

English Language Institute



Interactions

2021 ANNUAL HOLIDAY MAGAZINE FOR OUR FRIENDS IN THE INTERNATIONAL COMMUNITY



RESILIENCE

Dear ELI Friends,

As I mark my 40th year at the University of Delaware, I find myself reflecting on the path that led to my being drawn to international education and ESL. The journey almost certainly began in 1979, partly as a result of my encounter with a remarkable little girl during my college study abroad **trek** through Egypt. I was exploring the breathtaking Karnak temple in Luxor when she announced her presence by tugging on my giant camera case. I turned to find this **feisty** little person holding a kid goat. A bit dirty and **disheveled**, she was nonetheless bright and **entrepreneurial**, holding out her hand and demanding, "Picture!" As I pulled out my father's Pentax, she batted away my **proffered** pocket change as entirely **insufficient** payment for her image. I had sold my beloved motorboat to pay for this trip and was budgeting every dollar to make it through the four weeks. Yet this **shrewd** operator **wrangled** three dollars from me, emptying my wallet of all but my traveler's checks. Even that didn't seem to satisfy her and in return offered me only an angry but determined **countenance** to capture on film. It's as if she believed I owed her a great debt.

And I did, as do all of us from **affluent** countries who stand by as nations and tribes continue to deny the basic right of education to half their population. The United Nations reports that a third of the world's poorest children (nearly all girls) have never been to school (BBC, 2020). Some 130 million girls never study beyond primary school—to humanity's great shame.

When I joined the ELI in the summer of 1981, I placed the photo of that angry girl on my desk, where it has been ever since, reminding me of my debt and of the power of education to **eradicate** poverty and transform lives. Her image was behind ELI's establishing a needs-based scholarship, with some 900 awards since 1987. Her image **propelled** us to pursue dozens of grants targeting language and training programs for youth from developing countries.

But I thought of her anew as I read a recent Chronicle of Higher Education article about 148 Afghan women who **orchestrated** their own **harrowing** escape from Kabul on the last few evacuation planes after the Taliban takeover, eventually making it to the United States. They had all been enrolled in the Asian University for Women (AUW), whose mission is to educate and

From the Director's Desk



Egyptian girl photographed by Scott Stevens in Luxor in 1979

empower women from areas where higher education is discouraged or banned outright, as it has since been banned by the Taliban in Afghanistan. Based in Bangladesh, AUW's vision is not simply to impart skills and confer degrees but to graduate leaders willing to **wed** their expertise to empathy, courage and **outrage** over social injustice to make a difference. Many graduates pledge three years of service by teaching girls in refugee camps. These are women strong in mind, body and spirit. (They even study martial arts at AUW.) The pandemic forced these 148 women to return to Afghanistan in 2020. The Taliban's takeover would mean an end to their higher education, and so they **fled**, so determined were they not to **relinquish** their dream.

Through the boldness, compassion and generosity of UD's senior leadership, we have been able to bring 15 of these incredible women to the ELI for a year of language and academic studies prior to their pursuing their UD degrees. (See "UD and ELI welcome Afghan students" on Page 6.) Through the ELI's and UD's leadership, nine other universities have **pledged** support for 41 additional students. At the ELI, we hope to continue AUW's vision to empower and equip future leaders. What a joy and privilege it is for my colleagues and me to work with them.

I often think of that little girl in my picture. If she survived that harsh life of poverty, she'd be in her fifties now, with children and grandchildren of her own. Wouldn't it be wonderful if her granddaughters had made it out of the slums of Luxor and landed at a university to become women of consequence. That's my dream for them.

Please enjoy this year's edition of ELI Interactions, beautifully prepared by our newsmagazine committee, brilliantly led by professors Sarah Petersen and Scott Duarte. I wish you a 2022 marked by health, good fortune and fulfilled dreams.

Sincerely,

Scott Stevens,
ELI Director

Coughlan, Sean. 2020. Reaching 130 million girls with no access to school. BBC.
<https://www.bbc.com/news/education-51769845>

GLOSSARY

trek: a long walk

feisty: full of energy and courage, and not afraid to argue with people

disheveled: very untidy, e.g. hair and clothes

entrepreneurial: connected with making money by starting a business

proffer: to offer something to somebody by holding it out to them

insufficient: not enough

shrewd: clever at making judgments in practical matters

wrangle: to argue, especially in a noisy or angry manner

countenance: face

affluent: rich

eradicate: to remove or destroy completely

propel: to motivate

orchestrate: to organize a complicated plan very carefully

harrowing: extremely shocking and upsetting

wed: to blend together

outrage: a powerful feeling of anger

fled: irregular past tense of "flee," to escape

relinquish: to give up

pledge: to promise

TABLE OF CONTENTS

FEATURES

4



ELI Strength in Challenging Times

6



Afghan Students Come to ELI

8



UD in China

9	Classroom Notes
10	Special Programs
12	E-Gaming at ELI
13	Alumni win awards
14	ESL Teacher Training Alumni
16	Faculty Profiles
19	2021 Faculty & Staff Messages
20	Personnel Notes
22	Professional Activities

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ENGLISH LANGUAGE INSTITUTE MISSION STATEMENT

The ELI's mission statement, drafted in 1999, has withstood the test of time. It has provided a solid foundation for the ELI's resilience in the face of challenges and remains a guiding beacon during the current period of profound change.

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.

From Strength to Strength: ELI Resilience in Challenging Times

by Sarah Petersen

“Never let a good crisis go to waste,” the ELI Interactions staff wrote in last year’s edition.

As with institutions worldwide, the Covid-19 pandemic **compelled** the ELI to try new approaches to meet new challenges. And the ELI threw itself into the effort with **gusto**.

From room to Zoom

In March 2020, when the University of Delaware closed its doors against the newly declared pandemic, ELI faculty and staff **scrambled** to find their footing in the virtual world into which the educational community had been **thrust**. After seven days of intensive training in online instructional and management tools, ELI teachers dispersed to their homes armed with laptops, digital cameras, portable whiteboards and a **rudimentary grasp** of online technology—the basics needed to welcome students on Zoom the following Monday.

At year’s end 2021, those same teachers now **wield** the Zoom controls as **deftly** as they used to wield a dry-erase marker. With regular reflection and Institute-wide dialogue on teaching approaches and student engagement in the virtual environment, “emergency mode” steadily transformed to sustainable practices for successful online language

instruction. Fresh pedagogical insights, merged with new technological **savvy**, have resulted in **ventures** into new online opportunities designed to be ongoing into the future, such as the University of Delaware in China program (See “The best of both worlds” on Page 8) and the East Kazakhstan Technical University teaching training program (See “Special programs” on Page 12).

New practices have also developed for the ELI’s Academic Transitions Cohort program, reported their coordinator, Sharon Mitchell. When students’ entire academic lives shifted to online formats, the Cohort team determined to create programming that would **mitigate** “Zoom fatigue.”

“When Cohort students attend activities,” Mitchell said, “we make sure those sessions are meaningful.”

The Cohort team worked with several University of Delaware offices to develop workshops that “give students a vision of where they are going beyond their English and foundational courses,” Mitchell said.

A wide range of workshops for international students was created through partnerships with the Student Wellness and Health Promotion unit, the Career Services Center, and the Blue Hen Leadership Program on topics from diversity, equity and inclusion to career and professional networking

skills. University Student Centers assistant director Matt Creasy also helped to develop intercultural workshops for the University’s Delaware Diplomats, World Scholars, and ELI Cohort programs combined.

These collaborations across campus, originally motivated by the lockdown and the sudden need for quality virtual programming, are now valuable connections that will outlast the pandemic, Mitchell said.

From Zoom back to room

In fall 2020, when the ELI program was totally virtual and students were safely sheltering in their home countries, ELI housing coordinator Rebecca Boyle’s primary responsibility was maintaining empty ELI apartments in Newark.

Then, in January 2021, the first in-person ELI students arrived on campus: a group sponsored by the Ministry of Education in Oman. (See “Life after lockdown” on Page 11.)

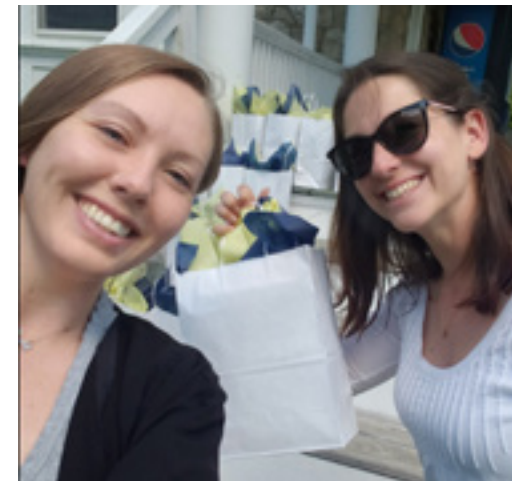
“They breathed fresh life into me and my job,” said Boyle.

While the Omani group’s program coordinator, Maria José Riera,

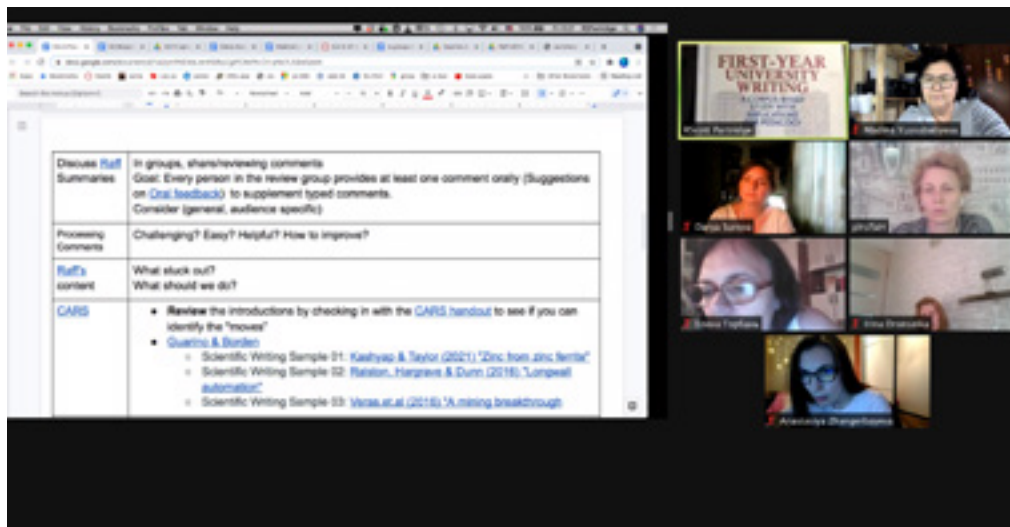
saw to the students’ academic program, Boyle and ELI student engagement coordinator Callie Zimmerman, who together compose the ELI Student Life team, jumped into action to meet personal and social needs, keeping **rigorous** health requirements in mind. The chance to plan and execute engaging activities incorporating UD’s Blue Hen “Protect the Flock” social distancing practices served as a valuable **proving ground** to prepare to welcome larger numbers of in-person Blue Hens into the **flock**.

From then on, more international students began **trickling** back to Newark, Delaware. In July, students from six different countries occupied apartments side by side with domestic UD students in the Global Community, the special block of Waverly student apartments managed by the ELI to promote intercultural interaction.

The summer **influx** brought **vibrancy** back to the halls of the ELI. Instructor Nonie Bell said, “I sense that, having been in lockdown, my students have a greater



ELI Student Life team, Callie Zimmerman and Rebecca Boyle.



Tech-savvy Scott Partridge conducted an engaging course for East Kazakhstan Technical University teacher trainees.

GLOSSARY

compel: to make something necessary

gusto: enthusiasm and energy

scramble: to move quickly, especially with difficulty

thrust: push something suddenly in a particular direction

rudimentary grasp: a basic understanding

wield: to use (an instrument) effectively

deftly: quickly and skillfully

savvy: practical knowledge

venture: a project or activity that involves taking risks

mitigate: to make something less harmful

rigorous: done carefully, with great attention to detail

proving ground: a place something can be tested

flock: a group of birds of the same type

trickle: to flow slowly in a thin stream

influx: a lot of people arriving somewhere

vibrancy: the quality of being full of life and energy

awareness than before of the privilege of being at school, meeting classmates and interacting during class. Some of them are hanging out with each other, even outside of class.”

The Student Life team prepared diverse and engaging social and cultural activities for the summer students. Then, once the University of Delaware campus fully re-opened for the fall semester, ELI students jumped on opportunities to join clubs and attend sports events.

“Almost all of my students went to a karaoke coffee hour,” reported Bell. “They actively reached out to new people there and set up social dates to meet with them later.”

