ENGLISH AS A SECOND LANGUAGE PROGRAM for Post-Admitted Students at UMA
University of Massachusetts Amherst
www.umass.edu/esl

ESL PROGRAM COURSE OFFERINGS Spring 2017

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
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

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
ESL 125 Techniques of Oral Communication, 3 credits             Spring 2017
Sec 01 and Sec. 02

- 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 inspirational oral imitations of American speakers.

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

Sec 01 (15992) Tues & Thurs 10:00-11:15                  Location: TBA
Sec 02 (15996) Tues & Thurs 1:00-2:15                   Bartlett 310
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), all of which focus on what a student can actually do with academic English in real-world applications. As such, promotes language development (grammar and vocabulary) 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 in classroom settings or oral at professional conferences. Builds student writing and speaking 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 and vocabulary 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. 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 the renowned scholar Michael Halliday), 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 such as Finance or Computer Science.

Includes in-class activities such as 1) grammatical and lexical consciousness-raising, achieved by analyzing different types of texts for their characteristic features, 2) reviewing underlying cultural assumptions 3) revising written and oral discourse, 4) proofreading and editing of typical language errors, and 5) participating in engaging, contextualized collaborative writing and speaking tasks, which enable effective active participation in the academic classroom.

Provides professional speaking units that include the use of role simulations for business meetings and job interviews. Draws upon authentic disciplinary readings, recorded lectures, and film clips.

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

Tues & Thurs: 11:30-12:45

Bartlett 312
• Created with the Funding Support of a UMA Institute for Teaching Excellence Grant.
• Appropriate for graduate students as well as undergraduate upper-division international or immigrant students who are English as an additional Language (EAL) students

Informed by research in English for Academic Purposes (EAP) and English for Research Publication Purposes (ERPP), this research English writing course helps emerging junior 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. As such, the course develops the confidence essential for students’ success as academic writers of research English.

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 rhetorical strategies and language instruction throughout the course curriculum.

Focuses on identifying the language needed for writing 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. Within students’ fields of study, promotes consideration of audience, purpose, focus, and organization in short required writing assignments. In addition, students may include current writing from other courses or current writing tasks associated with the thesis or dissertation writing process, to be included in their Writing Portfolio.

In customized “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.

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 addition, students learn how to attain expert-level proofreading and editing skills.

Provides key learning strategies, allowing students to become more 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.

Tues & Thurs: 10:00-11:15

Bartlett 310