

2022 Language OER Conference Program

Saturday, March 5, 2022

Welcome to the second 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 the afternoon of Friday, March 4th. 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 Katie Ashley 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

	STREAM A - OLRC	STREAM B - COERLL
9:00 AM CST	Welcome	
Session 1 9:20 AM CST (15 min)	Linking Literature and Language Studies through the Health Humanities	<i>Spunti</i> : The Complete Elementary Italian Program
Session 2 9:40 AM CST (15 min)	<i>¡Acción!</i> Spanish Conversation Through Film	In the Beginning – the Creation and Implementation of an OER Hebrew Language Minor
Session 3 10:00 AM CST (30 min)	Now That You’ve Published Your OER...	Curation vs. Creation in OER: Taming the Beast
Session 4 10:35 AM CST (15 min)	<i>PLUMA: Historias en español.</i> A Comprehensive Narrative-Based Language Learning Program for Spanish	Resourced Schemes of Work for Secondary French, German, and Spanish
10:50 AM CST (10 min)	Break	
Session 5 11:00 AM CST (15 min)	<i>Identità dell'Italia Contemporanea</i> – An OER Textbook for Elementary Italian	Transitioning to Tex in “The Other UT”
Session 6 11:20 AM CST (30 min)	Developing Accessible OER Documents: A Review of Best Practices	<i>Tako Iako</i> : New Online OER Textbook for Beginning Level Croatian
Session 7 11:55 AM CST (30 min)	OER in Washington: A Case Study in K-12 State OER Efforts	Innovative OER for Spanish ELL Writers

STREAM A - OLRC		STREAM B - COERLL
Session 8 12:30 PM CST (15 min)	<i>Pathways Project: A Collection of Interpersonal Activities for French, German, Spanish (With More Languages to Come!)</i>	It Takes a Village: A Collaborative Model to Promote OER Across Campus
12:45 PM CST (30 min)	Lunch	
Session 9 1:15 PM CST (45 min)	Keynote Copyright and Creative Commons: Publishing with Open Licenses	
Session 10 2:05 PM CST (15 min)	Moroccan Arabic and Culture: A Multimedia Textbook	LCTL DOORS – Opening Up Possibilities for LCTL Instructors
Session 11 2:25 PM CST (15 min)	<i>Bate-Papo: An Inclusionary OER Textbook for Portuguese</i>	<i>Telebridges: A New OER for Facilitating Russian Language Exchange</i>
Session 12 2:45 PM CST (30 min)	Creating a ZTC Degree for Spanish at a Hispanic Serving Institution: Challenges and Opportunities	Better Together: Librarian Faculty Collaboration in Language OER Creation
3:15 PM CST (10 min)	Break	
Session 13 3:25 PM CST (30 min)	<i>Decoding the 1920s: Teaching Advanced Russian in a Literature Class</i>	Content-Based Instruction of Spanish Language and Culture Through OER: <i>A parar bien la oreja. Cuaderno de comprensión auditiva</i> CANCELLED
Session 14 4:00 PM CST (15 min)	<i>A Closer Read : Textbook and Novels for Adult Intermediate ESOL Students</i>	Embracing Open – The <i>Reality Czech</i> Project
Session 15 4:20 PM CST (15 min)	<i>Saber es poder: Spanish for Heritage Speakers</i>	<i>Citoyen.ne.s: An OER Textbook for a More Inclusive Classroom</i>
4:40	Conference wrap-up (Conference Evaluation)	

Conference Abstracts

Session 01A

Room A
9:20 AM CST

Linking Literature and Language Studies through the Health Humanities

Jill S Kuhnheim, Brown University

Kathryn McKnight, University of New Mexico

[*Para vivir con salud: Leyendo la salud y la literatura*](#) offers an introduction to critical readings of Spanish-language literary and cultural texts, framed within themes relevant to the concerns of healthcare. It answers the calls from the MLA and national humanities organizations to rethink language programs to respond to the changing needs of our students. We will discuss how this kind of text can support the development of tracks in Spanish such as Health Humanities, Health for Latinxs or Spanish for Health Professions. Informing our approach with the principles of Narrative Medicine, our aim in the book is to teach students how close reading of literary texts will help them become more effective and critically thoughtful professionals. In the process we consider how art and literature may allow us to become more fully human to one another. Classes we have taught with this material have drawn students with diverse interests into the analysis of literature/culture and stimulated them to continue their language/cultural development with more advanced classes in our fields. We have found that many students, whether pre-health majors or not, respond with enthusiasm to the text and the approach. Our presentation will highlight different ways the text has been/may be used, and how we've approached dissemination of this work. We hope to inspire others to develop Open Access boundary crossing materials in diverse fields.

