

2017 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY

ENGLISH LANGUAGE INSTITUTE

# NEWS



## Transitioning to American University Life

UNIVERSITY OF  
DELAWARE





# FROM THE DIRECTOR'S DESK

Wenbo Fan



Scott G. Stevens

Dear ELI friend,

As I complete my 35th year as part of this incredible learning community we call the English Language Institute, I count myself blessed, not only to have met and befriended nearly 20,000 individuals from over 100 nations, but also to have had the great good fortune to visit many of their homelands—nearly 60 countries to date. Throughout my travels, ELI alumni have, without exception, proven to be kind and generous hosts, treating me to meals Chef Anthony Bourdain could only dream of and guiding me through the wonders of the ancient and modern world.

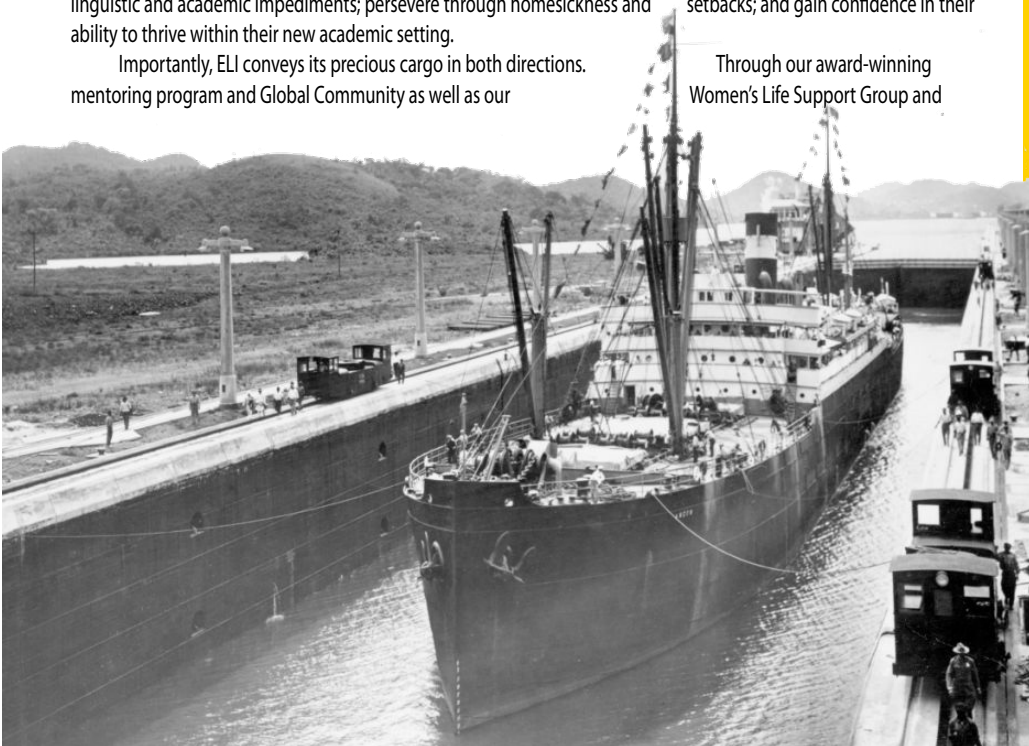
My tour of the Panama Canal was one of the most memorable sites, for it brought to mind the stories my late father had told of traversing the canal as a merchant marine in the Second World War.

More than 100 years after its opening, the Panama Canal remains among modern man's greatest achievements. Overcoming seemingly impossible environmental and engineering impediments, which claimed the lives of some 27,000 French and American workers, the builders of the canal created a system that conveys more than 14,000 ships and 300 million tons of cargo each year between the Eastern and Western hemispheres. When, in 1914, the SS Ancon became the first ship to transit the 77 kilometers of the Panama Canal, it fulfilled the 400-year dream of explorers and emperors for a swift and safe passage from the Atlantic to the Pacific Ocean, connecting the East and the West as never before. Instead of embarking on a perilous 12,000-kilometer, 12-day voyage around Cape Horn, in less than one day a ship can transition through a series of six canal locks, being elevated nearly 90 feet and then lowered again to sea level in moving from one ocean to the other.

As I beheld the canal's marvelous gravitational water system lifting a cruise ship and its electric locomotives conveying the vessel from one lock to another, it struck me as an appropriate metaphor for the mission of the ELI. In its own way, the ELI provides a passage for international students to transition from their culture to ours, from their first language to English. Progressing through a series of increasingly challenging levels and supported by the coordinated efforts of faculty, tutors, mentors and advisors (ELI's educational locomotives), our students gradually overcome cultural, linguistic and academic impediments; persevere through homesickness and setbacks; and gain confidence in their ability to thrive within their new academic setting.

Importantly, ELI conveys its precious cargo in both directions. Mentoring program and Global Community as well as our

Through our award-winning Women's Life Support Group and



The SS Ancon entering the Panama Canal in 1914

that they matriculate so well equipped to engage with their professors and American peers and share their funds of knowledge—well, that's the educational marvel of the ELI.

Even when my father was well into his 80s, he vividly remembered sailing through the Panama Canal as a young officer aboard a merchant ship. More than 60 years later, he recalled how monkeys would scamper on the decks of the ship, having descended from overhanging trees; how delicious were the tropical fruits; and how friendly were the Panamanians who greeted the marines. But most of all, he remembered being overawed by the engineering achievement of the canal itself—how it stood as a testament to the human capacity to surmount overwhelming challenges to fulfill seemingly impossible dreams.

In the same way, I continue to be inspired by the determination of our students to fulfill their linguistic, academic and professional goals and by the dedication of ELI's amazing faculty and staff to our students' successful transition to the University. May the stories inside this cover inspire you, as well.

On the cover: Mingxuan Li, a first semester Academic Transitions student, embodies the journey from homeland to Delaware in pursuit of academic goals.

## INSIDE

ACADEMIC TRANSITIONS.....	3
DIVERSIFRIDAYS.....	4
TEACHER TRAINING ACCREDITATION.....	5
WOMEN'S LIFE SUPPORT GROUP.....	6
ELI POWER COUPLE.....	7
GRETA NAUCK.....	8
CLASSROOM NOTES.....	9
YEAR IN PICTURES.....	10
FACULTY, STAFF PROFILES.....	12
SPECIAL PROGRAMS.....	14
UD MEMORANDUM OF UNDERSTANDING.....	16
PROFESSIONAL ACTIVITIES.....	18
PERSONNEL NOTES.....	20
IN MEMORIAM.....	21
ALUMNI NEWS.....	22
SABIC PUERTO RICO RELIEF.....	24
ELI ALUM TRIBUTE TO DELAWARE.....	25
FESTIVAL OF NATIONS.....	26

The ELI Annual Holiday Magazine is published by the English Language Institute University of Delaware 189 West Main Street Newark, DE 19716, USA Telephone: (302) 831-2674 FAX: (302) 831-6765

Scott G. Stevens, Director  
Karen Asenavage, Associate Director  
Joe Matterer, Associate Director

**Newsletter Staff**

Sarah Petersen, Editor-in-Chief  
Scott Duarte, Design Editor  
Kendra Bradecich, Editor  
Wendy Bulkowski, Editor  
Robbie Bushong, Editor  
Randall Pennington, Editor  
Nicole Servais, Editor  
Grant Wolf, Editor

**Contributors**

Ruwida Alkrekshi  
Nonie Bell  
Kendra Bradecich  
Robbie Bushong  
Wendy Clark  
Ken Cranker  
Scott Duarte  
Michael Fields  
Terri Goode  
Ana Kim  
Lizzy Lee  
Blythe Milbury-Steen  
Jeremy Penna  
Wakako Pennington  
Sarah Petersen  
Maria José Riera  
Baerbel Schumacher  
Nicole Servais  
Scott Stevens  
Mikki Washburn  
Jim Weaver  
Grant Wolf  
Mary Beth Worriow

American Host Partner program, the Institute trains American undergraduates and graduates in cross-cultural communication, helping them transition from ethnocentrism to a broader, more inclusive world view.

Thus, like that mighty waterway in Panama, the ELI connects the East and the West, drawing students from 30 countries on five continents to internationalize the University of Delaware campus through cultural and linguistic diversity. Indeed, 65 percent of international undergraduates and large numbers of graduate students, including all international graduate teaching assistants, enter the University through the ELI. That internationals arrive at UD in large numbers is impressive;



# Academic Transitions: A comprehensive approach to college prep

After more than three years of designing, negotiating, liaising and field testing, the fully operational version of the ELI's Academic Transitions program was launched in August.

AT is a pathway for international students who have been conditionally admitted to an undergraduate program at the University of Delaware. It supersedes the former undergraduate Conditional Admissions Program, which, like a gatekeeper, required full completion of the ELI's linguistic and academic skills training before sending students on to the University to begin their degree-earning programs. It would take the average conditionally admitted student approximately 10 months to complete his or her English requirements at the ELI, with limited opportunities to earn university credit.

Academic Transitions shaves off time and expense by offering credit-bearing courses from Day One in the program. In three semesters, students can earn up to 27 credits.

In the first semester, the three-credit course ARSC 150, Foundations of English for Academic Purposes, helps students develop the academic English skills needed to be successful at university. Alongside ARSC 150, students can earn an additional three credits by successfully completing two ELI elective courses in one of the new AT tracks of study: American culture, science and technology, business or advanced academics.

The flagship course of the second AT semester is ELI E110, the equivalent of UD's seminar in composition that is required of all first-year students. This course is supplemented by a weekly reading laboratory and additional language support. Students also take sheltered versions of two university courses and participate in bi-weekly discussion groups to supplement the class meetings. These courses, developed in collaboration with the Lerner College of Business and Economics and with departments in

the College of Arts and Sciences, focus on such topics as communications, math, political science and business. Between ELI E110 and the content courses, AT students can earn up to 10 credits for the second semester.

ELI students who graduate from AT after two semesters will fully matriculate to the University of Delaware with as many as 16 course credits. Other students remain in AT for a third semester consisting of three additional University courses plus a new capstone ESL course, for a total of up to 12 more credits.

Like the previous undergraduate Conditional Admissions Program, AT places great importance on personal responsibility and community engagement. It has therefore retained the Cohort model, a program of academic and social skill building in small groups to promote university awareness and engagement, social networking and team leadership skills.

These goals are further supported in the housing arrangement that became mandatory for all incoming AT students starting this fall:

on-campus residence halls. Students are placed either in suites with UD students or in rooms on the same floor as UD students. Both possibilities allow for interaction and engagement with American peers.

Yifei Chen, who began AT this fall, compared her experience at the ELI with that of former high school classmates in China who were directly admitted to U.S. universities. "When they go directly to a university, they have a large amount of new things to learn, like understanding a schedule and how to write essays. But if you take Academic Transitions, you have one year to experience American culture, and in the next year, you can communicate with your American classmates better. The more you know about U.S. culture, the more easily you can make friends with them." SD/SP



Students working together in COMM 212

## English Language Institute 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.**



## UD and ELI students mix it up at DiversiFridays

Pulling open the Kent Hall entrance doors one Friday afternoon in spring, UD students stopped short when they found themselves transported to a Middle Eastern living room. Ornatly decorated rugs covered the floor where guests lounged in small groups, playing cards and sipping aromatic coffee. Young men wearing ankle-length thobes greeted the new arrivals with warm smiles and, with a welcoming sweep of the arm, invited them to join a game of cards.

It was DiversiFriday, a monthly event in residence hall common areas designed to connect domestic and international students in meaningful ways.

Co-sponsored by the ELI's Academic Transitions Cohort program and UD's Residence Life and Housing, the program offered a taste of international culture to American students and of U.S. college life to ELI students. While the exotic living room atmosphere at Kent exposed domestic students to Middle Eastern hospitality, an indoor tailgating party in October, complete with typical snacks like chips with dip and games like cornhole, initiated international students into the rituals of college football fandom.

