

ENGLISH LANGUAGE INSTITUTE
NEWS

2014 ANNUAL HOLIDAY NEWSLETTER FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY



CHANGING THE GAME

GRADUATE CAP COHORT STUDENTS

From the Director's Desk



Kathy Atkinson

Scott G. Stevens

Dear ELI friend,

The year 2014 marked the 35th anniversary of the founding of the English Language Institute. As we pause to reflect on the many milestones of the program over the past three and a half decades, we owe our heartfelt gratitude to Professor Louis Arena, the founder of and, for its first five years, advisor to the ELI. A widely respected linguist and ESL specialist, Dr. Arena has inspired hundreds of immigrants and international students to pursue their dreams, helping them overcome linguistic, cultural, physical or financial obstacles. Ever the champion of the underdog, he has for fifty years been a tireless advocate for scholarships, policies and support services to open doors of opportunity for English language learners. Ask anyone who knows "Luigi" (as he is called by his friends and loved ones), and

you will inevitably hear a personal story about how he intervened to help that student or colleague or neighbor through a dark and difficult time—as well as how his deadpan humor made them laugh until they cried.

Dr. Arena has also launched the careers of many aspiring ESL teachers. I was one of them. Thirty-three years ago, when I was a part-time instructor, he called me into his office, praising my work and telling me I would make an excellent member of the full-time ESL faculty. Knowing that my hero and mentor believed in me was a turning point in my career, for his faith helped me believe in myself.

The compassion and encouragement Dr. Arena bestowed on each student and employee helped shape the culture of the English Language Institute. And although he has not been directly involved with the ELI for thirty years, that our program still bears the hallmark and feel of a family rather than an institution is a tribute to his character and vision that remain a part of our DNA.

Nowhere is this family quality more evident than in our Tutoring Center. Director of the University's Writing Center for 18 years, Dr. Arena has always believed one-on-one tutoring to be an ideal form of instruction and an unparalleled support for the classroom. Tutoring has been a part of the ELI since its inception, and, in fact, ours may be the only intensive English program in the United States that includes private tutoring as an integral part of the ELI experience.

Tutoring offers many advantages over classroom instruction alone. Tutors can personalize instruction. For example, a student struggling with a pronunciation problem that many of his classmates have mastered can receive from a tutor focused instruction. Tutors give students their undivided attention and immediate feedback on language production. Questions not asked in class can be addressed in tutoring.

Moreover, the Tutoring Center is the most intimate of instructional settings. Each week, ELI students see the same tutor, who comes to be very familiar with her charge's linguistic areas for growth. Tutoring has the power, in the words of Stephen Krashen, to lower students' affective filter. In other words, as rapport develops between tutor and student, even the shyest student will become more relaxed and communicative. Within this realm of trust, tutors can be alerted to other issues that might interfere with a student's progress, such as culture shock, learning disabilities or physical or mental health issues.

In the course of an hour, a tutor may assume many roles: language expert, language model, trainer, counselor and coach. By recognizing how difficult it is to live and learn in another culture, tutors also, in the spirit of Dr. Arena, assume the roles of encourager and advocate. In this newsletter, you will read about the renaissance in our Tutoring Center. (See Page 4.) In addition, this fall we launched a Multilingual Student Communication Center—online writing assistance for non-native speakers of English at the University of Delaware. Finally, we are thrilled to announce the inauguration of free online tutoring for our 18,000 alumni. (See Page 5.)

Currently, the ELI employs some 90 dedicated and talented tutors. And although we are now among the largest intensive English programs in the country, we have endeavored to remain true to Dr. Arena's principles and our mission by cultivating not merely an academic program, but rather a learning community where each student is valued as an individual and both supported and befriended along his cultural, linguistic and academic journey at the University of Delaware.

Sincerely,

Scott Stevens,
Director

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Dr. Louis Arena

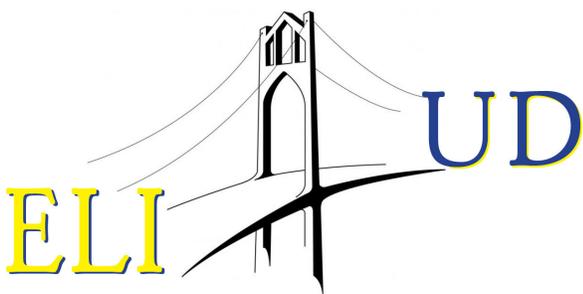
UD-OCM

ELI, UD walk “Path” together

As a partner in the University of Delaware’s strategic Path to Prominence plan, the ELI has contributed to a number of interdepartmental efforts to internationalize the campus, foster world citizenship and increase the University’s global impact. Here is just a sampling of the dozens of collaborative projects in motion this year.

Anthropology 230, an interdepartmental brainchild

A brainstorming session among Dr. Scott Stevens of the ELI, then-Associate Dean Matthew Kinservik of the College of Arts and Sciences, and Professor Patricia Sloan-White of the anthropology department has developed into an anthropology course created by Dr. Sloan-White called “Young, Privileged and Global—American and Asian Dimensions of University Life.” The course’s greatest resources are not textbooks but the students themselves, as the roster consists of 15 American students and 15 Asian students who, according to the syllabus, “generate and establish a deeper understanding of the similarities and differences between the two groups.”



Bridge connects not only students

As its name suggests, Bridge segues students from ELI to UD classrooms by empowering them to take classes at both places in the same semester. In order to accomplish this transition more effectively, Bridge Coordinator Julie Lopez and Associate Director Karen Asenavage of the ELI have networked with a number of other departments. As a result, Bridge students may take introductory-level math, engineering and hospitality management courses while they are still enrolled at the ELI.

At the same time, Lopez said, “Part of Bridge is also reaching out to university professors and department faculty to provide them support with working with international students.”

Workshops for UD faculty and administrators

Although English as a Second Language is a specialized field, professors of all backgrounds at UD, many with little or no ESL training, are tasked with teaching ESL students in a variety of subjects. Specialized in ESL teaching methods, the ELI has made itself available to other departments to offer workshops and advice on the cultural and linguistic issues of international students. Asenavage, Stevens, Lopez and CAP Student Advisor Erin Bastien of the ELI have held several different workshops for other departments.

“I see us as serving our community, helping to train and prepare the university to become more global,” Asenavage said.

CAP graduate students visit Lerner College

The best way to raise Conditional Admissions Program graduate student awareness of what to expect at Lerner College

of Business and Economics is to take them there, according to ELI instructor Michael Fields. What started as trips to Lerner offices to collect informative pamphlets has evolved into panel discussions with college administrators as well as class observations that are now an ongoing part of the Grad CAP curriculum. (See article on Page 6.)

“It’s at the point of the classroom observation that the students see the need for what CAP is,” Fields said. “It’s like a wakeup call” to the level of student engagement required at Lerner.

UD Spring Delegation to Southeast Asia

Director Scott Stevens and Assistant Director of Admissions and Recruitment Nadia Redman of the ELI joined a UD delegation including Provost Domenico Grasso, Dean George Watson of the College of Arts and Sciences and other UD administrators and faculty on a nearly three-week trip to China, Japan and South Korea in April. Stevens said that the delegation visited high schools and universities with the goal of “globalizing the UD campus.” The ELI even collaborated with Undergraduate Admissions to meet recently admitted CAP students and their parents in their home country. The possibility of opening a UD office in Xiamen, China, is also being explored. Stevens, along with ELI and Admissions colleagues, returned to China for another visit in November to promote UD and the ELI at high schools and to meet prospective students.

RB



Dr. Scott Stevens (far right) visiting Xiamen University, China

Tracey Bryant

ELI Mission Statement

Through an unwavering commitment to excellence and renewal, the ELI faculty and staff endeavor each day to enhance our reputation as a leader among intensive English programs. Our leadership is based on a clear understanding of our goals and the means to achieve them.

As teachers, tutors, administrators and staff, we strive to:

- Meet or exceed our students’ expectations for developing their linguistic, academic, and professional skills.

- Contribute to international understanding by engaging students in meaningful inter-cultural exploration.

- Provide our students with the support and services they require to make the transition from their own countries to life in the United States.

- Meet the ordinary and extraordinary needs of our students, ensuring that their experience at ELI is productive and fulfilling.

- Recruit only the most talented and experienced English language specialists and staff and promote their continued professional growth.

- Assume personal responsibility for solving problems, value each other as highly as we do our clients, and support each other in our work.

- Manage our resources, attaining financial viability without compromising the outstanding value of an ELI education.

- Enrich the University of Delaware and the local community, fostering cross-cultural communication and interaction.

Tutoring Center Renaissance

To keep up with the demands of the ELI's burgeoning population, its Tutoring Center has increased both in staff and in diversity of services.

With the Institute growing to over 800 students per session, Tutoring Center Coordinator Ken Hyde hired over 30 new tutors, ending the year with nearly 100 on staff, compared to an average of 65 tutors per session in 2013.

Faced with the challenges that such a hefty enterprise presents, Hyde, ELI Director Scott Stevens and Associate Director Karen Asenavage determined that it was time to transform the Center's scope and operation. To that end, in July they called the first annual Tutoring Center planning retreat, drawing on the expertise of 50 core tutors to design, as Hyde put it, "the Tutoring Center Renaissance."

Core tutor Jill McCracken remarked, "I left the retreat with a fresh sense of possibility. It's clear that tutors can and do contribute significantly to the ELI, and

I'm looking forward to what new things we can bring to the table."

The Renaissance is starting to take shape. A writing center has been established, where students with an assignment can drop in and seek help from writing specialists well informed of classroom teachers' objectives and expectations. In each tutoring room, students will find specialists in any of the language skill areas; if expert help in pronunciation, grammar, reading or writing is needed, a tutor need only turn to a colleague.

The variety of "clusters," small tutoring groups with a specific focus, continues to grow. This year saw the addition of clusters for cooperative board gaming, conversation, drama, geography and GRE/GMAT vocabulary. Meanwhile, tried and true clusters are charging ahead: Nancy Turner now welcomes 12 different cooking clusters into her home kitchen each week.

Even alumni can take advantage

of the Tutoring Center through a new website set up just for them. (See article on next page.)

To help keep all the pieces together, tutor Stephan Stengari was hired in September to assist Hyde with a multitude of administrative tasks while maintaining the personal touch the ELI has so carefully crafted over the years.

As the needs of the ELI student body have evolved, the Tutoring Center has come to mean much more than just one-on-one homework help. SP



Scott Duarte (left) leads his Gaming Cluster students in decision-making scenarios.

ELI CSD team offers vital services to students and staff



CSD team members for the 2014-15 school year.

The ELI's partnership with the Christina School District, now in its 27th year, has evolved significantly in recent years to accommodate a dramatic increase in the kindergarten to 5th grade English language learner (ELL) population. This was the last year that West Park Place Elementary School served as the district's "site school" for non-Spanish speaking ELLs, who number more than 600 across the district and represent more than 40 languages. These students are now supported in their home schools, and the team of 10 ELI teachers serve in all 18 district elementary schools. ELI-CSD team members in the school year ending in June included Lisa Conner, Kate Copeland, Lynn Gallo, Lisa Grimsley, Man Jiang, Kim Kelly, Kristin Larsen, Carrie Neely, Ann Parry and Denise Solon. In September, veteran Grimsley returned to the ELI after 12 years of teaching in the district, and UD MA-TESL graduate Brittany Zezima, previously a teaching assistant at West Park Place, joined the team. UD MA-TESL students Yvonne Kunz, Amanda Thomas and Jaidy Schweers also served as teaching assistants at various schools in the district.

