

2016 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY

ENGLISH LANGUAGE INSTITUTE

NEWS



Evolving into global citizens

From the Director's Desk



Kathy Atkinson

Scott G. Stevens

Dear ELI friend,

It is my distinct pleasure both to greet our students when they arrive and to congratulate them at their graduation—with, of course, many encounters in between. Almost invariably I find that the fluent student confidently shaking my hand on graduation day bears little resemblance to the shy, monolingual new arrival I welcomed months earlier during orientation.

In the course of time, a radical transformation has taken place in that individual, one that transcends the simple acquisition of second language skills. You see, assuming the role of international student is not simply about learning; it's also about becoming. The sojourn from China, Oman or Colombia does not end with the unpacking of bags in Newark; rather, the ELI becomes the point of departure on a deeper journey to the center of the soul.

To study in a foreign land is to embark on a quest for identity.

Consider Shingo, an ELI student from Japan. Speaking Japanese in Tokyo, Shingo knew himself and was at ease within the protocols and nuances of his culture. But here in Newark, English opens a door, not simply to new words, but to an uncharted world of uncertainty. Should he bow or shake hands? Should he look down or make eye contact? Does he preserve his silence and humility or embrace the loud, self-promoting exuberance of his American peers?

Finding oneself in this new world is like learning to dance to a strange new rhythm. At times, Shingo feels lost and anonymous, no longer certain of his Japanese identity while simultaneously sensing he is an imposter among Americans.

As the months pass, however, Shingo begins to find his footing—coming to treasure more deeply the beauty, order and elegance of Japanese traditions while also finding himself more at ease within the looser, freer, more fluid dimensions of American culture. He has learned to love and live in two worlds.

This year's edition of our annual news magazine captures how the ELI helps students like Shingo evolve into global citizens. The first mark of becoming a global citizen is acquiring the English proficiency to bridge the linguistic divide among classmates from 35 different countries, including the United States. The second set of competencies is the ability and willingness to traverse cultural barriers, searching for commonalities and celebrating differences. Navigating the sometimes tempestuous waters of cultural conflicts requires patience, empathy and the courage to set aside time-worn narratives long enough to listen and, perhaps, together write a new story. As Marcel Proust observed, "The real voyage of discovery consists not in finding new landscapes, but in having new eyes."

In the end, however, global citizenship is more than language and cultural understanding; rather it is casting the net of concern and compassion beyond one's borders. It's Saudi scholars going to Puerto Rico to repair homes for the poor; it's a Rwandan professional raising awareness among UD undergraduates of human rights abuses and the subsequent healing power of forgiveness and reconciliation; it's a Syrian artist collaborating with UD dancers to tell the tragic story of Aleppo, infusing pain with hope.

Inside these covers, you will discover remarkable students whose search for identity through their ELI experience proved to be transformative, not only for themselves, but for others as well. Enjoy.

Sincerely,

Scott Stevens,
Director



"To study in a foreign land is to embark on a quest for identity."

INSIDE

WOMEN'S LIFE SUPPORT GROUP	3
SABIC IN PUERTO RICO	4
NEW FACULTY	5
ACADEMIC TRANSITIONS	6
ELI-SPONSORED ART EVENTS.	7
CLASSROOM NOTES	8
RESEARCH NOTES.	9
AMERICAN HOST PARTNERS	10
RWANDAN SCHOLAR.	11
FACULTY, STAFF PROFILES.	12
STORY OF AN ALUMNA.	13
2016 IN PICTURES.	14
SPECIAL PROGRAMS.	16
PERSONNEL NOTES.	18
TUTORING CENTER NEWS.	19
PROFESSIONAL ACTIVITIES.	20
ALUMNI NEWS.	22
TUTOR PROFILE.	24
FESTIVAL OF NATIONS.	26

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Embracing transition: The Women's Life Support Group

A support group has been created at the ELI to encourage cross-cultural engagement for women of all nationalities.

The group serves to build connections and friendships among women from diverse cultural backgrounds and to explore how they can self-advocate for their needs, such as child care or scheduling issues, as well as how to balance their roles and responsibilities as

prevented women of various cultures from being able to meet in a comfortable, safe way.

In the summer of 2015, the group participants created the name "Women's Life Support Group" and began to meet weekly, with all women at the ELI invited to attend.

Meghan, who is on the ELI's orientation staff, explained, "Part of teaching a new language is scaffolding new content so that it is introduced, learned and practiced in a step-by-step way. In the same way, we saw the support group as an opportunity for women to discuss the challenges they face and encourage one another to take advantage of opportunities to grow and learn while at the ELI."

Cultural differences are a major topic of discussion in the meetings, where women of all backgrounds feel safe to ask the questions that they wouldn't dare ask elsewhere.

In the safety of a WLSG gathering, a participant from Asia pointed to her Saudi neighbor's "hijab" (head covering) and asked, "Do you wear that in the shower?" Between the gales of friendly

laughter that ensued, everyone learned that the hijab, along with the "abaya," a long robe worn as outer wear, are the norm for women in public places in Saudi Arabia but can be removed in the privacy of their homes—including the shower.

The WLSG now partners with the UD Residence Life and Housing Office as well as the ELI CAP program to promote women-only events at the Kent Engagement Center on campus. In April, 67 women attended "Pursuit of Beauty," which highlighted beauty trends and expectations across cultures and featured demonstrations and a panel discussion. In May, the school year was capped off with "Middle Eastern Hospitality," which offered samplings of Middle Eastern coffees and teas.

"Events such as these have allowed women who were once reluctant to participate in mixed-gender events to attend with others from diverse cultural backgrounds," Meghan said. MG



The initial participants of the WLSG were mainly Arabic women, students, wives and mothers.

The idea was conceived in the spring of 2015 by ELI instructors Meghan Gladle and Ruwida Alkrekshi, who initiated focus group meetings with female Middle Eastern students, predominantly from Muslim backgrounds, to learn about their needs and concerns.

For example, a large number of Saudi families were coming late to class because the public school bus pick-up time and the UD shuttle bus pick-up time conflicted. Families had the dilemma of leaving their young children at the bus stop alone or arriving late to class. Through the focus group, the women successfully advocated for the shuttle bus times to be changed to allow them to get their kids off to school safely.

Another issue the Middle Eastern participants raised was the lack of opportunities to meet other female ELI students in women-only spaces. This



Ruwida Alkrekshi (bottom left) and Meghan Gladle (bottom second from left) joined women from all over the globe to discuss the pursuit of beauty.

English Language Institute's 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.

Puerto Rico: Sand, surf and . . . concrete mixing?

For a week in early summer, 14 Saudi Arabian ELI students packed their notebooks and their swimsuits—not to mention their work boots—and held class in Puerto Rico.

The trip was a service-learning component of the students' SABIC Foundation Year (FY) program. (See "Special programs" on Page 16.) As members of the English Through Producing and Viewing Films class taught by ELI Assistant Professor Scott Duarte, the young men aided in construction of houses in a low-income Puerto Rican community and documented their efforts on film.

The idea for this travel with a purpose materialized in a short six weeks. In mid-April, as ELI Assistant Director Karen Asenavage and SABIC FY program coordinator MariaJosé Riera helped Scott plan the special, all-SABIC film class, Karen suggested merging the course's objectives with a service-learning opportunity, using the film documentation as the vehicle for the students' reflection on their experience.

Scott researched possible locations within the continental United States, knowing visa limitations would be an issue. The idea emerged that Puerto Rico, an American territory, offered the ideal opportunity: an "international" location that students would only need their regular U.S. visa to enter.

Upon their arrival, the SABIC scholars, accompanied by Scott and Maria, started their Puerto Rican journey in Old San Juan, the capital, where they had their first taste of the local culture. They were also prepped in what to expect and how to adequately represent the ELI and SABIC.

On the first full day, the students traveled to Villa Del Rio, the small community in which they would perform their service-learning. The scholars viewed the work site of another group and toured the community, learning the local history and gaining an understanding of the lives of the current residents. Over the next three days, the students assisted locals in mixing and hauling concrete to build the permanent roof of a house.

Lunch was prepared by residents, offering the ELI students insight into the Puerto Rican diet. All food served was produced on the island. During work breaks, the scholars were treated to fresh coconuts cut from a tree on the property where they were working.

Through daily dialogues with work supervisor Jonathon Hernandez, travel guide Tyrone Moore and other members of the community, students gained an understanding of the socio-economic and living conditions of much of Puerto Rico's population.

SABIC scholar Meshari Alhumayyd noted, "I have learned in this experience of doing community service how to acknowledge other cultures and not just have a superficial understanding of them and how some things can contribute to engineering, my field."



Students mixed and shoveled concrete in order to help build a roof.

The learning, however, was not exclusive to the ELI students.

Moore stated, "I thought (handling 14 Saudi students) was going to be a disaster. . . . There are just some things that society makes you think a certain way. . . . (The SABIC scholars) exceeded what I could have thought. . . . They

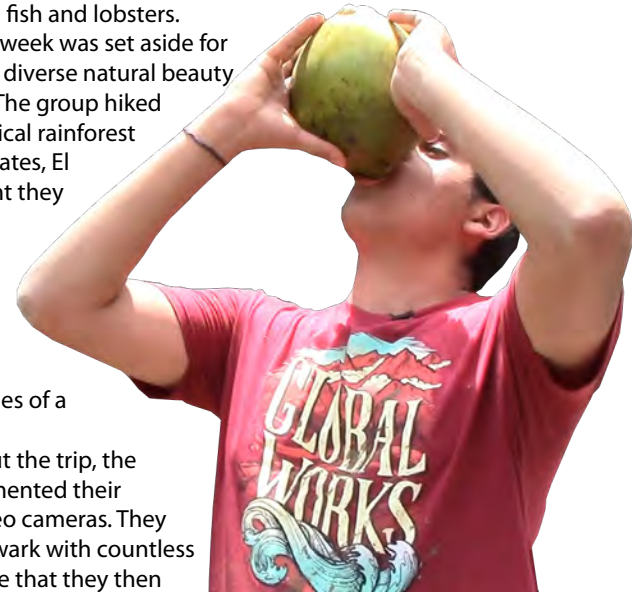
helped me educate myself to be a better person and have better views."

Evenings allowed for a respite from the hard work. The group traveled to several geographically and culturally distinct beaches. They witnessed ancient petroglyphs etched by the Taino Indians, rock formations that created beautiful lagoons, and reefs that housed colorful fish and lobsters.

Part of the week was set aside for discovering the diverse natural beauty of Puerto Rico. The group hiked in the only tropical rainforest in the United States, El Yunque. At night they kayaked into a bioluminescent lagoon. And they cannoned through the natural stone water slides of a mountain river.

Throughout the trip, the students documented their journey via video cameras. They returned to Newark with countless hours of footage that they then edited into a feature-length documentary film. The film can be seen via the English Language Institute's homepage at <http://sites.udel.edu/eli/2016/06/18/sabic-scholars-present-their-feature-film-length-documentary-about-their-service-learning-journey-in-puerto-rico/>.

