



ELCI Salt Lake City

Student Handbook

(January 1, 2022-December 31, 2022)

220 S 200 E #LL. Salt Lake City, UT 84111

<https://www.elcisaltlakecity.edu>

welcome

1. Welcome to ELCI Salt Lake City

Welcome to ELCI Salt Lake City! We are happy you will be studying English with us. We want you to have a wonderful experience here and will do everything we can to help you.

The activities in and out of class will help you improve your English. You will not only learn from teaching materials, but you will have the chance to meet other international students and native speakers of English in the community. You will become a "citizen of the world" through these experiences.

This handbook gives you some information you need to know as a student of ELCI Salt Lake City. It is important that you understand everything in this book. If you don't understand something, or would like more information, please ask your teachers, the Academic Director or someone in our office.

2. Important ELCI Salt Lake City Information

You should keep this information in your wallet or purse AT ALL TIMES because you might need to talk to us when you are not at the center.



important information

School Address: 220 S 200 E #LL. Salt Lake City, UT 84111
Phone number: 1-800-487-2499
Emergency number: 619-921-7774
Email: info@ELCISaltLakeCity.edu

Website: <https://www.elcisaltlakecity.edu>

helpful hints

4. Helpful Hints for Students

We want you to learn English quickly. To do this, you should always:

Attend class: If you want to progress quickly, you need to come to class everyday.

Be on time: This is polite, as well as necessary

Come prepared: Bring your books, pens, pencils, notebooks, and homework to class every day.

Speak only English: You must speak English at all times at ELCI Salt Lake City, even when you are talking to people who speak your first language. Teachers and office workers who hear you speaking your language will ask you to speak English. If you continue to speak your language, you may be asked to speak to the Academic Director, the Assistant Director or Center Director about this. Make lots of friends with other students who don't speak your language and people who speak English. The more you speak English, the faster you will learn it, so speak it all the time!

Be polite: do not eat in the classroom and TURN OFF ALL CELL PHONES!

progress reports

5. Progress from Level to Level

There are five levels of English study at ELCI Salt Lake City: Beginning; Pre-Intermediate; Intermediate; High Intermediate, Advanced. ELCI SLC has four terms per year— Winter, Spring, Summer, and Fall. One term is three months. Each term has three sessions; one session is one month. If you do well in your classes, you can move from the Beginning level all the way to the end of High Intermediate

and be ready for the Advanced level in one year!

The following is a general description of a student's language proficiency of the Intensive English program after completing each Level.

Beginning

Communication Tasks:

Students build the basic elements of the language to interact in situations connected to their personal life—daily routines, leisure activities, future plans and past activities.

Students can give basic information about themselves, their family, education, work, and their hometown. Students can give personal information (name, address, phone number) in situations like calling for a pizza delivery, getting a video rental/library card, or filling out a registration/application form. Students can express preferences related to leisure activities, eating, and shopping. They can ask for information and ask for clarification. They can ask for and give simple directions. They can create one-adjective descriptions (*the weather is hot, lunch was delicious, she's pretty*).

Students can understand simple written instructions (how to use a pay phone), signs and ads, and children's books for native speakers. They have obtained vocabulary related to everyday living (food, transportation, family, jobs, and school).

Students can fill out simple forms; write checks, lists, short emails, and personal letters; and produce paragraphs about personal information.

Students can respond appropriately and use and understand basic courtesy formulas (*thank you, sorry, excuse me*) in simple social interactions, such as greeting, leave taking, and introducing.

Contexts and Conditions:

Students are successful within contexts that are predictable, familiar, and with visual cues that strongly

support the task (for example, pictures on a menu). In interactions with native speakers, students often rely on gestures and facial expressions. Comprehension requires short, simple sentences, spoken slowly and clearly, with repetition. They rely heavily on translation from their first language and so, use a bilingual dictionary. Students tend to write simple sentences with few or no connectors. Written work length is one or two paragraphs. They have more accuracy when using set phrases than when required to transfer rules to new contexts. Their oral production is often slowed by their tendency to translate from their first language and by their limited vocabulary.

Corresponding Examination Scores:

University of London Exam-Level 1

TOEIC 200-300, Level D

Pre-Intermediate

Communication Tasks:

Students start to talk about relationships between personal aspects and the world where they live, sharing viewpoints, experiences and concerns; talking about possibilities and plans; comparing people and places; advising and instructing.

Students can talk about their experiences and ideas in the present and past (*I think, I used to...*). They can relate short narratives both orally and in writing about past experiences (*I went to a public school...*). They can make plans and arrangements over the phone or face-to-face (*Would you like to go to a movie Saturday? What time can we meet?*). They can make suggestions and give advice (*Maybe you should try the other restaurant*).

Students can understand written instructions (simple recipe), short popular magazine articles, and literature for elementary age native speakers. They have obtained vocabulary related to everyday life (shopping, cooking, leisure activities, and friends). Short essay organization is developing. They can support and expand their ideas in

writing.

Students can respond appropriately in various social interactions, such as apologizing, making an excuse, expressing disappointment or worry, giving and responding to compliments.