Session 01B

Room B
9:20 AM CST

Spunti: The Complete Elementary Italian Program

Daniela Viale, Muhlenberg College

After many years of using commercial textbooks, the Italian faculty at Muhlenberg College became frustrated with the exorbitant costs and the limitations they necessarily imposed on our approach to learning and to our courses' structure. So we decided to write [*Spuntii: Italiano elementare*](#), a comprehensive and culturally rich series for elementary Italian that is freely available for use and adaptation by others.

The curriculum consists of straightforward grammatical explanations, printable activity packets for in-class use, interactive exercises for linguistic practice and cultural enrichment, and complete semester lesson plans. Our approach to language instruction is interactive, conversational and fundamentally task-based. We see grammar as a means for enabling effective communication, which is why our explanations of grammar are simple and concise.

Session 02A

Room A
9:40 AM CST

¡Acción! Spanish Conversation Through Film

Mar Freire Hermida, University of Michigan

¡Acción! is a complete program for a Spanish conversation through film course that includes materials to be shared with students and to be used by instructors in the classroom. Both the student and the instructor versions of the program can be used with any movie or audiovisual material. *Acción!* provides a framework to develop the students' oral skills, language input and metacognitive activities to set personalized SMART goals (Specific, Measurable, Attainable, Realistic and Time-based) goals. At the same time, it equips instructors with class activities that require only minimal adaptation - often as simple as entering a character's name, a movie title or a screenshot.

Session 02B

Room B
9:40 AM CST

In the Beginning – the Creation of an OER Hebrew Language Minor

Adi Raz, University of Michigan

Renana Schneller, University of Minnesota

This presentation will describe a [sequence of online Hebrew materials](#) designed for intermediate-high level courses that will one day be a Hebrew minor across the Big Ten Academic Alliance. Among these courses are “Innovation and Entrepreneurship”, “Gender and Identity in Israeli Culture”, “Ethics, Religion and Medicine”, and “Multiculturalism in Israel”. All of the courses include a course syllabus; the first two courses include importable Canvas course shells and the last two include detailed lesson plans. We will discuss our experience as creators of these materials, including our use of authentic materials and how we focused on all four language skills while creating an inclusive classroom. Preliminary student feedback will also be shared.

Session 03A

Room A
10:00 AM CST

Now That You’ve Published Your OER...

William J. Comer, Portland State University

Lynne deBenedette, Brown University

This presentation will briefly describe the OER [Mezhdunami](#), an online introductory Russian course that was written in 2012-14, piloted in 2013-14, and became publicly available in 2015. The presenters will address a number of issues that OER authors need to consider after publication. First, there is the issue of making the OER attractive to and implementable at multiple institutions beyond the original core developers’ home universities. This primarily means providing those teacher supports (e.g., answer keys, visuals and PowerPoints, test banks, coverage schemes, lesson plans) that traditional publishers usually make available. An adjacent issue for OER authors is how deeply they should intertwine their resource (and/or its teacher supplements) with a particular publishing platform (i.e., Pressbooks, H5P) or with a particular LMS (i.e., Canvas Commons). While providing content in those formats can make the OER

more attractive to some programs, it may also make the resource less viable at others. A final issue that the presenters will address is how to keep the OER fresh by issuing updates and new editions. We'll address the challenges of managing corrections, updating realia and cultural references, and getting feedback from the user-base for larger structural changes. The presenters will raise these issues, outline pluses and minuses of various approaches, and describe the decisions that they have reached in navigating these many options.