Other themes included Spread the Love, a hummus-making project to raise awareness of the Middle East and northern Africa, and two all-women events, Pursuit of Beauty and Women in Leadership. In the year-end grand finale—a winter holiday party in Harrington Engagement Center—participants were invited to a holiday cookie exchange, holiday music karaoke and, with the UD student organization Project Sunshine, card-making for young patients at A. I. DuPont Children's Hospital.

A key aspect of DiversiFriday programming was that it took place on campus—in American student territory—rather than at the ELI.

"That's what made that partnership really unique," said ELI AT Cohort coordinator Rachel Lapp. "It's hard to get domestic students to go to international spaces because they find it intimidating." But in residence hall common areas, "they were able to brush up against something really different and say to ELI students, 'I recognize that you are here.'" SP



Students from Oman hosted UD students in their mock living room.

## Academic Success Centers: Advising on a moment's notice

To provide timely support to a growing diversity of needs, the ELI has established two walk-in advising locations for its students. The Academic Success Centers, with locations on Main Street and South College Avenue, are staffed regularly by ELI advisors and open for students during weekday afternoons.

Each location caters to a unique student population. The ASC at 108 E. Main serves primarily Conditional Admissions/Academic Transitions (CAP/AT) students, and the ASC at 318 S. College serves primarily Intensive English Program (IEP) students. Accordingly, the advising fits the students' needs. Whereas CAP/AT students require guidance on selecting college-level breadth courses and setting goals for matriculation at UD, IEP students require assistance in completing college applications and drafting personal statements.

"An advantage of the ASC is that many of our students are from high context cultures that prefer face-to-face conversations," said Blythe Milbury-Steen, interim CAP/AT advisor. "This type of interaction also helps create a relationship and establish trust between students and advisors and encourages students to return the next time they have a question."

The most frequently asked questions depend on the week of the session. The first week often attracts inquiries about class scheduling, the fourth week brings requests for help with course selection for the upcoming session, and the last week triggers a flood of questions about grades. Although the primary purpose of both ASC locations is academic advising, no question is left unheard. The advisors at each ASC take questions ranging from academics to health and beyond. When questions on housing or immigration arise, advisors direct students to the appropriate personnel or resource.

In addition to walk-in advising, the ASCs provide other services, too. Each session, they host a variety of workshops, helping to familiarize students with ELI resources, to complete university application requirements and to improve their study skills. Each ASC also serves as a quiet space for students to study in the late afternoon. Since the first ASC opened at 108 E. Main in November 2016, the Centers have been visited more than 600 times.

In the fall, the ASC at 108 was staffed daily from 1:00 to 4:00 by a member of the CAP/AT team, which included Blythe, instructors Mikki Washburn and Ross Fenske, undergraduate Cohort coordinator Rachel Lapp, MA TESL graduate assistant Shakhlo Nematova and CAP/AT admissions coordinator Jeannine Chapman. The ASC at 318 was staffed Monday through Thursday from 12:10 to 1:10 by IEP advisor Robbie Bushong.

For questions outside of walk-in advising hours, emails to schedule an appointment can be sent to [Capadvisor@udel.edu](mailto:Capadvisor@udel.edu) for CAP/AT students or [rbushong@udel.edu](mailto:rbushong@udel.edu) for IEP students. BM/RB



The Academic Success Center sports a blackboard wall to motivate students.



# ELI teacher training program receives accreditation

The ELI's Delaware English as a Foreign Language Teacher Training (DEFT) program has received full accredited status from the Commission on English Language Program Accreditation (CEA).

The ELI is one of fewer than three percent of CEA-accredited sites to have an approved TEFL/TESL Certificate program such as DEFT.

The program has actually been around since 1986, when the first round of 40 teachers, from Togo and Rwanda, arrived at the ELI as a result of a successful grant bid written by ELI Director Scott Stevens and former Associate Director Kathy Schneider.

"We won against stiff competition from other universities with many years of experience," Stevens recalled. "That was the beginning of our 31-year-and-counting run of training."

Grants were initially funded by the Department of State, the Office of Cultural Affairs, or the Agency for International Development. Early groups arrived from Central America and Africa and later included teachers from over 20 different nations.

In 1997, foreign ministries of education began sending teachers to train at the University of Delaware. These groups came from Algeria, Brazil, Chile, Egypt, Japan, Jordan, Mexico, Morocco, Panama, South Korea, Syria and Turkey. The ELI has also conducted in-country training in Bulgaria, Chile, El Salvador, Guinea, Nicaragua and South Korea.

"All told," Stevens estimated, "we have trained more than 1,000 teachers from more than 40 countries."

In 2014 the ELI took the step of pursuing official CEA recognition for the DEFT program. Stevens appointed DEFT methodology teacher Nicole Servais to assemble an accreditation committee and serve as its chair. DEFT program leaders Ana Kim and Sarah Petersen and teachers Nonie Bell, Phil Rice and Jim Weaver joined the team. Special programs manager Baerbel Schumacher advised on recruiting and other key program components. Stevens, Schneider and Associate Director Karen Asenavage also offered assistance and advice.

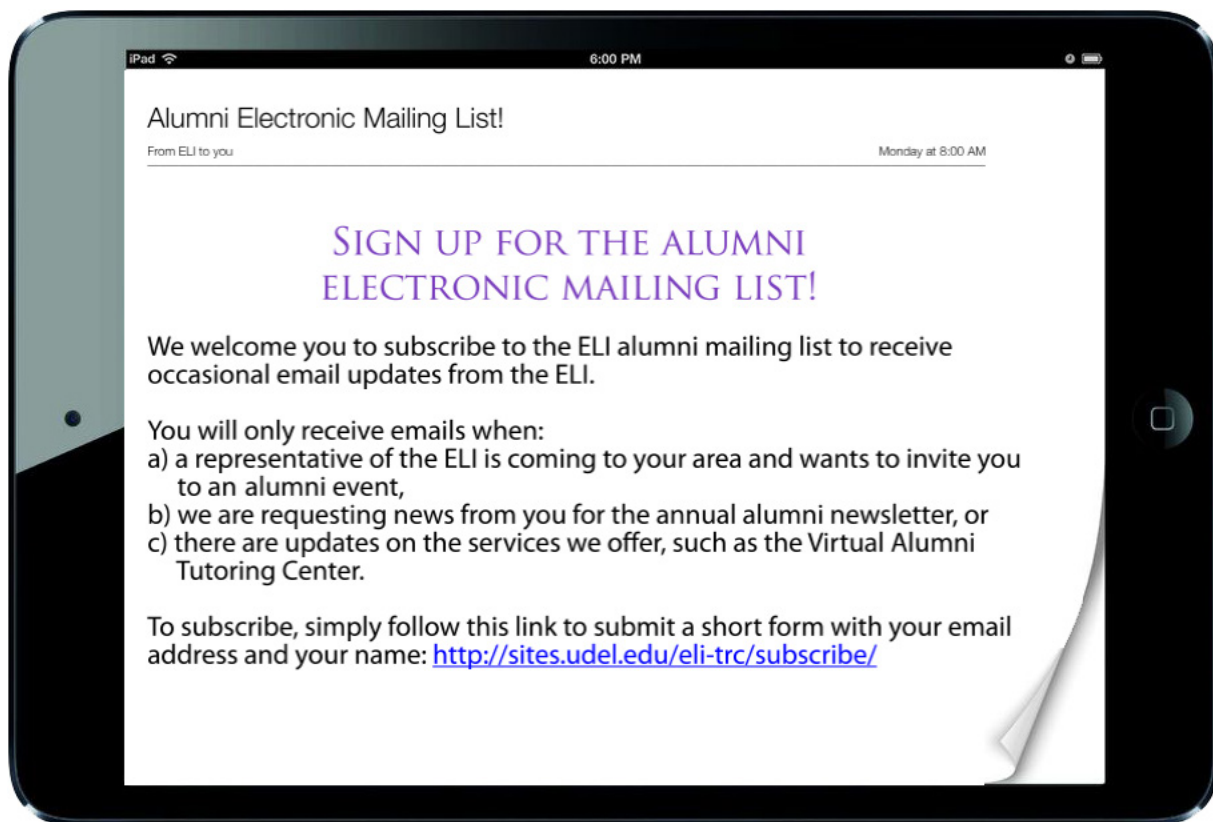
The task took the team almost two years to complete. The CEA gave its stamp of approval in late 2016.

The newly accredited DEFT is preparing to welcome teachers from Brazil, Panama and Saudi Arabia in 2018.



Joe Matterer with the members of the first teacher training group in 1986

NS





# Women's Life Support Group event wins Best Diversity Program award

"VOICES of Middle Eastern Women" won April's Diversity Program of the Month award, given by UD's "Of the Month" committee and the National Residence Hall Honorary.

The event was organized by the ELI's Women's Life Support Group, partnering with the Institute for Global Studies and domestic UD undergraduates, in honor of Middle East and North Africa (MENA) month. Featured were six ELI students, who spoke in a panel discussion about life as women in their countries. Afterwards, panelists joined audience members to facilitate small group discussions about shared experiences of women across the world.

"I realized the importance of letting people know how we Middle Eastern women live our lives, because media doesn't give our culture its justice. I wanted to convey my voice as well the Middle East," said panel member her MBA degree at UD's

Lerner College of Business.

The Women's Life Support Group continues to build community among ELI's female international students. Through discussions, activities, and events, the women help each other face the academic and social challenges they encounter during their transitional period at the ELI.

Currently led by Tutoring Center assistant coordinator Lizzy Lee and ELI academic development specialist Ruwida Alkrekshi, the group hosts weekly meetings that average 25 attendees of 10 nationalities.

"We've been working hard to provide a good atmosphere for ELI women to be able to share their voices and be an important part of the ELI and UD," said Ruwida, who was one of the group's co-founders along with Meghan Gladle, the ELI's former housing coordinator. Involvement in the group not only facilitates understanding of American society but also allows students to learn from each other's experiences.

This year, the WLSG has branched out into developing student leadership by hosting educational cultural events such as the VOICES panel and involving group members in the planning. Each session, three to four students serve on the WLSG's steering committee. They brainstorm ideas for activities, direct marketing efforts and conduct student outreach both in person and on social media.

"These leaders are incredible organizers and empathetic role models to new group members," said Lizzy.

In Session V, the steering committee organized a pre-Ramadan party, which presented to ELI students and staff the traditions, meaning and cuisine of Ramadan. The students talked to ELI students and staff about the importance of the holiday, using photos, traditional items and home-cooked food to explain the religious context.

Ruwida looks forward to future events that raise awareness of the value of international women while building an empowering community of women at ELI. "Lizzy and I found out that those women do not wait for chances to be given to them but they are able to create their own chances," she said. "I'm impressed and speechless by how strong and persistent these women are. Our group is a great symbol of how international women in the U.S. can make a difference."

LL/RA

## ELI soccer teams sock it to 'em

The ELI seized two intramural indoor soccer championships in 2017.

An intramural sport is an organized, informal competition in which students form teams to play against other teams within the same university. UD's tournaments consist of four rounds of play.

In the winter session tournament, the "UD ELI" team, comprised of Turkish, Saudi Arabian and Colombian students, went into the finals facing the

only other undefeated team in the league. UD ELI beat their opponents 3-1, ending the season with a perfect record. SABIC FC, also composed of ELI students, earned third place.

The UD ELI team remained untouchable in the spring tournament, again winning the championship with no losses. Two other ELI-based teams, the Catastrophe Falcons and Back 4 Revenge, followed closely behind with only one loss each.

SP



Indoor soccer intramural champion team, UD ELI



# ELI power couple

A power couple is defined by Oxford Dictionaries.com as “a couple consisting of two people who are each influential or successful in their own right.”

In that sense Jian (Zoe) Yang and Mengqi (Freeman) Zhang most certainly fit the bill as the ELI’s power couple.

“Among ELI students, Zoe and Freeman’s relationship is admired,” said fellow student Kaixi (Cathy) Li. “Everyone has compliments for them because they are both outgoing, well known, and very cool. They’re the bee’s knees.”

Zoe and Freeman both started at the ELI in the fall of 2016, and it wasn’t long before they met. Here’s how the two describe the early days of their relationship.