The success of this project may just pave the way for future trips to Villa Del Rio and Puerto Rico, building on the ELI's tradition of community service, cross-cultural awareness and self-learning. SD



Abdullah Taher bracing himself to race down a natural waterslide

Puerto Rico is located 1,150 miles off the coast of Florida.



Delaware educators ACE their ESL teaching skills

Delaware may be small, but it is a diverse and changing state. There are over 11,000 English learners (ELs) in its kindergarten to 12th-grade public school classrooms, and it has been among the top 10 states for growth in ELs since 2000, with an increase of over 200% in 10 years. As a result, the state has a critical need for qualified ESL teachers.

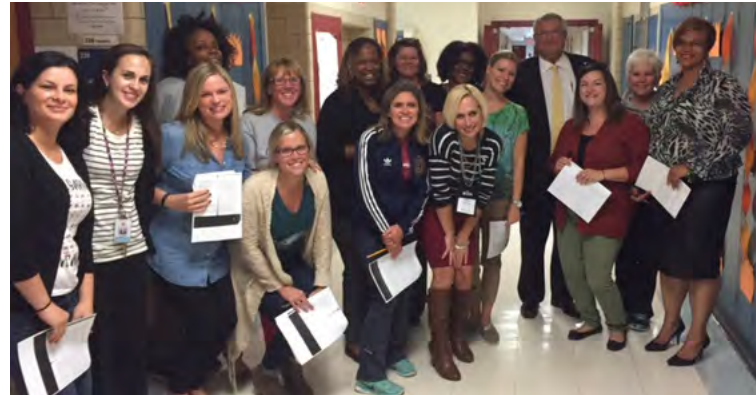
The ELI has a long history of support for ELs in the nearby Christina School District, having concluded in the spring a 28-year partnership in which ELI instructors taught ESL in Newark and Wilmington schools. This year, in response to the increased demand for English instruction throughout the state, UD's College of Arts and Sciences and College of Education and Human Development have worked through the ELI to partner with the Delaware Department of Education and local school districts to help current mainstream teachers earn their ESL certification. The initiative is called ACE (Additional Certification in ESOL/Bilingual), and it is designed to help teachers support ELs as they take on the enormous challenge of learning a new language and content in an all-English classroom environment.

In January 2016, the first cohort of ACE teachers began their classes. The 18 teachers mostly come from school districts in New Castle County that have seen an influx of ELs. They have studied ESL teaching methods with ELI assistant professor Grant Wolf and taken structure of English and second language acquisition courses with ELI assistant professor Nigel Caplan. Participants completed their certification by taking a course in literacy for ELs with School of Education faculty member Barbara Prillaman and a second language testing class with Kate Copeland, an ELI instructor and former elementary school ESL specialist.

ACE participant Jamie Van Horn said of the program, "I am always searching for ways to improve my instruction. The ACE program has helped me improve my understanding of the theories behind second language learning, as well as challenged me to enhance and reflect upon my own instruction so that my students are engaged in learning language and content simultaneously. We have learned a multitude of instructional methods that are not only effective but fun and engaging. I am so appreciative of all of the hard work put into this program. ... Our students are worth every bit of effort."

Although schools in northern Delaware teach the greatest number of ELs, the fastest growth is in the south of the state. Therefore, ACE is now expanding to serve districts in Kent and Sussex Counties. With the support of UD's Southern Delaware Professional Development Center and the Seaford School District, classes have begun in Georgetown using a combination of traditional, hybrid (half online, half face-to-face) and interactive TV classes conducted live from a classroom on the Newark campus. A further cohort in Dover serving Capital and Caesar Rodney districts and a second New Castle County cohort are being planned for 2017.

Through ACE, the ELI is sharing its expertise in English language teaching and supporting districts, teachers and young English learners across the entire state of Delaware. NC



The first cohort of ACE trainees

ELI welcomes new faculty member: Scott Partridge

UD alumnus R. Scott Partridge has returned to his alma mater to join the faculty of the ELI.

After his 1992 graduation with a bachelor's in international relations, Scott channeled his passion for his major into teaching English as a second language. Today he brings to his position in the ELI's academic track a wealth of experience in program and curriculum design as well as English for academic purposes.

Scott earned his master's in English at the University of Arizona in 2001 and ventured to Japan in the same year. There, from 2001 to 2004, he supervised the English department of the Kanazawa International Design Institute Parsons. As an assistant professor at Kansai Gaidai University from 2004 to 2007, he taught intensive English courses to students preparing to study abroad.

R. Scott Partridge

Stateside again after seven years in Japan, Scott served as an ESL specialist at Bard College in New York State, designing both short- and long-term intensive English programs, with focus on academic culture and skills acquisition.

He left Bard in 2011 to pursue his doctorate in English at Purdue University in Indiana. There he not only taught

composition and communication but also developed intensive summertime courses for special international groups.

Scott's areas of interest in teaching and research include scientific, technical and professional writing. His doctoral dissertation was entitled "Lexical Exploration of Student Writing in Chemistry Courses."

There certainly is "chemistry" between Scott and the ELI. Upon his arrival in August, he was immediately assigned to the Academic Transitions task force to help design the new EAP II course, for which he then became instructor in the fall semester. (See article on Page 6.)

Scott said he looked forward to "developing curriculum for the ELI that continues to challenge students to acquire language skills at an optimal rate and to increase their engagement."

KB



Kathy Atkinson

ELI transitions to a new academic track

The ELI has revamped its English for Academic Purposes program to better meet the needs of students in UD's undergraduate Conditional Admissions Program.

The new Academic Transitions program combines the strengths of the existing curriculum with cutting-edge practices to deliver instruction in the language, skills and concepts necessary for college success.

If that's not enough, it also offers college credit.

Academic Transitions is a type of "pathways" model that moves students gradually from full-time ESL study to sheltered or supported university course work in preparation for eventual full matriculation. The new program provides integrated-skills instruction in semester-long courses, paralleling the typical university experience and allowing language skills to interact and support each other for optimal communication success.

The program, as approved, includes two semesters, Academic Transitions I and Academic Transitions II, yielding up to 15 credits. The ELI has recently proposed the addition of a third semester, during which students can earn an additional nine credits.

Once the entire

program is in place, students will have the potential of entering their first semester at the University of Delaware with nearly a full year of credits toward their degrees. Under this proposed expansion to Academic Transitions, new students would be eligible to enter the program three times per year: September, January and May, with each semester lasting four months.

The interest in this holistic teaching approach was revealed in a comprehensive needs and market analysis conducted in 2013. Students and university faculty alike suggested an extended role for the ELI in supporting international students' transition to the university. A task force of veteran EAP instructors under the supervision of Associate Director Karen Asenavage was mandated to design and pilot a program that would incorporate these features.

Academic Transitions, like the EAP program that preceded it, is designed for the advanced level. Those needing to strengthen their language skills before entering the program pass through the lower levels of the ELI general track until reaching the high-advanced level, or "Level VI" in ELI terminology.

At that point, the EAP Preparation course awaits them, in which they get their first taste of the special language genres used in university contexts. EAP Prep was formerly a remedial course for students who were already in the academic track but struggling. Task force member Kendra Bradecich, who had

created the original course, restructured it as a bridge between the ELI's culture-oriented general track and the rigorous expectations of the academic world.

ARSC (Arts & Sciences) 150, Foundations of English for Academic Purposes, created and tested by professors Ken Cranker and Scott Duarte, uses modified college textbook content to develop academic skills. At the end of the course, students receive two grades, one in listening/speaking and the other in reading/writing, the latter grade being partly



UNIVERSITY OF DELAWARE



COMPOSITION FOR ACADEMIC TRANSITIONS

FOUNDATIONS OF ENGLISH FOR ACADEMIC PURPOSES

EAP PREP

CULTURE TRACK

based on a portfolio of writing tasks. Students also choose ELI courses on American culture and history to build

background knowledge critical for successful university study. Upon successful completion of ARSC 150, students earn up to six credits

towards their elective course requirements.

E110-AT, the first-year Seminar in Composition for Academic Transitions, is the equivalent of UD's required first-year English 110 class, and, like its counterpart,

it is graded as a university course, giving a single letter grade at the end. E110-AT uses a scaffolded model with more contact hours than mainstream sections.

Drawing on first and second language writing theory and pedagogy, the course was designed by professors Nigel Caplan and Scott Partridge, experienced instructors and researchers in ESL composition.

With the completion of E110-AT, students fulfill their freshman composition requirement and earn three credits.

Alongside, courses are chosen from among either ELI general-track electives or Bridge courses—regular UD undergraduate courses structured to provide extra support through American graduate students specially trained as Bridge leaders. Depending on the number of Bridge courses taken, three or six additional credits are possible.

Academic Transitions also integrates the Institute's much-lauded Cohort program, which incorporates undergraduate student mentoring of ELI students while sharpening study and leadership skills, in addition to promoting international and domestic student engagement.

The new course credit policy represents the first time that any ELI course has borne college credit. It is the fruition of two years of effort by the EAP task force and ELI Director Scott Stevens, with the support of Cynthia Shenkle, Senior Assistant Dean of Student Services for the College of Arts and Sciences.

Assistant Professor Scott Duarte is excited to see his students on their way to earning college credit.

"This shows that the University of Delaware recognizes the time and colossal effort that international students invest in their language preparation," Scott said.

SD/NC/SP

ELI-sponsored art events celebrate diversity

"Art is an omniglot. It speaks every language," observed ELI Director Scott Stevens.

Art is the magnet that has drawn together diverse members of the UD campus community in an initiative spearheaded by the ELI.

The project, called Art Bridging Cultures, consists of a series of impactful, multi-layered events throughout the academic year that encourage meaningful interaction between Americans and internationals. The events feature a performance or exhibition accompanied by a speaker reflecting on the themes of the event, audience discussion, hands-on participation and even theme-related food.

The ELI proposed "ABC" in order to build on the University's recent successes in internationalizing its campus. The next stride forward, Stevens advised, would be to encourage the distinct groups on campus, who tended to reside "in their respective bubbles of affinity," to break their bubbles and embrace the diversity around them.



The ELI offered major funding for the project, and orientation coordinator Tim Kim managed the logistics alongside the Artist-in-Residence program of the College of Arts and Sciences; the Master Players Concert Series; the Department of Hotel, Restaurant and Institutional Management; Vita Nova; and the Newark Courtyard-University of Delaware.

"ABC" was launched in the 2015-2016 academic year, beginning in the fall with "Sights and Sounds of Syria," which featured a gallery of the paintings of the College of Arts and Science's international artist in residence, Emad "Jano" Hemed, an ELI alumnus. Attendees were invited to help Jano complete his most recent painting-in-progress by coloring post cards of the unfinished piece.

The day-long exhibit transitioned in the evening to a musical performance and discussion that included photographer and audiographer Jason Hamacher, who captured the ancient chant traditions of the Syrian Orthodox church, along with images of Syria, before and after the civil war. In addition, Xiang Gao, Trustees Distinguished Professor of Music, joined Colin Miller, director of global arts at UD, and several students to perform a piece inspired by Syrian culture.

