



ELI FACULTY AND STAFF JOIN DEAN GEORGE WATSON (SEATED, CENTER) AT THE ARTS AND SCIENCES "STATE OF THE COLLEGE" RECEPTION IN SEPTEMBER. THE DEAN IS FLANKED BY DIRECTOR SCOTT STEVENS AND ASSOCIATE DIRECTOR JOE MATTERER (RIGHT) AND BY ASSOCIATE DIRECTOR KAREN ASENAVAGE (LEFT).

ELI rejoins Arts and Sciences

After 21 years, the English Language Institute has come home again. Although the ELI acquired an additional physical "home" last year (at 108 East Main St.), this year the Institute returned to its original *academic* home, the College of Arts and Sciences (CAS), where it began in 1978.

"We are returning to a very different place, however," Director Scott Stevens said. "CAS is much more international today, much more outwardly focused than it was 21 years ago."

From 2002, the ELI was part of the College of Education and Human Development, after more than 10 years in the Office of International Programs and Special Sessions.

"The University of Delaware has always been a leader in study abroad programs," Stevens said. "But now we are bringing the world to the campus, particularly at the undergraduate level. As part of that overall vision, aligning the ELI with the College of Arts and Sciences was key."

The benefits of collaboration between the ELI and CAS are varied. Just as the ELI's years of experience in addressing the linguistic and cultural needs of foreign students can benefit CAS, the opportunity for closer integration with academic classes and increased interaction with American students opens many new doors for ELI students and faculty. Future possibilities include joint research between ELI and other CAS

departments, collaborative short-term programs in English for specific purposes, and service learning opportunities for both American and ELI students.

The ELI's reunion with CAS is a natural culmination of changes that both the ELI and the University of Delaware have undergone in the last few years, most importantly the "Path to Prominence" strategic plan launched by President Patrick Harker in 2008. A key component of this plan is the Global Initiative, one of whose goals is "to expand the 'global experience' on our own campus." The ELI, with its greatly expanded Conditional Admission Program offered in collaboration with the Office of Undergraduate Admissions, has been recognized as a major contributor to this goal.

"There exists a wonderful opportunity for the College and, by extension, the University as a whole to become more inclusive, more welcoming and more supportive of international students while creating meaningful interactions with American undergraduates and, in the process, enriching the educational experience for all," Stevens said.

Noting that the transition was approved in a unanimous vote by the College and the University Faculty Senate, Stevens said, "We've been greeted with open arms." *GW*

INSIDE

NEW ASSOCIATE DIRECTOR.....	2
ELI STRENGTHENS CAP.....	2
JOINT ELI-FOREIGN LANGUAGES INITIATIVE ...	3
SPECIAL PROGRAMS	4
ELI STUDENTS PERFORM ON CAMPUS.....	5
ALUMNI NEWS	7
NEW CLASSES.....	8
CHRISTINA SCHOOL DISTRICT ESL	8
SELF ACCESS LEARNING CENTER GROWS.....	9
SERVICE LEARNING.....	9
SUSAN COAKLEY RETIRES .	11
INTERNATIONAL CULTURE CLUB.....	12
FESTIVAL OF NATIONS ...	12

FROM THE DIRECTOR'S DESK



SCOTT G. STEVENS

Dear ELI friend,

At our spring ELI retreat, we resolved to promote more extensive outside reading among our students. To serve as good role models, faculty and staff have placed signs on their office doors with the title and author of the book they are currently reading. My recent choice was *What the Best College Teachers Do* by Ken Bain. As director of the Center for Teaching Excellence at NYU, Dr. Bain has spent many years identifying professors who excel in creating transformative classroom experiences, where students not only acquire but also construct knowledge, where they learn *how* to learn and, in the process, come to love learning. They are, as Bain explains, teachers who impact students "intellectually and educationally, and [leave] them wanting more."

Once Bain had created his list of outstanding educators, he began observing their classes and interviewing them, along with their former and current students and their peers. Although these professors had very different methods of teaching, they all shared a common set of attitudes and approaches to teaching, students and learning.

First, each was an expert in his or her field and exuded a contagious passion for the subject matter. All of the professors regarded classroom teaching as intellectually rigorous as scholarship. As such, the best instructors were always seeking input and ideas to improve their classroom effectiveness. They expected more of their students—especially struggling students. Although they challenged their students, these teachers also gave the support and guidance necessary to help ensure successful learning. They trusted their students, believed in their ability to succeed and sought to discover their individual abilities and talents.

According to Bain, under great professors, students "become independent, critical and creative thinkers." They are inspired to care deeply about the subject—to work hard out of the intrinsic desire to reap the reward of learning, rather than merely the reward of a high grade. Exceptional teachers confer upon students a sense of ownership over the learning process.

The more I read of *What the Best College Teachers Do*, the more I realized that Bain was aptly describing the instructors and tutors at the ELI, whose dedication to excellence and successful student learning has been our hallmark. We have many ways of measuring the effectiveness of our faculty, such as the high rate at which students complete their ELI program of study, the strong GPAs of ELI graduates now at UD, observations of classes and course evaluations. The feedback I find most illuminating, however, is comments students write about their teachers. Permit me to share a brief but representative sampling of these

based on Bain's categories for excellence:

1. Expertise and ardor: "I love this class—I like the attitude of my teacher. She teaches with much love and passion." "She represents the legend of ELI, which is the reason I came here."
2. Reflective teachers: "Our teacher was always thinking about how to help us progress to the next level." "She used awesome and amazing teaching strategies."
3. Setting high expectations: "It's a great class. The teacher is excellent. But it is an intensive class. You should be ready to be fully committed to his class."
4. Motivating students: "She is a role model [who] motivated her students. All of us love her."
5. Trusting students: "You believed in me when I didn't yet believe in myself." "You were the first to make me think I could go to UD."
6. Creating intrinsic motivation: "In the first days, I hated this difficult course, but now I come to class everyday with a high level of excitement and expectation to learn more."
7. Imparting ownership over learning: "You made me a better student. Every time after a test, I think of how to improve the next time and to ask better questions."

Several students went so far as to confer the following honor upon their instructors: "You are the best teacher in the world."

Students initially come to the ELI for pragmatic reasons: to enter a university or to advance their careers. Yet once they become engaged and challenged by extraordinary faculty and tutors, they soon embark on a journey in which they rediscover the joy of learning. Finding themselves among students from some 40 countries, they acquire a fuller appreciation of what it means to be a global citizen.

As we begin a New Year, may you find joy, peace and a rediscovered passion for learning.

Scott G. Stevens, Director

P.S. This annual tribute to our alumni, students, teachers and staff has been overseen by Barbara Morris, editor-in-chief, and editors Wendy Bulkowski, Janet Louise, Sarah Petersen and Grant Wolf, with the collaboration of their colleagues.

2 ELI hires new associate director



KAREN ASENAVAGE

Karen Asenavage, an accomplished ESL administrator and academic program developer, has joined the ELI as associate director for academic programs. Asenavage came to Newark in February from Yale University, where she was associate director for English language study and director of English language programs.

“Karen brings outstanding experience and expertise to the position—as well as exceptional communication skills,” said ELI director Dr. Scott Stevens.

At Yale University, Karen initiated and established a new program to support the needs of its large international graduate student population, developing academic courses, providing academic counseling, recruiting faculty and establishing policies and procedures.

At the ELI, Karen is responsible for overseeing the academic English program, including the Conditional Admission Program (CAP) as well as the graduate level PreMBA courses. She also oversees the tutoring center and the International Teaching Assistant program.

“I am delighted to be working with so many remarkable teachers,” she said, “and I am honored to be working under a leader the caliber of Scott Stevens.”

Since her arrival at the ELI, Karen has made a point of meeting with faculty and staff.

“I’m good at the big picture,” she said, “but it’s important for me to communicate with others and to listen.”

Her vision for her role at the ELI is broad and inclusive.

“I want to help create a scholarly community for our students here,” she said. “To do that, collaboration among all parts of the ELI is essential.”

The new position of associate director for academic programs was created in response to the rapid growth in the ELI student body over the past two years, particularly in the number of ELI students conditionally admitted to the University of Delaware, who currently represent more than a third of ELI enrollments. Joe Matterer is continuing as associate director for intensive English programs.

“Having two associate directors will permit us to move forward with our strategic

plan to better differentiate and develop our academic and general/business/professional programs,” said Dr. Stevens. “More importantly, the additional administrative position will enable us to better support our tutors, faculty and students—while also providing critical relief to our administrative team, which has been greatly stretched recently.”

A native of Philadelphia, Karen is a Ph.D. candidate in organizational leadership at Eastern University and holds a master’s in teaching English as a second language from Ball State University. Like many in the ESL profession, Karen began her academic career in another discipline. While a biology major at Messiah College, she spent a winter session in Israel and Palestine. The desire to relive that seminal experience led her to the ESL field after 10 years working as a business manager and entrepreneur.

After receiving her master’s, her first full-time ESL position at Indiana University was quickly followed by 12 years working in the United Arab Emirates. While director of the English for specific purposes unit of the United Arab Emirates University (UAEU), Karen helped found TESOL Arabia, the largest TESOL affiliate. She subsequently worked for the Higher Colleges of Technology (HCT), where she chaired a number of programs and created joint bachelor’s degree programs between the UAEU and HCT—including one in teaching English to young learners. As a result, Karen had to travel to K-12 schools, setting up liaisons with local principals and educators.

“That’s when my Arabic really improved,” she said, smiling.

Upon returning to the United States in 2006, Karen worked at the University of Pennsylvania English Language Programs for three years, where she was responsible for a number of technology-related initiatives, including developing and teaching online courses and training and supporting faculty and students. She also coordinated a successful Fulbright Program utilizing Fulbright alumni from the East Coast as mentors.

She has been an invited speaker and presenter at numerous international and regional conferences, addressing a wide variety of topics including leadership, professional development, assessment, standards, educational technology, English for specific purposes, reading and writing.

“I am happy to be a part of the vibrant English Language Institute, which is a key department in the University of Delaware’s strategic Path to Prominence,” she said. *BM*

Saudi CAP student pursues doctoral research at UD

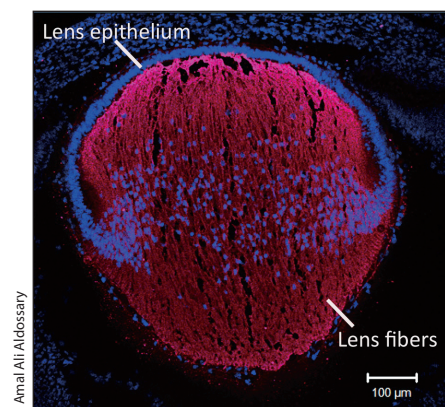
Amal Ali Aldossary, ELI CAP alumna (Saudi Arabia ’10), is a graduate student in the biological sciences department at the University of Delaware. She is pursuing her Ph.D. working in Dr. Melinda K. Duncan’s lab.

Professor Duncan published a review article in the March 25 issue of *Science* with an image of a mouse lens which Amal had taken during her research using state of the art microscopic instrumentation and techniques.

“I am trying to identify the target genes regulated by activating transcription factor 4 and how they are associated with lens fiber cell differentiation. This could potentially help blind children in the future,” Amal says.

Transcription factors are proteins that control the flow of DNA to RNA.

