake struck Haiti in 2010, bringing down the walls of his college. Audin resolved to return to his hometown of Jacmel to do community service with Friends of Haiti, a Delaware-based organization that provides medical support and social services to the earthquake-ravaged country. Audin worked as a volunteer, translating French to English for the Friends of Haiti program. As he learned more about Delaware and about English and American culture, he began to research the ELI on the Internet and discovered that it looked like a perfect place for him to explore American English.

Now back in Haiti after graduating in October, Audin plans to share what he has learned. Besides being a volunteer translator, he is also an assistant high school English teacher. Audin particularly wants to expose his students to the audiovisual resources that he experienced while at the ELI. "It's not easy to make progress without audiovisual materials," he said. "They help the student to get real experience with English." Audin is also excited to share what he learned about American culture. He celebrated Independence Day by going to a parade, and, while there, he spoke with some Korean War veterans. "They shared their stories of the U.S. and how it became an independent and developed country."

Audin enjoyed interacting with Americans, but he found his relationships with students from other nations to be one of the best parts of his ELI experience. "This school opened my mind and helped me to know the rest of the world," he stated. "The opportunity to meet people from other countries is helpful for everyone to know and understand each other."

Audin reminds us all that the ELI is not simply for learning English, but for opening yourself to the world.



Audin François



Merna Eleias

## Merna Eleias

You could not miss Merna Eleias at the front desk of 108 E. Main in the summer of 2013. Her wide smile and helpful attitude were impossible to ignore. Merna, who is originally from Egypt, graduated from the ELI in May. So why was she still here? "We speak Arabic at home and I wanted to be around English speakers. I didn't want to lose my English. Plus, I like the ELI." This positive attitude toward learning English is what earned Merna honors status at the ELI as well as an outstanding reputation with her teachers and her peers. CAP instructor Leslie Connery said, "Merna was the backbone of Cohort O's success. She is 100% fantastic!"

In fact, Merna is not an international student in the traditional sense. She immigrated to the United States in 2010 with her mother, father and two sisters. The family settled in Dover, where Merna attended American high school and met with immediate success. However, she needed to polish her English skills just a bit before attending the University of Delaware, so she came to the ELI. In the beginning, the classwork and homework felt overwhelming, but Merna now feels that her experience here was beneficial, and she enjoyed many aspects of the ELI. She particularly relished her participation in the Cohort Program — so much so that she also volunteered to assist with

the CAP Cohort retreat in the summer of 2013. "The first time I went on the retreat I was a student, and I didn't know anything," Merna states, "but the second time I was now guiding other people. It was a different experience."

This was one of just many adventures that Merna lived and continues to live during her time here in the United States. She entered UD in the fall to study biochemistry, and she continues to work part time as a pharmacy technician in Dover. "Take every opportunity," Merna advises current ELI students. "Interact with everything. If you only study, you will miss out."

NS

# Memories and friendships for a lifetime

"We have a saying on our wall in our dining room: 'The fondest memories are made while gathering around the table.' It seems like that is where we spend so much time with our students, whether we are having dinner, playing games, doing homework or just having conversation." Terri and Dan Borowicz shared this about their experience with international students as both a host and homestay family over the years. Homestay families open their homes to have students live with them while host families do special activities from time to time. The Borowiczes started as a host family in 2005 and as a homestay



Terri and Dan Borowicz have been hosting students since 2005.

family in 2009 and have been enjoying both ever since.

Terri and Dan's interest in intercultural exchange goes back many years. When her brother hosted a student from Spain through another homestay program, Terri thought about what a great experience that would be. Dan, a broadcast engineer, spent time in the army and traveled to several countries, where he enjoyed experiencing other cultures and languages.

Later, while teaching cooking at the Towle Institute in Hockessin, Terri met Karen Hale, ELI host family coordinator. When Karen mentioned the host family program, Terri immediately wanted to know how to get involved, and Karen was happy to get the Borowicz family started. Through hosting students for special events and activities at their home, Terri and Dan soon learned that another opportunity to serve ELI students was the homestay program. They both agreed that this program was the next natural step.

Over the years, Terri and Dan have had students from Korea, China, Turkey, Japan, the UAE, Saudi Arabia and Colombia among their 40 or more host and homestay students. They mentioned that the most difficult part is saying goodbye to students who have become part of the family. After the students go home or go on to other schools, they stay in touch by Facebook, emails and phone calls. Many students who have stayed in their home found them through the recommendations of former students. Homestay coordinator Nancy Purcell has not had a problem finding students who would enjoy staying with this

family — not surprising, as spending just a few moments with them reveals what a pleasant and fun-loving couple they are.

In addition to spending special times around the dining room table, the Borowicz family has taken their students many places and shared a variety of meaningful activities with them. Some of these include trips to Longwood Gardens, an Amish farm and a corn maze in Lancaster County, Pa., the Baltimore Aquarium, the beach at Ocean City, Md., and New York City. Activities have included playing mini-golf,

Wii and table games, Blue Rocks baseball games and holiday activities such as

pumpkin carving and cooking.

Terri and Dan's two sons and twin daughters are all grown, so without the international students, they would be empty nesters. Their family now is their homestay students. When asked what the secret to their success has been, they reported that they have always tried to treat the students like their own sons and daughters, establishing a family connection that their international guests have surely shared. Many of their homestay students have later thanked them for helping break down the stereotypes of Americans the students may have previously held.

Dan explained that another means to success for them has been their openness to listening to their students when they talk about their own cultures, including their values and beliefs. Dan believes that his and Terri's ability to accept other cultures and values is crucial. He added that if the opportunity presents itself, he is also willing to share his and Terri's own Christian values and beliefs with the students. He noted several instances in which the students have thanked him for helping to clear up their misconceptions about religion in America.

When asked what keeps them doing homestays, Dan and Terri responded, "It's sheer enjoyment and lifelong friendships!" They recommend that if families want to do homestays, they need to show the students that they genuinely care. Half-hearted hosting would just not be worth it to this amazing couple. The homestay program is certainly fortunate to have them on board.

KB



Terri and Dan Borowicz with current and former homestay students

# 2013 in pictures



Summer picnic tug o' war



Volleyball, anyone?