Contexts and Conditions:

Students are successful in contexts that are familiar and which strongly support the task. In interactions with native speakers, students' comprehension often requires slow, clear speech with repetition. Students are beginning to vary sentence length and complexity and use connectors. Written work length is 2 to 3 paragraphs. They continue to rely somewhat on translation from their first language and use a bilingual dictionary. They still tend to have more accuracy when using set phrases than when required to transfer rules to new contexts.

Corresponding Examination Scores:

University of London Exam-Level 2;

TOEFL 310-350 (paper-based), 40-63 (computer-based)

TOEIC 300-500, Level C

Intermediate

Communication Tasks:

Students develop their fluency while expressing ideas, establishing hypotheses and defending viewpoints. They can compare, agree and disagree politely, and summarize information. Students can establish time relationships clearly.

Students can give instructions and directions (*Meet me on the second floor of the library at 4:00, or I live three blocks away from downtown*). They can report speech (*She said, "I really want to go to Tokyo," or He asked me if I wanted to study Spanish*). They can ask for recommendations and advice (*Which color looks better? or Do you think it's a good school for law?*). Students can give 5-minute

presentations in class.

Students can understand popular magazine articles, short newspaper articles, and literature for young native speakers. They have obtained vocabulary related to travel, academics, social issues, and the workplace. Students can write short articles, short essays, faxes and business letters.

Students can respond appropriately in various social interactions, including expressing hope, regret, and sympathy.

Contexts and Conditions:

Students are successful in contexts which are familiar, however they are less reliant on visual cues (for example, they are more comfortable using the telephone). In interactions with native speakers, students' comprehension requires clear, non-colloquial speech, with occasional clarification. Students can write and speak with some fluency, sometimes with limited accuracy. Written work length is up to 2 pages (400 words). They are less reliant on translation and able to mainly use a monolingual dictionary. They are often successful transferring rules to new contexts. However, they tend to make overgeneralization errors as they acquire these new structures.

Corresponding Examination Scores:

University of London Exam Level 2-3

TOEFL 350-400 (paper-based), 63-97 (computer-based)

TOEIC 500-590, Level B

Vestibular Exam (Brazil) Pass

High Intermediate

Communication Tasks:

Students are able to express themselves on a variety of subjects relating to the contemporary world, with fair

control of the structure of the language. Students are able to express abstract ideas, defend viewpoints using analogy and exemplification, and establish hypotheses and conditions.

Students can understand key points of lectures and take part in business meetings and social events. They now show facility in resolving communication problems.

Students can understand short Internet and newspaper articles, textbook excerpts, and literature for young adult native speakers. They have begun to obtain vocabulary related to more specialized subjects, such as the environment, law, politics, science, art and business.

Students can write business letters, academic essays, timed essays, and take notes on lectures. They can write short journalistic articles. Students can respond appropriately in various social interactions, such as approving and disapproving, seeking advice, and expressing intentions. They have fair competence in choosing appropriate register according to the situation and the participants.

Contexts and Conditions:

Students are successful in a variety of contexts. In their interactions with native speakers and in phone conversations, students can understand clear speech at near normal speed. They may need occasional repetition or clarification. They tend to have trouble with the complex verb tenses and language features which are "exceptions" or "irregular." They still make errors related to native language interference. Written work length is 3 to 4 pages (600-800 words).

Corresponding Examination Scores:

University of London Exam Level 3-4

TOEFL 400-450 (paper-based), 97-133 (computer-based)

TOEIC 590-730, Level A

*NOTE: students will require specific preparation for each examination to achieve upper

Advanced

Communication Tasks:

Students expand and polish their knowledge of the language, achieving a more accurate and articulate communication. They communicate effectively, appropriately, and independently in various contexts with fair accuracy and fluency. Students are able to use the language for analysis, comparisons, decision-making and evaluation; as well as for creative personal expression. They generally understand formal and informal conversations at near native speed, allowing them to fully participate in group discussions. Students now demonstrate a command of language structures and discourse patterns within the range of the experience.

Students can generally understand TV news and movies, and discuss current issues. They can use idioms and specialized vocabulary within their own field in most social, work, or study situations. Students can read all kinds of authentic materials relative to their needs or interests. They are able to interpret and compare both the content and the form of written texts. They can write research papers, academic essays, journalistic articles, professional reports, and presentations. They can participate in business meetings and university classroom projects, such as group presentations. Students can use the phone effectively. Students can defend their point of view by defining the issue, supporting their view with facts and experience, and discussing pros and cons.

They can read newspapers, Internet articles, textbooks, reference material, and literature for adult native speakers. Students can write research papers, academic essays, journalistic articles, professional reports and presentations. Students can participate appropriately in a wide variety of social interactions, including inviting cooperation, giving instructions, explaining and clarifying, expressing value judgements, negotiating solutions, and responding to constructive criticism. They have competence in choosing appropriate register according to the situation and the participants.

Contexts and Conditions:

Students are successful in a variety of contexts. In interactions with new speakers, students understand conversation at near normal speed with some need for clarification. Students are beginning to be able to interpret humor and irony. Length of written work meets entry level professional requirements and undergraduate academic requirements for most United States Universities. Students' pronunciation does not interfere with comprehension.

Corresponding Examination Scores:

University of London Exam Level 4

TOEFL 500-550 (paper-based), 173-213 (computer-based)

TOEIC 730-875, Level AA

IELTS 5.5-6.0

*NOTE: students will require specific preparation for each examination to achieve upper

You will be assessed every session at ELCI Salt Lake City.