When asked how she became interested in this field and came to the University of Delaware, Amal says, “I was encouraged to pursue my studies by teachers in Saudi Arabia, the Saudi Arabian Cultural Mission supported me, and then I studied English in the ELI. I especially remember Grant Wolf, who made learning English come alive.” *KA*



THIS PHOTO, TAKEN BY ELI ALUM AMAL ALI ALDOSSARY USING A CONFOCAL MICROSCOPE IN WOLF HALL, WAS PUBLISHED IN THE JOURNAL *SCIENCE*. IT SHOWS AN EMBRYONIC MOUSE LENS.

ELI strengthens support, widens partner network for conditionally admitted students

As the Conditional Admission Program (CAP) continues to fuel enrollment at the ELI, 2011 saw the development of a team of professionals dedicated to supporting these students logistically and academically.

“I am working with faculty and staff to assure that CAP provides students with the best possible preparation,” said Karen Asenavage, ELI’s new associate director for academic programs.

Under CAP, international students who have satisfied the academic requirements in their chosen degree program but have not yet passed the English proficiency requirement are conditionally admitted to the University. Students must then complete their language requirements by passing the English for Academic Purposes Level VI courses with high grades.

In September, out of a total enrollment of 616 students, 230 were conditionally admitted to UD. The majority of CAP students enter at Level V and spend about eight months at the ELI before matriculating.

“This is an opportunity for the ELI to help develop in them a scholarly approach to pursuing their academic goals that will span their academic career from the ELI through undergraduate and graduate education,” said Asenavage.

“The focus is upon building a scholarly community of students and preparing them for success in this key transitional

period, between their home countries and beginning university classes in the United States.”

New initiatives include meetings each session with new CAP students and students awaiting conditional admission and with students in Level VI who will matriculate.

This year, in addition to Asenavage, who was hired to oversee the program’s academics, two new staff members joined Laurie Fuhrmann, CAP coordinator for the ELI admissions office, to help students in their transition to university life.

“I am ecstatic about having Michael Alexo, the new CAP assistant who brings expertise in data management and exceptional people skills,” said Fuhrmann. “I also applaud the arrival of Erin Bastien as academic advisor, who complements the skill sets of others on the team and provides our students with exceptional guidance.”

Alexo assists students with CAP applications to the University of Delaware and partner schools. Bastien meets regularly with students to assist them with course selection, advise them on careers and help determine the majors and programs best for them.

To provide opportunities not available at the University of Delaware, the ELI works with partner schools that also accept CAP students, the newest of which is Wesley College in Dover. One of the oldest schools in Delaware, Wesley is a liberal arts

school with health care as well as traditional majors in arts and sciences. Its mini-fair at the ELI in July drew over 100 students. Other partners include the University of Scranton in Pennsylvania and Goldey-Beacom College just outside Newark.

“These schools have liberal arts, business and engineering programs that meet CAP students’ needs,” said Asenavage. “The ELI is pleased to offer these expanded opportunities to incoming students.”

According to the Office of Admissions, of the 138 international students matriculating at UD in September, 100 had completed CAP at the ELI.

In addition to the undergraduate program, the department of electrical engineering is now accepting conditionally admitted graduate students, joining 16 other graduate departments on campus who already offered CAP. In 2011, 60 CAP students matriculated at UD in graduate programs, an increase of 25% over last year.

“It is evident that the ELI is important to the University of Delaware and its goal to diversify and become a premier international campus,” said Asenavage.

“The CAP team intends to continue to provide scholars prepared to become University of Delaware students today and global scholars in the future.” *KA*

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Language Partner initiative connects Foreign Languages and ELI students



PROFESSOR HANS-JÖRG BUSCH EXPLAINS THE LANGUAGE PARTNER PROGRAM TO A STANDING ROOM ONLY CROWD OF ELI AND UD STUDENTS IN SEPTEMBER.

It's 6 p.m. and ELI's Self Access Learning Center is packed. Close to 200 students are busy chatting. But it isn't Google Talk or MSN they're using. Instead, they've come to the computing site to practice a foreign language—English, Arabic, Chinese, Japanese or Spanish—by speaking face to face with a native speaker of that language.

"It's very simple," says Hans-Jörg Busch, associate professor of Spanish, to the standing room only crowd.

"You can't learn a language in the classroom. You have to practice it. So that is what you are going to do once a week. You will meet with your partner or in a small group, and for 30 minutes you will speak in your native language and for another 30 minutes you will speak in your target language."

The initiative expands on the pilot Spanish/English conversation exchange program initiated last year by ELI instructor Mary Beth Worriow and Busch. That program matched 25 Spanish-language students studying in Busch's classes with 25 native Spanish speakers studying English at the ELI.

"It was a wonderful experience," said Amy Goldman, currently a senior psychology major with a minor in Spanish.

"I partnered with a person from Venezuela. We met three times a week to talk or do other things, like cook in my kitchen. He taught me bachata. It really helped my Spanish."

Even though her language partner is back home in Venezuela now, the pair continue to practice both languages by skyping once a week, she added.

For the current year, at the request of ELI director Dr. Scott Stevens, Professor Cynthia Schmidt-Cruz, who last year was acting chair of the Department of Foreign Languages and Literatures, helped expand the program. She put Dr. Busch in charge of collaborating with ELI Associate Director Joe Matterer in organizing the joint initiative.

"Conversing with a native speaker is an excellent way to improve one's fluency in another language and to learn about another

culture. Our students are very fortunate to have the opportunity to pair up with ELI language partners," Schmidt-Cruz said.

Dr. Busch sought out the support of the language chairs of Chinese, Japanese and Arabic, languages spoken by students regularly enrolled in the ELI, in order to widen the opportunity for more students to participate. They agreed.

At the September 13 kick-off, Busch and ELI instructor Sean Stellfox, co-coordinators of the program, invited students to help themselves to pizza before dispersing to different language-interest rooms. Haihong Yang, assistant professor of Chinese, and Eric VanLuvanee, supplemental faculty in the Japanese department and an ELI tutor, were on hand to help organize students into small groups and show them how to enroll in the program online.

"I want to get better at speaking off the top of my head," said junior London Hilprecht, a triple major in Chinese, Japanese and Arabic.

"I love Japanese and I'm hoping to make some new friends," added Stephenie Chew, a senior in the animal science department with a minor in Japanese. "It's very important to learn a language and to learn about different cultures."

After the event, ELI student Eduardo Ramirez of Colombia was happy to snare a UD language partner all to himself. Weina Liu of China was equally pleased to share one with her roommates. The group was already making plans to meet their partner on Main Street.

"We're going to teach her Chinese," she said. *BM*

For more information on the Language Partner program, visit <http://sites.udel.edu/languagepartners/>



LU WANG OF CHINA SHARES A JOKE IN ENGLISH WITH UD FRESHMEN JULIE LY AND MARISSA RUIZ, WHO ARE STUDYING CHINESE.

Two milestones in accreditation

ELI director Dr. Scott Stevens played an important role in the passage of a law, signed by President Barack Obama on December 14, 2010, requiring independent accreditation of intensive English programs. The historic measure marks the culmination of a seven-year effort by the American Association of Intensive English Programs (AAIEP) and the University Consortium of Intensive English Programs (UCIEP). Stevens has served on the executive boards of both organizations and played an active role in the development and advocacy of this law.

Public Law 111-306 requires the "accreditation of English language training programs" by an independent agency approved by the Secretary of Education in order to have the authority to issue visas for foreign students. The sponsorship of Delaware's U. S. Senator Tom Carper was deemed crucial for the successful passage of the legislation.

In commending the signing of this law, Stevens said, "We take no small measure of pride in having contributed, even in a small way, to our nation's security by having advocated for a law that will undoubtedly help ensure greater compliance with current immigration regulations. More importantly, prospective students and their sponsors can be reassured that the programs where they submit applications will be held accountable to standards of best practice by independent accrediting bodies."

Closer to home, this milestone was followed by another, as the ELI received approval of its own five-year interim accreditation report by the Commission on English Language Program Accreditation (CEA) in August 2011. The report is required by both the CEA and the U.S. Department of Education to ensure that intensive English programs like the ELI with ten-year accreditations continue to comply with professional standards and to report major program changes.

The team of ESL specialists who reviewed the submission described the ELI as "an exemplary program" with "many strengths, including curriculum, student achievement, faculty, student services, and planning and review."

In response to the report, Stevens said, "I was particularly pleased by the committee's praise for the effective management of our recent dramatic growth in enrollment, for indeed everyone at the ELI has worked doubly hard to maintain and, in many cases, enhance our teaching, tutoring and student support in the face of growing numbers." *GW*

Artwork enlivens ELI's new space

The ELI had a need. Art student Kevin Bielicki had a vision.

ELI wanted to fill the tall space in the entrance to its new Main Street location. In doing so, it hoped to collaborate with other departments to find a work of art that represented some of its goals. Art department chair Robert Straight proposed a competition to find an artist.

Soon eight students and faculty applied. Four became finalists. In front of the ad hoc ELI art committee, each pitched their project.

Kevin Bielicki said he would create a vertical "coral reef" for the English Language Institute. First, coral reefs are the biggest living structures and, second, they embody a sense of community with their "web like forms" and "interdependence" of fish, animals and plants, he explained. Community and interdependence are the hallmarks of the ELI.

Bielicki's vision was chosen, and he won the \$5000 award to create his project. Today, the 16-foot structure greets all who enter the ELI at 108 East Main. To make the sculpture, Kevin used Styrofoam covered with red epoxy paint. Though normally he prefers to work in wood, he chose the material because the project required a fast execution and also because Styrofoam is lighter to move from his studio.

But why red?

"I chose red to liven the space and also because there is always red in a coral reef," he said.

"Red also signifies joy and celebration in many cultures," he added.

Kevin first found coral reefs fascinating as a teenager when he went scuba diving during a family trip to Jamaica. As often as possible he visits other coral reefs and appreciates their variety.



SENIOR FINE ARTS MAJOR KEVIN BIELICKI PRESENTS A MODEL OF A CORAL REEF SCULPTURE TO AN ELI COMMITTEE AND ART PROFESSORS ROBERT STRAIGHT (LEFT) AND DAVID MEYER (RIGHT). THE 16-FOOT SCULPTURE NOW GRACES THE ENTRANCE TO 108 EAST MAIN STREET.

A Delaware native from Hockessin, Kevin spent two years after high school at the Delaware College of Art and Design then transferred to the University of Delaware, where he is double majoring in fine art and art history. He plans to teach art, probably at the college level, after earning his master's and Ph.D. degrees.

Asked how she feels seeing the dramatic new sculpture every day, senior secretary Saundra Chapman remarked that "a coral reef is endangered and delicate, like human life itself" but that it reminds her of growth.

"It also adds a welcome for our students," she added. *WB*

4 Special programs

Colfuturo

In 2011, the Fundación para el Futuro de Colombia (Colfuturo) sent 36 Colombian professionals to study at the ELI for various lengths of time. Colfuturo, now in its sixteenth consecutive year of collaboration with the ELI, enables qualified professionals to study abroad.



KAUST SCHOLARS WITH DR. STEVENS.

King Abdullah University of Science and Technology

Five scholars from King Abdullah University of Science and Technology (KAUST) in Saudi Arabia, selected for their academic achievement, leadership ability and skill in English, studied at the ELI from October 2010 through June 2011. They quickly became known amongst their teachers as exceptionally bright and hardworking students, and amongst their peers as dependable and outgoing young men. All five KAUST students graduated with honors, while one of them, Nawaf Alghamdi, was selected as the June graduation valedictorian. After completing foundational studies this year, the students will study engineering or applied

mathematics at universities in the United States. Program coordinator Rachel Lapp says, "Given the impressive accomplishments of these students here at the ELI, we can be certain to see great achievements from them in the future."