As the ELI-CSD team has grown, and as public education strives to address the needs of ELLs facing ever more demanding academic requirements, the team's role in the district

has also evolved in scope. In recent years, in addition to giving direct support to ELLs, the team has served on a committee for strategic planning of district-wide ESL services and provided in-depth professional development to district teachers. In collaboration with district ESL coach Amber Herrera, team members presented on many topics relevant to ELLs and the national Common Core Standards. Under the able leadership of team member and University of Pennsylvania doctoral candidate Kristin Larsen, the team also formed its own practitioner inquiry group, presenting on its inquiry process in March 2014 at the University of Pennsylvania Ethnography Forum. The ELI-CSD team looks forward to continuing its service to the Christina School District as teachers, collaborators and advocates for the Newark community's ELL students, who bring a wealth of diversity to their classrooms. KC



Christina students share a love of reading and culture.

Alumni virtual tutoring launched

A website has been created which allows ELI alumni to continue to practice and learn English, free of charge, in the comfort of their own homes. Via the Alumni Virtual Tutoring Center, former students can have one-on-one Skype time with an ELI tutor, read English lessons, watch instructional videos or network with ELI tutors, faculty and other alumni through a discussion forum.

The website is the brainchild of Amanda Stevens, who, as the daughter of ELI director Dr. Scott Stevens, grew up with the ELI and has served it in many capacities over the last 10 years. The idea for the website was sparked in the summer of 2013, when Ms. Stevens traveled to Bogota, Colombia, to visit friends, all former ELI students. During their time together, the alumni lamented that they didn't have much time or many opportunities for interacting in English with others. Alumnus Orlando Molano proposed a novel solution to the problem: that the ELI set up an online tutoring program for alumni using Skype. Stevens deduced that ELI alumni from other countries might have similar needs and desires.

"Language skills need to be practiced regularly in order to maintain and develop further," Stevens said. "Yet some alumni don't have resources or opportunities to keep studying or practicing English after leaving the ELI. This is why, thanks to Orlando, I decided to try to make his idea a reality."

To set up and test the system, Stevens enlisted the assistance of UD Instructional Technology consultant Debbie Durant as well as ELI tutors, administrators and alumni. It is now fully functioning under the watchful eye of Stevens and lead tutors Jim Eliason and Jill McCracken, with the following services offered:

- Skype tutoring via video and/or chat
- A video blog featuring videos created by tutors and faculty on English-related topics
- Articles written by tutors and faculty
- Request forms to submit specific topics or ask questions for tutors to create videos and write articles about, or

for them to answer personally via email or Skype. This is helpful if the time difference in the home country or the busy schedule of the alumnus does not permit him to Skype live.

- A discussion forum for alumni to post topics and converse with other alumni, tutors and faculty
- Links to additional resources
- A link to contact the ELI with questions or concerns

Stevens believes that the University of Delaware ELI is the first accredited intensive English program in the United States to offer, completely free of charge, online tutoring specifically geared towards their alumni.

She concluded, "We hope that the site will be of use to our former students in continuing to improve their English skills and to virtually return to the ELI. We hope to continue to add to and improve this website so that it can be the best possible tool for current and future ELI alumni." AS



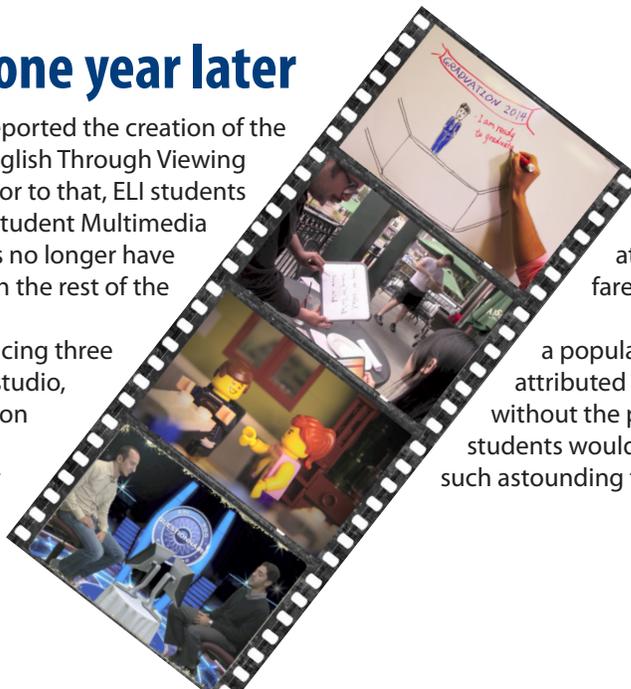
Tips for using the Alumni Virtual Tutoring Center

- Visit the website URL: <http://sites.udel.edu/eli-trc/>
- Check out the different pages and services on the website.
- To access the "ELI Tutor Skype Contacts" page and Skype with an ELI tutor, enter a password that is sent out through the alumni mailing list. (See note on Page 25.)
- Former ELI students who have not yet received this password by email should contact udel.eli.tutor@gmail.com along with:
 - a. full name
 - b. date of birth
 - c. start and end dates of enrollment at the ELI
- Days and hours that tutors will be online to Skype: Monday to Thursday, 8:30 am – 12:30 pm and 1:00 pm – 6:00pm EST

ELI Film Studio one year later

Last year this newsletter reported the creation of the ELI film studio for its Level VI English Through Viewing and Producing Films course. Prior to that, ELI students had to rely on Morris Library's Student Multimedia and Design Center. ELI students no longer have to share camera availability with the rest of the UD campus.

Students have been producing three to four films per session in the studio, including live action, stop-motion animation and green screen shorts, commercials and longer films.



The films are then viewed at the traditional Drama/Film performance held in the final week of every ELI session. Films have also been displayed at ELI graduation ceremonies as final farewells to the graduates.

The Film course continues to be a popular culture class. Its success can be attributed in part to its talented instructors, but without the possibilities the studio itself affords, students would not be able to unleash their creativity in such astounding fashion. SD

New grad curriculum a game changer for the CAP Cohort Program

A new curriculum specifically designed for aspiring graduate students has revolutionized the ELI's Conditional Admission Cohort Program.

Arising from a recognition that the needs of graduate students differ significantly from those of undergrads, the introduction of the new curriculum in March coincided with a restructuring of Cohort that featured the splitting of the undergraduate and graduate sections into separate and distinct programs.

Developed by instructors Sarah Cherian and Michael Fields under the supervision of Associate Director Karen Asenavage, the innovations were inspired by Assistant Professor Nigel Caplan's needs analysis for graduate students in the Lerner College of Business and Economics. Conducted with MBA faculty and international students, Caplan's study revealed detrimental gaps between international students' oral and written communication skills and the expectations of the MBA program. In response to the study, Cherian and Fields set about designing a curriculum to address those gaps.

The result was a four-cycle plan that entails extensive reading and discussion of academic and professional topics, which reflects the hefty reading load that graduate students can expect and the discussion skills that they will need in future group projects. It also requires campus and community engagement in order to prepare the participants to be full players in their American graduate programs as well as in international business and professional settings.

Students, grouped in cohorts of five or six, read and explore an entire book in each two-month cycle and together plan and execute service and other projects. Portfolio-based evaluations allow them to participate in deciding their own outcomes, develop skills which will be necessary in their graduate and professional lives, and chart their growth through the CAP graduate program. A hallmark of the program is the use of Stephen R. Covey's "The 7 Habits of Highly Effective People" and its accompanying workbook; cohort members reflect together and individually, in class and at home, on Covey's essential message.

As in undergraduate CAP, new cohorts attend a team-building retreat near the beginning of their first cycle. In contrast with the undergrad adventure camp, grads undergo an experience suited to their more mature interests: they book the Embassy Suites Hotel in Philadelphia. Wearing business attire, they attend a reception where they mingle with other hotel guests (and practice their English). Following this, ELI kitchen class teacher Nancy Turner presents a workshop on Western dining etiquette, which the group practices during a formal dinner. This is followed by an evening of dynamic team-building games and contests. Students wake up



Julie Lopez

Graduate CAP Cohort members chart their journey to the ELI.



early the next day to navigate the subway system to get to Old City, where each cohort begins a scavenger hunt of Philadelphia's historical monuments, getting initiated in America's history and culture while further nurturing cohort cohesion. The weekend is capped with lunch at the historic City Tavern and a workshop on cross-cultural communication.

In addition to the first-cycle retreat, a range of out-of-class activities help students build professional and academic skills. The MBA program's chair, Amy Becker, and graduate student advisor Paul Rollison, as well as Emily Liu, a graduate of both the ELI and the UD MBA program, regularly give panel discussions on the expectations and rewards of UD's graduate business programs. Students observe Lerner College classes and visit the university writing center. Replacing "Minute to Win It," a hit for undergraduates, is "Graduate Game Night," where students play more linguistically challenging games based on ethical dilemmas, problem solving and personal values. The Office for International Students and Scholars welcomes graduate CAP students to its international film festival, its Friday afternoon coffee hour and its basement "Speakeasy."

Mentoring is an integral part of graduate CAP, as it is of the undergraduate program, albeit with some important modifications. While maintaining their role as facilitators of social interaction and integration, mentors are now taking on more academic responsibilities, assisting students' group project planning and portfolio writing. In addition, mentors are drawn from UD graduate programs rather than from the undergraduate pool. Fields pointed out that this not only makes for a more appropriate relationship but also internationalizes the mentoring group, with Chinese and Indians joining American mentors.

"As these mentors have gone through the process of integration themselves, and have had to learn the ropes of being international students, their experiences can provide insights that American students may not have, while our American mentors provide the cultural basis," Fields explained.

CAP, whether graduate or undergraduate, continues to be a dynamic and game-changing environment for its participants. Students matriculating at UD after having completed the ELI CAP Cohort Program have impressed their professors by outshining and outperforming their direct-admission counterparts.

Fields observed, "The need to be ready not only academically but also in terms of coming to grips with American academic culture, and the ability to work, study and socialize with American students, are essential ingredients for the success of UD's international student community. With the launch of the new CAP graduate cohort program, the ELI has taken one step further in helping its students make that dream a reality."

MF

Graduate students ask an expert for help during the Philadelphia scavenger hunt.

Julie Lopez



CLASSROOM NOTES

A popular “how-to” manual inspired **Julie Lopez** to create a new adventure for her **EAP VI Listening/Speaking** classes in sessions III and IV. “The Worst Case Scenario Survival Handbook” and its spin-off reality television show, “Worst Case Scenarios,” pose the question, “What would you do if ...” and then describe a terrible situation, like being caught in a burning building or having your brakes fail when you are driving down a steep mountain road. They then give tips on how to survive such disasters. This year, Julie gave small groups of students worst case scenarios which they had to research, storyboard and present in front of a video camera in the ELI’s film studio. After each group member was filmed in front of a green screen, the class learned how to edit video in iMovie to replace the green background with pictures of the worst case scenarios. In this way, the students looked like they were actually experiencing the disaster!



