

The Southern Oregon University IEP teaches all four receptive and productive language skills – reading, writing, speaking, and listening, within the backdrop of instruction in grammatical accuracy, pronunciation, vocabulary, and pragmatic competency. Instructors in our program use communicative language teaching in their classrooms. Communicative language teaching is a broad approach to second language teaching that is characterized by an emphasis on:

* learning to communicate through interaction in the target language using frequent pair- and group-work activities that require students to negotiate communication in English
* use of authentic texts in the classroom including newspaper and magazine articles, novels, textbooks and academic journals
* linking classroom language learning to language outside of the classroom
* providing opportunities for learners to focus on both language and the acquisition process
* using the learner’s own past experiences, daily activities and goals for the future as contributing elements to classroom learning.

Curriculum and materials are carefully chosen for each course but may be modified by instructors based on unique student needs and instructor preferences. For all courses, the books and materials chosen will be tools to accomplish the curricular goals, rather than be viewed as the curriculum itself.

**Level 1: Beginning**

Beginning students are characterized by having no functional communicative ability and no or very little previous exposure to English. At this level, students will learn high-frequency phrases sufficient for handling simple needs and expressing basic courtesies. Additionally, they will develop a working vocabulary of 100-150 words, recognize letter- sound correspondence, learn to form legible letters, and read and write common sight words as well as phonetically predictable words.

**Level 2: Elementary**

Elementary students are characterized by an ability to communicate minimally with formulaic and memorized sentences, primarily with isolated words and phrases in predictable patterns. Students at this level have had very limited exposure to English and have a wide range of proficiencies and needs. Students will practice basic grammatical structures in short meaningful texts, read simple passages, practice writing sentences and develop a vocabulary of approximately 300 words. Among other grammatical structures, students will be introduced to verb tenses, word order, and basic parts of speech.

**Level 3: Low Intermediate**

Students at this level are beginning to communicate independently and have mastered some basic vocabulary and sentence structure. Students will focus on writing cohesive paragraphs, simple narratives and autobiographies, and will read and comprehend short authentic texts. Students will be introduced to irregular verb forms, perfect tenses, conditionals and modal verbs. They will be able to successfully handle basic social situations and make short informal presentations.

**Level 4: Intermediate**

Students at this level are characterized by an ability to communicate successfully in most uncomplicated social situations. Their fluency and vocabulary are increasing significantly and they can be understood outside of the classroom in a variety of contexts. At this level, students will read longer texts, including narratives, autobiographies, newspaper articles, and other meaningful texts. Students will write complex sentences and will begin to develop editing, summarizing and paraphrasing skills, as well as their first five-paragraph academic essays. Among other grammatical structures, students will be introduced to past perfect, phrasal verbs, reported speech, conditionals, and passive voice.

**Level 5: High Intermediate**

Students at this level are characterized by proficiency in basic conversational fluency and are moving towards more effective communication skills appropriate for an academic environment. Students will read a classic novel in English as well as other authentic texts including short stories, periodicals, surveys, poetry, and editorials. They will continue to develop academic essay-writing skills as well as textual analyses, summary writing, and a synthesis paper using reference materials and producing a works-cited document. Students will begin to develop academic listening and note-taking skills.

**Level 6: Advanced**

Students at this level are characterized by competency in most communicative venues, and are developing increasing proficiency in academic English. Students will read authentic college-level textbooks and journal articles in their academic fields, as well as prepare for the TOEFL exam and IEP exit exam. Students will refine essay writing skills, practice timed in-class writing assignments, and complete a 7-12 page research paper. Grammar instruction at advanced level is focused on structures needed to support academic essay-writing. Students will continue to refine their listening and note-taking abilities and will attend university lectures to practice these skills.

**Transition to Southern Oregon University**

Level Six students are being prepared to graduate from the Southern Oregon University Intensive English Program and enter the university as regular students. The goal of the Intensive English Program is to prepare students not only for the English skills needed, but for the academic skills required for success at the university.

In order to enter the university as a regular student, Level Six students must meet the following criteria:

* Pass all courses with 90% attendance and 80% mastery
* Pass the MELICET GCVR and Listening Exams
* Write a research paper using APA format
* Attend 2 SOU university classes, take notes, and submit one-page summaries describing experiences with notes attached

\* NOTE: If a student takes and passes the TOEFL (Test of English as a Foreign Language), with a score of 68 or above, he/she does not have to meet the above criteria in order to enter Southern Oregon University.