



English Language Institute

UNIVERSITY OF DELAWARE

ELI NEWS

2009 ANNUAL
HOLIDAY
NEWSLETTER
FOR OUR
FRIENDS IN THE
INTERNATIONAL
COMMUNITY

THE AMERICAN HOLLY IS THE STATE TREE OF DELAWARE.

From the director's desk

Dear ELI friend,

As I write this, I am returning from South Korea, where the University of Delaware hosted its first-ever international alumni reunion. Actually, the ELI held its own informal reunion of former students some 20 years ago in Malaysia—followed over the years with gatherings in Saudi Arabia, Japan, Colombia and Brazil. But this was the first university-wide event, where graduates from both the ELI and degree programs came together to celebrate the bonds they share with a university they love. Over 100 alumni and friends of the University convened at Seoul's Grand Hilton to hear about new initiatives the University is pursuing in its Path to Prominence™ and to meet President Patrick Harker and other administrators and faculty.

I, in turn, came to hear graduates tell me about their adventures since having completed their ELI studies. Reunions are important, not simply to help former students reconnect to their university, but also for administrators to listen to alumni, learning what they found special about their UD experience and what improvements they would like to see. Universities that strive for excellence weigh very carefully the ideas of their most faithful supporters.

This special event reminded me of the importance of listening—and of how rarely it is practiced in this noisy and frequently self-centered world, with each of us impatient to have our own voice heard above the din of others.

The autobiography *Three Cups of Tea*, which recounts the adventures of Greg Mortenson in his quest to build over 50 schools in the poorest and most remote villages of Pakistan and Afghanistan, is praised by many as a testimony to the power of one person to change the world. In reality, it's a book about learning to listen. Mortenson's early good intentions met only with failure and frustration, until the idealistic and impatient young American began sitting at the feet of one village's tribal elders, who taught him their customs, language and, above all, patience—how to listen to the true needs of the villagers and heed the sounds of the seasons and the forbidding mountains. Only as Mortenson quieted himself did he grasp how to work with the local inhabitants in harmony with their culture. His experience illustrates the wisdom of the proverb, "Be slow to speak but quick to listen," a

lesson every traveler must learn if he or she wishes to experience, rather than merely tour, another country.

Listening does not come without risk, for as we set aside our cell phones, turn off our MP3 players and pause for just a moment in telling our own stories and arguing our own causes, we may come to hear others around us for the first time—and, in the process, challenge our own assumptions. That is what happens every day at the ELI, this microcosm of the world populated with ambassadors from 40 countries. Members of our diverse learning community find themselves doing far more than learning English. For they also must listen to the voices and views of others who once seemed strange and perhaps even frightening.

To paraphrase modern writer Stephen Covey and the biblical apostle Paul, as our students begin seeking to understand, rather than merely to be understood, they risk being transformed by the renewing of their minds.

One reason ELI teachers are so loved is because they actively listen to their students, whose cultures, learning styles and linguistic aspirations and struggles inform and influence class lessons. In this way, teaching and learning become reciprocal. Articles in this newsletter bear the fruit of our having listened to past and current students, who have argued for improved facilities (see "New classroom sites") and for ELI to have a more central role in the life of the UD campus (see "Institute for Global Studies"). May the year to come bring blessings to you and your family—and may you rediscover the truth of this maxim: "It is the province of knowledge to speak, and it is the privilege of wisdom to listen" (Oliver Wendell Holmes).

Scott G. Stevens, Director

P.S. We are deeply indebted to Barbara Morris, editor in chief, and to editors Wendy Bulkowski, Janet Louise, Sarah Petersen and Grant Wolf for their outstanding effort in producing this year's wonderful newsletter.



▲ A RECORD 600-PLUS STUDENTS MEET TEACHERS AT THE BEGINNING OF CLASSES IN OCTOBER.

ELI enrollment e-x-p-a-n-d-s as CAP undergrads flock to UD

ELI enrollment soared in September to 605 students, 234 or 50% more than last September. The largest contributing factor to ELI growth was the surge of undergraduate students from abroad receiving conditional admission to the University of Delaware.

While just 41 ELI students were conditionally admitted to UD in September 2008, that number grew to 329 in September 2009. Although the majority of these students are from China, CAP students represent many other countries, including Bosnia, Colombia, Saudi Arabia and South Korea.

Under the Conditional Admission Program (CAP), international students who have satisfied the academic requirements in their chosen degree program but have not yet passed the English proficiency requirement are conditionally admitted to the University. Students must then complete their language requirements by studying in the ELI program.

Of the 157 international undergraduate students matriculated at UD in September, 56, or 32%, had completed their language requirement at the ELI under CAP. That number will grow as CAP students currently studying English matriculate in the spring and fall of 2010.

"The University has a well-deserved reputation for sending students abroad through its Study Abroad Program, the oldest in the United States," said ELI Director Dr. Scott Stevens. "However, it is not enough for students to have to leave the country to explore the world; there needs to be greater cultural diversity right on campus—and that's exactly what CAP and other international student recruitment efforts are accomplishing.

"The presence of significant numbers of international students at UD helps fulfill a university's first calling, i.e., to be a marketplace of ideas—ideas representing the broadest possible spectrum of cultural, religious and political perspectives. CAP brings the world to UD and, in the process, enriches the education of all undergraduates."

Starting in spring 2008 with the focus on internationalization articulated by UD President Harker in his Path to Prominence™ strategic plan, the University began to dedicate more resources toward the recruitment of international students at the

undergraduate level. At that time less than 1% of undergraduates were international students, compared with 27% of students in the graduate school.

Since then, the ELI has worked closely with the University's office of admissions, both in establishing CAP and in recruiting and processing applicants. To this end, the English Language Institute designated two staff members to support these international initiatives. Nadia Redman, ELI's assistant director for admissions & recruitment, works primarily with overseas recruitment. Laurie Fuhrmann, admissions counselor and CAP coordinator, administers the conditional admissions program for the ELI, serving as liaison with UD admissions and the office of graduate studies and assisting students at every step of the CAP application process.

Depending on their level of language proficiency upon entering the ELI, students may spend between two months to just over a year to graduate from the Institute's Level VI English for Academic Purposes courses, in order to qualify for matriculation under the terms of CAP.

Ahmed Almohaimede of Saudi Arabia arrived at the ELI in September 2007 as a CAP student in the mechanical engineering department. He started classes at UD in the spring semester 2009.

continued on page 2



▲ ELI GRADS CHRIS LI AND AHMED ALMOHAIMEDE ARE AMONG A GROWING NUMBER OF INTERNATIONAL UNDERGRADUATE STUDENTS AT UD UNDER THE CONDITIONAL ADMISSION PROGRAM.

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INSIDE



▲ THE FOCUS ON INTERNATIONALIZATION ARTICULATED BY UD PRESIDENT PATRICK HARKER IS REFLECTED IN A NEW "WELCOME" SIGN ON MEMORIAL HALL.

Ahmed's first sessions at the ELI were the toughest—getting used to the lifestyle and to the weather.

"It was hard to get up and walk to class in that snow," he recalls.

While he could understand basic English in the beginning, "the hardest was writing—and reading was real difficult too."

After fourteen months in the ELI program, his English skills im-

proved enough to study engineering at UD, he says. The greatest challenge was learning to take lecture notes, something he says students are not expected to do in Saudi Arabia.

Ahmed recommends that ELI students intending to study at a U.S. university concentrate on their reading and listening skills.

"That's the most important part at the university," he says.

Unlike Ahmed, Xiaoyang (Chris) Li gained conditional admission to UD after already starting classes at the ELI. A graduate in accounting from Lianing Normal University in Dalian, China, and a permanent resident, Chris's main goal was to improve his English in order to work here. But moving to the United States two years ago to live with his mother in Dover also meant the opportunity to change career plans. He was conditionally admitted to the electrical engineering department, completed the Level VI English for Academic Purposes classes after five sessions at the ELI, and entered UD in the spring semester.

Ten months of ELI classes prepared him well for the language demands of university coursework, he says.

"We got academic vocabulary lists in the EAP classes. That was good."

Now Chris continues to acquire "real world" vocabulary, encountering new words daily on TV, in textbooks and in the newspaper. And communicating with American students represents a different kind of vocabulary challenge.

"Even after you enter the university, you still have to continue to learn English," he says. • BM

Students wishing to enter this program may contact Laurie Fuhrmann, ELI admissions counselor and CAP coordinator at lfuhrman@udel.edu. For the application form, go to <http://admissions.udel.edu/apply/international>.

New program bridges transition to UD for CAP students

Twenty-one students took advantage of a new Bridge program to help scaffold their entry as full-time UD students next spring. To be eligible for the program, the conditionally-admitted students had to have fulfilled one of the two advanced-level ELI course requirements for university entry, while being enrolled in the remaining Level VI English for Academic Purposes course needed to complete the language requirement within two to four months.

"The purpose is to allow students in the unique situation of nearly having completed the English language requirement to begin their UD coursework. It avoids a gap between the end of their English language study and the start of a new UD semester," said ELI Assistant Director Deb Detzel.

In the Bridge program, qualified students may be enrolled in one upper-level ELI course and two first-year UD courses from a carefully selected list. The two courses consist of either a music or math course plus one of four pre-approved courses from the geography, history, anthropology or public policy department.

For these four 'Bridge' courses, students are provided with a recitation leader who attends the classes with the students to observe both course con-

tent and classroom dynamics. Bridge students meet with their recitation leader twice a week to clarify notes and discuss concepts of the course. Recitation leaders coach students on the best ways to interact with their peers in the classroom and assist students in learning to navigate within the new classroom culture. They also teach them sound study skills.

"They are learning all kinds of things," said Detzel, recitation leader for the public policy course.

"The online Sakai course management system is new for the students. For some classes, they have to submit papers online or take quizzes online immediately after class. It's a lot of logistics to learn really fast. And, of course, the content of the course and all of the related new vocabulary present big challenges to the students," she said.

"For some students," she added, "it's a surprise that the lecture does not follow the course textbook."

Recitation leader for the World Regional Geography course Dayl Thomas expressed enthusiasm for his role in the program.

"It's making the connections they need," he said.