Placement Test: Students who apply for our school should be 16 years old and above. On your first day, you will take a test to determine your English level and help us put you in the right classes. These tests consist of Michigan Placement Test (including grammar, reading and vocabulary, listening), a writing test, and an oral interview. The scores requirements and level placement are given below.

Level	Grammar	Reading & Vocabulary	Listening	Michigan Test Total	Speaking	Writing
Beginning 101-103	0-10	0-15	0-6	0-26	0-6	101-103

Pre-intermediate 201-203	11-15	16-33	7-9	27-40	7-13	201-203
Intermediate 301-303	16-20	24-32	10-12	41-50	14-20	301-303
High-Intermediate 401-403	21-24	33-41	13-15	51-61	21-28	401-403
Advanced 501-503	25-27	42-45	16-18	62-76	29-33	501-503

Achievement Tests: At the end of each session (one month), you will take achievement tests in each of your classes. Your scores on these tests will show if you understand the things your teacher taught in that session.

Classwork: Your daily work in your classes will also determine if you are successful in learning the skills your teacher has taught you. Classwork examples include your homework that will be graded, quizzes, and presentations. Your classwork and achievement test results will help us determine your readiness to progress to the next level at the end of the term.

Level Progression

To pass a level,

- you need to study for **three sessions** and have an **average 75%** of your final grades.
- After studying for 3 sessions, if your average final score is lower than 75%, you will have to repeat this level for at least one more session and reach average 75% to pass this level.
- Students must make normal and satisfactory progress and pass a level within 6 months. If you continue to fail, you may be advised to change programs within ELCI Salt Lake City or transfer out to another school.
- Students who failed three terms will be terminated.

Grade Appeals

Replace to a Different Level

If new students think they have been placed in the wrong level of proficiency, the student can make an appeal as

following.

1. Take the Placement test.
2. During the first week of classes in the first week of a Term, contact the Student Services Coordinator if the student feels he/she is not in the right level.
3. Academic Director consults with teachers about the request.
4. Receive approval from the Academic Director to change the level/program.

Skip Test

If students fail and repeat a level, but believe they should have passed and moved up, we offer skip tests to carefully assess these students' English skills.

To be approved for taking skip tests, a student must

1. Have 80% of attendance in each course in each session of the previous term.
2. Before the first week of Session 1, make a request to the Student Services Coordinator and receive approval from the Academic Director to take the Skip Test.
3. Complete the Skip Test by the end of the first week of a new session.
4. Test results have to meet the minimum score requirement(see p16) to be moved up a level.

General Grade Error

A student who believes that a course grade has been assigned unfairly or improperly has the right to appeal and follow these steps accordingly.

Step 1) The student should first contact the instructor and address his/her concerns. The student and the instructor should review the grading procedures and determine if the grades are correct.

Step 2) If the student and the instructor cannot reach to an agreement, the student has the right to file a formal appeal within two weeks after the grade was posted. The student must fill out the Grade Appeal Form(available at the administrator office). The instructor must date this form at the time of receipt from the student, record the decision on the this form, and sign and date.

Step 3)The Grade Appeal Form will be reviewed the Academic Director. A student interview and/or reassessment might be required. The Academic Director will inform the student the decision within 5 days upon receipt of the appeal, record the decision on this form, and sign and date. If a student' grade appeals result in the change of level, the procedure will follow the skip test procedure.

Step 4) If there is an unsatisfactory decision in Step 3, the student may appeal to the Center Director. The student has 5 instructional days following an unsatisfactory decision at Step 3 to continue with the appeal. The Center Director will inform the student her final decision within 5 days upon receipt of the appeal.

in the classroom

6. In the Classroom

Attendance: You must attend class at least 80% to stay at ELCI Salt Lake City. Being in class will help your English improve faster. Do not make appointments during class time. Banks, stores, doctors' offices, government offices and most other places are open before and after school hours. If your attendance is below 80% for one session, you will receive a written warning letting you know you are below status. If your attendance for the following session falls below 80%, you will be put on academic probation. If you continue to have less than 80% attendance you will be

reported to DHS and may be asked to leave the country.

Tardiness: Tardiness means being late. You must be in class on time. Three times of being tardy equals one day absence, so be careful, and be on time. It is impolite to walk into class late, and you might not hear important information or you might miss a quiz! If you have a problem, and you know that you will be late, call the ELCI Salt Lake City office at 619-291-3304.

Sickness: If you are very sick, please stay home and get well. But, it is very important to call the ELCI Salt Lake City office and tell us that you are not coming to class. Please call us in the morning before classes start if possible—but at least before noon (12:00 pm). When you feel better and come back to classes, you must ask your teachers for the homework you missed and do it.

Grades:

You will have grades from your teachers for each class at the end of each session on a grade report. This report can also be sent to your home, school or college if you would like. In each class, your grades are based on classwork (70%) and achievement tests (30%) for Intensive English program, Practical English program, Business for Entrepreneurs, and TOEFL. You must have an average grade of 75% or higher in all your classes to move to the next level for each class.

For TESOL program, your grades are based on practicum (35%), quizzes (35%) and achievement test (30%). You must have an average grade of 75% or higher to successfully pass this level.

