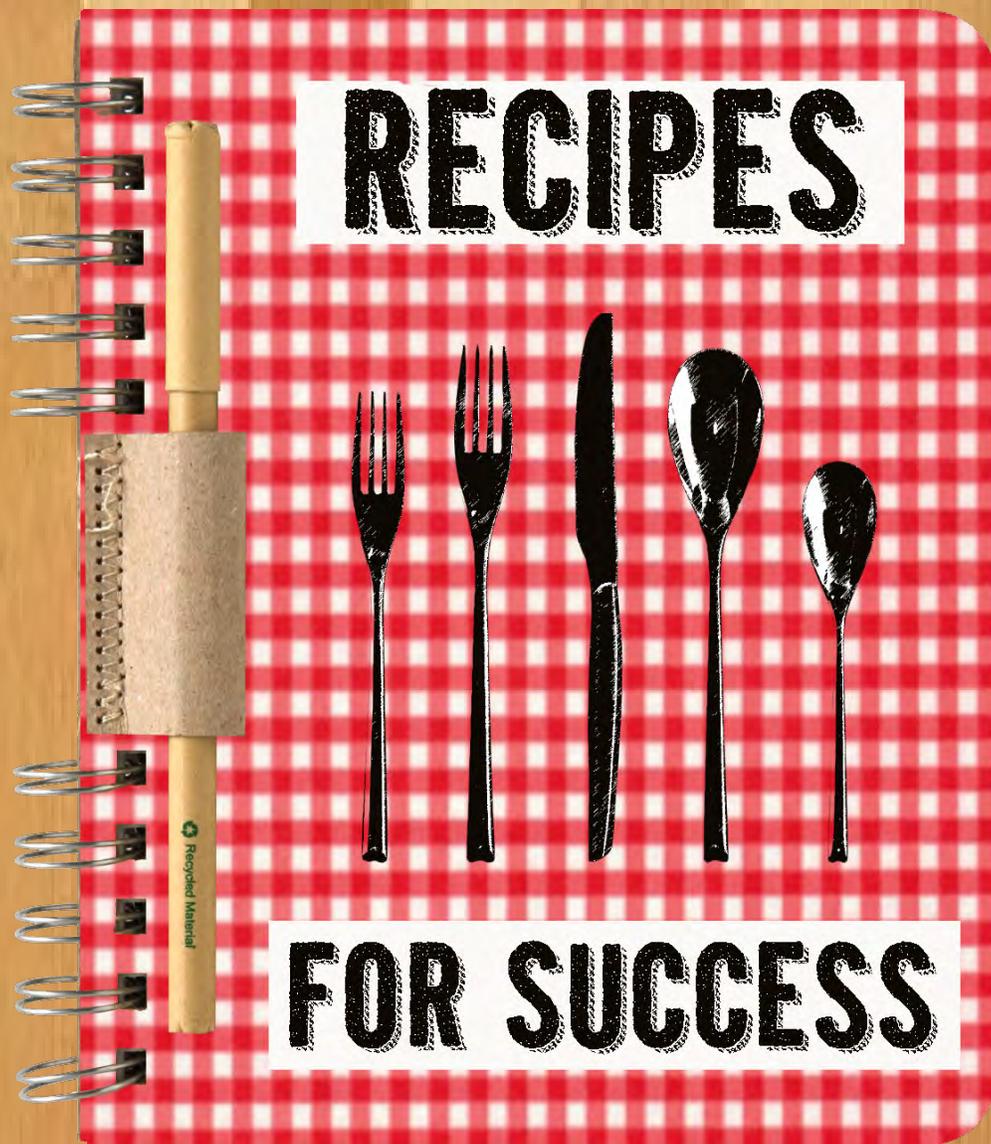


ENGLISH LANGUAGE INSTITUTE
NEWS

2015 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY



What's cooking at the ELI

From the Director's Desk



Kathy Atkinson

Scott G. Stevens

Dear ELI friend,

The ELI has long been famous for its outstanding classroom teachers and wonderful tutors. In recent years, however, courses and private tutoring have been supplemented by another form of ESL instruction: clusters. A hybrid between a regular class and individual tutoring, clusters meet twice a week, bringing together four to eight students and a tutor around a specific theme. Given this year's explosive growth in offerings, 2015 could be described as the year of the cluster. Recent clusters have focused on engineering, pronunciation, vocabulary, grammar, games, women's issues, business, idioms and gardening.

Far and away the most popular elective is the Kitchen Cluster, with more than a dozen sections required each session to meet student demand—all taught by one person: ELI's celebrated resident chef, Nancy Turner. Hosting the cluster in the kitchen of her very own home, Nancy serves up lessons in American dining etiquette; the history, traditions, and menus surrounding seasonal holidays; and of course the rich language of cooking.

At the heart of each kitchen cluster class are the recipes, which list each ingredient in its precisely measured amount and the step-by-step process for ensuring a mouth-watering ending to the students' collective efforts.

I was asked to describe the ELI's own "recipe" for success after the Association of International Educators (NAFSA), citing the ELI's innovative programs, awarded the University of Delaware the prestigious Paul Simon Award for comprehensive internationalization of its campus.

Among the ingredients that have contributed most to making the University of Delaware a leader among intensive English programs, our 55 full-time faculty and academic development specialists come first. Their dedication to their students' progress is matched only by their accomplishments as TESL professionals and classroom innovators. Mixed in with instructors are twice as many

tutors, the Self Access Learning Center and listening lab staff, Student Support Services coaches, and Cohort leaders and mentors, all providing personalized support to meet students' specific learning needs.

Layered beneath the instructional personnel are the administrative staff and managers, who stand beside students at every stage of their life with us: from admissions, housing, registration and orientation to academic advisement, counseling, cultural programming and campus involvement—all while managing financial stewardship so we can keep tuition affordable, offer scholarships and invest in instructional technology and facilities. The final human ingredients are our host and homestay coordinators and the hundreds of local families who open up their homes and hearts to our students, making them feel welcome.

A recipe is more than the sum of its ingredients; it's the process of blending and baking them together that transforms individual ingredients into an entirely different and wonderful creation. That process for all of us at the ELI is our collective, passionate dedication to a vision of creating a caring

community in which the teaching and learning of English promotes cross-cultural understanding, opens doors for academic and professional opportunity, and makes this world a little safer, a little kinder and a little more livable. The ELI's vision is a delicious dream—one that each successive graduating student brings us a little closer to tasting.

Sincerely,

Scott Stevens,
Director

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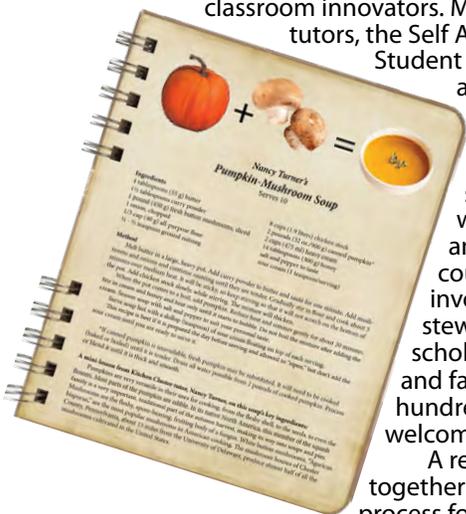
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Nancy Turner teaches Mohammed Alajmi and Jing Zhang the finer points of potato peeling.

ELI recipes for success

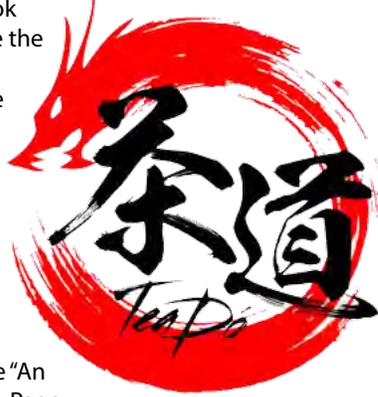
As readers leaf through the pages of this magazine, they will learn of individual achievements big and small. Whether current ELI students such as Ali Quraini (See “Student sampler” on Page 8), recent ELI graduates now at university like Walah Ahmed and Snow Zhang (See “Secrets of success” on Page 9) or older alumni in full career like Yitong Qin (See “Tea-Do Tea House” on Page 11), ELI students new and old offer valuable insights into the factors that, like ingredients in a cookbook recipe, blend together to produce the desired results.

There are also stories in these pages of achievements for the Institute itself, most notably through the creation of new positions that include academic development specialists (See “More students, more teachers” on Page 4), an office coordinator (See “318 S. College” on Page 13) and an international recruiter (See “An ELI presence in South America” on Page 5). From these reports emerge further ingredients to toss into the pot to cook up that coveted state called “success.”

Beyond accomplishments in the academic, professional and institutional spheres, the greatest success is in having a meaningful life. In their online holiday greetings this year, ELI faculty and staff share their personal recipes for success (See “Life is a chocolate chip cookie” on Page 19).

And if all this talk of cooking has made you hungry, try the actual cooking recipe on Page 23, compliments of Kitchen Cluster tutor Nancy Turner.

SP



Students serve those in need

The Zakat Foundation, a United States-based Muslim charity that serves the needy all over the world regardless of nationality, religion or race, has provided some remarkable service opportunities for ELI students.

The ZF East Coast director, Murat Kose, a 1992 ELI graduate from Turkey, along with his wife, Nayma, give countless hours to help the poor and suffering wherever the need is greatest. A phone call to their Newark office in April brought news of the devastating earthquake in Nepal; two days later, Murat was on a plane to Nepal to bring the resources of ZF to the rescue mission.

Murat emphasized that ELI students have been of great service to ZF, publicizing the charitable activities of the organization, visiting mosques, giving rides to those who need transportation, and producing presentations for Facebook and other media. ELI students also give generously of their time and talents to tutor children from all over the world, Murat said. Often these children are refugees from dangerous or volatile situations in their own countries and have trouble keeping up in the local schools. Other local projects have included bake sales to raise money for poor Newark residents, volunteering at the Food Bank of Delaware and cooking for the families at the Ronald McDonald House associated with the Alfred I. duPont Hospital for Children in Wilmington.

Fatih Gezer, a 2015 ELI graduate from Turkey, expressed his enthusiasm for ZF, saying that after seeing a fellow Turkish ELI graduate, Fatih Kirsanli, work there, he decided to “pick up the flag”—to join the chain of ELI volunteers that have given so much to alleviate the suffering of others. He told the story of meeting a Muslim-American man in his 40s who was homeless and unemployed. Gezer said that they became like brothers. He feels that he has become an ambassador for ZF, and the experience has changed his life.

Murat said, “You can rely on [ELI students] to give service to others in need.” He explained that ZF volunteers from the ELI are very diverse—not just Turkish. Arab, Chinese, and other international students have all volunteered. Although the majority of volunteers are Muslim, many are not.

Gezer and Kirsanli say they have made many friends, both younger and older, while volunteering side by side with other ELI students, and they have had a sense of being a part of a community, a positive addition to their intellectual life. Instead of being exhausted from their work at ZF, Gezer said, he has been energized and felt a strong purpose in life.

Murat said, “In addition to the ELI students, we do have a lot of local Delaware volunteers, from ages five to 75. This makes a great networking opportunity for ELI students. They get to interact with very diverse local people to learn more about American life.”

Like Gezer and Kirsanli, many students continue to volunteer even after they graduate from the ELI, helping ZF to spread a net of protection and aid for those less fortunate throughout the world.

For more information about ZF, contact Murat at murat@zakat.org or call 302-533-2334.

MH



The time-honored ingredients of our blue-ribbon recipe for success:

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.

More students, more teachers

Between autumn 2014 and spring 2015, the ELI hired 35 teachers, most of whom were formerly adjunct instructors. The new full-time, benefited positions, known as academic development specialists or ADSs, ensure greater continuity of instructional support for the diverse operations within the ELI's program.

Why hire more teachers? Simply put, there are more students.

A decade ago, the ELI's 200 to 300 students per session required approximately 25 teachers. The balance shifted dramatically in 2009, several years into the University of Delaware's Conditional Admissions Program (CAP), which permitted international students to matriculate after completion of the ELI's English for Academic Purposes (EAP) courses.

With that opportunity came a surge of students setting their sights on the ELI as a gateway to an American college education. In September 2009, the ELI opened its doors to more than 500 foreign students.