“The students we have now are so ready and excited about activities,” observed Boyle. “I’ve seen a level of engagement that I’ve never seen before.”



Junyi “Kyla” Chen sang at a karaoke coffee hour in September.

Callie Zimmerman

their online classmates could see and hear each other, and teachers could interact with all students **simultaneously**. Finally, a desktop computer on the teaching podium would make course content visible on the SMART Board for the in-person group while also displaying on the devices of the virtual students.

Weaver, who builds his own computers as a

hobby, said, “It was a lot of trial and error, a lot of things that needed to happen quickly, and a lot of moving pieces all at once that fortunately came together in the end to represent

one of the best possible solutions in terms of cost and ease of use for the teachers and the students.”

While initial technical considerations of the hybrid classrooms have been addressed, teaching practices in mixed **modalities** remain an exciting area of exploration. Instructors are experimenting with various ways to encourage interaction between virtual and in-person students. Academic development specialist Tom Panter, using Zoom breakout rooms to match in-person with virtual partners for pair activities, has observed greater **intentionality** thanks to this arrangement.

Instead of asking their classmates later for information that they have missed, as they might do

when sitting next to them, Panter said that students in breakout rooms “have to think more about what they want to ask and whether they have understood their partner because it’s not taken for granted that they can ask again. They have to really lean into the conversation and realize how valuable their partner is in it.”

In the context of the ELI’s now hybrid student body, a challenge for the Student Life team is designing engaging, inter-cultural extracurricular activities that are accessible to all students. The first two activities intended for hybrid participation, a games day and a meeting of the ELI Women’s Group, both drew a local audience, but no online students joined. The first activity to engage overseas participants, in early October, was a “dorm room crafts” session using easy-to-find materials that had been listed ahead of time so that students attending virtually could gather the necessary items beforehand.

“Two students attended online,” reported Zimmerman. “But their cameras were off, so we don’t know whether they actually made the crafts or just watched.”

A major factor in the challenge is differences in time zones. The Student Life team has determined that the sweet spot is just after morning classes for in-person students, which are evening classes in Asia that end a bit past midnight.

Room, Zoom, and beyond

The hybrid programming challenge is the latest stage on the path from pre-pandemic norms to a reimagined ELI as it moves energetically forward into the future. Through systematic self-examination and re-appraisal, the ELI continues to ensure that program decisions meet the evolving needs of its **clienteles** across the globe.

Room-and-Zoom: the hybrid challenge

The return of some students to the Newark campus while others continued to attend virtually from home posed new instructional and social programming challenges.

In the summer, most ELI classes were wholly online or wholly in-person. Five classes, however, were “hybrid”—a mix of online and in-person students. This allowed the ELI’s Online Task Force to experiment with technology and instructional routines to **streamline** course delivery and provide **parity** of learning experiences for both student audiences in the class.

According to task force member Jim Weaver, one take-away from the hybrid experiment was that the position of classroom computers and monitors could divide or unite a class. For example, certain classroom technology set-ups would result in either the online or the in-person students feeling excluded during class.

In the one-week break between the summer and fall ELI sessions when classrooms stood empty, the Online Task Force jumped into action to have rooms **revamped** and ready by the following Monday with **innovations** to remove the barriers between the online and in-person students and create “a more **seamless** environment” for hybrid classes, Weaver said. Now in-person students and



Nigel Caplan explaining to ELI faculty the revamped classroom set-up for hybrid teaching

GLOSSARY

streamline: to make a system work more efficiently

parity: the state of being equal

revamp: to make changes in order to improve something

innovation: the introduction of new ways of doing something

seamless: with no breaks between one part and the next

simultaneous: happening at the same time as something else

modality: a particular way in which something is done

intentionality: the act of doing something with clear purpose

clienteles: all of the customers of an organization

UD AND ELI WELCOME AFGHAN STUDENTS

by Diane Stopyra, originally appearing in the *UDaily* on December 3, 2021, and abridged and edited for *ELI Interactions*

In August, the world watched in horror as the Taliban took control of Afghanistan. Every day since, Afghan citizens and particularly Afghan women have **endured** this horror—their freedom, their bodies and their lives no longer their own.

But, thanks to a University of Delaware effort, 56 of these women are finding a new beginning—and new hope—on American soil. Many started arriving at UD this month.

When the Taliban took over Afghanistan, ELI Director Scott Stevens emailed UD leadership with a request: Let's think about what we can do to help. Senior administrators were immediately on board, and the Vice Provost for Faculty Affairs, Matt Kinservik, shared an [article](#) he had found about the harrowing escape from Afghanistan of 148 young women—college students in **dire** need, temporarily living at Fort McCoy, a U.S. Army installation in Wisconsin. A strategy to relocate the women came together quickly.

In short order, the UD community mobilized to find new homes, academic and otherwise, for the **evacuees**. Much work went into recruiting other colleges to the cause and, because of these efforts, 56 of the most vulnerable women, those with the least amount of English language ability, are set to matriculate at universities around the country.

The largest cohort, 15, is preparing for five years of sponsored study at UD. Among these new Blue Hens, passions range from nature photography to kickboxing to live theater. There are **aspiring** biologists, businesswomen and public health officials within the group. Some describe themselves as sociable and cheerful, others as diligent or competitive. And they all believe, despite everything they've been through, in the possibility of a better future.

"There is so much bad in the world right now," Kinservik said. "On so many levels, this is a tough time. And a story like this—women fleeing their country, leaving their families behind—it's a terrible situation in this terrible, historic moment. But then something comes into focus, and you think: Maybe we can actually help these people. Maybe what these women need is all around us, at this University."

At one point, the refugees had been studying at Bangladesh's [Asian University for Women](#) (AUW), a school dedicated to the education and empowerment of female leaders. But, when Covid-19 struck, the students had to suspend classes and return to Afghanistan. With the rise in power of the Taliban—a fundamentalist group which in some areas forbids women to so much as leave home without a male relative as escort, on penalty of death—the students saw their dreams of higher education, of making an impact in the world, **crumble**.

Coordinating with the president of AUW in Bangladesh via the WhatsApp messaging platform, the women, aged 18 to 25, planned their escape. With nothing but cell phones and the clothes on their backs, they boarded seven

chartered buses at various locations around the country and headed for the Kabul airport. At one point, the women told the *Chronicle of Higher Education*, bullets **pierced** one of the vehicles. At another, fellow Afghans attempted to break down the doors of a bus, hoping for their own shot at a flight out. The women also witnessed on August 26 the flames of a suicide bombing that claimed the lives of 60 Afghans and 13 members of the U.S. military.

"They endured some very scary checkpoints, pulling up to guards with machine guns and hand grenades, not knowing if they were going to be **yanked** off the bus and forced to marry a member of the Taliban or if they were going to be let through," Stevens said. "And they had no one to help them, so they engineered their own escape relying on their ingenuity and undaunted courage."

The first attempt to get out of the country failed; the situation grew too dangerous, and the women were forced to turn around. But the students tried again, this time making it all the way to the airport and onto a **spartan** military transport. They landed first in Saudi Arabia, then Wisconsin, where they have received seed money for clothing and other supplies from the International Organization for Migration, an intergovernmental group, until they are able to matriculate.

"We felt a responsibility to lead in this," said Kinservik. "A lot of universities will bring in international students, send them to class and that's where the relationship ends. But at UD, **acculturation** matters, and we have the resources and programming to do it in a really thoughtful and personal way."

The students coming to UD will spend a foundation year at the ELI. While the women will, indeed, hone their language skills here, they will also take part in the ELI's [Academic Transitions](#) program, which seeks to fill in any academic gaps that might exist before matriculation as undergraduate students in four-year degree programs. In preparation, faculty and staff have received training on how to work with evacuees who have undergone trauma. The ELI has also carefully vetted from their network the families, based in Newark, who will host the refugee women. But it is the entire University community—or, as Stevens called it, the "whole village of UD"—that is supporting this effort. The Center for Counseling and Student Development is working to tailor their mental health services for the women while various colleges and units within UD are developing ideas for fundraising and outreach programming.

Beyond having the necessary infrastructure and resources, it is the institutional culture of the campus that will make this transition possible. UD is

GLOSSARY

endure: to experience and deal with something that is painful or unpleasant

dire: very serious

evacuee: a person who is sent away from a place because it is dangerous, especially during a war

aspiring: wanting to start the career or activity

crumble: to begin to fail or get weaker or to come to an end

pierce: to make a small hole in something, or to go through something, with a sharp object

yank: to pull something or someone hard, quickly and suddenly

spartan: simple or severe; lacking anything that makes life easier or more pleasant

acculturation: to learn to live successfully in a different culture; to help someone to do this

a University that champions **inclusivity** while celebrating intellectual curiosity, resilience, and grit—all qualities possessed by the Afghan women.

“We have a community that embraces other cultures, that embraces diversity, so the values of this University we thought really fit,” Stevens said, adding that UD has also, separate from this initiative, designated housing for 15 Afghans being resettled by [Jewish Family Services of Delaware](#). “The sense of responsibility in this situation comes bottom up; it’s organic. But these are the kinds of values embraced by our senior leadership, and that gets cultivated across every level of the campus.”

Of course, faculty and staff attest, educating these refugees will be a two-way street: the entire campus community is set to benefit from the presence of these inspiring women.

“I think many people only know Afghanistan in terms of reporting on the war, but, of course, it is a very culturally diverse, linguistically diverse, religiously diverse country with a really rich history, so we would very much like that story told while these students are here,” Stevens said. “We strive to bring the world to the doorstep of UD. We want students in classes **rubbing elbows** with people of difference and learning and challenging their own values and views and stereotypes in the process.”

“As a long-time pioneer in international education, UD is deeply committed to gender equity and the enduring power of higher learning to advance the cause of social justice here in Delaware and around the world,” UD President Dennis Assanis said. “We are so grateful to be able to help this group of Afghan women continue their education and start new lives here in the United States, and on behalf of the whole University of Delaware, I want to warmly welcome them to the Blue Hen community.”

In other words, in the midst of a humanitarian crisis is an opportunity for building empathy, for increasing educational equity and for meeting the high standards UD sets for itself as an institution.

“If ever there was a moment to learn whether you will walk the talk,” Kinservik said, “this is it.”



Haixin “Nora” Cao’s painting in UD library exhibition

A-UD STUDENT’S PAINTING FEATURED IN UNIVERSITY EXHIBITION

by Sarah Petersen

A painting by Accelerate-U Delaware student Haixin “Nora” Cao was featured in an online **exhibition** hosted by the UD Library, Museums and Press in the spring semester.

The exhibit showcased artwork and writing by first-year UD students in response to the 2020 common reader, “Dear America: Notes of an Undocumented Citizen,” by Jose Antonio Vargas.

As part of her A-UD program in fall 2020 (then called the International Foundation Semester), Nora had participated in the course “Documented: A Virtual Introduction to the Library and Museums.” Through the course, Nora had learned to use library resources to explore primary sources, artwork and films related to the themes of “Dear America,” such as loneliness, identity and belonging. The result was a painting expressing the need for world **solidarity** and social justice.

A message from Nora about her painting was included in the spring exhibition.

“The three people in the painting represent three races,” Nora wrote. “This blue belt represents the mask and means the difficult times we are now passing through. Moreover, this blue belt connects the fate of the three races together. ... [W]hen a virus chooses to descend on someone, it will not choose to take a detour because of his or her nationality and skin color. As I wrote on the painting, ‘We are one, we are same,’ in this difficult time. What we should do is not **discrimination** and violence, but unity and mutual help, so as to help us get through the difficulties faster.”

GLOSSARY

inclusivity: the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded

rubbing elbows: to meet and talk with (someone) in a friendly way

exhibition: a collection of things that are shown to the public

solidarity: support for one person/group for another because of shared feelings, goals, etc.

discrimination: the practice of treating a person or group less fairly than others

THE BEST OF BOTH WORLDS: UNIVERSITY OF DELAWARE IN CHINA

Students in China can now begin their University of Delaware education while living on a college campus in their home country.

The University of Delaware and the English Language Institute have partnered with the University of Nottingham Ningbo China (UNNC) to offer a program called University of Delaware in China, or UD-IC. The program allows students to pursue their ELI studies remotely while living on UNNC's internationally focused campus, with its **cutting-edge** resources and facilities.

UD-IC first opened its doors in February 2021. Before then, UD students confined to their homes due to the pandemic were still able to pursue their studies thanks to high-quality online course offerings. However, a number of them wrestled with frustratingly **erratic** internet service.

"Even in places where internet signals were strong and stable," ELI director Scott Stevens said, "students were denied the Western campus life experience so attractive for international students."

