REPORT

Fulfilling a wish list: Creating an OER beginning Spanish textbook and curriculum

Jenny Ceciliano, Portland State University
Lisa Notman, Portland State University

Abstract

This report discusses the experience of creating and implementing a new open educational resource (OER) first-year Spanish textbook and curriculum at Portland State University in Portland, Oregon. The project began with a long wish list of features. We hoped for a program that would be structured enough to support graduate teaching assistants with little teaching experience, but flexible enough for experienced instructors to make adjustments based on their own expertise, current events, or their unique group of students. We wanted the program to be inclusive and centered on diverse, authentic voices. We wanted to focus on topics that would be interesting and motivating to adult students living in and around Portland, Oregon. We wanted the program to be attentive to theories of second language acquisition and adult education, and we needed it to be free for students. Research, preparation, and writing of the textbook began in late 2018, and implementation began at Portland State University in the fall term of 2019. As we prepare for wider release, we would like to share our experiences with developing our OER textbook and program, the challenges and successes we have encountered, and our continuing goals for the project.

Keywords: *open educational resources, second language acquisition, adult education, curriculum design, social justice pedagogy*

APA Citation: Ceciliano, J., & Notman, L. (2021). Fulfilling a wish list: Creating an OER beginning Spanish textbook and curriculum. *Second Language Research & Practice*, *2*(1), 129–139. http://hdl.handle.net/10125/69862

Introduction

Portland State University offers around 15 sections of first-year Spanish each quarter. These courses are usually taught by a mix of experienced adjunct instructors and inexperienced Graduate Teaching Assistants (GTAs). The GTAs are completing a two-year master's program and teaching one course of Beginning Spanish per term. Given this arrangement, it is crucial for the first-year Spanish curriculum to be designed in such a way that a brand-new instructor can successfully teach these courses. The courses also need to be standardized so that every student in the Beginning Spanish program completes the expected preparation before moving on to the next course in the sequence.

For many years, we used a comprehensive textbook program with extensive online support. Following the textbook structure, our overall approach was focused on the language itself. In each chapter, we used a theme or context as a vehicle to present a batch of vocabulary and establish situations where certain grammar structures were relevant. We then explicitly taught those grammar structures and did mechanical drills and structured exercises to practice those forms. Students were often assigned to begin the grammar study as homework, and grammar concepts were then clarified during class time. After guiding students through practicing the forms, we engaged them in contextualized practice that usually involved interacting

with their peers. For assessment, we tested students on their ability to accurately understand and produce the target grammar structures.

Student feedback was overwhelmingly positive, and GTA workload was manageable because of the automated grading system. Despite relative success, some notable issues persisted. First, the textbook program was too expensive, at over $200 per student. Second, the material in the textbook was often irrelevant to our students, prompting them to discuss cooking and clothes shopping, for example. This did not inspire critical thinking, nor respect our adult students' rich lived experiences. 37% of PSU students are first generation, 46% are using Pell grants (indicating substantial unmet financial need), and over 40% are students of color (Portland State University, 2021). We believe the textbook failed to adequately represent and honor this diversity. Furthermore, experienced adjuncts had little autonomy, as they were tied to the same restrictive program that was providing much-needed structure for the GTAs. All instructors often felt rushed to cover the prescribed material and did not have the flexibility to be appropriately responsive to current events or unique class interests. Finally, the methodology did not align with current second language acquisition research. The textbook was driven by grammar, and even supposedly communicative activities were often grammar practice in disguise rather than meaningful exchanges of information. In a recent study, the problem of misconceptions about second language acquisition is summed up with the observation that learners "might still be completing mechanical drills, rehearsing memorized scripts, and practicing pronunciation through call and response, much like they were half a century ago" (White et al., 2021, p. 35). Though ours was not the exact program described in that study, it could have been; we were not teaching communicatively, and our textbook was not designed to allow us to do so. These issues inspired a wish list for our Beginning Spanish program. Our new program would be (a) free, (b) inclusive, (c) flexible, (d) supportive, (e) authentic, and (f) research based.