Around the same time, a scholarship program that was started in 2004 by the late King Abdullah of Saudi Arabia increased the number of students it



ADS instructor Bob Palmer helps students improve their listening skills in one of the listening labs.

Lowell Riethmuller

sent to Delaware. This program, like the CAP program, spurred students to remain at the ELI for extended periods. With increased numbers of both new and continuing students, enrollment surpassed 800 in September 2014, a new record for the ELI.

As higher enrollments became the new norm for the Institute, the imperative arose to "provide a more stable, permanent instructional team to better serve our students," said ELI director Scott Stevens.

In their position as professional staff, ADSs do much more than teach

classes. Each ADS is assigned service and administrative duties that may include coordinating instruction across classes at the same proficiency level, conducting listening labs, providing academic advisement, supporting students with extra needs or coordinating instructional programs.

Students have not noticed a difference in personnel: Many of the "new" ADSs have been teaching at the ELI on two-month supplemental contracts renewed every session, sometimes for years. Now, however, these teachers have the security of a yearly contract with health, vacation and education benefits.

Randall Pennington, a new ADS, commented, "After teaching here for two and a half years, I now feel less stress and more security in my life and my future. A great blessing that comes with this new position is that my two teenage daughters may be able to attend the University of Delaware tuition-free."

The addition of these new positions, said Stevens, shows "our commitment to the dedication, expertise and experience of our first-rate instructors" as well as our promise, in the words of the ELI Mission Statement, to "meet or exceed our students' expectations for developing their linguistic, academic, and professional skills."

PR/SP



ADS instructor Meghan Gladle trains a new group of American Global Fellows.

Tim Kim

An ELI presence in South America

The ELI is piloting a recruitment assignment in Salvador, Brazil, to reach out to prospective students in South America. The position, supervised by the ELI's Admissions and Recruitment office and filled by Amanda Stevens, will provide a year-round, on-the-ground presence for disseminating information, processing applications and making recruitment trips in the region.

The initiative was the brainchild of Nadia Redman, assistant director for admissions and recruitment. In recent years, Nadia had traveled 75,000 to 90,000 miles (120,000 to 145,000 km) annually to represent the ELI at education fairs, train marketing agents, make site visits and give presentations. On her itinerary were several trips a year to South America, including Brazil.

"Every time I flew into Salvador, I couldn't get over the amount of urban growth since the visit before," said Nadia.

Salvador is the capital of Bahia, which is one of the fastest growing states in Brazil, Nadia said. The colorful culture of Bahia has had a strong impact on the country and on the world's view of Brazil. Thoughts such as these planted a seed in Nadia's mind. Recruiting in Bahia would be "a way to bring diversity within that diverse group" of Brazilian and South American ELI students, she thought.

Just as that seed was sprouting into a plan, Amanda was graduating from UD.

Amanda and the ELI have grown up together. She was three years old when her father, Scott Stevens, came to the ELI as an instructor, and, from high school on, she worked part-time at the ELI in diverse roles. While completing her master's in TESL, she assisted Nadia in admissions and recruiting.

"Amanda is one of the only people who have real, practical knowledge of what all of the administrative departments do," observed Nadia. What's more, Amanda had studied Portuguese. As for her recruiting skills, "I was honestly amazed," Nadia said. "You're selling yourself before you're selling your institution, especially when that institution is in an unknown place called 'Delaware.' Prospective students saw that Amanda was friendly, compassionate, approachable. For them, that is the first impression of a Delawarean. They think, 'This is someplace that is going to help me meet my goals.'"

Representing Delaware and the ELI comes naturally to Amanda. "I love the ELI, and I love talking about it!" she said.

Along with her recruiting duties, Amanda will continue to manage the ELI's social media sites and the Skype tutoring service for alumni. Amanda also looks forward to reconnecting with ELI alumni in South America in order to nurture networking.

SP



Amanda Stevens represents the ELI in South America.

Would you like to network with ELI alumni or take advantage of the Skype tutoring service for alumni?

- Check out the ELI alumni website at www.udel.edu/eli/alumni
- Drop us an email at eli-alumni@udel.edu

Questions for the ELI's international recruiter in Salvador, Brazil? Contact Amanda Stevens:

- Email astevens@udel.edu
- Skype user name Amanda Stevens_ELI

ELI and Christina School District continue partnership



2014-2015 ELI-CSD team members (front to back, left to right): Brittany Zezima, Man Jiang, Denise Solon, Kristin Larsen, Kate Copeland, Ann Parry, Carry Neely, Lisa Conner and Lynn Gallo

The ELI's teacher team in the Christina School District worked with approximately 1,650 English language learners (ELLs), speaking 44 different languages, in 12 district elementary schools. With support from the CSD's ESL manager, Amber Herrera, and guided by national and state learning standards, the teachers nurtured English proficiency and academic progress within the diverse population of ELLs.

At the end of June, the ELI-CSD teacher team included Lisa Conner, Kate Copeland, Lynn Gallo, Lisa Grimsley (as a long-term substitute for Ann Parry), Man Jiang, Kristin Larsen, Carrie Neely, Denise Solon and Brittany Zezima, with UD MA-TESL students Yvonne Kunz and Maria Marquez Adrianza serving as teaching assistants.

In the spring, two district referendums failed to pass, heavily impacting the CSD

budget for the following school year. By September the ensuing changes in the district allowed for four ELI teachers to remain in the partnership, serving eight district schools. The team now consists of Lisa Conner, Man Jiang, Ann Parry and Denise Solon.

As co-teachers in mainstream classrooms, the ELI-CSD teachers employed current TESOL and educational theory and practice to develop creative ways to meet the special learning and acculturation needs of their ELL students. One such approach in the spring was Denise Solon's "Lunch Bunch": She invited fourth- and fifth-grade ELLs to join her for lunch and recess in the classroom. After eating, the pupils would play board games

See Christina School District on Page 24

STEM at the ELI

A tutoring cluster has been created at the ELI to foster proficiency in the special English used in the world of science, technology, engineering and math—the STEM subjects. The cluster gives students the tools to be able to communicate math and science concepts effectively while cultivating a broad perspective of the engineering field. Through listening to TED talks, interactive hands-on projects and oral debates, students learn to apply new vocabulary and concepts in the development of a group design project.

MariaJosé Riera, who has a master's degree in architecture and 14 years of experience in the field, conceived the cluster class after working as an ELI tutor for four months. Maria found herself working with a number of students seeking STEM careers—no surprise, she said, since the University of Delaware's undergraduate and graduate programs in engineering, science and technology are nationally and internationally renowned.

Seeing that business-bound students at the ELI had the opportunity to take Entrepreneurship, Business Case Studies and related courses, and that law students were offered the American Law and Legal English Institute (ALLEI) program, Maria felt that STEM students would also benefit from a platform to explore the English specific to their field.

"It's often said that scientists, mathematicians and engineers don't need to master language skills, only the sciences. But even the most brilliant idea, if not communicated effectively, is worthless," Maria said.

The Engineering Cluster was created to address this need. A cluster is a group of four to eight students who meet twice a week with a tutor to focus on a theme.

At the beginning of each session, students in the Engineering Cluster work in a group to design a Lego structure. They diligently write instructions on how to rebuild their edifice from beginning to end. After disassembling the structure, instructions and Lego blocks are exchanged among the groups, and a new group tries to follow the instructions to rebuild the piece. Through this challenge, students discover the importance of using precise language to describe geometry, physical attributes, relative position, movement and process.

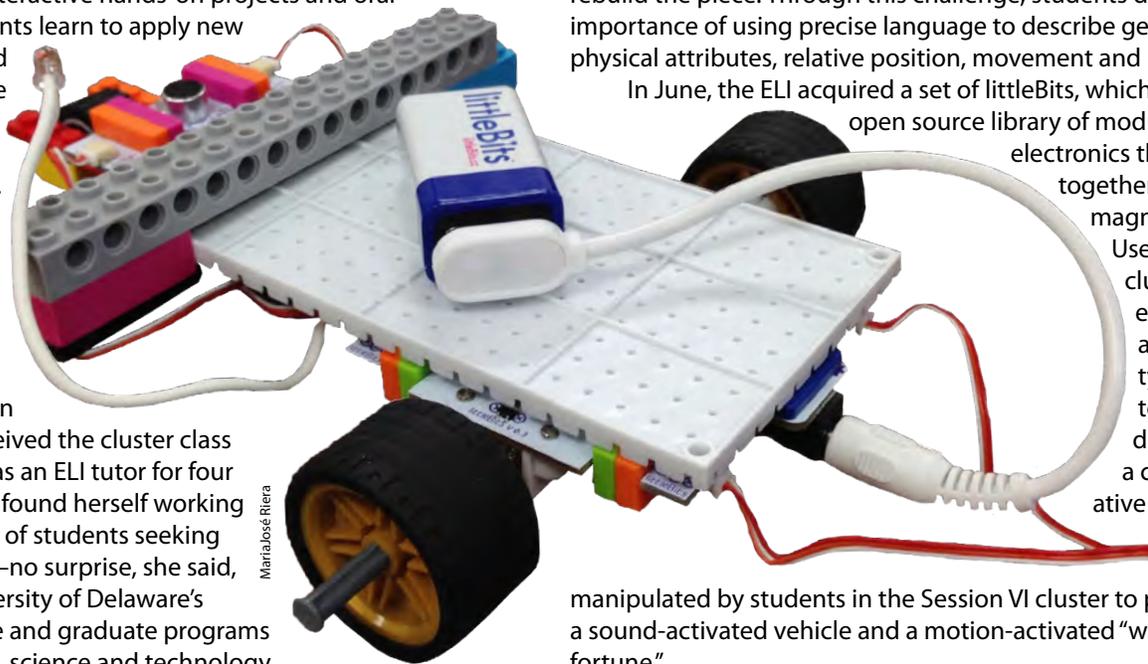
In June, the cluster acquired a set of littleBits, which are an open source library of modular electronics that snap together with magnets.

Used in the cluster as an exploration and prototyping tool for developing a collaborative project, they were

manipulated by students in the Session VI cluster to produce a sound-activated vehicle and a motion-activated "wheel of fortune."

Maria explained, "In the Engineering Cluster, students begin to understand the importance of articulating complex technical ideas in a precise but simple format. It's what they are going to have to do when they work on a multidisciplinary team, or when they need to explain their research findings or design ideas to an investor or a manufacturer; it's how they will engage broad audiences with their innovations."

MR



Maria José Riera



Julie Lopez

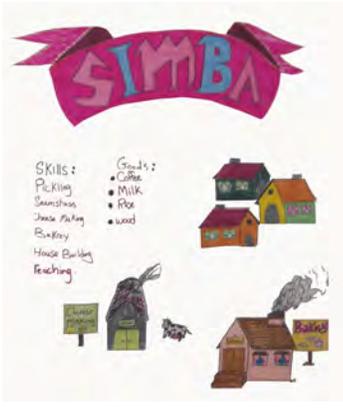
Maria José Riera (bottom left) with members of the Engineering Cluster in the Mechanical Engineering Design Lab in Spencer Lab.



CLASSROOM NOTES

An ELI listening/speaking classroom is the ideal place to practice spoken English—it's the only language that everyone in the room can understand! ELI instructors take advantage of the mix of nationalities and languages to create tasks that challenge students to work together towards a goal, with English as their mediating tool. As students experiment with the language to get their ideas across, pronunciation, fluency, accuracy and listening skills get a workout. Below are just a few of the many activities that enlivened listening/speaking classes this year.

Listening/Speaking for Graduate Students (Grad VI) focuses on developing academic language proficiency for students who are preparing for graduate degrees in American universities. In sessions III and IV, **Ken Hyde's Grad VI** classes explored economics with "Simba," a market forces simulation.



To begin, students formed teams to create "villages" with a non-technical culture. Team members then selected goods and services to provide. Each day, the teams would roll dice to find out how many units of goods their village had produced, and then the villages would meet in a "market" to trade goods and services with each other. As the simulation advanced, teams faced greater pressures as they dealt with natural disasters, bad weather, poor production and increasing demands from their village for better living conditions.

Ken's class learned about market forces such as supply and demand, intangible assets like reputation and good will, and the value of luxury versus necessity goods—all while practicing their English negotiating skills. As villages rose and fell, everyone had a lot of fun learning about economics and practicing English.