IRAQI SCHOLARS WITH THEIR ACADEMIC COORDINATOR CHRIS PINKERTON (SECOND FROM RIGHT).

Iraqi Ministry of Agriculture

Six scholars from Iraq's Ministry of Agriculture studied at the ELI from January 3 until April 15 in preparation for eventual admission to U.S. graduate programs in agriculture. The group had spent several months at Texas A&M University under the auspices of the U.S. Departments of Defense and of Agriculture before coming to Delaware with the sponsorship of the Department of State. Representing a number of Iraqi provinces, the five men and one woman included a soil scientist, two horticulturalists, a poultry expert, an agricultural economist and a field crop expert. The group's academic program coordinator, Chris Pinkerton, summarized his own as well as the faculty's impression of the scholars: "Without exception, these individuals added a dynamic to their classrooms and exhibited both a great work/study ethic and warm personal interaction."

Incheon Office of Education

In January, 22 teachers of English sponsored by the Office of Education of the city of Incheon, South Korea, participated in a packed program of language and culture training and professional development. The program, organized by coordinator Sarah Petersen, included listening and speaking instruction and tutoring, U.S. culture classes, visits to area schools, teaching methodology workshops, and excursions to Philadelphia, Washington, D.C., and New York City.



TEACHERS FROM INCHEON, SOUTH KOREA, WITH ACADEMIC COORDINATOR SARAH PETERSEN (SITTING, RIGHT).

Hankuk University of Foreign Studies

Nine students from Hankuk University of Foreign Studies (South Korea) sacrificed their winter break to join the ELI in January and February. Coordinator Kathy Bracy reports that in addition to their listening/speaking and reading/writing classes, the students explored the region, visiting Washington, D.C., New York City and Philadelphia, and went skiing in the Pocono Mountains.

Seinan Gakuin University

For the last three weeks of February, 29 students from Seinan Gakuin University in Fukuoka, Japan, joined the ELI program. This group, coordinated by Sean Stellfox, was composed of students who were either pursuing a law degree or studying American literature and culture in Japan. During their brief stay in Delaware, these industrious students improved their English and learned more about American culture. In addition to participating in traditional ELI courses, four Seinan Gakuin students took an American law course taught by William Graham. While working hard, the group also took day trips to Philadelphia, Washington, D.C., and Lancaster, Pa., and enjoyed an overnight stay in New York City.

Hiroshima Institute of Technology

From February 26 through March 21, 12 young men and two young women from the Hiroshima Institute of Technology in Hiroshima, Japan, worked on improving their English skills at the ELI. The students enjoyed their classes as well as their homestay experiences with local families. Besides studying hard, the students spent their spare time exploring Washington, D.C., Lancaster, Pa., and Christiana Mall as well as participating in a night of games at the ELI. Another highlight was attending the Japanese Table on campus each Wednesday evening, where they were able to help American students with their skills in speaking Japanese. Their final day was spent in New York City with group coordinator Kendra Bradecich, followed by a sad farewell to homestay families that evening.

American Law and Legal English Institute

In the summer, the ELI offered the annual American Law and Legal English Institute (ALLEI). The four-week program was attended by lawyers and law students from Brazil, Colombia and Tajikistan. Robert Panadero, former legislative staff director for the city of Wilmington, was the principal instructor of the law seminars. Assisting him were Ann Johnson, an attorney and Ph.D. student at the University of Delaware, Mary Matterer of the law firm Morris James, and Baerbel Schumacher, program manager of the ELI. ALLEI consisted of seminars on American law as well as training in the use of legal terminology and research. Another important component of the program was visits to courts, law firms, law schools and government offices. In addition, the group took sightseeing excursions to Philadelphia, New York and Washington.



HIGH SCHOOL STUDENTS FROM SPAIN, RUSSIA, MOROCCO, GERMANY AND FRANCE WITH ACADEMIC COORDINATOR SEAN STELLFOX (STANDING FOURTH FROM RIGHT).

Summer Language Adventure

During the summer session, 64 high school students from Spain, Morocco, Germany and France joined the ELI for one month as part of a Language Adventure program coordinated by Baerbel Schumacher and Sean Stellfox. In addition to ELI classes, the youths had a packed schedule, which included a weekly movie night, learning American football, playing baseball, working out at the UD gym, relaxing at the UD pool and shopping at Christiana Mall. They also took trips to Washington, D.C., Baltimore, New York City, and the Delaware beaches. While at the ELI, these students were able to create bonds with students from many different countries, stay with generous host families, and have a summer they will never forget.

Russian Gymnasium

This summer the ELI welcomed 11 students from Linguistic Gymnasium No. 91 of Ufa, Russia, escorted by their instructor, Ms. Inna Fenina, who has been bringing students to the Institute for 13 years. During their four weeks of study, they enjoyed many trips and activities. They toured Philadelphia, Washington, D.C., and New York City and attended an end-of-session dance party organized in honor of all ELI students at the INNternationale house, courtesy of owner Randy Becker. "They were a great bunch," says program coordinator Amanda Stevens.

Ministry of Education, Culture, Sports, and Science and Technology, Japan

Since July, 15 Japanese English teachers sponsored by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MeXT) have joined the ELI for a three-phase professional development program coordinated by Sarah Petersen. The first phase consisted of English language reinforcement through participation in the ELI's Intensive English Program, along with an introduction to U.S. culture through a special course. At the end of August, the middle school teachers transitioned to Phase II, a rigorous exploration of teaching methods through graduate courses, workshops, classroom observation at both the ELI and in area schools, and individual research. Throughout, the teachers have been creating a portfolio of materials for use in their home classrooms. Also during Phase II, the group was directed by its ministry to develop skills as informal "ambassadors" of Japanese culture. To that end, the teachers prepared presentations and displays to create a traveling exhibit to share with local schools, as well as at UD's Festival of Nations in November.

In January the group will cap off its experiences with a two-week practicum at an area school, after which they will present highlights of the approaches and strategies learned in a mini-conference. This final phase is designed not only to prepare them to apply what they've learned, but also to convey that knowledge to their colleagues when they return to Japan.



JAPANESE MIDDLE SCHOOL ENGLISH TEACHERS WITH ACADEMIC COORDINATOR SARAH PETERSEN (RIGHT).

International Teaching Assistants (ITA) program

Dr. Mary Martin of the Office of Professional and Graduate Studies and Ken Hyde, ITA program coordinator, organized and administered one of the largest ITA programs in recent years. In January, 20 ITAs were trained for spring teaching assignments. In July, 95 students from 25 countries and in 19 different graduate programs joined the summer program.

For the first time, the ELI's computer lab facilities were available to provide quick testing. Participants were tested in groups of 12 making the process faster and easier. The program welcomed Karen Asenavage, the ELI's new associate director for academic programs, whose overall responsibilities include the ITA program. Joining returning teachers Dave Cassling, Debbie Darrell and Sandy Nickel (Oral Intelligibility), Leslie Criston and Dr. Carey Fleiner (Culture and Pedagogy), and Carol Ann Edie, Darrell Larsen and Nadya Pincus (Pronunciation) was first-timer Dr. M.E. Cathcart. Paul Hengested, Office of Equity and Inclusion, and Erica Hinton, Office of Undergraduate Admissions, were welcomed as new guest speakers. During the fall semester, the ITA program continued to help students from several departments work on improving their pronunciation and teaching skills.

continues on page 5

Visual and performing arts the focus of campus events

The black and white photo shows a somber young man walking along a railroad track.

"It represents the path of my life," explained Hassan Alajmi.

"I look sad because I left my country [Saudi Arabia] to come here to study," the 18-year-old added.

Of the three photos Juan Vico, a visiting scholar with the Center for Composite Materials, has prepared for the exhibition, one includes two birds in the foreground. He shows them commenting in speech bubbles about the D.C. landscape behind them.

But why are they speaking in French?

"Because I want people to ask me what they are saying," the Spaniard said.

These photos formed the basis for authentic communication in the campus expositions, as students were asked by their peers and by visitors to explain the meaning behind each shot.

To help prepare his students for the project, Stellfox invited Alyssa Kaminski, a senior fine arts major, as a guest lecturer in his class. Kaminski explained basic principles of composition and the use of contrast and complementary colors in photography. She was impressed by the results.

"It was cool to see students who are not art majors create well thought-out portraits," she said.

The Arts in Translation events also showcased student work produced in Julie Lopez's Film production class and in the English through Drama classes taught by Nicole Servais, Kathy Bracy and Debra Darrell.

Lopez's students create a number of film projects each session, including short documentaries about a person or place, mash-ups, stop motion, a collaborative class documentary, and individually researched and produced films. She selected the best of the final independent films along with the class documentary to share in the campus event. Topics ranged from Washington, D.C., to American church activities and American eating habits.

"I'm always surprised by the topics students select to research and make their films about," Lopez said.

Kaminski also guest lectured to students in the Film class.

"They were all super eager to learn," she said. "They put what I told them to use and produced good quality videos. Some of them even tried animation."

Servais and other drama teachers also took advantage of campus resources to help train students. Several members of the student Delaware Improv Club taught what they do best.

"We taught them basic improvisation warm-ups and games," said senior Alise Morales, co-founder of the group.



FINE ARTS MAJOR ALYSSA KAMINSKI (LEFT) GIVES ABDULLAH SAMI ALDREES OF SAUDI ARABIA A FEW POINTERS ON HIS SLR CAMERA BEFORE HE AND CLASSMATES START SHOOTING FOOTAGE FOR THEIR FIRST DOCUMENTARY.



OMAR ALANAZI OF SAUDI ARABIA (LEFT) EXPLAINS THE PICTURES HE TOOK OF HIS MOTORCYCLE TO ELI STUDENT HUANG LIN OF CHINA AND TEACHER RACHEL LAPP (RIGHT).

And that is precisely the rationale behind the Arts in Translation events hosted by ELI faculty and more than 150 students enrolled in three ELI courses in April and June.

"The purpose of this project was to create an interactive presentation that allowed our students to use their English in a realistic context. I wanted my students to take the concepts they were learning in the classroom and apply them in a meaningful and exciting way," said instructor Sean Stellfox.

Stellfox and Rachel Lapp, both teachers in the Level IV General English Listening and Speaking classes, asked their students to express themselves in three photos: one self-portrait, a stranger portrait and one place portrait.

"They were totally involved. I think they had a really good time."

In the fall, theatre arts Professor Allan Carlsen conducted a workshop on communication for the drama classes.

He worked with students on voice—how to make their voices resonate, how to breathe properly, and how to produce vowels and consonants.

When he returned in the summer for a second workshop, he brought with him two surprising assistants—both Chinese students and ELI graduates now taking his Introduction to

Performance class at UD. They had met Carlsen when he led the first communication workshop for the ELI drama classes in the fall.

"We laughed," he said, about the irony. "It really broke down a lot of barriers."

"It was great that our students could collaborate with UD art and theatre department students and faculty as they journeyed through the creative process," said Servais.

"Arts in Translation was truly a result of these collaborative efforts." *BM*



FANGJIE "SCOTT" ZHOU OF CHINA DEMANDS MORE THAN JUST A POUND OF FLESH IN THIS STUDENT ADAPTATION OF *THE MERCHANT OF VENICE* PERFORMED IN SMITH HALL AT THE ARTS IN TRANSLATION MULTIMEDIA FAIR IN APRIL. ALSO PICTURED: YOONJEI CHOI.

