

2023 Language OER Conference Program

Saturday, March 11, 2023

Welcome to the third annual Language OER Conference sponsored by the [Open Language Resource Center](#) at the University of Kansas and the [Center for Open Educational Resources and Language Learning](#) at the University of Texas at Austin.

The conference will be held in two parallel Zoom rooms. Information on accessing the Zoom rooms and additional details will be sent to registered participants on the afternoon of Friday, March 10th. Please remember that all times for the conference are **Central Standard Time (CST)**.

You will enter the room with your camera turned off and your microphone muted. While it might be helpful for the presenter to see some subset of the audience to get a sense that they are not talking into a void, we may need to start turning off cameras if the number starts to create bandwidth issues. We ask that you not turn on your microphone unless specifically invited to do so by the presenter(s) or the moderator. We will mute microphones that are turned on accidentally.

If you have questions during the presentation, those can be entered into the Chat window accessible at the bottom of the Zoom screen. The moderator will relay those questions to the presenter at the end of the presentation.

Time limits for the presentations will be strictly enforced. Keep in mind that the lightning-talk format is intended as a short “elevator pitch” that encourages the audience to explore further; there will not be a large amount of time for Q&A, but the program does provide information about the presenters and links to most of the resources. You are encouraged to attend a wide variety of lightning talks to get some sense of the format and approach that projects might be taking. The best model for your own future OER project may come from a language that you do not teach.

We will have automatic captioning enabled in both rooms but expect that some of the foreign language content will be difficult for the platform to handle. **We will also be recording the presentations and will make those recordings publicly available.**

If you have concerns about a room where you are an audience member, please address them to the moderator through the Chat window, preferably as a private message. If you are having problems getting into a room, please contact the staff at the OLRC (olrc@ku.edu) or Nathalie Steinfeld Childre at COERLL (nathalie@austin.utexas.edu).

This conference strives to provide a welcoming space for the exchange of ideas and is guided by the values of diversity, equity and inclusion. Participants who are disruptive or who exhibit harassing or discriminatory behavior will be removed from the conference.

Conference Schedule

ROOM A - OLRC https://kansas.zoom.us/j/7858644782		ROOM B - COERLL https://utexas.zoom.us/j/95117210421
9:00 AM CST	Welcome	
Session 1 9:20 AM CST (15 min)	<i>LLC Commons: Open Resources for Russian</i>	Creating an Asynchronous OER Experience in Spanish 101
Session 2 9:40 AM CST (15 min)	<i>Russian Aspect in Conversation</i>	NEH-funded Open Access Spanish Language Curriculum Centering Blackness in Latin America
Session 3 10:00 AM CST (30 min)	Digital Tools for the Communicative Method: A Case Study in Developing and Implementing a Multimedia Textbook Project for Elementary Bosnian-Serbian-Croatian	The Use of OER for a Proficiency-based Spanish Curriculum
Session 4 10:35 AM CST (15 min)	<i>Willkommen: Deutsch für alle: A Task-Based and Blended German Language OER</i>	Spanglish Literature and Film: Intermediate Spanish for Heritage Learners Using Open Educational Resources
10:50 AM CST (10 min)	Break	
Session 5 11:00 AM CST (15 min)	<i>Homenaje: An Intermediate Spanish Course for Students with Diverse Language Acquisition Backgrounds</i>	<i>Hujambo! A Standards-Based Approach to Introductory Kiswahili</i>
Session 6 11:20 AM CST (30 min)	Aligning your OER with Project Based Learning Principles for Oral Proficiency	<i>#OnYGo: An Innovative, Multimodal French OER for Fostering Diversity, Inclusivity and Equity</i>
Session 7 11:55 AM CST (30 min)	Understanding the OER World	<i>Français inclusif: Designing a New Diverse and Inclusive French 101-202 Curriculum</i>