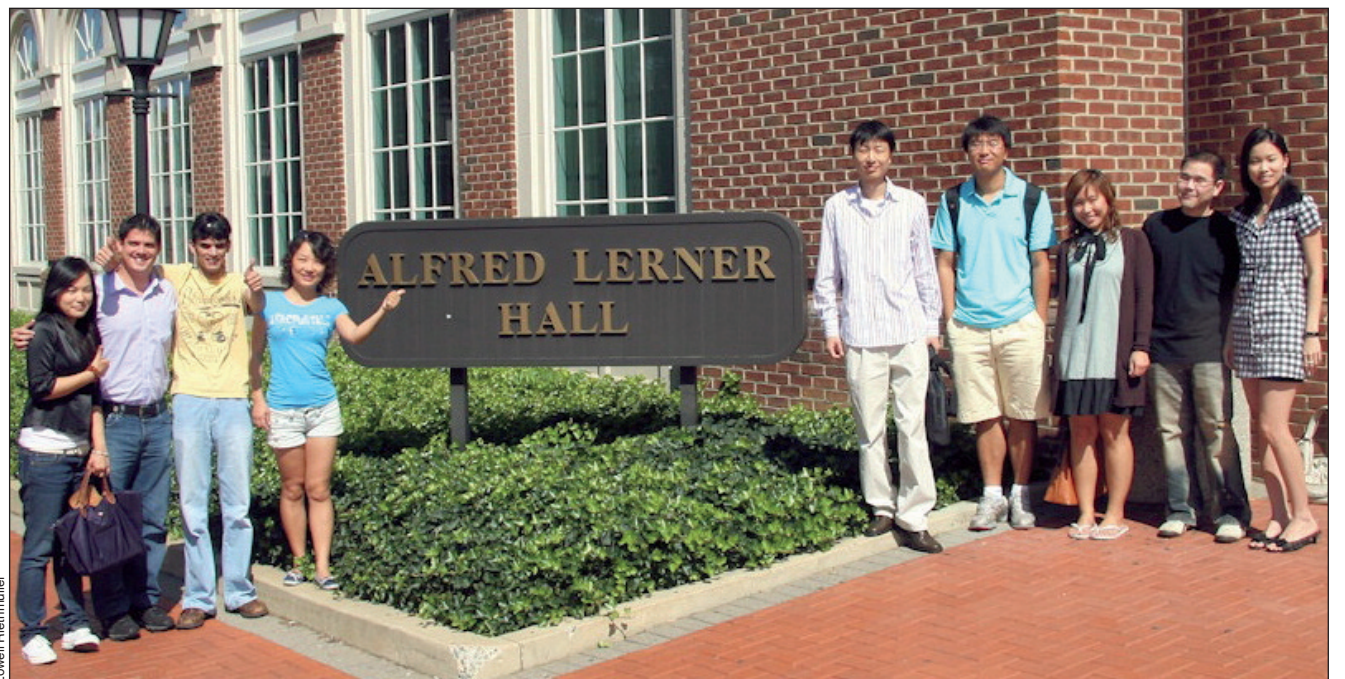
Midterm grades indicated that the Bridge program was having a positive effect on learner outcomes. • BM

ELI business students join UD, other top MBA programs

Fourteen students have entered the University of Delaware MBA program in the past year through ELI's PreMBA Conditional Admission Program. They are: Dong Guo and Yan Xiao, China; Nohora Gonzalez and Juan Neirra, Colombia; Shubhada Jain, India; Seungsik Shin, Korea; Dinara Muskalova, Russia; Ahmed Alenazi, Saudi Arabia; Chih-Hsiang Chang and Nan-Chun Liu, Taiwan; Wasu Kiranandana, Nittha Lim-Amnuai and Nalintip Pitithrapong, Thailand; and Omer Yacizi, Turkey.

In addition, ELI congratulates PreMBA graduate Julien Couret of France, who joined the Ross School of Business at the University of Michigan in the fall, rated by the *Wall Street Journal* as the number one MBA program in the country.

Those wishing to enter the Alfred Lerner College of Business and Economics to study for a master's in business administration (MBA), finance (MS Finance) or organizational effectiveness, development and change (MS OEDC) may qualify for conditional admission either through ELI's PreMBA program or through the English for Academic Purposes program. For more information, contact Laurie Fuhrmann, ELI admissions counselor at lfuhrman@udel.edu. • ML



▲ GRADUATES OF ELI'S PREMBA PROGRAM NOW STUDYING FOR THEIR MBA AT UD'S ALFRED LERNER SCHOOL OF BUSINESS AND ECONOMICS (FROM LEFT TO RIGHT): NAN-CHUN LIU, JUAN NEIRRA, AHMED ALENAZI, YAN XIAO, AND SEUNGSIK SHIN, DONG GUO, NITTHA LIM-AMNUAI, WASU KIRANANDANA, NALINTIP PITITHRAPONG.

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The University of Delaware is establishing a new Institute for Global Studies (IGS) and has named the English Language Institute as a collaborator. The IGS, housed since November 1 in Elliott Hall on East Main Street, will further the University's global reach through international partnerships and research.

"The Institute for Global Studies is a major step forward in our Global Initiative, a key milestone in the University's Path to Prominence™," said UD President Patrick Harker.

"The Global Academic Initiative," explained Deputy Provost Havidan Rodriguez, "will develop and strengthen multi-disciplinary academic programs such as study abroad, global studies certificates, area studies, and others in collaboration with UD's academic units and the English Language Institute."

The ELI envisions its support and collaboration with the IGS to be multifaceted. While ELI and its faculty will remain an academic unit of the College of Education and Public Policy, it will also be a core partner of the IGS, contributing to its growth, development, programs and future directions. For ex-

ample, IGS will draw upon ELI's expertise to put in place the programming and infrastructure to create a more welcoming and supportive climate for all international students and scholars.

ELI faculty will be designated as IGS faculty fellows, permitting them the opportunity to work collaboratively with colleagues from many disciplines in research and possibly through instructional approaches that foster greater interaction among American and ELI students. IGS will also work with the ELI on expanding UD's international partnerships, based on its extensive networks with institutions of higher education, government and industry throughout the world.

"This is an exciting opportunity for the ELI, making us full partners with other academic units in helping transform UD into an institution that offers a world-class educational experience in every sense of the word," said ELI Director Scott Stevens. "Our students will be more fully integrated into the life of the University, contributing to and being enriched by meaningful interaction with their American peers." • BM

University MBA program welcomes PreMBA students



Kathy Atkinson

▲ UD'S EXELON TRADING CENTER, INAUGURATED IN OCTOBER 2008, IS A LEARNING RESOURCE FOR ADVANCED BUSINESS STUDENTS IN ELI'S PREMBA PROGRAM.

Imagine a room lit with colored lights and computer monitors displaying real-time information from the New York stock and bond exchanges, and the currency and commodity markets, while the New York Stock Exchange ticker runs across the walls. Only one in 20 MBA programs in the United States can boast of a facility like UD's Exelon Trading Center. Since the summer of 2009, the University's MBA program has allowed students in ELI's PreMBA classes to use the state-of-the-art facility.

"It's a wonderful opportunity for our students to start developing their investing skills in real trading markets," said PreMBA course instructor Mary Long.

The Trading Center is one of several opportunities made available in 2009 by the University of Delaware's MBA program to advanced ELI business students. PreMBA students may observe selected MBA classes. In the fall PreMBA students observed a class in Data Analysis, a highly quantitative course in the uses of statistical methods such as regression analysis to evaluate financial problems. They were able to test their listening comprehension skills, observe the contributions of international students in class discussions and see the technology available to all of UD's MBA classrooms.

In addition, Omer Yacizi, Dong Guo and Ahmed Alenazi submitted a plan to the University of Delaware's Business Plan Competition in April 2009. The competition, open to all UD students, attracts future entrepreneurs.

In the ELI's PreMBA course devoted to entrepreneurs—Entrepreneurship: The Business Plan—previous students have "founded" companies that make custom Hispanic music DVDs; clean dormitory rooms; provide a place to read, compute or sleep while waiting for the Chinatown bus; and teach how to invest money at the Golden Bull Café.

UD's MBA Case Competition, held every April, was fascinating to the ELI's business students. Only MBA students may enter this competition, but PreMBA students at the ELI are invited to observe the final round and then join the contestants to celebrate with them.

In fact, since the case study is the preferred method of learning in a large percentage of MBA courses in the United States, the PreMBA program offers a course in which students read Harvard Business School cases to learn how to discuss, analyze and evaluate facts behind real business situations.

"UD's invitation to observe the MBA competition clarifies our students' understanding of what a case study is and why the discussion method is so important," said Long.

"We are so thankful for the cooperation of the University of Delaware's MBA Program, which really extends the learning experience of our PreMBA students, many of whom pursue UD's MBA degree upon completion of their PreMBA studies." • ML

For more information on the ELI's PreMBA classes, visit www.udel.edu/eli and click on "Programs."

UD hosts first alumni party in South Korea, invites ELI grads

Imagine a party for 2,800. That's pretty much what Dr. Patrick Harker, UD president, had in mind when he invited all the former students from South Korea who attended the ELI and the University of Delaware to a reception at the Grand Hilton Hotel in Seoul on October 16.

Dr. Harker was in South Korea leading a delegation of senior administrators, including the deans of several UD colleges (Engineering, Lerner College of Business, Arts and Sciences) and ELI director Dr. Scott Stevens. At the event he shared the exciting initiatives the University of Delaware is taking in the area of international education and beyond.

In addition, Dr. Byong Man Ahn, minister of education, science, and technology was the special guest speaker. Prior to this position, he was president of Hankuk University of Foreign Studies, president of Korea-US Education & Culture Foundation, chairman of the Korea Fulbright Commission and director of the Seoul Development Institute.



Stephen Mangat

▲ BYONG MAN AHN, MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY, ADDRESSES THE OCT. 16 ALUMNI RECEPTION IN SEOUL, KOREA. THE FORMER PRESIDENT OF HANKUK UNIVERSITY OF FOREIGN STUDIES FIRST PROPOSED THE EXCHANGE PROGRAM THAT HAS SENT HUFST STUDENTS TO THE ELI FOR 19 YEARS. AT UD HE HAS BEEN A FULBRIGHT SCHOLAR-IN-RESIDENCE AND DISTINGUISHED VISITING SCHOLAR, RECEIVING AN HONORARY DOCTOR OF HUMANE LETTERS DEGREE IN 2004.

The special event was preceded by a signing ceremony between the University and the Incheon Free Economic Zone Authority (IFEZA), in which they agree to explore the possibility of establishing a UD campus in Songdo, South Korea.

The alumni reception was part of a three-day meeting hosted by UD Alumni Relations to discuss plans for a UD Korea Alumni Club. Approximately 400 students from South Korea have graduated from the University, and more than 2,400 students have studied at the English Language Institute.

"It was my great honor to greet many of our former students at the event and learn of the exciting things that have happened in their lives since graduating from the ELI," said Stevens.

"The gathering was an excellent chance for ELI graduates to reconnect with former classmates," he said.

"Given ELI's long legacy of involvement in Korea—through teacher training initiatives with many municipalities, hosting study abroad programs from Hankuk University of Foreign Studies and providing language education for thousands of individual Korean students and professionals—this reunion is our way of thanking our wonderful alumni for their ongoing support throughout the years and to take the next step in helping UD establish a more permanent presence in the country." • BM



Stephen Mangat

▲ ELI DIRECTOR SCOTT STEVENS (3RD FROM RIGHT) JOINS PRESIDENT HARKER (CENTER) AND OTHER UD AND KOREAN OFFICIALS AS UD SIGNS AN AGREEMENT WITH THE INCHEON FREE ECONOMIC ZONE AUTHORITY TO EXPLORE THE POSSIBILITY OF ESTABLISHING A UD CAMPUS IN SONGDO, SOUTH KOREA.



Stephen Mangat

▲ FORMER ELI STUDENTS WITH DIRECTOR SCOTT STEVENS (LEFT) AT UD'S FIRST OFFICIAL INTERNATIONAL ALUMNI EVENT, HELD OCT. 16 IN SEOUL, KOREA. "IT WAS SO NICE TO TALK ABOUT THE LIFE AND MEMORY IN UD WITH OTHER ELI ALUMNI," WROTE SE-HEE LEE (THIRD FROM LEFT) IN AN EMAIL.

Special programs

Colfuturo

Through the auspices of the Fundación Para el Futuro de Colombia (Colfuturo), 41 Colombian professionals studied at the ELI for various lengths of time throughout the year. This is the fourteenth consecutive year that the foundation has sent Colombian nationals to the Institute.