An EAP VI student discusses oil spills.

When the groups finished editing, they shared their videos and discussed the perspective and tone each group had conveyed. Session III students all received scenarios for international students living in America, such as “What would you do if you were imprisoned in the United States?” Session IV students were given worst case scenarios in American history, such as “What did Americans do when President Lincoln was shot?” These video projects not only taught students more about American culture and history, but the students also got to learn a new skill: video editing special effects.

Throughout the year, **Nicole Servais’ Level VI Drama** class has worked with **Scott Duarte’s Level VI English Through Viewing & Producing Films** class in order to complete introductory acting and editing

assignments. The drama class chose a short prepared scene and rehearsed it in their class. The film class received the scripts and started analyzing how to best shoot and edit the scene. The two classes met with each other to break into groups and discuss the various aspects of turning the play into a film. Nicole’s class finally came over to the film studio classroom to film the scene in front of the green screen.



Film and Drama students collaborate on fairy tales.

The film class then edited the footage, adding the appropriate background to the film to make it more authentic. In the end, the two classes enjoyed getting their feet wet in both acting and filmmaking.

Russ Mason must have wondered what all the whispering was about in Session V. With word circulating about his upcoming retirement (see article on Page 20), students and teachers, all sworn to secrecy, were collaborating to prepare a tribute to Russ’ teaching career at that session’s graduation. **Celeste Calderon** and **Mikki Washburn** created a special version of the 1960s song “Teach Your Children” by Graham Nash. Students from **Russ’ final Level VI Listening/Speaking Through the 60s** class and **Celeste’s Level VI Read It! Watch It!** recruited others to form the chorus, which soon swelled with students, faculty, tutors, administrators and alumni, a sign of the ELI’s immense respect for Russ. The end result was an old-fashioned sing-along, complete with flower children distributing daisies, tie-dyed tee shirts, love beads, peace signs galore and a few tears. The heartfelt joy of teaching and learning was poignantly expressed that day in song and smiles.



A farewell tribute to Russ Mason



Nicole Servais

Drama students at a local acting workshop

In Sessions III, IV, I and II, **Kathy Bracy’s** and **Nicole Servais’ Level VI Drama** students attended the University of Delaware Resident Ensemble Players’ (REP) productions at the Roselle Center for the Arts. Students also had the privilege of collaborating with REP actor Stephen Pelinski for a series of improvisation and acting workshops. Session IV student Chenxi Li commented, “I’m so happy that we had Stephen in our class! It was really fabulous!” Session I students were additionally given an exclusive backstage tour of the REP’s production of “Angels in America.” This partnership with the REP continues to grow and expand, providing more and more opportunities for ELI students to experience live theatre with a professional company of actors.

In sessions III and IV, **Monica Farling’s Reading/Writing IV** class learned to compare and contrast through the genre of email writing. Students started by completing a homework assignment using a digital version of a chapter in their reading book in order to discuss the experience of using an e-book. They then wrote email messages to the ELI textbook committee in which they compared the experience of using e-books to using print textbooks and made recommendations for books that the ELI should select for students in future sessions. Textbook committee members responded to the students’ emails, and the class studied these responses to revise their messages with stronger support for their positions.

Carolina Correa conducted an innovative way of encouraging her Session I **Reading/Writing IV** students to read. On the one hand, her students acknowledged the importance of reading for school purposes, but on the other hand, they expressed their reluctance, even fear, of reading. Following their suggestions, Carolina set up a classroom “book fair.” After asking students the topics that most interested them, she visited the SALC, collecting more than 30 books on these topics. One Friday morning, students arrived in their classroom to find the tables covered with books. Engaging signs invited the students to read. “Don’t I deserve some attention, too?” “Books that take you to another part of the world!” “Books that will thrill you: Frightening and scary page turners!” For a

Scott Duarte

Tim Kim

bookstore-cafe-like atmosphere, Carolina also provided coffee and cookies. The students got so engaged in reading that at the end Carolina had a tough time pulling them away from their books! Later, the students took part in a book exchange, writing reviews of their books to persuade their classmates to select their book over others. Motivational posters encouraging students to read, based upon the American Library Association's "READ" poster campaign with celebrity pictures, were also created with students' pictures on them.

In Session I, **Monica Farling's** and **Kathy Bracy's Reading/Writing IV** classes took on real-life descriptive writing tasks by composing product listings for eBay. Students wrote detailed descriptions for items to sell and then each class placed mock "bids" on the other class's items. After they received the item they had "purchased," students wrote feedback evaluating the accuracy and completeness of the seller's description.

ELI garden: Cultivating language and social engagement

The ELI garden, which completed its fourth growing season in the fall, enjoyed another bountiful year of collaboration between ELI students, UD faculty and students, and local residents. Located at 189 W. Main St., the garden is managed by the UD Graduate Student Food and Garden Policy Committee, together with ELI liaison Kate Copeland. ELI instructors Mike Fields and Drew Scheneman also served on the ELI garden liaison team in 2013 and 2014 respectively. While the ELI liaisons' mission is to facilitate the garden as a resource for ELI students for language interaction and service learning opportunities with the UD community, the broader mission of the garden is to increase understanding of organic gardening and food sustainability on campus.



Students show off their green thumbs at the Peace Garden.

Of the garden's 22 raised beds, 16 are designated a community garden, rented to UD affiliates interested in organic gardening. The remaining beds are maintained by and for ELI students, who take advantage of the opportunity to engage in the larger UD community and learn

See ELI Garden on Page 15

ELI expands course offerings

This year three new courses launched at the ELI, giving students in levels V and VI interesting options and providing both general and academic course choices.

When Phil Rice bought the "National Treasure" DVD a few years ago, he had no idea it would spur him to create a class. However, the movie was bundled together with a book called "Don't Know Much About American History" by Kenneth C. Davis. The book was accessible, informative and visually captivating—all of which made it perfect for use in a Level V reading and writing class at the ELI. Rice proposed the **English Through American History** course using Davis' book as the reading text. This Level V class focuses on the study of the culture and history of the United States of America from its founding until the present day. It gives an overview of the significant events in American history that have shaped political, cultural and social trends since the country's founding.

Since starting the course, Rice has witnessed enthusiastic class discussions and insightful essays demonstrating understanding of the causes and effects of history with regard to American society. One student even said it helped him to better understand his TOEFL exam and improve his grade.

In the end, Rice enjoys the satisfaction of teaching a course of his own that sparks curiosity and answers cultural questions, not to mention preparing conditionally admitted students to succeed in university courses where knowledge of U.S. history and government are considered pre-requisite.

The new **English for Academic Purposes VI Preparatory** class provides an essential bridge for students exiting Reading/Writing EAP V who need to reinforce academic skills before taking on the rigors of EAP VI. The creator of the new class, Kendra Bradecich, wanted the course to employ college-level vocabulary, reading and writing to serve as a stepping stone to the next class. Students write in a variety of genres to improve the fundamentals of academic writing, supported by a grammar textbook geared towards scholastic purposes. Their reading text draws real articles from magazines and online sites that employ authentic language and vocabulary. Extensive reading outside of class is also an important component of the course. Students who have taken this new class have commented that it prepared them well for Reading/Writing EAP VI, the ultimate goal.

In January, the ELI began offering a new Level VI reading and writing course called **English through Newspapers and**

Magazines. Walt Babich created the class in the hope that newspaper and magazine articles about high interest subjects would motivate learners to read more in their second language. Students choose many of the articles that they read as they explore the wealth of information periodicals have to offer. A heavy emphasis is placed on learning new vocabulary and applying it to writing.

Students have reacted favorably to the new class. Walah Ahmed of Iraq notes, "I'm really interested in this course. It doesn't just help us to develop our reading skills but also writing, grammar, vocabulary and speaking skills. There is a variety of topics: education, art, food, health, history, language, lifestyle, literature, nature and the environment, movies and social issues."

Babich is pleased with the way that the class is developing. "I think it will keep getting better and better," Babich says.



Walt Babich (third from left) reads the news with his class.

Lowell Riethmuller

Turkish delight at graduation

Isa Hatipoglu got down on one knee and placed a diamond ring on the finger of Serra Sevede Aydogan before a delighted audience of 300 at the Session V graduation in June. With Bruno Mars' hit song "Marry You" accompanying a video backdrop of exploding heart-shaped fireworks, Serra gave the classic reply, "I do!"

Isa and Serra, both from Turkey, had met and fallen in love over their English textbooks at the ELI. They knew it was their destiny to get married and were planning to hold a traditional engagement ceremony at home later. However, Isa was moved to pay tribute to the country in which he had met his true love by staging a western-style proposal.

Secretly conniving with ELI admissions director Nadia Redman, Isa arranged to be inserted in the graduation program under the pseudonym "Isaac H." as the final "performance" of the ceremony.



Tim Kim

Isa Hatipoglu pops the question to Serra Sevede Aydogan.

"I was a sneaky assistant orchestrator," Redman explained. "I even helped him rehearse his lines. He wanted to make sure that his English would be absolutely perfect for her!"

Other ELI staff members enthusiastically pitched in to prepare the romantic video.

At the graduation ceremony, when Dr. Stevens called the final performer to the stage, Serra's eyes grew wide to discover that "Isaac H." was in fact her Isa. Invited to join him on stage, she stood in quirky contrast to his formal suit and tie, with her hippie-style tie-dyed shirt and headband that she had donned for an earlier 1960s-themed performance.

Members of the audience that evening agreed that Isa's marriage proposal was, just as he had hoped, absolutely perfect.

Said Isa, "I had to come all the way to America to meet the person from my own country I want to spend the rest of my life with." **SP**

ELI bullish on new corporate classroom

A specialized classroom has been established at the ELI facility at 318 S. College Ave. to welcome corporate clients enrolled in the Executive English Program.

The room, conceived by ELI Associate Director Joe Matterer, was designed as a fully equipped yet intimate space for groups of five to seven executives. Modern instructional technology, such as a SMART Board and mounted video cameras, allows participants to practice the language of professional situations, from giving presentations and running meetings to social interactions at a cocktail party.

The classroom is a boost for the Executive English Program; having a "home

base" allows the program to run independently from the ELI's traditional schedule and therefore have more flexibility.

In addition to class instruction, the intensive three-week EEP includes one-on-one tutoring, individualized multimedia instruction in the Self Access Learning Center, a listening laboratory component, visits to area corporations, cultural excursions and an optional homestay with a current or retired business leader.

Information about the Executive English Program is available at <http://sites.udel.edu/eli/programs/professional-development/eep/> **SP**

In memoriam: Saleh Saud Alareefi

In October, the ELI grieved the loss of student Saleh Saud Alareefi, who died suddenly of natural causes.

Saleh arrived at the ELI in late August. A brilliant student, he had earned top honors in a national physics

competition and had been awarded a prestigious King Abdullah University of Science and Technology scholarship to study English and earn his bachelor's degree in the United States, with plans later to return to Saudi Arabia to pursue graduate studies.

