

Spring 2013

International Panther, Spring 2013

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2013 SPRING

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**From the Director:**

The CIEP is always looking to improve the delivery of its instruction and student services. This past year included activities encompassing professional development and curriculum development.

First, several instructors attended both the MidTESOL Conference in Ames, Iowa in October and the TESOL Convention in Dallas, Texas in March. In Dallas, Lauren Rein and Tom Riedmiller presented a session titled, "Building a Needs-based Curriculum from University Syllabi." Later in April, several instructors visited their counterparts at the Iowa Intensive English Program at the University of Iowa for a day of discussion and professional exchange of ideas. In the area of curriculum development, Carol Johnston and Gail Farber were members of a committee to review and develop the CIEP writing curriculum. Mike Williams worked as curriculum coordinator to oversee the process which lasted the entire academic year and included selection of texts, development of evaluation instruments, and adjustments to student learning objectives.

In addition, the CIEP has been working to strengthen partner relationships. This year, I have been able to visit two of our partners: National Chengchi University (NCCU) in Taiwan, and Kansai Gaidai in Japan. Beginning in 2013, all UNI partner institutions were also offered a 20% tuition discount for any students studying in CIEP. We have also been working with the UNI Study Abroad Center to develop exchange initiatives. This year, we had the honor of hosting a staff member from Universidad Veritas in Costa Rica through the new exchange program.

The CIEP constantly strives to improve the quality of service to our students. Over the past semester, the administrative staff have worked to create comprehensive pre-arrival communication materials for new students. An electronic book and series of interactive presentations were developed. Staff members have also been working to create an extended orientation program to ensure that all students receive the information needed to be successful in the CIEP. Furthermore, additional cultural activities have been available to students through a UNI Diversity Grant which enabled students to experience and participate in the volunteer culture of the United States. Finally, four scholarship opportunities have been introduced for new and current students.

Together, the CIEP's dedication to providing outstanding student service, developing quality partner relationships, maintaining strong curriculum, and providing professional development opportunities for CIEP staff continue to improve the CIEP, making the program worthy of its CEA accreditation.

Philip Plourde, CIEP Director

UNI Establishes International Partnerships for a Globalized World

By Kyle Woollums, CIEP Office Assistant



YANA CORNISH
DIRECTOR OF UNI STUDY ABROAD

UNI Study Abroad

- Opportunities in over 60 countries
- Programs ranging from 2 to 52 weeks

The UNI Study Abroad Center offers many services including:

- Application support
- Academic planning
- Pre-departure orientation
- Travel arrangement assistance
- Peer advisor consultations
- Passport, ID, and visa photo services
- Short-term, faculty-led programs
- International crisis response office

For more information, visit:
<http://www.uni.edu/studyabroad>

The world is the campus for University of Northern Iowa students.

Through partnerships created by the UNI Study Abroad Center and Office of International Programs, students can attend over eighty partner universities all over the globe while paying UNI tuition. Among others, Australia, England, Spain, Costa Rica, and Russia all become sites for study for UNI students.

Through these same partnerships, students from international institutions also have the opportunity to study at UNI by paying tuition to their home universities. Such a relationship allows the students coming to UNI to help enrich campus life and facilitates international communication and discussions even while in Iowa.

Because these partnerships are well-established, UNI students and individuals from partner universities enjoy a streamlined experience. As Dr. Yana Cornish, the Director of Study Abroad Programs at the University of Northern Iowa, described, "Because the exchanges have been in place for a number of years, our students receive very good reception and information when they get there. Students can also interact with others who have already traveled there or with the foreign university's students who are currently studying at UNI."

Students who are involved in these exchange programs also have the opportunity to attend a reception hosted by the Office of International Programs to get to know one another and discuss their experiences at a reception. Yet these exchanges are not limited to students—certain partnerships feature exchanges of faculty and staff. These partnerships allow for valuable professional development opportunities. Professors have the unique chance to teach at an institution abroad, and UNI welcomes visiting professors and scholars.