Zoe: “We lived in the same dorm, the Retreat. And he took good care of me; he always helped me with lots of things. He even brought me food at midnight when I was studying late in my first session.”

Freeman: “She lived on the second floor of the Retreat and I lived on the third floor, but I met her when we were both staying at the Red Roof Inn. My friend invited some girls for a chat, and Zoe came with a few other girls. I asked for her WeChat, and I promised her I’d always be available to help her. But the first time she called me asking for a favor, I was in the shower! After that we went to Home Depot to look for a desk lamp, and at that moment I knew I wanted to pursue her.”

Though they started out at different language proficiency levels and taking different classes, Zoe and Freeman had common goals: they wanted to advance as quickly as possible and learn as much English as they could. They progressed easily through the intermediate level before moving on to the advanced level courses like English for Academic Purposes, Film and Drama, some of which they took together.

Asking them about their favorite

classes reveals that, while their goals at the ELI were common, their personalities diverged.

Zoe: “I liked Ken Cranker’s and Christine Adams’ classes. It was maximum learning. They tried to teach us everything they knew in that limited time.”

Freeman: “I liked Film and Drama because we had a lot of fun in those classes and didn’t have too much homework. There were no essays to write and we had a good relationship with our classmates.”

With such different personalities, it’s no surprise that their interests are also wildly divergent. Zoe enjoys listening to music like hip hop and death metal (“But also symphonies,” she pointed out) and watching movies. Freeman likes to play basketball and hang out with his friends. Still, these differences, along with each one’s unique qualities, were in part what drew them together.

Among their partner’s qualities, what are their favorites?

Zoe: “It’s hard to pick, but I think his sense of humor.”

Freeman: “She is very independent. She doesn’t need me to do things for her; she can do things for herself. And of course she is beautiful.”

The two agreed that there were definite upsides and downsides to being a couple attending the same language program. They stated that a certain type of competition emerges and that they both want to prove themselves and do well—if one is studying hard, then the other must, too. They added that the desire to graduate at the same time was very strong. “You don’t want to be embarrassed by getting left behind,” they concurred.

However, there were some negatives, too. They cited a lack of personal space as a problem and advised other ELI couples not to take the same classes at the same time. “You might think it will be fun, but actually it is terrible,” the couple laughed. “You need a little separation.”

Zoe and Freeman completed their ELI studies in Session V 2017, headed back to China for a well-deserved break and began their first semester at UD in the fall. In true power couple style, they jumped right into social and academic life at UD and didn’t look back.

When asked if they have less time together now that they are studying at UD—Zoe in biochemistry and Freeman in electrical engineering—they glanced at each other and smiled, saying, “We just ate lunch together two hours ago.” NS



Power couple Mengqi (Freeman) Zhang and Jian (Zoe) Yang stepped up their game at UD.



# ELI Alum hits it big in her “field”

Mark Campbell



Greta Nauck

The ELI proudly boasts a collegiate sports hero among its alumni.

Greta Nauck, a junior at UD from Krefeld, Germany, closed the 2016 field hockey season as the National Collegiate Athletic Association (NCAA) leader in both goals and points. In October 2017, she broke the record for most points scored in Delaware field hockey history.

Greta started to play field hockey at the age of four. Her parents and older brother cheered her on every weekend when she had tournaments. Little did she know at age four what great opportunities would arise from excelling in her chosen sport.

While Greta was in high school, she was courted by UniExperts, a company that brings top athletes from Germany to the United States to study. She said that after attending an information day, “I knew that’s what I wanted to do after finishing high school in Germany.”

Her first impressions of the U.S. were that “Americans are very open and polite.” She did not get homesick since people were so welcoming to her. On the other hand, her freshman year was “a challenging year in terms of field hockey.” Not knowing any of her teammates, she said, it was a time of “learning the way of playing Delaware field hockey.”

And learn she did. As a result, her sophomore year was “just an unbelievably amazing year” that she said she will never forget. The University of Delaware field hockey team’s ambitious goal was to win the conference championship for the third consecutive year and to punch a ticket to the NCAA Final Four. But the team went far beyond that goal. In November of 2016, for the first time in UD history, they won the NCAA Field Hockey Championship.

Greta smiled, “As part of this successful team, I am just extremely proud. Being able to bring home Delaware’s first national championship is something that no one can ever take away from me.”

Greta also won the prestigious Collegiate Women’s Sports Award, presented by Honda. Since only one athlete from each sport is chosen for this award each year, Greta’s nomination tagged her as the best player in the nation. On June 26 she received the award in Los Angeles at a ceremony televised on the Sports Network.

Nauck said she enjoys studying at UD and likes the personal connections professors make with their students. She also appreciates that the professors are very willing to help students to succeed in the American academic system. Having studied at the ELI in 2015 before starting her freshman year, she told ELI News that it was

“the best preparation I could have asked for in order to get ready for college level work.”

Her future plans include returning to Germany after graduation to earn a master’s degree in business and possibly to play hockey in the German Bundesliga, which is the highest level professional field hockey league in that country.

Although leaving her home country and coming to America to study was not an easy step for her, Nauck now realizes it was the “best decision I have ever made, and I can only encourage every international student to take that step as well because it will be the best four years of their life.” KB



Mark Campbell

## Delaware Diplomats brings together UD and ELI students

Opportunities have significantly expanded for ELI students to build bonds of friendship with American students thanks to a new project of the Institute for Global Studies.

Building on the University of Delaware’s reputation of having the nation’s first study abroad program, Delaware Diplomats offers UD students the opportunity to engage with the global community on the University campus prior to their study abroad experience.

A key component of the Delaware Diplomats program is the ELI American Host Partner program, which all participants are required to join. This innovative cross-cultural initiative pairs UD students with ELI students to create opportunities for meaningful conversation, friendship and mutual understanding. Partners meet for coffee or lunch, attend campus events together and post photos on the American Host Partner Facebook page (<http://tinyurl.com/ahpud>). Lively meet-ups for all participants are also held on a monthly basis, hosted by the ELI.



ELI Orientation Coordinator Tim Kim praised Delaware Diplomats, saying, “What’s really nice is that they have made the American Host Partners a critical pillar of their program, enabling us to enroll over 150 ELI students this year. Ordinarily, it’s really hard for ELI students to meet Americans. Delaware Diplomats has made it a lot easier for us.” GW

ELI American Host Partner participants post selfies on their Facebook page.



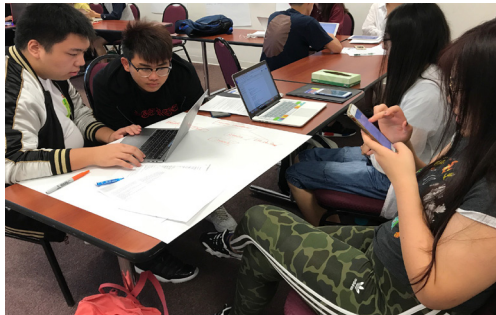
# CLASSROOM NOTES

zapped player was out until the next round, but if the other players disagreed, then the zipper was out. This fun game trained students not only to make the

sounds clearly but also to hear them. In Session V, **Terri Goode's Listening/Speaking EAP V Grad** class, which regularly practices taking notes on academic lectures, had the tables turned on them when they themselves became the "professors" giving lectures to the class. For several days, the students gave mini-lectures in engineering, business, education and other disciplines while their classmates took notes. After all of the lectures were completed, the class used the notes to take a quiz based on the content of the lectures. The students relished the opportunity to be the instructor and recognized the importance of using their best pronunciation and questioning skills in a "university" class setting.

In Session I, the **English Through Drama** classes of **Nicole Servais** and **Nigel Caplan** piloted some new structured group projects. Though the course has always had a group focus, students were encouraged to think critically about the

Nicole Servais

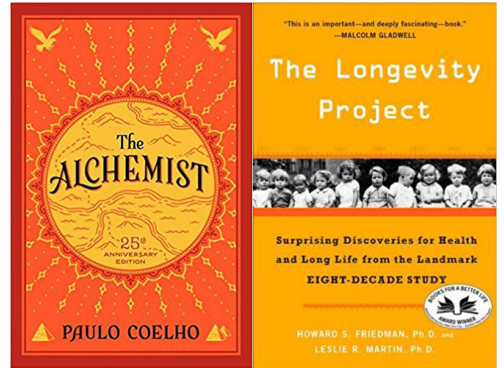


Drama students honed group work skills on Google Docs.

process of group work in order to prepare for success at American universities. For example, students were assigned acting roles (the leader, the wallflower, the slacker, the peacemaker) in a one-day task and were asked to examine motivations behind each role. The class also gained more background knowledge in American popular culture in order to be able to make connections with American students and improve their social English.

A number of teachers enriched their classes this year with the extensive reading teaching method, which emphasizes independent reading of longer texts over teacher-managed reading of shorter texts

from textbooks. The **ARSC 150** course in the Academic Transitions program (See article on Page 3) required all students to read a book, for example, "The Alchemist,"



"The Alchemist" and "The Longevity Project" were a few of the books chosen as required reading for ARSC 150 sections.

and use it as a basis for class discussions. When teaching that course in sessions IV and V, **Ken Cranker** used the 2012 book "The Longevity Project" by Friedman and Martin for reading and discussion. The non-fiction work discusses an 80-year study that revealed the effects of personality traits and common life experiences on longevity. Group discussions with classmates playing the roles of leaders, recorders, dissenters, verifiers and clarifiers built critical thinking and academic discussion skills as students grappled with statistical research to discover how their own personalities and choices might influence their longevity.

**Monica Farling** and **Michael Fields** likewise used extensive reading in their **Reading/Writing IV English through American Culture** classes, where each student chose an easy-to-read biography of an American, read the book over the course of the session, wrote a paper on it and made a class presentation. The method was also a part of **Kendra Bradecich's Academic Prep VI** class. Students chose books from the Self-Access Learning Center (SALC) to read for 15 minutes, four times per week, and then wrote journal entries about their reading. Additionally, **Graduate Cohort** classes read a book a session, ranging from a biography of Steve Jobs to "Escape from Slavery" and "Global Dexterity."

And for students who wanted even more independent reading, **Sarah Baird** ran the SALC's ever-popular **book club**, where students read a book over the course of a session and gathered in the SALC for weekly discussions.

Cinderella and the Pet Shop Boys "joined" **Nonie Bell's Reading/Writing III** class during Session IV.

Nonie and teaching assistant Hina Durrani provided grammar practice through musical video clips. Students clamored to retell the story of the famous fairy tale, using adverb clauses as they described

the animated scenes on the classroom SMART Board: "After the birds and mice made Cinderella's dress, she went to the party in the pumpkin coach." Later, they identified the adverb clauses in popular songs from karaoke-style videos, noting verb tense and time word indicators ("as soon as," "while," "after"). Some students left the classroom humming, some smiling, others thinking about their homework assignment to identify the adverb clauses in their favorite English songs.

In **Jim Weaver's Advanced Listening and Communication Skills V** class, students participated in fierce tongue twister battles. First, they practiced at home with tongue twisters provided on an audio file. The next day, they divided into groups of four or five with buzzers. Each student then tried to say a tongue twister as quickly and correctly as possible. Performances moved around the circle, and each player had to be as fast or faster than the previous player. If players heard a mistake or a performer was too slow, they could "zap" the performer with the buzzer. If the other players agreed, the



Jim Weaver's students ready to zap their opponents Jim Weaver



# STUDENT TAIL

SATURDAY, 11 /

FREE FOOD & MORE BEV ALBANY

UNIVERSITY OF DELAWARE Division of Student Life

FREE Time to MUP

MEET & GREET OF FUN



ry 6 Street 2PM

ish Language tute



Washi  
GN UP TODAY

CE SKATE  
ARAOKE  
EE ADMISSION WITH  
SKATE RENTAL

FEBRUARY 11  
8-10 PM



0.17  
N THE FUN  
E ELI  
& GREET  
NCE  
RTY



2017  
New!  
ACADEMIC SUCCESS  
IN PICTURES

ACADEMIC SUCCESS CENTER  
310 SOUTH COLLEGE AVENUE, ROOM 228

Questions? Email [capadvisor@udel.edu](mailto:capadvisor@udel.edu)

lash, spla

PO  
PA

WEDNESDAY,  
FROM 3

's outdoor  
551 S Coll



ay, June 2  
 STER F  
 ON VI  
 - 2:45 PM  
 | Room 207  
 clusters will b  
 mmer sessio

FREE  
 TRIP

UNIVERSITY OF  
 DELAWARE  
 English Language  
 Institute



DEADLINE: JULY 21



Evening



July 21 | 12:45 - 4 PM  
**SUMMER PICNIC**  
 189 West Main St.