Saleh quickly gained a reputation at the ELI as an eager learner, open to new experiences and new cultures, and as a hard-working and well-organized student. He planned out his week assignments, worked ahead,

and followed a daily schedule, which involved the discipline of going to bed early and rising early to be ready for class. It was this routine that earned him the nickname "Nine p.m. Saleh" among his peers.

According to Saleh's friend, Sultan Alansari, while Saleh worked hard during the week, he saw the weekend as the prize for his academic labor and a time for his favorite pastimes, like watching soccer—especially when his favorite

team, Al Hilal, was playing. Ibrahim Khan, Saleh's roommate, remembered him as a man of deeply held faith who read daily from the Quran. Perhaps that was the source of the gentleness, warmth and kindness for which everyone remembers him.

The world has lost a great mind. And the ELI has lost a dear member of its family. **SS**



Saleh Saud Alareefi

ELI alum wins prestigious Lerner College award

ELI alumnus Chenfeng “Fox” Lai and his three teammates won first place in the Carol A. Ammon Case Competition of the University of Delaware Lerner College of Business and Economics. The annual event, which puts graduate students’ analytical and presentation skills to the test in a business-related scenario, challenged this year’s participants to develop strategies for improving access for low-income families to healthy, fresh farmers market produce.

Fox had been pumped for the event. “One of my teammates and I won second place last year, so we re-grouped and aimed for first place this year,” he explained.

Fox’s team, Sigma Consulting, went through weeks of grueling research and preparation for the event, which consisted of two demanding rounds of judging, first by alumni and friends and finally by a panel of industry experts. Sigma Consulting’s winning concept included an awareness-raising campaign to educate farmers markets about a special debit card for families in government-subsidized food programs. A second component of its plan was the deployment of mobile farmers market trucks to deliver food directly to low-income communities.

One of the final-round judges was Delaware State Senator Bethany A. Hall-Long, who was so impressed with Sigma Consulting’s plan that she intended to arrange for the team to present its ideas to the Delaware Secretary of Agriculture.

“We were very excited!” recalled Fox.

The first-place win marked another milestone in a stellar run for Fox at Lerner College. He had enrolled in a dual degree program and during his first semester earned straight A’s, which resulted in the College’s offering him a graduate assistantship. He completed his master’s in business administration in May 2014 and is on target for completing a Master of Science in Information Systems and Technology Management this coming spring.

Fox credited the ELI program and faculty for helping him with his achievements.

“The ELI is a boot camp for students who do not have strong English skills,” he said.

In fact, pre-MBA students receive their first exposure to formal case studies, the core of MBA programs, through a course taught by Assistant Professor Leslie Criston.

Fox commented, “ELI provides students great opportunities to improve

their academic performance and shows tolerance for our mistakes, which really helps international students to feel much more confident in their further education programs.”

The faculty of the ELI’s pre-MBA CAP program was thrilled to learn of their former student’s achievement. Assistant Professor Nigel Caplan recalled, “Fox was a highly motivated, hard-working student at the ELI, and I’m excited—but not surprised—to see that his positive attitude, business insights and work ethic have once more led him to great success.”

SP



Chenfeng Lai (right) holds his award for the Carol A. Ammon Case Competition

Self Access Learning Center’s book club turns the page on its fourth year

Four years after its inception, the SALC book club is going stronger than ever.

The club, brainchild of SALC Coordinator Nicole Servais, came to life in response to a broader ELI initiative to encourage extensive reading. Unsure of how students would react to the activity given their already full schedules, SALC staff performed a test run in January of 2011. Now, four years later, several sections of the club are needed each session in order to accommodate the demand.

The book club reads fiction, although the genre can vary based on student choice. Groups have read everything from horror stories to Jane Austen.

Servais notes, “Ultimately, the students tend to connect most strongly with the material when there is a character who really grabs their attention, or when the literary conflict in some way corresponds to their own lives.”

At the beginning of each meeting, the participants must recap what happened the week before for anyone who was missing. When the book is exciting, that emotion is expressed through the summary. They can’t wait to see what happens next.

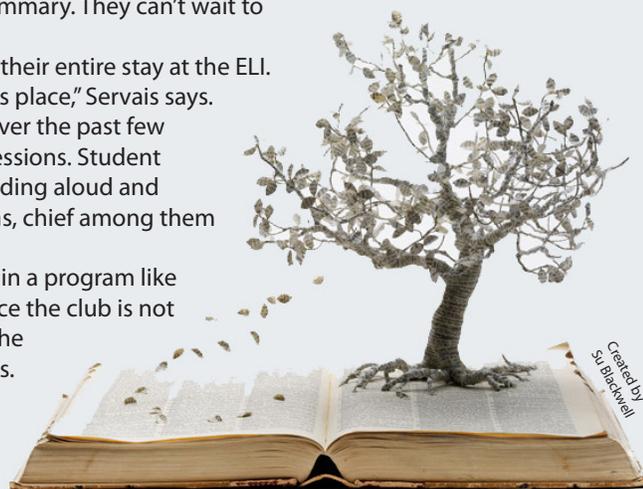
“Typically we have a core group of students who remain in the book club for their entire stay at the ELI. They come once, and they get hooked on reading and on the discussion that takes place,” Servais says.

This core group also helps orient new students by taking a leadership role. Over the past few years, upwards of 20 students have participated for more than four consecutive sessions. Student Mauricio Acosta, who returned for a second round in September, says he likes “reading aloud and practicing pronunciation,” but students stay in book club for a multitude of reasons, chief among them camaraderie.

It is well known that reading novels increases one’s ability to empathize, and in a program like the ELI with so many different cultures and viewpoints, empathy is key. In fact, since the club is not restricted to any particular level, a strong sense of collaboration develops within the group as students in higher levels assist those students who may be in lower levels.

“Having the students ‘teach’ one another is one of the highlights of the book club,” Servais says.

NS



Faculty profile: Nonie Bell

Anyone who has traveled abroad knows what invisibility feels like. We speak, but no one understands us; we need help but have no one to call. Unfortunately, many international students experience this feeling every day on American campuses. Overcoming this invisibility has become ELI faculty member Nonie Bell's life calling.

Nonie's compassion for internationals developed early in her career. When just out of college, she started working in the InterVarsity Christian Fellowship's campus ministry program at several colleges in the Lehigh Valley area of Pennsylvania. Serving students from many countries, she quickly recognized that what they needed was companionship—with a side order of English. So Nonie added tutoring to her duties. After seven years with IVCF, she decided to pursue a master's degree in TESL and intercultural studies at Columbia International University in South Carolina.

While in graduate school, Nonie dreamed of traveling to China to share the message of Christ with university students there. "China was a mystery to me. There was something very attractive about it, very different from the culture I knew in the



Nonie Bell

West." But tensions in that country at the time thwarted her plans.

Not easily daunted, Nonie instead returned to Pennsylvania and worked for community programs in the areas of curriculum design, ESL teaching and team leadership. She enjoyed the cultural mix of grant-funded programs and the challenge of filling multiple roles. A job rejection for a program directorship, however, was "like a lightning bolt" telling her it was finally time to work abroad.

Nonie returned to IVCF and shipped out to Italy. Long-time friend Gloria Cousins went along for the ride, and the two remained in Italy for over eight years working in campus ministry and ESL in the Florence area. A one-year sabbatical led Nonie back to the United States to seek a certificate in Islamic studies, after which she moved to Newark, where she began

to minister to international students. At the same time, Gloria began to tutor at the ELI. She encouraged Nonie to apply for a teaching position there, and Nonie has been a part of the ELI family ever since. In 2010, she was hired as a full-time instructor.

In the classroom, Nonie teaches students to think for themselves and to ask good questions that ward off that old enemy, invisibility. She attempts to keep class materials simple, relevant and fun. She says, "Humor is really important in the classroom—and everywhere—because it creates a sense of common humanity and can keep you grounded."

In recent years, Nonie has been a caregiver for her parents as well as for Gloria. Since Gloria died in June (see Page 21), Nonie has been reconfiguring her daily life. Besides teaching, she is active in her church and enjoys gardening, photography, writing poetry, traveling, visiting museums and scrapbooking.

Nonie has found her hobby of scrapbooking to be therapeutic. When her father died, an embellished photo album she made of his life helped her mother through the grieving process. She has continued creating therapeutic albums as gifts for others.

Perhaps this is what sets Nonie apart: She senses an emotional need and fills it. Over the years she has employed this gift to comfort friends, students and family. In her world, no one is invisible. *PR/NS*

ELI hires new CAP Academic Advisor

The newly created position of CAP Academic Advisor was filled this year by Erin Bastien. Erin had been well known at the ELI as an instructor before this current appointment. In her new role, her responsibilities fall into the categories of advisement, recruiting and admissions, and programming.

While Erin continues to teach a listening and speaking class every session, her typical day now involves a heavy schedule of advisement appointments punctuated by numerous walk-ins. Having authored the undergraduate and graduate student CAP handbooks, she has become an expert on ELI policies; not only students but also teachers come to her for solutions. Erin is the "one-stop shop" for answering tough questions.

Erin's tasks also include coordinating students' transition to the University. During "Infobrations" (information and celebration) for graduating ELI students, which Erin created, she provides a celebration lunch while showering on the graduates all the information necessary for their transition, from math placement tests to housing sign-ups. Erin collaborates with other departments such as Admissions, Housing, the Office for International Students and Scholars and the departments representing students' majors to ensure that the Infobration gives these brand new Blue Hens a smooth start.

Besides advising students, Erin interacts with partner schools to set up college visit weeks, during which five of the ELI's partner schools, one each day, present information to prospective students over lunch at 108 E. Main St.

Erin's background includes an undergraduate degree from the University of Delaware in anthropology with minors in Spanish studies and linguistics, a master's from UD in TESL, experience living and studying in Spain and Mexico, traveling to countries in South America and Europe and tutoring at the ELI before being hired as an instructor. When she is not working, she enjoys spending time with her son, Jack, one and a half, visiting a playground or children's museum together. She also currently hosts two ELI homestay students.

Erin states that she enjoys seeing student needs met, connecting with them as people outside of the classroom and watching them learn as well as learning from them. This native of Newark, Delaware, who has been all over the world, is now back in Newark helping students from around the world in their journey to reach their dreams.

KB



Erin Bastien

Staff profile:

Jeanne Cannavo

At the center of the fast-paced, constantly changing world that is 108 East Main Street sits office coordinator Jeanne Cannavo, like the sturdy hub of a wildly spinning wheel.

"Jeanne is one of the few who can consistently keep us organized, solve problems, find better processes and procedures, order things from bagels to buses and everything in between, and still have one of the highest staff evaluation scores by students," says Associate Director Karen Asenavage.



Kathy Atkinson

Jeanne Cannavo

"Helping students and faculty is my favorite part of working at the ELI," Jeanne said. "I'm a people person."

Although the ELI now numbers more than 800 students, Jeanne greets many of them by name. And the students know her, too. It is clear that stopping at her desk to say hello and check in is an integral part of their day.

Asenavage asserts, "Jeanne truly cares about and helps students, and they know it. She listens to them and helps solve the challenges they face as new or returning students in ways that resonate with them."