ROOM A - OLRC https://kansas.zoom.us/j/7858644782		ROOM B - COERLL https://utexas.zoom.us/j/95117210421
<u>Session 8</u> 12:30 PM CST (15 min)	<i>Tarea Libre: A First-year Spanish OER Homework Ancillary</i>	Creating and Sharing a Multimodal Intermediate French Sequence: Successes and Challenges
12:45 PM CST (30 min)	Lunch	
<u>Session 9</u> 1:15 PM CST (45 min)	OER Office Hours	
<u>Session 10</u> 2:05 PM CST (15 min)	Inclusive Pedagogy in LCTL Classrooms: Implications from Arabic OER	Open Textbook for Hindi Heritage Language Learners: The Plan
<u>Session 11</u> 2:25 PM CST (15 min)	Using Technology to Support Literacy: OER Arabic Resources	<i>Basic Urdu</i>
<u>Session 12</u> 2:45 PM CST (30 min)	Development of an Interactive Korean Language Textbook	Transitioning a Language Program to OER During a Pandemic. A Slow Process, Still Unfinished. CANCELLED
<u>Session 13</u> 3:20 PM CST (15 min)	Designing Elementary Chinese OER Textbooks	<i>Temas de hoy en Latinoamérica: Content-based Instruction and the Flipped Classroom Through an OER</i>
3:40 PM CST	Wrap-Up	

Conference Abstracts

Session 01A

[Room A](#)

9:20 AM CST

LLC Commons: Open Resources for Russian

Shannon Quinn, Michigan State University

Liudmila Klimanova, University of Arizona

[LLC Commons](#) is a collection of Open Educational Resources for the teaching and learning of Russian. The project was originally supported and continues to be housed at the University of Arizona through the Center for Educational Resources in Culture, Language and Literacy (CERCLL). The collection, which uses WordPress, offers teachers and learners the ability to search for a variety of lesson types by keyword, by textbook, or by topic. Lessons are interactive, utilizing H5P, an open-source tool that offers slideshows, videos, and dozens of other types of interactive activities. In this presentation, the authors of the website will describe its creation, what is available on the platform, and future plans for the project. We will also address the steps and considerations of access and compatibility involved in the creation of OER repositories, and discuss possible challenges associated with website maintenance and expansion after the initial architecture of the OER has been developed.

Session 01B

[Room B](#)

9:20 AM CST

Creating an Asynchronous OER Experience in Spanish 101

Shannon Polchow, University of South Carolina Upstate

College is expensive, and one of the biggest expenditures each term is textbooks. As publishers, especially those within world languages, move to produce more of their materials on online platforms, one tends to see an increase in prices to maintain them. An informal review of textbook adoptions on our campus identified those used in lower-division world language classes as the most expensive. An unlucky student taking general education courses who needs to purchase access codes for their classes could rack up a hefty bill. This lightning round session will detail one professor's use of OER to create an online learning platform for first-year students enrolled in her asynchronous online Spanish courses. The session will discuss the struggles she has faced and the successes she has enjoyed since making the switch to OER.

Session 02A

[Room A](#)
9:40 AM CST

Russian Aspect in Conversation

Stephen M. Dickey, University of Kansas
Kamila Saifeeva, University of Kansas
Anna Karpusheva, Defense Language Institute

Russian aspect is complex in all of its dimensions—verbs are marked for aspect by an array of prefixes and suffixes, and the usage of perfective and imperfective verbs can be mysterious even for those who have learned Russian for years. [Russian Aspect in Conversation](#) is aimed at demystifying some important uses of imperfective verbs for learners of Russian at the intermediate level and above. It focuses on patterns of imperfective usage in infinitives, imperatives and the past tense that involve single completed actions and that are difficult for foreign learners to grasp. Each of the core modules consists of an introductory exercise, followed by more passive exercises focusing on interpretations of aspectual forms and then active exercise in which the student must choose the correct aspect in a context. The language material consists almost exclusively of conversational dialogues based on attestations in the Russian National Corpus and Russian fiction, films and online content, which utilize verbs typical of most intermediate- and advanced-level Russian textbooks.

Session 02B

[Room B](#)
9:40 AM CST

NEH-funded Open Access Spanish Language Curriculum Centering Blackness in Latin America

Melissa Baralt, Florida International University
Uju Anya, Carnegie Mellon University
Aris Clemons, University of Tennessee Knoxville
Déborah Gómez, Florida Memorial University

Black students are significantly underrepresented in college language programs due to (1) a history of system exclusion and marginalization in US education; (2) gate-keeping language programs and teachers; and (3) negative classroom experiences with materials that do not reflect Black Spanish-speaking communities or Black Latinexes. All of this is undergirded by a theoretical orientation in the language acquisition field that resists addressing racism (Anya, 2020). In this presentation, we report on a data-informed Spanish-language curriculum that was funded by the National Endowment from the Humanities and that centers Blackness in Latin America and Black language learners. The [MI-BRIDGE](#) curriculum is fully task-based and was designed based upon a needs analysis study that was conducted with over 300 Spanish language learners in the HBCU and HSI setting, to ensure the curriculum meets students' real-world needs. In our talk, we demonstrate how teachers can access and download all lesson plans, tasks, videos, and audio clips. We also discuss the teacher-training component of this curriculum, as well as curated resources for teachers.