TEACHERS FROM GOYANG PROVINCE IN SOUTH KOREA AND THEIR ACADEMIC COORDINATOR ANA KIM (BOTTOM RIGHT) WERE WELCOMED TO MIDDLETOWN ODESSA TOWNSEND CHARTER SCHOOL BY ELAINE ELSTON, PRINCIPAL (BOTTOM LEFT), LINDA JENNINGS, HEAD OF SCHOOL (TOP RIGHT), AND THE SCHOOL MASCOT ▼



Teachers from Goyang Province, South Korea

Twenty-two enthusiastic and talented elementary school teachers from Goyang Province, Korea, along with their supervisor, Young Suk Jung, came to the ELI in January. The major objectives of their four-week stay were to fully participate in the intensive language program, to experience the U.S. elementary school system and to learn about American culture. Their visit attracted various news media. An article on them appeared in the *Dialogue*, which serves the Catholic community of Delaware and Maryland Eastern Shore. The group was also featured in the *MOT Newsletter* serving the Middletown, Odessa and Townsend Charter School community. Then *The News Journal* introduced the group to Delawareans. Academic coordinator Ana Kim, ELI teachers and the homestay families who hosted the Goyang teachers expressed great admiration for their cooperative spirit, which will be fondly remembered.

Hankuk University for Foreign Studies

In the late hours of January 2, eight exhausted but excited young men and women arrived at their new American home, the Christiana Towers. That was the beginning of an eight-week adventure for students from Hankuk University of Foreign Studies of Seoul, South Korea. These energetic and talkative Korean students submerged themselves in their English classes, signed up for extra tutoring, and pursued every opportunity to experience American culture. They also went skiing, shopping and traveled to many famous cities on cold, wintry days. In particular, they visited New York just days after a plane crash-landed in the Hudson River and Washington, D.C. the weekend following President Obama's inauguration. Academic coordinator Kathy Hankins had hoped the trip to Philly would be after a Super Bowl parade, but Philadelphia wasn't so lucky.



▲ TEACHERS FROM INCHEON, SOUTH KOREA WITH COORDINATOR SARAH PETERSEN (BACK CENTER)

Teachers from Incheon, South Korea

The Office of Education of Incheon City, South Korea, sent 20 highly qualified and motivated teachers from its city schools to attend a four-week professional development program at the ELI in January. The teachers, under the guidance of their group leader, Ms. In-Sook Ki, took full advantage of the language training offered them, as well as special workshops in English teaching methodology and regular opportunities to reflect on American culture and the U.S. education system. For their graduation ceremony, the teachers prepared a delightful presentation on "American Culture from A to Z," a revealing and entertaining glance at American life as seen through Korean eyes.

Hiroshima Institute of Technology, Japan

Seven students from the Hiroshima Institute of Technology came to the ELI from February 21 to March 15. After studying English all day, the students practiced their newly acquired skills in the evenings with their adopted American families. When they weren't hitting the books, they were experiencing famous cities like Washington D.C., Philadelphia, and New York on a beautiful sunny day. Another highlight was the "Japanese Table," where the HIT students met with American students to practice their two languages and share their cultures. Academic coordinator Kathy Hankins said, "I enjoyed working and traveling with these sensational young ladies and gentlemen. In fact, all the ELI teachers are always sad to say goodbye to our HIT students."



▲ HIT STUDENTS WITH COORDINATOR KATHY HANKINS (TOP CENTER), INSTRUCTOR KATHY VODVARKA (TOP RIGHT) AND HOMESTAY MOTHERS

Muskie Graduate Scholars

A distinguished group of 13 Edmund S. Muskie Graduate Fellowship scholars from Armenia, Azerbaijan, Belarus, Kazakhstan, Kyrgyzstan, Russia, Tajikistan and Turkmenistan attended the ELI from July 4 to August 2 for intensive language preparation before heading to graduate schools across the United States. Sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, the Muskie scholars will be pursuing non-degree graduate studies in public administration.

As a highlight of their visit, the group held a two-hour meeting with the mayor of Wilmington, Del., James Baker. According to coordinator Ken Cranker, the Muskie group also enjoyed meeting with host families and the Wilmington branch of People to People and volunteering with the Hope Dining Room in Newark. In addition to intensive English classes, the scholars also observed graduate classes, attended seminars relating to U. S. academic life and study skills, and enjoyed a variety of cultural excursions.



▲ MUSKIE SCHOLARS WITH WILMINGTON MAYOR BAKER (STANDING CENTER) AND OTHER DIGNITARIES.



▲ ROYAL THAI SCHOLARS WITH COORDINATOR ANNE OWEN (CENTER)

Royal Thai Scholars

This summer the ELI was once again honored to welcome the Royal Thai Scholars, 25 young Thai citizens carefully selected by their Ministry of Education to complete master's or doctoral degrees at American universities. During their preparatory stage at the ELI, the students attended English for academic purposes classes, observed UD graduate courses, received individual tutoring, went on cultural excursions to Washington, New York, Philadelphia, and Hershey Park, attended host family events, volunteered at the Newark Food Bank, enjoyed a special People-to-People dinner in Wilmington and took American cooking classes given by Nancy Turner. Group coordinator Anne Owen said, "This was an enthusiastic, appreciative, hard-working and hard-playing group. It was a special pleasure for me to have had the opportunity to share in their joy and their warmth."

International Teaching Assistants

This summer, the International Teaching Assistant (ITA) training program, coordinated by ELI associate director Joe Matterer and instructor Ken Hyde, welcomed over 100 graduate students from 18 different countries to UD. During the four weeks of the program, ITA students participated in classes designed to teach them about American culture and education. In these classes, they learned how to teach effectively and what to expect from their university students. Many of the ITAs also participated in ELI's innovative drama-based oral intelligibility classes, using techniques from sources as varied as Broadway and classical theater to learn to be more easily understood in English. Students who needed extra help also had the opportunity to work with phonology experts who helped them improve their pronunciation.

At the end of the program, students had a chance to meet with ITAs from previous years. This year, Evdokia Valiou (English, ITA 2008), Bishwa Poudel (Education, ITA 2007), and Dr. Gökçe Çehreyli (Physics and Astrophysics, ITA 2001) attended the final panel discussion and shared their experiences as international teaching assistants. Dr. Çehreyli spoke about the need to engage students in the class and to explain complicated concepts in a simple and direct way. All of the panelists shared examples of situations in which the ITA training had helped them.

Russian high school students

Two students from Linguistic Gymnasium 91 in Ufa, Russia, joined ELI classes for four weeks in August, in the eleventh year of a program organized by their escort and teacher, Ms. Inna Fenina.



▲ GRADUATING RUSSIAN GYMNASIUM STUDENTS WITH ESCORT INNA FENINA AND DR. SCOTT STEVENS.

Academic foundation year prepares SABIC students for U.S. colleges

5

For eight months, Saad Alhussain and 10 fellow students had twice as much homework as other students at the ELI. They counted themselves lucky.

The group, part of a contingent of rigorously selected high school graduates from Saudi Arabia studying in the United States, spent the year in a Foundation program designed to prepare them not only linguistically, but also academically, to study engineering at a U.S. college or university.

Sponsored by the Saudi Arabian Basic Industries Corporation (SABIC), the program combined language training with simultaneous coursework in math, physics and chemistry and built on a similar Bridge program held at the ELI last summer.

This year the English Language Institute was one of four university sites chosen by SABIC to prepare 100 Saudi students for university study in the United States.

Starting in January, seven hours of coursework daily, along with peer tutoring and study skills sessions, kept Saad and his comrades on the go from 8:30 am to 7 pm. Homework and studying for daily quizzes in the academic classes came after that.

"The main point was how we could manage our time," said Saad. "In Saudi Arabia, a lot of us didn't have that much to do. Here we entered our full academic life."

Time management was one of several study skills coached by program coordinator Scott Chiverton in afternoon classes at the start of the program. He was helped by peer mentors and UD engineering students Colin McLafferty (EE '10) and Jim Scott (EE '10), who attended the math and science classes with the SABIC participants and tried to model the study skills necessary to succeed at a U.S. college.

Some of these, like note taking, the Saudi students found especially difficult. "They asked us how we did it, and we showed them our notes," said Jim.

The pair also held tutoring classes four times a week, during which they discussed coursework and answered questions.

Saad admits that the beginning was rough.

"After the first math class, we went to our homes very, very sad," he said. "We wondered how we could understand the lectures. But slowly we improve, improve, improve. And now we actually understand the whole class."

Dr. Bridget Brennan, supplemental faculty in the Chemistry Department and a doctoral candidate in the School of Education, taught the chemistry course, using a combination of mini-lectures and group work.

Her goal was to use the 48 hours of class work to prepare students for university coursework, so they could "hit the ground running."

"Many will be well prepared for the first exam in a college course," she said.

"The difference between someone who takes the Foundation program and someone who does not is he will be comfortable when he's a freshman," said Saad Alhussain.

"It gives us some preparation for what we will find at the university. It's a strong foundation." • BM



▲ DR. BRIDGET BRENNAN (LEFT) FACILITATES PROBLEM SOLVING FOR SABIC STUDENTS IN HER CHEMISTRY CLASS WITH THE HELP OF PEER MENTOR COLIN MCLAFFERTY (EE '10).

Middle East and North Africa conferences end five-year teacher training project



▲ PARTNERSHIP FOR TRAINING PARTICIPANTS TRY OUT A NEW TECHNIQUE IN A FOLLOW-UP CONFERENCE IN AMMAN, JORDAN.

Three in-country conferences successfully concluded a five-year comprehensive teacher training initiative referred to as Partnership for Teaching (P4T). Project coordinator Baerbel Schumacher and Deborah Detzel, ELI assistant director, attended the teacher training conferences held near Cairo, Egypt; Amman, Jordan; and Rabat, Morocco. The P4T project, funded since 2004 through the U.S. Department of State's Fulbright Office teacher training branch, had previously brought a total of 162 teachers from Syria, Jordan, Morocco and Egypt to Delaware to study communicative and student-centered methods of teaching English, develop workshop presentation skills, and learn about U.S. culture in order to enable them to serve as trainers for their colleagues back home. As a result, more than 500 additional teachers received training in communicative methods of teaching in all four countries.

Moroccan program alumnus Hicham Sadiki summed up the program's impact.

"The P4T Teacher Training Program has helped us to ameliorate our classroom performance, to deepen our knowledge and to enrich our experience," he said.

"Now we can speak the English language with more confidence. We can talk to our students about America and Americans not only according to what we read in books, but also what we saw with our own eyes. We can give interesting workshops, and we can organize successful conferences." • BS

Special programs continued from page 4

Kobe Shoin Women's University

After nearly 20 years of highly successful month-long study abroad programs at the ELI, Kobe Shoin Women's University has shifted to a semester-long focus. Professor Akito Miyamoto, international programs chair, is enthusiastic about the expanded educational opportunity and looks forward to the students demonstrating their improved skills in the Shoin classrooms upon their return. Seventeen second-year students have been attending the ELI from four to six months starting in September. Coordinator Janet Louise reports, "These young women, with their curiosity and eagerness to use English all the time in the ELI, defy the stereotype of the quiet Japanese female." Through their active and enthusiastic efforts, the Shoin students have been able to integrate their classroom lessons with real-life experiences through living with homestay families, visiting New York City and Washington, D.C., participating in UD's "Nihongo Table" Japanese language and cultural gathering, ice skating, watching American football games, serving as ELI ambassadors at the ELI table at Newark Community Day and even playing softball at an ELI picnic.