Given these twin challenges, Stevens wondered, "What if we could deliver dependable, high-speed internet and access to ELI and UD classes while at the same time granting students a campus life experience that mirrored that of UD? Enter UNNC."

Based in Nottingham, United Kingdom, the University of Nottingham is one of the top public universities in the world. Its Ningbo **satellite** was the first Sino-foreign university to be established in China and has become China's third largest higher education importer of international students. UNNC features modern classroom buildings and housing facilities in a tranquil, western-style college environment on 144 acres.

To establish the UD-IC program, Stevens said, the first major achievement was simply the vision of such an elegant solution. The second, he continued, was **securing** leadership approval and negotiating agreements between UNNC and UD "in record time just as spring semester began."

The third achievement, also in record time, was marketing the program, securing student housing and organizing in-country new student orientation—all masterfully orchestrated by Chang "Emily" Liu, administrator of the ELI's Office of Recruitment, Marketing and Communication.

The first students to enroll in UD-IC were attracted not only to UNNC's reliable internet, which allowed uninterrupted access to all the academic resources they needed, but also to the vibrant, in-person college life experience: working out at any of UNNC's several fitness centers, going kayaking on its small lake, attending musical and theatrical performances in its performance venues, and joining student clubs. With the easing of pandemic restrictions, they can now also attend field trips off campus, such as to the Ningbo Zoo.

As for classes, UD-IC students have the flexibility to access their ELI class sessions either through the up-to-date instructional media provided in a UNNC classroom or on their personal laptops in the privacy of their own apartments. Classmates attending the same course have the option of meeting in one of the library's study pods to attend class together—60% to 80% of total ELI class time



A UD-IC information session at UNNC

is livecast—so that they can interact in person during small-group discussions and projects facilitated by the remote lecturer.

The same **plethora** of services provided to ELI students on the UD campus is available online for UD-IC students, including live tutoring, advising and mentoring by American UD student peers. In addition to in-person activities on the UNNC campus, virtual activities connect UD-IC students to both American and ELI students in Newark and around the world.

With the high percentage of foreign students on the Ningbo campus, opportunities abound for Chinese ELI students to interact with people from all over the world, becoming cultural ambassadors for their country while at the same time preparing for immersion in western academic culture when they ultimately transition to UD's campus in Newark.

GLOSSARY

cutting-edge: an aspect of something that gives it an advantage
erratic: not following any plan or regular pattern; that you cannot rely on
satellite: something, as a branch office or an off-campus facility of a university, that depends on, accompanies, or serves something else.
secure: to obtain or achieve something, especially using a lot of effort

plethora: an amount that is greater than is needed or can be used

CLASSROOM NOTES

by Kendra Bradecich

Music Listening: The Basics students attended a digital concert performed by the Philadelphia orchestra. Since the class was now entirely online, it made sense to view a concert online, too.

On the day of the performance, even though it was virtual, the students were asked to dress their best to have the feel of a real in-person concert.

In Session 3, **Ross Fenske's** class and **Kendra Bradecich's** section of the same course viewed a concert of Beethoven's First Symphony and his Overture to the Creatures of Prometheus. In session 4, Fenske's students experienced "A Night with Hayden" by the same orchestra.

In a 300-word reflection/response paper after the concerts, one student noted, "After the concert ended, which was my first orchestra to attend, I was amazed! I didn't expect that classical music and orchestra can be this fascinating and fun. There was this idea in my head that classical music concerts are boring and only the elderly enjoy it, but I removed that idea as soon as the concert ended. It was magical!"

Note: College and university students can access unlimited Digital Stage concerts for a onetime fee of \$25 with an eZseatU membership. Learn more and register for eZseatU here: <https://www.philorch.org/special-programs/ezseatu/>

In Session 1, after completing a unit on news media, **Nonie Bell** and **Monica Farling's Reading/Writing 4** students joined forces to prepare questions and then interview a local **journalist**. As a culmination of the reading topic on **investigative** journalism, Brandon Holvec of the Wilmington News Journal explained his work as a news reporter both prior to and during the Covid-19 pandemic. Holvec indicated that the pandemic dramatically changed his work, obliging him to gather news

from firsthand sources mostly over the phone or internet. An alumnus of UD, he participated enthusiastically in the discussion with students by Zoom, responding to students' questions for over an hour. Each of the students had the opportunity to ask questions or make comments, **integrating** vocabulary and concepts covered in their textbook exercises into a reality-based discussion highlighting a career option many had not considered previously.

At the end of Session 6, **Nonie Bell's Reading/Writing 3** students held a luncheon to celebrate their classroom accomplishments, their new cross-cultural friendships, and their sheer joy at being able to gather in person after the long, isolating lockdown.

The occasion took place at



Nonie's—for some, the first-ever invitation into an American's home—and featured favorite dishes from the students' home countries. The group enjoyed informal conversation launching from their prior seven weeks of widely ranging in-class topics. They enjoyed the gathering so much that, in the fall, Nonie and her former students met again on Main Street for coffee and further lively conversation.

ACCELERATE-U DELAWARE BOOSTS SUCCESS FOR INTERNATIONAL FRESHMEN

by Blythe Milbury-Steen

A program has been launched to provide first-semester support for international students at the University of Delaware.

"Accelerate-U Delaware" (A-UD), conceived by UD's International Admissions Office and developed and delivered by the English Language Institute, **scaffolds** the learning experience of **matriculated** international freshmen whose English proficiency level is just a modest step below the **threshold** for success in mainstream University courses.

"The program is unique in the **unprecedented** amount of support offered to help these students hit the ground running and start their all-important first semester of college strong," said Blythe Milbury-Steen, former A-UD academic advisor and program coordinator through August 2021.

Program participants take a full-time course load consisting of typical freshman classes such as art history, business administration, chemistry, communication and physics. Like all UD students, Accelerate-U Delaware students earn credit for these courses and make regular progress towards their degrees. However, their classmates are all fellow international students. The courses are taught by subject matter experts who have been approved by their University departments to teach in the program. These instructors have been specially trained by, and receive ongoing professional support from, the ELI's faculty of English language experts to help them present material in ways that are accessible to international students.

The learning outcomes and expectations of A-UD courses are identical to mainstream sections of the course, but A-UD class periods are slightly longer in order to give students more time to master the material. In addition, while a mainstream UD class is considered small at 25 or 30 students, an A-UD class averages 10 students and rarely exceeds 14.

Current A-UD academic advisor Leslie Connery noted, "This offers students a lot of personal attention from their instructors and extensive individualized feedback to help them improve."

Each class has a weekly discussion session with a specially trained instructional assistant, who helps students review material from the course lectures and work on assignments or prepare for exams, and who also gives them tips on how to manage their time and develop strong study habits.

Between its pilot semester in Fall 2020 and its first official semester the following spring, the program welcomed 19 students from Argentina, China, Italy, South Korea, Spain, Switzerland and Thailand. The Fall 2021 semester enrolled 15 from China, Greece, India, Peru, South Korea, Saudi Arabia and Spain.

Julie Lopez, who succeeded Milbury-Steen as A-UD program coordinator in September, agreed with her predecessor that the solid foundation provided international students by the Accelerate-U Delaware program has "a lasting ripple effect. By beginning their college career in the supportive environment of A-UD for their first semester, students start strong, stay up to speed, and finish strong."

GLOSSARY

orchestra: a large group of people who play various musical instruments together, led by a conductor

performance: the act of performing a play, concert or other form of entertainment

journalist: a person whose job it is to collect and write news stories

investigative: examining an event or situation to find out the truth

integrate: to combine two or more things so that they work together

scaffold: to support; to provide additional help with learning

matriculate: to officially become a student at a university

threshold: the level at which something starts to happen

unprecedented: that has never happened before

SPECIAL PROGRAMS

This year the ELI continued its collaboration with universities and sponsoring governments to provide rich, customized learning programs, both on campus and online, to meet specific skill development and training needs.

Thirty-three students from Oman hold a special place in the ELI's heart for being the first group since the pandemic lockdown to venture to Newark, Delaware, and attend their program in person. Read their story on Page 9.

Ana Kim



Kyonggi University Students Yejin Han, Caeun Young Lee (left) and Jihye Choi (right back) celebrated their last day at the ELI with friends at the summer picnic held in July.

From South Korea, 86 students from **Hankuk University of Foreign Studies, Dankook University, Kyonggi University, and Sungkonghoe University** attended online or in-person special programs coordinated by Ana Kim. In addition to the Intensive English Program (IEP) and personal tutoring sessions, they had an opportunity to engage in mentor circles, a topic-based, activity-focused program led

by UD upperclassmen serving as peer mentors. Students joined the American Host Partner Program (AHPP) to build cross-cultural friendships through online group events and one-on-one partner meetings. Sungkonghoe students also immersed themselves in a customized English for Global Success course.

Also in January, five middle school students from South Korea participated in the ELI's new **Online Youth English Enrichment Program**, coordinated by Ana Kim and taught by Rebecca Boyle, with Jacqueline Whitney providing support for virtual instruction. The program was specially designed to go beyond a traditional school curriculum and help students develop a love for English through reading, writing and discussions. With mentors led by Abigail Stein and Kimberly Raines, students actively engaged in a supportive, interactive environment each week, delving into topics of interest such as the history of video games and cartoon drawings.

Not only students but also administrators benefited from ELI special programs. Fifty-one officials from the **City of Uiwang, South Korea**, participated in a customized English for International Communication course, designed by Ana Kim, during four ELI sessions between January and August. Committed to improving English skills for professional and social purposes to meet the needs of globalization, participants were given a choice to participate in all four ELI sessions, which focused on skills related to culture, technology, economics, and education and politics, respectively.

Professionals from the City of Uiwang, South Korea, enjoyed an online English skills class with instructor Jim Weaver and coordinator Ana Kim.



At various points in the year, the ELI welcomed student groups from Japan. Thirty-seven students from **Tokyo University of Foreign Studies, Chiba University** and **Miyagi University** participated in short-term online programs. Five students came to the UD campus from **Seinan Gakuin University** and **Nakamura Gakuen University** for in-person semester- or year-long programs. Throughout the year, the students, whose programs were all coordinated by Wakako Pennington, enjoyed interacting with instructors, peer mentors and classmates across the globe as they participated in a range of classes and ELI and UD activities, whether in person or online.

Wakako Pennington



Natsumi Sakagami, Yua Fukuzoe, Yukina Yamaguchi, and Natsuki Momii joined the ELI from Seinan Gakuin University.



Wakako Pennington

Kaki hails from Nakamura Gakuen University.

The ELI was pleased to welcome in October its seventh cohort of students sponsored by **Saudi Arabian Basic Industries Corporation**. The 10 high school graduates are participating in a Foundation Year coordinated by Maria José Riera and designed to strengthen their English language skills while they also take university-level STEM and business courses, leadership seminars and SAT and TOEFL preparation classes. The students' ultimate goal is to transition next August to top U.S. universities to begin their undergraduate degree programs.



Maria José Riera

Newly arrived students in the SABIC Foundation Year program

Teacher Training at the ELI

The ELI's **International Teaching Assistants (ITA) Training Program**, coordinated by Ken Hyde, delivered training online to a total of 145 international graduate students in its winter and summer programs. This year's ITAs hail from 38 countries around the world, including China, India and Nigeria, and will join 21 different graduate programs at UD. This year's instructional team included Kendra Bradecich, CarolAnn Buzzard, Leslie Criston, Monica Farling, Brandon Jackson, Toni McLaughlin, Elisabeth Mercante, Jennifer Rippon, Christienne Woods and Mary Beth WorriLOW.

From Kazakhstan, 38 faculty and doctoral students in various science and technology disciplines from **East Kazakhstan Technical University** joined the ELI online starting in January 2021 for a year of English skill development and professional learning in English as a Medium of Instruction (EMI). Funded through a partnership with the American Councils for International Education and coordinated by Nigel Caplan and Baerbel Schumacher, the program provided language training and specialty courses such as EMI Pedagogy and Science Writing Boot Camp, taught by Scott Partridge. The program culminated in December with a showcase of the courses that EKTU participants had redesigned based on their ELI training.



Faculty at East Kazakhstan Technical University attended a virtual training session with ELI faculty as part of the UD-EKTU teacher training partnership.

Fifteen Afghan students from the Asian University for Women are just beginning a 14-month program at the ELI called **Women's Initiatives in Service and Education**, or WISE. These brave and talented young women saw their studies disrupted first by the pandemic and, more recently, by upheavals in their home country. (See article on Page 6.) The WISE program, coordinated by Rebecca Boyle with assistance from Callie Zimmerman and academic support from Nigel Caplan, offers English language training along with cultural and academic preparation to allow the students to resume their education in the United States. The bulk of the program will take place next year; stay tuned for more about these WISE women in ELI Interactions 2022.