Up a creek with some paddles



Stop motion animation filming



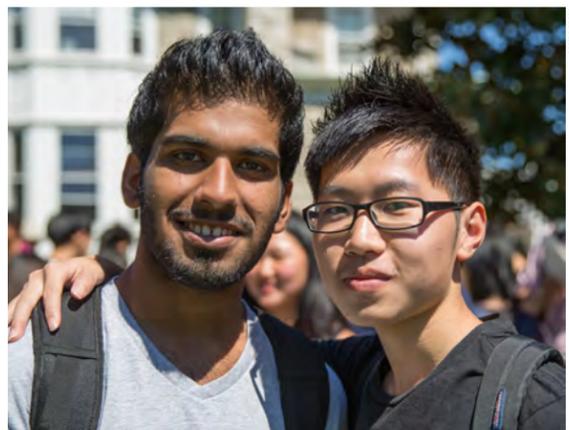
And a one ...  
and a two ...



Students, faculty and staff rally for Boston Marathon bombing victims.



Go long!



Friends for life



Knitting Club spins a yarn.



How low can you go?



Sweet memories

## Barbara Morris retires

A typical Saturday for retiring Professor Barbara Morris may look tame enough, but after she tends her dahlia garden and does her weekly shopping, she sets off on a 3.2-mile hike in a local park. This is no normal, leisurely walk — it's a hike with a purpose: maintaining a trail in 3200-acre White Clay Creek State Park. She prunes back overgrown weeds and branches, inching out of the way of mountain bikers on the narrow path.

Sometimes the volunteer effort involves more sacrifice than intended, she says, recalling a recent incident. After removing a fallen tree blocking the trail, she discovered upon exiting the park that she was no longer wearing the prescription glasses she'd had on when she entered.

"If you see a squirrel reading The New York Times, let me know," she says, laughing.

Undaunted by the loss, she continues this monthly effort, her new glasses now safely stowed in her car.

"It's good exercise, and I like to keep active," she says.

"Active" is how some students have described the Level III classes she has taught for many of her 21 years at the ELI. She notes that the intermediate levels "can be

frustrating" for students because "they don't see themselves progress as much" as they did in former classes. As a result, she finds that getting students moving works in the classroom. It improves confidence and provides interest through varied activities, such as a classroom scavenger hunt to practice grammar or a quick hand-clapping, toe-tapping chant to reinforce speech patterns.

A Delaware native, Barbara transplanted her family to the Washington, D.C., area after 12 years in Ethiopia, where she taught at Addis Ababa University. She continued teaching English at night and worked in marketing by day, where she learned desktop publishing, a relatively new skill in the early 1990s. When she came to the ELI in 1992, she proposed a new course to combined levels IV–VI, English through Desktop Publishing, in which students used page layout software on the Macintosh computers in Pearson Hall to create publications, a skill many took back home for their jobs. In addition to a newsletter, students produced yearbooks, student guidebooks to local attractions and student organizations, and even an ELI cookbook.

"That was one busy class," Barbara recalls.

The success of the class led to Barbara's chairing the new ELI technology committee, which soon established the ELI's first computer lab in the basement of Rodney Hall.

Another of Barbara's classroom innovations was having students create their own videos, many outside the classroom — carrying heavy equipment! After a string of bicycle accidents involving ELI students, ELI director Dr. Scott Stevens asked Barbara's Level III class to create a video on bike safety.

*See Barbara Morris on Page 25*



Barbara Morris

## Personnel notes

The ELI welcomed two outstanding teachers to the ranks of its full-time faculty. **Phil Rice**, with expertise in instructional technology, will provide instruction at the beginner and intermediate levels. **Dr. Carolina Correa**, a specialist in second language writing as well as cross-cultural and diversity training, will focus her creative energy on the high intermediate and advanced levels. [See article on Page 8.] We also welcomed six Limited Term Researchers to fill a need from our grant with the Christina School District: **Carrie Neely, Lynn Gallo, Man Jiang, Ann Parry, Kim Kelly** and **Kristin Larsen**. All six researchers will be working with English language learners in elementary schools across the district. [See article on Page 25.]

**Patrick Maurin** was promoted to housing coordinator.

**Dimitri Goncharov** was promoted to an administrative assistant position within the ELI's admissions office. **Laurie Fuhrmann** is now the registrar/CAP advisor within the ELI's registrar's office, working alongside **Erin Goertz**, who moved to Georgia but continues to work with us remotely. [See article on Page 11.]

We said goodbye to several supplemental faculty who had been with us a year or more and who went on to explore new opportunities: **Sam Green, Amanda Brunson** and **Bailey Schmidt**. Bailey got married this summer and will soon assume a teaching position at St. Louis University. We wish all three former colleagues every success in their future endeavors. Among tutors, **Elise Cole** accepted a teaching position in Dubai and **Sarah Tillman** left to teach EFL in China; **Carey Fleiner** accepted a faculty position at Winchester University in England; **Shannon Kung** got a job in Electrical Engineering; **Soo Jung Kwak, Ewelina Kozłowska**, and **Edward Redmond** secured teaching positions; and **Michelle Smith, Alyssa Thompson**, and **Daniel Thompson** pursued new adventures.

We welcomed back supplemental faculty **Jack Chen** and **Christienne Woods**. We also welcomed several new supplemental faculty members this past year, including **Ruwida Alrekshi, Jim Runner, Rachel Bristol, Jackie (Denbow) Whitney, Mikki Washburn, Amanda Strickland, Jared Martindale, and Drew Scheneman**.

**Jackie Whitney** and **Amanda Strickland** earned their master's degrees in TESL in May and have begun teaching at the ELI. **Nermine Elkader** earned her Ph.D. in Education in October. Congratulations, Jackie, Amanda and Nermine!!



Carolina Correa and Mark Smith

**Dr. Carolina Correa** and **Dr. Mark Smith**, both ELI faculty members, were recently married. Last October, **Tom Panter** welcomed a son, Broderick Bradford Panter. More recently, on September 1, **Erin Rowe** was blessed with a son, Simon Walker Rowe.

Assistant Professor **Barbara Morris** retired in

December to pursue her passions, such as gardening, traveling and writing. [See article on this page.] Students loved Barbara for the passion she brought to teaching and were awed by how much learning she packed into every class hour. As the leader of our intermediate ESL program,



Simon Walker Rowe

she was a mentor to many colleagues. Congratulations, Barbara, on a distinguished career marked by a single-minded dedication to excellence! **Janet Yoder** has announced her retirement from tutoring after many years of dedication to her students.



