

English Language Institute

Interactions

2020 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY



METAMORPHOSIS
CHALLENGES AND CHANGES

Dear ELI friend,

We close out a year few are sad to see **expire**. The pandemic has robbed the world of more than one million precious lives, with 100 times that number made ill. Economies have been **ravaged**, exposing and **exacerbating** racial, religious, social-economic and technological inequalities.

Moreover, so much of the rhythm of life has been disrupted, including travel. As the world **shelters in place**, study abroad has nearly ceased, dimming the bright hope for international education and exchanges, as **articulated** by the late great Senator William Fulbright, who, in proposing a formal program that would bear his name, imagined “the achievement in international affairs of a regime more civilized, rational and humane than the empty system of power of the past ... **Fostering** these—leadership, learning, and empathy between cultures—was and remains the purpose” of international programs. And yet those of us who **fervently** embrace the power of international education to **render** the world more humane by transforming the lives of generations of future leaders have seen its flame flicker but not extinguish in these winds of change. Indeed, there are reasons for optimism.

In the absence of global mobility, UD has focused on global learning and access. I have been greatly encouraged by the speed with which UD in general and the ELI in particular have migrated from in-person to online instruction. We have invested heavily in training our faculty on how to **thrive** online. Under the leadership of ELI Professor Nigel Caplan and a talented, techno-savvy team of colleagues, our Online Task Force has redesigned our core course offerings to meet and exceed best practice standards for teaching languages online. Drawing on an **array** of web-based resources, **exploiting** the tools of Zoom and Canvas platforms, and summoning the creativity for which they are known, our faculty have succeeded, not in replicating classroom instruction, but rather in creating an entirely new learning venue, one students find to be an engaging and exciting realm for second language acquisition. What began as a temporary **expediency** amid campus closure has evolved into a web-based wonderland of endless possibility.

The ELI’s outstanding courses and programs, including our credit-bearing Academic Transitions pathways for pre-matriculated students and Accelerate UD, our **scaffolded** support initiative for first semester freshmen, are now more accessible than ever. Students around the world can enter our classes from the comfort of their home, taking advantage of schedules that conform to their time zones. Spared the costs of air flights, room, board and campus fees, families from

From the Director’s Desk



Social distancing at its best: Despite his heavy schedule, Stevens and Bear, his trusted sidekick, find moments of peace and solace away from the office.

a wider social-economic range, living in developed and developing countries, now find UD study within their financial reach. By expanding global access, the ELI is **paving the way** for greater diversity among international learners matriculating at UD, thereby enriching the cultural experience for the entire University community.

Living and learning online have also led to surprising opportunities to connect as never before. Just as sheltering-in-place families have turned to Zoom and FaceTime to reach friends and loved ones across town or across country, so our faculty and staff have reconnected to the extended ELI family, our 20,000 alumni residing in more than 100 countries. **Traversing** the barriers of space and time zones, we hosted a number of alumni reunions with ELI graduates who had studied with us from four months to four decades ago, sharing memories, images of the past, and visions for the future. In every gathering one common narrative invariably emerged: how their experiential education at the ELI became a defining, transformative episode, changing the **trajectory** of their lives.

We could almost imagine Senator Fulbright **beaming** with benevolent pride as he looked down upon men and women who have made a difference by bringing global perspectives to local challenges and whose sense of connectedness to the wider world has rendered them more **empathetic** and compassionate human beings.

As the dark cloud of Covid-19 slowly passes, we can imagine ourselves cautiously emerging from our secluded enclaves, momentarily shielding our eyes from the penetrating sun before discovering our neighbors beside us and trembling with tears of joy in their warm embrace, recalling the sensations of human touch from what seems another lifetime. In our hearts, such a joyous reception will play out a thousand times as international students return to campus in 2021. Until then, and continuing for those who cannot travel in person, we will remain connected through the magic of digital dialogue.

May the New Year shower you with **abundant** blessings.

Sincerely,
Scott Stevens

I want to thank the leadership of ELI Interactions, Sarah Petersen and Scott Duarte, as well as their entire team of writers and editors, for their labor of love in crafting this year’s excellent publication.

GLOSSARY

expire: end

ravaged: damaged badly

exacerbating: making worse, intensifying

shelters in place: stays at home as much as possible

articulated: spoken, communicated

fostering: developing

fervently: excitedly

render: to help be something

thrive: to become strong, successful

array: a large selection

exploiting: using something well

expediency: something needed

scaffolded: providing additional help with learning

paving the way: making it easier

traversing: going across

trajectory: direction

beaming: smiling

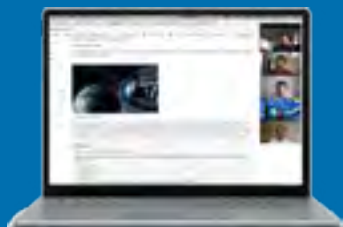
empathetic: able to understand another person’s feelings, experience

abundant: a lot of

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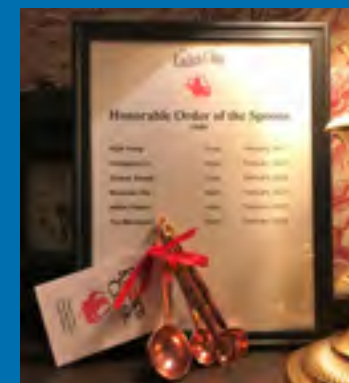
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ENGLISH LANGUAGE INSTITUTE MISSION STATEMENT

Now more than ever, the ELI's mission statement is the driving philosophy behind all of the steps, shifts and changes that the English Language Institute has made to provide for our students, past, present and future.

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.*

ELI *Zooms* Through the Pandemic

by Tobias Lemke, Sarah Petersen & Sarah Whitesel

In a year like no other, the ELI drew on its deep stores of resourcefulness, creativity and collaboration – and strutted its stuff.

“We’re building the plane as we’re flying it.”
~ ELI director Scott Stevens, March 2020

“... In pitch black without a radar”
~ associate professor Nigel Caplan

Squaring off against a pandemic

In early March, Delaware was as yet untouched by the coronavirus, but the states surrounding it had their first confirmed cases of Covid-19. Seeing the **handwriting on the wall**, the University of Delaware advised all of its departments to prepare for online delivery of courses.

On March 10, Stevens appointed an ELI Academic Continuity Group, co-chaired by associate professor Nigel Caplan and assistant professor Phil Rice, chair of the ELI’s Technology Committee, to **initiate** training sessions in remote instruction to be held Friday afternoon, March 13.

The decision was just in the **nick of time**. March 11—the very day that the World Health Organization declared the Covid-19 outbreak to be a pandemic—the first case of Covid at UD and indeed in all of Delaware was announced. All face-to-face university classes were immediately suspended.

While American students packed their suitcases to head home, the ELI was granted special permission to hold classes that Thursday and Friday so that students could get some basic instruction in downloading and using the Zoom online platform before heading to their dorms, apartments or homestays to shelter in place.

During the **ensuing** break week, the ELI **mobilized** to prepare all of its **stakeholders** for a remote re-opening the following Monday.

The faculty underwent additional training and hands-on practice with online instructional technology. “If we’re building the plane as we’re flying it, I **reckon** we have at least one wing attached now,” Caplan observed.

Meanwhile, the ELI’s Office of Student Life hosted a town hall meeting for all students to preview the launch of the ELI in remote mode. To support students through the anticipated technical challenges, a troubleshooting document was created and translated into Arabic, Chinese, Japanese, Korean and Spanish and was posted on an “Online Class Resources” page of the ELI website.

Parallel with the faculty and students, ELI administration and support staff “**orchestrated** a massive transfer of operational capability that rivaled the Dunkirk evacuation of four score years ago,” Stevens stated.

In just seven working days, the ELI was transformed “from **brick and mortar** to virtual, from face to face to online presence,” Stevens said. “It was a wonder to behold.”

A brave new Zoom world

When classes resumed on March 23, students for the first time clicked on a link in their email and found themselves transported to a virtual classroom arrayed with the on-screen faces of their classmates in tidy rows and columns—the now famous Zoom grid.

One goal of the Institute, as **mandated** in its mission statement, is to “meet the ordinary and extraordinary needs of our students.” To that end, during the first week of online classes, ELI instructor Mary Beth WorriLOW carefully monitored the behaviors of her Advanced Oral Business students and sensed that they were having trouble adjusting to the new course format. To lighten the mood, WorriLOW took advantage of April Fool’s Day to show up to class with Zoom’s tropical beach background behind her. WorriLOW told the students she was vacationing in Hawaii, then let them **stew** in confusion before finally holding up a sign that read “April Fools!” The **levity** of the moment was a turning point for the whole class.

GLOSSARY

handwriting on the wall: signs of problems soon to come

initiate: to start or begin

nick of time: just in time before something bad happens

ensuing: the following

mobilized: worked together in order to achieve a particular goal

stakeholders: a person involved in a particular organization or project

reckon: to think or guess

orchestrated: coordinated

brick and mortar: a building

mandated: required

stew: to think or worry about something

levity: humor, light-heartedness



Nigel Caplan modeled an instructional video he created as part of the faculty’s training in online tools.

WorriLOW's students soon took a liking to learning online. Zhengjun "Christine" Nie said the experience proved surprisingly **conductive** to maintaining the student-to-teacher connection.

"It has turned out really good. I have the same good experience as a real class," Nie said.

To assure continued instructional quality improvement as the world remained locked down, an ELI Online Task Force was named, with Caplan **appointed** as Online Program Manager.

Said British-born Caplan, "Everyone knows that crisis management is more calming with a British accent."

Never let a good crisis go to waste

Having successfully maneuvered the emergency move from physical to digital, the Online Task Force next fixed its sights on the development of a suite of hybrid courses for an ongoing online presence beyond the pandemic. Thirty-eight ELI instructors completed a course offered through UD's Academic Technology Services and Faculty Commons to **acquaint** themselves **with** the latest tools and best practices in designing course content for effective online learning. The resulting ELI courses provide a synchronous learning experience for students to help keep them, wherever they are in the world, connected with their classmates and teachers and engaged in learning.

Hands-on learning and diversity

Instead of expecting students to watch pre-recorded lectures and complete assignments on their own time, the ELI provides students with a live experience that includes at least 60% of their designated class time in face-to-face Zoom meetings and as much as 90% of the content delivered in real time.

A **striking** example of an interactive learning experience is the Academic Transitions course Art of Botany. To make the laboratory component of the course's curriculum work during virtual class sessions, instructor Renate Wuersig guided her students in creating their personal at-home laboratory. Students were first tasked with putting together a home safety kit and were required to submit a picture of the kit, the nearest exit and water source (e.g. a kitchen sink) and any other safety equipment in their residence, such as a fire extinguisher, fire alarm or carbon monoxide sensors.

Next, Art of Botany students living in Newark were asked to pick up equipment and pre-measured materials from a central location on campus while students overseas were asked to gather equipment to the best of their ability, making **modifications** as necessary. Among other lab assignments, students have used their in-home facilities to make bioplastic from corn starch, vinegar and glycerin and have undertaken floral and whole-plant **dissections** to compare monocot and dicot flowering plant anatomy.

New opportunities, a hopeful future

The result of these efforts is a unique and growing learning environment for international learners, even as many countries have turned inward and closed their borders as they **weather** the global health crisis. One of WorriLOW's Advanced Oral Business students in Session 4, Nada Alfahmi, **deemed** the independent nature of online classes to be an opportunity to build professional value.

