



Kathy Atkinson

LEFT: FACULTY AND STAFF GATHER ON THE BALCONY OF THE NEW ELI FACILITY ON MAIN STREET.

BELOW: 108 E. MAIN STREET IN NOVEMBER. FOR PHOTOS OF THE BUILDING UNDER CONSTRUCTION, VISIT WWW.UDEL.EDU/ELI/NEWBUILDING.

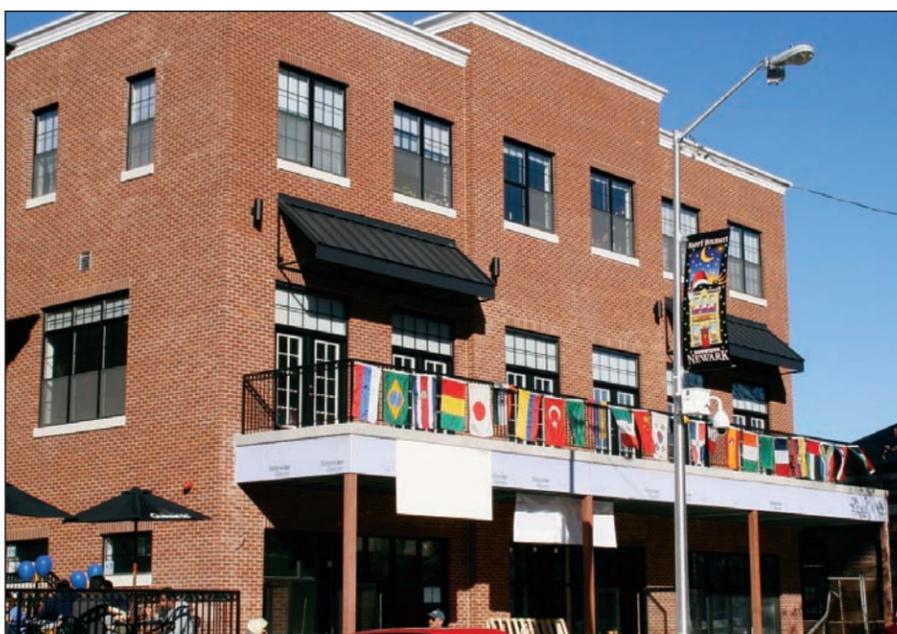
ELI opens new building on Main Street

Newark's Main Street took on a decidedly international appearance this year with the opening of a new ELI location at 108 East Main. Flags of over a dozen countries waved from the balcony of the brand new structure in July, when the ELI occupied the entire second floor. Built to the ELI's specifications, the facility includes 14 classrooms, 14 faculty and administrative offices, a student lounge, a faculty lounge and library and a Self Access Learning Center. All classrooms include large-screen plasma televisions and wireless internet access as well as MP3-enabled stereo systems; many rooms are equipped with interactive Smart Boards as well. The central location of the new facility offers ELI students easy access to both the Main Street shopping district and the main University of Delaware campus. In addition, the visibility of the new structure, highlighted by the colorful flags on the balcony, clearly demonstrates the increasingly international character of the University of Delaware as a whole.

"The opening of 108 East Main was an important step in fulfilling a long term goal of improving ELI facilities for students and faculty alike," said ELI Director Dr. Scott Stevens. "Equally important, being so close to the heart of UD's campus will afford us more opportunities to draw UD students into meaningful cross-cultural interactions with ELI students and to promote greater collaboration between ELI faculty and faculty from other academic units."

One of the most popular resources of the new location is the state-of-the-art Self Access Learning Center (SALC). Designed to provide ELI students with the latest communication and educational technology, the spacious facility offers more than 70 computer stations with easy access to

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Lowell Riehmuller

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FROM THE DIRECTOR'S DESK



Kathy Atkinson

SCOTT G. STEVENS

Dear ELI friend,

In July, we opened the doors to a beautiful, brand new ELI annex at 108 E. Main Street, in the heart of Newark and half a block from the future site of the University's impressive new bookstore, set to open next year. This latest addition to ELI's physical plant is our fourth new building in three years as we pursue short-term initiatives to expand and significantly upgrade our facilities—as well as a long-term plan to consolidate the Institute's current seven campus locations into one or two larger sites. Encompassing nearly 1,400 square meters (15,000 sq. ft.), 108 E. Main Street provides state-of-the-art classrooms, comfortable open spaces for students to gather, and a large-capacity computing center.

My ELI colleagues and I believe the building to have symbolic as well as structural importance. First, it represents a promise we have kept to our ELI alumni, who have long asked that we provide instructional facilities more in keeping with the outstanding quality of our teaching and student services. Second, it is a statement made by the University as a whole that it is committed to making international students feel welcome and supported.

Faculty and students alike have been delighted with our new classrooms: their plush student seating, high-tech instructional equipment, and well-lit, airy spaces. It may be, however, that past ELI students tolerated less-than-ideal instructional settings because they realized that then, as is true now, an ELI classroom can take many forms.

There is, for example, the kitchen table classroom, where students break bread with host and homestay families, partaking of the customs and traditions of American family life and learning new words to express the familiar concepts of kindness and hospitality. If extra seating is what ELI students want, they can wander over to Tubby Raymond Field in time for a Saturday afternoon kick-off to experience that curiosity known as American college football and try to make sense of its unique pageantry and strange rules. The gymnasium offers its own instructional setting, where multinational members of ELI's intramural basketball or indoor soccer squads learn to "read" the different rhythms and body language of their fellow players to come together as a unified team.

We put wheels on some of our "classrooms," sending ELI students off to experience what they had previously only seen in movies or photographs: Central Park's Strawberry

Fields, the Lincoln Memorial or, as though traveling through some time warp, the Amish countryside, whose inhabitants dress in the style of clothing worn 100 years ago, drive horse-drawn buggies and live contentedly with neither computers nor electricity. There is also the schooling that comes from service learning, such as when students volunteer in food pantries or soup kitchens, interacting with members of society often invisible to the world of the more privileged. Classrooms can be as intimate as a Main Street café where we might find a Saudi and a Colombian sharing a coffee and, perhaps, a moment of camaraderie that helps them transcend differences of faith, culture and world views.

And finally, late at night, it is that one-room schoolhouse, the bedroom, where each student, weighed down with occasional homesickness and the weariness of living in a strange land and studying a difficult language, grapples with the demon of self-doubt, emerging the next morning stronger and more determined to persevere. As John Ciardi once wrote, "The classroom should be an entrance into the world, not an escape from it." And although ELI classrooms are a form of sanctuary, where our amazingly talented faculty make students feel safe in exploring and taking risks with English, they are, most of all, a threshold, a gateway to the far wider world beyond, where our graduates, armed with new powers of communication, might take paths leading to further education, meaningful careers and, most of all, a lifelong journey of self-discovery.

May the new year bring you joy, blessings—and adventure.

Scott G. Stevens, Director

P.S. This tale of ELI's own classroom adventures for 2010 has been beautifully rendered by Barbara Morris, editor-in-chief, and editors Wendy Bulkowski, Janet Louise, Sarah Petersen and Grant Wolf, with the collaboration of their colleagues.

Enrollment growth steady and mounting

The jump in ELI enrollment spurred by the Conditional Admission Program (CAP) and begun in 2009 continued into 2010, with a record 649 students studying at the English Language Institute in September. This was up from 613 last September, and a 60 per cent increase over 2008.

“Even though the growth of ELI has been dramatic, we have been able to hire outstanding new faculty, tutors and coordinators, and thus we have been able to maintain the high quality of instruction and student support for which our program is known,” said ELI Director Scott Stevens.

“At the same time, the ELI is becoming more integrated than ever into the academic and cultural life of the University, thereby enhancing the educational experience of ELI and American students alike.”

“We need the ELI. It’s a way for us to diversify the campus,” said UD President Patrick Harker at a college-wide meeting in September, adding, “Your growth is due to the quality of your program.”

Of the total ELI enrollment, 336 students (52%) in September were CAP students, compared with 319 in 2009 and just 49 in 2008.

Under CAP, international students who have satisfied the academic requirements in their chosen

degree program but have not yet passed the English proficiency requirement are conditionally admitted to the University. Students must then complete their language requirements by studying in the ELI program and passing the English for Academic Purposes Level VI courses with high grades. The length of time required to do so ranges from four months to over a year, with the average taking eight and a half months, reported ELI’s conditional admissions coordinator Laurie Fuhmann.

Of the 231 international undergraduates who matriculated at UD in the fall semester, 167, or 72 percent, had completed their language requirements at the ELI under CAP. This is an increase over fall 2009, in which 35 percent of 153 international undergrads had done so. While the majority of new CAP students come from the People’s Republic of China, the population also includes nationals from Libya, South Korea and Saudi Arabia.

In order to grow the ELI student body and maintain its diversity, the Institute has pursued an aggressive marketing effort over the past two years, including visits by Nadia Redman, Deb Detzel, Baerbel Schumacher, Scott Stevens and UD Admissions colleagues Amy Foley and Christine

Schultz to Bolivia, Brazil, Colombia, France, Germany, Indonesia, Italy, Peru, South Korea, Turkey, United Arab Emirates and Vietnam.

“We are beginning to see the fruits of these efforts,” said Nadia Redman, assistant director of admissions and recruitment, citing a 36 percent growth in the number of Brazilian nationals at the ELI since 2009.

In addition to the undergraduate program, the following 16 graduate programs are now participating in CAP: accounting, applied mathematics/mathematics, biological sciences, business administration/pathways, center for bioinformatics & computational biology, civil & environmental engineering, computer & information sciences, economics, finance, hospitality information management, information systems & technology management, linguistics, organizational effectiveness, development and change, physics & astronomy, political science/international relations, and public administration.

In 2010, 45 CAP students matriculated at UD in graduate programs. *BM*

Portrait of a CAP student

There are more American students here than Koreans, so I have to adapt to them,” said Jungmin Oh (AS ’11). The UD senior is wiser about what it takes to succeed at an American university after four semesters on the campus.

Jungmin was a sophomore studying communication in South Korea before coming to the ELI in April 2008. At the time, her intention was just to improve her English and return to Sungshin University in Seoul, but she soon fell in love with the UD campus. After advancing to the English for Academic Purposes courses, she decided to apply for conditional admission to the University.

“My teacher, Ken Cranker, motivated me to think more academically and to think about the future,” she said. With recommendations from teachers Anne Owen and Wendy Bulkowski and the help of Laurie Fuhmann, conditional admissions coordinator, Jungmin started university classes in the spring of 2009, eight months after her arrival in Newark.

“At first, it was so hard,” she said. “The professors speak super fast and it’s hard to take notes.”

To cope, she used a voice recorder for lectures and listened to them at least twice after class. But class discussions posed a different

problem.

“A lot of professors ask open questions, but they don’t point to any particular student. Students just raise their hands to answer. I was nervous about doing that.”