Every Friday from 1 - 2 PM

OPEN TO STUDENTS AT R/W LEVEL III AND  
 SIGN UP AT THE SALC AT 108 E. MA

**ICE SKATING PARTY**

January 13, 7:45-10:30 pm

- UD FRED RUST ICE ARENA
- FREE SHUTTLE BUS LOOP
- FREE ADMISSIONS WITH UD STUDENT ID CARD
- SKATE RENTAL: \$4.00

FRIDAY, MAY 5 | 1 - 3 PM  
 189 W. MAIN ST



STUDENT LOUNGE AT  
 108 EAST MAIN ST





Kathy Atkinson

Kendra Bradecich

## Faculty profile: Kendra Bradecich

If there's a common thread that runs through Kendra Bradecich's teaching and personal life, it's the thread of communication.

Kendra began her education career as a speech therapist in Lancaster County, Pa., providing special services for kindergartners through 12th graders in the public schools. She worked in this job for a total of 10 years—split by a hiatus to stay at home with son Josh and daughter Lauren—before dipping a toe into the ESL waters.

Right around the time Kendra decided to return to work, she and her family hosted some Japanese students in their home for a month while the students attended English courses nearby. "I loved it," Kendra says. "Trying to communicate with them, sharing their culture and sharing ours with them, just the whole exchange—I fell in love with that whole idea."

While working once again at her speech therapy job, Kendra also began pursuing a master's degree in ESL. Soon afterwards, a school district in Lancaster County asked Kendra to tutor some new students from Egypt. Having this contact with non-native speakers more firmly cemented her resolve to pursue ESL as a career.

The next few years were a whirlwind. Kendra first split speech therapy and ESL responsibilities; then she moved into an intensive English program called International English Training for Adults, where she began teaching every day. Eventually, she also added night course teaching at Harrisburg Area Community College to her already full plate. She then transitioned to Pennsylvania State University's Harrisburg campus to work in the writing center and teach freshman English while still teaching at HACC in the evenings.

When Kendra saw an online advertisement for adjuncts to teach at the English Language Institute at the University of Delaware, she recognized the opportunity for what it was: a chance to put down some new professional roots. She was hired in January 2010 as an adjunct before being hired as a continuing track faculty member in 2012.

Kendra has taught primarily advanced courses at the ELI—academic track courses, including the Academic Prep class she created, and culture courses like the 1960s. She enjoys what she calls "lightbulb moments." "I see them discover they can be independent learners—that it's fun to be curious," she said.

Kendra's own curiosity about cultures has led to a service partnership with her church, Lancaster Alliance, for which she goes on mission trips. This year she traveled to Hungary with her husband of 38 years, Eli, and a team from her church with the objective of teaching a certain subject—but not the subject one might expect.

"We taught them baseball," Kendra stated.

"It's about filling a need. A local missionary contacts the church and lets us know about their specific needs. Sometimes it's building a community center. Sometimes it's teaching English. And sometimes it's baseball."

When asked how tied her work at the ELI was with her mission work, Kendra replied, "Very closely tied. If my faith hadn't inspired me to reach out to internationals, I may not have taken those trips."

What's in Kendra's future? "Hopefully more travel. Japan is at the top of my list. There are lots of places in Asia I haven't seen yet, South America, Costa Rica, a return to Europe ... and volunteering in my community, trying to fill whatever needs are there."

Kendra also likes riding her bicycle, lounging and walking on the beach in Florida, socializing with good friends, and, most of all, enjoying her grandchildren, Gianna and Amyah. "I love spending time with them," Kendra smiled.

NS

## Staff profile: Tim Kim

What does Tim Kim do? What does Tim Kim NOT do? Each day of the ELI orientation coordinator is never the same.

On the extremely busy week just before a new session starts, often with 200 new students arriving at different times, Tim can be found delivering them to their new apartments, calmly answering hundreds of questions, explaining health insurance, conducting campus tours, organizing mandatory meetings, signing up soccer players for an ELI intramural team and reminding everyone of the ELI's academic schedule. And when that week coincides with the first days of the fall semester at UD, Tim also has meetings and conference calls with campus committees, such as the Student Life Programmers Committee or Student Wellness and Health Promotion's committee for sexual assault prevention.



Kathy Atkinson

Tim Kim

After students have settled in, Tim, who lives in the Rittenhouse complex with ELI students and their 24 American apartment mates, must respond to maintenance requests, counsel ELI students on social behavior, solve roommate disputes and even put out fires.

"It's true," Tim smiles. On the very morning of his interview with ELI News, the fire alarms in the complex went off, and he rushed to find an apartment full of smoke from a student's overcooked breakfast.

At times, Tim has to take ELI students to the health or counseling center. His 2011 UD master's degree in counseling in higher education and his years of counseling on campus come in handy, as do his common sense, calm demeanor and sense of humor. Dr. Stevens commented, "I deeply appreciate Tim's energy and commitment."

Besides orientation, what Dr. Stevens described as Tim's "passion for meaningfully connecting ELI students with Americans and other internationals" comes to the fore when he assists in collaborations with other departments. He coordinated the Arts Bridging Cultures (ABC) program, which hosted several interactive multimedia events and resulted in Syrian artist and ELI alumnus Emad Hemed becoming the University's International Artist in Residence. In 2016, ABC extended to the Music Department, with Xiang Gao's Master Players Series hosting the World Kitchen Series, which focused on the food, music and art of specific countries represented at the ELI and the University.

See Tim Kim on page 23.



## Tutor profile: **Lori Fisher**

When family responsibilities prevented Lori Fisher from traveling the world, she sought a position where the world comes together. She found her answer at the ELI. A mother of five children, most of whom she had homeschooled for 20 years, Lori became an ELI tutor in 2010 because she was attracted to its community.

"Through the ELI, the world just opened up to me," Lori said.

Although she had traveled throughout Europe as well as other parts of the western hemisphere, it was not until she came to the ELI that she began exploring Southeast Asia and the Middle East through meaningful relationships with students. This opportunity for intercultural connections has resulted from not only the diverse ELI student population but also the unique role of tutors.

"Tutors are in an interesting position where we have that space and time to really get to know the student," she said.

Although Lori views her job as primarily helping with language goals, she also sees the whole individual. If students seem disengaged, her priority becomes to help them identify the cause. She wants her students to view her as not only a tutor but also a friend. To switch between roles in a single tutoring session, she might use her hands to pantomime the replacement of her "tutor hat" with her "friend hat," or she might tell a student that she is going to give them advice "as a mom."

In many ways, Lori's approach to tutoring is similar to her approach to traveling: Instead of merely playing tourist, she strives to make personal connections with new cultures. Similarly, she wants her students to have meaningful experiences abroad, and she wants them to feel at home in the United States.

Feeling at home requires a sense of community. To help create it, Lori developed the Women's Conversation tutoring cluster in 2014. A space for female students to gather and practice English twice a week, this cluster gained a group of regulars who signed up session after session. During the cluster, they laughed together and cried together. When a student gave birth, they celebrated with a baby shower. When a student lost a family member back home, they grieved.

"Lori's conversation cluster was a pioneering effort," Tutoring Center manager Ken Hyde said. "She created a cluster that supported the special needs of ELI's female students, particularly mothers with lower-level language skills. Lori helped the women learn important vocabulary, explore needed resources and develop survival English."

Even before the cluster, the effectiveness of Lori's personal approach was evident. Not long after she started at the ELI, one of her students asked if she could move in with Lori's family. Being a homestay family had never occurred to Lori, but after she agreed to it once, the requests continued, and some students felt so welcome in the Fisher home that they stayed there even after matriculating to UD. Kynthia Zhou has lived with the Fishers for six years—first as an ELI student and then throughout her undergraduate studies at UD.

"They have become my second family," Kynthia said.

ELI alumni wanting to catch up with Lori may schedule a Skyped tutoring session on Tuesday mornings.

RB



Lori Fisher

## Homestay profile: **Bill and Tracey Beck**

In a cozy corner of Bill and Tracey Beck's living room, between the couch and fireplace, a decorative box holds scrapbooks—gifts compiled by former homestay students. Page after page, the personal photographs, drawings and handwritten messages from students tell the story of the Beck family homestay.

In the earliest scrapbook, dating back six years, the family is younger—none of the four Beck children is yet out of high school. Pointing to a photo, Tracey said, "That was our family when we started hosting students."

In the photo, the Beck family poses with Akiko Kambara from Japan, their first student. This was such a good experience for both the family and Akiko that the Becks continued to host. Since then, they have hosted dozens of

ELI students, one or two at a time, for periods from two weeks for special programs to 10 months for the U.S. college bound. These students have been Brazilian, Chinese, Japanese, Mexican, Russian and South Korean.

As the pages of the scrapbooks turn, the faces change: The Beck children grow up and the ELI students' nationalities vary. What remains constant is the Becks with their students. A number of pictures show the family seated around the dining room table with a student or two, playing a game. The Becks see games as a way to overcome both language and social barriers and use them as a way to welcome their students into their home. "Games are a good ice breaker," Tracey said.

Some of their favorite games

are card games such as Hand and Foot or Double Solitaire. These multi-player games require just the right amount of interaction for a shy or beginning language learner. "The best things about card playing," Bill said, "are you have a certain vocabulary and there's a lot of repetition."

Bill and Tracey have other activities up their sleeves. Tracey, who works as executive director of the American Swedish Historical Museum in Philadelphia, has taken students to local museums. Bill, who majored in music at UD and is now a stay-at-home dad, cooks and plays instruments.

The flipping of pages through the scrapbooks reveals pictures of the family and its students

throughout the four seasons. There are photos of carving Halloween pumpkins, building snow dragons on the front lawn, attending church, and gathering for special occasions such as Christmas, Thanksgiving and family reunions. Throughout the photos, the students are included as part of the family.

"We really try to pour ourselves into this," Bill said, "because this is their American experience." RB

Bill and Tracey Beck with their son and two students





# Special programs

## Colfuturo

Nineteen Colombian professionals sponsored by Colfuturo studied at the ELI between August 2016 and August 2017. The students, who took a full ELI course load, were pillars of the ELI community. Several were from the Colfuturo organization itself, in addition to employees from Davivienda Bank and other companies. Their professions included information technology, law, business management and industrial engineering. Colfuturo student Libia Acosta Sanchez, director of business operations at Davivienda Bank, said, "Attending the ELI was much more than a training opportunity. It was a wonderful life experience which provided me the privilege of interacting with students from different countries and cultures. This program gives you the feeling of being part of a family." Luz Adriana Aguilar Cruz, an accountant supervisor with Dentsply Finance Company, concurred: "There are wonderful people who offer friendship and help. For me, it was a fantastic experience, and I wish I had more time. Thank you, ELI and Colfuturo."

## Saudi Arabian Basic Industries Corporation

In October 2016, the ELI welcomed its second cohort of SABIC scholars—promising students of science, technology or engineering sponsored by the Saudi Arabian Basic Industries Corporation—to complete a "foundation year" before continuing their bachelor's program at a top U.S. university. A third cohort began in January 2017.

Their foundation year programs, coordinated by Maria José Riera, included not only intensive English for Academic Purposes and SAT and TOEFL preparation classes but also a series of university-level classes in pre-calculus, calculus, chemistry, physics, computer technology and leadership. In the spring, both cohorts traveled to Puerto Rico for a service learning project in collaboration with Scott Duarte's Film class, where they produced an original feature-length documentary entitled "Cemento y Sudor" (Cement and Sweat).