Though it sometimes seems that Jeanne has always been a part of the ELI, she began in her current position just over two years ago. Previously, she had been the editor of an Italian-American newspaper, an English teacher in Italy and a foreign language teacher in New Jersey public schools. She has a wide variety of work experiences, but one thread unifies them: language.

"I've always been interested in other countries and cultures. Part of that is learning the language," Jeanne states.

Besides English, she speaks Italian, Spanish, basic French, a little German, and a splash of Arabic, and she would like to learn more. Her interest in languages began in middle school, when she took an exploratory languages course. In high school, she spent a year living in Mexico as part of an exchange program. This is just one of the reasons Jeanne lends such a sympathetic ear to ELI students.

"I understand what they are going through," she explains.

In her free time, Jeanne loves to ride horses whenever she can. She is also an avid reader and writer; in fact, in Italy she wrote three novels during her daily commute from Frosinone to Rome.

She also continues to write for the Italian-American Herald newspaper. Jeanne especially loves spending time with her husband, Joe, her daughter, Melissa, her son, Robert, and her grandson, Joseph. She hopes to travel more in the future, but for now she enjoys her time at the ELI.

"I like seeing the students' progress from when they first arrive to when they graduate," said Jeanne. "Attending a recent graduation was a highlight for me; I could see the end of the beginning." NS

Tutoring Center Coordinator Ken Hyde puts it more succinctly: "Jeanne owns this building."

During the brief interview with intrepid office coordinator Jeanne Cannavo, it was easy to see her strengths. In fifteen minutes, Jeanne was interrupted five separate times—even though most classes were in session. In spite of these numerous interruptions, Jeanne maintained her good cheer and helpfulness.

Tutor profile:

Paula Rusinko

"I love this job! No reports to write, and no homework!" jokes Paula Rusinko with a twinkle in her eye.

Like many tutors, Paula had "another life" before joining the ELI in 2010. But, unlike her peers, she was not a blues singer, a veterinarian, a ski instructor or head of a driving school. Rather, Paula's career was closely tied to her work here.

From her hometown in western Pennsylvania, Paula went to Pennsylvania State University, where she earned bachelor's and master's degrees in speech pathology, the science of diagnosing speech problems in meticulous detail and then helping speakers conquer those conditions. At first she worked at a Veterans Affairs Hospital in the Pittsburgh area and then moved to a well-known rehabilitation center. After that she worked for the Visiting Nurse Association, where she was the head of the speech pathology program. Making sure the families were well informed about the treatment was a huge part of the job, Paula stresses. And reports were needed after every visit.

After Paula's husband, Mark, was transferred to Delaware in 1998, Paula decided to work with younger people. She and Mark were introduced to the ELI several years ago by fellow church members, an enthusiastic homestay family who urged them to get involved. Although the Rusinkos were not ready to share their home at the time, when Paula visited the ELI one afternoon, the Tutoring Center caught her eye. Impressed by the vitality and variety around her, she spoke with Tutoring Coordinator Ken Hyde, who thought her unusual expertise could be very useful. Soon Paula was hired for general tutoring but also to be available to diagnose speech problems.



Evan Kape

Paula Rusinko

"Pronunciation is my specialty," Paula points out.

When teachers refer a student for help with intelligibility, Paula uses several methods to determine the exact problem. Examples are stuttering, when certain consonants are repeated, or a lisp, where an /s/ sound is replaced by a /th/. More commonly, students can't produce certain English vowel sounds. In such cases, Paula tests to see if they can hear differences between those vowel sounds, for example, "fall" and "fell."

"If you can't hear it, you can't say it," she stresses.

Paula recalls with quiet pride a few tutoring challenges. One student didn't stutter—he "cluttered," trying to communicate ideas that came more quickly than he could express them. The solution? Slow down—way, way down. With lots of practice, in a few weeks this grateful student was intelligible and ready for a higher level listening/speaking class.

In 2012, Paula's family decided to become homestay parents to two students at a time, and the experience has been a joyful one. One young man stayed for nine months and became such a part of the family that when he took a trip to the Midwest, he visited Paula's brother in Michigan.

Of her decision to join the ELI family, Paula says that she is gratified to put her expertise to use, and that it has been interesting and fun to work with young people from all over the globe.

"No day is ever the same," she says.

WB

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 2014. The students in this year's sampler were not only outstanding academically but also have unique experiences and histories.

Hamdan Alameri

Hamdan Alameri is a creative force to be reckoned with. Born in Al Ain in the United Arab Emirates, Hamdan is the oldest of six children. Neither his mother, a housewife, nor his father, an electrician, is a writer. So where did Hamdan's love of literature come from?

"When I was a child, my mother and father told me stories before I went to sleep. And whenever I did something good, they bought me a book as a gift," explains Hamdan.

In middle school, Hamdan's teacher encouraged the class to write stories. Hamdan wrote about a woman who sacrificed everything for her only son, believing this would ensure her son's future loyalty. To her great disappointment, her adult son took no responsibility for her. The son suffered negative consequences as a result of his negligence. Like this story, all of Hamdan's later tales contained a powerful lesson.

"The writer is like a messenger. If it is not meaningful, there is no purpose," Hamdan says.

Hamdan continued to write throughout his school years. In 2013, after taking first place in a story competition, he decided to pursue publication. To his surprise, months later—while he was studying at the ELI—a publisher contacted him to seek his approval to publish his collection of 15 stories and six articles as a book entitled "Creative Thumbprints."

It was during Hamdan's study at the ELI that he honed his already impressive craft.

"Three things at the ELI really shaped me as a writer," Hamdan says.

First, the SALC book club taught him more about the American writing style and different genres. Second, he improved his writing style by becoming more direct and less flowery. Third, he interacted with other cultures. Meeting people from other countries inspired him to consider new kinds of stories, perhaps even tales set in China, Japan or the United States.

After graduating in Session V, Hamdan enrolled in a liberal arts school in Oregon to major in finance with a minor in writing. His ultimate goal is to receive the Nobel Prize in Literature.

"They give it to those who inspire peace. I hope my writing will create peace in the world," he says.

His advice to current and future ELI students hints that he will reach his goal.

"It is important to be a well-rounded person; don't just focus on one path. Be open to other cultures. Branch out. This is how you will be able to see issues from a different perspective."

Yixin "Kelly" Zhang

It's not a surprise to discover Yixin "Kelly" Zhang's career plan. "I want to be a reporter or a journalist," she says.

It sounds like a perfect fit for the Kunming-born student; perhaps one of her most exceptional qualities is her ability to set aside any fears about communicating in English in an effort to connect. At the Session VI graduation ceremony, many former ELI students were in the audience. When asked who they were there to see, almost all of them said, "Kelly!"

Besides her upbeat personality and winning smile, Yixin

possesses a strong drive to get involved. At the ELI, she joined both the book club and the knitting club and became a very active participant in both groups. "I got involved in clubs to meet more people and practice my spoken English," Yixin says. "I want to improve myself and learn new skills." In addition to participating in these two ELI clubs, Yixin also joined UD's Chinese Music Orchestra, a campus group which plays traditional Chinese musical instruments. Yixin plays pipa in the group, which performs at elementary schools in the area as well as at social activities on campus.

Yixin is intrigued by traditional Chinese culture, to be sure, but she is interested in other cultures as well. Of the five classes she is enrolled in as a UD freshman, Japanese is one.

"I want to investigate it further; I want to know more about Japan," she states as she excitedly explains her desire to travel there. Her interest in cultures also extends to food; Yixin loves to cook. A two-time participant in Nancy Turner's kitchen cluster ("I love Nancy!" she interjects), Yixin fondly recalls learning how to make fried chicken in Nancy's West Main Street kitchen.

Yixin's positive outlook on life and outgoing nature most certainly

contribute to her success. Brooke Finnicum, a local high school student who came to the ELI for her senior research project, met Yixin in Drama class and clearly remembers her winning personality.

"She always welcomed me with a big smile. She's such a bright person!" remembers Brooke.

Yixin advises ELI students to study hard and read a lot, but her real lesson lies in her example. Get out there. Join clubs. Meet people. Be positive. Love English!

NS



Yixin "Kelly" Zhang playing the pipa



Hamdan Alameri signing his book

Homestay a family affair

For Perry and Penny Mears, the ELI Homestay Program has been a family affair. The Mearses first learned about the program when their son Joel, daughter-in-law Jenelle and their young children started hosting ELI students in order to experience other cultures. Since the Mears home was feeling empty after most of the children had grown up, Penny and Perry decided it was time to fill it up again, so they, too, joined the Homestay Program. That was three years ago, and they've never regretted the decision.

New arrivals at the Mearses' are not "guests" for long. Penny, Perry and their teenage son James quickly weave them into the family routine, including them in their dinner conversation, shopping and outings. Holidays have been some of the most special times. The Mears find that the students are particularly impressed with Thanksgiving: the turkey with all the fixings joyfully shared by a throng of loved ones, followed by the after-dinner ritual of gathering around the television to watch that bizarre American sport with the egg-shaped ball. The past few Thanksgivings

have included son Joel's family and their ELI students as well. Penny remarked that America's iconic national holiday "has turned into an international event!"

One special holiday memory for the Mearses was Christmas with their Japanese student, Hiroyuki Endo, who attended the family celebrations of both Perry's and Penny's extended families "downstate" in southern Delaware farm country. Perry took Hiroyuki target shooting, and Penny's sister treated him to his first-ever hayride. Hiroyuki reported that, in Japan, Christmas was just a big party with lots of food. Here, he was fascinated by the Christmas tree and its decorations, charmed on Christmas morning to hear the Christmas story and join in prayer for loved ones, and very



The Mears family takes a homestay student on a fall hay ride.

touched to receive presents just like any member of the family.

James has been just as instrumental as his parents in making ELI students feel at home. Perry recalls an "international" video game championship at their house when James and two of his friends challenged the two homestay students, both Japanese, to a Smash Brothers video game contest. The students took them on, declaring that it was USA versus Japan. Perry witnessed how yelling and howls of laughter tore down the language barrier that evening.

What has made the homestay experience a success for the Mearses?

Penny says, "Talking with the students about their lives back home and trying to make them a part of our lives. We treat them like our own kids."

It is that warmth and kindness that exemplifies the ELI Homestay Program and makes it a vibrant and integral part of students' cultural immersion while studying in the United States.

PR



Perry and Penny Mears and son James have enjoyed hosting ELI students for the last three years.

ELI garden from Page 9

about current American movements in food and agriculture. Much of the harvest, which includes a variety of spring, summer and fall crops as well as herbs, has been donated to the Delaware Food Bank, which distributes food to the needy, providing ELI students a first-hand opportunity for volunteer service to the community. The garden donated more than 200 pounds of fresh produce in 2014!

The ELI garden has, in fact, developed a wide range of service learning opportunities to meet the interests and requirements of increasing numbers of students in the CAP Cohort program. As of September, more than 28 cohorts had completed a garden-related service learning project. Beyond planting, harvesting and garden maintenance, Cohort groups have researched organic gardening science, hosted garden harvest dinners and film discussions, interviewed experts for public awareness videos, made labels, contributed to and marketed the ELI garden cookbook, and

marketed herbs to buy new seeds, which they then ordered and started in the UD greenhouse during the winter.

