LIGHTS! CAMERA! ACTION!

The ELI opens its own film studio
From the Director’s Desk

Dear ELI friend,

With feature articles covering the ELI’s new classroom studio and an alumna who led a co- starring role in a major motion picture (see articles Pages 6-7), as well as faculty and staff integrating favorite movie lines into their annual greetings, this year’s edition of the ELI newsletter clearly has a cinematic focus. I find the theme wonderfully fitting — an example of how art imitates life.

When we think of movies, we are often drawn to that familiar plot line of a hero or heroine who sets off on a quest into a strange, sometimes magical land filled with unusual creatures or characters with unfamiliar practices and, with the support of traveling companions, overcomes obstacles, dangers and often fierce adversities returning home or more mature and confident than when she/ he first set out. What motivates the characters to undertake the quest in the first place? Acclaimed film director Alfred Hitchcock coined the word “MacGuffin” to describe the object or force that drives the character to pursue a heroic quest. The MacGuffin might be a great moral cause or the desire for revenge, power, conquest, wealth or simply the thrill of adventure itself. Movies like “The Wizard of Oz,” “Lord of the Rings” and “Star Wars” embody this plot line.

It’s a storyline that resonates with so many of our ELI students who, not unlike their fictional heroes on the silver screen, have come to Delaware on their own quests. They are driven by a special MacGuffin, the desire to subdue the English Dragon, the adventurer can lay claim to treasures beyond:

- little clue to a word’s usage (e.g., “trust” can be a noun or a verb; “ Goth” is a storyline that resonates with so many of our ELI students who, not unlike their fictional heroes on the silver screen, have come to Delaware on their own quests. They are driven by a special MacGuffin, the desire to subdue the English Dragon, the adventurer can lay claim to treasures beyond:

- little clue to a word’s usage (e.g., “trust” can be a noun or a verb; “bring” can be both a verb and a noun). Finally, the English dragon spews forth flames of endless vocabulary and idiomatic expressions, engulfed in a black smoke of enough spelling confusion to shake the courage of the bravest warrior. But it’s a battle worth waging, for in subduing the English Dragon, the adventurer can lay claim to treasures beyond U.S. university degrees, career advancement and that most priceless of jewels, the means of communicating with two billion of the world’s citizens in every nation.

Fortunately, no ELI hero or heroine need face the dragon alone. Guided by skilled teachers and flanked by loyal tutors, mentors, and fellow dragons – seeking companions from around the world, ELI student warriors are aided by travel companions at every step. And when they face other dangers and obstacles — culture shock, homesickness and baffling customs — they are encouraged by homestay families, ELI staff and friends always with. The ELI is full of real heroes and heroines who have struggled much, achieved much and, perhaps with just a bit of help, succeeded in fulfilling their wildest dreams. But as each quest draws to a close at graduation, many ELI students confess that their greatest treasure was the friendship the cohort and team development activities focusing on self-development, teamwork and mutual accountability. When they return to campus, cohort participants attend two hours per week of special classes as well as frequent extracurricular activities that often develop into long-lasting friendships. The ultimate results of the cohort training become apparent in the increased level of engagement seen in participants who have matriculated at UD. In the words of one cohort alumna, “I am kind of proud of myself because the professors know me because I engage in the class … I changed, and now I’m active and like to talk to the professor and give them my new ideas. Even if they aren’t exactly right, [they’re] new, so the professor likes it; the professor knows me.”

The cohort training extends well beyond the classroom, however, as participants enjoy in the service learning throughout the campus and community. A notable example is instructor Monica Farling’s group, who researched the issue of international human trafficking, interviewed local activists, and set up a website to raise funds for the International Justice Mission, an NGO which rescues victims of human trafficking and helps bring perpetrators to justice. The cohort participants grew so passionate about this cause that they have continued their efforts even after completing the program and entering UD. Some of the other organizations and projects that cohort groups worked with include the Newark Bike Project, the Newark Manor House, the ELI Community Garden, Down to Earth, Faithful Friends, Emmaus House and others. One participant described the value of the experience for his future, saying, “We have learned a lot of things from this service learning useful for our business careers, such as cooperation and organization. We also helped homeless people and contributed to the society.”

Another participant concurred. “We learned business ethics” which are a part of business courses, so the ethical point in this program is how to benefit society.”

Several new features have been added to the Cohort Program this year, further increasing its effectiveness. A new four-part orientation in cultural and professional development was developed by Rachel Lapp in order to better prepare cohort mentors for their work. The Cohort Program for graduate students has been revised to meet their unique needs and expectations. Furthermore, the ELI has increased its outreach to the UD community, participating in workshops to help university faculty work more effectively with international students.

“We are trying to proactively integrate our students into the greater campus community,” said Aasenave. “Today, we’re all global. The Cohort Program can really be a bridge, a way to help all of us work together in the best interests of both international students and the university community.” Aasenave also pointed out that the ELI CAP Cohort Program is unique among U.S. universities. “Nobody else is doing this to such a great extent,” she noted.

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In Session IV, Ken Cranker’s EAP VI Listening/Speaking class took to the streets: On their way to viewing the drama class performance at the end of the session, Ken pointed out objects and discussed legal issues with the class. One of the vocabulary sets studied in this class is related to downtown concepts such as “crosswalk,” “sidewalk,” “parking meter” and “fire hydrant.” This vocabulary is essential for students to avoid tickets for illegal parking or jaywalking. The “downtown” classroom idea brought the vocabulary to life and used otherwise “downtown” classroom idea brought the vocabulary to life and used otherwise vocabulary to life and used otherwise.

In most sessions, the Level VI English Through Drama classes continued their tradition of attending plays at the University of Delaware. This year, ELI students viewed everything from French farce (“Anything to Declare”) to German musicals (“Threepenny Opera”) acted by the Resident Ensemble Players. Once students have attended one performance, they always want to attend more. Since the REP generally uses the same ten actors for all performances, seeing the transformations the actors undergo has often been the highlight of the experience. It has been especially gratifying for Drama teacher Nicole Servais to see Drama class alumni at every performance.

In Session III, Ruwida Alrekshi’s Advanced Written Business class enjoyed a special goodbye picnic together, which included singing, dancing, eating food from all the nationalities in the class and enjoying a cake for the graduating students. Ruwida, a new teacher at the ELI, and her students “had a blast!”