Instead, she would visit her professors during office hours to discuss the course.

“They were really open to helping me,” she said. She also got moral support from her homestay family, Karen and Mike Hale, whom she calls her “American family.”

Gradually, things got better. Jungmin made the Dean’s list each semester. But she still faced another hurdle. In order to declare communication as her major, she had to take four required courses and score among the top 100 students. She succeeded in doing so in three semesters. Still, speaking English and getting good grades were not the most difficult challenges.

“Getting into American culture is harder,” she said. “It’s hard to be friends with American students. When I start talking with them, they recognize that I’m a foreigner. I have to put forth more effort to get into their groups.”

Jungmin got involved in campus organizations. She became the public relations officer for the Korean American Student Association at UD. She also joined Omicron Delta Kappa honor society and worked as the camera floor manager for the Channel 49 student TV show “What in the Hall.”

“As soon as my classmates figured out I’m not a weird person, they accepted me. They’re, like, really American students, from fraternities and sororities. I’m friends with all of them now.” *BM*



CAP STUDENT JUNGMIN OH SHOWS HER FIGHTING BLUE HEN SPIRIT.

New Building, Continued from page 1

selected English language learning websites as well as University of Delaware library and network resources. The SALC also includes an updated collection of language-learning software, popular films, graded readers, magazines and other educational materials.

“We are very fortunate to have space in the new building to house such a wide collection of language-learning resources,” said Nicole Nolen, the new SALC coordinator. “In the near future, we hope to provide extended technology training to both teachers and students, as well as a variety of

technology-based cultural events. We hope the new SALC can truly become a center for student guided learning.”

The new building provides a central location for the extremely popular Conditional Admission Program (CAP), with most of the English for Academic Purposes classes located there. The ELI also continues to maintain classrooms and offices at the “home” building (189 West Main St.), 102 E. Main Street, Alison Hall, Rodney Hall and two new classroom facilities at 57 and 119 Elkton Road. *GW*

BELOW LEFT: NEW SELF ACCESS LEARNING CENTER ON MAIN STREET IS BRIGHT AND BUSY.
BELOW RIGHT: STUDENTS TAKE FULL ADVANTAGE OF THEIR NEW LOUNGE.



Academic Bridge Program expands in 2010–11

The Academic Bridge Program, which helps to transition qualified ELI students into UD courses before they matriculate full time, grew in 2010, with more university professors and courses participating. Under the program, conditionally admitted students who have successfully completed one of the two required advanced level ELI courses may enroll in a select group of university courses.

This fall, students could choose Introduction to Anthropology (ANTH 101), Global Contexts for Leadership (LEAD 101), Human Geography (GEOG 102), Introduction to Linguistics (LING 101) and Introduction to Sociology (SOC 201). The courses satisfy the university multicultural requirement or fulfill other requirements in the social sciences. Students may also take a math course.

This is the second year of the transition program, which allows CAP students to enroll in up to two UD courses while completing their final required ELI course. Sixty-five students participated in the program in 2009-10; 35 were enrolled in the fall semester of 2010.

For the five Bridge courses, students meet after class with a Bridge leader, who has attended the class with them. The Bridge leader reviews the lecture content with participants and invites them to reflect on their class participation and their ability to interact with American students.

Results to date have been positive, reported ELI assistant director Deb Detzel, with nearly all participants successfully completing their Bridge courses.

“They feel more equipped to choose the right balance of courses, depending on the amount of reading and work they require,” said Detzel. “But it really helps them to feel at ease in the classroom.”

In an anonymous survey conducted in June, students reported that the Bridge program had helped them to “adapt to the study style in the U.S.,” to “seek help” and to “communicate with teachers and classmates.” Reaction from participating professors was also positive, with one commenting that the program participants had been a “tremendous addition to the classes.” *BM*

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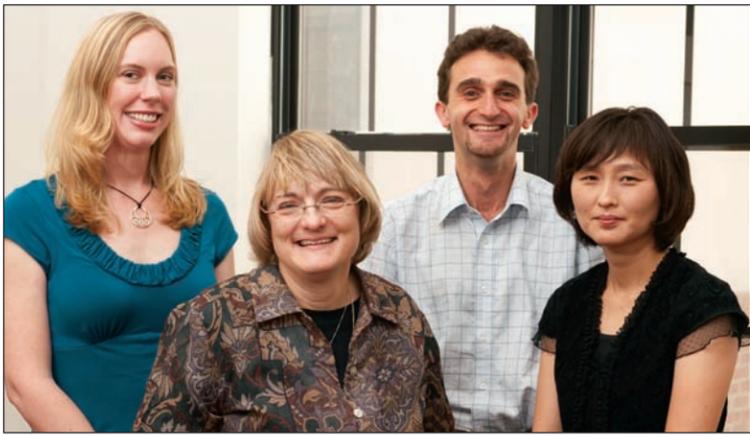
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MIKIE SARMIENTO, NONIE BELL, ASSISTANT PROFESSOR NIGEL CAPLAN AND ANA KIM JOINED THE FULL-TIME ELI FACULTY IN 2010.

After a national search in spring 2010 with more than 50 applicants, ELI hired four outstanding teachers with a variety of experience and expertise to fill new full-time faculty positions.

Nigel Caplan

On a whim, Nigel Caplan applied for a scholarship to study at the University of Pennsylvania while studying modern and medieval languages at the University of Cambridge, England. He was accepted and earned his master's of education in TESOL. Nigel brings to the ELI the energy and excitement of one who is willing to take risks and is quite successful in doing so. Originally from Leeds, England, Nigel's teaching career has spanned four countries: France, Germany, England and the United States. His experience at UPenn, Michigan State University and the University of North Carolina prior to coming to the ELI this year has included designing and teaching drama classes; creating an ELP book club; developing and teaching pedagogy, language and culture to Korean teachers; supervising faculty and teaching assistants; serving on committees for curriculum and textbooks; writing textbooks; and maintaining his own web site where he posts answers to interesting language questions and provides tips for learning English (<http://nigelteacher.wordpress.com>).

com). Now an assistant professor at the ELI, Nigel is teaching English for Academic Purposes Reading/Writing for graduate students and is serving on the curriculum, technology and professional development committees.

Nonie Bell

Most ESL teachers dream of combining their love of travel and work. Before coming to the ELI in 2006, Nonie Bell spent more than eight years in Perugia and Florence, Italy, as a teacher and a campus missionary. Bell, who is from northeastern Pennsylvania, received her bachelor's in American studies at Rutgers University. After seven years in campus ministry in Pennsylvania, in the late 1980's, Nonie earned her master's in TESL from Columbia International University in South Carolina. Following that, she moved back to the Lehigh Valley, Pa., area to teach at several colleges, among them Lehigh University, Cedar Crest College, and the community colleges of Northampton, Lehigh and Delaware Counties. She prepared students for college and also developed curricula for adult literacy. At the ELI, she has taught high beginner, intermediate and advanced level students and has demonstrated her skill in professional development by leading workshops in American culture and pedagogy for groups of visiting Korean educators, creating workshops in writing instruction for ELI colleagues and organizing popular roundtable faculty workshops as well as ELI retreats. She also led the professional development task force in developing a five-year plan for faculty activities.

Eui Jung (Ana) Kim

Ana Kim earned her master's in linguistics from the University of Colorado at Boulder in 2002. She began her work career as an administrator for an

international vendor and as a trilingual interpreter and translator (English, Korean and Spanish) in military and civil courtrooms, at business conferences and for university officials. While working, Kim earned a bachelor's in international studies and a TESOL graduate certificate from Old Dominion University. Ana began her ESL teaching career while she was studying for her master's in Colorado. After moving to Delaware with her family, she taught ESL at Delaware Technical & Community College. Since joining the ELI in 2008 as adjunct faculty, Ana has taught primarily intermediate and high-intermediate classes. She has also served on the activities and events committee and coordinated several teacher training programs for Korean teachers, including a current group of teachers sent by the Seoul Metropolitan Office of Education.

Mikie Sarmiento

University of Delaware graduate Mikie Sarmiento took advantage of Delaware's longstanding study abroad program to spend time in Costa Rica and Spain to improve her Spanish, experiencing the culture of each place as well as absorbing the language. After graduation, she worked as an ESL tutor in the Brandywine School District in Wilmington, Del. In this position, Mikie often had to use her Spanish to interact with parents as well as students and was challenged to work with all age levels of second language learners, from kindergarten through high school. In 2006, Mikie completed her master's in teaching English as a second language here at Delaware. Beginning at the ELI in 2006, Mikie has taught students from beginning to low-advanced levels. She also tutored in group settings at the ELI Tutoring Center in pronunciation and pre-literacy skills, and has taught beginning and intermediate level listening labs. Energetic and enthusiastic, Mikie enjoys taking part in the ELI's cultural activities and trips, such as skiing, ice skating and hiking. *JL and WB*

Students from developing countries learn leadership, language skills on State Department grant

A unique program funded by the U.S. Department of State brought 60 students from Africa, Southeast Asia and Latin America to the ELI last summer. The undergraduates, who are studying a wide range of majors in their home countries, had one important quality in common.

"Everyone wants to be better leaders. Everyone wants to develop their countries," said Ana Maria Duarte from the Dominican Republic. "We all share the same vision."

"All were selected on the basis of leadership potential and academic excellence, in addition to coming from economically challenged and underrepresented sectors of their societies," reported program coordinator Baerbel Schumacher.

Other participants came from Angola, Bolivia, Cambodia, East Timor, Haiti, Laos, Mauritania, Myanmar, Rwanda, South Africa and Venezuela. They arrived in two groups of 30, each of which attended classes in two consecutive sessions from May through August.

Along with studying English in the intensive English program, the students took a 20-hour course in leadership and civic engagement taught by faculty in the School of Urban Affairs.

Developed for this group and team taught by Professors Kathy Denhardt and Raheemah Jabbar-Bey and doctoral student Bakry Elmedri, the leadership course combined theory and practice as students first examined leadership styles in class and then met with community organizers at a variety of non-profit organizations in Wilmington.

Participating centers included the Delaware Center for Horticulture, the Henrietta Johnson Medical Center, the Kingswood Community Center, the Latin American Community Center, the Neighborhood House and the William Hicks Anderson Community Center.

Class discussion, Denhardt reported, was often colored by students' backgrounds. For students traumatized by genocide in their countries, for example, the process of conflict resolution could not begin without first an apology from the perpetrators. Others whose governments did not encourage political activism were cautious about what they said in class on that topic, she said.

"I gained an understanding of the behavior of people in groups," said Alain Ndoli from Rwanda. "I learned what a leader should do: encourage the heart, challenge the system."

On the last day of class in June, students described projects they hoped to carry out in their home countries. Ana Duarte's project—a public library—was inspired by visits to the Kirkwood Highway and Newark libraries in Delaware.

"There are just two public libraries in the Dominican Republic," she said, "and both are in the capital."

