

FROM THE DIRECTOR'S DESK

Dear ELI friend,

The audience for our annual newsletter includes academic colleagues, sponsors, members of ELI's community of supporters (e.g. homestay families, mentors and language partners) and, first and foremost, our more than 16,000 alumni around the world. As I complete my 30th year as a member of the Institute's faculty and administrative staff, I find myself recalling the smiles of past graduates—some quite recent and some long ago. It seems fitting, therefore, to pay tribute to a few alumni who have made their mark at UD and in the world.

Ibrahim Alkhalidi (1982) was a student who challenged assumptions and took an unorthodox approach to solving problems. He has always been a risk taker, reaching across religious and political divides to make unlikely friendships. Shortly after 9/11, Secretary of State Colin Powell asked the Saudi national to serve on a special commission to promote understanding and reconciliation among Muslim and non-Muslim leaders and average citizens. Where others see irreconcilable differences, conflict and mistrust, Ibrahim Alkhalidi sees opportunities for common ground, peace and mutual respect. He has given voice to moderates everywhere and worked to lessen the influence of extremists on both sides of the issues facing U.S. and Middle Eastern relations. Ibrahim backs his words with action, personally funding scholarships for promising young men and women from North Africa and Eastern Europe to study in Western countries.

The very presence of Ghandi Kanaan (1987) at the ELI was a victory. Born with severe disabilities, he grew up in Syria, whose government not only provided few accommodations for the handicapped but also actively discriminated against those they considered accursed by God. Armed with an infectious smile and a drive as strong as the steel supporting his malformed legs, Ghandi struggled mightily to overcome both physical and academic challenges, completing his ELI studies with honors and eventually earning a degree. He launched a successful career, began a family and, through a mix of compassion and determination, worked to change attitudes and policies toward the disabled in Syria and beyond.



Scott G. Stevens

Carlos Raul Yepes (2001) was not typical of many students taking our business classes. When describing his business priorities, he spoke less about profits, market share and acquisitions—and more about integrity, ethics and transparency. And so it was with a sense of deep satisfaction that we learned of his appointment last year to the presidency of Bancolombia, Colombia's largest financial institution. At a time when the worldwide banking system is viewed by many with deep suspicion, it is encouraging

to know one leader who views success as the outgrowth of a corporate culture that cultivates decisions driven by high moral ethics and commitment to preserving consumer trust.

Shiho Nabeshima (2002) had been at the ELI just over a week when she stepped off a curb directly into the path of an oncoming car. Her crushed body was rushed by helicopter to Christiana Hospital, where for over a month her life hung in the balance as surgeons performed a series of reconstructive operations while students and homestay families maintained a round-the-clock prayer vigil. Once stable enough to be evacuated to Japan, Shiho spent nearly a year in the hospital. During those long months of convalescence, the drive to live eventually gave way to a bigger dream: the resolve to become a healer of others. Over the next few years, Shiho entered and graduated from medical school, distinguishing herself as an outstanding physician who could truly empathize with the suffering of others. That compassion led her later to head northward to attend victims of the 2011 tsunami.

So often our graduates speak of the transformative impact of their ELI education, how they learned to speak not only a language that opened doors to further education and advancement, but also a language of understanding and compassion that led to their adoption into a global family. My colleagues and I are honored to have taught and guided those whose journeys brought them here for a season. But truth be known, it is the students who transform their teachers. You inspire us. As Jack Nicholson once said in the movie "As Good as it Gets," "You make me want to be a better person." And so to all of our remarkable alumni who write to share your many accomplishments, thank you for the ongoing reminder that one person truly can make a difference in the world.

Sincerely,

Scott Stevens,
Director

I want to thank Professor Barbara Morris for her 20 years of remarkable service on the ELI newsletter committee—17 of those as editor-in-chief. Hers has been a singular dedication to excellence. I want also to welcome Sarah Petersen as our new editor-in-chief and thank Sarah and her committee for this year's wonderful edition.



Desert Dragon cohort huddles with its teacher, Barbara Morris, and its mentor, Kristen McBrien, at NorthBay Adventure Camp in March.

CAP Cohort Program boosts success through teamwork

The English Language Institute launched an innovative program for university-bound ELI students in March. Designed for conditionally admitted (CAP) students who intend to matriculate to UD or another partner school, the CAP Cohort Program seeks to foster engagement, build leadership and prepare students for the expectations of an American university classroom.

The cohort model began to take shape in ELI director Scott Stevens' mind as he pondered the needs of CAP students, who are required to successfully complete the ELI's English for Academic Purposes program before full university matriculation.

"To succeed in an academic setting, these students need more than just English," Dr. Stevens said. "They must also learn to work on a team, take leadership roles, understand liberal education and also understand what strengths they as international students bring to their academic experience."

The main drive, Stevens said, was "seeing a need for international students to be involved in campus life and university classroom discourse."

It was only a brief time before ELI associate director Karen Asenavage, with the support of a team of ELI faculty, put the concept into practice, welcoming the first eight cohorts to the ELI in March. The numbers multiplied every session until, at the time this newsletter went to press, there were 18 cohorts comprised of approximately 200 students in levels IV-VI.

These students are given the opportunity to bond with a group of their peers while becoming more skilled at the tasks that would be required of them in an American university program. Their American student mentors and faculty advisors play a key role in introducing these tasks.

"We have a wonderful group of dedicated mentors," said Asenavage. "Together with the cohort faculty advisors, their role is key in integrating our students into UD student life."

One of the seminal experiences each session is a retreat for new cohorts. During the retreat, students participate in team and confidence-building activities such as rope climbing and zip lining. Students begin to feel like a part of their team and a part of the ELI as they develop a sense of mutual accountability. As one Session IV 2012 cohort student noted, "I couldn't believe I was speaking English for the whole weekend after just one week in the United States!"

As cohort participants progress through the sessions, they engage in a number of academic and extracurricular activities. Each cohort is structured around a semi-weekly class that covers essential critical thinking and study skills while aiming to reduce the amount of burnout and isolation new CAP students sometimes feel. The curriculum includes four cycles: Understanding Yourself, Understanding your Major, Engaging in the Community and Engaging Globally. A University of Delaware student mentor encourages the participants, shows them the ropes, and introduces them to other students and groups on campus.

Cohort participants are also strongly encouraged to become involved in the greater Newark community through service learning activities such as cleaning up local parks, volunteering at the Delaware Food Bank, working at the Newark Bike Project and cultivating the ELI garden.

At the end of each session, cohorts must give a presentation about their experiences to a panel of judges. Each participant is responsible for part of the presentation, ensuring that all members are engaged and active in the group's activities.

"By interacting with a variety of groups throughout the campus and community, cohort participants are encouraged to become leaders who are capable of motivating themselves and others," said Director Stevens. Past participants have said that they particularly enjoy the teamwork element of the cohort as well as the opportunity to interact with a large number of native speakers that they might not otherwise meet. Of course, during their time in the cohort, as with any time at the ELI, students also cherish the friends they make. *NS*



The Cutie Qs cohort hits the beach at NorthBay Adventure Camp.

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2 Home is where the learning is at Rittenhouse Station



Tim Kim

American Global Fellows with ELI staff members (from right) Dr. Scott Stevens, Nadia Redman and Tim Kim (7th from right)

The ELI rolled out a dynamic new housing option this year that combines fellowship and learning—not to mention luxury living.

The Living/Learning Community, quartered in the newly built Rittenhouse Station apartment complex on Elkton Road in Newark, comprises 10 four-bedroom units, each housing three ELI CAP (university-bound) students and one American UD undergraduate student—the unit's American Global Fellow (AGF).

Tim Kim, who helped launch the project as acting ELI housing coordinator, and who now oversees the program in his new role as ELI orientation coordinator, is enthusiastic about the venture. Tim explained that, although the majority of international students succeed academically at the University, they fail to engage fully in campus life. The Rittenhouse Station project is “intended to help CAP students prepare for life at the

University. We are looking to help them understand what it takes to be a successful college student.”

Key to this process are the AGFs. According to Tim, their job is “to ensure that ELI students come through the Living/Learning Community with a greater understanding of the resources on campus and with a network of allies and advocates that will support them.” The AGFs were selected for their outgoing personalities, leadership qualities and creative ideas for engaging students in campus life. These mentors cultivate an English-speaking environment in the residence, attend campus events with their roommates twice a week, organize a weekly dinner with a second Rittenhouse unit, meet weekly with each CAP roommate one on one and submit weekly reports to Tim, summarizing the week's events and evaluating each roommate's level of engagement. Most important, AGFs offer American friendship.

With the encouragement of these mentors, the CAP residents have attended UD Activities Night, student club events and football games and have initiated activities such as movie nights, bowling, study sessions, dinner dates, trapshooting, longboarding, soccer, tailgating, swimming and shopping.

ELI director Scott Stevens said that for decades he had dreamed of a place where ELI and UD students could live together in a multicultural community that would inspire learning and encourage international students to engage actively in university life. He

expressed his delight that his dream has now become a reality.

For the residents, too, Rittenhouse Station is a dream, having amenities such as a built-in console integrating iPad, flat screen television and Apple TV technologies. Utilities, cable and internet are included in the housing fees. Best of all are the cozy furnishings, hardwood floors and modern fixtures that foster a vital social atmosphere.

Although Rittenhouse Station has all the physical comforts, Tim Kim says, “We want to take ELI students out of their comfort zones” when it comes to engagement in the University community. This special blend of comfort and challenge has caused the Living/Learning Community to rocket to housing superstar status. CAP students are eager for a chance to live there. *KB*



Tim Kim

Runze Leng and Michael Rodriguez enjoy downtime in their Rittenhouse Station apartment.

Voices from the ELI: an anthology of student writing

In May, the ELI published *Voices from the ELI*, a collection of writing by students from many different classes and English proficiency levels.

Every session, ELI teachers see excellent writing in their classrooms, but they have usually been the only people to witness it. ELI instructor Marcia Halio, lamenting that there was no medium to share the rich thoughts of her students, recalled the UD English department's *Arak Anthology*, edited by Halio before she retired from her position as a writing instructor in that department. Halio solicited the help of ELI colleagues to form an informal task force that collected essays, poems and short stories for publication in the ELI's own anthology. The writing was then turned over to University Printing, which transformed the raw documents into a professionally laid out magazine.

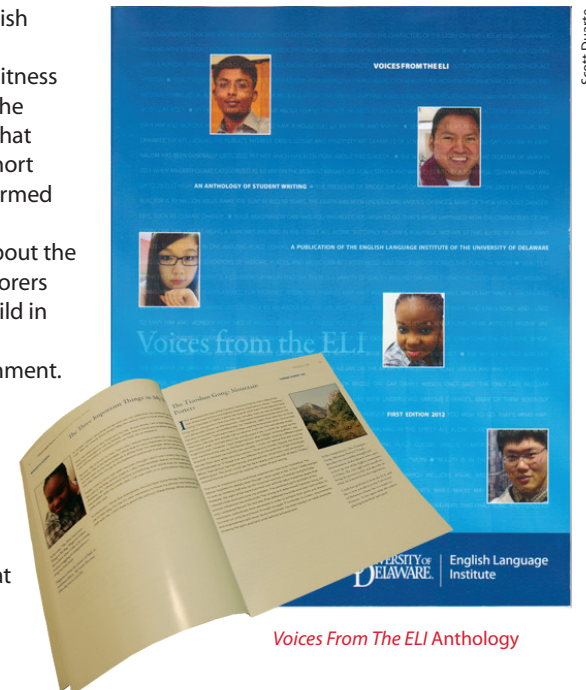
The anthology includes many different types of writing. Some selections are personal. One student wrote a poem about the death of her grandmother. Another shared what she learned from the incredible strength and determination of the laborers who carry visitors up one of the highest mountains in China. One writer expressed her feelings about being the only child in her family, while another glowingly described his visit to the Philadelphia Flower Show.