Session 03A

[Room A](#)

10:00 AM CST

Digital Tools for the Communicative Method: A Case Study in Developing and Implementing a Multimedia Textbook Project for Elementary Bosnian-Serbian-Croatian

Aleksandar Bošković, Columbia University

Milica Iličić, Independent Scholar

From a linguistic standpoint, Bosnian, Croatian and Serbian are different standards of a single polycentric language. As such, they are frequently taught as “Bosnian-Croatian-Serbian,” simultaneously in a single classroom. However, equitable representation of the three standards and their differences remains a key challenge, especially in a communication-oriented classroom where each student needs to consistently speak and write a single standard but read and understand all three. The [Naš jezik](#) (*Our Language*) project is the first online digital textbook that covers all three standards in a way that is tailored to achieving this goal while teaching in the communicative method. It leverages the digital format – from advanced PDF capabilities to interactive online exercises – to resolve pedagogical challenges that emerge across in-person, hybrid, and online modalities. In our presentation, we will demonstrate the different digital formats and strategies we employed, how design decisions impacted effectiveness, equitability, and accessibility, how we implemented the new resources in the classroom, and how this implementation led to favorable outcomes.

Session 03B

[Room B](#)

10:00 AM CST

The Use of OER for a Proficiency-based Spanish Curriculum

Diogo Cosme, Salt Lake Community College

Language classes often face the challenge of enrollment and retention. For some students, time constraints and financial burdens can be deciding factors for registering or staying in a class. OER can help program developers maintain students by replacing expensive textbooks, which are frequently focused on the teaching of isolated grammar and vocabulary. In this presentation, I will address OER implementation in language curriculum as an effort to design courses that do not follow the linearity of a content-focused textbook. Rather than covering a chapter as the goal of units, instructors can follow the backwards design approach and think of communicative goals for classes. OER can provide customized lessons for students to meet those goals. In addition to that, by using free resources and building lessons, educators can spare students from long one-size-fits-all lessons from books, helping adult learners with families and jobs with time management. In this session, I will present the planning, implementation, and faculty training needs of creating an OER curriculum for a community college Spanish program.

Session 04A

[Room A](#)

10:35 AM CST

Willkommen: Deutsch für alle: A Task-Based and Blended German Language OER

Claudia Kost, University of Alberta

Crystal Sawatzky, University of Alberta

[*Willkommen: Deutsch für alle*](#) is an innovative German language e-textbook series, designed as OER, for learning German at the college/university level (first- and second-year German). It features a task-based, communicative approach which provides students with opportunities to communicate in German in a variety of situations. Both e-textbooks follow a blended-learning model, a combination of alternating in-class (face-to-face) instruction and online (self-paced) individual learning. As an introduction to the German language and German-speaking cultures, *Willkommen* takes an inclusive approach to the depiction of people, contexts, and concepts. It views language learners, instructors and a wide range of individuals interacting in German as belonging to a large German-speaking community. Pedagogical as well as authentic cultural materials emphasize the diversity of speakers of German and are purposely inclusive of sexual orientation, race, gender, and ethnicity. Moreover, the e-textbooks are inclusive in terms of accessibility for non-sighted learners as all images are featured with alternative text that can be read by a screen reader.

Session 04B

[Room B](#)

10:35 AM CST

Spanglish Literature and Film: Intermediate Spanish for Heritage Learners Using Open Educational Resources

Lilian Cano, The University of Texas at San Antonio

This presentation describes how I used OER to design an Intermediate level Spanish course for Heritage Language Learners. The curriculum uses Spanish-language films, music, and documentaries to increase listening comprehension and build cultural competence. By using authentic media, the content positively affects learning grammar and the development of advanced proficiency skills. The course uses literature and poetry to teach students about Mexican-American writers and culture and to increase reading and writing comprehension. The course is divided into units, and students show their understanding through multimedia class activities and projects using tools from the Adobe suite of products.