The UNI CIEP plays an important role in these international partnerships. It provides language education in an immersive campus and cultural environment to students who wish to improve their English proficiency.

"It has been a very productive collaboration—everyone is very supportive. I'm delighted that our CIEP colleagues have found the partnerships as a valuable collaboration and addition. Students on exchange get free airport pickup, tuition discounts, and free linens," said Dr. Yana Cornish. "The CIEP goes out of its way to welcome students and it aligns with our mission of taking care of all our students, whether UNI students overseas or incoming international students."

A network of connections surrounds students who travel abroad on partnerships or those who come to UNI on the exchange. These cross-cultural links go beyond borders and help all university students, faculty, and staff—not just the travelers themselves—learn about new cultures and perspectives.

"Experiences our students have overseas are very complex and enriching. It really makes them and helps them become very competitive candidates! There is a trickle effect—our students serving as pioneers and explorers of other parts of the world that goes to their home communities as well."

Through the CIEP, international students also interact heavily with UNI students through culture activities and conversation partner discussions. By offering exchange programs in partnerships, UNI is able to further its educational mission by sending and bringing in ambassadors to help understand the multifaceted relationships that define life in the 21st century globalized world.



EXCHANGE STUDENT: PAMELA BADILLA

By Kyle Woollums, CIEP Office Assistant

At her home university, Universidad Veritas in San José, Costa Rica, Pamela Badilla works with international students who study abroad in the intensive Spanish program. Coming to CIEP as an exchange student, Pamela put herself in the student role to develop workplace skills.

"I came to the CIEP to understand how the study abroad industry works here and see the differences. In my work, we used to speak to students in English all the time; in the United States you have to speak English constantly," explained Pamela.

Through her experiences in the CIEP, Pamela gained ideas she hopes to take back to her university. One of her favorite parts of the experience was meeting people.

"The opportunity to meet people from everywhere is amazing, because you are not learning just about Americans, but students from everywhere."

Pamela studied at the CIEP through an exchange partnership established between UNI and Universidad Veritas. These types of exchanges allow students to pay tuition to their home universities and study abroad with greater ease. Certain exchanges also help facilitate professional development opportunities for faculty and staff of both universities. Pamela explained,

"I can't help but think about my work, where we always try to integrate international students with Costa Rican students."

She hopes to bring back aspects of the CIEP for her Spanish language learners to help them meet and become friends with Costa Rican students.

Yet what Pamela most enjoyed in the program was the improvement of her English proficiency.

"I'm definitely more fluent, and I also can write better," Pamela described.

"When I'm talking in English, I'm not thinking in Spanish anymore."

In particular, Pamela found the campus environment and its location in Cedar Falls to be helpful.

"I think it's good, because you don't have many distractions here—it's a small town so you can focus on your studies.

This place is very friendly, the staff is helpful and the teachers are qualified. People in Iowa always have a smile on their face."

Overall, Pamela's experience has been a positive one, she summarizes her time in CIEP saying,

"The experience has been amazing, because it's not the same to talk about the culture as it is to see the culture and see how things really work. People here are very kind all of the time and want to help. It's one thing that definitely impacted me about this experience."

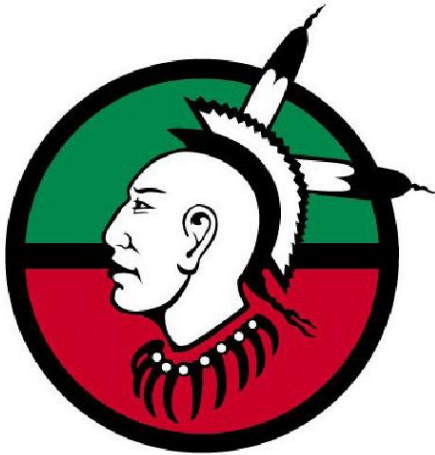
But the best part of the CIEP for Pamela was something much more personal because now she can say, "I can think in English!"