Teachers from Seoul, South Korea

A program for teachers from South Korea sponsored by the Seoul Metropolitan Office of Education (SMOE) beginning at the end of August and continuing for six months brought eight Korean teachers to UD and the ELI. In the fall semester, the teachers attended a university graduate class and took English classes in the ELI intensive program. In January and February of the new year, the program participants

will develop their language teaching skills through a series of teacher training workshops and seminars. The program also includes an experiential learning component with visits to a variety of American schools for classroom observations and hands-on classroom experience working with American teachers. The length of the program allows the SMOE teachers to gain a deeper knowledge of American English as it is used in its cultural setting and a broad exposure to classroom and teaching practices in the United States. Program coordinator Deb Detzel said, "The ELI is pleased to be involved in working with Korean English teachers. The Korean education system is continuing to improve and expand its English language programs in their public school system, and we certainly see the results of it in the Korean students who come to our regular program. The SMOE program is a great example of Korea's commitment and investment in English language teaching."

Hong Kong Institute of Education

This past fall, 24 students from the Hong Kong Institute of Education (HKIED), studying to be secondary school English teachers, participated in a semester-long study abroad program coordinated by Julie Lopez. In addition to taking an ELI class in the morning, each student was enrolled in an ethnography class taught by ELI Assistant

Director Deb Detzel, a U.S. culture, society and history class taught by Ms. Lopez, and a regular class at the University of Delaware. They spent one day a week observing classes in a variety of local elementary and secondary public, private and charter schools for 10 weeks. Determined to take Dr. Stevens' advice to take risks and speak English as much as possible, they each signed a "cultural immersion compact" and rated weekly their efforts to immerse themselves in U.S. culture. Apart from their academic studies, the group enjoyed living with homestay families and participating in UD clubs, campus activities and ELI excursions.



▲ TEACHERS IN TRAINING FROM HONG KONG INSTITUTE OF EDUCATION WITH COORDINATOR JULIE LOPEZ (STANDING RIGHT).

6 Student Sampler: Class of 2009

Students from more than 40 countries fill the classrooms of the English Language Institute. They represent a wide range of experiences and goals, contributing to the unique dynamic of the ELI experience. Two samples of this rich diversity follow.



▲ **DINARA MASKULOVA**

Building her future

Whether she's posing for the photo for this story or speaking at a graduation podium, Dinara Maskulova exudes poise and self-confidence. The February valedictorian attributes that trait to 10 years of dance competitions growing up in Russia.

"I loved it so much," she says. "It gives you some kind of power."

Perhaps that inner strength is what led her to return to Newark on her own in the summer of 2008. When she'd first studied at the ELI the previous summer, she was part of a group led by Russian high school teacher Inna Fenina. At the time Dinara was an undergraduate, and she'd come for just four weeks on a lark, at the suggestion of a friend.

This second time was different.

"I came here to change something," she says.

Born in 1985, Dinara calls herself a "child of changes." At the time, the Soviet Union was undergoing political turmoil and would collapse five years later. Her parents, both architects, were living in a family dormitory.

"They had nothing when they started," she says. "No car, no apartment, no savings."

Dinara grew up in Ufa, a medium-sized city 1300 kilometers east of Moscow. She and her younger brother attended public school. She studied accounting in college after 9th grade and then economics at Ufa Technical University, where her brother is now an architecture student. Her mother took time off from her career to raise her children, which afforded her the time to make all of her daughter's dance costumes, something Dinara remembers fondly. Her father eventually became the chief architect of Ufa.

"It took him 25 years," said Dinara. "He always had a purpose and did whatever he had to. Step by step he achieved a lot."

Dinara would like to follow his example. Returning to the ELI, she says, was a first step. Finding and taking ELI's PreMBA courses taught by Mary Long was another, followed by applying to the UD MBA program for fall 2009 and taking the GMAT.

Once accepted at UD, Dinara finally found time to relax before starting her classes. She bought some art supplies to do some drawing, a love she shares with her family.

As she designs and constructs her future, Dinara, like the rest of her family, is clearly a builder, too. • *BM*

Documenting a culture

Wind-carved sand dunes, sunsets, wild camels. The Sahara Desert may seem beautiful but forbidding to viewers of the Discovery Channel. But it is also home to the Berbers, or Amazigh, who have survived there for thousands of years. This ancient culture—with a language that was strictly oral but now is being taught in school—and its place in the modern world are of special interest to Libyan student Tarek Erwimed, who plans to expose its unique story to the world through his own documentaries. He fears the Amazigh may be forgotten or assimilated if they remain invisible to other Middle Easterners and the rest of the world.

"It's our culture," he says fervently.

Tarek is uniquely qualified for the task. He has spent 20 years as a photographer and editor, traveling to 23 countries for Arabic language news organizations Al Jazeera and Alhurra as well as Libya's news agency. While unable to choose a favorite trip, he says the most impressive leader he has met is former South African president Nelson Mandela.

He has already started on his mission by collaborating on a comprehensive website on Berber culture to be launched this year.

Before coming to the United States on a Libyan Ministry of Education scholarship for graduate students, Tarek earned a master's in multimedia and communication technology from the University of Turin, Italy, in 2002. After that, Tarek became an assistant professor for three years at Al Fayed University in Libya.

Why Turin? "It's a city of art," says Tarek, who started off studying film but then realized that the more than 200 people needed to make a film would be impractical in a still-developing Libya. Focusing on smaller-scale multimedia presentations will enable him to work more effectively. After earning his Ph.D. in communication technology, Tarek will work as a professor back home while continuing his true vocation, creating images to show the world the beauty of Libya.

After just a few months at the ELI, Tarek's talent became apparent to his teachers and fellow students. His sensitive recitation skills and his creativity were evident in the video he produced for his Level III Listening/Speaking class of Poe's tragic love poem Annabel Lee, shown at the ELI graduation in February 2009. (<http://www.youtube.com/watch?v=07gmmfonxLE>)

Now that Tarek is married, he no longer plans to travel internationally. In fact, his wife was born in the United States when her father was an international graduate student in Ohio. Both of his daughters were born in Delaware, in 2008 and 2009. In a few years, Tarek with his family will return to Libya and then journey to the Amazigh communities he knows so well. • *WB*



▲ **TAREK ERWIMED**

Evening of Art

"Art is the universal language, and it belongs to all mankind," said Mexican painter Diego Rivera.

Art was spoken in many diverse dialects at the ELI's third annual Evening of Art on May 22. The talents of visual and performing artists from four continents graced the lobby, outdoor patio and lower level of the INNternationale, UD's international residence hall. Art forms included photography, sketches, calligraphy, origami, piano and traditional dancing. Coordinated by Mary Beth WorriLOW, Leslie Criston and Bonnie Dawson, this year's event sought to reach out to the greater community, inviting UD students to join the ELI students in displaying their work. Another new addition was a children's corner, whose young exhibitors clearly drew their inspiration from Dr. Seuss. The focus on including the greater community, along with the change in venue from the ELI to the INNternationale, contributed to this year's showcase being the biggest and best-attended yet. • *SP*



STUDENTS COMPARE CALLIGRAPHY ACROSS CULTURES. ▶

◀ **AYUMI MIYOKAWA TEACHING JAPANESE ORIGAMI**



Lowell Riethmuller



◀ **CARLOS CASTILLO OF COLOMBIA DISCUSSES HIS PHOTOGRAPHY.**

Lowell Riethmuller



CHINESE DANCERS FROM THE MING HUI SCHOOL ▶

ELI launches new website

The ELI launched its new website (www.udel.edu/eli) on February 2. The "extreme makeover"—which took more than a year of preparation—turned what was essentially a static, "online brochure" for potential students into a dynamic communication tool.

The overhaul committee consisted of Director Scott Stevens, Associate Director Joe Matterer, Assistant Director Deb Detzel, former Associate Director Kathy Schneider, Nadia Redman, assistant director for admissions and recruitment, and webmaster Lowell Riethmuller.

"The new site is meant to be helpful for all of our students—incoming, current and alumni," said Redman. Not only can incoming students find all the information they need, she said, but "current students are empowered as well."

The Current Students Portal (www.udel.edu/eli/for_current_students) provides access to forms and information, from how to extend an I-20 to how to request a host family or language partner, to a directory of "who to contact for what" at the ELI.

"The portal also allows students to ask questions about housing, course registration and the Conditional Admission Program," said webmaster Riethmuller.

On the alumni page (www.udel.edu/eli/for_alumni), former students can update their address in order to receive this annual newsletter, learn how to connect to the ELI Facebook page and post their news to share with others.

On the Community page there are links for UD faculty, staff and dependents with information on how they can get involved with the ELI or take a course. There are also request forms for people in the community interested in joining the Homestay and Host Family programs. UD students can also sign up to become a language partner.

The website continues to evolve. Recently added pages include a virtual Course Fair with PowerPoint presentations of elective courses. When rapid growth in fall enrollment dispersed classrooms across campus and doubled the number of faculty, the weekly Orientation Express newsletter for students was posted online and a new photo gallery of faculty was created.

"We now have one of the most detailed and user-friendly websites for an intensive English program in the U.S.," said Redman. "It's a work in progress—we're always trying to make it better—but overall, we're very pleased with the results."

"We invite all our ELI friends to visit the ELI page often and send us your news," added Riethmuller. • *NR and LR*



▲ **THE ELI'S TRANSFORMED WEBSITE PROVIDES USER-FRIENDLY ACCESS.**

Abdulaziz Al-Obaidan abdulaziz_alobaidan@hotmail.com (Kuwait '92) graduated from Ohio State University in 1998 with a B.Sc. in mechanical engineering. He is now working in his family business, a laboratory testing building materials. He has two sons and two daughters.

Alfredo Alvila nous777@gmail.com (Mexico '05) is in charge of the Hispanic ministry at Our Lady of Fatima Church in New Castle, Del., to build bridges of communication between the Spanish and English speaking communities. He has started a GED (high school diploma) program for Spanish speakers along with an ESL class for those who are starting to learn the language.



Andrea Andrassyova aandrassyova@hotmail.com (Slovakia '95), ELI valedictorian, and her husband, Juraj Kiss, welcomed a baby girl, Ester, to their family on February 6, 2009.

Arwa Zahid arwazahid@hotmail.com and **Alaa Kolaibi** alaakolaibi@hotmail.com (Saudi Arabia '09) welcomed a baby girl, Marya, to their family on July 28, 2009.

Carla Souza Pinto

cspgoncalves@hotmail.com (Brazil '95) is working as a lawyer in São Paulo, where she lives with her husband of 13 years, Luiz Eurico, and her Lhasa Apso, named Puff.



Carlos Hernandez 11uk11@gmail.com (Venezuela '09) has launched a new website with a portfolio of his photography, including some photos taken in Delaware and some former ELI students as models. You can visit it at www.ukmco.com.

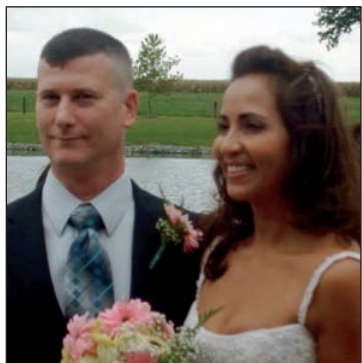


Carlos Ochoa Carlos.E.Ochoa@marsh.com (Colombia '87) and wife **Ana Maria Ochoa** ana.urrea@hotmail.com (Colombia '87) are celebrating 25 years of marriage. They have six children and live in Medellín, Colombia.

Celia Maritza Reyes Elgueta danfo_2003@hotmail.com (Chile '04) has enrolled in an M.A. in education for ESL program in Santiago, where she is also an English teacher in primary school.

Chams M'tir cbmtir@una.edu (Tunisia '05) began studying for a master's degree in international communication at the University of Dijon, France, in September.

