

English Language Institute

Interactions

2019 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY



Dear ELI Friend,

As we come to the end of 2019, we close out a year-long celebration of the ELI's 40th anniversary, which we marked with a series of alumni reunions at venues around the world. It seemed only fitting to connect with our nearly 20,000 alumni in recognizing the many milestones achieved by the Institute over the past 40 years while also learning how their ELI experience impacted their lives and careers, and why so many chose to send their children, family and friends to the ELI as well. The anniversary year culminated in a UD campus-wide celebration in November.

From its modest launch in 1979, the ELI has grown to become one of the largest and most respected intensive English programs in the United States. I believe we have earned this esteem because we have remained true to four guiding principles.

First, we have relentlessly pursued academic excellence by hiring exceptional faculty, supporting them in their professional development and creating paths to rewarding lifetime careers. In return, our faculty have dedicated themselves to supporting each student in their journey of language acquisition and cross-cultural competency. Faculty research has advanced the wider field of TESL and established the ELI as a world-renowned center for teacher training.

Second, the culture of the ELI has always fostered a spirit of innovation. The ELI may be unique among intensive English programs in embedding tutoring into the fabric of the program to address each student's needs and learning styles. Tutors have offered small experiential clusters focusing on art, cooking and museum studies, to name a few. Our faculty have been especially creative in designing language courses incorporating history, science, music, drama and film. The ELI's Academic Transitions pathways program fully manifested the ELI's innovative spirit by incorporating sheltered university credit courses, peer mentoring, close advising and early intervention to support struggling students.

Our third guiding principle has been to focus on inclusive engagement, or, as our mission statement articulates, "to contribute to international understanding by engaging students in meaningful inter-cultural exploration." We want our ELI students to be welcomed and embraced as Blue Hens, sharing their culture and worldviews with their UD peers so that the lives of both groups might be enriched and transformed through the encounter. To this end, ELI's Student Life team has promoted engagement between ELI and American students through living/learning communities, American Host Partner programs, Art Bridging Culture events, intramural sports, our annual Festival of Nations and our recently launched e-sports center.

Finally, all of us—faculty, staff, tutors and students—have aspired to make the ELI a true learning community, a diverse family where we teach, learn, share and grow together. Our main office is a home with an expansive lawn where we come together to celebrate holidays, hold picnics and play pick-up games of volleyball or soccer. Like a family, we rejoice in each other's triumphs and mourn personal tragedies. Little wonder Isa chose an ELI graduation to get down on one knee and propose to his future wife, Serra. And when Maria's father died and she could not return home for the funeral, her ELI family arranged a memorial service, standing in for her faraway loved ones. Like other families, we are bonded together by time-honored traditions, such as our honors T-shirt ceremony at graduations, complete with its own theme song, Queen's "We Are the Champions."

Little wonder alumni return each year to reconnect with their ELI family and show their spouses and children the program that forever changed their lives, transforming them into bilingual, bicultural citizens of the world. I close in thanking all of our global and campus colleagues, partners, sponsors and alumni for your support throughout these past four decades. With your help, the best is yet to come.

Sincerely,

Scott Stevens
Director

From the Director's Desk



Dr. Stevens addressed alumni who joined him in Seoul, South Korea, to celebrate the 40th anniversary of the ELI.

TABLE OF CONTENTS

FEATURES

4



40 Years of Milestones

6



As Time Goes By at the ELI

8



The World Celebrates the ELI's 40th

- 18 Cohort News
- 19 Student Sampler
- 20 Special Programs
- 24 Personnel Notes
- 25 Classroom Notes
- 26 Alumni News
- 28 Festival of Nations
- 29 Maki Yasunaga
- 30 Professional Activities

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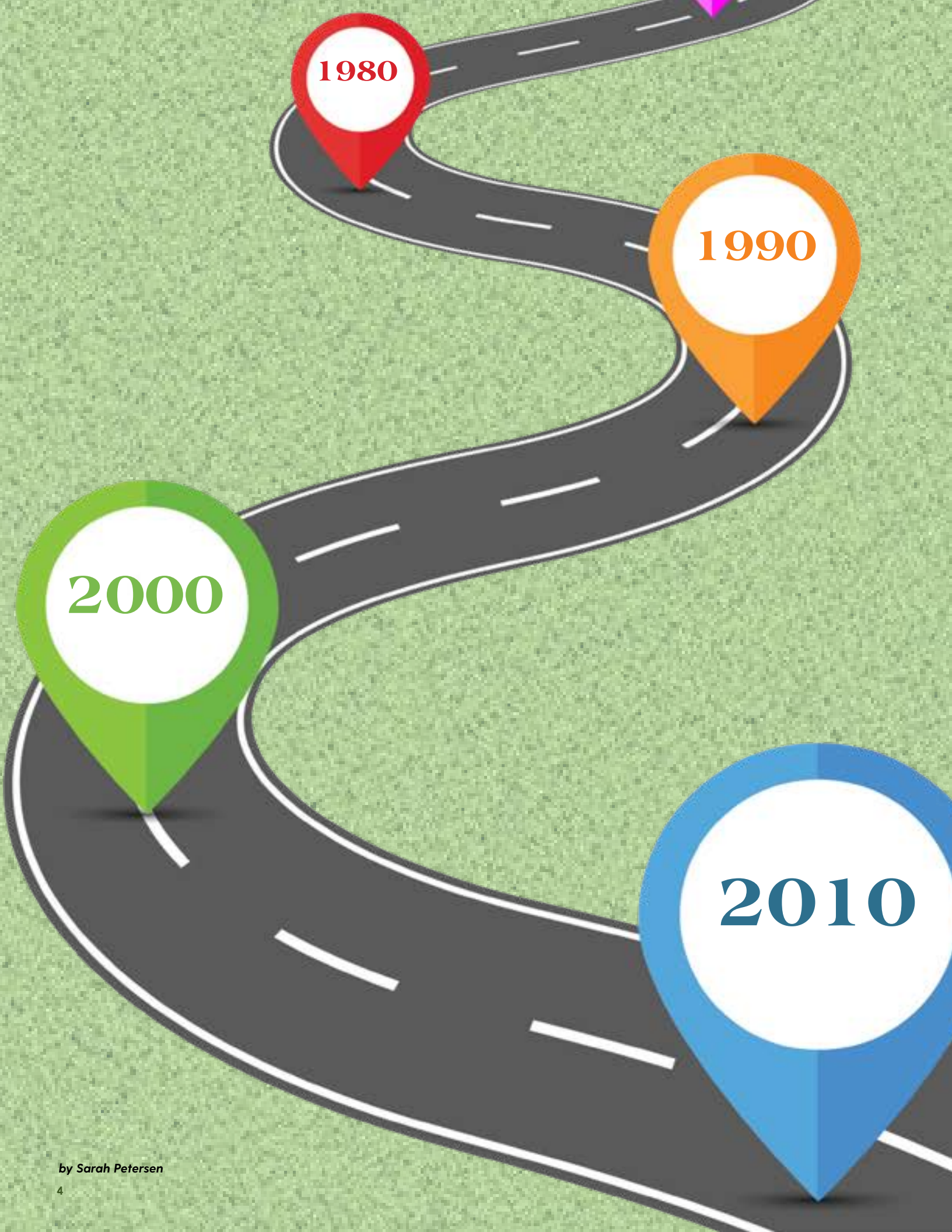
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Special thanks to Lowell Riethmuller for sharing so many nostalgic photos from his personal ELI collection.



40 YEARS OF MILESTONES

From six teachers and tutors serving 40 students each session in 1979 to 220 employees supporting over 500 students per session in 2019, the following pages summarize the rich story of the ELI's growth from success to new success over four decades.

That story actually begins in 1976 as a gleam in the eye of Louis Arena. A UD linguistics professor and director of the University's writing center, Arena observed that the Center attracted international students. Reasoning that these students needed more consistent and integral support in their English language development, Arena proposed that the University establish an English Language Institute.

The idea took a tentative but important step from vision towards reality in 1979, when the University

authorized a preliminary ELI under Arena's direction in Dover, in space rented from Wesley College.

It was quickly recognized that Dover, an hour south of UD's main campus and off the beaten path from the major metropolitan centers of the East Coast, was a poor fit for a cosmopolitan student body. Within the year, the ELI was moved to the UD campus in Newark, where Arena invited it to share space with the writing center on the fourth floor of Morris Library.

The young ELI was already beginning to thrive when, in 1980, good news arrived: The University's Faculty Senate had approved the English Language Institute as a fully recognized unit of the University, thus affirming its official existence.

The rest is history.

1980

ELI moves to UD campus in Newark: Morris Library 4th floor, a former storage space.



1980

1981

1981

1982

1982



ELI moves to Amstel Avenue.

The ELI's three-room space in the Sociology Department building at 25 Amstel Avenue served as classrooms, tutoring center, student lounge and director's office. Classes also took place in the basement of Memorial Hall.

ELI's second director: Patricia Dyer

1983

1983

Homestay program begins. According to the ELI's first orientation coordinator, Scott Stevens, "I moved [students] in personally, suitcase in hand."



Language Partners program begins.

1984

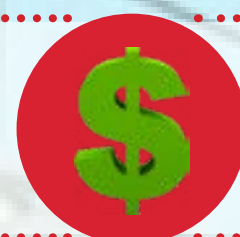
1984



Scott Stevens becomes ELI director.

ELI expands to Rodney Complex. The ELI's new space in Hall F of the Caesar Rodney Residence Complex provided two dedicated classrooms, faculty offices, and a spacious meeting room that accommodated afternoon tutoring as well as cultural activities and graduation ceremonies.

1985



ELI wins its first externally funded training grant. The U.S. Information Agency (USIA) awarded the grant for the 1986 teacher training program for Central African English teachers.

1985

1986

ITA training program begins. The International Teaching Assistants training program was developed by Katharine Schneider and Scott Stevens to prepare international graduate students to assist UD professors in classroom instruction in diverse disciplines across campus.