A graduate in soil and environmental management, Ndoli hopes to solve the problem of deforestation in Rwanda by planting trees. Chetna Chea, a freshman studying agricultural economics and rural development in Cambodia, focused on family planning and reproductive health for her project.

"I proposed this because it will help people have a better life. It will help women have good health, so this will make my country develop," she said.

Even a simple idea, such as forming a club and serving as role models for younger students, is valuable, said course instructor Elmedri.

"In some developing countries, kids don't know anyone who's been to the university," he said. "It's a way of giving them hope that they can do something." *BM*



LEADERSHIP CLASS IN JUNE WITH UD FACULTY RAHEEMAH JABBAR-BEY (STANDING LEFT), KATHY DENHARDT (BACK, THIRD FROM RIGHT) AND BAKRY ELMEDRI (BACK, SECOND FROM RIGHT).



ANA MARIA DUARTE EXPLAINS HER PROJECT IN THE DOMINICAN REPUBLIC TO HER PEERS.

4 Special programs

Hankuk University winter program

The eight students who arrived in Delaware from Hankuk University of Foreign Studies in Seoul, South Korea, on New Year's Day can only barely remember the dry, bare ground of their first few days. Much easier to remember is the cold, white powder that fell from the skies for the rest of their stay. The students saw snow galore in Philadelphia and New York, and they even ventured to Washington, D.C., in a major snowstorm. Unfortunately, their scheduled ski trip had to be cancelled due to . . . snow.

Despite the record-breaking weather, these students successfully immersed themselves in their English classes and pursued every opportunity to experience American culture. Academic coordinator Kathy Hankins and all the ELI faculty were sorry to see another great group of HUFSS students leave in February. Hopefully they will have nothing but warm memories of their time at the University of Delaware.

Gyeonggido Institute for Foreign Language Education

Between January 11 and February 5, 26 teachers sponsored by Gyeonggido Institute for Foreign Language Education (GIFLE), South Korea, participated in a four-week training program in English language skills refinement, ESL/EFL teaching methodology and American culture and pedagogy, all coordinated by Ana Kim. One of the highlights of the program was a teaching opportunity in an American school, MOT (Middletown-Odessa-Townsend) K-8. The GIFLE teachers taught in 7th and 8th grade language arts and social studies classes. Teachers gave lessons on



LOWELL RIETHMULLER
GYEONGGIDO INSTITUTE TEACHERS AT THEIR GRADUATION.

Korean games, music, geography, food and the Korean alphabet. Both the Korean teachers & MOT students found the rare experience to be invaluable. What is more, the group attended a three-day Best Practices Symposium organized by Kim and ELI international projects manager Baerbel Schumacher, where many distinguished educators, including Dr. Gregory Fulkerson of the Delaware Department of Education, Professor George Bear of the University of Delaware School of Education, and Dr. Tony Marchio, superintendent of Appoquinimink School District, as well as some of the GIFLE teachers themselves, had chances to share their expertise and participate in fruitful round table discussions.

Incheon Office of Education

Twenty-five highly competent and enthusiastic teachers sponsored by the Office of Education of Incheon, Korea, took full advantage of an ELI program in January designed to refine their language skills, refresh their teaching methods and raise their awareness of American culture. Weekdays were filled with listening and speaking classes, group reflection time, individual tutoring and visits to local schools, organized by program coordinator Sarah Petersen, while on weekends the group explored New York, Philadelphia and Washington, D.C. Additional highlights included a service project boxing food at the Delaware Food Bank on Martin Luther King, Jr. Day, as well as an American cooking class with author, chef and ELI tutor Nancy Turner.

Seinan Gakuin University

Some of Delaware's deepest snows on record did not stop 24 brave students from Seinan Gakuin University in Fukuoka, Japan, from taking full advantage of their ELI program from February 7 to 27. During that time, under the supervision of program coordinator Baerbel Schumacher, they worked intensively on their language skills in the ELI's regular program, breaking away on the weekends to experience Washington, D.C., and New York City. They even found time in their busy schedules to offer an afternoon of service at the Delaware Food Bank.

Hiroshima Institute of Technology

From February 28 to March 21, six students from the Hiroshima Institute of Technology in Hiroshima, Japan, attended ELI classes and enjoyed a homestay experience. These students spent their spring vacation improving their English skills and learning about American culture. Besides attending classes at the ELI, the four young men and two young women enjoyed trips to New York City and Washington, D.C. and enthusiastically participated each Wednesday in the UD Japanese Table, where they could exchange their Japanese skills for more English practice with UD students who are studying Japanese. Another highlight was visiting Kennett Middle School and sharing their culture with the students in the after-school program there. Program coordinator Kendra Bradecich, as well as their ELI teachers and homestay families, were sad to see this group's time here come to an end.



LOWELL RIETHMULLER
MUSKIE GRADUATE FELLOWS WITH THEIR ACADEMIC COORDINATOR KEN CRANKER (CENTER).

Muskie Graduate Fellows

An enthusiastic group of nine Edmund S. Muskie Graduate Fellows from Azerbaijan, Moldova, Turkmenistan, Ukraine and Uzbekistan attended the ELI for five weeks from July 3 to August 5 for intensive language preparation and acculturation before heading to graduate schools across the United States. Their busy schedule included listening/speaking and reading/writing classes at the ELI in the mornings. In the afternoons and evenings they sat in on graduate level business classes; participated in a service learning excursion to the Food Bank of Delaware; and attended seminars related to U.S. culture, graduate school expectations, study skills, time management and sociolinguistics with their group coordinator Ken Cranker. A few scholars even embarked on an ELI bicycle recycling project in which they "borrowed" bikes abandoned at the ELI building; invested in new tires, locks and other parts; used the bikes; and returned them to the ELI in much better condition than they had found them. Naturally, the scholars also found time to visit places such as the Delaware beaches, New York City and Washington, D.C. The group's enthusiasm was evident in all that they did, but especially in their active participation in classroom and seminar discussions.

American Law and Legal English Institute

In July the ELI offered its American Law and Legal English Institute for four weeks to international lawyers, law professors and law students from Brazil, Colombia and Mexico. The program, coordinated by ELI Associate Director Joe Matterer,



LOWELL RIETHMULLER
ALLEI PARTICIPANTS WITH INSTRUCTOR STEPHANIE SCHANTZ, ESQ. (SECOND FROM LEFT, COORDINATOR JOE MATTERER (CENTER) AND DR. SCOTT STEVENS (RIGHT).

consisted of seminars on American corporate and criminal law, the American court systems, Delaware corporate law and international law. The majority of the seminars were taught by Stephanie Schantz, an American lawyer who teaches American law in Paris, France. Other instructors were Ann Johnson, an American lawyer completing a doctorate program at the University of Delaware, and two Delaware lawyers: Mary Matterer and Anthony Arcaro. In addition to the seminars, the program included a trip to Washington, D.C. to visit the U.S. Supreme Court and the U.S. Capitol building and to meet with the American Bar Association to discuss issues pertaining to international law. Other trips were to various courts in Delaware, to Widener Law School, to Delaware law firms, to the Delaware Division of Corporations and to Philadelphia and New York.

International Teaching Assistants

The International Teaching Assistant (ITA) Program had the privilege of being the first to use the ELI's new facilities at 108 E. Main Street when over 90 ITAs from 18 different countries were tested there. Testing was made easier this year by the use of new technology, including computers to administer a speaking test and new "flip" style cameras which let students easily review their own teaching tests and practice lessons.

There were also changes in personnel this year. ELI Associate Director Joe Matterer stepped down and Ken Hyde took over as program coordinator. Teachers Dave Cassling and Sandy Nickel returned to teach oral intelligibility, while Leslie Criston and Dr. Carey Fleiner were back to teach culture and pedagogy. These familiar faces were joined by a new group as graduate students from UD's Department of Linguistics joined the ITA teaching team. M. E. Cathcart, Nadya Pincus, Evan Bradley, Carol Ann Edie and Darrell Larsen taught courses on pronunciation and English phonetics, and UD graduate Toni McClaughlin taught a course on American culture and pedagogy.

Connections between the ITAs and students in the regular ELI programs got stronger this year, as some ITAs went to Six Flags amusement park on an ELI-organized trip, while others attended the ELI annual picnic and other fun summer events. These interconnections were made even stronger by the fact that several ITAs, such as Fatih Kandaz and Senel Tektas, were former ELI students able to share with their fellow ITAs what they had learned at the ELI.

Russian Gymnasium

Seven students from Linguistic Gymnasium 91 in Ufa, Russia, honed their English skills at the ELI from July 19 to August 13. This is the twelfth such group to be organized and escorted by their inspiring teacher, Ms. Inna Fenina. Her students are always happily anticipated for their eager spirits, fresh perspectives . . . and their generous gifts of chocolate!



LOWELL RIETHMULLER
RUSSIAN HIGH SCHOOL STUDENTS WITH THEIR TEACHER, INNA FENINA.

Hankuk University summer program

Two young women and five young men from Hankuk University of Foreign Studies in Seoul, South Korea, arrived at Ray Street dormitories on June 27 for eight weeks of intensive English training and much, much more. Besides studying, the students experienced highlights of the middle Atlantic coast. On their first weekend, they went to Washington, D.C. for a full day of American history. The following weekend was more recreational, with a trip to Rehoboth Beach where, according to program coordinator Luis Sanchez, "They had a blast in the sand and the water even though it was as cold as the North Pole for them." Later on the same week, the group got a taste of a U.S. public transit system when they made their way by public bus to Christiana Mall. The next week they discovered Philadelphia, and finally they went for an overnight to New York City. These students put their best effort into their English classes and pursued every opportunity to experience American culture.

French high school program

Fourteen high school students from Marseilles, France, joined the ELI from July 5 to 30 to brush up their budding English skills and discover the Mid-Atlantic region. The group's program was coordinated by Erin Tallman, daughter of long-time homestay hosts Lisa and Rick Tallman. In fact, it was Erin, working as a teaching assistant at the Marseilles school, who had the idea to organize this study abroad opportunity and accompany her young students on their adventure.



LOWELL RIETHMULLER
FRENCH HIGH SCHOOL STUDENTS AT THEIR GRADUATION.



COLFUTURO STUDENTS WITH THEIR ELI LIAISON MARY BETH WORRILOW (BACK, FOURTH FROM LEFT) AND ASSISTANT DIRECTOR DEB DETZEL (SIXTH FROM LEFT).

Traditionally, for a 15-year anniversary, a couple might receive genuine crystal or beautiful glass. But at the ELI, the gift of choice is much more valuable than that—more students—specifically, more Colombian students genuinely eager to improve their English skills in order to advance both professionally and academically.

This year marks the 15th anniversary of partnership between the ELI and Colfuturo, a Colombian initiative aimed at facilitating the access of Colombian professionals to education

abroad. Since 1996, over 371 Colfuturo students have attended the ELI, including 31 in 2010.

