

The Institute for Learning and Teaching

L2 Learners Task Force



4. Ideally, what elements should be included in a comprehensive program designed to support the learning and teaching of students whose native language is not English?

- Service Learning: We believe there is merit in offering a service learning program which would offer support and mentorship for international students thru connections to native English speakers. Native students would pay tuition for the service learning credit/s, be able to use it for other classes which require SL, and give international students someone to help them navigate our culture and the system at CSU.
- Orientation and training of both students and teachers re expectations on both sides
- Provide recommendations/guidelines for faculty who have international students in their classes (see handouts we have distributed at various workshops (PDI 2009, Writing Center Workshop and gtPathways orientation 2010)
- A rigorous IEP
- Offer a required “academic acculturation” course (semester-long, 1credit?) for incoming, non-IEP students – one for grads and one for undergrads - first-year seminar style?
- Writing support for international students (grads and undergrads) -- look at Swales work and new course-development work by Frederica Stoller (UNA) -- there might be some use for Writing Fellows program elements
- Courses in writing at the graduate level (theses, articles, proposals, lab reports, dissertations, conference proceedings)
- Writing courses at the undergraduate level for L2 learners (ideally for different groups, such as Gen 1.5 and International)
- Trained editors (a la the grammar consultation service currently being developed and provided by Jenny Levin and Rachel Dedyne in English) to provide international student writing support that currently cannot be provided through the Writing Center; editors would need training specific to the needs of each college/department/discipline
- perhaps these trained editors could be part of an internship program offered through the TESL/TEFL, Rhet-Comp and English Education programs
- Test-taking accommodations guidelines for faculty, particularly regarding extended time and bilingual dictionaries; these accommodations would compensate for the longer reading/processing time needed by L2 learners and for unfamiliar construct-irrelevant vocabulary
- We may need to provide a “test-taking” center to handle some of the accommodations
- Learning communities
- Reading support
- Listening and comprehension skills support

- Academic skills (note-taking, etc.) support
- Conversational classes / opportunities (e.g., conversation partners/groups like the IEP program)
- Mentoring
- Stress / acculturation issues -- support for the stresses of day-to-day issues
- Support for group work
- Support for presentation skills
- Technology support (e.g., differences in keyboards, programs)
- Support for developing library and research skills
- Comprehensive program that directs students and faculty to resources.
- Web site with FAQs and so on.
- Identifying key areas across the University where specific populations of L2 learners would benefit from intervention / support.
- Service Learning projects that allow native language speakers to mentor L2 learners
- Grammar consultation service
- TESL/TEFL program internships for graduate students (perhaps from English MA programs in Rhetoric and Composition, English Education, as well as undergraduates in the English Teaching Licensure Program)
- Faculty professional development