1986

1987

First teacher training program. 40 teachers from Togo and Rwanda constituted the program funded by USIA.

English for Academic Purposes is launched. The Level VI English for Academic Purposes course, created by Assistant Professor Ruth Jackson, was granted credit-bearing status by the University in 1987.

1987



Associate Director position created. Katharine Schneider was hired for the position of Associate Director to help shoulder the responsibility of the ELI's rapidly multiplying and diversifying programming.

1988

Separate study tracks established. The ELI established the English for Academic Purposes, Business/Professional, and American Culture tracks to meet its clients' specific needs.

1988

1989



LEP program initiated in area schools. The ELI partnered with the Christina School District to run the Limited English Proficiency program supporting the District's young learners of English as a second language. The partnership continued for 27 years.

1989

1990

1990

1991

1991

1992

1992

1993

1993

1994

1994



New home at 189 West Main Street. 189 W. Main, still the ELI's headquarters, was inaugurated on September 17, 1992. At the time, the 17-room mansion consisted of seven classrooms, a library and orientation room, the Tutoring Center, a student lounge, and administrative, faculty and staff offices. In the ELI newsletter that year, Scott Stevens wrote, "We've already outgrown our new quarters!"



Assistant Director position created. With student enrollment burgeoning to 175 per session in 1994, Joseph Matterer, teacher at the ELI since 1984, was promoted to the new position of Assistant Director to coordinate course scheduling and curriculum.

ALLEI program established. The American Law and Legal English Institute was created to familiarize foreign attorneys, judges and law students with the U.S. legal system through classes as well as visits to courtrooms, law firms and government agencies.

1995

1995



Service learning introduced to curriculum. The Community Outreach course, developed by Lisa Grimsley, allowed students to experience the American spirit of volunteerism while interacting with American volunteers and the local community. Today, service learning continues to be an important component of ELI programming.

ELI gets on the Worldwide Web. The ELI's first home page was authored by Lowell Riethmuller, who continued as the Institute's webmaster until his retirement in 2017.

1996

1996

SALC opens. The ELI's year-old computer lab, with nine computers and access to Internet, merged with the long-standing reading lab to become the Self Access Learning Center.



"The Annex" opens. Rented space on the second floor of 136 Elkton Road provided six additional classrooms plus a new home for the Tutoring Center.

1997

1997



PreMBA created. Conceived by business track coordinator June Quigley, the PreMBA program was designed for students aiming at pursuing a Master's in Business Administration. The program has grown in prestige and is now the required preparation curriculum for international students who have been conditionally admitted to the MBA program at the University of Delaware or the ELI's partner institutions.

1998

1998

1999

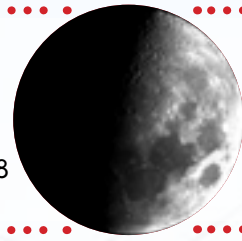
1999



Homestay coordinator position created. Since the homestay program's beginnings in 1983, ELI faculty and staff members had matched students to American families as a side duty. By 1999, the program had reached a size that warranted more systematic coordination. Nancy Purcell became the first official Homestay Program coordinator and filled that role for 17 years, passing it on in 2016 to the current coordinator, Stacey Leonard, and her assistant, Mandy Dunn.

2000

Evening Program offered for area residents. The Evening Program continues to serve local residents with nine-week English language courses meeting twice weekly at 318 S. College Ave.



2000

2001

ELI earns CEA accreditation. The ELI became one of only 25 intensive English programs in the United States to be accredited by the Commission on English Language Program Accreditation.



CAP gets the thumbs up. UD officially approved the undergraduate Conditional Admissions Program for international students.

2001

Number of ELI alumni tops 10,000.

2002

ELI partners with School of Education in coordination of UD's MA-TESL program.



2002

2007

First ELI online course. Effective Business Writing for English Language Learners, a four-week, 30-hour course developed and taught by Mary Beth WorriLOW, met the needs of professionals scattered across the globe who sought greater proficiency in business writing.



2007

2008

ELI expands to 102 East Main Street. The rented property nestled behind a restaurant at the corner of East Main and Academy streets provided six additional classrooms.



2008

2009

More classroom space: Amstel Square and Elkton Corner. With enrollment topping 500 in 2009, two rented locations on Elkton Road added six more classrooms to the ELI's inventory.



2009

2010

Goodbye, Annex. The ELI vacated the aging building that had housed the Annex for over 10 years. The building was demolished soon afterwards.

2010

2011

Classrooms and offices galore: 108 East Main Street. As enrollment crept steadily towards 600, the ELI rented the entire second floor of a newly renovated building that yielded 13 classrooms, 16 faculty/staff offices, a student lounge, reception lobby, and a great room to house the upgraded, 70-computer Self Access Learning Center.



Associate Director of Academic Programs position created. By September 2011, out of a total ELI enrollment of 616 students, 230 were in the academic track. Karen Asenavage was hired to oversee the complex web of courses and services addressing this group.

2011

2012

Cohort Program is launched. Associate director Karen Asenavage and the academic track faculty developed an innovative program to foster students' social, academic and leadership skills in a small-group setting of peers and an American student mentor.



2012

2013

Living/Learning Community is rolled out. ELI housing coordinator Tim Kim spearheaded an ELI student housing option that grouped three CAP students in an apartment with an American Global Fellow—an undergraduate roommate trained to guide the international students in their discovery of UD resources and support networks.

Still more classrooms and offices galore. The ELI rented the major portion of a former community center at 318 S. College Ave., allowing for 15 classrooms, a listening lab, and 13 faculty offices. This space evolved into a center for lower-level courses of the culture track while 108 E. Main evolved into the academic track center. Tutoring Center services are now split between the two locations.

Christina School District decentralizes ESL. In 2013, the District did away with a centralized instruction model for its young English language learners (ELLs) in favor of establishing multiple ESL centers throughout the District. The ELI provided 11 teachers to operate the new centers, serving over 1600 ELLs from over 40 language backgrounds.



2013

2014

ELI enrollment exceeds 800.

Twenty-five additional full-time teachers hired. As higher student enrollments became the new norm, 25 individuals were hired full time to ensure greater continuity of instructional support. Eight more were hired in the spring of 2015.

Alumni Virtual Tutoring Center launched. The Tutoring Center reached out across the seas to offer ELI alumni continued help with their English through one-on-one Skype time with an ELI tutor.

Graduate Cohort curriculum implemented.

2015

Goodbye, Rodney. The Rodney Dormitory Complex was shuttered by the University in May 2015, ending an era for the ELI. The complex is currently undergoing demolition to make way for a public park.

2016

ELI initiates ACE. Additional Certification in ESOL/Bilingual provides training in ESL teaching methods for public school content teachers.

Academic Transitions gets green light. The AT pathways program was fully launched in 2016, superseding the undergraduate CAP program with improvements that included an impressive slate of credit-bearing courses.

2017

Teacher training program earns accreditation. The ELI's Delaware EFL Teacher Training Program, which by 2017 had trained over 1,000 teachers from more than 40 countries, received full-accredited status from the Commission on English Language Program Accreditation (CEA). The ELI is one of fewer than three percent of institutions in the CEA's purview that have an approved TEFL/TESL certificate program.

2019

ELI turns 40!

KATHY VODVARKA RETIRES

by Sarah Petersen
photo by Maria Errico

As the ELI wraps up its 40th year as an Institute, it bids farewell to the veteran instructor Kathy Vodvarka.

For both faculty and students, Kathy's name is synonymous with "Level I." The ELI's listening/speaking and reading/writing courses for beginning English language learners are the direct products of Kathy's three decades of curriculum design and materials development for that level.

While the lesson plan and materials provided the kindling for a day in Kathy's Level I class, her unique teacher persona was the spark that set the class on fire.

"I love laughing with the students," Kathy said. "A big part of Level I is making people comfortable. So I had to be like an actress, a T.V. personality, and make them laugh."

Kathy's skill at engaging low-level students was widely admired. "At Level I, you're always on; you never have a break," said Walt Babich. "To do that every day is exhausting. Kathy was able to do it and to thrive in that situation. My hat's off to her."

Kathy retires after almost 33 years on the ELI faculty—and after over a million miles of commuting. She calculates that she put 30,000 miles (48,280 km) a year on her car, driving each workday the two-hour round trip between her home in Hartly, in the middle of the state of Delaware, and the University of Delaware, in the north.

Born and raised in New York City, Kathy was nevertheless no stranger to Delaware while growing up. Her grandparents had purchased a farm in Hartly in 1915, and her parents moved there upon her father's retirement from his position as a lieutenant in the New York City Fire Department. Kathy

attended the University of Delaware and, after teaching at Fordham University and Union College in New York, set her sights back on Delaware. Settling at the family farm, she offered her services as a tutor at the two-year-old English Language Institute in 1981.

Over the next six years, tutoring led to adjunct classroom teaching for the ELI, with time away in 1983 to teach in Beijing for the United Nations Development Program. Back at the ELI, Kathy went on to join the full-time faculty in 1987.

While she is best known as the Level I teacher, Kathy made significant and extensive contributions in other areas as well. For 12 years, participating in the ELI's partnership with the Christina School District, she taught fourth- to sixth-grade English language learners in Wilmington in the morning—and then raced to the ELI in Newark to teach Level I in the afternoon.

Kathy taught advanced English as well. She worked with international UD graduate students in the ELI's summertime International Teaching Assistants training program for 20 years, including five years as the program's coordinator. In 2000, she traveled to Chile to give teaching methodology workshops to pre-service and in-service English language teachers, some of whom still correspond with her today.

An avid traveler, Kathy has been not only to Chile and Beijing but to other countries in South America and Asia, the South Pacific and Europe. But teaching at the ELI has given her the same satisfaction as a worldwide adventure.

"Teaching English as a Second Language is like traveling," Kathy said. "You are in a little world right in the classroom."



Kathy Vodvarka

ENGLISH LANGUAGE INSTITUTE MISSION STATEMENT

While the ELI celebrated its 40th anniversary, the institution's mission statement reached its 20th. Standing the test of time, the document has guided the ELI on its path to prominence ever since it was drafted in 1999.