English as an International Language (EIL) is an advanced course that provides students with the skills needed to become

better international communicators, including the knowledge of important world issues. In Session IV, EIL classes taught by **Grant Wolf, Emily Thayer** and

Meghan Graham helped launch a website to chronicle EIL class "NGO Fairs," which are frequently the culminating event of a session.

In preparation for an NGO Fair, EIL students study nongovernmental organizations such as Save the Children, World Wildlife Fund, Amnesty International and many others. Each student then chooses an NGO of special interest



and plays the role of that representative at the event. Other listening/speaking classes of all levels are invited and given play money to donate to the NGO of their choice.

The new NGO Fair website features videos of EIL NGO fairs, student-created PowerPoint presentations, and links to the actual NGOs that students presented. Accessible to the public at <http://sites.udel.edu/grantw/>, the ongoing site will allow future EIL classes to share their presentations as well as provide easy access to the actual NGOs for friends, family members and classmates.

In the **English Through Viewing and Producing Films** course, students learn academic communication and project management skills as they undertake the production of short films from start to finish. In Sessions III, IV and V, **Scott Duarte's** and **Julie Lopez's Film** classes were on top of their game producing imaginative films that they shared alongside the final **Drama** class performances at the end of each session. In Session III, student Aessa Alabdralnabi hosted a version of the "Tonight Show with Jimmy Fallon," winning the hot pepper eating contest.



"Jimmy Fadul" challenges a guest to a hot pepper eating contest on "ELI Morning with Jimmy Fadul."

In Session IV, Samuel Mariña ("Sam Miller") hosted Worst Case Scenarios for International Students, which included scenes like Esra Hawsawi helping a fellow Saudi named "Mutlik" (Mohammed Alajmi), a hillbilly camel seller, overcome his social phobia. The men in Session V became virtually immersed in video games: Furkan Bozgoz transformed fellow student



"Mutlik" learns to overcome his social phobia.

Mohammed Alajmi into the plumber from Mario Brothers and had him bouncing down a video game version of Main Street in Newark.

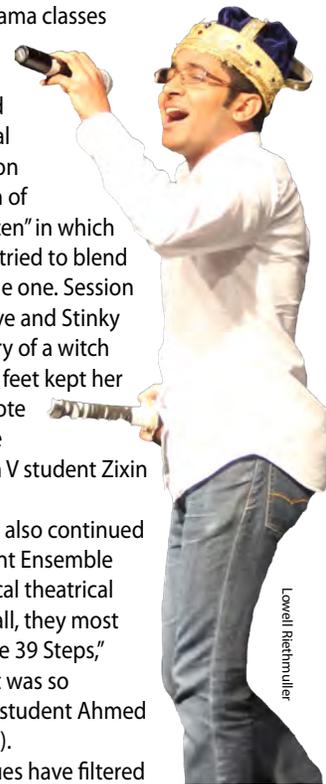
The **English Through Drama** class, though it contains the same objectives as EIL, Film and other Level VI listening/speaking courses, is designed to expose students to a variety of improvised situations and scenarios. The ability to think on one's feet is a vital tool for interaction in another language. Through a combination of improvisation and project-based performance activities, students build their confidence in speaking English.

This year the Drama classes performed an exciting mix of original and adapted material for their final performances. Session IV saw an adaptation of "Cheaper by the Dozen" in which two diverse families tried to blend together and become one. Session V brought to life "Love and Stinky Feet," an original story of a witch whose foul-smelling feet kept her from true love. "I wrote it based on a real-life event," joked Session V student Zixin (Linda) Li.

Drama students also continued to attend UD Resident Ensemble Players and other local theatrical performances. Overall, they most enjoyed viewing "The 39 Steps," a murder mystery. "It was so unpredictable!" said student Ahmed Alsaman (Session IV).

Drama techniques have filtered into other classes as well. After a presentation to ELI faculty by **Drama** instructor **Nicole Servais** on using "warm-ups" (one-minute speaking activities to kick off a class period), **Michael Fields** started to use them in his **Level IV General Listening and Speaking** class in Session V, and "it completely changed the dynamic of the class," said Fields. The warm-up might have been a common topic, such as "Describe your morning meal," or it might have been a letter of the alphabet: Each student had to jot down a word starting with the letter B. They had to use those words as a springboard to a one-minute speech.

"Giving this dynamic start to each class brought the group to life and made them much more willing to interact," said Fields.



Lowell Rietmuller

Student sampler

In Spanish, they're called "tapas;" in Arabic, they're "moqabbelat." Regardless of the language or country, a sampling of items on the family table delights both the eye and the palate. Like those samplings, the two students featured below give just a taste of the diverse backgrounds, talents and dreams of the many students that comprise the ELI family.

Ali Quraini

Ali Quraini's motto is "Don't give up."

When he was a child at a school for the blind in Bahrain, far away from his family in Oman, homesickness didn't stop Ali from rising to the top of his class.

Back at home in a mainstream high school, the absence of support services for Ali's disability didn't stop him from maintaining an A average or from ultimately being accepted to Sultan Qaboos University, the highest ranked university in Oman.

Having successfully earned his bachelor's degree in history, again without support services, Ali next set his sights on graduate school—in the United States. Disregarding the voices that advised him to stick to the security of home, he applied to the Ministry of Higher Education for a scholarship and was accepted—the first blind Omani to go abroad for graduate studies.

Those studies were to be preceded by English language preparation, and for this, Ali came to the ELI in January. Barbara Gillette, who was assigned to be Ali's tutor and logistics advisor, was impressed with Ali's self-awareness.

"He knows his gaps and works relentlessly and without fear to fill them," Barbara said.

Ali recognized that one of those gaps concerned assistive technology, so he actively sought out the services that would enable him to study with greater independence. The University's Office of Disability Support Services pulled its Braille converter out of the basement, dusted off the operating manual and handed it to Aaron Zimkowski, a graduate assistant at the ELI, to re-format Ali's course materials for the machine—ESL textbooks don't have Braille-ready formats, Aaron explained.

Tutorials were arranged with an Apple certified support professional to familiarize Ali with adaptive hardware and software for his Mac computers and iDevices. A Braille reader that connected to his computer allowed him to access the Internet, highlight and annotate, which significantly sped up his research time.

For all his single-mindedness in his studies, Ali is not obsessed with them.

One morning in May, Barbara arrived at Ali's apartment to pick him up for an important graduate program interview. Expecting to find him reviewing their strategy for the interview, she was surprised instead to find Ali, his wife, Selimah, and their four children, ages two to eight, sitting around an elaborate breakfast spread out on the living room floor, where it is the Quraini family's habit to dine. Ali invited Barbara in, saying, "Let us enjoy this beautiful breakfast first. Today is a day of celebration."

"Ali enjoys life like a feast," Barbara observed.

When he finishes his studies at the ELI, Ali plans to pursue a master's program specializing in conflict and human rights.

"I believe all people should have peace," Ali said. "And I won't give up!"

Ali Quraini

Tim Kim

Samuel Mariña

The name Sam Miller doesn't have much of an international ring to it, but Sam Miller, aka Samuel Mariña, is as international as they come. Sam has been making visits to the United States since 2002, has friends and family scattered around the globe and plans to study in Japan. His roots, though, are in Venezuela. Sam is from a small family that loves music—so much so that they have pets named Beethoven and Madonna. His only sibling, sister Andrea Mariña Tarazona, is a 2014 ELI graduate who recently wrapped up a study abroad program in France. Sam loves spending time with his night-owl family, gaming or listening to his father's old records.

The close-knit Mariñas have family ties to New Castle County; the first time that Sam came to visit relatives there, he immediately noticed that Newark was "a

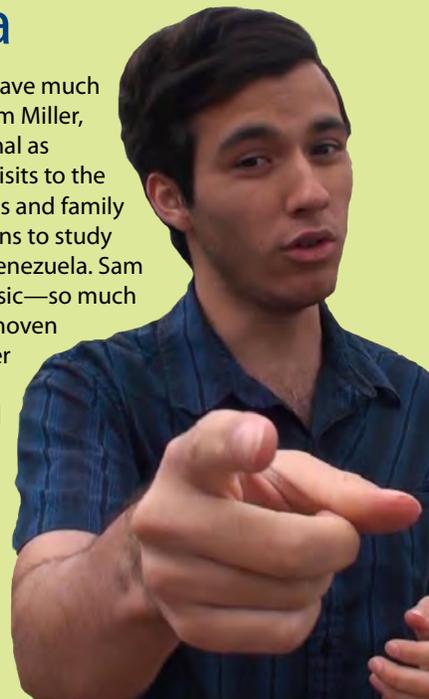
'university city,' a place where there are students everywhere." Sam said he quickly fell in love with it and told his parents he would like to study English there. He also chose the ELI because there are not many Spanish speakers at the school. "I wanted to challenge myself to learn English and avoid speaking Spanish," Sam noted.

Sam's favorite part of studying at the ELI was the opportunity to meet people from many different cultures. His goal was to meet new people every single day. "I would do everything to meet new people—go to the student lounge, the bookstore, or even the library—because I enjoy spending time with people who have a different culture than mine." Sam is proud that he can claim friends on the other side of the world.

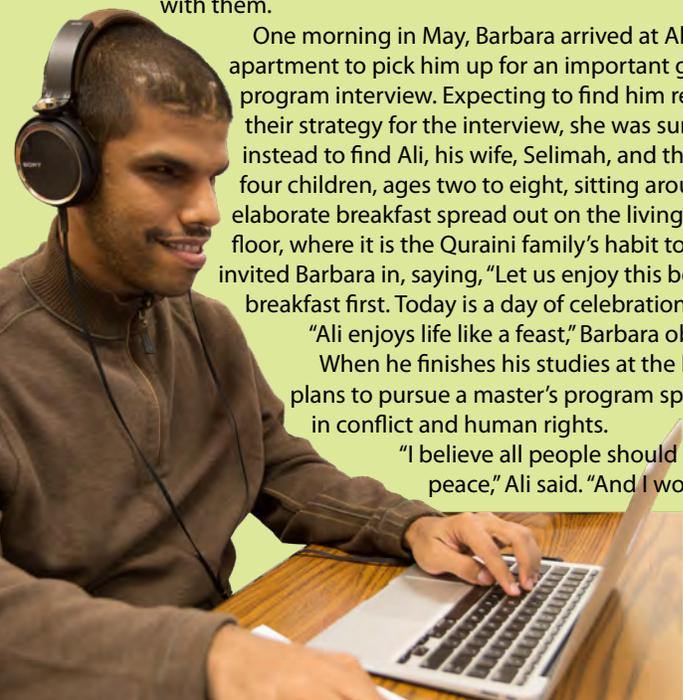
Sam clearly met with success in his English goals; he was named valedictorian in Session V 2015. He was surprised when his teacher told him he had been selected. In fact, at first he wasn't even sure what the word meant. When he learned that it meant his grades were the best in his class and that his teachers had elected him to speak at graduation, Sam was surprised and nervous. "I spent nights awake thinking about how I was going to speak in front of a huge audience," Sam said, but his teachers helped him to write what he felt. The speech was bittersweet, full of the happiness that came with the honor but also tinged with sadness because it meant his time at the ELI was coming to an end.

His advice to future ELI students reflects his own practice. "My best advice is to start hanging out with people who are different than you, people with a different culture than yours. That is the best way not just to improve your English but to improve as a person."

Sam wasn't sure where he would go next—"I try to be spontaneous," he quipped—but he is now traveling in Japan and has definite plans to attend university in Venezuela. He will also certainly be back in the United States, where "it's like being home, but in a different house."



Sam Mariña



ELI grads reveal secrets of success

Three ELI graduates shared college and career tips with ELI students at a “Secrets to Success” presentation in September. The event, organized by academic development specialist Amanda Strickland’s Graduate CAP Cohort JJ, featured two current UD graduate students and one UD alumna now in the work force.

Yixue “Snow” Zhang (China ’13) is a second-year graduate student in violin performance. Speaking at the event, Snow said, “We can regard the ELI as a mini-campus, just with a more limited curriculum.” She stressed that “the time is now,” while students are still at the ELI, to get a handle on time management. Recalling the ELI’s intense daily program, she warned, “If you think your schedule is crazy now, wait till you get to college!”

The ELI’s approachable faculty, staff and tutors also afford the ideal opportunity, said Snow, to learn the relationship-building skills that facilitate communication with college instructors.

