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INTENSIVE ENGLISH PROGRAM (IEP)

MISSION

The mission of the American University of Kuwait's (AUK) Intensive English Program (IEP) is to prepare students seeking admission to the academic degree programs of AUK by enabling them to gain sufficient mastery of the English language and successfully apply the critical thinking skills they need to succeed as students during their undergraduate studies. IEP will achieve its mission by providing quality English language instruction and promoting international, intercultural, and self-understanding.

VALUES

The core values of the Intensive English Program are to:

- Enable our students with the knowledge and confidence to use the English language for their academic careers and successful communication in global academia.
- Place quality as its most important goal in all activities.
- Appreciate and constantly encourage teamwork and a supportive attitude between all members of the IEP department.

The aspirational values of the Intensive English Program are to:

- Pursue knowledge and foster critical thinking.
- Ignite in our students a lifelong love of learning.
- Celebrate and learn from diversity.

VISION

The IEP Department's vision is to:

- Adequately prepare AUK students to successfully pursue academic majors in the English language medium.
- Create critical thinkers who know how to evaluate ideas and concepts and be able to express themselves well through the English language.
- Nurture a sense of responsibility and encourage a work ethic amongst our students.

ACCREDITATION

The Intensive English Program at AUK is accredited by the Commission on English Language Program Accreditation (CEA) for the period August 2014 through August 2024 and agrees to uphold the CEA Standards for English Language Program and Institutions. For further information about this accreditation, visit the website: www.cea.accredit.org.

IEP LEARNING OUTCOMES

The Intensive English Program at the American University of Kuwait prepares students for entrance to the University's undergraduate program. Students in the program are integrated into the academic, social, and cultural life of the University, giving them a fully enriched experience. The IEP learning outcomes are:

- Proficiently read appropriate-level fiction and non-fiction materials.
- Write, edit, and revise academic papers according to standard American English.
- Communicate ideas in a clear and logical manner in oral presentations.
- Demonstrate adequate academic skills in listening and notetaking.
- Efficiently use English language skills for academic purposes.

PROGRAM BENEFITS

The Intensive English Program at the American University of Kuwait helps prepare students with intensive English training for entrance to the University. Students in the program are integrated into the academic, social, and cultural life of the University, giving them a fully enriched experience. Some advantages include:

- Intensive instruction in American English.
- Efficient, effective, integrated, focused, and challenging program.
- Preparation for college entrance.
- Special topic courses to broaden students' knowledge beyond core subjects.
- Cultural orientation to the American model of higher education.
- Familiarity and facility with current electronic technologies.
- 16-week courses available from September to January and from February to June each year.
- 9-week summer course available from June to August.
- Small class sizes.
- Focused one-on-one tutoring available.
- Qualified students may be admitted to AUK and English 100 without a TOEFL score.
- Outstanding instructors with master's degrees in Teaching English as a Second Language (TESL) or related field with TESOL education and experience.
- Scholarships for qualified students.
- Certificate of completion or attendance, along with a grade transcript.
- Morning, afternoon, or evening classes.
- Student services: Computer lab access with internet, email, and software resources.
- Orientation session.

ADMISSION AND PLACEMENT

English is the medium of instruction at the American University of Kuwait; therefore, competence in the language is a prerequisite for success in academic pursuits. Applicants whose TOEFL average score is below 60 (Reading 13-18, Writing 14-17) on the internet-based test or whose IELTS average score is below 6.0 (Reading 6.0, Writing 5.0) and who otherwise qualify for admission to AUK are eligible for admission into the Intensive English Program (IEP). Once admitted to IEP, students take the ACCUPLACER English as a Second Language Placement Test—a diagnostic test that enables IEP to assess students' language ability and place them at the most appropriate level. Benchmarks are subject to change.