"The opportunity to meet people from everywhere is amazing, because **you are not learning just about Americans, but students from everywhere.**"

Branching Out

Building Ties with the

By Katherine Lundberg, CIEP Project Volunteer



Meskwaki Tribe Tama, Iowa

1,300+ members
7,000+ acres

Tribal Programs
Tribal Administration
Tribal Health Clinic
Higher Education Program
Meskwaki Family Services
Meskwaki Youth Program

Education
Meskwaki Settlement School
Meskwaki Language & Culture

Special Education
Gifted & Talented
Higher Education
Vocation Program

Instructors in the CIEP recently had the opportunity to share their skills and approaches to teaching for the benefit of the Meskwaki language and culture teaching community. The Meskwaki Symposium was organized by the UNI Office of International Programs in an effort to build ties between the Meskwaki Nation and the university. The symposium was an opportunity for Meskwaki culture teachers and tribal leaders to come together at the Meskwaki Convention Center on the Meskwaki Settlement to hear CIEP instructors and other UNI professors and staff discuss a multitude of teaching approaches to second language acquisition.

The Meskwaki are an American Indian tribe located in Tama, Iowa. Many families on the Meskwaki Settlement use only English in their homes. This poses many challenges for the tribe, as the Meskwaki language is not being passed on to younger generations and risks being lost. Through initial contact with the tribe, the Tribal Council explained to UNI Provost Gloria Gibson and Associate Provost for International Programs, Professor Craig Klafter, the need to preserve the Meskwaki language.

"The Meskwaki religion is only available in the Meskwaki language, and all of the history of the tribe is incorporated in the Meskwaki religion. In essence, if you don't know the language, you cannot understand the Meskwaki culture," explained Klafter.

UNI is offering guidance and support through professional development for teachers at the Meskwaki Settlement School as one component of a developing partnership between UNI and the Meskwaki.

"CIEP brought our expertise in language teaching, and we demonstrated that at the symposium. We showed them some of our philosophies, techniques, and how we approach language teaching," explained Philip Plourde, CIEP Director.

By providing a symposium on indigenous language acquisition from a teaching standpoint rather than a linguistic approach, CIEP and the Meskwaki Tribal Counsel created a fresh, practical outlook for language teachers on the settlement struggling to keep their language alive.

Emily Luttrell-Narigon and Mike Williams, both instructors with the CIEP, presented on approaches to teaching a non-native language to the Meskwaki people. Emily Luttrell-Narigon's presentation focused on techniques for teaching a predominantly oral language to students. She presented different methods to increase language use through activities such as strip stories- an activity that reconstructs a short story that has been cut into different parts.

Mike Williams tackled the issue of how to promote language fluency. After showing a short movie clip, he recruited volunteers from the audience. In two separate lines facing each other, the volunteers were given a time limit to explain what they saw.

Challenged further, the volunteers were given a new partner and a new time limit to explain the clip again. The volunteers had to reduce or expand upon the language they had used previously.

Academic Projects

Meskwaki

Both Emily Luttrell-Narigon and Mike Williams offered ideas to participants that can be transferred directly to the classroom.

The symposium not only benefited the Meskwaki, but CIEP instructors also walked away with ideas. Emily Luttrell-Narigon said the symposium helped her see teaching from another perspective. She explained,

"Here's a language that is trying to survive, and they are having to start with the very basics of language. The benefits are seeing how we can learn from each other with the basics of language instruction. [Their] questions made me think, 'How would I do that?'"

The symposium was mutually beneficial for the Meskwaki Nation and UNI. Mike Williams reflected on the potential benefits for CIEP students.

"I think by this exchange, some of their tribal members hopefully will visit our program. In the past, they have given presentations about their culture to our students. Hopefully that tradition will continue and maybe broaden so our students get to learn about the native peoples."

Professor Klafter sees the potential for the Meskwaki and CIEP along with other UNI departments to work hand-in-hand in the future to provide further professional development opportunities.

"There are a number of things we are working on, on a number of different fronts, to develop the partnership," responded Professor Klafter. In the end, the Symposium offered much to the participants from both the CIEP and the Meskwaki Nation, but the most valuable accomplishment was the relationships that were formed.