Finally, Snow impressed upon her listeners that completing announced homework assignments is not enough. “The trick is that you have to finish all the implicit assignments, too. If the teacher suggests that a particular movie would be good to watch, watch it!”

Walah Ahmed (Iraq ’14) would agree. Walah has experienced American college life both as an instructor and as a student—in that order. She first came to the United States in 2007 on a grant from the Fulbright Visiting Scholar Program to teach Arabic for a year at Dickinson College in Pennsylvania. Through a second Fulbright grant, having first brushed up her English at the ELI, she is now pursuing graduate studies in linguistics at UD.

At the “Secrets” event, Walah guaranteed the audience that at college they would be making full use of the presentation skills they were practicing in their listening/speaking classes. She also emphasized the importance, in the American educational setting, of working in groups. In order to be effective team members, Walah advised, international students need to socialize with peers from all backgrounds and learn, but also live, the American student lifestyle.

Nevertheless, said Walah, the first rule is “Be yourself.”

Being herself was one of the qualities that cinched the job for Chang “Emily” Liu (China ’10) when she was hired as a researcher for the ELI’s finance office in 2013 after completing master’s degrees both in civil and environmental engineering and in business administration at UD.

For the “Secrets” attendees, Emily offered advice for the transition from college graduation to full-time employment. Like Snow, Emily stressed time management. When the goal is to land a job, Emily said, it is important to start the search early and prepare for job fairs and interviews well ahead of time.



Julie Lopez

Emily Liu offers advice to ELI students about life after university.

Another key factor is making a good impression. “If you want to be noticed, be noticeable,” Emily said. Not only one’s appearance but one’s words must be carefully planned. Emily advised job seekers to choose their language wisely for their resume, for all interviews, and for their “30-second elevator speech”—a quick but cogent summary of their strengths.

An equally essential element of job hunting is networking. “Eighty percent of all jobs are never posted. How can you know about them if you never talk to people?” Emily asked.

Thanks to Emily, Walah and Snow, the “Secrets of Success” audience took away valuable ingredients to add to their personal recipes for reaching their academic and career goals. SP



Julie Lopez

Walah Ahmed highlights the skills learned at the ELI that transfer to UD.



Serving students at work and at home

The nearly 200 families in the ELI homestay program come from diverse walks of life, representing the “salad bowl” of American society. Yet they all share the common desire to offer to international students the opportunity to participate intimately in American family life.

A subset of these homestay hosts shares yet another feature in common: They are ELI employees.

It might seem surprising that, at the end of the day, ELI tutors, teachers and staff members actually want to, in a sense, bring their work home with them. But what spurs them to welcome students in their homes is also what drew them to the ELI in the first place. Below are a few examples.

ELI tutor Lori Fisher said that in her family’s four years hosting students from Brazil, China, Korea and Taiwan, they have made a point to include students in family activities. “We invite them into life with us,” Lori said.

They did just that when Lori and her husband, Mark, invited their student Yuying “Kynthia” Zhou to help them set up a magical romantic setting deep in the woods of Fair Hill Park, on the banks of Big Elk Creek, for their son’s surprise marriage proposal—which “turned out to be a lesson in problem-solving,” Lori recalled.

They were just making the finishing touches on the dinner-in-the-woods scene when they heard the couple approaching. The threesome made a quick get-away by the only escape route available to them: the creek. They waded upstream, hoping to find a path out of the creek, but as the sun set and darkness blanketed the woods, no way out of the water was to be found. Just as their two cell phones, their only source of light, were losing power, the Fishers and Kynthia were rescued by an off-duty policeman.

Reflecting on the adventure, Lori said, “Kynthia learned not only how to find the way out of a mess, but how a husband and wife can settle differences in the moment and offer forgiveness later.”



Lori Fisher (center) poses with homestay students Yuying “Kynthia” Zhou (left) and Peiyu “Peggy” Chen (right).



Jim and Karen Eliason (together, bottom right) and family enjoy the company of Japanese teachers Mitsunobu Yamaguchi and Yoshio Hosono (together, top right).

Jim and Karen Eliason are homestay hosts for the same reason that they have been dedicated ELI tutors. After living overseas for years, they have a deep empathy for internationals who are struggling not only with English but with “the cultural oddities of the American people,” Jim said.

Jim spent 15 years in Guam, completing high school and college there and then working as a schoolteacher and radio announcer/newscaster. Next, he and Karen lived for 13 years in Papua New Guinea, doing literacy work in this country of over 800 languages.

“Our being in remote villages in Papua New Guinea, as the only Americans and English speakers, increased our sensitivity to internationals coming into the United States,” Jim said, adding that, in fact, he and Karen have “a greater affinity for internationals than for people in the United States.”

Since 2011, the Eliasons have welcomed college-age ELI students as well as teachers from Japan and administrators from China. Having long been “foreign guests” themselves, they appreciate the opportunity now to play the hosts and share uniquely American experiences such as flipping hamburgers at a backyard barbecue, making pizzas from scratch and wielding an electric knife to carve the Thanksgiving turkey.

Teacher and Undergraduate Cohort coordinator Rachel Lapp wanted to experience another side of her ELI students while also introducing her family to cultural differences. “I wanted my son, Ted, to grow up accepting people from different backgrounds as a normal part of life,” Rachel said.

Having hosted students from Colombia, China, Turkey and Japan over the last year and a half, Rachel said her best memories usually involve food.

After Rachel’s student Zixuan “Cassie” Chu was introduced to the cooking reality T.V. show “Chopped,” she and the Lapp family split into two teams that challenged each other in their own “Chopped” championship. Each team went grocery shopping for wild and weird foods to present in a “mystery ingredients” basket to the other team, which then was tasked to creatively cook up the ingredients into a complete dinner. Although, to this day, the two teams are still squabbling about who won the championship, in reality everyone was a winner because the results, Rachel reported, were scrumptious.

Besides delicious meals, rewards of homestay for Rachel include “laughter, heartache, confusion and breakthroughs

that cannot be experienced otherwise," she said.

Like Rachel, teacher and CAP academic advisor Erin Bastien wanted her son, Jack, now three and a half years old, to have intercultural experiences from an early age. Since Jack was a year old, Erin has been having homestay students from Saudi Arabia in their home. One of them, Abdulrahman "Abeen" Atallah, happened to be seated in the car next to his "little brother" Jack, then 16 months old, when the baby said his very first word: "Car!" Abeen was so delighted to witness that special moment that later he wrote an essay about it for his reading/writing class. Erin now cites this experience as one of her favorite memories of homestay.

Erin likes the fact that, thanks to her homestay students, not only her son but her extended family, friends and neighbors all get to experience other cultures when they enter her home. She believes that what the students benefit most from through homestay living is seeing American traditions first hand and finding out what real life is like for American families.

Kathy Shea likewise makes sure that her homestays get a taste of real American life—right down to the household chores.

Kathy began work as an assistant to the office coordinator at 108 W. Main St. in July 2014. She found helping students to be so rewarding that she wanted to take some home with her, and before six weeks were up, Kathy and her husband, Carey, had their first three homestay "sons." Since then, they have hosted students from China, Kuwait and Saudi Arabia.

A number of the Sheas' students have been young men, away from their mothers for the first time, who have never before made a sandwich for themselves much less washed their own clothes, Kathy said. "They don't understand why they can't give me dirty laundry today and expect it clean tomorrow."

Kathy has made it her personal mission to educate the boys in basic life skills. No one leaves the Sheas without having received instruction in doing laundry, cleaning a bathroom and making breakfast. (Kathy said she chose that meal because it was the easiest.)

In the end, all of Kathy's homestays have ended up calling her "Mom." Even from their colleges in other parts of the United States, the Sheas' former students still call "home" to check in. And when they do, Kathy said, "I'm sure to ask them if they've cleaned their fridge."

KB/SP



Rachel Lapp and Cassie Chu prepare for their epic cooking challenge.

ELI grad's Tea-Do Contemporary Tea House "bubbles" with promise

ELI alumnus Yitong Qin (China '11) is no stranger to entrepreneurship—he launched his own advertising and event planning start-up in China before ever coming to study at the ELI. It's safe to say that Yitong arrived in Newark with a strong business background already under his belt. However, Yitong knew that learning English would be very helpful for his career in the future, so he enrolled at the ELI in 2009 with the hope of receiving a master's in business administration from a U.S. university.

While Yitong was studying at the ELI, he launched his second business, a photography studio named UniPx, which stands for "unique pixels." Why photography? "I am interested in new cultures, so I joined many events during my free time. I wanted to share these valuable experiences with my family and friends through photo and video," Yitong explained.

Using his undergraduate degree in international economy and trade and his knowledge of business, Yitong researched the local photography market and identified the pros and cons for his studio. The studio has a contemporary style and offers competitive pricing, but other studios have name recognition and exposure. To remain in the game, UniPx expanded beyond photography to include videography. Yitong has also recruited web developers and graphic designers to assist with website and logo design for prospective customers like restaurants and clothing stores.

How did Yitong make the leap from photography to tea?

"I got familiar with lots of business people when I took photos of their products," Yitong said. "My partners and I decided to open Tea-Do because we come from this area and are familiar with its market."

The goal was to provide a relaxing environment with boutique beverages—and to cater to the existing Asian market while attracting American students to try Tea-Do's signature bubble tea drinks.

"The United States is a country of multiple cultures, and I believed people would be willing to try bubble tea," Yitong said.

Though the tea house has just reached the one-year anniversary of its opening, Yitong noted that Tea-Do is in fact attracting the diverse customer base that he hoped it would. Its prime location on Amstel Avenue between South Main Street and Orchard Road, its wide selection of bubble teas, jelly drinks and snack foods and its welcoming atmosphere with board games spread across the dark wood tables all contribute to Tea-Do's success. Visually and conceptually, Tea-Do is a place that encourages mingling, conversation and fun.

While launching these two new businesses, Yitong not only finished his studies at the ELI, but he also received dual MBAs in finance and marketing management from Goldey-Beacom College. He currently has his eye on the development of smartphone apps, and he is always searching for talented people to join his team.

Yitong's secrets to success are tenacity, concentration and a sense of adventure. "I remain focused on my goals and I never give up." NS



Yitong Qin

Faculty profile: Denise Solon

Instruction at the ELI is enhanced by the diverse career backgrounds of its teachers. Case in point: Denise Solon, who worked for years as an analytical chemist before transitioning to ESL teaching.

After Denise spent 10 years working in pharmaceutical research, she resigned from her job to move with her family from New Jersey to Kennett Square, Pa., when her husband was offered a position at DuPont Pharmaceuticals Company. At that point, Denise stayed at home to raise their two daughters. She was active in school activities and realized she enjoyed helping students become successful in school. This led her to pursue a master's degree in elementary education, followed immediately by another master's in cultural and linguistic diversity and TESOL, at Immaculata University.



Kathy Atkinson

Denise Solon

In 2011, Denise became a part of the ELI's program in the Christina School District's elementary schools. After three months at the ELL instructional center at West Park Place Elementary School under the mentorship of ELI-CSD colleagues Kate Copeland and Lisa Grimsley, Denise was tasked to help set up English Language Learner (ELL) programs in six other district schools. She is currently based at Thurgood Marshall Elementary, where she not only provides ELL support but also mentors student teachers.

In addition, Denise serves on Marshall's response intervention committee, which helps to identify and provide critical interventions for "at risk" ELLs. These students are demonstrating minimal or no academic progress and/or effects from other life challenges. To determine the best plan of action for these children, Denise said she draws on her training as a chemist.

"I like taking all the pieces of a puzzle to determine a solution to a problem at hand. Problem solving is a key skill which I learned as a scientist and bring into teaching," Denise explained.

There must be good chemistry between Denise and the ELI. Besides her work in the school district, she teaches in the ELI's adult ESL evening classes for local residents.

The weekends, though, are for her: hiking, knitting, gardening or just relaxing with her "wonderful husband, two French bulldogs, and a bunch of chickens." *PR/SP*

Staff profile: Nicole Servais

English learners get excited about drama, music and technology. Fortunately for ELI students, Nicole Servais, the coordinator of the ELI's Self Access Learning Center, is a master at all three.

Nicole loved drama and music from an early age. She started performing in community theater at age 12 and has been in over 40 shows since then, most recently playing Carlotta Vermicelli in "Panto of the Opera" with the Ardensingers in Arden, Delaware.