“It is very motivating to find partners such as the University of Delaware and its staff with whom we’ve been sharing the same mission for more than 14 years: to promote and support Colombian students’ international education in highly qualified institutions,” said Claudia Palacios, English program coordinator for Colfuturo.

The ELI has been the temporary home for some of Colombia’s best and

brightest students and professionals who leave their families and jobs to come to the United States to hone their language and intercultural communication skills.

This spring, ELI instructor Mary Beth Worrirow was brought on board as Colfuturo liaison to address the special needs of these students. Her knowledge of Latin American culture and the Spanish language have proven to be invaluable assets. Together with Colfuturo participants, Worrirow and colleague Lowell Reithmuller have been creating instructional videos to acclimate future participants to campus life at UD.

“Colfuturo students tend to set a standard of excellence that has earned them the admiration of both their instructors and fellow students,” said Worrirow. “In fact, from the list of Colfuturo alumni and current students, many have been recognized by their teachers here as valedictorians, leaders and outstanding writers.”

“Students are no longer the same when they finish their studies at the ELI,” added Palacios. “Their horizons widen and they become multipliers of all the benefits of a cross-cultural experience.”

One such student is Pedro Garcia,

professor of business and economics at the Universidad Catolica de Colombia who has attended the ELI’s English program on three separate occasions, in 2007, 2008 and 2010. Garcia cites “the warm ELI environment and the professional instruction” as his primary reasons for returning.

The ELI looks forward to welcoming more Colfuturo students like Garcia and continuing to strengthen the ongoing relationship between both institutions. *MW*



CLAUDIA PALACIOS, ENGLISH LANGUAGE COORDINATOR FOR COLFUTURO

Special Programs, Continued from page 4

Kobe Shoin study abroad program

Nine young women from Kobe Shoin Women’s University in Japan came for a four-week study program in August. Following a more than 20-year tradition, the students and their veteran academic program coordinator, Janet Louise, embarked on a cultural exploration of Newark and the region: the historical district of Philadelphia; Washington, D.C., where they encountered two political demonstrations; and New York City, where they took part in a breast cancer walk in Central Park and mourned the events of September 11, 2001, at Ground Zero on the very day of its ninth anniversary. In Newark, they experienced service learning by serving food in the Hope Dining Room of the Delaware Food Bank. The students shared Japanese culture with young pupils at West Park Place Elementary School through name writing in Japanese characters and through origami and later enjoyed time with seniors recounting tales of their youth at the Newark Senior Center. Living with American families rounded out the American experience for these young women.



KOBE SHOIN WOMEN’S UNIVERSITY STUDENTS IN TIMES SQUARE.

Kobe Shoin semester abroad program

Eight students participating in the Kobe Shoin Women’s University semester abroad program arrived at the ELI in August. With a primary focus on personal excellence in scholarship while studying at the ELI, the students also took part in service learning opportunities including introducing Japanese culture to pupils at Kennett Square Elementary School. Weekly Nihongo Table (Japanese Table) gave the group the opportunity to be teachers and help UD students practice their Japanese.

Seoul Metropolitan Office of Education



TEACHERS FROM THE SEOUL METROPOLITAN OFFICE OF EDUCATION SINGING AT THE FESTIVAL OF NATIONS IN NOVEMBER.

On August 25, the ELI welcomed seven enthusiastic secondary school English teachers sponsored by the Seoul Metropolitan Office of Education, South Korea, for six months of intense professional development and cultural exploration that will continue until February 18, 2011. From September to December, the group, whose program is coordinated by Ana Kim and Deb Detzel, participated in the Institute’s intensive English program as well as UD graduate courses. In addition, a number of cultural activities have taken them far beyond the confines of their classrooms, allowing them to experience the contrasts between the American and Korean cultures. “Through classes and cultural outings as well as participatory visits to schools, workshops and seminars that will take place in January 2011, the program not only provides participants opportunities to attain a deeper understanding of the English language but also broadens their exposure to teaching practices in the United States,” said Kim.

Language partner initiative

One Spanish professor in the Foreign Languages and Literatures Department has made partnering with an ELI student an optional “requirement” for his course.

Assistant Professor Hans-Joerg Busch has incorporated conversing with an ELI student whose native language is Spanish into his fall courses, making it one of several options for a required project worth 15% of the course grade. Out of 60 students enrolled in his three sections of Spanish 401 and Spanish 314, 27 have partnered with 25 Spanish speakers enrolled in the English Language Institute.

“It’s such an easy thing to learn a language. All you have to do is practice it,” said Busch. “We have such a great opportunity here.”

Busch’s students are required to meet, email or call their partners regularly, to keep a diary of what they discussed and learned, and to put together a final written project, such as a report on their partner’s country.

“The students from the ELI always try their English with my students,” said Busch. “My students are more shy.”

Helping organize the exchange was ELI instructor Mary Beth Worrirow, a former colleague of Busch’s who previously taught

Spanish courses in the Foreign Languages and Literatures Department.

“Mary Beth had a big part in this,” Busch said. “Without her, I couldn’t have done it.”

Worrirow organized meetings between American and Spanish-speaking students at the ELI in the beginning of the fall semester to get to know each other and to compile a list of students who were interested in the language partner project. Later Worrirow and Busch set up mixed groups of four to eight students. Follow-up meetings were planned at Jastak-Burgess Hall.

“We wanted to make this happen primarily for the students but also as a serendipitous way to increase interdepartmental cooperation,” said Worrirow.

Spanish is by far the most popular foreign language studied at UD (by 2667 students in the fall of 2010), followed by French (632) and Italian (432). A total of 149 UD students studied Chinese in the fall of 2010, Busch said. Both Busch and Worrirow hope to see the activity expand among other languages in the near future.

“This type of program only works if colleagues in the Foreign Languages and Literature Department are behind it,” Busch said. *BM*

UD AND ELI SPANISH-SPEAKING STUDENTS AT THE BEGINNING OF THE FALL SEMESTER WITH PROFESSOR HANS-JOERG BUSCH (TOP, SECOND FROM RIGHT) AND ELI INSTRUCTOR MARY BETH WORRILOW (TOP, LEFT).

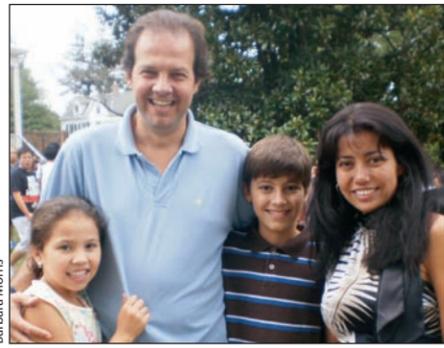


Lowell Reithmuller

6 Student sampler: **Class of 2010**

Students from more than 40 nations flocked to the ELI for all or part of the year, bringing with them a rich diversity of backgrounds and a wide scope of ambitions. Two have been chosen to represent them.

Learner and motivator



Barbara Morris
CARLOS JARAMILLO AND FAMILY

For Carlos Jaramillo, group work in an ELI class was a bit like managing a sales force. In fact, for the 40-something Colombian, life is a classroom and learning and motivating others are his passions.

The outgoing civil engineer found his calling 17 years ago when he joined Suramerica de Seguros, the largest insurance company in Colombia. From a technical position involving soil studies, he gradually transitioned into management, eventually becoming a full-time office manager with 300 salespeople under him.

"I consider myself a good leader," he said. "People who work with me feel confident. They enjoy making the sales goals with me."

Carlos began taking courses in business administration at local universities in Medellin and also

started reading books to help his sales force.

"I used to read a book a year," he said. "Now I read a dozen motivational books a year."

Soon he became a sought-after motivational speaker, developing a series of talks on subjects like "Your Worst Enemy," "Change," and "Dreams" and traveling as far as Guatemala to deliver them.

Selected out of 5,000 employees in his company to study English in Delaware, Carlos arrived at the ELI in February and was joined in May by his wife, Lina, a food engineer and sales rep, and their two children. The whole family set about learning

English, with Lina taking ELI classes, and the children—Mariana, 9, and Sebastian, 11—living with Carlos's former homestay family and going to summer camp before starting school at West Park Elementary in the fall.

"Now we are trying to speak English at home," he said.

The ELI experience has taught more than English to Carlos, who began in Level III and progressed to Level VI Pre-MBA courses in his 10 months here.

"When you live with other cultures, you learn a lot about life," he said.

The changing seasons of Delaware's temperate climate and the different lifestyle brought about by their temporary circumstances also afforded many lessons. The whole family regularly pursues seasonal activities, like summertime swimming in an outdoor pool, which they took

for granted in sub-tropical Colombia. They've also learned to live with less.

"Here we live in a smaller place, and we have an old, ugly car," said Carlos. "It's good to recognize you don't need much to live."

Carlos is looking forward to a better position with his company when he returns to Colombia. He also hopes to become a career coach.

"A lot of people like to talk with me about their career problems," he said. "I really like to help people."

Role model for at-risk children



Barbara Morris
HENDRICA MALETE

Hendrica Malete owes a lot to English teachers. In primary school in Polokwane, in the northern part of South Africa, it was her English teacher who asked her to be in her first stage play. She ended up with three roles, fell in love with acting, and last year won the best actor award at the University of Limpopo, where she is a second year student majoring in English and media.

It was also her university English professor, Leketi Malela, who told her about a scholarship to study at the English Language Institute. When she won the award from the

U.S. Department of State to attend the summer Undergraduate Intensive English Language and Leadership Program (see story on page 3), she became the first member of her family to travel abroad.

"I love it here," she said, smiling. "The only thing that shocked me is the sun sets at 9 o'clock."

Like the other program participants, Hendrica was selected partly because of her potential leadership ability. She's the chair of the English Society and head of the writing club at her university. She also volunteers at a neighborhood center for orphaned and at-risk children, teaching them English, music and theater.

"I always encourage the children," she said. "I tell them I may be from a poor family, but that doesn't mean I'll end up poor. They say, 'We want to be like Hendrica.'"

At the ELI, Hendrica took classes in stories and film, her own personal interests. She has written and produced three plays at her university and is in the middle of her first film script, the story of a poor girl who makes unwise choices that hurt her family.

"I like to write about what I know," she said. "I want to raise people's awareness of social problems."

In the future, Hendrica wants to be a radio announcer, write for magazines and produce plays. She would also like to return to the United States to get her master's in English and fulfill another dream.

"I'd love to be an English teacher," she said. *BM*

2010 picnic photo highlights



PHOTOS CLOCKWISE FROM TOP:
BARBARA MORRIS 1,2,3,4,6,7,8
LOWELL RIETHMULLER 5

Alvaro Hoyos amauri27@hotmail.com (Colombia '08) is now teaching at Bolivarian Pontifician University in Medellin, Colombia, where he is director at the audiovisual production center.