Course	ESL Accuplacer		IELTS	TOEFL iBT
	LPT Scores Average	Write Placer Score		
SEMESTER I Silver Track	62 – 85	1 – 3	Overall 4-4.5 Reading 4.5 Writing 4	Overall 31-34 Reading 3 Writing ≤ 11
SEMESTER II Gold Track	86 – 105	4 – 5	Overall 5-5.5 Reading 5.5 Writing 4.5	Overall 35-59 Reading 4-12 Writing 12-13
ENGL 100	106-120	5 – 6	Overall 6.0 Reading 6.0 Writing 5.0	Overall 60-78 Reading 13-18 Writing 14-17

PROGRAM STRUCTURE

IEP offers two semesters of instruction in reading, writing, grammar, presentations, listening and speaking; guided and extensive reading; and special topic courses. Students are required to take one special topic course in each respective semester.

In each of semester I and semester II, students study 23.75 instructional hours per week: 12.5 hours of reading and writing courses, 8.75 hours of oral communication courses, and 2.5 hours a week of tutoring and writing support in the learning lab.

DURATION OF IEP LANGUAGE STUDY

The length of time required to complete the Intensive English Program varies with the language ability, background, and performance of the student in his/her studies. Students who enter the program require one or two semesters to complete the objectives and attain the necessary skills for admission into the degree programs of the University.

METHODS OF INSTRUCTION

The IEP faculty is qualified, trained, and experienced in teaching English as a Second Language (ESL), specifically for academic purposes (EAP). The program delivers the curriculum by applying a range of pedagogical strategies appropriate for learners of English as a second language. These strategies are inclusive of communicative language learning & cognitive academic language learning approaches. Class enrollment capacity is controlled to provide optimal learning and teaching within groups and on a one-on-one basis.

CERTIFICATE OF COMPLETION

Certificate of completion provides proof of English language skills to undergraduate admissions. Students who complete semester II with a grade of C or above are exempt from the English placement test and TOEFL exam required for post-secondary programs at the American University of Kuwait.

CURRICULUM OVERVIEW ACADEMIC READING

Students are provided two major academic reading activities in both the silver and gold tracks. In addition to the core reading courses, students experience a specialized reading course to help learners experience the pleasure associated with reading and reading exploration. IEP provides guided reading for semester I and extensive reading for semester II. This encourages students to develop their independent reading skills, increase their reading vocabulary, comprehension, and reading speed.

Semester I – Silver Track

The student is introduced to and develops the individual skills of understanding vocabulary in context, recognizing a writer's pattern(s) of organization, identifying a writer's main ideas, extracting a writer's primary supporting points, making inferences, evaluating the relevance of supporting evidence, and is introduced to the additional skills of inferring main ideas, and analyzing rhetorical choices in response to low intermediate to intermediate English for academic purposes material. In addition, the student develops the ability to apply ideas contained within texts to his/her own life.

Guided Reading: This course is based on the main principle of guided reading which aims to give students greater reading opportunities in a supportive learning environment. Focus is placed on students' comprehension and fluency of graded readers. This program has proven to support the English language skills necessary for success in an academic environment.

Semester II – Gold Track

The student refines the individual skills introduced and developed in semester I and is introduced to the additional skills of analyzing the significance of similarities and differences between texts, distinguishing between fact and opinion, recognizing solid arguments, and analyzing how texts support and challenge one another, in response to intermediate to high-intermediate English for academic purposes material. In addition, the student further refines the ability to apply ideas contained within texts to his/her own life.

Extensive Reading: This course is based on the main principles of extensive reading programs which aim at giving students a more positive and motivating reading experience by providing a variety of reading material and allowing students to choose according to their interest and level. Focus is placed on the amount a student reads rather than difficulty level. This program has proven to support the English language skills necessary for success in an academic environment.

Academic Writing

Semester I – Silver Track

The student is introduced to fundamental activities common to response-based writing assignments. The student learns to compose formally structured sentences and rhetorically structured paragraphs for a variety of academic purposes. In addition, the student paraphrases and integrates information and reacts to the ideas of published writers while gaining familiarity with guidelines for formatting academic papers and developing grammatical and mechanical competence.

