

INTERLINK International Institutes



INTERLINK Faculty & Staff at Al Yamamah University

- S**pecialized English language training
- U**niversity placement assistance
- C**onditional admission with select universities
- C**oncurrent academic courses
- E**nglish for academic purposes
- S**tudent-centered curriculum
- S**ervice-oriented faculty and staff

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Vision, Mission, and Values

The INTERLINK vision, mission, and core values reflect its founders' commitment to cross-cultural awareness and understanding; enhanced communication among diverse, cultural groups; and international education. As trainers in the US Peace Corps, they recognized the importance of making a difference in the lives of others and of being of service in an ever-shrinking, interdependent world.

Our Vision

Committed to transformative education, INTERLINK strives to promote mutual respect, cross-cultural understanding, and peaceful coexistence by enabling participants to: recognize and appreciate cultural differences; communicate in accurate and thoughtful ways; and become creative and humane leaders.

Our Mission

Guided by standards of quality and fairness, we provide English language instruction, academic preparation, cross-cultural orientation, and professional development training in ways that empower participants to become independent learners, critical thinkers, and effective communicators. See INTERLINK's [Extended Mission Statement](#).

Our Values

Committed to excellence in online and in-person training, we believe that honesty, openness, and compassion are fundamental to successful program operations and meaningful interactions among diverse groups of people. All our actions stem from a single focus – disciplined attention to student needs, satisfaction, and success. Our faculty embody the highest standards of professionalism manifested with care, concern, and commitment. Our administrators are clear that they lead best by serving and serve best by meeting participants' needs.

Overview of Programs

Since 1980, thousands of [students](#) from over 60 countries have received INTERLINK's intensive training to prepare for academic achievement, personal growth, and professional development. Academically bound students have been very successful in taking advantage of our [Conditional Admission](#) arrangements with several universities.

INTERLINK offers online and in-person intensive English language training, [academic preparation](#), and cultural orientation programs at the University of North Carolina in the U.S. and at Saudi Arabian universities. All programs are designed for international [students, scholars and professionals](#) who desire to learn English for academic, professional, or personal purposes.

Programs offered are:

- **Academic preparation or career advancement**
 - Intensive English courses: in-person or online
 - Cross-cultural awareness and communication
 - Skills development to enhance critical & analytical thinking
 - Listening and speaking skills for effective communication
 - Reading and writing skills for search
- **General English (online)**
 - Non-intensive courses focused on speaking and listening skills
- **Professional Development**
 - Business Communication (online)
 - Long-term Education for Administrators Program (LEAP) in collaboration with Montana State University
 - Skills development to enhance critical & analytical thinking
 - Customized training for employees (online)
- **Teacher Training**
 - Customized training (online)
 - Teaching Excellence and Achievement / Fulbright Teacher Training Program in collaboration with Montana State University
- **Discussion Skills "Bootcamp" (online)**

Other Services

- University placement at select American universities
- Pre-departure orientation for international student prior to leaving home countries
- Placement testing to determine an applicant's English proficiency



[Listen to her testimonials in: Arabic](#) and [English](#)

Distinctive Features of the INTERLINK Programs

The INTERLINK online and in-person programs are fully aligned; that is, both programs offer courses with the same goals and skills focus. Completion of either program qualifies academically bound students for acceptance at our partner universities without the need for presenting TOEFL or IELTS test scores.



1. **Accreditation** by the Commission on English Language Programs Accreditation (CEA) is a coveted status, which INTERLINK has earned through the hard work and adherence of its faculty and staff to high standards.
2. **INTERLINK's faculty** are a select group of professionals. All are educated in the field of Teaching English to Speakers of Other Languages, hold PhD or Master's degrees in Linguistics, TESOL, or related fields, and have extensive teaching and cross-cultural background.
3. **Holistic, formative assessment and feedback** is a daily, continuous, process. Each student's skills are evaluated from cumulative portfolios of their work, not midterm or final exams. Instructors provide prescriptive feedback to help students know what and how to improve. By the end of a term, from their class discussions and many writing assignments, students must demonstrate that their language production consistently reflects the target skills.