***Online Class During COVID**

Due to COVID-19, we temporarily teach classes online (detailed schedules will be distributed at school and updated periodically). To ensure the quality of online classes, you should follow the rules below.

- Your camera must be turned on during class time. You will be marked as absent if your teacher cannot see you and/or cannot verify your attendance.

- When you are in class, please make sure you focus on the class.
- Class time is not a time to be doing other things. You will be marked as absent if you are doing other activities during class time.
- Please make sure you study at an appropriate, quiet place without distraction.
- Please make sure you dress appropriately to respect to your teacher and classmates. Otherwise, you will be asked to leave the class and marked as absent

policies and procedures

7. Policies and Procedures

Department of Homeland Security (DHS):

Full-time Study: Students with an F-1 Student Visa must study in a full-time program. If you have less than 80% attendance during your first session, we will give you a warning. If you continue to have less than 80% attendance, DHS will say that you cannot stay in school anywhere in the U.S., and that you must return to your country.

Normal and Satisfactory Progress: Students with an F-1 Visa must make normal and satisfactory progress during your study. In other words, you should pass each level/program within a reasonable amount of time. Constant failing may result in excursion and/or termination.

Student Employment: You can do volunteer work, but working off-campus for money without an OK from DHS is illegal. If you work illegally, DHS may tell you to return to your country.

Smoking:

You must be 21 years old to buy and smoke cigarettes in the San Diego. You will see many signs telling you that you cannot smoke. Some of the signs that you will see are:

- Smoke Free Building/Environment
- No Smoking

- Thank You for Not Smoking

This means that you will have to smoke outside. You must not smoke anywhere close to the entrance of a building. Please do not throw your cigarettes on the ground. When you are finished, use an ashtray or a garbage can.

Alcohol:

You must be 21 years old to buy and drink alcohol in the USA. Drinking alcohol and driving is illegal in the United States and is very dangerous to you and others. You could go to prison if you drink and drive, so don't do it. If you are 21 years or over, you cannot buy alcohol for someone under 21. You could go to jail or pay a large fine (money) if you are arrested for giving or buying alcohol for anyone under the age of 21.

Academic Counseling:

You must talk to an academic counselor if you receive a low final grade (less than 75%) in any session.

Repeat a level:

For all programs, if your average grade of one term is less than 75%, you will have to repeat the level.

Students are allowed to repeat the same level once. If you fail the same level for the second time, you will be advised to transfer to another institute.

Probation:

You will be placed on probation if you:

- Have less than 80% attendance for more than two sessions
- Have less than a 60% average final grade in three sessions (vacation will not be granted)
- Disobey ELCI Salt Lake City rules

Termination:

You may have to go home to your country if you:

- Have less than 80% attendance for three consecutive

sessions

- Have less than a 75% final grade for a maximum of nine consecutive sessions
- Continue to disobey ELCI Salt Lake City or homestay rules.
- Do a criminal act.

Plagiarism

Definition of Plagiarism

At ELCI Salt Lake City, students are expected to submit all course assignments as a result of their own efforts. Otherwise, it is considered as plagiarism. Common forms of plagiarism include but are not limited to the following:

- copying and pasting from the Internet and posting somewhere else without proper citation
- putting your name on another person's essay or project and submit it as your own
- copying exact wording from another person's text
- using another person's photo, diagram, sounds, or ideas without proper citation
- presenting research in your own words without providing your references
- purchasing another person's text and using it as your own
- presenting ideas in the same format and order as your research source
- having a teacher, native speaker, or higher-level student to alter or edit your paper to perfection

Penalty

Acts of plagiarism are violations of academic policy and will not be tolerated at ELCI Salt Lake City. The penalty and procedures for plagiarism are as below:

1st offense: receive 0 on the assignment. May be allowed to redo the assignment. Receive an email as a written warning from the teacher. The email will be sent to the Academic Director and School Manager.

2nd offense: deduct 10-15% of the final grades of the session.

3rd offense: deduct 30% of the final grades of the session and automatically fail the session. It may result in failing the whole term.

Further offenses may result in excursion from the program and/or the school.

Health Issues:

Please follow these rules:

Medical Insurance

Every year, thousands of international students in the U.S. and abroad need emergency medical treatment and are unprepared for the high costs involved. We strongly recommend students purchase health insurance during their study in the United States.

ELCI Salt Lake City is not responsible for any health problems that happen while at ELCI Salt Lake City or during any ELCI Salt Lake City activities.

If you are sick:

Tell your host family or the people at ELCI Salt Lake City and we will help you decide what to do.

If it is not too serious, like a sore throat or stomachache, you can buy some medicine at the store.

If it is more serious, like a cold that has stayed more than two weeks, you should see a doctor. You must take your insurance card with you to the doctor's office. The doctor will look at you, and if the doctor gives you a prescription for medicine, you will go to a pharmacy to get the medicine you need.

If it is very serious, like breathing is hard or you cannot eat, you should go to the hospital quickly, but remember this is very expensive, so you should go to the hospital only when you have an emergency (serious problem). Remember that you must take your insurance card with you to the hospital.

Also remember that anytime you use your insurance, you must call the insurance company and tell them what you are using it for BEFORE you use it. If you have an emergency, you can call the insurance company AFTER you get help.