Selections represent a wide range of academic and career interests. Many students are concerned about the environment. Two of them wrote about the dangers of nuclear energy, and another wrote about water and soil erosion in the Loess Plateau in China. Still others are concerned about politics in the Middle East and the impact of urbanization and other aspects of modernization on cities in their countries.

Halio commented, “All of the authors had significant things to say, and we are happy that their work will be enjoyed by many people at the University and that it will serve as an inspiration for current students to make their voices heard, too.”

The *Voices* task force is already gathering submissions for a second edition of the anthology to appear in 2013 so that more writers can experience the power of communicating their ideas in English.

“Excellent work should be shared with the world!” said Halio. *MH*



Scott Duarte

Voices From The ELI Anthology

New facility at 318 South College Avenue



Lowell Rietzmuller

318 South College Avenue

As the ELI's enrollment has continued to increase, an additional classroom facility specially designated for the first three levels of ELI instruction (Basic, I and II) was opened in early 2012. The building at 318 South College Avenue, one of Newark's historic landmarks, was originally constructed in 1916 to house a printing press. Its castle-like

architecture was inspired by the Arts and Crafts Movement of the late 19th century, and it has been recently renovated for UD classrooms and offices. The ELI now has 12 classrooms, offices for 10 faculty members and a listening lab at the new site, which is also used for the ELI's evening classes for local residents.

Students and faculty alike appreciate the new location, which features spacious classrooms, new SMART Boards, wide-screen televisions and plenty of on-site parking. ELI instructors of the three levels have been particularly pleased with the opportunity to collaborate on a day-to-day basis.

“The best thing has been having all the teachers together to confer on curriculum and students,” ELI instructor Mikie Sarmiento said. “It works best when you can meet casually, at any time.”

Professor Jo Gielow concurs. “It's great to have all the lower level classes together,” she said. “We're always comparing notes. It's helpful for all of us.” *GW*

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

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The University of Delaware is an Equal Opportunity/Title IX institution. Please visit www.udel.edu/ExecVP/policies/personnel/4-40.html to read our anti-discrimination policy in its entirety.

ELI fills three full-time faculty positions

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After a demanding search process that began with over 40 applicants, the ELI was able to appoint outstanding professionals to three new full-time continuing faculty positions.

Kendra Bradecich

While Kendra Bradecich was serving a Lancaster County (Pa.) school district as a speech therapist, the district asked her to do some ESL tutoring. This, along with hosting Japanese students attending a nearby university, sparked an interest in foreign cultures that Kendra realized had long lain dormant. Her newfound passion, combined with her lifelong love for words and language, prompted her to turn a corner in her career path and study TESL at West Chester University, where she earned her master's degree in 2002.

"My knowledge and experience in first language acquisition gave me a solid background for studying second language acquisition and pedagogy," observed Kendra.

Since entering the ESL field, Kendra has taught adult education in her Lancaster school district, ESL and freshman composition at the Lancaster campus of Harrisburg Area Community College and freshman developmental English and composition for both native and nonnative speakers at Pennsylvania State University at Harrisburg. This background prepared her for a smooth transition into the ELI's upper level courses, especially its academic track, which has become Kendra's area of specialization at the ELI.



Michael Fields, Kendra Bradecich and Scott Duarte joined the full-time faculty in 2012.

Scott Duarte

Globetrotter Scott Duarte's ESL experience includes public school, adult and higher education settings from Texas and New York to Asia and the Middle East. It hasn't always been easy: having been awarded a U.S. Embassy grant to teach English at an Indonesian university, he had just barely gotten settled there when terrorist activities forced all U.S. government employees to evacuate that country. Within three months, however, Scott found an alternative post at Al Akhawayn University in Morocco.

Later opportunities led Scott to Kyung Hee University in South Korea and then to Kansai Gaidai University in Japan, where he not only taught university-level courses but also conducted professional development workshops for secondary school teachers of English. At Kansai Gaidai, Scott was able to draw from his undergraduate studies in photojournalism to develop a listening/speaking course component "focused on student-centered filmmaking, where the

students controlled the entire process from idea conception to filming to editing and exhibiting a broadcast-ready piece."

Scott's fascination with the teaching power of technology is a theme that has run throughout his career, leading to his position, in the years immediately preceding his arrival at the ELI, as technology coordinator for Michigan State University's English for Academic Purposes program. While there, he twice won U.S. Department of State grants to conduct technology-related teacher training workshops, first in Bahrain, Kuwait and Oman, and the following year in India.

Scott serves on the ELI's technology committee and is eager to teach film classes.

Michael Fields

Michael Fields has made valuable contributions to the ESL/EFL field over 25 years on three continents. Fresh out of the University of Maryland, he plunged into English teaching at Chung Ang University in South Korea for a year, an experience that convinced him that his future was in the

field of international education, especially in developing countries. He then returned to the States to pursue a master's degree at George Washington University while at the same time teaching ESL at Lado International Institute in Washington, D.C. His five years there, along with his earlier experience in South Korea, paved the way for his later return to Lado to collaborate with two other writers on the six-level *Lado Children's Series*, designed for the Korean market.

Other than these two stints at Lado, Michael's entire career before joining the ELI unfolded overseas. He served for two years in the Peace Corps as teacher trainer at the national teachers' college of Gabon, after which the Peace Corps invited him to serve an additional year as consultant to the Ministry of Education of Sao Tome and Principe. Istanbul, Turkey, was Michael's home for six years, where he coordinated the freshman English program for business, IT and engineering majors at Isik University.

From there he moved on to Abu Dhabi in 2004, where he instructed at the Higher Colleges of Technology (HCT) for eight years. Finding himself specializing more and more in test materials development, Michael decided to earn a master's from the University of Leicester in applied linguistics and TESOL, focusing on testing and assessment. He was eventually named testing coordinator at the HCT, a duty that he continued to fulfill until his departure to the ELI. Here he has joined the testing committee and is specializing in high intermediate classes. *SP*

Language partner bridges cultures



ELI language partner Michelle Church with two of her language partners, Mazin (left) and Masalem, at a cultural festival in Salalah, Oman. She spent the summer there on a State Department grant.

One hundred and ten degree heat might not make the average undergrad's vacation wish list. But Michelle Church is not your typical student. For starters, the 33-year-old enrolled at UD as a "returning adult" after 10 years in the workforce. The financially challenged freshman, recently laid off from an administrative job at the University of Pennsylvania, lived out of her car for the first couple of semesters and used the gym for showers. She lost a lot of weight that year, she recalls, but remained

determined to get the academic credentials to make a career change.

So when she got the chance this summer to go abroad, the iconoclastic New Jerseyan chose, not the beaches of Cancun, but the deserts of Oman for her first-ever experience outside the United States.

With three semesters of Arabic already under her belt, Michelle traveled to the Persian Gulf sultanate on a grant from the U.S. Department of State Critical Language Scholarship Program. More than 600 students nationwide were selected for intensive language study in over a dozen countries. Michelle was one of 30 selected to study Arabic in Oman.

"It was wonderful," she said.

A rising senior with a dual major in anthropology and international relations and a minor in Islamic studies, Michelle already knew what her Arabic professors said was true. To learn the language, classroom study was not enough.

"You have to go out and speak it," she said.

Through ELI tutor Jackie Whitney, she'd been introduced to ELI students Osama

Abdulkreem and Eman Alshbanat from Saudi Arabia, and the husband and wife became her language partners in 2011. The trio shared conversation in English and in Arabic, and the couple introduced Michelle to other Saudi students at the ELI. She, in turn, tried to help the female students find community resources for Muslim women.

"It can be very hard for Saudi women to make American friends," she said, "because of cultural differences and mutual shyness. Nobody knows how to approach each other. I tried to position myself as a person who could provide a bridge between Saudi women and American students."

In spring 2012, Michelle also worked closely with her mentor, Patricia Sloane-White, director of Islamic Studies at UD. Professor Sloane-White sought to introduce UD undergrads to Muslim culture in a new course titled "Muslim Delaware" (ANTH 267). Michelle assisted with class visits to the Muslim Center of Wilmington and the Zakat Foundation in Newark as well as to area mosques and other Muslim community centers and organizations.

The intensive language course at Dhofar University in Salalah, Oman, close to Yemen, was the logical next step on her linguistic, academic and cultural journey.

"People were very welcoming," she said. "Everyone was so excited that we were learning Arabic. Our fledgling attempts at [the language] would delight them."

The campus had both male and female students, and the Arabic learners were matched with Omani language partners who were studying English in the foreign language department. The experience, she said, gave her a greater sense of self and clearer understanding of her values and "the things you can live without." It also revealed the challenges that learning a language can present to an older student, and, as a result, Michelle always welcomes opportunities to practice Arabic with new language partners.

In her senior year, she hopes to work with Professor Sloane-White in a new initiative to create a cultural bridge program between UD, Delaware State University and the Muslim community in Delaware. Eventually, Michelle would like to get a Ph.D. in international relations and apply for a Fulbright scholarship to return to the Middle East. *BM*

ELI garden keeps growing

The ELI garden enjoyed another bountiful harvest this year, with new opportunities for involvement by ELI students, faculty and local residents. The garden, located next to the ELI building at 189 W. Main Street, was founded in 2011 as a collaborative effort between the ELI and the Graduate Student Food and Garden Policy Committee (a funded project of the UD Sustainability Task Force). Spearheaded by UD graduate students Dan Kasper and Courtney Siegert, along with faculty advisor Professor Chad Nelson and ELI instructor Kate Copeland, the goals of the ELI garden include increasing the visibility and understanding of organic gardening and food sustainability on campus, as well as promoting active participation in food gardening in the UD community.

The ELI garden offered a wealth of opportunities to ELI students and local residents this year. The newly formed CAP Cohort Program participants [see cover story] contributed time and energy while learning more about American food culture as part of their service learning requirement. A garden tutoring cluster offered ELI students a unique opportunity for conversation and hands-on vocabulary acquisition. Portions of the ELI garden were designated a community garden and rented out to local residents, with other portions set aside as a community-supported agriculture (CSA) project, offering fresh organic produce

for sale by seasonal subscription. Much of the abundant harvest, which included strawberries, asparagus, salad greens, beets, squash, tomatoes, cucumbers, peppers, kale and fresh herbs, was donated to the Delaware Food Bank, providing ELI CAP students another first-hand opportunity for volunteer service to the community.