Semester II – Gold Track

The student refines the skills introduced in semester I. Students will summarize, paraphrase, and synthesize information and ideas taken from a variety of sources in the creation of formal writing assignments. In addition, students will learn different modes of organization with appropriate paragraph structure. The student continues to refine the areas of grammatical and mechanical competence.

LISTENING & SPEAKING

Semester I – Silver Track

The student is introduced to basic listening skills used in everyday academic situations including identifying main ideas, examples, and content and transition words in low-intermediate to intermediate lectures and other oral texts of equivalent level. Special emphasis is given to listening for and recalling specific information while practicing notetaking strategies. In the second half of the semester, students will be introduced to the additional skills of making inferences and identifying inductive and deductive reasoning in intermediate lectures and other oral texts of equivalent level. Special emphasis is given to drawing conclusions and organizing information while practicing notetaking strategies. In addition, the student is introduced to appropriate methods of formulating opinions in response to oral text.

The student is introduced to public speaking skills used in everyday academic situations and in formal presentations at the low-intermediate to intermediate level. The student learns principles of narration and exposition, basic interview techniques, fundamental platform skills, principles of demonstration, and primary research for presentations. Emphasis is on reporting and discussing personal information and on observations outside the self. Students will also increase their use of academic vocabulary and demonstrate level-appropriate oral grammar and fluency.

Semester II – Gold Track

The student refines the skills introduced and developed in semester I and is introduced to the additional skills of identifying a speaker's pattern(s) of organization, distinguishing between fact and opinion in lectures and interviews, and evaluating the nature and relevance of a speaker's evidence in high-intermediate to low-advanced lectures and other oral texts of equivalent level. Special emphasis is given to listening for and assessing a speaker's overall point or argument while practicing notetaking strategies. In addition, the student is introduced to appropriate methods of formulating opinions in response to oral text.

The student refines the public speaking skills introduced and developed in semester I and is introduced to the additional skills of reporting on controversial information without bias, assembling and organizing relevant information for persuasion, and commenting on the nature and relevance of support in the arguments of others for presentations at the intermediate to high-intermediate level. Emphasis is on orally presenting information derived from written or visual texts. Students will also increase their use of academic vocabulary and demonstrate level-appropriate oral grammar and fluency.

Grammar

Semester I – Silver Track

This course focuses on introducing students to low-intermediate to intermediate grammatical structures and enabling them to comprehend and use these structures with focus on syntactically and semantically sound sentence structures, and offers practice in recognizing, improving, and correcting them in written and spoken English in an academic context. The course offers practice in recognizing, improving, and correcting sentences both in written and oral applications. This course focuses on developing students' ability to comprehend and use intermediate grammatical structures.

Semester II – Gold Track

This course focuses on expanding the grammar instruction from semester I by focusing on second semester students' ability to comprehend and use high-intermediate grammatical structures of syntactically and semantically sound sentence structures. It offers practice in recognizing, improving, and correcting them in written and spoken English in an academic context.

ENGLISH SPECIAL TOPICS

The IEP has designed nine special topic courses that are built upon the theory of high student involvement and interest in the application of the English language. These special topics courses offer students a chance to apply their English skills in an engaging way through various group activities, projects, real-life scenarios, and discussions. Students may enjoy acting out a novel or reciting Shakespeare. Through activities like these, students can explore what it feels like to use English in a variety of engaging ways. Students can learn to defend their opinions on contemporary global issues, learn critical thinking through debate, or learn how to compare novels to films. Additionally, students can be introduced to new skills like journalism or podcasting, or they can take the Habits for Success course to learn life skills or Business English to learn business skills that will prepare them for their future academic and career pursuits. These courses offer students an opportunity to understand more of what a Liberal Arts education in English can offer them and in what various ways learning English can be beneficial to their education.