Another ABC component, the World Kitchen Series, led by Gao, kicked off in February to coincide with the Lunar New Year. Attendees learned how to make Chinese dumplings, sampled a variety of types in a free dumpling dinner, and enjoyed a live performance by 6ixwire, a UD-based world music ensemble. Equally engaging evenings in the spring semester celebrated Turkey and Germany, presenting their sights, sounds and flavors in a wholly immersive manner.



In May, Jano wrapped up the 2015-2016 ABC program as he had begun it, with reflections on his homeland, Syria. His four-day event, "The Day Before Tomorrow," combined visual art with music and dance. Symbols and designs representing Syria, painstakingly drawn on a flour-strewn floor in the Perkins Student Center, were obliterated as UD dance minors and the Ignite Dance Company stepped and rolled through the powdery canvases. Jano explained that the event, which demonstrated the fragile, fleeting nature of beauty and life, illustrated Syria's shattered existence.

Somber reflections evoked by the interactive piece gave way to merriment on the last evening, when Jano presided at a Syrian feast, the World Kitchen Series' final event of the school year. True to his role as international artist in residence, Jano encouraged attendees to use the hummus on their plates as a canvas and create art out of their food.

Thanks to meticulous coordination by Tim Kim and the exceptional quality of the experiences offered by Colin Miller and Xiang Gao, Art Bridging Cultures is achieving its goal, helping students begin a dialogue and foster a sense of community and friendship.

RP/SP

Kitchen Series participants used hummus to create art.



CLASSROOM NOTES

What can be done when students break the ELI “English Only” policy? In **Ken Cranker’s EAP VI R/W** class, they can be “put in the doghouse.” This light-hearted penalty begins with an explanation of the idiomatic expression. Ken draws a picture of a backyard doghouse and explains that when a family member breaks a rule, a parent or spouse may declare that the violator must sleep outside with the dog, a purely figurative situation. To get out of this metaphorical doghouse, the offender must make amends—usually by apologizing and promising not to repeat the violation.

One pair of Ken’s students who were in the doghouse in Session IV went the extra mile to get out. Bassam Alabbad and Ayman Alhaji took the initiative to come in the next day with a box of donuts each and share them with the class while making their apologies. They got out of the doghouse in a delicious and memorable way.



Bassam Alabbad and Ayman Alhaji bought their way out of the doghouse.

To celebrate the last day of Session V, **Mary Beth Worriow’s Advanced Oral Business** class and **Walt Babich’s English Through Stories** class got together to learn and sing American songs from different genres including gospel (“Twelve Gates to the City”), Motown (“Ain’t Too Proud to Beg”), and country (“Payday Blues”), among others. Prodded by Mary Beth, some of the students even danced.

In Session VI, **Emily Thayer’s** and **Leslie Connery’s English Through Drama** classes saw “The Comedy of Errors” at the Delaware Shakespeare Festival in Rockwood Park. In the open air theater



Drama students having a read-through while enjoying “A Mad Hatter’s Tea Party”

setting, the group enjoyed watching the play while picnicking on the grass.

In the same session, Leslie’s Drama class enjoyed a second open

air performance of sorts. To celebrate the end of their fairy tale unit, the students donned hats and staged dramatic readings of “Alice’s Adventures in Wonderland,” Chapter 7, “A Mad Hatter’s Tea Party”—all while sipping tea at their very own “Mad Hatter” tea party in the ELI garden.



Michael Brooks guest jamming

The **Level VI English through the 1960s** classes taught by **Mikki Washburn** have benefited greatly each session from a visit by guest speaker Michael Brook—a gifted musician, retired UD math professor, dedicated ELI tutor and, in his own

words, “a virtual Wikipedia of information about the 1960s.” In discussing topics related to the 1960s, Michael has shared his personal stories along with explanations of the language, slang and references in the lyrics of 1960s songs, which has helped to bring the issues of the decade into focus for the students.

In Session I, Mikki’s 60s class joined up with **Kendra Bradecich’s EAP VI Prep** class for an afternoon field trip to Philadelphia’s National Constitution Center. Students explored the museum’s permanent exhibits on the United States Constitution as well as two featured exhibits, “Constituting Liberty: From the Declaration to the Bill of Rights” and “Headed to the White House”—an apt display for this election year.



Xuefei Duan, Huimeng Lu and Kaiwen Xu hanging out with the founding fathers

Also during Session I, after completing a unit discussing famous entrepreneurs, **Nonie Bell’s Level III Listening and Speaking** class visited UD’s Venture Development Center to learn about

the Horn Program in Entrepreneurship. Students practiced notetaking and listening for key vocabulary as members of the staff explained the purposes and resources available to UD students. Zack Jones, the leader of the UD Entrepreneurial Club, introduced the club’s activities and invited the ELI students to attend the weekly club meetings to meet business mentors and UD students who are developing their potential businesses. A tour highlighted the creative discussions and technology of the facility available to students. The ELI students gave a thumbs up to the experience as an eye-opener to the possible connections between campus and the business world.



Nonie Bell (front, third from right) spent a day with her class at UD’s Venture Development Center.

At the ELI, language skills classes aren’t the only venues for innovative teaching methods. Engaging, hands-on activities are a hallmark of CAP cohort classes as well.

Dawn Davis’ Session V undergraduate **Cohort H** students learned that there are different kinds of leaders and that it is possible to have several leaders in one project. In an activity called Magic Carpet, 10 students stood on a full-sized bed sheet and, without stepping off any part of the sheet or lifting people, were charged with turning the sheet completely over. The students gathered information about leadership styles as some classmates made suggestions and others just started moving and turning the sheet, while still others wanted to “think about it” for a bit.

In a second activity called See-Run-Build, participants used large Lego blocks to recreate a sculpture. Two students, who were the only teammates allowed to see a photo of the structure via their phones, conveyed a description to a “runner” who relayed the information to the builders. Two teams competed to finish first. Some students naturally took the role of “calming voice,” telling others to be patient and just repeat instructions. Some, without prompting, were the motivators, urging others to go faster or to re-state the instructions in a different way. Whatever their roles, all the Cohort H students learned about the diversity of leadership styles.



The ELI's "unwavering commitment to excellence and renewal" expressed in its mission statement includes a dedication to enrichment of the field of ESL education through research.

This year, research by ELI faculty and staff centered on three themes: writing instruction, CAP student support and campus internationalization.

Writing

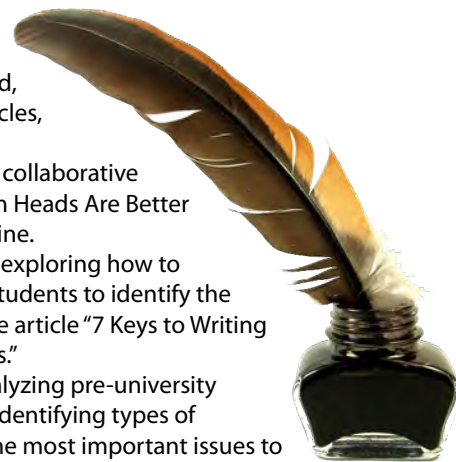
Assistant Professor Nigel Caplan's research with Level IV students aims to discover which types of writing are more interesting to them and thus more effective in improving writing. He said, "Students write better when they are given ... actual purposes for writing, such as newspaper articles, emails and restaurant reviews."

Nigel, joined by academic development specialist Monica Farling, also examined whole-class collaborative writing to judge its potential in better writing, learning and peer interaction. Their article, "A Dozen Heads Are Better Than One: Collaborative Writing in Genre Based Pedagogy" can be found in the TESOL Journal online.

In a similar vein, academic development specialist Ana Kim and instructor Sarah Petersen are exploring how to harness the positive emotions that enhance learning. Ana and Sarah have been interviewing ELI students to identify the factors that contribute to positive writing experiences. Their findings to date were published in the article "7 Keys to Writing Enjoyment: The Student Perspective" in the July issue of the online newsletter "TESOL Connections."

Assistant Professor Ken Cranker and academic development specialist William Wherry are analyzing pre-university students' exit essays to compare the patterns typical of successful versus unsuccessful writers. By identifying types of grammatical errors, vocabulary use and sentence complexity, Ken and William hope to pinpoint the most important issues to address in the writing classroom.

Assistant Professor Scott Partridge has his sights on a very specific writing issue: reporting verbs. Scott has been researching the use of these verbs (such as "claim," "state" or "demonstrate") by international students in freshman composition classes. Along with his co-researchers at Purdue University, he is seeking to study the progress toward native-like usage made by writers receiving direct instruction in reporting verbs compared to writers that receive no such instruction. The research is expected to reveal beneficial teaching methods for the writing classroom.



Support for CAP students

The influx of conditionally admitted (CAP) students to American universities has presented major challenges to effectively integrate domestic and international students. ELI faculty have been closely monitoring CAP students' progress and fine-tuning methods and programs to support them.

Associate Director Karen Asenavage, undergraduate CAP Cohort coordinator Rachel Lapp, and cohort instructor Sarah Jayne are collaborating on research to evaluate the ELI's undergraduate Cohort co-curricular program. Emphasis is on the influence of the program on students, instructors, mentors and administrators. The researchers are particularly interested in the impact of the program on students' success and retention following their matriculation into the University of Delaware.

The ELI's Cohort program specially designed for graduate students is the focus of Instructor Michael Fields' research. Michael interviewed graduate CAP students and studied excerpts from their writing portfolios to determine the extent to which service and experiential learning performed through the program fostered engagement in the UD and local communities. Michael's findings are reported in "Experiential Learning, Service Learning and Engagement in a University Setting: The Graduate Cohort Program," a chapter he contributed to Brockmeier and Crosby's "Handbook of Research on Community Engagement in 21st Century Education."

Engagement is likewise an area of interest for Director Scott Stevens. He and UD Professor Beth Haslett of the Department of Communication are interviewing 50 domestic and international students to determine the skills necessary for effective cross-cultural interaction between Americans, both staff and students, and CAP students.

With retired Professor Barbara Hoekje of Drexel University, Stevens has been researching not only engagement but a wide range of factors such as recruitment, orientation, mentoring and support for student success so that universities may better serve CAP students. This project has been accepted by Routledge Press to become a book in the near future.

Campus Internationalization

Like the University of Delaware, numerous U.S. institutions have come to recognize the importance of creating a multicultural, globally engaged academic community—the hallmark of an internationalized campus.

Karen Asenavage is studying two small higher education institutions that have been recognized for their progress in internationalizing their campuses. By interviewing more than 100 participants from across the two campuses and the local community, Karen seeks to understand how internal and external forces have impacted the global practices of their leaders. It is hoped that the insights gained from a look at these small institutions can inform leaders at large ones as they pursue the transformation of their own campuses.

Through its contributions to the fields of writing instruction, CAP student support and campus internationalization, the ELI reaffirms its commitment "to enhance our reputation as a leader among intensive English programs."

WB

The complete English Language Institute Mission Statement can be found on Page 3.

For the complete citations of publications mentioned above, see "Professional activities" on Page 20.



The American Host Partner Program: Welcome to the community!



Language partners at Monthly Meet-Up

A new ELI orientation program offers international students the opportunity to practice their English with native speakers and build meaningful friendships while

engaging more deeply with the university community.