Session 03B

Room B
10:00 AM CST

Curation vs. Creation in OER: Taming the Beast

Kim Armstrong, Franklin & Marshall College

Ana Anderson, Franklin & Marshall College

Jialing Liu, Franklin & Marshall College

While most instructors engage in creating supplementary materials for their courses, the idea of creating your own free textbook can seem overwhelming. This session focuses on encouraging instructors to see open educational resources as an opportunity to both curate and create the materials that will be used for language classes. There are hundreds of ready-made open resources providing explanations, videos, and exercises for nearly every grammatical topic imaginable. Moreover, there are additional high-quality resources that provide cultural content. These existing open textbooks may be incorporated wholesale into classes for a seamless switch to free materials. This means that those interested in instructional materials that are easily accessible, relevant, and free do not need to create a new textbook, rather, they can become material curators by modifying or combining existing resources into a coherent whole using free platforms such as Libretxts and Pressbooks, allowing for a course text customized to each instructor's classroom. Finally, those willing to create content on a specific topic can share those high-quality supplementary materials with other students and educators, further enriching the corpus of available open material. In this presentation, we will share how we balanced the processes of creation and curation in creating our third-semester language text, [Puertas y Puentes](#), and how we revised the final materials before successfully piloting it in Fall 2021.

Session 04A

Room A
10:35 AM CST

PLUMA: Historias en español. A Comprehensive Narrative-Based Language Learning Program for Spanish

Pilar Hernández, MiraCosta College

The [presentation](#) will showcase [PLUMA](#), a narrative-based instructional design model for the first three semesters of college level Spanish. This complete language learning program aligns with the ACTFL Proficiency Guidelines and includes assessments of learning. It is currently being used to teach all of the Spanish courses, semesters one through three, at MiraCosta College in San Diego County. The program can be used as is or adapted to other languages, as seen for Italian with *Identità* (session 05A). PLUMA is

licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, but users are asked to notify the creator of their intent to use or adapt *PLUMA*.

Session 04B

Room B
10:35 AM CST

Resourced Schemes of Work for Secondary French, German, and Spanish

Inge Alferink, University of York

Emma Marsden, University of York

Nick Avery, University of York

The National Centre for Excellence for Language Pedagogy (NCELP) aims to connect classroom practice and research, as well as to develop language pedagogy. As part of our mission we create and disseminate schemes of work (SOW) for secondary French, German, and Spanish as a foreign language. NCELP SOWs include carefully planned introductions of new grammar, phonics, and vocabulary, as well as ample practice, systematic revisiting, and assessment. The schemes of work are fully resourced by a team of developers working with teachers, native speakers, and illustrators. Each week includes two 50-minute lessons worth of material that can be downloaded from the [NCELP Resource Portal](#). All our SOWs and teaching materials are published under a CC-BY- NC - SA license, allowing for both wholesale adoption of our resourced SOWs and the option for classroom teachers to adapt the resources to suit their own context.

This presentation will introduce NCELP and showcase a selection of our SOWs and associated classroom materials. We will also briefly touch on associated (open) projects that contribute to pedagogy development and resource creation: [MultiLingProfiler](#) — an online tool to help users assess the suitability of written texts and listening transcripts — and [OASIS](#) — a database of accessible summaries of research to inform language practitioners.

Session 05A

Room A
11:00 AM CST

Identità dell'Italia Contemporanea – An OER Textbook for Elementary Italian

Andrea Petri, MiraCosta College, Oceanside, California

The program [Identità dell'Italia Contemporanea](#) is available for the elementary level of Italian at the college level. It is an adaptation of the project *PLUMA. Historias en español* (session 04A). *Identità* is a series of narrative-based online Italian language learning magazines in which stories of Italians, Italian-Americans, and immigrants from other countries living in Italy are highlighted. These stories focus on the richness and diversity of identities that populate contemporary Italy. The stories are non-fiction. *Identità* has 5 issues per level (5 for 101 and 5 for 102) in an e-magazine format. Based on ACTFL Can-Do Statements, all issues begin with a preparation section called “Preparazione comunicativa” aimed at preparing students for the section “Gli italiani raccontano” that provides comprehensible and compelling input. Then, the students produce orally (with asynchronous video discussions and synchronous Zoom conversations) and in writing, in the sections “La parola agli studenti” and “La tua storia”. The textbook *Identità* has all the necessary parts to be utilized in a course. Some elements are currently housed in Canvas but can be shared upon request.