Free

Open educational resources were the immediate answer to the question of cost. The core premise of OERs is that they are free and openly available for use. Best practices follow the 5 Rs of OERs, established by the Public Domain and Creative Commons Copyright laws: Retain, Reuse, Revise, Remix, and Redistribute (Wiley, n.d.). This means that users can keep copies, download, or create their own versions of materials without the original author being able to revoke that privilege. Depending on the license, users may edit and change content, as well as incorporate pieces of OER content into larger works. These edited versions may also then be distributed freely.

Not all OERs follow the 5 Rs. Even within open publishing, there are restrictions that creators can place on their works. Because our final goal was to release our own OER incorporating existing OER resources, we had to be attentive to the licensing permissions of all resources we used and ensure that we were respecting their usage agreements. We decided to publish our text under a less restrictive license: CC BY SA NC. This means it is an open, Creative Commons text (CC) and that future users should attribute us as authors (BY), future modifiers and redistributors should share-alike and not redistribute under different licensing (SA), and, finally, our OER is to be used non-commercially—that is, not sold or used for financial gain (NC).

In our initial investigation, we found no shortage of OER material for Beginning Spanish, but much of it appeared to replicate familiar textbooks. Materials were often focused on grammar, with even "communicative" activities designed to have students practice specific grammar structures. It quickly became evident that we would need to create our own overall structure. It was not feasible nor desirable for us to create all of the materials, however, as it would have meant reinventing the wheel in many cases, as well as severely limiting the perspectives presented in our book. We embarked on a search for OER materials that aligned with other items on our wish list (inclusive, authentic, and relevant), and we created our own materials to support scaffolding of lessons, as well as explicit development of interpretive, interpersonal, and presentational communication skills.

To identify usable existing materials, we searched a number of OER repositories such as PDXOpen, OER Commons, Merlot, Open Oregon, and OpenStax. We then incorporated selections from existing Spanish OERs including several from The Center for Open Educational Resources and Language Learning (COERLL) from the University of Texas at Austin, SUNY Oneonta, and the University of Kansas. Finally, we moved beyond items created specifically for language instruction and sought out open videos and texts through Creative Commons, Wikimedia and Wikipedia, open news organizations, open artists, and Copyleft bloggers. We also carefully incorporated materials from YouTube and TED Talks that, while not open, are freely available online for students. We identified several hundred resources for potential inclusion, and our final book includes more than 100 references to outside materials. To view a full list of incorporated existing resources, please see Note[1].

Inclusive, Encouraging Exploration of Multiple Perspectives

An important goal of this project was to create a more inclusive and equitable textbook. In previous materials, there were many instances of stereotypes providing context for predictable answers as a way of scaffolding language use for learners. An example could be an activity targeting opposite adjectives, prompting students to fill in the blank for the statement "*mi novio es alto pero yo soy* _____" (my boyfriend is tall but I am ____), with *baja* (short) being the correct answer and, because Spanish is a gendered language, confirming the speaker as female and part of a heterosexual relationship. Chapters on relationships and family in introductory Spanish textbooks are often accompanied by a discussion of grammatical gender, but they rarely address ways for non-binary students to express their identity authentically in a gendered language. Although language use geared toward majority populations and identities might be effective for scaffolding, it can also feel excluding to students who do not see themselves or their experiences represented in the curriculum.

Another example is learning about family structures and filling out family trees that do not include queer people, adoptive children, dead relatives, single parents, or stepsiblings. In our program, instead of providing students with a word bank with which to describe their families, we ask them to use online dictionaries to identify their own important vocabulary, and then report that information back to the class. This shift has led to more authentic and meaningful class conversation as students teach their classmates vocabulary for foster children, neighbors who fill grandparent roles, and service animals. By centering student experience and identity, our program exposes students to a richer variety of personally relevant vocabulary. We believe it has helped build relationships as students share a more authentic version of themselves in class. Student-generated material is also helpful for avoiding the *null curriculum*, or the exclusion of content. Such exclusion is often unintentional rather than the result of a careful decision. Content is left out because the instructor did not find it valuable or consider including it in the first place. Owen Wilson (2019) described the null curriculum as "that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society" (p. 3). By allowing students to incorporate their own values, we are able to create more inclusive environments than what any individual instructor or chapter vocabulary list could have artificially cultivated.