The American Host Partner Program pairs one ELI student with one UD student. The UD students are given the ELI students' contact information and are encouraged to reach out to them and invite them to a campus or community event. Through shared experiences, connections are made and friendships are born. ELI students have the opportunity to practice English in an authentic, meaningful way, and UD students' eyes are opened to new cultures and perspectives.

Since 1983 the ELI has encouraged this kind of exchange through its Language Partners Program, which recruited American students with an interest in specific languages to meet with ELI students having those language backgrounds. As the ELI has grown and diversified, a discrepancy has grown in the language interests of American students and the language and cultural backgrounds of ELI students. In a search for new ways to meet the goals of language and cultural exchange while providing ELI students a way to make American friends, the American Host Partner Program was born.

AHPP coordinator Meghan Gladle explained, "Americans that visit other countries are often hosted as honored guests in the local community. A wave of University of Delaware students taking advantage of the University's study abroad opportunities are experiencing this warm welcome first hand. The ELI saw AHPP as a way to engage and encourage domestic students with study abroad experience to be intrinsically motivated to welcome ELI students, with the secondary objective and benefit of language and cultural exchange."

UD student Natalie Kaucic described her experience as an American host. "Many international students do not have any American friends, and I just think about what I want my study abroad to be and how much I would appreciate someone wanting to meet with me, genuinely caring about what I had to say, helping me if I needed help with the language, and inviting me to events. That would make or break my experience abroad. It only takes one person, and if I can be that person for just one international student, then I feel that I have done my job as an American host." Kaucic also explained how AHPP has personally benefited her, saying, "I feel that my cultural understanding has grown, that I look at international students in a different light, and I know that I am more globally minded because of this program."

American hosts often sign up for three or more partners, allowing more ELI students to participate in the program. In the fall, AHPP had over 60 active pairs.

The program hosts Monthly Meet-Ups, where pairs can meet at a coffee shop and get to know other AHPP pairs. At this event, awards are given out for active participation. The program also sponsors a Facebook group where pairs post selfies and photos of their meet-ups with a short description of what they did together. These can be seen on Facebook; search for "American Host Partner Program at UD."

MG

Student actor REPresents the ELI

Within a month of his arrival in Newark in January 2016, ELI student Mustafa Dirioz was cast in a professional stage production of the classic "To Kill A Mockingbird" at the Resident Ensemble Players (REP).

"I was just in the ensemble in the play," Mustafa said. "In one scene, I was a member of an angry mob, and later I was in the court scene. We listened to Atticus, who was a major character in the play."

Mustafa had come from Turkey to the ELI for the same reason that many students do: to improve his English skills before pursuing an advanced degree. Mustafa's goal was a master's degree in theater and acting, and when he began discussing his performance options with his academic advisors and teachers, his strong creative drive soon came to the forefront.

"I found a person who was a professor in the theater department (Allen Carlsen). He introduced me to the manager of the REP theater, and then I joined."

The REP of the University of Delaware is a professional theater located on campus that puts on several performances a year and also contributes to UD's undergraduate curriculum. UD is one of only a handful of universities in the United States to have its own professional theater company, and Mustafa took full advantage of this rare opportunity.

Although Mustafa had a non-speaking role, he readily affirms that the experience developed his English skills immensely. The real benefit came from his interactions with the other REP members.

"It was really beneficial because I met lots of Americans.

I also noticed that actors have very clear pronunciation. I could easily understand when they spoke to me," Mustafa said.

Though he had to juggle rehearsals and a full ELI course load, he happily managed the task. He said he gained valuable insights into what it takes to really assimilate in a language and culture.

"We have to talk to American people, other students. We have to do this if we want to learn English," Mustafa insisted.

And it's not just about learning English. Becoming a part of the REP made Mustafa feel like a real member of the UD community.

"Now it isn't just a good experience, it's a UD experience."

NS



Mustafa Dirioz rehearsing a court scene in REP's "To Kill a Mockingbird"

Dallaire scholar aims to heal Rwandan hearts

In support of the aims of the Roméo Dallaire Foundation, the ELI partnered this fall with the intensive English programs of the University of Alabama, Texas Christian University and Lewis and Clark College to help promising young Rwandan leaders learn English to promote human rights. A full ELI scholarship was offered to Lyaziga Angeline Gakire for a semester of English language and community leadership development.

Angeline's passion for justice is deeply rooted in first-hand knowledge of the heartbreaking consequences of ethnic intolerance.

Although a Rwandan national, Angeline was born in the Democratic Republic of Congo, then known as Zaire. Her parents, ethnic Tutsis, had fled Rwanda at the height of the ethnic tensions between Tutsis and Hutus in the 1960s. During that critical period, Hutus took power and attacked Tutsi homes, massacring at least 10,000 and causing over 300,000 Tutsis to escape to neighboring countries.

Angeline's parents separately sought refuge in Zaire. There, they pursued university educations and careers, met, married and had a family—six girls and two boys.

When Angeline was a child in Zaire, her parents tried to impart their Rwandan culture, including the native dance and the language, Kinyarwanda. However, the locals laughed at the foreign dance, and French and Swahili were the dominant languages. Even now, Angeline said of Kinyarwanda, "It's my mother tongue, but

I don't feel fluent."

In the mid-1990s, Rwanda's situation became even more dangerous for Tutsis. An estimated one million were murdered in what came to be known as the Rwandan Genocide. Among the dead were Angeline's grandparents, aunts, uncles and cousins.

Their family in Zaire was devastated. It was the first time Angeline, then age eight, learned about death, through the tears of her parents and images of violence on the news.

Then a new Tutsi government took over in Rwanda. Three years later, Zaire, newly renamed Congo, fearing political instability within its own borders, took the step of expatriating all Rwandans.

Suddenly Angeline's family was forced to abandon its home and belongings at night and move to an old school. Angeline's father tried to convince his children that they were on vacation, but Angeline feared that they might become like the images on the news.

After 11 months in cramped conditions, they safely relocated to their ancestral Rwanda and began a new life.

"We left Congo with nothing," Angeline remembered. "My parents had to start over many times in their lives."

Not only did they start over their lives in Rwanda, they rebuilt them. Angeline and her siblings finally learned proper Kinyarwanda and practiced their traditional customs. Angeline's brother opened a successful graphic design and printing company. Inspired by him, Angeline studied information technology



Angeline Gakire represented Rwanda at the Festival of Nations.

at the Adventist University of Central Africa. Soon after graduating in 2011, she was hired as a teller at the Bank of Kigali. Soon Angeline was promoted to IT support, a job she worked until coming to the ELI.

As a Dallaire scholar, Angeline speaks passionately about her new mission.

"I thank God that I didn't die," she said, "but now I think about people in vulnerable positions today."

Angeline said she is currently working "to create a conversation between genocide survivors and death." She and her sister are helping survivors to come to terms with their loss by writing letters to their deceased loved ones about life today in a "new Rwanda where people live in peace and harmony." With her improved English, she plans to help translate these letters from Kinyarwanda into English as well as French. The compiled letters are to be published as "The Book of Life."

RB

Marcia Halio retires

Retiring Assistant Professor Marcia Halio seems to have taken her own advice. Her keynote speech at the April ELI graduation was entitled "Open the Door to New Challenges and Opportunities!" In it, she encouraged her listeners to challenge themselves and walk through the "doors" that present themselves. Marcia's lifetime journey through her many doors has been remarkable.

In her speech, she reflected on her time at UD earning a bachelor's in English and a master's in linguistics and literature, with 12 years of raising her children in between. Referring to her master's degree pursuit, she said, "I was very scared to open that door. For 12 years I had stayed at home with my children, baking cookies, going to parents' meetings and giving kisses, but I had not written an essay or read a difficult book. Would I fall through the floor when I opened that door?"

Marcia Halio



Cheryl Cunningham

Her successful studies in the linguistics department led to her teaching classes in the writing center at UD with small groups of international students—mostly families searching for safety and freedom after the war in Vietnam or students coming from China during the Cultural Revolution.

Marcia said, "I really loved that teaching. I enjoyed meeting these amazing people who had lived through such difficult times and had the courage to start a new life in the United States."

See Marcia Halio on Page 13.



Kathy Atkinson

Mikie Sarmiento

Faculty profile: Mikie Sarmiento

The ELI often describes itself as “your home for excellence in English teaching.” Mikie Sarmiento unexpectedly found her way “home” in 2006, when she began to contribute her unique brand of excellence as an ELI instructor specializing in beginners.

Growing up in the mid-Atlantic region, Mikie wasn’t entirely sure what profession she might pursue, although she had a strong interest in dance and gymnastics and thought of becoming a gymnastics coach. Her mother was a teacher, but as is often the case with children, Mikie did not want to follow in her footsteps. “I said, ‘I don’t know what I want to do, but I know I’m not going to be a teacher!’” she laughingly recalled.

When she began her university education, Mikie developed a fascination with foreign languages and cultures. As an undergraduate psychology major at the University of Delaware, Mikie’s four-week study abroad experience in Costa Rica led her to change her major to Spanish Language and Literature in order to have more opportunities to travel. Her second study abroad adventure took her to Granada, Spain, where she spent a semester studying, living with a homestay family and further developing her Spanish communication skills.

By the end of college, Mikie’s childhood resistance to her mother’s career had made an about-face. Her lifelong interest in movement became the impetus for offering yoga classes, in her home and also on the second floor of 318 S. College (which was a fitness center before becoming ELI’s most recent classroom facility), where she taught as many as 50 students at a time. She also worked as a private tutor for children in Spanish and other subjects, work which eventually led to her being asked to teach English as a second language at elementary schools in the Brandywine School District in the Wilmington area, where she taught for three years. Finding the work rewarding and intriguing, she decided to commit to it as a long-term career.

Mikie returned to the University of Delaware as a graduate student majoring in teaching English as a second language in 2004. She gained additional experience as a part-time ELI tutor and substitute instructor and completed her master’s degree in 2006. Although her initial plan was to return to elementary school education, after a brief stint as a teaching assistant to former ELI instructor Jan LeFebvre (Warner), who was assigned to the Christina School District at that time, Mikie soon found her way back to the ELI as an adjunct instructor specializing in basic level classes. Her enthusiasm, dedication and skill resulted in her being hired as a continuing ELI faculty member in 2010.

“I have always enjoyed teaching beginners,” Mikie explained. “I like it because you can see the growth.” As the lead teacher at the basic level, in 2013 Mikie guided the ELI faculty in the introduction of Reading Horizons, an innovative and specialized curriculum designed to create a strong foundation in literacy skills, which has greatly strengthened the ELI’s capacity to meet the needs of students at a pre-literate stage in English.

Mikie’s love for working with beginners has extended beyond the ELI since the birth of her daughter, Hannah, in September 2015. Despite the challenges of being a working mother, Mikie cherishes her new role. “I have a new ‘beginner,’” she said. “It’s everything beginning. It’s watching change happen faster than I could even imagine, so it’s really exciting.”