In college, Nicole studied vocal performance. Attracted to opera, she majored in Italian and attended a summer abroad and

then her senior year in Perugia, Italy, sparking a lifelong love for the country. After graduating, she spent two and a half more years there, performing opera during the summers to audiences of up to 15,000 at Italian regional and national Miss Universe pageants.

Back in the States, her job translating documents at the Italian Embassy in Washington reinforced Nicole's fascination with language and inspired her to pursue a master's degree in

linguistics, along with ESL teaching certification, at George Mason University.

With her newly earned credentials, her next job was teaching ESL at a Fairfax County, Va., middle school.

"It was a magical first year," Nicole said. "I just knew teaching was what I was going to do forever."

Nicole animated her lessons not only with drama and music but also with instructional technology, of which she is an avid fan. She was soon appointed to her school's technology committee and earned certification to lead IT workshops for teachers.

When Nicole joined the ELI as supplemental faculty in the fall of 2009, her valuable skills set was quickly recognized. Within two months, she was nabbed to teach Level VI Listening and Speaking Through Drama for the first of over 30 times to date.

"It was fantastic. I never felt bored," said Fangfei Song, who loved Nicole's class so much in Session V this year that she re-enrolled in Sessions I and II. "Nicole showed us how to add our emotions, our own selves into the performances."

In January 2010, Nicole started supervising the ELI's temporary Self Access Learning Center in Alison Hall while helping to design the more permanent, 72-computer center to be installed at 108 E. Main St. After the new facility opened in July of that year, Nicole was hired as its full-time coordinator to oversee daily operations, acquire and design student learning programs, train ELI faculty in the use of instructional technology and SALC resources, and direct the center's long-term development.

Of her many duties, Nicole said one of the most rewarding has been leading the student book club, which meets once a week to read and discuss a classic work of literature. "I get to know a group of students on a different level," Nicole said.

Club member Francy Viuche agreed, saying Nicole led club meetings at the students' pace, patiently fielding all questions, from grammar and vocabulary to meaning and culture. Her relaxed, student-centered approach was so refreshing that "at first I didn't even realize she was a teacher!" Francy said.

That's a high compliment for the Self Access Learning Center coordinator, whose goal, as the title implies, is to put the power of learning in students' own hands. *SP*



Nicole Servais (second from right) and Monica Farling (second from left) visit former PDPI students in Brazil. Nicole led a two-week drama workshop for the group in 2013.



Kathy Atkinson

Nicole Servais

ELI's South College facility gets an office coordinator



Kathy Atkinson

Lynn Robinson

Lynn Robinson has been hired to fill the newly created full-time office coordinator position at the ELI's facility at 318 S. College Ave.

The facility, which opened in 2012 with 12 classrooms and offices for 10 teachers, has expanded to include 15 classrooms and offices for 28 teachers. In addition, the office of the associate director of the intensive English program was transferred to 318 S. College in the fall of 2013. Since the space had become as large and active as the other main ELI centers, it was obvious that someone was needed full time to keep it running smoothly, associate director Joe Matterer said.

Lynn, who worked part time in the ELI registrar's office before taking the office coordinator position in March, serves as administrative assistant to Joe and manages supplies, maintenance and room scheduling at the building.

And she answers questions. Lots of questions.

The ELI's entire lower-level English program, including listening/speaking and reading/writing classes, listening laboratory, and tutoring, all take place at "318," as the building is simply referred to. For students who arrive at the ELI with near beginning English proficiency, 318 is the center of action, and Lynn Robinson is at the center of that center.

"Low-level students tend to need a lot of help," she said.

Students ask Lynn to help them understand ELI procedures and find their way around campus, but they also come to her for advice on where to shop, how to get medical assistance—even where to find good day care.

"Lynn has been an amazing asset to students who need guidance," said instructor Phil Rice, whose office is at 318.

As for Lynn's role as assistant to the associate director, Joe added, "She's certainly a go-getter. She looks for things to do and heads off problems before they happen."

Lynn commented that she enjoys both the organizational aspects of her position and the interaction with students.

"I rarely say no to a person or a task," she said. "I consider everything a challenge, just to see if I can do it. And if I can make someone smile once a day and help them with a need, I feel I have done my job."

PR/SP

Olive Yazid retires from tutoring

Veteran tutor Olive Yazid retired in February 2015 after 20 years at the ELI. She was deeply admired and respected by her students, especially those from the Middle East, many of whom requested her as a tutor session after session.

Growing up in New York City and inspired by the establishment in 1945 of the United Nations, Olive decided to work in the international field. As a writer for a periodical published by the U.N. Arab Information Center, Olive was given the assignment to interview young Algerian M'Hammed Yazid, who was at the United Nations representing the Algerian Liberation Front, a political movement agitating for independence from France. Olive and M'hammed married two years later and moved to Algeria, raising two daughters and a son there.

Fast forward to the early 1990s and the beginning of the 10-year Algerian War of Independence, when rebel groups started targeting foreigners in Algiers. Olive said, "A European woman we knew

was assassinated in the grocery store I went to. After that I was confined to the house for my safety. It was horrible." The family decided to immigrate to the United States.

The Yazids' son, Zoubir, went first, to pursue doctoral studies in political science at the University of Delaware. Olive soon joined him in Newark, followed by her two daughters and their husbands within two years. M'Hammed was unable to leave Algeria because of his work, but he visited Delaware often.

One day in 1994, Olive heard a Japanese friend of Zoubir's mention the English Language Institute. Intrigued, Olive went to the Institute's then-new facility at 189 W. Main St. to offer her services, and she began tutoring in early 1995.

At that time, all tutoring was done at the historic Romanesque Revival mansion at 189 W. Main. The faculty's small size, about 20 teachers, with about 10 tutors, "meant you knew everybody. That was nice," said Olive. She recalled taking students outdoors in

nice weather to sit at the picnic tables on the back lawn. There, "we introduced new vocabulary like 'rabbit'—and of course, 'squirrel!'"

Olive's experience with the Arabic-speaking world was helpful to the ELI, which soon asked her to be a counselor to students from Saudi Arabia and Kuwait. "I got to know them quite well," Olive said fondly. "I liked helping all my students do something they wanted to do." And when they achieved their goal of acceptance at a university, she was thrilled.

What is Olive doing in her retirement? "Getting my papers in order!" she said. But there are also tennis tournaments to watch and, more importantly, family stories to write down for her seven grandchildren.

Spending time with her close-knit family is important, too. In the spring she spent five weeks in Algeria with old friends and family. Zoubir and his family now live in Princeton, N.J., which Olive finds to be a lovely town and campus to visit. With two grandchildren in graduate school in other



Evan Krape

Olive Yazid

states, Olive is thinking of visiting them, too—including granddaughter Mahel Hamroun, well known at the ELI, having served as a CAP Cohort mentor before graduating from UD in 2013 and moving on to the University of California, Berkeley, to pursue medieval studies.

Thinking back on her journey, Olive concludes that Delaware "turned out to be a good choice for us." Delaware's ELI is grateful that the Yazids made that choice. Olive's welcoming smile, quiet friendliness and caring attitude will be missed by students and colleagues alike.

WB

2015 in pictures

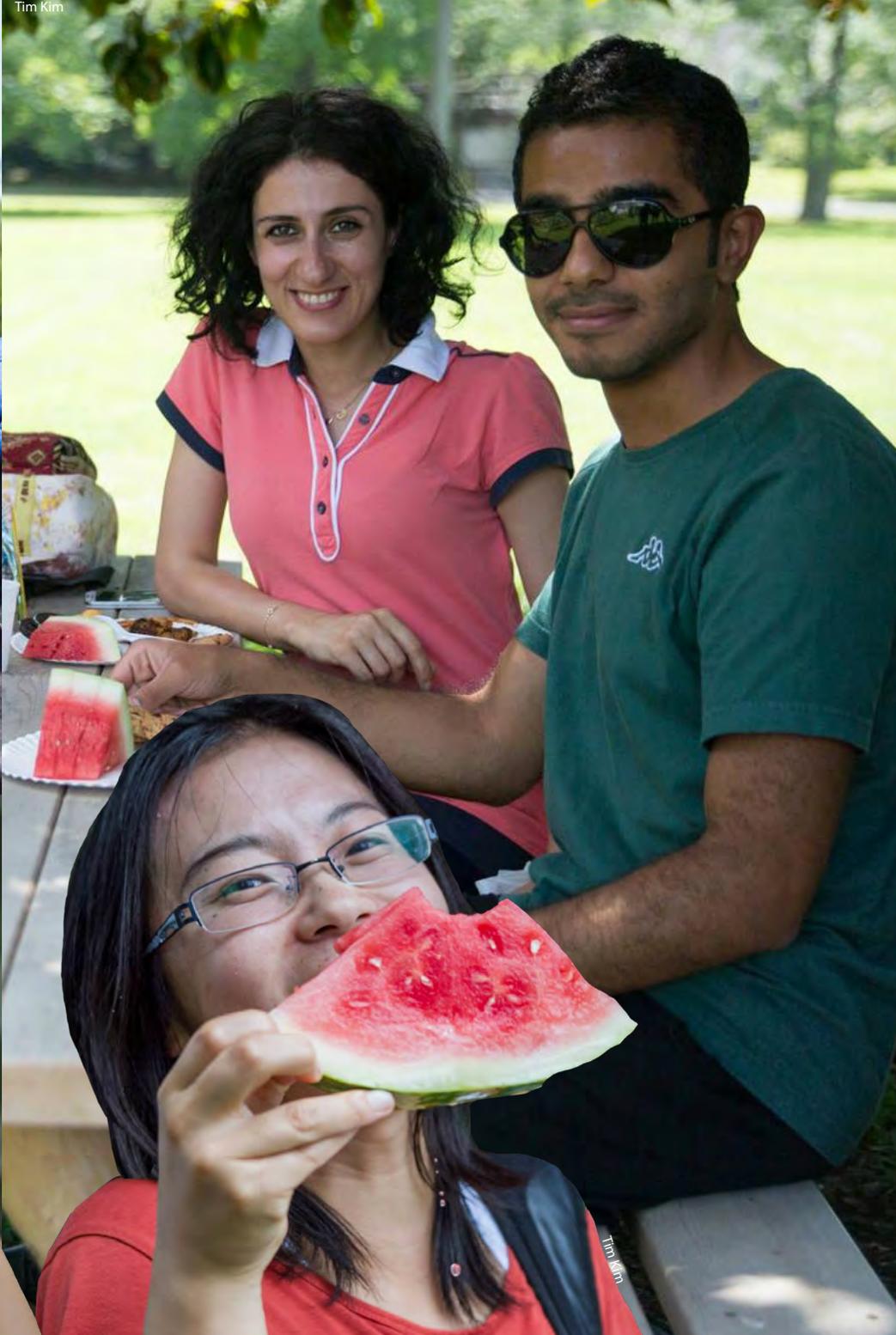


Tim Kim



Tim Kim





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. Others catered to professionals in fields ranging from environmental science to law.

Short-term students

International teaching assistants

This year the International Teaching Assistants (ITA) training program, coordinated by Ken Hyde, welcomed 13 students in its winter session and 65 students in the summer session. The group consisted of graduate students from 22 different countries preparing to become teaching assistants in 17 different graduate programs at UD. Nationalities were as diverse as Albania, China, Iran, Italy, Nepal, Nigeria and Sri Lanka while departments ranged from Foreign Languages, Kinesiology and Linguistics to Chemical Engineering, Computer Science and Physics.

Seinan Gakuin

The ELI welcomed 24 Japanese students from Seinan Gakuin University, Fukuoka, Japan, in February in a program coordinated by Wakako Pennington. Their majors ranged widely from business to international cultures. They enjoyed their classes, trips to New York City, Washington and Philadelphia, their homestay experience and making new friends from all over the world.



Seinan Gakuin huddle together on the Washington Mall.

Wakako Pennington

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. In addition to attending language classes, students also enjoyed cultural excursions.



Lowell Rietmuller

Proyecta 100,000 participants pose on the steps of 189 W. Main St.

Proyecta 100,000

The Proyecta 100,000 program, coordinated by Mikki Washburn, included 11 students from four "Institutos Tecnológicos Superiores" in Veracruz, Mexico, for three weeks in July. Edith Gonzalez Cruz, a biochemical engineering professor at the Instituto Tecnológico Superior de Misantla, said, "One of my favorite parts was to meet students from all over the world."

