ENGLISH AS A SECOND LANGUAGE PROGRAM for Post-Admitted Students at UMA
University of Massachusetts Amherst 308 B Bartlett Hall
www.umass.edu/esl 413-545-4210

ESL PROGRAM COURSE OFFERINGS Fall 2016

ESL Program courses, offered in the university day division, are non-intensive Faculty Senate approved academic courses for credit that follow the official academic calendar during the fall and spring semesters. Summer or evening ESL Program courses are not currently offered. The Program does not offer ESL teacher training. Using a Second Language model instead of the First Language model of conventional writing courses, the ESL Program is an English for Academic Purposes (EAP) program that integrates language instruction throughout writing and speaking instruction. Its placement exam is used to determine student levels of academic language proficiency for course placement & to diagnose strengths and weaknesses related to writing, speaking, reading, and listening of academic English at the advanced to superior levels of The American Council on Teaching of Foreign Languages (ACTFL) scales as well as levels B1 to C2 of the internationally recognized Common European Framework of Reference for Languages (CEFRL).

WHO MAY ENROLL IN ESL PROGRAM COURSES AT UMA
Currently registered UMA international and immigrant English as Additional Language (EAL) Undergraduate & Graduate students in full-time degree programs as well as International Exchange Students may enroll themselves on SPIRE. Five-College students with full-time status may enroll. Visiting Scholars do not enroll but are invited to seek permission from course instructors to attend classes on a regular basis. Non-degree students may enroll through Continuing Professional Education (CPE) as special students with instructor permission. Also, a limited number of Independent Study students are accepted with instructor permission.

GENERAL INFORMATION ON THE ESL PROGRAM COURSES AT UMA
- For students at the advanced level and above, wishing to attain higher expert levels of academic second language proficiency, as defined by the ACFLT and the CEFRL.
- 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 for graduate level endeavors such as writing dissertations & publishing journal articles
- Informed by up-to-date findings in the research domains of Second Language Acquisition, Intercultural Studies, Applied Linguistics, Corpus Linguistics (based on computer studies), English for Academic Purposes, Second Language Writing, Systemic Functional Grammar, Genre Studies, and Rhetoric and Composition
- Taught by highly experienced second language specialists holding 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
Updated with the Funding Support of a UMA Institute for Teaching Excellence Grant

Appropriate for both undergraduate and graduate students at the low advanced level and above

Informed by English for Academic Purposes (EAP) research, the course builds student confidence by promoting the attainment of higher levels of expertise in writing, reading, listening, and speaking proficiency in order to meet university academic expectations.

Fosters the development of key critical thinking skills and appropriate critical language development through the exploration of societal issues from the standpoints of diverse cultural perspectives found in engaging readings, academic lectures, and film clips.

Based on a Second Language model instead of the First Language model used in conventional writing courses, the course integrates second language listening, discussion, and reading skills into the academic writing curriculum. Teaches the specialized academic language of discussion and reflection required in the academic classroom.

Provides a thorough, in-depth review of Systemic Functional Grammar (as promoted by Michael Halliday), placing sustained focus on the selection of appropriate and accurate grammatical structures and vocabulary for the communication of intended meaning.

Uses a multiple-drafting process approach for the production of well organized, clearly-written essays that utilize a variety of rhetorical strategies. Of particular importance to non-native speakers of English, the course teaches not only key proofreading and editing skills needed for the correction of surface errors but also revision skills needed to improve faulty language that often interferes with intended meaning.

Analyzes intercultural influences on academic and professional writing, including the growing global significance of World Englishes.

Requires individual conferences with the instructor, grammar (related to writing) quizzes, and the submission of a Course Portfolio.

Section 01: Tues & Thurs 11:30-12:45 Location: Bartlett 310

ATTENTION UNDERGRADUATE ADVISORS
For undergraduate students who are currently enrolled in or have already taken EN 111 Basic Writing to improve their language skills related to writing, providing them with individualized attention and practice
For Undergraduate international or immigrant students who are English as an Additional Language students at the mid-advanced level and above who need to develop their academic English writing and speaking skills relevant to their success in both Gen Ed courses and courses in their majors

For Graduate students who are English as an Additional Language students in the humanities and the social sciences who are often required to do extensive persuasive writing that demonstrate expert levels of academic writing proficiency.

Informed by English for Academic Purposes (EAP) research, the course builds student confidence. Promotes the attainment of higher levels of expertise as defined by The American Council of Teaching Foreign Languages (ACTFL) and The Common European Framework of Reference for Language (CEFRL) in writing, reading, and speaking in order to meet academic expectations for written texts and speaking activities, which require the use of fluent and accurate language.

Based on a Second Language model instead of the First Language model used in conventional writing courses, the course integrates traditional rhetoric and composition theories with applied linguistics theory by integrating language instruction throughout the writing curriculum. Provides on-going academic English learning support from an experienced second language writing and speaking specialist. Emphasizes the attainment of higher levels of language proficiency.

Draws upon diverse global perspectives to help students become more discerning readers and thinkers and more effective writers and speakers who can use critical language appropriately. 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 persuasive 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 and to write personal reflection prose. Uses a process approach for the production of multiple drafts that are thoughtfully revised. Provides peer review to provide additional feedback. Facilitates how to select precise vocabulary, choose from a range of language options, make language clear and concise, and improve the smooth flow of ideas throughout a written text.