Each year, members of the CIEP staff are given release time from teaching in order to complete academic projects to improve the curriculum, technology, activities, and tutorial classes offered in CIEP. Below is a brief description of the major projects from the 2012-2013 academic year.

READING SAFARI

Since Fall 2011, CIEP has offered a program called 'Reading Safari.' This year, CIEP Academic Support Specialists Gail Farber, Jaime Lyon, and Emily Luttrell-Narigon worked to continue and improve the program. The goal of this project is to improve the reading skills of CIEP students as well as help them to navigate the UNI library resources. Students meet once a week for Reading Safari and choose books to read that are of interest to them.

DISTANCE LEARNING

CIEP staff have developed a video conference and distance learning program. This program allows CIEP students to interact with others who are learning English around the world. Currently, conferences have been held with students in Brazil and Turkey. The exchanges are opportunities for practicing English and exploring another region's culture. The staff members collaborating on this project include: Jaime Lyon, Thomas Riedmiller, and Sally Roos.

CURRICULUM & VOCABULARY

CIEP instructors continually work to improve the curriculum and conduct research to diversify teaching methods. Over the past year, curriculum for Writing and Grammar classes has been revised. New exams for writing courses were developed and research on vocabulary was conducted. Instructors also found additional supplemental reading materials for students in the intermediate levels. A writing committee was also established to review the outcomes and overviews of each course. This committee reviewed curriculum and adopted new textbooks. In addition to reviewing texts, instructors also used new technology in their classrooms. Recently, instructors integrated the Connect Reading software in intermediate reading levels. Finally, the effectiveness of student-learner outcomes in the CIEP was also assessed. Instructors who collaborated on one or more of these projects include: Gail Farber, Emily Luttrell-Narigon, Mike Williams, Carol Johnston, Lauren Rein, Petra Maier, and Jaime Lyon.

For more information on staff projects, visit: <http://www.uni.edu/ciep/faculty>

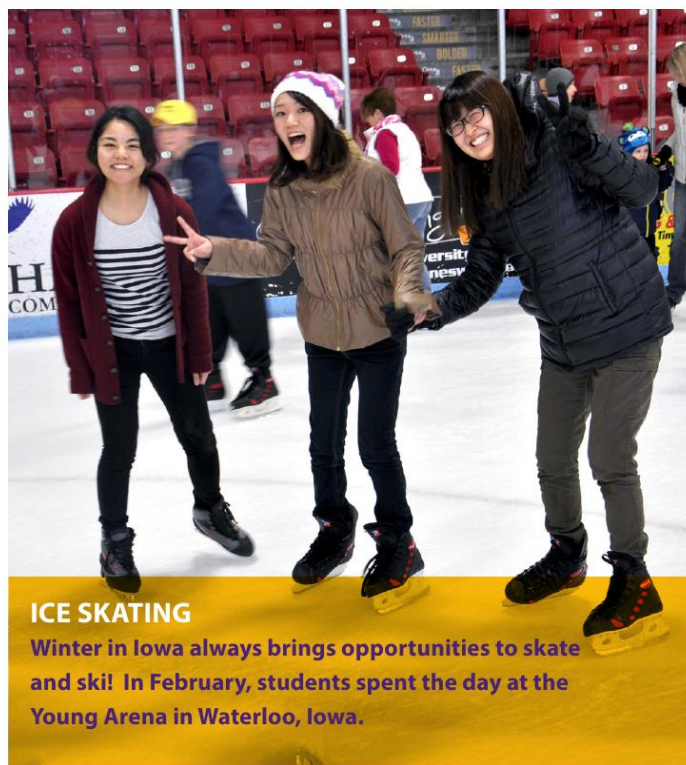
Social & Cultural Activities



- Spring 2013 Activities**
- Martin Luther King Jr. Volunteer Day
 - RSVP
 - Girls Night
 - UNI Panther Basketball
 - Class Exchange
 - Ski Trip
 - Team Building
 - Ice Skating
 - St. Patrick's Day Party
 - CIEP Night Out
 - Black Hawk Hockey
 - International Food Potluck
 - Culture Fest



KALONA TRIP
 This April, CIEP students visited a farm, local Kalona Bakery, and a school house. After learning about local culture, students spent some time at Coral Ridge Mall near Iowa.