Duygu Bozyigit duygub79@hotmail.com (Turkey '07) survived the crash of a Turkish Air jet which claimed nine lives in February. She was on the way to a meeting in Amsterdam at the Dutch headquarters of the Istanbul-based insurance company for which she works as a director when the plane crashed in fog approaching the airport, breaking into three parts.



Elsa Beatriz Contreras Jimenez eb_contreras@hotmail.com (Colombia '08) married William Coughlin on September 26. The couple is currently living in Dover, Del., and Elsa is pursuing an MBA in Finance at Goldey-Beacom College.

Jah (Sudapim) Bodhipakti sudapim_jah@yahoo.com (Thailand '06) graduated this spring from Shenandoah University in Virginia with an M.S. in arts administration. After applying her skills by organizing a benefit concert to raise \$7,000 for a nonprofit organization, in November she began teaching English to art students at a Thai university.

Jiho "Joe" Lee

l.joe17@yahoo.com (Korea '08) is taking a semester off from his engineering studies at Hanyang University in Seoul, Korea, and is tutoring math and English at Eduplex Institute near his home in Pusan. Joe (on the right) is shown in the picture with one of his tutees.



Jimmy Memnon

nursememnon@yahoo.com (Haiti '99) is living in Tampa, Florida, where he is working as a nurse and studying for his bachelor's in psychiatric nursing at St. Petersburg College. His son, Frederick Douglass, turns two in December.

Juan Manuel Aguinaga jmaguinaga@hotmail.com

(Ecuador '90) graduated in international business from Goldey-Beacom College, had his own business in Ecuador for 15 years and returned to Delaware one year ago to open Ole Tapas restaurant, offering the Spanish cuisine he learned from his grandparents. He lives in Wilmington with his wife Iris and their three children, 8, 7 and 5.

Julien Couret julien@couret-fr.eu (France '08) was accepted by the Ross School of Business at the University of Michigan, rated the number one MBA program in the world. He has the distinction of being the first ELI PreMBA student to be accepted at Ross.

Liliana Mancera liliana_mancera@hotmail.com (Colombia '07) received a full scholarship from the Fundación Carolina for a master's in finance at the University of Alcala in Spain, one of only four candidates to achieve this honor.

Lina Kristina linztju@yahoo.com (Indonesia '06) graduated this year from Goldey-Beacom College with a bachelor's degree in accounting.

Lyda Eugenia Holguin Palacios lydaholguin@gmail.com (Colombia '06) is studying for her Master of Science in Community Counseling at Villanova University. She and finance **Gustavo Gaviria** (Colombia '08) are getting married on December 26 in Colombia. Gustavo is studying for his MBA at Goldey-Beacom College.

Manuel Andres Da Silva torn4@hotmail.com (Colombia '99) has begun a master's in international relations program at Carleton University, Ottawa, Canada.

Mario Lopez

mariod72_99@yahoo.com (Ecuador '03) and wife Lorna Urbina Sullivan gave birth to a baby girl, Mia Valentina Lopez, on December 15, 2008.



Miguel Sarmiento

sarmiento.santiago@gmail.com (Colombia '09) and ELI instructor Mikie (Clement) Sarmiento were married on April 22, 2009.

Naif Aljbaty Naif@temple.edu (Saudi Arabia '07) received his LLM degree from Temple University Beasley School of Law in May with an award for outstanding professional and personal service to the law school community.

Niharika Patel patelgirl11@yahoo.com (India '07) is studying for her bachelor's degree in nursing at Wesley College in Dover, Del.

Shu-Chun (Judy) Chen

judy.chen.dell@gmail.com (Taiwan, '05) married Greg Dell on February 12. Among the wedding guests was Judy's former homestay mom, Paula Bierman of Elkton, Md. The couple is living in Newark.



Yuri Yoshida

yoshida@udel.edu (Japan '03) received a PhD from UD in Physical Therapy in May 2009. She has also begun a two year post-doc at the University of Utah Physical Therapy Department.

ELI graduate returns to teach

Arriving in Delaware in 1994, Carolina Correa never imagined that she would one day be teaching an ELI class, in the very same room where she once sat as a student. "It's like coming full circle," she said. Dr. Correa's long road to academic success is one that can inspire all ELI students.

Denied access to a traditional education in her native Brazil because of a physical handicap, Carolina was taught to read and write at home by her grandmother, a retired teacher.

"The teachers all told me I would fail," she said. Her grandmother's patient and compassionate instruction inspired Carolina to become a teacher.

"She was my first and strongest inspiration," she said. "She is always with me."

In 1994 Carolina successfully completed Level VI EAP classes under the instruction of the late ELI professor Ruth Jackson, and returned home to begin her undergraduate studies. Impressed by her ELI experience, she decided to return to the University of Delaware in 1995 and complete her studies in English and applied linguistics. It was in a linguistics course that she met Dr. Louis Arena, her future mentor and advisor, who inspired her to pursue a master's degree in applied linguistics followed by a

doctorate in education.

Carolina completed her dissertation, which required two years of research work in local adult education classes, and received her doctorate in May 2009. She found her first job almost immediately, teaching an Advanced Reading/Writing in Your Field class at the ELI. Carolina reports that the class has been a wonderful experience for her.

"The students surprise me every day. They are so bright, so motivated," she explained with a smile. "Teaching here is even more special because it's like coming home again." • GW



CAROLINA CORREA WITH UD PRESIDENT PATRICK HARKER

Work-study alum regular go-to guy

ELI grad Nermin Zubaca has applied his "go-to" skills on the basketball court to his job as a work-study student in the ELI office.

Since graduating from the ELI in December 2008 and joining UD under the Conditional Admission Program (CAP) as an international relations major, "Zuba" has been helping out in Assistant Director Deb Detzel's office, where he describes his job duties as "pretty much everything."

His ability to accomplish just that may be why ELI director Dr. Scott Stevens dubbed him "Zuba the Magnificent."

NERMIN ZUBACA

In addition to assisting with database entry, first day orientation, placement testing, picnics, intramurals and other administrative tasks, he's become the "IT guy," helping with network connections for office computers and "fixing anything that I can fix." He's also the ELI resident assistant, living in the Christiana East Towers.

But his talents and leadership became most visible last summer when he revamped ELI movie night. The free weekly movie for ELI students had been a regular feature for several summers. Zuba gave it a new modus operandi.

"My idea was to involve students more in the whole process of deciding what movie they wanted to watch the next Tuesday night," he says.

He created a movie night blog, accessible to everyone. On it he posted five movie choices for the week, with short descriptions and posters of each movie, links to IMDb.com for trailers and a widget allowing students to comment on each movie. The link to the blog <http://elimoienight.blogspot.com> was posted on the ELI web page and Facebook page.

"The system was one student, one vote," he says, with polls opening from Tuesday morning to Sunday afternoon. The winner was emailed to all teachers to announce in class before the Tuesday showing.

"There was a big increase in students that were coming to watch movies each time," Zuba says, "from four students the first time when we just made posters and announced the movie in classrooms, to 40 on average with the blog."

Success is nothing new to Zuba. A growth spurt at 13 helped him stand out on the basketball court. His middle school team in his native Bosnia placed second on the national level; his high school team won two state championships. Then he played on his city team, where he received even greater public exposure. But professional basketball was never his goal.

Nor did he see his future in computer programming and robotics, a subject he studied in high school.

"I didn't want to sit in an office and program. I wanted to communicate and interact," he says.

And he wanted to apply his skills to help others. In 2006, Zuba traveled to the United States to attend a youth leadership program sponsored by the University of Delaware, 4H and the U.S. State Department. Upon his return to Bosnia, he and his friends founded three non-governmental organizations (NGOs) for youth. The first NGO, based on the 4H model, was an educational program to help high school students learn how to make decisions and become leaders.

The second consisted of an association for all 300,000 high school students in Bosnia. He recalls how, to get media coverage and drum up support, he and his peers spent six days crossing Bosnia in a "promo bus"—stopping in all the major towns, playing music, and distributing flyers and T-shirts.

The third NGO was a student government association for university and college students. Though they wanted him as a leader, he had to decline. By then he was on his way to Delaware and the ELI as a CAP student.

When he arrived in the States on June 13, he felt the number 13, his favorite, was a lucky sign. He thought he was lucky to be the only Bosnian in the ELI, so he would be forced to use English, his sixth language, an advantage many ELI students do not have.

"You came here to study English," he advises them, "so use English as much as you can." In just five months, Zuba succeeded in fulfilling the language requirement to enter UD by completing all the levels of the English for Academic Purposes courses. But ELI is still home.

"The best part is meeting all the international students who will eventually become your friends," he says. "They are your family." • JL and BM

8 Homestay is where the heart is

When ELI students need some “tender loving care,” who do they call? For more than ten years, students in need of an emotional refuge have turned to Nancy Purcell. Nancy’s bright smile and warm heart have welcomed many international visitors and helped them become a part of the local community. Purcell has officially headed up both the Host Family and Homestay Family programs at the ELI since 1999.

Purcell’s involvement with the ELI started in 1998 through her contacts with long-time ELI staff member Chris Wolfe and with Karen Hale, who was then a host for ELI students, inviting them to join in family activities once or twice a month. At that time, there weren’t enough families to meet the demand. Nancy’s heart went out to students on the waiting list, and she began to recruit host families from her church community. This led to her taking on the coordinator’s responsibilities for the Host Family program in 1998 and, one year later, for the Homestay program as well.

A native of Newark, Delaware, Purcell first began developing deep and lasting international relationships in high school when her parents hosted an American Field Service (AFS) exchange student from South America for a year. After getting her bachelor’s degree in elementary education, Nancy spent three months in Brazil visiting her AFS “sister,” experiencing the culture and working on her language skills. (Today she speaks Portuguese, Spanish and a little Korean.)

Soon after, she flew to the Virgin Islands, where she quickly landed a job teaching children ages 6 to 14. Some of her students spoke no English, and with few resources at her disposal, Nancy quickly developed what she calls her “contingency classroom management plan”: a reward system using M&M candies. Through these experiences, she not only developed her skills and resourcefulness, she also learned first-hand what it feels like to live abroad. Moreover,

she gained a love of other cultures and empathy for those with different perspectives that would serve her well in the years to come.

Upon returning to Delaware, Purcell taught second grade at Brookside Elementary School for two years and, after earning her master’s degree, taught special education for ten years. Nancy married Rob Purcell and together they raised two children, Taylor and Victoria. In addition, the Purcell family hosted a number of international visitors in their home.

Over the years, the Purcell family has made several trips overseas. Some of these journeys were for the purpose of visiting ELI alumni, and others were made in connection with church outreach activities. Nancy has been involved with an NGO that works inside North Korea, and she had visited this “Hermit Kingdom” four times by 2004. Recently she has become a political activist by teaming up with the North Korean Freedom Coalition, based in Washington, DC. One goal of this organization is to stop the repatriation of North Korean refugees fleeing into China. She is also active with the organization 318 Partners, which rescues women from sex trafficking rings along the Chinese/North Korean border.

When Purcell took over as Homestay Family coordinator, the list of possible homestay families numbered only 15. Under Nancy’s leadership the number of participating families has now grown to 175. In any given session, between 40 and 135 ELI students are placed with local families. A few years ago, Karen Hale and Stephanie Dunham took over much of the responsibility for the Host Family program; however, both programs are still officially under Purcell’s aegis.