Special Programs, continued from page 4

Kobe Shoin Women's University

Once again, Kobe Shoin Women's University (Japan) sent two groups of students to the ELL. Continuing a tradition of over 20 years, 14 students came in August for the Summer Study Program (SSP) and five for a Semester Abroad Program (SAP). While the groups shared the experience of the mid-Atlantic region's once-in-a-lifetime 5.8 earthquake followed by Hurricane Irene, they then diverged into very different programs. The SAP group focused on their English language development, fully integrating into the ELI's intensive program until December, with one staying on through February. The SSP group, on the other hand, had four short weeks to grab the gusto. In addition to attending classes at the ELI, they saw the neon of Broadway and Times Square in New York City, stood at the top of the Lincoln Memorial in Washington, D.C., and walked the cobblestone streets of Philadelphia. Shopping, always a favorite activity, was balanced with sharing Japanese culture and language with seniors at the Newark Senior Center and elementary students at UD's College School. They served lunch to the hungry at Hope Dining Room and taught their language to UD Japanese language students. Janet Louise, academic program coordinator, delighted in the enthusiasm of both groups as they experienced life in the USA.



KOBE SHOIN WOMEN'S UNIVERSITY STUDENTS IN NEW YORK WITH THEIR ESCORT PROFESSOR ALAN JACKSON (STANDING, LEFT) AND ACADEMIC COORDINATOR JANET LOUISE (STANDING, FOURTH FROM RIGHT).

ELI professor demonstrates Chinese martial art for Confucius Institute

Assistant professor Russ Mason shared the stage in February with a visiting art troupe from Jilin University in northeast China. The event, sponsored by the University's Confucius Institute (CI) and the Chinese Student and Scholars Association, marked the Chinese New Year, known in China as Spring Festival.

Mason, best known to ELI students for his course on American culture in the 1960s, demonstrated his mastery of the Chinese martial art *taijiquan* (tai chi) as part of a two-day celebration which included performances of Chinese music, folk dancing, short plays and opera by the 25-member visiting troupe. His demonstration was accompanied by the *pipa* (lute) and the *erhu* (a bowed instrument with two strings).

Professor Mason has studied Yang style tai chi since the 1970s and has demonstrated, taught classes and presented workshops on the art several times for the ELI, for the School of Nursing, and for the CI, including at its grand opening at UD in 2010. He has also written several articles for the *Journal of Asian Martial Arts*.

October marked the first anniversary of the University's Confucius Institute. Its mission is to present Chinese language and culture internationally and to develop cross-cultural understanding. Operating at UD under the auspices of the Institute for Global Studies, CI offers films and classes in Chinese, calligraphy, and tai chi in addition to organizing campus-wide cultural events. *RM*



ELI PROFESSOR RUSS MASON DEMONSTRATED HIS MASTERY OF *TAIJIQUAN* DURING THE CELEBRATION OF THE CHINESE NEW YEAR SPONSORED BY THE CONFUCIUS INSTITUTE.

6 Student sampler: **Class of 2011**

The ELI is home to students from more than 40 nations throughout the year. They come from diverse backgrounds and hold a wide range of aspirations. Two have been chosen to represent them.

Lia Burdea, Moldova

"It's the one with the eagle on it."

Lia Burdea points to a tricolor flag, one of dozens hanging from the ceiling in the food court at Trabant University Center. Her older sister Iana suggested she include a flag along with other souvenirs she brought to Delaware as gifts.



Barbara Morris
LIA BURDEA

When Burdea arrived on campus in March and saw the flag display, she looked in vain for one from Moldova, a small nation in Eastern Europe which gained its independence in 1991. She mentioned her disappointment to ELI admissions counselor Laurie Fuhrmann, who made arrangements for Burdea's gift to join the display.

"I called my parents and told them," she says, beaming. "I'm very proud of my country, and I appreciate America because Americans have the wisdom to welcome people from other countries," she adds. "I feel welcome here."

When Lia decided to study in the United States, she left behind not just her parents and siblings, but also a career and a certain amount of celebrity. After finishing her bachelor's in psychology and master's in human resources at Ion Creanga Pedagogical University in Chisinau, she worked for the Chamber

of Commerce and Industry and, in her free time, competed in ballroom dance contests, winning first place in rumba in a national competition in December and placing fourth in Finland before that. The attractive 25-year-old also appeared on TV in a number of commercials for national beverages.

"In my country I'm somebody. Here, I start again," she says.

Lia wants to study for another master's at UD, and she would like to resettle in the United States, a decision she made after working two summers in Ocean City, Md., in a work and travel program.

"The first time I came I saw everything through pink glasses. The second time I began to look deeper," she said. "I realized you can use what you learn here. It's not just a dusty book. There's a lot of opportunity to express yourself. [This time] I came here to improve myself and to grow."

While her family instilled in her a strong sense of self-worth and self-confidence, it wasn't easy for her to come to Newark alone. For courage, she brought with her the medal she won dancing.

"It encourages me to be all the time at the top," she said. "It tells me, 'Don't give up; be perseverant.'"

She also carried something else. On the flight from Chisinau to Frankfurt, she met a young woman who gave her a Bible. Brought up in the Eastern Orthodox church and very religious, Lia saw this as a sign that she was not alone, that God was traveling with her.

"I have met people in the USA who believe in my forces and support me a lot," she offers as proof.

Another sign, she says, is finding a master's program at UD that suits her. She holds up a glossy brochure from the Alfred Lerner College of Business and Economics. "Master of Science in Organizational Effectiveness, Development and Change," she reads.

After one session at the ELI, Lia was especially pleased with her results in her Level III Reading/Writing class, taught by Debbie Darrell, who calls her "an impressive writer."

"I can control my grades," she says, "but not my circumstances. But with God's help, I can accomplish anything."

Yongzhe Wen, China

Maybe it was onstage, playing the Chinese "erhu" at an ELI graduation. Or perhaps you glimpsed him biking across campus to class. Or maybe it was his photo posted outside the Tutoring Center under the caption "Volunteer Student of the Year."

Chances are, if you were at the ELI after August 2010, you've seen Yongzhe Wen.

"I see him everywhere," says Anne Owen, who calls the lanky 18-year-old from Beijing, China, "a model student." Owen, who taught Wen Level VI Reading and Writing for Academic Purposes, remarked on the depth of his engagement in class, and on his "extreme diligence."

Wen puts it slightly differently.

"I am a determined person," he says.

He was referring to his academic performance, which allowed him to ace two UD classes—History 104 and Math 241—during the 2011 spring semester Bridge program for conditionally admitted students. He became fully matriculated at UD in the fall semester.

But Wen could have been talking about another type of resolve: to seize every opportunity both at the ELI and in Newark to explore and to grow. One of the reasons the future mechanical engineer says he decided to study in the U.S. was the chance to meet people from around the world. Instead of sharing an apartment with other students from China, he chose to live in Christiana Towers, where he roomed with students from Japan and Korea.

"It's good for you to know others' ideas," he says. "They can impress you. I think that's why the U.S. became a powerful country, because of immigrants from around the world."

In addition to this openness, another personal quality endeared Wen to his teachers.

"His smile makes me smile," says Owen, "as if everything is good with the world."

Wen flashes a big one when he speaks of one of the first extracurricular activities he discovered at the ELI: the Kitchen Cluster taught by Nancy Turner.

"The cooking class was fantastic," he says. "I learned a lot about the culture, and also improved my listening and speaking."



Barbara Morris
YONGZHE WEN

Wen took the two-hour afternoon class five sessions in a row, dutifully trying out the seasonal recipes—including his favorite, green bean casserole—and bringing them into class for Turner to evaluate.

"Nancy said they tasted authentic," he says, grinning.

An avid reader, Wen also participated in the Book Club, led by Nicole Servais in the Self Access Learning Center. The small group met weekly for an hour to read and discuss books. Wen read four books in three sessions, including *A Tale of Two Cities*. Before coming to the U.S., however, he'd already managed the unabridged biography of World War II hero Jimmy Doolittle on his own, devouring the 300-pager in a month by reading it for three or four hours a day.

Volunteering was another activity Wen had already experienced. He was one of "countless" volunteers in Beijing who cleaned up their neighborhood for the 2008 Olympics. He also manned an information kiosk to help foreign visitors during the event.

So when tutor Melora Davis mentioned a volunteer opportunity in December, he jumped at it, helping the Newark Area Welfare Committee pack Christmas boxes of foodstuffs for the needy. He joined another volunteer cleanup campaign at a local YMCA camp in the spring.

"It was great," he says, with another broad smile. "You just help other people." *BM*

Summer chills and thrills



CLOCKWISE FROM TOP LEFT: SKYDIVING HIGH; UDAIRY ICE CREAM; SPRINKLER COOL DOWN; TUG OF WAR; SPONGE RACE; FRIDAY AFTERNOON SOCCER; PICNIC SACK RACE

CREDITS: SKYDIVE PHILADELPHIA 1; WENDY BULKOWSKI 2; BARBARA MORRIS 3, 5, 7; LOWELL RIETHMULLER, 4; LAURIE FUHRMANN, 6

Alfredo (Freddy) Avila

nous777@gmail.com (Mexico '05) is a brother in the Capuchin Franciscan order in Santa Ynez, California. After finishing his novitiate year in June 2012, he will return to Delaware for further training for the priesthood.



Bjorn Tibell

bjorn.tibell@box.tninet.se (Sweden '94) and his wife, Alison, welcomed a baby boy, Markus, into their family on April 26, 2011 in Canberra, Australia.



Carla Souza Pinto

carlaspg@uol.com.br (Brazil '95) and her boyfriend Denis Carbone Jimenez finished the Claro Buenos Aires half marathon on September 11, 2011. More than 15,000 ran in the 21 kilometer race.



Carlos Yopez

cryepes@bancolombia.com.co (Colombia '01) was named president in February of Bancolombia, the largest commercial bank in Colombia and one of the largest in Latin America. Previously he was legal director.

Cedric Zamostar

fiftyced@hotmail.fr (France '09) is the proud father of Matthis, born April 14, 2010. Cedric works at Disneyland Paris.



Chan-ik Park

parkchanik7193@nate.com (Korea '07) married Heeju Lee on May 21. He is working for Dongmyeong Engineering Consultants Co., LTD.



Daisuke Uematsu

daisukeuematsu78@yahoo.com.jp (Japan '09) was married on June 14, 2010, with a traditional ceremony held on December 26, 2010. He and his



wife Jyunko welcomed daughter Miyu on October 20, 2011.



Dinara Maskulova

dinaramaskulova@yahoo.com (Russia '09) graduated from the UD MBA program in May 2011 and is working for JP Morgan Chase in Newark as a treasury/securities operator-analyst. Her mother came from Russia to attend her graduation.



Eric Darrigrand

eric.darrigrand-lacarieu@univ-rennes1.fr (France '02, UD post doc '03) stopped over in Newark in July on his way to Vancouver, where he made a presentation at the 10th International Conference on Mathematical and Numerical Aspects of Waves. Eric teaches at the Université de Rennes.

Hayat Ozer

fb-hayat@hotmail.com (Turkey '06) married Serdar Ertugrul on July 2 in Istanbul. The couple met in Delaware when he was a student at DelTech.