Whether nurturing her little beginner at home or English beginners at her ELI “home,” Mikie is an extraordinary teacher, guiding her students through the little steps that lead to great advances. GW

Staff profile: Chris Smith

Chris Smith, the office coordinator at the ELI’s 189 W. Main St. location, has always enjoyed working with people. When the opportunity arose to work at the English Language Institute in 2012, she jumped at the chance.

For more than 40 years all her positions have shared a common thread of customer service, with concentrations in management and marketing and events coordination. She spent 19 years at the Newark YWCA, which was previously housed in the building that is now the ELI’s 318 S. College Ave. facility. Working her way up from receptionist to director, Chris really enjoyed building relationships and being involved in the community.

When the YWCA closed down, it was a pleasant surprise to Chris to find that several of her YWCA colleagues ended



Even Krape

Chris Smith

up working at the ELI. It felt like a natural transition.

“I was providing a service to the Newark community. Now I’m providing a service to the student community,” Chris stated.

Though Chris’ position involves a variety of tasks, she particularly loves planning events and interacting with the students. On any given day, she might be engrossed in a conversation with a newly arrived student, trying to learn more

about him like a kindly aunt. In fact, her favorite memories of her time at the ELI are all centered around her connections with the students.

“I love working with international students and listening to their experiences,” she said.

Chris understands well the importance of feeling at home in a new place. She moved around much of the United States as a child, living in six different states with her parents and three older sisters.

Her father, a dairy farmer, introduced her to a love for agriculture that has lasted a lifetime. In fact, Chris was in 4H, an agriculture-focused youth organization, while growing up. “My family was very active in that organization,” Chris added. Her agricultural leanings have translated into a love for gardening—she spends lots of time cultivating flowers and plants at home.

Plants are not the only thing she helps to grow.

See Chris Smith on next page.

Evolution of an alumna

"You're Chinese, and you're teaching Americans how to speak?" asked students in the University of Delaware's Oral Communication in Business course when they met their instructor for the first time.

"I get that a lot—I consider it a compliment," said their instructor, Xujia "Kathy" Hu, a 2010 ELI alumna.

Before Kathy graduated from UD in May with a master's degree in communication, she had taught the course four times—quite a feat for a student who, as a freshman, had found it a major hurdle just to raise her hand in class.

"Answering the professor's questions and voicing my opinions in class used to be one of my fears," said Kathy.

But she credited the ELI with providing her the tools to address those fears. From her CAP cohort activities, which both bolstered her confidence and collaboration skills and awakened her sensitivity to diversity, her passion for intercultural communication was born.

"Without an ELI education, I wouldn't be the person that I am today," Kathy said.

Kathy Hu

That passion was woven into all of Kathy's undertakings at the University of Delaware. In her freshman year, she strode into the office of "The Basement," UD's experimental radio station, and declared that the university needed an international music hour. The following Friday, Kathy was on the air with her own weekly international music show.

In her sophomore year, Kathy was hired as a Blue Hen Ambassador, leading campus tours for prospective students and their parents—a coveted position that goes only to students that exhibit enthusiasm and excellent communication skills.

Coffee art created by Kathy Hu



As a junior, Kathy served as public relations director for the campus China-America Association. The objectives of the organization were just up her alley: to create enriching opportunities for Americans and Chinese to explore language and culture together.

Headed into her senior year, Kathy became a teaching assistant for Professor Beth Haslett's Intercultural Communication class, the key experience that inspired her to pursue a master's degree.

Haslett became Kathy's mentor in grad school. "It was a delight to watch Kathy's growth and development during her time at UD," Haslett said. "She was very aware of her bicultural experiences and worked to blend those and become an engaging, curious, insightful individual."

Blythe Milbury-Steen, a grad school classmate of Kathy's, would agree. When she came to Kathy for perspectives on biculturalism and identity, "I left her house with a shopping bag of books about it. Kathy was generous and passionate about that topic," Blythe said.

"She was also an excellent barista," Blythe added.

"I'm a latte art aficionado," explained Kathy, who even attended a latte art workshop in Philadelphia. "This hobby helps me to focus on something really slow-paced and concentrate on the process rather than the goal or results." The hobby stokes Kathy's dream of opening a coffee shop one day.

Since graduating, Kathy has been exploring Japan, where she plans to begin her career, having studied the Japanese language since her freshman year.

Perhaps, in a few years, residents of Tokyo will be clamoring for cappuccino at "Hu's Who Café." SP

Chris Smith from Page 12

Chris has two children and four grandchildren, whom she dotes on. Though her grandchildren live in Indiana, Chris is able to see them a few times each year. An annual beach week with them is one of her favorite traditions.

Although Chris has relocated many times in her life, she hopes to remain at the ELI until retirement—and even beyond, when she envisions working at the ELI part time. This job satisfaction, she said, derives partly from her pleasant professional relationship with her direct supervisor, ELI Director Scott Stevens.

"He's the nicest man, especially to students," Chris said of Stevens.

Stevens had a similar observation about her: "For Chris, interacting with students gives the greatest joy." NS

Marcia Halio from Page 11

Another door soon opened that took Marcia to the Mary Campbell Center in Wilmington, a residence and support center for individuals with disabilities, where she taught 30 young adults who had serious physical or developmental problems. By introducing them to computers, she saw them embrace the world through the Internet.

"I will always remember these students and the amazing courage they had," remarked Marcia.

The next entry was actually a re-entry, back into the English department at UD. There Marcia taught business English, freshman English and occasionally English literature for 12 years before retiring in 2005. However, three years later, she decided to return once again to teaching the students she had loved the most—the international students—when a position became available at the ELI.

"This door opened onto the most exciting teaching of all," she said.

While at the ELI, Marcia co-authored the EAP VI textbook "Reading and Writing for College Success" with Ken Cranker and Julie Lopez and was principal author of the chapters on freedom of speech and freedom of religion.

Marcia opened a new door for the institution in 2011, when she initiated "Voices From the ELI," the student writing anthology, which she edited and published for two years on her own and then for another two years with colleague Monica Farling.

When asked what she hopes her students will remember about her, Marcia remarked, "I hope they will remember that I cared deeply about them and that I helped them to learn." KB

Lowell Rietmuller



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Special programs

Long-term students

King Abdullah University of Science and Technology

The KAUST Gifted Student Program (KGSP) entered its fifth year at the ELI with nine students from Saudi Arabia. This cohort of KGSP students studied English for eight months with the goal of moving on to one of several Foundation Year programs across the United States, eventually entering top universities for bachelor's degrees in science, technology, engineering or math (STEM) fields.

During their time at the ELI, the KAUST students studied not only English but also pre-calculus and also participated in the CAP Cohort program, demonstrating leadership and engagement in and out of the classroom.

Program coordinator Rachel Lapp noted, "KGSP students stand out for their excellent scholarly habits and passion for education."



King Abdullah University of Science and Technology students

Saudi Arabian Basic Industries Corporation

From January to December, the ELI was home to 14 outstanding and engaged SABIC scholars.

The Saudi Arabian Basic Industries Corporation selects approximately 150 students out of 10,000 applications every year and sponsors their engineering or business studies abroad. In the engineering sector, SABIC sends students to a handful of carefully chosen universities to complete their Foundation Year (FY) program. This year the University of Delaware was added to that prestigious list.

The UD contingent's FY program, coordinated by MariaJosé Riera, included not only intensive English for academic purposes and SAT and TOEFL preparation classes but also a series of university level STEM classes in pre-calculus, calculus, chemistry, physics, computer technology and leadership. In Session V, the scholars traveled to Puerto Rico for a service learning project of their English Through Producing and Viewing Films class. (See article on Page 4.)

Following their FY at UD, students will begin a degree program in engineering at UD or another top-tier university.

SABIC students taking a break from construction in Puerto Rico.



Short-term students

Seinan Gakuin

Japanese students from Seinan Gakuin University in Fukuoka joined the ELI for three weeks in February in a program coordinated by Wakako Pennington. Their majors ranged from English literature to business. They enjoyed their classes as well as the ELI Valentine's Day dance party, trips to New York City and Washington, their homestay experience and making new friends from all over the world.



Seinan Gakuin University students

Hiroshima Institute of Technology

The ELI welcomed nine engineering majors from Hiroshima Institute of Technology, Japan, in March. The students actively participated in a program coordinated by Wakako Pennington that included listening/speaking and reading/writing classes and trips to New York City and Washington. Between their homestay families and their classmates, they made a diverse set of new friends.

Global Leaders High School Program

In March, 33 high school students representing eight different high schools in Fukuoka, Japan, spent six days in Delaware before moving on to Boston. While in Newark, they stayed with host families and toured the University of Delaware campus with current university students. They also spent three mornings in ELI language classes. One afternoon they visited Philadelphia's historic district and the Franklin Institute; another they spent bowling, joined by several UD students studying Japanese. A full-day visit to Washington included the Air and Space Museum, monuments and the Capitol building.



Moroccan middle school students studied English with Myrna Zaetta.

Moroccan Middle School Program

In May, the ELI hosted 16 middle school students from Morocco for one week in a program coordinated by Hanan El Abid and Baerbel Schumacher. The students took English classes with long-time ELI tutor Myrna Zaetta and enjoyed trips to New York City, Washington and the Christiana Mall. They also visited Caravel Academy in Bear, Del., to learn more about schools in the United States.

Lowell Reithmuller



Language Adventure students picnicking together

Language Adventure

Youth power from four continents fused when 16 high school students descended upon

the ELI for its summertime Language Adventure program, coordinated by Zoe Phillips. The students, who included two sets of twins, came from China, Colombia, Côte d'Ivoire, France, Germany and Korea. They improved their English skills in listening/speaking and reading/writing classes and learned about U.S. culture during ELI activities, trips to the major cities of the region, and down time with their homestay families.

Fulbright Scholars

This summer, the ELI once more hosted the Fulbright Pre-Academic Orientation Program. Forty-six scholars from 29 countries gathered at UD for a three-week introduction to U.S. academic culture prior to starting their master's and doctoral degrees at universities across the country. ELI assistant professors Nigel Caplan, Ken Cranker and Scott Duarte taught classes on academic communication skills while Leslie Connery, Emily Thayer, Christienne Woods and Kathy Bracy ran sessions on cultural adjustment. The group also visited Philadelphia and New York and heard lectures on civil rights, politics and graduate school life. The program culminated in an inspiring morning of TED-style presentations by the Fulbright scholars on topics as diverse as plagiarism in art, mandatory vaccinations, ethical solutions to water treatment and international development.



Fulbright scholars enjoyed a barbecue at Scott Duarte's house.

Professional programs

Colfuturo



Diana Garzón Nuñez

Between August 2015 and August 2016, 14 of Colombia's brightest professionals studied at the ELI under the auspices of the Colombian initiative Colfuturo. The students were admired by teachers and classmates alike for their eagerness to learn and to contribute to the ELI community. In fact, Colfuturo student Diana Garzón Nuñez was named graduation valedictorian in Session III, while Susana Burgos Sanchez and Lady Mancilla Lopez were the Outstanding Student and Achievement award winners, respectively. Vanderlei Moraes Saavedra received the Leadership Award in Session II, 2015. In all, six Colfuturo students earned honors for keeping their grade point average above 3.5 throughout their time at the ELI.