When students from Cohort 2 graduated from the ELI in August, several SABIC scholars were awarded for their outstanding performance and leadership during their 10-month tenure at the ELI. Faisal Kutbi was named Outstanding Student, and the Achievement Award was given to Ibrahim Alelaiw. Kutbi, Alelaiw and Abdulmalik Alsantely all graduated with honors.

The third cohort will complete its foundation year in summer 2018.

See "UD and SABIC celebrate 10 years of friendship" on Page 17 for news of SABIC's memorandum of understanding with the University of Delaware.



SABIC students taking a break from construction in Puerto Rico

The January HUFs group with ELI Director Scott Stevens (far right), program coordinator Ana Kim (front, second from right) and special programs manager Baerbel Schumacher (rear, far left)



Projecta 100,000 students

## Projecta 100,000

The Projecta 100,000 program, which is Mexico's initiative under the U.S.- Mexico Bilateral Forum on Higher Education, Innovation and

Research, sent 29 students from the Universidad de Colima (UCOL) to the ELI for a four-week intensive English program in October and November of 2016. This cohort represented undergraduate students in business-related majors from the UCOL campuses in Manzanillo and Colima. In addition to their ELI classes, the students participated in many ELI activities, attended UD business lectures and had an introduction to UD's Alfred Lerner College of Business and Economics. The students reported that they were extremely satisfied with their ELI program; not only did they improve their English language skills, they also expanded their understanding of U.S. culture and shared their own Mexican culture, too.

## Panama Bilingüe

Twenty teachers of English from western Panama pursued professional development at the ELI in January and February. Sponsored by the Panamanian Ministry of Education's Panama Bilingüe initiative, the educators sharpened both their English language proficiency and their teaching skills in classes and workshops coordinated by Sarah Petersen. At the same time, they experienced American culture first hand through homestay living, visits to local schools and trips to New York, Washington and the Amish community in Lancaster County, Pa.



Panama Bilingüe teachers proudly displaying their program certificates at their graduation ceremony

## Hankuk University of Foreign Studies (HUFs)

The ELI welcomed students from HUFs in Seoul, Korea, 19 in January and seven in June, to study in the Intensive English Program for a period of four or eight weeks in a program coordinated by Ana Kim. They attended reading/writing and listening/speaking classes as well as tutoring, and they especially enjoyed cultural excursions and activities including trips to Washington and New York.

See "UD and HUFs strengthen old ties" on Page 16 to read about HUF's new memorandum of understanding with the University of Delaware.



Lowell Reithmuller



## Seinan Gakuin University

Seinan Gakuin University students from Fukuoka, Japan, joined the ELI for a three-week program in March that was coordinated



Seinan Gakuin students

by Wakako Pennington. Their majors ranged from English literature to business. They actively participated in their classes and ELI events and enjoyed trips to New York City and Washington. All the students said they loved their homestay experience and enjoyed making new friends from all over the world.

## Hiroshima Institute of Technology

The ELI welcomed 10 engineering students from the Hiroshima Institute of Technology in Hiroshima, Japan, in March for a program coordinated by Wakako Pennington. They greatly improved their English skills in their respective listening/speaking and reading/writing classes. The students reported enjoying the trips to New York City and Washington the most. They experienced living with homestay families and made a diverse set of new friends.



HIT students at the World War II memorial in Washington

## Global Leaders High School Program

In March, 33 high school students representing eight different high schools in Fukuoka, Japan, were accompanied by two escorts to spend a total of 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 and visited Wilmington Christian School. They had fun bowling with some of the University of Delaware's Japanese Student Club "Nihongo Table" members and spent a full day in Washington visiting the Air and Space Museum as well as a range of monuments and the Capitol. The group's program at the ELI was coordinated by Wakako Pennington.



Global Leaders visited Wilmington Christian School.



Language Adventure group selfie with leader Greg Austin (pictured front)

## Language Adventure

Young students from China, Germany, Russia and Saudi Arabia descended upon the ELI for its summertime Language Adventure program, coordinated by Gregory Austin.

They improved their English skills in listening/speaking and reading/writing classes and learned about U.S. culture during ELI activities and trips to Washington, New York and Philadelphia. They had fun at the beach in Ocean City and got a first-hand look at family life in their homestays.

## Fulbright Scholars



Fulbright scholars and their ELI instructors at their farewell luncheon

The ELI was awarded a competitive grant through the U.S. Department of State and the Institute of International Education to host, in July and August, 35 enthusiastic

Fulbright Award recipients for their pre-academic English for Graduate Studies program. During an intensive three-week course coordinated by Ken Cranker, Michael Fields and Mikki Washburn, the students learned about academic communication and conventions, American culture and etiquette, and university classes and support services.

## International Teaching Assistants (ITA)

This year, the ITA training program, coordinated by Ken Hyde, welcomed 20 students in its winter session and 100 students in the summer session. More than 20 different countries were represented as the graduate students prepared to become teaching assistants in 17 different graduate programs at UD. Departments in which the ITAs now assist range from foreign languages, kinesiology and linguistics to chemical engineering, computer science and physics. The students came from Albania, Bosnia, China, Iran, Nepal, Nigeria, Palestine and many other places.



Monica Farling's Culture and Pedagogy class was one of several in the ITA program.

See Special programs on Page 17



## SALC “makes friends” with social programming

In 2017, the Self-Access Learning Center added a new component to its already diverse selection of offerings: social programming.

“I wanted to fill a void,” said SALC coordinator Nicole Servais. “The SALC had so many software programs and materials to help with reading, grammar and listening, but far fewer to assist students with the more active tasks of speaking and writing. Speaking and writing require contact with another person—it’s not something you can easily work on with a computer program.”

Servais and her staff collaborated to fill the void. The first program to emerge was the “Friends conversation couch.” UD students in the Delaware Diplomats program (See article on Page 8) sign up for couch hours on a Google calendar. The diplomat then simply comes to the couch, sits down and begins a conversation with any and all interested ELI students.

Both UD and ELI students appreciated this initiative as it allowed them an easy way to expand their social circles. New contacts and new friendships have already been forged. Long-time SALC staff member Aura Draper kindly donated the couch, created a homey atmosphere for the students, and provided a cookie jar full of conversation starters—topics written on strips of paper and pulled out at random to kick-start a dialogue.

An anonymous diplomat shared the following: “The friends couch provides a really distinct opportunity to communicate directly with international students—learning about their home countries, their unique experiences at UD, and practicing our communication skills.”

Other social programming followed. Besides just social language, “I wanted a way for ELI students to target the specific speaking and pronunciation goals for their level,” Servais stated.

The solution: Students can now make a 15-minute appointment with any SALC staff member and stop in to receive help in the outcomes and objectives for their listening and speaking level.

SALC staff member Abdallah Celestin next worked to create a paired movie-viewing station and set up a collaborative homework table. Both areas are spaces in which students can simply sit together and initiate English conversation about movies or their homework.

Then came the Writing Round Table, which was created in collaboration with the ELI’s Tutoring Center. Tutoring Center manager Ken Hyde identified several tutors who were known for their outstanding tutoring in writing, and the SALC provided a physical space where, each afternoon, students can drop in for help with their class writing or simply practice their writing in English with targeted tasks. The tutors who work at the table quickly set up a weekly creative writing contest to engage the students and encourage them to think outside the classroom box.

The SALC is also continuing its long-running book club series. Now headed by SALC staff member Sarah Baird and centered at the friends couch, the club is a popular venue for improving vocabulary and reading skills, all while building relationships. NS

Students sit on and around the friends couch discussing various subjects.



## UD and HUFs strengthen old ties



UDaily

The presidents of the University of Delaware and Hankuk University of Foreign Studies, Dennis Assanis (left) and In Chul Kim (right), met in May to renew an existing double-degree agreement and sign two new supplemental agreements.

The University of Delaware and Hankuk University of Foreign Studies in Seoul, South Korea, renewed friendships, both personal and institutional, when HUFs dignitaries with longstanding ties to UD visited the campus in May.

Hankuk University has partnered with the ELI for 27 years, sending students to the Institute for winter and summer study abroad sessions. To date, the ELI has received almost 500 HUFs students.

Instrumental in initiating the HUFs-ELI partnership in 1990 was Byong Man Ahn, then HUFs president and later South Korean minister of education, science and technology.

Ahn, who was the senior member of May’s visiting delegation, collaborated on research with UD political science Professor William Boyer in the 1970s. Later, Ahn served as a Fulbright scholar-in-residence and then as adjunct faculty in UD’s political science department for 12 winter sessions. In 2004, the University of Delaware conferred upon him an honorary doctoral degree.

A second member of May’s delegation was University of Delaware alumnus In Chul Kim (’88 Ph.D. Poli Sci), the current president of Hankuk University.

It was as a graduate student of Ahn’s that the young Kim had come to learn of the University of Delaware. Ahn had encouraged Kim to pursue his doctorate in UD’s political science department and had commended his advisee to his

old colleague and friend Boyer.

During the May visit, Ahn and Kim revitalized old ties of friendship at a reunion with Boyer and other former professors and colleagues. Along with the third delegation member, HUFs Dean of International Affairs Chong Jin Oh, the visitors also formed new ties with Dennis Assanis, UD president since 2016.

In a ceremony on May 1, Assanis and Kim signed a memorandum of understanding between the University of Delaware and Hankuk University of Foreign Studies to continue the dual degree arrangement by which students may attend each university for half of their undergraduate degree program and thereby earn a diploma from both institutions.

For the ELI, the renewed commitment between the two institutions sets the stage for expanding interest in the ELI’s winter and summer session programs for HUFs students as well as awareness of an additional option, the Institute’s new Academic Transitions semester program. (See article on Page 3.)

“For more than 35 years, Hankuk University and the University of Delaware have enjoyed a special friendship,” Assanis stated at the signing ceremony. “Such cross-cultural connections have never been more important than they are today, and we look forward to an even stronger, more productive relationship with HUFs in the future.” SP



## UD and SABIC celebrate 10 years of friendship



UDaily A new memorandum of understanding between UD and SABIC will allow for further exploration of opportunities for student and faculty enrichment and exchange.

The University of Delaware and Saudi Basic Industries Corporation signed a memorandum of understanding in July, cementing a partnership that began at the ELI in 2007.

SABIC sponsors high-achieving Saudi high school graduates to pursue their undergraduate degrees in the United States in the fields of engineering and business, preparing them ultimately to take on jobs in the firm.

The ELI welcomed its first cohort of 11 SABIC students in 2007 to complete a preparation year of English language training before moving on to full university matriculation at top U.S. institutions. The following year, an experiential summer institute was added to expose the students to American academic expectations and college life.

In 2015, the ELI welcomed a new cohort of students in the SABIC Foundation Year (FY) program, which includes, alongside ELI language training, coursework in science, technology, engineering and mathematics taught by University of Delaware faculty and staff. This prepares SABIC students for academic success when they enter university full time. In the past two years, the program has been supplemented each spring

with a week-long service learning experience in Puerto Rico.

Seven ELI FY students and four from FY programs at other institutions have matriculated to UD's chemical and mechanical engineering programs in the past three years alone.

July's memorandum of understanding, signed by University of Delaware President Dennis Assanis and Samir Ajabli, senior manager of SABIC Americas Business Procurement Services, paves the way for engineering faculty exchanges, research opportunities for students, and guest lectures at the University by SABIC industry experts.

As quoted in the UDaily news service on July 18, ELI Director Scott Stevens described the 10-year SABIC-UD collaboration as "a multi-layered relationship that has yielded much fruit. We look forward to what the next ten years will bring." SP

## Special programs *from page 15*

Nakamura Gakuen University



Nakamura Gakuen students sampled the delights at UDairy Creamery.

