ENGLISH AS A SECOND LANGUAGE PROGRAM

University of Massachusetts Amherst  308B Bartlett Hall
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ESL Program Course Offerings:  Fall 2014

Offered in the day division of the university, ESL Program courses for credit follow the official academic calendar for UMass & the other member colleges of the Five College Consortium. No summer or evening ESL Program courses are currently offered. The ESL Program is not affiliated with the School of Education, which provides Bilingual, ESL & Multicultural teacher training. The ESL Program is in fact an English for Academic Purposes and English for Specific Purposes program, with its own placement exam that determines levels of academic language proficiency in order to place students into appropriate courses & to diagnose strengths and weaknesses related to listening, reading, and writing of academic English at the advanced and superior levels of the American Council on the Teaching of Foreign Languages (ACTFL).

WHO MAY ENROLL IN ESL PROGRAM COURSES

Currently registered graduate & undergraduate students in full-time degree programs who are non-native speakers of English may enroll on SPIRE. Five-College students with full-time status may also enroll. Visiting scholars do not enroll; they are invited to seek permission from course instructors to attend classes on a regular basis. Qualified non-degree students may enroll as special students after receiving permission from course instructors.

GENERAL INFORMATION ON THE ESL PROGRAM COURSES

- For students at the threshold of the advanced level wishing to attain higher expert levels of academic second language proficiency, as defined by the ACFLT. For international students with entry IBT TOEFL scores 80-120 (on a scale of 0-120)
- Focus on the development of writing, speaking, reading, and listening skills needed in undergraduate General Education and disciplinary-specific courses as well as graduate courses in the academic disciplines
- Taught by experienced second language specialists with graduate degrees in teaching English to Speakers of Other Languages:
  Ingrid Holm, Acting Director/Senior Lecturer II  holm@acad.umass.edu
  Margaret Allard, Senior Lecturer  mmallard@educ.umass.edu
ESL 290D Academic Writing for Graduate Students, 3 credits - Fall 2014

Created with the Funding Support of a Center of Teaching Faculty Grant. Appropriate for graduate and upper-division undergraduate international students. Helps emerging junior scholars position themselves to participate in their disciplines for activities such as writing journal articles for publication, writing theses and dissertations, and giving conference presentations. Uses a classic textbook designed for non-native English speaker graduate students to improve writing proficiency. Focuses on tasks such as writing data commentaries, research article summaries and abstracts, book reviews, literature reviews, critiques of research articles, and original research papers within the context of students’ own particular academic disciplines. Develops awareness of discipline-specific text types and genres as well as formal register usage. Promotes considerations of audience and purpose. Teaches how to select precise vocabulary, choose from a range of linguistic structure options, and make language clear and concise in order to communicate intended meaning. Facilitates learning how to revise texts to make them flow smoothly. Requires small group discussion, individual conferences, and a Writing Portfolio.
Tues & Thurs:  10:00-11:15
BARTLETT 312

ESL 290C Professional Grammar for Writing and Speaking 3 credits - Fall 2014

Created with the Funding Support of a Center of Teaching Faculty Grant. Appropriate for both graduate and undergraduate students. Builds confidence for writing and speaking in academic and professional contexts. Goes beyond the teaching of handbook rules to promote understanding of how the English language functions as a system of communication within academic contexts based on the research findings of of English for Academic Purposes Uses a systemic functional grammar linguistic approach that helps students build a repertoire of options to use academic language meaningfully, appropriately, and accurately. Includes in-class activities such as grammatical and lexical consciousness-raising achieved by analyzing texts for characteristic features, revising written and oral discourse, proofreading and editing of typical language errors, and engaging in contextualized collaborative writing and speaking tasks. Targets the language used in representative genres of a variety of academic disciplines, as revealed by computer-aided Corpus Linguistics and the research domain of English for Academic Purposes. Draws upon authentic disciplinary readings, recorded lectures, and film clips. Requires small group discussion and a Course Portfolio.
Tues & Thurs:  11:30-12:45
BARTLETT 310
ESL 125 Techniques of Oral Communication, 3 credits - Fall 2014

