



Student Handbook

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Mission

Our mission is to provide top quality English language instruction to individuals from around the world who need to learn English for general, social or academic purposes. We are committed to excellence at every step in the development and delivery of our English language training programs.

Confidentiality of Student Records

inlingua ensures that all student records are kept confidential to the extent required by law. To that end, inlingua requires written permission from the eligible student (over eighteen years of age) or the parent or legal guardian of minor students (those under the age of eighteen) in order to release any information from a student's record to any outside party.

However, by law, inlingua is allowed to disclose student records, without consent, to inlingua employees and teachers with a legitimate educational interest; organizations conducting certain studies for or on behalf of the school; accrediting organizations; SEVP, with regard to nonimmigrant international students; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, pursuant to law.

Legal Operation

inlingua adheres to all federal, state, and local laws and regulations.

Assistance for Students with Limited English Proficiency

inlingua is committed to helping our students and prospective students make informed decisions regarding admissions, academic programs and non-academic services, legal and financial matters, and other areas related to their experience with our institution. Consequently, inlingua has instituted the following policy to help students and prospective students *with limited English proficiency* understand inlingua policies, important legal and financial documents, and immigration regulations.

1. When possible, spoken communication will be orally interpreted into the student's native language. Most inlingua language centers are staffed by multilingual professionals who can communicate in more than one language, including the languages most frequently spoken by our students (i.e., Spanish and Portuguese).
2. When possible, written communications will be translated into the student's native language by a qualified translator or, if a qualified translator is not available or if immediate translation is required, through the reputable machine translation tool Google Translate.
3. No student will be asked to sign a legally binding document, such as an enrollment form, program terms and conditions, or an activity liability waiver form before the student demonstrates the ability to understand the document in question. Such documents will be translated through one of the methods described in (2) above at the student's request or upon the initiative of an inlingua staff member if it appears that the student may not fully understand the document.
4. All other types of documents not specifically mentioned in (3) above will be translated through one of the methods described in (2) above at the student's request.
5. All inlingua staff members and instructors will proactively work to ensure effective communication with students and prospective students with limited English proficiency by using situation and level-appropriate language and effective cross-cultural communication techniques.

Admission Policy

inlingua encourages all qualified students to apply for admission. Although the admission requirements vary from program to program, inlingua's overarching policy is that in order for a student to be granted admission to an inlingua intensive English program, the student must demonstrate the *ability to benefit from the program* to which he or she has applied.

All applicants (regardless of the program into which they wish to enroll) must complete and submit an inlingua *Application for Admission*. In the event that inlingua determines the applicant does not meet the program's admission requirements or cannot benefit from the desired program of study, then the applicant will be denied admission. In the event that such an applicant has prepaid any amounts for tuition, fees and/or deposits, the applicant will promptly receive a full refund.

inlingua does not discriminate in its admissions policies or practices based on race, ethnicity, nationality/country of origin, age (although programs that are postsecondary in nature have a minimum age requirement), disability, veteran status, native language, sex, sexual orientation, religion or any other factor not relevant to the student's ability to benefit from an inlingua program or inlingua's ability to provide the program. The admission requirements for each inlingua program type are described below.

In order to be granted admission to an intensive English program, an applicant must meet the following requirements:

1. *Ability to benefit from the program*: The applicant must demonstrate the ability to benefit from the program.
2. *Language Proficiency*: Applicants must not be fully English proficient, which inlingua defines as having a proficiency level lower than 4 on the ILR Language Proficiency Scale. As inlingua's intensive English programs are specifically designed for non-native English speakers, native English speakers are not eligible for admission. Applicants may be required to complete an English proficiency test administered by inlingua before being granted admission to the program. Applicants may not enroll for a course with a lower level than their current level of proficiency as determined by inlingua.
3. *Age*: inlingua's intensive English programs are postsecondary in nature. Consequently, all applicants must be at least 16 years of age.
4. *Other Requirements*: All nonimmigrant students with or applying for an F-1 visa or F-1 status (initial attendance, transfer in, or change of status) must complete an inlingua *I-20 Application Form* and submit supporting documentation, as required by federal immigration law. These additional requirements are included in the inlingua *Application for Admission* package.

Ability to Benefit Guidelines

The purpose of these guidelines is to ensure that:

- inlingua make sound admissions decisions,
- inlingua's admissions policies and procedures are clearly defined and consistently applied, and
- only students who can reasonably benefit from an inlingua English program are admitted.

Individuals who (a) have significant prior English learning experiences or (b) have successfully completed coursework at an accredited English-medium institution of higher education may seek to enroll in an inlingua English program. These applicants pose special challenges to admissions personnel because such students may have little or no demonstrable ability to benefit from further English instruction. At the same time, inlingua recognizes that there may be some students in both categories who may benefit from additional English instruction.

Consequently, the following criteria will be used by admissions personal to make a decision regarding these individuals.

Supporting Documentation

Any student who wishes to transfer to inlingua from a certificate or degree program at an accredited English-medium institution of higher education must submit an official transcript from that institution as part of their application package.

Automatic Determination: Unable to Benefit

These applicants are **ineligible** for admission to an inlingua English program because they are unlikely to benefit from further language instruction.

- I. Persons who have earned an educational qualification (certificate, degree, etc.) at an accredited English-medium institution of higher education.
- II. Persons who have made significant progress toward an associate's degree or higher at an accredited English-medium institution of higher education.

Mandatory Review: Approval Required from the inlingua Head Office

These applicants are presumed ineligible for admission pending a comprehensive evaluation and may only be granted admission upon the written approval of both the PDSO and the Director of Academic Programs.

- I. Persons whose prior educational background and English learning experiences when they apply to inlingua shows that they have completed the highest level of an accredited English language training program.
- II. Persons whose prior educational background and English learning experiences when they apply to inlingua shows that they have completed 36 months or more of English instruction at an accredited program or institution.

Note: For the purposes of this policy, "accredited" means accredited by CEA, ACCET, a regional accrediting authority recognized by the United States Secretary of Education or a similar accrediting authority of a foreign nation.

Course Auditing Policy

Students who do not wish to receive a *Certificate of Achievement* upon completion of their course may elect to enroll in the course as an auditor. Auditing a course means that the student has enrolled in the course and may attend classes as desired (subject to the program calendar and daily class schedule) but that the student is not required to take scheduled examinations or comply with the regular [Attendance Policy](#) with regard to absences.

Who may audit a course?

All students except those enrolled and studying with an F-1 visa or F-1 status may audit a course. Due to federal immigration laws, international students (F-1) may not audit courses in an intensive English program.

Which course requirements apply to auditors?

Students who elect to audit a course must attend a new student orientation and complete initial placement testing. Students auditing a course may attend classes as desired, but for any classes they wish to attend, they must arrive on time in order to not disrupt the class. Auditing students are not required to meet their program's examination requirements. However, students are permitted to take scheduled examinations but will not receive a formal grade for the quarter (the examination will be scored and returned to the student without a final grade of *pass* or *fail*).

Which student services are available to auditors?

All student services *except* issuance of a *Certificate of Achievement* upon completion of the course are available to auditors. For each completed academic quarter, auditors will receive a report card that indicates their language proficiency level and the phrase “Audit” instead of a grade. Students who have enrolled in a course as an auditor may receive an official inlingua transcript upon request, but the transcript will indicate that the student audited the course and did not receive a final grade of *pass* or *fail*.

How do students select the course auditing option?