As the CAP program continues to evolve, the ELI garden remains a valuable resource, offering opportunities for all ELI students and faculty to engage in an increasingly global social issue, the quality and security of our food. A recent project by CAP Cohort NN nicely sums up the ELI garden's raison d'être. The students created a much-needed sign for the garden gate, which reads "P.E.A.C.E.," an acronym for "Promoting Empowerment through Agriculture, Community, and Education."

From April to November every year, the ELI garden hosts monthly Saturday Garden Days and regular evening gatherings for its community garden members and others. For more information, find the garden on Facebook at "Community Garden at ELI" or at the website: <http://sites.udel.edu/fqpc/>.

KC

2014 in pictures

Honor Roll T-shirt ...T-shirt ...T-shirt



Tim Kim



Tim Kim

student: teacher; friend: friend



Team building is very tense work.

Before volleyball, we must stretch!

Tim Kim





How high can you go?



Tim Kim

Please miss...please miss...dadgummit!



Tim Kim

KAUST graduation selfie



Tim Kim

Students move and groove.

Special programs

Every year the ELI provides custom-designed programming for a number of groups, interweaving the language instruction of the Institute's core Intensive English Program with cultural, academic or professional components specific to each group's objectives. The 14 special programs that were provided in 2014 ranged in length from six days to six months. Many served students, from teenagers to doctoral candidates, coming from four continents. Certain programs were tailored for English teachers, while still others catered to professionals in fields ranging from environmental science to law.

Short-term students

Laureate International Universities

Braving a particularly snowy winter, thirty students sponsored by Laureate International Universities completed four intensive weeks of language training and culture education at the ELI in January. Representing universities from Brazil, Chile, Italy and Mexico, the students participated in English language classes during the week and on weekends explored Washington, Philadelphia and New York in a program coordinated by Mikki Washburn. After their study, the Chileans reported that their ELI experience inspired them to establish an intercultural workshop on their home campus. Another student credited her ELI experience with equipping her with the English skills necessary to complete a global business program. Several students expressed interest in returning to UD for their graduate work.



Laureate International University students

Seinan Gakuin

In February, the ELI hosted an energetic group of 25 Japanese students from Seinan Gakuin University in Fukuoka, Japan, for a program coordinated by Jim Weaver. For a short but meaningful three weeks, the students attended classes on weekdays and participated in cultural excursions on the weekends, including a whirlwind tour of famous landmarks in Washington and a two-day trip to New York. Additionally, the students were graciously hosted by American families, who provided a valuable glimpse into day-to-day American living. Despite the brevity of their stay, the students had a fun and fulfilling experience, making memories that will endure for years to come.

Hiroshima Institute of Technology

Five students from the Hiroshima Institute of Technology in Japan spent three weeks at the ELI in February and March in order to experience American language and culture. After a week of customized classes designed and given by Ken Cranker, the group enjoyed the international mix of regular ELI classes for their remaining two weeks. Outside of the classroom, students participated in UD's Japanese language club, the Nihongo Table, and enjoyed cultural excursions to the Lancaster outlets, New York and Washington.

Global Leaders

In March, 57 high school students representing eight different high schools in Fukuoka, Japan, were accompanied by four escorts to spend a total of six days in Delaware before moving on to Boston. While in Newark, they stayed with American families and toured the University of Delaware campus with American students. They also spent three mornings in ELI language classes designed and arranged especially for them by Wakako Pennington. One afternoon was spent visiting Philadelphia's historic district and the Franklin Institute; another was spent bowling. A full-day visit to Washington included the Air and Space Museum as well as several monuments and the Capitol.

Language Adventure

The ELI's summer Language Adventure program enjoyed a fourth successful season with 13 high school students from San Cernin High School in Pamplona, Spain, and five from Gymnasium 91 in Ufa, Russia. In addition to attending English classes on weekdays, the participants visited Philadelphia, New York and Washington on weekends and enjoyed outdoor activities and gatherings with other ELI students.

"You can meet a lot of people from different countries, and it's amazing," Ainhoa Lizarraga Arregui of Spain said. "I think students should come here once in their lives for the experience. I don't want to leave!"



Language Adventure students



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

Proyecto 100,000

Thirty-five students from three universities in the state of Guanajuato, Mexico, came to the ELI for four weeks in November and December, when they attended intensive English classes and cultural trips to Washington and New York City. These students are part of Proyecto 100,000, the Mexican side of the Bilateral Forum on Higher Education, Innovation, and Research. An initiative announced by Presidents Barack Obama and Enrique Peña Nieto in 2013, the Forum aims at providing the opportunity for 100,000 Mexican students to study in the United States and 100,000 U.S. students to study in Mexico by 2018.

Long-term students

Brazilian Scientific Mobility Program

Two cohorts totaling 38 students from the Brazilian Scientific Mobility Program came to the ELI, one in the spring and another in the fall, to improve their English skills and acclimate to American university culture before their transition to a year of academic study at the University of Delaware.



Brazil Scientific Mobility Program students

The participants, all majors in science or technology, cap their American academic experience with a two- to three-month internship in their field. Of the students who have so far completed their study year, most have secured internships in various departments at UD while a few have gone to other colleges. After finishing their stateside academic training, they will return to Brazil to complete their majors.

King Abdullah University of Science and Technology

Students from King Abdullah University of Science and Technology in Saudi Arabia arrived in September 2013 as the fourth cohort of the KAUST Gifted Students Program. Chosen for their academic excellence and English ability in addition to demonstrated ability in the sciences, the 10 participants studied English at the ELI until June. Currently completing a "foundation year" at universities such as the University of California Berkeley and the University of Pennsylvania, the scholars plan to pursue bachelor's degrees in science or technology at top-ranking schools in the United States, after which they may work on master's or doctoral programs at the KAUST campus in Saudi Arabia. Program coordinator Rachel Lapp comments, "This group of mature, talented and energetic young men and women were truly a joy to have at the ELI, and we look forward to bright academic futures for them."

Kobe Shoin Women's University

Students in the semester study abroad program of Kobe Shoin Women's University, Japan, came to the ELI in September for a language immersion experience. Enrolled in the ELI's intensive English



program, the 15 young women practiced their language skills in their classes and in their American homestay families, and they participated enthusiastically in ELI activities and trips. Five of the students return to Kobe Shoin at the end of December while fully two thirds of the group have chosen to remain at the ELI for six months.

Lowell Rietzmüller

Kobe Shoin Women's University with Janet Louise (fifth from right) and Prof. Alan Jackson from Kobe Shoin (right)

Teacher training

International teaching assistants

This year the International Teaching Assistants program, coordinated by Ken Hyde, prepared 107 international graduate students for their roles as teaching assistants. The program, which provides oral intelligibility classes and an orientation to U.S. classroom culture and teaching methods, trained 23 participants in January for spring semester assistantships and 84 during the summer ahead of fall semester courses. This year's contingent of ITAs represents twenty-two countries as diverse as Bangladesh, China, Jamaica and Vietnam. They are now in seventeen different departments at UD, ranging from Criminal Justice, Fashion Design and Linguistics to Chemical Engineering, Computer Science and Physics.



Lowell Rietzmüller

Brazilian high school teachers with ELI support staff

Brazilian high school teachers

In January and February, 28 teachers sponsored by Brazil's Professional Development Program for English Language Teachers (PDPI) left their homes in Rio de Janeiro, Sao Paulo and Minas Gerais to join the ELI for a six-week training program coordinated by Michael Fields. They were integrated into morning ELI listening/speaking classes and then took a U.S. culture class taught by Michael Fields and Sarah Petersen, a methodology class with Nicole Servais, as well as workshops given by ELI faculty members. Their culture program included time with American families; a community theater production including an after-show meeting with actors, writers, director and theater manager; a formal dinner with People to People International; and a poetry workshop led by Joanne Balingit, Delaware's Poet Laureate. The group also ventured outside of Delaware to Washington, New York and the Amish region of Pennsylvania. Upon their return home, the teachers prepared reports on their experience, to be shared with colleagues across Brazil.

Japanese middle school teachers

Eight Japanese middle school teachers of English came to the ELI in August to start a six-month program sponsored by the Japanese Ministry of Foreign Affairs and coordinated by Sarah Petersen. "Intense" is the adjective to describe the Japan-U.S. Teaching Exchange (JUSTE) program, which included ELI language skill courses, a UD graduate course in EFL teaching methods, weekly teaching workshops and teaching practice, a semester-long action research project and myriad opportunities for cultural exchange at the ELI, on the University campus and at local schools. The program culminates in January with a teaching practicum in area schools followed by a teaching conference where the JUSTE team will present the findings of their action research.



Lowell Rietzmüller

JUSTE Program participants

See Special programs on Page 25

Russ Mason retires

Professor Russ Mason's life journey has been a remarkable one, geographically, professionally, and spiritually.

Russ retires in September 2015 after 20 years at the ELI and is currently taking a final-year sabbatical. As he cleaned out his office this past June and bade farewell to faculty and students, he contemplated his exceptionally varied career and where his interests might lead him in the future.



Tim Kim

Growing up on the Eastern Shore of Maryland, Russ worked in his family's tomato cannery. When he was a college student, his love of nature led him to America's national park system, where he worked for several summers. It also led him on a 10,000-mile exploration of America's natural wonders. The trip eventually brought him back to his family's home in Maryland, where he lived as a lumberjack, managing a woodland and running a firewood business for five years.

The next leg of Russ' journey took him further afield. After completing a program in Bible studies, he and his wife, Abby, traveled through India, Nepal, the Philippines and Central America, teaching nutrition, sanitation, natural health and spiritual studies. It was during this time that Russ discovered throughout the world a tremendous thirst for English instruction. Upon returning to the United States in 1990, he entered a master's degree program in teaching English as a Second Language at Oklahoma State University in Stillwater, and thus began his most recent career as an ESL teacher.

Russ' first encounter with the ELI was in 1995, when he accepted a temporary contract as a summer teacher. He was impressed with the quality and variety of ELI course offerings and immediately took on an English Through Music class. This led to Director Scott Stevens suggesting that Russ develop a new English Through the 1960s class, which became his trademark course for the next 19 years at the ELI. Although Russ has taught the 1960s class at least 90 times, his enthusiasm and love for the course remain undiminished. He sees the course as an invaluable opportunity for students not only to improve their listening and speaking skills but also to gain a deeper insight into American culture.

"The cultural component is extremely valuable—like gold. It allows me to share life lessons, to help students learn from our mistakes, both individually and culturally," he remarked.

Dr. Stevens reflected on Russ' contributions to the ELI.

"Russ Mason's legacy is one of integrity, passion and love. He earned his reputation for integrity because he kept his promises to students: whether it be to grade and return assignments the next day or to be there, whatever the hour, supporting them in all of their struggles to acquire the language. His passion for teaching and for the learning task at hand was such that it proved contagious among his charges.

See Russ Mason on Page 23

Personnel notes

Mourning the passing

Beloved tutor **Gloria Cousins** died in July after a brave battle with cancer. An inspiring tutor to hundreds of students from 2005 to 2014, Gloria leaves a legacy of love for students of all cultures. (See article on Page 21.)

