



Nile Language School

Rev 05.01.2025

The background of the cover features a cityscape at sunset or sunrise, with various skyscrapers and buildings. A large, stylized graphic overlay in shades of pink and blue is positioned over the left side of the image. The text 'High Standards in Language Teaching' is overlaid on this graphic.

High Standards in
Language
Teaching

Student Handbook

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DIRECTOR'S WELCOME MESSAGE

Thank you for considering our Intensive English Program (IEP). We would be happy to welcome you to Nile Language School (NLS) and have you learn English with us.

We will be happy to help you improve your English so that you can achieve your goals, whether you plan to be part of the growing community of English speakers, enhance your language skills for social and travel purposes, or improve your academic reading, writing, listening, and speaking English skills. Our program will meet your needs.

You will find our program and classes stimulating, challenging, and enjoyable. Our teachers are well trained, highly experienced, and truly dedicated to their students' success. They can help you advance your skills, improve your confidence and succeed in English-speaking settings.

I cordially invite you to read our Student Handbook and visit our website to learn more about the program, curriculum, and admissions policies. We will be delighted to help you with the application process and answer any questions you might have. On behalf our faculty and staff, I look forward to hearing from you and welcoming you to NLS!

*Sincerely,
NLS School Director / Owner*



INTRODUCTION

Mission Statement:

Nile Language School's (hereafter referred to as 'NLS') mission is to provide English language programs to speakers of other languages. We are dedicated to helping students in the process of achieving their social and academic goals and facilitating the acquisition of the English language in a friendly learning environment.

This mission is accomplished by:

- Carrying out a comprehensive curriculum that supports the expansion and acquisition of integrated language skills: reading, writing, listening, and speaking.
- Assisting our students in the development of the aforementioned skills in a cross-cultural setting through the exploration of people, places and ideas in the American culture and other cultures.
- Implementing assessment tools for placement accuracy, learning and progress verification.
- Providing student services and activities that support language learning, cultural engagement, and participation in school life.
- Encouraging active faculty and staff participation in the development and evaluation of the program, as well as their own professional development.



1. ADMISSIONS

A student applying to NLS must be at least 18 years old and have earned a high school diploma. NLS may admit students who are at least 16 years old with a parent's or a legal guardian's consent. The "Authorization Form for Minors" form must be completed and submitted to the school upon registration.

Year-round open admissions: Prospective students may apply at any time of the year to enroll in any upcoming session(s). NLS's Intensive English Program (IEP) follows definite start dates and schedules. Please refer to the Academic Calendar for more information.

Equal opportunity: NLS does not discriminate on the basis of sex, race, ethnic origin, sexual orientation, religion, disability, or on any other basis outlined by applicable federal, state, and local laws.

Placement Test: Prospective students are required to take the Placement Test to determine their proficiency level. Students who do not take the test will be placed in the Beginner Level. Maximum teacher to student ratio in a classroom environment is 1 to 25.

a. Admission Procedures:

U.S. Residents must:

- Complete the application form.
- Provide a valid U.S. identification (U.S. passport, government ID, Green Card, etc.).
- Provide proof of residency (mail, bank statement with address, or valid driver's license, etc.).
- Pay the non-refundable application fee.

International Students (F-1 Visa) must:

- Complete the application form.
- Provide a copy of passport ID page (and photo page if separate).
- Provide proof of funds (bank statement or bank letter showing sufficient funds to cover all tuition and living expenses in the U.S.).
- Pay the non-refundable application fee of 100 USD and 75 USD International Express Courier Fee.
- Complete the Sponsor Form (only if the proof of funds is provided by a sponsor).



International students in the United States with an active I-20 transferring to NLS must:

- Submit an online application.
- Pay \$150 application fee (non-refundable).
- Submit a copy of passport.
- Submit a copy of Entry Visa.
- Submit a copy of all previous I-20s.
- Provide proof of funds (bank statement or a bank letter showing sufficient funds to cover all tuition and living expenses in the U.S.).
- Submit a Letter of Support from the sponsor (if bank statement is not in student's name)
- If the sponsor is in the U.S., the Sponsor Form must be notarized or Affidavit of Support Form (I-134) may be filed instead.
- Sign and submit Transfer Verification Form to previous school's International Student Advisor.
- Pay \$25 express domestic mailing fee (optional).

b. Registration & Enrollment:

Full payment of the registration fee and tuition are required upon enrollment. For payment schedules and payment plans, please see an administrator. New students are advised to register at least a week before the start of a new session. Current students must register before the last day of their current session. This is to ensure that students are placed in the appropriate classes.

If a student returns to NLS after 4 or more sessions of break, the student must register again. This includes filling out the application form, taking the placement exams and paying a registration fee.

c. Entering Existing Classes:

Students are not permitted to enter existing classes after the first week of a session. If they register after the first week, they must wait until the next session to join a class. The payment for the first week will be adjusted as follows:

- If a student misses the whole week, the first week payment will be deducted from the tuition.
- If a student joins the class any day in the first week, the full week's tuition must be paid.



2. PAYMENTS & REFUNDS

a. Payment Policy:

- Full tuition per course must be paid prior to the start of the classes. All students must make the tuition payment and register for a class by or on the last day of the registration period. Please also note that prompt payment means guaranteed placement in class. New students must pay tuition on the day of registration. In the Intensive English Program, students will not be allowed to enter or continue attending class until they have paid 100% of tuition before the end of the registration period.

- Students seeking to change their non-immigrant status to F-1 must furnish a \$400 deposit toward tuition fees before the release of the I-20 form. This deposit will be applied to the tuition fees upon approval of the student's petition for a change of status and the commencement of studies at NLS School. In the event of denial of the student's change of status application, the deposit is refundable. Once the petition is approved, if the student decides to switch to another school, deposit becomes non-refundable

- Students holding an F-1 visa may be enrolled for a minimum of two sessions.

b. Forms of Payment:

NLS accepts payments by cash, money order, traveler's check, personal check, all major credit and debit cards (VISA, MasterCard, American Express, and Discover).

c. Cancellation and Refund Policy:

The one-time registration fee is non-refundable. No refund or credit is issued for transactions beyond 180 days. Funds/Credits are non-transferrable.

NLS may retain the registration fee plus a pro-rata portion of the tuition calculated on a weekly basis.

Refunds are based on the pro-rated weekly rate of full tuition for the entire course, and not on the partial (discounted) tuition paid. All discounts and promotions offered or applied are subject to removal as per pro-rata rate calculation. The refund is calculated starting from the week the student informs NLS of his/her cancellation of classes. Student's attendance of 1 day or more in any given week represents 1 full week.

The refunds will be made by check and will be issued to the person, company, government or private agency that made the payment on the student's behalf. The check may be picked up from school or mailed on the second Friday following the date the refund was requested.



d. Refund for a prospective F-1 student:

The registration fee and mailing fees are non-refundable.

The tuition including deposit is refundable in the event that the student's application to change status is denied. However, once the petition is approved, if the student decides to switch to another school, the deposit is NOT refundable.

Refunds will be issued only upon presentation of the following:

- Proof of payment;
- Refund Request Form;
- The original I-20 (2 pages) and Letter of Rejection from the U.S. Consulate.

e. Course Cancellations

If a student's scheduled course is cancelled by NLS subsequent to enrollment, NLS will refund all tuition fees paid by the student for the cancelled class. For the purpose of cancellations described in this section, all refunds due will be made within 30 (thirty) calendar days of the first scheduled day of class.

f. Cancellations for "no-shows"

When a student cancels a scheduled course, the student will receive a full tuition refund provided the student: 1) has not entered classes; and 2) cancels by the end of the registration period. Students who enter the U.S. on an I-20 issued by NLS and decide not to take any classes at NLS for any reason other than a medical excuse are subject to pay the early withdrawal fee equivalent to 1 (one) session tuition or the minimum required amount to study at NLS (whichever is greater).

NLS will only issue refunds to the original payer on file. Payers who would like to designate another person to receive their refund must submit a request in writing to NLS upon applying for a refund. This letter must be attached to the NLS Refund Request Form and submitted to the accounting department for processing. NLS reserves the right to change tuition and fees without any prior notice. Please ask campus administrative staff about current prices and session program dates.

g. Fees:

- Non-Refundable registration Fee: \$100
- Change of Status to F-1 Status Processing Fee: \$500.00
- Reinstatement to F-1 Status Processing Fee: provided by law firm.
- Lost/Duplicate/Damaged I-20: \$50.00
- Lost/Duplicate NLS Certificate of Completion: \$20.00



Lost/Duplicate NLS Transcript or Letters: \$20.00
Lost/Duplicate NLS Transcript and Certificate: \$20.00
Test Rescheduling: \$20.00
Early Withdrawal, Minimum Study Requirement Fee: \$1,140
Returned check fee: \$50

The test rescheduling fee will be charged to all students requesting their final exam to be rescheduled. There is no charge for rescheduling midterm exams. The test rescheduling fee will be waived for students requesting a rescheduled test for sessions with dates modified by NLS due to inclement weather, emergencies and/or other reasons. Both the oral and written sections of this test are included in the \$20.00 fee.

3. ATTENDANCE

a. Attendance and Academic Progress:

School attendance is required as it is vitally important to a student's academic progress. To pass a course within a program, students must not miss more than 70% of the total class hours.

NLS requires that all students be on time for their classes. Students will be considered LATE if they arrive 20 minutes after the class start time unless there is a severe weather condition or the student's lateness is due to a personal emergency. Being late 4 (four) times is equal to 1 (one) absence.

b. Tardiness:

NLS requires all students to be on time for their classes. Students will be considered "late" if they arrive 10 minutes after the class start time unless there is severe weather or the student has a personal emergency. Being late 4 (four) times equals 1 (one) absence for reporting purposes.

c. Vacation Policy (Non-F-1 Students):

Students must inform the school of their intent to take a leave of absence. Students are advised to notify the school of the length of the leave. Students must note that 4 or more sessions of non-attendance at NLS requires paying the registration fee and taking the oral and written placement exams again upon return. (See: Vacation Policy for F-1 students in F-1 Matters Section)



4. ACADEMIC MATTERS

a. Director:

The Director assists students with any school-related concerns that include payments, academic achievement, use of facilities and general school issues. For other specific matters, the Director may refer the students to the Academic Director and/or Onsite Operations Director.

b. Advising:

Academic Advising: Academic advising is available for students whose needs are academic in nature. Academic advising is provided to the students who struggle academically or fail a course, students enrolled in the TOEFL course, students who might have general questions regarding their studies, and advanced students with an interest in attending an American college or university.