"Independence in learning is at its most growing trend of all time," Alfahmi explained. "So I think this experience is to our advantage because it's like a warm-up for us to experience that."

Pengyu Wang is another **beneficiary** of this expanding field of opportunities. For Wang, the most important takeaway is that he did not have to put his education on hold in 2020. A recent Chinese high school graduate, Wang started his studies at UD from his childhood bedroom in Beijing. He plans to complete his education on the Newark campus, but until that becomes possible, completing coursework online from home through Academic Transitions helps him save time and practice his English language skills. He has found his ELI classes to be a useful experience that has helped him grow as a learner.

Indeed, the new reality may present an **unprecedented** opportunity for the University more generally: a chance to build a learning community that is not only global in scale but committed to the maintenance and growth of intellectual and cultural exchange the world over.



While still at home in Beijing, Pengyu Wang can get ready for UD thanks to the ELI's online Academic Transitions courses.

GLOSSARY

conductive: *helpful*

appointed: *chosen*

acquaint with: *to become familiar with*

striking: *interesting and unusual*

modifications: *changes*

dissections: *cut-up pieces of something to be studied*

weather: *to withstand, to come safely through a difficult period or experience*

deemed: *thought, believed*

beneficiary: *someone who receives something (usually something good)*

unprecedented: *something that has never happened before*

ELI ALUMNI ON THE FRONTLINE

by Somi Kim and Hyunmin "David" Yu

To honor ELI alumni around the world who have risked their lives in the fight against Covid-19, the ELI Interactions staff asked two alumni working in the United States to recount their battle stories in their own words.

Somi Kim, Emory Health Care, Atlanta

We are all in this together.

I am a former ELI student, a daughter, a wife and an intensive care unit nurse. However, since the beginning of March, when my unit became the Covid-19 ICU, my only role has been as nurse, devoting all my nursing skills, my mind, my spirit and my prayers to patients with Covid.

The virus weakens lungs, then kidneys and other organs. When patients become unable to breathe, in many cases they undergo intubation: A breathing tube is inserted through the throat towards the lungs in order to **ventilate** and **oxygenate** mechanically. Intubation treatment requires various medications such as sedatives and **paralytics**. Sedated patients become unconscious; they do not know what is going on. If the virus wins, the patient may never wake up again—it is too quick. I have seen many patients with Covid admitted yesterday and dying today. No one—neither the patient nor the family nor the hospital staff—is prepared to accept the death.

I have been a nurse since 2011. There have been many unforgettable moments: when a father donated his liver to his sick newborn child, and when my first patient passed away. At those times, there was always family or friends at the bedside. My patients were not alone.

However, with the pandemic, my patients are alone.

Imagine lying in an isolation room, monitored by someone wearing a mask, gown, face shield and gloves. Healthcare providers yell to hear each other over the noise of the HEPA air filter. In the **ominous** atmosphere created by these **menacing** sights and sounds, patients are alone, with only us, the hospital staff.

We realized that we needed to turn the tables. We wanted to give patients a positive impression, the message that they were not alone, that we were all in this together.

The first thing we did was to install a baby monitor at each patient's bed to improve communication. Then we started virtual meetings between patients, families and healthcare workers through Zoom. The patient was no longer left alone.

In addition, we celebrated small wins with patients. If a patient had a better lab result or small improvements, we shared the news among the staff and celebrated with the patient. By creating positive moments, we all become brave, strong and wise.

Heroes cannot be created without facing challenges and conquering them. Although the virus has not yet been **conquered**, people call us heroes. Maybe this is to encourage us to be braver, stronger and wiser, like heroes.

But I call "hero" any and all of us who are keeping our social distance, wearing masks, washing our hands and performing self-quarantine.

Because we are all in this together, it will get better.

Somi Kim wears her personal protective equipment in order to fight Covid on a daily basis.

GLOSSARY

ventilate: to help someone to breathe by sending air in and out of their lungs

oxygenate: to supply with oxygen

paralytics: medicine to make someone unable to move; *here:* due to a tube passed down a patient's throat, they need to be very still in order not to damage their body.

ominous: worrying

menacing: scary

conquered: defeated; *here:* overcome, cured

Covid-19 has changed everyone’s life. I am a nurse practitioner working in an intensive care unit at Penn Medicine, which is ranked as one of the best hospitals in the world. Since February 2020, I have been caring for only Covid-19 patients suffering from life-threatening **respiratory** failure and/or multi-organ failure. Although it is a very meaningful and valuable job during this unprecedented time, I have also been facing challenges.

First, I am scared to go to work. Even with appropriate personal protective equipment (PPE), I still have a very real fear that I might become infected. Every healthcare worker has dealt with this reality, which causes a great deal of stress. Also, working 13-hour shifts while wearing heavy protective gear is physically exhausting. However, one of the hardest challenges for me is to **combat** uncertainty and unpredictability. In the beginning, because Covid-19 was a **novel** illness, nobody knew how to handle it or treat it. Also, I could not predict how many Covid patients would come to my hospital. Every day at work was sheer **pandemonium**.

Another challenge is that families of Covid patients are not able physically to visit their loved ones. It has been heartbreaking to communicate with patients and their families at a time when they need each other the most. Healthcare workers have been updating families on the phone frequently and have also been utilizing FaceTime to allow them to see their loved ones remotely. The saddest moment is when a patient passes away. Families always face a dilemma because they do not want their loved one to be alone at the end of life; at the same time, they risk infection if they come to the hospital.

My biggest personal hardship from Covid is **coping** with isolation and loneliness. I came to the United States by myself in 2014; to this day all of my family members are still in South Korea. Except for my coworkers, I have not been able to meet up with other people because social distancing is **crucial**, and as a healthcare professional, I am at the frontlines of fighting this pandemic. Not being with my loved ones in person is **daunting** during this time when we all need so much support. I am praying that I can see my family in Korea as soon as it is safe to travel again.

Although I have not seen other people in person, I have received many messages and gestures of support from my family, friends, other healthcare



David Yu (foreground) and his courageous colleagues put their health on the line so that others have the chance to survive this pandemic.

professionals, neighbors and many others—including local restaurants, which have delivered numerous meals to my hospital. My friend Jack, who is Thai and manages a local Thai restaurant, recently delivered 50 dinners to my intensive care unit.

Jack’s meals were delicious. Nevertheless, the thing that encourages me the most is seeing my patients recover and be discharged. I surely hope this pandemic **stabilizes** in the near future so that people can have their life back safely. Seeing patients overcome Covid-19 and go home gives me great hope that the rest of us can eventually move past this virus in health and with happiness.

GLOSSARY

respiratory: *related to breathing and the lungs*

combat: *to fight*

novel: *new and different*

pandemonium: *chaos; a situation in which there is a lot of noise, activity, and confusion, especially because people are feeling angry or frightened*

coping: *managing*

daunting: *scary*

stabilizes: *steadies, calms*

HOOTS TURNS 10

by Sarah Whitesel

Nancy Turner's kitchen is a well-known location to ELI students. In the back of Turner's historic Newark home, the kitchen is where the very popular tutoring cluster known as "The Kitchen Class™" takes place.

Near the kitchen is a less well-known but equally special location. There, on the wall, are lists of names that Turner holds dear—some might call it a Kitchen Class Hall of Fame. Turner just calls it the HOOTS.

HOOTS, short for "Honorable Order of the Spoons," is a title that Kitchen Class students earn after attending the class for three sessions, or a total of six months. Currently 234 students hold this honor.

In February of this year, HOOTS celebrated its 10-year anniversary, just in the nick of time—the following month, Covid-19 struck in Delaware, and the Kitchen Class was suspended until further notice.

However, months of sheltering in place have given people all over the world an opportunity to reflect on what they find most important. Globally, as people have been unable to leave their homes or eat in restaurants, they are **migrating** back to the home kitchen and finding connection this way with their loved ones.



One of Nancy Turner's students in the Kitchen Class™ putting the finishing touches on a beautiful carrot cake



Nancy Turner with Iris Chuang

This has always been Turner's philosophy of what the kitchen should be all about.

"I want [my students] to come in and take a deep breath and relax," Turner explained. "I tell them at the beginning of the session that this is like visiting with your American neighbor."

Throughout the Kitchen Class's history, Turner has shown the importance of genuine connection, not just through her words but also through her actions. From the home-cooked meals that she guides the students in making to the set of measuring spoons that she confers to each HOOTS **initiate**, Turner invests a strong sense of personal connection in each Kitchen Class session.

In fact, the HOOTS measuring spoons have a special meaning for Turner: They are modeled after a set Turner once received from her grandmother.

"Most of the recipes [used in class] came from my family," Turner explained. "I'm the product of some really great cooks from down south."

ELI and UD alumnus Ashari Edi, who earned his place in the HOOTS Hall of Fame in 2011, sent a

note on the occasion of HOOTS's 10th anniversary. "I learned a lot from Nancy about American culture," he wrote. "She's very passionate with what she's doing, and she transferred that spirit to us, the students. One of the best moments I had during my grad life at the ELI and UD was from February to August 2011."



Ashari Edi sharing a plate of traditional Indonesian cuisine

GLOSSARY

migrating: moving from one place to another

initiate: a new member of an organization

CLASSROOM NOTES

by Kendra Bradecich and Scott Duarte

Three courses have launched at the ELI, expanding the options available to students at the higher levels.

Corporation X: A Practical Approach to Business Management, Leadership and Organizational Behavior, created by Mary Beth WorriLOW, is part of the ELI's business track of study.



"Students take on the roles of various positions within a company of their own while actively planning and **executing** projects, solving problems, **negotiating**, emailing, running meetings, analyzing financials and **synthesizing** data for budget development, etc.," WorriLOW stated.

Helping students to improve their English skills while engaging in a business context is the aim of this new course. It is an integrated skills course, meaning the course helps students to focus on reading, writing, listening and speaking. The course has been well received by ELI students.

"I think it's pretty obvious that I loved Mary Beth's class," former student Alejandra Candal, from Venezuela, commented. "This had a good impact on my career because most of the communication I do is in email. [...] I'm still learning, but Mary Beth gave me the necessary tools to begin that process for writing," Candal explained.



Music Listening: The Basics, was developed by ELI instructor Kendra Bradecich to give first-semester Academic Transitions students an opportunity to improve their reading, listening and speaking skills while learning about music. The course includes listening experiences primarily with classical music but also includes applications to other genres. A college-level textbook and authentic

GLOSSARY

executing: performing a duty, putting a plan into action, etc.

negotiating: trying to reach an agreement by formal discussion

synthesizing: combining separate ideas, beliefs, styles

impact: powerful effect

improvisation: inventing music while playing instead of planning it in advance

suite: a set of related parts

online university lectures are utilized to distinguish it as a credit-bearing content course. Vocabulary learning and pronunciation practice are tied to the content of the course, and students participate in group and individual activities to apply what is learned during class to note-taking, discussions and presentations.

Musical topics range from Peter and the Wolf to Beethoven's Fifth Symphony and include the Nutcracker Suite performed comparatively by both a symphony orchestra and a jazz band. Students participate in diverse activities such as assigning a musical instrument to the personality of someone they know and discussing the **impact** of **improvisation** on the brain.

One student in Bradecich's class remarked, "This course opened up a whole new world to me that I didn't know before." Other students have commented that the course not only improved their English skills but also got them interested in continuing to learn instruments they had studied in childhood or in attending more live music concerts.