Global Leaders High School Program

In March, 38 high school students representing eight different high schools in Fukuoka, Japan, accompanied by two escorts, spent six days in Delaware before moving on to Boston. While in Newark, they stayed with host families and toured the UD campus with current university students. They also spent three mornings in ELI language classes.

Hankuk University of Foreign Studies

Hankuk University of Foreign Studies (HUFSS) in Seoul, South Korea, sent a total of 15 students, one group in January and a second group in July, to improve their language and cultural skills at the ELI. Students stayed at the INNternationale, studied in the Intensive English Program and participated in session trips and activities.

Language Adventure

The summer Language Adventure program for high school students entered its fifth year with eight students from San Cernin High School in Pamplona, Spain, five students from high schools in Germany, and one each from China, Saudi Arabia and Taiwan. In a program coordinated by Zoe Phillips, the students attended ELI classes, stayed with homestay families and spent weekends participating in cultural trips exploring the Mid-Atlantic region.



Fulbright Scholars pose on campus.

Yulia Aleeva

Fulbright Scholars

The ELI won a competitive grant through the U.S. Department of State and the Institute of International Education to host, in August, 32 Fulbright Award recipients for their pre-academic English for Graduate Studies program. During an intensive three-week course coordinated by Nigel Caplan, the students learned about academic communication and conventions, American culture and etiquette, and university classes and support services.

Long-term students

Japanese partner universities

Kobe Shoin Women's University sent three students to spend the fall semester in the ELI's Intensive English Program while **Chukyo University** sent six students and, for the first time, **Soka University** participated by sending eight students to study abroad at the ELI. Having come to the United States to benefit from a language immersion experience, the students honed their language skills in ELI classes, then practiced their language and furthered their understanding of U.S. culture through a homestay family experience and participation in ELI activities and trips.

King Abdullah University of Science and Technology

From September 2014 to June 2015, the ELI was home to eight outstanding young scholars from King Abdullah University of Science and Technology (KAUST) as they improved their language and cultural knowledge, studied for the TOEFL and brushed up on their pre-calculus in a program coordinated by Rachel Lapp. The students are currently dispersed throughout the United States, from the University of Pennsylvania to the University of California, Berkeley, for a foundation year of academic coursework before applying for undergraduate admission.



Julie Lopez

KAUSTers gather for their farewell luncheon.

Brazilian Scientific Mobility Program

Eleven Brazilian students, nominated by their universities, attended the ELI this summer through the Brazilian Scientific Mobility Program, a study abroad program for science and technology majors. Having reinforced their English skills at the ELI, these students are now spread throughout the United States at various American universities for one academic year of study.



BSMP students pose in front of Memorial Hall.

Professional programs

Colfuturo

The Colombian agency Colfuturo sent a total of 51 professionals to study abroad at the ELI throughout the year from September 2014 to September 2015. In addition to attending classes and cultural activities, these motivated and energetic students, cheered on by ELI liaison Mary Beth WorriLOW, shared their own culture with the UD community. In May, the group organized a Colombian-style party with salsa dancing and homemade "arepas," a traditional Colombian flatbread.



Colfuturo students at the annual ELI summer picnic

American Law and Legal English Institute

A mixture of law students and legal professionals were provided the fundamentals of U.S. law by former attorney and current American Law and Legal English Institute (ALLEI) program coordinator Bob Panadero. This year's winter contingent included five participants from Argentina, Brazil and Saudi Arabia while the six in the summer contingent came from Colombia, Equatorial Guinea and Saudi Arabia. The program consisted of lectures, document analyses, discussions and observations of courtroom trials.



Lowell Riethmuller

The winter ALLEI contingent

Xiamen University

Xiamen University in China sent a group of 28 administrators to the UD campus in August. The purpose of the program, organized by the Confucius Institute, an ELI partner at UD, was to learn more about American university structure and management procedures. Among other activities, students attended classes three hours a day at the ELI, where English instructors Man Jiang and Margaret Cassling focused on listening and speaking practice combined with culture and history.



Personnel notes



Meghan Gladle

Growing families

Meghan Morrow married Drew Gladle on January 17. **Nicole Servais** married Rafael Damast on April 30. Best wishes, Meghan and Nicole!



Nicole Servais

Ann Parry and her family welcomed a happy baby boy, Miles Parry



Jacob Lucas Plourde

Frater, on March 10. The ELI's assistant director for admissions and recruitment, **Nadia Redman**, gave birth to a handsome lad, Jacob Lucas, on April 14. **Mikie Sarmiento** and her husband, ELI alumnus Miguel Sarmiento, welcomed into the world a beautiful baby girl, Hannah Sofia, on September 23. Congratulations to the happy parents!



Hannah Sofia Sarmiento

Comings and goings

Brett Tomashek rejoined the ELI adjunct faculty after five years of teaching and administrative work in Saudi Arabia. Welcome back, Brett. Meanwhile, other colleagues have headed out for overseas adventures. Adjunct faculty **Sean Stellfox** returned to Indonesia where he is an English Language Fellow through the U.S. State Department and is teaching at Universitas Islam Indonesia in Yogyakarta. **Drew Scheneman** is now volunteering for Los Tecnicos, a non-profit organization in Guatemala that builds sustainable homes and buildings for people and organizations in need. **Toni McLaughlan** is an English Language Fellow at Kamala Nehru College in New Delhi, India.

Rachael Selway resigned to pursue further graduate study.

Assistant Professor **Russ Mason's** retirement, announced in last year's newsletter, became official in September of this year after Russ spent his final year on sabbatical. Dearly loved **Olive Yazid** has retired after 20 years as an ELI tutor. (See article on Page 13.) You will be sorely missed, Russ and Olive!

Mourning the passing

The ELI family mourns the loss of former staff member **Bill Bigler**, who died in December 2014. Bill was the husband of former ELI tutoring coordinator **Linda Bigler**. They had enjoyed their retirement in Mississippi near their grandchildren. Bill is best remembered for his hard work, great sense of humor, and excellent handball skills. We will all miss him.

Sadly, after leaving the ELI in 2014 to teach in Thailand, Jared Martindale died in January at his post. SS

Staff changes

Mike Alexo, former ELI CAP admissions coordinator, was appointed director of graduate admissions for the University's Office of Graduate Studies. Meanwhile, **Jeanine Chapman** was promoted to fill Mike Alexo's position as CAP admissions coordinator. In other Admissions Office news, **Amanda Stevens** was hired as the ELI's international recruiter and is stationed in Brazil. (See article on Page 5.) Congratulations, Mike, Jeanine, and Amanda!

Rebecca Usher was hired as accounting assistant in March.



Stephen Roberts

Erin Goertz resigned as assistant director of ELI registration to pursue opportunities nearer her home in Georgia. Thank you, Erin, for your dedication. We wish you every success in your new career.

Stephen Roberts is the ELI's newly hired assistant director for ELI registration, filling Erin Goertz's position. Welcome aboard, Stephen.

Ken Hyde was promoted to Manager of the ELI Tutoring Center, and **Dru Arban** was promoted to Business Manager II. Congratulations, Ken and Dru.

The ELI was delighted to offer full-time positions to the 33 "academic development specialists" below. (See article on Page 4.)

Christine Adams	Terri Goode	Drew Scheneman
Ruwida Alkreksi Ramadan	Meghan Graham	Rachael Selway
Erin Bastien	Ana Kim	Nicole Servais
Kathleen Burke	Rachel Lapp	Denise Solon
Robert Bushong	Julie Lopez	Amanda Strickland
Jack Chen	Marriott Nielsen	Emily Thayer
Lisa Conner	Robert Palmer	Amy Vasquez
Leslie Connery	Thomas Panter	Mikki Washburn
Monica Farling	Randall Pennington	Jim Weaver
Ross Fenske	Wakako Pennington	William Wherry
Meghan Gladle	Chris Pinkerton	Christienne Woods



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- Spacious, fully furnished
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- Walk within minutes to campus and Main Street dining and shopping



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Life is a chocolate chip cookie. What kind of baker are YOU?

In keeping with this issue's cookbook theme, ELI faculty and staff are pleased to share their winning combinations of ingredients for success in life. Below are just a few down-home, tried-and-true recipes to whet the appetite. To see the entire collection, visit the website at the bottom of this page.

Karen Krauss, tutor

A Recipe for Happiness in Life
When you feel your best, you will be able to enjoy life through every stage. Others will take notice!

The Recipe:

- | | |
|-----------------------------|-------------------|
| 1 cup of Acceptance | 1 cup of Kindness |
| 1 cup of Adventure | 1 cup of Honesty |
| 2 cups of Gratitude | 2 cups of Love |
| A dash or two of Resilience | |

Combine all of the above and add a Positive Attitude. Garnish with family and friends. Enjoy daily. Cheers!



CarolAnn Edie, graduate CAP Cohort coordinator

Yield: 1 successful life

1. Fire up your mind: Always prep before you begin your task.
2. Put the ingredients together: You have what it takes.
3. Season to taste: Make your project what you want it to be and make it matter.
4. Enjoy the savory, sweet success you've made!



Julie Lopez, Bridge Program coordinator

- Go to bed early; wake up refreshed.
- Smile, you're healthy and energetic.
- Make a plan for each day; write it down.
- Smile, you have things under control.
- Pay attention to the details: Show up early.
- Smile, you're making a good impression.
- Look for ways to contribute new ideas or feedback.
- Smile, people like having you around.
- Find and pursue something you're interested in!
- Smile, your life is an adventure.



Kate Burke, academic development specialist

Always ask questions when you don't understand.
Look for the best in people.
Learn from, but do not agonize over, past mistakes.

Readily share your skills with others.
Make learning a lifetime habit.
Enjoy the journey, not just the destination.



Lexi Geibler, tutor

Start with a little talent.
Pour in equal parts knowledge, hard work, and perseverance.
Add a dash or so of risk.
Stir until happy with the consistency.
Bake until happy with the result.
Then completely cover with passion icing.
Add some support sprinkles.
Now eat your well-deserved cake!



Nonie Bell, faculty

Carefully check the recipe, collect the necessary ingredients and equipment, and follow the required steps methodically.
Check the pot from time to time, but don't stir too much.

Watch carefully and wait patiently for progress.
Present the finished dish with flourish to an appreciative audience!



Ken Cranker, faculty

With a tip of the baseball cap to the recently passed Yogi Berra (Yankee baseball player and manager also famous for his illogical yet profound statements): Success is 90% conscientiousness, and the other 1/2 is patient, compassionate endurance.



Ken Hyde, Tutoring Center manager

Act with kindness when you don't have to.
Speak gently when you are angry.
Listen to others, even when you don't agree.
Do the good thing, not just the right thing.
Try hard. Care deeply. Live joyfully.



Marcia Halio, adjunct faculty

Take a cup of determination.
Add a pinch of inspiration.
Mix with lots of organization.
Add a heap of perspiration.
Top off with imagination.
And sprinkle with some laughter!
Simmer for eight weeks and savor the sweet smell of success!



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

Professional activities of faculty and staff

Karen Asenavage, Associate Director

Presentation:

"Bridging Gaps: Easing the Transition From English Programs to University" (with Erin Bastien and Michael Fields). 49th Annual TESOL International Convention. Toronto, ON. 28 March 2015.

Publication:

"The Graduate Cohort Program: A Model of Integration and Engagement for International Students in Professional Programs" (with Michael Fields, Scott Stevens and Sarah Cherian). In Simpson, S., Caplan, N., Cox, M., & Phillips, T. (eds.) *Second Language Writing and Graduate Communication Support: Research, Pedagogy, and Program Design*. Ann Arbor, MI: University of Michigan Press, 2015.

Leadership:

Proposal Reviewer for TESOL and NAFSA, 2015-2016

Co-Chair (2015-2016) of the 2016 CELT Conference

Past Chair UD International Caucus, 2015-2016

International Journal of Multicultural Education (IJME) Reviewer, 2011-present

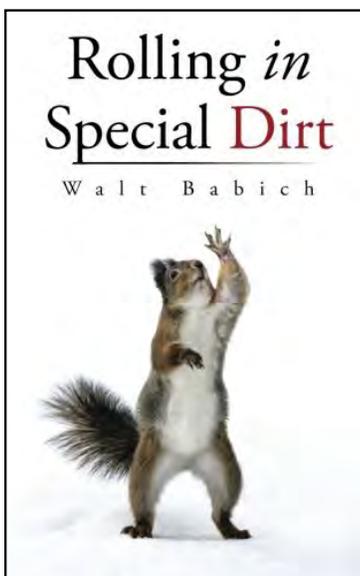
Walt Babich, Faculty

Presentation:

"Teaching Logic to International Students." PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

Publication:

Rolling in Special Dirt. Bloomington, IN: AuthorHouse, 2015.