Interested students need to contact their director. This option is available at the time of application. Students who elected to audit a course at application and then desire to switch to a graded course must do so within the first four weeks of the academic term; otherwise, they must wait until the beginning of the next academic term.

Immigration Regulations for Students

American Citizens and Permanent Residents

U.S.A. citizens and legal permanent residents do not have study restrictions based on federal immigration law; therefore, these individuals are able to enroll and study in any program for which they meet the admission requirements. These students must still abide by all school rules and terms and conditions.

Foreign Nationals in the United States

Foreign nationals in the U.S.A. studying at inlingua should understand that failure to maintain their legal immigration status can result in arrest, and violators may be required to leave the United States. A violation of status can also affect the student’s ability to re-enter the United States for a long period of time. Most people who violate the terms of their status are barred from lawfully returning to the United States for years.

Maintaining Full-time Student Status (F-1) in an Intensive English Program

A holder of a student visa or student visa status (F-1) must attend a minimum of 18 weekly hours of scheduled classes or risk falling out of status and termination from the program. Once terminated, the student is immediately without legal immigration status in the U.S.A. and must leave the country or apply for reinstatement (at additional cost to the student and only if it is beyond the student’s control). inlingua is obligated to record attendance daily and act upon deficiencies as prescribed by the Department of Homeland Security (DHS) and the Student and Exchange Visitor Program (SEVP).

Some serious violations include:

- Failure to begin a course of study by the start date listed on the I-20 or within 30 days of arrival in the country (if prior arrangements have been made with the institution)
- Employment of any kind during the course of study
- Failure to leave the country within the 60-day grace period after the end date listed on the I-20
- Unauthorized drop below 18 hours of study per week

Temporary Visitors (B-1/B-2 or Visa Waiver) Enrolled in a Part-time Recreational Program

All visitor status (B-1/B-2) and individuals travelling to the U.S.A. through the visa waiver program must not enroll in a program that will violate their legal status. These individuals can only enroll in the compliant part-time GPIIP or part-time TL2 programs. In order to maintain their legal status, these students must not meet or go above 18 hours of study per week.

Attendance Policy

In order for students to benefit from their programs of study, consistent and faithful attendance at all scheduled classes is required. While inlingua understands that students will be unable to attend class from

time to time and that emergencies arise, student attendance is at the core of student achievement. Without consistent attendance, students cannot benefit from inlingua's programs.

Excused and Unexcused Absences

Students will be deemed to have incurred an unexcused absence if they fail to attend a class session without providing the center director evidence that the absence was unavoidable (due to illness, injury or other verifiable emergency). In all cases, the center director will determine whether an absence is excused or unexcused; the center director's decision is final. If a student anticipates missing more than one consecutive day of class due to illness, injury, or other emergency, the student should inform his or her center director as soon as possible. If the center director determines that the absence is excused, then the absence will not count against the student's attendance record.

Special Attendance Rules for F-1 Visa Students

Students enrolled on an F-1 visa/F-1 status must attend class for **at least 18 hours** per week. The specific attendance requirements are subject to the following:

- All absences must be explained.
- To receive an excused absence, an F-1 student or a friend or family member must advise the center director in advance that the student will not attend class (the morning of the first missed class), provide the reason for the absence and maintain contact with the center director (following up no later than the Friday of the week in which the absence occurred, if the student has not returned to class).
- If the F-1 student is absent due to illness or injury for more than 5 consecutive days, medical documentation must be submitted as soon as possible to verify the authorized absence (no later than 5 school days from the initial absence).
- Occasional absences will be deemed excused or unexcused at the discretion of the center director, whose judgment will be based on the student's prior attendance patterns and the nature of the absence.
- Once the center director determines whether the absence is excused or unexcused, the attendance sheet for the day(s) absent will be filled in.

Students who incur a pattern of non-compliance with the 18 hour per week requirement due to unexcused absences will be at risk of expulsion from the program and will have their SEVIS record terminated.

Tardiness and Early Departures

Students who miss more than forty-five (45) minutes of any class session due to tardiness or early departure will be deemed to have incurred an unexcused absence unless the tardiness or early departure is due to a properly documented illness, injury, or other emergency. In order for students to receive credit for attending a class session, they must arrive within the first forty-five (45) minutes of the session and must not leave before the session ends. In addition, in order to be admitted into a class session, students must arrive on time. Students who do not arrive within the first forty-five (45) minutes of a class session will not be permitted to enter the class. Students who arrive later or leave early will not receive credit for attending class that day.

No partial credit for attendance will be awarded (i.e., students who miss forty-five (45) minutes of class due to any combination of late arrival, tardiness or early departure will be marked absent for that day unless it is excused by the center director).

Student Code of Conduct

Purpose

All inlingua students are expected to be responsible members of the inlingua community by complying with federal, state, and local laws, and in addition, must abide by the rules and regulations of the school.

Acceptance of the Student Code of Conduct

By virtue of enrollment or by continuing to study at inlingua, all inlingua students explicitly accept this Code of Conduct and agree to abide by its terms. Students who do not agree to follow this Code of Conduct may not be enrolled at inlingua.

Consequences for Violating the Student Code of Conduct

Violations of the inlingua Student Code of Conduct fall into two categories: serious violations and less serious violations. Students who commit one act constituting a serious violation are subject to immediate expulsion from the school. Students who commit three (3) acts constituting a less serious violation within a single academic term are also subject to expulsion from the school. Students who are expelled due to violating the inlingua Student Code of Conduct may not reapply to study at inlingua and will be responsible for incurring all of the consequences (financial, legal, immigration-related, or otherwise) that may follow.

Enforcement of the inlingua Student Code of Conduct

This Code of Conduct may be enforced by any inlingua official (such as the center director, assistant director, or management) as well as by inlingua instructors, who are authorized to ask students to leave the class for committing an observed violation. A student's refusal to leave class after being asked by an instructor constitutes a serious violation of the Student Code of Conduct.

Serious Violations

Serious violations are those violations that threaten the safety and/or welfare of inlingua students, faculty and staff; constitute criminal violations; or cause serious disruption to inlingua's educational activities. Students who commit a single act constituting a serious violation are subject to immediate expulsion from the school.

The following acts constitute serious violations:

- 1. Falsely or improperly signing the daily attendance sheet**
- 2. Committing any act of physical violence or threats of violence**
- 3. Stealing**
- 4. Intentionally damaging school property or equipment**
- 5. Sexual harassment**
- 6. Committing a criminal violation of federal, state or local law**
- 7. Refusing to leave the classroom or the inlingua center after being instructed to do so by an inlingua instructor or inlingua staff**
- 8. Refusing to participate in course assessment activities (such as taking Progress/Achievement Tests, TOEIC tests, and oral evaluations)**

Less Serious Violations

Less serious violations are those violations that disrupt inlingua's educational activities or other operations; disturb other students, instructors, or staff; or interfere with the inlingua center's ability to carry out its objectives. The following acts constitute less serious violations:

- 1. Violating any posted rule or instruction**
- 2. Refusing to follow the instructions of an inlingua instructor or inlingua staff (other than an instruction to leave the classroom or center, which constitutes a serious violation, as described above)**
- 3. Bringing food or drink into an inlingua classroom (drinks that have a closed top or lid may be brought into the classroom as long as they are kept away from computer equipment and handled with care; however, no food of any kind may be brought into any classroom)**
- 4. Engaging in unruly or disruptive behavior**
- 5. Making telephone calls or sending text messages while in class. If you need to use the telephone due to an emergency, please leave the classroom and do so quietly in the hallway or outside the center.**
- 6. Inappropriate or illegal use of inlingua's computers or computer network**
- 7. Using foul or abusive language**

8. For F-1 visa students, failure to comply with the program’s attendance requirements. Each week of non-compliance constitutes one less serious violation of the student Code of Conduct.

