The Institute for Learning and Teaching  
L2 Learners Task Force  

Recommendations

We recommend the following strategies as part of a plan that would allow the University to engage in a comprehensive effort to enhance the learning and teaching of (1) students whose first language is not English and (2) students whose parents are not native speakers of English. These recommendations address the learning and teaching of writing, reading, speaking, and listening as well as social and cultural issues that shape learning and student success. These recommendations also have implications for teaching practices at the University.

Priorities: Noted by superscript after label.

Undergraduate
1. **Course Support**: Support for International Students, Funded by Student Tuition. This should include
   a. Peer Mentoring, 1st year Mentoring
   b. Supplemental Instruction/Study Groups
   c. Targeted Classes
   d. Classes involving Cultural Immersion
2. 1st Year/Transfer Seminars
3. Writing Center Collaborations
4. Advising, Orientations
5. Test Taking Accommodations: Writing Guidelines
6. Language/Tutoring Centre: Like the Writing Center
7. Alliances & Collaboration with other Tutoring/Supporting programs
8. Student Center (This would be a space for “hanging out.” It would be similar to an advocacy office in Lory. We should spend time thinking about an ideal number of international students. Integration is critical. Interaction with native speakers should be supported. We should look at the campus ecology, a la Jim Banning.)
10. Taking Stock Program – add an emphasis on International Students

Graduate
1. Training for International GTAs
2. Dissertation/Thesis/Writing Support (501 Equivalent)
3. Access/Gateways Programs (Targeted at particular programs)
4. Summer retreats for International GTA’s
5. Orientations
1. Consider the development of a transition to CSU program, such as that developed by the British group, INTO. We might do this on our own, instead of entering into a commercial relationship with a for-profit company. If so, we could draw on existing resources in Office of International Programs, the IEP, IT, the Colleges, Admissions, Housing, and other campus groups. Numerous universities across the United States have developed their own programs and CSU could draw on their experience in developing an in-house program.

2. If CSU partners with a group such as INTO, it should: 
   a. Focus strongly on the development of sound, well-informed curricula.
   b. Maintain its commitment to strong pedagogical principles.
   c. Move forward with an awareness of concerns about what will be involved, such as:
      i. Potential loss of control over international student admissions and the IEP
      ii. Potential loss of CEA accreditation
      iii. Job security for current staff
      iv. Potential pressure to admit “marginal” students
      v. Integration of international students into campus community
   d. Recognize that the program would support only those students involved in the INTO partnership, and not those who enter the University through our regular admission process.

3. Professional Development for CSU Staff, Faculty and Instructors: Native Speakers

4. Web based Resources should be developed or adapted from units including OIP, the Colleges and Departments, TILT, IEP, and so on. We could develop a Web site with the URL, internationalstudents.colostate.edu.

About the Task Force
This task force was convened in Fall 2010 to explore issues related to the learning and teaching of students whose first language is not English. After discussing these issues, the Task Force recommended actions that the Institute might take to enhance the learning and teaching of these students (either by itself or in partnership with other programs at CSU).

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