UniSA's Approach towards Enhancing Student Experience through the Implementation of a Learning, Language and Literacies (L3) Model

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Given the current prevalence of English in work and professional fields internationally, many universities are seeking better ways for students to develop their disciplinary English language proficiency through academic studies. Competence in disciplinary English language would enhance better student retention, academic success and employment outcomes. In an attempt to realise this, an Australian Government funded initiative resulted in the *Good Practice Principles.* Although the focus was students from NESBs, the principles could be applied more generally to learning and teaching in all higher education contexts. The principles specified that 'a range of skills and strategies (in particular, written and oral communication) need to be made visible, explicit, and accessible and, importantly, integrated within specific disciplinary contexts' (Department of Education, Employment and Workplace Relations, 2008, p. 2). The University of South Australia employed the *Good Practice Principles* to review and improve on its teaching and learning activities. A new language and learning model called the L-cubed (acronym for Learning, language and literacies) was implemented university-wide to promote the teaching and learning of academic literacies, English language proficiency and professional communication skills. Language and learning support is tailored to address division specific learning needs. Students self-identify their language and learning needs by completing an online exercise called the English language Self-Assessment Tool (ELSAT). Provision of individual support is based on students' ELSAT outcomes. Academic literacies of programs are identified with the help of language specialists and mapped onto the curriculum. This is taught and assessed by academics. Academic skills workshops are run concurrently to complement classroom teaching and learning. A new division-based website is maintained and populated with interactive resources to address discipline specific learning needs. These activities reflect the University's commitment to enhance student experience.

Key Words

University-wide; Academic literacies, English language proficiency, Good Practice Principles