Failure to Meet Financial Obligations to inlingua

All students are expected to meet their financial obligations to inlingua in a timely manner. For students who have not paid all tuition and fees in full (i.e., students on a payment plan), tuition payments are due as indicated in the student’s enrollment agreement. Students whose monthly tuition payments become more than (5) days past due are subject to expulsion from the program. Note: the SEVIS records of F-1 students who are expelled will be terminated.

Language Proficiency Assessment and Level Placement

inlingua ensures that students are placed into levels on the basis of consistent, reliable, and valid measures of proficiency. inlingua’s student placement system utilizes placement instruments and procedures that (1) evaluate skill or content areas in our curricula and (2) clearly differentiate the language ability levels of learners. Additionally, all students are evaluated at entry into the program for their current language proficiency according to the [ILR scale](#). Students who disagree with inlingua’s determination of their starting level may request to be re-evaluated, as outlined in our re-evaluation procedures.

Student Placement Procedures

Students may be asked to complete an inlingua placement test as an informal estimate of their English level at the time of application or before reporting to school to begin a course of study. The starting level of all admitted students will be formally determined by their performance on a simulated administration of the Test of English for International Communication (TOEIC). For students who have no prior experience with English or who claim no proficiency in English, the presumed starting level will be level 1 (GPIP 1 or TL2 1) and the student will not be required to complete TOEIC testing. inlingua’s English curricula are aligned with TOEIC score bands, such that the student’s performance on the TOEIC is a valid and reliable indicator of the student’s proficiency level on the inlingua proficiency scale:

TOEIC Score Band	inlingua English Level
250-400 points	Level 1 (Beginner)
401-550 points	Level 2 (Low Intermediate)
551-750 points	Level 3 (High Intermediate)
751-850 points	Level 4 (Advanced)
851-990 points	Level 5 (Advanced)

Note: GPIP students who score between 250 and 400 points on the TOEIC must also receive an oral proficiency evaluation (OPI) on the first day of class to determine whether the student should be placed in GPIP 1 or GPIP 1+. The administration will make any required adjustments to the student’s starting level on the orientation roster and permanent student record.

Re-Evaluation Procedures

Students who disagree with their starting level may appeal and request to be re-evaluated by taking a second TOEIC test. If the student’s scores on both tests fall into the same score band, then those scores will establish the student’s starting level. In the unlikely event that the student’s scores on both tests fall into different score bands, an inlingua English instructor will conduct an oral proficiency evaluation (OPI) to determine the student’s starting level. Evidence of all student appeals of placement level is maintained in our permanent records.

Placement for Students Who Enter the Program Mid-term

Students who enter the program after the first scheduled class of the fourth (4th) week of the academic quarter will undergo the same placement procedures described above, including the right to appeal the result.

However, these students will be placed one level lower than the results of formal placement testing to ensure they have the opportunity for meaningful review and consolidation of previously-acquired material before attempting higher-level coursework.

How Best to Study

inlingua expects all of our students to participate in class and to demonstrate progress in their mastery of the language concepts presented throughout their program of study. In order to do so, we expect each student to develop a personal study plan and to seek the help of an instructor or administrator whenever they need help or advice on how to study or improve their language skills. How best to study is a personal preference, but in general, it is important to keep the following advice in mind.

You should:

1. Attend class regularly.
2. Arrive on time.
3. Listen to the teacher and actively participate in class.
4. Take advantage of the available study resources in the school, including computer labs and inlingua books.
5. Complete assignments given by the teacher.
6. Get plenty of rest each night and maintain a healthy lifestyle.
7. Practice the language outside of the classroom whenever you can.

You should not:

1. Arrive late or leave early.
2. Take excessive breaks during class or fail to return to class after a break.
3. Interrupt the teacher by speaking with classmates during class.

Advice for Adjusting to American Culture

There are many ways you can adjust to American society during your time here. One way is to get to know the state, the country, its people and places, and learn as much as you can about the culture of the local community. It is also important that you remain open to new ideas and experiences without letting go of your own beliefs. If you are not sure about something, ask questions and talk to Americans (inlingua teachers, retail and restaurant employees, and people that you meet during activities); most people will be happy to help.

Here are some tips to keep in mind:

- Do not overload yourself or expect everything to go smoothly. It is normal for every person living in a new culture to experience stress and challenges. It is important to pay attention to how you feel and seek assistance if you need it. inlingua staff members are available to help you.
- Understand that being aware of cultural differences is part of the process of getting used to your new environment.
- Explore cultural differences. This can help you avoid misunderstandings, make friends, and feel more comfortable. inlingua provides information about local activities and restaurants for students to get immersed in the area culture.
- Stay in touch with friends and family back home to avoid feeling alone and isolated.
- Get to know your classmates and make new friends; many of them could be feeling the same way you are.

General Purpose Immersion Program (GPIP) Maximum Periods of Study

The inlingua **English General Purpose Immersion Program (GPIP)** consists of **six sequential levels** (1, 1+, 2, 3, 4 and 5), which guide learners from a beginning to advanced level of proficiency in speaking, listening, reading, and writing English, followed by an optional Advanced TOEFL iBT Program. Earlier levels emphasize the rapid development of oral proficiency and listening comprehension skills, while more advanced levels add more focus on reading and writing.

Each level requires one (for levels 1, 1+ and 5) or two (for levels 2, 3 and 4) twelve-week (three month) quarters (terms) to complete. Upon completion of each quarter, students must complete a proficiency test (the *Progress* or *Achievement Test* corresponding to the course and level completed in that quarter) to determine whether they have passed the course. Students who successfully pass the test (and meet other requirements as indicated in the policy on [Satisfactory Student Progress](#)) move on to the next higher course in the program during the next term; students who fail the test must repeat the course during the next term.

Students who successfully complete Level 5 of the program within the maximum period of study may choose to participate in the six-month (2 three-month quarters) Advanced TOEFL iBT Program. Those eligible students who elect to enroll in the Advanced TOEFL iBT Program may extend their period of study for the six months required to complete that program.

The **maximum period of study** for students who begin at the lowest proficiency level (Level 1) is **36 months** (i.e., 12 three-month quarters). The **maximum period of study** for all other students is **based on their starting level**. Please refer to the table below to determine the maximum number of months any student may be enrolled in the program.

Note: These values do not include the six-month enrollment extension granted to students who enroll in the Advanced TOEFL iBT Program.

Starting Level	Maximum Period of Study
1	36 instructional months (12 quarters)
1+	33 instructional months (11 quarters)
2	30 instructional months (10 quarters)
3	21 instructional months (7 quarters)
4	15 instructional months (5 quarters)
5	6 instructional months (2 quarters)

Students will be deemed to have completed the program after (1) completing the maximum **number of months of study as determined by their starting level** or (2) **completing six months of study after passing the Level 4 Achievement Test**, whichever comes first. After students have successfully passed the Level 4 *Achievement Test*, they may advance to Level 5. Such students will have no more than six months (i.e., 2 three-month quarters) to complete the program.