Originally designed by the esteemed phonology scholar Rebecca Dauer. Appropriate for both undergraduate and graduate students who are non-native speakers of English. The course develops overall oral communication skills of students who are at the minimum threshold of the advanced level of academic spoken language proficiency. Provides on-going assessment, guidance and practice, whereby students attain higher levels of expert second language speaking and listening proficiency. For more natural interactions between non-native and native speakers of English in the academic setting, the course strives to improve the intelligibility of non-native speakers, thereby ensuring their better control of the American English sound system through focus on the mastery of sounds, rhythm, stress, and intonation. Makes use of engaging in-class short speeches, dialogues, improvisations, and role-play simulations. Focuses on teaching students to monitor and repair their own speech errors. Helps students feel more confident and comfortable as public speakers who are expected to possess a high level of communication skills required for effective formal oral presentations for academic and professional audiences. Three formal oral presentations are required. Also required are a Course Portfolio and individual conferences with the instructor.

Tues & Thurs: 1:00-2:15

ESL 290F University Writing, 4 credits - Fall 2014

Appropriate for undergraduate and interested graduate students who are non-native speakers of English at the mid advanced level and up. Promotes the attainment of higher levels of expertise in reading, writing, and speaking in order to meet academic community expectations. Provides on-going academic English learning support from an experienced second language writing specialist. Of special interest to international students, the course draws upon diverse global perspectives to help students become more discerning readers and thinkers and more effective writers and speakers while empowering them as global citizens who have the knowledge and commitment required for negotiating key world problems. Maintains sustained student engagement by providing meaningful content in high-interest readings, recorded lectures, and film clips as the basis of reading and discussion activities related to the writing of expository and argumentative academic prose. Teaches the specialized language genres of discussion and reflection to improve discussion skills in the academic classroom both in the class and on-line. Uses a process approach for the production of multiple drafts that are thoughtfully revised and carefully edited. Uses peer review to provide additional feedback. Teaches how to select precise vocabulary, choose from a range of linguistic structure options, make language clear and concise, and improve the smooth flow of ideas throughout a written text. Requires individual conferences with the instructor and the submission of a Course Portfolio.

Tues & Thurs: 11:30-12:45
ESL 130 Advanced Composition, 3 credits - Fall 2014

Updated with the Funding Support of a Center of Teaching Faculty Grant. Appropriate for both undergraduate and graduate students at the low advanced level and up. Promotes the attainment of higher levels of expertise in reading, writing, and speaking proficiency in order to meet academic community expectations. Fosters the development of key critical thinking skills acquired through the exploration of United States societal issues from the standpoints of diverse cultural perspectives found in engaging readings, academic lectures, and film clips. Provides on-going academic English learning support from an experienced second language writing specialist. Integrates second language listening, discussion, and reading skills into the academic writing curriculum. Places sustained focus on the selection of appropriate and accurate language structures for the communication of intended meaning. Teaches the specialized academic language of discussion and reflection required in the university classroom. Uses a multiple-drafting process approach for the production of well organized, clearly-written compositions that utilize a variety of rhetorical strategies. Teaches key proofreading and editing skills, including those of particular importance to non-native speakers of English. Analyzes intercultural influences on academic and professional writing, including the growing global significance of World Englishes. Requires individual conferences with the instructor and the submission of a Course Portfolio.

Tues & Thurs: 10:00-11:15

BARTLETT 310

FFYS Negotiating Culture in Global and Local Contexts (Seminar) 1 credit - Fall 2014 (Freshmen only)

With today’s emphasis on globalization, many students have become interested in learning about culture and cultural diversity, thereby enhancing their understanding of their own cultural heritages and that of others. The course examines the unifying fabric of American culture, comprising socio-cultural values, attitudes, and traditions. To help students develop their intercultural competency for use in global contexts, the course offers units on the diversity of ethnicities, race, and religions that represent contemporary global worldviews; on gender roles; and on the issue of stereotyping. The course also offers a number of useful strategies to help students adjust to the local university culture. Included are: practical strategies for improving oral communication skills; enhancing the development of critical-thinking skills; and writing and reading more effectively in the academic register, all of which are necessary for successful academic and professional work in local and global contexts. Requires small group discussion and the submission of a Course Portfolio.

Wed (time TBA)