ELI garden liaison Kate Copeland points out that the potential for future growth in garden initiatives and outreach is enormous, as this remarkable collaboration between ELI students, faculty, UD graduate students and local residents continues to flourish in coming seasons. *GW*

Laurie Fuhrmann



CAP cohort member inspects ELI garden.

4 Special programs

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

Fourteen middle school teachers of English from Japan were handpicked by their school districts and sponsored by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MeXT) to spend July through January at the University of Delaware in a three-phase professional development program coordinated by Sarah Petersen.



Evan Kape

His Excellency Ichiro Fujisaki, Japanese ambassador to the United States, meets with Japanese MeXT English teachers at UD. Seated in front of the MeXT team from left to right: MeXT-Delaware program coordinator Sarah Petersen, College of Arts and Sciences (CAS) associate dean Matthew Kinservik, Institute for Global Studies director Nancy Guerra, UD president Patrick Harker, Ambassador Fujisaki, ELI director Scott Stevens, and CAS dean George Watson.

English language improvement and orientation to U.S. culture were the focus of the first phase, reinforced through ELI language skill classes and cultural experiences such as excursions throughout the Mid-Atlantic region, service learning opportunities and living with an American homestay family.

The second phase shifted to an emphasis on the study of best practices in teaching English. Participants attended MA TESL graduate methods courses and semi-weekly training workshops. Lessons and materials designed by MeXT participants were then uploaded to an online group portfolio, a resource for all participants to draw from in the future when back home in Japan.

The current and final phase focuses on hands-on teaching. Visits to area schools, where the team has shared Japanese culture with the students, and teaching practicums in ELI beginner language classes and local schools have allowed the participants to test new methods and knowledge.

The MeXT team was deeply honored by the visit on October 17 of His Excellency Ichiro Fujisaki, Japanese ambassador to the United States, who came to the University of Delaware campus expressly to spend time with and encourage the MeXT participants. The group had previously met the ambassador during a reception at his home in Washington, D.C.

Colfuturo

The *Fundacion para el Futuro de Colombia* (Colfuturo) is a Colombian organization that sponsors Colombian professionals to take a break from their jobs in order to study English abroad. This year 29 students took part in the program, coming at different times throughout the year and staying for varying lengths of time. Colfuturo is now in its 17th consecutive year of its association with the ELI.

Incheon Office of Education, South Korea

Twenty teachers of English from the city of Incheon, South Korea, participated in a four-week professional development program at the ELI in January. Weekday morning classes designed for intensive listening and speaking practice were complemented by afternoon one-on-one tutoring for more personalized attention. A course introducing broad features of U.S. culture dovetailed with daily opportunities for intimate contact with the culture through homestay living with American families as well as through weekend excursions to New York City, Washington, D.C., and Philadelphia. In



Lowell Riehmuller

Teachers from Incheon, South Korea, with Dr. Scott Stevens (rear left) and academic coordinator Sarah Petersen (far right).

addition to language and cultural enrichment, the group refreshed and stretched its knowledge of teaching practices through workshops and visits to area schools. "They didn't miss any chance to grow and learn while they were here," reported the program's coordinator, Sarah Petersen. "If anything proves their dedication as teachers, it's that they left our program on a Saturday, arrived in Incheon on Sunday after a 13-hour flight, and were back in their classrooms that Monday morning!"

Hankuk University for Foreign Studies, South Korea

Six students from Hankuk University for Foreign Studies (HUFS), South Korea, took advantage of their winter break to join the ELI for its January-February intensive English program. They sharpened their English skills with listening/speaking and reading/writing classes and broadened their cultural horizons with one-day excursions to Washington, D.C., and Philadelphia and a three-day weekend in New York City. Physical fitness was not neglected as the group spent a day skiing in the Pocono Mountains of Pennsylvania. While they got a lot out of their eight-week American adventure, the students were also able to give back by sharing Korean culture in an after-school program at Kennett Middle School in Landenberg, Pennsylvania.

Seinan Gakuin University

This February, the ELI was joined by 24 students from Seinan Gakuin University, in Fukuoka, Japan. During the week the students joined ELI classes. On weekends they went on excursions arranged by their coordinator, Samantha Green, to visit Love Park and eat cheesesteaks in Philadelphia, tour the



Seinan Gakuin University students enjoyed their time in Central Park, New York.

monuments of Washington, D.C., and see "Mamma Mia!" in New York. The students enjoyed the hospitality of American homestay families, learning about U.S. culture and leaving a small piece of Japan with their new friends and adoptive families. Seinan Gakuin student Marika Joguchi said, "I had a precious time in this program."

Hiroshima Institute of Technology

Ten students from the Hiroshima Institute of Technology in Japan attended classes at the ELI for three weeks in February and March. The group spent their first week with instructor Ken Cranker, preparing to join regular classes for the first two weeks of Session IV. In addition to the novelty of studying English with students from many nationalities, the group enjoyed lessons in American cooking with tutor Nancy Turner. On weekends they took trips to local attractions such as the Lancaster outlets and Philadelphia. They also had the chance to experience St. Patrick's Day in New York City.



Lowell Riehmuller

Hiroshima Institute of Technology students

Summer Language Adventure

The Language Adventure program for high school students is now in its second year. Coordinated by Baerbel Schumacher, this summer's program was comprised of students from Pamplona, Spain; Bautzen, Germany; Marseille, France and Casablanca, Morocco. Students lived with American families, studied English in the mornings and engaged in fun activities in the afternoons and on weekends. These included trips to the pool and beach, picnics, bowling, learning how to play American football and how to play the steel drum, and visiting New York, Washington, D.C., and Philadelphia. The group from Germany and France made a video of their experience that can be viewed at the following URL: <http://www.youtube.com/watch?v=xzlvahmEz1g&feature=youtu.be>

American Law and Legal English Institute

The American Law and Legal English Institute's reputation is growing. This year, 17 legal professionals participated in the July 2012 summer program, including 10 attorneys and one judge from Tajikistan, three attorneys from Brazil, an attorney from Colombia, an attorney from Japan and a business law professor from South Korea.



Lowell Riehmuller

ALLEI students with teachers and ELI staff.

Focusing on the fundamental areas of American law, the Institute provided numerous opportunities for participants to meet with judges and attorneys of the Delaware judiciary and to observe firsthand the legal proceedings of the Delaware courts. Since Delaware has a national reputation as a center of corporate law, participants were provided a unique opportunity to meet and discuss corporate law issues with lawyers and judges distinguished in this area of the law.

The lead instructor for the program was Robert Panadero, Esq., a member of the Delaware Bar and an ELI tutor, supported by Karen Porter, Esq., who taught a module focusing on legal writing, and Mary Matterer, Esq., who offered her expertise in U.S. patent law. The program coordinator was Baerbel Schumacher.

Russian Gymnasium

Students and teachers from Gymnasium Number 91 in Ufa, Russia, came to the ELI during the summer session to improve their language skills and experience American culture. Seven students and their teacher, Liudmila Volova, participated in the program, which was coordinated by Inna Fenina. This was the 14th group that Ms. Fenina had escorted. The students visited New York City, Washington, D.C., and Philadelphia during their four-week stay.



Lowell Riehmuller

Russian Gymnasium students with their chaperones, Liudmila Volova (far left) and Inna Fenina (third from right) and ELI assistant professor Leslie Criston (far right).

International Teaching Assistants (ITA) program

The International Teaching Assistants (ITA) program reached new heights in 2012. With 26 students in the winter group and 97 students in the summer group, the program had its largest class of ITAs ever. The students came from 22 different countries and 19 different UD graduate programs. Nationalities were as diverse as Chinese, Bosnian and Kenyan, while departments ranged from English, linguistics and fine arts to physics, chemical engineering and computer science.

The summer program benefited from the collaboration of Dr. Mary Martin, assistant provost for graduate and professional education; Ken Hyde, ELI's ITA program coordinator; Amanda Snuffer, records management administrator; Frances O'Brien and Younes Habousi from the Office of International Students and Scholars and a group of dedicated graduate ambassadors from UD. Starting off with a new intake process

continues on page 5

International Culture Club merges with Multicultural Student Organization

This fall semester, the International Culture Club (ICC) and the Multicultural Student Organization (MSO) merged into a single campus organization. Prior to the merger, the MSO was mostly made up of UD students, whereas ELI students made up the majority of the ICC. Bringing the two clubs together means interaction and collaboration between its diverse members. The name “Multicultural Student Organization” has been retained for this newly integrated group.

By joining the MSO, the ICC continues its evolution into an organization which provides the greatest benefits to ELI students. The ICC started as the unofficial, ELI-run Language Partners Club, which arranged opportunities for ELI students to talk one on one with American UD students. The program became an official registered student organization in 2009, receiving university support and club benefits, and soon shifted away from language partnering toward a group dynamic, changing its name to ICC to reflect the transformation. But throughout its incarnations, the ICC was always an ELI-backed organization created primarily for ELI students.

The union between the ICC and MSO came about quite naturally. In fact, the two clubs had started working together as soon as each had learned of the other’s presence on campus. Both organizations began as groups working to link international students to the larger UD community, something they see as an issue that continually needs to be addressed. Often international students encounter difficulties in integrating into UD campus life and making American friends. Both international and American students tend to socialize within their own circles. One major goal of the MSO is to work

against this tendency through cultural exchanges and workshops at their biweekly meetings as well as other campus events. The new MSO also hopes to highlight diversity within the American student population, acknowledging the experiences of the “1.5 generation” of Americans, who grew up partly in another country before immigrating to the United States.

MSO president Mahel Hamroun (AS ’13) and ICC past president Nermin Zubaca (AS ’12) know the international student experience—and the ELI—first hand. Hamroun is one of the 1.5 generation, having immigrated with her family to the United States from Algeria via France when she was six. Her grandmother, Olive Yazid, is a longtime ELI tutor, and Mahel has served as a mentor in the ELI CAP cohort program for three sessions. Nermin is an international student from Bosnia who studied at the ELI in 2008 before matriculating to UD and who has been serving as a work-study assistant to the ELI registrar.

Mahel and Nermin believe the merger of their clubs works to better serve the ELI and UD community. One of their goals for this academic year is to see ELI students become more involved in the new MSO. Although many already are members and attend club-sponsored events in good numbers, the next natural step would be to have an ELI student on the executive board of the

organization. This would not only ensure an ELI liaison for the MSO but would also mean better representation for the ELI student population, which makes up a significant portion of the international community at UD.

Mahel says other goals that make up the vision of the organization are to “bring awareness and celebration of diversity to the UD campus” and “to help foster relationships between American students and the international students at UD.”

With larger membership numbers and greater resources, the new Multicultural Student Organization hopes to have a greater impact and voice on the UD campus in the coming year. For more information or to join the club, send an email to multiculturalstudentorg@gmail.com. *JW*



Although the gloves were on for Halloween, Mahel Hamroun and Nermin Zubaca worked hand in hand for a smooth ICC/MSO merger.

Special programs, *continued from page 4*

and new social and group activities, the program included tours of the campus, UD orientation sessions, and an “ice cream social” to help students settle in at UD.