Omanis walking to reservoir



GLOSSARY

prerequisite: that must happen before something else can happen

matriculation: officially becoming a student at a university

criteria: irregular plural of "criterion," a standard by which something is judged

protocol: an official system of fixed rules

foray: a short journey to visit a new place

reservoir: a lake where water is stored for use in a town

LIFE AFTER LOCKDOWN

SPECIAL PROGRAMS HIGHLIGHT
by Maria José Riera & Kimberly Raines

In January, 10 months after the University of Delaware's pandemic lockdown, the ELI enthusiastically welcomed its first group of in-person students: 33 undergraduates from Oman.

Sponsored by the Omani Ministry of Higher Education, Research and Innovation and coordinated at the ELI by Maria José Riera with the assistance of UD work-study student Kimberly Raines, the group was composed of students preparing for undergraduate degree programs in the United States. Six of the scholars were enrolled in the ELI's Academic Transitions program to complete **prerequisite** coursework for their ultimate **matriculation** to the University of Delaware. The remaining 27 participated in a foundation-year program, preparing for admission to an American university of their choice.

The Omani Ministry of Higher Education, cautious during the pandemic and yet eager to provide students the benefits of an in-person experience, had chosen the ELI for the college preparatory program based not only on program quality but on safety **criteria**. The Ministry had observed that the State of Delaware had relatively stable numbers of Covid-19 infections, and that the University had recently launched its "Protect the Flock" health campaign, which included daily health screenings, **protocols** for utilizing campus facilities and wide accessibility to on-campus and local testing sites.

For the ELI, too, safety was of the utmost importance. All 33 students were quarantined and received a Covid-19 test upon arrival in Delaware. After the initial screening, students incorporated Covid-19 safety protocols into their lifestyles, including masking, social distancing and a weekly Covid-19 test. Among the 33 students over the duration of their program, 270 Covid tests were collected—all negative—and, when vaccines became available, 52 vaccine shots were administered.

The scholars lived in the ELI Global Community section of the Waverly student housing center and completed coursework, much of it in person, focused on academic English, American university culture, leadership, and introductory STEM and business courses including math, physics and economics.

Through the winter months, the Omanis limited their social activities to those conducted solely with members of their own group, such as billiards and table tennis at the Waverly. When the weather warmed, the group made its first foray outdoors to walk—masked—around the top of Newark's water **reservoir** and look down on the town.

"Everyone was so excited to have a chance to get out," said Callie Zimmerman, ELI's student engagement coordinator.

Other outdoor activities followed. Eid, the holiday marking the end of Ramadan, was celebrated in May in an outdoor setting. A sports night was organized in June as well as a bike-and-hike in White Clay Creek State Park. Later that month, they ventured their first post-lockdown trip, to Longwood Gardens in Pennsylvania. As more in-person ELI students arrived for the summer session, additional opportunities **ensued** for the Omanis to associate, safely distanced, with international peers.

The foundation-year students moved on to their diverse universities by the end of the summer while the six Academic Transitions students will transition to the UD campus in Spring 2022. Four additional Omanis arrived in August to begin their AT studies in the Fall 2021 semester.

Despite the **hurdles** posed by Covid restrictions, students agreed that they greatly benefited from their time living and learning at the University of Delaware.

Raheeq Al Hinai stated, "Having the chance to live and study in the United States has changed my life. I have the opportunity to interact with native speakers, I tried a lot of new things, and this experience has taught me valuable life and academic lessons."

"Studying online was a rewarding experience for me," **conceded** Hashil Alismaili. "However, learning online does not compare to studying in person. Here at UD, I can go outside and practice my English at all times."

venture: to do something even though it involved risks

ensue: to happen after or as a result

hurdle: a problem that must be solved before you can achieve something

concede: to admit that something is true even though you resist it

E-Gaming joins ELI curriculum

by Brandon Jackson

An exciting new ELI course allows students to improve their conversational English while enjoying video gaming.

E-Gaming: Play the Game, Learn the Language employs the latest tools in online education to guide advanced English learners in studying the history, culture, language and idioms of gaming while spending time at the gaming **console** rather than hovering over pen and paper.

Brandon Jackson, the course's designer and instructor, said, "I designed the e-gaming course with today's students in mind. This is not a traditional class with worksheets. We use our phones and other devices to **collaborate** online and learn English by watching real videos of our favorite games and streamers."

For this unconventional class, there are no textbooks. Instead, websites full of authentic videos are used as well as custom materials tailored to students' learning needs.

How does the course help students with their academic goals?

"Collaboration is a requirement in most American university courses, but often international students struggle to interact with their native English-speaking classmates," Jackson said.

To address this challenge, e-gaming students practice effective discussion skills by talking about favorite games such as Battle Royale, League of Legends or Fortnite. They also practice advanced grammar skills through strategic collaboration with teammates and by analyzing real game situations. Finally, they work on note-taking skills while watching Ted Talks that explore the expanding role of video games in education.

Another goal of the class is to develop an e-gaming team that can compete in UD's new E-sports Arena.

Jackson wants to be sure that his e-gaming students not only play like real gamers but talk like them, too.

"Students practice playing their favorite e-sports games and improve their conversation skills with American **idioms** and expressions," Jackson said. "By the end of the course, their vocabulary has expanded greatly, and they also have an in-depth understanding through our discussions about gaming history and culture. As a result, they are prepared to compete with native English-speaking students and have the confidence to play video games in English with people all over the world."

Students enjoying e-gaming activities in the ELI's Student Academic Services Hub



GLOSSARY

console: the control unit of a computer, containing the keyboard, switches, etc. that connects to a television or display, often for playing video games

collaborate: to work with others to produce something

idiom: an expression whose meaning is not obvious from the meanings of the words in the expression

UD ESSAY CONTEST WINNERS INCLUDE TWO ELI STUDENTS

by Lin McDowell



Norah Almousah

ELI students Norah Almousah and Essa Nahari were winners in an essay contest for UD international students in the spring.

Hosted in 2020–21 by the Center for Global Programs and Services in collaboration with the Division of Student Life and the Graduate College, the annual International Student Essay Contest supports the University's ongoing mission to **foster** cross-cultural awareness and understanding on campus and in the community.

Almousah and Nahari, both from Saudi Arabia, won first and second prize, **respectively**, among contestants from the ELI. The contest afforded them an opportunity to share with the larger University community their unique experiences and perspectives as international students.

Contestants were asked to write on the topic of "having a voice."

Almousah's essay, "From Dreaming to Doing," **recounts** her personal journey to study English and then pursue advanced degrees in the United States. Almousah encountered many obstacles along the way that could have **derailed** her dream. Alone in the States, without her family to support her and with at first only elementary English skills, she quickly discovered that communicating was much more difficult than she had expected.

Covid-19 created its own set of obstacles. Remote learning was a challenge. Almousah had made arrangements to return to Saudi Arabia to **ride out** the pandemic when news came that all of her family had contracted the virus. She would have to remain on her own in the States. Despite this, she was able to overcome these and other obstacles, becoming a

stronger and more independent woman.

Almousah reflected in her essay, "These situations have shaped me and made me a more responsible person. I was lucky that I was surrounded by a good host family, teachers, tutors and friends who always supported me and encouraged me to persevere."

Read Almousah's complete essay, "[From Dreaming to Doing](#)."

In "The Moment I Lost My Voice," Nahari describes his stage fright during a rehearsal for an important competition. Terrified, he put down the microphone and left the stage in tears. Nahari ultimately pulled himself together and returned to the stage. This experience led him to realize that the real challenge wasn't to outperform others but to "understand and master the self until the best comes out." In his work as a journalist in Saudi Arabia, having experienced both the power of being heard and the meaning of not being heard, Nahari has discovered that "my voice will remain **audible** as long as it is dedicated to speaking to and inspiring people's hearts."

Nahari said that he had decided to participate in the contest because the topic of "voice" had **appealed** to him. "Not only love dies when someone is unheard, but many things die in silence – dignity, culture and self-satisfaction," Nahari said. "International students can sometimes be unrepresented or forgotten despite the sacrifices they may have been forced into. Maintaining your own voice that seems different than the majority is a challenge. However, as challenges can be seeds of opportunities, international students have the potential to incorporate all voices they encounter to enrich theirs."

Read Nahari's complete essay, "[The Moment I Lost My Voice](#)."



Essa Nahari

ELI ALUMNI WIN BUSINESS SCHOOL COMPETITION

ELI alumni Umida Ruzybayeva (Kazakhstan '20) and Young In Kim (South Korea '20) were on the winning team of the 2021 Carol A. Ammon Case Competition.

The competition, organized by UD's Alfred Lerner College of Business and Economics, gives business graduate student teams the opportunity to create and present strategic recommendations for a real-world situation. The event aims to enhance the students' analytical and presentation skills and improve their business vocabulary.

The winning team, called "The Queen's Gambit," consisted of Ruzybayeva and Kim, both ELI Graduate Conditional Admissions Program alumni, and a third international student, Muhammad Fahim Alam, from Bangladesh.

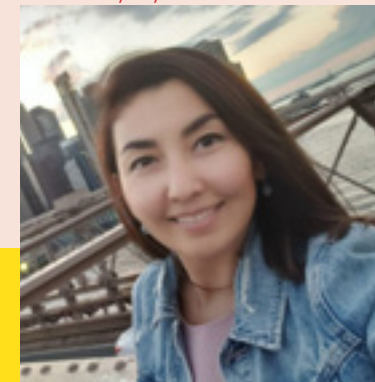
After the competition, Ruzybayeva said, "We had only two days to study a case of 39 pages, create a professional presentation, record our audio narration. I am sure we could do this only because of extensive practical experience preparing various projects obtained in Cohort classes at the ELI. I am grateful that while studying at the Grad CAP program, we were taught not only the language and improved academic skills but also prepared for the real conditions of studying life in a graduate school."

Kim said, "At the final presentation, our team had some unexpected technical problems, but we were truly satisfied with the fact that we completed it. Our team got to remain the final sole team at the award announcement. The moment that our team was about

to be called for the first prize and Umida texted on the group chat, 'I cannot believe it,' is unforgettable."

ELI director Scott Stevens, very proud of the alumni winners, extended special thanks to ELI professor Leslie Criston, "whose Advanced Business Case Studies class has been brilliantly effective in preparing our students for the linguistic and academic rigor of their MBA program."

Umida Ruzybayeva



Young In Kim



GLOSSARY

foster: to encourage something to develop

respectively: in the same order as the things already mentioned

recount: to tell somebody about something you have experienced

derail: to cause to fail; to delay the chances for success

ride out: to survive a difficult situation

outperform: to achieve better results than somebody else

audible: able to be heard

appeal: to be attractive or interesting to somebody

ENGLISH TEACHERS AROUND THE WORLD: AN ELI DEFT ALUMNI UPDATE

by Kate Copeland

For more than 30 years, the English Language Institute has **facilitated** professional development for English teachers from around the world through the Delaware EFL Teacher Training (DEFT) program. From São Paulo to Seoul and from Casa Blanca to Kyoto, hundreds of teachers have passed through ELI's classrooms, engaged in hands-on teaching workshops and brought new ideas back to their classrooms.

While a few have kept in touch over the years, we wanted to get a fuller picture of what all these teachers have been up to since they completed the ELI DEFT program. Interactions sent an inquiry to the more than 350 alumni from the last 10 years, asking, "Where are you now?" Our inbox was soon flooded with news of how English teaching is going in every corner of the world.

Where are they now?

Nearly 75 enthusiastic responses were received with reports of a diverse abundance of accomplishments since completing the program; promotions, degree completions, scholarships and fellowships, program **initiatives**, and teaching and learning successes of **every stripe**.

Telma de Souza (Brazil '14) became a coordinator of Portuguese language teaching in the State of São Paulo Secretariat of Education in 2016. She has been writing materials, presenting on YouTube and contributing to **pedagogical** development in public schools.

Mayumi Suzuki (Japan '14) has been a teachers' consultant at Yokote City Board of Education since 2015, training English teachers to improve their teaching skills and working with assistant English teachers who come to Japan from English speaking countries. "I always remember what the ELI

teachers and staff gave us ... and I am doing my best to give [the assistant teachers] great experiences in Japan."

Fumiko Kishimori (Japan '14) now teaches English in a Japanese school in Munich, Germany, "which was one of the dreams that I had wanted to make come true."

Janaína Alves de Andrade (Brazil '18) is pursuing a master's degree in applied linguistics at Mary Immaculate College in Limerick, Ireland. Prior to that, she was promoted to school coordinator and served as a mentor to English teacher candidates in teaching programs such as Residência Pedagógica (Pedagogical Residency). "This is an accomplishment that I am proud of because I can use my experience and knowledge to help others," she said.