Ibrahim Alduhaish

hoo0-0oomey@hotmail.com (Saudi Arabia '09) and his wife Fatimah welcomed their first son, Abdulziz on January 6, 2010. Ibrahim is majoring in mechanical engineering at Purdue University Calumet in Hammond, Indiana.



Ivonne Cortes

ivonne.co@hotmail.com (Colombia '11) has been accepted into the MBA program at Wilmington University in Delaware.

Juncheng Yu ("Jason")

juncheng1985@hotmail.com (China '11) became engaged to Carla Maria Albano on May 1, 2011 and plans to be married in May 2012. Jason reports that he made a video to propose to her, using the skills he learned in the ELI film class.



Jung-hyun Son

mtloveson@hotmail.com (Korea '07) is teaching English at Daemyung Middle School in Daegu, South Korea.

The daughter of Junko Mori

junkomori77@gmail.com (Japan, ELI '87, UD '93), Juliet Smyth, visited ELI instructor Wendy Bulkowski in August while on an eastern U.S. road trip and stopped in at the ELI to meet with Dr. Stevens. Juliet enjoyed touring Graceland and Nashville.

Miguel Armenta

m.armenta@shell.com (Colombia '99) is living with his wife and three children in Houston TX, where he is working for Shell Oil as a senior well engineer.

Rafael Díaz-Cañabate

pelusos@hotmail.com (Venezuela '00) and his wife Elena Angel had a baby boy, Daniel, on July 25, 2011 in Madrid, Spain.



Shiki Ohara

shiki0206happy@hotmail.com (Japan '04) is working as a fashion event manager. She lives in Japan with her husband Takatoshi and son Souta, born on June 9, 2008.



Tony Alanazi

itn@hotmail.com (Saudi Arabia '11) is studying respiratory therapy at Boise State University.

Vlada Kozemaslova

rebel_ko@mail.ru (Russia '04), who first studied at ELI the summer when she was 10 and who returned to study two more times, is now a third year architecture student at Petrochemical University in Ufa, Russia, where she works part time as a model.

Yong-Jun Choi

yongjchoi@gcns.com (Korea '01) and his wife, Eun Mi, are the proud parents of a baby boy, HeeRock, born July 21. Yong-Jun works for the IT consulting company LG CNS in Seoul.



Hug a Hen!



UD LINEBACKER PAUL WORRILOW IS ECSTATICALLY HUGGED BY FANS AKANE ZODA (LEFT) AND NAOKO IWAI, BOTH JAPANESE ENGLISH TEACHERS. PAUL IS THE SON OF ELI INSTRUCTOR MARY BETH WORRILOW, WHO ARRANGED A BEHIND-THE-SCENES TOUR OF THE STADIUM AND A MEETING WITH COACH KEELER AND MEMBERS OF THE FOOTBALL TEAM FOR ELI STUDENTS.

If this alum can dream it, she can do it

In the Dominican Republic, students need a major that will land them a job. Ana Duarte chose business. She will graduate this year from Universidad Catolica Santo Domingo. But already she's started a second degree at another university. This time she chose social work, a field that may not earn her much money but that commands her heart and soul.

"In my life, the way I see my country, the world, everything I want is about social work," she said.

"I mean, I love helping people."

Since studying at the ELI last summer in the State Department-sponsored Undergraduate Intensive English and Leadership Program, Ana has been on a mission to help ordinary people in her developing country. While here, Ana came up with the idea of creating a public library as a project for her leadership course. Inspired by a visit to the Newark public library, she wanted to create "a place where you can go to do your homework, read a book, use a computer and learn."

She already knew of a location and a space: La Mina Community Center, about five kilometers outside the capital in Santo Domingo Oeste. When she was in middle school, she walked the 40 minutes there to take English classes and later volunteered as a teacher.

With the help of volunteers, she conducted a survey of the population using the Center, discovering that the majority of users, between 5 and 8 years old, did not even have textbooks for school.

But how could she get funds? How could she get books?

She called every organization she could think of or find on the Internet—the Ministry of Culture, the Ministry of Education, the International Federation of Library

Associations, the U.S. Embassy's Franklin cultural center and her own university.

In the end, the Ministry of Culture donated 100 books by Dominican authors and sent someone to train librarians.

They sold some of the books at a book fair in November, and used the \$50 raised to replace the cables to the old computers at the Center and buy a few materials like chalk and colored pencils for the children frequenting the site. Then she used donations from friends, community members and the Dominican Republic Library to build a book collection.

Today La Mina Community Center has a library room with 250 books and computers that run. Between seven and 15 children use the Encarta and Microsoft Office programs daily.

While the dust on the new library facilities was still settling, Ana was already onto a new project.

"[The two of us] wanted to create a multicultural space where people share different languages," she said, referring to fellow Leadership program classmate Edian Franco.

So they contacted the director of a school in El Amirante, a neighborhood in Santo Domingo Este, east of the capital, to get classrooms. They also spoke with a Jesuit-run immigrant and refugee service active in helping Haitian immigrants.

The upshot is with nine volunteer teachers, their language school opened in March and today has more than 160 students, Dominicans and Haitians, who study English, Creole and Spanish in Sunday morning classes. In addition to instruction, the school has organized multicultural days where students perform skits and sing

songs in the language they are learning.

Even though Ana works in a restaurant five or six days a week and goes to school at night, she somehow finds time to volunteer as an English teacher at the school every week. In between, she tries to keep an eye on the library at La Mina, too.

She never thinks about how many hours it all takes.

"While you are young, you have to do everything you can," she said. *BM*

For more information or to offer assistance to either of Ana's projects, please visit *Escuela Comunitaria de Idiomas ECI* on Facebook or email her at anaduarte28@hotmail.com.



ON JULY 4, CHILDREN IN THE DOMINICAN REPUBLIC MADE AMERICAN FLAGS AND STUDIED THE MEANING OF INDEPENDENCE AT A LANGUAGE SCHOOL STARTED BY ELI ALUMS ANA DUARTE AND EDIAN FRANCO.

8 Reading is emphasis of three new courses

Three new ELI courses help meet the needs of students at the lowest and highest levels of language proficiency by focusing on reading.

Reading Skills Development

Imagine that you are asked to read this: Молодой учитель от индустриального города на севере Англии принял временную работу.

Easy if you know Russian and you can read Cyrillic, but frustrating if you cannot. Students at the ELI may experience the same situation if they do not know how to decode English words using phonetic sounds and rules.

Equipping students with those skills is the idea behind the *Reading Skills Development* (RSD) course, introduced in the March-April session by Lisa Held. Based on a proven method developed by Ronald Spalding more than 50 years ago in the book *The Writing Road to Reading*, students learn the 70 phonograms that make up English words and how to apply 29 spelling rules in order to improve their reading and writing. The course addresses a variety of reading comprehension skills and the writing of effective sentences, paragraphs and essays.

“The Spalding Method works because it is diagnostic, sequential and multisensory,” said Held.

New courses for graduate students

Graduate degree programs are intensive, exciting and exhausting, and a new and revised slate of advanced-level courses at the ELI is helping international students prepare for them.

Introduced in the summer of 2010 by Assistant Professor Nigel Caplan, the Level VI *Reading and Writing for Graduate Students* class teaches students how to understand and write graduate-level texts through extensive practice, vocabulary development and grammar review. Working in their future graduate field, students learn how to summarize, synthesize and critique the kinds of texts they will be reading in their programs. The *Listening and Speaking for Graduate Students* course has also been revised to put more emphasis on the discussion skills that are central to graduate classes.

Both courses are available to all students preparing to attend or apply to graduate degree programs. To date, students’ graduate departments have included education, linguistics, engineering, mathematics, biology and environmental sciences.

Academic Critical Reading and Writing

The Level VI *Academic Critical Reading and Writing* course (abbreviated ACRW and pronounced A-Crew) supplements existing EAPVI courses, allowing students to slow down and develop fundamental skills necessary for college success.

The course incorporates extensive reading of level-appropriate books along with super-intensive reading of news articles that examines nearly every word or phrase for grammatical relationships and nuances of meaning. The course also focuses on about 30 words or expressions that commonly cause confusion among Level VI writers, addressing about one each day. Designed and developed in cooperation with Grad VI teacher Nigel Caplan and taught primarily by EAPVI teacher Ken Cranker, the course maintains academic rigor while providing extensive grammar review and even pleasure reading.

“ACRW is ideal for developing reading skill and grammatical accuracy in writing,” said Cranker. “It is aligned with the movement within the ELI to develop a reading culture to enable students to gain English proficiency more quickly.” *LH, NC, KC*

Classroom notes

Most teachers frown upon students using cell phones in class, but **Julie Lopez** decided to let her **Reading and Writing Grad VI** class use their phones and computers to have an online discussion about the book *Escape from Slavery*, which they were reading as a class, using todaysmeet.com. The experiment turned out to be a success. Afterwards, the students agreed that the online discussion gave them time to respond to others’ questions, so those who are usually quiet in class participated more. The students also appreciated hearing the teacher’s corrections to their grammar errors after everyone had responded so that the feedback didn’t interrupt their conversation.

In **Rachel Lapp’s EAP VI Reading and Writing** class, students were tasked with researching court cases and reporting the details. To practice paraphrasing and sharing information in natural language, the students used myfakewall.com to report their findings. Each student created a fake Facebook page for a particular party in a court case and, using typical Facebook lingo, posted status updates. Students also made “friends” to show the supporters of the case and posted “events” to show the date and details of the Supreme Court’s ruling.



THE DRAMA CLASS SHARED THEIR ORIGINAL PLAY, *MY BIG FAT CHINESE WEDDING*, WITH ELI AND UD CLASSES.

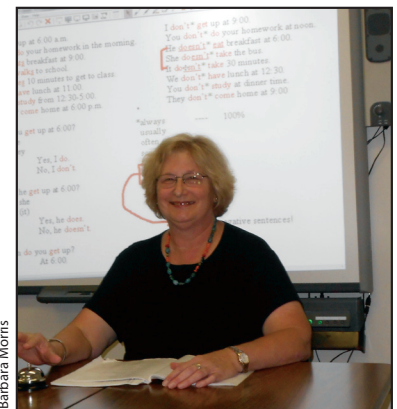
21, a week after performing its original production, *My Big Fat Chinese Wedding*, at the ELI, the cast was invited into Professor Allan Carlsen’s Theatre 104 class to perform. Afterwards, the American students asked about the process the ELI students had followed to create the production. Professor Carlsen and his class enjoyed the ELI performance so much that they have invited the drama class to come back and perform again in future sessions.

While studying courtroom vocabulary one day in Session V, **Ken Cranker’s EAP VI Listening and Speaking** class spontaneously decided to hold a courtroom trial of its own, with a judge, two jurors, a defense attorney, a prosecutor, a defendant, a bailiff and three witnesses. They enacted a crime scene in the presence of the witnesses, and then the defendant was brought to trial. After being sworn in, the three witnesses testified and were cross-examined; one witness even committed perjury and was escorted out of the courtroom. After some deliberation, the jury delivered a “guilty” verdict. All in all, the mock trial was a unique lesson that everyone participated in and enjoyed.

Leslie Criston’s Read It! Watch It! class loves Dr. Seuss, the most famous children’s writer in the United States. As part of experiencing the book as kids do, Leslie has her students read books aloud in groups throughout the ELI building. An unexpected outcome has been that staff get to hear the stories since at least one group reads aloud in the ELI lobby. In addition, the class holds a “Seuss-a-thon,” a class in which students read as many Dr. Seuss books as possible to each other. Leslie also invites staff to come and read their favorite Seuss books aloud as well.

