

7. INTENSIVE ENGLISH PROGRAM

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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 Intensive English Program (IEP) is committed to the following values:

- Responsible interaction with and creation of text
- Ownership of skills and appreciation of their applicability to various situations
- Metacognition of learning processes
- Understanding of and respect for cause-effect relationships with regards to student success

VISION

The Intensive English Program (IEP) aspires to:

- Prepare AUK students to pursue academic majors successfully in the medium of English language
- Create critical thinkers able to evaluate ideas and concepts and to express themselves effectively
- 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:

- Apply text analysis skills to appropriate level written and oral academic texts
- Comprehend ideas contained within appropriate level academic texts
- Communicate ideas in formal writing and speaking tasks
- Demonstrate effective use of 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 for Academic Purposes
- Efficient, effective, integrated, focused program
- College entrance preparation
- Experience with the American model of higher education.
- Guidance in using electronic technologies
- 16-week courses, September to January and February to June
- 9-week summer course, June to August
- Small classes
- One-on-one tutoring
- Admission to AUK undergraduate courses without a TOEFL/IELTS score
- Instructors with master's degrees and experience in Teaching English as a Second Language (TESL) or related field with TESOL education
- Scholarships for qualified students
- Certificate of completion, along with a grade transcript
- Morning, afternoon, or evening classes
- Computer lab access
- Ongoing orientation program
- Retention measures

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		
Level 1	62 – 85	1 – 3	Overall 4-4.5 Reading 4-4.5 Writing 4-4.5	Overall 31-34 Reading 3 Writing ≤ 11
Level 2	86 – 105	4 – 5	Overall 5-5.5 Reading 5-5.5 Writing 5-5.5	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 receptive skills and productive skills. In each of semester I and semester II, students are required to attend 15 instructional hours per week: 7.5 hours of combined reading and listening classes and 7.5 hours of combined writing and speaking classes. Grammar and vocabulary instruction are included in both receptive and productive skills classes.

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 Level 2 with a grade of 70% (C-) or above for each of the two components (receptive and productive skills) are exempt from the English placement test and TOEFL exam required for post-secondary programs at the American University of Kuwait.

CURRICULUM OVERVIEW

RECEPTIVE SKILLS

The IEP approaches the receptive skills of reading and listening as two halves of the same coin. Students are introduced to rhetorical features of text—organization, purpose, main idea—with the goal of developing a battery of analytical skills that may be applied to any text at any time, in any medium, concerning any subject or topic. In this way, students practice a “writerly” approach to text; in other words, they become aware of how writers (or speakers) craft text and why. Supporting skills of annotating text, note-taking and note-making, recognizing correct grammar structures and correcting incorrect structures, and developing academic vocabulary are included in receptive skills instruction.

PRODUCTIVE SKILLS

The IEP approaches the productive skills of writing and speaking in much the same way as well. Having been—and continuing to be—introduced to features of text, students then apply ideas contained within texts to themselves, their experiences, their observations, their knowledge—and to other texts. The application may take the form of narration, process, cause/effect, comparison/contrast, etc., but these are practiced within the context of text response. Practice in the stages of the text-creating process, in generating correct grammar structures, and application of introduced academic vocabulary are included in productive skills instruction.

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:

100%	Receptive Skills
100%	Productive Skills

Satisfactory completion of a level is determined by a semester grade average of 70% (C-) or better for each of the two components (receptive and productive skills). 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 into undergraduate courses.

ADVANCEMENT TO THE UNDERGRADUATE PROGRAM

Students enrolled in Level 2 of the Intensive English Program will receive 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 five 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. 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% (C-) or better.

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.