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.*

AS TIME GOES BY AT THE ELI

by Kate Copeland & Sarah Petersen

Over 40 years, the faces, facilities and features embodying the ELI have undergone constant evolution to offer the superior programming that students and institutions have come to count on. Which just goes to show that the more things change, the more they stay the same.

Naturally, faces have changed.

Early pioneers Ruth Jackson, Chris Wolfe, Kevin Laughlin, Lynn Poirier, Sandy McCollum, Linda Bigler, Melanie Rehberg and a host of others have long since moved on. But they laid the foundation for the ELI's reputation as a center for innovative ideas and fostered a professional atmosphere of instructional creativity.



Jackson



Wolfe



Laughlin



McCollum



Bigler

Retired Assistant Professor Janet Louise vividly remembers inhaling that atmosphere when she joined the faculty in the 1980s.

"It was very exciting—the spontaneity, creativity and flexibility," Louise said. "You never knew what was going to happen each day, and you could turn on a dime! And the teachable moments, with the diversity of students—we thrived in that environment."



Janet Louise enjoyed the ELI's diversity.

Another faculty member to thrive was a young instructor who began his career at the ELI in 1981 at the age of 24: Scott Stevens. His first class was a group of students from Saudi Arabia.



1981: Starry-eyed new ELI teacher Scott Stevens

"These 12 young men, who had never been outside Saudi Arabia, were full of wonder, passionate about learning and intent on mastering English," recalled Stevens. "I was only a few years older than they were, and we formed a special bond. They inspired me to be my best as a teacher. To this day we are still close friends."

Stevens took the helm as the ELI's director in 1984, a time of rapid growth and possibility in the field of English language learning. Under his guidance, with the help soon afterwards of Associate Director Katharine Schneider, the ELI pursued its ambition to provide English training to a growing number of international students.

The more things change ...

Locations on campus

As the number of students expanded, so did the space needed to serve them.

The ELI has certainly meandered around campus over the years. Morris Library, Memorial Hall, Smith Hall, 25 Amstel Ave., the Elkton Road "Annex" and the old Rodney dormitory were all once on the ELI map.

Retired Assistant Professor Russ Mason remembers his Rodney classroom of 15 years, especially on rainy days.

"We never knew when it might flood," said Mason. "I always kept my rubber boots ready, and all my books and teaching materials were stored on the top shelves."



Russ Mason in his Rodney classroom on a dry day

The Curtis Mansion on West Main Street became the ELI's home base in 1992 and buzzed with classes, administrators and the Tutoring Center. Today, administrative offices have now taken over many of the original classrooms, and the Tutoring Center has moved to larger quarters on East Main Street and South College Avenue.



Joe Matterer teaching at 189 W. Main

The ELI currently sprawls across Newark, working out of seven different locations in all.

Travel study tours

The 1980s and 90s, when most students came to the United States to immerse themselves in American culture during a short break from their formal education, saw the heyday of the ELI Summer Adventure Study Tour. The annual program provided students the chance to experience the diversity of American culture as well as the natural wonders of the continent. Student groups

would board the Green Tortoise bus, venturing as far as Alaska on cultural camping adventures, learning English through real-life experiences.

Now ELI students are more focused on the benefits of English for professional success in a global economy. They come to Delaware not only to meet Americans but to interact right at the ELI with fellow international students from as many as 55 countries, broadening their horizons, transcending cultural and linguistic barriers and often creating lasting cross-cultural friendships.



2019 ELI students hanging out together

Technology

Before the days of the Internet, the ELI wallowed in paper. Lessons, exercises and tests were churned out in hundreds of paper copies, session after session. Professors Mason and Louise remember jostling for their place in line at the copier in the teachers' workshop.

A paper limit was enforced, and the faculty chafed. In one memorable faculty meeting, voices were raised together in protest, inspired by a popular 1990's rock song: "Fight! for the right! to coooooopy!"

In 1988, the ELI's first computer arrived.

"It stayed in a box for about six months because no one knew what to do with it," said retired ELI instructor and technology advisor Lowell Riethmuller.

However, as technology developments began to pick up speed, the ELI kept up. In 1992, Riethmuller and Assistant Professor Barbara Morris explored ways to use email to enhance language skills.

"Then, in 1994," said Riethmuller, "Two former students from Japan wrote to me, saying, 'Please look at our home page.' 'Home page? What's a home page?' I wondered."



Early Kobe Shoin University web page: A model for the ELI

Once Riethmuller saw the students' home page, there was no turning back. In 1995 he created the ELI's first website and served as webmaster until 2010.

The ELI has transitioned across the decades through every possible technology platform to a now almost entirely internet-based approach for instructional support and worldwide communications.

... the more they stay the same

While some of our favorite people, places, and particularities live on only in the ELI's collective memory, others continue today to play their vital role in the life of the Institute.

Tutoring

From the start, tutoring has been a key form of instructional support incorporated into the ELI experience. The Tutoring Center has developed an array of special services, including online tutoring for ELI alumni and small-group "tutoring clusters," which provide practice in targeted skills through such activities as gaming, conversation and cooking.

"Though tutoring at the ELI has evolved over the years," said Tutoring Center manager Ken Hyde, "what has never changed is the special trusting relationship students develop with their tutors, who provide not only personalized language instruction but counseling and encouragement, and who care for them not just as students but also as people."

Annual holiday tradition

Every December, the annual holiday party invariably concludes with the classic song "Twelve Days of Christmas," complete with leaping and twirling, dutifully performed by ELI faculty and staff for the amusement—or puzzlement—of students and guests.

How did this tradition originate? According to erstwhile ELI historian Riethmuller, one day in the early 1980s, not long before Christmas, teachers were "hanging out" at the Amstel Avenue building, listening to several talented students play and sing together.

"Tutor Frank Gorder suggested this song, which we all sang with great gusto," Riethmuller said. "At the end, Frank shouted, 'Let's do it again!'"

This is why, every year, the faculty and staff perform "Twelve Days of Christmas" at the ELI holiday party. And this is why, after the lengthy performance, Stevens never fails to ask the audience, "Do you want to hear it again?"



The faculty/staff performance at the ELI annual holiday party has a long history.

Innovation and excellence

Through 40 years of growth and change, one element that remains constant is the ELI's drive to deliver excellence in English language education. As Stevens observed, ELI faculty and staff have "a hyperactive work ethic"—a reflection of their deep commitment to their students' success.

Another unwavering constant is the ELI's pride in the accomplishments of its students, past and present, many of whom have gone on to reach great heights, becoming leaders in their fields. This affirms the ELI's mission to provide not only top-quality language instruction but also transformational learning experiences which, it is hoped, will cause ripples of positive impact in this increasingly connected world.

The World Celebrates ELI's 40th

by Sarah Whitesel & Sarah Petersen

As the ELI celebrated 40 years of excellence in English instruction, it also celebrated all those who had helped make that excellence possible. For 40 years, students and professionals from all continents have been leaving their homes behind and converging on the ELI to pursue their learning goals. This year, it was the ELI that journeyed forth to hold "ELI-40" alumni events at six locations across the globe as a gesture of thanks to and celebration of the alumni who have helped shape the institution.

Kicking off the event series on Valentine's Weekend in February was a concert at iconic Carnegie Hall in **New York City**. Organized by the UD President's Office and Office of Development and Alumni, the concert featured the University's violin-erhu-piano "6-WIRE" ensemble as well as its chorale and chamber orchestra.

Prior to the performances, 61 guests including ELI alumni, current students, faculty and staff gathered for a VIP dinner reception at The Fishbowl lounge and game room in the Dream Midtown Hotel.

"It was a spectacular night of sharing memories and making new ones," Scott Stevens said afterwards.

Fifty alumni and guests attended the anniversary bash at the exquisite Hotel Bogota in **Bogota, Colombia**, in March.

Attending the party were many former beneficiaries of the international recruitment agency Colfuturo. Since 1996, the agency has sent over 650 Colombian professionals to the ELI to improve their English language skills.

Also in attendance were ELI faculty members Leslie Criston and Mary Beth Worrilow, who provided a sample business English class for curious guests.

"Offering a sample class in Bogota was an important opportunity for us to give prospective students a first-hand experience of what they would get in the ELI classroom," Worrilow said.

But for Worrilow, the trip was not just about business.

"Reconnecting with our alumni in person was the icing on the cake," she said.



Tim Kim

The ELI wrapped up its year-long celebration in November with a party right at home in **Newark, Delaware**. ELI employees, retirees, students and alumni joined dignitaries and collaborators at UD's Roselle Center for the Arts for a tribute to the Institute's 40-year milestone.

Marking the occasion were speeches by John Pelesko, dean of the College of Arts and Sciences, alumnus Nermin "Zuba" Zubaca (ELI '08), and Scott Stevens. The formalities were graced by a vocal-instrumental performance by alumna Esra Değer Konar (ELI '19), playing the Turkish tanbur. The 140 guests then enjoyed an international buffet reception featuring dishes from six continents.



Tim Kim

Inclement weather did not deter dedicated alumni from attending the reunion in March in **São Paulo, Brazil**—the ELI's first ELI-40 celebration to be held outside the United States.

"Our Brazilian alumni are so loyal and enthusiastic," reported ELI assistant director Nadia Redman. "Some of them drove several hours from out of town to attend the event—even with torrential rain pelting against their windshields."

In total 53 individuals attended the event at the posh Melia Paulista Hotel. Afterwards, alumna Renata Fields posted a reminder on Facebook to all of her old ELI friends: "Once a Blue Hen, always a Blue Hen."



Tim Kim



Jin-Hong Park

The Mid-Autumn Festival was under way when 36 guests gathered in September for the ELI-40 bash in **Shanghai, China**—an impressive turnout during the holiday season. One guest had traveled from as far as Shenzhen, about 2,000 kilometers away.

Many guests spoke emphatically of their affection for the ELI. Alumni Bing Zhou (ELI '17) and Yixin Zhang (ELI '14) cited the ELI as instrumental in the development of their English skills and their confidence as public speakers.