Every Friday, the sound of music came lilting out of summer session teacher **Jerry Petersen’s Listening and Speaking IV** classroom. One student each week was assigned to prepare a lesson based on a popular song in English. The student would prepare a fill-in-the-blank exercise using the song lyrics, play the song so that classmates could fill in the blanks, teach new vocabulary, and finally lead the class in singing the song.

Kathy Vodvarka’s Listening and Speaking Level I class sometimes has difficulty speaking only English in the classroom. To help them remember the ELI’s “English Only” policy, Kathy uses a small hand bell, which she rings whenever she hears another language. One day the bell’s “ding” was so frequent that Wendy Clark, working at the front desk on the first floor, marched upstairs to see what was going on. Since that day, Wendy has collaborated with Kathy in their mission to encourage English use. Whenever Kathy’s students forget and speak their own language in the lobby, Wendy simply says, “Ding!” and the students switch to English.



INSTRUCTOR KATHY VODVARKA USES A SIMPLE BELL AND A HIGH-TECH SMARTBOARD TO KEEP HER LEVEL I STUDENTS ON TRACK.



TECH-SAVVY INSTRUCTOR RACHEL LAPP DEMONSTRATES THE IPAD2 TO FACULTY AT THE OCTOBER RETREAT.

In Session IV, **Nonie Bell’s EAP V Listening and Speaking** class collaborated with **Julie Lopez’ Film VI** class to interview Americans on changing gender roles. After the EAP class listened to a lecture on business ethics and gender differences, both classes viewed a video on gender roles in the 1950s and contrasted that cultural era to the present time. The EAPV class then developed survey questions and conducted interviews. The variety in the ages of the interviewees helped the EAPV students to see the evolution of attitudes and behaviors and prompted analysis of American historical events that had influenced them. Film VI students produced a documentary using segments of the interviews, while the EAPV students used the interview results to support panel presentations on gender role change in America.

Students of **Nicole Servais’ Drama** class embarked on an exciting adventure into unknown territory: the University of Delaware Theatre Department. On February

Christina School District ESL program

West Park Place Elementary School in Newark is home to the Christina School District’s elementary English as a Second Language program. In the 2010-2011 school year, this collaboration between the district and the ELI served more than 100 elementary ESL students, representing 23 countries and 18 different languages.

Teaching in the program were ELI instructors Kate Copeland, who worked with kindergarteners, Kristina Curtis, who served first through third grades, and Lisa Grimsley, who taught third through fifth. Student teacher Maria Paredes and teaching assistants Maggie McGonigle, Meghan Graham, and Meg Zittere from the UD MA TESL program supported classroom instruction throughout the year.

With the departure of Kristina Curtis for a teaching position in Moscow in June, West Park’s ESL Program welcomed ELI colleague Lisa Held in September 2011. Another exciting development for the current school year has been the addition of a fourth position, filled by Denise Solon, to provide support for ESL students throughout the district.

The U.S. Department of Education named West Park Place Elementary a 2011 National Blue Ribbon School, one of only 300 such schools nationwide. This award is given to schools that have helped close gaps in achievement, especially among disadvantaged and minority students, and whose students have achieved high levels or made significant progress. This award is notable, given that 25% of West Park’s student population consists of English language learners. Principal Ledonnis Hernandez traveled to an awards ceremony in Washington, D.C. on November 14 to receive the honor on behalf of the school. *LG*

TEACHER KATE COPELAND SURROUNDED BY HER RAMBUNCTIOUS ESL KINDERGARTENERS.



Service learning provides warmth and assistance

The spirit of warmth and friendship which animates the ELI community once again found expression this year, through the service learning projects undertaken by ELI students, faculty and staff.

Martin Luther King, Jr.'s birthday was thoughtfully remembered on a cold wintry day in January by a group of teachers and students gathered around fabric squares. Quiet conversation created a warm friendly background for the Asian and Middle Eastern students and American teachers stitching quilts together to be donated to hospitalized children and clients of a homeless shelter. ELI instructors Micky Gardner, Karen Terkel and Katie Vlasov organized the event, soliciting contributions from local fabric stores, setting up a display of quilting books and patterns and assembling the materials and equipment for ELI volunteers to contribute a "stitch in time" to help others in the community.

In another initiative, a group of ELI students shared stories with residents at the **Newark Manor Nursing Home** on Martin Luther King Day. Members of Lisa Held's Listening/Speaking IV class, along with students from Mary Beth Worrirow's Oral Business and Walt Babich's Stories classes, spent the morning visiting residents and recounting stories from their native countries during the national day of service. In turn, the seniors were delighted to tell stories about when they were young adults raising their families or serving their country.

In response to the exceptionally cold and snowy weather in January and February, Julie Lopez's English through Film class decided to help the poor and homeless by going into ELI classes and encouraging their classmates to donate canned food and extra clothing. After collecting the donations,

students delivered a van full of goods to **Wayfarer's House** in Maryland, where they talked with the director of the House as well as one of the residents, who shared how scary it can be to live on the streets.

In the documentary the class put together of their research and experience at the shelter, Yihan Xu explained, "If we work together, I think the people in poverty can decrease in America." Noor Alsenan commented that the reason she wanted to help out is she has compassion for the difficulties they face. "We want to let them know we care about them," Yihan Xu added.

The devastating earthquake and tsunami which struck Japan on March 11, 2011, brought forth a heartfelt response from the ELI community. In a "**Wings for Hope**" campaign, students, faculty and staff worked in cooperation with local organizations, public schools, the UD International Culture Club

and volunteers to raise funds for World Vision, an organization contributing directly to Japanese disaster relief. The effort went beyond simply raising money, however. A traditional Japanese *senbazuru* (1,000 folded paper cranes, strung together) was carefully crafted by the ELI community. Each crane was "sold" for \$1 at various UD and community locations and \$2,000 was donated to World Vision. The cranes themselves were then strung together and sent to the Ishinomake School for Special Needs Children in Miyagi Prefecture, the area most devastated by the tsunami, as a personal offering of friendship, support and hope.

ELI students had the opportunity to interact with American children at **Kennett Middle School (KMS)** in Kennett Square, Pa., on several occasions. On May 11, ELI students from several countries helped KMS celebrate International Day by sharing

their diverse cultures with the American students. In addition, during the month of October, ELI students from China, Indonesia, Iraq, Japan, Libya, Saudi Arabia and Turkey participated in KMS's After-The-Bell Program, a volunteer-run service that provides supervised activities to create a safe and enriching environment after school. ELI students gave presentations about their countries and cultures, providing the American children with a memorable intercultural experience. *GW with NB*



ELI STUDENTS AND TUTORS MAKE ORIGAMI CRANES TO RAISE MONEY FOR VICTIMS OF THE MARCH EARTHQUAKE AND TSUNAMI IN JAPAN.

Learning Center grows to meet student needs

The Self Access Learning Center (SALC) continues to grow under the innovative and energetic management of coordinator Nicole Servais. The move to new and larger facilities at 108 E. Main Street in 2010 was followed in 2011 by an expanded online presence and new curricular materials.

Along with a great new design thanks to former ELI student Faris Aljanubi, the SALC website has also added a large number of new resources, such as vocabulary packets to accompany the leveled readers housed in the Center. Tutors and staff worked diligently to create these vocabulary study packets throughout the spring and summer sessions of 2011.

The SALC has expanded its offerings in other areas, as well. The book club, which meets once per week to read and discuss a classic work of literature, had three concurrent sections running in the summer of 2011. In addition, many students have taken advantage of the workshops the SALC offers on a variety of topics, from effective study skills to time management to interactive presentations.

The SALC "Reading Challenge" is another activity that has met with great success in encouraging students to do extensive reading outside of class. Many students have completed Reading Challenge forms and several have even completed audio reviews of the books that they read.

In order to make effective use of the Center's materials, students may now complete a learning survey and an individualized education plan. These plans allow them to target specific areas for English study and direct them toward the SALC resources that would best suit their needs. The Center also now offers online self-directed study through Edmodo.

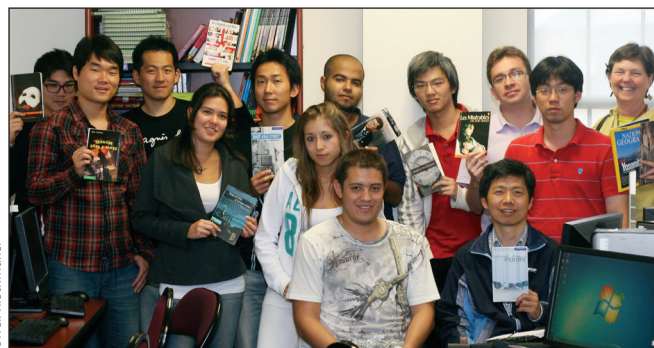
Students and faculty can keep abreast of SALC resources and activities online at the following:

SALC Website: sites.google.com/site/elidesalc

Blog: <http://elidesalc.wordpress.com>

On Facebook: www.facebook.com/elidesalc

On Twitter: www.twitter.com/elidesalc NS



STUDENTS IN MICKY GARDNER'S (UPPER RIGHT) ADVANCED WRITTEN BUSINESS CLASS PARTICIPATE IN THE FRIDAY "DROP EVERYTHING AND READ" ACTIVITY WITH BOOKS FROM THE SELF ACCESS LEARNING CENTER.

Kitchen cluster, a recipe for learning

Registration in Nancy Turner's cooking-based tutoring class has been as hot this year as the funnel cakes students make in her deep fryer. Each week, as many as 50 students, in batches of five or six, file into the Kitchen Cluster for a unique taste of Americana.

When students arrive at Turner's house, located across from the ELI building at 189 West Main Street, they tie on white aprons, wash their hands, pour a glass of ice tea and, clutching their recipe books and cameras, gather around the large kitchen counter to mix, roll, chop and whip all manner of ingredients into traditional American dishes.

"If you really want to get to know a culture, pay attention to its food," said Turner. "It is at the center of holidays, traditions and life celebrations."

The class serves up a huge helping of domestic food history. While the United States is often referred to as a melting pot, "we are more like a salad bowl when it comes to our food," said Turner. "The earliest immigrants applied their native cooking techniques to indigenous food stuff. As time passed, regional styles emerged and American cuisine blossomed."

Curriculum is dictated by the holidays, and possibilities for discussions are endless.

For St. Patrick's Day, Kitchen class students cook creamy leek and potato soup and talk about the Great Potato Famine of the mid nineteenth century and the important role of Irish laborers who flocked to America's shores.

"When we explore soul food," said Turner, "we talk about the destitution of early African-American slaves working on plantations, who cooked the most humble ingredients at their disposal with ingenuity.

Today, soul food lives on as one of our country's most cherished and satisfying cuisines."

The United States produces more of the world's corn than any other nation, so in a class called "We're So Corny," students bake different recipes of corn bread, discuss why a kernel "pops" and what makes a joke "corny," and trace the history of the grain from Mesoamerica to the movie theatre.

Since Turner turned the first floor of her 170-year-old house into a neighborhood cooking school, more than 600 ELI students have come through her front door. Some ELI graduates, who move on to become full-time University students, still ask to return to class, occasionally returning as teaching assistants. One of these is Ana Maria Levy, who graduated from the ELI as class valedictorian in April but has continued to participate daily in the classes.