Barbara Morris "gardening."

Sadly, one of the ELI's most beloved tutors, **Peter Williams**, died on September 4 after a brief battle with cancer. [See article on this page.] Peter endeared himself to students and colleagues alike with his warm smile, gentlemanly charm and beautiful singing voice. His is a legacy of an infectious love for learning that he passed on to hundreds of students over his more than 20 years of tutoring at the ELI. SS



### NEW exclusive addition

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## In memoriam: Peter Williams

The ELI will deeply miss long-time tutor Peter Williams, 79, who passed away on September 6 after a brief illness. Peter's engaging personality and lively, often mischievous sense of humor were as well known at the ELI as the empathy and care that he showed as a teacher of English.



Peter Williams

Born in 1934 in Mancot and raised in the small industrial town of Flint in northern Wales, Peter completed his undergraduate degree at University College, Swansea, where he had the rare experience of studying under the novelist Kingsley Amis and the rarer experience of cradling in his lap the baby Martin Amis, who would grow up to equal his father's literary fame. He came to the United States in 1957 and served in the U.S. Army in an artillery unit stationed in Germany. After his military service, he completed his M.A. and Ph.D. in English at the University of Delaware and led a distinguished academic career teaching at the University of Delaware and eventually becoming chair of the English department at Delaware Technical and Community College. The author of twelve books, Peter's published work ranges from his whimsical autobiography, "Whistling in the Soup," to his scrupulous travelogue, "The Sacred Places of Wales."

Welsh culture and identity were lifelong preoccupations for Peter, as shown by his many articles on Welsh language, literature and history. He was the founder of the Welsh Society of Delaware, a director of the National Welsh American Foundation and the editor of The Eagle and Dragon, the official publication of the National Welsh American Foundation. His crowning, or perhaps "throning," achievement, however, came in 1999 when he was elected a member of the "Gorsedd," the official Welsh "community of bards," and given an honorary "bard's throne."

Peter's life outside the classroom, as would be expected of a bard, was lively and colorful. A talented performer since his army days, he sang and told jokes at various venues all over Delaware. Many will remember his animated tavern persona: the long stories he told with relish, the spirited cheers he led for his beloved Liverpool soccer team, and the boisterous, occasionally off-color poems he'd recite in Welsh between pints of beer. Yet, for all this, his most fitting epitaph might be the Welsh phrase he'd habitually say to end a conversation: "Cau dy geg" — "Be silent." He was as comfortable in silence — reading his books or staking his tomato plants or sharing a quiet evening with his wife — as he was in any convivial gathering.

He lives on in the memory of his wife Lynda, his two sisters, his many nieces and nephews, and his countless friends. He will be sorely missed by his worldwide ELI family. JP

# Special programs

## Colfuturo

The "Fundación para el futuro de Colombia" (Colfuturo) sponsored 33 individuals over the course of the year to develop their English language skills at the ELI. The Institute is pleased to be in its 18th year of collaboration with this Colombian nonprofit foundation, whose mission is to provide opportunities for professionals to pursue postgraduate studies overseas.

## Brazilian English Teachers USA winter program

In January and February, 32 enthusiastic Brazilian teachers of English were at the ELI for a six-week professional development program sponsored by the Institute of International Education and coordinated by Sarah Petersen. Aimed at improving English language proficiency as well as teaching skills, the program included listening/speaking and reading/writing classes, teacher training workshops with topics ranging from reading strategies to podcasting, and service learning. The teachers visited the Newark Senior Center, Boys and Girls Clubs and a university communications course to share their culture with young and old. Weekends were as chock-full as weekdays, including trips to Philadelphia, Washington, New York and the Amish region of Lancaster County. The participants wouldn't complete a description of their experiences without mentioning the precious time they spent with American host families, who opened their homes and hearts to their Brazilian guests and offered them an authentic slice of American life.



BETUSA winter participants with coordinator Sarah Petersen (front left)

## Seinan Gakuin University

In February, the ELI once again hosted an energetic group of 25 students from Seinan Gakuin University in Fukuoka, Japan, for a program coordinated by Jim Weaver. In addition to attending classes on weekdays, the group had a full cultural schedule on the weekends, visiting New York, Philadelphia and Washington. Taking in the many iconic buildings and sights and sampling the local cuisine were favorite activities. By staying with American families, the students learned how to communicate in daily situations and what it is really like to live in the United States. The friendships and bonds made during their stay will no doubt last many years.



Coordinator Jim Weaver (rear left) with Seinan Gakuin University students

## Hiroshima Institute of Technology

In February and March, 15 students from the Hiroshima Institute of Technology in Japan spent three weeks at the ELI studying the English language and experiencing American culture. They first participated in a week of preparatory classes with instructor Ken Cranker before attending a brief but fruitful two weeks of regular ELI classes. Students also sharpened their language skills outside of class and made new friends by taking part in UD's Japanese language club, the Nihongo Table. On weekends, the group enjoyed cultural excursions to the Lancaster outlets and to Washington. Through these activities and the hospitality of their generous homestay families, the group was able to make the most of their short stay in the United States.

## Saga Nishi High School

In March, 30 students from Saga Nishi High School in Japan spent a total of six days in Delaware before moving on to Boston. While in Newark, they stayed with host families, toured the University of Delaware campus and spent three mornings in ELI language classes. Afternoons were spent visiting Philadelphia, Washington and Lancaster, Pa. The students enjoyed an afternoon of bowling and had a "sayonara" party before heading on to Boston at the end of the week.

## Brazilian English Teachers USA summer program

Thirty-eight Brazilian secondary school teachers visited the ELI in July and August for an in-service teacher training program sponsored by the Institute for International Education and coordinated by Michael Fields. Teachers were selected from public, private and military schools and represented diverse regions of Brazil. After a two-week "boot camp" on teaching English through drama, the teachers joined upper level listening/speaking classes supplemented with tutoring while continuing their methodology training in 12 afternoon workshops. A U.S. culture course introduced them to American ways, as did weekend trips to Philadelphia, New York, Washington and the Amish region of Lancaster, Pa. An American cooking workshop, a Delaware All-State Theatre production of "Jekyll and Hyde" and weekend visits with American host families rounded out their experience of American life.