As soon as the need for academic advising arises, either the student is approached by an advisor or the student approaches an advisor. An advisor schedules a meeting with the student to discuss an individualized learning plan for that student to ensure timely and accurate advising and resolution. It is then followed-up weekly to monitor the student's progress. Students can check advisors' office hours schedule displayed on the bulletin board and either make an appointment or simply walk in during their office hours.

Academic advising pertaining to colleges and universities is provided when a student whose proficiency level is advanced expresses an interest. Students can check advisors' office hours schedule displayed on the bulletin board and either make an appointment or simply walk in during their office hours. If an advisor feels that a student's needs exceed the resources available at NLS or the expertise of NLS advisors, referrals to other professional services or programs may be provided. NLS takes no responsibility for the services provided by 3rd party service providers.

Personal Advising: Personal advising is available for students whose needs are personal in nature. These needs may include, but are not limited to, homesickness, difficulty understanding or adjusting to the American culture, emergencies, healthcare-related questions, and/or assistance obtaining a driver's license. As soon as the need for personal advising arises, either the student is approached by an advisor or the student approaches an advisor. Advisors do whatever they can to ensure that the students receive the help they need in a timely manner while keeping the Director informed throughout the process. Students can check advisors' office hours schedule



displayed on the bulletin board and either make an appointment or simply walk in during their office hours. If an advisor feels that a student's needs exceed the resources available at NLS or the expertise of NLS advisors, referrals to other professional services or programs may be provided. NLS takes no responsibility for the services provided by 3rd party service providers.

c. Teachers:

NLS Instructors are always willing to extend assistance to students with special academic concerns. Instructors may counsel or advise students on their classroom performance as well as commend them for exemplary achievements in class. At the end of each course, students are asked to evaluate their Instructor's performance (End-of-Course Survey). The survey forms are strictly confidential. Summaries of student comments are presented to NLS without disclosing the identity of the students who participated in the survey.

d. Academic Progress:

NLS students are expected to follow the courses sequentially. Every student who would like to study at NLS is required to take the written/oral placement tests. Students seeking to attend the Beginner Level (ECFR A1) are not required to take the placement exam, but are encouraged to do so. When a student successfully maintains good standing and completes a course, he/she progresses to the next course in the program. Students take final exams at the end of the course to ensure their ability to move on to the next course.

e. Certificates:

A Certificate of Completion is issued to students who successfully complete a level. The request should be made at the front desk, and the certificate will be available for a pickup in 5 (five) business days. The original certificate is free of charge; additional copies will be \$20 each.

f. Changes to Initial Placement:

If a student believes (s)he has been placed in the wrong level, the student may request to take the final exam in their current course to move to the next higher level. If the level is too high, the student may request to be moved into a lower course without taking an exam. The same procedure is followed if a teacher believes a student has been placed in the wrong level.

g. Course Repetition:

Repetition of a course for purpose of review is only possible upon the approval of the Director and/or based on the teacher's recommendations. However, course repetition may also be a consequence for failing a course. Students may repeat a course while trying to make academic progress during each session. F-1 students who show little or no academic progress may be put out of status as per the USCIS rules.



h. Assessments:

Quizzes, Finals, Speaking Tests, Speaking/Writing Projects: Students are evaluated throughout a course using formal assessments as outlined in course syllabi. Students who do not pass formal assessments are counseled and assisted. If a student's below average performance is due to attendance, he/she may be referred to an advisor for further counseling.

At the end of the course, students are issued a grade report indicating whether they passed or failed the course. After the instructor grades the quizzes/exams, they are turned in to the school staff in charge of student records. Teachers also submit a complete list of students' names with their final grades to the Program Coordinator or Director. No student is allowed to take home a copy of their exam. Quizzes/exams are kept at NLS for 3-4 months while grades are kept in the students' individual files for the duration of their studies at Nile Language School. If for any reason a student was not able to see his/her final grade on the last day of the session, they can call the school 5 (five) business days after their final exam. Final grades can only be revealed to the student.

i. Grading:

The passing grade at NLS is 70%. NLS' grading policy encompasses various assessments (quizzes, finals, speaking tests, speaking/writing projects). Each assessment constitutes a certain percentage of the final grade (see: Course Syllabus). All grading is calculated using the corresponding rubrics, points, and criteria.

j. Failure to Take Exam(s) / Submit Project(s):

If, by the end of the course, a student has failed to complete an assessment (i.e. quizzes, final tests, final speaking/writing project,), that student will be marked **I** for Incomplete status. The student will be given 3 (three) days to complete and submit all missing assessments in order to continue to the next course and/or level.

k. Repetition Policy:

Nile Language School is committed to supporting student success by maintaining clear expectations for academic progress. To ensure consistent advancement and appropriate use of instructional resources, the school has established guidelines regarding course repetition and the maximum duration of enrollment in the program.

Course and Level Repetition Policy

Students are expected to demonstrate sufficient progress in each course level to move forward after one term of instruction. However, we recognize that language acquisition may vary by individual. Therefore:

A student may repeat the same course or level one time if they do not meet the required criteria for advancement.



A second repetition (third attempt total) is permitted only under special circumstances and must be approved by the Academic Director after a review of the student's progress and learning needs.

No student is permitted to take the same level more than three times.

Students who do not show improvement or engagement during a repeated term may be dismissed from the program or required to take a break before reapplying.

Maximum Program Duration

To maintain compliance with institutional standards and ensure that students are making reasonable progress toward their goals:

Students may remain enrolled in the General English Program for a maximum of 30 months from their initial start date.

Time spent in optional breaks or program leave will be counted toward the total enrollment duration.

Exceptions to this limit may be granted in rare cases involving documented medical, legal, or personal emergencies, and only with prior approval from the Academic Director and School Director.

I. Provision for Make-Up Exams:

To successfully pass the course, students are expected to take the exams and/or submit the projects as per the deadline determined by the teacher. If a student is unable to attend class on that particular day, a make-up date can be arranged with the teacher's approval. Students with an Incomplete (I) grade must submit all of the incomplete work before the registration deadline of next session, or no later than 1 (one) week after the current session ends (whichever comes first).

m. Classroom Policies:

The following rules are strictly enforced in the classroom:

Food is not allowed in the classroom. Class events such as parties or other celebrations are allowed only if approved by the director. NLS promotes the culture of mutual respect and academic honesty. Cheating including the use of a translator/dictionary for vocabulary tests, asking someone else to do the homework or writing assignment, copying another student's answers during an exam, and plagiarism will not be tolerated.



5. GRADING

a. Grading Calculations:

Beginner, Intermediate & High Intermediate English Levels:

Assessment:	%
Speaking Test 1	10%
Speaking Test 2	10%
Speaking Test 3	10%
Quiz 1	15%
Quiz 2	15%
Final Exam	40%

Advanced English Level (Listening and Speaking):

Assessment:	%
Speaking Project	20%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Final Project	40%

Advanced English Level (Reading and Writing):

Assessment:	%
Writing Project	20%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Final Project	40%

Test Preparation Level:

Assessment:	%
Independent Speaking Quiz 1	7.5%
Integrated Speaking Quiz 2	7.5%
Independent Writing Quiz 1	7.5%
Integrated Writing Quiz 2	7.5%
Listening Quiz 1	15%
Reading Quiz	15%
Complete Test (Final)	40%

b. Grading Scale:

Percentage (%)	Points	Letter Equivalence
95-100	4.0	A
90-94	3.7	A -
87 – 89	3.3	B +
84-86	3.0	B
80-83	2.7	B -
76-79	2.3	C
70-75	2.0	C -
Below 70	0.0	F

c. Learner Proficiency Scale:

On a student report card, teachers write student’s proficiency level along with the comments about student performance. NLS uses an adaptation of the Common European Framework (CEF) to determine each student’s current level of the English language proficiency. When learning outcomes are met in each domain, i.e. speaking, writing, reading, and listening, a student has successfully progressed to the higher level of English language proficiency. This serves as a benchmark for both the student and the teacher to create a more personalized learning plan ensuring the success of each student and meeting student needs. Any student who does not meet the proficiency level in category *Basic: A1* is considered limited English language proficient.

d. Adapted CEF English Language Proficiency and Achievement Scale

BASIC	A1-	Listening: Students can understand basic and concrete vocabulary structures when pronounced clearly in contextualized situations. Students can match the names of specific occupations, dates, and addresses with the names of specific people, and identify correct answers for statements.
		Speaking: Students can produce simple and basic repertoire of words and phrases in order to verbally communicate immediate needs. They can produce everyday set phrases for social functions. Students can introduce himself/herself and others, and answer basic personal detail questions. Students may mispronounce words and use incorrect word stress and intonation.
		Reading: Students can read and decode simple, phonetically unchallenging words in extremely short texts. They can find concrete vocabulary in texts and answer very basic concrete comprehension questions with some assistance. Students can also identify factual information after reading extremely short written texts about familiar topics.
		Writing: Students can use the basic alphabet and general sounds of each letter in order to write down personal details such as full names, phone numbers and addresses. They do not yet use grammatically complete sentences and often invent spelling of basic vocabulary items.
	A1/A1+	Listening: Students can match illustrations with correct answers based on simple descriptions of someone’s home, locations of furniture and appliance, temperatures in a weather report, identify foods discussed in conversations, circle the correct year, and identify people from descriptions. They can answer yes/no to simple questions based on the contextualized information from brief listening excerpts. Students can identify true/false statements.
		Speaking: Students are starting to form basic sentences following the S-V-O order. They can employ basic vocabulary and expressions to describe their neighborhood, the weather, an appearance, identify and describe body parts, discuss a recipe, abilities, and plans. Students may mispronounce words and use incorrect word stress and intonation.
		Reading: Students can identify factual information after reading basic written materials about familiar topics including descriptions of homes/apartments, weather forecast, recipes, and brief descriptions of people including celebrities, infants, and a famous artist.
		Writing: Students can formulate basic sentences to make comparisons of homes/apartments using “and” and “but”, describe plans using the Present Continuous, describe their typical day using basic frequency adverbs (e.g. sometimes, usually) and time expressions (e.g. every day, twice a week), describe a person’s appearance, and abilities using modal verb “can” and/or “can’t”.