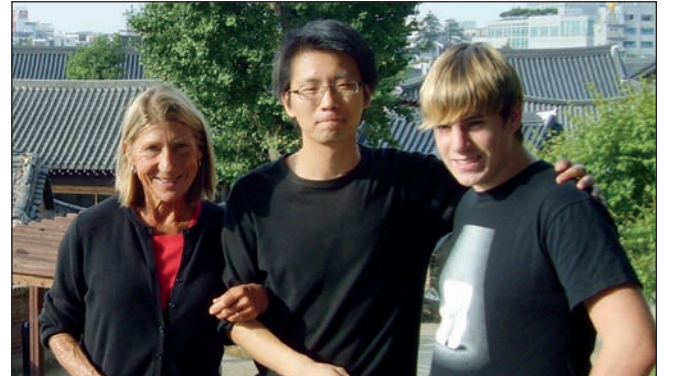
“So many students consider their homestay parents to be their American mom and dad—people

who listen to their concerns and really care for them,” said Purcell. “Students know when their homestay families really love them, and they feel that living with an American family is a wonderful opportunity to experience the culture first hand and to establish deep, personal friendships.”

She adds, “At graduation, it’s interesting to see how many homestay students receive special honors and awards. I really think it enhances their overall learning experience and helps them to get the most out of their time in America.”

As for her own motivation, Purcell says, “It’s an amazing honor to welcome these new friends. We are really fortunate to have the community of nations that we hear about in the news on our doorstep!” • RM

If you would like more information on either the Host Family or Homestay program, please contact Nancy Purcell at the following e-mail address: rtp3@aol.com.



▲ HOMESTAY COORDINATOR NANCY PURCELL AND SON TAYLOR VISITED ELI GRAD AND PREVIOUS HOMESTAY STUDENT CHANGJUAN LEE (KOREA '05) AND HIS FAMILY IN JEONJU, SOUTH KOREA, IN 2008.

Kitchen class channels food



▲ STUDENT CHEFS COLLABORATE ON A SCRATCH CAKE.

Cable TV has the Food Channel. ELI has the Kitchen Class.

Since May, Nancy Turner has been welcoming ELI students into her kitchen for tutoring sessions in homestyle American cuisine. In the fall she had five groups of students who signed up through the Tutoring Center for the hands-on instruction in her house across the street from the ELI main office.

“I just love to see them coming through my door,” she says.

The two-hour weekly lessons feature traditional American food, with recipes from South Carolina handed down by Turner’s mother and grandmother.

“My classes are a window into American culture, and each recipe comes with a story,” Turner says. “I can’t transport my students into my grandmother’s kitchen, but I can sure give them an idea of what life was like before fast food and instant Ramen noodles. I can recreate a mood and paint them a picture that they can taste of a simpler, gentler America.”

Students learn about American food history, basic preparation techniques for seasonal specialties and table etiquette. A wordsmith with many publications on food and entertaining, including the cookbook *Mama’s Table*, Turner enjoys whetting students’ appetites with tantalizing labels for her lessons.

There’s the “Hen Party: strut your stuff with chicken salad ribbon sandwiches and deviled eggs” and the “14 Karat carrot cake: bake a luscious scratch cake that will dazzle your family and friends.” Even the humdrum chili dog gets a verbal makeover as “Y.A.R.D.D.A.W.G.S.: Your American Recipe for a Doggone Delicious, Award Winning, Great Sandwich.”

“In the Kitchen Class we eat our words,” she says, “and they are delicious.”

Turner, who has opened her home to ELI students since 1992 as a homestay family, is currently writing a second book, *Home is Closer than You Think*, an introduction to the American kitchen geared specifically for the international student. • BM

2009 photo highlights



▲ FROM LEFT, CLOCKWISE: DRAMA CLASS AUDIENCE, VALENTINE HUGS, TUG OF WAR, UD SPIRIT, HALLOWEEN, VALEDICTORIAN SPEECH

Photos: Lowell Riethmuller 1, 3, 4, 5; Barbara Morris 6



How do you convert a class of shy, soft-spoken students into a dozen daring actors in just eight weeks? The answer, says drama class instructor Debbie Darrell, lies in unity and a culture of encouragement. "There are many components involved in staging a successful production, but having a class that works exceedingly well together and truly cares about each other is the first key ingredient."

Debbie explains that another important element in the drama class is the material. The students write the script and the dialogue, so it expresses exactly what they want to say.

"This is real communication at its best because success depends on the audience understanding what is being said," says Debbie, "not only verbally but emotionally as well. The students know they must be accurate and clear."

Each class begins with a physical warm up led by a student and then continues with voice activities, improvisations and short scenes. As the session progresses, the activities involve more and more creativity and risk until the class is ready to get down to the business of creating a performance. Debbie stresses consultation and flexibility in the creative process. After a lot of trial, error, practice, sweat and a few tears, an acting troupe with a stellar performance emerges.

"Something very special happens when a group struggles together to put on a production," says Debbie. "When it all works out, it is a wonderful experience for the audience, but for the class, it is magical." • DD



◀ WACKY SCIENTISTS SEARCH FOR "THE DREAMSTONE" IN APRIL PERFORMANCE

PREPARING THE DEADLY COFFEE IN FEBRUARY PERFORMANCE OF "GUESS WHO?" ▼



THE BALD BOY BEGS MOM TO LET HIM SEEK HIS FORTUNE IN "FOUR NIGHTS OF CURIOSITY" IN JUNE. ▶



Photos: Lowell Riethmuller

Service Learning continues at ELI



Lowell Riethmuller

Continuing the now well-established tradition of involvement in local community service, ELI students took advantage of numerous opportunities to step out of the ELI "comfort zone" and participate in regional service projects.

"Service learning gives students first-hand experience and appreciation of American social and cultural values," ELI program coordinator Baerbel Schumacher explained.

These projects allow students to meet Americans from all walks of life and to experience the American concept of volunteerism firsthand.

ELI Assistant Director Deb Detzel reported that students offered service to a considerable variety of organizations and projects this year. ELI students provided assistance at the Hope Dining Room, as well as the Food Bank of Delaware, the UD Special Olympics, and UD Community Garden. Environmental projects included cleanup efforts at Rehoboth Beach and the Christina River, along with beach grass planting at Dewey Beach. • GW

◀ ELI STUDENTS PLANTED GRASS ON A CHILLY BEACH IN MARCH AS PART OF AN ANNUAL EFFORT TO SAVE THE DUNES.

Classroom notes

Nine former students from **Mary Beth Worrilow's Level IV Oral and Written Business** classes traveled to St. Mary Magdalen School in North Wilmington April 3 to represent their countries at the school's annual Respect Ability Conference. The group, from Colombia, France, Korea, Russia, Taiwan and United Arab Emirates, applied the language and public speaking skills honed in their ELI classes as they made presentations throughout the morning to groups of 4th, 5th and 6th graders. Worrilow reported that students felt empowered to be teaching American children about their own countries. Many expressed their delight following the trip. "I could learn and feel something from those children," said one. "That's the reason why we're coming here to learn: to know the real USA. This experience we can't use money to buy."



▶ BUSINESS STUDENTS TRAVELED TO ST. MARY MAGDALEN SCHOOL IN WILMINGTON WITH TEACHER MARY BETH WORRILLOW (STANDING, LEFT) IN APRIL.

When **Barbara Gillette's Level V News** class discussed President Obama's June 2009 speech to the Islamic world, many students realized that they knew little about the Moslem religion. Dr. Gillette organized a panel discussion with ELI students from Turkey, the UAE and Saudi Arabia, who answered everyone's questions and taught the class a great deal about ancient as well as modern Islam.

Russ Mason's 1960s class celebrated the 40th anniversary of Woodstock, the famous rock and roll festival, by watching and discussing the newly revised documen-

tary of the event. Tatiana Velasquez was so inspired by Woodstock's significance to American culture that, even after taking the class and graduating from the ELI, she pursued interviews with some who attended the festival, including Michele Hax, professor of sociology at Community College of Baltimore County and contributor to the new book *Woodstock Revisited*. Russ had met and traded tales with Professor Hax at the 40th anniversary event hosted by Pennsylvania State University's Great Valley campus in Malvern, PA.

In a remarkable display of imaginative writing, **Grant Wolf's Level VI Read It/Watch It** students wrote original endings to the first chapter of Steven Galloway's novel "Ascension." The story concerns a tightrope walker crossing a high wire between the twin towers of the World Trade Center. Without knowing the outcome of his feat, student speculations ranged from having him fly away as an angel to waking up from a dream.

Sarah Petersen's English through Broadway class learned about the Roaring Twenties, Prohibition and Chicago's beer wars as a result of studying the lyrics and plot of the Broadway musical "Chicago." Beyond the colorful historical background, the students also had the opportunity to reflect on the similarities between show business and the criminal justice system. They capped off the unit with a trip to New York to see the musical.

Walt Babich's Reading/Writing Level VI classes explored the concept of countability by taking short "field trips" around campus and deciding if nouns being used in a particular context should be described in a discrete sense or a mass sense. Words like stain, litter, bark, branch, and noise were discussed and categorized.

Mary Beth Worrilow's Oral Business class explored business language and culture through cartoons involving workplace situations. The students enjoyed puzzling out the ambiguity and word play which formed the punchlines of the cartoons. Later, the students explained the cartoons in presentation form to their classmates, giving them their first opportunity to be effective presenters.

Carrie Neely's Listening/Speaking Level IV class staged a courtroom trial in which students assumed the role of judge, jury member, attorney, defendant, prosecutor or witness to the crime. The students planned their strategies in small groups, allowing for suspense in the actual

trial, where each character acted and reacted spontaneously as the trial unfolded. The outcome was humorous and served as a meaningful reinforcement for class discussion on the dangers of cell phones. The students learned about the structure of the American judicial system, and they found that they could think on their feet.

Barbara Morris' Level III Reading/Writing class wrapped up a textbook unit on horticulture with a visit in February to Longwood Garden's Orchid Extravaganza. The horticultural showplace in Kennett Square, Pa., was celebrating the "divas" of the plant world with thousands of orchid blooms and a revolving Orchid Mobile suspended from the conservatory ceiling. The class trip not only provided a tropical respite from wintry gloom, but also a vivid contextualization for the textbook chapter on "Orchidomania," with the students zealously collecting "orchid photos" of themselves in front of as many different species they could.



▶ READING/WRITING LEVEL III STUDENTS VISITED LONGWOOD GARDEN'S ORCHID EXTRAVAGANZA WITH ASSISTANT PROFESSOR BARBARA MORRIS (TOP, SECOND FROM RIGHT).

Sara Ahmad's Listening/Speaking III class was "visited" by Princess Diana, President Obama and singer Lady Gaga. Each famous figure briefly introduced himself or herself, after which student "journalists" interviewed them. Reporters inquired into Princess Diana's death and her life regrets, while questions posed to President Obama focused on the current U.S. health care issue. The press conference concluded with Lady Gaga singing her favorite song, "The Fame." The panel did a remarkable job researching the celebrities and played their roles with passion.

▲ **SARAH PETERSEN**

Sarah Petersen joined the ELI as a teacher's aide in the Christina School District's ESL program in April 2002. By May, she was a tutor at the ELI; by July, she was teaching a regular ELI class; and in September, she went back to the Christina program as a teacher.

In 2004, she also began teaching corporate classes, which eventually included Gore Associates, Chase Bank and West Side Medical Center. Then she taught in the International Teaching Assistant (ITA) program. In 2005, she began coordinating the Hankuk University for Foreign Studies study abroad program, as well as Korean teacher training programs.

Finally, in 2007, Sarah became a full-time ELI faculty member. But where in this picture of Sarah's activities does it imply that she was "part-time" before 2007?