INTERNATIONAL FRIENDSHIP PROGRAM
 Each session, CIEP students have the chance to get to know families in the Cedar Valley. Students often have the opportunity to share meals with their family, celebrate holidays and attend activities together.



CONGRATULATIONS GRADUATES!
 CIEP is proud to recognize the following graduates who completed the program during the spring sessions:

Reda Albouri	Wafa Alsaffar	Shiyu Wang
Fatimah Alkhidhr	Miki Fujita	Aya Watanabe
Mohanad AlSaif	Shiori Gima	Sachiko Yukawa
Ahmed Alaqeel	Mayo Horichi	Hanyi Zhang
Zainab Alfaraj	Takamasa Horimoto	Xuxin Zhang
Naif Almuneef	Luyao Jiang	



visited an Amish and an Amish about the time in the City, Iowa.



CIEP SKI TRIP
 CIEP and UNI International students traveled to Sundown Mountain Resort in Dubuque, Iowa. Students were given lessons and spent the day skiing on over 20 ski trails.

WELCOME NEW STUDENTS!

					
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Adeeb Almania, Adnan Alsibiani, Afnan Alramis, Ahmed Alghurab, Ali Alnasser, Andrea Arriaga Buitano, Dhiyaa Alabdulghani, Fahad Aldaous, Faleh Aldhafeeri, Fan (John) Zhang, Hassan Altalaq, Iwona Perrone, Jassim Alkudhar, Kosi Nyanu, Mohammed AlAlshaikh, Mohammed Alkhamees, Mohammed Alotaibi, Narjes Alkhalifah, Norma Almosjen, Pamela Badilla, Raed Alhussain, Safa Owaishir, Wafeeq Alsultan, Wendi Zhang, Yasamiyan Aldawayan, Yi Rong, Yun Lin, Yusef Alawami, Zhipeng Ye

CIEP ALUMNI

Agnes Stec



Culture and Intensive English Program (CIEP) and University of Northern Iowa (UNI) alumna, Agnieszka (Agnes) Stec,

reflects back to her days in the CIEP with much fondness. Currently working as an Order Management Specialist for GE HealthCare, Agnes knows all that would not be possible without her former training from CIEP.

Initially, CIEP was recommended to Agnes by a friend. Agnes enrolled for four terms (one academic year) deciding to take advantage of the opportunity to improve her English skills and learn about American culture before entering academic classes at UNI.

She found Cedar Falls, Iowa to be quite different from her hometown of Stalowa Wola, Poland, but that did not worry her. Even though Poland is known for its beautiful landscape with vast seashores in the north and mountains in the south, Agnes also found Iowa to be beautiful in its own way.

"When I came to [UNI's] campus, what struck me most was its very green, open, and spacious layout."

Agnes recounts the time she spent in CIEP as demanding but full of great memories and new friends. She remembers the fun field trips and activities put together by the CIEP staff as well as the time spent with her American conversation partner.

"Ellen [my conversation partner] and I went to activities together, went shopping, watched movies, took trips...we became really close friends, and she even attended my wedding in Poland!"

Agnes feels the CIEP classes prepared her well for academic classes in Business Administration, especially in public speaking. Before coming to CIEP, she felt nervous speaking in English, but the Listening and Speaking courses helped develop her academic speaking skills.

"I felt much more comfortable once I had to present in front of an audience in college." Agnes remembers how she enjoyed the team assignments, games, and vocabulary building exercises in her classes. "It wasn't always easy, but all the hard work paid off."