Janaína Andrade (Brazil '18) is pursuing a master's degree in Limerick, Ireland.

Rufaida Alhamad (Saudi Arabia '20), a participant in UD's year-long Khbrat teacher leadership program, has taken a position in the Center for English Language at the Saudi Arabia Ministry of Education and is now working to support the expansion of English instruction in the early grades across the kingdom.

Abdulaziz Alenazi, Thabet Alwadani and Omar Albalawi (Saudi Arabia '19), also in the Khbrat program,

accepted regional supervisory positions to provide **cutting-edge** professional development to K-12 English teachers in their regions.

Almohamad Abduljawad (Saudi Arabia '20) has taken his unique teaching innovations, explored while at the ELI, to the virtual world, attracting thousands of adult learners to his interactive English lessons on social media.

A number of alumni have pursued additional certifications or advanced degrees. **Juliany Anays Tejedor Aguilar** (Panama '19) completed a CELTA Certification Program, obtaining a Band 4 result, "which I am really proud of," and is now working on a degree to teach at the university level. **Abdulaziz Zanguty** (Saudi Arabia '19) and Abduljawad have also undertaken or completed additional TESOL certifications. **Alwadani** completed a master's degree and is now pursuing a doctorate in applied linguistics. **Fatima Liseane Avila Margarites** (Brazil '13) has completed a master's course in education and has now **embarked** on a doctorate in **neuro-psycholinguistics** focusing on learning in bilingual speakers.

Research initiatives

Several Saudi English teachers have taken their initial research while at the ELI to the next step.

Alenazi, along with fellow alumni **Rawan Alruwaili** and **Mutaib Alotaibi** (Saudi Arabia '19), presented at the 2021 International Conference for Applied Linguistics and Language Teaching (ALLT) on motivating students, using drama in the classroom and teaching writing skills. **Alruwaili, Albalawi and Alwadani** also shared their innovative work at the 2020 Saudi National English Language Teaching (ELT) Conference along with **Zanguty** and two other 2019 alumni, **Wafa Almutairi**

and **Marwah Alradadi**. **Zanguty** also presented his research on collaborative coaching at the 2020 International Congress for School Effectiveness and Improvement in Morocco.



Omar Albalawi (left) and Thabet Alwadani (center) (Saudi Arabia '19) were among six Khbrat Delaware alumni teachers who presented at the 2020 Saudi National English Language Teaching Conference. (not pictured: Rawan Alruwaili, Wafa Almutairi, Marwah Alradadi, Abdulaziz Zanguty)

Teaching Successes

While some former DEFT participants have delved into research, other alumni continue to lead and inspire students and fellow teachers.

Marcelia Silva Percegon (Brazil '19) has been working with public school teachers and university students in a teacher-led project at the Federal University of Paraná, presenting on **methodologies** in language teaching. "In our last presentation, three teachers and I developed activities in a co-teaching setting working together in a classroom, sharing the responsibilities of planning, instructing and assessing students," she said.

Michiko Honda (Japan '14) leads teacher training at her school, where she aims to teach reflective practice and tries "to be a reflective and flexible teacher every day."

Other comments show that it **has not been all roses**; many of our alumni teachers around the world continue to **strive** for excellent teaching with limited resources and funding or overly large classes. Added to

GLOSSARY

facilitate: to organize and run

initiative: an introductory step or leading action to begin a project

of every stripe: of every kind

pedagogical: relating to the function or work of teaching

cutting-edge: in the forefront, leading

neuro-psycholinguistics: the study of cognitive and neural structures in the human

brain that control the comprehension, production and acquisition of language

embark: to start to do something new

methodology: a system of methods, principles and rules for regulating a discipline such as teaching

reflective practice: thinking critically about one's actions so as to engage in a process of continuous learning

to be all roses: to turn out all right or result in success

these challenges was the additional disruption of the pandemic across the globe. **Maristela dos Santos Almeida** (Brazil '19) reported that “teaching ... during this pandemic has reached a level of challenge ... for both teachers and students that nobody has ever thought before.”

“We had to reinvent our way of teaching,” said Fabiana de **Fatima Serpa Fiochi Costa** (Brazil '19), “and more than ever, everybody is talking about **blended learning** and the active methodologies, but these must be preceded by investments.”

Challenging times have also led to positive experiences and unexpected opportunities. The technology workshops offered by the ELI DEFT program have proven **instrumental** in helping teachers navigate online teaching during the pandemic.

“I love to teach and I'm so happy because many techniques we learnt at UD I can use till today, especially those about technology,” said **Luiz Henrique de Lima Alves** (Brazil '14). “The apps and websites the teachers at UD showed us are also very useful nowadays. The teachers at UD teach to present and future.”

Ana Cristina Silva (Panama '19) commented, “Virtual classes were a challenge for me and I did it. [I] manage different **platforms** that are attractive to my students, [to] make class fun.”

The shift to online instruction has also prompted new experiments with ELI-taught methodologies. Saudi teachers **Abdulrahman Alsaab** ('19) and **Reem Asiri** ('20) both reported that teaching English with new technologies has been a positive experience for them.

Danielly Zirollo (Brazil '19) shared her experience of reimagining readers' theatre in a new modality. “The online classes were a big challenge and I used to have low attendance in my classes for many reasons. But I decided to try [readers' theatre] again at the end of the school year of 2020, I chose a group of students 6th and

8th grade, and we practiced the play “The 12 Days of Christmas ... Vacation” by Carol Montgomery and performed it online through Google Meet. It was an amazing experience! They took it seriously and were really engaged. I was proud of them.”



The students of Danielly Zirollo (Brazil '19) prepared a readers' theatre of “The 12 Days of Christmas...Vacation,” which they presented online in December, 2020.

The pandemic-driven transition to online learning has also led to the falling away of **barriers** to access to professional conferences. High school English teacher **Yoshio Hosoi** (Japan '13) presented at the 2020 PennTESOL-East regional conference about his collaboration with computer science teachers using Content and Language Integrated Learning (CLIL) in English instruction, right from his school in Honjo, Saitama.

English teacher Yoshio Hosoi (Japan '13) greeting his virtual audience at the 2020 PennTESOL-East regional conference, from his home in Japan



ELI memories

In the survey, we also asked what DEFT alumni remembered most about their experiences at the ELI.

Many English teachers hold a continuing appreciation for skills learned in the EFL methodology courses taught by Nicole Servais, Danielle Bragaw and Kate Tomaskovic. “The memory is fresh in my mind about each new way of teaching ... and how our eyes were opening to another way to share our knowledge to our dear students,” wrote **Kate Ann Rodrigues de Lima** (Brazil '18).

“I got in two months what I should have in three years,” said **Josué de Jesus da Silva** (Brazil '18).

Quetzalirys Lopez (Panama '18) reported, “I learned a lot ... that I applied when I came back to Panama, and I have seen the results ... in my students.”

“The teaching ... became more **dynamic** and **viable** considering the work in **multidisciplinary** projects that brought greater engagement of students,” commented **Ricarda Silva Mendes** (Brazil '19).

“What I'm proud of,” said **Fawziah Altowairqi** (Saudi Arabia '19), “is my new ability to figure out students' needs and create more ways to engage them.”

Several alumni specifically mentioned how they now use cooperative learning in their classes after first seeing it modeled in their ELI methodology course. “I loved to learn more about classroom management and cooperative learning as well as strategies to teach English in a [fun] way,” stated **Alves de Andrade**.

“I developed activities focused on cooperative learning and on trying to make the students understand that they are the protagonists of this process,” wrote **Fiochi Costa**.

Saud Alhumaidi Alshammari (Saudi Arabia '19) said, “I learned some skills of teaching strategies such as cooperative teaching and active learning, applied them in my school and made students love the English language, and this is the thing I am most proud of.”

Asiri recalled the “excellent tutors,” as did **Zirollo**, who added, “I loved the Book Club meetings with Kat [Britton].” Because of his experience with one-on-one tutoring, said **Miguel Félix de Araújo Junior** (Brazil '18), “I feel very proud of my spoken English now.”



Brazilian DEFT teachers (from left) Danielly Zirollo, Susane Soares and Elaine Rodrigues enjoyed Kat Britton's (right) book club in 2019.

ELI assistant professor Sarah Petersen, who coordinated many DEFT programs over the years, was also well remembered for her ever welcoming thoughtfulness. **Kishimori** reached through the survey form with a big “hello”: “Sarah! I won't forget about you, the other teachers, and everything the days in University of Delaware gave me. Thank you for your long-time kindness to ELI participants!!!”

Indeed, at the top of the list of memories was the ELI instructors.

“The teachers are a role model for me. [Now] each class, I put into practice everything they taught us,” wrote **Angélica Inés Francis Díaz** (Panama '19).

Geani Lazarini Ribeiro (Brazil '13) stated, “I remember the excellent teachers I had. ... Walton Babich inspired me, and I always remember his classes when I'm planning mine.”

“I could not have asked for better teachers. My classes with Mr. Duarte were amazing. I learned and enjoyed every minute of the Film course,” remembered **Giovania Cristina de Almeida Alves** (Brazil '14).

SEE ELI DEFT ON PAGE 17.

GLOSSARY

strive: to make strenuous efforts toward a goal, sometimes against resistance
blended learning: learning where some instruction takes place in a face-to-face classroom, and some in self-paced study over the Internet
instrumental: useful; helpful
platform: software, such as an operating system, where other applications or programs can be designed to run

barrier: anything that restrains or gets in the way of progress or access
dynamic: vigorously active, forceful or energetic
viable: having the ability to grow, expand or develop
multidisciplinary: combining several different branches of learning

FACULTY PROFILES

by Sarah Petersen & Kendra Bradecich

ELI FACULTY: ANA KIM



Ana Kim

Since her childhood, languages have been a theme in the life of academic development specialist Eui Jung “Ana” Kim. When she was seven, her family moved from their home country of South Korea to Paraguay, where they lived for seven years before settling in the United States. By the time Kim had graduated from high school, she spoke three languages fluently.

When Kim began college, a major in international studies was a natural for her. While still at college, she was already working as a trilingual interpreter and translator in military and civil courtrooms, at business conferences and for university officials.

After a master’s degree in linguistics and a TESOL certificate, Kim finally settled into teaching ESL as a career when she moved to Delaware, first at Delaware Technical and Community College and then at the ELI, where she has been working since 2008.

In recent years, Kim has become an anchor instructor for advanced reading/writing classes and has been the ELI’s reading/writing Level 5 course coordinator since 2016.

“Teaching argumentation is fun,” Kim said. “I try to bring in current events. The drinking age in the United States stands in contrast to the norms in many countries,

so the topic always brings on a lot of discussion and different opinions.”

Another area where Kim has made her mark has been in the design and coordination of special programs, whether for high school youth, university students, international English teacher groups, professionals or even government officials. In this flourishing period of online learning **engendered** by the pandemic, Kim has coordinated up to five separate programs at one time.

“**Synchronous** teaching is the key to our success,” Kim pointed out.

A **preponderance** of online courses that are totally asynchronous and impersonal have left international university leaders hesitant about online course delivery.

“Online education is not yet well regarded by many in the international university community, but the students really enjoyed their interactive ELI experience,” Kim said. “Every aspect had to be carefully scheduled and clearly posted online, enabling them to see where the program was headed.”

The reception was so enthusiastic that enrollments more than tripled between the winter and summer 2021 **iterations** of programs for university groups.

With the support of the ELI’s Office of Recruitment, Marketing and Communications, Kim became a spokesperson for the ELI, explaining to **skeptical** administrators the striking differences in the ELI’s approach to online instruction and bringing her points to life through demonstration lessons.

To Kim, crossing the line from classroom teacher to recruiter felt natural. “In either role, I’m an educator,” she said. “What I try to do as a recruiter is educate students and administrators about what we do as an Institute. I just tell the truth about what we have accomplished—the thorough training and preparation that the ELI faculty has undergone to deliver quality online instruction that sets us apart.”

ACADEMIC TRANSITIONS CONTENT FACULTY: PAUL CANEPA

Math basics question: In a long division calculation, where do you write the quotient?

- on the line above the dividend
- under the line that is under the divisor
- to the right of the dividend

Paul Canepa’s answer:

D. All of the above.

While teaching math in the Academic Transitions program at the ELI, Canepa learned from his students that different countries lay out math problems in different ways.

Majoring in physics in his undergrad years, Canepa discovered that he enjoyed his many math classes. At that point, he decided to double major in physics and mathematics.