Nakamura Gakuen University of Fukuoka, Japan, sent a group of students to the ELI for the first time in a short-term program coordinated by Wakako Pennington. The students studied under veteran tutor Myrna Zaetta for a week in August and then integrated into the Intensive English Program for two weeks. They enjoyed many activities, such as a garden workshop, visiting the UD farm, sampling the delights of the UDairy Creamery, taking a field trip to the UD Laboratory Preschool and visiting New York City and Washington.

### Nagasaki University

The ELI welcomed in September, for the first time, a group from Nagasaki University in Nagasaki, Japan, in a special program coordinated by Wakako Pennington. They enthusiastically participated in listening/speaking and reading/writing classes. They also attended UD Activities Night with University students of Japanese. They enjoyed an ELI picnic, UD football games, and trips to New York City and Washington. They all reported that making friends was very important in their time here, and they expressed gratitude to their host families for being so gracious.



Students from Nagasaki University visited the Lincoln Memorial in Washington.



# Professional activities of faculty and staff

**Walt Babich**, Faculty

*Presentations:*

"Using Improv to Develop Instructional Materials" (with Mary Beth WorriLOW). Conference on Language Learning and Culture (CLLC), Fairfax, VA, April 2017.

"A Different Approach to Teaching Idiomatic Expressions" (with Mary Beth WorriLOW). Maryland Association for Adult, Community and Continuing Education (MAACCE) 2017 Annual Conference, Linthicum Heights, MD, May 2017.

**Erin Bastien**, ADS

*Presentation:*

"Academic Advising Models and Strategies in a Large University IEP." NAFSA Annual Conference, Los Angeles, CA, May 2017.

**Nonie Bell**, Faculty

*Presentations:*

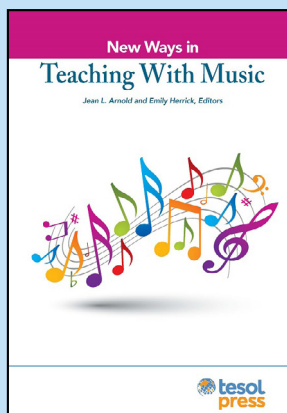
"Conversation Champions: Integration of Vocabulary into Oral Production" (with Amanda Strickland). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

"The Master's Model: Value in Using Student Generated Materials." The Worlds of Christian English Language Teaching, Seattle, WA, March 2017.

"Jotting and Jogging: Notetaking Skills and Memory" (with Robbie Bushong and Wakako Pennington). PennTESOL-East Fall Conference, Glenside, PA, November 2017.

*Publication:*

"Tying It Together: Music, Reading, and Writing" (with Vivian Xiaowei Shi) in *New Ways in Teaching with Music*. Alexandria, VA: TESOL Press, 2017.



**Kendra Bradecich**, Faculty

*Presentations:*

"Empowering Academic English Students Through Reading Fluency Practice." 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

"Three Simple Ways to Incorporate Reading Fluency Practice." PennTESOL-East Spring Fling, Philadelphia, PA, April 2017.

**Danielle Bragaw**

*Presentation:*

"Balancing Form and Meaning in the Speaking and Listening Classroom." PennTESOL-East Fall Conference, Glenside, PA, November 2017.

**Robbie Bushong**, ADS

*Presentation:*

"Practicing English with Hello Talk." Mobile Apps for Education Showcase at the 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

"Jotting and Jogging: Notetaking Skills and Memory" (with Nonie Bell and Wakako Pennington). PennTESOL-East Fall Conference, Glenside, PA, November 2017.

*Leadership:*

Proposal reviewer, TESOL

**Nigel Caplan**, Faculty

*Presentations:*

"Genres that Work in the Writing Classroom." Workshop at St. Andrews University, Scotland, February 2017.

"Go with the Flow: Creating Cohesion in Academic Discourse." Plenary at the St. Andrews EAP Conference, St. Andrews, Scotland, February 2017.

"Connecting Process and Product in Collaborative Writing: A Mixed-Methods Approach." American Association of Applied Linguistics Conference, Portland, OR, March 2017.

"The Myths of the Five-Paragraph Essay" (with Deborah Crusan, Dana Ferris, Ann Johns, Luciana de Oliveira, and Christine Ortmeier-Hopper). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

**Nigel Caplan** *continued*

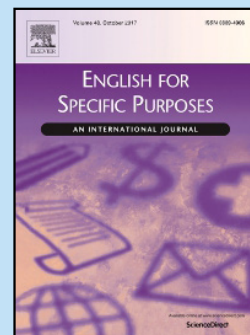
"Many Hands Make Writing Work: Collaborative Writing Activities" (with Monica Farling). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

"Argue, Contend, Exhort: Teaching the Language of Argumentative Writing" (with Silvia Pessoa, Ryan Miller, Thomas Mitchell, and Sandra Zappa-Hollman). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

"The Graduate Communication Manifesto: A Work-in-Progress." Keynote at the 2<sup>nd</sup> Consortium on Graduate Communication Summer Institute, Monterey, CA, June 2017.

*Publications:*

"Step Out of the Cycle: Needs, Challenges, and Successes of International Undergraduates at a U.S. University" (with Scott Stevens). *English for Specific Purposes* 46 (2017): 15-28.



"5 Smart Tips for Teaching Grammar Through Extensive Reading." *OUP Global blog*, May 2017. <https://oupeltglobalblog.com/2017/05/15/reads-reading-has-read-5-smart-tips-for-teaching-grammar-through-extensive-reading/>

*Leadership:*

Chair 2017-2018, TESOL Second Language Writing Interest Section.

Chair 2015-2017, Consortium on Graduate Communication

Advisory Council, Delaware English Language Learner and Teacher Advocates (DELLTA)

Proposal reviewer: TESOL, AAAL

Peer reviewer, *English for Specific Purposes*, *Modern Language Journal*, *Journal of Response to Writing*, *Journal of Writing Research*, *Writing and Pedagogy*.



**Ken Cranker**, Faculty

*Presentation:*

“Stress Is Beneficial in Pronunciation: Stressing Stress in the Classroom.” PennTESOL-East Fall Conference, Glenside, PA, November 2017.

*Publication:*

“What Texting Can Teach about Two Types of ‘to.’” *PTE Voices*, Spring 2017. [http://www.ptewildapricot.org/resources/Pictures/PTE%20VOICES%20Spring%202017\\_v04.13.17.pdf](http://www.ptewildapricot.org/resources/Pictures/PTE%20VOICES%20Spring%202017_v04.13.17.pdf)

**Scott Duarte**, Faculty

*Presentation:*

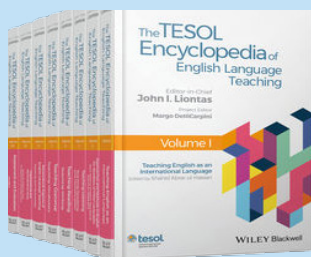
“Enrich, Engage, Empower Using YouTube,” (with Kenneth Chyi, Elsa Stappert and Jennifer Lebedev). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

*Publication:*

“Video” in J.I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching*. Somerset, New Jersey: Wiley-Blackwell, 2017.

*Leadership:*

Proposal reviewer, TESOL



**Monica Farling**, ADS

*Presentation:*

“Many Hands Make Writing Work: Collaborative Writing Activities” (with Nigel Caplan). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

*Leadership:*

Proposal reviewer, TESOL

**Ross Fenske**, ADS

*Presentation:*

“Thinking in Grammar: Making Metalanguage Work for You and Your Students.” PennTESOL-East Fall Conference, Glenside, PA, November 2017.

**Michael Fields**, Faculty

*Presentations:*

“Proficiency or Achievement: Implementing Institutional Tests.” IATEFL TEASIG (Testing, Evaluation and Assessment Special Interest Group), Aigle, Switzerland, October 2016.

“Experiential Learning, Service Learning and Engagement: The Graduate Cohort Program.” 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

*Publication:*

“Extended Reading: A Teacher-Directed Alternative to Extensive Reading.” *Journal of Asia TEFL* 14.1 (2017): 197-204

**Kenneth Hyde**, Faculty

*Presentation:*

“Start to Finish: Materials Development for ITAs” (with Pauline Carpenter and A.C. Kemp). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

*Leadership:*

Treasurer, University of Delaware International Caucus  
Steering committee member 2017-2018, TESOL ITA Interest Section

**Julie Lopez**, ADS

*Presentation:*

“Fostering Digital Responsibility by Understanding Fair Use” (with Nancy Overman and Nicky Hockly). 51<sup>st</sup> Annual TESOL International Convention, Seattle, WA, March 2017.

**Randall O. Pennington Jr.**, ADS

*Publication:*

“Four 40-Minute English Practice Problems for the 2018 Center Test.” Kawai Juku Publications, October 2017.

**Wakako Pennington**, ADS

*Presentation:*

“Jotting and Jogging: Notetaking Skills and Memory” (with Nonie Bell and Robbie Bushong). PennTESOL-East Fall Conference, Glenside, PA, November 2017.

**Nadia Redman**, Assistant Director of Recruiting, Marketing and Communication

*Presentations:*

“Digital Communications Management for IEPs” (with George Zamarippa). EnglishUSA Professional Development Conference, Monterey, CA, January 2017.

**Nadia Redman** *continued*

“Strategies for Maximizing International Student Recruitment” (with Samir Zaveri, Sara Sandford, and Sarah Ramisch). NAFSA Annual Conference, Los Angeles, CA, May 2017.

Facilitator, “IEP Roundtable: Developing New Source Markets for Recruitment.” NAFSA Annual Conference, Los Angeles, CA, May 2017.

*Publication:*

Chapter: “Recruitment Strategies for Intensive English Programs” (with L. Kraft). In *NAFSA’s Guide to International Student Recruitment, 3rd Edition*, 207-224. Edited by Jessica Black Sandberg. Washington, DC: NAFSA: Association of International Educators, 2017.



**Scott Stevens**, Director

*Publication:*

“Step Out of the Cycle: Needs, Challenges, and Successes of International Undergraduates at a U.S. University” (with Nigel Caplan, lead author). *English for Specific Purposes* 46 (2017): 15-28.

**Mary Beth WorriLOW**, Faculty

*Presentations:*

“Using Improv to Develop Instructional Materials” (with Walt Babich). Conference on Language Learning and Culture (CLLC), Fairfax, VA, April 2017.

“A Different Approach to Teaching Idiomatic Expressions” (with Walt Babich). Maryland Association for Adult, Community and Continuing Education (MAACCE) 2017 Annual Conference, Linthicum Heights, MD, May 2017.



# Personnel notes

## Growing families

**Emily Thayer** and her husband welcomed their son, Alessandro Cozza, to their family on April 25. Baby boy Logan Everest Buzzard was born to **CarolAnn Buzzard** and her husband on May 3. Happy parenting, Emily and CarolAnn!



Logan Everest Buzzard



Alessandro Cozza

## Faculty changes

Congratulations to **Nigel Caplan** for his completion of his Ph.D. and his promotion to associate professor on September 1.

**Anne Owen** retired from the ELI as a full-time associate instructor in June (See article on this page), but she wasn't gone for long. In September, Anne was rehired to instruct for the ELI as an adjunct.

Academic development specialists **Robert Palmer** and **Marriott Nielsen** both bade farewell to the ELI in January to move on to new adventures.

## Saying goodbye

ELI technology coordinator **Lowell Riethmuller** retired from the ELI in February after 35 years of great service to the ELI. (See article on Page 21.) Happy trails, Lowell!

ELI recruitment specialist **Amanda Stevens** accepted a new position as Manager of International Recruitment at the State University of New York at New Paltz.

ELI admissions coordinator **Dimitri Goncharov** accepted a position in information technology at Du Pont Corporation.

## Not really "goodbye"

Some former ELI staff members are not far away; they have simply moved on to other positions within the University of Delaware. Office coordinator **Lynn Robinson** was promoted to the Advisement Center in UD's College of Arts & Sciences. Housing coordinator **Meghan Gladle** is now working as a program coordinator with the World Scholars program for the University's Institute for Global Studies. Academic advisor **Erin Bastien** accepted a new appointment as Assistant Director in UD's Admissions Office.