Safety Issues:

Money Do not leave a large amount of cash or traveler's checks in your room. Do not carry a large amount of cash or traveler's checks in your purse or wallet. Instead, put this money in a bank. They can give you checks and an Automatic Teller Machine (ATM) card. These are safer to carry than cash and traveler's checks. You must be 18 years old to open a bank account and take your passport and I-20 with you.

Activities There are safety issues to think about when you are on an ELCI Salt Lake City activity or visiting new places alone or with your friends:

- Always tell your host family where you are going and when you will be back.
- Keep your host family's phone number with you at all times. If you are not in a host family, keep the ELCI Salt Lake City emergency number with you at all times. Call "911" for help if you are in a dangerous situation.
- Stay in groups during activities and when walking or traveling to and from activities. Do not walk alone at night.
- Never put any of your things down and leave them (sunglasses, coats, backpacks, etc). Your things will may be gone when you come back.
- If you do not feel good talking to a stranger, do not talk to him/her. Just walk away.
- If a robber (thief) wants your money, don't argue with him. Give it to him and then quickly call the police (911).

- Do not hitchhike. Do not get into a car with any stranger.
- Do not be afraid to ask people for help. Most people are friendly and they want to help if you need it.
- The most important rule is to be careful and use your brain—do not do anything foolish!

Starting Classes: After we have received all of the forms we need, like a copy of your visa and passport, and after you have paid for your course, you will be ready to start classes. If you do not pay for your course on or before the first day, you will receive a reminder letter, and if you do not pay for classes by the third day of classes, you cannot go to classes until the bill is paid.

Enrollment Agreement and Cancellation Policy: Every student of ELCI Salt Lake City must read and sign the Enrollment Agreement and Cancellation Policy. Please see a copy of this form below, which was sent to you to read and sign before coming to ELCI Salt Lake City. After you have read this document, please ask us if you have ANY questions about it:

*****Cancellation and Refund Policy*****

The student has the right to cancel and receive a full refund without penalty or obligation if the notice of cancellation is made prior to or on the first day of instruction up to the seventh day after enrollment, whichever is later. If the notice of cancellation was made after the seventh day of enrollment, the student will be charged a \$150.00 cancellation fee plus the prorated amount of time studied. When determining the number of weeks studied, ELCI will consider a partial week the same as if a whole week was completed, provided the student was present at least one day during the scheduled week.

Cancellation prior to arrival

Students cancelling 14 days or less prior to the course or accommodation start date or to students who have had their visa application rejected, ELCI will refund fees received in full. Non-refundable charges (registration fee, accommodation fees, and student insurance fees) vary according to region.

Enrollment Agreement

See Appendix pp25-26

student services

8. Student Services

Activities:

Living Language Lab: Each session, you will have two Living Language Labs. These are special activities to help you improve your listening and speaking skills by using the English-speaking community around you.

Activities: Each session you will also have at least two activities. Activities will be fun things to do to get to know your classmates and the people who work at ELCI Salt Lake City.

Extra Activities: Each term, ELCI Salt Lake City will plan very special activities. These could be weekend trips to famous places, for example. You will have to pay a fee for these special trips.

Monthly Activities Calendar: We will make a monthly calendar of activities and give it to you on the first day of school. We will explain which activities are free, which activities you must pay for, and which activities you must sign up for.

Travel: You can travel INSIDE the country during holidays, or other times when there are no classes. You cannot miss school because you want to travel. If you would like to travel OUTSIDE the country alone, with friends, or even with your host family, the ELCI Salt Lake City Director must sign your I-20 BEFORE you leave. If she/he does not sign your I-20, you may not be able to come back inside the country. The Center Director's signature on your I-20 is good for travel in and out of the country for one year.

Transfers:

If you would like to transfer to another ESL school, you must have a letter of acceptance and a transfer form from the new school. Your current student status will be reported to the new school. Remember, if you do not have 80% attendance and at least 75% grade average the new school may not accept you. So, be sure you are in good status before trying to transfer.

Advising: If you have any problems, concerns or questions about anything at ELCI Salt Lake City you may talk to the Academic Director at any time. We want your experience here to be the best it can be, so please talk to us about any problems you may have.

Computer and Other Labs: You may use a computer and the Internet at the school. We also have a room where you can do homework or study other English textbooks.

Student Identification (ID) Cards: ELCI Salt Lake City will give you a student ID card. You can use this card at some movie theatres and stores to get discounts. You must have a student ID to be able to use the MTS student pass.

Facilities, Equipment and Supplies: We have a microwaves, toaster, hot plate for your use. There is a water dispenser with purified water and hot water for soup, hot drinks, etc. We also provide entertainment such as video game consoles, board games, etc.

certificates

9. Certificates

Certificate of Graduation: Students who complete the Advanced level will receive a Certificate of Graduation.

Certificate of Successful Completion: You will receive a Certificate of Successful Completion if you complete at least one level. To receive this Certificate for all courses, you must receive at least a 75% final grade.

The backside of the Certificate of Successful Completion shows a description of each level. Certificates are given at the end of each 4-week session to students who are

leaving. TESOL certificates are given at the end of the 12 week program to students who successfully complete and pass the program.