Liu said the event was so popular that guests asked if there would be more such opportunities across China.

"For them, it is another way to network," Liu explained.

From the flowers donated by local agents to the balloons in UD colors, Nadia Redman said the gala in **Seoul, Republic of South Korea**, was "a visual delight."

Among the 92 guests at the event, held in October at the Novotel Ambassador Seoul Gangnam hotel, was Byong Man Ahn, former president of Hankuk University for Foreign Studies and former minister of education, science and technology. Ahn is a long-standing friend of UD, having served as a Fulbright scholar and then a 12-time Winter Session instructor. HUFU was the first international institution to establish, in 1991, a study abroad program at the ELI.

Just one day before the ELI's final international festivities were to take place in **Tokyo, Japan**, Typhoon Hagibis struck, sending the region reeling and closing down public transportation. Fortunately, systems were restored just in time for Japanese alumni and ELI visitors to converge upon the Shin-Yokohama Kokusai Hotel for what turned out to be a very successful event.

The 72 guests attending the event included almost 20 members of a 1987 teacher training group that has remained close ever since.

Eminent ELI alumni attending the party included the bestselling author Kaori Ekuni; Mamoru Tsuru, the chancellor of Hiroshima Institute of Technology; and Masato Yokoyama, the chairperson of Yokohama City Council.



Weiyeue Photography



AT COHORT NEWS

Academic Transitions, the ELI's pathway program for international undergraduate students preparing to attend the University of Delaware, is keeping itself at the cutting edge of foundation programs with innovations to its Cohort programming.

The Cohort component of AT promotes engagement in the campus community while nurturing the development of personal, social and leadership skills needed to tackle U.S. college life.

AT2 Cohort course becomes credit-bearing

This fall, the second semester, also known as the AT2 semester, of the Cohort program was officially recognized by the University as the equivalent of the First-Year Seminar (FYS) that is required of all UD freshmen. Taking on the name Cohort International First-Year Seminar (CIFYS), the course was accorded credit-bearing status, earning one credit just like its on-campus counterpart.

The University's 2019-2020 common freshman reader, "Educated," by Tara Westover, set the stage for the entire CIFYS semester. Students read and discussed the book in their cohorts, as well as more in depth at an optional Common Reader Book Club facilitated by Michael Wilson. Throughout the semester, lessons and activities both within cohorts and on campus were organized around the themes of the book.

On campus, CIFYS cohorts participated in a series of interactive activities related to "Educated" in the Gaining Ground program, designed by the UD Library, Museums and Press staff to familiarize students with the resources of UD's libraries and galleries.

Students sharpened their critical thinking skills in a CIFYS essay contest that paralleled an FYS contest with a topic related to the common reader: important moments of "education" not only within but also outside of the classroom. Essay winners were announced at mid-semester, and on November 12, when first-year students both domestic and international attended a lecture by Tara Westover on the UD campus, the CIFYS essay contest winner, Ruotong "Rita" Hou, proudly stood alongside the American FYS winners to greet the author personally.

This fall, 50 AT students were enrolled in CIFYS, and an estimated 65 are anticipated in the spring.

by Sarah Petersen & Sherry Kumar

For pre-AT students, a pre-Cohort

A new course in the spirit of Cohort was piloted this summer for conditionally admitted students who are not yet enrolled in AT.

Under the direction of AT Cohort program coordinator Sarah Jayne, Cohort peer mentors Sherry Kumar and Eli Akerfeldt-Howard developed and piloted a four-week, small-group experience that would come to be known as AT Circle.

The deliberately relaxed goals of the Circle, according to Jayne, were "to give students a place where they can make friends, learn how to navigate the ELI and its immediate surroundings and have fun together while practicing English."

Students who enter the ELI with an English proficiency level lower than that required for admission to the academic track pursue general English courses to strengthen language skills until they are

ready to cross the threshold into AT. Previously, these lower level students were assigned to a cohort alongside their English courses as early as Level 4 (high intermediate) in order to begin nurturing the habits that would later ensure success in AT and ultimately at the University.

With a tweak instituted this year, Cohort now begins only with a student's formal enrollment in the Academic Transitions program. The Cohort and the AT curricula unfold side by side, reaching completion typically at the same time, after two university semesters.

Sharon Mitchell, who became AT Cohort coordinator following Jayne's departure in August, explained the difference between AT Circle and Cohort. While a Cohort course follows a formal curriculum taught by an instructor with the assistance of a UD undergraduate peer mentor, a Circle is ungraded and facilitated by peer mentors only. Its contents fall into place as the needs of the Circle members emerge. For example, Mitchell said, if a student commented that she didn't know how to use an American post office, the peer mentors would take that cue and plan an activity to introduce the postal system.

"It's relationship-focused," Mitchell said. "Students who are socially engaged are likely to advance through the program faster and achieve their language objectives faster."

AT Circles will be officially integrated as a preliminary step in the AT pathway in 2020.

Lane McLaughlin



Author Tara Westover, ELI essay contest winner Ruotong "Rita" Hou, interim provost Robin W. Morgan, and Avron Abraham, faculty director, Office of Academic Enrichment

STUDENT SAMPLER

by Nicole Servais

DRIFKI SAMPETODING

During its 40th anniversary year, the ELI is pleased to have counted Drifki Sampetoding among its students. Drifki has an ambition that matches any in the Institute's history: to become an ambassador for Indonesia.

Drifki said he wishes to increase Indonesia's connectivity with other countries and improve its position in an increasingly globalized world. Of course, he pointed out, English is essential as a world language.

"It is the language of trade, the language of diplomacy—you hear it everywhere," he stated.

It was this desire to improve his English proficiency and enroll in an esteemed international relations program that led Drifki to the University of Delaware. He has not regretted his decision.

"Americans are kind. They are open to conversation with strangers," Drifki said. "In Indonesia, you don't talk to strangers. It's weird to say 'Hi.'"

However, the friendly nature of small-town Newark is also one of Drifki's challenges. He grew up in bustling Jakarta, Indonesia's capital city, and finds it difficult to slow to Newark's

more leisurely pace. He tries "to make weekdays productive" so he can travel on the weekends. Philadelphia, Washington, New York, and Niagara Falls are already on his "been there" list; Mount Rushmore is on tap for the winter holiday.

Of course, any student far away from home misses at least one thing about their own culture. Drifki misses his mom's cooking the most ("Chili chicken," he said), but he also misses the many multicultural facets of Indonesia.

"Indonesia is made up of many islands," Drifki explained, "and each island has 10 or 12 tribes. Each tribe holds strong to their culture, their dance, their lifestyle and religious practices. There are many tribes, but only one Indonesia."

Drifki is from the Makassar tribe. He stated that the majority of Makassar stay in their village, leaving only if they

"It's the way I was raised. I feel relief and joy when I help others. It helps me to be a better person and it helps them, too," Adaeze said.

Her mission to help others extends into her daily life as a university student. Adaeze's roommate has never before lived away from home; Adaeze, on the other hand, began attending a boarding school when she was 12 years old. She explained that living away from home had developed a strong sense of independence in her, as well as a disciplined work ethic. She often finds herself counseling her UD roommate, giving her coping strategies.

"People would often come to me for help at boarding school, too. I was 'the mommy,'" she laughed.

Taking care of others does not deter Adaeze from her fierce dedication to her academic work. She graduated as valedictorian of her school in Nigeria and distinguished herself as a scholar of excellence during her time at the ELI.

Nonetheless, Adaeze still makes time for fun. She enjoys basketball and dancing. "I like Afro dance, but I'll dance



For Drifki Sampetoding, the ELI is the first step to his future plans.

marry someone outside the village or need a job. Drifki estimated that 90 percent of his father's side of the family still lives in their village of Toraja. In contrast, Drifki's mom is "a city girl," he said. Half Indonesian

and half Dutch, she may be the inspiration for her son's wanderlust.

Although Drifki is at UD without his family, he maintains a strong connection with them. "My dad says connectivity is really important. You can't do anything by yourself," he said.

Drifki works on his social skills and relationships as assiduously as his English study. He's been using his down time to nurture relationships with fellow Indonesian students on campus. He stated that his mom worried that his introverted nature could potentially impact his future success in politics.

"She wondered if I could do it," he smiled. "I just said, 'I can.'"

anything if I can learn it!" she said. She loves being social and attending shared activities.

In fact, that was one of the things she enjoyed about the ELI. "I didn't just learn English," she noted. "The ELI helped me in different ways that I really appreciate now. I developed some great relationships with people and learned about university life in general."

Adaeze has four years of undergraduate study ahead of her before she moves on to pursue a medical degree. She is undaunted by the hard work that lies in her path.

"I have a lot of work to do, but I know I can do it," she affirmed.



Adaeze Amanfo assisted at her mother's Montessori school in Nigeria.

SPECIAL PROGRAMS

Proyecta 100mil

Thanks to the “100,000 Strong in the Americas” initiative, 41 students from Mexico had a four-week experience of English language development and cultural exchange at the ELI in November and December 2018.

Known to Mexico and the ELI as Proyecta 100mil, the initiative is a partnership between the U.S. Department of State, Partners of the Americas, and NAFSA: Association of International Educators. With the goal of exchanging 100,000 students between the United States, Latin America and the Caribbean by 2020, Proyecta 100mil is meant to foster students as future workforce leaders who are internationally aware and cross-culturally adept.

In the four-week program, coordinated by Maria José Riera, the students attended intensive English language classes at the ELI and made social connections across UD through events such as International Coffee Hour, sponsored by the Office of International Students and Scholars, and a dance party hosted by the ELI. During a language exchange over pizza with students in the University’s Department of Languages, Literature and Cultures, the Proyecta students practiced their English while their American counterparts had a chance to practice their Spanish.

At its graduation ceremony, the group was honored with a visit from Mexican Consul Carlos Torres, who was visiting the University. Torres encouraged the students to “Think about what you did here and ... what it’s going to lead you to.”



