

The Institute for Learning and Teaching

L2 Learners Task Force



7. What of these elements are not generally available at institutions of higher education, but ought to be?

Access to Information

- Composite webpage listing of English language resources on campus including TILT workshops, CO 130 and 150, IEP, conversation partners program, conversational ESL courses through the Fort Collins International Center, the Writing Center, tutoring, etc.
- A “Layman’s Guide to L2 Learning” resource could be useful to provide to faculty to provide insights into language acquisition and ways to support L2 learners.
- Provide listings of courses supported by TILT study groups and tutoring.

Test Taking Accommodations

- Faculty guidelines for test-taking accommodations (an informal survey of several universities, including DU, CU, Gonzaga, and University of Dayton, revealed that such guidelines are not available but that they should be)
- Test taking accommodations need to be spelled out, e.g. faculty guidelines, additional time, classroom logistics and monitoring, use of dictionaries, etc. Although this is ultimately up to the discretion of faculty, a resource with policy considerations as well as practical considerations would be useful.

Writing

- Subcontract writing courses for grad students to the IEP.
- Develop undergraduate writing courses for L2 learners.
- Program to support dissertation writing. This might be structured as a service learning project coordinated by the CSU TEFL/TESL program. MS-ESL students would receive training and could potentially train other volunteers to help L2 learners to write their dissertation. The service learning volunteers would receive CSU credit. Such a program might also be piloted through specific colleges as it was pointed out that writing requirements vary by discipline.

Transitions

- Ongoing orientation and/or structured L2 learning resources.
- Mentoring programs for graduate students.
- Improved advising for undergraduates.

Faculty and Advisor Professional Development

- Summer workshops for professional development of ITAs, regular graduate students (non-GTAs), and the faculty who teach them

- Programs for advisors -- increase awareness of L2 Learner resources
- Increase use of "caring referrals" -- providing a way for faculty and advisors to direct L2 Learners to specific programs that address their needs.

Teaching

- Apply UDL principles to teaching of L2 Learners
- Develop course (teaching seminar) for International GTAs who have relatively low language skills