ESL PROGRAM COURSE OFFERINGS Spring 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 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 B & C of the internationally recognized Common European Framework of Reference for Languages (CEFRL) scales.

WHO MAY ENROLL IN ESL PROGRAM COURSES AT UMA
Currently registered UMA Undergraduate & Graduate students in full-time degree programs as well as International Exchange Students who are international or immigrant non-native speakers of English 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 up, wishing to attain higher expert levels of academic second language proficiency, as defined by the ACTFL 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
- Taught by highly 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
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 writing, reading, listening, and speaking proficiency in order to meet academic community expectations.

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

Integrates second language listening, speaking, and reading skills into the academic writing curriculum. Provides a thorough, in-depth review of systemic functional grammar, placing sustained focus on the selection of appropriate and accurate grammatical structures and vocabulary for the communication of intended meaning.

Teaches the specialized academic language of discussion and reflection required in the academic 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 difficulty for 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, grammar (related to writing) quizzes, and the submission of a Course Portfolio.

Tu & Thurs 11:30-12:45                  BARTLETT 310

**ATTENTION UNDERGRADUATE ADVISORS**
For undergraduate students who have not yet taken EN 111 *Basic Writing*, are currently enrolled in EN111, or have already taken EN 111 so that they can improve their language skills related to writing, providing them with individualized attention and practice
For Undergraduate international or immigrant students who are non-native speakers of English at the mid-advanced level and up who need guidance with their academic English writing and speaking skills relevant to both Gen Ed courses and courses in their majors

For Graduate students who are non-native speakers of English in the humanities and the social sciences who are often required to do extensive amounts of persuasive writing that demonstrate expert levels of academic writing proficiency.

Builds student confidence by promoting the attainment of higher levels of expertise as defined by The American Council of Teaching Foreign Languages and The Common European Framework of Reference for Languages in writing, reading, and speaking in order to meet academic community expectations for written texts and speaking activities, which require the use of fluent and accurate language. Informed by the research domain of English for Academic Purposes

Based on a Second Language model instead of the First Language model used in conventional writing courses. Integrates language instruction throughout the writing process and provides on-going academic English learning support from an experienced second language writing and speaking specialist.

Draws upon diverse global perspectives to help students become more discerning readers and thinkers and more effective writers and speakers. 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 speaking 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 the submission of a Writing Portfolio.

Tu & Thurs 10:00-11:15 BARTLETT 310

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) 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 non-native speakers of English.

Originally designed by the esteemed internationally recognized second language phonology research scholar Rebecca Dauer.

Builds confidence by developing overall oral communication skills of students who are at the minimum threshold and up 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, students can 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. 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.

Helps students become competent, confident 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.

Three formal oral presentations are required. Also required are a Course Portfolio and individual conferences with the instructor.
• Created with the Funding Support of a UMA Center of Teaching Faculty Grant.

• Appropriate for Graduate students as well as Undergraduate international or domestic students who are non-native speakers of English. Informed by the research domain of English for Academic Purposes

As defined by The American Council of Teaching Foreign Languages and The Common European Framework of Reference for Languages, promotes 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 confidence necessary for academic success.

Uses an English for Academic Purposes textbook that focuses on the complex grammar and rhetoric related to academic and professional writing for second language graduate and undergraduate students on the advanced university level and up.

Based on the findings of the research discipline English for Academic Purposes, the course goes beyond the teaching of handbook rules to promote understanding of how the English language functions as a system of communication within academic and professional contexts.

By using a comprehensive, thorough Systemic Functional Grammar linguistic approach, helps students build a foundation, or repertoire, of language options, helping them learn to select academic language that is meaningful, appropriate, and accurate. As revealed by computer-aided Corpus Linguistics, targets the language used in genres that represent a variety of academic disciplines. Promotes understanding and mastery of the complex grammar points that students find to be the most confusing.

Includes in-class activities such as grammatical and lexical consciousness-raising achieved by analyzing different types of texts for their characteristic features, revising written and oral discourse, proofreading and editing of typical language errors, as well as participating in engaging, contextualized collaborative writing and speaking tasks. Includes units on Business Meetings and Job Interviews.

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 312
 Created with the Funding Support of a UMA Center of Teaching Faculty Grant.

Appropriate for Graduate students as well as Undergraduate upper-division international or immigrant students who are non-native speakers of English at the high advanced level and up. Informed by the research domain of English for Academic Purposes.

Builds confidence by helping emerging junior scholars position themselves to participate in their own academic disciplines for endeavors such as writing journal articles for publication, writing theses and dissertations, and giving conference presentations.

Uses a classic textbook used by peer research universities throughout the United States designed for non-native English speaking graduate students to improve writing proficiency based on a Second Language model instead of the First Language model used by conventional writing courses. Integrates language instruction throughout the writing process.

Focuses on 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.

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 and purpose related to research English writing.

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