Travel, Live & Learn (TL2) English Programs Maximum Periods of Study

The inlingua **TL2** general English programs consist of **five sequential levels** (1, 2, 3, 4 and 5), which guide learners from a beginning to advanced level of proficiency in speaking, listening, reading, and writing English, followed by an optional Advanced TOEFL iBT Program. Each level emphasizes the development of oral proficiency, listening comprehension skills, reading comprehension skills, and writing skills. The TL2 business English programs consist of three sequential levels (2, 3, and 4) that correspond to the general English levels.

Each level requires one twelve-week (three month) quarter (term) to complete. Upon completion of each level, students must complete a proficiency test (the inlingua *Achievement Test* corresponding to the level completed) to determine whether they have passed the level. Students who successfully pass the test (and

meet other requirements as indicated in the policy on [Satisfactory Student Progress](#)) move on to the next higher level during the next term; students who fail the test must repeat the level during the next term.

Students who successfully complete Level 5 of the program within the maximum period of study may choose to participate in the six-month (2 three-month quarters) Advanced TOEFL iBT Program. Those eligible students who elect to enroll in the Advanced TOEFL iBT Program may extend their period of study for the six months required to complete that program.

The **maximum period of study** for students who begin at the lowest proficiency level (Level 1) is **24 months** (i.e., 8 three-month quarters). The **maximum period of study** for all other students is **based on their starting level**. Please refer to the table below to determine the maximum number of months any student may be enrolled in the program.

Note: These values do not include the six-month enrollment extension granted to students who enroll in the Advanced TOEFL iBT Program.

Starting Level	Maximum Period of Study
1	24 instructional months (8 quarters)
2	18 instructional months (7 quarters)
3	15 instructional months (5 quarters)
4	9 instructional months (3 quarters)
5	6 instructional months (2 quarters)

Students will be deemed to have completed the program after (1) **completing the maximum number of months of study as determined by their starting level** or (2) **completing six months of study after passing the Level 4 Achievement Test**, whichever comes first. After students have successfully passed the Level 4 *Achievement Test*, they may advance to Level 5. Such students will have no more than **six months** (i.e., 2 three-month quarters) to complete the program.

Satisfactory Student Progress

inlingua's English training programs have been specifically designed to maximize student achievement by providing students with ample time (both in and out of class), resources, and opportunities to learn, practice and synthesize new material before undergoing formal assessment or informal assessment procedures tied to their course of study. Assessment procedures are clearly stated on our curricular sheets; please refer to these documents for additional details. In order to ensure fairness, clarity, and transparency, inlingua has established this policy relating to satisfactory student progress (SSP).

How is SSP determined?

Students who pass a course will move on to the next course in the program during the next academic quarter. Students who (1) fail to achieve a passing score on the inlingua *Progress Test* (31/50) or *Achievement Test* (50/80) tied to their course and level or (2) fail to exhibit demonstrable improvement in oral proficiency from level to level will be deemed to have not made satisfactory progress during the term (academic quarter). These two factors are detailed below.

Factor 1: Satisfactory achievement of the student learning outcomes

Student achievement is formally assessed at the end of each academic quarter by the inlingua *Progress Test* or *Achievement Test* tied to the course and level. The inlingua *Progress* and *Achievement Tests* measure improvement in all four language skills (speaking, listening, reading and writing) and are carefully aligned with the course's learning objectives and expected student learning outcomes and so provide a valid, reliable and quantifiable measure of student achievement. Performance on the inlingua *Progress Test* or *Achievement Test* is the primary factor that determines whether students have

achieved the course’s learning objectives and made minimally acceptable improvements in their overall (global) proficiency in English.

Students must first achieve a passing score on the inlingua *Progress Test* or *Achievement Test* tied to their course in order to pass the course. Students who do not receive a passing score will be deemed to have not made satisfactory student progress, in which case the policies and procedures for placing the student on academic probation will apply.

Factor 2: Satisfactory improvement in oral proficiency

An oral proficiency evaluation will be performed for each student at the end of each academic quarter. The oral proficiency evaluation may be performed during normal class sessions, during the student’s completion of Part 5 (Speaking) of the inlingua *Progress* or *Achievement Test*, or during a separate speaking session. All end-of-quarter oral proficiency evaluations will be conducted by two raters, who are qualified inlingua English instructors, and scored on the [ILR proficiency scale](#) for speaking. The raters will not confer with each other and will report their results to the center director independently.

In addition to demonstrating satisfactory progress by passing the end-of-term *Progress* or *Achievement Test* (Factor 1), all students are expected to make demonstrable improvement in oral proficiency from level to level. Consequently, a satisfactory oral proficiency range has been established for each level in the program. In order to make satisfactory progress, a student must demonstrate oral proficiency *within* or *above* the satisfactory range upon completion of each level in the program, as determined by the end-of-term oral proficiency evaluation procedures. Students who fail to demonstrate oral proficiency within or above the satisfactory range at the end of each level will be deemed to have not made satisfactory student progress, in which case the policies and procedures for placing the student on academic probation will apply.

GPIP

	Satisfactory Oral Proficiency Range (ILR)							
inlingua Level	0+	1	1+	2	2+	3	3+	4
GPIP 1								
GPIP 1+								
GPIP 2								
GPIP 3								
GPIP 4								
GPIP 5								

TL2 (English Experience, Experience Plus, Business Experience, Business Advantage)

	Satisfactory Oral Proficiency Range (ILR)							
inlingua Level	0+	1	1+	2	2+	3	3+	4
TL2 1								
TL2 2								
TL2 3								
TL2 4								
TL2 5								

Exception for students who enter the program mid-term

Students who enter the program after the first scheduled class of the fourth (4th) week of the academic quarter who fail to achieve a passing score on the final examination (*Progress* or *Achievement Test*) and/or who fail to demonstrate oral proficiency in the minimum passing range for their assigned level will receive no grade (NG) for the quarter and will be allowed to repeat the course once without being placed on academic probation. Such students will not be deemed to have failed to make satisfactory progress during the quarter.

What happens if a student does not make SSP?

Students who fail a course for any of the reasons listed above will be deemed to have not made SSP for that quarter. Students who fail to make SSP will be placed on *academic probation* for the next quarter, must repeat the course during the next academic quarter, and will participate in a *remediation conference* with the center director and course instructor in order to develop an individualized *remediation plan* to help the student achieve the course goals. The plan may include - among other components - adding supplemental resources for self-study, self-review of previously covered material, assigning additional iOL (language lab) activities, and changing the course level, if necessary. A copy of the *remediation plan* will be provided to the student and placed in the student's permanent file. The student must sign the official notice of academic probation upon completion of the remediation conference.

If, after having been placed on *academic probation*, a student fails to make SSP during the next academic quarter, the student will be disenrolled, the student's course of studies will end, and the student will not be permitted further enrollment at Inlingua. The student will be issued an Inlingua *Certificate of Achievement* for the highest level he or she successfully completed, if any.

SSP and the Advanced TOEFL iBT Program

The Advanced TOEFL iBT component of GPIP, TL2 English Experience, and TL2 English Experience Plus is ungraded. Student achievement of the stated student learning outcomes for each term is determined by the student's results on end-of-quarter simulated TOEFL section-length practice tests. Students enrolled in these courses must still follow the Inlingua [Attendance Policy](#) and participate in course assessments according to the [Student Code of Conduct](#).