Today, this busy woman-on-the-move chooses classroom locations across the campus so she can keep up with her walking program. She also uses her daily "commutes" to enjoy life's simple pleasures, receiving as gifts the sweet scents of flowers and the colors of the season. One day while walking to class, Sarah had her eyes fixed on an adorable dog passing by. She was oblivious to its owner until he greeted her. Only then did she realize that the Portuguese water dog she was admiring belonged to UD President Patrick Harker.

Sarah has always loved languages, studying French, German and Esperanto in school. Fresh out of college, she decided to be a grade school teacher and earned a teaching certificate and a master's in education. From there, she and husband Jerry joined the Peace Corps and taught high school for two years in the Central African Republic, where she became conversant in Sango, the "trade" language, while catching the bug for teaching English to speakers of other languages. Meanwhile, she and her husband were expecting their first child, Aaron. Fol-

lowing the Baha'i precept that the whole world is home, they decided to remain in Africa after their Peace Corps stint and opened an owner-operated retail store there. After five years in Africa, it came time to return to St. Louis, where Sarah pursued an MA TESL degree and had two daughters, Rachel and Genevieve.

Always eager to experience new challenges, after defending her thesis, she, along with her entire family, jumped on a plane bound for French Guiana. There, she and Jerry opened and operated the English Institute for 10 years and learned a new language, Sranantongo. Created from their own experiences and imagination, their program became the center of English instruction for the local population. While there, Sarah "imagined staying there forever and laying our bones there," but that was before her brother-in-law, a Newark resident, sparked their interest in this area, including the beautiful University of Delaware campus. With her brother-in-law's offer to help while they looked for jobs, the Petersens were off on another adventure, and, well, we know the rest of that story.

Sarah notes that the Baha'i faith "has been the compass of my life. It has guided me in all my major life choices, including my career." It was clear to Sarah that "teaching ESL, with its opportunities for dealing with so many cultures and perspectives is ideal for practicing the Baha'i teachings on unity in diversity."

In the future, Sarah wants to learn more about issues in lower level reading skills. She's also fascinated with Chinese. After taking a faculty Chinese class, she has been conducting her own self-study with the help of her many Chinese students and watching movies in the original Chinese language. Her empathy for students struggling to master the English writing system may stem from her own efforts to learn foreign scripts. When faced with the new names of the Korean students, she taught herself how to read the Korean alphabet, which was very useful when receiving e-mails with Korean addresses.

But at present, what she enjoys most is teaching. Sarah appreciates working in a community with a "supportive faculty, with opportunities for sharing and cooperating with one another, and with a very supportive administration," she says.

"The high point of every day is being in the classroom with students and being a part of helping them to achieve their goals." • JL

Staff profile: **Aura Draper**

At every ELI graduation, the students and faculty take a moment to recognize their extensive support network. Tutors, administrative staff, host and homestay families, and language partners are asked to stand for a round of grateful applause.

Aura Draper has earned the right to stand up for each category.

Currently coordinator of the ELI's Self Access Learning Center (SALC), Aura helps students select appropriate resources to further their personal English-learning goals.

It all began, though, in 2005, when a friend described to Aura his duties as an ELI tutor. Although most of her career had centered on real estate and mortgage banking, the idea of one-on-one interaction with international students resonated with her, and she soon launched into her new adventure.

It was in September 2006 that Aura was asked to take on the SALC as well, but she continued to tutor regular program students as well as private corporate clients. From December 2008 to March 2009, the ELI was urgently in need of an interim office coordinator for the morning hours. Aura came to the rescue, spending her mornings in the office coordinator's "hot seat" at ELI headquarters before hustling over to the SALC for the afternoons.

"Being office coordinator pushes you to be on the ball all the time and to know a little bit about every aspect of the ELI, not to mention the University," reflects Aura.

From the beginning, Aura's involvement with ELI students has extended beyond her work week. Hostess extraordinaire, she signed her family up for the host family program, inviting students to take part in Draper family activities, such as Sunday dinners and holidays. Personalized attention being Aura's specialty, volunteering as a language partner was a natural for her as well. Developing friendships with the students proved so rewarding that Aura and her husband, Bob, decided to go the next step and open their home to ELI homestay boarders. Since taking on their first two boarders in January 2009, the Drapers have never been without a homestay guest and have so far been blessed with students from Korea, Japan, Kazakhstan and China.

What is it about the ELI that has grabbed Aura hook, line and sinker?

"I felt at home at the ELI from my first day. Having been

an international student at the University of Delaware myself, I feel like I'm reliving the experience through the students continually. They are extremely fortunate to have the ELI."

Arriving in the United States from Iran at age 17, Aura Mostaghim studied in a U.S. high school for only a year and a half before entering the University of Delaware as a freshman.

At the time there was little awareness on campus about life in other countries and no services to address the particular needs of the University's handful of international students.

Aura had loved writing in Farsi and felt especially frustrated to write so awkwardly in her new language. Like the other international students in the days prior to the creation of the English Language Institute, she sought help from the campus Writing Center, housed at the time on the top floor of the old Morris Library. Aura remembers with deep gratitude the devoted efforts of professors Louis Arena and Dean Loomis, who spent long hours at the Writing Center addressing the writing issues of students with first languages other than English.

In her role as tutor, Aura is providing that same assistance to a new generation of students. "When I read the paper of a level V student that I tutored back at level III and see how much that student has improved, I feel great."

As SALC coordinator, she also feels great to be working side by side with colleagues who have the same commitment and compassion. "ELI teachers and staff have a wealth of international experience, and they show compassion to everyone who walks through the ELI's front door. I'm happy to see that the tradition of genuine caring for international students that began with Drs. Loomis and Arena back in the seventies is carried on by Dr. Scott Stevens and the entire ELI faculty and staff."

Aura Draper is now a part of that tradition. • SP

▲ **AURA DRAPER**

Tutor profile: **Lee Horzempa**

▲ **LEE HORZEMPA**

Lee Horzempa, recently appointed lead tutor at ELI's Alison Hall site, grew up in another Newark, the one in northern New Jersey. As a young girl there, Lee had her first taste of a second language when her grandmother would speak Polish so that she and her sister could not understand. At least, that's what their grandmother thought!

After receiving her bachelor's and master's degrees in New Jersey, Lee began her career as a social worker. Some of her clients were at-risk young men looking for an alternative to jail, so she started tutoring them for their high school diplomas. Through that experience, Lee first realized the benefits of one-on-one in-

struction. After some years, she decided to move to California. She stayed there 15 years, where she continued her work, this time with HIV patients in Oakland.

Enjoying trips to Mexico with friends, Lee was determined to understand the locals by getting to know the language, so she took classes at a language school in Ensenada, Mexico.

Lee's only sister moved to Delaware, so Lee decided to join her here in 2000. Although she had never heard of this Newark, it sounded like coming home. Looking for part-time work, Lee was introduced to the ELI on Halloween 2000 by Linda Bigler, then tutoring center coordinator, flamboyantly costumed in her New Orleans Mardi Gras finery. Lee thought the place was "just great" and spent one session tutoring before leaving to take a full-time job. She returned to the tutoring center in 2003 and has been a regular ever since.

Tutoring combines Lee's professional desire to help people and her love of education. Her social work experience comes into play, she says, when some of the students "need extra support, being so young and so far from home."

Tutoring also provides an interesting way for her to connect with the world. These days, for example, she enjoys learning about China from the ELI's many Conditional Admission Program students from that country.

Interacting with the other tutors, who provide an "eclectic mix of experiences and generations," has also been fun for this double Newarker. • WB

Professional activities of faculty and staff

Walt Babich, Faculty

Presentations:
"Teaching the Article System to Advanced ESL Students," PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 1, 2008.

"Making the Hypothetical Real: An Autobiographical Approach," PennTESOL-East Spring Conference, Community College of Philadelphia, April 25, 2009.

"Do as I Say, Not as I Do," (with Mary Beth Worrirow) NJTESOL Spring Conference, Somerset, N.J., May 20, 2009.

Eleanora Bell, Supplemental Faculty

Presentations:
"Preparing to Compete with Academically Savvy Americans," (with Julie Lopez) PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 1, 2008.

"Alternative Assessment: Not Quite Hollywood," (with Julie Lopez and Barbara Morris) PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 7, 2009.

Susan Coakley, Faculty:

Presentation:
"Plagiarism, Culture and Ethics," 43rd Annual TESOL Convention, Denver, Colorado, March 26-28, 2009.

Lisa Grimsley, Faculty

Presentation:
"All in Favor of the ESL Classroom, Raise your Hand," (with Anne Owen) 43rd Annual TESOL Convention, Denver, Colorado, March 26-28, 2009.

Julie Lopez, Supplemental Faculty

Presentations:
"Preparing to Compete with Academically Savvy Americans," (with Eleanora Bell) PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 1, 2008.

"Using Video in the ELT Classroom," PennTESOL-East Mini Conference, Holy Family University, Philadelphia, Pa., January 19, 2009.

"Alternative Assessment: Not Quite Hollywood," (with Eleanora Bell and Barbara Morris) PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 7, 2009.

Russ Mason, Faculty

Presentation:
"Assessing Oral Proficiency in a Content-based IEP Class," PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 7, 2009.

Publication:

"A Review of The Essence of T'ai Chi Ch'uan: The Literary Tradition," *Journal of Asian Martial Arts*, Volume 18, Number 3, 2009.

Barbara Morris, Faculty

Presentation:
"Alternative Assessment: Not Quite Hollywood," (with Eleanora Bell and Julie Lopez) PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 7, 2009.

Anne Owen, Faculty

Presentation:
"Diversity in Pictures," PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 1, 2008.

"All in Favor of the ESL Classroom, Raise your Hand," (with Lisa Grimsley) 43rd Annual TESOL Convention, Denver, Colorado, March 26-28, 2009.

Sarah Petersen, Faculty

Presentation:
"Forging Fun Pathways to Grammar Competence: Light-Hearted Communicative Tasks," 43rd Annual TESOL Convention, Denver, Colorado, March 26-28, 2009.

Scott Stevens, Director

Plenary Address:
"Reflecting on Other Models as Colombia Marches toward 2019," 44th Annual Conference of ASO-COPI (Association of Colombian Professors of English), Medellín, Colombia, October 8-11, 2009.

Mary Beth Worrirow, Faculty

Presentation:
"Do as I Say, Not as I Do" (with Walt Babich), NJTESOL Spring Conference, Somerset, N.J., May 20, 2009.



Berthani O'Neill

▲ JAN HOCKING

service for Jan Hocking (formerly Lefebvre), who retired in June. Though she will be best remembered for her imprint on the ESL for English Language Learners (ELL) program of the Christina School District, this "Jan of all trades" has been with the ELI practically since its inception and had her hand in almost every aspect of the Institute's operations.

Starting as a tutor in 1983, she was asked to take on the job of orientation coordinator in 1986, easing students into their new environment. Her tasks included welcoming new students, housing them, reviewing immigration regulations with them, supervising their placement testing, giving campus tours . . . and that was just the first 24 hours of their stay!

"Capable, creative, compassionate."

The words fell short of capturing her, but associates Lisa Grimsley and ELI Director Dr. Scott Stevens had a go at it. Then seven-year-old Ilhwa Jung spoke up.

"Tickets, tickets, tickets!" he said. The English language learner was referring to the rewards his former teacher gave out for good work.

The occasion was the celebration of 26 years of

At times, when organized groups came to the ELI for short-term intensive language or professional development, Jan was called upon to coordinate their cultural programs, tailoring the elements to each group's particular interests and needs.