Advanced Academic Communication and Note-taking (AACN), designed by assistant professor Scott Duarte, is a credit-bearing course within a **suite** of other advanced-level classes **residing** under the **umbrella** of the Academic Transitions (AT) ARSC 151 curriculum. The course was created for language learners preparing for academic study in American universities. Modules are based on real lectures recorded by UD professors teaching content courses in the second semester of the AT program. A major push of the course is to send students beyond the classroom to research themes **tackled** during the session and interview experts on the subjects.



Lusiana Browning delivers a lecture on North American geography to AACN students while Mark Miller speaks about Buddhist art for a later module.

residing: existing in the same category

umbrella: something that contains or includes many different parts or elements

tackled: dealt with; here: explored, studied

FACULTY PROFILES

ELI FACULTY: SCOTT DUARTE

by Sarah Petersen



Scott Duarte

Lights ... Camera ... Action! Appropriate words for assistant professor Scott Duarte given that he has taught the English through Filmmaking class for a majority of his eight years at the ELI. Under his guidance, Duarte's students have produced over 50 short and two feature-length films that range in genre from documentary to animation to musical to thriller.

The word "action" can also be applied to Duarte's involvement in the Academic Transitions program. Before the actual **realization** of the program, Duarte was asked by ELI director Scott Stevens to become a part of the task force for English for Academic Purposes, the **precursor** of AT. Duarte was instrumental in co-creating, along with assistant professor Ken Cranker, the EAP I flagship course, which became AT's ARSC150, Foundations of English for Academic Purposes.

Duarte has recently completed creating and piloting another **pivotal** AT1 course, Advanced Academic Communication and Note-taking. [See "Classroom Notes" on Page 9.] He developed this course to teach AT students key note-taking skills in preparation for taking mainstream

UD content courses. Duarte worked with UD faculty to record lectures in content courses that students might be attending in the following semester at the ELI. In addition to listening to the lectures, students are tasked with interacting and communicating with experts beyond the classroom, currently no small **feat** given the limitations stemming from Covid-19. Nonetheless, AACN students have completed Zoom interviews with local, national and international professional artists.

In preparation for whatever **curve balls** the pandemic might throw at the ELI, Duarte helped move the AACN curriculum to a friendlier online format. Through the support of the ELI administration and Academic Technology Services, Duarte, along with other ELI staff and faculty, received training in best practices for online course development. This training also aided him in readying for online/hybrid delivery of the AT2 course, ENGL110-AT, Seminars in Writing. Duarte worked closely with assistant professor Scott Partridge, who created the course.

Beyond the ELI, Duarte has been pursuing a Master of Science in Entrepreneurship and Design from the Horn Entrepreneurship Program and the Lerner Business College at UD. He **embarked** on this path after consistently finding himself teaching business majors while having little experience or knowledge of the business world. He plans on completing his degree in the spring of 2021.

With all that **on his plate**, Duarte still finds time to enjoy life. On beautiful days, he can be found outside paddleboarding with his children, Sage and Pascal, on the various waterways surrounding Delaware or exploring **quaint** towns with his fiancée, Barb.

ACADEMIC TRANSITIONS CONTENT FACULTY: TOBIAS LEMKE

In the ELI's Academic Transitions program, 12 to 16 specialized instructors deliver over two dozen scaffolded, credit-bearing academic courses in subject areas ranging from art, history and business to math, geology and physics.

The **linchpin** of this diverse content teaching team is Tobias Lemke, AT's Coordinator for Program Assessment and Faculty Development.

"There are a lot of moving parts at the ELI," said Lemke in reference to AT's many components, which include the academic courses with their associated discussion sections, English language instruction provided by ELI core faculty, and university life experiences through the AT Cohort program. One of Lemke's goals, he said, is getting people "on different ends of the building" to communicate and understand each other's roles within the big AT picture.

"I'm sort of the **broker** between the AT teachers and the ELI," Lemke said.

Lemke is well placed to assist in this way. A doctoral student in UD's Political Science and International Relations Department, he has taught several courses in that department and is active in the Center for the Integration of Research, Teaching and Learning (CIRTL), a support network for learning about pedagogy and best practices in teaching at the university level.

"I really love thinking about—and teaching about—teaching and learning," Lemke said.

Lemke's love for teaching was recognized by Deborah Allen, the head of UD's CIRTL chapter. So when AT director Karen Asenavage contacted Allen in 2018 asking for leads on **vibrant**, interactive teachers to give academic courses, Allen knew exactly whom to recommend.

"Deborah thought I was **tailor-made** for the kinds of students the ELI has," said Lemke, who was soon teaching Introduction to Global Politics



Kathy Atkinson

Tobias Lemke

in the AT program. "My passion and vocation are in the classroom. The ELI is a great place for that because it expects its teachers to put teaching first. And Global Politics is great for our AT students because they're stuck in the currents of international politics, having traveled halfway around the world. This gives them a chance to focus on how political decisions affect them."

While continuing to teach the political science course, Lemke has performed his AT program assessment and faculty training duties since the summer of 2019, typically **facilitating** three professional development workshops per semester for the academic content instructors.

In 2020, the pandemic brought new challenges to Lemke's job. Thanks to his thorough familiarity with instructional technology, he became a key contributor to the process of rapidly and **defly** moving the many components of the AT program online. Lemke called the experience "productively chaotic."

In aligning the AT program's "moving parts," whether face to face or online, Lemke has indeed proven himself a master at productively leading from chaos to order.

GLOSSARY

realization: producing something or the thing that is produced

precursor: thing that comes before someone/something similar and that leads to or influences its development

pivotal: important

feat: an action or a piece of work that requires courage

curve balls: something that is tricky or difficult to predict

embarked: started to do something new

on his plate: everything someone has to do

quaint: charming

linchpin: an important person within an organization

broker: advisor, negotiator

vibrant: lively, energetic

levity: humor, light-heartedness

tailor-made: specifically made/suited for something

facilitating: organizing and running

defly: skillfully

REMEMBERING OLIVE YAZID

by Ken Hyde

This year saw the loss of one of the ELI's most beloved tutors, Olive Virginia Yazid. Olive, who had retired from the ELI in 2015, passed away on April 5. Hundreds of students who worked with her over the years will remember her sweet smile, kind spirit, and **formidable** knowledge of English grammar. She **embodied** every aspect of an excellent tutor, caring for her students' emotional and personal concerns as well as supporting their learning.

In her years working at the ELI, Olive also became a treasured friend and colleague for many faculty and staff, who remember her fondly.

Tutor Jill McCracken cherishes her memories of first getting to know Olive.

"On my first day as an ELI tutor," McCracken **recounted**, "it was Olive who immediately took me under her wing. She led me through the old Annex over Papa John's Pizza, showing me mailboxes, explaining **logistics**, and demonstrating the use of various record forms. From the start, I was attracted to her friendly intelligence.

"Olive **invariably** approached life with eagerness. Her curiosity and love of learning made her game to try new things, even somewhat intimidating ones involving computer skills. When we were seeking to expand our **nascent** alumni Skype tutoring program, Olive wasn't so sure she could meet the challenge, but she hesitantly accepted my offer to walk her through the process, saying, 'My daughter has been wishing I could Skype with her.'

"Attending closely to my step-by-step instructions, Olive maneuvered carefully through the Skype windows. It wasn't too long before she surprised herself by successfully producing a short video greeting, which she sent **triumphantly** on to her daughter.

"'Oh!' she exclaimed delightedly, bouncing a little on her feet, 'this is so much FUN!'

"It was. You made it so, Olive. I miss you."

Below are more **reminiscences** and **testimonials** from Olive's ELI colleagues.

Julie Stanton Nichol, tutor: "Olive was one of the first tutors I met when I started working at the ELI. I appreciated her helpful and welcoming approach to students and co-workers."

Catherine Ciferni, tutor: "Olive was such a wonderful person. I would often run into her downtown after she retired. A great loss."

Rosana Dempsey, tutor: "It was an honor to work side by side with Olive Yazid over so many years. Olive was a caring and a professional tutor in all skill areas. Her smile made students feel comfortable and welcome in the Tutoring Center. Occasionally, I enjoyed exchanging a few French words with her due to the fact she lived in Algeria when she was married and raising her children. Olive will be forever missed."

Lee Horzempa, tutor: "Olive was a patient, caring and knowledgeable tutor and a wonderful co-worker, well liked and respected by all her colleagues. The job became a little more challenging for her when it began to involve more technology. Olive took on the challenge, determined to learn these new skills. She was passionate about politics and current events, which sometimes led to interesting—but always respectful—discussions."

Janice Thompson, tutor: "I will always remember Olive sitting in her room smiling, surrounded by students who were **drawn to** her warmth, humor and wisdom."

Russ Mason, retired assistant professor: "Olive's wisdom, good humor and **equanimity** were a blessing to all. Whenever I needed a substitute teacher to cover my classes, I always sought out Olive as my first choice and often encouraged students to work on their grammar with her. I always knew my students were in good hands with Olive in so many ways."

Nelson McMillan, tutor: "In addition to being friends, Olive and I were TV buddies who both watched the same TV series. Discussing the ups and downs of the plot and the various cast members provided a bonding experience that added to a friendship that had already been established from our shared tutoring experiences."

Scott Stevens, ELI director: "Hundreds of ELI students are **indebted** to Olive for making them better writers and for mentoring them through difficult cultural adjustments. Olive could empathize as a result of her own life's journey. She was a gifted educator and a warm and compassionate human being who opened her heart to individuals of all backgrounds."



GLOSSARY

formidable: *impressive*

embodied: *represented*

recounted: *told*

logistics: *the daily operations*

invariably: *always*

nascent: *growing, emerging*

triumphantly: *proudly*

reminiscences: *memories*

testimonials: *tributes*

drawn to: *attracted by*

equanimity: *calmness*

indebted to: *grateful or thankful to*

STUDENT SAMPLER

by Nicole Servais and Sarah Petersen

KAZUKI SHIMADA



Kazuki Shimada

The **taiko** piece performed at the ELI's graduation ceremony in Session III 2020 was titled "Lion's Spirit." It was created by international students. Who better to understand the lion's spirit than those brave explorers who **take the plunge** and study abroad in a new and unfamiliar culture?

Kazuki Shimada, who performed the piece at graduation, is one of those brave explorers. Kazuki studied at the ELI for six months in 2019-2020, and finding a taiko club was

just one of the many experiences he enjoyed during his time in Newark.

Taiko might best be described as a musical art form. As Kazuki himself pointed out, the most difficult thing about taiko is "everything."

Taiko drums are very large, and very costly, and are often kept within clubs or community groups to lighten the load on the individual players. For Kazuki's performance at the Session III graduation, he borrowed a drum from a Philadelphia taiko club.

With sometimes hundreds of performers coordinating drumming and movements for anywhere between three and 10 minutes per song, taiko is a full body and mind workout. It is fast, it is loud, and it is full of energy, but it is also precise and takes a lot of communication to be perfected.

In fact, Kazuki started taiko because he wanted to be able to communicate with others and make friends at Soka University in Tokyo when he began his studies there at the age of 18. Thanks to taiko, he reached his goal.

Kazuki now enjoys cooking for the friends that he met through the taiko club, often hosting dinners and entertaining his friends on weekends at his apartment in Tokyo.