SSP and Auditors

Eligible students who elect to audit a course are not required to participate in formal testing; however, they will still undergo an OPI at the end of the course. Auditors are not evaluated for satisfactory student progress. Any auditing student who wants to progress in the program to the next course in sequence must demonstrate achievement of the student learning outcomes of the course in which they are currently enrolled. Center administrators will use their professional judgment along with the recommendation of the instructor when deciding to allow an auditor to progress in the program. This can be done through TOEIC testing or use of the testing instrument tied to the student's course and level. If an auditor does not take the test, fails to achieve a passing score on the testing instrument, or does not demonstrate sufficient proficiency to advance to the next course, then he or she may not be able to progress but repeat the same course instead.

Student appeal procedures

Students who have been placed on *academic probation* or who, after having been placed on *academic probation* are not permitted further enrollment in the program, may appeal Inlingua's decision. All evidence of student appeals and their outcomes will be maintained in the student's record and the Head Office.

Part 1: Appeal of end-of-quarter test results

Any student who believes that the *Progress* or *Achievement Test* has been improperly scored or does not reflect their real abilities on test day may appeal the quarterly test results. All appeals must be submitted in writing to the center director within five (5) days of the date the student is notified of Inlingua's decision and must specify the reason for the appeal (e.g., the *Progress* or *Achievement Test* has been improperly scored). Once the director receives the written appeal from the student, he or she must contact the Head Office department of Academic Programs with the nature of the appeal. The director will schedule a different Inlingua instructor to administer the speaking section and rescore the other sections of the test; both actions will be completed by the new instructor without knowledge or access to the original test results and answer sheet. If, after rescoring the *Progress* or *Achievement Test*, Inlingua verifies that the student has failed to make SSP, then Inlingua's decision will be final. If Inlingua determines that an error has been made in scoring the student's *Progress* or *Achievement Test*,

then inlingua's decision that the student has failed to make SSP will be *reversed* and the student will be taken off *academic probation* or will be eligible to remain enrolled in the program, as appropriate.

Part 2: Appeal of oral proficiency results

Students may appeal the results of their end-of-quarter oral proficiency evaluations by submitting a request in writing no later than five (5) business days after receiving the written results of the evaluation. For all appeals, a qualified rater (the "appellate rater") who was not involved in the determination of the original score will conduct an oral proficiency evaluation scored on the ILR speaking scale. The appellate rater, who must be an inlingua instructor or administrator who holds a master's degree or higher in TESOL, linguistics, applied linguistics, language education or an allied field with at least two years of inlingua teaching experience, will report the results of the appeal to the center director. If the score as determined by the appellate rater matches the original score, then that score will prevail. If the score as determined by the appellate rater is adjacent to the original score, then the higher of the two scores will prevail. If the score as determined by the appellate rater is discrepant with the original score, then the center director must contact the Department of Academic Programs for resolution. In such an event, the Director of Academic Programs will use his or her best professional judgment to resolve the discrepancy, which may include conducting an additional oral evaluation.

Voluntary Repetition

The purpose of this policy is to ensure that:

- students realize the maximum possible benefit from their program of study,
- students make adequate academic progress relative to norms in the field, and
- clear and consistent guidelines are used to determine when students may voluntarily repeat a level.

Upon successfully completing a level in the TL2 program, or a level or half-level in the GPIP program, a student may request to repeat the level or half-level in the subsequent academic quarter provided that the student has not already repeated the level, either as a result of failing the level or through prior voluntary repetition. Students may not repeat a TOEFL level.

Students must submit requests for voluntary repetition to the center director by no later than the fifth day of the next academic quarter. After receiving a request for voluntary repetition, the center director will review the request and submit eligible requests to the Director of Academic Programs along with the following information:

- a copy of the student's request for voluntary repetition
- a copy of the student's report card from the prior level or a summary of the report card information (including scores on the *Progress* or *Achievement Test*, TOEIC and oral proficiency evaluation)
- a statement as to whether voluntary repetition would cause the student to exceed the maximum period of study allowed for the program
- if available, a statement from the student's instructor in the prior level expressing his or her opinion as to whether the student is likely to benefit from voluntary repetition

The Director of Academic Programs will use his or her discretion in determining whether the student is likely to benefit from voluntary repetition based on the information provided above. If the Director of Academic Programs determines that the student is likely to benefit from voluntary repetition and that voluntary repetition would not cause the student to exceed the maximum period of study for the program, then the student's request will be granted. Otherwise, the student's request will be denied. The decision of the Director of Academic Programs is final and may not be appealed.

Although not dispositive, the following guidelines will be used to inform this determination:

- A passing score of less than 35 points on the *Progress Test* (for GPIIP) or less than 60 points on the *Achievement Test* (for GPIIP and TL2) suggests that the student is likely to benefit from voluntary repetition of the level.
- A passing score of more than 40 points on the *Progress Test* or more than 70 points on the *Achievement Test* strongly suggests that the student is unlikely to benefit from voluntary repetition of the level.
- An oral proficiency score above the minimum passing range suggests that the student may be unlikely to benefit from voluntary repetition of the level.
- Requests to repeat level 5 will be liberally granted and only denied when there is clear and convincing evidence that the student is unlikely to benefit from voluntary repetition.

The Director of Academic Programs will inform the center director whether the student's request has been granted or denied. The center director will then communicate the result of the request to the student and fully document the request in the student's paper file.

Student Health Insurance Policy

Domestic Students

At Inlingua, a domestic student is defined as a U.S. citizen, legal U.S. resident, or a non-immigrant with a visa class other than F-1 who is enrolled in one of our English programs.

Inlingua Florida **does NOT** require a domestic student to have health insurance coverage either at the time of acceptance into the program or throughout the duration of study.

International Students

At Inlingua, an international student is defined as a foreign national who is enrolled in an intensive English program (GPIIP or TL2) studying on a non-immigrant F-1 student visa or F-1 status.

Inlingua Florida **does NOT** require an international student to have health insurance coverage at the time of application, before beginning the program, or throughout the duration of study.

Voluntary Enrollment in Third-Party Health Insurance Coverage

Inlingua understands that many students will ask about the benefits of carrying coverage and/or seek to obtain health insurance. As a result, Inlingua has researched health insurance companies that specialize in student insurance policies and come up with a list of recommended options that best meet the needs of our students. Our recommendations are updated on a regular basis and can be found on our website.

It is each student's responsibility to obtain health and any other insurance deemed necessary by the student. It is the student's responsibility to research and evaluate any insurance policy referred by Inlingua; however, Inlingua makes no claims or guarantees regarding such insurance, and will facilitate insurance for students only upon written request made at the time the student submits the *Application for Admission* and receipt of the non-refundable payment in full prior to the commencement of classes. Please understand that while Inlingua may recommend and/or facilitate insurance companies and policies, such coverage is provided by a third party that assumes sole responsibility for administering such coverage, including payment and refund policies (if any).

We encourage each student to consider the available third-party insurance options and make an informed decision whether to carry coverage based on his or her personal circumstances.

Note: Please be aware that most foreign health insurance plans (if applicable) do not provide coverage to individuals while travelling or living in the United States. Please refer to the information below regarding benefits of health insurance coverage and the risks of not having it.

Benefits of Health Insurance Coverage

- Having health insurance helps reduce the costs associated with routine medical care such as doctor's visits and prescriptions.
- In the event of an accident or other emergency, health insurance significantly reduces out-of-pocket expenses.
- The cost of carrying health insurance is significantly less than the full cost of medical care services and prescriptions.

