Developing effective research practices is a perennial challenge for university writers (Sikinson, Alexander, Hicks & Kahn, 2012). Research in language University of Utah has developed a LibGuide for L2 writers to meet students’ to it via an L2-appropriate pedagogy (Bordonaro, 2011; Jackson, 2005). The with the strategies needed to acquire library research skills if they are introduced that because of previous language-learning experiences, L2 writers are primed linguistic and perhaps cultural differences. Online library guides (LibGuides) to be adaptable to any discipline. hosted through the Marriott Library, it will be available to all L2 writers conducting the target demographic is students completing their core writing requirement through Learning created to address the following learning and teaching needs:

- standardize the teaching of the research process
- integrate the development of research skills and academic language proficiency for learners from various academic and cultural backgrounds.

The Research Skills for L2 Writers Library Guide (L2 Writer LibGuide) was created to address the following learning and teaching needs:

Learning
- provide scaffolded learning opportunities of the research process to better prepare L2 writers for university research and writing demands.
- integrate the development of research skills and academic language proficiency for learners from various academic and cultural backgrounds.
- introduce L2 writers to campus resources to help them develop academic autonomy.

Teaching
- standardize the teaching of the research process and citation norms across all sections of the ESL writing series.
- support instructors of various teaching backgrounds and disciplines with a comprehensive curriculum to approach L2 writers from various academic and cultural backgrounds.

LESSON SCAFFOLDING SCHEME

The Research Skills for L2 Writers Library Guide (L2 Writer LibGuide) consists of nine modules that focus on aspects of library instruction that scaffold instruction through the use of practical elements that students need to develop successful research practices. The L2 Writer LibGuide curriculum follows a content-based instruction (CBI) framework and employs best practices from both content and language pedagogies by fully integrating research content and academic language instruction. The L2 Writer LibGuide concludes with a summative assessment in which L2 writers’ knowledge of research and relevant academic language is evaluated upon completion of the LibGuide.

Each individual module consists of six phases:
- a statement of the content and language performance objectives.
- interactive pre-reading activities to activate schema,
- a content learning phase highlighting a library research skill or resource.
- a language learning phase highlighting the forms needed to utilize the skills and resources,
- a summary of the module with links to additional resources, and
- a self-assessment including reading checks at the end of each learning phase and a formative assessment at the end of each module.

The ESL writing courses will incorporate the L2 Writer LibGuide in its entirety because these courses place an emphasis on research skills and writing. Selected modules will also be integrated into non-writing ESL courses which engage academic skills and content-based curricula. Because L2 writers will produce writing and research for every university course, repeated exposure to the L2 Writer LibGuide modules in different learning contexts would emphasize the transferability of research skills, academic language, and autonomous learning practices.

The L2 Writer LibGuide development process employs three assessment phases involving survey and focus group feedback on content and user-friendliness from the writers and instructors who will use the LibGuide:

- Pre-curriculum: a needs analysis
- Pilot phase: selected modules used in the ESL writing courses
- Public rollout: a formal research analysis of the L2 writers’ module assessment scores and user perceptions of the LibGuide’s usefulness

Sustainability is supported by:
- the interdisciplinary application and involvement of central campus offices like the Marriott Library and CTL.
- demonstrations and LibGuide training for departments around campus, including departments’ staff meetings and teaching colloquia.

The L2 Writer LibGuide for Instructors

At the University of Utah, instructors in the ESL program come with a range of experiences and though they follow a common syllabus, choices about research teaching methods and content are largely left up to the individual instructor, leaving some students with knowledge gaps as they advance through the writing courses. A partner LibGuide has been created for instructors to support them in using L2 Writer LibGuide as a teaching tool and in addressing students’ research-related language needs. Features of the L2 Curriculum Support LibGuide have been directly informed by the ESL instructors including:
- extra teaching materials (e.g., alternative assessments and supplemental in-class activities),
- additional explanation of the pedagogical basis of the strategies and activities,
- a suggested timeline for module incorporation into a course, and
- a Reading Room with annotated sources on library instruction, L2 teaching, and learning strategy instruction.

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The L2 Writer LibGuide will benefit the L2 writers and their instructors by:
- increasing L2 writer awareness of and accessibility to campus resources.
- exposing L2 writers to learning strategies that are effective in building autonomous learning skills.
- providing ongoing learning and teaching support through university research practice expectations.
- adding a significant resource for research librarians who often work with L2 writers.
- offering an accessible and adaptable framework to instructors of any discipline for effectively teaching library research skills and academic language proficiency to L2 writers.

The L2 Writer LibGuide for Instructors

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