The program’s culture and pedagogy classes, in which students learned new teaching techniques and how to interact with American students, were taught by Leslie Criston and Ken Hyde (ELI), Toni McLaughlin (Linguistics and Cognitive Science Department) and Dr. Carey Fleiner (Winchester University). Drama-based techniques were at the heart of the oral intelligibility classes taught by Mary Beth Worriow and David Cassling (ELI) and visiting faculty member Sandy Nickel. McLaughlin and Cassling offered additional pronunciation classes, joined by ELI tutors Dr. MaryEllen Cathcart, CarolAnn Edie and Nadya Pincus.

During the fall semester, the ITA program continued to offer classes, helping students from several departments on campus improve their pronunciation and teaching skills.

Kobe Shoin Women’s University Semester Abroad Program

This session 12 students from Kobe Shoin Women’s University took part in the Semester Abroad Program. The students focused on their English language development, fully integrating into the ELI’s intensive program until December. In their free time, the group enjoyed exploring New York and visiting the historic sites in Washington, D.C., and Philadelphia. No trip to the United States would be complete without a shopping trip; these world class shoppers enjoyed the outlets in both Rehoboth, Delaware, and Lancaster, Pennsylvania.



Kobe Shoin Women’s University students

King Abdullah University of Science and Technology (KAUST)

Seventeen students from the King Abdullah University of Science and Technology’s Gifted Student Program arrived at the ELI in September. They will study at the ELI until August 2013, at which point they will begin a foundation year program at the University of Pennsylvania, University of California at Davis, University of California at Berkeley or the University of Virginia. Upon completion of these programs, the students hope to pursue undergraduate degrees in science and technology at the universities of their choice. This prestigious scholarship is awarded to the highest caliber of students only. Program coordinator Rachel Lapp comments, “These students are committed to their academic achievement in addition to showing a willingness to grow and develop in this new phase of their lives.”

New class in American cultural history offered

The ELI added a new option to its roster of advanced level academic English courses in spring 2012, with the debut of *American Voices*.

The integrated skills course seeks to develop cognitive academic skills through an “across the curriculum” approach to American history and culture, incorporating American music, film, literature and historical documents.

“The ultimate goal is to broaden students’ perceptions of the United States and enhance their acquisition of schema as well as language skills,” said instructor Anne Owen, who developed the course.

The elective follows the prerequisite Level VI English for Academic Purposes course and fulfills the Level VI language requirement for conditionally admitted students to matriculate to the university. The curriculum is divided chronologically into two parts spread over two eight-week sessions. The first part treats the origins of the country through the Civil War; the second spans the post-Civil War era through the civil rights movement in the 20th century.

Part one of the course was piloted by Owen in the March-April session. One highlight was guest speaker Syl Woolford, a noted Delaware spokesperson for African American history.

“Although the language integration aspect of the course requires that both listening/speaking and reading/writing be taught in the same room with the same teacher, no one minded it, and the four-hour class time actually went very fast,” said Owen.

“It was truly an educational experience for all involved, in content as well as language.” *BM*

MA TESL practicum at the ELI

For the first time, Master of Arts in Teaching English as a Second Language candidates were able to meet their degree requirements by conducting their student teaching at the ELI in a practicum course supervised by associate director Joe Mattered and assistant professor Nigel Caplan. Nine student teachers were paired with experienced ELI faculty for three months. The practicum students observed one and a half sessions of classes at the ELI and taught several classes. They also developed classroom action research projects, an important form of ongoing professional development that is encouraged in the University of Delaware’s highly respected MA TESL program. The trainee teachers reflected on their experiences in journals and blogs as well as in regular meetings with their cooperating classroom teachers and the practicum supervisors. The course was very popular with the practicum candidates and ELI faculty as well as the ELI students whom they taught. *NC*

6 Student sampler: **Class of 2012**

The ELI hosts students from more than 40 nations during the course of a year. Their hopes, dreams and ambitions vary as much as their backgrounds. Two students have been chosen to represent them here.

Abdullah Aldughaysh

Abdullah Aldughaysh became something of a celebrity at the ELI, especially after his poetry and short films were broadcast to an audience of ELI students and teachers. The works were a product of the Film VI class taught by Julie Lopez. Abdullah admits that this was his favorite class “not only because creating films is fun by default” but also because of the practical experience that the class gave him in editing and production.



Julie Lopez

Abdullah Aldughaysh

“It was a good learning experience,” Abdullah recalls.

The Saudi national studied at the ELI for seven months, graduating in January of 2012 when he left to follow his dream of a master’s in special education with a concentration in assistive technology. He is currently pursuing that degree at George Mason University in Fairfax, Virginia.

Even though he was enrolled in advanced classes at the ELI, Abdullah still managed to take advantage of many of the extracurricular activities that the ELI offered. Not only did he travel to Baltimore and New York, he also attended a weekly book club to discuss famous novels, photographed the Festival of Nations during International Education Week and participated in the ELI film showcase, an event in which ELI Film class students presented their group and independent films to a student audience.

Abdullah fondly recalls Dr. Stevens’ orientation speech when he first arrived. “He promised that our decision to come [to the ELI] would change the course of the rest of our lives. When I stop for a while to think, I can’t help but notice those changes. I learned to edit movies, write a poem in English, meet people from different cultures and backgrounds ... in a nutshell, I had the time of my life!”

Yanxin Li

If you were a teacher or student at the ELI in 2012, you probably knew Yanxin Li, otherwise known as Stefanie. Her smile and her cheerful demeanor were a daily presence at 108 East Main Street. Stefanie hails from Dalian in the Liaoning Province of China, but Delaware has been her home for more than a year now. After studying at the ELI for almost 12 months, Stefanie graduated in Session VI of 2012 just in time to begin her studies at the University of Delaware in the fall. The communications major came to be her choice of study quite naturally.

“I love to talk—which got me into trouble in class once!” the bubbly student recalls.

She fondly remembers her time at the ELI as one in which she was able to meet many new people and have lots of fun. Always interested in group activities, she was a member of the ELI glee club, most notably performing at the retirement party of ELI teacher Janet Louise.

Stefanie’s outgoing personality gives her an advantage and is helping her integrate into life at UD. Though she now spends the majority of her time in classes and listening to lectures, she makes plenty of time for meeting new people right in



Scott Duarte

Yanxin Li

her courses.

“We have a small chat, and by the end of class we know each other!”

Stefanie also stresses the impact the ELI had on her potential success at the University of Delaware.

“College is really tough,” Stefanie says, “especially for people who don’t have ELI experience. Students who are at the ELI are lucky!”

Those students are doubly lucky, given that now Stefanie takes the time to come back to the ELI to share her advice and experiences. She visits CAP cohort classes, helping students with their listening skills and giving them guidance related to their future experiences in college. *NS*

2012 in pictures



Camping

At the Lincoln Memorial



Volleyball



At Kennett Middle School



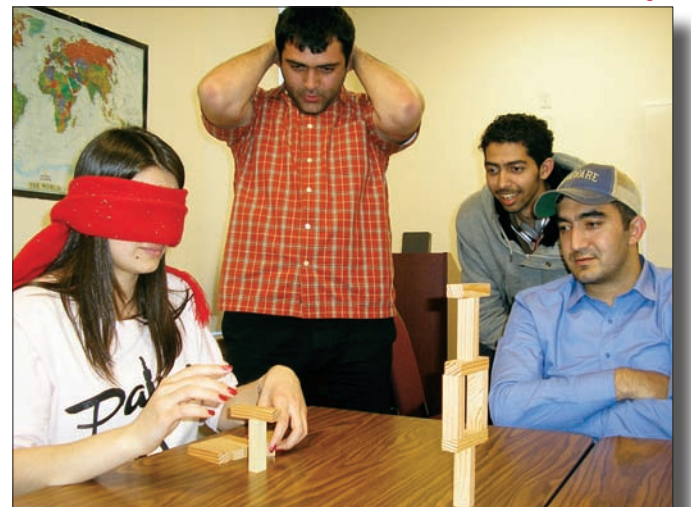
Friends for life



Rock climbing



Games night



The “Giant Swing”



Abdullah Ibrahim

abdullah.murad@gmail.com (Saudi Arabia '07) received his Ph.D. in environmental/industrial microbiology at the University of Sheffield, England. His research study is entitled "Microbial Diversity of Acid Tar Lagoons."

Fr. Alan Reyna Osoreo

areyna@holyanimals.net (Peru '05) is currently serving as associate pastor for St. John the Baptist-Holy Angels Parish in Newark, Delaware. He is especially active in the Hispanic ministry.

Twenty-five years after his graduation from the ELI, **Albert Castro Domenich** albertcastro@inversionmeridiana.com (Spain '87) dropped in on the ELI's summertime meet-and-greet picnic in July with his daughter Marta and son Luis. Alberto and his family live in Barcelona, where, after many years as a financial analyst for real estate and mortgages, Alberto now owns and manages his own real estate and consulting business, *Circulo Inmobiliario Meridiana*. Check it out at www.inversionmeridiana.com



Ashari (Hari) Edi ashari@udel.edu (Indonesia '12) is interning at an international nonprofit in his country. He presented a case study at Yale University's 5th Indonesia International Forum using presentation techniques he learned at the ELI.

Cedric Zamoto fiftyced@hotmail.fr (France '09) is studying at University of Paris 7 and working at Disneyland Paris.

Chen Tian tianhere@gmail.com (Hong Kong '08) is in his

second year of teaching middle and high school English at La Salle College in Hong Kong.

In April, he chaperoned a group of students on a trip to Beijing for an exchange program with a school there. His students enjoy it when their teacher, who has an exceptional voice, sings for them.



Chen Yi Yang chenyi@udel.edu (Taiwan '09) graduated from UD in May of this year with a master's in statistics and finance. In July, she joined JP Morgan Chase in Delaware as a marketing analyst.



Fernando Rodriguez

fernando78@me.com (Argentina '99) has been flying for LAN since 2006 as an Airbus 320 captain. He and his wife, Sabrina, recently visited their former ELI homestay family, Patty and Michael Jepsen.

Humam Alwassel aseer@hotmail.com (Saudi Arabia '11) completed his KAUST program at the University of Pennsylvania and a summer program at Johns Hopkins University before beginning his studies at Cornell University in applied mathematics.

Jaejun Yoo wownsu@hotmail.com (Korea '06) received his bachelor's degree in accounting from the University of Southern California in 2011 and is now working as an auditor at KPMG in Los Angeles.

Jincheol Lee jcwood@moot.go.kr (Korea '07) received his Ph.D. from UD in public policy and planning and worked as the head of the EDG project department for the organizing committee for Expo 2012 in Yeosu, Korea.

Judith Koenig

koenig.judith@googlemail.com (Germany '09) has been working as a teacher and is now training to become a parental counselor. She is the proud mother of a little girl.

Jungmin Oh juliaohkr@gmail.com (Korea '08) graduated from UD in communications, worked as an intern for the Korean Economic Institute in Washington, D.C., and also at the United Nations in disarmament affairs. She will soon begin pursuing her master's degree in international relations in London.

Kratae Wanwong krataescch@gmail.com (Thailand '07) completed her Ph.D. in chemistry at the University of Massachusetts (Amherst) in October.