Panamanian Ministry of Education Teachers

Twenty highly motivated Panamanian English educators, sponsored by their national ministry of education (Meduca), joined the ELI for an eight-week teacher-training course in the January-February session. The mix of primary and high school teachers was integrated into listening/speaking classes, followed by an American culture class taught by the program's coordinator, Michael Fields, and a methods class taught by Nicole Servais. Their program included private tutoring, participation in Nancy Turner's cooking cluster, and afternoon "best practices" workshops. The participants also visited area schools as well as the major cities of the region.



ALLEI members explored Washington, D.C.

American Law and Legal English Institute

Legal professionals from Belgium, Brazil, Colombia,

France and Switzerland converged on Newark in July to learn about American legal practices in the ELI's American Law and Legal English Institute program. The participants heard lectures on the fundamentals of U.S. law, analyzed legal documents, observed courtroom trials and visited the U.S. Securities and Exchange Commission in Washington.

Sichuan International Studies University Educators

Professors and administrators from Sichuan International Studies University, China, came to the University of Delaware in July with a two-fold purpose. A delegation of 10 administrators, led by Chuanfang Zeng, dean of SISU's College of International Education and College of Continuing Education, aimed at getting to know the ELI and the University in order to explore opportunities for collaboration. Meanwhile, 20 professors from a range of disciplines participated in a four-week program of English language and pedagogy, all to the end of strengthening their ability to teach their subjects in English.



Nikki Laws

SISA Educators alongside Dean George Watson (first row center), and Scott Stevens (second row center)

International Teaching Assistants

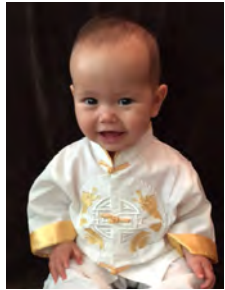
2016 was an exciting year for the International Teaching Assistants program, which saw a bumper crop of over 100 students. Between the winter and summer groups, the teaching assistants came from approximately 20 different countries and 17 different graduate programs at UD.

See Special programs on Page 25

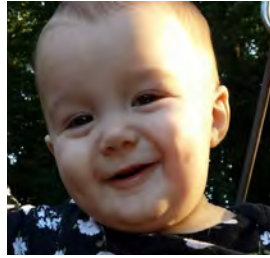
Personnel notes

Growing families

ELI tutor **Nadya Pincus** and her husband, Gavin Ferris, are the proud parents of Marilla Lee Ferris, born February 6. The ELI's Bridge coordinator, **Julie Lopez**, and her husband, Jon Lopez, welcomed Jenna Hahn Lopez to their family on March 1. The odds are in favor of Jenna learning to skateboard before learning to walk! Elba Cristina Damast Servais was born to our SALC coordinator, **Nicole Servais**, and her husband, Rafael Damast, on July 20. Congratulations to the happy parents!



Jenna Hahn Lopez



Marilla Lee Ferris



Elba Cristina Damast Servais

CarolAnn Edie married Kyle Buzzard on April 30. Best wishes, CarolAnn!

Staff Changes

A new full-time faculty member, Assistant Professor **R. Scott Partridge**, joined the ELI on August 1. (See "ELI welcomes new faculty member" on Page 5.) Welcome to the team, Scott!



Mrs. CarolAnn Buzzard

Congratulations to both **Scott Duarte** and **Ken Cranker** on their promotions to assistant professors on July 1!

The ELI has restructured its admissions office, splitting it into two departments, the admissions office and the recruitment, marketing, and communications office. With this restructuring, **Dimitri Goncharov** is in the position of interim admissions manager. **Nadia Redman** has relocated to Florida and now holds the position of assistant director of recruitment, marketing and communications. Within the recruitment office, **Amanda Stevens** was promoted to the now permanent international recruitment specialist position, with specialty in Latin America. **Emily Liu** has joined the recruitment team also as an international recruitment specialist, with specialty in China and Vietnam.

MariaJosé Riera was promoted to the professional position of SABIC Foundation Year coordinator as of November. Congratulations, Maria!

Amanda Strickland resigned her position as an academic development specialist and moved to Virginia, where she is teaching in a public school setting. We wish our gifted colleague every success in her new position.

Collaboration blooms at ELI garden

Located behind the "old building" at 189 W. Main St. in Newark, the community garden at the ELI is now moving into its seventh year of collaboration between ELI students and UD faculty, students and alumni. Initially founded by UD grad students to increase understanding of organic gardening and food sustainability on campus, the garden is currently managed by ELI instructor Kate Copeland and serves as a resource for ELI students for language interaction and service learning opportunities with the UD community. Much of the harvest of spring, summer and fall crops, as well as fresh herbs, is being donated to the Delaware Food Bank.

In addition to the annual community garden subscription, which engages many UD community members in learning about gardening, there were several key collaborative activities during this year's growing season. In the fall of 2015, in collaboration with UD faculty Anna Wik's design class from the College of Agriculture and Natural Resources, ELI students joined in for a hands-on language lesson which resulted in the construction of functional seating within the garden space. In the spring of 2016, with the discovery of deer in the area, several CAP cohorts gave up their Saturday mornings to help install a new deer fence around the garden perimeter. Additionally, middle schoolers from the Newark Bike Project's Youth Empowerment Program paid their annual visit

to the garden in July and harvested vegetables for the Food Bank.

As a special highlight last summer, the garden welcomed a group of young women from the countries of Ivory Coast, Liberia, Sierra Leone, South Sudan and Zambia. The women were attending the Study of the U.S. Institute's Women's Leadership Program, which was sponsored by the U.S. Department of State and administered by the UD Institute for Global Studies. As the group worked in the garden with Kate, they learned about the need, purpose and methods of food distribution to Delaware communities challenged with food insecurity. Later they enjoyed a salad from the garden while each explained her personal leadership goals for her return to her home country. The next day they delivered the garden's harvest to the Food Bank and were given an information tour about that organization's many programs.

From April to November, the ELI garden hosts regular gatherings for its community garden members and any others interested. For more information, find the garden on Facebook at "Community Garden at ELI" or at the website: <http://sites.udel.edu/fgpc/> KC



The Study of the U.S. Institute's Women's Leadership Program helped out in the ELI garden.



Tutors Janice Thompson (far left), Lee Horzempa (back right) and George Thompson (far right) helped students identify dandelion parts.

Tutoring with a pinch of culture at 318 S. College Ave.

For a twist to the everyday routine, the tutors at 318 S. College Ave. have decided to toss a little culture into their students' lessons.

Two or three times per session, as the students arrive for tutoring, the tutoring staff presents a three- to eight-minute cultural activity before peeling off to work with their individual students. Since new students arrive every 60 minutes, the team repeats the activity hourly throughout the afternoon.

Tutor Nancy Blevins explained the objectives for these "Culture Connections," as they have come to be called. "We want to create a stimulating, inviting environment in our room, enhance listening skills, build vocabulary enrichment and offer a taste of American culture," Nancy said.

Holidays have been a frequent Culture Connections topic. Patrick Ruffin explained the history and significance of Memorial Day, observed in May to remember those who have given their lives for their country. Julie Stanton-Nichols introduced a less well known but equally historical holiday, National Donut Day, which was originally established to honor the women who had served doughnuts to soldiers during World War I. Julie, of course, provided samples.

More light-hearted holidays have been National Cowboy Day, the Mexican holiday of "Cinco de Mayo" and even National Popcorn Day. This last presentation was naturally accompanied by a cup of popcorn for each student.

Other culture topics have arisen from the unique talents of the tutors. Melora Davis, an avid gardener, gave a mini-lesson on spring blooms, and Janice Thompson conducted a cursive writing workshop. Nancy Blevins helped students create original poems in English, following the Japanese poetry style called haiku.

Tutors with a musical bent have taught simple songs. George "Crabmeat" Thompson explained the meaning of the song "This Land is Your Land" and then led the students in a sing-along. And of course, in December, learning "Jingle Bells" was a must.

"Food and music are definitely our most popular events," Nancy said.

The 318 S. College Ave. tutoring staff feels that Culture Connections are an enriching and successful addition to the tutoring experience for their students. Nancy believes the activities are an important reason that students tell her, "Tutoring is the best part of the ELI."

Perhaps one student summed it up best when, leaving the tutoring room, he turned around with a big smile and declared, "I love this room!"

NB

Personnel notes *from previous page*

Marcia Halio retired (again!) on April 29. (See "Marcia Halio retires" on Page 11.) In addition, our beloved **Anne Owen** plans to retire at the end of this year. We thank both Marcia and Anne for their tireless support for their students. You leave a legacy of hundreds of students, whose matriculation was possible due to your outstanding teaching and helping your charges believe in themselves.

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/>

Professional activities of faculty and staff

Karen Asenavage, Associate Director

Presentations:

"Qualitative Leadership Studies Colloquium" (with Danielle Dillman, Karen Kispert, Emmanuel Small, and Heewon Chang). Ethnographic and Qualitative Research Conference, Las Vegas, NV, February 9-10, 2016.

"Developing and Maintaining Standards in High-pressure IEP Environments" (with Angela Dornbusch, Linda Wesley, Mark Algren, Jacqueline Gianico, Terri Rapoport and Heidi Vellenga). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"IEPs Internationalizing the Campus" (with Scott Stevens). NAFSA International Conference 2016, Denver, CO, May 28-June 2, 2016.

Publication:

"A Model of Integration and Engagement for International Students in Professional Programs: The University of Delaware Graduate Cohort Program" (with Michael Fields, Scott Stevens and Sarah Cherian). In *Supporting Graduate Student Writers: Research, Curriculum and Program Design*, edited by Steve Simpson, Nigel A. Caplan, Michelle Cox and Talinn Phillips, 207-221. Ann Arbor, MI: University of Michigan Press, 2016.

Leadership:

Reviewer, International Journal of Multicultural Education (IJME)
Proposal Reviewer, TESOL, NAFSA and NASPA
Co-Chair, 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016
Past Chair, UD International Caucus Cornerstone University TESL Advisory Council (2016-2017)

Walton Babich, Faculty

Presentation:

"Before and After: A Better Way to Teach Idiomatic Expressions" (with Mary Beth Worriow). 2016 TALFL Conference, West Chester, PA, April 16, 2016.

Publication:

"The Purpose and Limitations of Standardized Assessments" (with Mary Beth Worriow). *PTE Voices*. Web. Spring 2016.

Nonie Bell, Faculty

Presentations:

"Conversation Champions: Collaborative Listening/Speaking Activity" (with Amanda Strickland). PennTESOL-East Fall Conference 2015, Glenside, PA, November 3, 2015.

"Conversation Champions: Adaptable Listening and Speaking Activity." 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

"Compounding Interest: Using Student-Generated Materials". PennTESOL-East Fall Conference 2016, Glenside, PA, November 5, 2016.