A1+/A2-	Listening: Students can understand short listening passages with basic lexical clues to help them listen for details while matching a person's nationality with their occupation, and events and places. They can complete missing information including prices and times, infer personal details about people, and identify similarities and differences between people
	Speaking: Students can communicate using basic grammatical structures, learned vocabulary and basic language functions to extend/accept/decline an invitation, communicate in a restaurant, describe different food categories, discuss preferences, make plans to see an event, and make recommendations. Fluency is not very apparent and hesitation may occur in speech.
	Reading: Students can read very short passages and/or paragraphs and identify factual information about familiar topics including meeting people, going out, family relationships, restaurants, and technology.
	Writing: Students can construct short and simple sentences to describe their classmates utilizing proper capitalization, describe one's musical tastes, compare family members using "and" and "but", describe food for a travel blog using basic connectors (e.g. and / in addition), and review a product. Student writings will often lack cohesion of flow.
A2-	Listening: Students can understand phrases and vocabulary related to areas of most immediate personal relevance including general health and eating habits, going on vacation, shopping, airport and pre-flight announcements, and spending money. They can match vocabulary with illustrations based on descriptions of activities
	Speaking: Students can communicate through simple sentences using set phrases and vocabulary to describe a terrible vacation, clothes, travelling by plane, and to offer advice on how to stay in shape. Even though students might still have difficulty producing the correct tense and morphology, they can build sentences with correct word order using learned grammatical points.
	Reading: Students can read very short paragraphs/passages about areas of most immediate personal relevance including general health and eating habits, going on vacation, shopping, airport and pre-flight announcements, and spending money. They can identify main ideas and supporting details, summarize main points, classify and infer information
	Writing: Students can produce simple sentences describing most immediate personal relevance experiences including exercise and health habits, vacations and trips employing learned vocabulary, phrases and applicable grammar structures including basic word order, basic irregular verbs in the simple past, simple present vs. present progressive, modals of necessity vs. ability (<i>have vs. can</i>).
A2	Listening: Students can identify T (true)/ F (false) statements based on the information from brief listening excerpts/passages describing interesting experiences, movies, staying in a hotel, and renting a car. They can infer contextually appropriate and correct responses, and match vocabulary items with corresponding statements and concepts. Students can also classify speakers based on their statements, choose appropriate words/phrases to complete sentences for grammatically correct and meaningful language, and identify main ideas vs. details. Students are also able to recognize a person's point of view.
	Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics including customary behaviors in different countries, describe movies, discuss preferences for movie genres, and personal appearance. They can check into a hotel, rent a car, and make an appointment at a beauty salon. They can build sentences with correct word order using grammatical points such as the present perfect, participial adjectives, object pronouns, real conditional statements, <i>would rather</i> for preferences, and the past continuous.
	Reading: Students can read very short paragraphs/passages about cultures and customs, movie reviews, hotel descriptions, car rentals, and cosmetic surgery. They can define specific vocabulary and phrases based on the presented context in a brief reading, draw conclusions based on the information from the reading, and express opinion.
	Writing: Students can produce simple sentences to form a paragraph describing an interesting experience, violence on TV, selecting a hotel, compare good and bad drivers, and a brief letter on how to improve appearance. They can use correct word order and grammatical points such as the present perfect, participial adjectives, object pronouns, and real conditional statements.
A2+	Listening: Students can match people and food items with corresponding statements based on the information from brief listening excerpts, identify main ideas vs. details, identify T (true) / F (false) statements, infer people's point of view from context, and understand specific vocabulary from context.
	Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics including food passions, a healthy diet, personalities, kinds of art and art pieces, internet communities, ethical choices, and personal values. They can build sentences with correct word order using grammatical points such as <i>use to vs. used to</i> , negative questions in the simple present, simple past and present perfect.
	Reading: Students can read short texts on a variety of topics including eating well, personality, the arts, cyberspace, and ethics and values. They can find specific and predictable information in materials including prospectuses, menus, and food guides. Students can also use the context to define specific vocabulary and phrases, match words and phrases with their definitions, recognize main ideas of articles, identify supporting details, and check T (true) or F (false) according to the information from the reading.
	Writing: Students can produce simple sentences to form a persuasive paragraph about diets using subordinating conjunctions to connect ideas. They can use examples to support an opinion, organize ideas, and introduce a conflicting idea with <i>on the other hand</i> . Students are able to write a description of a decorative object, produce a describe someone's personality



	following basic parallel structure, evaluate the benefits and problems of the internet, and write a three-paragraph essay about someone's dilemma.
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INDEPENDENT	A2+/B1-	Listening: Students can comprehend more complex passages of clear standard speech on familiar matters such as small talk, health, reading for pleasure, and natural disasters. The delivery needs to be relatively slow and clear.
		Speaking: Students can employ learned vocabulary and expressions to discuss a variety of familiar topics or topics pertinent to everyday life including small talk, health, reading for pleasure, and natural disasters. They can express themselves more spontaneously and provide more details.
		Reading: Students can understand longer reading passages and/or texts on familiar topics including small talk, health, reading for pleasure, and natural disasters. They have a limited ability to gather inferences or understand implications.
		Writing: Students can produce limited written descriptions of familiar topics including health, reading for pleasure, and natural disasters using learned vocabulary terms and expressions to recommend services, discuss social etiquette, describe a past experience, (e.g. visiting a dentist), and complete writing activities with some errors.
	B1-/B1	Listening: Students can understand the main points of more complex listening passages of clear standard speech on familiar topics typically encountered at work, school, and/or leisure including, but not limited to, life plans, holidays and traditions, inventions and discoveries, controversial issues (e.g. politics), and world geography. Delivery needs to be still relatively slow for better comprehension.
		Speaking: Students can employ new vocabulary, expressions and modal verbs to discuss a variety of familiar topics or topics pertinent to everyday life, speculate about the past, discuss job qualifications and personal experiences, holidays, geography, and debate a controversial issue, such as capital punishment or politics. They can express themselves more spontaneously and provide additional details.
		Reading: Students can read longer texts including articles and brief reports on contemporary issues including global problems, energy and global warming, inventions, and medical discoveries, e.g. antibiotics. Students can also use the context to define specific vocabulary and phrases
		Writing: Students can write straightforward connected text on familiar topics including medical treatment, summary of something they have read, a detailed description of a holiday, an important invention or discovery, a geographic description of a country/state, or a controversial issue. The lack of cohesion and development of ideas does not prevent the students from creating grammatically correct sentences using learned grammar points.
	B1+	Listening: Students can understand the main points of more complex listening passages of clear standard speech on familiar matters typically encountered at work, school, and/or leisure. They can also understand main points of conversations about current affairs, systems of government (e.g. dictatorship, democracy, monarchy), and traditions.
		Speaking: Students can employ new vocabulary and expressions to discuss a variety of familiar topics pertinent to everyday life or current affairs including systems of government (e.g. dictatorship, democracy, monarchy), and traditions. They can express themselves more spontaneously and provide more details.
Reading: Students can also use the context to define specific vocabulary and phrases, match words and phrases with their definitions, recognize main ideas, identify supporting details, and check T (true) or F (false) according to the information provided in the text.		
Writing: Students can write straightforward connected text on familiar topics and/or current affairs including customs and holidays, historical impact of an invention or discovery; They can also present the two sides of a controversial issue. Lacking of cohesion and development of ideas does not prevent the students from creating grammatically correct sentences using learned grammar points.		
B2-	Listening: Students can identify appropriate words and phrases to complete sentences for grammatically correct and meaningful language. They can make basic inferences to correctly answer questions based on the listening excerpts. If the material is less contextualized, students may require additional context clues and some repetition.	
	Speaking: Students can express themselves more spontaneously while interacting with native speakers and without too much strain for either party. They can employ learned vocabulary and expressions to discuss a variety of familiar topics pertinent to everyday life, current affairs or subjects related to their field of interest.	
	Reading: Students can understand the main ideas of more complex texts on concrete topics including contemporary problems, human behavior, arts, finances, and budgeting. They can correctly match situations with the corresponding problems utilizing context-specific phrases and language, match words and phrases with their definitions, recognize main ideas, and identify supporting details	
	Writing: Students can write complete paragraphs utilizing specific vocabulary, phrases and targeted grammar points such as: gerunds, infinitives, the present perfect simple, the present perfect continuous, the future perfect simple, cleft sentences with <i>what</i> , and participial adjectives.	
B2	Listening: Students can identify appropriate words and phrases to complete sentences for grammatically correct and meaningful language. They can make inferences to correctly answer questions based on the listening excerpts, and can understand extended speech, various lectures and more complex language provided the topic is reasonably familiar.	



		<p>Speaking: Students can express themselves quite spontaneously without too much strain between interlocutors. They can provide more details and various viewpoints on topics pertinent to everyday life, current affairs, controversial issues, and subjects related to their field of interest. They can also effectively build sentences with correct word order using learned grammatical points, vocabulary and expressions.</p> <p>Reading: Students can understand the main ideas of more complex texts on a variety of familiar and/or abstract topics including job employment, values, hardships, heroism, friendship, humor, online safety, intelligence, environment, and globalization. They can correctly match situations with the corresponding problems utilizing context-specific phrases and language, match words and phrases with their definitions, recognize main ideas, and identify supporting details.</p> <p>Writing: Students can write a three-paragraph essay, a cover letter, and brief report utilizing specific vocabulary, phrases and targeted grammar points such as perfect active and passive modals to speculate about the past (levels of certainty). They can effectively make descriptions, express opinions, and compare and contrast situations and personal circumstances.</p>
	B2+	<p>Listening: Students can correctly interpret the denotation of listening passages as well as a speaker's attitude and point of view both by inferring meaning from context and by the speaker's expressive intonation and stress. Students can understand extended speech, various lectures and more complex language.</p> <p>Speaking: Students can demonstrate knowledge of various speaking skills such as expressing opinions, providing examples, making assumptions and suggestions, prioritizing ideas, asking for clarification, and expressing degrees of certainty while utilizing at-level grammar structures (e.g. the passive voice, gerunds and infinitives).</p> <p>Reading: Students can demonstrate comprehension of longer, authentic texts by identifying and categorizing main ideas and details and by inferring meaning from context. Students also have a deeper understanding of implications in the text.</p> <p>Writing: Students can construct a complete opinion essay with a thesis statement in the effective introduction, body paragraphs, and a conclusion. They can produce edited and revised writing projects that involve critical thinking and demonstrate knowledge of various writing skills.</p>

