Contributors:
Compiled and edited by Nicole Servais
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Mission

Through an unwavering commitment to excellence and renewal, the ELI faculty and staff endeavor each day to enhance our reputation as a leader among TEFL training programs. Our leadership is based on a clear understanding of our goals and the means to achieve them.

As teachers, tutors, administrators and staff, we strive to:

- Meet or exceed our teaching professionals’ expectations for developing their linguistic, pedagogical, and professional skills.

- Contribute to international understanding by engaging teaching professionals in meaningful inter-cultural exploration.

- Provide our teaching professionals with the support and services they require to live and study successfully in the United States.

- Meet the ordinary and extraordinary needs of our teaching professionals, ensuring that their experience at ELI is productive and fulfilling.

- Provide only the most talented and experienced teacher training specialists and staff and promote their continued professional growth.

- Assume personal responsibility for solving problems, value each other as highly as we do our clients, and support each other in our work.

- Manage our resources, attaining financial viability without compromising the outstanding value of an ELI education.

- Enrich the University of Delaware and the local community, fostering cross-cultural communication and interaction.

Adopted July 30, 2014
Faculty and Administration

Administrators

Your program administrators and faculty are here to assist you in your ELI studies. Feel free to contact them via email with any questions you may have.

Dr. Scott Stevens
Director
sstevens@udel.edu

Joe Matterer
Associate Director
Intensive English Programs
jwm@udel.edu

Karen Asenavage
Associate Director English for Academic Purposes
kasen@udel.edu

Baerbel Schumacher
Program Manager
baerbel@udel.edu

Director: Scott Stevens, Ed.D, Educational Leadership

Associate Director for Intensive English Programs: Joseph Matterer, MA Linguistics

Associate Director for Academic Programs: Karen Asenavage, MA Teaching English as a Second Language

Program Manager: Baerbel Schumacher
Key Faculty

<table>
<thead>
<tr>
<th>Sarah Petersen</th>
<th>Michael Fields</th>
<th>Nicole Servais</th>
<th>Grant Wolf</th>
<th>Monica Farling</th>
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</thead>
<tbody>
<tr>
<td><a href="mailto:ssp@udel.edu">ssp@udel.edu</a></td>
<td><a href="mailto:mrfields@udel.edu">mrfields@udel.edu</a></td>
<td><a href="mailto:nservais@udel.edu">nservais@udel.edu</a></td>
<td><a href="mailto:grantw@udel.edu">grantw@udel.edu</a></td>
<td><a href="mailto:mfarling@udel.edu">mfarling@udel.edu</a></td>
</tr>
</tbody>
</table>

**Program Coordinator, Culture Instructor:** Sarah Petersen

**Program Coordinator, Culture Instructor:** Michael Fields

**Methodology Instructors:** Nicole Servais, Grant Wolf

**Culture Instructor:** Monica Farling

**English Language instructors:** All ELI Faculty. You can find a photo directory of current faculty members at [http://www.udel.edu/eli/photo-dir/faculty-directory.html](http://www.udel.edu/eli/photo-dir/faculty-directory.html)

**Workshop leaders:** Open to all ELI Faculty with teacher training experience. Frequent workshop leaders include the administrators and faculty listed above, as well as the following faculty:

<table>
<thead>
<tr>
<th>Nigel Caplan</th>
<th>Scott Duarte</th>
<th>Phil Rice</th>
<th>Ken Cranker</th>
<th>Nonie Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:nacaplan@udel.edu">nacaplan@udel.edu</a></td>
<td><a href="mailto:duarte@udel.edu">duarte@udel.edu</a></td>
<td><a href="mailto:philrice@udel.edu">philrice@udel.edu</a></td>
<td><a href="mailto:kcranker@udel.edu">kcranker@udel.edu</a></td>
<td><a href="mailto:nonieb@udel.edu">nonieb@udel.edu</a></td>
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Length and Structure of Program