Tatiana Guin

Engineering students from the Proyecta program toured the maker spaces in Spencer Laboratory as they learned more about graduate programs at the University.

Seinan Gakuin University

Seventeen Seinan Gakuin University students from Fukuoka, Japan, joined the ELI for a three-week program in March that was coordinated by Wakako Pennington. Their majors included literature, psychology and business. They all actively participated in ELI events and enjoyed trips to the cities of New York and Washington.



Seinan scholars displaying their certificates

Hiroshima Institute of Technology

The ELI welcomed six engineering students from the Hiroshima Institute of Technology in Hiroshima, Japan, for a three-week program in March coordinated by Wakako Pennington. They actively looked for opportunities to make friends with UD students and participated in many events that were available on campus. They also enjoyed ELI activities, staying with their American host families, and exploring New York and Washington.



HIT students were excited to visit the national monuments in Washington.

Nakamura Gakuen University

Nakamura Gakuen University sent two groups of students to the ELI for three-week programs in March and August-September that were coordinated by Wakako Pennington. Their majors included nutritional sciences, food management, child education and business. Both groups enjoyed their visits to the UD Laboratory Preschool, the UD dairy farm, and the cities of New York and Washington. They had wonderful experiences with their homestay families and enjoyed attending ELI classes. Although the second group went home in September, their classmate, Hikari Kudo, stayed behind to continue her studies at the ELI. Hikari will complete five sessions before returning to Nakamura in May 2020.



The March Nakamura group in front of the Washington Monument.

Students from Nakamura posing in the autumn sunlight on the University of Delaware campus



Tokyo University of Foreign Studies

The ELI welcomed two groups of students from Tokyo University of Foreign Studies for a three-week program in March and a four-week program in August-September. They were all language majors in French, Portuguese, Tagalog, Chinese or English. In addition to studying in the ELI’s intensive English courses, they visited the museums and historic sites in Washington, D.C., as well as the famous landmarks in New York City. They also enjoyed making new friends from diverse backgrounds right on campus.



The March TUFS group sending out peace and love from Washington



Students from the fall TUFS program on the streets of New York

Keimyung University

A chance meeting at a dumpling shop in Philadelphia resulted in a special experience this summer for a group of students from Keimyung University in Daegu, South Korea.

Taking a break during the NAFSA 2018 conference, ELI assistant director Tim Kim stepped into the shop for a snack and ran into a delegation from Keimyung, which was likewise attending the conference and included the university’s Outbound coordinator, “J” Kim. The ensuing conversation over dumplings led to interest in the ELI.

Fast forward to August 2019: J Kim found himself at the University of Delaware, escorting 19 young women and one young man in a four-week English language and U.S. culture program.

Program assistants Xudong Xue, Jordan Bovankovich and Erica Lane worked hard to actively support the group. While intensively working on their English skills, the students took advantage of every free moment to explore the region, visiting New York, Philadelphia, Washington, Rehoboth Beach (De.) and Longwood Gardens (Pa.). Keimyung and the ELI look forward to strengthening their new relationship, which has lightheartedly come to be called the “Dumpling Partnership.”

Students from Keimyung University cherishing their certificates of completion



Language Adventure participants at the Lincoln Memorial

Language Adventure

Seven young students from Canada, China, Colombia, France and Spain descended upon the ELI for its summertime Language Adventure USA program, coordinated by Xudong Xue and Jordan Bovankovich. Students improved their English skills in listening/speaking and reading/writing classes and through fun activities in the afternoons. They learned about U.S. culture during ELI activities and trips to Washington, New York and Philadelphia. They had fun at the beach in Rehoboth and got a first-hand look at American family life in their homestays.

Nagasaki University

Eighteen Nagasaki University students, including one who was returning for a second time, joined a three-week special program in August and September coordinated by Wakako Pennington. Their majors included medicine, pharmacy, engineering and business. All students actively participated in events and enjoyed trips to New York City and Washington, D.C., as well as a tour of the University of Delaware’s new STAR campus. They also presented Japanese culture to UD students who were taking Japanese language classes. It was a fruitful experience for both UD and Nagasaki University students.



Nagasaki University students enjoyed a beautiful day in the Big Apple.

Teikyo University

In the second year of its relationship with Teikyo University, the ELI welcomed 19 students who worked tirelessly to complete a very demanding four-month program which required them to take additional clusters and Listening Lab for credit. Although their afternoons were fully booked every day, they still made time to enjoy participating in activities on campus and making friends. Through the homestay program, they experienced American family life, culture and holiday traditions.



Teikyo University students gathered in Japan before traveling to Delaware.

Soka University

From Soka University in Tokyo, Yui Okumura attended the ELI for its two fall sessions while Kazuki Shimada and Momoka Ito are staying for a third session. These lively and bright students took the initiative to plan an event to introduce Japanese culture to the UD global community. It was a great success and an excellent learning experience for all involved.



Soka University students at the airport

Chukyo University

From Chukyo University in Nagoya City, Takezo Arakawa, Misato Matsuo, Miyu Sawada and Ohira Tomoya came to the ELI for the two fall sessions. They enjoyed staying with their homestay families in Session I and living at the Internationale with students and scholars from around the world in Session II.

Chukyo students at the iconic brick wall at 108 E. Main St.



Kobe Shoin Women's University

In September, the ELI was delighted to welcome Miru Kunii and Sara Khan from Kobe Shoin Women's University in Kobe, western Japan. Miru will be studying at the Institute for a total of three sessions while Sarah will spend five sessions. The students have gotten involved with many campus activities and have felt like they are really a part of UD by doing so. They also enjoy learning more about American daily life through their homestay experiences.



Kobe Shoin scholars taking a stand at 108 E Main St.

Khbrat

The ELI continues its collaboration with UD's College of Education and Human Development in a yearlong training program for K-12 educators from Saudi Arabia. "Building Leadership for Change through School Immersion," also known as Khbrat, is a global initiative, part of the Saudi Arabian Ministry of Education's mission to prepare educators to serve as "change agents" in their educational communities in pursuit of the Kingdom's "Vision 2030" strategic plan. The first cohort of 48 Saudi educators successfully completed their year of training in February and have returned to Saudi Arabia to implement their research-based education action plan to assume

roles of leadership, providing professional development to fellow teachers and participating in collaborations positively impacting schools all around Saudi Arabia.

In May, the ELI welcomed a second cohort of 43 teachers in the fields of English, special needs, math, science, Arabic language and computer technology. They are completing training in three core areas: English language development, approaches to teaching, and educational leadership. Thanks to collaborative partnerships with six school districts in northern Delaware and Maryland as well as several charter schools and schools in the Catholic Diocese of Wilmington, they are currently in a school immersion experience that began in the fall, through which they will develop the next round of action plans to bring back to their schools for implementation.

Panama Bilingüe

For 25 English teachers from Panama, 2019 began with an eight-week adventure of professional development and cultural discovery at the ELI. The participants, sponsored by the Panama Bilingüe initiative of the Ministry of Education, followed a rigorous schedule set up by academic coordinator Sarah Petersen that included courses in language skills development, teaching methods, and U.S. culture on weekdays, and on weekends, visits to Lancaster County, Pa., and the cities of Washington and New York. The Panamanians returned home with memories of special moments such as ice skating, a college basketball game, a Valentine's Day dance party, and getting lost—and found again—in New York City.



The 2018-2019 Khbrat participants at their final graduation ceremony, joined by project director Kate Copeland (center front) and faculty member Adil Bentahar (front, third from right)

IN MEMORIAM: AMAL ALI S AL SHAEBAH

by Kate Copeland

In September, the ELI grieved the loss of Khbrat scholar Amal Al-Shaebah, who died suddenly in a tragic car accident.

An art teacher and school administrator from the Kingdom of Saudi Arabia, Amal parted with her family to come to the ELI in mid-May to begin a year in the Khbrat Teacher Training Program, sponsored by the Saudi Ministry of Education. Amal was a leader among her fellow Saudi teachers, and inspired many with her quest for knowledge and innovation in education.

In Arabic, Amal's name signifies "hope." Amal herself embodied this hope in her aspirations as a professional educator and with every selfless action to support the hopes of colleagues who arrived with her for their year-long program at UD. She quickly made an impression on those who crossed her path, and her generosity, warmth and kindness will be remembered by everyone who came to know her.

The Kingdom of Saudi Arabia has lost one of its educational leaders. And though she was with us only a short time, the ELI mourns the loss of a member of its family.



Artwork by Khbrat art educator Amal Al Shaebah

In the summer, the ELI welcomed 19 pre-service Panama Bilingüe teachers, seven graduate and 12 undergraduate students majoring in English. During the 16-week program, the students strengthened their English language proficiency by fully integrating into ELI classes and activities coordinated by Ana Kim. They engaged in American culture through their homestay experience and networked with students in the Middle Eastern Partnership Initiative and the Study of the U.S. Institutes. The students actively participated in cross-cultural social events, showcasing traditional folk dancing and music at the ELI summer picnic. Beyond the integrative activities at the University, the students observed classroom practices at Silver Lake Elementary School. Outside the classroom, they explored popular tourist spots, visiting the Lincoln Memorial in Washington, D.C., gazing at the flame of the Statue of Liberty in New York City, and walking on the sandy shores of Rehoboth Beach (De.).



Panama Bilingüe pre-service teachers dazzled at the ELI annual picnic.



Panama Bilingüe winter program participants at their graduation ceremony

King Abdullah University of Science and Technology (KAUST)

In November, the ELI welcomed eight exceptional scholars from the KAUST Gifted Student Program (KGSP). KGSP admits the most talented young minds in the STEM fields from the Kingdom of Saudi Arabia, preparing them for the competitive KAUST admission process. The eight-month initiative, coordinated by Ana Kim, aims not only at immersing the students in the English language through the ELI's intensive English program but also at supporting them with university admission test preparation and STEM courses.

KAUST Gifted Student Program members with Ana Kim (front center) and Zaria Qadafi of IIE.