PROFICIENT	B2+/C1-	<p>Listening: Students can properly construe expressive intonation to deduce a speaker's degree of certainty, intentions, assumptions, and purpose as well as a speaker's attitude and point of view both by inferring meaning from context and by the speaker's expressive intonation and stress. They can accurately identify, distinguish between, and summarize main ideas and supporting details with the help of key words, context clues, and phrases taken from listening excerpts. Students can understand the overall meaning of lengthy listening passages on academic subjects requiring only occasional assistance provided the subjects are less contextualized.</p>
		<p>Speaking: Students can present research-based speaking projects that involve critical thinking and demonstrate knowledge of various speaking skills (e.g. agreeing and disagreeing with opinions, expressing and supporting opinions and preferences, correcting a myth or misconception, introducing and reflecting on multiple sides of an issue, presenting an argument, maintaining a conversation, emphasizing a point in conversation, applying a range of devices to demonstrate understanding, providing examples, making assumptions and suggestions)</p>
		<p>Reading: Students can demonstrate comprehension of a wide range of authentic, complex, and academic materials by identifying and categorizing main ideas and details, recognizing implicit meaning, and paraphrasing text.</p>
		<p>Writing: Students can produce edited and revised writing projects that involve critical thinking and demonstrate knowledge of various writing skills (e.g. effective introductions with strong thesis statements, paragraphs with topic sentences, illustrations, and conclusions, transitional sentences to connect ideas within and between paragraphs, varied sentence structures including parallel structure, appropriate use of quotes, and combining ideas and sentences to improve clarity and eliminate repetition).</p>
	C1	<p>Listening: Students can identify the main ideas of a conversation, academic discussion, or lecture. They can identify the major points and supporting details related to the main idea of a listening passage and correctly interpret the denotation of listening passages as well as the speaker's point of view, degree of certainty, attitudes, intentions, assumptions, and purpose using key words, context clues, and phrases as well as expressive intonation and stress presented in listening excerpts.</p>
		<p>Speaking: Students can verbally synthesize and summarize information and/or ideas presented in a written/spoken announcement, article, spoken conversation, academic discussion, or lecture using a full range of verb tenses, grammatical structures, academic vocabulary, and rhetorical functions.</p>
		<p>Reading: Students can demonstrate comprehension of a wide range of authentic, complex, and academic materials by identifying and categorizing main ideas and details, inferring meaning from context, and paraphrasing text. They can accurately identify main and supportive ideas, details, examples, a speaker's degree of certainty, and attitudes.</p>
		<p>Writing: Students can synthesize and summarize information and/or ideas presented in a written/spoken announcement, article, spoken conversation, academic discussion, or lecture using a full range of verb tenses, grammatical structures, academic vocabulary, and rhetorical devices. Students' writing displays effective cohesion, coherence, and development.</p>



e. Correlation between NLS Courses and Proficiency Scale:

PROGRAM COURSE	Proficiency Level
ESL101: Beginner English I	A1-
ESL102: Beginner English II	A1/A1+
ESL103: beginner English III	A1+/A2
ESL104: Beginner English IV	A2
ESL201: Intermediate English I	A2
ESL202: Intermediate English II	A2+/B1-
ESL203: Intermediate English III	B1-/B1
ESL204: Intermediate English IV	B1+
ESL205: Intermediate Listening & Speaking V	B1+
ESL206: Intermediate Reading & Writing V	B1+
ESL207: Intermediate Listening & Speaking VI	B1+
ESL208: Intermediate Reading & Writing VI	B1+
ESL301: High Intermediate English I	B1+/B2-
ESL302: High Intermediate English II	B2-
ESL303: High Intermediate English III	B2
ESL304: High Intermediate English IV	B2
ESL305: High Intermediate Listening Speaking I	B2+
ESL306: High Intermediate Reading & Writing I	
ESL307: High Intermediate Listening Speaking II	B2+
ESL308: High Intermediate Reading & Writing II	
ESL309: Intermediate to High Intermediate Oral Communication	B2+
ESL401: Advanced Listening & Speaking I ESL402: Advanced Reading & Writing II	B2+



ESL403: Advanced Listening & Speaking III ESL404: Advanced Reading & Writing IV	B2+/C1-
ESL405: Advanced Listening & Speaking V ESL406: Advanced Reading & Writing VI	C1-
ESL407: Advanced Listening & Speaking VII ESL408: Advanced Reading & Writing VIII	C1
ESL409: Advanced Oral Communication	C1
TFL501: Test Preparation I	C1
TFL502: Test Preparation II	C1

6. CURRICULUM

It is a part of the school's philosophy to develop, further improve and expand our programs for our students' effective skill acquisition in ESL. Upon completion of the program, students are expected to have gained the necessary listening, speaking, reading, and writing skills to confidently communicate in various types of environments where English is spoken and advance towards the TOEFL exam (Test Preparation Level).

a. Methodology:

NLS' beginning, intermediate, high intermediate and advanced courses follow the **Communicative Approach** to language learning. The overall goal is to enable learners to communicate effectively and appropriately in a variety of situations they would be likely to encounter. Following our mission statement and materials used, NLS students are exposed to the language ranging from commonly used in daily life to advanced language usage that serves as a preparation for academic environments.

Throughout all levels, students develop communicative competence enabling them to a) use the English language for different purposes and functions; b) adjust and/or diversify the language according to the setting and the audience (e.g. formal vs. informal speech, written vs. spoken communication); c) produce and understand different types of texts (e.g. conversations, interviews, reports, narratives, essays, presentations) and d) maintain communication despite language-related challenges. In addition, the advanced courses emphasize the practice of critical thinking- an indispensable skill in academic environments. Students learn to be adept, responsible, and open-minded thinkers with the ability to evaluate information based on evidence. They are asked to connect information in novel ways, challenge assumptions, make predictions, formulate a hypothesis, draw a conclusion, and solve problems.

All lessons are student-centered and designed to maximize cooperation and interaction among students in the classroom. Activities include pair work, group work, role plays, interactive games, oral presentations, open class discussions, writing practice, listening exercises, and interactive reading. Class parties and field trips may be organized in order for students to make

use of their language skills outside of the classroom, in real life situations. During field trips and parties, students use authentic materials not included in the books, and interact with native and non-native English speakers while observed by their teacher.

b. Program Description:

Nile Language School's IEP offers intensive courses in six-week sessions, Monday through Friday, in the morning, afternoon, or evening. The **Beginner** (100-level courses), **Intermediate** (200-level courses), and **High Intermediate** (300-level courses) consist of four courses per level. Per course, students are provided with an average of 84 instructional hours and 24 hours of supplemental lab with the interactive component equal to a total of **108 hours**.

The **Advanced** or 400-level consists of eight courses with 42 instructional hours and 12 hours of supplemental lab in the interactive component. Two skill-based courses (Listening & Speaking; Reading & Writing) are taught concurrently in a six-week session and provide students with an average of 84 instructional hours and 24 interactive lab hours corresponding to the **108 total hours** in the 100-, 200-, and 300-level courses.

Each of the two **Test Preparation** (500-level courses) offers 108 instructional hours. However, since the two Test Preparation courses cover the same skills, TFL502 is intended for students who need an extra six-week session of test preparation after completing TFL501 or wish to further review and practice the skills covered in TFL501.

c. MyEnglishLab

All the courses in the Intensive English Program (IEP) include an interactive learning component which consists of 24 interactive lab hours per session. Students utilize MyEnglishlab as an online tool that offers interactive and online activities. These activities allow students to further practice the content and material learned in class.

The main goal of the lab is to replicate the relevant content students acquire during formal instruction, but in an interactive way. As a course enhancement, the lab helps students build the communication skills and self-confidence needed to navigate social, academic, and everyday communication situations in English. Research has shown that repeated exposure to the language in varied contexts supports learning and retention. Vocabulary and grammar are presented through a variety of reading and listening comprehension activities. In addition, audiovisual materials have been linked to improved listening and pronunciation skills in education research. The lab or interactive component offers an audio program and pronunciation coach that have been designed to enhance both speech reception and listening abilities.



All students registered in the Intensive English Program are required to complete all assignments and activities. For each session, students are provided with laptop computers to have access to their weekly assignments and deadlines. Students are expected to complete all work in class and/or by a specific deadline.

Assignments and activities include the following:

- Grammar coach
- Grammar practice
- Vocabulary flashcards
- Vocabulary practice
- Speaking practice
- Pronunciation coach
- Reading practice
- Writing practice
- Critical thinking
- Paragraph and essay writing
- Listening comprehension
- Reading comprehension



d. Textbooks and Materials:

Level	Course(s)	Textbooks & Course Materials
Beginner	ESL101: Beginner English I ESL102: Beginner English II	Top Notch Fundamentals (Split: A & B) Student Book & Workbook 3 rd Edition, by J. Saslow and A. Ascher; Top Notch Fundamentals TV DVD and Active Teach; MyEnglishLab
	ESL103: Beginner English III ESL104: Beginner English IV	Top Notch 1 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen Ascher; Top Notch 1 TV and Active Teach; MyEnglishLab
Intermediate	ESL201: Intermediate English I ESL202: Intermediate English II	Top Notch 2 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen Ascher, Top Notch 2 TV and Active Teach CD; MyEnglishLab
	ESL203: Intermediate English III ESL204: Intermediate English IV	Top Notch 3 (Split: A & B) Student Book & Workbook 3 rd Edition, by Joan Saslow and Allen Ascher; Top Notch 3 TV and Active Teach CD; MyEnglishLab
High Intermediate	ESL301: High Intermediate English I ESL302: High Intermediate English II	Summit 1 (Split: A & B) Student Book 3 rd Edition, by Joan Saslow and Allen Ascher; Summit 1 Workbook, and Active Teach CD; MyEnglishLab
	ESL303: High Intermediate English III ESL304: High Intermediate English IV	Summit 2 (Split: A & B) Student Book 3 rd Edition, by Joan Saslow and Allen Ascher; Summit 2 Workbook and Active Teach CD; MyEnglishLab
Advanced	ESL401: Advanced Listening & Speaking I ESL403: Advanced Listening & Speaking II	NorthStar: Listening and Speaking 4, 4 th Edition, by Tess Ferree and Kim Sanabria; MyEnglishLab
	ESL402: Advanced Reading & Writing I ESL404: Advanced Reading & Writing II	NorthStar: Reading & Writing 4, 4 th Edition, by Andrew K. English and Laura Monahan English; MyEnglishLab
	ESL403: Advanced Listening & Speaking III ESL403: Advanced Listening & Speaking VI	NorthStar: Listening & Speaking 5, 4 th Edition, by Sherry Preiss; MyEnglishLab
	ESL404: Advanced Reading & Writing III ESL404: Advanced Reading & Writing VI	NorthStar: Reading & Writing 5, 4 th Edition, by Robert F. Cohen and Judy L. Miller; MyEnglishLab
Test Preparation	TFL501: Test preparation I	The Official Guide to the TOEFL Test, 5 th Edition, McGraw Hill; CD-ROM; <i>Perfect Phrases for the TOEFL Speaking and Writing Sections</i> by Roberta G. Steinberg (Mc Graw Hill 2008)
	TFL502: Test Preparation II	



e. Program Content & Prerequisites

Beginner Level (100)