## Without goodbyes, there can be no hellos

**Tanya Kang** was hired in March to fill the office coordinator position at 318 S. College. **Anne-Claire Frank-Seisay** was hired in September as ELI housing coordinator. **Kirsten Brown** assumed the admissions coordinator position in October. **Leah Jane Davidson** came aboard in October as an ELI recruitment specialist. The ELI wishes a warm welcome to these new members of the family.

## Anne Owen retires

Instructor Anne Owen retired this year from the ELI after teaching more than 1,100 students from 27-plus countries over a span of 12 years.

Anne will be remembered for her rich contributions to the English for Academic Purposes track, in both core and elective courses.

Most notably, she left her mark on the ELI curriculum with her signature course, American Voices.

When Anne first started teaching in the academic track, "so many students were coming with no background information," she said. "They desperately needed to build cultural schemata to make sense out of what they would be learning at university."

In response to this need, Anne conducted meticulous research to design a course that would foster students' understanding of American history and culture through multicultural stories that highlighted the country's pluralism. Into an eight-week syllabus she packed the themes of western expansion, industrialization, multiculturalism, civil rights, volunteerism and the American dream. Voices rolled out in 2012.



Anne Owen

Anne was determined to encourage her students not only to understand diverse American perspectives but also to recognize their own.

"I grew up in a family that embraced the word 'voice,'" she said. "I was not only encouraged but expected to have an opinion.

Language learning and its many nuances, idioms, colloquialisms and other variables of expression take us on a journey to find our own voice. This, in turn, leads us to our very identity of who we are, where we come from and who we want to be."

Anne was committed to helping ELI students find their voice both within and beyond the classroom. She served as co-chair and then chair of the ELI's activities and events committee for six years, coordinating social and cultural events to balance out students' academic pursuits. Possibly her sweetest memory in this arena was the Institute's first-ever intramural soccer trophy in 2008.

Whether cheering on an intramural team or a writing student, Anne's voice was strong, clear and confident, setting by its tone high expectations for the listener. "Owen," as her students affectionately and somewhat fearfully called her, was a drill sergeant who demanded results.

At the end of a session of Voices, one anonymous student wrote to Anne, "You shoved me and pushed me, pushed and shoved me to the limit so I can become a better student, and now I have enhanced and sharpened my ability to use English without being scared."

In honor of her impending retirement, Anne was asked to give the keynote speech at the December 2016 ELI graduation. She encouraged the graduates to trust their inner voice but also bade them remember their families and friends "who listened to and knew your voice and influenced your identity. They are part of your ongoing story."

Anne Owen's own passionate voice lingers, woven into the busy, everyday hubbub of the ELI's halls, ever to be a part of the Institute's ongoing story.

SP



# Lowell Riethmuller retires

Lowell Riethmuller, ELI teacher, chronicler and technological innovator, has retired after 35 years.

Lowell drove the ELI to keep up with the technological times, and his ever-present camera captured for posterity every stage of the Institute's growth. He likewise made significant contributions to the listening laboratory as its coordinator.

When Lowell joined the four-year-old ELI in 1982, listening lab took place in a room in Smith Hall that consisted of rows of booths equipped with reel-to-reel tape players and headphones. Students listened to and repeated lists of patterned sentences: "It's a lamp. It's a pen. It's a chair. Is it a lamp? Yes, it is. Is it a pen? No, it isn't."

Lowell started to experiment with alternatives to the mechanical repetition, creating lessons based on authentic content, such as radio interviews and television episodes played on audio- and videocassettes. By the end of the 1980s, his materials had completely superseded the pattern practice method.

At the same time, Lowell's camera snapped away at the goings-on of ELI life. He created slide shows to accompany new student orientation lectures or retrospectives to be viewed at graduation ceremonies. In the 1980s, these consisted of 160 Kodak slides mounted in two carousel projectors, accompanied by an audiocassette playing a recorded narration with musical background.

Praising the quality of these slide shows and their role in creating vibrant memories for students, ELI Director Scott Stevens stated, "If it's not in Lowell's chronicles, it never happened."

Former colleague Chris Wolfe concurred: "[Lowell's chronicling] is a treasure that I can't imagine any other program having."

Carousel projectors and audiocassettes, like the reel-to-reels before them, gave way to more advanced technology.

The ELI's first computer made its not-so-grand entrance in 1988. "It stayed in a box for about six months because no one knew what to do with it," said Lowell.

In order to communicate with the alien beast, the ELI faculty taught themselves a totally new language: DOS. With painstaking effort, they discovered the computer's virtues.



Kathy Atkinson

Lowell Riethmuller

But students were equally in need of training. "At that time our students had practically no experience with computers," Lowell said.

The solution was near at hand. "The Smith 211 lab had replaced its booths with computers," Lowell said. "It wasn't a listening lab anymore—it was a computer lab. We used it to teach word processing."

Lowell developed a series of interactive software games that were used throughout the 1990s to help students improve their

English language skills while familiarizing them with computers.

Once his students had mastered computer basics, Lowell was determined to teach them another groundbreaking concept: electronic mail. He required them to set up a UD email account and practice using it.

"The students complained to Scott [Stevens]," said Lowell. "They said, 'None of the other teachers make their students do email, and we're never going to need it!'"

"Scott's response was, 'Are you sure?'"

Within the decade, electronic mail had become the international norm.

In 1995, Lowell received a message—by email—from his former student Kyoko Hara, who was attending Kobe Shoin University in Japan: "Dear Lowell, check out the home page that [fellow ELI alumna] Sayaka Funae and I created for Kobe Shoin."

"Home page?" It was the first time Lowell had ever heard the term. Looking through the Kobe Shoin site, he was enthralled. "I said to myself, 'I want to learn this! This is my goal!'"

Lowell immersed himself in the world of HTML, and, in September 1995, the ELI's first home page went online.

Lowell served as the ELI's webmaster until 2010 and continued to assist in uploading content to the ELI's website until his retirement.

In his 35 years, Lowell wore many hats at the ELI. However, for Stevens, Lowell's most powerful and lasting contribution to the ELI was his role as resident photographer.

"Lowell's memories in photograph are a touchstone to remind us what made us great in 1982 and what we must never lose sight of today—that it's all about creating a sense of community, of belonging, for our students and for each other." SP

## In memoriam: Bonnie Dawson

The ELI grieves the loss in March of former teacher and tutor Bonnie Dee Dawson. Bonnie came to the ELI at the end of a long career marked by distinctive achievements in law, social work, counseling and advocacy.

Born in Nebraska in 1935, Bonnie graduated from Creighton University with a law degree in 1976. While taking classes, she worked as a dance instructor for Fred Astaire Academy. Upon leaving the ballroom for the courtroom, Bonnie embarked on a remarkable career in criminal and corporate law. Among her more noteworthy accomplishments were becoming the first female prosecutor in the State of Nebraska, serving as a corporate attorney for R.J. Reynolds Tobacco Company, and, in 1983, litigating before the United States Supreme Court.

In 1995 Bonnie took her career in a new direction when she joined the Peace Corps. Having agreed to marry her husband Garth only on the condition that he join the Corps with her, the

couple relocated to Radom, Poland, where she taught a course in law and human rights at Jagiellonian University. Upon returning to the United States, Bonnie decided to continue teaching and in 2005, at the age of 70, completed her master of arts degree in TESL at the University of Delaware. For the next seven years, Bonnie taught and tutored at the ELI, focusing in particular on lower-level students, for whom she felt a special fondness.

Bonnie's colleagues at the ELI remember her for her meticulousness, her intelligence, her wit and, above all, her care and empathy as a teacher. JP



Bonnie Dawson

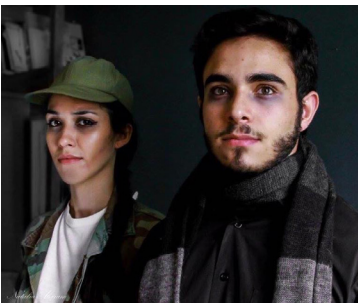


# Alumni news 2017

**Abdulrahman Al Bassam** [bassamna@Saharapcc.com](mailto:bassamna@Saharapcc.com) (Saudi Arabia '09) stopped by to visit ELI Director Scott Stevens. Abdulrahman, who now works for a large mining company in his country, says the ELI made his career possible.

**Abrar Ibrahim Alharbi** [abrarhrbi@gmail.com](mailto:abrarhrbi@gmail.com) (Saudi Arabia '14) has graduated from Middle Tennessee State University with a master's degree in information systems. While enrolled as a graduate student, Abrar published a research paper in the Journal of Information Systems, Technology and Planning (JISTP) and also gave birth to her second child! Abrar is now back in Saudi Arabia giving private classes in English and information systems, applying for jobs and also applying to doctoral programs in the U.S. and U.K. Abrar writes, "The ELI at University of Delaware has a special place in my heart because it provided an effective learning program, a healthy educational environment, and it also gave me the opportunity to meet great people from all over the world."

**Andrea Mariña** [andys2554@gmail.com](mailto:andys2554@gmail.com) (Venezuela '14) was cast in an original play called "Estado de Sitio," which means "Site Status" in English. It represents the recent situation in Venezuela. The current political problems come to life in seven characters who are trapped in a dark tower taking refuge from fear, oppression and attacks on a whole country. The play, written in poetic form, was performed at the Centro Cultural B.O.D. in Caracas in the fall.



Andrea Marina (left) in the play "Estado de Sitio".

**Antonildo Barbosa Silva** [antonildobarbosa07@gmail.com](mailto:antonildobarbosa07@gmail.com) (Brazil '82), having earned degrees in English and sociology and done post-graduate studies in teaching English as a second language, has been teaching English in a state high school in Fortaleza, Ceará, since 1995. In 2000, Antonildo also participated in an exchange program for English teachers in

Framingham, Mass., sponsored by the U.S. Department of State. Antonilda remarked, "It's been 36 years since I studied with you. Time flies but for me it looks like yesterday. I loved brushing up my English at ELI."

**Chen-Yi Yang** [chenyi418@gmail.com](mailto:chenyi418@gmail.com) (Taiwan '09) and **Wen-Hung "Henry" Lo** [kimuraarmani@gmail.com](mailto:kimuraarmani@gmail.com) (Taiwan '11) welcomed their second daughter, Lo Yu-Hsin, in August.



Lo Yu-Hsin

**Delal Doaib** [delalmoh@gmail.com](mailto:delalmoh@gmail.com) (Saudi Arabia '16) is studying medicine at the Royal College of Surgeons in Ireland. Delal writes, "I really gained a lot of benefits from studying the academic English levels in the ELI ... I really miss Newark, the ELI, my friends and everything in Newark."

**Emad "Jano" Hemed** [janodamas@yahoo.com](mailto:janodamas@yahoo.com) (Syria '14) was featured in a special art exhibit entitled "The Day Before Tomorrow" at the Delaware Art Museum in Wilmington. The exhibit included powerful performances that symbolized how quickly the beauty of his country had been shattered by civil war. Additional information can be found at <http://ow.ly/d/6Jqv>.



Artwork by Emad Hemed

**Haneen Alqahtani** [hafaqa@gmail.com](mailto:hafaqa@gmail.com) (Saudi Arabia '16) is currently pursuing a master's degree in information systems and technology management at UD. Regarding her ELI experience, Haneen writes, "I had my first baby during my enrollment at the ELI, and my teachers ... supported me as my family. I felt like I was home with my real family."

**Hassan M. Attar** [hassanattar@live.com](mailto:hassanattar@live.com) (Saudi Arabia '15) has completed his master's degree in marine engineering at Newcastle University in Newcastle upon Tyne, United Kingdom. He has also been accepted into Newcastle University's doctoral program, where he will continue his studies.

**Ibrahim Alharbi** [ibraharbi5@gmail.com](mailto:ibraharbi5@gmail.com) (Saudi Arabia '11) received a master's degree in management information systems from Nova Southeastern University in Florida this year. He is currently searching for employment opportunities in the U.S.