► **Chieko Tamaki Hisayama** chiekotamaki@hotmail.com (Japan '01) and husband Shin welcomed a baby boy, Kento, February 18, 2009.

► **Eun Kyung (Estella) Lee** estellaeklee@naver.com (Korea '08) married Zachary Bond on April 10. She finished her MBA in finance at Goldey-Beacom College in August.



◀ **Horacio Moreno** hmoreno@dgnconsultora.com.ar (Argentina '03) and his wife Maria Lucia welcomed a baby daughter, Maria Delfina, on August 1.

Horacio received his MBA in 2009 from the University of CEMA in Buenos Aires and is president of DGN Consultora, a finance and investment firm he created in 2001.

Jairo Cervera jairo.cervera@emerson.com (Colombia '08) was promoted to finance manager for Emerson Electric de Colombia in Bogota. He started working for the company as an accountant in 2009. Jairo says he uses English almost all the time in his new position as most of his colleagues are American.



▲ **Lyda Eugenia Holguin** lydaeuge@hotmail.com (Colombia '06) and **Gustavo Adolfo Gaviria** (Colombia '08) were married in Cali, Colombia, on May 22. The couple is residing near Philadelphia, where Lyda is currently doing an internship at a psychiatric hospital while studying for her master's in counseling at Villanova University. Gus is finishing his MBA at Goldey-Beacom College. Both plan to graduate in May.



◀ **Maeen Aldarwish** maeenaldarwish@hotmail.com (Yemen '00) is working for a telecommunications company in Philadelphia and living with his wife Arwa and daughter Malak, born in

2009. He received his MBA in finance from Goldey-Beacom College in 2007.

► **Maria Eugenia Diaz** ciber_quena@hotmail.com (Chile '09) and husband Matthew Siebecker



welcomed daughter Gabriela into their lives on June 22.



▲ **Priscilla Moraes** priumorae@gmail.com (Brazil '09) is a Ph.D. candidate at UD and was named outstanding woman graduate student in the computer and information science department. She and her husband, Marcos, are the proud parents of a baby girl, Cindy, born July 21.



◀ **Ricardo Delsol** ricardo.delsol@gmail.com (Venezuela '95) is working for Citibank Venezuela as Citibusiness segment manager. He and his wife,

Veronica, welcomed a baby boy, Gabriel, into their lives on October 21, 2009.

Rosendo Jurado RJuradoB@hotmail.com (Panama '83) is working for the Panama Canal Authority as materials manager, and has a 14-year-old daughter. He has been president of AIESEC Alumni Iberoamerica for the past two years. AIESEC is the largest student-run organization in the world.

Shamma Alkaabi altrayah@hotmail.com (UAE '08) is majoring in petroleum engineering at the University of Kansas and returned to visit friends and teachers at ELI over spring break.

Tian Chen tianhere@gmail.com (China '08) is pursuing a master's degree in intercultural studies at the Chinese University of Hong Kong. In the spring and summer of 2010, he studied French at Flinders University in Australia, and in August he served as host and tour guide extraordinaire for ELI Asst. Professor Russ Mason and his wife Abby in his hometown of Beijing.

► **Tidiane Wann** stwann@hotmail.com (Guinea '06) and his wife Diaraye, shown here with Delaware Senator Tom Carper (right) and U.S. District Court Judge Leonard Stark (left), became American citizens October 7 in a ceremony held at the U.S. District Court in Wilmington.



▲ **Varinthorn "Kay" Christopher** sweetearth@gmail.com (Thailand '98) and her husband Michael, welcomed a son, GoodFong, into their family on November 29, 2009. Varinthorn is an adjunct professor at Portland State University and Portland Community College.



◀ **Yoshimasa Niino** yoshi7054xinye@gmail.com (Japan '90, UD '94) and wife Aya welcomed a baby girl, Miyu, on June 4. Yoshi is living in Bangkok, where he is a project

manager for Sumitomo Corporation, Thailand, Ltd.

Yusuke Suzumegano y.suzumegano@gmail.com (Japan '10) is working as a sales engineer for Mitsubishi Belting, Ltd. in Troy, Michigan. Yusuke reports that he has many opportunities to use English with both clients and co-workers.

PreMBA and CAP student **Shubhada Jain** shubhs@udel.edu (India '09) is working as a corporate associate for AstraZeneca. UD's Corporate Associates Program is an elite internship program for full-time graduate students in the Alfred Lerner College of Business and Economics.

ELI alum excels as Longwood graduate fellow

Question: Who would plan a public botanical garden in one of the most dangerous places on the planet?

Answer: Dongah Shin (Korea '07), a graduate fellow in the University of Delaware's highly prestigious Longwood Graduate Program in public horticulture.

Shin, who completed bachelor's and master's degrees in ornamental horticulture in Korea before coming to the ELI, first became interested in public gardens while working at a floriculture company in Korea. Seeing the possibility of public gardens "like a living museum with an overarching theme, a cultural institute," she decided to continue her studies in the United States, choosing the University of Delaware because of the internationally known Longwood Graduate Program, a partnership between the University of Delaware and Longwood Gardens. After acquiring the needed English skills at the ELI in 2007, she went on to complete a one-year international internship at Longwood Gardens, and then applied to the Longwood Graduate Program (LGP). The intensely competitive, tuition-free LGP accepts only five students per year, following a rigorous application and interview process. Dongah noted that she is the only non-native speaker enrolled at this time.

The program emphasizes the conception, design and

administration of public gardens, including not only botanical gardens, arboreta and research institutions (such as Longwood Gardens), but also gardens with a variety of social, historical, educational and cultural functions. This year, Dongah is working with a group of Longwood fellows on a plan for a one-acre therapeutic and community garden for the Holloway campus of Delaware Health and Social Services in New Castle, Delaware, which provides mental health services to local residents.

Dongah's thesis project, however, refocuses her attention on the unique circumstances of her native Korea. Inspired by a lifelong fascination with the Demilitarized Zone (DMZ), the 2.5 mile wide strip of land between North and South Korea, she is creating a proposal for a public botanical garden to be located there.

"The DMZ is the largest area of undeveloped land left on the Korean peninsula," she said. "It represents a unique ecosystem and is a cross section of Korean ecology and geography."

The goal of the proposed garden will be to research native flora, build a seed bank of native species and educate the public with regard to the ecology and history of the DMZ. The project will also include a traditional Korean garden, providing an ideal setting for cultural preservation and performing arts. Dongah's far-reaching and detailed

plan will require extensive research, both in the United States and in Korea, where ideas for similar projects are already being discussed. Although the timetable for such a project remains uncertain at this time, Dongah Shin will no doubt be instrumental in seeing that someday the modern swords of the 100,000 North and South Korean soldiers amassed along the DMZ may indeed be turned into plowshares. *GW*



DONGAH SHIN AT THE UD BOTANIC GARDENS.

8 Three new classes offered in 2010

ELI faculty developed three new course offerings in the regular program in 2010.

Fiction and fact

Who wouldn't like to read a great book and then discuss it with the author? Carrie Neely's Level VI R/W students have the opportunity to do just that in the new *English through Modern Fiction* class. In May, they studied *Finn* by Pennsylvania author Jon Clinch, based on the classic *Huckleberry Finn* by Mark Twain, which led to greater understanding of the American frontier and the post-Civil War era. Students imagined the world through Twain's eyes as they explored satire, completed a webquest on the Underground Railroad, examined quilting as a means of storytelling, and imagined the feelings of freedom inspired by African American heroes such as Rosa Parks and Martin Luther King, Jr. They wrote their own versions of *I Have a Dream* and watched the film *Freedom Writers* to connect with the struggles of today's youth. They studied in various media the themes of freedom and oppression, as well as the religious influence on the abolitionist and civil rights movements. The class culminated in June with an hour-long question-and-answer session via Skype with author Jon Clinch.

Through journals and class discussion, students were able to share their ideas and gain a sense of

accomplishment. Student Eyup Guzel spoke for his classmates, calling the class "a place where I could be myself." At the conclusion of the course, Neely said her students agreed with her that "words are power, in whatever language one speaks. And in power, there is freedom." *CN*

Ready, point, shoot

With the start of 2010, Level VI students in Julie Lopez's L/S *English through Film* class could work on improving their listening and speaking skills by making their own movies. In preparation, they watched podcasts and TED.com lectures on academic subjects and then analyzed bias in American documentaries. After seeing how the pros do it, the students tried their hand at videoing and editing their own short films using ELI's newly purchased Kodak Zi8 HD video cameras. The pioneer class presented its short films about different aspects of American culture in the first ever ELI film festival at the end of February. A subsequent class researched areas surrounding Newark, then took an overnight trip to Harpers Ferry in West Virginia to shoot scenes for their films.

"Every different topic made us learn much. I learned to use the most appropriate way to express my ideas. Also, my oral skills have improved a lot since I needed to record my voice and edit it many times," said CAP student Zenan Zeng, from China.



STUDENT JIANCHENG YANG FILMING AN INTERVIEW WITH A DOCENT IN HARPERS FERRY FOR A CLASS DOCUMENTARY.

"Personally, I felt a little bit burned out with studying English," added Mengyi Hu, another Chinese CAP student who had been at the ELI for six months, "but I'm getting better now because during this class I enjoyed making movies and having fun with my whole class." *JL*

"Read 180" turns things around

Starting in January, students have had the option of enrolling in *Read 180*, a new computer-based class designed to help them boost their reading skills. The core of the class—the *Scholastic Read 180* software package on CD ROM—helps students improve their reading comprehension, vocabulary and spelling skills. The software, which is also supplemented by textbooks and audiobooks, is installed on 20 computers in the new Self Access Learning Center (SALC) at 108 E. Main Street and offers lessons on a variety of issues related to American

culture and society.

"The topics that the software covers are so interesting to students who are looking to learn English and learn more about American culture," said Nicole Nolen, course instructor and SALC coordinator. "They discuss everything from freedom of speech to 1920s America to current advancements in science."

The program, which has a proven success record in the public school system, works to build background knowledge while reinforcing essential study skills. Students learn strategies for test taking, critical reading, notetaking and more. In addition to being offered as a class, the *Read 180* software is available to all ELI students, who may access it by enrolling at the SALC desk.

"The books on CD are very popular with students who are trying to improve their listening skills," said Nolen. *NN*

Homestay a labor of love for Newark couple

"A retirement job" hosting ELI students has led to a 10-year life-changing experience for one local family.

Karl "Papa" Kaminski and his wife Karen decided to welcome ELI students in their home as a kind of second career three years prior to retiring from their full-time jobs. He was a history teacher and she was a medical technologist.

At the time, they had different work schedules, so each could devote a different part of the day to the students who lived with them. Karen had free time in the mornings while Karl had the afternoons. A perfect fit for the students who got quality attention from each of them. And a wonderful experience for the Newark couple, who just couldn't get enough of it.