Session 05B

Room B
11:00 AM CST

Transitioning to Tex in “The Other UT”

Jeanine S. Alesch, Salt Lake Community College

Salt Lake Community College, in Salt Lake City, UT, adopted [Français interactif](#) for the first two-semester French sequence beginning in the Spring of 2021. It was used in the face-to-face classes and work began to construct an online course around it. This presentation will show how the materials were organized and supplemented to create a [complete, online, first-semester French course in Canvas](#). While our primary motivation was to remove the financial barrier of an expensive textbook for our students, we also placed a strong emphasis on communicative learning, introducing students to substantive, globally-focused cultural materials, and aligning the course more visibly with SLCC’s college-wide student learning outcomes.

The presentation will be divided into three parts. The first will show how the *Français interactif* materials were scaffolded and supplemented to create a strong student learning experience, while fostering and assessing appropriately different skill areas. The second focuses on the cultural material that was incorporated, from major tourist sites in Montreal to casava production in the Ivory Coast, in the form of readings, videos, and student research projects. The third presents the less-traditional assessments we have used, to meet explicitly our college’s student learning outcomes (e.g. critical thinking, information literacy), and our departmental/school emphasis on social justice.

Session 06A

Room A
11:20 AM CST

Developing Accessible OER Documents: A Review of Best Practices

Seyed Abdollah Shahrokni, Western Oregon University

In this [presentation](#), I will review some accessibility considerations (e.g., adding alt tags to images, using headings to lay out the document, adding closed captions to videos, using accessible fonts, maintaining an acceptable contrast ratio). Further, I will explore and review the affordances of some openly-accessible tools (e.g., YouTube, OpenAuthor, WebAIM Contrast Checker) to help the OER developer observe these practices. By the end of this session, the participants will walk away (sign out) with a refresher on accessibility considerations and also some related tools and resources.

Session 06B

Room B
11:20 AM CST

Tako lako: New Online OER Textbook for Beginning Level Croatian

Frane Karabatic, The University of Texas at Austin

The lack of up-to-date materials for communicative, proficiency-oriented instruction in elementary Bosnian-Croatian-Montenegrin-Serbian (BCMS) led to the creation of [Tako lako](#). The pedagogical innovation of the project lies in presenting all of the language material usually taught in elementary BCMS courses within cultural modules that utilize the performance-based approach. The modules are based on topics of everyday culture in BCMS-speaking areas, together with the essential language

functions associated with these topics. All modules are built through backward design to equip students with the vocabulary and the grammar necessary to carry out a final real-life and culture-centered communicative task, such as ordering a meal in a restaurant. The modules are also aligned with ACTFL proficiency guidelines to help students prepare for the Oral Proficiency Interview. This presentation will offer a description of the curriculum, its pedagogical innovations, and the approach to creating materials.

Session 07A

Room A
11:55 AM CST

OER in Washington: A Case Study in K-12 State OER Efforts

Veronica Trapani, Office of Superintendent of Public Instruction, Washington

Barbara Soots, Office of Superintendent of Public Instruction, Washington

This [presentation](#) will focus on current [OER efforts](#) in WA and grant focus on underrepresented content areas, such as ASL, Dual Language, and pacing guides. We will also discuss educator needs, current work with WL educators, challenges we face as a state, and [opportunities for collaboration](#).

Session 07B

Room B
11:55 AM CST

Innovative OER for Spanish ELL Writers

Susannah Rodriguez, Excelsior College

Lori Aldrich, Excelsior College

The Excelsior OWL ([Excelsior Online Writing Lab](#)) has been providing support in academic writing to students, teachers, and faculty all over the globe since 2012. We are excited to announce that the entire OWL will also be available in Spanish during Spring 2022. A free and open OER resource, the OWL will support Spanish-speaking writers who are making the transition to American English-speaking classrooms.

The Excelsior OWL walks students through the basics of academic writing, in everything from grammar to APA, MLA, and Chicago style guides, by providing clear, easy-to-follow explanations in text, self-paced, interactive lessons and tutorials, and video content. Now, thanks to Excelsior College's Adelante! program, The Excelsior OWL will also be available in Spanish. A free OER, the Spanish OWL will be accessible to students from all over the world and will offer detailed, easy-to-follow text, innovative video, and interactive lessons, as they hone their skills in writing in Standard American academic English. This resource does not exist anywhere else. We are proud to provide this cutting-edge, accessible, and free resource to our own students as well as to anyone who may benefit from it.