In building our program, it was important to center the text on practices of social justice pedagogy and use critical lenses such as critical race and gender theory. Social justice, as defined by Nieto (2010), is "a philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity" (p. 46). We embrace the belief that:

> incorporating a social justice lens into world language curriculum has the potential to not only push teachers toward meeting the needs of students of varied abilities and backgrounds, but also to highlight voices and stories that have historically been absent from language-learning." (Glynn et al., 2014, p. 20)

There are occasions in which themes of social justice and diversity are explicitly highlighted, such as in one module focusing on significant or formative past experiences. In that context, students read and listen to the poem by Victoria Santa Cruz "Me gritaron negra" (They yelled Black at me). Students learn about

her early encounters with racial prejudice and how those experiences shaped her sense of self and identity. From that starting point, students explore other Afro-Latino and diasporic issues, and also share their own experiences with discrimination. We have found students to be highly motivated by these discussions, wanting to express their beliefs, tell their stories, and understand others.

As we collected and created materials representing diverse voices and perspectives, a pitfall to avoid was tokenism, or including diverse representation in a way that could be seen as disingenuous. We did not want diversity and social justice themes to come up occasionally and then be set aside, but instead to be a constant thread throughout the textbook. Rather than having marginalized people appear only when their particular identity markers were an integral element of the material, we wanted them to be able to exist, as they are, within other activities in the text. This meant incorporating and creating a variety of activities with LGBTQ+, BIPOC (Black, Indigenous, People of Color), differently abled, and older people, among others, without those identities being explicitly addressed. We believe our students are perceptive, and they notice when diversity is included for the sake of meeting institutional inclusion initiatives rather than from a genuine commitment to equitable pedagogy. We also wanted to avoid othering individuals from non-dominant groups. Griffin (2017) defined othering as a process in which:

> Individuals and groups are treated and marked as different and inferior from the dominant social group. Disenfranchised groups such as women, people of divergent ethnic backgrounds, working-class people, homosexuals, or migrants may all be othered and, in consequence, suffer discrimination. (p. 15)

In the context of discussions about experiences with discrimination, it makes sense to highlight a speaker's race and other social markers. Other times, diverse voices are included but not highlighted. Rather than othering these individuals by pointing out their non-dominant social markers, they can simply be given space to exist and be who they are.

One way we use this approach is in a listening exercise within a module about change and the future. The language focus of the exercise is developing listening skills during interpersonal communication, and the content focus is articulating dreams for the future, as well as obstacles. After some scaffolded preparation with explicit discussion of listening skills, students watch a video in which an interviewer asks people about their life purposes. Many participants express that risk and fear have held them back from pursuing their dreams, and the video ends with the interviewer revealing that she is trans and encouraging participants to take the steps needed to be their true selves. A follow-up activity asks students to reflect on the listening skills and strategies they noticed during the interview. Finally, students interview each other to share and learn about future goals and obstacles. In these activities, we talk about the interviewer because she demonstrates excellent listening skills. Her gender identity is not highlighted, as it is not relevant to her listening skills; it is simply allowed to be.

Flexible

When instructors' lesson plans are packed with textbook exercises that must be covered at a prescribed pace, it can hinder their ability to be truly responsive to their students. For example, if students show great interest in Rigoberta Menchú, but the curriculum requires moving on to learn the imperative, an opportunity for engagement can be lost. Such rigid planning can be very helpful for inexperienced instructors such as GTAs, but it can also prevent experienced instructors from implementing techniques and strategies that they know would be effective. In our new program, instructors have the freedom to adjust class time in a way that respects their expertise and is responsive to their unique student group.