Certificate of Participation: You will receive a Certificate of Participation before you leave if you do not get one of the other certificates. It shows the start and ending dates of your classes.

accommodations

10. Accommodations

Homestay: ELCI Salt Lake City does not provide homestay services. However, if you need to find homestay accommodation, please talk to the Student Services Coordinator for references. If you are living with a host family, you must understand and follow host family rules. Please ask your host family for their rules.

Apartments: You must be 18 years or older to live in an off-campus apartment. If you are staying in an off-campus apartment, ELCI Salt Lake City is not responsible for any problems that happen, but we will help you if we can.

student complaints

11. Student Complaints

We want you to have a great time at ELCI Salt Lake City. We hope that you will use this special time to learn about this new culture and the cultures of your classmates. You will have many good experiences if you do this. But you might have some problems, too. We want you to be happy in your new home, so please tell us when you are having a problem. In the United States, it is okay to nicely tell people that you do not like something or that there is a problem. And when you tell us, we will do everything we can to help you solve the problem.

There are three easy steps you can do to help solve problems:

- **Step One:** If you have a problem, talk to the person you have the problem with (if possible). For example, if you have a problem with your homestay, talk to your homestay family. If you have a problem with a class, talk to your teacher.
- **Step Two:** If you still have a problem after talking to the person directly, or if you cannot talk to the person in question, contact the Student Services Coordinator and/or the Academic Director and file a formal complaint by email. The Academic Director will investigate and discuss the issue with the student and the faculty/staff member involved. Individual meetings can be scheduled if necessary.
- **Step Three:** If the problem is not solved, the student can contact the Center Director. The Center Director will meet with the Academic Director and all party involved to resolve the issue.

**Goals/Exit Criteria
for
Beginning Level**

After completing Beginning Level, students are able to do the following:

Reading/Writing class

reading tasks:

Students are able to read and understand sholi, straight-forward texts, such as

- simple instructions
- directions
- signs and ads
- menus
- simple charts and graphs
- children's literature (novellas, short stories, poems)

reading strategies:

In dealing with texts at their reading level, students are able to

- predict using titles, subtitles, pictures, and charts/tables
- identify the topic and main idea
- restate the main points of readings
- recognize general and specific ideas
- use context clues to determine meaning
- scan for specific information

writing tasks:

Students are able to

- fill out forms
- write checks
- write short emails
- write personal letters
- write paragraphs providing personal information
- write descriptive paragraphs
- write narrative paragraphs

Students can use

- simple sentences
- capitalization and end punctuation
- paragraph form: topic sentence, supporting sentences, concluding sentence
- indenting/margins
- basic spelling conventions

writing strategies:

Students can

- brainstorm
- narrow the topic

Listening/Speaking class

Listening tasks:

Students are able to understand

- short, simple statements
- basic courtesy formulas (sorry, thank you, etc.)
- greetings
- introductions
- simple requests, directions and instructions
- numbers, times, prices, days, months, and years
- general conversation topics such as daily routines, leisure, family, school, transpolution, and weather

Listening strategies:

In dealing with language at their level, students can

- pay attention to nonverbal cues and tone to aid comprehension
- ask for repetition/clarification/slowing down
- listen for the main idea
- listen for details and examples

Speaking tasks:

Students can

- make short, simple statements
- use basic courtesy formulas (sorry, thank you, etc.)
- greet
- say goodbye
- introduce
- give personal information (name, address, phone, age, family, etc.)
- communicate basic needs and desires
- express preferences
- order food
- ask for intonation and help
- ask for and give simple directions
- use numbers, times, prices, days, months, and years
- describe using adjectives
- talk about their personal life, daily routines, leisure, family, school, transpolution and weather

Speaking strategies:

Students can

- ask how to say something in English
- use question intonation

Grammar class

Students can use the following structures:

verb "to be"
simple present (regular forms) simple past (regular forms) future (going to)
adverbs of frequency
count and noncount nouns personal pronouns possessives prepositions of place WH questions modals
there is I there are
subject-verb agreement first person

purpose/degree of competence:

to talk about
plans to talk
about routine to
talk about price

to give directions
to ask for
information to ask
for help

to narrate

**Goals/Exit Criteria
for
Pre-Intermediate Level**

After completing Pre-Intermediate Level, students are able to do the following:

Reading/Writing class

reading tasks:

Students are able to read and understand short texts such as

- short popular magazine articles
- short letters/memos
- literature for elementary-age native speakers (novels, short stories, poems) Students can
 - summarize the plot of a story
 - describe the main characters of a story

reading strategies:

In dealing with texts at their reading level, students are able to

- predict content
- restate the main points of readings
- recognize the relationship of supporting details to the main idea
- use context clues to determine meaning
- scan for specific information
- skim for general meaning

writing tasks:

Students are able to write

- 3-paragraph essays
- narrative essays
- descriptive essays
- process essays
- letters

Students can

use

- thesis statements
- paragraph form: topic sentences, supporting sentences, conclusions
- essay form: introduction, body, and conclusion
- simple compound sentences
- capitalization and end punctuation
- indenting/margins
- spelling conventions, including common exceptions

writing strategies:

Students can

- brainstorm
- write multiple drafts/revise

Listening/Speaking class

Listening tasks:

Students can understand

- slow, clear speech
- directions and instructions
- conversation on general topics, such as weather, food, family, school, jobs
- simple information on the telephone
- large numbers

Listening strategies:

In dealing with language at their level, students can

- ask for repetition/clarification/slowing down
- listen for the main idea
- listen for details and examples
- guess meaning from context
- use previous knowledge to aid comprehension

Speaking tasks:

Students can

- interview classmates
- give directions and instructions
- make plans and arrangements
- make suggestions and give advice
- talk about past experiences
- talk about ideas
- talk about plans and possibilities
- compare people and places
- give and respond to compliments
- apologize
- make excuses

Speaking strategies:

Students can

- start a conversation
- use intonation for emphasis
- use circumlocution (find another way to say it)

Grammar class

Students can use the following structures:

present/past
progressive past tense
(-ed and used to) past
progressive
future with "will"
future with "may" and "might"
since/for
imperative form
subject-verb
agreement modals

comparatives/superlatives
prepositions of time
direct and indirect objects
reflexive pronouns
articles
comma
basic transitions (first, next, finally)

purpose/degree of competence

to talk about plans and predictions
to talk about possibilities
to talk about the past for giving instructions
beginning familiarity for making suggestions, giving advice, asking for permission, talking about possibilities
for comparing people and places

beginning
familiarity
beginning
familiarity

**Goals/Exit Criteria
for
Intermediate Level**

After completing Intermediate Level, students are able to do the following:

Reading/Writing class

reading tasks:

Students are able to read and understand texts such as

- popular magazine articles
- short newspaper articles
- short essays
- short letters/memos
- literature for pre-teen native speakers (novels, short stories, and poems) Students can
 - discuss plot and character development in a story
 - recognize the theme of a story

reading strategies:

In dealing with texts at their reading level, students are able to

- recognize the relationship of supporting details to the main idea
- use context clues to determine meaning
- use stems and affixes to determine meaning of new vocabulary
- scan and skim
- summarize
- identify referents

writing tasks:

Students are able to write

- short articles
- business letters/faxes/memos
- 5-paragraph essays
- narrative essays
- descriptive essays
- process essays
- compare/contrast essays
- summaries

Students can

use

- thesis statements and support
- paragraph form: topic sentences, supporting details, and conclusions
- essay form: introduction, body, and conclusion
- compound and complex sentences
- reported speech and dialogue

writing strategies:

Students can

- o use pre-writing methods (brainstorming, clustering, freewriting, outlining, etc.)•
- write multiple drafts I revise

Listening/Speaking class

Listening tasks:

Students can

- understand clear, non-colloquial speech
- use the telephone to get information and make appointments
- take a simple phone message
- understand instructions and directions
- understand recommendations and advice
- understand general conversation on topics such as travel, school, social issues, and work

Listening strategies:

In dealing with language at their level, students can

- ask for clarification
- listen for the main idea
- listen for details and examples
- guess meaning from context
- use previous knowledge to aid comprehension
- take notes

Speaking tasks:

Students can

- canyon a simple conversation with a native speaker on general topics such as travel, academics, social issues, and work
- give directions and instructions
- report speech
- ask for and give recommendations and advice
- give opinions on familiar topics
- interview classmates/native speakers and summarize information
- use the telephone to get information and make appointments
- leave a simple phone message
- prepare and give a 5-minute oral presentation

Speaking strategies:

Students can

- keep a conversation going
- use intonation for emphasis
- use circumlocution (find another way to say it)

- use oral presentation skills, such as well-prepared content, organization of ideas, a clear point, use of details and examples, good conclusion, use of notecards, level- appropriate grammar, clear pronunciation, volume, eye contact, etc.

Grammar class

Students can use the following structures: purpose/degree of competence:

perfect tenses	to establish hypotheses
conditionals	beginning familiarity
passive vs. active voice	
comparatives and superlatives	
adverb and adjective clauses	
modals and phrasal modals	to ask for advice and give permission
conjunctions	
articles	
reported speech and dialogue	
transitions (therefore, as a result, on the other hand)	
gerunds and infinitives	beginning
familiarity relative clauses	

**Goals/Exit Criteria
for
High Intermediate Level**

After completing High Intermediate Level, students are able to do the following:

Reading/Writing class

reading tasks:

Students are able to read and understand texts such as

- popular magazine articles
- short internet/newspaper articles
- textbook excerpts
- literature for teenage native speakers (novels, short stories, and poems) Students can
 - analyze characters, plot, theme, and tone in a story

reading strategies:

In dealing with texts at their reading level, students are able to

- o use context clues to determine meaning
- use stems and affixes to determine meaning of new vocabulary
- scan and skim
- summarize
- differentiate between fact and opinion
- understand generalizations
- make inferences
- adapt a reading strategy to fit the task

writing tasks:

Students can write

- articles
- business letters/faxes/memos
- notes on lectures and readings
- 30-minute timed essays
- summaries
- 2-3-page academic essays
- compare/contrast essays
- cause/effect essays
- classification essays
- argument/persuasion essays
- reviews

Students can use

- essay form: introduction, body, and conclusion
- thesis and support
- transitions (therefore, as a result, on the other hand)
- compound and complex sentences
- reported speech and dialogue
- coherence and cohesion
- varying sentence length
- commas, colons and semi-colons

writing strategies:

Students can

- use pre-writing methods (brainstorming, clustering, freewriting, outlining, etc.)
- write multiple drafts/revise
- self-correct/evaluate through checklists, self and peer editing
- paraphrase and avoid plagiarism

Listening/Speaking class

Listening tasks:

Students can understand

- clear speech at near-native speed with some need for clarification
- key points of lectures
- a detailed phone messages
- common reduced forms
- conversations on a wider variety of subjects, such as environment, politics, science, art and business

Listening strategies:

In dealing with language at their level, students can

- take notes on lectures using abbreviations, outlining, listing key points and important details, listening for redundancy, etc.
- recognize register (levels of formality)
- summarize
- recognize cues for rhetorical patterns in lectures (process, classification, compare/contrast, etc.)