While **contemplating** grad school, he discovered the subfield of math called “applied mathematics,” which combined math, physics, chemistry, engineering and biology. This seemed like a great match for him, so he came to the University of Delaware to start his Master of Science degree in applied mathematics at UD.

Working as a teaching assistant gave Canepa the opportunity to start teaching as a grad student. After earning his degree, he taught math at a community college full time. This gave him experience with a diverse population. While teaching as an adjunct at UD in the math department, he was made aware of the need for a math instructor for the ELI AT program.

“The description involved small class sizes, a diverse student population and math courses that I had already taught at UD. That sounded perfect to me!” quipped Canepa.

How does he connect with ELI students? Much humor, interactive lectures and probing cultural questions have helped along the way.

As an example, Canepa reported, “**Polynomial** long division is represented completely differently in China vs the US vs Saudi Arabia. Recognizing and affirming these differences as an



Paul Canepa

instructor helps the students to feel more included.”

Along with appreciating international students’ attitudes toward learning, Canepa also enjoys learning about various cultures from his students.

He offered, “Just this past week I learned that there is a very delicious type of burger that is made with a special cut of camel meat in Oman.”

Canepa also likes to see the diverse ways his students approach a math problem, which he has them share with the class so that all can learn from it.

“It’s fun for me and the whole class to examine these alternatives to see how they are different, how they are similar, and how they all lead to the same answer in the end.”

It seems that Canepa is not the only one who has fun in his classes. One of his students wrote that he is “the coolest mathematics teacher I have ever had,” and another stated, “I will really miss your class and especially your jokes.”

Tobias Lemke, coordinator of faculty development and program assessment for the Academic Transitions (AT) program, described Canepa as “the **backbone** of our math instruction in the AT and AUD programs ... a key leader in our transition to remote and hybrid teaching, given his experience in designing and teaching courses online.”

The ELI AT program is very fortunate to have Paul Canepa.

GLOSSARY

engender: to cause

synchronous: happening in real time, such as for a live lecture or class discussion

preponderance: majority

asynchronous: able to be completed according to one’s own schedule, not coordinated with other participants

iteration: a different version of an existing program

skeptical: having doubts that a statement is true

contemplating: thinking about whether you should do something, or how you should do something

polynomial: having more than one group of numbers or letters

backbone: the most important part of a system or organization, that gives it support and strength

ACE AND MA TESL ALUMNA NAMED DELAWARE TEACHER OF THE YEAR

by Kate Copeland, Sarah Whitesel & Nigel Caplan

ELI DEFT *CONT.*

Kimberly Stock, an alumna of the University of Delaware's graduate program in Teaching English as a Second Language, was named Delaware's 2021 State Teacher of the Year in **recognition** of her unwavering energy in the classroom, her outspoken advocacy for English learners, and her mission to give equal access to all students and voice to all teachers. The award is important not only because it honors Stock as an exceptional educator, but also because it is the first time an ESL teacher has been named Delaware Teacher of the Year, bringing recognition to the difficult and important work of ESL and bilingual teachers across the state of Delaware.

Stock is a teacher of English learners at McKean High School in the Red Clay Consolidated School District, where she teaches advanced placement literature and composition and 11th grade English language arts. Stock and her team manage the learning plans of more than 180 English learners. As a result of her and her team's work on curriculum, 100 percent of McKean's English learners graduated in 2020.

Having previously earned a Master of Science in education from the University of Pennsylvania, Stock initially undertook UD's 15-hour Accelerated Certification in ESL (ACE) program to better serve her English learner students. Coordinated by the ELI's Nigel Caplan, ACE was created to address the shortage of **certified** ESL and bilingual teachers in Delaware and to attract outstanding teachers to become leaders and advocates for English learners in Delaware's schools. Since 2016, 70 K-12 teachers have earned ESL certification through ACE, with 15 continuing in the UD Master of Arts in TESL program. Stock is among these dedicated teachers who now serve as ESL specialists across

Delaware, mentoring their colleagues and facilitating professional development.

Stock credits her time at UD for helping to shape her practice as an English learner teacher. Even as the Delaware English learner population has continued to grow, Stock saw that most mainstream teachers do not receive much training in English learner teaching methods. Recognizing a critical need, Stock completed work in the MATESL degree program that resulted in a proposed curriculum for a Methods of Teaching English Learners course for all new Delaware teachers. Thanks to Stock and other ACE teachers, awareness of the needs of English learners is spreading across the state.

As the 2021 Teacher of the Year, Stock has devoted time to sharing her message with a broad range of Delaware community **stakeholders**. Through her speaking engagements, her work on social justice committees, fostering student leadership in her school and leading professional development for her fellow teachers, Stock champions diversity in her school and community as well as equitable access and opportunities for all students, especially English learners. A key word in Stock's message is "respect."

"Our schools must be safe spaces for all students regardless of color, heritage, faith or gender identity," Stock said.

As part of her mission, Stock is working with educators to develop a social justice curriculum that teaches anti-bias and anti-racism. Stock also



UD MATESL graduate Kimberly Stock, Delaware's 2021 State Teacher of the Year

recently ran for and won a position on the school board of the Brandywine School District, where she is a resident and active parent, and where she continues her mission as an advocate for both students and teachers.

Stock's passion for teaching students of diverse backgrounds comes from her own life experiences as a child adopted from South Korea into a white family in Nebraska. While, as a child, she experienced **trauma**, racism, illness and loss, she says she was also given "new opportunities and second chances."

"At different points in my education and life, certain teachers let me know that I mattered. They taught me ... that a teacher can not only impart knowledge but also be a champion for her students." Now Stock tries to be the one opening those doors for her students, in her roles as a teacher and advocate and now as a policy maker in Delaware's public education community.

In every DEFT alumni comment, whether about successes, challenges or fond memories, the joy and passion for teaching English shone through. *Tejedor Aguilar* said, "I still remember my first class at ELI. That day, a spark of joy for learning English stirred up, and it has never been off since then."

Hopes for the future

The ELI has continued to provide meaningful professional development to meet the ever changing needs of dedicated English teachers such as these in communities around the world, with short- or long-term programs, both on campus and online. By leveraging the collaborative capacities of the digital environment and custom tailoring programs for specific training outcomes, the ELI DEFT program aims to facilitate lasting impact on English teaching and learning. Thus, amid a variety of hopes expressed for the future by these dedicated alumni, perhaps the strongest confirmation of our teacher education mission was this most repeated aspiration, here expressed by *Patrícia dos Santos de Souza* (Brazil '19): "I really hope I can come back one day."



A splash of the most oft-repeated words in responses to a survey sent to more than 350 DEFT alumni English teachers around the world

GLOSSARY

recognition: the acknowledgment of achievement, service or merit

certify: to give an official document that proves that someone is qualified in their field

stakeholder: a person/group that has an investment or interest in a particular system

trauma: an experience that produces physical or psychological injury or pain

STAFF PROFILE: JEANINE FELTNER

by Sarah Petersen

A high school assignment hooked Jeanine Feltner for life.

Feltner, the English Language Institute's conditional admissions coordinator, made first contact with the Institute when, as a high school sophomore, she needed to fulfill a Junior National Honors Society requirement to complete community service hours. Feltner's mother, Sandra Chapman, was ELI office coordinator at the time and connected Feltner with then assistant director Deb Detzel. Feltner's work that first summer, assisting Detzel with student activities and events, was so greatly appreciated that she was asked back—again and again.

Feltner has come a long way from her days of firing up barbecue grills in the ELI's backyard. Today she guides prospective UD undergraduate and graduate international students through the application process for conditional admission to the University.



Jeanine Feltner

The interpersonal and technical skills that Feltner uses in her position have their precedents in the many tasks she has performed at the ELI since her first summer. As ELI assistant director for admissions Kirsten Brown put it, "Jeanine has been working her way 'up,' literally, from high school to her current role"—referring to one of Feltner's first tasks: filing paper-based records in rows of cabinets in the headquarters basement, fondly dubbed "the dungeon."

The transition from high school to college occurred without a bump in Feltner's ELI work: enrolled at the University of Delaware, she immediately secured a work-study position at the ELI Office of Admissions and Recruitment

and continued working there while majoring in fine art.

While ESL and art seem like two different worlds, Feltner pointed out that both fields need creative thinking and project management skills. She cited, as an example, the new student orientation (NSO) at the beginning of every session.

"It takes a lot of coordination and preparation but also a lot of off-the-cuff trouble-shooting," Feltner said. "Afterwards, when we look back at what we have achieved, there's such a feeling of satisfaction."

In fact, Feltner said that her favorite part of her job happens at NSO, when she finally gets to meet the students she has been assisting through the program and visa application processes.

"We have worked so hard together, sometimes for six months—all the steps, all the emails back and forth. Then the student arrives at NSO as a newbie, so excited to be here."

Beyond her love for the ELI's students, Feltner is appreciated for her technical savvy. A decade ago, when paper-based was transitioning to digital record-keeping, Feltner had the onerous task of scanning and uploading mountains of paper documents. Intrigued with online records management, she was among the first at the ELI to dive into the Slate management database when it was adopted by the University. Feltner soon became an informal in-house authority on Slate.

"Jeanine is always up for a challenge," Brown stated, praising Feltner's "exemplary attitude, calm demeanor and wonderful organizational skills."

In a profile of Sandra Chapman for the 2008 ELI Annual News, it was written that Chapman was creating her legacy at the ELI by "working out new, efficient systems to support the Institute's growth." Indeed, Chapman has left her legacy—a living one—in her daughter.

"Now," stated Brown, "as Jeanine's own family is growing, we hope that she will groom her beautiful baby daughter, Amelia, to love the English Language Institute as much as Jeanine does—and as much as we love Jeanine!"

TUTOR PROFILE: CYNDI FUNK

by Susan Foy

Cyndi Funk always knew that she wanted to be a teacher; she started promptly at the age of four, when she taught herself how to read. A year later, she moved on to teaching others. She created a classroom on her bed, consisting of her dolls and stuffed animals, so that she could teach them to read, too.

At the age of nine, Cyndi moved on from reading to phonology. When her family moved from Connecticut to Delaware, she discovered that her Yankee accent made her stick out, so she trained herself to speak like a native Delawarean. She graduated from Newark High School as a member of the Future Teachers of America and the Tri Hi charity club and was awarded the Newark Special School District Scholar Award.

Cyndi continued to pursue her interest in teaching when she attended the University of Delaware, majoring in elementary education. After graduating, she taught for seven years in what is now the Red Clay School District. After her marriage and the birth of her two children, she stayed home for a while to care for them, working instead in her husband's office.

In 2004 Cyndi returned to the world of teaching. She started out as an after-school tutor in the Colonial School District, working with students who were behind their grade level. During this time she became certified in Access testing for ESL students. This is how she became involved and gained experience in ESL teaching.

While she was at Colonial, one of the other teachers suggested that Cyndi look into the Christina Groves Adult Education program, suggesting that she should take a few ESL classes first. Working with ESL children was such a positive experience that she thought she would enjoy working with adults learning English as well. She took numerous training courses during 2008, including classes in ESL techniques and TESOL for business.

Cyndi applied and got the job, and began teaching ESL to adults. At that job, she met many teachers from ELI, and that was how she learned about the UD program. She was hired as a tutor in 2009 and has been tutoring here ever since.

Since coming to ELI, Cyndi has been involved in the Reading Horizons program, geared specifically to lower level students, using phonetic strategies to teach them to read in English. In addition, she took over the idioms cluster in 2010. This has been a popular cluster among all ELI students and is Cyndi's absolute favorite activity. She has continued to teach at the Christina Groves program until recently, and also plans to teach for the Red Clay district in September.

Cyndi has two happily married adult children and three grandchildren, with a fourth arriving in January. With her family, her work at ELI, and her other employment situations, she is a busy lady and a very valuable member of the ELI team!



Cyndi Funk

TRUE GRIT: MESSAGES TO OUR ALUMNI FROM ELI STAFF AND FACULTY

IN CELEBRATION OF THE ELI'S **RESILIENCE** THROUGHOUT THE PAST TWO CHALLENGING YEARS, ELI FACULTY AND STAFF WOULD LIKE TO SHARE STORIES AND REFLECTIONS ON THE INSTITUTE'S **IRREPRESSIBLE SPIRIT**.

Leslie Connery, faculty

As soon as the University issued a stay-at-home order, ELI faculty, tutors and staff fused into a **gutsy** team to support each other as we learned how to serve our students online. As we **fumbled** with technologies that were brand new to many of us as well as to our students, colleagues reminded colleagues to give themselves as much grace as they were giving their students.

Ken Cranker, faculty

To meet the needs of our students joining our online classes from abroad, many of us taught courses outside of our routine assignments or held class at times considerably outside the ELI norm, even 6:00 a.m. or 8:00 p.m.