One memorable group of English teachers from Rwanda and Togo tested Jan's capacity for cultural sensitivity. Having thoroughly enjoyed their excursions to some of America's most important cities, mandated by the State Department to broaden their understanding of American life and culture, the group nevertheless sighed that their experience felt incomplete. Upon reflection, Jan set up a visit to her father's dairy farm in Avon Grove, Pennsylvania. After chatting with the farmers and milking a cow with their own hands, the group exclaimed its utter satisfaction: they had finally experienced the "real" America! She had passed the test.

In 1988, when the Christina School District called on the ELI to organize and run its fledgling ELL program, Dr. Stevens knew exactly who to turn to for assistance. He and Jan started out in a cockroach- and rat-infested trailer behind Galaher Elementary School, teaching first- to fifth-grade ELL children.

In the early years of the Christina program, its hours of operation were limited to the morning. Jan's afternoons were spent as coordinator of the ELI's Self Access Learning Center, a multi-media room providing supplemental learning resources to students in the ELI's Intensive English Program. In the same period, she was studying for her master's degree—and, in her spare time, raising her children. "It was a three-ring circus," she recalled, "but just as magical."

For all but two of the next 21 years, Jan was eyewitness to the ELL program's struggles, victories and continual evolution. Her greatest challenge was to convince public school administrators and regular classroom teachers that the program addressed essential cognitive and emotional needs that could not be met simply by tossing non-English-speaking children into a regular classroom and letting them sink or swim. Part and parcel of this crusade was the battle to acquire appropriate classroom space. Jan not so fondly recalls one year when she shared a classroom with a reading specialist, squeezing up to 32 ELL students into half a classroom. Adequate resources were likewise a challenge: for the first 15 years no funding was available for a teacher's aide.

"It is a source of great satisfaction," states Jan, "to leave the ELL program at a time when it has been recognized as an integral and valuable part of the District, is given appropriate financial support and resources, and has its home in a welcoming environment with a supportive school administration."

In 2002, an opportunity arose for Jan to serve as visiting professor of English at Kobe Shoin Women's University in Kobe, Japan for two years. In 2005, she traveled to Korea to give a teacher training workshop at a professional development conference organized by the ELI. Once her travel itch was scratched, however, Jan was back at the Christina ELL program, to finish up her career in the position she loved most.

Reflecting on her many services to the ELI over the years, Jan said, "I leave the ELI with a heart full of joy, a life full of love, and a soul full of peace." • SP

Changes at Christina School District ESL program

At West Park Place Elementary School, the Christina School District's expanding elementary English as a Second Language program has grown tremendously from last year. The program began the 2009 school year with over 95 ESL students, ages 5-10, in kindergarten through fifth grade and representing 23 nations.

With the retirement last spring of veteran ELI instructor Jan Hocking, the school welcomed Kate Copeland, an ELI instructor and January 2009 graduate of the MA TESL program at UD, who stepped into the position in September as the kindergarten through second grade teacher. Lisa Grimsley, also an ELI instructor, teaches the third through fifth grades. Meg Zittere and Maggie McGonigle, both UD teaching assistants, and Amy Vazquez, a student teacher from the MA TESL Program at UD, assist Copeland and Grimsley in helping support the various instructional, cultural and emotional needs of their ESL students. • LG



ENGLISH LANGUAGE LEARNERS AT WEST PARK ELEMENTARY SCHOOL WITH TEACHERS JAN HOCKING (SEATED, LEFT) AND LISA GRIMSLEY (RIGHT) AND PRINCIPAL KALIA REYNOLDS (STANDING, CENTER). ▶

New sites, improved facilities for ELI classrooms

Throughout the many years ELI has conducted program evaluations, students have always reported how wonderful they consider their classroom teachers to be. They also give very high marks to the tutoring program, homestay experience, orientation and cultural activities and administrative team. However, students have often been less pleased with facilities—particularly the classrooms in Elkton Annex and Rodney Hall.

"We have listened to your concerns, and now things are changing for the better," said ELI Director Scott Stevens.

In September, the Institute rented classroom space in two brand new buildings: Amstel Square and Elkton Corner, both on Elkton Road. The rooms are spacious, wireless, and offer state of the art equipment, such as flat

screens, stereos and even SMART Boards. In addition, temporary classrooms and office space have been set up in Alison Hall, across the street from Perkins Student Center.

"This location puts our students right in the heart of campus life, affording more opportunities for interaction with American students," said Stevens.

In April 2010, the ELI plans to move out of Rodney Hall and the Elkton Annex and into a brand new fully-equipped building on Main Street. The 14,000 square foot facility will include a 50-station Self Access Learning Center and a student lounge.

Watch the ELI website for updates on the grand opening. • SS

TYPICAL CLASSROOM FACILITIES AT 102 E. MAIN STREET ▶



Photos: Lowell Riethmuller



◀ NEW ANNEX FACILITIES AT AMSTEL SQUARE ON ELKTON ROAD

Personnel notes

Promotions and achievements

Assistant Professor **Russ Mason** and instructor **Lisa Grimsley** each passed a grueling 13-year peer review and were awarded five-year rolling contracts for their outstanding contributions in teaching, service and scholarly activity.

Laurie Fuhrmann was promoted from staff assistant to admissions counselor and conditional admission program (CAP) coordinator, in recognition of the superb work she has done to develop the CAP program.

Nadia Redman, having burst on the ELI scene with boundless energy and enthusiasm, was promoted to assistant director for admissions, recruitment and marketing.

New hires

Lin McDowell was hired in February as staff assistant in ELI's finance office and has quickly impressed colleagues and students alike with her professionalism and grace under pressure.

Wendy Clark was hired in May as office coordinator, bringing a wealth of experience in office administration to prepare her for this most challenging of positions.

Transitions

Janice (Lefebvre) Hocking retired after 26 years of exemplary service as a teacher, tutor and coordinator.

June Quigley retired a second time from the ELI. Her "official" retirement was some 10 years ago, but she couldn't quite retire from teaching altogether (and we couldn't quite do without her!), so she had been teaching part time until June. Her plans are to move to Florida to live with her son and daughter-in-law—and her two terrific grandchildren.

Long time classroom faculty member **Nonie Bell** accepted a full-time faculty appointment at Delaware County Community College in September, but Nonie hopes to be back at ELI in the near future.

Saundra Chapman was lured away by the Lerner College of Business, where she works as executive secretary for the Economic Development Office.

Congratulations to instructor **Mikie Clement Sarmiento** on her marriage to Miguel Sarmiento on April 22.

Nadia Redman celebrated not only a promotion but a marriage, having wedded Matthieu Plourde on August 21. The two enjoyed a honeymoon cruise to Alaska.

ELI mourns the death on September 15 of **Ruth Harris**, who served as a beloved homestay mother to ELI students for many years. Sympathy cards may be sent to: The Family of Ruth Harris, 175 Mercer Mill Road, Landenberg, PA 19350.

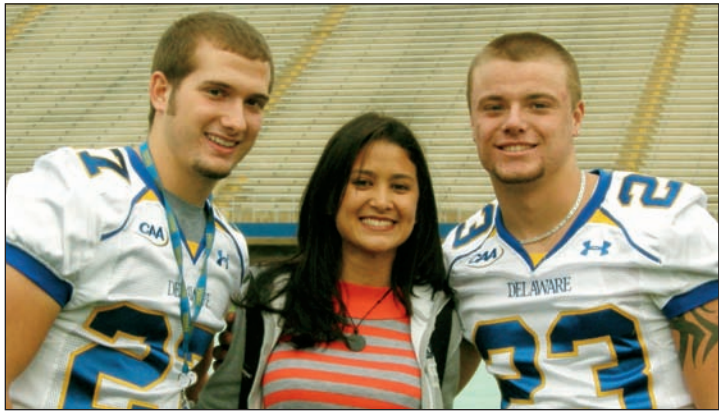


▲ JUNE QUIGLEY (SEATED, RIGHT)

Jim Wallner

The ELI Faculty and Staff wish you all a happy, healthy and prosperous year.
Please stay in touch!

To hear recorded messages from teachers, tutors and staff members, visit www.udel.edu/eli/recordedgreetings.



◀ **IVETTE LI OF VENEZUELA (CENTER) AND A BUSLOAD OF OTHER ELI STUDENTS AND FACULTY ACCEPTED THE INVITATION OF HEAD COACH KC KEELER IN NOVEMBER TO MEET MEMBERS OF THE BLUE HENS FOOTBALL TEAM AND TOUR THE STADIUM AND ATHLETIC FACILITIES. IN ADDITION TO ADDING "TACKLE" AND "QUARTERBACK" TO THEIR VOCABULARY, THE VISIT HELPED CLARIFY THIS UNIQUELY AMERICAN SPORT TO THOSE FOR WHOM "FOOTBALL" REFERS TO THE GAME PLAYED AT THE WORLD CUP.**

It's official! Language Partners now RSO

The Language Partner Program—which matches ELI and UD students for conversation practice—is now "Language Partners," a registered student organization (RSO). The morphed status means that for the first time the club could have its own table on Student Activities Night on August 31. The once-a-semester event in the Trabant University Center introduces new students to hundreds of student organizations, who use the occasion to recruit members.

"We had pages and pages of people who signed up," said club president Amanda Stevens.

The RSO status came about last spring, thanks to the efforts of Stevens and co-president Sara Choit. Choit was interning at ELI for a course requirement, when ELI Assistant Director Deb Detzel asked her to redo the Language Partner Program.

Choit determined that making the program into an official UD student club would be the best way to get the word out to UD students.

Then she met with assistant director for student organizations Alex Keen to find out the required steps. To be an RSO, the club must be led and run by UD students. Under university guidelines, ELI students, who are not fully matriculated, can be club guests but not members.

Armed with the procedure and deadlines, Choit emailed all the UD students who were then volunteering with the program, held an election for officers, identified a faculty advisor (Deb Detzel), wrote a constitution and called the club's first meeting in April.

Being an official UD club brings a number of benefits, explained Stevens. In addition to being able to recruit at Student Activities Night, the club is permitted to post flyers and hold meetings on campus. They also get a budget

for activities (which ELI matches to defray the costs of ELI student guests).

By early fall, the club had 237 participants, more than one third of whom were UD student members. It also had an active Facebook page and plenty of plans to get language partners together.

"A lot of people seem really excited about the club," said Stevens. • BM

To find out more about Language Partners, email elilanguagepartner@gmail.com, join the ELI Language Partner Program on Facebook or visit http://www.udel.edu/eli/programs_partners.html.



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◀ **LANGUAGE PARTNERS AT STUDENT ACTIVITIES NIGHT. FROM LEFT TO RIGHT: AMY STYER (AS '10), TREASURER; NERMIN ZUBACA (AS '13), MEMBER; LUIS SANCHEZ (CEE '10), PUBLIC RELATIONS OFFICER; AMANDA STEVENS (AS '11), PRESIDENT, AND KATELYNN ANDERSON (AS '12), SECRETARY. OFFICERS NOT SHOWN: SARAH MAIOCCO (BE '10), VICE PRESIDENT, AND REBECCA MORRIS (AS '12), PUBLIC RELATIONS OFFICER.**

International Festival 2009

The ELI student body hosted the fifth annual International Festival on November 19 as part of UD's celebration of International Education Week. The University's largest international culture event of the year featured displays, student and faculty performances and a fashion show held in partnership with the Department of Fashion and Apparel Studies. This year's Festival, in Perkins Student Center, included students from the Cosmopolitan Club, the Caribbean Students Association, the Delaware African Student Association and the Campus Alliance de La Raza.



Photos: (clockwise from top) Barbara Morris 1, 3; Ambre Alexander 2; Lowell Riethmuller 4, 5

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