Session 05A

[Room A](#)

11:00 AM CST

Homenaje: An Intermediate Spanish Course for Students with Diverse Language Acquisition Backgrounds

Alegría Ribadeneira, Colorado State University – Pueblo

One of the biggest challenges for teachers of Spanish is the “mixed classroom.” These classes usually combine Heritage Language Learners (HLLs) with Second Language Learners (L2s), and sometimes even Native Speakers (L1s). In this presentation participants will be introduced to [Homenaje](#), an OER that tackles the challenge by focusing on best practices including Project-Based, Task-Based, and Content-Based Learning. The curriculum is infused with approaches for teaching HLLs while also addressing the needs of L2s. Students are invited to explore topics around language, culture, identity, and bilingualism in the workplace. At the same time, the textbook offers sections on grammar and literacy skills to be used as needed. Each unit in the book is a standalone unit that allows instructors, and even students, to pick and choose the best combination for their unique language development needs. This OER was piloted in Fall of 2022 and the author will share successes, challenges and student perceptions.

Session 05B

[Room B](#)

11:00 AM CST

Hujambo! A Standards-Based Approach to Introductory Kiswahili

Brenda Wawire, University of Kansas

Peter Ojiambo, University of Kansas

[Hujambo!](#) is a complete curriculum for introductory Swahili that chronicles the adventures of two American students studying abroad in Tanzania for an academic year. Learners follow them from their arrival at the airport until they depart home, providing an opportunity to learn about their host families, academic pursuits, and free time with friends. Conversations with members of the local community, as well as emails and texts they send to one another, provide meaningful insight about their encounters with a new culture and how it shapes their view of the larger world. The first four chapters of the curriculum are available for free download. The last three chapters will be available for free download by the summer of 2023.

Session 06A

[Room A](#)

11:20 AM CST

Aligning your OER with Project Based Learning Principles for Oral Proficiency

Katie Brown, Colorado State University – Pueblo

This presentation will focus on integrating the principles of project-based learning into OER design and creation for language classes based on oral proficiency outcomes. I will briefly review the research on the benefits and main tenets of project-based learning, then explain how that connects to the design and creation of OER for specific types of courses and classrooms: for language courses with outcomes based on oral proficiency, and principally utilized in L1 and L2 mixed classrooms. To exemplify the above, I will

describe the student population at CSU Pueblo, a Hispanic-Serving Institution (HSI), and explain how we use ACTFL guidelines for oral proficiency outcomes. This relates back to the utility of adopting project-based learning with OER as the two share similar principles in reaching student learning outcomes in these courses. The audience will leave with ideas and practical tips for designing or utilizing OER and project-based learning together to improve oral proficiency in their classrooms.

Session 06B

[Room B](#)

11:20 AM CST

#OnYGo: An Innovative, Multimodal French OER for Fostering Diversity, Inclusivity and Equity

Amanda Dalola, University of Minnesota

Stéphanie Roulon, Portland State University

Géraldine Blattner, Florida Atlantic University

#OnYGo, a beginning French-language open educational resource (OER), proposes an inclusive approach to language learning that intentionally addresses the naturally occurring diversity in the language (Knisely, 2020) and redraws the francophone landscape through a lens of equity and social justice. This multifocal celebration of diversity translates into intercultural and interpersonal awareness for learners, soft skills which amplify their participation in global networks and career readiness. *#OnYGo* features several progressive elements in its approach, including translanguaging, which raises learners' critical language awareness (Fairclough, 1992) and stimulates knowledge construction beyond the language(s) themselves (Wei & Lin, 2019). *#OnYGo* also incorporates the authentic use of 21st-century digital language tools, i.e. online translators, social media, via engaging activities that invite learners to create and interpret using various genres, showcasing how their versatility can be used intentionally to facilitate language development. *#OnYGo* mediates its approach via the Multiliteracies framework (Paesani et. al, 2016) as a means to cultivate learners' abilities to identify, interpret, create and communicate meaning across a variety of visual, oral and digital forms.