Mike Fields, faculty

My students have, for the most part, taken online classes seriously and worked just as hard as if they were in person. They have done everything that I have asked them to do and tried to remain a part of the Blue Hen family.

Kristin Grant, tutor

For the tutors, during our long period of isolation, Zoom chat became a great resource for friendly **banter**, a good laugh, and a source of connection during our free time and at any hour. It was fun to see the hidden selves of coworkers emerge in the safety of faceless dialogue.

Nonie Bell, faculty

My technologically **adept** colleagues have patiently tolerated my hesitant adaptation to internet-based instruction, some of them spending significant amounts of time coaching me through how to use varied tools in my classroom. What's more, the ELI administration has allowed me freedom of choice in which tech tools and to what extent to incorporate their use in my instruction.

Most importantly, over the past 21 months, with shifts from in-person to online to hybrid and then back to in-person instruction, most of my students have more than exceeded expectations for flexibility, patience and good humor, demonstrating resilience and academic commitment to warm their teacher's heart.

Callie Zimmerman, ELI student engagement coordinator

The yearlong Khbrat training program for Saudi K-12 educators was forced by the coronavirus to cancel in-person graduation plans in May 2020. Determined nonetheless to celebrate the group's hard work and achievements, the Khbrat program coordination team organized a "drive-by graduation" for the departing participants. We decorated our cars with balloons and stickers and drove to each participant's apartment complex to award plaques, gifts and graduation certificates, take socially distanced pictures and say goodbye. It was a lot of work but ended up being a really fun day for all.

Lee Horzempa, tutor

I was inspired by the resilience and adaptability of the Tutoring Center in making the sudden transition to online tutoring. Everyone remained relatively calm, and we were able to continue to meet the needs of our students as well as provide support for each other through the Zoom chat.

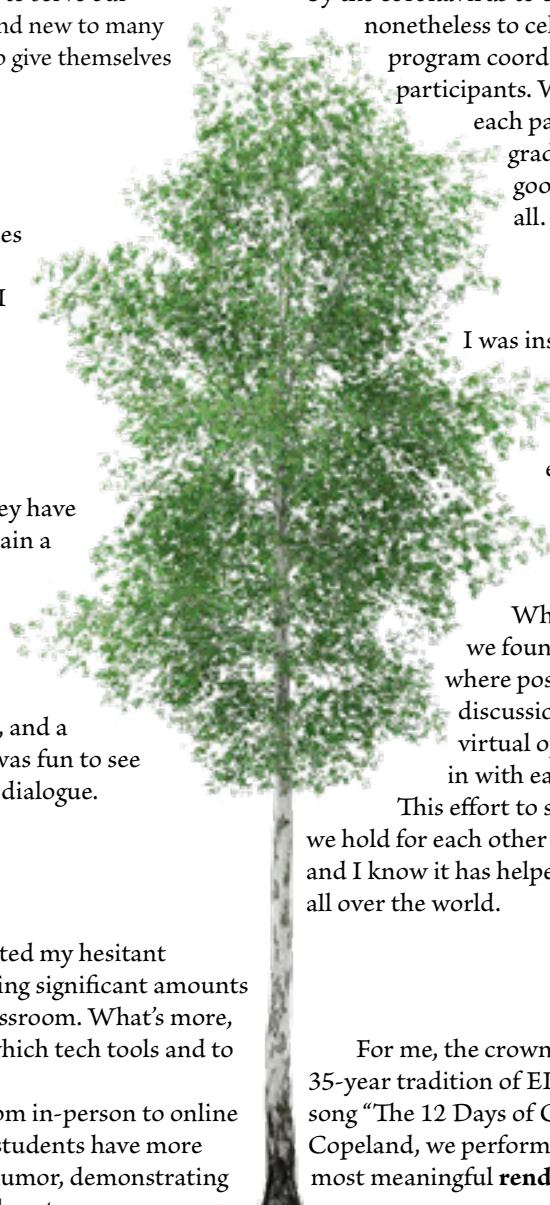
Kate Copeland, faculty

When ELI faculty lost our usual social spaces in March 2020, we found ways to stay connected through new technologies, but also, where possible, in old-fashioned ways. We've held informal weekly online discussions about teaching and also outdoor picnic gatherings. There are virtual open office hours as well as regular "serenity" walks just to check in with each other.

This effort to stay meaningfully connected speaks in many ways to the **esteem** we hold for each other not just as teaching professionals but as fellow human beings, and I know it has helped me to better support my students who are "zooming in" from all over the world.

Scott Stevens, director

For me, the crowning example of resilience was our success in maintaining the 35-year tradition of ELI faculty, tutors and staff singing and acting out the holiday song "The 12 Days of Christmas." Thanks to some media **wizardry** by our own Kate Copeland, we performed—and **harmonized**—on Zoom. In truth, it was our best and most meaningful **rendition** ever.



GLOSSARY

grit: the courage to continue something difficult

irrepressible: impossible to control or stop

gutsy: showing courage and the desire to succeed

fumble: to use your hands in a way that is not sure or steady

adept: good at doing something that is difficult

banter: friendly remarks and jokes

esteem: great respect

wizardry: very impressive skill

harmonize: to sing music in different tones that combine to make a pleasant sound

rendition: a performance, especially of a song

PERSONNEL NOTES

GROWING FAMILIES

Jeanine Feltner, conditional admissions coordinator, and her husband, Jeremiah, welcomed their new baby girl, Amelia Jean, on February 13.



Jeanine & baby

Frances LaBarbera with Mullica Hill Photography

Amanda Brunson and academic development specialist (ADS) **Ross Fenske** welcomed little Emma Greer Brunson-Fenske on July 26.



Ross & Mandi & Greer

Assistant Professor **Scott Duarte** married Barb Wellner in July.



Scott & Barb

SAYING GOODBYE

ADS **Mikki Washburn** retired at the end of 2020. A much-loved teacher and wise advisor for hundreds of ELI students, Mikki is now enjoying life at her family farm, where she hosts current students for in-person and virtual field trips.

Assistant Director for Student Life **Tim Kim** left in February to pursue a new opportunity in the corporate world. A valuable member of the ELI administrative team for more than nine years, Tim headed up the extra-curricular side of ELI: planning excursions, orchestrating and emceeding cultural events, counseling students, overseeing health and housing and addressing student emergencies. We wish Tim every success in his future endeavors.

ADS **Meghan Graham** resigned in April to pursue new opportunities in education. A splendid teacher, Meghan was an anchor to our intermediate-level ESL classes, earning much praise from her students over the years. We wish her all the best in her new situation.

Jeanne Cannavo, much loved academic support coordinator for nine years, retired in April. Jeanne was command and control for our 108 E. Main St. site, juggling dozens of tasks at once, from helping students and resolving every faculty member question and need to fixing copiers, ordering supplies, scheduling classrooms, arranging working meals, preparing meetings ... the list goes on. Jeanne, a former Italian teacher, thrived amid the frenetic pace of the ELI and is now able to find the time in retirement to visit her villa in Italy.

Sarah Whitesel, a highly valued graduate assistant, secured a full-time ESL teaching appointment with Tuscarora Intermediate Unit in Pennsylvania in January, having completed her Master of Arts in TESL in May 2020. During her time at the ELI, Sarah was a key member of our communications team, proving herself to be a superb writer and chronicler of ELI events and achievements.

ADS **Jackie Whitney** resigned in August to become an instructional designer at Wilmington University. Jackie was a key member of our beginner levels at ELI and, more recently, was a leader and mentor to ELI faculty in designing online courses. We wish Jackie much success in her new role.

ADS **Kate Burke** retired in July after five years of teaching at the ELI. Kate was a caring, dedicated member of our instructional team, and we wish her much happiness in this season of her life.

Rebecca Usher, administrative assistant for the ELI's financials office for eight years, earned a major promotion to financial analyst within the administration of the College of Arts and Sciences. This promotion recognizes Becca's outstanding contributions to ELI operations. Congratulations, Becca!

Lin McDowell was appointed academic support coordinator for the art history department in the College of Arts and Sciences, after having been part of the ELI for over 13 years in a variety of administrative support capacities.

Blythe Milbury-Steen, lead advisor for the Academic Transitions and Accelerate-U Delaware programs, transferred in October to the Department of Languages, Literatures and Cultures as world language education coordinator and advisor. Many now matriculated ELI graduates benefitted from Blythe's counsel, encouragement and challenge.

Sue Walton, ELI's systems analyst for the past six years, moved to central administration of the College of Arts and Sciences, where she will continue in her role but with expanded responsibilities, devoting part of her workload to supporting ELI projects.

After four years of working as the academic support coordinator at our 318 S. College location and, more recently, as administrative support for the MA TESL program, **Tanya Kang** has moved to UD's central human resources department.

Leah Davidson left the ELI in October, having recently moved with her husband to Colorado to be with their extended family there. For the past four years, Leah has been an important member of our Office for Recruitment, Marketing, and

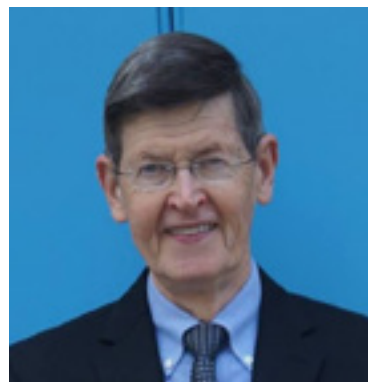
Communication, where she impressed her colleagues with her professionalism and passion for supporting prospective students and sponsors.

Long-time tutor **Nancy Blevins** retired in April. Nancy started with the Tutoring Center in 2012 and quickly developed a specialty for working with students in levels I and II. Her students remember her kindness and good humor. Nancy has been enjoying travels with her husband.

Jerry "Crabmeat" Thompson passed away at the end of June. Crabmeat, as he was known to his students and colleagues and his many fans in the Delaware area, started at the ELI in November 2012 and tutored writing and American culture. He was known for his "Folksongs Cluster" and Christmas "wrap" songs. Beyond the ELI, Crabmeat was a local celebrity in the local folk music scene. He is survived by his beloved wife, Janice, who continues to tutor at the ELI.



Jerry "Crabmeat" Thompson

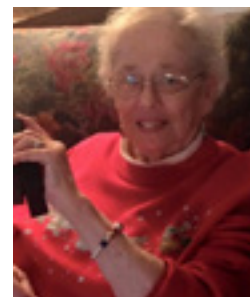


Thomas Gething

Long-time tutor **Thomas "Dr. Tom" Gething** passed away in October. Thomas was much respected and admired by his ELI colleagues. He came to the ELI after retiring from a long and distinguished career in higher education, having held the posts of

associate vice provost for graduate studies, dean of students, and chair of Southeast Asian studies at the University of Hawaii. He had also served as chair of the department of linguistics at Ohio University. We shall miss Tom's gracious, gentle ways and the wisdom he shared with ELI students, faculty, and administrators alike.

Former office coordinator **Polly Vaughn** passed away on December 25, 2020. Polly had worked at the ELI from 1986 through 1994 before retiring. Many ELI alumni from the 1980s and 90s fondly remember Polly as their second mother during their stay in Delaware, helping them adjust to their new surroundings and encouraging them in their studies.



Polly Vaughn

CELEBRATIONS

ELI Director **Scott Stevens** marked his 40th year at UD in September and, as of January 2022, his 40th year on the ELI faculty. Hearty congratulations, Dr. Stevens!

ALUMNI NEWS 2021

Nestor Raul Aspen Aida Sanchez (Colombia '14) has a master's in industrial engineering, but he has recently become an entrepreneur in a totally different area: baking. While at the ELI, Aida Sanchez took the "Kitchen Class" tutoring cluster with Nancy Turner, who taught him how to make cinnamon rolls. In 2020, during the pandemic lockdown in Colombia, Aida Sanchez and his sister baked cinnamon rolls for their neighbors, who loved the baked goods so much they encouraged Aida Sanchez to sell them. Thus, he started his business, Los Rollos Hermanos. Currently, Nestor sells cinnamon rolls to all of Colombia, and he has partnered with delivery companies for handicapped people, coffee shops, fast-food shops and even breweries. You can visit his business at www.instagram.com/rolloshermanos.

Abdulelah Alkhuraif a.n.alkhuraif@gmail.com (Saudi Arabia '18) has completed his master's degree in law at Georgetown University and gone on to pursue a doctorate in financial law at Wake Forest University. His dissertation is related to legal issues with crowdsource funding.