BETUSA summer participants with coordinator Michael Fields (rear right) and ELI staff

## Brazil Scientific Mobility Program

The ELI was in the first contingent of institutes to be chosen by the Brazilian government's Brazil Scientific Mobility Program to provide language training to its scholars in preparation for a year-long study abroad experience at diverse U.S. universities.

The first three BSMP students arrived for the ELI's summer session and moved on to the University of Delaware by the fall semester, with continued ELI individual and cluster tutoring to support their university experience. A second group, consisting of ten students who arrived in September, was fully integrated into the ELI intensive English program during the fall sessions. Also, students in the higher levels participated in the CAP Cohort Program to enhance preparation for American academic life and expectations.



Brazil Scientific Mobility Program students

The BSMP, formerly Brazil Science Without Borders, aims to offer scholarships to 100,000 Brazilian undergraduates for study at institutions across the globe. In 2013, over two thousand students were sent to the United States. This was the first year that the organization added a preparatory language

learning component to maximize success.

After completing their training at the ELI, the BSMP scholars will transition to universities across the country to pursue their studies in agronomy, animal sciences, information systems, math, physical therapy and various branches of engineering.

## American Law and Legal English Institute

The American Law and Legal English Institute had another successful summer. The program, headed by Robert Panadero, a member of the Delaware Bar Association and an ELI tutor, was supported by Mary Matterer, who is an expert in U.S. patent law, and also by Karen Porter, who taught a segment on legal writing.

This year's ALLEI included law students and lawyers from Brazil, Canada, Colombia, Thailand and the Kingdom of Saudi Arabia. In addition to studying fundamental areas of American law, the Institute arranged opportunities for the students to attend and observe legal proceedings in Delaware courts. They also had the chance to interact with several judges and attorneys of the Delaware judiciary. Delaware being the legal home of close to a million businesses, students had a rare and meaningful chance to discuss corporate law with specialists in this field. They returned home with new insights and observations regarding the American legal system.

## International Teaching Assistants

Teaching assistants from 17 University of Delaware graduate programs and representing 20 different countries participated in the International Teaching Assistants Program this year, with 20 ITAs enrolled in the winter and 51 in the summer program. Departments ranged from English, linguistics and criminal justice to physics, chemical engineering and computer science. Nationalities were as diverse as Chinese, Hungarian, Belgian and Laotian.

Working closely with the University's Office of Graduate and Professional Education and the Office for International Students and Scholars, program coordinator Ken Hyde organized the intensive three-week summer program, which included courses to improve students' pronunciation and oral intelligibility as well as to introduce them to effective teaching techniques and interaction strategies with American students.

Changes to the Culture and Pedagogy course improved the experience for ITA students this year. Class size was reduced, allowing for more individualized attention, and the course content was modified to include more training in classroom technology. These changes resulted in an unprecedented rise in teaching scores during the program's final exam. The chemistry department's Professor John Burmeister expressed his delight that all of his ITAs had qualified for lab assignments, each meeting the required UDIA and SPEAK score requirements. A student anonymously commented on the program evaluation, "It's great. It helps me a lot in building confidence and improving teaching skills."



International Teaching Assistants

## Language Adventure

The Language Adventure Program for high school students entered its third year with 19 participants from Russia, Morocco, China, Austria, Brazil and the Ukraine. The students stayed with homestay families and spent their weekends visiting Philadelphia, New York and Washington. Participants enjoyed lots of outdoor activities such as going to Rehoboth Beach, Del., and learning to play American football and baseball. Students also took a weekly trip to UD's outdoor pool.



Ufa Gymnasium 91 students with their chaperone, Inna Fenina (second from left).

They enjoyed cross-cultural exchange while bowling in the afternoon and having an ice cream farewell party on the ELI lawn.

Among the high schoolers were five students from Gymnasium 91 in Ufa, Russia, escorted by Inna Fenina. This was Fenina's 15th consecutive year of bringing groups to the ELI to sharpen their language skills while learning about American culture, and, as always, her students performed remarkably in class.

## Japanese Ministry of Education, Culture, Sports, Science and Technology



MEXT Program participants with coordinator Sarah Petersen (second from left, rear)

A team of 15 Japanese high school teachers of English have been at the ELI since July for a six-month professional development program that ends in January. Sponsored by their Ministry of Education, Culture, Sports, Science and Technology (MEXT) as well as the Ministry of Foreign Affairs, the team is preparing itself to implement a new national educational policy in which all English language instruction in Japanese high schools takes place entirely in English. (The ELI isn't the only institution with an "English only" rule!) In addition to honing their English language skills in ELI classes, the teachers have explored teaching methods through graduate courses, weekly workshops, classroom observations and "micro-teaching" opportunities, all overseen by their program coordinator, Sarah Petersen.

These highly motivated teachers have also jumped on every opportunity to discover U.S. culture via their homestay families, service learning projects, and excursions to the major cultural centers of the region. Not only have they gained insights into the American way of life, but through presentations at the ELI, the University and local schools, they have enriched the community with Japanese culture as well.

See Special programs on Page 21

# Professional activities of faculty and staff

## **Karen Asenavage, Associate Director**

### *Presentations:*

"A Little Help from My Friends: Mentoring Conditionally Admitted Students" (with Rachel Lapp, Scott Stevens, Sean Stellfox, and Conner Kelleher). 47th Annual TESOL International Convention. Dallas, TX. 23 March 2013.

"Mentoring Conditionally Admitted Students" (with Scott Stevens). NAFSA International Conference, St. Louis, MO. 29 May 2013.

### *Leadership:*

Co-Chair 2012–2013, Chair 2013–2014, University of Delaware International Caucus.

Member 2013–2014, University of Delaware Diversity and Equity Commission.

Reviewer 2012–2014, Commission on English Language Accreditation (CEA).

Peer reviewer, *International Journal of Multicultural Education* (IJME).

## **Katherine Bracy, Faculty**

### *Presentation:*

"A JPEG is Worth a Thousand Words: Using Visual Media to Improve Vocabulary Acquisition" (with Monica Farling). PennTESOL-East Fall Conference. Abington, PA. 3 Nov. 2012.