In Session V, Monica Farling’s Level IV Reading/Writing classes visited several coffee shops and restaurants to learn how to describe, compare and contrast in a new context. Starting at Brewed Awakenings on Main Street, the class observed details, sampled food and coffee, and interviewed the staff. They used this information to write descriptive essays to share ideas. Their writings were posted on a blog, http://allaroundeli.wordpress.com, so students “had a blast!”

In Session IV, Monica Farling’s Level IV Listening/Writing classes watched the popularity of dance parties at the ELI to teach “techno pronunciation.” At this level, most students are asked to learn a poem called “The Vixen,” which helps the students with word endings. To improve motivation of his students, Phil used his skills as a musician to implement an iPad music program called Electrobeats to modify the tempo by slowing it down and then speeding it up. Students were able to pronounce the word endings more quickly and naturally, approaching native-like speed. By alternating verses and speakers, individuals practiced each part of the song-like exercise. Phil notes that one great result of this exercise was that students used a great degree of concentration and listening so as not to miss their part of the song. All of these facets made the activity fun and useful for his students.

In Session V, Amanda Strickland and Nonie Bell brought together their Level III Listening/Speaking classes for a lively activity and light-hearted competition. Students mixed with peers from the other class to listen to a mini-lecture which reinforced the incorporation of the new words into conversational use. Then the students paired across classes and created a real-life dialogue which they performed for peers. By monitoring phrasal verb use and correct question structures, the teams voted on the best conversation to represent them. The two best pairs then presented their dialogues to the combined audience, and contest winners were selected by secret ballot. The “Conversation Conquerors” were rewarded with gift cards to the Barnes and Noble campus bookstore. The activity stimulated enthusiastic collaboration and language practice.

that those new to Newark could learn about places they might not have found on their own. The class project also included restaurant and business reviews of more destinations near UD. Monica reported that by exploring so many places together, the students formed bonds with classmates from other nationalities, learned a lot about Newark, and may also have gained a few pounds!

In Session I, Phil Rice’s Level IV Listening/Speaking class used the popularity of dance parties at the ELI to teach “techno pronunciation.” At this level, most students are asked to learn a poem called “The Vixen,” which helps the students with word endings. To improve motivation of his students, Phil used his skills as a musician to implement an iPad music program called Electrobeats to modify the tempo by slowing it down and then speeding it up. Students were able to pronounce the word endings more quickly and naturally, approaching native-like speed. By alternating verses and speakers, individuals practiced each part of the song-like exercise. Phil notes that one great result of this exercise was that students used a great degree of concentration and listening so as not to miss their part of the song. All of these facets made the activity fun and useful for his students.

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New literacy program gives students a firm foundation

The ELI has recently implemented a new literacy program called Reading Horizons. The program is designed to help students of any level improve their English literacy skills as well as spelling, handwriting and vocabulary. The Reading Horizons method teaches students to understand and read written words as if they were a code to be deciphered. Students learn to break the code through explicit, multi-sensory instruction and the application of a unique marking system for words.

Over the past few years, ELI teachers have noticed that many students were lacking the reading skills necessary to succeed in an academic setting. At the same time, the ELI has had an influx of students entering the program with no previous experience learning English. To combat these two problems, Reading Horizons was first piloted for two sessions in Mike Sarmiento’s Basic English class. Designed for students who have little or no prior knowledge of English, the Basic class prepares them to enter Level I by introducing essential vocabulary and developing their decoding (reading) and encoding (spelling) skills. Although only a small portion of the Reading Horizons program could be taught during the ELI’s eight-week sessions, Sarmiento noticed remarkable improvements in students’ abilities to both read and spell common English words. Teachers in Level I also commented on the difference that just a small amount of Reading Horizons instruction has made to the students who advance to Level II from the Basic class.

Based on the successful piloting of Reading Horizons, the ELI has expanded the program. The Basic class is now four months (two sessions) long so that students have more time to develop a firm foundation in literacy before tackling the more demanding readings required in Level I and beyond. The new class includes eight to ten hours per week of direct instruction based on the Reading Horizons method, two hours per week of skills practice through the Reading Horizons software, and two hours per week of one-on-one practice with tutors trained in the Reading Horizons method. Sarmiento began the first four-month session of Basic in September, and the group has been teaching a second group of students in November.

ELI teachers are currently experimenting with the use of Reading Horizons in other levels, and the Institute hopes eventually to make the software available to students of any level who need extra support in reading. ELI teachers’ greatest hope is that providing students with more time to develop their literacy skills early on will enable them to avoid some of the pitfalls they might otherwise encounter later. With a firm foundation in literacy, students will have the skills they need to succeed at the ELI, the university, and beyond.
ELI transforms classroom into digital film studio

A standard ELI classroom at 108 E. Main St. has been transformed into a miniature digital film studio complete with LED film lights, stable-image cameras, full-range microphones, green screen wall and flooring, and a sound booth. Thanks to a departmental grant, the studio represents a significant boost to the quality of resources available to the ELI’s English Through Viewing and Producing Films class.

The Film class, a Level VI listening/speaking course, was designed in 2009 by Julie Lopez, amateur cinematographer and creator of many ELI departmental videos. Lopez fostered academic communication and project management skills through her students’ production of short documentaries using the ELI’s collection of low-budget video cameras and students’ own video editing software.

When Scott Duarte joined the faculty in 2012, bringing with him extensive experience in multimedia instruction and student-centered filmmaking, he and Lopez sensed that it was time for the Film course to take an important step forward.

They scrutinized the equipment and space available. The video cameras, typically used at the ELI for recording student or instructor presentations, were designed for family home movies, not for public broadcasts. Sound recording devices were limited to in-camera microphones or wired external microphones which required students to be not more than an arm’s length away.

“When we said, ‘Lights! Camera! Action!’ the phone booth idea emerged. A quick search on eBay found a local vintage oak phone booth. Initially, both ELI instructors had wanted to build a small sound booth for students to record narration for films. Through brainstorming and a little creative thinking, the phone booth idea emerged. A quick search on eBay found a local vendor offering a booth at a bargain price. Duarte, two ELI students and colleague Jack Crist inched the six-foot, 600-pound box out from a classroom to a film space and back again, the existing steps to the second floor, “groaned Crist.