Cooking was also one of Kazuki's favorite **pastimes** while he was in Newark, and he was an avid member of the Kitchen Cluster. Kazuki enjoyed learning to make deviled eggs with long-time cluster

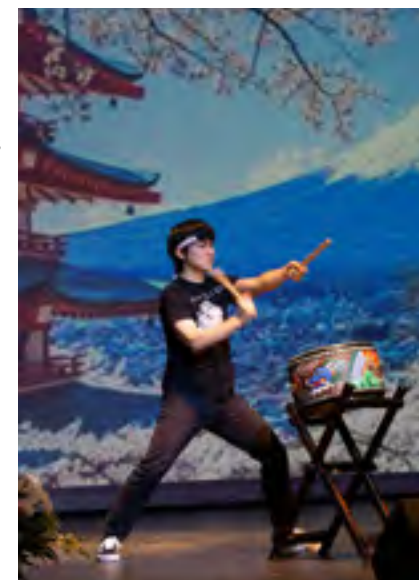
leader Nancy Turner, and he also enjoyed practicing the recipes with his homestay, Cynthia Linton. In fact, he still stays in touch with Linton on a regular basis.

He is now back at Soka University after his **sojourn** in Delaware and is completing his fourth year of study in business. Thinking back on his experience at the ELI, he said his favorite things about the ELI were the classes and teachers.

"The teachers were very kind, and the students were very fun and came from many countries, and cultures."

When asked to give advice to future ELI students, Kazuki gave these words: "Talk with students who come from other countries, and do activities with them. Don't waste your time, for it is short. Speak English."

In other words, perhaps, have a "lion's spirit."



Kazuki Shimada performed a taiko drum piece at his ELI graduation ceremony.

JANAN ALFEHAID

No student in 2020 could claim to know the ELI better than Janan Alfehaid. She graduated in June after nine sessions at the ELI.

Alfehaid began at Level 2 (high beginner) in January 2019 and successfully passed each, climbing steadily up the course ladder to reach Level 6 (high advanced) in September 2019.

Alfehaid's steady progress should come as no surprise given her previous track record. She graduated from Northern Border University in her home country of Saudi Arabia with a bachelor's degree in physics and a 5.0 grade point average.

"Being a student is like having a job, so usually studying is like a duty to me," she said. "But I didn't learn English because I felt I had to. It was like a hobby—I wanted to do it. So it became easy to learn the vocabulary and grammar. It was like a game, not a duty."

"Janan's motivation and **drive** to improve her language skills were inspiring to me and her classmates," said associate professor Nigel Caplan,

who taught Alfehaid in his English for Graduate Programs listening/speaking course. "Janan is a scholar and leader—as well as a thoroughly nice person."

The feeling is mutual. "ELI teachers are so kind and helpful, with varied teaching styles to meet the needs of diverse learning styles," Alfehaid said. "But they don't make us feel afraid of their high degrees. They act like just plain teachers."

One of Alfehaid's fondest memories of the ELI was the 2019 Eid-al-Fitr celebration at the end of Ramadan.

"Living abroad and having the celebration without family was going to be sad," Alfehaid remembered. "The ELI celebration surprised me. I realized that people were thinking about me. I felt like I have a family both in the KSA and in the United States."

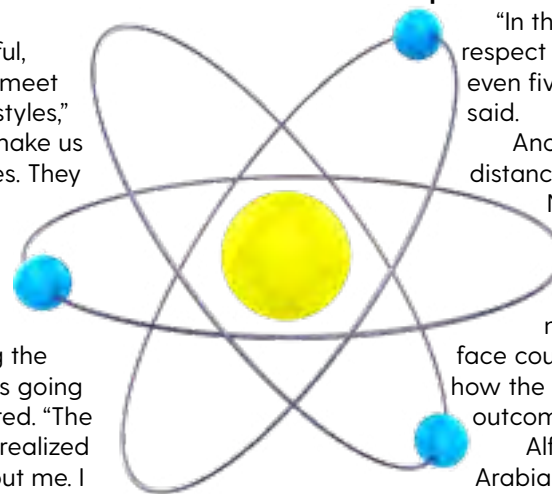
Alfehaid said that studying overseas had taught her a level of independence that she had never needed in Saudi Arabia. She also learned **punctuality**.

"In the U.S. I learned that people respect the time, so I learned to come even five minutes before class," she said.

Another new experience was distance learning. With the arrival in Newark of Covid-19, Alfehaid suddenly found herself taking her first-ever online courses.

"I missed ... the more natural interaction of face-to-face courses," she said, "but it's amazing how the ELI transitioned. The course outcomes are the same."

Alfehaid, now at home in Saudi Arabia, plans to return to the United States to attend a graduate program in physics at Western Illinois University.



GLOSSARY

taiko: a Japanese drumming style, a drum group, drum music and a drum itself

take the plunge: to decide to do something important or difficult, especially after thinking about it for a long time

pastimes: hobbies

drive: a strong desire or need

punctuality: being on time every time

STAFF PROFILE: BRIDGET CASTERLINE

by Nicole Servais

Bridget Casterline, assistant director of registration and the associate registrar, recently entered her sixth year at the ELI. When asked if she had selected her five-year service award, she **quipped**, “Yes, I picked out an **insulated** lunch box. You know, for the road trips we don’t go on.”

Bridget’s sharp wit **suffuses** every story she tells—and she has a lot of stories. In spite of her initial assertions that she had “no former life” before the ELI, Bridget in fact has a **tapestry** of experiences.

Before landing in Newark, Del., Bridget lived and worked in Queens, New York City, for 20 years. She received her bachelor’s in applied linguistics and TESL and worked in both the City University of New York system and in the Queens public library system. One of her favorite jobs was as an ESL literacy teacher. She enjoyed filling a **niche** and assisting those students who may otherwise have



Bridget Casterline

been lost in a figurative no-man’s land between their first and second languages.

Bridget eventually transitioned into administrative work. She enjoyed the impact that she had programmatically in her role as the assistant director of a writing center.

Bridget moved back to Pennsylvania in 2012 to be near her family. She initially worked at a Quaker retreat and study center before landing—and staying—in the registrar’s office at the ELI.

Bridget compared what she does in the registrar’s office to solving logic puzzles. “If Bob is taller than Jane and Jane likes donuts, is it Thursday?” Bridget quipped.

Solving complex, **multi-faceted** problems is a large part of Bridget’s daily job responsibilities. When asked about her regular tasks, Bridget replied with a list of activities that was nothing short of daunting. She also detailed her run-ins with “Frankenstein’s Octopus,” a now mostly defunct database system that is still needed for **queries** of information that dates before 2018.

The registrar’s office is also responsible for many scheduling and graduation tasks, which makes for some long hours at the beginning and end of each session at the ELI. By now, it’s probably no surprise to hear how Bridget handles this extra stress.

“You’ve got to amuse yourself to get through the day, and our office is like that. No reason you can’t have fun while you work hard. Sometimes we pull very long hours over extended periods, and **keeping it light** is helpful. I don’t like a **dour** approach to life. I’m a **connoisseur** of **absurdity**. I participate in it often.”

The “new normal” of Covid-19 has returned some of Bridget’s time to her. She used to commute two hours a day to her home in West Chester, Pa., but she now uses that regained time for **crocheting** and socializing with her husband, Dave, and cat, Topaz. Bridget has also had time to start cooking more.

“I have a good track record with cooking. I’ve killed very few people. A statistically insignificant number,” she laughed.

GLOSSARY

quipped: joked

insulated: holding in the heat or cold

suffuses: spreads all over or covers everything

tapestry: a complex combination

niche: special position

multi-faceted: having many different aspects

queries: requests

keeping it light: staying in a relaxed mood

dour: cheerless

connoisseur: expert

absurdity: silliness

crocheting: a hobby similar to knitting

bade: said (past time of “bid”)

morphed: changed

affinity: a strong feeling, a close relationship

versatility: flexibility

savors: values, cherishes

garner: get, gather

JO GIELOW RETIRES

by Randall Pennington

The ELI **bade** farewell in August to a true legend, 33-year ELI veteran Jo Gielow. Gielow was one of the few teachers still at the Institute from the early days of Scott Stevens’s leadership.

Gielow is originally from LaSalle, Illinois, where she put herself through junior college and then worked as a Peace Corp volunteer. Through her work with the Corps, she was influenced to study linguistics and fell in love with the art and science of language after taking a summer course in linguistics.

Gielow later earned her bachelor’s degree in linguistics and a master’s in applied linguistics with a focus on ESL/EFL from Southern Illinois University. Working as an adjunct instructor at SIU, in 1987 she attended the TESOL annual conference in Miami in order to interview for longer-term jobs. Among other institutions, she interviewed with the University of Delaware, and interestingly enough, UD was the first to call her. She was offered a position in an ELI summer language and culture program for international high school students. After the summer, the job **morphed** into a longer gig teaching courses in the ELI’s year-round intensive English program, and soon Gielow was offered a permanent position with the ELI.

In 1987, with no state ESL/EFL certification program in place, the local Christina School District had no way to handle the needs of students with limited English proficiency. The ELI was approached, and Stevens asked Gielow and Kathy Vodvarka to create a partnership program of on-site ESL instruction that became a 28-year collaboration between the ELI and the district.

Gielow said, “I have an **affinity** for teaching lower-level students and am a very patient person who can adapt my speech for any level.” While her work in the lower levels of the ELI is testament to this, Gielow has nevertheless taught all levels over the years and was even the first tutoring coordinator. Her **versatility** runs from Level 1 to teaching TOEFL test preparation.

With her professional life now behind her, Gielow **savors** her plans for retirement. She revealed that she is passionate about restoring older houses. She and her husband, John, love to work with old wood and stone structures that need work, and they **garner** great joy from preserving them. Gielow also likes traveling, wildlife and gardening and explained that her garden is “wildlife-friendly.”

When asked what advice she wished to leave ELI students, alumni and teachers, Gielow replied, “Don’t follow your passion. You see, sometimes you fall into a job that you have to do. Well, I had no intention of becoming a teacher—it wasn’t my passion—but I ended up doing it and realizing that I liked it, and it became my passion. Doing your job well is important, but you need balance, and you need to enjoy your life. I am now ready to move on into that time of enjoyment and find new passions, new interests.”



Jo Gielow with her husband, John

COMMON READER ENGAGEMENT INSPIRES STUDENT *Creativity*

by Abigail Stein

Students in the ELI's Academic Transitions Cohort program **showcased** their insights and imagination this fall thanks to program activities linked to the University of Delaware's common reader.

The common reader is a book specially selected for all UD first-year students to read and discuss as part of their required First-Year Seminar course. Chosen for the 2020–2021 school year was "Dear America: Notes of an Undocumented Citizen," by José Antonio Vargas.

AT Cohort students were likewise given the opportunity to read the book and discuss with their peers through AT Cohort's Common Reader Engagement initiative. Each week, students read chapters of the book and then participated in online discussion boards or attended the virtually held book club. Throughout these interactions, participants explored what it means to be a citizen and what citizenship looks like within the multinational AT Cohort program.

As a collaborative assignment with UD's Library and Museums programming, students submitted visual or literary expressions of themes from the book or of their experiences as college students during the dramatic events of 2020.

As their final project, Common Reader Engagement students participated in an essay competition, in which they connected themes from the common reader and their personal experiences to the greater meaning of citizenship. The essay winner was Yufei Jiao. An excerpt from her essay appears below.

CITIZENSHIP: THE SENSE OF BELONGING IN THE PURSUIT OF FREEDOM AND EQUALITY BY YUFEI JIAO

... My understanding of what citizenship means also has a significant impact on my time as a student at UD. One example is that back in China, I take citizenship for granted, but in a different, foreign environment, I have to stand up for myself and my fellow Chinese students and **strive** for every equal right. I work very hard in student organizations and try to make my contributions to this **vibrant** community. I try to **assimilate** into the diverse cultures and embrace cultural differences and free myself from all those cultural and racial stereotypes and prejudices. I am doing my best to be a contributing member of this community.