Saudi Arabian Basic Industries Corporation

Seven highly qualified high school graduates arrived at the ELI in October to begin their Foundation Year program in the United States, sponsored by the Saudi Arabian Basic Industries Corporation. Coordinated by Maria José Riera, the program includes English language study as well as university-level STEM courses, leadership seminars and SAT and TOEFL preparation classes. Students in this sixth SABIC cohort to the ELI plan to major in chemical engineering, supply chain management, agricultural engineering, and finance. When their ELI stint ends in December 2020, they will move on to complete their bachelor's degrees at top U.S. universities, including the University of Delaware. Currently ten SABIC alumni of the ELI are already pursuing their undergraduate studies at UD.



SABIC scholars returned to the ELI.

PERSONNEL NOTES

Growing Families

Wedding bells rang on January 9 for **Aigner Scott** (a) and Salvador Peguero. It was **Jeanine Chapman's** (b) turn on May 11, when she married Jeremiah Feltner.

Jackie Whitney (c) and her husband, Erik Andres, welcomed their baby boy, Owen James Whitney-Andres, on December 24, 2018. The second daughter of Jon and **Julie Lopez** (d), Jessie Grace Lopez, arrived on January 21, 2019. Just four days later, on January 25, baby girl Maite Miranda was born to **Kate Tomoskovic** (e) and her husband, Elesvan Jimenez.



Faculty & Staff Changes

After a stint elsewhere on the UD campus, **Lynn Robinson** returned to the ELI in March to become Scott Stevens's executive secretary. **Scott Stevens** himself was promoted to Associate Professor in May. In June, **Rebecca Boyle** was hired as ELI Admissions Staff Assistant. In that same month, **Karen Asenavage** (f) earned her doctorate in organizational leadership, with a focus on higher education, from Eastern University. Karen has been promoted to Associate Director, Director of ELI Academic Programs, while **Joe Matterer** has been promoted to Associate Director, Director of ELI Intensive Programs.

Other promotion congratulations go to **Tim Kim**, now Assistant Director for ELI Student Life, **Bridget Casterline**, Assistant Director for ELI Registration, and **Tanya Kang**, Academic Support Coordinator. At the tail end of the year, **Alexis Carr** transitioned from a part-time position to become the ELI's Assistant Registrar.

Goodbyes

Krista Urbaniak, **Sarah Jayne** and **Stephen Roberts** all accepted new positions in the Lerner College of Business and Economics while **Emily Thayer** moved on to UD's Academic Enrichment Center.

Mikie Sarmiento departed from the faculty to focus on new pursuits. Housing Coordinator **Anne-Claire Frank-Seisay** bade farewell to the ELI to follow her husband to the Washington, D.C., area. Assistant Director **Nadia Redman** of the ELI Office of Recruitment, Marketing and Communications said "adieu" to accept a position recruiting for Université Laval in Québec City, Québec Province, Canada.

Kathy Vodvarka concluded her illustrious ELI teaching career of more than 30 years in December [See article on Page 13], wrapping it up with a well-deserved sabbatical in 2020 before her official retirement. Thank you, Kathy, for your lasting legacy of teaching for thousands of ELI students over the years.

Assistant Tutoring Center Coordinator **Lizzy Lee** left the ELI this spring to accept a position at the University of Pennsylvania School of Nursing. Lizzy is replaced by long-time tutor **Lori Fisher**. New tutors **Constance Johnson**, **Richard Herring**, and **Nina Leech** have passed their one-year anniversary as tutors. **Melora Davis** retired this year after 13 years of tutoring. Sadly, **Elaine Weeks-Trueblood**, who joined the Tutoring Center in August 2018, passed away unexpectedly this October.

CLASSROOM NOTES

by Kendra Bradecich

The Panama Bilingüe (Sessions 3 and 6), PDPI (Session 6) and Khbrat (Session 1) **EFL methods courses**, taught by **Nicole Servais**, examined inquiry-based Project-Based Learning (PBL) in a tasty new way: by selecting "healthy" choices from a variety of snack and fast foods. Program participants examined nutrition labels of famous American snack foods, compared whole and processed foods, and created menus as they explored the PBL instructional model. Participants even engaged in a fast-food restaurant role play with real nutritional information. At the end of the project, the group with the healthiest menu received a prize: They could steal any snack food from anyone in the room. There was a downside, though. Once the unit was finished, they didn't want to eat the snacks. "We know too much now," joked Khbrat participant Sarah Alharthi.



Session 6 Panama Bilingüe students assessing their snacks

Teaching assistant **Kim Stock** led **Nonie Bell's** Session 6 **Listening/Speaking 4** students through the steps of a simplified Socratic seminar to help them prepare for end-of-session speaking tests. The students viewed a video clip related to a particular

discussion topic. Students were seated around a table in two concentric circles. The inner circle appointed a discussion leader who was responsible for starting the discussion and seeing that everyone contributed. When the first timed segment ended, each student in the inner circle turned to one of the observers in the outer circle of students for a brief coaching session. Using the coaches' feedback, the inner circle participants resumed the discussion, each improving their participation. With the help of this activity, students welcomed their end-of-session speaking assessment, expressing their readiness to be tested.

What's a powerful way to show you have understood something and can communicate the contents clearly? Bullet points! In **ARSC 150**, **Ken Cranker** and **Jack Crist's** students write bullet point lists for the chapters and articles they are reading. Students stand during class and contribute an important point from the reading; they may not sit down until they have added one unique point. A similar activity after student presentations, with classmates listing off the speakers' main ideas, informs presenters whether they have effectively conveyed their information.

In a new **ARSC 151** elective class, **Music Listening: The Basics**, created by **Kendra Bradecich**, students in sessions 1

and 2 participated in a "field trip" across campus to Puglisi Orchestra Hall. They learned about concert pieces and the composers who wrote them before attending a UD Symphony performance together. They also prepared by learning about classical music concert etiquette. For many of them, this was the first experience in listening to a live symphony concert.

Scott Duarte's Grad CAP cohort joined forces with students from Professor David Teague's UD Associate in Arts Program in Session 5 to help staff the Delaware Historical Society's Literacy Night



Grad CAP students Pius Kilasy and Reiner Grimaldi interact with students from a local Wilmington elementary school.

at the Museum. Students of Stubbs Elementary in Wilmington walked through the museum participating in various games and activities focusing on Delaware history. The Grad CAP cohort and UD AAP students interacted and entertained their young audience through activities such as drawing, settler shopping, storytelling and craft making. For many of the ELI students, it was their first time to be in downtown Wilmington and to interact with young local students.

In Session 6, **The Art of Botany** was introduced to the list of credit-bearing content courses available to ELI Academic Transitions students. Instructor **Renate Wuersig** taught students not only to study the biological properties of plant materials but also to follow their passion and draw significant connections between botany and other academic disciplines such as the arts and humanities, medicine and the STEM fields.

During a field trip to nearby Longwood Gardens, the class learned about sustainable practices from experts in landscape architecture and explored and practiced methods used to document both wild and cultivated plant populations.

The students used plant and floral dissections to learn basic plant anatomy and draw accurate, representative biological diagrams. They used paper chromatography and spectroscopy to learn about the properties and functions of plant pigments. In the plant pigments unit, turmeric, spinach, beets and other plant materials available at the local grocery store were used to dye cloth. Students also learned about the fibers and biomolecules used to make paper, an activity that they accomplished themselves by processing, shaping, drying and pressing grass clippings.

ALUMNI NEWS 2019



2011-2012 MeXTers shared happy memories over dinner with Jane Bensinger.

This summer, homestay mom Jane Bensinger was delighted to reunite in Japan with members of the 2011-2012 Japanese MeXT teacher training group. For Jane, it was “a dream come true.”

Amaal Almutairi amaalmtr@udel.edu (Saudi Arabia '19) started a master's program this year in cybersecurity in the Computer Science Department at George Washington University.



Audin François

Audin François audinhof2008@yahoo.fr (Haiti '13) is teaching ESL in Haiti, where he is the founder and director of the Caribbean Language and Education Academy in the city of Jacmel.

Bruno Eduardo brunoefg@gmail.com (Brazil '13) welcomed his second son, Gabriel, on June 29—which happens to be the birthday of Gabriel's seven-year-old brother, Lucas.



Bruno Eduardo with sons, Lucas and baby Gabriel.

In October, **Claudia López** (Colombia '01) became the first woman to be elected mayor of Bogotá, Colombia's largest city. Claudia, who had previously served four years as a senator and run as the vice presidential candidate for the Green Alliance Party in 2018, was reported by the Washington Post as saying, “This is a small step for me, but for Colombian women this is a huge step forward.”



Claudia Lopez, candidate for mayor of Bogota with the Green Alliance, celebrated her election victory.

After getting a master's degree in the United States, **Faisal Abdullah Alosaimi Alotaibi** faisalab9@gmail.com (KSA '14) worked in Saudi Arabia for a while and is now studying business administration at the University of Cardiff.

Han Yu yuhan19890116@sina.com (China '15) and her husband, Dan Weinberg, welcomed their baby son, Jake Aaron Weinberg, in April.



Han Yu and her husband, Dan Weinberg, with son Jake

Marcos Pinell marcospinell32@gmail.com (Nicaragua '96) has started his own company in the food processing industry. He wrote, “I have to say thanks to you and all that were related to our [Nicaraguan Peace] Scholarship. That opportunity that you gave us guys was very helpful for us to be what today we are.”



Janaina Alves (right) and Luzirene Barros (left) report that it is very rainy in Limerick, Ireland.

Janaina Alves de Andrade janeseni@hotmail.com (Brazil '18) and **Luzirene Barros** lulunette@hotmail.com (Brazil '18) won a competitive scholarship from the Brazilian Government Scholarship Agency (CAPES) to attend a year-long Graduate Diploma in Mentoring and Leadership in Education program at Mary Immaculate College in Limerick, Ireland.

Julien Couret julien.couret@free.fr

(France '08) and **Jenny Hernandez** jennyhd@hotmail.com (Colombia '09), who met at the ELI and married in 2011, rejoiced in the birth of their daughter, Catalina, in September 2018. The family lives in Orleans, France, where Julien works as France deputy CEO for Viastore Systems.