"The Kitchen Cluster is a great way to learn culture and practice vocabulary," the Colombian said. "Nancy also taught us about food etiquette, what to do in a fancy restaurant, what kind of gift to bring your host. That helps to interact with American people and to understand social behaviors." NT



COOKING CLASS TEACHER NANCY TURNER (LEFT) HELPS STUDENTS MAKE POTATO SALAD IN THE SOUTHERN TRADITION.

10 Faculty profile: Anne Owen

Any afternoon of the week, if you want to talk to Anne Owen, you will have to take a number. She will be in her office in a serious tête-à-tête with a student, with two or three more waiting outside her door. Her students are the heart and soul of her work.

Anne's passion for teaching ESL sparked when, after 22 years in the international travel business, she decided that designing exciting, short-term overseas experiences for others was no longer enough. It was time to create her own international experience, one that went beyond just scratching the surface of another culture. She decided to join the United States Peace Corps.

Anticipating that her assignment with the Peace Corps would most likely be teaching English, Anne trained at the Community Literacy Council in her hometown of York, Pennsylvania and was matched up to tutor a Korean immigrant in York—her first-ever ESL assignment.

When her Peace Corps acceptance came through in 1995, to her surprise she was not placed in a school to teach ESL but rather in a small business program, to manage micro credits and loans and give business seminars in the small town of Lascano, Uruguay. Nevertheless, her ESL training did not go to waste. The townspeople begged her to teach them English. With their help, Anne set up small, eight-week conversation classes serving 120 people of all ages.

"It was a great way to get to know the people in the community," recalls Anne.

Home from the Peace Corps, Anne knew it was time for a career change, so she enrolled in a master's program in education while working part-time at the Community Literacy Council. Thanks to her growing reputation through her work at the Council, she received a call from York County Vocational Technical High School (Vo-Tech), asking her to establish a program for 20 students in ESL. Like all public school ESL programs, this



Ambre Alexander

ANNE OWEN

presented tremendous challenges, as the students were in several grades and levels of English language proficiency. The school asked Anne to get teaching certification, which required further university coursework.

Over the next three years, Anne built Vo-Tech's ESL program from the ground up, got her teaching certification, taught a mainstream English class in addition to her ESL classes, and found the time to teach an evening ESL class as well at Penn State's York campus.

Summers, on the other hand, were free, so in 2005 Anne accepted a summertime position at the ELI. After the session, the ELI asked her to stay on.

The ELI's student diversity and the interesting colleagues who "spoke my language" appealed to her. Anne continued here as supplemental faculty until she was given a full-time contract in 2007.

At first assigned general intensive English courses, as well as special programs such as on-site corporate English classes at Chase Bank and the academic program coordination for a group of Royal Thai scholars, Anne was soon identified as a strong asset to the ELI's English for Academic Purposes track, where she currently focuses her time.

All that she gives to the students, says Anne, she gets back in insight and confidence.

"Nothing is more special than meeting so many terrific students and learning so much from them," she says. *SP*

Staff profile: Lin McDowell

Picture a music-turned-psychology major (UD'76) and you will see Lin McDowell.

Lin was recently promoted to coordinator of human resources and student financial services at the ELI, and the self-described "musical artist" carries out her dual work roles in two-part harmony.

In announcing Lin's promotion, Dr. Scott Stevens, ELI director, said, "As the ELI has grown and the University has drastically changed its personnel procedures and policies, we are most fortunate to have a resident expert on HR issues who can continue to provide critical support for our financial services office."

On the HR side, Lin oversees the processing of payroll-related forms for ELI employees, assists them with HR-related issues, and manages the recruitment of new staff. For students, Lin oversees the management of the ELI cashier's window, in addition to other financial-related student issues. Added into the mix is her oversight of the financial relationships with agents who represent many of our students. Lin supervises both the financial office assistant and the ELI cashier.

Long before joining the ELI, however, Lin had a different life. She has written and performed her own music and has sung and played both the flute and the piano/keyboard in numerous bands. As a member of a professional choir, she even sang before the Pope in Rome. Initially a voice major, Lin switched to psychology for her bachelor's degree. After graduation, she worked in various customer service-related environments.

Lin married her husband Dave, a piano tuner at the time, in 1982. After her daughter Kelsey was born, Lin taught Kindermusik for several years. Returning to the full-time work force in 2007 at the ELI, she easily transitioned into

"assisting employees with issues and being part of the solution," and finding satisfaction in helping her co-workers. The positive work environment is what attracted Lin to the ELI, and it remains one of the most important and satisfying aspects of her job. To quote Lin, "Although there are many times when the stresses of my workload are at an all-time high, I feel very fortunate to have the support and camaraderie of my co-workers. This is one of the best things about working at the ELI!" *JL*



Ambre Alexander

LIN MCDOWELL

Tutor profile: Ruth Bailis



Ambre Alexander

RUTH BAILIS

If you wanted to become an artist or a musician, your friend might tell you, "Don't quit your day job!" The implication is you should keep your nine-to-five or regular job because a career in the arts is extremely competitive and difficult to achieve.

In tutor Ruth Bailis's case, though, her "night job" as an opera singer is successful and exciting. And she also enjoys tutoring at the ELI in the afternoons.

In school, when teachers asked for volunteers to sing in class, Ruth always raised her hand because she "just loved to sing." Before her freshman year at West Chester University in Pennsylvania, Ruth says her parents insisted she prepare for a "real" career, so she agreed to major in music education. But after two years she decided to focus on music performance. After getting her bachelor's there, she moved to cultural hub New York City to get a master's degree from

the Manhattan School of Music. While there, she worked in various opera companies and choruses, including at the famous Riverside Church in Manhattan as a mezzo soprano soloist and chorus member.

When her husband's job brought her to Delaware, Ruth continued to sing using the experience and contacts she had made in the Big Apple. In addition to New York, she has sung in Italy, Germany and France. At press time she is performing with the Washington [D.C.] National Opera at the Kennedy Center on weekends and has toured with the company to several U.S. cities as well as Japan. Here in Delaware, she teaches private students and small groups, too.

Ruth has always liked traveling and feels the experience of singing in other countries is a great way to see the world because, she laughs, "We are treated like royalty!"

Ruth's experience with the ELI started in

2003, after she acquired a certificate in TESOL. She feels her experience in other countries has prepared her well to help our students. Also, since most operas must be sung in languages other than English, she had to learn to pronounce those languages very carefully and systematically. That background has been helpful in teaching the pronunciation cluster at the tutoring center, which she has led for several years.

What does Ruth like about the ELI experience? She feels students', teachers' and tutors' exposure to different cultures is beneficial and in fact "an absolute necessity." Also "meeting people from other parts of the world is important, especially at this time in history."

Her advice to students? From her own experiences abroad, she finds it is important to jump into "full immersion—with no translating!" *WB*

Professional activities of faculty and staff

Nonie Bell, Faculty

Presentation:
"Time-saving techniques for grading writing" (with Ana Kim and Rachel Lapp), PennTESOL-East Fall Conference, November 5, 2011.

Nigel Caplan, Faculty

Presentations:
"Discovering academic writing through the teaching learning cycle," PennTESOL-East Fall Conference, November 5, 2011.

"Academic writing 2.0: the grammar blog," 45th Annual TESOL Conference, New Orleans, La., March 17-19, 2011.

Publication:
Nigel A. Caplan and Scott R. Douglas. *Q: Skills for Success. Reading/Writing, Advanced Level.* New York: Oxford University Press, 2011.

Kate Copeland, Faculty

Presentation:
"Words of understanding: facing cultural/sociopolitical challenges of serving Middle Eastern ESL students" (with Lisa Grimsley and Russ Mason), PennTESOL-East Fall Conference, November 5, 2011.

Ken Cranker, Faculty

Publication:
"Why ESL writing instructors resist converting to using computers for feedback." *TNTEOL Newsletter*, Volume 32, 1, 2011.

Jack Crist, Supplemental Faculty

Presentation:
"Input qualities leading to improved learning" (with Douglas Coleman and Kelly Wherley), 45th Annual TESOL Conference, New Orleans, La., March 17-19, 2011.

Lisa Grimsley, Faculty

Presentation:
"Words of understanding: facing cultural/sociopolitical challenges of serving Middle Eastern ESL students" (with Kate Copeland and Russ Mason), PennTESOL-East Fall Conference, November 5, 2011.

Lisa Held, Faculty

Presentation:
"Experiential writing for beginning & intermediate ELLs of all ages" (with Mikie Sarmiento), PennTESOL-East Fall Conference, November 5, 2011.

Ana Kim, Faculty

Presentation:
"Time-saving techniques for grading writing" (with Nonie S. Bell and Rachel Lapp), PennTESOL-East Fall Conference, November 5, 2011.

Rachel Lapp, Faculty

Presentation:
"Time-saving techniques for grading writing" (with Nonie S. Bell and Ana Kim), PennTESOL-East Fall Conference, November 5, 2011.

Russ Mason, Faculty

Presentation:
"Words of understanding: facing cultural/sociopolitical challenges of serving Middle Eastern ESL students" (with Kate Copeland and Lisa Grimsley), PennTESOL-East Fall Conference, November 5, 2011.

Publication:
"Review of The Lectures, with Benjamin Pang Jeng Lo: Commentaries on 'The Essence of Tai Chi Ch'uan.'" *Journal of Asian Martial Arts*, Volume 20, Number 3, 2011.

Christopher Pinkerton, Supplemental Faculty

Presentation:
"Coaching student writing—a format for evaluation and communication," PennTESOL-East Fall Conference, November 5, 2011.

Mikie Sarmiento, Faculty

Presentation:
"Experiential writing for beginning & intermediate ELLs of all ages" (with Lisa Held), PennTESOL-East Fall Conference, November 5, 2011.

Dr. Scott Stevens, Director

Leadership:
Past Vice President for Advocacy for the American Association of Intensive English Programs, 2011.

Grant Wolf, Faculty

Publication:
Globally Speaking: English Communication for World Citizens. Available from <http://www.English360.com> (forthcoming).

ELI instructor and amateur birdwatcher Susan Coakley has retired and returned to wooded, bird-filled New Hampshire.

In her younger years there, the idea of teaching English to speakers of other languages never occurred to Susan. In high school, she spent a year as an American Field Service exchange student in Germany. Her fascination with that intercultural experience and with the language convinced her to become a German teacher, which involved yet another year in Germany while a student at Smith College.

Fast forward two decades—with several years of teaching German in New Hampshire followed by 15 years of raising her family—to 1987. Now that the children were older, Susan set out to re-enter the world of work. The local school needed an ESL tutor, but not a German teacher. Susan jumped at the opportunity.

Susan enrolled in a master's degree program in teaching English as a second language at Notre Dame College in Manchester. Soon she was developing workshops for other public school ESL

teachers. She then spearheaded the New Hampshire Network to provide monthly in-service training to ESL teachers. Upon earning her master's in 1992, Susan taught at the college for six years.

In 1998, a job change for Susan's husband Jim brought the couple to Pennsylvania. There, Susan took several part-time positions, one of which was at the ELI, where she was asked to offer a culture class to a group of visiting Chilean teachers.

The ELI quickly recognized that Susan was a professional who was ready to fly, and she was offered a full-time faculty position in January 2000. Susan, likewise, recognized in the ELI the diverse experiences that would allow her to spread her wings. During the next 10 years, she would teach intensive English courses, conduct teacher training programs here and abroad, help design curriculum, present at conferences, and escort students on cultural trips ("I discovered that driving a 15-passenger van was NOT my favorite thing," she smiles).