Yufei Jiao

Another example is my **evolving** understanding of diverse cultures to citizenship. With the development of multiculturalism and globalization, as well as the challenges of global information flow across nation-state boundaries, cultural citizenship has become an increasingly important concept. Aware of this, I also make friends with Americans from different backgrounds. In this way, I get to know them better and help me perceive things from a global perspective. No matter where we come from, we are studying together and possibly adding certain depths to academic discussions and even supplementing the workforce in the future.

GLOSSARY

showcased: presented, at an event, the best works of art and writing

vibrant: lively, exciting

assimilate: to become part of

evolving: always changing or advancing

utterance: sound, declaration

naïve: foolish, unwise

For his final project, Jian "Philip" Bao wrote a poem contrasting past time periods with today. Philip provided a key to his historical references to help readers navigate the poem.

50 years: Martin Luther King, Jr.'s "I Have a Dream" speech contrasting with this year's violent protests over racial injustice.

60 years: first debate of presidential candidates in the U.S. vs. 2020 debates

70 years: film "Gone with the Wind" vs. today's "good minority figure in every film"

80 years: the official establishment of Veterans Day vs. today's pop culture

90 years: World War II vs. recent wars in Afghanistan, Iran, Iraq, etc.

100 years: the Spanish flu outbreak vs. Covid-19

WHAT CHANGED?

BY JIAN BAO

Fifty years ago, people gave **utterance** to their desire for freedom and equality through passionate, magnificent speeches and non-violent protest.

Fifty years after, people give utterance to their desire for privilege and their fury by breaking public buildings and attacking the police.

What changed?

Sixty years ago, two mature men politely talked about the country's future and discussed social issues.

Sixty years after, two **naïve** babies insult each other rudely and lie to the people.

What changed?

Seventy years ago, actors could be anyone or anything.

Seventy years after, actors can only be themselves.

What changed?

Eighty years ago, hero was who stood on the front line of the battlefield and sacrificed for the country.

Eighty years after, hero is who stands on the front line of the stage and sacrifices for money.

What changed?

Ninety years ago, people started a war because of a reason.

Ninety years after, people make a reason to start a war.

What changed?

A hundred years ago, a plague ended people's lives.

A hundred years after, a plague ends people's trust.

What changed?

Is it time or people's minds that changed?

The clown became a hero

Violence replaced reason

And sarcasm replaced sympathy.

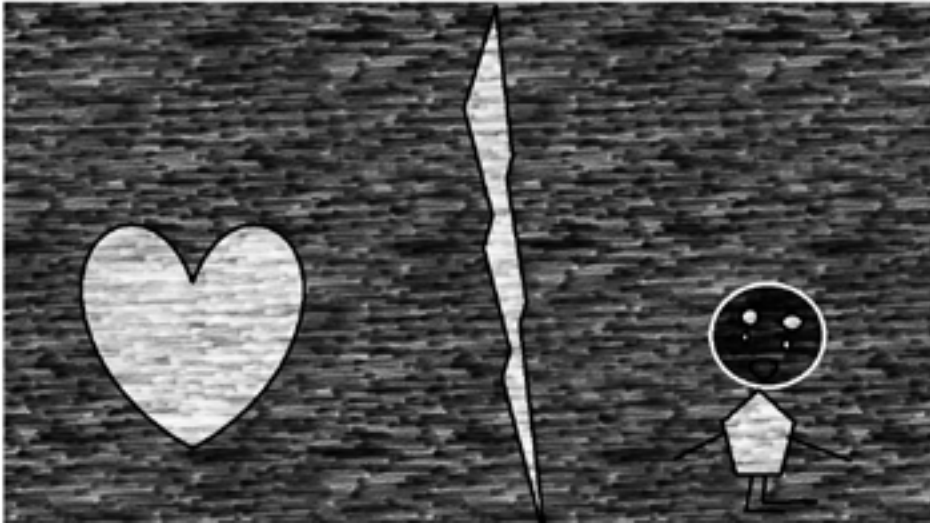
So please someone tell me

What changed?



Jian Bao

AT Cohort students participating in the Common Reader Engagement initiative expressed their responses both to the book and to their experiences of the pandemic in diverse and creative ways.



TIANYANG CHEN

"Trump's wall. I always believe that separating family is a cold-blooded thing to do. So I drew this picture to make people know people who, like José, need our help. We cannot harm them again and again."

W. DU

"In the book 'Dear America,' José was not understood and supported when he came out. But I think all loves are the same, and people who are LGBT should also be supported and respected."

THE SAME



QIUYAN GUAN

"My picture shows that during the coronavirus, everyone wears a mask to protect themselves and prevent the virus because this virus causes a large number of deaths in different countries."



MARY BETH WORRILOW RETIRES

by Ken Hyde

One of the ELI's most beloved teachers retired this year after more than 30 years of teaching. Mary Beth WorriLOW first came to the ELI from the Department of Foreign Languages and Literature (now the Department of Languages, Literatures and Cultures) at the University of Delaware, where she taught Spanish. She was immediately popular with her ESL students and gradually transitioned to the ELI until, in 2000, she accepted a position on the full-time faculty. As a faculty member, she led the Activities & Events Committee, coordinated the Colfuturo program, mentored many ELI teachers, taught in the International Teaching Assistant Program, and held many other important roles. The role that was her favorite, though, was teaching, particularly in the business ESL program, where she served as program coordinator.

To every task, Mary Beth brought her bright and energetic personality and enthusiastic teaching style and a strong academic background. Her achievements include bachelor's degrees in business administration and in Spanish from Gettysburg College as well as master's degrees in Spanish Peninsular Literature and in Teaching English as a Second Language from the University of Delaware. Mary Beth said, "With a bachelor's degree in business administration and a master's degree in Teaching English as a Second Language, it's no wonder I found my home teaching business ESL at the University of Delaware's English Language Institute." The Institute thinks it was pretty lucky to have her.

In between classes and committees and all the other work of an ELI faculty member, Mary Beth found time to accomplish many other things, professionally and in her personal life. She helped develop special programs, designed new courses, traveled the world to promote the ELI and offer on-site classes, and



Mary Beth WorriLOW

provided special instruction at regional companies including JPMorgan Chase, Corporation Service Company and Nemours/Alfred I. duPont Hospital for Children.

In her personal life, Mary Beth is a wife and mom and a friend to many. ELI students will remember her son, Eddie, who worked at the ELI alongside his mom, helping with activities and events. Students may also recognize another of Mary Beth's sons, Paul, from his college and professional football career and from some of the activities that Mary Beth organized with the UD football program for ELI students. Her husband, Ed, was also a familiar face at ELI student events and was well known as an avid chess player and music **enthusiast**.

Although the ELI misses Mary Beth as a full-time instructor, she is still part of the family. She said that she plans to teach on a part-time basis in the ITA training program, and she is bound to be around as the occasional guest speaker in classes. However, with her retirement, she will now have more time to spend with her ever growing family, including six grandchildren, and friends—as well as travel the world. Perhaps some lucky alumni will catch a **glimpse** of Mary Beth near them some day.

HOMESTAY PROFILE: CYNTHIA LINTON

by Sarah Petersen

Seventeen years ago, like many ELI homestay hosts, Cynthia Linton was called "Mom" by her live-in students. Today, she's "Grandma."

"These days, I'm the age of their grandparents, not their parents," Linton said.

During those 17 years, Linton has provided an American home for young people from 15 countries across Asia, Europe, Africa, South America and the Caribbean.

Yoshie Oinuma, who lived with Linton in 2011-2012, said, "Cynthia was always with us and helped us in many ways, just like every mother in the world does."

Linton believes that parenting her own children was a **stepping stone** to becoming a homestay mom. Her four children were born with only three-and-a-half years between the oldest and the youngest—"with no twins!" Linton **emphasized**. She now has 11 grandchildren and 14 great-grandchildren.

In 2003, six months after the death of her husband, with her children grown, Linton began to pray about the best way to use her empty home in service to humanity.

One Sunday morning at church, Linton saw an announcement entitled "Opening Your Home Globally." The message was an invitation from Nancy Purcell, then coordinator of the ELI Host and Homestay Program, to host international students and offer them a glimpse of American family life.

Linton felt that the Homestay Program was God's answer to her prayers. Still, she started **cautiously**, accepting one student for one month as "the first step of faith."

"And I prayed, 'God, if this is not what I ought to do, then shut the door,'" Linton said.

But the door opened wide. After the one-month guest, Linton accepted a two-month guest. Within six months, she decided she would welcome two

students. Soon she was filling not only her upstairs spare bedrooms with young women, but she was opening her downstairs space to young men, hosting up to four students at a time.

Remembering conversations at Linton's dinner table, Oinuma said, "We talked a lot and exchanged different ideas and the culture of each student's country: South Korea, Saudi Arabia, Colombia, Japan. Cynthia was interested in listening to our stories and trying to learn things that were new to her."

Linton remembers one female house guest who declared, "I must change my opinion on American life."

"What was your opinion previously?" asked Linton.

"Americans are out fighting with guns, married women take other men, and they don't like their children."

"Why did you have that opinion?"

"Movies."

"Why do you need to change your opinion now?" replied Linton.

The student replied, "Cynthia, I see your love for your children and grandchildren."

That love—not only for her family but for all whom she nurtures—is why former homestay students still call Linton on her birthday. It's why a number of them, Oinuma among them, have come back to visit, sometimes bringing their new spouses to present to their American grandmother.

It is also why Linton bade farewell this summer to her final homestay students, sold her house and set off for the Appalachian Mountains of Kentucky. She has accepted a volunteer post there for a Christian missionary organization. "Being an ELI homestay mom has prepared me for this next step," she explained. "I'm going to be a grandma for kids who need loving."



2011 ELI students Malak Alhaqbani (left) and Yoshie Oinuma (right) helped their homestay mom, Cynthia Linton (center), choose her Halloween pumpkins.

GLOSSARY

enthusiast: someone who is very interested in something and spends much time doing that thing

glimpse: to see (someone or something) for a very short time

stepping stone: something that allows you to make progress to or begin the next thing

emphasized: stressed, highlighted

cautiously: carefully

TUTOR PROFILE: NELSON McMILLAN

by Ken Hyde

ELI tutor Nelson McMillan first learned about the ELI from now retired assistant professor Grant Wolf in 2004 and joined the staff of the Tutoring Center in 2005. In addition to tutoring, McMillan has been a homestay host and has been a substitute teacher at the ELI.

McMillan started his career in mathematics with a bachelor's degree from Morehouse College in Atlanta, Ga., but a love of language took him to Germany, where he studied German at the Goethe Institute in the city of Lüneburg for two months. That was all it took to get him hooked: after the Goethe Institute, Nelson went on to study the language at the University of Vienna and then at the University of Minnesota and the Free University of Berlin. While in Berlin, he started teaching English as a foreign language as well as mathematics.