LEARNING LABORATORY

Students in the learning laboratory will receive one-on-one and/or group tutoring and writing assistance by course instructors as needed. Students may also receive short lectures or presentations as needed. This is not a graded course.

SATISFACTORY COMPLETION OF THE IEP

Student achievement is assessed regularly. Practice tests, presentations, reports, written assignments, short quizzes, midterms, and final examinations are given to assess students' progress in the program. The courses are weighted according to their importance as follows:

20%	Reading
20%	Writing
20%	Listening & Speaking
10%	Grammar
10%	Presentation
10%	Guided/Extensive Reading
10%	Special Topics course
100%	

Satisfactory completion of the program is determined by a semester grade average of 70% or better as a weighted average of all courses combined (as seen in the chart above). Credits earned cannot be used for graduation.

Successful completion of the Intensive English Program indicates that the student satisfies the University English proficiency requirements for placement in ENGL 100.

ADVANCEMENT TO THE UNDERGRADUATE PROGRAM

Students enrolled in semester II of the Intensive English Program should seek advising assistance from the Academic Advising Center to facilitate a smooth transition to the undergraduate program.

POLICY ON ATTENDANCE AND LATENESS

Intensive English classes meet two to three times a week, Sunday through Thursday. Because of the intensive nature of the program, regular attendance by students in all courses is expected and required. The IEP adheres to the University's policy on attendance. Individual instructors may set more stringent policies, however, so students should consult the syllabus of each course. The University policy on class attendance is as follows:

- Students are expected to attend all classes, laboratories, and/or required fieldwork. Excessive absences prevent students from receiving full course benefits and disrupt orderly course progress.
- It is at the instructor's discretion whether to give substitute assignments or examinations to absent students.
- Instructors are expected to maintain attendance records and to draw the student's attention to attendance requirements.
- If the student misses 15% in any one or combination of classes (whichever comes first) for any reason, and the student's grade is below 70% at that time, the student may fail the level. If the student has not withdrawn by the last withdrawal date, the student may receive a final grade FN (Failure for Non-Attendance).

- Students who withdraw from a course receive a grade of W.
- Students cannot withdraw from the IEP semester after the announced deadline, unless approved by the appropriate academic dean (see Withdrawal section in the catalog).
- Instructors are requested to consider excusing the absence of students in the following cases:
 - Documented inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities. If excused, students are required to satisfy all coursework due or assigned during their absence, as determined by the course instructor.

EVALUATION OF STUDENT PROGRESS

Student achievement is assessed regularly. Practice tests, presentations, reports, written assignments, short quizzes, midterms, and final examinations are given to assess students' progress in their Intensive English courses. Advancement within the Intensive English Program and from the IEP to the undergraduate program requires a grade of 70% or better, weighted from all seven courses IEP

ACADEMIC PROBATION

A student is placed on academic probation at the end of the semester in which he/she fails a semester of IEP. A student on probation is required to participate in academic success initiatives. A student on probation is required to repeat the IEP semester that he/she failed. IEP academic standing does not carry over when a student is admitted to the undergraduate program.

Initial Probation

A student will be placed on initial probation at the end of the first semester (fall, spring, or summer) when his/her semester score falls below 70. A student on initial probation is required to repeat the semester that he/she failed.

Final Probation

A student will be placed on final probation at the end of the second consecutive semester (fall, spring, or summer) in which he/she fails the semester of IEP. A student on final probation is required to repeat the IEP semester he/she failed.

Removal of Academic Probation

If at the end of the semester while on either probation, the student passes the semester, he/she is returned to good standing.

Academic Dismissal

Students who fail the same semester (semester I or II) for three consecutive semesters will be academically dismissed from IEP. Academically dismissed students should remain dismissed for a period of one semester and may again seek readmission to AUK-IEP after this period of dismissal.