Session 08A

Room A
12:30 AM CST

Pathways Project: A Collection of Interpersonal Activities for French, German, Spanish (With More Languages to Come!)

Amber Hoyer, Boise State University

Kelly Arispe, Boise State University

This presentation will explore the French, German, and Spanish Pressbooks collections available for download from the [Pathways Project](#) this spring. Each collection contains over 60 interpersonal speaking activities, across novice and intermediate proficiency levels for both face-to-face and online instruction. All activities are classroom-ready and consist of a facilitator guide, slide presentation deck and customizable activity materials. We'll explore the anatomy of an activity, look at several sample activities and provide participants with the information needed to get started using the collection!

Session 08B

Room B
12:30 AM CST

It Takes a Village: A Collaborative Model to Promote OER Across Campus

Jessica Miller, University of Wisconsin-Eau Claire

Liliana LaValle, University of Wisconsin-Eau Claire

In 2020, the University of Wisconsin-Eau Claire launched a pilot program to encourage educators to adopt Open Educational Resources into a course of their choice by looking for material and redesigning parts of their courses over the summer. The goal of this program is to reduce student costs, thereby contributing to higher rates of retention and completion while maintaining or improving student academic outcomes. This is a collaborative project of our campus Library, the Center for Excellence in Teaching and Learning (CETL), and our Instructional Resource Rental (IRR) Program committee. Instructors who applied were given a contract with a list of tasks to help them scaffold the work and with a stipend paid upon completion. Additionally, the cohort was divided into smaller teams comprised of teachers, librarians, and experts in pedagogical practices.

This presentation describes the OER Adoption Grant program in more detail and shows the results of the collaboration for the UW-Eau Claire French curriculum. Liliana LaValle, a librarian, discusses the team effort of locating and assessing language OER and supporting OER adoption and remixing. Jessica Miller, a French professor, explains the challenges and successes of using vs. creating OER while ensuring long-term access to students and colleagues outside her institution. Finally, they also share and discuss the results of surveys sent to participants of this programs and their students to gather preliminary impressions.

Session 09

Room A
1:15 PM CST

KEYNOTE

Copyright and Creative Commons: Publishing with Open Licenses

Meredith Jacob, Public Lead for Creative Commons USA

Publishing under an open license can have significant benefits for educators looking to promote innovative approaches and for students struggling with high textbook costs, but navigating copyright, fair use, and licensing isn't easy. Creative Commons licenses are designed to help you navigate this complex environment. This presentation will discuss the use of Creative Commons licenses and delve into questions such as what "non-commercial" means, how to handle 3rd party copyrighted content in a CC licensed work, and what rights the author retains after publication.

[Supplementary information on OER and Fair Use](#)

Session 10A

Room A
2:05 PM CST

Moroccan Arabic and Culture: A Multimedia Textbook

Naiyi Xie Fincham, Language Flagship Technology Innovation Center, University of Hawai'i

Sonia Shiri, University of Arizona

Abdessamad M'barki, University of Arizona

One of the challenges faced by learners of languages with multiple dialects and accents such as Arabic is to develop region-specific communicative skills that are essential for study abroad experience and field work. This session presents the design of a [series of multimedia textbooks](#) of Moroccan Arabic and Culture, for both beginning and advanced level learners, who have completed a minimum of one year of study in modern standard Arabic (MSA). The textbooks are originally intended to prepare students of Arabic for their advanced learning and working in Morocco. Presenters will demonstrate how the combination of a well-established learning management system (Moodle), interactive content development tools, and authentic multimodal materials are leveraged to provide an immersive, interactive, and supportive learning experience that addresses specific learner needs and fosters intercultural competence. Presenters will also share their reflections on effective pedagogical strategies gained from delivering this course, and practical ideas regarding enhancing motivation and self-paced learning, as well as providing effective learner support in both blended and online learning modes. The textbooks are created in the Moodle course format and are available as an OER for downloading by other institutions. Details on how to access and obtain the textbooks for institutions with and without a Moodle course system will be provided in the presentation. Future plans of an adapted version for individual learner access will also be shared.