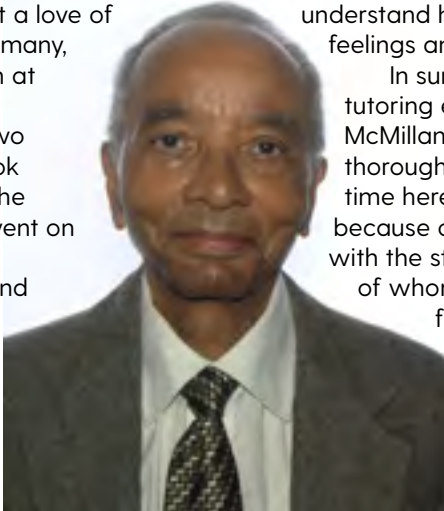
When McMillan returned to the United States, he became a German instructor at Morehouse College. He then went on to teach German at what is now Hampton University in Virginia. Eventually, he left teaching for the more **lucrative** world of computer programming and had a long career in that field. However, after his retirement, his love of languages and interest in teaching eventually brought him to the ELI's Tutoring Center.

Over the years, McMillan has seen many changes in language teaching. He said that when he started studying German, "all our work was classroom work. There were no special assignments like interviewing locals in town, acting in stage plays, tending to a garden or decorating bulletin boards." Now, at the ELI, he sees a very different language teaching style, and

in addition to answering grammar questions, he is happy to support his students' cultural needs and interests.

Long-time colleague Ken Hyde, the ELI's Tutoring Center manager, said, "Nelson is a great **asset** to the ELI. He's quiet and calm and supportive of his students and fellow tutors. His own experiences in learning a second language and teaching both English and German have helped him understand his students' feelings and needs."

In summing up his tutoring experience, McMillan said, "I have thoroughly enjoyed my time here [at the ELI] because of the interaction with the students, many of whom think of us as friends, and the **camaraderie** with the other tutors."



Nelson McMillan

Chris Pinkerton



CHRIS PINKERTON RETIRES

by Kate Copeland

Chris Pinkerton retired in June from his position as academic development specialist after more than 11 years of service to the ELI.

Pinkerton noted that teaching at the ELI, beginning in 2008, **constituted** his "sixth or seventh career" in a professional journey which has taken him as far **afield** as Indonesia and Saudi Arabia. With degrees in organizational management and TESL and expertise in descriptive linguistics and writing curricula, Pinkerton proved to be an **agile** instructor of the advanced levels of the ELI's intensive English program. He brought especially valuable contributions to courses with a business focus.

"My Advanced Business and Entrepreneurship classes were always a joy," reflected Pinkerton. "Students came to class with a range of clear professional goals and a rewarding level of focus."

Another of Pinkerton's notable contributions was his involvement in the TOEFL and IELTS preparation courses, which he helped to re-design, using ideas that he would also apply to the new Dynamic Reading course to meet students' university reading demands in addition to TOEFL testing challenges.

From his experience at Saudi Arabia's King Fahad Naval Academy, preparing navy cadets for English academic work, Pinkerton also brought unique strengths to his work with students sponsored by the Saudi Arabian Basic Industries Corporation (SABIC) and King Abdullah University of Science and Technology (KAUST) as they prepared for university studies in the United States.

SABIC coordinator Maria José Riera commented, "Chris was driven by the possibility of developing a love for reading in these guys, and loved getting to know what made them tick. They looked up to him and trusted him with not just their reading journeys but also their personal stories."

Pinkerton recalled his earlier years at the ELI, when classes were held in many more university locations, often changing from week to week. "It was not unusual to transition to as many as five different buildings throughout the day. My dreams often had a recurring theme: 'Where is my classroom today?'" With his final transition in March to online teaching, Pinkerton mused, "That theme has continued: 'Where in cyberspace am I supposed to be today?'"

Pinkerton said his fondest memories of ELI career moments lie not in any particular highlight, though there have been many, but in "the beauty of the **mundane** everyday routine." Along with memories of "the old times" teaching in Alison Hall with his colleagues in the original EAP program (now Academic Transitions), there was also "regularly pausing instruction in McDowell Hall as nearby passing trains made it impossible to be heard."

Pinkerton's colleagues have known him as always the first to start the workday, **relishing** the quiet early morning hours. Fellow instructor Kate Copeland recalled, "I would often arrive well before the first class to see his office lights already on in an otherwise darkened building. A chat with Chris was always an uplifting way to start the day."

Pinkerton's interests in work and life have led him down various paths over the years. Around the next corner will be more time **devoted** to his pursuits as a skilled craftsman at his York, Pa., home, **meticulously** crafting creations such as Windsor chairs. And time for enjoying his family, including 10 grandchildren. Meanwhile, back at the ELI, students and colleagues already miss Pinkerton's thoughtful insights and **introspection**. The ELI family wishes him well in his next adventures.

GLOSSARY

lucrative: making more money

asset: a valuable person

camaraderie: friendship and trust among people

constituted: was equal to

afield: far away from home

agile: able to think quickly and in an intelligent way

mundane: ordinary or boring

relishing: enjoying

devoted: given to, loyal to

meticulously: carefully, methodically

introspection: reflection

SPECIAL PROGRAMS

Khbrat

The English Language Institute continued its **collaboration** with the UD College of Education and Human Development to host educators in a training initiative of the Saudi Arabian Ministry of Education, with a second cohort of 42 Saudi educators successfully completing the yearlong program in May. “Building Leadership for Change through School Immersion,” better known as Khbrat, prepared the teachers to serve as “change agents” in pursuit of the Kingdom’s Vision 2030 strategic plan.

The K-12 teachers specialized in Arabic language, computer technology, English, math, science and special needs. Beginning with their arrival with their families in May 2019, they progressed through **rigorous** training in three core areas: English language development, approaches to teaching and educational leadership.

Thanks to collaborative partnerships with teachers in K-12 schools throughout northern Delaware and Maryland, the group experienced hands-on teaching and learning while developing action plans for their schools in Saudi Arabia. Under the guidance of project director Kate Copeland, the program was coordinated by an **agile** team which included Nicole Servais, Hilary Mead, Carol Phipps, Carol Vukelich, Linda Zankowsky and Adil Bentahar, with the able assistance of Laura White, Jessica Schroeder, Joo Young Kim, Brett Tomashak, Ahlam Musa, Callie Zimmerman, Mikki Washburn and Jackie Whitney, and the efforts of many expert faculty members from both the ELI and the College of Education.

With the arrival in Delaware of the novel coronavirus, the year **culminated** with

the rapid, unexpected transition to online training in March. As Arabic language teacher Sukaynah Hawsawi commented during their virtual graduation in May, “We finished our projects while quarantined, writing research papers with children on our laps. We presented in a dynamic professional conference on Zoom. Look at us! Can you believe what we have **accomplished**?”

This summer, the Khbrat educators returned home on special **repatriation** flights to assume roles of leadership all around Saudi Arabia.



Hilary Mead

Khbrat Saudi educators and their Delaware K-12 immersion host teachers shared a moment of cross-cultural inspiration.

Saudi Arabian Basic Industries Corporation

Seven highly qualified high school graduates arrived from Saudi Arabia in October of 2019 to begin their Foundation Year program in the United States, sponsored by the Saudi petrochemical company SABIC. Coordinated by Maria José Riera, the program includes English language study, university-level STEM and business courses, leadership seminars and SAT and TOEFL preparation classes. Students have also participated in campus events such as the Festival of Nations and engineering workshops, where UD undergraduate peers presented their experiences on campus, including senior design projects and study abroad experiences.

Students in this sixth SABIC cohort to the ELI plan to major in chemical engineering, finance, safety science, soil science and supply chain management. Covid-19 circumstances gave this year’s cohort the added challenge of returning to KSA in the summer to continue their studies online. As their ELI Foundation Year ends this December, they will move on to complete their bachelor’s degrees at top U.S. universities, including the University of Delaware. Currently 10 ELI SABIC alumni are already pursuing their undergraduate studies at UD in various engineering fields.

GLOSSARY

collaboration: working with others to produce something

rigorous: very demanding, hard

agile: quick thinking and moving

culminated: finished

accomplished: completed, achieved

repatriation: the return to home country

customized: made or changed for a specific group

engaged: involved

immersed: took part in everything

excursions: trips, journeys

proactive: making things happen

enhanced: improved

King Abdullah University of Science and Technology Gifted Student Program

From November 2019 to June 2020, eight scholars from the King Abdullah University of Science and Technology Gifted Student Program (KGSP) participated in an ELI program of studies to prepare for transition to their university Foundation Year programs. The ELI program was designed to facilitate adaptation to the conventions and expectations of a new cultural environment and rigorous academic curriculum. As part of their studies, students took a variety of academic English language courses as well as **customized** TOEFL/SAT test preparation classes and cultural electives.

Participant Hamad Alrashid noted, “Before getting to the ELI, I could not write a single paragraph without mistakes. Now, I can proudly write an essay without any hesitation. The incredible support from the ELI community created a perfect environment for me to improve my English skills.”

Coordinated by Ana Kim, the program also featured customized STEM courses and university content courses through the Academic Transitions program, including Foundation to Physics, taught by physics department chair Edmund Nowak. They also sat in on a freshman design course taught by mechanical engineering professor Jennifer Buckley and enjoyed a tour of the UD Makerspace. The AT Cohort work **engaged** them in developing skills in leadership and community involvement. Beyond the classroom, the students **immersed** themselves in the ELI’s events and activities such as the Festival of Nations, Lunar New Year celebration, Valentine’s Day festivities, and **excursions** to major east coast cities, allowing them to be **proactive** in making new friends from diverse cultural backgrounds.

Ali Aziz Bohliga shared, “The main reason we came to the ELI was to learn English, but it was more than that. We made friends and shared our culture with people from all over the world. Also, we **enhanced** our scientific skills and experienced a real university class. The ELI teachers, staff and coordinator made our journey an unforgettable experience we would never forget!”

Zaria Qadafi, participant initiatives manager at the Institute of International Education, said, “Our students had an active, successful and rewarding pre-college experience at the University of Delaware. They were provided dedicated coordination, international advising, socio-cultural experiences, tutoring, access to courses and more.” As university life was **inevitably** impacted by the pandemic, Qadafi reported, “the ELI **pivoted** to virtual teaching platforms in less than a week. [When] students ... repatriated to the Kingdom of Saudi Arabia just before the end of the program, the ELI planned mindfully with the Office of International Students and Scholars to help them ready for the travel process.”

These eight KGSP students strove for excellence during their time at the ELI, and they can be anticipated to continue to develop as future leaders.



KGSP students taking a break with Ana Kim (far left) and William Wherry (third from left).

International Teaching Assistants (ITA) Training Program

This year the ITA had a total of 123 international graduate students in the winter and summer programs. The trainees consisted of teaching assistants from 37 different countries in 28 graduate programs at UD. Nationalities were as diverse as Azerbaijan, Iran, Nepal, Nigeria, Saint Lucia, Sri Lanka and Vietnam, while departments ranged from environmental policy, family studies and nursing to chemical engineering, computer science and physics.

Like many programs at the University of Delaware this year, the summer ITA program went online in response to the Covid-19 pandemic, with ELI instructors CarolAnn Buzzard, Leslie Criston, Monica Farling, Elisabeth Mercante, Sarah Petersen and Mary Beth Worriolow and program coordinator Ken Hyde teaching from home for ITA trainees around the world.

Dankook University

In January, the ELI welcomed 11 students from Dankook University, South Korea, for one month. With diverse majors including biomedicine, engineering, law, Middle Eastern studies, Mongolian, nutrition, oriental arts and psychology, students had the opportunity to fully immerse themselves in their special program, which was coordinated by Ana Kim. They networked with the UD World Scholars and attended a series of university-wide events, ELI activities and trips to Washington, Philadelphia and New York City.