Laurent Comet laurentcomet@yahoo.fr (France '05)

graduated from HEC Paris, one of France's top business schools, in 2012 and is now a consultant in France's biggest independent consulting group, Bejaflore. Laurent also teaches hip hop in a dancing school in Paris and practices kick-boxing. He remembers that the first person who encouraged him to study management and to go to HEC was former ELI instructor Mary Long.



Maria Carolina Pabon Rasmussen

rasmussen66@gmail.com (Colombia '00) lives in Newark with her husband, Keith, and two sons. She has taught ESL with Christina School District's adult education program since 2007.

Marleny Conrad marleny.conrad@gmail.com (Chile '01) moved to the United States permanently in 2002. She lives in Newark with her husband, Tim, and two dogs.

Marleny works in childcare at the University of Delaware. In addition, she has shared her knowledge of English with adult ESL learners since she started working for Christina School District in 2009. She fondly remembers the encouragement she got from recently retired ELI instructor Susan Coakley.

Mengjia Shi mengjia@udel.edu (China '10) is majoring in public policy at UD and continues to teach Chinese brush painting at the Confucius Institute. She is also working for a model United Nations program.

Mohammad Kasasbeh

kasabmoh@yahoo.com (Jordan '07) has received a full Ph.D. scholarship at Romania's Craiova University through a cultural exchange between the Romanian and Jordanian governments.

Muhammet Arican

muhammet_arican@hotmail.com (Saudi Arabia '08) received his master's degree and is now pursuing his Ph.D. in mathematics at the University of Georgia. He is married and has a one-year-old son.

Muhsin Zahid Ugur

muhsin@udel.edu (Turkey '09) completed his master's degree in computer science at UD in 2011 and has stayed to pursue a Ph.D. in engineering.

Naif Aljbaly naif@najlawfirm.com (Saudi Arabia '08) received his Master of Laws degree at the Beasley School of Law at Temple University and an award for outstanding service to the law school community. He now has his own law firm in Saudi Arabia.

Nawaf Alghamdi

nmsy77@hotmail.com (Saudi Arabia '11) completed his KAUST program at the University of Pennsylvania and has begun his study at the University of Wisconsin (Madison) in chemical engineering.

Omar Alshikhi alshikhi11@gmail.com (Saudi Arabia '09) and his wife Shuruq Alzahrani welcomed a baby boy, Zeyad, on May 23, 2012. Omar received his master's in business administration from the University of Scranton this year and was inducted into the Beta Gamma Sigma Honor Society for business students.



Omar (right) and his son are shown with Nancy and Dennis Blevins, his homestay family when he was at the ELI.

Paweena Chalugun

misspaweena@gmail.com (Thailand '09) is now married and continuing her Ph.D. program at Johns Hopkins University.

Said (Abdou) Abdourazak Said Boina

saidabdourazak@yahoo.fr (Comoros '07) graduated from the University of Kansas with a master's degree in American studies in 2009. He plans to return to the United States soon to pursue a Ph.D. in African-American history.

Spike Lin

saugun@gmail.com (Taiwan '09) and his cousin **Sheila Lin** (Taiwan '09) kikigood0407@msn.com passed through Newark this summer and were wowed by the changes to the ELI and the University campus. Both have now finished their graduate programs in the United States. Spike has moved on to Toronto, where he is studying web design at Humber College, and Sheila is living in Manhattan.

Sudthida Pavavijarn

sudthida.p@gmail.com (Thailand '09) received her master's degree in education from Teachers College at Columbia University and is now pursuing her Ph.D. in education at King's College, London.

Theerapat Teerawatanapong

aonlandscape@aol.com (Thailand '07) is pursuing his Ph.D. in an environment, development and sustainability program in Thailand.

Wenbo Fan

fanwenbo@udel.edu (China '09) is now a junior year fine arts major and theater production minor at UD. As part of her pursuit of American university life, Wenbo has become a resident advisor in Sypherd Hall.

Wendi Xu

wendixu@udel.edu (China '10), now at UD studying environmental engineering, has been working on a research project looking at ways to reduce disinfection byproducts in the drinking water treatment process.

Wenzhe (John) Chen

baboscn@yahoo.com (China '10) earned his master's in business administration from UD in August 2012. He did an internship with a Chinese company in Mexico City before starting a new job with PNC Bank in Philadelphia in September.

Yasser AlHammad

raad615@hotmail.com (Saudi Arabia '07) received his law degree from Dedham Law School at Southern Methodist University before returning to Saudi Arabia, where he is currently working as a legal consultant for a large bank. He is married and has a little boy.



ELI alumni wishing to share their exciting news may contact Sarah Petersen, editor-in-chief, at ssp@udel.edu for inclusion in next year's edition of the holiday newsletter.

ELI alum's recipe for success

Spicy love soup (Ma la tang) is not on the menu at Szechuan Restaurant. But you can get it if you ask for it, says manager Chao Yu. That's because his father is the senior chef, and, like Chao, he's always there, seven days a week.

Chao, better known as Chad by his teachers and classmates, graduated from the ELI in 2003 and from UD in 2009. He became general manager of his parents' Kirkwood Highway restaurant when it opened in 2010.

It's a responsibility he spent eight years preparing for. Chad joined the ELI in 2001 at Level II, coming to Delaware from Heihe City in the north of China, five years after his parents first immigrated. Chad's father worked as a chef in a restaurant in Claymont, north of Wilmington; his mother studied accounting at Delaware Technical and Community College.

From the start, Chad pitched in, paying for his tuition and for his apartment rent by working in the Rodney dining hall, first as dishwasher, then as student manager for six years. At the ELI, Chad soon achieved a certain amount of fame.

"I was always talking with every teacher after class," he explained. "Speaking was difficult in the beginning, but I kept talking with teachers a lot, and I improved."

"Chad was an extremely hard worker," said his former English for academic purposes teacher, Susan Coakley. "He never gave up, no matter how difficult the material."

In the dining hall, he had to manage his co-workers, who were American students.

"It was difficult to communicate, but I had to," he said. "I had to hire and train people. So work is also a chance to improve our English."

Chad also roomed with students from other countries.

"If we played poker, we spoke English. If you want to improve fast, you have to do that," he said.

The routine took some sacrifice.

"I had no social life," he said. "I just worked in the dining hall and studied. If sometimes there was not enough money, I'd take only one or two courses. I also studied during winter and summer sessions. It was pretty tough. I had to motivate myself to keep on doing it."

Something in his Chinese cultural background may have helped him.

"In China, a good man must take responsibility and give his family a good life," he said.

Along the way, he got some help—scholarships from the ELI to study English and, later, financial aid from the University.

"The ELI gave me a scholarship three times. ELI really helped us," he said. "I appreciate all teachers' help."

Today Chad is using his degree in business and his specialization in food marketing and management to grow his parents' restaurant. Now a U.S. citizen, he has returned three times to China to visit family and friends. His dream is to start his own business there.

"First, I need to plan," he said. "If you prepare well, you will succeed." BM



ELI alum Chad Yu (ELI '03, UD '09) manages his family's restaurant in Wilmington.

8 Christina School District ESL program continues to grow



Christina School District ESL students with their ELI teachers.

Following a nationwide trend, the number of public school students who speak English as a second language is growing in the Christina School District, which includes Newark and parts of Wilmington.

During the 2011-2012 school year, West Park Place Elementary School in Newark continued as Christina's elementary English as a Second Language (ESL) program center. Three ELI instructors at the school worked with 115 students from 22 different countries. Kate Copeland, with the help of her teaching assistant (TA), Amanda Strickland, worked with kindergarten and fourth grade students. Second and fifth graders were served by Lisa Grimsley and her TA, Katie Noe. Lisa Held

and her TA, Meghan Graham, served ESL students in the first grade. Strickland, Noe, and Graham were all students in UD's Master of Arts in Teaching English to Speakers of Other Languages program.

The Christina ESL program expanded during the 2011-2012 school year with the addition of itinerant ELI instructors Denise Solon, who served five district schools, Carrie Neely, serving three, and Amy Estell at one school. In the current school year, 16 district schools will be served by full-time itinerant faculty Hilarie Mauldin, Lisa Held and Denise Solon.

Highlights of the ESL program at West Park in 2012 have included teacher collaborations between that school's ESL instructional team and members of the Japanese

MeXT delegation [see *Special Programs*], the introduction of iPads for instruction in the first and third grades and a school-wide multicultural night.

The ESL instructors at all the schools are proud of the academic growth their students have made by applying strategies and skills they have learned in the program. At the end of the school year in June, several of those students did well enough to exit from the ESL program and are now being monitored to ensure continued success. LH

Classroom notes

This year, the **EAP VI reading/writing** classes have changed due to technology. The textbook, edited by **Ken Cranker, Julie Lopez** and **Marcia Halio**, is now available to the teachers in digital form. The teachers are able to use it on the SMART Board so that students can interact with the text. Students at this level also study vocabulary online. Using Quizlet.com, Marcia Halio and Julie Lopez have created lists of academic words from the textbook with definitions appropriate to the discussions in class. Using these definitions, students study the words, take practice tests, play games and compete for the highest scores. Nearly all students report that they like studying vocabulary on Quizlet. In Marcia Halio's classes, students use the library folders on Edmodo.com to access articles related to class 24 hours a day in order to connect the textbook to what's happening in the "real" world. Marcia is planning to add online blogs where students will be able to discuss readings from the textbook or The New York Times.

In all **EAP VI listening/speaking** classes, Quizlet.com lists created by **Kendra Bradecich** are used for additional pronunciation practice of the academic word list outside of class. Students in Kendra's class also learn how to generate their own word lists on Quizlet.com for vocabulary chosen from the day-to-day material students are exposed to in listening/speaking class.

In Session III, **Level VI listening/speaking English through Film: Viewing and Producing** students produced entries for the Herman Miller Student Film Competition with encouragement from their teacher, **Julie Lopez**. In Session IV, the Film class produced and shared the first ever ELI short action comedy film, which was shown in the Trabant Theater.

In Session IV, **Ken Cranker's Drama VI** class of only four students chose to create a play that was completely different from any that had been performed at the ELI before. Rather than create a farce situated in the ELI or based on game shows or fairy tales, the class decided to produce an educational play showing how molecules act, interact and react somewhat like people. Through role playing, dancing, and singing, the class illustrated ionic bonds, polar covalent bonds and non-polar covalent bonds. The performance was very well

received, and recordings of it are now being used in EAP VI reading/writing classes as part of their study of a unit of basic biochemistry.

Session VI ended on an exciting note in Amstel Square, where the **English as an International Language (EIL)** classes held a nongovernmental organization (NGO) fair. **Amanda Brunson, Michael Fields** and **Angela Harnish** helped their students prepare to participate in the fair as both hosts and guests. As hosts, students worked in pairs to represent NGOs that they had researched extensively and tried to elicit donations from wealthy "donors" (other ELI students). The hosts set up displays that included posters, PowerPoint presentations and handouts. They presented facts on international NGOs such as Heifer International, Habitat for Humanity, Doctors Without Borders, Save the Children and the World Wildlife Fund. As guests, students attended another class's fair and were given \$5,000 in play money to donate to the NGOs that they felt were most deserving. The students enjoyed the opportunity to interact with other classes while learning about some of the significant work being done by NGOs around the world.



EIL classes "sell" their NGOs to prospective "donors."