“Communication is a vital piece in the process of adapting to a new country and to me, being able to feel more self-confident with the language opened more possibilities for an enjoyable adventure as a newcomer in America.”

Back in Atlanta after her ELI stint, Ivette got a job at a staffing agency, performing short-term work tasks such as gluing boxes and sticking bar codes into textbooks. Her ability and work ethic were quickly noticed. Within six months, she was promoted to production team specialist. “The future looked bright. Yet something in my life was still missing.”

To fill that gap, Ivette sought out acting classes.

“At the beginning, I considered it as my way to stay in English training in a fun and interesting way. It was my little treasure — the hobby that balanced my busy work life with my artistic nature, the place where I could be myself and forget about the burden of the day.”

While her acting classes deeply satisfied her creative side, the production...
ELI fills two full-time faculty positions

Two familiar faces have filled full-time faculty positions at the ELI this fall. Phil Rice and Carolina Correa had been teaching at the ELI as supplemental faculty members for several years. This summer, they were selected from a pool of nearly 50 applicants to become full-time faculty.

Phil Rice

Phil Rice does not limit language instruction to a whiteboard, although he certainly uses one. He also teaches from the screens of computer monitors and smart phones. In Phil’s classroom, a lesson on adjective clauses might start with an online video game, and students’ answers to textbook exercises might be solicited through a mobile application.

Many of Phil’s lessons are available on his blog, eslcommando.com. The name of the blog is appropriate given that Phil is a former U.S. Army National Guard reservist. He served in the military from 1998 to 2004 while putting himself through college, and since then, he has developed and practiced “creative teaching methods, using apps in the classroom and integrating new forms of technology,” he said. In addition to experimenting with innovative classroom practices at the ELI, Phil has developed the materials for the Level IV listening lab, designed the Level IV reading/writing course English Through American History, and presented at ELI faculty workshops and professional conferences.

Carolina Correa

The first Carolina Correa came to the ELI back in 1994, was as a student. She was majoring in English in her home country, Brazil, and was seeking language immersion for one session. Carolina had fallen in love with the English language during a trip to Disney World as a child and had been so motivated to learn the language that, upon reaching the ELI, she placed into Level VI. Choosing the Drama class, Carolina performed in a leading role as Cora Munro in an adaptation of “The Last of the Mohicans.” Her success as a student at the ELI was a preview of the contributions she would later lend to the program as a faculty member.

Attending the ELI was also an epiphany. Affected by cerebral palsy since birth and thought to be physically and mentally incapable, Carolina had often been ostracized while in Brazil. Although nurtured and encouraged by her family, she was misunderstood and neglected at school. However, her reception was different at the ELI, where “people saw me as Carolina,” she said. “With all the support, I could see my potential for the first time. My vision of myself completely changed.” The impact was so strong that she eventually transferred to the University of Delaware, completing a bachelor’s degree in English in 1999.

Carolina then returned to Brazil, where she volunteered for her first teaching position, providing English lessons at a community center in São Paulo. Afterward, she moved back to the United States to continue her studies at the University of Delaware, earning a master’s degree in TESOL in 2001 and then in 2009 a doctorate in education with a focus on sociocultural approaches to literacy education. Now an assistant professor, Carolina develops curriculum and teaches both at the ELI and in the M.A. TESOL program.

Two new courses added to ELI offerings

The ELI launched two new courses this year, increasing the options for the ELI’s diverse student body while providing a smooth transition between the general English intermediate courses and the more specialized advanced level classes.

Reading/Writing through American Culture, a Level IV class developed by instructors Michael Fields and Monica Farling, seeks to fill the gaps in students’ cultural understanding of the U.S., answering questions ranging from “Who is Ernest Hemingway?” to “What time of day do we eat pancakes?” Themes of the course include American values, civics, media and culture, and literature. Level IV culture and business classes.

Advanced Listening and Communication Skills, a Level V class developed by instructors Michael Fields and Monica Farling, seeks to fill the gaps in students’ cultural understanding of the U.S., answering questions ranging from “Who is Ernest Hemingway?” to “What time of day do we eat pancakes?” Themes of the course include American values, civics, media and culture, and literature.

To ELI alumni, the current Tutoring Center may bear no more than a passing resemblance to the center of yesteryear. A number of significant changes have occurred; who better than the ELI tutors themselves to expound upon these developments?

Olive Yazid, a 19-year tutoring veteran, fondly remembers the 1990s and cozy, intimate afternoons at the “Old Building” — the current-day nickname for ELI headquarters on West Main Street — when two dozen tutors and their students could spread out in six classrooms.

Fast forward to 2013: 10 classrooms in two adjacent buildings on East Main Street are abuzz through the week with 70 tutors giving individualized or small group support to over 650 students. “I can’t believe everybody’s name anymore!” said Olive. The population explosion of both students and tutors has triggered an impressive diversification in the Tutoring Center’s program, all overseen by coordinator Ken Hyde.

The ELI tutors possess a wide variety of skills and interests, highlighted on the new Tutor Specialties page linked to the ELI website. Want to understand American sports? Nelson McMillan is a baseball aficionado. Worried about an upcoming presentation? Andrew Saunders can help. Jeremy Penna noted that the tutoring staff “currently includes a lawyer, an artist, opera singer, published poets, an acclaimed musician, the author of an ESL book, a speech pathologist, a librarian, and many ESL professionals.”

The center has drawn upon its multitalented workforce to assist students in the new Student Support Services program. Tutoring is an essential component of this service designed to improve the skills of students who have reached a temporary plateau in their progress. Students are assigned to clusters and to tutors who assist them in following an individualized education plan or who create a tailored approach to help their tutees.

The tutor talent pool was also utilized to launch the ELI’s inaugural Reading Boot Camp. The course, inspired by education guru Sean Farnichar and adapted by Associate Director Karen Aasevanger and CAP coordinator Rachel Lapp, targeted vocabulary and reading skills of King Abdullah University of Science and Technology students who were aiming for higher TOEFL scores. Tutors led the various components, which included a vocabulary cluster, a decoding cluster, a book club, guided
Faculty profile:

Nigel Caplan

2010 was a banner year for the ELI. Enrollment per session had expanded into the 600s, a 60% increase over just two years earlier. Participation in the UD Conditional Admissions Program had swelled to over 50% of the ELI student body compared to just 49 CAP students in all of 2008, and in addition to conditional admissions at the undergraduate level, 16 UD graduate programs were now participating. To keep pace with the exciting challenges that rapid growth engendered, the ELI was mustering its financial and human resources to address this new infrastructure, organizational and programming needs. To this frenetic scene stepped Nigel Caplan. With a hefty ten-year track record of ESL teaching, course design and materials development, Nigel accepted an assistant professorship at the ELI, impressed with the Institute’s reputation for innovation. “It was an unusually strong combination of well-established, successful program that was also serious about change — somewhere that was willing to listen to new ideas.”