Welcoming back

A number of adjunct faculty returned to the ELI after various adventures. We were pleased to welcome back **William** and **Meghan Graham**, **Jared Martindale** and **Brett Tomashek**.

Staff changes

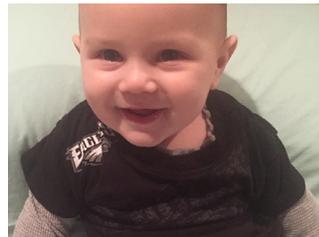
The ELI's Registrar's Office had three new hires in 2014. **Bridget Casterline** arrived in September as Registration Assistant, joining **Sue Walton**, who is serving as Systems Analyst for our database. The third newest member is **Lynn Robinson**, who provides staff support. **Erin Bastien** fills the newly created position of Academic Advisor. (See article on Page 12.) **Brittany Zezima** was hired in August as a limited term researcher assigned to UD's ESL program in the Christina School District. **Emily Chang Liu** was also hired as a limited term researcher, assigned to the ELI's Finance Office.

Erin Cole Goertz was promoted to Assistant Director for Registration while **Nadia Redman** has become Assistant Director for Recruitment and Marketing. **Mikael Alexo** is now CAP Coordinator.



Jack and Audra Crist

Growing families



Theodore Laurence Lapp

We would like to congratulate former instructor **Jack Crist** and his bride, Audra, who married in July; tutor **Nadya Pincus**, who married Gavin Ferris in September; and Admissions staff assistant **Dimitri Goncharov**, who married Ashley Butler in October.

Several ELI faculty and staff members were blessed with babies this year: **Michael Alexo** and wife Pamela welcomed their daughter Ellery Grace. **Jack Chen** and wife Charina became the proud parents of Samuel Nathan. **Rachel Lapp** was blessed with a baby boy, Theodore Laurence. David Alejandro was born to **Meg Zittere**. **Sarah Anderson**



Samuel Nathan Chen



Samuel Cherian

Cherian and husband Satish welcomed son Samuel. Tutor **Tim O'Neill** and wife KellyAnn became the happy parents of John Charles O'Neill II. Tutor **M.E. Cathcart** and husband Gilberto Carbajal were blessed with a son, Gilbert.

Saying goodbye

Assistant Professor Russ Mason announced his retirement effective September 1, 2015, and is currently on sabbatical. An outstanding teacher and researcher with an excellent record of service to the ELI and beyond, Russ will be missed by students and colleagues alike. (See article on previous page.) In addition, **Laurie Fuhrmann** retired from her role as CAP Coordinator and ELI Registration Assistant to pursue her interest in photography. She is presently working as a consultant at the University of Southern California alongside former ELI Assistant Director Deb Detzel.

Instructors **Jack Crist**, **Amy Estell**, **Sean Stellfox** and **Meg Zittere** left the ELI to pursue new opportunities. **Jim Runner** retired.

Tutors **Tifani Biro**, **Rachel Bristol** and **Dr. Darrell Larsen** moved on from the Tutoring Center to pursue graduate work. Our good wishes go with **Hillary Blair**, **Natallia Cherashneva**, **Samir Gibrial**, **Donald Jones**, **Soo Ah Kwak** and **Rachel Souza**, who have accepted positions in new locations.

In memoriam: **Gloria Cousins**



Gloria Cousins

Gloria I. Cousins, 79, passed away on June 27th, leaving the ELI bereft of one its most essential presences. Unyielding, peppery and fierce, Gloria earned the respect of her colleagues for the rigor she brought to the Tutoring Center and won their friendship for the deep tenderness that belied her tough exterior.

Gloria was born in Wilson Borough, Pa., in 1934. Her mother was a gift wrapper, her father a construction worker. Her contrasting qualities of toughness and tenderness were already evident in her youth. Some days, she tended to her neighborhood as a member of the Rainbow Girls, a young women's service organization. Other days, she rattled down the streets in her father's construction truck, hugging the shoulder to honk at the cycling boys. At 18, she joined the Air Force and was eventually stationed in Germany, where one of her noteworthy duties was to dispose of classified documents by shredding them, burning them, and scattering the ashes. Even during her eight-year military career, the contrasts in Gloria's personality shone. While she was serving as a literal government firebrand, she also fell in love with her future husband and eloped with him to Switzerland.

Gloria's return to America inaugurated a career in the service sector. She worked as a welfare caseworker in Pennsylvania and, upon completing her education degree at Eastern Stroudsburg University, moved to Italy to work as an ESL teacher and church ministry leader. It was her ESL experience that eventually led her to the ELI, where she worked as a tutor from 2004 to 2014.

Gloria's work ethic at the ELI was unsurpassed. Following her cancer diagnosis, she continued to tutor until the day before she died, amazing her colleagues and doctors. Few can forget the strength she showed on her last day. Disdaining the elevator for the stairs, she climbed with her arm around Jeanne Cannavo, half-wheezing, half-humming the tune to "Moon River," until she reached the top. For all her toughness, indeed, that song's refrain, "huckleberry friend" (meaning a long-time friend), might be her best epitaph. Those who survive her—her son Paul, her surrogate daughter, Nonie Bell, and her international ELI family—knew her friendship, faith, loyalty and compassion firsthand.

"She sometimes had her hands around my windpipe," said a speaker at Gloria's funeral.

"But she left," another added, "her fingerprints all over my heart."

JP



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Professional activities of faculty and staff

Karen Asenavage, Associate Director

Presentations:

"Arab and Chinese Students: Exploring Teacher Bias" (with Julie Doty, Tamara Taylor, Joanna Spice, and L. de Oliveira). 48th Annual TESOL International Convention. Portland, OR. 28 March 2014.

"Leadership in Learning Organizations through Nurturing a Classroom Service Culture" (with Britt Johnson, Kathy Bailey, Tarana Patel, and Kristin Hiller). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

Leadership:

Chair 2014-2015, University of Delaware International Caucus.

University of Delaware NAFSA Paul Simon Campus Comprehensive Internationalization Award Submission Task Force.

Reviewer, Commission on English Language Accreditation (CEA).

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

Walton Babich, Faculty

Presentations:

"Using Everyday Objects to Teach Metaphorical Writing" (with Mary Beth WorriLOW). PennTESOL-East Fall Conference 2013. Abington, PA. 9 Nov. 2013.

"The Staple Remover of Life: Teaching Students to Use Metaphors in Writing" (with Mary Beth WorriLOW). WATESOL 2014 Fall Convention. Rockville, MD. 18 Oct. 2014.

Erin Bastien, Academic Advisor

Presentation:

"Collaboration for the Sake of Conditional Students" (with Karen Asenavage, Lukman Arsalan, Diana Housein Salaita, and Belinda Pauley). NAFSA Region VIII Conference. Williamsburg, VA. 6 Nov. 2014.

Robbie Bushong, Adjunct Faculty

Presentation:

"Five Strategies for the Top Five Errors in Advanced Composition" (with Florin Mihai). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

Nigel Caplan, Faculty

Presentations:

"Making Thinking Visible: Comparing Genre-Based Pedagogy and Cognitive Strategy Instruction" (with Charles MacArthur and Zoi Philippakos). Writing Research Across Borders III. Paris, France. 20 Feb. 2014.

"Professional Writing, Academic Contexts: Exploring Disciplinary Genres" (with Silvia Pessoa and Ryan Miller). Writing Research Across Borders III. Paris, France. 21 Feb. 2014.

"What Graduate Writers Really Need" (invited session, with Christine Feak). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

"EAP Support for Graduate Students: Challenges and Successes" (with Christine Feak). 48th Annual TESOL International Convention. Portland, OR. 28 March 2014.

"Disciplinary Differences, Disciplinary Genres" (with Silvia Pessoa, Ryan Miller, and Kyung-Hee Bae). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

"Teaching English for Academic Purposes." Professional Development Workshops for Trento University, Italy. February 17-18, 2014.

"Writing Academic English." Workshop for Westminster Theological Seminary. Glenside, PA. 18 July 2014.

Publications:

Inside Writing 2 (with Jennifer Bixby). New York: Oxford University Press.

Inside Writing 4 (with Jennifer Bixby). New York: Oxford University Press.

Sarah Cherian, Adjunct Faculty

Publications:

CAP Cohort Graduate Program Student Handbook (with Michael Fields). UD Printing, March 2014. Revised July 2014.

CAP Cohort Graduate Program Teacher Handbook (with Michael Fields). UD Printing, March 2014. Revised July 2014.

Lisa Conner, Faculty

Presentation:

"Using Montessori Materials to Teach Writing to Elementary ELL Students." PennTESOL-East Fall Conference 2013. Abington, PA. 9 Nov. 2013.

Carolina Correa-Smith, Faculty

Presentation:

"Challenges of Functional Literacy within an IEP Setting: What works" (with Mark Smith). PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Ken Cranker, Faculty

Presentations:

"Efficient Color-Coded Email Feedback for College-Bound Writers." PennTESOL-East Fall Conference 2013. Abington, PA. 9 Nov. 2013.

"Top Ten Word Usage Errors Since 2009." Penn TESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Publications:

"EFL in the United States." *TESOL IEPIS Newsletter*. Web. March 2014.

60 Words or Phrases Commonly Misused by ESL/EFL Students Preparing for Universities. Eugene, OR: Wayzgoose Press, 2014.

Scott Duarte, Faculty

Presentations:

"Stop Motion Animation: A Video Project Even Shy Kids Love" (with Julie Lopez). 48th Annual TESOL International Convention. Portland, OR. 28 March 2014.

"Maximizing Pair/Group Work within a Whole Class Film Project" (with Julie Lopez). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

Michael Fields, Faculty

Presentation:

"Extended Reading—A Teacher-Directed Variant of Extensive Reading." PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Publications:

CAP Cohort Graduate Program Student Handbook (with Sarah Cherian). UD Printing, March 2014. Revised July 2014.

CAP Cohort Graduate Program Teacher Handbook (with Sarah Cherian). UD Printing, March 2014. Revised July 2014.

Lynn Gallo, Faculty

Presentation:

"Helping Non-Verbal ESL Students Find Their Voices" poster presentation. PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Ana Kim, Adjunct Faculty

Presentation:

"Towards Anxiety-Free Language Learning" (with Sarah Petersen). Penn TESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Julie Lopez, Adjunct Faculty

Presentations:

"Stop Motion Animation: A Video Project Even Shy Kids Love" (with Scott Duarte). 48th Annual TESOL International Convention. Portland, OR. 28 March 2014.

"Maximizing Pair/Group Work within a Whole Class Film Project" (with Scott Duarte). 48th Annual TESOL International Convention. Portland, OR. 29 March 2014.

Toni McLaughlan, Adjunct Faculty

Revised publication:

CAP Cohort Graduate Program Student Handbook (with Sarah Cherian and Michael Fields). UD Printing, July 2014 revised edition.

Randall Pennington, Adjunct Faculty

Publication:

Four 40-Minute English Practice Problems for the 2015 Center Test. Kawai Juku Publications. October 2014.