## **Nigel Caplan, Faculty**

### *Publication:*

"Language Is Not the Only Barrier (Unless It Is): An Essay Review of *Linguistic Minority Students Go to College*." *Education Review* 16.1 (2013). Web.

### *Presentations:*

"Supporting ESL Graduate Students." 47th Annual TESOL International Convention. Dallas, TX. 21 March 2013.

"The Grammar Choices that Matter in Academic Writing." 47th Annual TESOL International Convention. Dallas, TX. 21 March 2013.

"Teaching the Genres of Graduate Writing." 47th Annual TESOL International Convention. Dallas, TX. 22 March 2013.

"Academic English is Nobody's First Language: Teaching the Genres of Graduate Writing" (with Christine B. Feak). 7th Conference of the Association of European Teachers of Academic Writing. Budapest, Hungary. 27 June 2013.

"From Generic Writing to Writing Genres." PennTESOL-East Fall Conference. Abington, PA. 9 Nov. 2013.

### *Invited Workshops:*

"Effective EAP Writing Instruction." Online Workshop for the University of Trento, Italy. 19 Sept. 2013.

## **Nigel Caplan, continued**

"Integrating Writing Grammar." Professional Development Retreat, Maryland English Institute, College Park, MD. 15 Nov. 2013.

### *Leadership:*

Steering Committee Member, TESOL Second Language Writing Interest Section.

## **Sarah Cherian, Faculty**

### *Presentation:*

"Creating a Talk Show: Project-Based Learning to Maximize Language Learning" (with Andrea Razafimahazo). 47th Annual TESOL International Convention. Dallas, TX. 22 March 2013.

## **Ken Cranker, Faculty**

### *Publication:*

"A Move Towards Autonomy—Individualized Education Plans for Effective Materials Use" (with Nicole Servais). *Studies in Self Access Learning* 4.2 (2013). Web. June 2013.

## **Scott Duarte, Faculty**

### *Publications:*

"Stop Motion Animation: A Cheap Technological Tool to Use in the Classroom." *TESOL Video News*. Web. Aug. 2013.

"Green Screen Will Put Your Students in Context" (with Julie Lopez). *TESOL Video News*. Web. Aug. 2013.

### *Presentations:*

"Green Screen Video Technology Makes Content-Based Curriculum Come Alive" (with Julie Lopez). 47th Annual TESOL International Convention. Dallas, TX. 21 March 2013.

"Producing Green Screen Films with Students" (with Scott Shinall). Japan Association of Language Teaching Conference. Kobe, Japan. 25 Oct. 2013.

## **Nermine Elkader, Faculty**

### *Presentation:*

"Rethinking Deficit Notions of White Middle Class Pre-service Teachers through Counter Storytelling." 34th Annual Ethnography in Education Research Forum. University of Pennsylvania, Philadelphia, PA. 27 Feb. 2013.

### *Leadership:*

Managing Editor (2013). *Dialogic Pedagogy Journal: An International Peer Reviewed Journal of Education*.

## **Monica Farling, Faculty**

### *Presentation:*

"A JPEG is Worth a Thousand Words: Using Visual Media to Improve Vocabulary Acquisition" (with Katherine Bracy). PennTESOL-East Fall Conference. Abington, PA. 3 Nov. 2012.

## **Barbara Gillette, Faculty**

### *Presentation:*

"University-Bound Chinese Undergraduate Students in American IEPs." 47th Annual TESOL International Convention. Dallas, TX. 22 March 2013.

## **Rachel Lapp, Faculty**

### *Presentation:*

"A Little Help from My Friends: Mentoring Conditionally Admitted Students" (with Karen Asenavage, Scott Stevens, Sean Stellfox, and Conner Kelleher). 47th Annual TESOL International Convention. Dallas, TX. 23 March 2013.

## **Julie Lopez, Faculty**

### *Publication:*

"Green Screen Will Put Your Students in Context" (with Scott Duarte). *TESOL Video News*. Web. Aug. 2013.

### *Presentations:*

"Green Screen Video Technology Makes Content-Based Curriculum Come Alive" (with Scott Duarte). 47th Annual TESOL International Convention. Dallas, TX. 21 March 2013.

"Academic Support Services: A Successful Model for Conditionally Admitted Students in an IEP" (with Erin Solorzano). NAFSA Region VIII Conference. Pittsburgh, PA. 15 Nov. 2013.

## **Russ Mason, Faculty**

### *Publication:*

Editor, "In Memory of Our American Tai Chi Brother," by Ben P.J. Lo. *T'ai Chi Quarterly Magazine* 37.1 (Spring 2013).

### *Presentations:*

"Practical Elements of a Confluent Response." Peace Forum: Peace-Building Skills for Teachers and Learners. 47th Annual TESOL International Convention. Dallas, TX. 21 March 2013.

"A Soft Answer: Yielding for Conflict Resolution and Classroom Management." CELEA 2013 Spring Conference. Dallas Baptist University, Dallas, TX. 20 March 2013.

## **Randall Pennington, Faculty**

### *Publication:*

Practice Tests for the 2014 Center Examination: 40 Minute English Reading Practice Tests. Tokyo: Kawai Publishing, 2013.

## **Phil Rice, Faculty**

### *Presentations:*

"It's Not Right. It's Not Wrong. It's Just Different: Lessons from Teaching English in Liberia." CELEA 2013 Spring Conference. Dallas Baptist University, Dallas, TX. 20 March 2013.

## **Phil Rice, continued**

"No Clickers Needed: Leveraging Socratic in the ESL Classroom." 47th Annual TESOL International Convention. Dallas, TX. 23 March 2013.

## **Nicole Servais, Faculty**

### *Publication:*

"A Move Towards Autonomy—Individualized Education Plans for Effective Materials Use" (with Ken Cranker). *Studies in Self Access Learning* 4.2 (2013). Web.

### *Presentation:*

"Using iBooks Author to Create Interactive Readers." 47th Annual TESOL International Convention. Dallas, TX. 20 March 2013. Electronic Village presentation.

## **Erin Solorzano, Faculty**

### *Presentation:*

"Academic Support Services: A Successful Model for Conditionally Admitted Students in an IEP" (with Julie Lopez). NAFSA Region VIII Conference. Pittsburgh, PA. 15 Nov. 2013.