4. [Conditional Admission and TOEFL Waiver](#) from INTERLINK's partner university and institutional affiliates for academically qualified students remove test anxiety/preparation and allows students to focus on learning rather than on preparation for a test. Upon successful completion of either program -- online or in-person -- students may begin their academic studies without having to take the TOEFL or IELTS exam.
5. [Partner and Affiliate Institutions](#) offer students an array of options based on their academic interests, personal preferences for geographic regions, type of institutions -- public or private -- fields of study, etc. All offer conditional admission and waive the TOEFL, IELTS, and other test requirements for students completing INTERLINK's upper proficiency levels.
6. **Small classes** allow for more individualized instruction. Classes are limited to a maximum of twelve students in reading and writing (ten hours per week) and fifteen students in communication skills classes (ten hours per week). The average class size is six to eight students.
7. **High expectations** help students achieve goals more rapidly. Every course includes rigorous assignments, near-perfect attendance, active class participation, and continuous assessment, resulting in rapid student progress.

The INTERLINK INSPIRED Learning Model

INTERLINK's model for learning is based upon eight principles that serve as the foundation for our curriculum and guide how we structure our classes. Students are INSPIRED to be reflective, analytical, and culturally aware while becoming independent learners. Instructors are INSPIRED to create effective, empowering, and engaging learning environments. We believe a new language can more readily become one's own if it is discovered experientially and practiced interactively through projects. Our integrative approach to learning asks teachers to become observers and conductors of experiences so that students can lead the way.



Traditional classrooms are built around the idea that the students follow the instructor, but at INTERLINK, the content primarily comes from the students with the instructor providing structures in which that content is processed and enables learning and critical thinking to occur. The student is at the center of all of our actions, as evidenced through these eight classroom principles which make up our INSPIRED Model of Learning.

Interactive

The need to communicate fuels language learning. Students learn best through interacting with each other in authentic ways.

Needs-based

Rather than prescribing specific grammar points or requiring a set vocabulary list for each level, students' language production indicates to instructors what needs work or practice and thus it becomes the focus for subsequent classes.

Student-centered

Learning takes place when students are allowed to do as much as possible on their own. Student work drives the content of the class. The teacher focuses on the student while the student focuses on the language.

Project-based

A student's primary role is that of a critical thinker, problem solver, and innovator. Students learn the language as they progress through the stages of the project.

Inner-criteria-Driven

Through self-awareness and active participation, and with focus on nuances of the language, students develop "inner criteria for correctness," a set of principles or standards (asking self whether it is right or wrong) through which they judge/conclude about correctness.

Reflective

Reflection helps students to develop skills of self-awareness, analysis, critical thinking and problem solving. It allows learners and teachers to increase their efficiency and success by building on strengths and addressing developmental needs.

Experiential

Students learn by doing! Learning happens when students are using the language. Students learn to write through writing, and to speak through speaking.

Discovery-based

Heuristic or discovery-based learning presents students with opportunities to discover patterns and information from noticing and analysis. Discoveries are documented and become the criteria for student assessment.



Intensive English Program

The curriculum focuses on improving students' reading comprehension, writing ability, and communication skills through projects. Grammatical accuracy, vocabulary development, formal and informal use of language, pronunciation, and other elements also receive attention in both classes. Students learn strategies to not only improve their skills, but also to become more effective, independent learners.

Both online and in-person courses focus on Listening and Speaking Skills and Reading and Writing Skills, in blocks of two hours per day, Monday through Friday. Students on an F-1 visa attending in person classes must enroll full time which is two classes per day. Other students may enroll full-time, taking two classes (4 hours per day), or enroll part-time, taking one class (2 hours per day). Progress reports on students' strengths, weaknesses, and suggestions for improvement along with certificates of attendance and program completion are provided to students and sponsors (by request).

Two main components of the Intensive English Program are:

Academic preparation involves doing research, making presentations, thinking critically and analytically, developing assertiveness, taking responsibility for one's learning, and using strategies necessary for success at universities. Projects require advanced reading, writing critically about challenging concepts, and using appropriate academic language and writing conventions.

Cultural awareness, incorporated into projects in every level of the program, involves the identification and discussion of cultural aspects and cultural differences that naturally and inevitably emerge in discussions. Increasing their intercultural knowledge and sensitivity, students become more effective communicators.



Course Descriptions of Intensive English Programs

Communication Skills

Speaking and listening are integrated. Students increase their listening comprehension by engaging with increasingly sophisticated content (films, presentations, news, podcasts, etc.). They practice a variety of listening strategies and use the listening to inform their discussions and presentations. Helping students discover accurate language usage, the class focuses on developing students' listening, speaking, and grammatical accuracy, enabling them to communicate ideas with confidence, participate in academic discussions, and make formal presentations. The planning and collaboration involved in class projects also provide important opportunities for participants to engage in authentic communication.