Since 2000, the Kaminskis, who have six grown children and eight grandchildren, have hosted 70 ELI students, whom they've welcomed not only into their home, but also into their hearts, as evidenced by the photo albums Karl keeps of each one in a glass book cabinet.

The Kaminskis specialize in hosting participants in the short-term ELI programs, undergraduate students from Burma, the Dominican Republic, Germany, Japan and Turkey and English teachers from Jordan and Korea, to mention a few.

They have even had two students who became UD students, Denise Ayaz (Turkey '04) and Taeko Saito (Japan '06). Even when

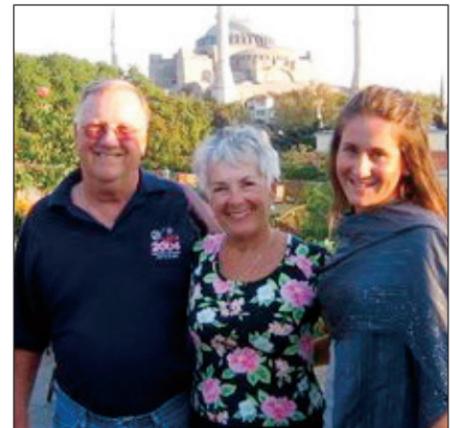
these students moved out, they frequently visited the couple for a home-cooked meal and—of course—to do laundry just like many young adults often do with their real parents.

The Kaminskis love indulging their young charges, learning what kinds of foods each one especially likes. One student, they fondly recall, just loved chocolate. One morning, she searched the kitchen high and low, without saying what she was looking for. Finally, she triumphantly found her treasure: breakfast in the form of a chocolate ice cream bar.

As a former teacher, Papa says it gives him "personal gratification to see someone grow educationally," adding, "I'm impressed with the caliber of the ELI teachers and can see that the students really appreciate it."

For Karen's 70th birthday, the couple traveled to Turkey to visit Denise Ayaz. They enjoyed celebrating the day with her and also visiting places not usually seen by tourists. That led to a new hobby: educational tours in other countries. They've taken one to Germany and will travel next to Israel on a Bible study tour.

Together with other homestay families, the Kaminskis have developed a real community. With their lengthy experience, Karl and Karen enjoy welcoming new homestay families, sharing tips, transportation and support. *JL*



KARL AND KAREN KAMINSKI VISITED THEIR FORMER HOMESTAY STUDENT DENISE AYAZ IN ISTANBUL.

Local family makes ELI a rite of passage

When Patricia Aguiñaga studied at the ELI 26 years ago, she didn't know she was starting a family tradition. Since then, eight other members of her family, including both parents, three siblings and three cousins, have followed her footsteps from Ecuador to the ELI front door.



FIVE MEMBERS OF THE AGUIÑAGA FAMILY WHO STUDIED AT THE ELI ARE PICTURED WITH SPOUSES AND CHILDREN: AT TOP, REGINA (LEFT), PATRICIA (THIRD FROM LEFT), JOSÉ FERNANDO (FOURTH FROM LEFT); SEATED, PARENTS MANOLO AND MARLENE (CENTER) AND JUAN MAÑUEL (RIGHT).

A manager for Latin American derivatives for J.P. Morgan Chase Bank in Wilmington, Patricia majored in business at UD and is currently raising two children in Newark while acting as host mom for the past ten years to a variety of ELI students.

"My closest girlfriends are the ones I met at the ELI," she said, explaining that, like her, the three, two from Honduras and one from Japan, married and settled in the state.

The ELI memory remains alive as well for brother Juan Mañuel, the next to arrive.

"I still have a picture of my class at graduation in 1990," he said, sitting in his restaurant—Olé Tapas—on Kirkwood Highway.

Unlike his sister, Juan Mañuel returned to Ecuador to run a petroleum processing company for 10 years after getting his degree in international business from Goldey-Beacom College. He came back to Delaware two years ago, looking for a possible business opportunity. He soon found one. Today Olé Tapas outside Newark proudly displays the 2009 "Best New Restaurant" banner at its entrance.

"We also got the Best Tapas and Best Mediterranean Cuisine awards for 2010," he confided. "Like they say, this is a country of opportunities."

Other members of the family, including mother Marlene ('99), sister Regina ('90) and brother José Fernando ('95), are putting the education they gained at the ELI and other schools in Delaware to good use.

Mrs. Aguiñaga works for the Latin American Community Center in Wilmington in a community outreach program for pregnant women and new mothers. Regina, who graduated in accounting from Goldey-Beacom College, now works for J.P. Morgan in London. José Fernando earned a master's in finance and a master's in computer science from Goldey-Beacom College and works for Goldman Sachs in New York.

Juan Mañuel, who brought his wife and three children back with him, is happy to be residing in the First State.

"Delaware is an amazing place to raise a family," he said. *BM*

Service learning continues

The ELI tradition of service learning continued this year, responding to local as well as international needs in ways that testify to the generosity and creativity of the ELI community. As in previous years, ELI students volunteered their time and energy at the Food Bank of Delaware, Newark Manor Nursing Home, Hope Dining Room and Delaware Special Olympics.

In addition, ELI students, faculty and staff responded to the emergency needs of the Haitian people following the devastating earthquake in January 2010. Level III Listening/Speaking classes visited all other ELI classes in seven buildings across campus, using posters and speeches to raise awareness of the need to contribute to the relief effort. The intermediate-level students, many of whom had never heard of the impoverished Caribbean country before the tragedy, were excited about their contribution. "It gave them a real-world purpose to communicate," said instructor Rachel Miller.



INTERMEDIATE LEVEL STUDENTS PREPARE POSTERS TO RAISE AWARENESS OF THE EARTHQUAKE EMERGENCY IN HAITI.

In an event that combined service, creativity and American culture, ELI students and teachers celebrated



STUDENTS SEW QUILTS FOR NEEDY CHILDREN IN HONOR OF MARTIN LUTHER KING, JR. DAY.

Martin Luther King, Jr. Day by making quilts for children in need. Patiently led by ELI instructor Katie Vlasov with assistance from instructors Karen Terkel, Micky Gardner and Lisa Held, volunteers pieced 24 quilt blocks by hand and machine in an arrangement called "Friendship Star." Some participants were experienced quilters, others had some sewing experience, and some picked up needles for the first time in their lives. The completed quilts were labeled with the message "Made in friendship at the English Language Institute, Newark, Delaware," with the word "friendship" written in the participants' native languages (Arabic, Chinese, Korean, Spanish and Turkish). When a finished quilt was displayed in class, student Saleh Alsuwayfi proudly declared, "I made that!" The quilts were donated to Project Linus (www.projectlinus.org), an organization that collects handmade blankets to give to children in hospitals and shelters.

ELI students were given an opportunity to share their cultures with local middle school children on many occasions through the International Arts and Culture Project. Groups of ELI students accompanied by ELI faculty visited Kennett Middle School (Kennett Square, Pa.) every week for six

weeks, providing American children with hands-on experience with their traditional clothing, arts, music, food and lifestyle.



KENNETT MIDDLE SCHOOL STUDENTS LEARNING HOW TO WRITE THEIR NAMES IN ARABIC.

"Service learning is a great opportunity for students to meet people and expand their understanding of American society while practicing communication skills," coordinator Baerbel Schumacher said. *GW*



FINISHED QUILTS ON DISPLAY BEFORE BEING DONATED TO PROJECT LINUS.

Classroom notes

On May 5, 2010, students from Russ Mason's Level VI 1960s class attended "Voices of the '60s: A look back on an age of change" at the University of Delaware's Kirkbride Hall. A special panel of guests, including Steven Leech (a Vietnam War veteran), Hattie Bannowsky (a former member of the Students for a Democratic Society chapter founded at UD), and Dave McCorquodale (former editor-in-chief of the alternative newspaper called the *Heterodoxical Voice*), led by moderator Phillip Bannowsky of UD's Department of English, discussed issues of the controversial decade, such as the Vietnam War, the anti-war protests, the civil rights movement, segregation and integration, women's rights and the counterculture. This stimulating event was sponsored and hosted by UD's Department of English and the Honors Program.

Imagination took center stage in Grant Wolf's Level VI Read It! Watch It! class this year, as students wrote and enacted screenplays for key scenes from several novels, including Mitch Albom's *The Five People You Meet in Heaven*, Harper Lee's *To Kill a Mockingbird*, and Steven Galloway's *Ascension*. Students were then able to watch their star performances on videotape, and to note how favorably they compared with the cinematic versions. The class also launched the ELI's first e-zine this year, featuring creative student writing based on literature studied in the class. Check it out at www.udel.edu/eli/readit/

After studying Susan Monk Kidd's novel *The Secret Life of Bees* in session VI, Sarah



SARAH PETERSEN'S STUDENTS LEARN THE SECRETS OF THE BEE BUSINESS.

Petersen's Level VI Read It! Watch It! class visited local beekeeper Jill Jensen to find out more about beekeeping and bee behavior. The students learned about the division of labor in a hive, the insect's life cycle and honey making. In the end, the group thoroughly enjoyed the home-baked bread straight out of Ms. Jensen's oven, served with raw honey from her own bees.

So that Marcia Halio's session V EAPVI students could better understand how the U.S. Supreme Court makes decisions about freedom of religion, some of them did a brainstorming exercise to apply the "strict scrutiny" test to decide whether people should be allowed to establish a new religion to worship chickens. The strict scrutiny test says that a law or a policy must be justified by "a compelling governmental interest." For example, it was argued that if chickens were worshipped, people would no longer eat them; therefore, the chicken industry would suffer, and the state would lose a lot of tax revenue. Ironically, as they listed and debated arguments pro and con this issue, the students were unaware that Delaware bills itself as the "chicken capital of the world." Let's hope that no one actually decides to venerate the bird—even the Blue Hen.

This past summer, the ELI began offering sections of EAP VI specifically for future graduate students. In the high-advanced Reading/Writing EAP VI Graduate course, taught by Nigel Caplan, students preparing for admission to master's and doctoral programs studied the style and conventions of academic articles in their fields and wrote literature reviews on a wide range of topics of interest, from marketing to public health.

In session V, Mary Long accompanied her Level VI American Business Case Studies class on two site visits. At Mike's Famous, the Harley Davidson dealership that sells more Harley motorcycles than any other in the U.S., the students were fascinated by their tour of the showroom and detailing shop. At AstraZeneca, a global pharmaceutical firm, the class had the privilege of

visiting its Newark manufacturing and packaging plant and one of its world distribution centers.

Rachel Lapp and Sean Stellfox hosted a one-day art gallery in Perkins Student Center for their Level IV Listening and Speaking classes in October as part of an art themed unit. The project was designed for students to creatively discuss their thoughts and opinions of art work. Over the course of the week, students learned new vocabulary, new photography techniques from a photographer and new ways to think about art. The art gallery provided students the opportunity to showcase three original photographs: a self-portrait, a stranger portrait, and a landscape. The students had the opportunity to discuss their and other students' artwork and also to interview each other as artists. Both teachers were excited about the excellent turnout and the positive feedback from their students.