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL101: Beginner English I	Names and Occupations; About People; Places and How to Get There; Family; Events and Times; Clothes; Activities	Verb Be; Subject pronouns; Articles; Possessive nouns and adjectives; Imperatives; Adverbs: very and so; Verb “have”; Prepositions for dates and times; Demonstratives; Simple present tense; Frequency adverbs	<p>Introduce yourself and greet people; Tell a classmate your occupation; Identify people; Spell names; Tell your contact information; Talk about locations; Discuss transportation; Identify and describe family members; Talk about time and events; Give and accept a compliment; Ask for colors and sizes; Talk about morning and evening activities; Discuss household chores.</p> <p>Use the following expressions: <i>And you?, Excuse me, Thanks!, You’re welcome, What about you?, Well, Tell me about..., Uh-oh, Great!, I’m sorry, That’s too bad, So, Sure!</i></p>	Interview

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL102: Beginner English II	Home and Neighborhood; Activities and Plans; Food; Past Events; Appearance and Health; Abilities and Requests; Life Events and Plans	Simple present tense; Prepositions of place; There is/ There are; Present Continuous; Present Participle; Count and non-count nouns; Past tense of Be; Should; Can and can’t; Too + Adjective; Be going to; Could you...?	<p>Describe your home and neighborhood; talk about furniture and appliances; Describe the weather; Ask about people’s activities; Offer and ask for food; Discuss recipes and ingredients; Describe appearance; Suggest a remedy; Discuss abilities; Decline an invitation; Discuss plans; Share your dreams for the future.</p> <p>Use the following expressions: <i>Really?, Sounds nice!, Actually, No kidding!, This is..., Talk to you later, I’m sorry to hear that, That’s too bad, What’s wrong?, I hope you feel better, Not really, Maybe some other time</i></p>	ESL101 or Placement Test



Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL103: Beginner English III	Getting Acquainted; Going Out; The Extended Family; Food and Restaurants; Technology and You	Information questions; Yes/No questions; Positive Adjectives; Prepositions of time and place; The simple present tense: information questions; Some and any; Anything and nothing; How much and how many; Plural count nouns; The present continuous	<p>Meet someone new; identify and describe people; express locations and give directions; make plans to see an event; talk about music; Compare people; Discuss family traditions; Ask for a restaurant recommendation; Order from a menu; Discuss food and health; recommend a brand; Express sympathy, Complain; Describe features of products.</p> <p>Use the following expressions: <i>Let's, Would you like to go?, Too bad, Thanks, anyway, Congratulations, Thanks for asking, Could you...?, How's it going?, You know, What about...?</i></p>	ESL102 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL104: Beginner English IV	Staying in Shape; On Vacation; Shopping for Clothes; Taking Transportation; Spending Money	Can and Have to; Be able to; Time expressions, Past tense of Be, Simple past tense, Regular and irregular verbs, Subject and object pronouns, Comparative adjectives, Modals: should and could, be going to, Superlative adjectives, Intensifiers: very, really and too	<p>Plan an activity with someone; Talk about habitual activities and future plans; Greet someone arriving from a trip; Discuss vacation preferences and experiences; Shop and pay for clothes; Navigate a mall or store; Discuss schedules and buy tickets; Book travel services; Describe transportation problems; Ask for recommendations; Bargain for a lower price; Show appreciation for service.</p> <p>Use the following expressions: <i>Why don't we...? Sorry, I can't, How come? Welcome back! Are you sure? Absolutely, Excuse me, Thanks for your help, My pleasure, I hope so, Let me check</i></p>	ESL103 or Placement Test



Intermediate Level (200)

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL201: Intermediate English I	Getting Acquainted; Going to the Movies; Staying in Hotels; Cars and Driving; Personal Care and Appearance	Present perfect; Past participles; would like and would rather; Future with will; Real conditional; Past continuous; Can, should and have to; Too many, too much and enough; Direct objects with phrasal verbs	Greet a visitor to your country; Discuss gestures and customs; Apologize for being late; Describe and recommend movies; Check into a hotel; Request housekeeping services; Describe a car problem; Rent a car; Discuss good and bad driving; ask for something in a store; Discuss ways to improve appearance; Define beauty. Use the following expressions: <i>I don't think so, I know!, That's great!, What would you rather do...?, May I..?, By the way..., Actually, Let me check, I'm sorry to hear that</i>	ESL104 or Placement Test

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL202: Intermediate English II	Eating Well; About Personality; The Arts; Living in Cyberspace; Ethics and Values	Use to/ Used to; Be used to/ get used to; Gerunds and infinitives; Objects of prepositions; The passive voice; Infinitive of purpose; as...as; in order to and for; Unreal conditional; Possessive pronouns/ Whose; Have to, must and be supposed to	Talk about food passions; Discuss lifestyle changes; Get to know a new friend; Cheer someone up; Discuss personality; Recommend a museum; ask about and describe objects; talk about artistic talent; Discuss favorite artists; Compare product features; discuss the impact of the internet; Discuss ethical choices; Express personal values; Discuss acts of kindness and honesty. Use the following expressions: <i>I don't think so, I know!, That's great!, What would you rather do...?, May I..?, By the way..., Actually, Let me check, I'm sorry to hear that</i>	ESL201 or Placement Test



Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
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ESL203: Intermediate English III	<p>Make Small Talk; Health Matters; Getting Things Done; Reading for Pleasure; Natural Disasters</p>	<p>Tag questions; Past perfect; must; Will be able to; Modals: May and might; The causative; The passive causative; Nouns clauses; Embedded questions; Indirect speech</p>	<p>Describe a busy schedule; Develop cultural awareness; Discuss culture over time; Show concern and offer help; Make a dental or medical appointment; Discuss treatments and medications; offer a solution; Evaluate the quality of service; Plan an event; Recommend a book; Describe your reading habits and online reading; Convey a message; Tell someone about the news; Describe natural disasters; Prepare for an emergency.</p> <p>Use the following expressions: <i>Do you mind...?, Absolutely not, That was nothing!, Wow!, I'm sorry, but..., I wonder if..., I really appreciate it, Maybe you could..., Could you tell me...?, I'm dying to..., I would, but..., What a shame, Thank goodness for that</i></p>	<p>ESL103 or Placement Test</p>
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Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL204: Intermediate English IV	<p>Life Plans; Holidays and Traditions; Inventions and Discoveries; Controversial Issues; Beautiful World</p>	<p>Was/ were going to and would; Perfect modals; Adjectives clauses; Object relative pronouns; The unreal conditional; The past unreal conditional; Non-count nouns; Verbs followed by objects and infinitives; prepositional phrases; Too + adjective and infinitive</p>	<p>Explain a change of plans; Express regrets; Discuss skills, abilities and qualifications; Wish someone a good holiday; Exchange information about holidays; Explain wedding traditions; Describe technology; Take responsibility for a mistake; Describe new inventions; Talk about politics; Discuss controversial topics politely; Discuss global problems; Debate pros and cons; Warn about risks; Describe a natural setting; Discuss solutions to global warning.</p> <p>Use the following expressions: <i>No kidding!, How come?, I should have..., Do you mind if I ask you...?, Thanks that's really helpful, I'm ashamed to say..., That can happen to anyone, No offense but..., How do you feel about...?, I've been thinking about it, Sure, but...</i></p>	<p>ESL203 or Placement Test</p>

High Intermediate Level (300)



Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL301: High Intermediate English I	Outlook and Behavior; Music and Other Arts; Money, Finance and You; Clothing and Appearance; Communities	Gerunds and infinitives; The present perfect continuous; Cleft sentences; Wish + past perfect; Should have/ought to have + past participle; If only + past perfect; The future perfect; Quantifiers; Possessive gerunds; Conjunctions with: so, too, neither, or not either	Describe your personality; Discuss behavior; Compare perspectives on world problems; Describe the arts; Express negative opinion politely; Describe a creative personality; Express buyer's remorse; Talk about financial goals; Discuss good and bad money management; Describe clothing details and formality; Examine questionable cosmetic procedures; Discuss appearance and self-esteem; Ask someone not to do something; Complain about public conduct; Discuss the meaning of community. Use the following expressions: <i>I'd say, I don't see myself that way, to tell the truth, To be honest, I hate to say it, but..., You know..., what do you mean?, I'll think about that, I think that might be, Do you mind...?, Not at all, That's very considerate of you</i>	ESL204 or Placement Test
	Reading Skills: Determine main ideas; Summarize; Understand meaning from context; Infer information; Identify supporting details; Draw conclusion; Classify; Understand idioms and expressions Writing Skills: Parallel structure; Organize information by degrees of importance; Review compare and contrast; Review formal letters			

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL302: High Intermediate English II	Animals; Advertising and Consumers; Family Trends; Facts, Theories and Hoaxes; Your Free Time	Passive modals; Passive forms of gerunds and infinitives; Repeated comparatives and double comparatives; Perfect modals: active and passive voice; Be supposed to; Would and the past continuous with always	Exchange opinions about the treatment of animals; Discuss the pros and cons of pets; Compare animal and human behavior; Evaluate ways and places to shop; Discuss reactions to ads; Persuade someone to buy a product; Describe family trends; Discuss parent-teens issues; Compare generations; Discuss caring for the elderly; present a theory; Discuss how believable a story is; Evaluate news sources; Suggest ways to reduce stress; Discuss how mobile devices affect us; Compare attitudes about taking risks. Use the following expressions: <i>I've heard, In what way?, For one thing, But what if, Quick question, That's good to know, I find..., Why don't you...?, Why's that?, I suppose, but, I wonder, There must be a good explanation, I just realized, You know what?</i>	ESL301 or Placement Test
	Reading Skills: Determine main ideas; Summarize; Understand meaning from context; Infer information; Identify supporting details; Draw conclusion; Classify; Understand idioms and expressions; Critical thinking; Confirm point of view Writing Skills: Support a point of view; Summarize and paraphrase someone's point of view; Avoid sentence fragments; Present and support opinion clearly			



Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL303: High Intermediate English III	Dreams and Goals; Character and Responsibility; Fears, Hardships and Heroism; Getting Along with Others; Humor	Adjective clauses; Reduced adjective clauses; Clauses with no matter, Non-count nouns made countable, Adverb clauses of condition; Cleft sentences; Indirect speech; Questions in indirect speech	Ask about someone's background; Discuss career and study plans; Compare your dreams and goals in life; Describe job qualifications; express regret; Explore where values come from; Discuss how best to help others; Express frustration, empathy and encouragement; Describe fear; Examine the nature of heroism; Discuss how to overcome shortcomings; acknowledge inconsiderate behavior; Explain how to handle anger; Discuss the health benefits of laughter; Respond to something funny; Explore the limits of humor Use the following expressions: <i>Thanks for asking, Correct me if I'm wrong, As a matter of fact, I'd be more than happy to, That's really not necessary, Please accept my apology, What's going on?, hang in there, I didn't realize that, I didn't mean to..., On the contrary, I can see your point, seriously, That's priceless, Totally</i>	ESL302 or Placement Test
<p>Reading Skills: Understand idioms and expressions; Confirm information; Apply ideas; Classify vocabulary using context; Summarize</p> <p>Writing Skills: Restrictive and non-restrictive adjective clauses; Reduce adverbial clauses</p>				

Course	Themes	Grammar	Communication Goals & Conversation Strategies	Prerequisites
ESL304: High Intermediate English IV	Troubles While Traveling; Mind Over Matter; Performing at Your Best; What Lies ahead;	Unreal conditional with if it weren't for/ if it hadn't been for; Indefinite and definite nouns; indirect speech: if+ a passive reporting verb; The subjunctive; The future passive voice; The passive voice in unreal conditional sentences; transitive phrasal verbs	Describe causes of travel hassles; Express gratitude; Discuss staying safe on the internet; talk about lost, stolen or damaged property; Examine superstitions; talk about the power of suggestion; Discuss phobias; Discuss your talents and strengths; Explain how you produce your best work; Describe what makes someone a genius; Discuss technology; Evaluate innovative technologies; Discuss how to protect the environment; Examine future social trends; React to news about social issues; Discuss the pros and cons of globalization; Suggest ways to avoid culture shock. Use the following expressions: <i>I wonder if you could do me a favor, It's a good thing, Can you believe this?, That's got to be, You can say that again, I can't make up my mind between..., I wouldn't say..., I've been told that, I don't think you can go wrong, For one thing I see your point, But on the bright side, Well that's another story</i>	ESL301 or Placement Test
<p>Reading Skills: Understand meaning from context; Find supporting detail; Infer meaning; Draw conclusions; Apply ideas; Interpret information in a graph; Paraphrase</p> <p>Writing Skills: Write a comparison and contrast essay; Subject/ verb agreement: expansion; Explaining cause and result; The thesis statement in a formal essay; Rebutting an opposing point of view</p>				



Advanced Level (400)

Course	Themes	Grammar	Skills	Prerequisites
ESL401: Advanced Listening & Speaking I	Prodigies: Exploring Genius; Overcoming Obstacles: The Achilles Heel; Medicine: Early to Bed, Early to Rise; Animal Intelligence	Passive voice in the present, past, and future; Gerunds and infinitives after a range of verbs and prepositions; Present unreal conditionals, reported speech and reporting verbs	<p>Listening: Make and confirm predictions; Identify and distinguish between main ideas and supportive details; Summarize key information; Recognize emphasis through intonation and stress; Summarize key information; Analyze similarities and differences; Analyze problems and solutions; Infer speaker’s attitude from intonation and stress.</p> <p>Speaking: Express opinions; State and report opinions and support them with relevant explanations and arguments; State others’ opinions, Express similarities and differences; Use specific examples to support main ideas and opinions; Use strategies to interrupt and ask for clarification; Propose solutions to problems; Ask for and give examples.</p>	ESL304 or Placement Test
ESL402: Advanced Reading & Writing II	Prodigies: Genius – Nature or Nurture?; Overcoming Obstacles: Facing Life’s Obstacles; Medicine: Making Medical Decisions; Animal Intelligence: Instinct or Intellect?	Modal and semi-modal verbs; Gerunds and infinitives; Past unreal conditionals; Identifying adjective clauses	<p>Reading: Make and confirm predictions; Identify the main idea of each paragraph in a reading; Identify and categorize details, examples, and reasons; Scan a text to locate specific information; Distinguish voice in quotations; Identify and categorize the main ideas in a reading; Construct chronology from a reading; Identify different types of supporting details; Recognize the use of synonyms and antonyms to reinforce word meaning.</p> <p>Writing: Identify and write topic sentences, supporting sentences, controlling ideas, and concluding sentences in a paragraph; Distinguish between sentence fragments and complete sentences; Use strategies to correct sentence fragments; Edit and revise work for content, language, and conventions; Write a comparison paragraph; Organize ideas using a tree map and other organizers; Write a comparison and contrast paragraph; Organize ideas using Wh-questions; Summarize sources and data.</p>	ESL304 or Placement Test



Course	Themes	Grammar	Skills	Prerequisites
ESL403: Advanced Listening & Speaking III	Longevity: The Golden Years; Philanthropy: Giving to Others; Education: Do Your Homework!; Computers: Pros and Cons of Gaming	Simple, progressive, and perfect verbs; Relative pronouns in adjective clauses; Verbs <i>make, have, let, help, get</i> + object + base form/infinitive; Tag questions	<p>Listening: Make and confirm predictions; Identify main ideas and details; Summarize key information; Evaluate a speaker's degree of certainty; Identify the purpose of examples; Recognize phrases that signal clarification; Recognize and use strategies to introduce a counterargument; Analyze pros and cons</p> <p>Speaking: Express opinions; Make suggestions, Prioritize ideas, Ask for and offer clarification, Discuss pros and cons, Express concessions and present counterarguments</p>	ESL401 or Placement Test
ESL404: Advanced Reading & Writing IV	Longevity: Too Much of a Good Thing?; Generosity: Making a Difference; Education: The Empty Classroom; Technology: Managing Your Smartphone	Simple past, present perfect, present perfect continuous verb tenses; Concessions to support an opinion while recognizing counterarguments; Direct and indirect speech; Common phrasal verbs	<p>Reading: Make and confirm predictions; Identify main ideas; Scan a text to locate specific information; Analyze titles and headings; Recognize persuasive language; Use a timeline to sequence events, recognize the speaker in direct speech; Identify referents to the pronoun "it"; Identify and categorize problems and solutions from a text</p> <p>Writing: Organize ideas using a cause-and-effect diagram; Use an idea web to relate different topics to a central theme; Recognize and use figurative language; write an opinion paragraph; Organize ideas for an argument; Edit and revise writing for content, language and conventions; Recognize organization in a comparison-and-contrast essay; Identify and use subordinators and transitions; Write a cause-and-effect essay</p>	ESL402 or Placement Test



Course	Themes	Grammar	Skills	Prerequisites
ESL405: Advanced Listening & Speaking V	The Brain: The Fantastic Plastic Brain; Lying: Is Honesty the Best Policy; Personality: Revolution of the 50%; Cross-Cultural Insights: Ancient Wisdom Travels West	Verbs and gerund or infinitive with a change of meaning; Modals to express degrees of certainty; Identifying and non-identifying adjective clauses; Discourse connectors	<p>Listening: Make and confirm predictions; identify and take notes on main ideas; identify speaker's point of view; Summarize main ideas and details; Support ideas from one listening with reasons from a second listening; Identify a speaker's attitude; Connect problems and solutions; identify creative and effective examples; organize information using a bagua chart; Identify subtle ways to ask for and give advice</p> <p>Speaking: Express and support opinions; paraphrase a speaker's idea; Interpret graphs; Use expressions to correct a myth; interpret cartoons; Describe personality; Express and defend preferences; initiate and maintain a conversation; Emphasize a point in a conversation</p>	ESL403 or Placement Test
ESL406: Advanced Reading & Writing VI	The Brain: Neuroscience and Empathy; Lying: Lies and Truth; Personality: The Road to Success; Cross-Cultural Insights: What is Lost in Translation	Past unreal conditionals; Double comparatives for emphasis and to focus readers' attention; Identifying and non-identifying adjective clauses; Adverb clauses of comparison and contrast	<p>Reading: Make and confirm predictions; Identify the main ideas in a reading; scan a text to locate specific information; Create timelines to enhance note-taking skills; Recognize irony in a text; Identify connecting themes between two texts; Compare contrast and categorize information in two readings; Create an outline to take effective notes while reading</p> <p>Writing: Organize events using a life map; Understand the elements of a clear narrative; Use quotes appropriately for interest and authenticity; Edit and revise writing for content, language, and conventions; Organize ideas using a chart; Recognize a good thesis statement; Identify paragraph structure including a strong topic sentence, illustration and conclusion</p>	ESL404 or Placement Test