Reading and Writing

Being interdependent, reading and writing skills are basic to student success. The Reading/Writing class concentrates on the development of critical thinking skills, reading comprehension, and a range of academic writing conventions. Students learn to understand and produce a variety of styles and rhetorical modes. Students demonstrate their comprehension of materials through writing and class discussion. Texts become increasingly sophisticated and challenging in content as levels get higher. At the end of the term, students emerge from the class with a portfolio of their work, illustrating their development and improvement in the comprehension of reading materials and accurate expression of their ideas in writing.

In all of our courses online and in-person, students learn by doing. Teachers do not lecture and students develop skills to become more effective learners, as well as independent learners.

In-Person Study at The University of North Carolina at Greensboro

For students wishing to pursue studies in the U.S., we welcome them to participate in our Intensive English Program at The University of North Carolina, Greensboro.

A prosperous city of around 300,000, Greensboro is situated midway between North Carolina's attractive seashore and its beautiful mountains. Greensboro is one of America's most outstanding mid-sized cities, with its own symphony orchestra, ballet, theater productions, and public golf and recreational facilities. The mild climate, moderate cost-of-living, excellent medical services, six colleges and universities,



shopping centers and diverse international population make Greensboro a safe and enjoyable place to study.

INTERLINK'S host institution, UNC Greensboro, is continually recognized in national ranking lists for excellence, access, and affordability. Ranked North Carolina's most affordable (net cost rank) university by the New York Times and one of America's Best Colleges by Forbes, Money, and U.S. News and World Report, UNCG is a recognized leader. The university has excellent sports facilities (including a massive recreation center with salt-water swimming pool), a lovely, park-like campus, a unique Esports arena, health center, and technical facilities.

The University of North Carolina at Greensboro's (UNCG) academic programs, research, and partnerships contribute to a common goal - to be a responsive, engaged university focused on solutions to the problems of our times. As a doctoral-granting university, UNCG is committed to teaching based on scholarship and advancing knowledge through research. UNCG offers challenging programs led by outstanding professors, including nationally and internationally recognized researchers. Its exemplary learning environment enables students to acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a globalized world.

Admission for In-person Study at UNCG

For application to be considered complete, students must submit the following supporting:

- An INTERLINK [application form](#)
- A \$100 non-refundable application fee
- A \$110 non-refundable I-20 processing fee
- A bank statement (as a financial guarantee/proof), showing sufficient funds to cover their studies must be submitted. If the bank statement is not in the student's name, an Affidavit must be submitted, [Click here](#) for the form
- A copy of their passport



All admitted students are sent admission letters and pre-departure packets. These packets contain the following: I-20 for student (F-1) visa procurement, housing and transportation information, and medical forms to be filled out prior to their arrival.

Placement Testing

Participants must complete placement testing online at least two months before they arrive to determine their proficiency. The test assess reading, writing, speaking, and listening skills. Results

are emailed to the student so that they can plan the length of their study depending on which level they place into our program. Within the first three days of instruction teachers assess skills and needs. Based on teacher recommendation students' levels may be adjusted to ensure that they are placed in the correct proficiency levels.

Orientation - INTERLINK 101

INTERLINK's extended orientation for incoming students attending in-person classes offers learners opportunities to develop broad linguistic and cross-cultural competencies. The goal of the cultural orientation course is to help participants adjust in a positive and productive way to their new educational and cultural environment. These sessions provide opportunities to affirm the students' own value systems while fostering respect and appreciation for cultural diversity.

Student Arrival for In-Person Study

Students should arrive in Greensboro the week prior to the first day of class so that they have ample time to move into their new housing and get acclimated to a new time zone. Students are required to report to INTERLINK on the University of North Carolina Greensboro campus and participate in orientation starting the first day of the term. For specific start dates, please visit <https://interlink.edu/dates-fees>.

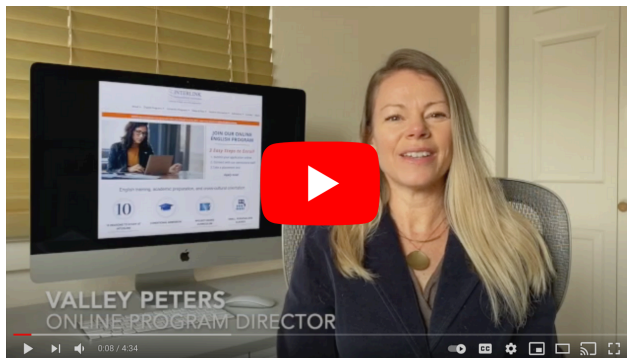


INTERLINK Online Programs

Online Intensive English

Similar in design and instructional approach to the in-person programs, INTERLINK's intensive online courses are for university-bound students, professionals, or anyone seeking proficiency in English. University-bound students can begin their studies online and later transition to on-campus classes at INTERLINK's partner university (UNCG), or they can complete the program while still at home. Academically qualified students may receive [conditional admission](#) to our partner universities while enrolled in the online program.