Stories told by students in Walt Babich's Level V English through Stories class are critiqued by classmates in a manner similar to that used in art classes. After a student speaks, classmates ask questions about the content of the story and then offer bits of constructive criticism to the storyteller. In this way, students learn from their own errors and also from the errors of others.

Level VI students Alaa Almejadi of Saudi Arabia and Wenzhe Chen of China, both in Mary Long's session VI Entrepreneurship and Managerial Communication classes, prepared and delivered a PowerPoint presentation on Saudi culture at the prescription drug plant of the multinational pharmaceutical company AstraZeneca. As the staff was preparing to host guests from Saudi Arabia who would be observing its quality control and assurance procedures, they were very appreciative of the cultural information, which would enable them to welcome its guests more appropriately. After giving the presentation to two different groups of quality assurance employees, the students received standing ovations both times and an honorarium of \$50 each.

When Old Man Winter dumps an overabundance of snow, then it's time to build snowmen. Or at least that's what Lisa



LEVEL IV STUDENTS SHARE THEIR PHOTOGRAPHY IN PERKINS STUDENTS CENTER.

Held's RW II class did this past February during ELI's session III. Outside their classroom in Alison Hall, the students rolled snowballs for three snowmen's bodies, found sticks for the arms, decorated the faces with bark eyes and carrot noses, and completed their creations by adding winter scarves. Before this hands-on activity, only a single student in the class had ever built a snowman before. Back in class, the students discussed new vocabulary and phrases such as "forming" or "rolling a snowball" and brainstormed the steps involved in building their snowmen. With the return of warmer weather in March, Held's session IV RW II class prepared containers with gravel and soil, in which they planted marigold seeds. With a little watering and some sun, the students were able to see the marigold seedlings. Both of these activities helped students hone their writing skills by describing a process they had personally experienced.



LEVEL II STUDENTS USE SNOW TO CREATE SNOWMEN AND BUILD PARAGRAPHS.

Nadia Redman

Some folks at ELI believe Nadia Redman, assistant director of admissions and recruitment, has a magic touch: a few short months after her arrival in February 2008, the Institute's enrollment doubled.

Redman herself humbly attributes the ELI's success to its commitment, as captured in its mission statement, to "meet or exceed our students' expectations for developing their linguistic, academic, and professional skills." It was precisely this positive attitude that drew Redman to the ELI in the first place.

Living in Quebec, Redman had experienced firsthand the nation's passionate debate around language learning. In Quebec Province, official policies put up roadblocks to becoming proficient in English. For example, a child of French-speaking parents is not allowed to enroll in an English-speaking public school.

"This and other measures send the message, 'No, you can't learn English.' In contrast, the ELI's message is, 'Yes, you CAN! And we will do our best to help you,'" explains Redman. "This is an attitude that completely resonates with me—and I'm the one that gets to travel internationally to help make it happen!"

"Nadia's exuberance for languages and all things international—as well as her fervent belief in the outstanding quality of an ELI education—make her an ideal marketing ambassador, not only for the Institute, but for the University as a whole," said ELI Director Dr. Scott Stevens.

Redman has attended international student recruitment fairs in nine different countries from Asia to South America and Europe, representing the ELI to answer the questions of potential students. While in the home office, she daily answers dozens of email, phone and even walk-in inquiries.

On the admissions side of her duties, Redman coordinates document creation and collection and enters students into the ELI and UD database systems, assisted by a staff of six. In addition, she reserves 10 hours a week for student advisement, especially on visa issues, educating each student on the requirements of his/her particular visa status.



NADIA REDMAN

It is the "people side" that Redman loves most about her job.

"I love working with students from all backgrounds, languages and countries," she says.

Her own background lends itself to appreciation of diversity.

"My family is from Barbados, and I'm multiracial. I have both American and Canadian citizenship. I speak four languages. My undergraduate degree [in international business] was from an American university, while my MBA [in international management] was from a French-speaking university in Quebec. I'm a native English speaker married to a native French speaker. My British friend, Ross Holmes, calls me the ultimate multiple box ticker!"

What lured to Delaware a woman whose roots stretch from Barbados to Canada? A love story. While at the University of Laval, Redman met and fell in love with fellow student Mathieu Plourde. Plourde was later offered employment as an instructional designer at UD, and Redman followed to remain close to him. It was later that she connected with the ELI.

"The ELI staff and faculty welcomed not only me but my fiancé—we hit it off with everyone," she says. "We started off knowing nobody in Delaware, but when Mathieu and I got married, practically the whole ELI admin staff attended the wedding. Now we feel like we really do have a family here in Delaware." SP

One would be hard pressed to find a more surprising career path than Ken Cranker's personal journey from heart disease research to ESL teaching. Cranker, an ESL instructor of 21 years who has been working at the ELI since 2004, brings to the job a rich diversity of experiences.

Ken started out wanting to be a doctor, studying biology as a pre-medical undergraduate at Cornell University. An earnest student, Ken also had to work to support himself at college. Between the intense college load and long work hours, by the end of college Ken had burned out on studying. Rather than pursue medical studies, he accepted a position at Cornell's world-renowned laboratory for cholesterol and heart disease research.

The lab had a thoroughly international atmosphere, with post-doctoral researchers from all over the world.

"I was impressed that these people were doing top-notch research in a second language, English."

But he also knew that it wasn't easy for them because they often came to him for language help.

"That's how I discovered that I enjoyed helping others learn English as a second language more than playing with test tubes."

Inspired by this experience, Ken enrolled at the State University of New York in Albany to earn his master's degree in teaching English to speakers of other languages and, at the same time, to learn Mandarin in preparation for teaching overseas. Master's degree in hand, Ken set his sites on China. However, the year was 1989—a time of popular unrest in China—and Chinese acquaintances advised Ken to change his plans. A former colleague from his hometown then running an English language school in Japan invited Ken to join him there, so he traded his Mandarin dictionary for a Japanese one and headed to Japan.

That dictionary would get quite dog-eared over the next 14 years, as Ken lived and worked for all of that period in Japan, except for a two-year break back in the States in biochemistry (just long enough to prove to him that "my true joy was teaching English.") He totaled six years at his hometown colleague's establishment and then was offered a dream position—seven hours per week of teaching and the remainder spent on research—at the University of Aizu, a computer science university.

During their time in Japan, Ken and his wife Karen also welcomed into their family a son, Jun, and a daughter, Emi.

Newark was Karen's hometown, so the Crankers often came to the area to see her family. Having heard of the ELI's reputation, Ken took advantage of one of the family's

trips to visit the ELI and meet its director, Dr. Scott Stevens. Impressed with the Institute, Ken kept in touch with Dr. Stevens after that, occasionally even recruiting his Japanese students to attend the ELI's intensive English program.

When family concerns eventually brought the Crankers back to the United States for good in 2004, they set their sights on Newark. The ELI offered Ken a two-month contract for its busy summer session but was so impressed with his work that he was asked to stay on. His position became full time in 2007.

Over the years, Ken's many hats at the ELI have included instructor, Self Access Learning Center coordinator, Tutoring Center coordinator, chair of the Institute's technology committee, special group coordinator, and guest lecturer on vocabulary in professional development workshops as well as in the MA TESOL program's EDUC 647 course. Most recently he has specialized in the Institute's English for Academic Purposes track, which strengthens the linguistic and academic competence of students who have been conditionally admitted to UD. Within this track, he recently redesigned both the listening/speaking and the reading/writing courses at the ELI's most advanced level. Along with ELI instructors Marcia Halio and Julie Lopez, Ken has developed and submitted to Cengage Publications a textbook on college reading and writing for speakers of English as a second language.



KEN CRANKER

No picture of Ken Cranker is complete without mentioning his passion for volleyball. He plays almost every night of the week, in a different league each night. For the Newark Parks and Recreation Department, Ken runs two very popular and ever-expanding volleyball clinics per year along with his son Jun, now 19. Certified just this year as a referee, Ken also officiates high school volleyball games around the region. SP

Tutor profile: Melora Davis



MELORA DAVIS

Tutor and retired librarian Melora Davis enjoys the challenge of helping ELI students. Her previous job as a librarian at an international school in London, England, appealed to her partly because of its diverse students. For example, many were from Japan, and another large group was from Saudi Arabia. She enjoyed interacting with students from different cultures and traveling in nearby Europe as well as England.

Long before her London adventure from 1980-1993, Melora had lived in several U.S. states with her family before moving to Newark in 1953. She and her late husband raised five children here, and Melora now has four grandchildren and one great grandchild.

Other activities Melora is passionate about are

organic gardening at her house on South College Avenue, mending books at Newark Public Library, reading great literature and collecting thought-provoking sayings from famous people. She often shares these with her ELI students. One of her favorites is Mark Twain's "Travel is fatal to prejudice, bigotry and narrow-mindedness."

A few years ago, Melora completed courses to become a Master Gardener, a person who has learned in detail about plants for the home garden—ornamental and edible—and is prepared to advise plant lovers about their choices. At her house, with its large yard, she usually grows enough tomatoes to fill lots of jars for the winter, just as our grandparents used to do. Growing and canning your own food saves energy as well as money, and Melora strongly

advocates these goals daily.

"I wouldn't own a car if I didn't have to," she says. She either walks to work or takes the DelDot trolley, knowing that mass transit is much more energy-efficient than everyone driving her own car.

In the Tutoring Center, curious, advanced-level students are Melora's favorites, and she encourages their cultural and intellectual questions about this country.

"I believe the greatest good on Earth is to live peacefully," she says. "My small contribution is to work one-on-one helping students learn English, but more importantly, helping them recognize our common humanity." WB

Professional activities of faculty and staff

Walt Babich, Faculty

Presentations:

"Teaching Cultural Norms and Language Rules through Video" (with Mary Beth Worrirow), WATESOL Fall Convention, University of Maryland, College Park, Md., November 13, 2010.

"Peer Critiquing in ESL Speaking Classes" (with Ana Kim), PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 6, 2010.

Nonie Bell, Faculty

Presentation:

"A Purposeful Approach to Student Video Production" (with Julie Lopez and Barbara Morris), 44th Annual TESOL Convention, Boston, Mass., March 24-27, 2010.

Nigel Caplan, Faculty

Presentations:

"Navigating the Discipline: Writing Groups for ESL Graduates and Postdocs," 44th Annual TESOL Convention, Boston, Mass., March 24-27, 2010.

"Real Writers Don't Do It in Five Paragraphs: Content-First Approaches to Academic Writing," PennTESOL-East Conference, Penn State University, Abington, Pa., November 6, 2010.

Publications:

Step Up to the TOEFL iBT for Students at the Basic Level. Ann Arbor: University of Michigan Press, 2010.

"Beyond the Five-Paragraph Essay: A Content-First Approach," *Effective Second Language Writing*. Ed. Susan Kasten. Alexandria, Va.: TESOL, 2010.