The experience left a lasting impression on Jin Lee, a current senior. "Although the period of a month was short," Lee said, "the kindness and communication of the residents, friends and teachers whom I met through the ELI is the most memorable."

Hankuk University of Foreign Studies

The ELI welcomed 18 undergraduate students from Hankuk University of Foreign Studies in South Korea during a one-month program in January coordinated by Ana Kim. Students participated in various ELI events, visited cities along the east coast, and engaged with the UD World Scholars through the "Let's Make New Friends" initiative.

World Scholar Carolyn Williams shared, "It was interesting to learn about what makes us different. I learned that we were more similar than I would have thought. This experience has motivated me to take **initiative** and educate myself on different cultures!"

Some HUFSS students also experienced living with a homestay family, which gave them the opportunity to interact with the broader Delaware community.

Keimyung University

Fifteen students from Keimyung University, South Korea, participated in the ELI's Accelerated University English Program in January, coordinated by Ana Kim. Hyunchung Cho, a senior, commented, "Teachers did not say the answers directly but instead waited for my answers so that I could develop my thinking skills. I liked that everyone in the classroom participated in every activity."

Students also participated in a number of activities, including engaging with the UD World Scholars at the South Korean and U.S. American Pop Culture Trivia Night and attending field trips to Washington, Philadelphia and New York.

O'Higgins Global Experience 2020

In a collaboration with Universidad O'Higgins in Rancagua, Chile, and UD's College of Agriculture and Natural Resources, the ELI hosted its second cohort of seven Chilean scholars in February. Coordinated by the ELI's MariaJosé Riera, the group was also accompanied by Rosa Cerda, coordinator of English language programs at O'Higgins, who came on a capacity-building mission to learn how the ELI runs its programs.

The Chilean scholars, sophomores and juniors studying agriculture, business, education, engineering and health sciences, **audited** at least two UD classes in their majors and joined ELI listening/speaking classes. They also participated in cultural activities and campus community workshops. At one such event, UD World Scholars and O'Higgins Global Scholars exchanged ideas and stories about their experiences

in the United States and abroad and collaborated in making friendship bracelets and Chilean empanadas.

Seinan Gakuin University

Sixteen Seinan Gakuin University students from Fukuoka, Japan, joined the ELI in March for a three-week program coordinated by Wakako Pennington. Their majors included business, economics and literature. They actively participated in ELI events and enjoyed a trip to Washington. Due to the Covid-19 pandemic, they had to return to Japan at the end of their second week. Despite the challenging situation, they stayed positive and made the best of their time in the United States, with some students continuing their ELI classes online from Japan.

Nakamura Gakuen University

Nakamura Gakuen University sent 15 students to the ELI in March for a three-week program coordinated by Wakako Pennington. Their majors included business, child education, food management and nutritional sciences. They participated in ELI activities enthusiastically and visited Washington before the Covid-19 pandemic obliged them to leave the United States at the midpoint of their program. Fortunately, the group was able to continue to participate in ELI online classes from Japan.



Minami Mori (left) of Tokyo University of Foreign Studies took part in a cohort scavenger hunt.

Tokyo University of Foreign Studies

The ELI welcomed Minami Mori from Tokyo University of Foreign Studies for what was intended to be a four-week program in March. She participated in classes and enjoyed ELI activities, including a trip to Washington. Soon after the Covid-19 pandemic reached Delaware, at the end of the first week of her program, Mori had to return to Japan. However, undaunted, she attended ELI classes online and continued to enjoy interacting with her instructors and classmates.

GLOSSARY

initiative: acting on your own without waiting for someone to tell you what to do

audited: attended a course at college but without taking any exams or receiving credit

PERSONNEL NOTES

GROWING FAMILIES

Assistant professor **Adil Bentahar** and his wife, Khadija, welcomed baby Rita Sarah Bentahar on July 28.

Academic support coordinator **Tanya Kang** married Jeremy Pochwat in June. The couple welcomed their new baby boy, Arlo Pochwat-Kang, on August 7.

Tim Kim, assistant director for ELI student life, married Tiffany Lu in August.

We wish much joy to the newlyweds and to the new parents.



Adil Bentahar with his daughter, Rita

CAREER MILESTONES

Rebecca Boyle was promoted to ELI housing coordinator on January 1, 2020, while **Laura White** accepted a full-time staff position as Khbrat administrative assistant until the program ended in June; Laura continues to teach in the Academic Transitions program. **Emily Liu** was appointed interim manager of the Office for Recruitment, Marketing, and Communication in May. In November, Denise Davis joined Emily's team as Senior Associate for Strategic Recruitment and Marketing. Welcome to the ELI, Denise!

Academic development specialist **Christine Adams** retired in May after five years of injecting infectious energy into her classes. The following month, ADS **Chris Pinkerton** also retired, having taught nearly every course in the ELI program over a period of more than 10 years. [See article on Page 17.] He inspired students and colleagues alike through his integrity and quiet wisdom.

Senior instructor **Mary Beth Worrilow** retires on December 31 after more than 36 years of University service at the Department of Languages, Literatures, and Cultures and the ELI. [See article on Page 16.] Mary Beth, who was the anchor of our business ESL program, will be greatly missed by her colleagues and by the thousands of ELI alumni who found her to be an inspiration and a teacher without equal.

Senior instructor **Walt Babich** began his retirement sabbatical in September and will conclude his illustrious career in August 2021, after 16 years of service. Walt made enormous contributions as chair of our testing committee and as a versatile teacher modeling best practices in every lesson.

The ELI's associate director and director for the intensive English programs, **Joe Matterer**, retired in November after 33 years of outstanding service as an instructor and administrator. Joe was known as a superb ELI classroom teacher and mentor to many aspiring faculty through his graduate teaching in the MA TESL program. The Self Access Learning Center, Tutoring Center, listening laboratory and intensive English



Tanya Kang with her husband, Jeremy and their son, Arlo



Tim Kim with his wife, Tiffany



Joe Matterer

program all reported to Joe, who is greatly respected by his colleagues for his wise leadership and deep knowledge of the field. We wish Joe every success as he embarks on a well deserved retirement.

Assistant professor **Jo Gielow** also began her retirement sabbatical in September and will conclude her impressive career in August 2021. [See article on Page 13.] As coordinator of our low-intermediate language program, Jo was a master teacher and mentor to many aspiring ESL professionals. She left her mark on ELI's curriculum and on the hearts of her many thousand former students.

SAYING GOODBYE

Nadia Redman, assistant director for the Office of Recruitment, Marketing, and Communication, was lured away by Université Laval in Canada to manage their international recruitment. Nadia did a brilliant job heading up ELI student recruitment for 12 years and is greatly missed by her colleagues.

In October, academic development specialist **Rachel Lapp** accepted a new position in UD's Academic Technology Services, where she will draw on her extensive expertise in online course design and development. Rachel leaves behind a long list of accomplishments at the ELI, including launching ELI's Cohort program and five years of excellent teaching.

Also in October, ADS **Jack Chen** accepted a new position as an ESL specialist in the Brandywine School District. The ELI misses Jack's compassionate heart and his dedication to every student's success.

Long-time tutor **Bob Kaatz** passed away on September 30. Bob loved language and taking time to teach his charges the nuances of English grammar, in addition to helping them overcome culture shock by relating stories of his experience living in Germany for 16 years. Rest in peace, brother Bob.



Bob Kaatz

ALUMNI NEWS 2020

Abdulah Alkhuraif a.n.alkhuraif@gmail.com (Saudi Arabia '18) is currently pursuing his master's degree in law at Georgetown University.

Abdullah Albaze abdullah.albaze@outlook.sa (Saudi Arabia '16) received SABIC Foundation Year's Create award.

ITA program alumnus **Abhishek Ayer** jeetayer@udel.edu (India '17) and other Indian graduate students at the University of Delaware organized an online concert series benefitting ASHA for Education (ashanet.org), a non-profit organization that raises money to help students in disadvantaged communities in India.



Abhishek Ayer

Ahmed Joban joban@udel.edu (Yemen '16) completed his undergraduate Bachelor of Science degree in mathematics and economics and has been accepted into UD's combined master's and doctoral program in economics.

Ali Aldawood alidavid@udel.edu (Saudi Arabia '16), who was his class's valedictorian at the ELI, has been honored with the Inspire award from the SABIC Foundation Year program at their national program celebration event.

Ali Alfeheid (Saudi Arabia '19) is currently studying in the graduate program for international business at Widener University.

Anouparb Vongnorkeo (Laos '96) was appointed the Ambassador Extraordinary and Plenipotentiary and Permanent Representative of the Lao People's Democratic Republic to the United Nations in January.



Anouparb Vongnorkeo

Guldana Zhengis guldana@udel.edu (Kazakhstan '18) joined the Academic Transitions program this year as an instructional assistant for the Introduction to Business classes.

ITA program alumnus **Javad Eskandarikhoe** eskandarikhoe@gmail.com (Iran '10) and wife Farnaz Hamidi celebrated the first Halloween of their new daughter Ronika.



Ronika and happy parents, Javad and Farnaz, celebrated Halloween 2020.



Maki Yasunaga finding inspiration for her bento boxes

Maki Yasunaga maki_yasu_1206@yahoo.co.jp (Japan '18) is following up on her successful bento-box project by partnering with New York City restaurant chain BentOn to produce and sell bento meal kits in an eight-state region in the United States.

Yoshimasa Ogo labmax0704ogo@outlook.jp (Japan '85) recently retired from a long career at Mitsui Chemicals, where he worked most recently as a corporate auditor.



Mr. Ogo at Yakushima Island

Evening Program alumna **Denise Carvalho** denisecarvalho247@gmail.com (Brazil '15), who now lives in Sao Paulo, reports that the night classes she took at the ELI gave her a new life. She now runs a web-based business and has recently completed her Bachelor of Arts in Brazil.

Former MA-TESL student **Madhav Kafle** madhav.kafle@rutgers.edu (Nepal '08), now a teaching instructor at Rutgers University's graduate writing program, published "No one would like to take a risk": Multilingual students' views on language mixing in academic writing" in the November volume of *System*, a professional journal of educational technology and applied linguistics.



Rutgers faculty member Madhav Kafle

PROFESSIONAL ACTIVITIES OF FACULTY AND STAFF

While the pandemic led to the cancellation of a number of major professional conferences, it also spurred cutting-edge articles about online learning environments. ELI professional activities in 2020, whether realized or aborted, are all reported here to reflect the vibrant professional life of ELI faculty and staff beyond the classroom.

Nonie Bell, Faculty

Presentations:

“Write It Down and Run With It!: Developing Notetaking Skills.” CELT Annual Conference, Denver, CO, March 2020 (canceled).

“Noticing & Notetaking: Self-reflection with the NOTES System” (with Robert Bushong and Wakako Pennington). WATESOL Annual Fall Conference, October 2020.

Adil Bentahar, Faculty

Presentations:

“Assessing Post-Teacher-Training Impact on EFL Teachers” (with Kate Copeland and Scott Stevens). Maryland TESOL Annual Fall Conference, November 2020.

“Process-based Timed Writing for Effective Writing Assessments: Best Practices.” International Congress for School Improvement and Effectiveness (ICSEI) Conference, Marrakech, Morocco, January 2020.

“Preparing Saudi Educators for School Leadership: One Khbrat Program in the U.S.” (with Kate Copeland and Carol Vukelich). International Congress for School Improvement and Effectiveness (ICSEI) Conference, Marrakech, Morocco, January 2020.