Risks of Failure to Purchase and Maintain Health Insurance Coverage

- Health problems can often be unexpected, and it is too late to get the savings offered by health insurance once a student is already sick and in need of treatment.
- The student will have to pay for 100% of incurred health/medical/emergency/prescription expenses out of pocket (all of which can be very expensive).
- Medical bills can leave one in debt and may jeopardize the student's ability to pay school tuition and accommodation bills.
- If an international student is no longer able to meet his or her financial obligations to inlingua due to unexpected and expensive medical bills, then this student will no longer be able to maintain full-time student status in good standing and risk termination from the program.

Health and Safety Matters for Students

inlingua cares about the health, safety, and well-being of our students and is committed to helping each of you have the most rewarding experience, both inside and outside the classroom, throughout the duration of your program of study. No company can eliminate every possible risk associated with providing services to its clients (or the potential for emergency situations); however, as an indication of sound business practices, there need to be policies in place to mitigate those risks and procedures for how to handle emergencies when they arise. inlingua's administrators and instructors are here to ensure your safety while you are in an inlingua classroom or common area. Additionally, they are prepared to handle the additional risks that are associated with school-sponsored activities at both on-site and off-site locations.

As a student at inlingua, please be aware that you will only be under our direct supervision while you are in our facilities or participating in school-sponsored activities. You are solely responsible for your actions during the time spent outside of inlingua. Many students come from abroad (or another area of the country) and are unaware of what to expect while studying at one of our campuses in Florida; as a result, we have prepared this general guide about health and safety matters to help you stay safe at all times during your program.

Please note that inlingua has no parental authority or responsibility over minor students (those less than 18 years old). Additionally, inlingua will be in no way responsible for any student who is arrested for violating any federal, state, or local law or ordinance.

Special Information for Tour Leaders

If you are a tour leader for a group of students studying with inlingua, then you must sign the acknowledgement of responsibilities agreement upon arrival at inlingua, which is usually done during the new student orientation.

General Guidelines for Protecting Yourself and Personal Property

The following advice is useful when you are residing in a new country or city:

1. Always know where you are going. You can do this by reading guidebooks, maps, and public transportation routes or calling for directions before heading to your destination.
2. Avoid unlit/dark places and walking alone. Stick to well-traveled streets and walk in groups at night. Be especially cautious when you are new to a city and know little about what parts of town may be less safe.

3. Leave expensive or expensive-looking jewelry and accessories at home and do not flaunt wallets, purses, cell phones or cameras.
4. Do not carry valuables on you to school or around town, even in a backpack or locked luggage. If you must carry cameras, music players, laptops, tablets, etc. do not leave them unattended.
5. Pay attention to and follow local, state, and national laws. Although there are many important laws to obey, students need to know that the following are strictly enforced in the United States:
 - a. You must be **18 or older** to purchase and/or use tobacco products.
 - b. You must be **21 or older** to purchase and/or consume alcoholic beverages.
6. Know how to receive help in case of an emergency.
 - a. From any phone in the USA, **DIAL 911** for medical, fire, and safety emergencies.

ilingua Facilities and Classrooms

All inlingua students are expected to be responsible members of the inlingua community by complying with federal, state, and local laws as well as by adhering to inlingua's Student Code of Conduct while inside any inlingua classroom or common area. At all times, students are expected to avoid behavior and actions that threaten the safety and/or welfare of themselves and other inlingua students, instructors, center staff, and visitors.

Center administrators will make sure that the inlingua center is clean, in good repair, and free of any potential health hazards. All centers have current occupancy licenses and are operated in compliance with local and state building safety and fire codes. We cannot predict when or what type of an emergency will occur, but we have the following plans in place:

- A. In the event of a power failure, fire, or other reason to evacuate the center, all exits are clearly marked with emergency lights. Students should follow the safest path in order to exit the building and pay attention to instructions provided by instructors or staff. inlingua center administrators will do everything reasonably possible to ensure that all individuals are safely evacuated and will notify them when it is safe to re-enter the center. Any damage to personal property as the result of a fire or efforts to extinguish a fire are covered under the insurance policy of inlingua and you should speak to an administrator for more information.
- B. In the event of a medical emergency in the center, an inlingua instructor or inlingua administrator will assess the situation and contact local emergency medical services if necessary. Any student who is injured or falls seriously ill while in an inlingua classroom or common area is fully responsible for any resulting medical expenses and will not hold inlingua liable for any actions taken to provide access to emergency medical care.
- C. In the event of a situation that threatens the safety and welfare of individuals in the inlingua center (i.e., ceiling collapse, natural disaster, or physical violence, etc.), although this is very unlikely, all students, instructors, and center staff should do whatever they find reasonable to secure their own safety. Administrators will do their best to control the situation and contact local authorities for help if necessary.

Inlingua-Sponsored Activities, Field Trips, and Excursions

Although inlingua will do everything that is reasonably possible to keep students safe during school-sponsored activities, field trips, and excursions, the individual participant agrees to participate voluntarily and assumes all risks associated with the activity. Therefore, before participation in any inlingua activity, you must sign a liability waiver. The waiver of liability includes all activities with at least one inlingua instructor or administrator and one inlingua student. If you are not at least 18 years old, you must have a legal guardian sign the liability waiver for you before you will be allowed to participate in these activities.

There are three kinds of school-sponsored activities, field trips, and excursions:

- Complimentary (no additional fees or costs to participate)

- Fee free (no additional fees to participate, but activity-related expenses may be incurred by the participant such as food, drinks, transportation, etc.)
- Fee required (payment of a fee in advance is required to participate, and activity-related expenses may be incurred by the participant such as food, drinks, transportation, etc.)

Please be sure to check the center's information board for additional information about available activities and associated fees and costs or speak with a center administrator.

While participating in school-sponsored activities, each student is responsible for:

1. Following the safety instructions of the activity/field trip/excursion leader(s) and chaperone(s).
2. Following posted rules and regulations of the activity/field trip/excursion destination.
3. Acting in a manner that is safe for yourself and your co-participants.
4. Informing the activity/field trip/excursion leader(s) of any personal dietary needs, health risks, or physical disabilities that may limit your full participation or affect the health and safety of your co-participants.

Rental Equipment

Some inlingua centers have bicycles and bicycle equipment available for students to rent. Please contact your center director to check availability of this student service and applicable fees. You must sign a rental agreement that includes a liability waiver. The renter assumes all risks and agrees to enter into the agreement voluntarily.

Tropical Weather Conditions and Potential Class Disruptions

Weather conditions (such as a tropical depression, tropical storm, or hurricane) in Florida have a potential for disrupting class schedules. The hurricane season in Florida is from June 1st to November 30th, and it is very unlikely that a storm will develop out of the regular season. If you plan to study with inlingua during this part of the year, you should be aware that there is a chance that your center could be affected.

If you come from an area of the world that is not located in the tropics, then you may not understand how to prepare for such an event. inlingua will help you get the information necessary to be prepared and stay safe in the event of a tropical weather condition. inlingua administrators will provide important updates about class schedules; however, you should also watch the local news or check local weather reports on your own.

There are three main types of public announcements issued by the [National Weather Service](#):

1. **Tropical Storm/Hurricane Watch:** This means that conditions are possible for the specified area within 48 hours. You should begin preparing for a possible storm.
2. **Tropical Storm/Hurricane Warning:** This means that conditions are expected for the specified area within 36 hours. You should finish preparing for the approaching storm.
3. **Extreme Wind Warning:** This means that very high and damaging winds (>115 mph or 185 kph) are expected for the specified area within 1 hour. You should be in a safe building already.

Tropical Storms are quite frequent in Florida and are usually short term with little major damage caused. **Hurricanes** are less frequent and have the potential to cause major, possibly life-threatening, damage.