"Beyond 'Help!': A Strategies-Based Approach to Improving L2 Writing," (with L. Ruelaine Stokes, Andrew S. McCullough) TESOL SLWIS Newsletter, Volume 5, Number 1, March 2010.

Susan Coakley, Faculty

Publication:

"Plagiarism, Culture and Ethics," *TESOL ALIS Newsletter*, September/October 2010.

Lisa Grimsley, Faculty

Publication:

"Student-Teacher Relationships: Back to the Basics," *Education Week*, published online, May 18, 2010.

Ana Kim, Faculty

Presentation:

"Peer Critiquing in ESL Speaking Classes" (with Walt Babich), PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 6, 2010.

Julie Lopez, Supplemental Faculty

Presentation:

"A Purposeful Approach to Student Video Production" (with Nonie Bell and Barbara Morris), 44th Annual TESOL Convention, Boston, Mass., March 24-27, 2010.

Janet Louise, Faculty

Presentation:

"Enhancing English Language Learning Through Art, the Global Language" (with Margene Petersen), 44th Annual TESOL Convention, Boston, Mass., March 24-27, 2010.

Russ Mason, Faculty

Presentation:

"Cognitive Activation through Cross-body Movement," PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 6, 2010.

Publication:

"Liu Xiheng: Memories of a Taiji Sage," *Journal of Asian Martial Arts*, Volume 19, Number 2, 2010.

Barbara Morris, Faculty

Presentation:

"A Purposeful Approach to Student Video Production" (with Nonie Bell and Julie Lopez), 44th Annual TESOL Convention, Boston, Mass., March 24-27, 2010.

Robert Palmer, Supplemental Faculty

Presentation:

"Get Your Students Writing – and Enjoying It!" PennTESOL-East Fall Conference, Penn State University, Abington, Pa., November 6, 2010.

Scott Stevens, Director

Presentations:

"Reflecting on Other Models as Colombia Marches toward 2019," plenary address for the 44th Colombian Association of Teachers of English (ASOCOPI) Annual Conference, Medellin, Colombia, October 8-10, 2009.

"IEP Issues: A Government Dialogue," NAFSA 2010 Annual Conference and Expo, Kansas City, Mo., June 2, 2010.

Publication:

"Rediscovering Strategic Interaction," *Blue Hills*, Volume 4, 14-21, 2009.

Mary Beth Worrirow, Faculty

Presentation:

"Teaching Cultural Norms and Language Rules through Video" (with Walt Babich), WATESOL Fall Convention, University of Maryland, College Park, Md., November 13, 2010.

In its second year at West Park Place Elementary School in Newark, the Christina School District's elementary English as a Second Language program, a collaboration between the district and the ELI, served more than 95 elementary ESL students, a 60% increase from the previous year. ESL students now represent 25% of West Park Place's K-5 school population, coming from over 30 nations, with a concentration from Arabic-speaking countries.

ELI instructors teach the students as they progress from the beginning through the advanced ESL classes. The large increase meant that teachers had to specialize in separate levels. In June, Kate Copeland completed her first year as the kindergarten, 1st and 2nd grade teacher and now focuses on the kindergarten class, while the first and second graders are taught by Kristina Curtis, leaving Lisa Grimsley at the third to

fifth grade level. During the 2009-2010 school year, these teachers were joined by student teacher Amy Vasquez and teaching assistants Maggie McGonigle and Meg Zittere from the UD MA TESL program.

West Park Place teachers, under the leadership of former principal Kalia Reynolds and new principal Ledonnis A. Hernandez, have effectively collaborated with ELI faculty, working hard to make these international pupils feel welcome. In January 2010 West Park held its annual Multicultural Night, sponsored by the school's very active PTA. West Park families from 17 nations shared displays and food from their countries and contributed to the evening's spirited entertainment. Many of the children dressed in their traditional clothing. The evening was a great success and exemplified the richness of diversity within the school's community. *KC*



Kate Copeland

WEST PARK ELEMENTARY ENGLISH LANGUAGE LEARNERS DON TRADITIONAL DRESS FOR MULTICULTURAL NIGHT.

Personnel notes

Arrivals and transitions

The ELI welcomed five outstanding teachers to the ranks of its full-time faculty: **Kristina Curtis**, who works with English language learners at our West Park Elementary School site, and, in our intensive English program, instructors **Nonie Bell**, **Ana Kim** and **Mikie Sarmiento** as well as Assistant Professor **Nigel Caplan**.

To coordinate our newly expanded Self Access Learning Center, ELI hired **Nicole Nolen**.

We welcomed back supplemental faculty member **David Schmitt**, who returned in September after a short hiatus.

Tutor **Victoria Dowey Abdel-Salam** became a mother this summer. Lena Niamh (Neeve) Abdel-Salam, came into the world on August 16.

Instructor **Phil Rice** welcomed a daughter, Hope Alyse, on November 4.



EMILY THAYER WED JAVIER COZZA ON JULY 31.

A number of ELI faculty members and staff were married this year: **Erin Bastien**, **Kathy Hankins**, **Emily Thayer**, and **Dayl Thomas**. We wish all of them a lifetime of joy with their new partners.

Departures

We said good-bye to our much-loved PreMBA coordinator, **Mary Long**, who moved to Utah to enjoy semi-retirement and gorgeous landscapes. We will miss you, Mary!



KATHY HANKINS MARRIED CRAIG BRACY ON AUGUST 8.

We also said good-bye to a number of supplemental faculty who went on to explore new opportunities: **Sara Ahmad**, **Scott Chiverton**, **Paul Goldberg**, **Chris Miller**, **Rachel Miller** and **Evan Shackman**. We wish them every success.

The following long-term tutors left the ELI to pursue other university degrees: **Aaron Holm**, **Amanda Wlock**, **Tatiana Babenko** and **James Weaver**. Other tutors who have left to pursue new interests include **John Detwiler**, **Tina Prather**, **Carol Rigg**, **James Matterer** and **Darrell McCormack**. May their new endeavors prove successful.



ERIN BASTIEN (THIRD FROM LEFT) MARRIED FRANCISCO SOLORZANO IN WILMINGTON ON MARCH 31 IN A DOUBLE CEREMONY WITH ELI GRADS FELIPE DE OLIVEIRA AND JULIANA SHAYEB (BRAZIL).

Come fly with me!

When grad assistant Dayl Thomas met his wife, Yuko Hasegawa, he knew they had a lot in common. She was a flight instructor, with a commercial pilot certification and working on her airline transport pilot certification. His background was in aviation stemming from his degree from Embry-Riddle Aeronautical University and work as an engineering psychologist testing cargo aircraft for the U.S. Air Force. The MA TESL student also loved all things Japanese ever since he was a kid and saw the mini-series "Shogun." So it was only appropriate that he chose the airport in Dallas, where Yuko's brother and sister-in-law live, to pop the question. As she was watching planes take off, he got down on one knee and asked her to marry him. The name of the airport? *Love Field*. *BM*



President of Panama Partners studies at the ELI



Barbara Morris

MERCEDES BARRAGAN

From the start, Mercedes Barragan had a dual purpose in coming to the ELI in May. A school principal in Panama, she knew she needed to improve her English skills for professional reasons. With more and more multinational companies headquartered in her Central American country, the pressure to convert her family-run bilingual school to an English-only institution was growing.

"Panama is becoming a hub of international commerce," she said.

But she had another reason to return to Delaware. In 2009, she had visited the First State as part of a delegation representing Panama Partners, an affiliate of Partners of the Americas, a non-profit organization that connects volunteers in the United States with their local counterparts in Latin America. As president of her national branch, she hoped to firm up and expand contacts made during her first visit. At UD, she spoke with faculty members about one project, the creation of a museum to conserve historical and religious objects in Nata de los Caballeros, a 16th century colonial city on the Pacific coast of Panama.

"We also want to encourage professional exchanges between Delaware and Panama," she said.

Mercedes Barragan returned to Panama after her August graduation, speaking more English and determined to further the ties between Delaware and her country. She can be reached at mercebarragan@hotmail.com. *BM*

The ELI Faculty and Staff
wish you all a happy, healthy
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International Culture Club links UD, ELI students



Timothy Kim

OFFICERS OF THE INTERNATIONAL CULTURE CLUB AT STUDENT ACTIVITIES NIGHT IN AUGUST: (FROM LEFT) DAN WEINBERG, TREASURER, AMANDA STEVENS, PRESIDENT, AND KATELYNN ANDERSON, VICE PRESIDENT.

The idea behind the International Culture Club (ICC) is simple: to connect UD students with ELI students for conversation and cultural exchange. Previously the club was named the "Language Partner Program." The name was changed to ICC because club members now meet in groups instead of one-on-one.

"This provides a safe and comfortable environment for students to meet and have fun in a group and after they've made friends they have the opportunity to meet outside of group activities for

more in-depth conversational exchange," explained club president Amanda Stevens, a UD senior.

Other officers include junior Katelynn Anderson, vice president, senior Dan Weinberg, treasurer, and junior Nermin Zubaca, public relations officer.

The club has meetings two to three times a month, bringing ELI and UD students together to enjoy food, games and conversation and to hear news and announcements about activities and events sponsored by the club. These include game and movie nights, bingo night, tie-dying, going to UD football games, learning dances from around the world, cooking and eating international food, volunteer work, and trips to state parks and Philadelphia.

"These activities can help ELI students practice their English skills and help UD students with the second languages they may be learning," said Stevens. "Most importantly, the aim of ICC is to spread culture and diversity throughout the University of Delaware community." AS

Festival of Nations



PHOTOS CLOCKWISE FROM TOP: EVAN KRAPE 1, 2, 3, 4, 5, 6, 8, 9; BARBARA MORRIS 7, 10

THE ELI STUDENT BODY HOSTED THE SIXTH ANNUAL FESTIVAL OF NATIONS ON NOVEMBER 17 IN PERKINS STUDENT CENTER. PART OF THE UNIVERSITY'S CELEBRATION OF INTERNATIONAL EDUCATION WEEK, THE FESTIVAL FEATURED TABLES REPRESENTING DOZENS OF NATIONS AND REGIONS, A DIVERSE ARRAY OF CULTURAL PERFORMANCES AND A FASHION SHOW HIGHLIGHTING TRADITIONAL DRESS FROM AROUND THE WORLD. SPONSORED BY THE ENGLISH LANGUAGE INSTITUTE AND OFFICE OF RESIDENCE LIFE, THE EVENT INCLUDED STUDENTS FROM THE MULTICULTURAL STUDENT ORGANIZATION, ASIAN STUDENT ASSOCIATION, CARIBBEAN STUDENT ALLIANCE, BLACK STUDENT UNION, DELAWARE AFRICAN STUDENT ASSOCIATION, HOLA, AND THE CHINESE STUDENT ASSOCIATION.

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