“Supporting Youth Engagement Through Project-based Learning” (with Alyssa Sumiko and Boubakar Tall). International Congress for School Improvement and Effectiveness (ICSEI) Conference, Marrakech, Morocco, January 2020.

Publication:

“Injecting Leadership into the ESL/EFL Curriculum: Five Best Practices for Effective IEP Instruction.” *TESOL Social Responsibility Newsletter*, Spring 2020. <http://newsmanager.commpartners.com/tesolsris/issues/2020-03-16/3.html>

Leadership:

Proposal reviewer: TESOL, ICSEI

Peer reviewer: JSSER

Member, Diversity, Inclusion, and Generational Renewal (DAGR) committee, ICSEI

Robert Bushong, Academic Development Specialist

Presentation:

“Noticing & Notetaking: Self-reflection with the NOTES System” (with Nonie Bell and Wakako Pennington). WATESOL Annual Fall Conference, October 2020.

Leadership:

Proposal Reviewer, 2021 TESOL International Convention

Nigel Caplan, Faculty

Presentation:

“Asking the Right Questions: Helping Multilingual Learners (and everyone) Understand Writing Assignments.” Workshop for the UD Associate of Arts Statewide Meeting, Dover, DE, December 2019.

Publications:

“Genres and Conflicts in MBA Writing Assignments.” In *Graduate Writing Across the Disciplines: Identifying, Teaching, and Supporting*, edited by Marilee Brookes-Gilles et al. Parlor Press/WAC Clearinghouse, 2020. <https://doi.org/10.37514/ATD-B.2020.0407>

Q: *Skills for Success, Reading/Writing 5*, 3rd edition (with Scott Roy Douglas). New York: Oxford University Press, 2020.



“Learning through Language: A Response to Polio, ‘Keeping the Language in Second Language Classes.’” *Journal of Second Language Writing*, vol. 46, 2019. <https://doi.org/10.1016/j.jslw.2019.100677>

Kate Copeland, Faculty

Presentations:

Building Evidence-based Practice into Virtual Language Learning” (with Nicole Servais). Maryland TESOL Annual Fall Conference, November 2020.

“Assessing Post-Teacher-Training Impact on EFL Teachers” (with Adil Bentahar and Scott Stevens). Maryland TESOL Annual Fall Conference, November 2020.

“Preparing Saudi Educators for School Leadership: One Khbrat Program in the U.S.” (with Adil Bentahar and Carol Vukelich). 33rd International Congress for School Effectiveness and Improvement, Marrakech, Morocco, January 2020.

Ken Cranker, Faculty

Presentations:

“Proper Stress for Effective Communication—Especially on Zoom.” Volunteer English Program 5th Annual Tutors’ Summit, June 2020.

“Teaching Advanced Reading in Small Groups Using Zoom.” PennTESOL-East Fall Conference, November 2020.

Michael Fields, Faculty

Two-Day Workshop:

“Communicative Language Teaching” and “Speaking and Pronunciation.” Defense Critical Language and Culture Program, University of Montana, June 2020.

Editor:

Edited all unit tests, midterm tests, and end-of-course tests for *American Empower* textbook series (levels A1, A2 and B1). Cambridge, UK: Cambridge University Press (forthcoming).

Randall O. Pennington, Jr., Academic Development Specialist

Publications:

“Four 40-Minute English Practice Problems for the 2021 Center Test.” Kawai Juku Publications, Tokyo, Japan, October 2020.

“The Workbook for High School Students to Gain English Skills, Volume 3.” Kawai Juku Publications, Tokyo, Japan, December 2020.

“Useful English Phrases for Study Abroad, Volume 2.” Kawai Juku Publications, Tokyo, Japan, December 2020.

Wakako Pennington, Academic Development Specialist

Presentation:

“Noticing & Notetaking: Self-reflection with the NOTES System” (with Nonie Bell and Robert Bushong). WATESOL Annual Fall Conference, October 2020.

Leadership:

Proposal reviewer, 2021 NAFSA Annual Conference and Exposition

Nicole Servais, Faculty

Presentation:

“Building Evidence-based Practice into Virtual Language Learning” (with Kate Copeland). Maryland TESOL Annual Fall Conference, November 2020.

Scott Stevens, Director

Presentation:

“Assessing Post-Teacher-Training Impact on EFL Teachers” (with Adil Bentahar and Kate Copeland). Maryland TESOL Annual Fall Conference, November 2020.

Publication:

“Starting University during a Pandemic: Advice for International Students” (with Thomas Klassen and Barbara Hoekje). Routledge, Taylor & Francis Group. Monograph.



Humor and creative writing helped to lighten spirits as the ELI, along with the rest of the world, navigated unprecedented challenges this year. Adjunct faculty member and respected local poet John Milbury-Steen kicked it off in March. "I think what we need is a Covid-19 Limerick Collection," he declared in an email message, presenting his own limerick to whet appetites.

There once was a person of Gloom
Who didn't feel safe in his room.
He said, "Bugs are able
To crawl up the cable
By which I'm connected to Zoom."

- John Milbury-Steen

A limerick is a light-hearted, often silly five-line poem with a specific syllable stress and rhyming scheme, or pattern.

Milbury-Steen's jingle opened the floodgates of creativity. ELI faculty and staff quickly penned their own limericks in response to Milbury-Steen's original message, expressing the humorous side of professional and family life during the pandemic.

There once was a virus named Covid
Whose effects on us all were quite noted.
When faced with its boom,
We opted to Zoom.
Now in-office work is outmoded.

- Bridget Casterline, associate registrar

There once was a man from West Virginny,
Who taught Chinese students with names like
"Vinny."
Now his class is online,
Which suits him just fine—
He's got wifi, Netflix and TP a-plenty!

*- Randall O. Pennington, Jr.,
academic development specialist*

While trying to Zoom from your desk,
It's ideal if your toddler's at rest,
Else the screeches and squeaks
Much havoc do wreak.
So, in short, during napttime is best.

- Nicole Servais, faculty

One day while preparing a class,
We were struck by a virus en masse.
We all went online
With barely a whine.
That way we won't fall on our bottom.

- Nigel Caplan, faculty

And now that the world has gone mad,
There's no reason for us to be sad
Because the love that we share
And the signs that we care
Will no longer be just a fad.

*- Jeanne Cannavo, office coordinator at
108 E. Main St.*

Said a family of four whilst shopping,
"Come on, we'd better get hopping.
This store is without
Any TP—no doubt
A result of hoarding that's whopping."

*- Lin McDowell, international
project coordinator*

There once was a teacher named Stu
Who took his kids to the zoo.
He contracted the virus
And then touched his iris,
And now the kids have it too.

- Mike Fields, faculty

There is a good system named Zoom.
To use it you don't need a room.
But the best part of all:
If your laundry is stalled,
You can work in your Fruit of the Looms.

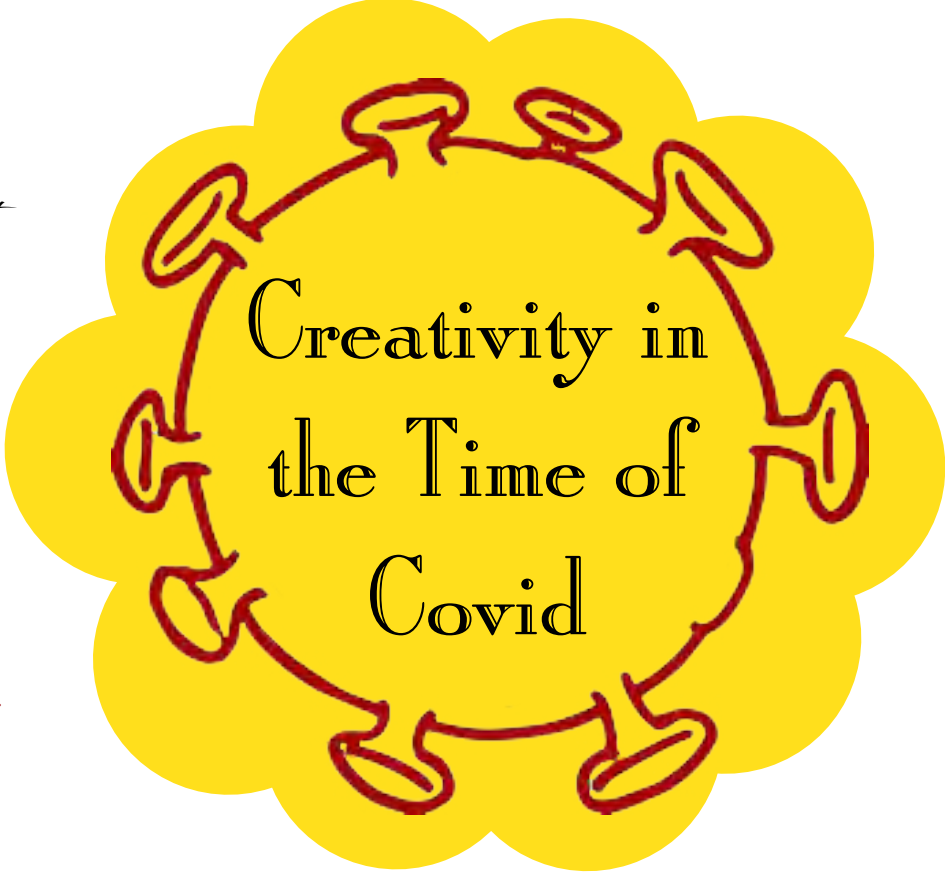
- Susan Walton, registrar

Said a virus while seeking a host,
"These teachers are smarter than most.
They are using that Zoom
To avoid their own doom.
And just look at the poems that they post."

- Walt Babich, faculty

I once loved to hug and kiss,
Especially with those I miss.
Now Covid is here,
And when someone comes near,
I feel like I'm being remiss.

*- Maria José Riera, special program
coordinator*



Creativity in the Time of Covid

Stepping out of the limerick mode, Ken Hyde opted to mimic the Greek epic poet Homer. Referring to the Greek god of war, Ares, with son Daemos, god of terror, son Phobos, god of panic, and sister Discord, Hyde likens teachers to soldiers doing battle against the coronavirus, wielding Zoom as their weapon.

The white steed bears the crowned rider again,
Drawing Deimos and Phobos in his train.
While Discord makes sport among the mortal crowd,
Human cries to Heaven do echo loud.
When the Lion of March stalks students in our room,
Teachers in bright array go forth with Zoom.

- Ken Hyde, ELI Tutoring Center manager



UNIVERSITY OF DELAWARE
**ENGLISH LANGUAGE
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For further information or an application form, contact the director's office or e-mail sstevens@udel.edu or visit www.udel.edu/eli.

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AMERICAN HOST PARTNER PROGRAM

Interested in practicing English and sharing your culture?

We have a special opportunity in Spring 2020 for ELI Alumni to virtually meet with current UD students through the American Host Partner Program (AHPP)! The AHPP is an opportunity to build cross-cultural friendships, stay connected to UD and continue practicing your English, no matter where you are in the world!

Email Callie Zimmerman at czimmerm@udel.edu if you are interested in participating in virtual meetings next spring

Don't miss this exciting chance!

SIGN UP FOR THE ALUMNI EMAIL LIST!

Update your contact information! Keep us updated about how to contact you occasionally by email.

This helps us to:

- Invite you to ELI alumni events near you
- Update you on alumni services and special offers, such as free alumni tutoring

To update your information, visit apply.udel.edu/register/AlumniUpdate.