Julien Couret, Jenny Hernandez and their daughter, Catalina

Kelis Zulay

Moreno Mosquera kezula@udel.edu (Colombia '16) has been selected for a United Nations Fellowship in Geneva. Recently she was a fellow with the Inter-American Commission on Human Rights, and she has conducted studies of collective territorial rights for Afro-descendant communities in Colombia and the southern United States. Kelis has done extensive research on the problem of African-American women victimized by human trafficking. She is a mentor in the American Society of International Law and has provided legal services in Washington, D.C., regarding labor discrimination and police conduct.



Kathy F. Atkinson

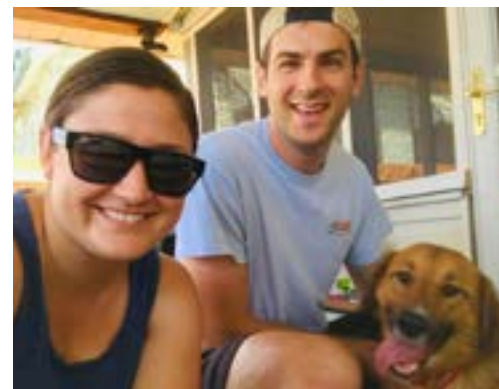
Koffi Pierre Yao, assistant professor of mechanical engineering at the University of Delaware, uncovers novel insights about lithium ion batteries.

Former ELI valedictorian **Koffi Pierre Claver Yao** claver@udel.edu (Ivory Coast '06) is now an assistant professor of mechanical engineering at UD. Read about his research on batteries in this February 2019 UDaily article: <https://www.udel.edu/udaily/2019/february/koffi-pierre-yao-lithium-ion-battery-research/>

Megh Raj Bhatt megh@udel.edu (Nepal '16) co-authored a paper in biochemistry that was published in ChemBioChem, a peer-refereed journal of chemical biology.

Naoko Iwai naokoiwai@hotmail.com (Japan '11) is teaching at the Japan School of Doha, Qatar, in a three-year contract that began in spring 2018.

Nermin “Zuba” Zubaca



Nermin Zubaca, his wife Elizabeth Lewis and their dog.

Nermin Zubaca nerminzubaca@gmail.com (Bosnia '08) is a researcher at the Center for Research in Education and Social Policy in UD's College of Education and Human Development. Zuba married Elizabeth Lewis in September 2018, and in May they bought a house.

Orhan Demir (Turkey '16) graduated this year from Auburn University, where he was the president of the Turkish Student Association.



Orhan Demir

Rafael Díaz-Cañabate pelusor@cantv.net (Venezuela '00) opened up a fabulous coffee shop this year in Madrid, Spain.



Rafael Díaz-Cañabate's coffee shop, Panadería Tómalos.

A boy, Sosuke, was born to **Ryota Sato** ryo-tin@zb4.so-net.ne.jp (Japan '11) and his wife, Etsuko, on May 20. Sosuke is the couple's second child.



Ryota Sato with his infant son

Pedro Alfonso Garcia Garcia garciapeter@gmail.com (Colombia '16) visited Delaware from La Ceja del Tambo, Colombia, in September.

Siddik Bozkurt s_bzkurt@gmail.com

(Turkey '14) is studying for his Ph.D. in marketing at the University of Mississippi and has published several papers this year, including “A Look into the Past and Future: Theories Within Supply Chain Management, Marketing and Management,” which was published in the journal Supply Chain Management.



Siddik Bozkurt

Thoria Alghamdi thalghamdi@yahoo.com

(Saudi Arabia '16) is in her fourth year of a Ph.D. program at the University of Colorado and plans to graduate in two years. She had a paper accepted for a refereed conference in Italy and attended a conference in Chicago last April for women in the computer field. Her children are also now studying at universities in Colorado and love their life there.

Youngjo Lee flowofwater@naver.com

(South Korea '15) started the Juris Doctor program at Ohio State University Law School in September. Youngjo named retired ELI instructor Anne Owen as one of the inspirations that led him to study Law.

Yudai Asano yudaia0429@yahoo.co.jp

(Japan '14) became the father of twins on October 18. His son is named Minato, after the port by that name in eastern Tokyo. His daughter's name, Aoi, means “blue ocean.”



Yudai Asano's twins, Minato and Aoi

Yuying “Kynthia” Zhou yuyingdesign@gmail.com

(China '12) graduated from UD with a visual communications degree. Now she is using her English in Shanghai as an Airbnb host to internationals and has created a guidebook to the city, on top of having marketing and web design gigs.

A BENT FOR BENTOS PAYS OFF



Maki Yasunaga turned a passion into business through bento lunches.

Maki Yasunaga, an ELI alumna who introduced Japanese boxed lunches to UD students in 2017 and sold hundreds of her boxed “bento” lunches in New York City, has won a very prestigious award for her project.

As a Japanese government scholarship recipient attending classes at the ELI, Maki was required to report her Stateside activity and achievements upon returning to Japan. She presented her project results in a regional competition and won first prize in Kyushu, one of eight regions nationwide. She was then invited to enter the national competition sponsored by the Ministry of Education, Culture, Sports, Science and Technology in January. From among 13 participants who had placed either first or second in their local regional competitions, Maki won first prize. The event made national news and was reported all over Japan.

Maki has since landed a job at the well respected Kubara Honke Company, which makes traditional Kayanoya-dashi food sauces and bases in Fukuoka. She is developing new recipes and a menu for the company, which has a restaurant in Fukuoka and plans to open a restaurant in New York. Maki is excited about the prospect of being involved in this big project.

SPECIAL PROGRAMS FROM PAGE 23



After a successful capstone mini-conference, PDPI participants celebrated with a group photo.

PDPI

In July and August, the CAPES agency of Brazil’s Ministry of Education sponsored 40 Brazilian educators in a six-week professional development program for English language teachers (PDPI). The program contained three major strands: teaching methodology, personal English language development and cultural immersion. Workshops, tutoring clusters, classroom observations in a local school and trips to major Mid-Atlantic cultural destinations supplemented these strands. The program culminated with a “What Works” conference, at which the participants showcased the knowledge and skills they had acquired during the program. The Brazilians impressed their instructors with their dedication and enthusiasm for the work of teaching English as a foreign language.

International Teaching Assistants

The ITA Training program, coordinated by Ken Hyde with help from assistant coordinators Amanda Brunson and Lori Fisher, welcomed over 100 students this year to train as teaching assistants at the University of Delaware. In January, Hyde and ELI teacher Mary Beth Worriolow taught 22 students as part of the winter training program. Hyde was joined by Brunson, fellow ELI teachers Leslie Criston and Monica Farling and visiting instructors Toni McLaughlan and Elisabeth Mercante for the summer iteration of the program. Ninety-two students from 29 countries and representing 23 different graduate



Elisabeth Mercante’s oral intelligibility class for ITAs got creative with Post-it® notes.

programs at the University participated in the summer program.

Overall this year, ITA trainees came from such diverse backgrounds as Argentina, Botswana, Cameroon, Israel, and Trinidad and Tobago, as well as more familiar ITA countries such as Brazil, China, India and Korea. The ITA program welcomed its first student from the Biden School of Public Policy and Administration, who joined students from the departments of medical and molecular science, biomechanics, chemistry, economics, geography, mechanical engineering and others in improving their spoken English and learning about American classroom practices.



Hunan University students giving the ELI a thumbs up on the balcony of 108 E. Main St.

Hunan Normal University

Twenty-seven graduate students from Hunan Normal University in Hunan Province, China, joined the ELI from September to December for a program coordinated by Ana Kim. In addition to improving their language skills in the ELI’s intensive English program, students also had the opportunity to interact with departments that aligned with their concentrations: linguistics, English and American literature, English teaching, translation/interpretation, and curriculum and teaching methodologies. The students participated in linguistics colloquia, numerous workshops and graduate classroom observations.

2019 FESTIVAL OF NATIONS

The ELI’s 15th annual Festival of Nations in November befittingly capped the Institute’s 40th anniversary celebrations. Together, ELI and American UD students shared culture and talent through global fashion, music, dance and table displays.



Photographer: Kevin Quinlan

PROFESSIONAL ACTIVITIES OF FACULTY AND STAFF

Karen Asenavage, Associate Director, Academic Programs

Presentations:
“Courage to Welcome the World: Female Leadership in Internationalization of U.S. Higher Education.” International Leadership Association (ILA), Ottawa, Canada, October 2019.

Dissertation:
“A Systems Model for Internationalization in U.S. Higher Education: Influence of Context, Culture, Leadership, and Faith.” Karen earned her doctorate in organizational leadership, with a focus on higher education, from Eastern University this year.

Walt Babich, Faculty

Presentations:
“Small Talk as Fieldwork: Nothing Small about It.” Maryland TESOL Annual Fall Conference, Largo, MD, November 2019.

Nonie Bell, Faculty

Presentations:
“Noticing and Notetaking: Self-reflection with the NOTES System” (with Robert Bushong and Wakako Pennington). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019.

“Measuring ELL Success, By What Scale?” (with James Weaver and Jacqueline Whitney). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019, and PennTESOL East Fall Conference, Philadelphia, PA, November 2019.

“Win-Win!: Student Generated Materials Increase Engagement and Adaptability” (with Nicole Servais). Penn- TESOL East Fall Conference, Philadelphia, PA, November 2019.

Publications:
Getting It Down on Paper: Helping ESL Students Improve Note-taking Skills (with Robert Bushong and Wakako Pennington). *Africa TESOL Newsletter*, no. 3 (2019): 22-24.

The Master’s Model: Value in Using Student-Generated Materials. *Chronicles of Hope: Christian English Language Educators in Korea and Abroad (KOREATESOL Christian Teachers Special Interest Group Newsletter)*, Spring 2018: 5-7.