Agnes also took advantage of student work opportunities on campus. After receiving her CIEP certificate, Agnes also worked in the CIEP as an office assistant, an experience she greatly enjoyed. She recalls helping with the admissions process, student files, scheduling, and other administrative tasks. As a student worker, she was able to gain real-life work skills.

"CIEP is a great place for international students...you will meet many wonderful people."

For those future and current students who plan to stay at UNI to take academic classes, Agnes advises this:

"Try new things and enjoy your time! If you work hard, your work will pay off!"

Agnes is certainly a living example of her own advice. She currently resides with her husband in Madison, Wisconsin, where she enjoys traveling and learning about other cultures in her free time.

By Kelly Keegan, CIEP Program Assistant

Ahmed Alaqeel

CIEP CURRENT STUDENT SPOTLIGHT

By Vanessa Hilst Robles, CIEP Administrative Assistant

“Is it spaghetti or rice?” Ahmed Alaqeel laughed, recounting a friend’s reaction to an unrecognizable dinner he created when attempting to cook for the first time. Before moving to the U.S., Alaqeel’s mother took care of all of the cooking, cleaning, and laundry, so living on his own took some adjusting. In the past year, Alaqeel has picked up on more than just the basics of cooking and cleaning.

Since moving from Qatif, Saudi Arabia to Cedar Falls, Iowa, Alaqeel has progressed from level B to level 7 in the CIEP Reading, Writing, and Listening/Speaking classes. He has acquired the skills needed to comprehend the majority of a modified textbook, write a complete five-paragraph essay, and take notes from an academic lecture – skills that will be especially useful when he begins studying electrical engineering at the University of Northern Iowa this fall.

Although his mother is not here to urge him to study as she did when he was living at home, Alaqeel has learned to manage his time well since he has been a student at CIEP and always makes sure to keep school his first priority.

“I want to have a great future and have a family. I have to study hard and work hard,” he expressed.

A successful student, Alaqeel credits his parents for instilling the values of hard work, determination, and a good education from the time he was young. English had always been Alaqeel’s favorite subject and after graduating from high school, his parents encouraged him to come to the United States to continue his studies. Initially his father suggested that he attend school in California or Florida, but after talking to a friend that was already in Iowa and hearing about the size of Cedar Falls, the low crime rate, and low cost of living, Alaqeel was certain he wanted to attend UNI.

“I think it is the best place to come,” Alaqeel enthused.

Many others clearly agree, as UNI is ranked second in the “Best Regional Universities (Midwest)” category for public universities, as stated in U.S. News & World Report’s 2013 “America’s Best Colleges” guidebook. UNI was also recognized as one of the best colleges and universities in the Midwest according to The Princeton Review in 2011 and Iowa was classified as the 6th best state to live by Morgan Quitno Press the same year.

Alaqeel has taken advantage of many opportunities the CIEP has to offer such as attending culture talks, meeting with conversation partners, partaking in class exchanges, and volunteering with other CIEP students at a daycare.

“I like to talk with new American people because I want to practice my English as much as I can,” Alaqeel said, “it is the best way to practice.”



In addition to being able to communicate with Americans, Alaqeel has used English to get to know people from all around the world when he meets with other international students to play soccer in the Wellness and Recreation Center on campus.

“I can understand what people say [now]. Before I studied in the CIEP, I couldn’t understand [what people said] or if I could understand, I couldn’t talk to them,” he shared.

Knowing English has also been beneficial for Alaqeel when traveling with friends to Omaha, Nebraska; Chicago, Illinois; Des Moines, Iowa as well as visiting Minneapolis, Minnesota on a monthly basis. On his trips, Alaqeel and his friends have enjoyed observing animals at the nationally renowned Omaha Zoo, riding attractions at the largest regional theme park in the world at the 6 Flags in Chicago, shopping at the biggest shopping complex in the state of Iowa at the Jordan Creek Town Center, and dining in delectable halal restaurants in Minneapolis.

The CIEP takes pride in the positive impact that learning the English language and experiencing U.S. culture has on students. We are pleased that Ahmed Alaqeel selected our program as the foundation to achieving his goals and look forward to seeing Alaqeel excel as an undergraduate student at UNI and, eventually, as a successful electrical engineer.