Session 07A

[Room A](#)

11:55 AM CST

Understanding the OER World

Astrid Ruiz, Liberty School District

Susan Lynn, Liberty North High School

The Liberty, Missouri school district has converted its entire Spanish curriculum to OER, including materials for Spanish 1-5 and for Heritage Speakers. We will talk about the reasons behind our switch to OER and provide lessons learned about starting the process, budgeting, getting buy-in from new (and more experienced) teachers, and managing an OER curriculum in the long term. We will also provide information on how to access our materials to get you started on your own OER journey.

Session 07B

[Room B](#)

11:55 AM CST

Français inclusif: Designing a New Diverse and Inclusive French Curriculum

Amber Hoye, Boise State University

Mariah Devereux Herbeck, Boise State University

Brittney Gehrig, Boise State University

In 2022, a team of Boise State and Idaho K-12 instructors published two of four planned French OER titled *Français inclusif: An Interactive Textbook for [French 101](#) and [French 102](#)*. A remix of the *Français interactif* curriculum from COERLL, the materials are both diverse (representing the entire Francophone world and our students) and localized (demonstrating how French is pertinent to life in Idaho). Available as a complete curriculum, the new OER not only revised and remixed the existing OER, but also created significant ancillary materials including IPA assessments, task-based activities, cultural reflections, slide decks, and embedded authentic materials. Each module of *Français inclusif* features a "Cultural Reflection" that asks students to reflect on the importance of learning French, encouraging them to examine how studying French impacts their personal and professional lives. Finally, students use diverse educational technology platforms and attain 21st-century transferable skills. In this session, the group will explore how they approached project management of this large-scale endeavor and prioritized inclusive and multicultural representation while eliminating student costs.

Session 08A

[Room A](#)

12:30 PM CST

Tarea Libre: A First-year Spanish OER Homework Ancillary

Cristina Moon, Chabot College

Alejandro Lee, Santa Monica College

Sarah Harmon, Cañada College

Nancy Ballesteros, College of the Canyons

The [Tarea Libre](#) project consists of a comprehensive and accessible OER question bank of more than 1,000 interactive activities created in LibreStudio and ADAPT for first-year Spanish courses. This homework ancillary fills an existing gap in OER and increases the likelihood of OER adoption in first-year Spanish courses. The goal of this project is to create the foundation for a cohesive OER Spanish language homework platform equivalent to what is available through paid-subscriptions licenses provided by commercial publishers. The ancillary includes a variety of formative and summative assessments that cover a range of skills. Within each section there are multiple levels of engagement, allowing instructors to create homework assignments that address different skill levels, and students to practice speaking, listening, reading and writing. The Academic Senate for California Community Colleges (ASCCC) IDEAA framework of inclusion, diversity, equity, anti-racism, and accessibility is at the foundation of this project. All 14 modules have been designed to address them through a variety of readings that underscore the cultural practices of minoritized groups in the Spanish-speaking world, including the United States.

Session 08B

[Room B](#)

12:30 PM CST

Creating and Sharing a Multimodal Intermediate French Sequence: Successes and Challenges

Jessica S. Miller, University of Wisconsin-Eau Claire

This presentation describes the transformation of two intermediate-level university French courses into a multimodal OER sequence. This substantial redesign was first motivated by the desire to make the French curriculum more equitable, more accessible, and to better align the program with national proficiency guidelines. The process was accelerated by an institutional switch to a different Learning Management System and the increased need to teach in different modalities. Both courses in the sequence follow the same structure, include access to audio-visual material, answer keys adapted to synchronous and asynchronous activities, and embedded external tools. They were published as an OER in Canvas Commons in 2021, but visibility to a larger audience remains low and prospective adopters need to know about them first and request access. Discussing strategies to create and publish user-friendly OER courses is an important conversation that needs to happen as OER are becoming more widely recognized. If resources exist but remain hidden, out of reach, or too difficult to use, our community is missing opportunities.

Session 09A

[Room A](#)

1:15 PM CST

OER Office Hours

William Cross, North Carolina State University Libraries

Meredith Jacob, American University Washington College of Law

OER office hours are an informal, drop-in session to ask questions about OER creation and adoption. Our expert panelists for this session are two of the facilitators of the [Code of Best Practices in Fair Use for Open Educational Resources](#), which explains how fair use can empower educators to build open foreign language resources unencumbered by legal uncertainty and anxiety. This session briefly introduces the *Code* and invites participants to explore the opportunities and challenges that it creates. The majority of the session will focus on audience questions about legal issues surrounding the creation of OER. The panelists will also provide information about an extended workshop on the *Code* to be held later this year.