Erin Bastien, Academic Development Specialist

Presentation:

"Bridging Gaps: Easing the Transition From English Programs to University" (with Karen Asenavage and Michael Fields). 49th Annual TESOL International Convention. Toronto, ON. 28 March 2015.

Nonie Bell, Faculty

Presentation:

"Conversation Champions: An Adaptable Listening and Speaking Activity" (with Amanda Strickland). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Robbie Bushong, Academic Development Specialist

Presentation:

"Customizing Pronunciation Practice with an E-Toolkit." The Electronic Village Fair at the 49th Annual TESOL International Convention. Toronto, ON. March 2015.

Nigel Caplan, Faculty

Publications:

Q: Skills for Success, Reading/Writing 5 (2nd edition, with Scott Roy Douglas). New York: Oxford University Press, 2015.

"Book Review of Christine Ortmeier-Hooper, The ELL Writer." *Journal of Second Language Writing* (advance online publication), 2015.

Presentations:

"Mastering Real Writing with the Teaching/Learning Cycle." Featured presentation at the JALT Conference. Shizuoka, Japan. 21 November 2015.

"Integrated Skills, Critical Thinking, and Academic Success." JALT Conference. Shizuoka, Japan. 22 November 2015.

"Genres that Work in the Writing Classroom" (with Monica Farling). 49th Annual TESOL International Convention. Toronto, ON. 26 March 2015.

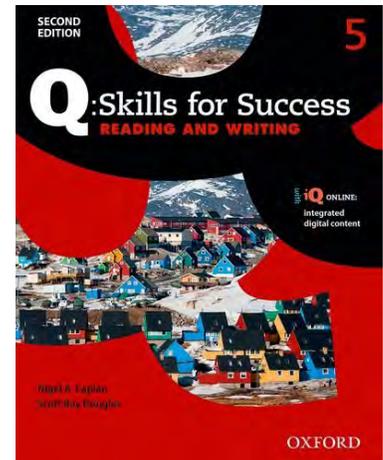
"Transitioning to College Writing: Language Use and Sentence Level Skills" (with Ken Cranker, Scott Douglas, Dana Ferris, Ditlev Larsen and Sarah Snyder). 49th Annual TESOL International Convention. Toronto, ON. 27 March 2015.

"Using Needs Analysis Data" (with Neil Anderson, Camela Romano Gillette, Scott Stevens, Kay Stremie and Adrian Wurr). Colloquium convened at the 49th Annual

TESOL International Convention. Toronto, ON. 28 March 2015.

"Mastering Genres with Inside Writing." 49th Annual TESOL International Convention. Toronto, ON. 27 March 2015.

"The State of L2 Graduate Support" (with Michelle Cox). Plenary at the Inaugural Colloquium of the Consortium on Graduate Communication. Toronto, ON. 25 March 2015.



Sarah Cherian, Adjunct Faculty

Publication:

"The Graduate Cohort Program: A Model of Integration and Engagement for International Students in Professional Programs" (with Michael Fields, Scott Stevens, and Karen Asenavage). In Simpson, S., Caplan, N., Cox, M., & Phillips, T. (eds.) *Second Language Writing and Graduate Communication Support: Research, Pedagogy, and Program Design*. Ann Arbor, MI: University of Michigan Press, 2015.

Kate Copeland, Faculty

Presentation:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Lisa Grimsley, Man Jiang, Ann Parry, Denise Solon and Brittany Zezima). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

Publication:

"Co-Teaching in Elementary ESL Education: Why It's Happening, What It Looks Like, How It Could Work" (with Carrie Neely and Kelly Cheatham). TESOL International Association EEIS News, June 2015.

Carolina Correa, Faculty

Presentation:

"Fostering New 'Reading Horizons' for the Intermediate and Advanced Levels" (with Mark Smith). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Ken Cranker, Faculty

Presentation:

"Revealing the Divine in the Secular." CELT (CELEA) Spring Conference. Toronto, ON. 24 March 2015.

"Transitioning to College Writing: Language Use and Sentence Level Skills" (with Nigel Caplan, Scott Douglas, Dana Ferris, Ditlev Larsen and Sarah Snyder). 49th Annual TESOL International Convention. Toronto, ON. 27 March 2015.

"Grammar-Based Strategies for Reading Comprehension with Unpacking Methods for Difficult Passages." ELI Professional Development Retreat. Newark, DE. 10 April 2015.

Publication:

"A Principle for Teaching Prepositional Collocations with Academic Verbs." PTE Voices. Web. Fall 2015.

Scott Duarte, Faculty

Presentations:

"From Consuming to Creating: A Comprehensive Approach to Mobile Multimedia." 49th Annual TESOL International Convention. Toronto, ON. 27 March 2015.

"Incorporating Digital Media to Enhance Speaking and Pronunciation Skills." 49th Annual TESOL International Convention. Toronto, ON. 27 March 2015.

Publication:

"Ninety Years of Progress in Student-Generated Media". TESOL International Association VDMIS News, July 2015.

Leadership:

Proposal Reviewer for TESOL, 2015-2016
Chair (2015-2016) of the TESOL Video and Digital Media Interest Section

Monica Farling, Academic Development Specialist

Presentation:

"Genres That Work in the Writing Classroom" (with Nigel Caplan). 49th Annual TESOL International Convention. Toronto, Ontario, Canada. 26 March 2015.

Ross Fenske, Academic Development Specialist

Presentation:

"Reflecting on Your Numbers." University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Michael Fields, Faculty

Presentations:

"Bridging Gaps: Easing the Transition from English Programs to University" (with Karen Asenavage and Erin Bastien). 49th Annual TESOL International Convention. Toronto, ON. 28 March 2015.

"Extended Reading: A Teacher-directed Alternative to Extensive Reading." University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Publication:

"The Graduate Cohort Program: A Model of Integration and Engagement for International Students in Professional Programs" (with Scott Stevens, Sarah Cherian and Karen Asenavage). In Simpson, S., Caplan, N., Cox, M., & Phillips, T. (eds.) Second Language Writing and Graduate Communication Support: Research, Pedagogy, and Program Design. Ann Arbor, MI: University of Michigan Press, 2015.

Lisa Grimsley, Faculty

Presentations:

"Building Bridges of Collaboration Between Mainstream and ESL Teachers" (with Tracy Yeah). 49th TESOL International Convention, Toronto, ON. 26 March 2015.

"Exploring Effective Collaboration Between Mainstream and ESL Teachers." Hawaii International Conference on Education. Honolulu, HI. 7 January 2015.

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Kate Copeland, Man Jiang, Ann Parry, Denise Solon and Brittany Zezima). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

Man Jiang, Limited Term Researcher

Presentation:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Kate Copeland, Lisa Grimsley, Ann Parry, Denise Solon and Brittany Zezima). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

Ken Hyde, Tutoring Center Manager

Presentation:

"Extending 'Extensive Reading.'" University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Ana Kim, Academic Development Specialist

Presentation:

"How to Best Prepare for the Fulbright Campus Interview." University of Delaware Institute for Global Studies. Newark, DE. 18 September 2015

Leadership:

Reviewer and mentor for Fulbright candidates at the University of Delaware.

Joseph Matterer, Associate Director

Presentation:

"Strategic Interaction" (with Scott Stevens). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Carrie Neely, Adjunct Faculty

Publication:

"Co-Teaching in Elementary ESL Education: Why It's Happening, What It Looks Like, How It Could Work" (with Kate Copeland and Kelly Cheatham). TESOL International Association EEIS News, June 2015.

See Professional activities on Page 25

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

Brennen School
part of the
Delaware Autism Program

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

Alumni news 2015

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

Abdullah Alahmad alahmadas@gmail.com (Saudi Arabia '09) has achieved his dream of becoming an engineer and is now working at Siemens, a multinational company in his country. Abdullah says, "Life couldn't be better. I hope it is the same for all of you too."

Abdullah Alnufaiee amt.89@hotmail.com (Saudi Arabia '14) is working on his Master of Arts in Business Administration degree at Morgan State University in Baltimore.

Beatriz Su beatriz.su@hotmail.com (Brazil '13) is now studying finance at Miami University in Ohio.



Chen-Yi Yang with daughter Lo Yu Chen

Chen-Yi Yang chenyi418@gmail.com (Taiwan '09) and **Wen-Hung "Henry" Lo** kimuraarmani@gmail.com (Taiwan '11) welcomed a baby girl, Lo Yu Chen, on August 15.

Erico Duarte erico@gfgd.adv.br (Brazil '08) and his wife welcomed a baby girl, Gabriela, in September. Just two weeks later, Erico ran into the ELI's international recruiter, Amanda Stevens, in São Paulo.



Erico Duarte proudly points to his ELI ALLEI certificate while holding up the UD onesie that Amanda Stevens presented him for his newborn daughter.

Eunjung Cho writerdia@gmail.com (Korea '10) has written a successful musical play called "Constellation of the Whale." She also recently translated into Korean the bestselling children's book "The Rabbit Who Wants to Fall Asleep" and is now translating a novel, "Doctors," by the bestselling American author Erich Segal.

Guleser Sufraci guleser_s66@hotmail.com (Turkey '12) is finishing up a master's degree at Auburn University in Alabama.

Jerry Guerrero jejo.guerrero@gmail.com (Venezuela '10) is teaching English to children from five to 15 years old in a project called Shape Colombia—Aulas de Inmersión (Immersion Rooms)—sponsored by the Secretariat of Education in Bogotá and administered by AIESEC. This project helps Colombian youth by giving them access to special educational facilities where they can learn and develop their skills in English.



Jerry Guerrero stands with two of his Shape Colombia students.

Ke (Elsie) Mei elsie@udel.edu (China '12), CAP Cohort graduate and current UD student, worked at BPCM in New York City as a fashion public relations intern last summer and served during the school year as a resident advisor in Redding Hall at UD. She was a student representative and panel member for International Student Orientation in August and was selected as a member of the International Student Advisory Committee for the Office for International Students and Scholars.



Ke Mei worked at BPCM as a fashion PR intern.

Kuang Lu lukuang@udel.edu (China '11) is working on a doctorate at UD in electrical and computer engineering.

Libertad Ordoñez liber75@hotmail.com (Colombia '08) married Richard Werringloer on September 5.



Libertad Ordoñez marries Richard Werringloer.

Luiz Henrique de Lima Alves lhhalves@bol.com.br (Brazil '14) recently became the father of a healthy baby boy, Enzo, born March 18. Luiz was part of the Brazilian PDPI teachers professional development program in winter 2014.



Luiz Alves and his wife present their son, Enzo.

Mauricio Valenzuela mvalenzuelagr@yahoo.com (Colombia '11) is a corporate lawyer in Colombia. Mauricio says, "In my work I participate in international transactions in English, so I have had the opportunity to use everything I learned at the ELI."

Meshari Alenezi GMR_201@hotmail.com (Kuwait '12) earned his Master of Science in Geography from the University of Arkansas in 2014 and is currently pursuing a doctorate at the University of Florida.

Mustafa Ali dmda00@gmail.com (Saudi Arabia '12) has earned his master's degree in education in the field of learning disabilities from the University of St. Thomas in St. Paul, Minn.



Mustafa Ali graduates from the University of St. Thomas

Naser Alotaibi algashaany@gmail.com (Kuwait '13) has been on the dean's list at Wilkes University in Wilkes-Barre, Pa., for two years running. He is a mechanical engineering major.

Patrick Maboni patrickmabonimtv@hotmail.com (Brazil '15) finished two semesters of study in civil engineering at UD and returns to Brazil in January 2016 to complete his undergraduate studies.

Sezin Zengin Farias Martinez sezin@udel.edu (Turkey '08) completed his Master of Arts in Business Administration degree at UD and is now pursuing a doctorate in economics here.

Shinobu Nagata nagatashinobu@gmail.com (Japan '12) welcomed his third daughter, Yuki, born September 30.



Shinobu Nagata with his daughter Yuki.

Sundos Khan sundos@udel.edu (Saudi Arabia '14) was a bridesmaid at the wedding of ELI academic development specialist Meghan Morrow Gladle in January. Sundos and Meghan had been roommates while Sundos was studying at the ELI.