## **Sean Stellfox, Faculty**

### *Presentation:*

"A Little Help from My Friends: Mentoring Conditionally Admitted Students" (with Rachel Lapp, Karen Asenavage, and Conner Kelleher). 47th Annual TESOL International Convention. Dallas, TX. 23 March 2013.

## **Scott Stevens, Director**

### *Paper:*

The Changing Nature of the U.S. University Classroom. NAFSA 2013 Online Conference. 12 July 2013. Closing Keynote Address.

### *Presentations:*

"A Little Help from My Friends: Mentoring Conditionally Admitted Students" (with Rachel Lapp, Karen Asenavage, Sean Stellfox, and Conner Kelleher). 47th Annual TESOL International Convention. Dallas, TX. 23 March 2013.

"Creating Our Own Pathways: Institutional Alternatives to Corporate Partnership Models" (with Cater Winkle, Randy Hardwick, Tobie Hoffman, Jacqueline McCafferty, and Nicole Sealy). 47th Annual TESOL International Convention, Dallas, TX. 23 March 2013.

"Today's Chinese Student: Understanding the U.S. Classroom" (with Jeff Lingren). NAFSA. Webinar. 4 April 2013.

"The Chinese Conundrum: Understanding and Addressing Problems Through Campus Integration." 5th Annual Professional Development Workshop, American Association of Intensive English Programs. San Francisco State University. 25 Jan. 2013.

# Special programs from Page 21

## **Xiamen University**



Xiamen University administrators

A group of 37 administrators from Xiamen University in China came to the University of Delaware in August to gain knowledge of American university structure and management procedures. The group's visit was organized by a partner institute of UD, the Confucius Institute, whose primary mission is to promote Chinese cultural and language programs overseas.

While at UD, the group sharpened their English skills by attending classes three hours a day at the ELI and by living with local families. They also enjoyed cultural excursions on weekends to New York, Washington and Philadelphia.

## **Kobe Shoin Women's University**

This year nine students from Kobe Shoin Women's University in Japan enrolled in that institution's semester abroad program to study at the ELI. The students focused on the development of their English skills by taking part in the ELI's intensive English program during the fall sessions and were tutored by their program coordinator, Randall Pennington, in American culture and education. The women also refined their communication skills through interaction with their homestay families and through the many excursions they took to nearby cities such as New York, Philadelphia and Washington.



Kobe Shoin Women's University students

## **King Abdullah University of Science and Technology**

Eleven students from King Abdullah University of Science and Technology in Saudi Arabia arrived in September to participate in the third iteration of KAUST's Gifted Student Program. Chosen for the program through a highly selective process, the scholars will devote one year to English language training at the ELI, followed by an academic foundation year at specifically designated U.S. universities before each pursues his science or technology studies at the American university of his choice. Program coordinator Rachel Lapp notes, "This year's KAUST group is particularly outgoing and committed to community engagement. We look forward to seeing how they apply their skills and talents in their university careers."

## **Chukyo University**

Chukyo University in Japan has begun a brand new study abroad program that attracted three students to study at the ELI from September to December. The students fully participated in the ELI's listening/speaking and reading/writing courses and were further supported in their language and cultural objectives by afternoon tutoring, nurturing homestay families and the Institute's many cultural events and excursions.



Chukyo University students

# Alumni news 2013

**Abdullah Ibrahim Aldarazi** [aldarazia@hotmail.com](mailto:aldarazia@hotmail.com) (Saudi Arabia '12) is currently enrolled in the MBA program at the University of Scranton (Pa.). Abdullah notes that he will never forget his wonderful times at the ELI because it improved his English and gave him the opportunity to continue his studies in the United States.

**Abdullah Sulaiman Alahmad** [alahmadas@gmail.com](mailto:alahmadas@gmail.com) (Saudi Arabia '08) is a senior at Indiana University-Purdue University Indianapolis (IUPUI) majoring in electrical engineering. Abdullah says, "Life has been a pleasure in Indiana; however, there is nothing I miss more than the days I spent at the ELI."

**Alain Ndoli** [ndolialain@gmail.com](mailto:ndolialain@gmail.com) (Rwanda '10) returned to Rwanda after receiving his master's degree in Kenya. Alain has been teaching at the National University and at the High Institute of Agriculture and Animal Husbandry. He also works as a scientist at the World Agroforestry Centre, a CGIAR Consortium center in Rwanda. He reported that he would be starting a Ph.D. program soon and was preparing for his wedding in late 2013.

**Andrea Sanchez** [andreap.sanchezh@gmail.com](mailto:andreap.sanchezh@gmail.com) (Colombia '10) married in 2013 and is working for a Colombian company in Miami, Fla.

**Bayan Faleh Almutairi** [be.be\\_1@hotmail.com](mailto:be.be_1@hotmail.com) (Saudi Arabia '12) is studying at Robert Morris University in Pittsburgh, Pa. Bayan says, "It's a great city and great school and does have a great football team. Even though I enjoy all of that, Newark, Delaware, is still my first love. I wouldn't have such a strong English foundation if I weren't a student at the ELI."

**Chang "Emily" Liu** [emilyliu@udel.edu](mailto:emilyliu@udel.edu) (China '10) graduated from UD in May with a master's of business administration and a second master's degree in environmental engineering and is doing financial analysis and marketing research for the ELI.



Chan-ik Park

**Chan-ik Park** [parkchanik7193@nate.com](mailto:parkchanik7193@nate.com) (Korea '07) and wife Heeju Lee welcomed a baby boy, Teakyu, on September 28, 2012.

**Chen-Yi Yang** [chenyi418@gmail.com](mailto:chenyi418@gmail.com) (Taiwan '09) and **Wen-Hung "Henry" Lo** [kimuraarmani@gmail.com](mailto:kimuraarmani@gmail.com) (Taiwan '11) got married on February 27. Henry earned an MBA from Goldey-Beacom College this year. Chen-Yi continues her position as a marketing analyst at JPMorgan Chase in Wilmington, Del.



Chen Yi Yang and Wen Hung Lo

**Fatima Almitwazi** [almitwazif@hotmail.com](mailto:almitwazif@hotmail.com) (Saudi Arabia '10) received her MBA degree in operations management and management information systems from the University of Scranton (Pa.).