Session 10A

[Room A](#)
2:05 PM CST

Inclusive Pedagogy in LCTL Classrooms: Implications from Arabic OER

Ayman Mohamed, Michigan State University

Sadam Issa, Michigan State University

This presentation showcases the feasibility of implementing open pedagogy in the language classroom through a demonstration of the open textbook [Elementary Arabic I](#). Based on ACTFL proficiency standards, this Arabic OER was created to address issues of affordability, access, and equity by providing learning materials for all students and ensuring an optimal and up-to-date learning experience. The book has a thematic structure with each theme expanded through vocabulary, grammar and speaking components. The material is supplemented with interactive learning tools utilizing self-check H5P modules to enhance the students' self-study experience. Additionally, connections are made with culture and communities through spoken mini lessons in which cultural topics and pragmatic functions are introduced. We will also discuss the importance of giving voice to students about their own curriculum, presenting lessons learned from using the new curriculum in Arabic classes and providing a pathway for grounding social justice, accessibility, and equity in foreign language curricula, with an emphasis on the role of open pedagogy to increase student success.

Session 10B

[Room B](#)
2:05 PM CST

Open Textbook for Hindi Heritage Language Learners: The Plan

Mansi Bajaj, Yale University

Many universities across the US offer Hindi language in two separate tracks – one for beginning learners with no substantial background in the language or culture, and the other for heritage language learners (HLL) with some degree of proficiency in the language or a cultural connection to India. There is a noticeable difference in the interest and motivation that these two groups bring to the classroom. The HLLs come to the class with some degree of speaking and receptive proficiencies, but they have learned the language in a sporadic way, so some key concepts and skills are often missing. Placing them in a class with foreign language learners, or asking them to use a textbook designed for foreign language learners does not allow them to take full advantage of the skills and knowledge that they already have. This presentation will discuss work in progress on an open textbook specifically designed for heritage language learners of Hindi. I will share the plan for the multimedia-rich and interactive curriculum, the thematics of each chapter and the topics chosen for broader discussion.

Session 11A

[Room A](#)
2:25 PM CST

Using Technology to Support Literacy: OER Arabic Resources

Sarab Al-Ani, Yale University

Elisabeth Shovers, Independent Scholar

Research stresses the importance of teaching reading in the second language classroom, because it provides context, builds vocabulary, and supports students in developing comprehension skills (Mikulecky, 2008, Golinkoff, & Hirsh-Pasek, 2012). This lightning presentation will focus on [Read, Learn and Play: Online Interactive Arabic Materials](#), a State Department funded, open-educational resource for Arabic educators. The project is made up of e-books based on ACTFL standards, comprehensible input, and Teaching Proficiency Through Reading and Storytelling; along with editable, online worksheets that align with the content in the books that can be used with elementary through university students. The presentation will provide a quick overview of the methodology behind the creation of the materials, as well as explain how users can use this resource to support their students' literacy growth. We will explain how the materials can be used by educators, and provide those who teach languages other than Arabic with the knowledge of how to use the technological resources incorporated in this project, such as Adobe books, wizer.me, and Google Forms, in their own classroom.

Session 11B

[Room B](#)
2:25 PM CST

Basic Urdu

Rajiv Ranjan, Michigan State University

[Basic Urdu](#) is an online textbook for beginning-level Urdu that promotes communicative, linguistic, and cultural competence and aims to move students toward intermediate low- to mid-ACTFL proficiency within one semester. The book has eight chapters. Chapter 1 is an introduction to the Urdu script and sound system. Chapters 2-8 are based on themes: beginning conversation; family; describing places; expressing likes, dislikes, needs, and possession; giving instructions and making requests, expressing present, past, and future actions; and talking about past and completed actions. Each chapter has extensive reading and listening activities, a study abroad section to mirror study abroad experiences, and a grammar section with video and text followed by interactive activities. Each chapter ends with cultural notes and additional online materials related to the theme of the chapter. The book caters to different learning and teaching styles, so learners can go through the reading/listening and grammar sections in either order to develop linguistic competence. All activities are developed using H5P activities so that learners can get immediate constructive feedback.