She also quickly established her

place in the international TESOL organization. In 2000 she joined the executive board of PennTESOL-East, where she served as chair and in other positions for six years. She also chaired TESOL's Intercultural Communication Interest Section.

Susan came to specialize in teacher training and the academic curriculum. In fact, in 2004 she was designated supervisor of the University's MA TESL student teachers. Concurrently, Susan helped design an English for Academic Purposes level V skill-building course.

Although she has now "flown" to retirement in her beloved New Hampshire, Susan has left behind feathers of wisdom. To her colleagues, she offers this advice: "Don't just teach them language. Teach them what they need to know."

And to the many students who spent time under her wing, she leaves the following three precepts, which she shared in her retirement speech at the ELI graduation ceremony in June:

"Don't be discouraged when it takes longer than you expected to achieve



Lowell Riehmuller

SUSAN COAKLEY

your goals, just as it did me many years ago.

"Don't be afraid of changes and challenges—they make you stronger and a better person.

"If you got some help on your journey to become a fluent English speaker, try to help someone else in your future as they go on their journey." *SP*

Personnel notes

Arrivals and transitions

Karen Asenavage was appointed to the new position of associate director for academic programs in January (see article on page 2).

The Admissions Office hired two new full time staff members this year: **Michael Alexo** joined us in February as ELI's new CAP admissions assistant and **Kathy Kutchen** was appointed in August as admissions assistant for the regular Intensive Program.

Letha Earl became ELI's first housing coordinator, beginning her position in February.

In July, **Erin Cole Goertz** was made office coordinator for the Institute's new facility at 108 E. Main Street and is currently serving as interim registration manager.

Lisa Held and **Denise Solon** were awarded faculty appointments, both instructors serving on-site in our ESL program at West Park Elementary School, through a grant from the Christina School District.

Finally, we congratulate **Erin Cole Goertz** and **Josephine Kim Wie** on their marriages and **Danielle Bergez**, **Michelle Norris** and **Tom Panter** on the arrival of new babies.

Promotions

Ken Cranker, **Anne Owen** and **Sarah Petersen** were promoted from temporary to full-time continuing faculty appointments.

Ken Hyde was promoted to tutoring center coordinator, a professional position overseeing some 70 tutors and our International Teaching Assistant Program. **Lin McDowell** was promoted to coordinator for human resources and student financial services, where she oversees payroll and serves as the Institute's human resource officer.

Departures

Assistant Director **Deb Detzel** left in August to accept an appointment as academic director of the Intensive English Program at the University of Southern California. Deb made many wonderful contributions to the Institute during her five years as assistant director, and hundreds of ELI students found Deb to be a wonderful teacher, counselor and friend.

Susan Coakley retired in June after 11 years as a superb instructor, program coordinator and student teacher supervisor (see article above).

Supplemental faculty **Jo Anne Barnes**, **Danielle Bergez**, **Anne Eaton**, **Micky Gardner**, **Terri Goode**, **Robert Lamoureux**, **Michelle Norris**,

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Schlee Vincent

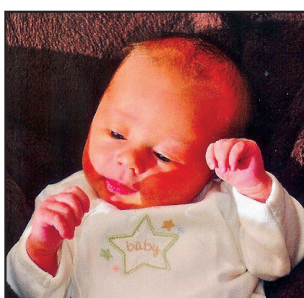
ERIN COLE MARRIED REV. JONATHAN GOERTZ ON APRIL 15.

JOSEPHINE KIM MARRIED JEONGJAE (JJ) WIE ON JANUARY 8. THE COUPLE HELD CEREMONIES IN BUCHEON, SOUTH KOREA, AND NEW YORK CITY.



TOM PANTER AND WIFE ELISABETH WELCOMED COLMAN EMMANUEL ON JANUARY 21, SHOWN HERE WITH HIS OLDER BROTHERS JUSTUS AND SIMEON.

DANIELLE BERGEZ AND HUSBAND MATTHIEU WELCOMED A NEW DAUGHTER, LUCY MARIE, ON JANUARY 28, SHOWN HERE WITH HER PROUD OLDER BROTHER, LEO.



MICHELLE NORRIS AND HUSBAND TY WELCOMED DAUGHTER LILYBELLE MARNA ON JANUARY 4.

Dara Shaw, **Karen Terkel**, **Katie Vlasov** and **Carol Williams** left the ELI to pursue new professional opportunities. We greatly appreciate their dedication to excellence during their time with us.

Regular tutors **Tom Ford**, **Owen Kelly**, **Dan McClory**, **Sarah Tillman** and **Jane Wessel** left us to begin new careers this year. Volunteer tutor **Michael Hendricks** has taken the experience he gained at the ELI and joined the Peace Corps to serve in Africa.

In memoriam: Thomas Casadevall

Thomas Casadevall, a long-time ELI supporter and benefactor, passed away on July 9. After retiring as director of international finance with the DuPont Company, he traveled to Slovakia in 1991 as a volunteer for the International Executive Corps, educating managers about privatization. Upon his return, he became involved in supporting international students in the United States, providing scholarship funds to students at the English Language Institute.

"He loved all international students, but he had a particularly soft spot in his heart for students from the newly independent states in Eastern Europe, where he frequently met brilliant and creative young men and women who had little hope of putting their talents to work in the absence of a benefactor," said ELI Director Scott Stevens. "Over the years, he helped dozens of students, many of whom never knew the author of their financial salvation, because he insisted on anonymity."

A special ELI scholarship fund has been established in Mr. Casadevall's name to honor his memory. Contributions can be made to the fund through the University of Delaware's Office of Development. *BM*



TOM CASADEVALL WITH ANDREA ANDRASSYOVA (ELI '95, CENTER) AND DANA LESAYOVA (ELI '98), SLOVAKIAN STUDENTS WHOSE U.S. STUDIES HE SUPPORTED.

In memoriam: Isabel Whitaker

The ELI family bid goodbye to a much loved friend when Isabel Whitaker passed away on April 23. Isabel enjoyed an encore career at the ELI, after retiring from the public schools following many years of excellence in the classroom. A talented artist, Isabel had been an accomplished professional dancer and dance instructor. She relished her retirement years, earning a master's degree in linguistics and working as one of the Institute's favorite tutors for some 15 years, before retiring at age 80. After her second retirement, Isabel went on to write a novel and join Toastmasters, where she wowed her fellow speakers as a master storyteller. She was a talented teacher and tutor who had a gift for encouraging students and colleagues alike. She discerned and celebrated the unique talents of every individual and made those she mentored, taught or befriended feel special. "Carpe diem" was a motto Isabel lived by as she saw each day as gift and wasted not a single one. *SS*

ISABEL WHITAKER HOLDING HER TOASTMASTERS AWARD FOR BEST SPEAKER



The ELI Faculty and Staff wish you all a happy, healthy and prosperous year. Please stay in touch!
 To hear messages from faculty to our alumni, visit www.udel.edu/eli/recordedgreetings.

NEW exclusive addition

- Long-and short-term plans from \$480 to \$900/month
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- Global events at the World Café



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New assistant in Homestay program

Bear resident and UD alumna Stacey Leonard is the new assistant to Homestay coordinator Nancy Purcell. Leonard, with her husband and two teenaged children, has welcomed several ELI students into their home over the last several years, first occasionally as part of the Host Family program and then as a homestay family. Stacey is enthusiastic about meeting new ELI students and finding suitable homestays for them.



HOMESTAY ASSISTANT STACEY LEONARD AND HER FAMILY WITH SEINAN GAKUIN UNIVERSITY STUDENTS KAHU TAKATA AND NANA FUJIYAMA. IN 2011, 275 HOMESTAY FAMILIES WELCOMED 400 ELI STUDENTS INTO THEIR HOMES.

In her new job, Stacey visits potential homestay families to see if the accommodations are comfortable for ELI students. She also interviews family members.

“I try to determine if they have the warmth to truly welcome foreign students,” she says.

These new responsibilities, which began August 1, 2011, have included placing short-term students with special programs from Kobe, Japan, as well as the summer Language Adventure participants from Spain, France, Germany and Morocco with local families.

Usually, American families and ELI students work well together but on occasion Stacey has to mediate in what is sometimes a culture clash. Having been a “homestay mom” gives her the experience to see all sides. This mediation is an important addition to services for students.

Now that Nancy Purcell has regular weekly office hours for student questions and concerns at 108 East Main Street, Stacey joins Nancy there. Or she may substitute if Nancy is away.

Her quiet friendliness reassures students that she has their best interests at heart. *WB*

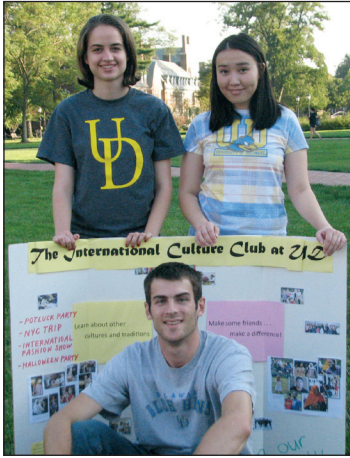
International Culture Club connects students

The International Culture Club (ICC) connects students from the ELI and UD communities. Through various activities, this year ICC has involved students in projects both locally and internationally.

One of ICC's main projects was to support Wings for Hope, a charity event initiated by the ELI to aid tsunami victims in Japan. (See the related article on Service Learning on page 9.) ICC attracted volunteers and donations from university organizations as well as the local community, including West Park Place School and Newark High School.

ICC also networks with other student organizations to expand diversity awareness on campus. It co-organized Justice Week with the InterVarsity Christian Fellowship, the Halloween Bash with the Cosmopolitan Club, Carnival-South of the Border Festival with the INNternationale student residence, and Top Model Event with the UD Red Cross Club.

“We hope to continue this cooperation in 2011–2012,” said incoming president Nermin Zubaca, AS '13 (ELI '08). Other current officers include vice president Katelynn Anderson, AS '12; public relations Amanda Stevens, AS '12; treasurer Rebecca Morris, AS '12; and secretary Sara Munkhtur, AS '12. *NZ*



NEW OFFICERS FOR THE INTERNATIONAL CULTURE CLUB: NERMIN ZUBACA, PRESIDENT (SEATED); REBECCA MORRIS, TREASURER (LEFT); AND SARA MUNKHTUR, SECRETARY (RIGHT).

Festival of Nations



HOSTED BY THE ELI AND RESIDENCE LIFE, THE SEVENTH ANNUAL FESTIVAL OF NATIONS ON NOVEMBER 17 FEATURED A TALENT AND FASHION SHOW AND CULTURAL DISPLAYS FROM COUNTRIES AROUND THE WORLD. IN ADDITION TO MORE THAN 20 COUNTRIES REPRESENTED BY ELI STUDENTS, THE EVENT INCLUDED THE MULTICULTURAL STUDENT ORGANIZATION, MUSLIM STUDENT ASSOCIATION, HISPANIC STUDENT ASSOCIATION, DELAWARE AFRICAN STUDENT ASSOCIATION, INTERNATIONAL CULTURAL CLUB, FILIPINO STUDENT ASSOCIATION (FSA), FRENCH CLUB, CHIN-AMERICAN ASSOCIATION, CARIBBEAN STUDENT ALLIANCE, STUDENTS FOR HAITI, AND STUDENT GOVERNMENT ASSOCIATION.

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