**Daisuke Uematu** [daisukeuematu78@yahoo.co.jp](mailto:daisukeuematu78@yahoo.co.jp) (Japan '10) has passed the elementary school teacher employment exam in Hyogo, Japan, where he lives with his wife and daughter.



Eun Ji Lee (rear)

**Eun Ji Lee** [ji0924@gmail.com](mailto:ji0924@gmail.com) (S. Korea '13) attended the 2013 Cannes Film Festival in France as assistant director of the film "Breathe Me," which was chosen for the 2013 "Semaine de la Critique."

**Giovanna Lima Oliveira** [gi14oliveira@hotmail.com](mailto:gi14oliveira@hotmail.com) (Brazil '13) has returned to Brazil and is studying medicine at a university there.

**Guleser Surfaci** [guleser@udel.edu](mailto:guleser@udel.edu) (Turkey '12) is a researcher in a graduate program at Auburn University School of Forestry in Auburn, Ala.

**Ivana Arruda** [ivpaula@gmail.com](mailto:ivpaula@gmail.com) (Brazil '13) married Jared Lang on August 24 in her hometown in Brazil. The couple lives in Iowa.



Ivana Arruda

**Jacques Auguste** [jaug211@yahoo.fr](mailto:jaug211@yahoo.fr) (Haiti '10) is practicing dentistry in Haiti and has applied for a U.S. Fulbright Scholarship in order to learn more about public health and better serve his community.

**Jae Young "James" Kim** [heyjames3@gmail.com](mailto:heyjames3@gmail.com) (S. Korea '08) has started his own international education consulting agency, JY HRD Consulting, in Seoul.

**Judy Chen** [judy.chen.dell@gmail.com](mailto:judy.chen.dell@gmail.com) (Taiwan '04) married a UD graduate and moved back to Newark after traveling back and forth between Taiwan and Delaware for several years. Judy earned her real estate license in 2013 and has started her career in Delaware.

**Ke "Elsie" Mei** [elsie@udel.edu](mailto:elsie@udel.edu) (China '13) is now a resident assistant at UD's Redding Hall dormitory.

**Lyda Holguin** [lydaeuge@hotmail.com](mailto:lydaeuge@hotmail.com) (Colombia '06) and **Gustavo Gaviria** [g\\_gaviria@hotmail.com](mailto:g_gaviria@hotmail.com) (Colombia '08) are the proud parents of David, born April 23. The family is living in Washington, D.C., where Lyda is pursuing her Ph.D. in

counseling at George Washington University and Gus is working as an information technologist for a reprographic company.

**Jungmin Kim** [positivejo@gmail.com](mailto:positivejo@gmail.com) (Korea '09) is now manager of a study abroad and exchange program for Saitama University in Japan. Jungmin was delighted to be able to visit the ELI on business in August. Only a month later, she met with the ELI's international projects manager, Baerbel Schumacher, at a conference in Istanbul.



Jungmin Kim with ELI staff member Baerbel Schumacher

**Maria Eugenia Carvajal** [mariaeugenia@yahoo.com](mailto:mariaeugenia@yahoo.com) (Chile '82) is currently working on a master's degree in analysis and conflict resolution at Nova Southeastern University in Fort Lauderdale, Fla.

**Mariana Zandoná** [mariana-199@hotmail.com](mailto:mariana-199@hotmail.com) (Brazil '13) has graduated from high school and is taking her college entrance examinations. Her plan is to study health sciences in 2014 and to visit Delaware soon.

**Marisol Janampa** [marisol\\_uigv@hotmail.com](mailto:marisol_uigv@hotmail.com) (Peru '11) married Maurice Leslie in February 2012.

She earned her MBA with a concentration in organizational leadership from Wilmington University before giving birth to her son, Samuel, on January 21 of this year. The family now lives in Laurence Harbor, N.J., where Marisol runs a business from home while taking care of Samuel.



Marisol Janampa

**Moraya M. Sawadi** [swadi-505@hotmail.com](mailto:swadi-505@hotmail.com) (Saudi Arabia '11) is studying for a bachelor's degree in computer engineering at the University of Bridgeport. Moraya reports that he is "doing well and having a great time studying my major that I love."

**Neo Zhang** [neozhang@jhu.edu](mailto:neozhang@jhu.edu) (China '09) graduated from Iowa State University in May with a bachelor's degree in civil engineering and is currently studying for a master's in environmental engineering at Johns Hopkins University.

**Olga Vanegas** [olgaluvanegas@hotmail.com](mailto:olgaluvanegas@hotmail.com) (Colombia '08) married Josue Ariza in December, 2012.



Olga Vanegas

**Ryota Sato** [sweetryota@gmail.com](mailto:sweetryota@gmail.com) (Japan '11) married Etsuko Oishi on March 26. His American homestay mother, Martha Davis, attended the April reception, as did several members of the MEXT 2011 team, of which he had been a member at the ELI.



Ryota Sato

**Sandra Viviana Diaz Cano** [sandradica@gmail.com](mailto:sandradica@gmail.com) (Colombia '12) has received a full scholarship from the international business master's program at the University of Delaware.

**Shanshan Wang** [wangss@udel.edu](mailto:wangss@udel.edu) (China '12) is now a resident assistant at UD's Christiana Towers West dormitory.

**Xinwei Jiang** [xinwei@udel.edu](mailto:xinwei@udel.edu) (China '12) has been exceptionally active in the UD Residence Life program, first as building governor of Warner Hall in Central Complex Community Council last year and currently as a resident assistant in Warner Hall. She has also been involved in several student organizations on campus, such as the Blue Hen Leadership Program, Financial Management Association, Culture Exchange Program, Chinese-American Association, and Asian Student Association.

**Yahya Mobarki** [almubarak1408@yahoo.com](mailto:almubarak1408@yahoo.com) (Saudi Arabia '12) is in the second year of a master's program in linguistics at Ball State University in Muncie, Ind. Yahya reports that he is now happily married and is applying to Ph.D. programs in the United States.

**Yi-Ching "Hubert" Hsiao** [17455417@yahoo.com.tw](mailto:17455417@yahoo.com.tw) (Taiwan '09) married Emma Lee on July 6. The happy couple lives in Taichung, Taiwan, where Hubert works in sales.