In the event of a **tropical storm watch**, **tropical storm warning**, or **hurricane watch**, classes will continue while inlingua closely monitors the situation. You should make preparations to protect yourself as needed. As soon as a **hurricane warning** is officially issued, all classes will be cancelled in the center(s) located within the warning area.

When local school boards cancel scheduled classes, inlingua classes in the applicable school district will also be cancelled even if a hurricane warning has not been officially issued for that area. You should pay attention to local news reports or listen to radio announcements when there is an approaching storm.

Group English classes will be cancelled and not rescheduled, and such cancellations will have no effect on your attendance record. After you learn that inlingua classes have been cancelled, you should begin to pay attention to public announcements about transportation shut downs, evacuation areas, and curfews because inlingua will not be responsible for you during the storm, regardless of your accommodation type.

Classes will resume as soon as possible after the storm passes and as allowed by the local government. You should contact the center to find out whether it has reopened.

Student Feedback and Formal Complaints

inlingua strives to provide top quality English language instruction and therefore highly values feedback from our students. We strongly encourage you to freely express your views and opinions to inlingua instructors and administrative staff and welcome your comments and suggestions as well as any complaints you may have.

Providing feedback or suggestions to inlingua

If you would like to provide feedback or suggestions of a general nature to inlingua, please feel free to speak with your center director or assistant director. In addition, feel free to commend staff, instructors and/or other students who have made your time at inlingua more enjoyable, productive or self-satisfying. You may also e-mail your comment to feedback@inlingua-if.com.

Making an informal complaint

To make an informal complaint, please speak with your center director or assistant director. Most matters can be resolved quickly and efficiently in this way. If your informal complaint has not been resolved to your satisfaction within 5 days, you can submit a formal written complaint.

Submitting a formal written complaint

For matters of a serious nature (such as those relating to the health, safety and welfare of inlingua students, instructors and staff; inappropriate conduct on the part of another student, an instructor or a staff member; or any other matter of a serious nature that has not been resolved through the informal complaint process), a formal written complaint should be presented to the inlingua Head Office, located at 201 Alhambra Circle, Suite 104, Coral Gables, Florida 33134.

Formal written complaints may be submitted in person, by United States mail or by e-mail to feedback@inlingua-if.com. When submitting a formal written complaint, please be sure to include your name, the inlingua center that you attend, and the date/location of the incident that has caused you concern. Please describe with as much detail as possible all information that is relevant to the issue(s) involved. Include the title "Formal Complaint" at the top of the document (or in the subject line if the formal complaint is submitted by e-mail).

All formal written complaints will be reviewed and investigated by the inlingua Complaints Committee. Every effort will be made to address the complaint as quickly, professionally and fairly as possible, finding a solution that is agreeable to all involved. A written response will be issued within ten (10) business days from the date received and delivered to the specific parties involved. Copies of formal written complaints and their solutions will be kept in inlingua's permanent records and reviewed regularly for possible policy/procedure changes that should be considered.

Student Advising (Personal, Academic, and Immigration)

inlingua center directors and assistant directors are available during regular business hours to assist students with personal, academic, and immigration advising. Students may also make an appointment with their center director or assistant director for advising, as needed. inlingua center directors and assistant directors are able to refer students to appropriate professional service providers or programs when it is deemed necessary.

This is a free student service provided by inlingua. However, when inlingua refers students to outside parties, those parties may charge fees for their professional services that the student is responsible for paying (for example: attorney fees, college application fees, etc.).

Available Student Services

Accommodation

Hotel

Hotel living provides a safe environment along with many other conveniences not available in a private home or an apartment. Students will be provided an individual quote for a hotel stay based on the center location chosen for study and hotel type desired.

Homestay

Homestay provides a safe and comfortable environment to live. Choosing to stay with a host family gives students valuable exposure to the daily life and customs of average Americans. An additional bonus is that they will be able to practice English in a natural setting and pick up common expressions quickly and easily. Every family is individually screened and carefully selected. The student can select homestay with breakfast or half-board and single or double/shared room occupancy.

Apartment

Furnished apartments are available with single or shared bedrooms, laundry room, kitchen, and a living room. Students will be provided an individual quote for an apartment stay based on the center location chosen for study and apartment type desired. The minimum stay is 30 days for apartment accommodation.

Airport Transfer Service

For a fee, students can purchase airport transfer services (arrival only, departure only, or both ways) through inlingua. This service is available to students arriving in or departing from Miami International Airport, Fort Lauderdale International Airport, Tampa International Airport, or Orlando International Airport. Please contact the center director for additional information.

Student ID Card

There is a non-refundable fee for this service. Upon commencement, the student's photo will be taken in order to produce the student ID card.

Student Transcript

This is a free student service. At the request of the student, inlingua Florida will issue an official student transcript. The transcript is a cumulative record of the student's progress throughout all courses of study.

Certificate of Completion and/or Achievement

This is a free student service. At the end of an eligible course of study, and upon request of the student, inlingua will issue a certificate of completion and/or achievement.

Report Card

This is a free student service. inlingua conducts formal quarterly testing to assess student mastery of course objectives and current level of language proficiency. A quarterly report card is issued that documents each student's test results, describes the results according to our language levels, and lists his or her attainment of specified learning outcomes. We also provide an information guide on how to understand your report card.

Wi-Fi and Computer/Internet Access

This is a free student service and is available all locations. The student will need to ask center administrators for access instructions upon arrival.

Student Lounge

This is a free student service. A student lounge is available in select inlingua center locations. Please refer to the student services list for more information. Students are expected to follow posted rules when using the student lounge.

Access to Cultural, Recreational, and Sporting Opportunities

This is a free student service. Every center has an information board where local events that would interest students are posted. Additionally, each location has tourist brochures available for students.

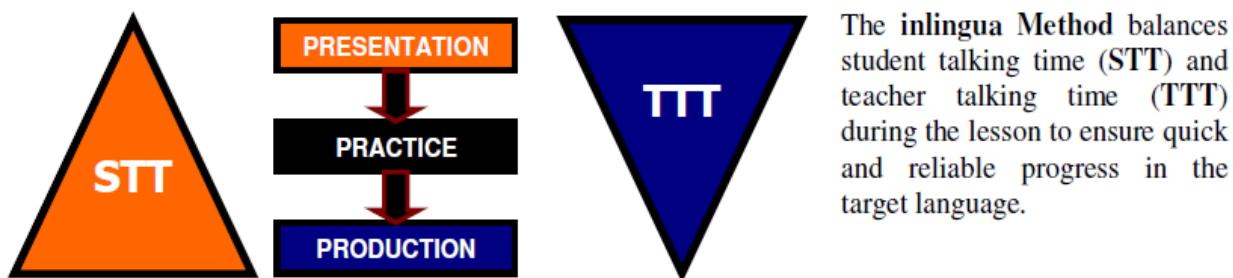
The inlingua Method

Basic Principles of the inlingua Method

1. Only the **target language** should be used. Nothing should be translated.
2. The main focus of lessons should be on **speaking and listening**.
3. Students should learn language patterns through **examples**, not explanations.
4. Students should have the opportunity to **speak as much as possible**. Instructors should keep their language to a minimum.
5. Instructors should make the students feel **at ease** and take their **individual needs** into account.
6. Instructors should adopt a **positive approach to error correction**.
7. Instructors should **elicit** students' knowledge on a topic before presenting new material.
8. Students should be given the **opportunity to express personal opinions** and **use language creatively** at the stage of free production.
9. Instructors should use a variety of recognized teaching techniques to maintain students' **interest and motivation**.
10. Student Books should be closed for most of the lesson.