The ELI did indeed listen. Academic courses for future graduate students, designed by Nigel himself, were added to the program, and the pre-MBA track was redesigned with his help. With chairperson Caplan at the helm, the curriculum committee reviewed and revised the grammar and writing curricula, which was a key component in the ELI’s overall improvement. “At the end of the day, there are two similarities: the jobs require listening carefully to all kinds of streams, and they are both work with the same student but from different perspectives. ” said in her Alumni News column.

The mission of spearheading further innovations to ensure that the academic and support programs were now participating. To keep pace with the ELI’s aggressive growth, Nigel accepted an assistant professorship at the ELI, where he designed and taught new courses, created a book club and coordinated “One Book, One Philadelphia, One ELI,” a program-wide integrative language program that won him the ELI’s first staff award in 2010.

After three years at Penn, Nigel moved on to Michigan State University’s English Language Center. Over his five years there, Nigel successfully pursued expertise in diverse areas, including a second language literacy program, drama-based instruction and professional development, contributing numerous publications and conference presentations to these fields. Among his many areas of interest, one rose to the forefront: second language writing. A move to the University of North Carolina at Chapel Hill to become an ESL specialist in the university’s writing center allowed him to focus on the issue during the two years immediately preceding his arrival at the ELI. His ongoing research has led to conference presentations across the United States as well as in Canada, Canada, and Canada, Hungary, and China. Among the many that seemed important to him, a great satisfaction are recently published textbooks: “Q: Skills for Success, Reading/ Writing 5” with Scott Roy Douglas (2011, Oxford University Press), and “Grammar Choices for Graduate and Professional Writers” (2012, University of Michigan Press). Most recently, he helped design the pedagogy for a new series of genre-based writing textbooks, two of which he co-authored. “Inside Writing” will be published by Oxford University Press in 2014.

While his influence in the ESL field has been felt nationally and internationally, Nigel has made no small contribution to the ELI scene. As he pursues his own publications and presentations, he also encourages and mentors colleagues to do the same. In addition to mentoring his colleagues, Nigel also loves helping students learn to write. Nigel reflected, “Writing is obviously important at the university less I just got a bit of everyday life. Non-native speakers are completely able to write in English; they just need the tools. I enjoy being part of that.”

Tutor profile: Erin Goertz

“What makes Erin an exceptional professional? Her ability to look at routine applications and ask, ‘How can we do this better, faster and smarter?’” posited ELI director Dr. Scott Stevens.

Erin Goertz, ELI’s administrative assistant, is filled with diverse niches at the ELI since becoming as a part-time secretary at Alison Hall in 2009. Her skills at organization were of great use during the opening of the ELI’s new building at 108 Main St. in 2010 — she helped to coordinate the move and then stepped into the main receptionist’s position. In this role, Erin assisted the associate director, Karen Asevanyan, maintained the facility, supervised the faculty and assisted ELI students. When the registrar position was created in 2012 to support a growing student body, Erin was a natural fit with her graduate degree in management and policy and a propensity for learning technology.

It wasn’t long after that Erin faced a move of her own. Her husband, Jon, received an offer to work as a chaplain for a hospice service. The hospice was located not in Newark, Delaware, but in Savannah, Georgia. The couple relocated there in July of this year, and Erin currently fulfills many of her registrar responsibilities from her home office in the Peach State. “Technology is what makes commuting work so well,” Erin notes. She is an Instant Messenger with ELI staff all day, attends meetings via Skype and Facetime, and collaborates on the database by using screen-sharing software. Once a session, Erin returns to Newark to assist with graduation, which is “a very hands-on process.”

Of course, technology and policy aren’t the only parts of the job that are rewarding. As a working mother with students and helping them to resolve their problems, Erin says, “Co-workers benefit as well. Stevens enthused, “It’s wonderfully collaborative since many of her ideas emerge out of a sincere desire to streamline processes and thereby lighten the load of her co-workers.”

When Erin is not working, she spends her time doing digital scrapbooking. Using Photoshop Elements, she prints her pages and stores them in albums, much like a traditional scrapbook. She often consults online scrapbooking communities and blogs to remain inspired. Erin’s specialized techniques and keeps up on current trends. Erin began digital scrapbooking as a way to combine her passion for computers with an outlet for her creativity and to capture precious memories. She remembers at her grandmother’s scrapbooks when she was a child and hopes to share her scrapbooks with her future grandchildren one day.

Through scrapbooking, Erin has developed her photography skills and is currently taking an online course through the University of Delaware. Though the ELI misses Erin’s cheerful smile, Erin admits that working from home does have its benefits, chief among them being the ability to be near her dogs during the day. Erin has a 3-year-old Papillon and a 1-year-old Shihtzu Inu. “They let me know when it’s quitting time,” Erin laughed.

“Erin was a natural fit with her graduate degree in management and policy and a propensity for learning technology.”

Erin Goertz

Erin Goertz

Tutor profile: Jill McCraken

What do tutoring and veterinary work have in common? At first glance, not much at all. But retired vet Jill McCraken knows two similarities: the jobs require listening carefully to all kinds of people and solving puzzles, both of which Jill enjoys tremendously.

A tutor at the ELI for five years, Jill likes solving the puzzle of the best way to help each student. Could this student benefit from dictation? How can that writer be encouraged to think more deeply about an essay topic?

Jill also “finds language fascinating — its richness and history.”

Sharing the quirks and strengths of English gives her great pleasure, as well as the ability to draw from her cultures from students is the main bonus of working at the ELI.

As she points out, in this job, “The world comes to me!” Having traveled to 48 of the 50 states, Jill was ready to expand her horizons internationally after retiring from veterinary medicine in Wilmington. She had already done volunteer ESL tutoring to Spanish-speaking visitors there. Then she learned about the ELI from a colleague and soon became a tutor here.