Kathy Bracy, Adjunct Faculty

Presentation:

"Using Music as a Motivational Tool" (with Lisa Grimsley). 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

Kendra Bradecich, Faculty

Presentation:

"Creation in Japan?" 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

Nigel Caplan, Faculty

Presentations:

"Discovering and Teaching the Grammar of Academic Writing" (with Silvia Pessoa, Ryan Miller, Tom Mitchell, and Sandra Zappa-Hollman). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

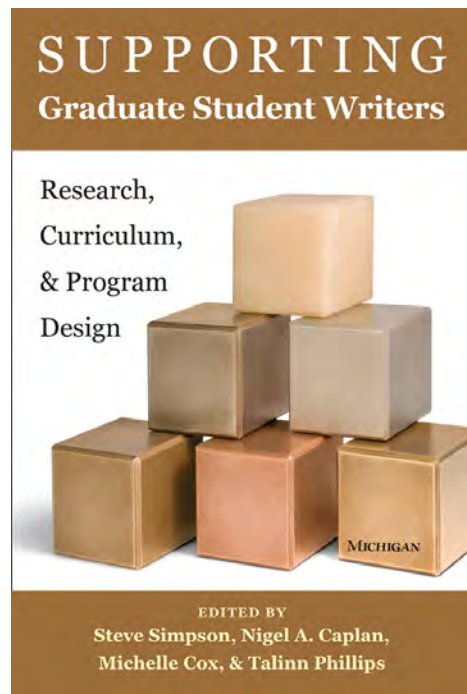
"Aligning EAP and University Outcomes" (with Ken Cranker) 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"Beyond the EAP Border into Graduate Studies: Cross-institutional Curricular Models" (with Jin Kim). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Publications:

Edited collection: *Supporting Graduate Student Writers: Research, Curriculum and Program Design* (with Steve Simpson, Michelle Cox, and Talinn Phillips). Ann Arbor, MI: University of Michigan Press, 2016.

Chapter: "The State of Graduate Communication Support: Results of an International Survey" (with Michelle Cox). In *Supporting Graduate Student Writers: Research, Curriculum and Program Design* (see previous), 22-51.



"Why We Still Won't Teach the Five-Paragraph Essay" (with Luciana de Oliveira). TESOL Blog. <http://blog.tesol.org/why-we-still-wont-teach-the-5-paragraph-essay/>

"A Dozen Heads are Better Than One: Collaborative Writing in Genre Based Pedagogy" (with Monica Farling). *TESOL Journal*. doi:10.1002/tesj.287

Leadership:

Co-chair, Consortium on Graduate Communication (2016-2017)
Co-chair, CGC Summer Institute, Yale University, June 8-10, 2016
Chair-elect, TESOL Second Language Writing Interest Section

Kate Copeland, Faculty

Presentations:

"Giving Voice and Visibility to ELLs: The Descriptive Review Process" (with Man Jiang, Ann Parry, Denise Solon, and Brittany Zezima). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"Arabic Girls' Reading Club: Toward Literacy through Culturally Relevant Texts" (with Brittany Zezima). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Ken Cranker, Faculty

Publication:

"What Texting Can Teach about Two Types of 'To.'" *PTE Voices*. Web. Fall 2016.

Presentations:

"Aligning EAP and University Outcomes" (with Nigel Caplan). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"A Divine Use of Irony: O. Henry in the English for Academic Purposes Classroom." 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

"Using O. Henry in the English for Academic Purposes Classroom." PennTESOL-East Spring Fling Conference, Philadelphia, PA, April 16, 2016.

"Speed Reading and Comprehension Development." ELI Professional Development Workshop Series, Newark, DE, September 30, 2016.

"Action-Packed Writing: Transformation Through Nominalization" (with Sarah Petersen). PennTESOL-East Fall Conference 2016, Glenside, PA, November 5, 2016.

Scott Duarte, Faculty

Presentations:

"Reflecting on Classroom Media Use from Past to Future" (with Julie Lopez). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"Using Mobile Technology to Enhance EFL Classrooms" (with Julie Lopez). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Leadership:

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

Monica Farling, ADS

Publication:

"A Dozen Heads are Better Than One: Collaborative Writing in Genre Based Pedagogy" (with Nigel A. Caplan). *TESOL Journal*. doi:10.1002/tesj.287

Leadership:

Co-Chair, 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016

Michael Fields, Faculty

Publications:

"Experiential Learning, Service Learning and Engagement in a University Setting: The Graduate Cohort Program." In *Handbook of Research on Community Engagement in 21st Century Education*, edited by Frederick Brockmeier and Cathryn Crosby, 29-57. Hershey, PA: IGI Global, 2016.

"A Model of Integration and Engagement for International Students in Professional Programs: The University of Delaware Graduate Cohort Program" (with Scott Stevens, Sarah Cherian and Karen Asenavage). In *Supporting Graduate Student Writers: Research, Curriculum and Program Design*, edited by Steve Simpson, Nigel A. Caplan, Michelle Cox and Talinn Phillips, 207-221. Ann Arbor, MI: University of Michigan Press, 2016

Presentation:

Workshop on Designing Graduate Support Programs at Consortium for Graduate Communication Summer Institute, New Haven, CT, June 8-11, 2016.

Lisa Grimsley, Faculty

Presentation:

"Using Music as a Motivational Tool" (with Kathy Bracy). 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

Ana Kim, ADS

Presentations:

"Calming Student Jitters" (with Sarah Petersen). 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

"How to Best Prepare for the Fulbright Campus Interview." University of Delaware, Newark, DE, September 21, 2016.

Publication:

"7 Keys to Writing Enjoyment: The Student Perspective" (with Sarah Petersen). *TESOL Connections*. Web. July 2016.

Julie Lopez, ADS

Presentations:

"Reflecting on Classroom Media Use from Past to Future" (with Scott Duarte). 50th

Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"Using Mobile Technology to Enhance EFL Classrooms" (with Scott Duarte). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"One-Size-Fits One: Incorporating Technology into ESP Courses." 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

"Beyond Coursebooks: Designing and Using Video and Digital Materials." 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Leadership:

Chair, TESOL Video and Digital Media Interest Section (2016-2017)
Proposal Reviewer for TESOL

Carrie Neely, Adjunct Faculty

Publication:

"The Benefits of Co-teaching in the ESL Classroom." In *Second Language Writing in Elementary Classrooms*, edited by Tony Silva and Luciana de Oliveira, 33-46. London: Palgrave-Macmillan UK, 2016.

Randall O. Pennington, Jr., ADS

Publication:

"Four 40-Minute English Practice Problems for the 2017 Center Test." Kawai Juku Publications, October 2016.

Sarah Petersen, Faculty

Presentations:

"Calming Student Jitters" (with Ana Kim). 2016 CELT (CELEA) Conference, Baltimore, MD, April 9, 2016.

"Action-Packed Writing: Transformation Through Nominalization" (with Ken Cranker). PennTESOL-East Fall Conference 2016, Glenside, PA, November 5, 2016.

Publication:

"7 Keys to Writing Enjoyment: The Student Perspective" (with Ana Kim). *TESOL Connections*. Web. July 2016.

See Professional activities on Page 23

Alumni news 2016

Ayako Masuo ayakomasuo@hotmail.com (Japan '00) is currently employed in the quality management department of a Maryland company that manufactures medical equipment for open heart surgery. Ayako is married and has three children.



Nicholas and Gabriela Moreno

Catalina Puerto cpuerto@hotmail.com (Colombia '08) and her husband, Javier Andres Moreno, welcomed a baby boy, Nicholas, into their family in July.

Chen Tian tianhere@gmail.com (China '08) was invited by the Hong Kong Institute of Education to participate in a special initiative in the Academic Quality Assurance section. This project resulted in the Institute's being formally redesignated as The Education University of Hong Kong. Tian is planning to relocate to South Africa, where he will pursue his doctorate at the University of Capetown.



Gökberk Durmaz gokberk@udel.edu (Turkey '16) married Ebru Elif Durmaz on Sept. 4.

Gustavo Rodriguez gustavo1000@me.com (Venezuela '98) is now married to former ELI staff member Emily Hogan Rodriguez and has two sons, Enrique and Elliot. Gustavo works as a mortgage loan officer in Tampa, Florida.



Gustavo and Emily Rodriguez, their two sons and former ELI staff member Melanie Rehberg (center)

Hyejung Choi imhappyinthesun@yahoo.com (Korea '10) continues to inspire elementary school students as a teacher of English in Korea. Hyejung has also continued to pursue her love of travel; she visited Spain and Portugal this year.



Ignacio Mezo, his wife Rebeca and Joseba-Xanti.

Ignacio Mezo ignaciomezo@gmail.com (Venezuela '92), his wife, Rebeca, and their 4-year-old son, Joseba-Xanti, now live in Houston, Texas, where Ignacio is employed by Texas Children's Hospital Health Plan. Ignacio recalls helping the ELI move from its former headquarters on Amstel Avenue to the current location at 189 W. Main St. He writes, "The bilingual skills I learned from ELI were the key for the success of my professional career here in the USA."

Isa Hatipoglu isahatipoglu@gmail.com (Turkey '14) and **Serra Sevda Aydogan** serrasevde@gmail.com (Turkey '14) have tied the knot. Their classmates and teachers fondly remember their ELI graduation day in June 2014, when Isa got down on his knee on the stage to propose to Serra. Now the couple is happy to share their wedding video with their ELI family: <https://youtu.be/y7Jl2yY2cf4>

Josephine Zurita jzurgo0375@gmail.com (Panama '90) is a professor of history at the University of Panama in Panama City. Josephine writes, "I dream to go back to Newark for visiting ELI and the History Department where I have earned my master's degree, and other special places that make me so happy."



Mutlak Alsubie graduated from Tiffin University.

Li-Chieh "Emilia" Wang lori11072002@hotmail.com (Taiwan '15) and her husband, Tom, welcomed a new daughter, Lauren, into their family.



Lauren Wang

Ma'an Albalushi maanbalushi@gmail.com (Oman '12) graduated from UD with a degree in chemical engineering and is now working for a major oil production and exploration company, Petroleum Development Oman (PDO), as a well site engineer. Ma'an is planning to pursue a master's degree in particle technology engineering in the future, with a focus on water treatment technology and desalination.



Maria Julia Buelvas

Maria Julia Buelvas mjmbuelvas28@icloud.com (Colombia '10) was married to Marco Josahino Josa.

Maryam Alahmar malahmar@udel.edu (Iraq '15) started

her Ph.D. program at UD in civil and environmental engineering last spring and became one of the two representatives of her department as well as a member of the steering committee for the program Women in Engineering (WIE), whose goal is to promote and enable participation of women students and faculty in engineering and also provide mentoring for new female engineering students.



Maryam at welcoming lunch for new engineering students

Mutlak Alsubie mutlak22@yahoo.com (Saudi Arabia '14) graduated from Tiffin University with a bachelor's degree in bookkeeping. He is now studying accounting in a master's program at Bowling Green State University.

Nermin “Zuba” Zubaca nzubaca@udel.edu (Bosnia & Herzegovina '08), the ELI's first CAP student, received his master's degree in public administration from UD in 2015 and has begun working as a data and policy strategist at UD's Center for Research in Education and Social Policy, with his time contracted out to the State of Delaware's Department of Education. Additionally, Zuba was accepted at the Strategic Data Project Fellowship program at Harvard University.