Course	Themes	Grammar	Skills	Prerequisites
ESL407: Advanced Listening & Speaking VII	Business: Business Not as Usual; Social Media: Together Alone; The Arts: Learning Through the Arts; Poverty: Changing Lives for \$50	Direct and indirect speech; Wish statements expressing unreality; The passive voice and the passive causative; Present, past, and mixed unreal conditionals	<p>Listening: Make and confirm predictions; Summarize main ideas; Identify supporting details; Recognize language to concede a point and present a counterargument; recognize language that signals opposing perspectives of an issue; Recognize persuasion with parallel structure; Identify examples from listening</p> <p>Speaking: Agree and disagree with opinions; Make concessions to introduce counterarguments; Interpret cartoons; Prepare for and engage in a debate; Recognize and use language that builds and expands on others' ideas; Express and support opinions; Incorporate parallel structure to speak persuasively; Paraphrase a speaker's key points; Use summary statements to demonstrate understanding</p>	ESL405 or Placement Test
ESL408: Advanced Reading & Writing VIII	Business: Size Matters in Business; Social Media: Staying Connected; The Arts: The Cellist of Sarajevo; Poverty: The End of Poverty	Infinitives and gerunds; Adverb clauses and discourse connectors to express cause and effect; The passive voice; Noun clauses in apposition	<p>Reading: Make and confirm predictions; Identify main ideas and different types of supporting details; Scan a text to locate specific information; Categorize information from texts; Create subheadings for note-taking and summarizing; Identify and analyze figurative language; Summarize problems and solutions using information from two texts</p> <p>Writing: Organize information into categories; Use transitional sentences to connect ideas within and between paragraphs; edit and revise writing for content, language and conventions; Organize ideas using a list; Support a main idea with reasons, facts, examples and explanations; Identify organizational structures and elements of cause-and-effect essays; Develop an outline to organize ideas and structure for an essay; Use descriptive language to add depth to writing; Analyze the structure of an argumentative essay</p>	ESL406 or Placement Test

Test Preparation Level (500)

Level	Courses	Summary of skills and Strategies	Prereq.
Test Preparation	TFL501: Test Preparation I & TFL502: Test Preparation II	<p>Reading</p> <ul style="list-style-type: none"> - Skimming, note-taking and paraphrasing - Identifying main ideas and summarizing - Understanding the importance of details and transitions - Finding the relationship between details and main ideas - Strategies for multiple choice - Understanding transitions and coherence - Understanding question types: sentence insertion, reference, inference, definition, vocabulary in context - Reading for rhetorical functions - Understanding context clues - Understanding synonyms and antonyms - Combined skills: inferring a word meaning from context, defining key terms and locating a referent <p>Writing</p> <ul style="list-style-type: none"> - Identifying prompts and planning an essay - Understanding Rhetorical functions - Focus on the descriptive essay - Planning strategies: clustering, free-writing, brainstorming, outlining - Writing a thesis and stating an opinion - Writing topic sentences and giving supporting details - Note-taking, summarizing and planning - Developing body paragraphs - Stating conclusions - Focus on the definition essay - The elements of an argument: choosing a point of view and expressing support; - Focus on the persuasive essay - Focus on compare/contrast essays: <ul style="list-style-type: none"> o Structure: block format vs. point-by-point method o Making comparisons, highlighting differences and discussing causal relationships - Presenting, citing and comparing information - Definition, explanation and exemplification - Writing conclusions, effective summary - Clarity and transitions <p>Listening</p> <ul style="list-style-type: none"> - Note-taking and key words - Outlining while listening - Understanding rhetorical functions - Understanding idiomatic expressions in context - Identifying context and tone - Understanding rhetorical and interrogative questions - Understanding transitions - Identifying the main idea - Understanding details - Drawing an inference and understanding a speaker's implication - Making predictions <p>Speaking</p> <ul style="list-style-type: none"> - Content and function words - Describing something from your own experience - Summarizing a lecture and accentuating important points - Paraphrasing, synthesizing and summarizing information - Expressing and supporting an opinion based on personal experience - Summarizing a conversation and expressing an opinion - Understanding formal vs. informal speech - Note-taking from conversations - Defining, describing and exemplifying - Discussion and debate 	



d. Program Schedule

The Intensive Program is designed for full-time students at Nile Language School. Intensive classes meet 20 hours a week.

Schedule	Time	Duration	Number of Weeks per Course
Morning	9:00am-1:00pm	Mon – Fri	6
Afternoon	1:30pm-5:30pm	Mon – Fri	6
Evening	6:00 pm-10:00pm	Mon – Fri	6

e. NLS Intensive English program (IEP)

Level	Level Courses	# of hours (Instruction + lab)	# of weeks	Total weeks and hours
Beginner English	ESL101: Beginner English I	108	6	24 weeks 432 hours
	ESL102: Beginner English II	108	6	
	ESL103: Beginner English III	108	6	
	ESL104: Beginner English IV	108	6	
Intermediate English	ESL201: Intermediate English I	108	6	24 weeks 432 hours
	ESL202: Intermediate English II	108	6	
	ESL203: Intermediate English III	108	6	
	ESL204: Intermediate English IV	108	6	
High Intermediate English	ESL301: High Intermediate English I	108	6	24 weeks 432 hours
	ESL302: High Intermediate English II	108	6	
	ESL303: High Intermediate English III	108	6	
	ESL304: High Intermediate English IV	108	6	
Advanced English	ESL401: Advanced Listening & Speaking I	54	6	24 weeks 432 hours
	ESL402: Advanced Reading & Writing I	54		
	ESL403: Advanced Listening & Speaking II	54	6	
	ESL404: Advanced Reading & Writing II	54		
	ESL405: Advanced Listening & Speaking III	54	6	
	ESL406: Advanced Reading & Writing III	54		
	ESL407: Advanced Listening & Speaking IV	54	6	
	ESL408: Advanced Reading & Writing IV	54		
Test Preparation	TFL501: Test Preparation I	108	6	12 weeks 216 hours
	TFL502: Test Preparation II	108	6	



7. STUDENT RESOURCES

a. Practice Supplements: After-class resources are available for students who want to practice outside of the classroom. A study area is available for students to review their lessons, form group study sessions, reinforce skills, or do their homework. Furthermore, NLS has made the following available for our registered students:

b. Listening Supplements: Each level has supplementary audio sets for listening practice. Most listening activities are done in the classroom, but students may practice on their own after class. A supplementary CD comes with the student's purchased book, and students may also borrow the listening CD used in class.

c. Computers: NLS computers are available to students for use during regular hours of operation. NLS makes online supplemental activities available to students. Students may borrow computers to study or do work unrelated to school.

8. STUDENT SERVICES

a. Student Records and Privacy:

A student file includes a student's application form, a copy of official identification, the placement test, F-1 documentation (for F-1 students), and all other important information such as registration/application, transfer forms, documented feedback, and warning/probation letters. For F-1 students, copies of passport, visa, I-20, I-94, sponsor documents, and financial statements are also kept on file.

Each registered student has a file securely and confidentially kept at NLS. Upon request, students may review their files.

Student records are considered confidential. Access to these files is only for selected administrative staff to use as part of their job-related duties. No one can access student records or allow others to access student records without permission from a supervisor or the student. Teachers who have a legitimate academic interest in the records must ask permission from the Director, but cannot access students' personal information.

Department of Homeland Security (DHS) or governmental law enforcement agencies may review student files. However, for students' protection, such access can only be granted if the school is shown proper identification and proof that the request for access is in accordance with legal requirements.

Student consent is necessary before any individuals or organizations can attain access to any records. Consent must indicate reasons for release of records and to whom the information must be released. If the student is a minor, the consent of their parent or sponsor is required. Student records may be disclosed in an emergency where the health or safety of the student or others is concerned, only with the permission of the Director.



b. Official Letters:

Students may request official letters such as documentation as a current student at NLS, student identification card, documentation as a previous student at NLS, letters for the Department of Motor Vehicles (DMV), and transfer letters. Letters are processed within five to seven business days upon request. If a student needs a proof of payment letter, a \$10 fee will be applied.

c. Parties, Celebrations, and Picnics:

NLS occasionally organizes celebrations and outdoor activities such as picnics, field trips, and other special events. Students will be advised and encouraged to participate. All students must sign a waiver and/or a sign-up sheet. Minors must have their parent's or legal guardian's consent to attend any extracurricular activity.

d. Health Insurance Policy:

Although not required, NLS advises and encourages students to acquire a Health Insurance plan to use while in the United States. Health Insurance coverage is necessary to avoid costly medical expenses in case of health needs or medical protection, such as care for illnesses and injuries. As medical care can be extremely expensive in the United States, students without Health Insurance are vulnerable to financial loss and loss of student status should an unforeseen illness or accident occur. If a student does not have their own health insurance coverage, they can contact the Onsite Operations Director. for assistance and advice.

e. Field Trips:

NLS requires that for every 15 students, 1 field trip leader accompanies the students on the trip. The field trip leader may be a faculty member or administrator. All students going on the field trip must sign a liability waiver form before departure. Minors must have their parent's or legal guardian's consent to attend any extracurricular activity.

f. Health and Safety Guidelines:

The following guidelines must be adhered to during the field trip:

- Take only the amount of cash/credit cards needed for the trip; leave extra cash and valuables at home.

- Keep wallets and purses close and be aware of surroundings.

- Keep a small amount of cash in a pocket to avoid opening wallets or purses in busy public places.

- Know travel plans in case of separation from the group.

- Get the group leader's cell phone number.

- If separated from the group, call NLS or your leader's cell phone. Do not accept rides from strangers.



-If in a suspicious situation, find your group leader and/or a police officer immediately or dial 9-1-1 in an emergency.

g. Student Housing:

NLS does not claim responsibility for student housing. However, suggestions can be made to students about nearby hotels and apartment complexes and/or verified 3rd party housing partner companies. Students who need assistance can speak to the Student Services Coordinator about housing, but it is the student's responsibility to arrange their own accommodations.

h. Advising:

NLS has administrators who can also serve as advisors. Students may make appointments with the Director, Academic Director, Onsite Operations Director. or any administrator for academic and personal advising. Students can refer to the office hours schedule on the bulletin board for available times. If the administrators feel that a student's needs exceed the resources available at NLS, referrals to other professional services or programs may be provided. NLS takes no responsibility for the services provided by 3rd party service providers.

i. Academic Advising:

Academic advising is available for students whose needs are academic in nature. Academic advising is provided for:

- Students who struggle during a course
- Students who do not pass a course
- Students interested in attending a US college or university
- Students taking the TOEFL course
- Students who have questions regarding their studies

j. Personal Advising:

Personal advising is available for students whose needs are personal in nature. These needs may include homesickness, difficulty understanding or adjusting to the American culture, emergencies, health problems, assistance obtaining a driver's license or any other personal problem and/or need.

k. Referral Procedure:

Students whose immigration, personal, or academic advising needs exceed the capabilities of the student advisors will be referred to an outside professional, service or program. When a student demonstrates the need for an outside resource, the advisor will first attempt to recommend a resource that they or another staff member are familiar with. If that is not an option, the advisor will do a thorough online search for a resource that best matches the student's needs. Advisors do whatever they can to ensure that the students receive the help that they need immediately, and the Director is kept informed throughout the process. After the



student utilizes the outside professional, service, or program, the advisor schedules a follow-up appointment with the student to check the student's satisfaction and progress. Please note that the advisors and NLS do not take responsibility for the services provided by 3rd parties.