Sarah Petersen, Faculty

Presentation:

"Towards Anxiety-Free Language Learning" (with Ana Kim). PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Phil Rice, Faculty

Presentations:

"Focusing Listening Exercises through Online Mashup Software." 48th Annual TESOL International Convention. Portland, OR. 25 March 2014.

"Musical Pronunciation with the iPad." 48th Annual TESOL International Convention. Portland, OR. 25 March 2014.

Nicole Servais, SALC Coordinator

Publication:

"Nearpod: Pros, Cons, and Practical Applications." *On CALL*. Web. July 2014.

Mark Smith, Adjunct Faculty

Presentation:

"Challenges of Functional Literacy within an IEP Setting: What Works" (with Carolina Correa-Smith). PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Scott Stevens, Director

Presentations:

The Role of Advocacy in Today's World" (with David Matthews and Ken Krall). English USA Stakeholder Conference. Washington, D.C. 2 Oct. 2014.

"Marketing Strategies for IEPs" (with Cheryl Ernst and Kelly Franklin). UCIEP Annual Conference. Bandera, TX. 6 Feb. 2014.

William Wherry, Adjunct Faculty

Presentation:

"Beyond the In-Class Essay." PennTESOL-East Fall Conference 2014. Glenside, PA. 8 Nov. 2014.

Mary Beth Worriow, Faculty

Presentations:

"Using Everyday Objects to Teach Metaphorical Writing" (with Walt Babich). Penn- TESOL East Fall Conference 2013. Abington, PA. 9 Nov. 2013.

"The Staple Remover of Life: Teaching Students to Use Metaphors in Writing" (with Walt Babich). WATESOL 2014 Fall Convention. Rockville, MD. 18 Oct. 2014.

Russ Mason *from Page 20*

Most importantly, Russ cared deeply for each student, believing in them and, in guiding students along a journey of self-discovery, helping them believe in themselves. And that's the best kind of love—one that inspires others to be their own best self."

That love of teaching and of his students has made retirement a difficult decision for Russ.

"It will be hard to give it up," he said.

Nevertheless, his diverse interests and lifelong priorities are once again leading him in new directions. He plans to devote more time to his family, to his lifelong passion for T'ai Chi, to teaching at his church and to several major writing and video projects. Russ also looks forward to having more time for music and for prayer and meditation.

ELI students and faculty will miss Russ as much as he misses them but nonetheless wish him every success and fulfillment in this new stage of his life's journey. GW



Russ Mason sings his final 60's song at graduation.

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!*

The ELI faculty and staff wish you all a happy, healthy and prosperous year.

Please stay in touch!

**To view messages from faculty to our alumni, visit
www.udel.edu/eli/greetings/.**

Alumni news 2014

Abdelaziz El Bakkali elbakkaliaz@yahoo.fr (Morocco '08) has successfully passed his doctoral viva at the University of Mohamed V- Agdal in Rabat, Morocco.

Abdellahi Sylla sylla.abdellahi@gmail.com (Mauritania '09), alumnus of the ELI's Undergraduate Intensive English and Leadership Program, came to visit the ELI in December 2013. He is currently studying for a master's degree in human resource development at the Rochester Institute of Technology in Rochester, N.Y.



Abdellahi Sylla visits with Gloria Cousins.

Ana Dolores Munoz Pinzon anamupi@hotmail.com (Colombia '11) has finished her master's degree in logistics. She has also been promoted to Purchases and Planning Chief at her job.

Ana Pinasthika Widjaja anapinkwidjaja@yahoo.com (Indonesia '97) gave birth to a son on December 21, 2013. Ana is currently working with the Indonesian government and local churches on building schools and day care centers in her home city of Semarang.



Ana Pinasthika Widjaja's son, Jack

Audin Francois audinhof2008@yahoo.fr (Haiti '13) is continuing to teach English as a Second Language at the Foreign Language Institute in Jacmel, Haiti, and is also studying in a Spanish program.

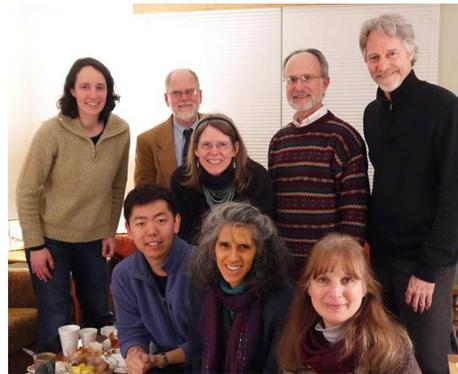
Beatriz Su beatriz.su@hotmail.com (Brazil '13) has graduated from Bandeirantes High School in Sao Paulo, one of the top students in one of the top schools in Brazil! She is planning to apply to U.S. universities for fall 2015.

Bjorn Tibell bjorn.tibell@actewagl.com.au (Sweden '92, '93) lives in Canberra, Australia, with his wife and two children, three-year-old Markus and one-year-old Lucinda.



Bjorn Tibell and family

Chen Tian tianhere@gmail.com (China '08) came to Delaware and celebrated the Chinese New Year with ELI friends in Newark. He also visited friends in Berlin, Germany, and took the opportunity to begin studying German. His instructor asked if he was American, since he spoke German with such a beautiful American accent!



Chen Tian with ELI faculty and family

Cibele Nakamurakare cibelenak@gmail.com (Brazil '14) was recently hired by Amazon.com as an international tax analyst in Sao Paulo.

Daichi Hayasaka daichihayasaka@gmail.com (Japan '04) received a master's degree in hotel management from the University of Western Sydney (Australia) and is currently teaching tourism at a vocational



Daichi Hayasaka

college in Fukushima, Japan. He has also been working as a disc jockey for 10 years. "Please find me on Facebook!"

Duygu Bozyigit duygub79@hotmail.com (Turkey '07) married Kenan Tilkici on June 22, 2014.

Giovanna Lima Oliveira gi14oliveira@hotmail.com (Brazil '13) is starting her second year of medical school at Universidade Federal do Parana in Curitiba, Brazil, and is planning to study abroad again next year.

Grzegorz (Gregory) Makowski grzeg.makowski@gmail.com (Poland '05) returned to Delaware in September for a five-day training program sponsored by FlightSafety Wilmington for the Challenger 300 jet, which he currently pilots for a commercial airline in Poland. When not flying all over Europe and the Middle East, Gregory enjoys spending time in Warsaw with his wife, Joanna, and son, Jan, born in March 2012.

Ibrahim Alduhaish ibrahim.alduhaish@facebook.com (Saudi Arabia '09) graduated in 2013 with a bachelor's degree in mechanical engineering technology from Purdue University Calumet in Hammond, Ind. He is now continuing at Purdue as a graduate student.

Ibrahim Alquwaifel quwaifeli@maaden.com.sa (Saudi Arabia '12) earned a Master of Business Administration degree from Jacksonville University, Florida, in 2013. Now a senior marketing specialist, Ibrahim remarks, "I wish I had a time machine to go back in time to the lovely life in Newark, Delaware."

I-Ting "Abby" Sung dearaboo0813@hotmail.com.tw (Taiwan '13) gave birth on June 8 to a son, Andre Han. Abby is now a full-time mom.



Abby Sung's son, Andre Han

Dr. Mohamed Sedegui sedegui@gmail.com (Morocco '89), having earned his master's degree and doctorate at the University of Delaware, is now working for the U.S. Department of Agriculture covering Delaware, New York and Maryland.

Magdalena Muñoz Villarroel memvi@hotmail.com (Chile '02) and her class won an essay contest at the U.S. Embassy in Santiago, Chile. The prize was an interview with U.S. Vice President Joe Biden.



Magdalena Muñoz Villarroel with the U.S. ambassador

Mona AlQahtani mona@psychomagic.net (Saudi Arabia '12) has graduated from Wilkes University in Wilkes-Barre, Pa. with a master's degree in instructional technology. She is now a first-year doctoral student in Learning, Design, and Technology at Pennsylvania State University. Mona and her sister have also started the first Saudi online fashion and lifestyle magazine, "The *It Mag."

Rodrigo Moreno ing.rmv@gmail.com (Chile '13) is now a project management office manager at Deloitte in Chile.

Wenhao Zhang wenhao@udel.edu (China '13) is continuing his education at the University of Delaware in the College of Engineering. Wenhao went back to China last summer for an internship program teaching English to Chinese high school students.

Yanxin "Stefanie" Li yxstef@udel.edu (China '11) is back in the ELI community as a CAP cohort peer mentor, helping international students to explore the ELI, UD and the United States.

Yi-Ching "Hubert" Hsiao 17455417@yahoo.com.tw (Taiwan '09) and wife Emma Lee welcomed their first son in May. The bouncing baby boy looks just like Hubert!



Hubert Hsiao's son.

Special programs *from Page 19*

Professional programs

Colfuturo

The ELI and Colfuturo, a Colombian agency that sends Colombian professionals to study abroad, share a thriving, ongoing partnership which dates back to 1995. Claudia Palacios, English program coordinator with Colfuturo, reports that 61 Colombian students attended either ELI's intensive English program or its ALLEI program between September 2013 and September 2014. Thanks to Palacios' efforts and the assistance of ELI liaison Mary Beth WorriLOW, the ELI has been the temporary home to some of Colombia's brightest students and professionals. Colfuturo is proud to report that nine participants were chosen as "Talent Recruitment Program" scholars, whose outstanding performance earned full tuition scholarships to study alongside executives from major banks in Colombia.

American Law and Legal English Institute

Two contingents of students and professionals participated in the American Law and Legal English Institute and were given a systematic overview of the fundamentals of U.S. law by attorney and ALLEI program coordinator Bob Panadero. This year's winter institute included participants from Argentina, Brazil, Equatorial Guinea and Saudi Arabia, while the summer institute welcomed students from Colombia, Japan, Saudi Arabia and Switzerland. The program consisted of lectures, document analyses, discussions and observations of courtroom trials, and it attracted law students, lawyers, international businesspeople and prospective students to U.S. law schools.



ALLEI students

Xiamen University

In August, the ELI collaborated with UD's Confucius Institute in a program for 39 administrators from Xiamen University in China. The program, designed to introduce the administrators to American university structure and management procedures, also included classes three hours a day at the ELI. Instructors Mary Beth WorriLOW and Margaret Cassling led a lively classroom experience focusing on listening and speaking practice combined with topics in culture and history. In addition, the administrators enjoyed cultural excursions on weekends to New York, Washington and Philadelphia.

Sign up for the alumni electronic mailing list!

We welcome you to subscribe to the ELI alumni mailing list to receive occasional email updates from the ELI.

You will only receive emails when:

- a representative of the ELI is coming to your area and wants to invite you to an alumni event,
- we are requesting news from you for the annual alumni newsletter, or
- there are updates on the services we offer, such as the Virtual Alumni Tutoring Center.

To subscribe, simply follow this link to submit a short form with your email address and your name:

<http://sites.udel.edu/eli-trc/subscribe/>



Festival of Nations

The tenth annual Festival of Nations on November 21, hosted by the ELI with support from the Office of Housing and Residence Life, featured a talent show, fashion show and displays from countries around the world. In addition to more than a dozen countries represented by ELI students, the event included the Delaware African Student Association, the Nihongo Table, and American Global Fellows.

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