The organization of class time may seem separate from the OER textbook, but the textbook itself is designed in such a way as to have a natural rhythm of in-class and out-of-class exercises. All students in all sections complete the same exercises for homework. These exercises provide cohesion and the structure necessary for program standardization. However, the in-class exercises are optional for instructors. In this way, GTAs have plenty of support, with exercises and lessons ready to go. At the same time, experienced instructors

can skip, alter, and replace class exercises as they see fit, provided that they adhere to the general themes. This allows instructors to be responsive to student interests and current events.

For an example of the difference it can make to have curriculum with the flexibility to incorporate current events, we look to spring of 2020, when protests against police brutality were gaining momentum in Portland. If we had still been using our comprehensive textbook program, our students in their third quarter of study would have been discussing parties and celebrations (during a quarantine, no less). We would have talked about what people brought to the party and what life events we were celebrating. It would have felt ridiculously disconnected from reality. Instead, in the new program, the classes were talking about the changes they wanted to see in the world and what they planned for their future. Students in their second quarter were discussing how their lifestyles align with their values, and students in their first quarter were talking about identity and values in their communities. This meant that all instructors were able to use class time to talk about what was really happening in that moment, without any concern for whether it would affect students' performance on upcoming assessments. These broad, universally relevant topics allow all instructors to dedicate class time to whatever issues are most relevant to our students.

Structured and Supportive

In order for instructors to have flexibility during class, all the work outside of class is carefully structured. In this way, even if a class is cancelled, students can follow along with the homework and still be on track. If a brand new GTA struggles to make a class run smoothly, their students are still well supported outside of class, and they will be prepared for the following day of class. Homework assignments guide students to build vocabulary, practice language structures, personalize the material, and explore language learning itself. There are also explicit grammar lessons outside of class, including homework exercises and videos walking through the answers to those exercises. Before each class, there are tasks in which students' responses will differ, which serves the dual purposes of making the material personally relevant, and giving students something unique to share.

Our program's current design is for classes that meet two days per week, but the beauty of OER is that the materials can be adapted. Having carefully scaffolded class exercises ready to go means that GTAs do not need to rely heavily on their newly developing lesson planning skills. Instead of worrying about designing and delivering content, they can focus on the classroom environment, rapport, energy, and relationships. Importantly, the overall progression does not depend on these class exercises. If students get enthusiastically carried away with an exercise, instructors can run with it instead of forcing a transition to another task. Students will stay on track through the out-of-class exercises. Appendix A shows an example of one week's schedule. Students attend class twice per week, and those class exercises may vary from instructor to instructor. All of the other elements are the same for students across all sections of each course; regardless of what happens during a single class, students have exercises and resources to keep them progressing through the course content at the expected pace.

Centered on Authentic, Natural, and Relevant Topics Appropriate for Adults

Although students under our former program typically performed well on structured grammar assessments and tasks related to class and homework materials, they sometimes voiced frustration at not being able to understand "real Spanish" when talking with family or coworkers. One possible factor was the tendency in our previous program to present simple language first and avoid more complex structures. But, as Lightbown and Spada (2013) stated, "it is neither necessary nor desirable to restrict learners' exposure to structures that are perceived in linguistic terms to be 'simple'–particularly when this involves the isolated presentation, ordering, and practice of 'simple' to 'complex' features" (p. 207). To correct this practice, our current program aims to expose students to the language they are likely to encounter outside of class. One strategy toward this goal was to create vocabulary lists based on the most frequent words in the Spanish language. In this way, students are likely to come across vocabulary items repeatedly, supporting comprehension, retention, and ultimately student production of new words and phrases. Generally, the most

common words are introduced earliest, so students are exposed to *quiero* (I want), *tengo* (I have), and even *lo* (the direct object pronoun "it") right from the beginning. Students are also frequently directed to look up words that will be personally relevant.