Session 10B

Room B
2:05 PM CST

LCTL DOORs – Opening Up Possibilities for LCTL Instructors

Emily Heidrich Uebel, Michigan State University

Danielle Steider, Michigan State University

Bethany Zulick, Michigan State University

Less Commonly Taught Languages (LCTLs) often face a lack of instructional materials and textbooks, especially ones that embrace a proficiency-based approach. Some LCTL instructors rely heavily on ready-made materials due to a lack of pedagogical training. These factors inspired the [LCTL DOORs](#) (Downloadable Open Online Resources) project, which is launching in early 2022.

The DOORs are activities in English that are meant to be converted - not translated - to various languages. (Instructors assess if the topic, exercise, etc. would be linguistically and culturally relevant if converted.) The DOORs database is searchable by topic, ACTFL mode, level, and skill. Currently, the activities are aimed at Novice to Intermediate-low, but the resources will grow and expand.

This presentation will focus on the process of creating and developing the LCTL DOORs database, how to use the LCTL DOORs site, and possible spin-off projects and expansion plans. We look forward to sharing this project with language instructors and OER enthusiasts.

Session 11A

Room A
2:25 PM CST

Bate-Papo: An Inclusionary OER Textbook for Portuguese

Eduardo Viana da Silva, University of Washington

This presentation will explain the steps involved in the preparation of [Bate-Papo](#), an open e-textbook for introductory Portuguese. We will provide an overview of the text available through Pressbooks at the University of Washington and explain the preparation process, which could be applicable to other languages and other areas of knowledge as well. The textbook was developed for first-year Portuguese language students having as its core value, the use of every-day Portuguese. The material was developed mainly around unrehearsed dialogues recorded in Brazil, focusing on topics commonly presented in first-year language classes such as food, family, and daily routines. In taking the language outside the classroom and making it more real, there is the need to present language spoken by Portuguese speakers from several backgrounds. The real use of language is a learning outcome that many instructors struggle to achieve in their classrooms. Realness and openness occur when listening to the language in use in a given community, taking into consideration all of its sociological variables such as economic standing, ethnicity, origins and citizenship, and the willingness to reproduce such language in the textbook format (Pérez-Leroux and Glass, 2000). To include these variables entails a shift of the teaching and learning from a belief that only a speaker who speaks really 'well' in a language can produce meaningful input to a belief that any speaker can produce meaningful input, acknowledging the effectiveness of their message according to a specific social situation (Mendonça, 2012).

[Case Study: An inclusionary open access textbook for Portuguese](#)

Session 11B

Room B
2:25 PM CST

Telebridges: A New OER for Facilitating Russian Language Exchange

Maria Khotimsky, Massachusetts Institute of Technology

Marina Alexandrova, University of Texas at Austin

[*Telebridges*](#) is designed to support language exchange between students in English-speaking and Russian-speaking countries. Named after a series of televised conversations between people in the U.S. and in the Soviet Union during the Perestroika era, *Telebridges* offers a variety of module-based topics and conversation tasks to supplement regularly offered college-level Russian as a Second Language courses.

Our team has created a set of conversation topics aligned with common Russian language curricula in the U.S. Conversation topics are grouped by levels defined by ACTFL Proficiency Standards (Novice, Intermediate, and Advanced), and utilize some approaches used in Oral Proficiency Interview practices. Each level includes 12 different modules, with topics like “Family,” “Travel,” “Education,” “Traditions,” “Technology,” “Social Issues,” and others. In addition to conversation questions, the modules offer a variety of exercises, ranging from vocabulary practice and games to roleplays and debate prompts based on authentic materials and media resources. This OER has been piloted in select Russian as a Second Language courses at MIT, UT Austin, and other institutions. While the project was originally developed for use in conjunction with college-level Russian language courses, it can also be used independently by language learners and educators around the world.