Janaína Alves de Andrade janeseni@hotmail.com (Brazil '18) works as a teacher and a coordinator in a Brazilian public school. Her long term goals are to contribute to students who have learning difficulties and limited access to learning languages. Alves de Andrade has won many awards, such as a PDPI scholarship in 2018, a PDEB scholarship in 2019-2020, and the GOI scholarship in 2021, which as brought her currently to Mary Immaculate College in Ireland.

Andrea Julieth Monroy Altuzarra (Colombia '16) works in the legal office of Javeriana University, where she supports the research area. Sharing her memories of the ELI, she said, "I grew as a person, I learned about other cultures and made friends that have lasted through time. Since last year I am trying to manage my schedule to practice with an ELI tutor for alumni through Skype." Monroy Altuzarra said that the biggest lesson the ELI left with her is that language is the source of communication, and that you have to use it without fear.

Jessica Oshiro jessicaoshirojp@gmail.com (Brazil '19) and her husband rejoiced at the birth of their son, Inácio Oshiro Kocimba, on May 22.



Jessica Oshiro, baby Inácio and his daddy all have Blue Hen spirit.

Umida Ruzybayeva rumida@udel.edu (Kazakhstan '20) welcomed baby boy Jasur on August 12.



Umida Ruzybayeva and her son, Jaasur.

Susane Soares with her son, Luiz Felipe



Susane Soares susanesoares05@gmail.com (Brazil '19) gave birth to a son, Luiz Felipe, on September 8.

Dan "Abby" Tang (China '19) has earned a master's degree in English this year and has begun working for an international logistics company, Longsail Supply Chain Co., Ltd., in China. Tang reminisced, "At the ELI, I learned English, friendship, gratitude, and how to live in the moment!" She is grateful to her tutors, who opened borders in her social circles at UD and gave her a chance to gain precious friendships.

Nobushiro Tanaka (Japan '16) is a new father--his son was born July 13. Tanaka and his wife, Sachie, were married in 2020. Tanaka has a bachelor's degree in education and a master's degree in Teaching English to Speakers of Other Languages from Soka University. He is currently working as a junior high school English teacher in Japan. Tanaka is an athlete and has won many medals in baseball tournaments.

Hyunmin "David" Yu icy1250@gmail.com (South Korea '14), who wrote so poignantly for 2021 ELI Interactions about working as a nurse practitioner in an intensive care unit during the pandemic, has been accepted to the University of Pennsylvania's doctoral nursing program, with a full four-year scholarship. "I truly believe perseverance and resilience were key factors for this success," Yu wrote.

Qian Zhao (China '19) earned a master's degree in English this year, and her life's goal is to become an excellent English teacher. She said, "The most important skill I learned from the ELI is group work." She advises everyone in the ELI family to stay focused and to live in the present.

Nermin Zubaca nerminzubaca@gmail.com (Bosnia '08) and his wife, Lizzie, welcomed their first child, Norah, born July 10.



Nermin Zubaca, his wife and Norah

PROFESSIONAL ACTIVITIES OF FACULTY AND STAFF

Karen Asenavage, Associate Director

Presentations:

“Collaborative Ways to Deliver Successful University Content Courses” (with Scott Duarte and Julie Lopez). TESOL International Convention, March 2021.

“A Case Study in ESP: Content-based Instruction for Disaster Management.” U.S. State Department specialist master class, May-June, 2021.

Eleanora S. (Nonie) Bell, Faculty

Presentation:

“Online Reading Tools for Asynchronous Instruction” (with Phil Rice). TESOL Electronic Village, March 2021.

“Win-Win! Student-Generated Materials Increase Engagement and Adaptability” (with Phil Rice). Washington TESOL Conference, March 2021.

Leadership:

Senator representing the ELI, College of Arts and Sciences Faculty Senate, University of Delaware

Adil Bentahar, Faculty

Presentations:

“Leveraging Lessons from the Pandemic: How IEPs Improve Diversity, Equity, and Inclusion in Higher Education.” Spotlight Session, 34th International Congress for School Effectiveness and Improvement (ICSEI), March 2021.

“Evaluating Teacher Training and EFL Educator Empowerment: A Mixed-methods Study” (with Kate Copeland and Scott Stevens). TESOL International Convention, March 2021.

“Enhancing IEP Reading-Writing Courses: Why Integrated-Skill Instruction Works” (with Kenneth Cranker). 3rd International Conference on English Across the Curriculum, May 2021.

“Teaching Reading Comprehension in the Era of the COVID-19 Pandemic: What Research Tells Us” (with Ali Alalou). First Online International Conference on Re-envisioning Higher Education for a Post-Pandemic World: Apprehensions, Challenges and Prospects, June 2021.

“Can Second Language Research Help Teachers Enhance Corrective Feedback in Writing? An Update” (with Ali Alalou). Delaware Council on the Teaching of Foreign Languages (DECTFL) Annual Conference, October 2021.

“Culturally Relevant Practices Within the Context of Teacher Education amid a Pandemic” (with Carolina Correa). PennTESOL-East Conference, November 2021.

“A Qualitative Analysis of IEP Teacher Perceptions of Reading Instruction during Emergency Remote Teaching” (with Ali Alalou). 2nd International Symposium on Applied Linguistics Research, November 2021.

“Effective Integration of Grammar and Strategy Use into Reading Instruction” (with Kenneth Cranker). American Council on the Teaching of Foreign Languages (ACTFL) Convention, November 2021.

Adil Bentahar, Cont.

Publications:

“Educational Change in Saudi Arabia: Insights from One U.S./KSA Teacher Professional Development Collaborative” (with Kate Copeland, Scott Stevens, and Carol Vukelich). *International Educational Studies*, Canadian Center of Science and Education, vol. 14, no. 10, 2021, pp. 77-94.

“Building Bridges to Enhance English Learners’ Accessibility amid a Pandemic.” *ICSEI Dialogic*, vol. 1, no. 1, 2021, pp. 12-14.

“Enhancing IEP Reading and Writing Courses with Activities That Integrate Skills” (with Kenneth Cranker). *GATESOL in Action Journal*, vol. 31, no. 1, 2021, pp. 54-60.

Leadership:

Co-leader, TESOL Social Responsibility English Learner Advocacy Interest Group Board member, Delaware Council on the Teaching of Foreign Languages (DECTFL). Member, Generational Renewal, Inclusion, and Diversity (GRID) committee, International Congress for School Effectiveness and Improvement (ICSEI)

Robbie Bushong, Academic Development Specialist

Leadership:

Proposal reviewer, TESOL

Nigel Caplan, Faculty

Presentations:

“First, Second, Finally? The Murky Transitions to Academic Language in L2 Writing” (plenary). St. Andrews EAP Conference, February 2021.

“Exploring Novice Undergraduate Writers’ Roles in Pedagogical Genres.” AAAL Conference, March 2021.

“Genre-Based Instruction: Frequently Asked Questions—and Answers” (with Christine Tardy and Ann Johns). TESOL International Convention, March 2021.

“Marshalling Voices and Sources in Student Writing: A Cline of Dialogism.” First International Online Systemic Functional Linguistics Interest Group (SFLIG) Conference, November 2021.

Leadership:

Member, University of Delaware Graduate College Council
Member, University of Delaware Graduate College Ad-Hoc Committee on Online Graduate Education

Peer reviewer: *English for Specific Purposes Journal*, *Studies in Second Language Teaching*

Kate Copeland, Faculty

Presentations:

“Empowering Effective EFL/ESL Teacher Training in the Post-Pandemic World” (with Jennifer Johnston, Ketty Reppert and Nicole Servais). Panel session. TESOL International Convention, March 2021.

“Evaluating Teacher Training and EFL Educator Empowerment: A Mixed-methods Study” (with Adil Bentahar and Scott Stevens). TESOL International Convention, March 2021.

“Teacher Voices: Informing Educational Leadership Development for Twenty-First Century Schools in the MENA Region” (with Hilary Mead). 34th International Congress for School Effectiveness and Improvement (ICSEI), March 2021.

Kate Copeland, Cont.

“Effective Practice in Early Language Learning” (with Nicole Servais). National Symposium on Excellence in Teaching English to Young Learners, Ministry of Education, Saudi Arabia, August 2021.

Publications:

“English K-12 Teacher Experiences in Saudi Arabia in the Pandemic Era: A Follow-up Study of One Khbrat University Program” (with Ahlam Daraghmeah Musa and Hilary Mead). *Arab World English Journal*, Special Issue on COVID-19 Challenges, April 2021, pp. 3-20.

“Educational Change in Saudi Arabia: Insights from One U.S./KSA Teacher Professional Development Collaborative” (with Adil Bentahar, Scott Stevens, and Carol Vukelich). *International Educational Studies*, Canadian Center of Science and Education, vol. 14, no. 10, 2021, pp. 77-94.

Leadership:

Proposal reviewer: ICSEI 2021, TESOL 2022

Kenneth Cranker, Faculty

Presentations:

“Enhancing IEP Reading-Writing Courses: Why Integrated-Skill Instruction Works” (with Adil Bentahar). 3rd International Conference on English Across the Curriculum, May 2021.

“What Adaptations to Online Teaching Will I Keep In-Person?” TESOL Virtual Conversations, August 2021.

“Effective Integration of Grammar and Strategy Use into Reading Instruction” (with Adil Bentahar). American Council on the Teaching of Foreign Languages (ACTFL) Convention, November 2021.

Publication:

“Enhancing IEP Reading and Writing Courses with Activities That Integrate Skills” (with Adil Bentahar). *GATESOL in Action Journal*, vol. 31, no. 1, 2021, pp. 54-60.

Scott Duarte, Faculty

Presentations:

“A Pathways Model: Collaborating with University Instructors in Materials Delivery” (with Scott Partridge and Tobias Lemke). TESOL International Convention, March 2021.

“Collaborative Ways to Deliver Successful University Content Courses” (with Karen Asenavage and Julie Lopez). TESOL International Convention, March 2021.

Monica Farling, Academic Development Specialist

Presentation:

“The Apple of Your Writing: Descriptive Writing for ESL” (with Scott Partridge). TESOL International Convention, March 2021.

Michael Fields, Faculty

Presentation:

“Developing Institutional Listening Tests.” English Language Testing Society Annual Conference, October 2021.

Publication:

“Listening Test Construction: The Development, Production and Validation of a Test Suite.” *Testing, Evaluation and Assessment Today*, vol. 5, no. 3, 2021, pp. 21-24.

Ana Kim, Academic Development Specialist

Leadership:

Fulbright University of Delaware Campus Search Committee Chair, University of Delaware International Caucus, 2018-2021

Tobias Lemke, AT Coordinator for Program Assessment and Faculty Development

Presentation:

“A Pathways Model: Collaborating with University Instructors in Materials Delivery” (with Scott Duarte and Scott Partridge). TESOL International Convention, March 2021.

Julie Lopez, Academic Development Specialist

Presentation:

“Collaborative Ways to Deliver Successful University Content Courses” (with Karen Asenavage and Scott Duarte). TESOL International Convention, March 2021.

Scott Partridge, Faculty

Presentations:

“The Apple of Your Writing: Descriptive Writing for ESL” (with Monica Farling). TESOL International Convention, March 2021.

“A Pathways Model: Collaborating with University Instructors in Materials Delivery” (with Scott Duarte and Tobias Lemke). TESOL International Convention, March 2021.

Wakako Pennington, Academic Development Specialist

Leadership:

Proposal reviewer, NAFSA 2022 Annual Conference

Phil Rice, Faculty

Presentations:

“Online Reading Tools for Asynchronous Instruction” (with Nonie Bell). TESOL Electronic Village, March 2021.

“Win-Win!: Student-Generated Materials Increase Engagement and Adaptability” (with Nonie Bell). Washington TESOL Conference, March 2021.

David Robertson, Tutor

Publication:

“The Groundswell Moving.” Newark, Delaware. Branton Press, 2021.

Nicole Servais, Faculty

Presentations:

“Empowering Effective EFL/ESL Teacher Training in the Post-Pandemic World” (with Kate Copeland, Jennifer Johnston and Ketty Reppert). Panel session. TESOL International Convention, March 2021.

“Effective Practice in Early Language Learning” (with Kate Copeland). National Symposium: Excellence in Teaching English to Young Learners, Ministry of Education, Saudi Arabia, August 2021.

Scott Stevens, Director

Presentation:

“Evaluating Teacher Training and EFL Educator Empowerment: A Mixed-methods Study” (with Adil Bentahar and Kate Copeland). TESOL International Convention, March 2021.

Publication:

“Educational Change in Saudi Arabia: Insights from One U.S./KSA Teacher Professional Development Collaborative” (with Adil Bentahar, Kate Copeland and Carol Vukelich). *International Educational Studies*, Canadian Center of Science and Education, vol. 14, no. 10, 2021, pp. 77-94.



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