Wakako Harada wakakoharaguchi@yahoo.com.jp (Japan '14) gave birth to a beautiful daughter, Misao, in March and still managed in June to earn the Eiken Grade One, the highest level of English proficiency certification in Japan. To cap off her red-letter year, Wakako won the speech evaluation contest in the annual International Toastmasters Speech and Evaluation Contest, Area 82, in September.



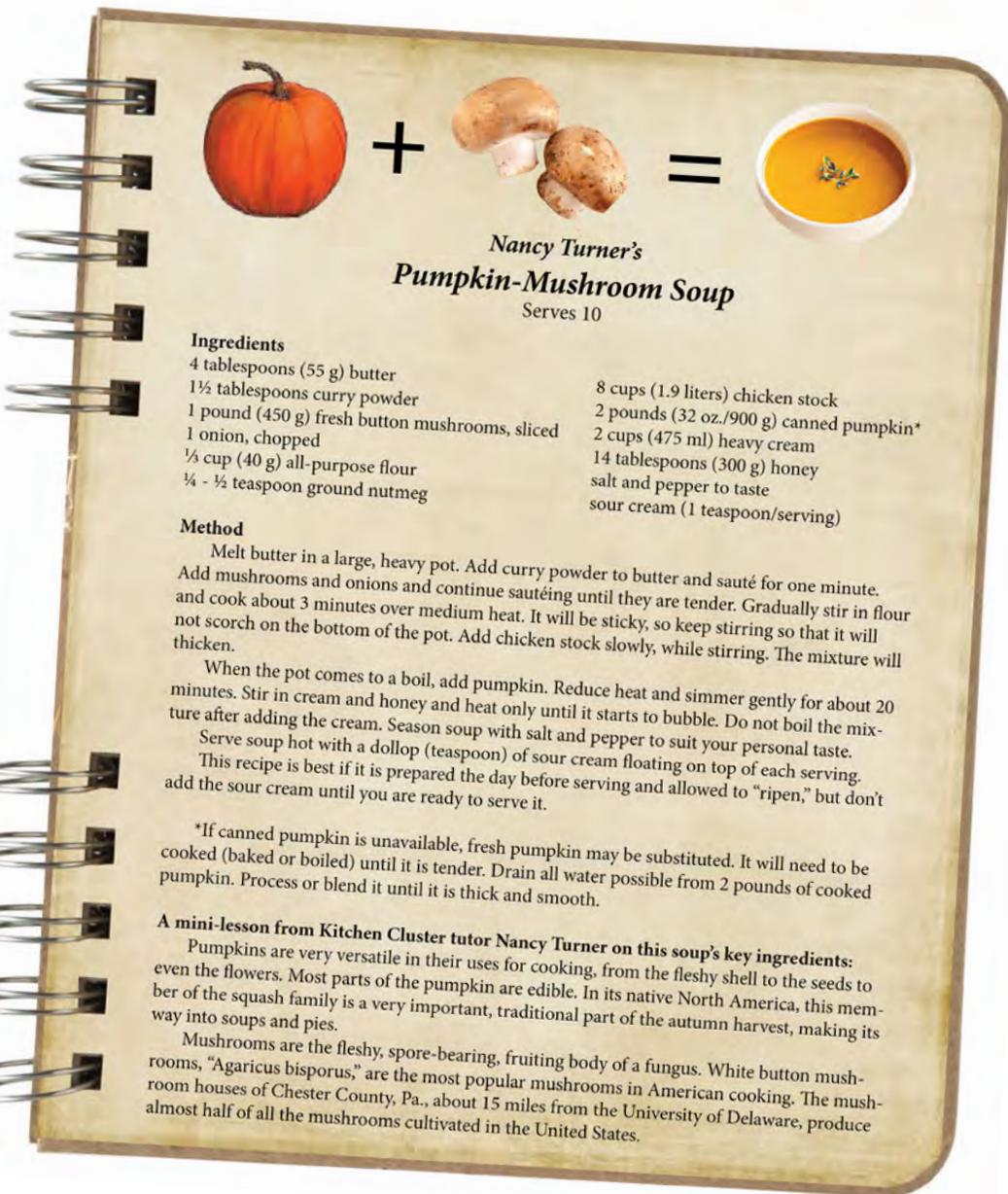
Wakako Harada with Misao.

Xujia (Kathy) Hu kathyrt@udel.edu (China '10) received her bachelor's degree from UD in 2014 and is now a graduate student in communications at UD, where she also teaches a course in public speaking to 50 undergraduate students. Kathy wishes "to thank ELI for providing me guidance and support when I first came to the United States and constantly motivating me to pursue my own dreams."



Lowell Riethmuller

Yun Jung (Sophie) Bae sophiebae212@gmail.com (Korea '11) is working in Seoul for a technology company in the strategy planning department.



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/>

Farewell to Rodney Hall

The Caesar Rodney Residence Complex was shuttered permanently at the end of May, bringing to a close a chapter of ELI history that had spanned three decades.

In 2014, the University announced its decision to sell

Rodney and the neighboring Dickinson complex, both built in the 1960s. "Both have reached the end of their useful life," stated a University press release.

In its final days, the ELI's basement space in Rodney F consisted of two dingy classrooms and a cinder-block-and-linoleum lobby lined with folding chairs. At noon, two dozen students would hustle out the door, heading to 318 S. College for listening lab or to 108 E. Main for tutoring, or perhaps to 189 W. Main for an ice cream social. Rodney was left dark and echoing.

But this modest ELI enclave hadn't always been a fringe location.

In 1984, the move to the Rodney basement was a step up for the five-year-old ELI, which until then had been convening classes for its 26 students "under dripping pipes" in the basement of Memorial Library, said ELI director Scott Stevens. The new Rodney space afforded two dedicated classrooms, a spacious great room and four offices—the Institute's first-ever faculty offices, Stevens said.

Professor Jo Gielow was among the first to occupy the Rodney "Annex". Jo said, "I'll never forget my office. You couldn't move in it, but it was fun."



Celeste Calderon (left) and her Level VI Read It! Watch It! class were among the last to meet in Rodney before it closed on May 29.

Stevens said, "We sometimes had to remove faculty members who became claustrophobic."

Within a year of the move to Rodney, the ELI student body had doubled, said Stevens. All three Rodney rooms held classes every morning while in the afternoon the classrooms served as the tutoring center, and the great room held a reading laboratory. The great room became the venue for seasonal parties, cultural activities and even graduation ceremonies. "Rodney was our hub," said Stevens.

The ELI continued to grow. In 1992, the Curtis family mansion at 189 W. Main St. was acquired for additional classroom and office space. It became the administrative headquarters, and outdoor activities were moved to its vast lawn. Later that year, the second floor of a building on Elkton Road was rented, and eventually the tutoring center was transferred there. Rodney was losing its status as the focal center.

For one thing, operating out of a basement had its challenges. Heavy rains resulted in flooding once or twice a year. Jo said that when the White Clay Creek overflowed in 1988, "it was flooding down the steps like Niagara Falls." She and colleague Joe Matterer directed the students out of the building and then waded through ankle-deep water to rescue materials.

With Rodney's demise, the ELI has lost three classrooms, leaving 42 in seven other buildings across campus. Insignificant? Perhaps. Never mind that Rodney was once the ELI's heart and soul.

Reminiscing on the ELI Facebook page in May, alumna Fadia Tarcha (Brazil '92) summed it up for all who had spent time within Rodney's walls: "It's always going to be part of my history." SP



Russ Mason teaches adjective clauses to his Level V reading/writing class. Russ's office and classroom were in Rodney for 15 years.

Christina School District from Page 5

together, which gave them extra practice in language and social skills with Denise's guidance. Another lunchtime initiative was a knitting club at Marshall Elementary School, where fifth-grade ELLs learned to knit baby caps and donated them to Christiana Hospital.

The team members have also been at work contributing to the profession. The ELI-CSD Practitioner Inquiry Group explored strengthening relations between the schools and the families of ELLs. The group was the brainchild of Kristin Larsen, a team member and University of Pennsylvania doctoral candidate, who reported on the group in February at UPenn's annual Ethnography Forum under the title "Voice and Visibility: K-5 ESL Teachers Working Within and Against a Public Education System to Create More Equitable Learning Opportunities for English Language Learners."

In addition, Lisa Grimsley presented workshops on collaboration between ESL and mainstream teachers at the Hawaii International Conference on Education in January and the TESOL International Convention in March. Kate Copeland and Carrie Neely, along with 2012-2013 student teacher Kelly Cheatham, published an article, "Co-Teaching in Elementary ESL Education: Why It's Happening, What It Looks Like, How It Could Work," in the June edition of the TESOL Elementary Education Interest Section newsletter.

With an ever-growing ELL population in the Newark community, the ELI looks forward to its continued service to the Christina School District. DS



Thurgood Marshall Elementary School kindergartners proud of their snowman rulers

Professional Activities *from Page 21*

Marriott Nielsen, Academic Development Specialist

Presentation:

"Teaching the SAME thing session after session, year after year: How to NOT get bored and continue to love what you do!" University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Ann Parry, Limited Term Researcher

Presentation:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Kate Copeland, Lisa Grimsley, Man Jiang, Denise Solon and Brittany Zezima). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

Randall O. Pennington, Jr., Academic Development Specialist

Publication:

Four 40-Minute English Practice Problems for the 2016 Center Test. Kawai Juku Publications. October 2015.

Phil Rice, Faculty

Presentation:

"Speaking in Color: Using the Color Vowel Chart to Improve Pronunciation Skills." University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Nicole Servais, Self-Access Learning Center Coordinator

Presentation:

"Student-Led Warm-Ups: Not Just for Drama Anymore." University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Mark Smith, Adjunct Faculty

Presentation:

"Fostering New 'Reading Horizons' for the Intermediate and Advanced Levels" (with Carolina Correa). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Denise Solon, Academic Development Specialist

Presentation:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Kate Copeland, Lisa Grimsley, Man Jiang, Ann Parry and Brittany Zezima). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.



In May, ELI director Scott Stevens was awarded the Cassandra Pyle Award for Leadership and Collaboration in International Educational Exchange, one of the highest awards one can receive at NAFSA.

Scott G. Stevens, Director

Presentations:

"Intra-cultural Bullying." UCIEP Annual Conference. Bandera, TX. 8 February 2015.

"Using Needs Analysis Data" (with Neil Anderson, Nigel Caplan, Camela Romano Gillette, Scott Stevens, Kay Stremie and Adrian Wurr). Colloquium convened at the 49th Annual TESOL International Convention. Toronto, ON. 28 March 2015.

"Strategic Interaction" (with Joe Matterer). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

"Worst-Case Reality: Helping International Students and Scholars Impacted by Crisis" (with Catherine Creason and Tamara Felden). 2015 NAFSA Webinar Series. 15 September 2015.

Publications:

"Three Differentiators that Help IEPs Stand Out from the Crowd." The Evolution, online publication of Destiny Solutions. 12 August 2015.

"The Graduate Cohort Program: A Model of Integration and Engagement for International Students in Professional Programs" (with Michael Fields, Sarah Cherian and Karen Asenavage). In Simpson, S., Caplan, N., Cox, M., & Phillips, T. (eds.) Second Language Writing and Graduate Communication Support: Research, Pedagogy, and Program Design. Ann Arbor, MI: University of Michigan Press, 2015.

Amanda Strickland, Academic Development Specialist

Presentation:

"Conversation Champions: An Adaptable Listening and Speaking Activity" (with Nonie Bell). University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Grant S. Wolf, Faculty

Presentation:

"Reaching Out Through a Class NGO Fair." PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.

"Promoting Learner Autonomy Through an NGO Fair." JALT Conference. Shizuoka, Japan. 21 November 2015.

Christienne Woods, Academic Development Specialist

Presentation:

"Calming the Voices." University of Delaware ELI Annual Professional Development Retreat. Newark, DE. 10 April 2015.

Brittany Zezima, Limited Term Researcher

Presentation:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Kate Copeland, Lisa Grimsley, Man Jiang, Ann Parry and Denise Solon). PennTESOL-East Fall Conference 2015. Glenside, PA. 7 November 2015.



Festival of Nations





The 11th annual Festival of Nations on November 16, 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 Indian Graduate Student Association and the Confucius Institute.

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