INTERLINK's partner universities and affiliates accept students' successful completion of the online program for enrollment in regular, academic classes. For a complete description, please see [INTERLINK Online](#).



Students can opt to study full time and enroll in both Reading/Writing and Communication Skills classes. As with in-person classes, these courses meet five days per week for two hours each. Full time students should plan for 20 hours per week in class and another 18-20 hours of assignments per week to complete outside of class time. The online intensive program follows the same calendar as the in-person program, [see dates and fees for detailed information](#).

Why Study Online with INTERLINK?

Students in online classes receive the same high level of feedback as students in the online program and certificates are provided upon successful completion of a level and upon graduation from the program.



Please note that students must have a stable internet connection and a computer with a camera and microphone to join intensive English classes. Classes are interactive with an instructor and other students, so it is important for students to have a quiet area free of distractions.

Admission for Intensive Online English

For a student to begin their online studies, the following steps must be completed:

- Submit [INTERLINK application form](#)
- Pay the \$50 non-refundable application fee
- Submit a copy of their passport or government issued ID
- Schedule a placement test after the first three steps are completed

After fulfilling the above application requirements, students will be sent acceptance documents. They will be scheduled for a placement test to determine their proficiency level. Once tested, they will be informed of their proficiency levels, payment procedures, and method of accessing their classes.

Study Tours and Customized Short-term Programs

University of North Carolina Greensboro (UNCG) Summer Study Tour

INTERLINK and UNCG are collaborating on a new summer program for teens which will launch in the summer of 2025. This study tour offers an exciting blend of English language classes, cultural activities and sightseeing. Teens will have opportunities to learn about the UNCG campus, live in dorms, and receive tips on how to apply to US colleges and universities. Students from around the world will study together and learn about each other's diverse cultures, as well as American culture.

Seattle University Summer Program



INTERLINK partners with Seattle University to provide customized group programming in the summer. Seattle is one of the most sought after destinations for college students. Participants stay on campus and experience the beauty of the Pacific Northwest. In group programs, participants can enjoy sightseeing, attend a Mariner's baseball game, and enjoy a variety of cultural events while taking part in our academic English learning offerings.

Professional Training Programs at Montana State University



INTERLINK has a long-term, vibrant collaboration with the Office of International Programs at Montana State University to provide specialized training for international scholars, teachers, and professionals. These programs range from three week English language study opportunities for university students to two month intensive training.

If your organization is interested in this type of training, please contact our executive director for group training options and pricing.

Fulbright Teaching Excellence & Achievement Program

The Fulbright Teaching Excellence & Achievement (FTEA) Program is sponsored by the U.S. Department of State and administered by IREX, based in Washington D.C. Fulbright TEA brings international middle and secondary-level teachers to the United States for a six-week training program at various host universities across the country.

The program aims to achieve three overarching goals. 1) It strives to foster mutual understanding among teachers, schools, and communities in both the United States and abroad. This is achieved by cultivating teachers' and students' global competence while facilitating the international exchange of teaching best practices. 2) It aims to provide valuable in-service professional development opportunities, empowering teachers to enhance their expertise and gain a deeper understanding of educational best practices. 3) It focuses on improving education in participating countries by equipping participants to serve as teacher leaders, which results in imparting their newfound knowledge to their students, enriching their learning experiences, and empowering them to become global citizens. By bridging the gap between their international experiences and their local communities, these educators will play a pivotal role in driving positive change and advancement in education at the grassroots level.

INTERLINK provides an English course and educational technology workshops for FTEA participants as part of their partnership with Montana State University. In the English language course, priority is given to creating experiences for FTEA fellows to explore culture and instructional approaches. Fellows work in mixed level small groups and with partners of various abilities which offers opportunities for all to share knowledge and



share in the learning process as they discuss new concepts, unfamiliar vocabulary, or technology. Assignments are constructed for purposes of exploration and skill development but in ways that encourage inquiry, reflection, and critical thinking. They learn to articulate their ideas with increased clarity and sophistication. The activities they experience module student-centered, active learning so that they can apply these same strategies to their classes when they return to their home countries. INTERLINK also provides technology focused workshops which facilitate the participants use of a variety of educational tools for both in-person and online learning environments.