9. CLOSURES & HOLIDAYS

a. Scheduled Closures/Holidays:

NLS observes the following US federal holidays: Memorial Day, Independence Day, Labor Day, Columbus Day, Thanksgiving Day, and Christmas Day. Students will be reminded of school closures before each scheduled holiday.

b. Unscheduled Closures:

In case of severe weather, please visit the school's website at www.nls.edu and check your email NLS has on file. NLS does its utmost to notify the students of unexpected closures.

c. Unannounced Closure:

In the event of an unannounced school closure, students enrolled at the time of the closure must contact the Department of Labor and Workforce Development's Training Evaluation Unit within (90) ninety calendar days of the closure. Failure to do so within the (90) ninety days may exclude the student from any available form of assistance. The contact number to call is (609) 292-4287 or email at trainingevaluationunit@dol.nj.gov.



10. STUDENT CONDUCT & POLICIES

a. Drugs:

NLS complies with federal laws governing the use and abuse of drugs in schools. Therefore, the school prohibits the possession, distribution, sale, or use of illegal drugs or narcotics.

b. Alcohol:

Endangering, inappropriate, or disruptive behaviors due to alcohol consumption will not be tolerated at NLS. The use and possession of alcohol is strictly prohibited on school premises.

c. Smoking:

Smoking is not permitted on school premises as NLS is committed to a healthy and safe teaching and learning environment. The first violation of any of the items above would trigger a warning letter from the Director, which may lead to dismissal if such violations persist and/or become frequent.

d. Email:

All students must periodically check their email for information sent from NLS about school-related matters or announcements. Students without a computer/email address/internet access must notify NLS so that they can receive paper notifications.

e. Dissemination of Information:

NLS implements several means of communication with the students. The distributed information is based on any update or change made to any academic and non-academic policy or memorandum at NLS. The method of distribution includes the NLS website (www.nls.edu), email, meetings, and bulletin boards. If necessary, personal home landline, cell phone or mailing address might be used instead. It is every student's responsibility to inform the school of any changes made to their contact information such as home address, email, home or cell phone number.

f. Copyright Policy:

All NLS students and staff must respect the copyrights in all works including those that are accessible through computers connected to the NLS network.

Federal copyright law prohibits the reproduction, distribution, public display or public performance of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Students are prohibited from using graphics, texts, or other materials in a way that violates any copyright law. All materials in NLS's courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from NLS's website for their personal use. Use by or distribution to others is prohibited unless expressly noted.



Unauthorized copying or distribution may result in revoked access to course(s) and or disciplinary action.

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using NLS's computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Students with questions about copyright or this policy are invited to raise those questions to an appropriate NLS administrative staff.

g. Academic Honesty:

Plagiarism and/or cheating are violations of Nile Language School policy. The school has a zero-tolerance policy regarding academic dishonesty. Any student caught submitting a copied work or cheating during an exam may be dismissed from the program.



11. STUDENT FEEDBACK, COMPLAINTS AND DISPUTE/CONFLICT RESOLUTION

a. Student Feedback:

NLS highly values quality education and, therefore, respects students' opinions, concerns and suggestions.

All complaints must be addressed to the school Director in writing. The written feedback should include the student's full name and ID number, the student's address, a detailed account of the concern/complaint/dispute including dates, times, and the people involved, if applicable. The date of the complaint letter and the student's signature are also important. Upon receipt and review of the documented feedback, the school Director will schedule an appointment date with the student to address the student's concern(s). Every effort will be made to bring an amicable closure to the concern. The decision of the Director and/or appeal panel is final. If contract cancellation occurs as a result of the decision, any refund will be calculated in accordance with the school's refund policy and based on the date on the complaint letter.

b. Record Keeping:

For future reference, a copy of the complaint and the resolution are kept in both the student's and the school's feedback files.

c. Confidentiality:

All records on feedback/complaints and resolutions can only be accessed by the Director and those involved in the case.

d. Honesty:

Students and administrators are expected to be truthful in their report and consider providing feedback as a serious matter.

e. Fairness:

NLS administrators will always do their best to reach a fair and acceptable resolution.

f. Conflict-Resolution:

NLS will address any issue to resolve human conflicts with no intention to punish or blame anyone involved. It will always be the policy of NLS to try its best to resolve any conflict and/or dispute.



12. F-1 MATTERS (VISA AND IMMIGRATION)

a. International Student Advisor/Designated School Officials (DSOs):

Visa and Immigration Advising: The Student Advisor (DSO) is available to answer students' questions about attendance, vacation, change of status, transfer, SEVIS system, and other matters pertaining to a student's status. The Student Advisor also updates F-1 students of DHS policies affecting them. The Student Advisor works closely with F-1 students to help them successfully maintain their status by following correct procedures in extending their program of study and/or transferring or changing their academic programs.

If a student's immigration needs exceed the capabilities of the NLS' DSOs, the DSO will contact the DHS Field Representative Unit (FRU) for assistance or the student may be referred to an immigration services professional (i.e. immigration lawyers). After the student utilizes the outside immigration services professional, the advisor schedules a follow-up appointment with the student to check the student's satisfaction and progress. NLS takes no responsibility for the services provided by 3rd party immigration services professionals.

F-1 students must stay informed of all the legal issues regarding status. It is, therefore, very important for students to communicate with the Student Advisor if they are not clear on matters regarding their visas. Any visa questions must be directed to the school's Student Advisor.

Valid Documents and Identification: Passport: F-1 students must maintain a valid (not expired) passport at all times.

I-20: F-1 students must keep a valid I-20. If more time is needed to complete their study at NLS, the student can apply for an I-20 extension before the expiration date on the current I-20.

Student Visa (F-1): An F-1 student visa is stamped outside of the United States. If your status was changed after you came to the United States, you can have a valid F-1 student visa in your passport when you travel to your country and have a visa stamped as an F-1 student.

Academic Advising: The Student Advisor is also available to assist with academic issues. This includes issues affecting student learning experience and other educational needs relevant to the school's program. Students can also approach the advisor regarding schedule, evaluation of academic progress, and assistance with outside resources. The Student Advisor can provide advice related to academic matters and can counsel students on behavioral issues at school.

b. Maintaining F-1 Status:

To successfully maintain status, F-1 students are expected to adhere to the following student visa rules:

- Study on a full-time basis (18 hours per week or more).
- Attend at least 80% of all classes.
- Complete all required coursework; progress academically following the curriculum.



-Notify the Student Advisor or the Director of the reasons for absences with supporting documentation, such as doctor's note.

c. Warning Memos:

Warning Memos are issued to students who incur 4 (four) unexcused absences and/or excessive tardiness in class, and those who fail to make reasonable academic progress. Once a student receives a Warning Memo, the student is expected to improve in the area indicated in the warning memo to avoid being put on probation. An F-1 student with 6 (six) unexcused absences will receive a Warning Letter from the Student Advisor and/or the Director. Non-compliance or inability to improve could cause the student to be put on Probation or be put Out-of-F1-Status. Attendance is checked at NLS on a daily basis.

d. Probation:

F-1 students unable to improve in the area indicated in the written warning within a given period of time are put on Probation. Students on probation are not able to take a vacation or transfer to another school and must attend all classes during the probationary period. If the student violates the terms of the probation, the USCIS will be notified and the student will be considered Out-of-Status. Out-of-Status students should leave the U.S. immediately or apply for re-instatement.

e. Change of Address:

If a student changes place of residence, the school must be immediately informed of the student's new address. The student must submit Form AR-11 to DHS within ten business days of the change. Failure to notify of address change may lead to the termination of a student's status.

f. Working in the United States:

Since an F-1 student's primary reason for being in the United States is to study, F-1 students are not permitted to work without specific employment authorization from the USCIS.

g. Transfer Policy (F-1 Students):

F-1 students who are in good academic and financial standing and have not violated their status in anyway may request to transfer to another institution. In order to transfer, the following steps are necessary:

1. Contact the Student Advisor at NLS to inform of the student's intent to transfer; NLS will verify the current status in 5 business days.
2. Obtain a complete transfer recommendation form from the new school for NLS to complete in 5 business days.
3. A Letter of Admission from the new school is necessary for NLS to process the transfer. The letter from the new school must indicate the program start date.



h. Vacation Policy (F-1 Students):

If an F-1 student has good attendance (at least 80%) and satisfactory academic progress (i.e. the student has completed all required coursework and is progressing academically following the curriculum), (s)he can apply for a 1-session vacation after completing 3 consecutive sessions. A 2-session vacation may be requested by an F-1 student after studying for 4 sessions consecutively. F-1 students must consult with the Student Advisor before taking a vacation. F-1 students leaving the US must obtain their I-20s signed by a DSO/Student Advisor to be eligible to enter the U.S. In addition, emergency leave of absence with necessary documentation may also be applied for.

i. Minimum Study Requirement:

F-1 students applying for initial I-20 must study at NLS for a minimum of 2 consecutive sessions (12 weeks). This rule is waived for students attending Summer Sessions (June-August) and incoming transfer students. Students who fail to meet this requirement will be charged an early withdrawal fee (see pg. 9, Fees). F-1 Students who enter the U.S. on NLS I-20 and decide not to take any classes at NLS for any reason other than a medical excuse are subject to pay the early withdrawal fee. Students who come to NLS to take one or two sessions and then leave the U.S. in compliance with federal immigration law and without transferring to any other school are not subject to this requirement.

j. Course Requirements:

Students must complete all current course requirements to register for the next session. If, for special reasons, the student cannot take exams (oral or written) on the scheduled dates, they must pay \$20.00 per exam in order to take the exams on other dates, subject to prior agreement of the teacher and the Director, or the Academic Director.



k. Who's Who at NLS & Designated NLS Officials (DSO):

Administrator	Position
Roman Brizhak Email: director@nls.edu Ext: N/A	Director Primary Designated School Official (PDSO) Advisor
Anna Capell Email: capell@nls.edu Ext: N/A	Academic Director Advisor ESL Instructor
Iuliia Goncharova Email: goncharova@nls.edu Ext: N/A	Designated School Official (DSO) International Student Advisor Director of Admissions, Marketing and Student Services
Tomas j Delmastro Email: tomas@nls.edu Ext: N/A	Financial Office Manager

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