Adil Bentahar, Faculty

Presentations:
“Developing EFL Teachers’ Awareness of L2 Writing Challenges.” Study Day organized by Moroccan Association of Teachers of English and Ibn Zohr University, Agadir, Morocco, January 2019.

Adil Bentahar, *continued*

“Fostering Leadership Development in EFL/ESL Students: Best Practices from the Classroom.” ICSEI Annual Conference, Stavanger, Norway, January 2019.

Publications:
Editor, *Education in Morocco: Aspects and Prospects* (with Mohammed Mellouk). Agadir: Moroccan Center for Civic Education, 2019.

“Evolution of Educational Reforms in Morocco.” In *Education in Morocco: Aspects and Prospects*, edited by Adil Bentahar and Mohammed Mellouk, 5-16. Agadir, MCCE, 2019.



“Raising Students’ Awareness of Social Justice through Civic Literacy” (with Jason O’Brien). *Journal of Social Studies Education Research*, 10.1 (2019): 193-218.

Leadership:
Head of International Outreach, International Congress for School Effectiveness and Improvement (ICSEI) 2020, Morocco Member, Diversity, Inclusion, and Generational Renewal (DAGR) committee, ICSEI Proposal reviewer: TESOL, ICSEI Peer reviewer, *Journal of Social Studies Education Research*

Amanda E. Brunson, Adjunct Faculty

Presentations:
“A New Materialist Approach to Studying Saudi International Students Shifting Identities.” 31st Annual Ethnographic & Qualitative Research Conference (EQRC). Las Vegas, NV, February 2019.

“Shifting Subjectivities and Saudi Women Students.” 15th Annual International Congress of Qualitative Inquiry. Champaign-Urbana, IL, May 2019.

“Supporting ESL Students with Disabilities” (with Jacqueline Whitney). WATESOL Fall Conference, Washington, DC, October 2019.

“Implementing Universal Design for Learning to Support Students with Disabilities” (with Jacqueline Whitney). PennTESOL-East Fall Conference, Philadelphia, PA, November 2019.

Amanda E. Brunson, *continued*

Leadership:
Proposal Reviewer, TESOL Peer-Reviewer, *Journal of International Students*

Robert Bushong, ADS

Presentations:
“Noticing and Notetaking: Self-reflection with the NOTES System” (with Nonie Bell and Wakako Pennington). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019.

Publication:
Getting It Down on Paper: Helping ESL Students Improve Note-taking Skills (with Nonie Bell and Wakako Pennington). *Africa TESOL Newsletter*, no. 3 (2019): 22-24.

Nigel Caplan, Faculty

Presentations:
“What’s Language Doing Here?” Keynote address at the Graduate North American Systemic Functional Linguistics Conference, Washington, DC, February 2019.

“Someone Will Agree That ...”: Lexicogrammatical Adventures in Source Use.” Plenary at the St. Andrews EAP Conference, St. Andrews, UK, March 2019.

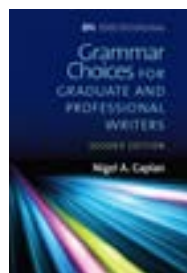
“Interrogating the ‘A’: What’s Academic About Academic Speaking and Writing?” (with Jane Freeman). BALEAP Conference, Leeds, UK, April 2019.

“Talking the Talk: Stocking Postgraduate Writers’ Linguistic Toolbox” (with Kelly Sippell). BALEAP Conference, Leeds, UK, April 2019.

“Developing Academic Literacy and Genre Awareness: Getting Started with SFL” (with Sandra Zappa-Hollman, Sylvia Pessoa and Thomas Mitchell). Symposium on Second Language Writing, Tempe, AZ, November 2019.

“Breaking the Chains of the Five-paragraph Essay: Putting Theory into Action” (Colloquium with Ann M. Johns, Christine Tardy, Ulla Connor, Deborah Crusan, Estela Ene and Todd Ruecker). Symposium on Second Language Writing, Tempe, AZ, November 2019.

Publications:
Grammar Choices for Graduate and Professional Writers (2nd Edition). Ann Arbor: University of Michigan Press, 2019.



Nigel Caplan, *continued*
Editor, *Changing Practices for the L2 Writing Classroom: Moving Beyond the Five-paragraph Essay* (with Ann M. Johns). Ann Arbor: University of Michigan Press, 2019.

“Have We Always Taught the Five-paragraph Essay?” In *Changing Practices in the L2 Writing Classroom: Moving Beyond the Five-paragraph Essay*, edited by Nigel Caplan and Ann M. Johns. Ann Arbor: University of Michigan Press, 2019.

Asking the Right Questions: Demystifying Writing Assignments Across the Disciplines. *Journal of English for Academic Purposes*, 41(100776). <https://doi.org/10.1016/j.jcap.2019.100776>

Ken Cranker, Faculty

Presentations:
“Comparisons Are More than Comparatives for Academic Communicators.” TESOL International Convention, Atlanta, GA, March 2019.

“Extended Reading with Life Lessons: The Longevity Project.” PennTESOL-East Conference, Philadelphia, PA, November 2019.

Scott Duarte, Faculty

Presentations:
“Student Generated Documentaries: Community Engagement Projects” (with MariaJosé Riera). TESOL International Convention, Atlanta, GA, March 2019.

Ross Fenske, ADS

Poster Presentation:
“Pathways to Success: Academic Advising for Struggling ELLs.” National Academic Advising Association Region 2 Conference, Atlantic City, NJ, March 2019.

Michael Fields, Faculty

Presentations:
“Improving Language Tests through Item Analysis.” IATEFL Conference, Liverpool, UK, April 2019, and IATEFL Testing, Evaluation and Assessment Webinar, November 2019.

“Common Errors in Language Assessment: Focusing on Item Design.” Classroom Assessment for Language Teachers Conference, Saginaw, MI, November 2019.

“Improving Item Design for Language Tests.” Classroom Assessment for Language Teachers Conference, Saginaw, MI, November 2019.

“Principles of Test Design.” PennTESOL-East Fall Conference, Philadelphia, PA, November 2019.

Blythe Milbury-Steen, CAP Academic Advisor
Presentations:
“Advising Support for International Students in a Pathways Program” (with Sheri K. Rodriguez and Megan Kuck). Universality of Global Education Conference, Huntsville, TX, February 2019.

Ask an Advisor: Developing a Writing-to-Communicate Project to Connect Students to Experts in Their Field of Study (with R. Scott Partridge). The 18th Symposium on Second Language Writing and SSLW Institute, Tempe, AZ, November 2019.

R. Scott Partridge, Faculty

Presentations:
Ask an Advisor: Developing a Writing-to-Communicate Project to Connect Students to Experts in Their Field of Study (with Blythe Milbury-Steen). The 18th Symposium on Second Language Writing and SSLW Institute, Tempe, AZ, November 2019.

Randall O. Pennington Jr., ADS

Publications:
“Four 40-Minute English Practice Problems for the 2020 Center Test.” Kawai Juku Publications, Tokyo, Japan, October 2019.

“The Workbook for High School Students to Gain English Skills, Volume 2.” Kawai Juku Publications, Tokyo, Japan, December 2019.

“Useful English Phrases for Study Abroad, Volume 1.” Kawai Juku Publications, Tokyo, Japan, December 2019.

Wakako Pennington, ADS

Publication:
Getting It Down on Paper: Helping ESL Students Improve Note-taking Skills (with Nonie Bell and Robert Bushong). *Africa TESOL Newsletter*, no. 3 (2019): 22-24.

Presentations:
“Noticing and Notetaking: Self-reflection with the NOTES System” (with Nonie Bell and Robert Bushong). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019.

Sarah Petersen, Faculty

Presentations:
“Teaching Reading and Culture through Classic Literature: A Teacher-Training Module.” PennTESOL East Fall Conference, Philadelphia, PA, November 2019.

MariaJosé Riera, Special Programs Advisor

Presentations:
“Student Generated Documentaries: Community Engagement Projects” (with Scott Duarte). TESOL International Convention, Atlanta, GA, March 2019.

Nadia Redman, Assistant Director, Office of Recruitment, Marketing and Communications
Presentations:
“I Like Big Budgets and I Cannot Lie: Maximizing your Marketing Resources (Regardless of Budget Size).” EducationUSA Forum, Washington, DC, July 2019.

Nicole Servais, Faculty

Presentations:
“Preparing Pathway Students for Academic Discourse: Structured Group Share Projects.” TESOL International Convention, Atlanta, GA, March 2019.

“Win-Win!: Student Generated Materials Increase Engagement and Adaptability” (with Nonie Bell). Penn- TESOL East Fall Conference, Philadelphia, PA, November 2019.

Publication:
“Preparing Pathway Students for Academic Discourse: Structured Group Share Projects.” *As We Speak: The Newsletter of the Speech, Pronunciation and Listening Interest Section*, Fall 2019.

Scott Stevens, Director

Presentations:
“Establishing Credibility Among Stakeholders for English Language Programs and Services” (with Deborah Kennedy, Monica Leong, Erin O’Reilly, Mimi Ritzema and Sherry Warren). TESOL International Convention, Atlanta, GA, March 2019.

“IEP? How Will English Language Programs Look in the Future?” (with Mark Algren, Jodi Nelms, Mary Reeves and Heidi Vellenga). TESOL International Convention, Atlanta, GA, March 2019.

James Weaver, ADS

Presentations:
“Measuring ELL Success, By What Scale?” (with Nonie Bell and Jacqueline Whitney). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019, and PennTESOL East Fall Conference, Philadelphia, PA, November 2019.

Jacqueline Whitney, ADS

Presentations:
“Supporting ESL Students with Disabilities” (with Amanda Brunson). WATESOL Fall Conference, Washington, DC, October 2019.

“Measuring ELL Success, By What Scale?” (with Nonie Bell and James Weaver). Maryland TESOL Annual Fall Conference, Largo, MD, November 2019, and PennTESOL East Fall Conference, Philadelphia, PA, November 2019.

“Implementing Universal Design for Learning to Support Students with Disabilities” (with Amanda Brunson). PennTESOL-East Fall Conference, Philadelphia, PA, November 2019.



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