Jill also appreciates that her contributions are “part of something bigger” seeing alumni go on to make their marks on the world with their diverse gifts.

“Erin is a force — a dynamo who brings energy and passion to every undertaking, whether it be teaching, committee work or scholarship.”

Dr. Scott Stevens

Erin Goertz

Erin Goertz

Jill McCraken

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Erin Goertz
Audin François

Audin François is not new to English; he’s been studying it since his primary school in Haiti. He began with reading and writing, and during high school he added listening and speaking to his repertoire. Audin was so taken with English that he decided to study it at university in Port-au-Prince. His plans were suddenly when an earthquake struck Haiti in 2010, bringing down the walls of his college. Audin resolved to return to his hometown of Jacmel to do community service with Friends of Haiti, a Delaware-based organization that provides medical support and social services to the earthquake-ravaged country. Audin worked as a volunteer, translating French to English for the Friends of Haiti program. As he learned more about Delaware and about English and American culture, he began to research the ELI on the Internet and discovered that it looked like a perfect place for him to explore American English.

Now back in Haiti after graduating in October, Audin plans to share what he has learned. Besides being a volunteer translator, he is also an assistant high school English teacher. Audin particularly wants to expose his students to the audiovisual resources that he experienced while at the ELI. “It’s not easy to make progress without audiovisual materials,” he said. “They help the student to get real experience with English.” Audin is also excited to share what he learned about American culture. He celebrated Independence Day by going to a parade, and, while there, he spoke with some Korean War veterans. “They shared their stories of the U.S. and how it became an independent and developed country,” Audin shared.

Audin enjoyed interacting with Americans, but he found his relationships with students from other nations to be one of the best parts of his ELI experience. “This school opened my mind and helped me to see the world,” he stated. “The opportunity to meet people from other countries is helpful for everyone to know and understand each other.” Audin reminds us all that the ELI is not simply for learning English, but for opening yourself to the world.

Merna Eleias

You could not miss Merna Eleias at the front desk of 108 E. Main in the summer of 2013. The students in this year’s sampler were not only outstanding academically, but they both have unique experiences and histories.

Audin François

“We have a saying on our wall in our dining room: ‘The fondest memories are made while gathering around the table.’ It seems like that is where we spend so much time with our students, whether we are having dinner, playing games, doing homework or just having conversations.” Terri and Dan Borowicz shared this about their experience with international students as both a host and homestay family over the years. Homestay families open their homes to students to live with them while host families do special activities from time to time. The Borowiczes started as a host family in 2005 and as a homestay family in 2009 and have been enjoying both ever since.

Over the years, Terri and Dan have had students from Korea, China, Turkey, Japan, the UAE, Saudi Arabia and Colombia among their 40 or more host and homestay students. They mentioned that the most difficult part is saying goodbye to students who have become part of the family. After the students go home or go on to other schools, they stay in touch by Facebook, email, and phone calls. Many students who have stayed in their home found them through the recommendations of former students. Homestay coordinator Nancy Purcell has not had a problem finding students who would enjoy staying with this family — not surprising, as spending just a few moments with them reveals what a pleasant and fun-loving couple they are.

In addition to spending special times around the dining room table, the Borowicz family has taken their students many places and shared a variety of meaningful activities with them. Some of these include trips to Longwood Gardens, an Amish farm and a corn maze in Lancaster County, Pa., the Baltimore Aquarium, the beach at Ocean City, Md., and New York City. Activities have included playing mini-golf, Wii and table games, Blue Rocks baseball games and holiday activities such as pumpkin carving and cooking. Terri and Dan’s two sons and twin daughters are all grown, so without the international students, they would be empty nesters. Their family now is their homestay students. When asked what the secret to their success has been, they reported that they have always tried to treat the students like their own sons and daughters, establishing a family connection that their international guests have surely shared. Many of their homestay students have later thanked them for helping break down the stereotypes of Americans. The students may have previously held.

Dan explained that another means to success for them has been their openness to listening to their students when they talk about their own cultures, including their values and beliefs. Dan believes that his and Terri’s ability to accept other cultures and values is crucial. He added that if the opportunity presents itself, he is also willing to share his and Terri’s own Christian values and beliefs with the students. He noted several instances in which the students have thanked him for helping to clear up their misconceptions about religion in America.

When asked what keeps them doing homestays, Dan and Terri responded, “It’s sheer enjoyment and lifelong friendships!” They recommend that if families want to do homestays, they need to show the students that they genuinely care. Half-hearted hosting would just not be worth it to this amazing couple. The homestay program is certainly fortunate to have them on board.

Terri and Dan Borowicz have been homestay families since 2005.

Terri and Dan Borowicz with current and former homestay students.
2013 in pictures

Summer picnic tug o’ war

Stop motion animation filming

And a one ... and a two ...

Friends for life

Knitting Club spins a yarn.

Volleyball, anyone?

Up a creek with some paddles

Students, faculty and staff rally for Boston Marathon bombing victims.

How low can you go?

Go long!

Sweet memories
Barbara Morris retires

A typical Saturday for retiring Professor Barbara Morris may look tame enough, but after she tenders her dahila garden and does her weekly shopping, she sets off on a 3.2-mile hike in a local park. This is no normal, leisurely walk — it’s a hike for maintaining a trail in 3200-acre White Clay Creek State Park. She prunes back overgrown weeds and branches, inching out of the way of mountain bikers on the narrow path.

Sometimes the volunteer effort involves more sacrifice than intended, she says, recalling a recent incident. After removing a fallen tree blocking the trail, she discovered she was no longer wearing the prescription glasses she’d had on when she entered.

“If you see a squirrel reading The New York Times, let me know,” she says, laughing. Undaunted by the loss, she continues this monthly effort, her new glasses now safely stowed in her car.

“It’s good exercise, and I like to keep active,” she says. “Active” is how some students have described the Level III classes she has taught over the years at the ELI. She notes that the intermediate levels “can be frustrating” for students because “they don’t see themselves progress as much” as they did in former classes. As a result, she finds that getting students moving works in the classroom. It improves confidence and provides interest through varied activities, such as a classroom scavenger hunt to practice grammar or a quick hand-clapping, toe-tapping chant to reinforce speech patterns.