**Base Program**

Your teacher training program is based on a six-week model that includes culture, language, and methods classes as well as classroom observations, a variety of workshops and cultural programming. This model is customized for your particular teacher training group. Though your program may range anywhere from four weeks to six months, the base remains essentially the same and learning opportunities are either added or subtracted depending on the length of the course.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Culture</th>
<th>Methodology</th>
<th>Classroom Observation</th>
<th>Workshops</th>
<th>Cultural Programming</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8 hours</td>
<td>8 hours</td>
<td>6 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>Week 2</td>
<td>8 hours</td>
<td>6 hours</td>
<td>4 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 3</td>
<td>8 hours</td>
<td>8 hours</td>
<td>6 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td>Week 4</td>
<td>10 hours</td>
<td>6 hours</td>
<td>6 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 5</td>
<td>8 hours</td>
<td>8 hours</td>
<td>6 hours</td>
<td>2 hours</td>
<td>6 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 6</td>
<td>10 hours</td>
<td>4 hours</td>
<td>6 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>*</td>
</tr>
</tbody>
</table>

*Culminating Action Research Project Presentations*
**Modifications**

**Short Term Programs**
For shorter programs (four weeks or less), the methodology course is removed, additional language courses may be added depending on your level, and fewer workshops are offered. A sample four week schedule is outlined below.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Culture</th>
<th>Tutoring</th>
<th>Workshops</th>
<th>Cultural Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>20 hours</td>
<td>10 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 2</td>
<td>20 hours</td>
<td>10 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 3</td>
<td>20 hours</td>
<td>10 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>8 hours</td>
</tr>
<tr>
<td>Week 4</td>
<td>20 hours</td>
<td>10 hours</td>
<td>2 hours</td>
<td>4 hours</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

**Long Term Programs**
For longer term programs (four to six months), additional components are added to match the requirements of your sending program. Typically, participants in long term programs have all the components of the six week course. You would also have the option of: completing a two-week practicum at an area school, attending regional conferences, serving as cultural ambassadors for your country, taking additional workshops, and microteaching. If your language level is advanced, a graduate course in the University of Delaware’s TESL Master’s degree program is embedded. If you are below the required language level, you will receive other adaptations.
Curriculum and Syllabi

Curricular Overview

As a participant in the teacher training program at the University of Delaware’s English Language Institute, you will take a number of courses in diverse subject areas. Typically these courses are in:

- American culture
- TEFL/TESL Methodology
- Listening/Speaking course (elective courses available for levels IV and higher)

There are also other components to your program. These components may include:

- Cultural programming (trips, events, etc.)
- Practica (3 days for programs 6 weeks or longer, plus 2 additional weeks for programs 6 months or longer)
- Workshops
- Observations
- Meetings with ELI faculty
- An action research project (for programs 6 weeks or longer)

What is perhaps most important to understand is that each program is tailored to fit the needs of your sending institution. At the University of Delaware’s English Language Institute, we take pride in our ability to provide an individually tailored educational experience to teaching professionals from around the world.

Though the requests of different countries and governments may vary, the goal of each ELI teacher training program is to provide maximum input and exposure to the English language, American culture, and teaching methods. We are cognizant of the fact you are leaders in your field who will return to your home country to train other teachers in what you have learned.

In each of the courses you will take, the course objectives and student learning outcomes tie specifically to the course content: methodology, culture, language, technology, etc. If you would like to view syllabi for these courses, you may do so on the teacher training website at [http://sites.udel.edu/eli/teacher-training/](http://sites.udel.edu/eli/teacher-training/)

A culminating action research project for most teacher training participants helps to tie all of the objectives and outcomes back to the overarching goal.
English Language Syllabi

Syllabi for English Language courses are dependent on level. You will undergo placement testing upon arriving at the University of Delaware. You may take a Listening/Speaking course, a Reading/Writing course, or both courses depending on your program requirements.

You will be placed into courses with other students at the English Language Institute. Syllabi for all language courses are available from the course teacher.
Workshops

Below you will find a typical list of workshops that are offered to teacher training groups. When you arrive, your program coordinator will provide you with workshop descriptions. Your group will vote to select the workshops you find most relevant to your teaching situation; the number of workshops offered depends on the length of your program.