Long-term Educational Administrators Program (LEAP)

In partnership with Montana State University, INTERLINK provides English language training for the Long-term Educational Administrators Program which is a professional development training for Japanese higher education administrators. The administrators are selected by Japan's Ministry of Education, Culture, Sports, Science, and Technology from universities throughout the country. They spend two months in Bozeman, Montana attending English courses, seminars on issues related to higher education, and tutoring sessions. Upon completion of their English training, the administrators are placed at a variety of U.S. universities to work alongside professionals in global engagement offices for eight months. After finishing their "practicum" experience, the administrators deliver a final presentation in which they share their research project and insights.

History, Partnerships and Affiliations

From its inception in 1980, INTERLINK's philosophy and style were shaped by the US Peace Corps experience of INTERLINK's founders Robert L. Steiner, John Bing, and Ahad Shahbaz (now President and CEO). Steiner served as Peace Corps' first country Director in Afghanistan, and later Regional Director for North Africa, Near East, and South Asia (NANESA); Bing had been an early Peace Corps volunteer and subsequently conducted Peace Corps training programs for Afghanistan; Shahbaz coordinated Peace Corps training initially in Afghanistan and subsequently for the Teacher Corps/Peace Corps program at the State University of New York/College at Buffalo. The Peace Corps mystique of learning from and with others continues to define and instruct organizational purpose and practice.

INTERLINK opened its doors to international students and scholars at its first location, Guilford College, in Greensboro, North Carolina (1980). With a growing reputation for quality and in response to international interest in diverse American graduate and undergraduate academic programs, INTERLINK established additional institutes on other campuses: Indiana State University (1987); Valparaiso University (1992); University of North Carolina at Greensboro (1997); Al-Yamamah University in Riyadh (2003); St. Ambrose University (2017); Seattle Pacific University (2017); and Montana State University (2017). In partnership with English Gate Academy in Saudi Arabia, INTERLINK also carried out a five-year contract with the Saudi government's Technical and Vocational Training Corporation, offering intensive English language training on twenty-six

campuses (2011-2016), preparing students for academic studies as well as for opportunities in the workforce. Most recently, INTERLINK has entered into agreements with selected universities that accept the completion of INTERLINK by applicants in lieu of the TOEFL and IELTS exams.

American Consortium of Universities

[The American Consortium of Universities](#) (ACU) facilitates international student admission as well as conditional admission to a wide range of undergraduate and graduate programs at its member institutions. It is a group of accredited institutions of higher education with superior programs and features. Assistance in achieving fluency in English and adjusting to the new academic and cultural environment is provided by the INTERLINK institute located on each campus. TOEFL or IELTS requirements are waived for conditionally admitted students who successfully complete the INTERLINK program.

ACU promotes innovative international education programs and partnerships between ACU member institutions and collaborating institutions around the world. The primary goal of such partnerships is to provide meaningful and worthwhile cross-cultural, educational opportunities and experiences for international students.

Al Yamamah University

Authorized as an institution of higher learning in May 2001 by the Ministry of Higher Education, Al Yamamah University opened its doors to male students in September 2004 and to female students in September 2006. Since its inception, the University has established itself at the forefront of educational innovation and excellence in the Kingdom.



The University's ultra modern campuses in Riyadh and Al Khobar provide state-of-the-art facilities, innovative instructional designs and curricula offered by international faculty from around the world.

On all three campuses, INTERLINK provides English for academic purposes; general English; CELP (Community English Language Program; and EMIST (English as the Medium of Instruction for Saudi Teachers).

Additional Information

Website Resources

[English Programs](#)

[Affiliated Institutions](#)

[INTERLINK Senior Staff Profiles](#)

[YU Staff Profiles](#)

[INTERLINK Testimonials](#)

[Student Success Stories](#)

[Contact Us](#)

Videos and Testimonials

[YouTube Presentations by Faculty, Staff, and Students](#)

[Online English at INTERLINK](#)

[Why Study Online with INTERLINK](#) -- by INTERLINK Colleagues

[Learning English at INTERLINK - Multilingual Perspectives](#)

(Accent Reduction, Proposal Writing, Academic Preparation, Teachers, and Learning in General)

[Project-based Learning](#) – INTERLINK Instructor

[Teaching Various Skills](#) – INTERLINK Instructor

[End-of-Term Celebration & Testimonials](#)



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