A Delaware native, Barbara transplanted her family to the Washington, D.C. area in 1978, where she taught at Adkins Ababa University. She continued teaching English at night and worked in marketing by day, where she learned desktop publishing, a relatively new skill in the early 1990s. When she came to the ELI in 1992, she proposed a new course to combined levels IV–VI, English through Desktop Publishing, in which students used page layout software on the Macintosh computers in Pearson Hall to create publications, a skill many took back home for their jobs. In addition to a newsletter, students produced yearbooks, student guidebooks to local attractions and student organizations, and even an ELI cookbook.

“That was one busy class,” Barbara recalls. The success of the class led to Barbara’s chairing the new ELI technology committee, which soon established the ELI’s first computer lab in the back of Rodney Hall.

Another of Barbara’s classroom innovations was having students create their own videos, many outside the classroom — carrying heavy equipment, and even an accident involving ELI students, ELI director Dr. Scott Stevens asked Barbara’s Level III class to create a video on bike safety. As the leader of our intermediate ESL program, she was a mentor to many colleagues. Congratulations, Barbara, on a distinguished career marked by a single-minded dedication to excellence! Janet Yoder has announced her retirement from tutoring after many years of dedication to her students.

Sadly, one of the ELI’s most beloved tutors, Peter Williams, died on September 4 after a brief battle with cancer. [See article on Page 11.] Peter endeared himself to students and colleagues alike with his warm smile, gently charming and beautiful singing voice. His is a legacy of an infectious love for learning that he passed on to hundreds of students over his more than 20 years of tutoring at the ELI.

NEW exclusive addition

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

In memoriam: Peter Williams

The ELI will deeply miss long-time faculty member Peter Williams, who passed away on September 6 after a brief illness. Peter’s engaging personality and lively, often mischievous sense of humor will be sorely missed by his colleagues. He knew his friends well, and it is now known at the ELI as the empathy and care that he showed as a teacher of English.

Born in 1934 in Mancott and raised in the small industrial town of Flint in northern Wales, Peter completed his undergraduate degree at University College, Swansea, where he had the rare experience of studying under the novelist Kingsley Amis and the rarer experience of cradling in his lap the baby Martin Amis, who would grow up to equal his father’s literary fame. He came to the United States in 1957 and served in the U.S. Army in an artillery unit stationed in Germany. After his military service, he completed his M.A. and Ph.D. in English at the University of Delaware and led a distinguished academic career teaching at the University of Delaware and eventually becoming chair of the English department at Delaware Technical and Community College. Peter authored twelve books. Peter’s published work ranged from his whimsical autobiography, “Whistling in the Soup,” to his scurrilous travelogue, “The Sacred Places of Wales.”

Welsh culture and identity were lifelong preoccupations for Peter, as shown by his many articles on Welsh language, literature and history. He was the founder of the Welsh Society of Delaware, a director of the National Welsh American Foundation, and the editor of The Eagle and Dragon, the official publication of the National Welsh American Foundation. His crowning, or perhaps “throning,” achievement, however, came in 1999 when he was elected a member of the “Gorsedd,” the official Welsh “community of bards,” and given an honorary listing in the “bard’s throne.”

Peter’s life outside the classroom, as would be expected of a bard, was colorful and colorful. A talented performer since his army days, he sang and told jokes at various venues all over Delaware. Many will remember his animated tavern persona: the long stories he told with relish, the spirited cheers he led for his beloved Liverpool soccer team, and the boisterous, occasionally off-color poems he’d recite in Welsh between pints of beer. Yet, for all this, his most fitting epitaph might be the Welsh place from which he habitually sat to end a conversation: “Ca ddy gog — ‘Be silent!’ He was as comfortable in silence — reading his books or staking his tomato plants or sharing a quiet evening with his wife — as he was in any convivial gathering.

Peter is survived by his wife Lynda, his three sons, his many nieces and nephews, and his countless friends. He will be sorely missed by his worldwide ELI family.
Seinan Gakuin University

In February, the ELI once again hosted an energetic group of 25 students from Seinan Gakuin University in Fukuoka, Japan, for a program coordinated by Jim Weaver. In addition to attending classes on weekdays, the group had a full cultural schedule on the weekends, visiting New York, Philadelphia and Washington. Taking in the many iconic buildings and sights and sampling the local cuisine were favorite activities. By staying with American families, the students learned how to communicate in daily situations and what it is really like to live in the United States. The friendships and bonds made during their stay will not doubt last many years.

Brazil Scientific Mobility Program

The ELI was in the first contingent of institutes to be chosen by the Brazilian government’s Brazil Scientific Mobility Program to provide language training to its scholars in preparation for a year-long study abroad experience at diverse U.S. universities. The first three BSMP students arrived for the ELI’s summer session and moved on to the University of Delaware by the fall semester, with continued ELI individual and cluster tutoring to support their university experience. A second group, consisting of ten students who arrived in September, was fully integrated into the ELI intensive English program during the fall sessions. Also, students in the higher levels participated in the CAP Cohort Program to enhance preparation for American academic life and expectations.

Brazil Science Without Borders

The BSMP, formerly Brazil Science Without Borders, aims to offer scholarships to 100,000 Brazilian undergraduates for study at institutions across the globe. In 2013, over two thousand students were sent to the United States. This was the first year that the organization added a preparatory language learning component to maximize success.

After completing their training at the ELI, the BSMP scholars will transition to universities across the country to pursue their studies in agronomy, animal sciences, information systems, math, physical therapy and various branches of engineering.

American Law and Legal English Institute

The American Law and Legal English Institute had another successful summer. The program, headed by Robert Panadero, a member of the Delaware Bar Association and an ELI tutor, was supported by Mary Mutterer, who is an expert in U.S. patent law, and also by Karen Porter, who taught a segment on legal writing.

This year’s participants included law students from Brazil, Canada, Colombia, Thailand and the Kingdom of Saudi Arabia. In addition to studying fundamental areas of American law, the Institute arranged opportunities for the students to attend and observe legal proceedings in Delaware courts. They also had the chance to interact with several judges and attorneys of the Delaware judiciary. Delaware being the legal home of close to a million businesses, students had a rare and meaningful chance to discuss corporate law with specialists in this field. They returned home with new insights and observations regarding the American legal system.