Rodrigo Chamas rodrigo.chamas@gmail.com (Brazil '09) is working as an attorney in São Paulo, Brazil. He sends his regards to all his friends from the ELI.



Shiho, Michihiro and Kokoro Nabeshima

Shiho Nabeshima reshiho@gmail.com (Japan '02), now a doctor of internal medicine, was married in 2014. She and her husband, Michihiro, welcomed a baby girl, Kokoro, into their family on September 3, 2015.

Waleed Zogaan wzoaqan@gmail.com (Saudi Arabia '13) graduated in 2015 from Rochester Institute of Technology with a master's degree in software engineering and is now pursuing his doctoral degree in the same institution.

Xingguo “Hans” Wang wxghans@udel.edu (China '14) is currently a junior at UD majoring in economics with minors in organizational and community leadership and global enterprise technology. Xingguo was a UD Summer Scholar in 2016, has been conducting research under the supervision of Dr. Joshua Duke from the Department of Applied Economics and Statistics, and was a resident assistant in the Ray Street dormitories in 2015-2016.

Xinwei “Sydney” Jiang xinwei@udel.edu (China '12) graduated from UD with a double major in finance and management information systems. She is now working as a software development engineer in an investment bank, Guosen Securities, in Shenzhen, China.

Xuewei “Frances” He hexuewei@udel.edu (China '14) graduated from UD with a master's degree in applied linguistics and is now working as a full-time ESL teacher at Glasgow High School in the Christina School District.

Yasuo Kato cokato@east.cts.ne.jp (Japan '96), well known to his friends as an intrepid world traveler, recently visited the Himba tribe in southwestern Africa, where he performed a bungee jump over crocodile-infested waters.

Yongzhe Wen abandon@udel.edu (China '11) is working on a master's degree in mechanical engineering at the University of California (Davis). Along with engineering classes, Yongzhe is also studying German and Japanese and taking flight training. He plans to earn his private pilot's license and undertake a coast-to-coast U.S. flight upon completion of his training.

Ibrahim Al Thuwaiqeb ibrahim.thwakeb@aramco.com (Saudi Arabia '82) became a grandfather as his daughter, Nora, gave birth to a beautiful baby boy, Azzam.

Ibrahim's son, Ahmed (also an ELI alumnus, 2009), graduated from Bloomsburg University (Pennsylvania) in 2014 with a Bachelor of Science degree in information technology management and is now working as a planning and program analyst at Saudi Aramco.

Daughter Maryam (an ELI alumna, 2013) is starting her third year at Indiana University of Pennsylvania, majoring in information systems.

Ibrahim recalls, “When I joined ELI, as an 18-year-old boy then, it never occurred to me that it would be a lifelong relationship with such a great institute. ... ELI had a lasting impact on my life as it did contribute a great deal to my development, since it gave me a golden key to open doors of success ... in the university as well as my career thereafter. ... I am privileged and proud to have been ambassador for this great ELI where I (have) recommended it for many young students in Saudi Arabia who pursued their higher education in USA as part of King Abdullah Scholarship Programs. Among them of course were two of my children ...”

Professional activities from Page 21

Philip Rice, Faculty

Presentation:

“Developing Listening Exercises Online with Educanon.” 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Nicole Servais, ADS

Presentation:

“Using Twitter to Create and Curate your Personal Learning Network.” TESOL Annual Conference, Baltimore, MD. April 8, 2016.

Scott G. Stevens, Director

Presentations:

“IEPs' Contributions to Campus Internationalization” (with Betty Soppelsa). 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

“IEPs Internationalizing the Campus” (with Karen Asenavage). NAFSA International Conference 2016, Denver, CO, May 28-June 2, 2016.

Publication:

“A Model of Integration and Engagement for International Students in Professional Programs: The University of Delaware Graduate Cohort Program” (with Michael Fields, Sarah Cherian and Karen Asenavage). In *Supporting Graduate Student Writers: Research, Curriculum and Program Design*, edited by Steve Simpson, Nigel A. Caplan, Michelle Cox and Talinn Phillips, 207-221. Ann Arbor, MI: University of Michigan Press, 2016

Grant S. Wolf, Faculty

Presentation:

“Reaching Beyond Borders Through a Class NGO Fair.” 50th Annual TESOL International Convention, Baltimore, MD, April 5-8, 2016.

Mary Beth WorriLOW, Faculty

Presentation:

“Before and After: A Better Way to Teach Idiomatic Expressions” (with Walt Babich). 2016 TALFL Conference, West Chester, PA, April 16, 2016.

Publication:

“The Purpose and Limitations of Standardized Assessments” (with Walt Babich). *PTE Voices*. Web. Spring 2016.

Tutor profile: Crabmeat and Janice Thompson

The path leading to the ELI has been a long and interesting one for Janice and George “Crabmeat” Thompson. George, a Wilmington, Del., native, has been a traveling musician, high school teacher and university lecturer. Janice, who is originally from rural Pennsylvania, has been a paralegal, a restaurant hostess and waitress, and a volunteer teacher. Both are now tutors at the ELI.

George recounted the day he met Janice. A friend had gotten him a job as an entertainer at a restaurant in Dewey Beach, one of Delaware’s shore towns. There, the friend introduced him to Janice, who, having left her job in a law office to explore life a little, had landed a job in the very same restaurant. The timing was right: The Thompsons have been a couple for over 20 years now.

“I was on the road to perdition when I met Janice,” George said, adding, “She is a miracle.”

Janice had equally glowing praise for Crabmeat. She said, “Crab inspired me to face reality and get my degree in English. I procrastinated—talked about it a long time but never did anything about it. Finally he challenged me to do it, so I went to school while working full time. He taught me that we should never stop learning.”

Continuing her educational journey, Janice took a UD study trip to Ireland, during which she met Assistant Professor Marcia Halió. It was Marcia who suggested Janice apply for work at the ELI. Janice took her advice and now works both as a tutor in the ELI’s intensive English program and as an instructor in its evening program. Crabmeat soon followed her lead and joined the tutoring staff as well.

When asked about their likes and hobbies, Janice said she has a real passion for reading, especially Irish literature. She and Crabmeat share the travel bug and have gone to Spain for work and vacation.

Crabmeat loves composing and performing music and collects a wide variety of musical instruments. Janice said, “I stopped counting guitars when I found the seventh one.” Janice reported that Crabmeat has lots of other instruments as well, and that he indeed plays them all.

The Thompsons share a love for teaching and great care for their students.

Though their backgrounds are eclectically varied, it seems that Janice and Crabmeat have found a perfect match in each other and in the ELI.

RP

Kathy Atkinson



George “Crabmeat” and Janice Thompson

Father and son legacy at the ELI

When Koki Noda walked into Kathy Vodvarka’s Level I classroom on the first day of Session V, Kathy did a double take. Hadn’t that young man walked through the door 30 years ago?

Kathy wasn’t far from the truth. Koki’s father, Haruhiko Noda, had been Kathy’s student in 1988.

When Haruhiko came to the ELI three decades ago, his goals were to grow linguistically, mentally and emotionally. Kathy was his very first teacher. Haruhiko reminisced, “When I was in class, I often said, ‘I don’t understand’ or ‘What does that mean?’ but Kathy always taught me until I understood. What a great teacher I had!”

He also fondly remembers his tutor, Marilyn Hubner, who became his homestay “mom.” “She never treated me as a guest, but as a family member,” he said. “Her two children were my little English teachers, too. Now they have grown up and have their own children.”



Kathy Vodvarka and Haruhiko Noda in 1988

And Haruhiko has his. “It’s like a dream that my son is taking classes from my old teachers!” he said.

Koki now understands why his father urged him to come to the ELI. By coming



Kathy Vodvarka and Koki Noda in 2016

here, Koki said, “I have grown more confident to speak and my fluency has gotten better. But more than that, I have grown mentally and personally.”

Like father, like son.

RP

Bringing the world home to stay: Homestay coordinator Nancy Purcell retires

Tim Kim



Nancy Purcell helping a student with her housing needs

Nancy Purcell retired at the end of 2015 after 18 years in the ELI's Host Family and Homestay programs.

Nancy began in 1997 as a "mom" in the Host Family Program, welcoming ELI students into her family for events such as a home-cooked meal, a games night or a local excursion. Just two years later, she was asked to manage that program; a year more and she was in charge of the Homestay Program as well, coordinating living arrangements for students wishing a more complete American family experience.

At the time, the Homestay Program consisted of five ELI students. In 2004, as the ELI student body burgeoned, Nancy asked Karen Hale to take over the management

of the host program to allow Nancy to focus on the increasingly more complex homestay work. The numbers continued to rise, and in 2010 Stacey Leonard was hired to assist Nancy. At the

time of Nancy's retirement, nearly 200 students were living with American families.

When she started, Nancy had not been looking for a job. She had retired from teaching in 1982 to homeschool her two sons. One day, she saw a hand-scribbled note on her church's bulletin board. The message sought families willing to adopt ELI students by occasionally inviting them into the family circle for a meal or activity. Seeing this as a great cultural experience for her boys, Nancy called the number on the note.

The Purcells' first student, a young Korean, was so enthused by the opportunity to peer into the inner workings of an American family that he asked permission to bring other students with him.

"We ended up buying our first Suburban (a large car) so there would be enough room to carry a bunch of Koreans," stated Nancy.

Beyond a car upgrade, Nancy's life evolved in several other ways. In order to process the necessary paperwork, she bought her first computer. To promote the programs and keep up with ELI alumni, she traveled to Asia and the Middle East. Most importantly, Nancy's own mindset turned around.

"When I grew up, I thought that Asians were all the same," Nancy explained. "Through the ELI, I learned that every national group is unique. Koreans are different from Japanese, and Saudis are different from Emiratis are different from Kuwaitis. For myself and my family, the students broke down dividing walls of cultural prejudice."

Walls came down for students as well, as demonstrated in notes and recordings sent by ELI alumni for Nancy's retirement party in February.

Ahmed Abdelaziz said, "From the first moment, I didn't feel like I'm a stranger. Nancy waited for us in front of the ELI as a mother waiting for the arrival of her family. ... Thank you, Nancy; you showed us



Nancy and her husband, Rob

that accepting others is a fact, not uttered or written words only."

Nancy Ning wrote, "Thanksgiving Day reminds me of the one that I spent at your (home). Friends, delicious food, warm hugs, a welcome home—a gift of brand new life. ... It's the best gift ever!" SP

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!

Special programs from Page 17

Ken Hyde, coordinator of the ITA program and editor of its training textbook, completed a major revision of the book in June. Program developments also included a restructuring of the feedback sessions, which were previously centered on participants' pre-videotaped teaching demonstrations, to incorporate live demos that provided immediate feedback from instructors and peers. The expanded format allowed for additional practice of presentation and communication skills and stimulated discussions on effective teaching strategies.



International Teaching Assistants

Festival of Nations





The 12th annual Festival of Nations on September 30, 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 University of Delaware Gospel Choir, the Swing Dance Club and the Confucius Institute.

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