Session 12A

[Room A](#)
2:45 PM CST

Development of an Interactive Korean Language Textbook

Sang-Seok Yoon, University of Iowa

Joung-A Park, University of Iowa

Language textbooks should contain not just linguistic knowledge, but also cultural information that includes social norms, cultural values and ideologies. They should also reflect current language use in the target society. However, most commonly used Korean textbooks on the market are either outdated or designed for students learning in Korea, and are, as such, not appropriate for American students. This presentation shares our experience in developing and using [Beginning Korean I](#) for about 10 years at the University of Iowa. It is designed to meet our students' needs, levels of difficulty and pace of learning. It includes various listening and speaking activities with webtoon style visuals that are helpful in enhancing our student's motivation for learning the Korean language. It also contains a wealth of cultural information that is essential for communicating with Korean people. The Korean program at the UI is using this OER incorporated within our LMS (CANVAS) so that students can easily access it online. We will discuss the level of student satisfaction with the curriculum as well as the challenges of updating it every year so that it contains the most recent information about Korean language and culture.

Session 12B

CANCELLED

[Room B](#)
2:45 PM CST

Transitioning a Language Program to OER During a Pandemic. A Slow Process, Still Unfinished.

Giovanni Zimotti, University of Iowa

When Covid-19 hit the U.S. we were pilot testing [Salón de clase: Intermediate Spanish for Educational Professionals](#), our freshly written and still unfinished OER textbook, in one section of the Spanish program. This textbook is the first block of a transition towards using only OER resources. Introducing a new textbook during the first semester of COVID-19 was not easy but succeeding made us realize that we should not stop at one section. We kept working, and we adapted *Salón de clase* into a textbook for Healthcare Professionals called, [Maletín medico](#). Currently we are developing an elementary textbook called *Semillas*, and a collective textbook for Intermediate Spanish. This presentation will provide insight from our journey and showcase the materials we have created and are ready to share.

Session 13A

[Room A](#)
3:20 PM CST

Designing an Elementary Chinese OER Textbook

Wenyng Zhou, Michigan State University

Elementary Chinese ([Part I](#) and [Part II](#)) is a complete curriculum for beginning-level Chinese designed for a two-semester sequence at the college level. The first book in the series provides a brief introduction to

the Chinese phonological system and simplified Chinese characters as well as seven thematic lessons on greetings and introductions, family members and occupations, inviting friends to dinner, hobbies, eating and drinking, making phone calls, and talking about classes and exams. The second book provides six additional lessons on school life, transportation, shopping, weather and climate, ordering food, and giving directions. Each unit provides useful vocabulary words and expressions, important grammar topics and relevant Chinese culture. The series also includes extensive audio and video supplements as well as interactive H5P exercises.

Session 13B

[Room B](#)

3:20 PM CST

Temas de hoy en Latinoamérica: Content-based Instruction and the Flipped Classroom Through an OER

Elena Lanza, Northwestern University

Reyes Morán, Northwestern University

The presentation will showcase *Temas de hoy en Latinoamérica. Curso de español avanzado*, a new OER used by the Spanish Language Program at Northwestern University. The OER is anchored on four thematic units (identity, politics, recent history and society) at the intermediate high/ advanced low level of proficiency, and aligned with ACTFL Proficiency Guidelines. *Temas de hoy en Latinoamérica* follows the Flipped Classroom approach and is structured around homework assignments that the student has to complete before class, and Powerpoints with lesson plans and in-class activities. The Powerpoints can be adapted and modified based on term specifications and demands (i.e. quarters vs. semesters) and provide instructors with notes and tips, acting as an instructor's manual. This OER also includes evaluation tools and linguistic resources for students. *Temas de hoy en Latinoamérica* will be officially launched in fall 2023, although a preliminary version is being successfully used since fall 2022 via the Canvas LMS.



Thoughts? Comments?

We would appreciate any suggestions that you might have to shape the focus and format of the Language OER Conference going forward. Please fill out the [online conference evaluation](#) at your earliest convenience. We will plan to close the evaluation form on Friday, March 17th but always welcome feedback sent directly to olrc@ku.edu or coerll@austin.utexas.edu.