Session 12A

Room A
2:45 PM CST

Creating a ZTC Degree for Spanish at a Hispanic Serving Institution: Challenges and Opportunities

Alegría Ribadeneira, Colorado State University – Pueblo

Katherine Brown, Colorado State University – Pueblo

Jorge Arroyo, Colorado State University – Pueblo

Tatiana Johnston, Colorado State University – Pueblo

In the summer of 2021 faculty from the Spanish program at CSU Pueblo embarked on an initiative to create the first [Zero Textbook Cost program](#) at our Hispanic Serving Institution. Our program is unique in that it serves a large amount of heritage language learners at every level of proficiency. Given our student population, we have an extraordinary opportunity to create a curriculum infused with heritage language teaching approaches that take into consideration HLL’s pedagogical and socio-affective needs. Our multi-year project currently involves four faculty members who have dubbed themselves “Los Valientes.” When the project is complete, it will include 12 main titles produced by faculty, and a series of student-created resources to be used in all courses from one hundred to four hundred levels. In this presentation we will describe the project and its underlying philosophy before presenting some of the nuts and bolts (financing, organization, technical support, publishing platforms, stewardship, and recognition for tenure and promotion). Finally, we will share challenges, triumphs, and advice for anyone wishing to embark on similar projects.

Session 12B

Room B
2:45 PM CST

Better Together: Librarian Faculty Collaboration in Language OER Creation

Regina Gong, Michigan State University

Rajiv Ranjan, Michigan State University

This presentation will highlight the collaboration between an OER librarian and a faculty OER creator and how we leverage that partnership to provide unique and engaging materials. We will hone in on the creation of OER in the less-commonly taught languages and how the MSU OER award program enabled faculty to transform their courses away from traditional commercial textbooks. We have already published a [Basic Hindi textbook](#) and will be publishing a Basic Urdu textbook later this spring. Both are designed as interactive, tech-enhanced, online theme-based textbooks that could be used by an instructor in a course or by a student working independently. These open textbooks aim to develop linguistic, communicative, and cultural competence, and help novice learners to achieve Novice High to Intermediate Low level at the ACTFL scale. They are informed by multiple theories of second language acquisition such as sociocultural theory, interactionist approaches, and use different pedagogical approaches. This textbook was also designed to support different types of teaching strategies such as implicit and explicit; inductive and deductive, etc. As there is a lack of online resources and game-like activities for LCTLs, our OER incorporate interactive activities using H5P that have built-in feedback to gamify the learning experience and to engage the users of the book.

Session 13A

Room A
3:25 PM CST

Decoding the 1920s: Teaching Advanced Russian in a Literature Class

Nila Friedberg, Portland State University

[*Decoding the 1920s: A Reader for Advanced Learners of Russian*](#) was published by the Portland State University Open Access initiative in 2021. The 1920s is a major part of the Russian literary canon but is notoriously difficult for American students to read in the original, due both to its stylistic complexity and its hidden historical, political and cultural references. And yet, the period is crucial for understanding Russia – not only in the Soviet period, but also today. The 1920s and 1930s were the period when “The New Soviet Person” emerged, with its Soviet mentality. Recent attempts to glamorize the Soviet past in Putin’s Russia indicate that the Soviet mentality is still alive; and literature provides the best window into that world. But how can one teach 1920s prose in a language class, if the prose is decidedly different from everyday speech due to its poetic devices, figures of speech, and allusions; if the prose, that is, can hardly serve as an imitative language model for a learner? This textbook aims to offer a solution to the problem, proposing language assignments that would, on the one hand, help students transition to ACTFL’s Advanced Mid proficiency level, but at the same time promote meaningful engagement with literary texts. While the potential audience of this book may seem like a relatively small group of

students (rated as Advanced Low), in reality it represents a highly important group whose needs must be met, and an open educational resource is the best venue for achieving that goal.

Session 13B

Room B
3:25 PM CST

CANCELLED

Content-Based Instruction of Spanish Language and Culture Through OER: *A parar bien la oreja. Cuaderno de comprensión auditiva*

Juan Carlos Rocha Osornio, University of Toronto, Canada

Many Spanish language programs in Canada are turning more and more their attention to Content-Based Instruction (CBI), which is regarded as an effective approach to teaching languages. Some of the main reasons are: 1) lends itself to integrated skills instruction; (2) provides opportunities for extended input, meaningful output, and feedback; (3) nurtures critical thinking skills; (4) allows learners to develop expertise on interesting topics; and (5) facilitates the learning of thematically organized materials (Hauschild, Poltavtchenko, and Stoller 2012). The main objective of this presentation is to shed light on the implementation of [A parar bien la oreja: cuaderno de comprensión auditiva](#), an open educational resource designed to help students enrolled in intermediate and advanced-level Spanish at the University of Toronto further develop their language skills. Besides incorporating this OER successfully into the language curriculum, it has also served as a catalyst for expanding graduate students' creativity and sense of collaboration in the language program.