LEARNING *through* SERVICE

By Sally Roos, CIEP Activities Coordinator

Some of the most important lessons were learned outside the classroom this winter. CIEP students taught, helped, and played with economically-disadvantaged youth in Waterloo while learning the ways in which the Salvation Army Family Activity Center (FAC) and other non-profit organizations meet the needs of a community.

"I learned the real humans here—what's inside American people?" reflected Ali Alnasser, who attended each volunteer session offered in the first Spring term. "I noticed they really love the volunteer. They respect people who volunteer."

Ali first volunteered as part of Martin Luther King Volunteer Day—a campus wide event to serve the community while remembering Dr. King, who served his community by advocating for social change. A team of CIEP students participated in MLK Day in January as a way to kick off the service-learning project for the semester. Several students visited Country View Nursing Home to interact with and serve elderly residents, and other students volunteered at the Northeast Iowa Food Bank to clean and stock grocery items which had been donated to people in need.

"I want really to be active in my community because I think it will help to improve my skills, experience, and it will reflect a good image about Saudi and Arab people," said Ali about why he started volunteering.

After this initial experience, weekly service-learning opportunities were offered with sponsorship from the UNI Diversity Council. On Wednesdays, teams of 8-12 students volunteered at the Salvation Army Family Activity Center from 3:30-7:30 p.m. Sessions included dinner time, play time, and leading or assisting with Power Hour, which was a time to focus on skills like math and language or learn about a different topic as planned by CIEP students and the activities coordinator. Students who signed up to volunteer attended informational

meetings once per week to learn about volunteer organizations and to plan lessons for volunteer sessions.

The number of children each week ranged from 20-30 with ages ranging from six to 14. In addition, much of the neighborhood surrounding the center consisted of African-American families, which gave CIEP students exposure to language and cultural variations they rarely interact with on campus.

"I want to become a teacher, so to communicate with children is a good opportunity for me," said Takamasa Horimoto about why he started volunteering. "These children's pronunciation are very difficult for me, and I'm shy, so the very younger children tried to communicate with me, but ...to communicate with older children was difficult."

Takamasa and Ali had the opportunity one week to teach the kids numbers in their native language.

"In the teaching, many children could learn about Japanese numbers, and they remembered the Japanese numbers in the next time," said Takamasa. "I was glad when the children care where I live. In the last time, children asked me when I visit next time, so I was glad."

During other sessions, CIEP students talked about Valentine's Day in their country and helped kids make valentines with their names written in different languages. Waterloo children taught CIEP students how to play basketball, and CIEP students shared their soccer skills with FAC kids. Volunteers also read to the kids and worked on a language game called Mad Libs, which helped teach kids the grammatical parts of speech. CIEP students also benefited from this.

"They spelled some words for me and corrected my spelling," said Zainab Alfaraj. "My partner told me, I hate grammar...you do the grammar, and I'll do the spelling."



In addition to understanding different pronunciations, CIEP students found it challenging to know how sensitive they should be about the varying family situations of the kids at the family activity center.

“Sometimes I think if I act more polite I don’t know what it means for people here,” said Ali about this aspect of his experience. He and many students were concerned that their feelings of compassion or pity would come across too strong.

Students often observed the children’s constant need for attention, which would traditionally be met by parents. FAC kids were eager to see their new friends arrive each week and learn from them, and they were disappointed to see them go. Takamasa remembered the frequent requests for attention at dinner and was impressed by the very polite requests of a boy named J-J. Alternatively, Ali remembered a particular girl who would misbehave in an effort to gain the attention of the volunteers.

“I want to let them feel the world is still well, and there are good people,” he said.

Several teams of CIEP students mentioned how impressed they were with the staff at the Salvation Army.

“I’m happy to see the people that work here, they respect them and care about them. They don’t touch them or annoy them or say bad things...” said Mohammed AlAlshaikh.