Provides extensive individual conferences with the instructor and a Writing Portfolio.

Tues & Thurs 10:00-11:15

ATTENTION UNDERGRADUATE ADVISORS
For undergraduate students to improve their language skills related to writing and who 1) have already taken ESL 130 Advanced Composition 2) are currently enrolled in or have already taken EN 111 Basic Writing 3) are currently enrolled in or have already taken EN 112 College Writing, or 4) are currently enrolled in or have already taken Junior Year Writing.
• Appropriate for both Undergraduate international or domestic students and Graduate students who are English as an Additional Language students

• Originally designed by the esteemed internationally recognized second language phonology research scholar Rebecca Dauer, a widely-recognized expert in speech rhythm

Informed by Second Language Speaking and Listening research, the course builds student confidence by developing overall oral communication skills of students who are at the minimum threshold and above of the advanced level of academic spoken and listening language proficiency as defined by The American Council of Teaching Foreign Languages and The Common European Framework of Reference for Languages. By providing on-going assessment, instruction, guidance, and applied practice, the course helps students attain higher levels of overall 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 of English with close attention to American speech Rhythm. Speech delivery is improved as students develop better control of the American English sound system, by focusing 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 through specific peer and instructor feedback.

Helps students become competent as public speakers who are expected to possess a high level of communication skills that are required for effective formal oral presentations for academic and professional audiences, including small team project presentations and disciplinary-specific professional conferences. Four formal oral academic presentations are required as are two “Hot Topic” discussions and two oral imitations of American speakers.

Also required are a Course Portfolio and extensive individual conferences with the instructor.

Tues & Thurs: 1:00-2:15
Location: Bartlett 310
Created with the Funding Support of a UMA Institute for Teaching Excellence Grant

Appropriate for Graduate students as well as Undergraduate international or domestic students who English as an Additional Language students

Informed by English for Academic Purposes (EAP) research and guided by The American Council of Teaching Foreign Languages (ACTFL) as well as The Common European Framework of Reference for Languages (CEFRL), the course promotes language development for successful writing and speaking proficiency in academic contexts such as General Education courses, disciplinary-specific courses offered by academic departments as well as writing projects such as writing theses and dissertations and speaking projects such as giving oral presentations. Builds student confidence required for academic success.

Uses a cutting-edge textbook written for non-native English speaking undergraduate and graduate students that focuses on the complex grammar related to academic and professional writing for those at the advanced level of academic language proficiency and above, as defined by the ACTFL and CEFRL. The course goes beyond the teaching of writing handbook rules to promote understanding of how the English language functions as a system of communication within academic and professional contexts. Promotes mastery of grammar structures that students typically find to be the most confusing in order to eliminate difficult, rhetorically related language problems associated with the communication of complex ideas while writing in challenging academic genres.

By using a comprehensive, thorough Systemic Functional Grammar linguistic approach (as developed by Michael Halliday), the course helps students build a foundation, or repertoire, of language options, helping them learn to select academic language that is meaningful, appropriate, and accurate for particular contexts. As revealed by computer-aided Corpus Linguistics, targets the language used in genres that represent a variety of academic disciplines.

Includes in-class activities such as 1) grammatical and lexical consciousness-raising, achieved by analyzing different types of texts for their characteristic features, 2) revising written and oral discourse, 3) proofreading and editing of typical language errors, and 4) participating in engaging, contextualized collaborative writing and speaking tasks.

Provides units that include Business Meetings and Job Interviews. Draws upon authentic disciplinary readings, recorded lectures, and film clips.

Requires small group discussion, individual conference with the instructor, and a Course Portfolio.

Tues & Thurs: 11:30-12:45

Location: Bartlett 310
Informed by research in English for Academic Purposes (EAP) and English for Research Publication Purposes (ERPP), this research English writing course builds student confidence by helping emerging scholars position themselves to participate in their own academic disciplines for endeavors such as writing professional journal articles for publication, writing theses and dissertations, and giving conference presentations.

Uses a classic textbook designed for non-native English speaking graduate students to improve their academic writing proficiency, which is also used by peer research universities throughout the United States. Based on a Second Language model instead of the First Language model used by conventional writing courses, the course integrates rhetoric and language instruction throughout the course curriculum.

Focuses on the language needed for tasks such as writing data commentaries, research article summaries and abstracts, book reviews, literature reviews, research article critiques and reports, and original research papers, all done within the context of students’ own particular academic disciplines.

Directs students to not only correct surface-level errors that do not significantly affect meaning but also revise faulty language that often substantially alters the intended meanings of texts. To overcome these obstacles, the course helps students learn to use four types of revision strategies: substitution, addition, deletion, and rearrangement in order to communicate intended meaning.

In “Writer as Researcher” projects, the course guides students to become researchers of their own disciplinary writing by developing awareness of discipline-specific text types and genres as well as formal register usage. Promotes considerations of audience, purpose, and focus, which are essential for writing success.

Provides key learning strategies, allowing students to become more confident independent writers for academic and professional writing. Teaches how to select precise vocabulary, choose from a range of linguistic structure options, and revise language to make texts flow smoothly.

Requires small group discussion, four or more one-to-one conferences with the instructor, and submission of a Writing Portfolio.