Another strategy for emphasizing real language use was to include more challenging, authentic recordings and readings, and to coach students with strategies for how to work around the inevitable gaps in their understanding. Shrum and Glisan (2016) defined authentic texts as "those written and oral communications produced by members of a language and culture group for members of the same language and culture group" (p. 84). Authentic voices are a key feature of our program, with particular attention given to native and heritage speakers from a variety of backgrounds. Naturally, many authentic texts are incomprehensible to beginning language learners. We selected texts that our students would be able to understand based on cognates, visual cues, and familiarity with the topic (such as an article written about Portland, where the majority of our students live). We also designed comprehension exercises to ensure students' expectations were realistic, with instructions reminding students they will not understand all of the words in the text. In addition to authentic texts, we also included semi-authentic texts that were modified for language learners, as well as many texts that were specifically designed for a given activity. These activities often function as a scaffolding exercise to prepare students to approach a more challenging authentic text. Providing students with more explicit language learning coaching encourages them to approach texts and tasks that may have felt out of reach in our previous program, which prioritized a smaller amount of more accurate production. Now students are guided to use strategies such as rephrasing, asking questions, and even miming to convey meaning. By shifting expectations and adopting a growth mindset toward language learning, we believe students are challenging themselves to do more, and that they are more perseverant in their encounters with Spanish outside of the classroom.

Exposing students to language they would hear outside of class meant selecting themes and materials that would be naturally relevant to college students. We avoided activities that were manipulated for grammar and vocabulary practice, such as describing clothing to a partner or listing school supplies needed for various courses. Our program allows clothing, weather, and food vocabulary to emerge naturally. It emphasizes communication skills around topics that adults encounter frequently such as family, jobs, past experiences, and opinions about current events. We respect our students' expertise and life experiences. Taking advantage of the plethora of cognates, students discuss such complex themes as identity and community during the first few weeks of class. For example, Appendix B is an exercise students complete after just a few weeks of study. A benefit of this shift is that students seem to be more motivated to share, listen, and engage.

Attentive Toward Research in SLA and Adult Education

The author and co-author of this OER textbook share the academic background of having first completed an M.A. in Spanish and then a second graduate degree in Educational Leadership and Policy centered on postsecondary, adult, and continuing education. We were thus well positioned to apply adult learning principles to our program design, while also addressing areas where our language teaching program did not align with current research in second language acquisition.

Our curriculum does not strictly adhere to any single second language acquisition (SLA) methodology but rather borrows practices and applies concepts from multiple approaches. While the overall curricular orientation is informed by the five C areas (communication, cultures, connections, comparisons, and communities) outlined in the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, 2015), we focus explicitly on skill development within the three modes of communication: interpretive, interpersonal, and presentational. Students engage in metalinguistic exercises to better understand what interpretive, interpersonal, and presentational communication modes are, as well as what proficiency looks like at the ACTFL novice-low to intermediate-low levels. This application of ACFTL proficiency descriptors (ACTFL, 2012) helps students and instructors understand how the curriculum prioritizes communication itself over decontextualized grammatical accuracy. In our previous

program, the midterm and final written exams were heavily weighted on accurate grammar. In our current program, those exams have been replaced with interpretive, interpersonal, and presentational assessments. The interpersonal and presentational assessments are evaluated using rubrics to ensure that inaccurate grammar does not devalue effective communication.