International Teaching Assistants

Teaching assistants from 17 University of Delaware graduate programs and representing 20 different countries participated in the International Teaching Assistants Program this year, with 2014’s enrolling in the winter and spring programs. Participants ranged from English, linguistics and criminal justice to physics, engineering and computer science. Nationalities were as diverse as Chinese, Hungarian, Belgian and Latvian.

Working closely with the University’s Office of Graduate and Professional Studies, the Institute for International Students and Scholars, program coordinator Ken Hyde organized the intensive three-week summer program, which included courses to improve students’ pronunciation and oral intelligibility as well as to introduce them to effective teaching techniques and interaction strategies with American students.

Changes to the Culture and Pedagogy course improved the experience for ISA students this year. Class size was reduced, allowing for more individualized attention, and the course content was modified to include more training in student-centered teaching skills in ELI classes. These changes resulted in an unprecedented rise in teaching scores during the program’s final exam. The chemistry department’s Professor John Bunkers led one such class of 15 ISA teachers. Each class had qualified for lab assignments, each meeting the required UIDA and SPEAK score requirements. A student anonymously commented on the program evaluation, “It’s great. It helps me a lot in building confidence and improving teaching skills.”

CoCulturfuture

The “Fundación para el futuro de Colombia” (“CoCulturfuture”) sponsored 33 high school students from the University of Dayton, Spain, to study at the ELI’s summer session to improve their English language skills at the ELI. The Institute is pleased to be in its 18th year of collaboration with this Colombian nonprofit foundation, whose mission is to provide opportunities for professionals to pursue postgraduate studies overseas.

Brazilian English Teachers USA winter program

In January and February, 32 enthusiastic Brazilian teachers of English were at the ELI for a six-week professional development program sponsored by the Institute of International Education and coordinated by Sarah Petersen. Aimed at improving English language proficiency as well as teaching skills, the program included listening/speaking and reading/writing classes, teacher training workshops, with topics ranging from reading strategies to podcasting, and service learning. The teachers visited the Newark Senior Center, Boys and Girls Clubs and a university communications course to share their culture with young and old. Weekends were as full as weekdays, including trips to Philadelphia, Washington, New York and the Amish region of Lancaster. Pa. An American cooking workshop, a Delaware All-State Theatre production of “Jekyll and Hyde” and a “sabayona” party before heading on to Boston at the end of the week.

Seinan Gakuin University

In March, 30 students from Saga Nishi High School in Japan spent a total of six days in Delaware before moving on to Boston. While in Newark, they stayed with host families, toured the University of Delaware campus and spent three mornings in ELI language classes. Afternoons were spent visiting Philadelphia, Washington and Lancaster, Pa. An American cooking workshop, a Delaware All-State Theatre production of “Jekyll and Hyde” and weekend visits with American host families rounded out their experience of American life.

American students.

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### Professional activities of faculty and staff

Karen Asenavage, Associate Director
Presentation:


Leadership:

KATHERINE BRACY, FACULTY
Presentation:

NIGEL CAPLAN, FACULTY
Publication:

Presentations:


Julie Lopez, Faculty
Presentation:

Scott Duarte, Faculty
Publications:


Presentations:


NERMINE ELKADRY, FACULTY
Presentation:

Leadership:

Monica Farling, Faculty
Presentation:

Barbara Gillette, Faculty
Presentation:

Rachell Lapp, Faculty
Presentation:

Julie Lopez, Faculty
Presentation:

Presentations:


RUS MASON, FACULTY
Publication:
Editor, “In Memory of Our American Tai Chi Brother” by Ben P.J. Lo. Tai Chi Quarterly Magazine 37.1 (Spring 2013).

Presentations:


Scott Stevens, Director
Paper:

Presentations:


Phil Rice, continued

Nicole Servais, Faculty
Publication:

Presentation:

ERIN SOLORZANO, FACULTY
Presentation:

Scott Stevens, Faculty
Presentation:

Sarah Cherian, Faculty
Presentation:

Ken Cranker, Faculty
Publication:

Scott Duarte, Faculty
Publications:


Presentations:


Nigel Caplan, continued
Presentation:
“Integrating Writing Grammar” Professional Development Retreat, Maryland English Institute, College Park, MD. 15 Nov. 2013.

Leadership:
Steering Committee Member, TESOL Second Language Writing Interest Section.

Barbara Gillette, Faculty
Presentation:

Rachell Lapp, Faculty
Presentation:

Julie Lopez, Faculty
Presentation:

Presentations:


Russ Mason, Faculty
Publication:
Editor, “In Memory of Our American Tai Chi Brother” by Ben P.J. Lo. Tai Chi Quarterly Magazine 37.1 (Spring 2013).

Presentations:


Alumni news 2013

Abdullah Ibrahim Aldarazi
aldaraziat@hotmail.com (Saudi Arabia '12) is currently enrolled in the MBA program at the University of Scranton (Pa.). Abdullah notes that he will never forget his wonderful times at the ELI because it improved his English and gave him the opportunity to continue his studies in the United States.

Abdul Salam Alahmad
alahmadasa@gmail.com (Saudi Arabia '08) is a senior at Indiana University-Purdue University Indianapolis (IUPUI) majoring in electrical engineering. Abdullah says, "Life has been a pleasure in Indiana; however, there is nothing I miss more than the days I spent at the ELI!"

Alain Ndidi
ndidi.alain@gmail.com (Rwanda '10) returned to Rwanda after receiving his master's degree in Kenya. Alain has been teaching at the National University and at the High Institute of Agriculture and Animal Husbandry. He also works as a scientist at the World Agroforestry Centre, a CGIAR Consortium center in Rwanda. He says, "I am happy with the days I spent at the ELI."

Andrea Sanchez
andrea Sanchez@gmail.com (Colombia '10) married in 2013 and is Andrea Sanchez a CGIAR Consortium center in Rwanda. He and Animal Husbandry. He also works as a

Anthony Carvajal
Maria Eugenia Carvajal
Maria Eugenia Carvajal carvajal_mariaeugenio@hotmail.com (Chile '12) is currently working on a master's degree in analysis and conflict resolution at Nova Southeastern University in Fort Lauderdale, Fla.

Bailey Belcher
Fatima Almivtazi
Fatima Almivtazi almivtazi@hotmail.com (Saudi Arabia '10) received her MBA in operations management and management information systems from the University of Scranton (Pa.).