The **inlingua Method** divides the lesson into three stages: *Presentation*, *Practice* and *Production*. Instructors ensure that they offer opportunities for all students to experience all three stages in sequence. Within each stage, however, there is a wide range of different techniques and activities. Instructors are free to select different combinations within each stage in order to ensure that lessons have variety and are motivating.

Instructors must follow the structural progression of the programs, but they have the freedom to select appropriate activities and they may also vary the context of a theme, if appropriate. The overall amount of time spent on each of the three stages may vary according to the level, topic, vocabulary, or structure. The following should serve as a rough guide:



The **inlingua Method** balances student talking time (STT) and teacher talking time (TTT) during the lesson to ensure quick and reliable progress in the target language.

Stage 1: Presentation

Generally the presentation stage must be as brief as possible. It should not last longer than it takes to clarify meaning and establish accurate pronunciation and intonation.

Stage 2: Practice

The practice stage is likely to be the most lengthy for students at Levels 1 to 3.

Stage 3: Production

All students, including beginners, should have the opportunity to experience the production stage. Students at Levels 3, 4 and 5 should spend a significant amount of time demonstrating their skills at this stage.

Review: Within the programs there are built-in opportunities for reviewing and recycling vocabulary and structures. However, instructors should also offer every opportunity at each stage for students to use the language they have encountered previously.

Language Proficiency Scale

The language proficiency scale used by inlingua is the **Interagency Language Roundtable (ILR) Proficiency Scale**, which consists of a set of descriptions of abilities (rubrics) to communicate in a language. This scale was originally developed by the Interagency Language Roundtable, which included representation by the United States Foreign Service Institute, the predecessor of the National Foreign Affairs Training Center (NFATC).

Additional information about this proficiency scale and its history may be found online at <http://www.govtilr.org/Skills/IRL%20Scale%20History.htm> and <http://www.govtilr.org/Skills/ILRscale2.htm>.

The ILR Proficiency Scale consists of descriptions of five levels of language proficiency (and two levels of non-proficiency) and is the standard grading scale for language proficiency used by the United States government. The ILR Proficiency Scale may be used to measure and describe proficiency in any language.

Speaking 0	No Proficiency
A speaker with no proficiency is:	
<ul style="list-style-type: none">• Unable to function in the language.• Limited in production to isolated words.• Has essentially no communicative ability.	

Speaking 0+	Memorized Proficiency
A speaker with only memorized proficiency is described as:	
<ul style="list-style-type: none">• Able to satisfy immediate needs using rehearsed utterances.• Shows little real autonomy of expression, flexibility or spontaneity.• Can ask questions or make statements with reasonable accuracy only with memorized utterances or formulae.• Attempts at creating speech are usually unsuccessful.	
<u>Examples:</u> The individual's vocabulary is usually limited to areas of immediate survival needs.	

Speaking 1	Elementary Proficiency
This is the first and essential level of the scale. The following describes the traits of an ILR Level 1 individual:	
<ul style="list-style-type: none">• Speaker can fulfill travelling needs and conduct him or herself in a polite manner.• Able to use questions and answers for simple topics within a limited level of experience.• Able to understand basic questions and speech, which allows for guides, such as slower speech or repetition, to aid understanding.• Has only a vocabulary large enough to communicate the most basic of needs; also makes frequent lexical and grammatical errors.• The majority of individuals classified as Level 1 are able to perform most basic functions using the language. This includes buying goods, expressing the time of day, ordering simple meals and asking for minimal directions.	
<u>Examples:</u> Structural accuracy is likely to be random or severely limited. Time concepts are vague. Vocabulary is inaccurate, and its range is very narrow. The individual often speaks with great difficulty. By repeating, such speakers can make themselves understood to native speakers who are in regular contact with foreigners but there is little precision in the information conveyed. Needs, experience or training may vary greatly from individual to individual; for example, speakers at this level may have encountered quite	

different vocabulary areas. However, the individual can typically satisfy predictable, simple, personal and accommodation needs; can generally meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide, for example, predictable and skeletal biographical information. The speaker is able to formulate some questions even in languages with complicated question constructions. Almost every utterance may be characterized by structural errors and errors in basic grammatical relations. Vocabulary is extremely limited and characteristically does not include modifiers. Pronunciation, stress, and intonation are generally poor, often heavily influenced by another language. Use of structure and vocabulary is highly imprecise.

Speaking 2 Limited Working Proficiency

Limited working proficiency is the second level in the scale. A person at this level is described as follows:

- Speaker is able to satisfy routine social demands and limited work requirements.
- Can handle with confidence most basic social situations including introductions and casual conversations about current events, work, family, and autobiographical information.
- Can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e., topics which require no specialized knowledge), and has a speaking vocabulary sufficient to respond simply with some circumlocutions.
- Has an accent which, though often quite faulty, is intelligible.
- Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

Examples: Typically the individual can participate in most social, formal, and informal interactions, but limitations either in range of contexts, types of tasks or level of accuracy hinder effectiveness. The individual may be ill at ease with the use of the language either in social interaction or in speaking at length in professional contexts. He or she is generally strong in either structural precision or vocabulary, but not in both. Weakness or unevenness in one of the foregoing, or in pronunciation, occasionally results in miscommunication. Normally controls, but cannot always easily produce general vocabulary. Discourse is often incohesive.

Speaking 3 General Professional Proficiency

This level of proficiency is usually used to measure how many people in the world know a given language. A person at this level is described as follows:

- Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most conversations on practical, social, and professional topics.
- Can discuss particular interests and special fields of competence with reasonable ease
- Has comprehension which is quite complete for a normal rate of speech.
- Has a general vocabulary which is broad enough that he or she rarely has to grope for a word.
- Has an accent which may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker.

Examples: Can typically discuss particular interests and special fields of competence with reasonable ease. Can use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, understanding the essence of challenges, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues. Can reliably elicit information and informed opinion from native speakers. Structural inaccuracy is rarely the major cause of misunderstanding. Use of structural devices is flexible and elaborate. Without searching for words or phrases, the individual uses the language clearly and relatively naturally to elaborate concepts freely and make ideas easily understandable to native speakers. Errors occur in low-frequency and highly complex structures.

Speaking 4 Advanced Professional Proficiency

A person at this level is described as follows:

- Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
- Can understand and participate in any conversations within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary.
- Would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations.
- Makes only rare and unpatterned errors of pronunciation and grammar.
- Can handle informal interpreting from and into the language.

Examples: Can discuss in detail concepts which are fundamentally different from those of the target culture and make those concepts clear and accessible to the native speaker. Similarly, the individual can understand the details and ramifications of concepts that are culturally or conceptually different from his or her own. Can set the tone of interpersonal official, semi-official and non-professional verbal exchanges with a representative range of native speakers (in a range of varied audiences, purposes, tasks and settings). Can play an effective role among native speakers in such contexts as conferences, lectures and debates on matters of disagreement. Can advocate a position at length, both formally and in chance encounters, using sophisticated verbal strategies. Understands and reliably produces shifts of both subject matter and tone. Can understand native speakers of the standard and other major dialects in essentially any face-to-face interaction.

Speaking 5 Functionally Native Proficiency

This is the highest level in the scale. A person at this level is described as follows:

- Has a speaking proficiency equivalent to that of an educated native speaker.
- Has complete fluency in the language, such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.