Being involved in service-learning has awakened Ali’s attention to volunteerism among U.S. people, who mentioned Dance Marathon—a student fundraiser to support children facing life-threatening illnesses—as further support for his conclusion.

“When I saw how many things we volunteer in, I really love American people... There’s a huge place for volunteering and helping other people. They want to have fun, but they want to help the community with us.”

Scholarships Open New Opportunities for Students

Traveling to a new country and learning a new language are opportunities that can change a person’s life and open the door to new opportunities. The CIEP strives to deliver high-quality English language training, providing individuals with the skills needed to compete in a global world and succeed in both their academic and professional careers. In order to provide additional assistance to individuals demonstrating academic merit, professional success, and financial need, the CIEP has developed four scholarship programs that allow deserving students to pursue English language training in the CIEP.

Scholarships provide between 10% and 100% of tuition fees, depending on the scholarship type. Recipients are provided funds for CIEP tuition only, allowing their personal finances to cover other expenses such as housing, meals, insurance, and travel expenses.

Among the four scholarship programs, opportunities are available for individuals overseas who are interested in traveling to the United States to study as well as individuals who are living and working in the Cedar Valley. For more information on CIEP Scholarship opportunities, or to apply, please visit our website at: <http://www.uni.edu/ciep/scholarships>.

2013 BUSINESS PROFESSIONALS SCHOLARSHIP

Barbara Szymanowski (Brazil)

2013 TUITION SCHOLARSHIP

Fernanda Monteiro (Brazil), Saeed Solemani (Iran)

2013 RESIDENT SCHOLARSHIP

Dzodzoe Akatchy-Heponou (Togo),
Kossi Daklou (Togo), Kossi Nyanu (Togo),
Iwona Perrone (Poland)

2013 GLOBAL CONNECTIONS SCHOLARSHIP

Isabel Alvarado-Yactayo (Peru), Li Cheng (China),
Gerald Diaz Hernández (Nicaragua)



**"I experienced the diversity at UNI.
This is the place to focus on studies."**

**-Erkan Taskin, UNI Industrial
Technology major**



**"I found it a bit hard to adapt initially, but
now I am comfortable. I appreciate the
safety on campus."**

- lihan Yildirim, former CIEP student



*This article was written
by Harun Parpucu, a
CIEP translator. Harun
is currently studying to
complete his Master's
degree in Education
at the University of
Northern Iowa.*

Geography

The land of Turkey is in two continents. A smaller part, with part of Istanbul, is in Europe and the larger part, known as Anatolia (Asia Minor) including the other part of Istanbul as well, is in Asia. Thus, Turkey serves as a kind of bridge between these two continents, both geographically and culturally. Many civilizations that lived on this land contributed to today's culture and traditions.

History

Catalhoyuk (center, south) was home to the largest Neolithic human settlement with the longest history of continuous habitation (7000 BC). Zeugma City (300 BC) was another settlement found in the south of Turkey. Famous for its mosaics, the city population was over 80,000. Troy, where the ancient Trojan Wars (12th c. BC) took place, is near the Dardanelles, in western Turkey. The Temple of Artemis and the Mausoleum of Halicarnassus, two of the Seven Wonders of the ancient world, are located in today's Turkey.

Culture & Tradition

In modern Turkey, a predominantly Muslim democracy, culture and traditions have traces of all past civilizations. People enjoy sharing, hospitality and neighborhoods. Visits among relatives are common, and both religious and secular holidays are considered occasions when everyone exchanges visits with others. Food stands as a mixture of both historically and geographically diverse cultures. Vegetables and meat are enjoyed and consumed extensively. Kebabs and diverse baked goods as well as seafood present delicious options to those who love eating. Families eat out on special occasions, therefore cooking at home is common. Restaurants serve both specialty and homestyle food.

Education

Students prefer to live close to their families when they go to school. However, many college students enroll in schools away from home. Universities offer degrees in various fields. Some students study abroad in Europe and in the U.S. Government-funded programs offer scholarships for those who would like to study for a graduate degree.

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