- Teaching Academic Writing
- Blogs and Wikis – Logging your ideas and allowing for online collaboration
- Creative Reading Strategies
- Designing Materials for Spoken English
- Developing Online Resources
- Drama-Based Instruction
- English Pronunciation for Japanese Teachers
- Extended Reading – A Teacher-Directed Alternative to Extensive Reading
- Fluency Reading Works
- Genre-Based Writing: Beyond the Five-Paragraph Essay
- Grammar Fun
- Green Screen in the Classroom
- How to Give Presentations
- Motivating Learning
- Narrated Projects – Putting Voice to your Ideas
- Oral Intelligibility
- Podcasting
- Reader’s Theater
- SMART Board
- Studying REAL English: Using a Corpus in ESL/EFL Teaching
- Teaching English Through Music
- Teaching Writing for Low-Level ESL Learners
- Using Interactive Devices to Engage Students
- Vocabulary: Theory and Techniques

*Mandatory Workshops
- Becoming a Reflective Teacher
- Finding Resources for your Action Research
**Action Research**

In all but the shortest teacher training programs, you will conduct action research. You will pose a question of particular significance to your teaching, then research strategies to address the question or problem.

You will receive an introduction that explains the concept of action research. For longer term programs (six-month), you will take a workshop with an ELI faculty member. Six-week program participants will receive an introduction in their methodology course. At the end of the introductory session, you will identify and select an action research question.

During the next weekly meeting with your program coordinator, you will report your action research question to the group. At this time, you’ll be able to ask any questions about your action research topic and brainstorm with other group members and your program coordinator.

Next, you will receive instruction in locating resources for your action research project. This may be a workshop, or you may receive this instruction in your methodology course.

Finally, you may receive training on how to use the resources in the University of Delaware library.

At the end of your program, you will present the findings of your action research. For a long-term program, you will participate in a mini-teaching conference. Six-week program participants will present their findings on the last days of the methodology course.
Observations and Practica

Classroom Observations

As part of the methodology course, you will engage in ongoing observations and reflection. The observations will target the concepts introduced in the methods course. A sample observations assignment is included here for your reference.

Classroom Observations

Throughout the course of the next six weeks, you will formally observe six different classes at the ELI. (Of course, you are also informal observers in all of your classes (L/S, culture, ELT methods, and workshops). Each of your observations will have a different focus. This will allow you to concentrate on one thing at a time. At the end, you will compile all of the information to help you with your action report and final lesson plan presentation.

Weeks 1 & 2 – Focus: Identifying and Analyzing Teaching Methods

Weeks 3 & 4 – Focus: Identifying and Analyzing Principles of Instructed Language Learning

Weeks 5 & 6 – Focus: Identifying and Analyzing Tools for Effective ESL/EFL Teaching (This will be integrated into your final lesson plan presentations - separate assignment)

The presentations will be INFORMAL and you will mostly be presenting to each other in small groups. The groups will then compile their information to present to the class as a whole. You personally should be prepared to speak for about five minutes on the questions below.

Questions to Answer

Weeks 1 & 2 – Identifying and Analyzing Teaching Methods

1) What class did you formally observe (Level/Name)?
2) Was the teacher a native speaker or nonnative speaker of English?
3) List the procedures (techniques, practices and behaviors) that the teacher used during class.
4) Based on this list, determine which approach you believe the teacher was using.
5) Do you believe that this approach was successful in the class you observed?
6) Do you feel this approach would work for you and your students? Why or why not? What adaptations might you need to make?

Weeks 3 & 4 – Identifying and Analyzing Principles of Instructed Language Learning

1) What classes did you formally observe (Level/Name)?
2) Were the teachers native or nonnative speakers of English?
3) Are students using more formulaic expressions, their own expressions, or a combination of the two?
4) Does the instruction ensure that students are focusing on meaning/understanding? How does the teacher check for understanding?
5) Is there a variety of input in English? What types of input do you observe?
6) Are there also plenty of opportunities for output? How much are the students producing?
7) How does the instruction provide for differences in learners and learning styles?
8) Based on your observations, how do you now feel about the list of principles in the Celce-Murcia text?
9) Were there any noticeable differences in the principles used in the Listening/Speaking versus the Reading/Writing class?