While researching renowned multinational nongovernmental organizations such as the World Wildlife Fund and the International Red Cross, students in **Sarah Petersen's** Session IV **English as an International Language (EIL)** class visited a little-known local NGO, the Newark Bike Project (NBP), to explore its unique niche in the arena of community service. Students learned that the NBP promotes sustainable, environmentally friendly transportation by offering tire repair and bicycle mechanics workshops and opening its shop room and tools to the public for bike repairs. Discarded bicycles are recycled for resale or for donation to people of limited

means who are in need of transportation to work. After the visit, one student returned later for another service offered by the NBP: bike-riding lessons! For further information about the NBP, visit www.newarkbikeproject.org



EIL students visit the Newark Bike Project.

In session IV, **Barbara Gillette's News V** class visited Washington, D.C.'s multimedia Newseum with their teacher. The students compared that morning's newspaper cover stories from all over the globe, studied exhibits documenting the biggest news stories and the best news photographs of all time and had a chance to play the role of reporters and producers in the museum's interactive news studio.

In session I, the **News V** class with **Julie Lopez** went online with news reports. The broadcast aired weekly throughout the session, reporting ELI events as well as local, national and world news. The class chose news assignments to research throughout each week. Every Thursday, the students transformed their classroom into a news studio to film their reports in front of a green screen. This gave them the ability to look like they were reporting from a professional studio as well as in the field without needing to leave the classroom. The newscasts were an instant success. Many ELI teachers say they hope to see the News V class continue their broadcasts in future sessions.

On April 5, **Mary Beth Worrirow's Oral Business IV** class had an



News V students produced the ELI news.

informative visit by Mr. Russ Murray, operations manager of Delaware Business Incorporators. This visit was the culmination of their lesson on legal forms of organization, in which students learned about laws surrounding the formation and operation of sole proprietorships, partnerships, LLCs and corporations in the United States. One student was so impressed and motivated that he started his own business before returning home.



Russ Murray (center top) of Delaware Business Incorporators visited oral business class and their teacher Mary Beth Worrirow (third from top right).

Sometimes an image really is worth a thousand words! **Monica Farling's** session I **Reading/Writing III** class used Google images to visualize the concepts represented by their vocabulary words. After learning how to search for photographs and artwork, students used the site to select images that corresponded to their understanding of the meanings of the words. They traded image sets with classmates, who then attempted to match the pictures and words. When students disagreed about which words went with which images, they had to explain their understanding of the word and why they felt the selected image exemplified it. This allowed students to clarify their understanding of word meanings and helped visual learners in the class make clearer associations between words and ideas.

Teacher **Sean Stellfox** started holding spelling bees in his **Listening/Speaking II** class. Word got out so that one session **Leslie Criston's** listening/speaking class challenged Sean's. The competition was fierce, but all of the students rose to the occasion! The winner got a UD pennant, a Starbucks gift card and exclusive bragging rights. All involved learned that learning to S-P-E-L-L can be F-U-N.

Amber and Roger Evans are constantly expanding their family. Over the last six years, they have hosted ELI students from China, Rwanda, Colombia, Thailand, South Africa and more. These students often became a real part of the Evans family during the course of their stay. Amber and Roger believe this is the greatest reward they have received from being homestay parents, and it remains the biggest reason that, session after session, they continue to welcome ELI students into their home.

Amber and Roger already have a large family of their own, with six children in their late teens or older and one grandchild. Roger works mainly as a general contractor and Amber as a certified nurse midwife in Pennsylvania. With their jobs and family, life is quite full and busy, but they say it has become enriched all the more from becoming involved as homestay parents.

The Evans family first came to know about the ELI homestay program through another family at their church who saw them as great potential hosts and encouraged them to participate in the program. With their busy lives, Amber and Roger were hesitant, but after family discussion and prayer, they decided to take a small leap of faith and took on two Japanese students from Kobe Shoin University for a month. This first experience was so positive that the Evanses found themselves hooked, and they have been requesting students ever since.

Amber and Roger work hard to integrate each student into their family life and the American culture. They understand that the main goal of the ELI homestay program is to give the student a real taste of life in the United States and to provide an authentic setting for genuine interaction to take place. To this end, they have regular family meals with their homestay students, take

them on family outings and even invite them on longer family trips. As one of the family's favorite pastimes is to travel in their recreational vehicle, they try hard to go on at least one camping excursion during the course of the students' stay with them. One of the most memorable adventures for Amber and Roger was a cross-country trip with their family and their homestay student that started in Pennsylvania and ended in New Mexico. Trips like these benefit the students tremendously, not only by exposing them to American culture and landscapes but also by thoroughly integrating them into the family.

Another secret to the Evans' success as homestay mom and dad may be that they are not afraid to "parent" the students. They love and protect the students and provide guidance for them in a foreign land. Their advice to other homestay parents is to find out what the students want to learn about American culture. Students who choose to live in a homestay usually do so because they are really curious about American culture, and so they are often excited by invitations to ask questions. The Evanses emphasize that a key part of their success is a willingness to learn from the students, too.

"If you take the time to learn the students' stories and their cultural background, the time with them will be thoroughly positive for everyone in the home," says Amber.

In the past six years, the Evans family has grown a lot. It now includes all the students that have stayed in their



Roger and Amber Evans celebrate the holidays with two of their homestay daughters.

home, with whom they have been able to keep in touch thanks to social networking sites and online chatting services. Amber and Roger have gotten to know the students' families in this way as well and have welcomed their international "sons" and "daughters" back into their home for return visits. It's easy to understand the pride they have in their roles as homestay parents; they have grown an extended family that quite literally encircles the world. *JW*

Editor's note: The homestay program included 200 families and 540 ELI students in 2012. For more information, contact homestay coordinator Nancy Purcell at nancypur@gmail.com.

Personnel notes

Arrivals and transitions

The ELI welcomed three outstanding teachers to the ranks of its full-time faculty: **Kendra Bradecich**, whose background in English for academic purposes makes her a welcome addition to our advanced academic track; **Scott Duarte**, with expertise in instructional technology, who will provide instruction at the upper levels of the ELI; and **Michael Fields**, a specialist in second language testing, who will focus much of his attention at the high-intermediate level. [See article on Page 3.]

After 25 years of exceptional teaching and service, **Janet Louise** retired in June to pursue new passions, such as learning to play the Celtic fiddle. Students and colleagues alike will miss Janet, who leaves a lasting legacy of excellence in teaching English as a Second Language. [See article on Page 11.]

ELI tutors **Rachael Selway** and **Jim Weaver** earned their master's degrees in Teaching English as a Second Language in May, and both are now teaching at the ELI as supplemental faculty. Congratulations, Jim and Rachael! Longtime homestay mother **Nancy Blevins** has joined the tutoring staff. Former UD math professor **Michael Brook** has joined the tutoring center team and created a popular GRE/GMAT math cluster which focuses on helping students learn the challenging English of mathematics. Former ELI instructor **Margaret Cassling** returned as a part-time tutor after retiring as an ESL teacher from Glasgow High School. Delaware folk musician **Jerry "Crabmeat" Thompson** joined the ELI tutoring staff this year.

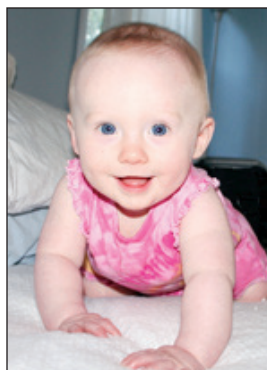
We would like to congratulate instructors **Sarah Anderson**, who was married to **Satish Cherian** on October 22, 2011; **Ann Parry**, who was married to **Nathan Frateron** August 18; and **Dr. Carolina Correa** and **Mark Smith** who are engaged to be married.



Sarah Anderson married Satish Cherian on October 22, 2011.



Ann Parry married Nathan Frateron on August 18.



Michael Alexo and wife Pam welcomed daughter Marin Janice on December 19, 2011.

Nigel Caplan and wife Elisha are the proud parents of son Aidan Louis, born August 6.



Erin Bastien Solarzano and husband Pancho welcomed son Jack Francisco on May 21.



Tom Panter and wife Elisabeth welcomed Broderick Bradford on October 6.



Finally, several ELI staff members were blessed with babies this year: **Michael Alexo** became the proud father of daughter Marin.

Erin Bastien Solarzano gave birth to son Jack and **Nigel Caplan** was blessed with new son Aidan Louis. **Tom Panter** welcomed the arrival of his fourth son, Broderick. **Kathy Kutchen** welcomed grandson Declan Thomas into her family.

Promotions

Wendy Clark was promoted to HR liaison, replacing **Lin McDowell**, who left to pursue her own consulting business. **Jeanne Cannavo** was hired as ELI's office coordinator at the 108 East Main Street building, replacing **Sandra Chapman**, who moved on to the private sector, and **Chris Smith** assumed the same position at the central administrative building at 189 West Main Street.

Erin Cole Goertz was appointed to the newly created position of ELI registrar, where she oversees student scheduling and records while also managing the Institute's database. **Tim Kim** was hired as the ELI's orientation coordinator, succeeding **Sean Stellfox**, who had done outstanding work as interim orientation coordinator for the previous 18 months.

Departures

We said good-bye to a number of supplemental faculty who had been with us a year or more and who went on to explore new opportunities: **Karen Foltz**, **Micky Gardner**, **Jeanne Kirkpatrick**, **Chris Pinkerton**, **David Schmidt**, **Josephine Wie** and **Christienne Woods**. We wish them every success and thank them for their dedication to teaching.

In the tutoring center, long-time ELI tutor **Bonnie Dawson** retired this year, her second retirement. Ms. Dawson had enjoyed a career as a courtroom lawyer and law professor before she obtained her MA TESL degree at UD and joined the ELI. **Dr. Carey Fleiner**, a frequent tutor and ITA instructor at ELI, was appointed to a lecturer position at the University of Winchester in England. **Tom Ford** joined the Peace Corps and will be teaching English overseas. Graduate assistant **Kevin Spence** earned his master's degree in TESL at UD and has taken a position in Morocco teaching English at Al Akhawayn University. We wish them well and know that they will succeed in their future endeavors. *SS*

Faculty profile: Kate Copeland

On summer afternoons you'll find Kate Copeland in the ELI's backyard, in her overalls, knee-deep in dirt. She is the ELI's liaison with the UD graduate student group that runs the ELI garden. [See article on Page 3.]

"Gardening is the perfect medium for natural learning. As ELI students work side by side with Americans, project-oriented conversations turn into something else. You have to have a community—people that you want to talk to in an environment where you feel comfortable—in order to learn a language."

In fact, language learning and teaching, not gardening, are Kate's primary interests. She is employed by the ELI in the elementary school English as a Second Language program of the Christina School District (CSD).

Ironically, growing up as the daughter of teachers in Florida (which at the time ranked 49th out of 50 in school quality and teacher pay), Kate was not inspired to follow in her parents' footsteps. Music and languages were her passions. She plunged headlong into both at the University of Delaware, creating an interdisciplinary degree program for herself in music and in four European languages, a program which included nine months in France.