## Give so that other ELI students can learn

Last year, the ELI awarded over 60 tuition scholarships to students from around the world. Recipients included survivors from natural disasters, refugees from war-torn countries, recent immigrants to Delaware and members of economically disadvantaged families. Donors to our scholarship funds have included alumni, relatives giving in memory of loved ones who have passed away and retired ELI faculty and administrators.

Would you like to help others gain access to better career or educational opportunities as a result of studying at the ELI? Giving to the ELI scholarship fund is easy:

To make a gift via credit card, click: <https://primus.nss.udel.edu/makeagift/main.action> and type "ELI" in the box marked "Other." If you want to make the gift in memory of someone or to honor a teacher or tutor or staff member at the ELI, put a note in the comment box.

If you wish to donate by check, please go to <http://www.udel.edu/giving/tribute.html> and follow the four steps for giving.

We thank you in advance for your support.

Scott Stevens, Director

# All the world's a stage, And all the men and women merely players ...

To keep in character of this issue's film motif, ELI faculty share some of their favorite (modified) movie quotes to inspire you. Below are just a few. To see the entire collection, visit the website at the bottom of this page.



*"Come and see me some time -- office hours are..."*  
~ Mae West (*I'm No Angel*)  
chosen/modified by Angela Harnish

*"Do, or do not. There is no 'try'."*  
~ Yoda (*The Empire Strikes Back*)  
chosen by Scott Duarte



*"I've a feeling we're not in Kansas anymore."  
"No, you're at the ELI, so use English!"*  
~ Dorothy (*The Wizard of Oz*)  
chosen/modified by Ken Cranker

*"It is not our abilities that show what we truly are; it is our choices."*  
~ Albus Dumbledore (*Chamber of Secrets*)  
chosen by Meg Zittere



*"When life gets you down do you wanna know what you've gotta do?  
Just keep swimming, swimming, swimming."*  
~ Dory (*Finding Nemo*)  
chosen by Mikki Washburn



The ELI faculty and staff wish you all a happy, healthy and prosperous year. Please stay in touch!  
To view more movie messages from faculty to our alumni, visit [www.udel.edu/eli/recordedgreetings](http://www.udel.edu/eli/recordedgreetings).

## Christina School District ESL expa-a-ands

The ELI's ongoing collaboration with the Christina School District allowed language learning support for approximately 600 elementary ESL students from over 22 countries this past year. Creatively designed lessons integrated the Common Core State Standards for all kindergarten through fifth grade pupils with nationally recognized development standards specifically for learners of English as a second language.



West Park Elementary School ESL students with their teachers and teaching assistants

In the 2012-2013 school year, a talented team of five ELI teachers instructed the ESL students at 15 elementary schools. Lisa Grimsley and Kate Copeland served students at West Park Place Elementary, supported by UD teaching assistants Tracy Yeh and Brittany Zezima and UD student teacher Kelley Cheatham. West Park Place was the "site school" in the district's pull-out program, which concentrated the majority of English language learning pupils in this single, district-wide center. Meanwhile, itinerant teachers Lisa Held, Denise Solon and Hillarie Mauldin served more advanced learners in the other fourteen elementary schools.

At the end of the school year, the district determined that increasing population trends would require it to decentralize its ESL program in favor of multiple ESL centers in schools close to the neighborhoods where the pupils actually lived. The ELI hired six additional teachers for a total of eleven, each assigned



West Park E.S. student performs at Multicultural Night.

to a particular school in the district. New faculty members are Lynn Gallo, Man Jiang, Kim Kelly, Kristin Larsen, Carrie Neely and Ann Parry. Referring to the newly formed team, veteran teacher Denise Solon expressed her admiration for the teachers' dedication and team spirit as well as the support of the host schools. "We expect our department to continue to expand in the near future as exemplified by these successful synergies," she said.

DS

## Barbara Morris from Page 16

"That project made several of my weekends more exciting," says Barbara, who recalls filming the opening scene of three ELI students biking down Main Street from the back of a car traveling in front of them.

It was subsequently shown to all new ELI students during orientation. Barbara shared this student video and others at numerous regional and international TESOL conferences. As chair of the TESOL Video Interest Section in 2003-2004, Barbara encouraged other teachers across the country to experiment with budding technologies in their classrooms.

But it is perhaps through the ELI annual holiday newsletter that Barbara made her most important mark. As soon as she arrived at the ELI, she joined the newsletter committee under the editorship of the late Professor Ruth Jackson. She then became editor-in-chief for 17 years, stepping down last year in preparation for her retirement. Taking her role seriously over that period, Barbara took three UD journalism courses to hone her non-academic writing skills. Her efforts brought a high level of professionalism to what had been a routine review of ELI activities.

Stevens commented, "Barbara took the newsletter to a whole new level. Under her leadership, this polished publication communicated to alumni, sponsors and campus colleagues that the ELI pursues excellence in all of its endeavors."

Instructor Robbie Bushong recalls that when he was a graduate student at the University of Central Florida, his advisor, renowned ESL textbook writer Keith Folse, commended the ELI newsletter.

"He told me he had never seen an IEP with a newsletter of that quality, and then based partly on the newsletter, he insisted that I take this job. In other words, he saw the newsletter as a sign of the caliber of the program."

Robbie has since joined the newsletter committee as an editor.

"I knew the newsletter was an important public relations tool, but I had no idea it could help with faculty recruitment," says Barbara, smiling.

What will Barbara Morris do in her retirement? Learn new skills, such as how to play the steel drums? Travel with her daughter Lia, whom she visited in several countries where Lia was doing fieldwork, including Bolivia, Brazil, Costa Rica and Tanzania? Become a photojournalist?

Whatever she chooses, you can be certain it will include plenty of action. WB

For her newsletter grand finale, Barbara has edited her own retirement article.

A big **THANK YOU** to the staff and students of the

**Delaware Autism Center  
of the Brennen School, Newark**

who prepare the thousands of envelopes needed to mail this newsletter to our readers every year!

# Festival of Nations



Tim Kim



Tim Kim



Tim Kim

The ninth annual Festival of Nations on November 22, hosted by the ELI with support from the Office of Housing and Residence Life and the Confucius Institute, featured a talent show, fashion show and displays from countries around the world. In addition to more than 15 countries represented by ELI students, the event included the Korean American Student Association, Delaware African Student Association, Cosmopolitan Club, the Nihongo Table, American Global Fellows and the INNternationale.



# English Language Institute

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