Daisuke Uematu
daisukeuematu78@yahoo.co.jp (Japan '10) has passed the elementary school/teacher examination exam in Hyogo, Japan, where he lives with his wife and daughter.

Daisy Liu
daisyliu@udel.edu (Taiwan '04) received a full scholarship from the international leadership fund at Johns Hopkins University.

Eun Ji Lee
eunji@udel.edu (South Korea '12) and wife Heeju Park Hall dormitory.

Fletcher Surfaci
Guleser Surfaci guleser@udel.edu (Turkey '12) is a researcher in a graduate program at Auburn University School of Forestry in Auburn, Ala.

Giovanna Lima Oliveira
giovanna_lima@yahoo.com.br (Brazil '13) married Jared Lang on August 24 in her hometown in Brazil. The couple lives in Iowa.

Hiroki Kato
Jacques Auguste
Jacques Auguste jaug211@yahoo.fr (Haiti '10) is practicing dentistry in Haiti and has applied for a U.S. Fulbright Scholarship in order to learn more about public health and better serve his community.

Jungmin Kim
Jungmin Kim positieoj@gmail.com (Korea '09) is now a manager of a study abroad and exchange program for Saitama University in Japan. Jungmin was delighted to be able to visit the ELI on business in August. Only a month later, she met with the ELI's international projects manager, Baerbel Schumacher, at a conference in Istanbul.

Jungmin Kim with ELI staff member Baerbel Schumacher

Eun Ji Lee [rear]

Yi-Ching "Hubert" Hsiao
Yi-Ching "Hubert" Hsiao yi-ching.hsiao@udel.edu (Taiwan '09) married Emma Lee on July 6. The happy couple lives in Taichung, Taiwan, where Hubert works in sales.

Given the four steps for giving.

If you wish to donate by check, please go to http://www.udel.edu/giving/tribute.html and follow the four steps for giving.

We thank you in advance for your support.

Scott Stevens, Director
All the world’s a stage,
And all the men and women merely players …

To keep in character of this issue’s film motif, ELI faculty share some of their favorite (modified) movie quotes to inspire you. Below are just a few. To see the entire collection, visit the website at the bottom of this page.

**Christina School District ESL ex-pa-a-ands**

The ELI’s ongoing collaboration with the Christina School District allowed language learning support for approximately 600 elementary ESL students from over 22 countries this past year. Creatively designed lessons integrated the Common Core State Standards for all kindergarten through fifth grade pupils with nationally recognized development standards specifically for learners of English as a second language.

In the 2012-2013 school year, a talented team of five ELI teachers instructed the ESL students at 15 elementary schools. Lisa Grimsley and Kate Copeland served students at West Park Place Elementary, supported by UD teaching assistants Tracy Yeh and Brittany Zezima and UD student teacher Kelley Cheatham. West Park Place was the “site school” in the district’s pull-out program, which concentrated the majority of English language learning pupils in this single, district-wide center. Meanwhile, itinerant teachers Lisa Held, Denise Solon and Hilary Mauldin served more advanced learners in the other fourteen elementary schools.

At the end of the school year, the district determined that increasing population trends would require it to decentralize its ESL program in favor of multiple ESL centers in schools close to the neighborhoods where the pupils actually lived. The ELI hired six additional teachers for a total of eleven, each assigned to a particular school in the district. New faculty members are Lynn Gallo, Man Jiang, Kim Kelly, Kristin Larsen, Carrie Neely and Ann Parry. Referring to the newly formed team, veteran teacher Denise Solon expressed her admiration for the teachers’ dedication and team spirit as well as the support of the host schools. “We expect our department to continue to expand in the near future as exemplified by these successful synergies,” she said.

**Barbara Morris** from Page 16

“That project made several of my weekends more exciting,” says Barbara, who recalls filming the opening scene of three ELI students biking down Main Street from the back of a car traveling in front of them. It was subsequently shown to all new ELI students during orientation. Barbara shared this student video and others at numerous regional and international TESOL conferences. As chair of the TESOL Video Interest Section in 2003–2004, Barbara encouraged other teachers across the country to experiment with budding technologies in their classrooms.

But it is perhaps through the ELI annual holiday newsletter that Barbara made her most important mark. As soon as she arrived at the ELI, she joined the newsletter committee under the editorship of the late Professor Ruth Jackson. She then became editor-in-chief for 17 years, stepping down last year in preparation for her retirement. Taking her role seriously over that period, Barbara took three UD journalism courses to hone her non-academic writing skills. Her efforts brought a high level of professionalism to what had been a routine review of ELI activities.

Stevens commented, “Barbara took the newsletter to a whole new level. Under her leadership, this polished publication communicated to alumni, sponsors and campus colleagues that the ELI pursues excellence in all of its endeavors.”

Instructor Robbie Bushong recalls that when he was a graduate student at the University of Central Florida, his advisor, renowned ESL textbook writer Keith Folse, commended the ELI newsletter.

“He told me he had never seen an IEP with a newsletter of that quality, and then based partly on the newsletter, he insisted that I take this job. In other words, he saw the newsletter as a sign of the caliber of the program.” Robbie has since joined the newsletter committee as an editor.

“I knew the newsletter was an important public relations tool, but I had no idea it could help with faculty recruitment,” says Barbara, smiling.

What will Barbara Morris do in her retirement? Learn new skills, such as how to play the steel drums? Travel with her daughter Lia, whom she visited in several countries where Lia was doing fieldwork, including Bolivia, Brazil, Costa Rica and Tanzania? Become a photojournalist? Whatever she chooses, you can be certain it will include plenty of action.

For her newsletter grand finale, Barbara has edited her own retirement article. A big **THANK YOU** to the staff and students of the **Delaware Autism Center of the Brennen School, Newark** who prepare the thousands of envelopes needed to mail this newsletter to our readers every year!

The ELI faculty and staff wish you all a happy, healthy and prosperous year. Please stay in touch! To view more movie messages from faculty to our alumni, visit www.udel.edu/eli/recordinggreetings.
The ninth annual Festival of Nations on November 22, hosted by the ELI with support from the Office of Housing and Residence Life and the Confucius Institute, 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 Korean American Student Association, Delaware African Student Association, Cosmopolitan Club, the Nihongo Table, American Global Fellows and the INNternationale.
For further information or an application form, contact the director's office or e-mail sstevens@udel.edu or visit www.udel.edu/eli.
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.