



MODIFIED FOREIGN LANGUAGE PROGRAM

“We pegin our qrib eq a faziliar blace, a poqy like yours enq zine. Iq conqains a hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin each one of qhese zany calls....” (Translation provided on reverse side)

This passage portrays what it might be like to read with dyslexia. And if you think it’s challenging to read in English, imagine how hard it would be to learn a foreign language! Unfortunately, many students struggle with learning differences that greatly hinder their ability to read, speak, and learn—especially in the realm of foreign language.

As a research center housed in the Anderson Language Technology Center, the Center for Language and Learning (CLL) is committed to helping students with learning differences succeed in second-language acquisition.

What are Learning Differences?

Learning differences are heterogeneous in nature and may include challenges with listening, speaking, reading, writing and comprehension; attention issues; traumatic brain injury; vision and hearing impairment; and other, more subtle cognitive learning challenges.

Learning differences can greatly impact foreign language learning and cause some students to fall short of CU’s foreign language graduation requirement.

For years, educators assumed some students with learning differences were unable to learn and succeed in foreign language. However, early research conducted by the CLL found that the problem was not an inability to learn; rather, the teaching methods used in foreign language courses were ineffective to meet the needs of some students with learning challenges. An alternate multi-sensory pedagogy was developed to address this problem, and the Modified Foreign Language Program (MFLP) was born.

About the Modified Foreign Language Program (MFLP)

For over 20 years the MFLP has helped hundreds of “at-risk” students jump one of their largest hurdles to graduation—the foreign language requirement. Through testing and research, the MFLP has identified hundreds of students with unique learning needs. These students are then offered modified foreign language courses, which—through multi-sensory teaching techniques, slower pace, and highly structured formats—better serve their learning styles.

Use this key to translate the passage to the left.

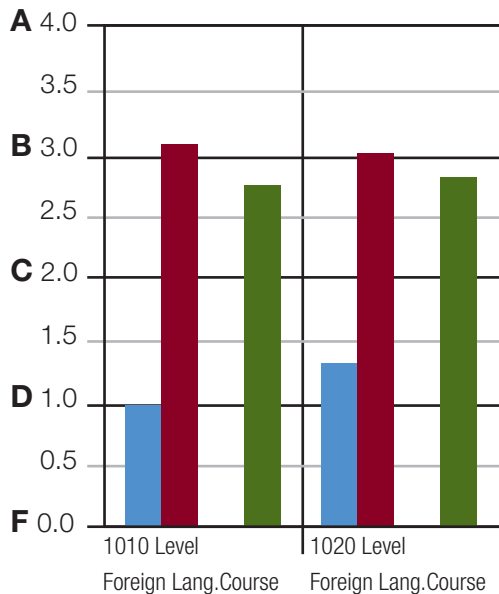
When you see Pronounce as

q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat



The Modified Foreign Language Program provides courses with interactive curriculums, small class sizes, and dedicated professors who form tight-knit relationships with their students. (Above: Instructor Carmen Kopen interacts with her students in a MFLP Spanish class in fall 2012.)

Average Grades Received in Mainstream Foreign Language Courses Compared to MFLP Courses



- "At-Risk" Students in Mainstream Foreign Language Course
- Same "At-Risk" Students after switching to MFLP
- Non-"At-Risk" Students in Mainstream Foreign Language Course

To learn about the many ways you can make a gift contact:

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Parent Testimonial

"As our twin freshman boys entered CU, my wife and I were extremely concerned about their ability to achieve their foreign language requirement. Our boys had tested repeatedly—and poorly—at language learning during their high school years.

Jean Bouchard and the MFLP program were a godsend to us. The care and personal treatment of our boys, the extraordinary academic program they undertook, and their success at foreign-language mastery was incredible. More importantly was the impact on their self-esteem—they were successful at what had been a huge, historical challenge."

Todd Rulon-Miller
CU Parent and Silicon Valley Entrepreneur

Increased Retention and Graduation Rates

By working closely with Disability Services, foreign language instructors, departmental advisers, and CU deans and directors, the CLL has found individual solutions for hundreds of "at-risk" students. The CLL is passionate about providing tools to help students succeed in foreign language while at the same time serving the university as it strives to increase graduation and retention rates.

Here's How You Can Help

Many, if not all of us, know somebody who has struggled inordinately with foreign language. Most of these students excel in other coursework. Like the majority of public state universities, CU requires students to complete a foreign-language sequence before they can graduate.

By donating to the CLL, your funding will help support us in our following goals:

- **Building Awareness:** We don't want any "at-risk" learner to struggle to stay in college because they don't know help exists.
- **Early Detection:** The quicker we can identify "at-risk" students, the sooner we can help them succeed. This helps reduce the time it takes for them to receive their degree. Our goal is to start successfully identifying students at the high school or pre-high school level.
- **Ongoing Research and Development:** By using research, analytics, and data management techniques, we are able to gain valuable insights into how we can better serve the needs of students.
- **Outreach and Community Engagement:** The CLL participates in various outreach activities that engage and support middle school and high school teachers and students in the local community.
- **Expansion:** Due to our success, several other universities have adopted programs similar to our Modified Foreign Language Program. Our long-term goal is to increase our impact within and beyond CU in order to support students across the country.

Join us in our mission to support "at-risk" students!