Speaking tasks:

Students can

- have a conversation with a native speaker on a wider variety of topics such as environment, politics, science, art and business
- leave a detailed phone message
- express abstract ideas
- defend viewpoints using analogy and exemplification

- establish hypotheses
- approve and disapprove (politely)
- seek advice
- express intentions
- prepare and give a 10-minute oral presentation

Speaking strategies:

In dealing with language at their level, students can

- change the subject
- use circumlocution (find another way to say it)
- use oral presentation skills, such as well-prepared content, organization of ideas, a clear point, use of details and examples, good conclusion, use of notecards, level-appropriate grammar, clear pronunciation, volume, eye contact, etc.
- manage a conversation by changing the subject, interrupting, using conversation fillers, asking for additional information, checking for and indicating understanding, etc.

Grammar class

Students can use the following structures:

purpose/degree of competence:

beginning familiarity

common verbal idioms

perfect

tenses

conditionals

stative

verbs

relative

clauses

adverbial phrases and

clauses passive vs.

active voice modals

gerunds and infinitives

articles

reported speech and dialogue

complex sentences

to express obligation

**Goals/Exit Criteria
for
Advanced Level**

After completing Advanced Level, students are able to do the following:

Reading/Writing class

reading tasks:

Students are able to read and understand texts such as

- newspaper/internet articles
- undergraduate level textbooks within their field
- undergraduate level academic articles
- literature for adult native speakers (novels, short stories, poems) Students can

- analyze characters, plot, theme, irony and tone in a story

reading strategies:

In dealing with texts at their reading level, students are able to

- use context clues to determine meaning
- use stems and affixes to determine meaning of new vocabulary
- scan and skim
- summarize
- make inferences
- adapt a reading strategy to fit the task
- outline/take notes on readings

writing tasks:

Students are able to write

- business letters/faxes/memos
- articles
- notes on lectures and readings
- 30-minute timed essays and essay exams
- summaries
- 3-5 page academic essays
- cause and effect essays
- argument/persuasion essays
- classification essays
- definition essays
- reviews
- research

papers Students
can use

- essay format: introduction, body, and conclusion
- thesis and support

- transitions (therefore, furthermore, as a result, etc.)
 - compound and complex sentences
 - reported speech and dialogue
 - coherence and cohesion
 - synonyms, metaphors and similes
 - both first and second person points of view
 - research paper/bibliography format
 - commas, colons and semi-colons
 - varying sentence length
- Students can
- summarize, paraphrase, and cite quotations appropriately

writing strategies:

Students can

- use pre-writing methods (brainstorming, clustering, free-writing, outlining, etc.)
- write multiple drafts/revise
- self-correct/evaluate through checklists, self and peer editing
- paraphrase and avoid plagiarism
- use notecards to organize research

Listening/Speaking class

Listening tasks:

Students can

- generally understand both formal and informal conversation on most topics at near-native speed
- understand key points of lectures
- understand movies and TV news
- understand common idioms
- understand common reduced forms

Listening strategies:

In dealing with language at their level, students can

- take notes on lectures using abbreviations, outlining, listing key points and important details, synthesizing information, listening for redundancy, etc.
- recognize register (levels of formality)
- summarize
- recognize cues for rhetorical patterns in lectures (process, classification, compare/contrast, etc.)

Speaking tasks:

Students can

- participate fully and actively in discussions on most topics
- use the language to analyze, compare, and evaluate

- negotiate decisions
- express and support their opinion
- use the language for creative and personal expression
- give a 10-minute oral presentation or group presentation

Speaking strategies:

In dealing with language at their level, students can

- use oral presentation skills, such as well-prepared content, organization of ideas, a clear point, use of details and examples, good conclusion, using notecards, level-appropriate grammar, clear pronunciation, volume, eye contact, etc.
- manage a conversation by changing the subject, interrupting, using conversation fillers, asking for additional information, checking for and indicating understanding, etc.

Grammar class

Students can use the following structures:

purpose/degree of competence:

agreement with noncount and collective nouns
passive vs. active voice
relative and adverbial clauses
perfect tenses/modal perfects

creating cohesion
to define and quantify
expressing judgements, obligations, expectations; inferring; making deductions; guessing; and predicting in classifying, identifying, defining

articles
parallelism
conditionals
gerunds and infinitives
perfective infinitives

hypothetical situations, giving advice

expressing likes, dislikes, preferences, attitudes, obligations, and intention

verbal idioms
preposition clusters
subjunctive verbs
research paper format