Kate's budding reputation as an opera singer earned her an invitation to study at the Mozarteum in Salzburg, Austria, for a summer. Solo and opera performances followed, not only in Europe but also in Delaware, Pennsylvania and New York City. Soon acquaintances were asking her to give them voice lessons. It was then that she discovered that she enjoyed teaching.

The unexpected death of her husband left Kate solely responsible for raising her two sons, so she took on a daytime job as secretary at Sanford School in Hockessin, Delaware, which her sons attended.

"[At Sanford] I came to develop a healthy respect for teaching, both as a profession and as a discipline. I realized that it was not just a



Kathy Atkinson

Kate Copeland

job but a life path. In teaching, you are always learning," she says.

Just as her opinion of teaching was warming, Kate got a surprise phone call from a former college classmate working for the CSD. The district was desperate for a teacher in their evening adult ESL program. Kate had heard that "teaching is 75% theater," so with her stage performance background, she decided she was equipped for the challenge. She soon discovered that she was right: her theatrical skills enabled her to use her voice effectively and create a presence in the classroom, to read her audience and establish a rapport with her students.

Arriving at her evening class twice a week, worn out after a full day of work, Kate would suddenly find herself filled with new energy as she "took the stage" in front of her students.

It was that energizing boost that prompted Kate to enroll at the University of Delaware to earn master's degrees and a double teaching certificate in teaching French and ESL. As a student in UD's MA TESL program, Kate's positive energy and interpersonal skills did not pass unnoticed. She graduated on a Saturday in January 2009 and two days later began working at the ELI.

Her greatest joy? "When the light bulb goes on. It's really gratifying to see my students using the words and strategies I've taught them, becoming empowered with their education among their American peers." SP

Staff profile: Wendy Clark

"Wendy Clark is passionate about the ELI – its mission, students and faculty. As a result, she is a wonderful advocate," said ELI director Scott Stevens.

As the office coordinator at the front desk of 189 West Main for three years, Wendy was often the first point of contact for many students arriving at the ELI. "Wendy is a wonderful person to have in your corner," Dr. Stevens added.

Wendy was recently promoted to the position of coordinator of human resources and student financial services at the ELI and has made a smooth transition from the front office to the financial office, most likely because she already knows so much about the working environment. Wendy says, "I love the environment at the ELI. I have learned so much about other countries and I enjoy interacting with the students."

In fact, Wendy has extensive experience working with young people. Before coming to the ELI, she worked with emotionally disturbed adolescents at NorthEast Treatment Centers for 22 years. During her work at NorthEast, she took classes at Delaware Technical Community College in human services as well as Delaware State University in social work. Eventually, however, Wendy's focus shifted to her family and her two daughters.

"My daughters are my life," Wendy said. "My focus was always to raise them to be independent and strong women."

Wendy's older daughter, Kristi, has a master's in molecular biology and now works at the Multiple Sclerosis Research Center of New York. This is particularly important to Wendy because she was diagnosed with multiple sclerosis 18 years ago. Her younger daughter, Taylor, attends the University of Delaware. Taylor also works at the ELI in the CAP admissions office.

In her free time, Wendy likes to read, play with her baby granddaughter, ride on the back of her partner Brian King's Harley Davidson, swim and spend time with her family – especially her daughters. Wendy is now particularly excited to be planning her daughter Kristi's upcoming wedding. Every once in a while, Wendy also likes to take time simply to relax. NS



Kathy Atkinson

Wendy Clark

Tutor profile: Robert Panadero



Ambre Alexander

Robert Panadero

In three short years at the ELI, attorney Bob Panadero has already created a niche for himself as lawyer in residence.

A University of Delaware graduate in philosophy, Bob started out teaching special education and then political science at a local community college. After that, Bob joined the effort to help at-risk young people by providing activities, such as sports and camping, to divert them from negative influences and increase their self-confidence.

After earning his law degree at Widener University in 1982, Bob continued his community involvement in mental health law. Later, he applied his expertise as legislative chief of staff for the city of Wilmington for 15 years. This position involved initiatives in law, finance, environmental policy and urban planning, as well as public safety. He became familiar with how

government actually works from the inside.

When Bob considered working at the ELI, he was excited about taking advantage of an opening in the American Law and Legal English Institute (ALLEI) program and was soon tapped to teach and run this special class for visiting lawyers and judges. He says he and the students appreciate the unusual accessibility and kindness of judges in the Delaware courts. Also, he points out, the ALLEI students come in direct contact with the American jury system, which is not common in the civil law systems of Europe and Latin America.

Beyond the exposure to the U.S. legal system, the ALLEI students also appreciate Bob's dynamic teaching style. ELI director Dr. Scott Stevens reports that, in their program evaluations, this year's group of lawyers gave Bob perfect marks for excellence in teaching.

When tutoring, Bob's bicultural background

(his father was Cuban and his mother is American) helps him appreciate the difficulties and culture shock faced by our students, as he did when his family immigrated to the United States from Cuba when he was seven.

Bob's three main interests are history, government and teaching, and he manages to combine these as often as possible when tutoring advanced students. He likes to expose them to the traditions of the American legal system, the Constitution and politics—especially relevant in a presidential election year.

Whether in the classroom or the tutoring center, Bob thoroughly enjoys the interaction with students here at the ELI.

"I am always learning so much from them," he says. WB

In memoriam: Patrick J. White, Ph.D.

Patrick J. White (aka Whitey), a long-time ELI tutor, died January 29, 2012 following surgery.

Complications after open-heart surgery in 2008 had caused Whitey to lose both of his legs below the knee and part of one hand. Nevertheless, five months later, equipped with artificial limbs, a wheelchair (which he referred to as his "new wheels"), and a cane, Whitey returned to teaching classes at the University of Delaware.

According to Whitey's wife, Ellen Fox, teaching was his passion. Besides tutoring at the ELI, he taught nearly four decades at a variety of institutions in Delaware and Maryland. Beneath Whitey's tough persona and dismissive attitude towards people he considered too "soft" or "liberal" was a talented,

intelligent, witty and caring person with a down-to-earth sense of humor that was greatly appreciated in his classes. A former department head speaks of Whitey's "candor, his knowledge and his enthusiasm." Whitey had received many awards for his excellent teaching—honors he never spoke of. The daughter of a fellow tutor described Whitey as the best teacher she ever had. A high school dropout returned to school, graduated, and went on to college, earning an advanced degree because of Whitey's influence. At the ELI, many students requested him as a tutor; they appreciated his teaching skills and his genuine interest in their progress. The class he had planned to teach during winter session at the University was already filled when he passed away.

Whitey is greatly missed, especially by the students to whom he gave his tireless energy and vast store of knowledge. DL



Lowell Riehmuller

Tutor Patrick "Whitey" White was always there for his students.

In memoriam: June Quigley



Lowell Riehmuller

Just before her retirement, June Quigley gave an inspiring keynote address at an ELI graduation ceremony.

The ELI was greatly saddened by the news of the passing of retired faculty member June Quigley on March 29, 2012.

June came to the ELI in 1988 as its business track coordinator and guided the development of the track right up to her departure in 2009. She organized and taught in the ELI Summer International Business Institute (SIBI), which ran from 1989 to 1996 and drew business people from Ukraine, Bulgaria and South Korea. During that same time period, she traveled extensively to market the SIBI internationally and even taught a wintertime in-country version of it in Kiev, Ukraine.

In addition to the SIBI, June taught business courses in the regular intensive English program throughout the year, as well as evening courses for international employees of local businesses such as DuPont and Gore. She developed the Advanced Oral Business and Business Case Studies courses and trained colleagues as teachers of business ESL. June also created the ELI's PreMBA program, which

has successfully prepared hundreds of aspiring professionals for the rigors of MBA programs.

June was passionate not only about teaching business ESL but also about art. She offered ELI students extracurricular classes in collage, acrylic painting, music, poetry and creative writing. In the community, June gave "Inner Expressions" classes to nursing home residents "who thought they couldn't do art."

June was admired by all for her heroic determination to keep teaching despite advanced multiple sclerosis. In honor of her fight, the ELI faculty formed the June Quigley Memorial team to participate in the National Multiple Sclerosis Society Walk for a Cure at UD in May.

To honor her contributions to the teaching of business at the ELI, a scholarship has been established in her name. Contact the UD Development Office for details on how to donate: www.udel.edu/giving. Designate "English Language Institute" in your gift. SP

June's colleagues teamed up in her memory for the MS Walk For Life.



When Janet Louise walked out of her corner classroom at 189 West Main for the last time in June, she closed the door on a 25-year career that had nurtured hundreds of international students and fostered professional friendships around the world.

During her tenure, she performed key academic roles at the ELI as one of its most innovative and veteran faculty members. And the door to that classroom, where Janet often spent her afternoons counseling students, was always open.

As one former student shared, “I would have given up and gone home long ago, had not Janet helped me through my darkest hours to see the way to success.”

“Janet’s room”—often covered by other faculty for its wide windows, ample shelving and its century-old fireplace—exuded a welcoming peacefulness and an engaged curiosity about the world. On the windowsills were well-tended plants; in one corner, a coffeemaker with mugs for students and visitors. Dozens of announcements of campus and community events competed for space on the bulletin boards and door.

That classroom ambiance reflected both Janet’s innate concern for her students’ welfare as they adjusted to a new culture and a calm deliberately developed through her practice of tai chi.

Janet took up the martial art in the 1970s as a way to manage anger. At the time, the women’s movement was “blowin’ in the wind” and she’d become a militant feminist. Like many housewives of her generation, the native Delawarean gained political consciousness during that period. She became a member of the Delaware chapter of the National Women’s Political Caucus, founded by feminist author Betty Friedan, and traveled to its first national convention in Dallas, Texas, in 1971.

“I sat in the back of the bus with [Ms. Magazine founder and editor] Gloria Steinem,” she said.

She credits her membership in the League of Women Voters and her association with college-educated members for her decision to go to UD.

Her first course in women’s studies was followed by classes in accounting, psychology and sociology as she explored various interests. She took advantage of the university’s support for study abroad to spend one summer studying Spanish in Mexico and another conducting research on women’s issues in Germany. After six years of part-time study, her major was still undeclared until she stumbled on a sociolinguistics course called “Language, Power and Sex.”

“I suddenly realized that linguistics was my venue to change the world,” she said.

She decided to do graduate work with radical feminist linguist Julia Penelope at the University of Nebraska, and her experience tutoring international graduate students at the writing center there set the stage for her future ESL career. Not long after receiving her master’s, she was off to China to teach applied linguistics for a semester at Huazhong University of Science and Technology, the “MIT of China.”

Back in Delaware, Janet joined the permanent faculty at the ELI in 1987. One of the first courses she developed was a “student-designed curriculum” class to meet the needs of a group of graduate students from El Salvador. In that MTV era, students soon were producing their own music videos in Janet’s English through Music course.

Twice during her ELI career, Janet participated in UD’s exchange program with Kobe Shoin Women’s University in Kobe, Japan. The cultural understanding she developed as a visiting professor there helped her coordinate both the short-term and semester-long groups of Shoin students who have attended the ELI yearly since 1996.

For Janet, there was no separation between who she was as a person and as a teacher.



Janet Louise reflects on her ELI career at her retirement party in June.