**Ivana Arruda** [ivpaula@gmail.com](mailto:ivpaula@gmail.com) (Brazil '13) and her husband, Jared, welcomed a son in September 2016. Now a year old, Sam is already helping his parents with the chores on their farm in Iowa.



Ivana Arruda and her family

**Khalid Al Hamadi** [khamadi@ooredoo.qa](mailto:khamadi@ooredoo.qa) (Qatar '96) is Senior Director of Consumer Sales at Ooredoo Qatar, the largest telecommunications company in Qatar. He also has a television show and recently published a book, "Freediving Between Past & Present"—in English! Khalid writes, "To ELI family, it was a unique experience to start my journey with you to learn English in 1996. Today I published my first book in English."



**Manal Moalwi** [mnoolah@udel.edu](mailto:mnoolah@udel.edu) (Saudi Arabia '13) completed her master's degree in molecular biology and genetics at UD in 2016. She is working at Jazan University in Saudi Arabia as a lecturer and is planning to start her doctoral studies soon.

**Meshari Abunayan** [mesho-054@hotmail.com](mailto:mesho-054@hotmail.com) (Saudi Arabia '15) graduated from Widener Delaware Law School and will begin working with a Saudi-American law firm. Meshari says, "A big thank you to the ELI and the staff. Without the ELI, my dream would be too hard to achieve."



**Meiyan Han** [meiyan@udel.edu](mailto:meiyan@udel.edu) (China '16), **Kibeom Kwon** [romeokkb@gmail.com](mailto:romeokkb@gmail.com) (Korea '16) and **Guangbin Jin** [kbin@udel.edu](mailto:kbin@udel.edu) (China '16), MBA candidates in UD's Lerner College of Business, won second place in the Lerner case competition. Kibeom remarked, "I believe that our members all worked hard, not to get the prize but to learn something. We encouraged each other and had responsibility on our project. ... I hope that all other international students do not give up and show their unique abilities by engaging in many activities."



The team of Kibeom Kwon, Guangbin Jin and Meiyan Han won second place in this year's Lerner Case Competition.

**Naser Alotaibi** [Algashaany@gmail.com](mailto:Algashaany@gmail.com) (Kuwait '13) graduated with a bachelor of science degree in mechanical engineering from Wilkes University in Wilkes-Barre, Pa., in September. Naser said, "ELI 'til I die!"

**Pedro Lara** [alsiria@ree.gob.sv](mailto:alsiria@ree.gob.sv) (El Salvador '85), along with his wife, Ana Lorena Siria de Lara and their sons, Luis and Arnaldo, paid a visit to ELI Director Scott Stevens. Pedro had come to the ELI in 1985 as part of the Central American Peace Program, a U.S. Department of State initiative to promote peaceful economic development throughout Central America. His wife, current Consul General for El Salvador assigned to New Jersey, Delaware and several other states, helps create opportunities for higher education for Salvadoran and other Latin American immigrants.

**Sirui (Sylvia) Zhu** [zhusirui@udel.edu](mailto:zhusirui@udel.edu) (China '13) graduated from UD with a bachelor of science in apparel design from the Department of Fashion & Apparel Studies and a minor in Japanese.

**Tatsuya Sakoda** [jet\\_sky\\_pilot@yahoo.co.jp](mailto:jet_sky_pilot@yahoo.co.jp) (Japan '12) graduated from Hiroshima Institute of Technology and now works for a company in Japan that makes electrical automotive components. Tatsuya returns to Delaware annually to visit his host family.

**Xiaomeng (Megan) Chen** [meganchen18@gmail.com](mailto:meganchen18@gmail.com) (China '13) graduated from UD with a bachelor's degree in computer science.

**Xiuhui (Sophie) Yang** [sophieformosa92@gmail.com](mailto:sophieformosa92@gmail.com) (Taiwan '13) has graduated with a bachelor's degree in criminal justice from California State University, Northridge.

**Xuewei He** [hexuewei@udel.edu](mailto:hexuewei@udel.edu) (China '14) received her master of arts degree in linguistics and cognitive science at UD in 2016. She then taught English as a second language at Glasgow High School in Delaware for one year. She is now pursuing her doctoral degree (Ed.D.) in curriculum and instruction at The George Washington University in Washington, D.C.

**Yahya Mobarki** [almubarak1408@yahoo.com](mailto:almubarak1408@yahoo.com) (Saudi Arabia '12) is a doctoral student in linguistics at Arizona State University. He wrote a paper that was accepted for presentation at the 23rd meeting of the International Conference on Historical Linguistics (ICHL23), held in San Antonio, Texas, July 30-August 5.

## Tim Kim from Page 12

These events were part of Tim's goal of creating campus change among American students. Additionally, his vision to rebrand the Language Partners Program as the new American Host Partner Program led to a critical collaboration with the Delaware Diplomats. (See article on Page 8.) This collaboration partners more than 200 globally focused American students with ELI students and also contributes to what Tim considers necessary multicultural engagement.

Tim might say that he thrives on such a busy work life, but he is also happy to get out of the office and travel to other countries such as Brazil, Korea and Taiwan on ELI recruiting trips. The University of Delaware has been his life since he finished high school here in Newark, and the ELI trusts that Tim will continue with his vital contributions for a long time to come. *WB*

## In memoriam: Luis Herrera



Luis Herrera

On December 3, 2016, the ELI family suffered the sudden and tragic loss of alumnus Luis Manuel Garcia Herrera.

A shining star of a student, Luis was awarded a scholarship to study at the ELI in May 2016 and strove to make the most of his brief stay in America. He frequently did extra assignments and went to his teachers' office hours to learn as much as he could before returning to his native Venezuela. In fact, he even submitted an essay early because he wanted the feedback and had to return home before it was due. He was the kind of student every teacher wishes they could keep in their class forever.

But a strong work ethic and unquenchable thirst for knowledge were only a part of the rare and special person that Luis was. Despite the difficulties facing him in his country, he was cheerful, optimistic, strong and gentle. He dreamed of returning to the United States to continue his studies and get a master's degree in computer science once the situation in Venezuela improved.

Perhaps the thing Luis valued most about his stay in America was his homestay family, the Martins. Although their time together was short, Luis touched the Martins' lives in a profound way. Deanna Martin, his homestay mother, said of Luis, "There are no words to express the impact he had on me. ... He had the greatest capacity to love of every person I have met in my life."

Luis shone with a special light that blessed the lives of everyone he met. The world is no doubt a darker place without him, but those who knew him have been forever changed. Thank you, Luis. *JW*



# SABIC students sponsor relief drive for Puerto Rico



SABIC Scholars gathered materials and supplies to send to Puerto Rico, where the students had previously completed community service.

When Hurricane Maria devastated Puerto Rico in September, the SABIC-sponsored students studying at the University of Delaware could not stay on the sidelines. Remembering the week of community service they had spent on that beautiful island during their Foundation Year at the ELI (See “Saudi Arabian Basic Industries Corporation” on Page 14),

the young men were inspired to lend a hand. They launched a one-week campaign to collect emergency supplies for the beleaguered islanders.

The students collected \$1,800 worth of first aid materials and toiletries, which they then organized and delivered to the State of Delaware’s donation drive for Puerto Rico. SP

## The art of becoming

As the world prepares to turn the page to a new year, members of the ELI faculty and staff offer their reflections on this year’s magazine theme, “transitions.”

### Nicole Servais, faculty:

“They always say time changes things, but you actually have to change them yourself.” — Andy Warhol, “The Philosophy of Andy Warhol”

### Paula Rusinko, tutor:

“The beautiful thing about learning is nobody can take it away from you.” — B. B. King

### Ken Cranker, faculty:

Contrary to popular belief, transitions are not optional. In fact, they are essential to life. However, they are not always easy. Furthermore, they may be unpleasant or even painful. Nevertheless, they develop character, create adventure, and lead to growth.

*How many transitions can you identify above? Grammatical transitions, that is!*

Too many transitions too quickly can result in underdevelopment. Strong roots and perseverance are also essential to growth.

### Sarah Petersen, faculty:

One night, a farmer handed his young son a lantern and told him to go fetch some tools from the barn. The boy peered nervously out the door into the blackness and said, “But, Father, with this lantern I can only see one step ahead of me.” His father replied, “Take that step, and the next step will become clear to you.” — Mary Lee Mearns (adapted)

Take one bold step at a time, and may your path become clear to you.

### Susan Peters, tutor:

“And,” “but” or “so”—How will you begin the next phase of your life?



# ELI alum couple's unique tribute to Delaware

Former ELI office assistant and UD alumna Della Notonagoro has a very special relationship to the state of Delaware: She was named after it.

In 1984, Della's father, Mahyat Maji Notonagoro, a native of Indonesia, was looking for an intensive English program in the United States. Advised by a family friend, Reverend Robert W. Andrews of Newark, Notonagoro chose the ELI.

He found the ELI to be "the perfect choice. ... Everybody knew each other just like one big family." He has many fond memories of his teachers, including Janet Louise; Lowell Riethmuller, whom he lived with as a homestay student; and "the legendary Dr. Scott Stevens."

Notonagoro went on to continue his education at Lincoln University and Temple University, where he received his bachelor of science degree in architecture.

Two years later, Della's mother, Marlyne J. Sitepu, also a native of Indonesia, was seeking an intensive English program in order to continue her education in the United States. She chose the ELI because her brother was already studying here,

living with a very special homestay family: Scott and Lisa Stevens.

Like her future husband, Sitepu had unforgettable experiences at the ELI, building memories that she still shares with her children. After completing her studies at the ELI, she continued her education at Goldey Beacom College in Delaware, where she received her bachelor of science degree in marketing.

Although Sitepu and Notonagoro did not know each other in Indonesia and attended the ELI at different times, they had many mutual friends among the ELI community and became acquainted through numerous social gatherings in Delaware, where they shared many stories of their wonderful experiences at the ELI.

Their friendship eventually led to marriage and the birth of their first child after they had returned to Indonesia.

Notonagoro recounted, "After we got married, we wanted to make our unforgettable great experiences in ELI and the hospitality of the people of



Della Notonagoro

Newark, Delaware, to be a long-lasting memory. ...We agreed to name our first lovely daughter Della, abbreviation for Delaware."

When that "lovely daughter" grew up, her path led her to the University of Delaware for her bachelor's degree and then, after her graduation, a short-term position at the ELI. Meanwhile, her younger sister followed her to attend the ELI for English

language instruction.

"Our daughters followed our steps, becoming the second generation to study at ELI, Newark, Delaware," Della's father said. "We hope some day our grandchildren will follow our steps, too."

Della left the ELI in July to pursue graduate studies at Georgetown University, taking along memories of Delaware—with the name to prove it. *GW*

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!

## CALLING ALL FORMER ELI STUDENTS!

Please complete a short survey about your experiences at the ELI. This will help us understand our students' needs and develop our programs. Please go to

<http://tinyurl.com/elisurvey2017>





World cultures were celebrated at the ELI's 13th annual Festival of Nations on October 6. More than 20 countries were on display through colorful exhibits that offered interactive activities. A fashion show featured ELI students and staff, including their children, strutting the stage as models of costumes from around the world including China, Colombia, Inner Mongolia, Iran and Japan. A talent program showcased song, dance and martial arts by individuals as well as by UD groups including the Delaware African Student Association dance troupe, the Vocal Point a cappella group and the Swing Dance Club.

Photo Credits: Wenbo Fan  
Background photo: Getty



# FESTIVAL OF NATIONS







# English Language Institute

189 West Main Street  
Newark, Delaware 19716 USA

NONPROFIT  
ORGANIZATION  
U.S. POSTAGE  
PAID  
NEWARK, DELAWARE  
PERMIT NO. 26

For further information or an application form, contact the director's office or e-mail [sstevens@udel.edu](mailto:sstevens@udel.edu) or visit [www.udel.edu/eli](http://www.udel.edu/eli).  
*The University of Delaware is an Equal Opportunity/Title IX institution. Please visit [www.udel.edu/ExecVP/policies/personnel/4-40.html](http://www.udel.edu/ExecVP/policies/personnel/4-40.html) to read our anti-discrimination policy in its entirety.*