Your assessment for this assignment will be based on the following equally weighted categories. Part of the assessment will come from your peers.

1) Preparation for the discussion – do you have notes ready to present your findings to your classmates? Do you have an answer for each question?
2) Conciseness and clarity – are you able to present your findings in the allotted amount of time? Is your presentation clear and easy to understand?
3) Participation in the group – do you fulfill your assigned role? Are you an engaged listener? Do you ask follow-up questions?
4) Presentation ability – Can you be heard? Do you make eye contact with your group members? Are your notes used as a reference? Are you able to control nervous body language?
Long-Term Practica

In a six-month program, there are two parts to the practicum: a three-day ELI practicum in which the participants observe a class and then create a thirty-minute microteaching lesson that integrates into the curriculum of the class at that time, and a two-week practicum in an area school. In this practicum, the participants shadow public school teachers, gradually taking on more and more responsibility as the lead teacher deems appropriate.

**Participating area schools:**

**High Schools**
Appoquinimink
Newark

**Middle Schools**
Caravel Academy Middle School
Everett Meredith
H.B. DuPont
Kennett
Gauger Cobbs
Shue Medill
Newark Charter
Admissions

Teacher training programs are typically sponsored by governments from the sending countries. As such, the teacher training program at the English Language Institute does not have an “open” admission policy.

If you are interested in joining an existing program, you must apply for admission following ELI admission policies and wait for the next teacher training program cohort to arrive before joining that group.

Additional information on ELI admission policies may be found at [http://sites.udel.edu/eli/apply/](http://sites.udel.edu/eli/apply/)
Orientation

Orientation for teacher training groups begins before you arrive and continues throughout your stay at the English Language Institute. Your government may provide you with some orientation. Your program coordinator will send you an email before your arrival, preparing you for your stay in Delaware. When you arrive, you will receive orientation information about the University of Delaware campus, your course work, health services, your program calendar, and more. Your program coordinator will also meet with you on a weekly basis to tell you about events and address any concerns you may have.
Placement, Progression and Program Completion

You will generally participate in at least one ELI language course during your stay. This is typically an L/S course, though you may join two language classes depending on your incoming language level.

High-level language students (TOEFL score of 550 and above) typically participate in one L/S course, the American Culture course and the methodology course, as well as workshops and other activities.

Intermediate-level language students (TOEFL score of 450-550) typically participate in one L/S course, the American Culture course and a modified methodology course, as well as workshops and other activities.

Lower-level language students (TOEFL score below 450) typically participate in an L/S course and an R/W course during their stay. They will participate in a modified American Culture course and will not take the methodology course, but will receive methodology models through workshops and observations.

Progression only occurs in the language courses (L/S and/or R/W). If you are here for more than one session, then you must meet the minimum requirements of your L/S or R/W course in order to advance to the next language level. The culture course and methodology course are stand-alone course offerings – there is no next level.

Placement in a level occurs upon your arrival in Delaware and consists of an oral interview and a written essay as well as a listening comprehension exam. Retests may be given at your request, but please be advised that most students do not move up a level based on the retest. Any TOEFL scores submitted prior to arrival are also taken into consideration when placing you in a language course.

If you successfully complete your program of study, you will receive a certificate of completion at your graduation ceremony. Successful completion is based on attendance at all required courses, activities, and events. Generally, if you have an absence rate of higher than 15% (an attendance rate lower than 85%) you will receive a certificate of participation, which will not be considered as evidence of fulfillment of program requirements. (Medical excuses will be considered on a case-by-case basis.)

Attendance issues or other concerns will be reported to your sending institution. In many cases, additional consequences will come from the sending institution, including but not limited to a reduction in your pay.
Questions?

If you have any questions about the teacher training program at the English Language Institute at the University of Delaware, please feel free contact any of the program administrators or faculty listed in this handbook.