“I think I role modeled for a lot of young women who didn’t see themselves beyond traditional [female] roles,” she said.

“I always challenged students to have personal goals, to learn what their dreams are and to follow them.”

In her retirement, Janet plans to follow one of her own dreams: to learn to play the Celtic fiddle.

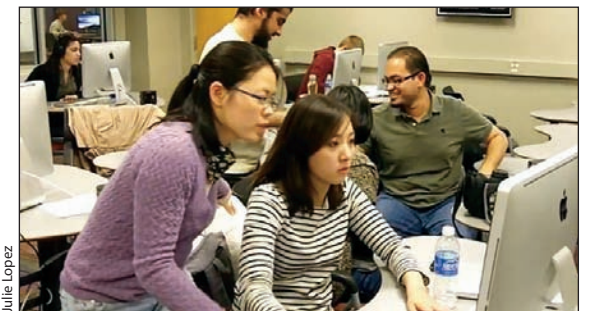
“There’s something in Scottish music that’s full of energy and life,” she said. “I don’t want to grow old. I want to keep learning and challenge myself.” *BM*

ELI and UD: Working hand in hand

In **Julie Lopez’s English through Film Listening/Speaking VI** class, students went to UD’s Student Multimedia Design Center to learn how to use iMovie to edit their short films. During the year, the class’s best films were submitted to a campus wide video showcase, where they represented the ELI well. See ELI and other videos here: www.lib.edu/multimedia/spotlight.html.

During the spring semester, **Erin Bastien Solorzano**, CAP student advisor, selected several CAP students to visit Prof. Beth Hazlett’s communications classes COMM 263 and COMM 421/461. Mixed panels discussed free speech, sports and other topics representing intercultural values. Afterwards, the UD students wrote reflective essays on their interactions with the ELI students. As one ELI participant noted, “It is unforgettable [and] ... made me excited because it is a free talk with American students.”

Nicole Servais’ English through Drama Listening/Speaking VI classes visited Prof. Kainoa Harbottle’s Theater 104 class in February to perform their original work, receiving valuable feedback. Later, UD students from the Improv Club came to the ELI to teach exercises and games to foster skills in drama. *WB*



Julie Lopez’s film class edits videos at Student Multimedia Design Center.

Professional activities of faculty and staff

Karen Asenavage, Associate Director

Presentations:

“Bridging the Great Diversity Divide for Student Excellence on University Campuses” (with Arthur Leander), International Leadership Association 14th Annual Conference, Denver, October 24-27, 2012.

“Building Ethical Bridges in Global Leadership Education” (with Lidetu Alemu, Maggie Madimbo and Darci Jones), International Leadership Association 14th Annual Conference, Denver, October 24-27, 2012.

“Developing Cross Cultural Leaders Through Mentoring: A Collaborative Integrative Approach” (with Erik Meader and Kay Nussbaum), 2nd Mid Atlantic Leadership Conference, Newport News, Va., March 24, 2012.

“An Overview of a Model for Integrating Conditional Acceptance Students into Campus Life” (with Dr. Scott Stevens), Colonial Academic Alliance Global Education Conference, Towson, Md., June 28-29, 2012.

Walt Babich, Faculty

Presentation:

“Assessing Your Assessments: Developing Standards for Teacher-Created Assessments Based on Peer Critiquing” (with Mary Beth WorriLOW), Maryland Association for Adult, Community and Continuing Education, 2012 Annual Conference, Timonium, Md., May 10, 2012.

Eleanora S. Bell (Nonie), Faculty

Presentation:

“Transformational Teaching: Who’s Changed in the Process?” Christian English Language Educators Association Conference, Philadelphia, March 28, 2012.

Nigel A. Caplan, Faculty

Publication:

Grammar Choices for Graduate and Professional Writers. Ann Arbor: University of Michigan Press, 2012.

Presentations:

“Preparing for Excellence: Practical Strategies for Successful Graduate Writing” (with Christine Feak, Grace Canseco and Jennifer Greer), 46th Annual TESOL Conference, Philadelphia, March 28-31, 2012.

“Making Grammar Choices in Advanced Academic Writing,” 46th Annual TESOL Conference, Philadelphia, March 28-31, 2012.

“Preparing and Supporting Graduate Student Writers Across the University” (with Steve Simpson, Ann Zanzucchi and Christine Feak), Conference on College Composition and Communication, St. Louis, March 21-24, 2012.

“Genre and Cognition in an MBA Program,” Genre 2012: An International Conference on Genre Studies, Ottawa, Canada, June 26-29, 2012.

“Joint Construction with Second-Language Writers: Collaborative Writing Plus” (with Katie Smith), Cross-University Collaborative Mentoring Conference, University of Delaware, Newark, Del., June 20-21, 2012.

“Collaborative Writing in the Preparation of ESL Graduate Students,” Second Language Writing Symposium, Purdue University, West Lafayette, Ind., September 6-8, 2012.

Leadership:

Steering Committee Member, TESOL Second Language Writing Interest Section.

Ken Cranker, Faculty

Presentation:

“Using Drama to Teach EAP—Even Biochemistry,” PennTESOL-East Conference, Abington, Pa., November 3, 2012.

Ana Kim, Faculty

Publication:

“In Pursuit of the Excellent Game” (with Sarah Petersen), *TESOL International Association IEPIS Newsletter*, September 2012. Republished in *TESOL Connections*, October 2012.

Presentations:

“In Pursuit of the Excellent Game” (with Sarah Petersen), 46th Annual TESOL Conference, Philadelphia, March 28-31, 2012.

“Engaging Student Writers: At the Frontier” (with Sarah Petersen), PennTESOL-East Conference, Abington, Pa., November 3, 2012.

Sarah Petersen, Faculty

Publication:

“In Pursuit of the Excellent Game” (with Ana Kim), *TESOL International Association IEPIS Newsletter*, September 2012. Republished in *TESOL Connections*, October 2012.

Presentations:

“In Pursuit of the Excellent Game” (with Ana Kim), 46th Annual TESOL Conference, Philadelphia, March 28-31, 2012.

“Engaging Student Writers: At the Frontier” (with Ana Kim), PennTESOL-East Conference, Abington, Pa., November 3, 2012.

Phil Rice, Supplemental Faculty

Presentation:

“iPad Apps: At Home and in the Field,” Christian English Language Educators Association Conference, Philadelphia, March 28, 2012.

Nicole Servais, SALC Coordinator

Presentation:

“Using QR codes to Enhance Reading,” 46th Annual TESOL Conference, Philadelphia, March 28-31, 2012.

Dr. Scott Stevens, Director

Publication:

“Chinese Students in Undergraduate Programs: Understanding and Overcoming the Challenges,” *WRAP UP: A Resource for the Recruitment, Admissions, and Preparation Knowledge Community*, NAFSA. Vol. 9, Issue 1, 1-9.

Presentations:

“The Future of IEPs and the Role of UCIEP in Changing Times” (with Barbara Hoekje), UCIEP Annual Conference, Bandera, Tex., February 12, 2012.

“Strategic Interaction,” Invited Plenary, 12th National Conference for Teachers of English, San Salvador, El Salvador, August 8-10, 2012.

“Drama for Developing Communicative Competence,” Invited workshop, 12th National Conference for Teachers of English, San Salvador, El Salvador, August 8-10, 2012.

“An Overview of a Model for Integrating Conditional Acceptance Students into Campus Life” (with Karen Asenavage), Colonial Academic Alliance Global Education Conference, Towson, Md., June 28-29, 2012.

Mary Beth WorriLOW, Faculty

Presentation:

“Assessing Your Assessments: Developing Standards for Teacher-Created Assessments Based on Peer Critiquing” (with Walt Babich), Maryland Association for Adult, Community and Continuing Education, 2012 Annual Conference, Timonium, Md., May 10, 2012.

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

Self Access Learning Center encourages independent learning

As the Self Access Learning Center (SALC) moves into its second year at the 108 East Main Street facilities, coordinator Nicole Servais' focus has been on evaluation. SALC users are invited to make comments and suggestions about the center on an ELI program evaluation form as well as a separate SALC form, and Servais and her staff utilize that information to adapt the SALC's programs to student needs and requests.

Based on the positive response to the SALC book club, which meets one time per week to read and discuss a classic work of literature, multiple sections of the club run now each session in order to maximize the number of students who are able to participate. Workshops also remain a part of the SALC program, and workshops on blogging, Microsoft Word and PowerPoint were among the offerings in 2012.

The SALC reading challenge has grown in popularity. The reading challenge asks students to fill out a brief form after reading a book from the SALC, and the student who reads the most books through the course of one session receives a gift card to a local business. As a result of its inclusion in the CAP Cohort points system, the SALC had its highest level of participation ever during Session V of 2012. Students from both the book club and the reading challenge are rewarded for their hard work with a pizza party and prizes at the end of each session.

In order to maximize use of the center's resources and programs, individualized education plans have continued to evolve. In the true spirit of self-access, students are now able to complete a self-assessment, determine which skill area needs the most work, and locate on the SALC website a learning plan specific to their skill area and level. The plan may be used to track the amount of time the student spent using the resources and is an excellent tool for supplementing classroom learning.

The SALC regularly updates and evaluates its resources. Over the past year some exciting additions have been made, including Rosetta Stone levels 1-5, an expansion of the Tense Buster and Connected Speech software, typing software to improve keyboarding skills, Ace Reader speed reading software, and licenses for *News For You* – an online news source adapted for learners of English.

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

- SALC Website: sites.google.com/site/elidesalc
- On Facebook: www.facebook.com/elidesalc
- On Twitter: www.twitter.com/elidesalc NS

NEW exclusive addition

- Long-and short-term plans from \$480 to \$900/month
- Spacious, fully furnished
- All utilities, Internet and basic cable-ready outlet included
- Spoken language sharing opportunities
- Shopping trips
- Global events at the World Café
- Many dining options — 9 common kitchens on site and 30 units with private kitchens
- Walk within minutes to campus and Main Street dining and shopping



For more information:
TheINNternationale.org



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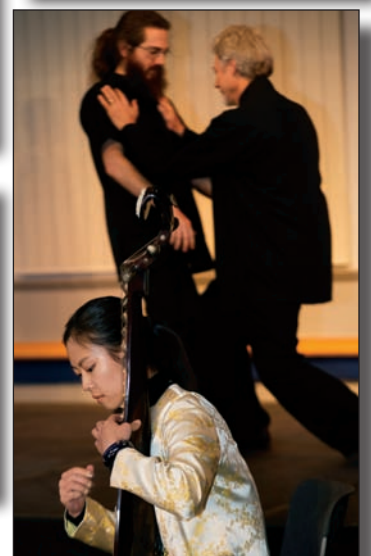


Book club members and SALC coordinator Nicole Servais (third from left) engage in lively discussion.

Festival of Nations



Photo credits: Lane McLaughlin



The eighth annual Festival of Nations, co-sponsored by the ELI and the Multi-Cultural Student Organization, featured a talent show, fashion show and displays from countries around the world. In addition to more than 15 countries represented by ELI students, the event included the Russian Club, Club Francais, Persian Student Association, Delaware African Student Association, Mano-a-Mano, Filipino Student Association, Korean Student Association, IHouse and American Global Fellows.

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