Session 14A

Room A
4:00 PM CST

A Closer Read: Textbook and Novels for Adult Intermediate ESOL Students

Timothy Krause, Portland Community College

Recently, instructors of English for Speakers of Other Languages (ESOL) at my institution expressed a need for reading materials appropriate for and relevant to intermediate-level adult students at our community college, both in terms of skills textbooks and short fiction for extensive reading. In response, I wrote the skills textbook [A Closer Read](#) and two companion novels ([Stig Digs In](#) and [Alma Strikes a Chord](#)) that together with ancillary materials form a complete curriculum geared for this level and demographic.

The textbook readings follow familiar hobbies, such as music, sports, and social media. It incorporates a variety of skills/modalities to address reading in a holistic and authentic manner. Each unit includes dictionary work and contextualized use of vocabulary in a topical warm-up; transitional listen-and-read dialogues with recordings; a primary article for close reading; a skill presentation with practice using the primary article; a second, related article with comprehension questions for homework; a text transformation exercise for consolidation of knowledge; and discussion questions. Elements are modular, so instructors easily add or omit pieces. Generous graphics make the textbook visually appealing while supporting comprehension and contributing to diversity, equity, and inclusion. The set includes teacher's

guide with learning objectives and answer key; audio recordings; and Quizlet exercises. The two novels work well together but can be used independently. Each includes vocabulary list, comprehension questions, discussion questions, and extension activities.

[Presentation slides](#)

Session 14B

Room B
4:00 PM CST

Embracing Open – The *Reality Czech* Project

Christian Hilchey, University of Texas at Austin

This presentation will focus on the [Reality Czech](#) curriculum, a language OER developed at the University of Texas at Austin. The talk will cover how the curriculum was designed specifically to foster proficiency in a fun and interactive way. I will argue that much of the success of the program stems from its radical embrace of Open Educational Practices and openly licensed media. I will relate how my own shift in values toward favoring open content led me to reevaluate what is good and usable content. I will present how open resources can not only meet the needs typically met by closed content, but often represent a better option for our students. I will present some brief tips on how others can replicate some of *Reality Czech's* successes and suggest paths for future development. This presentation will be useful to those who are interested in working on OER and are considering undertaking a similar project.

Session 15A

Room A
4:20 PM CST

Saber es poder: Spanish for Heritage Speakers

Vianey Cabrera, University of Southern California

This presentation will describe [Español para hablantes de herencia](#), OER materials for a one-semester course tailored to heritage language learners of Spanish at the university level. These instructional materials are fundamental in meeting the objectives of the course, which include exploring students' perceptions of their heritage and existing language strengths while raising consciousness about the existence of varieties used throughout the Spanish-speaking world. In addition to raising awareness of the social, cultural, and political dynamics of language use, the materials are designed to address the experiences of heritage language learners of Spanish in the United States. Importantly, the principles can be applied to other heritage languages. This presentation will also address some of the considerations involved in creating and compiling these materials using Google Suite. Facilitating access to these instructional materials is fundamental in meeting the objectives of the course as these constitute the primary content and corresponding homework assignments. The project will be shared with participants as the presenter discusses the content and advantages and challenges presented by this approach to content creation and distribution of such materials.

Session 15B

Room B
4:20 PM CST

Citoyen.ne.s: An OER Textbook for a More Inclusive Classroom

Annabelle Dolidon, Portland State University

In this session, I will present [*CITOYEN.NE.S: Conversation en Français*](#), an OER textbook for students at the intermediate/advanced level that is designed around issues of inclusivity and diversity, not only when it comes to the target culture(s) it reintroduces, but also with students in mind. I will talk about why and how I created chapters and activities that invite students to be themselves, no matter who they are and where they come from; cultural content that challenges that of many other language teaching methods; and background information that confronts the colonial roots of a Eurocentric view of French-speaking countries outside of France.



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 11th, but always welcome feedback sent directly to olrc@ku.edu or coerll@austin.utexas.edu.