In designing our curriculum, it was a challenge to decide what role explicit grammar instruction would have. With the understanding that "if acquisition and communication is your goal, explicit teaching is not the best use of your time" (VanPatten, 2017, p. 100), we decided to remove decontextualized grammar instruction from the classroom. However, students may later take intermediate and advanced courses in which they will be expected to have significant metalinguistic knowledge, and students themselves often express interest in learning rules. We decided to provide students with brief grammar lessons that take place outside of the classroom. Even though these lessons do address the meaning behind each grammar structure, such as which circumstances call for a present progressive verb tense, they are mainly attentive to form (e.g., how to correctly conjugate a verb). Students work through these tutorials, complete mechanical exercises, and take short automatically graded quizzes. Although instructors do not use class time to present grammar rules, they often provide models for students to follow and draw attention to form as a way for students to accurately express themselves. Focus-on-form techniques, in which instructors "draw learners' attention to a property of language in a way that does not break communicative flow" (VanPatten, 2017, p. 103), are common ways we reinforce concepts that students explored outside of the classroom. Grammar is not taboo–it simply is not our focus during class. For some of the more complex issues, such as imperfect versus preterit verb forms, we use targeted input-enhancement strategies. Input enhancement "refers to any attempt by instructors to draw learner attention to more difficult aspects of language by manipulating input" (VanPatten, 2017, p. 102). An example would be bolding the preterit and imperfect verb forms within a model narrative text.

Completing grammar exercises at home was also a feature of our previous program, as we have long used a flipped classroom structure with the intent that "students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class" (Brame, 2013). The significant difference is what happens during the class period following the at-home grammar study. In our previous program, grammar itself was part of the content, so the class-time application, analysis, synthesis, and/or evaluation was often about the grammar itself. Students in class engaged in exercises that explicitly called for the grammar structures from the homework. Interactive activities were usually structured in a way that made them grammar practice rather than meaningful exchanges of information. Our previous approach was more structure-based than communicative, and texts or activities were included "primarily to provide practice with specific grammatical features rather than for its content" (Lightbown & Spada, 2013, p. 126). In our new program, grammar is not the main content. After the grammar homework, there is another assignment that is related to the chapter's theme, such as reading about how people feel about their home culture after moving to another country. Students might answer some comprehension questions, but there is always a task in which students express their own beliefs, opinions, or experiences. The grammar structures from the earlier exercises are very likely to appear in the readings and the questions, but they are not the focus. The following class period, students engage in meaningful exchanges on the topic. The grammar structures are likely to be useful, but there are often other ways for students to successfully make themselves understood.

The adult learning lens has guided program design in multiple ways, including appreciation of diverse perspectives and universal design principles. For the purposes of this paper, the adult learning lens refers to research-based practices that facilitate learning for adults, regardless of the subject matter. In our OER program, students engage in critical reflection, examining their language learning, their communities, and even themselves. Critical reflection is demonstrated to support transformative learning (Mezirow, 1998). Classes cultivate a sense of belonging and community by incorporating a great deal of local and student-generated material, as well as authentically centering the student experience. Exploration of identity and

cultivation of social identity are understood to positively impact student learning outcomes (Bliuc et al., 2011). Regularly bringing student voice and culture into the classroom helps students feel valued (Moore & English, 1998). The personal relevance of the material increases student motivation, which can improve language learning outcomes (Gardner, 1985). Additionally, the sense of community fosters a safe and supportive learning environment, facilitating second language acquisition (Krashen, 1982), and increasing student effort and cooperation (Marzano, 2003).

Overview and Outcomes

Using OER allowed us to build a text and curriculum that meets the needs of our students, instructors, and program. In contrast to our previous program, which was organized around the practice and accurate production of prescribed grammar structures, our new OER curriculum is centered on meaningful engagement. Each chapter begins with the introduction of a new theme relevant to college students in Portland, Oregon. Students read and listen to authentic materials, initially focusing on interpretive skills and then expanding to interpersonal and, finally, presentational skills. They give personal responses, sharing opinions, beliefs, reflection, and true stories. Outside of the classroom, students watch and listen to lessons that walk them through language features that they most likely already saw in the authentic materials. Assessments evaluate interpretive, interpersonal, and presentational communication skills. Throughout the program, the focus is on the content that is being communicated, rather than on the language itself. Language is the vehicle through which we listen to each other, talk about our world, and engage on a personal level.

Our OER and curriculum are both still being adjusted and developed. One significant upcoming step is to increase the number of recordings of heritage and native voices. We have already incorporated many of them via video samples available through the University of Texas Austin's COERLL, but we will be creating more recordings of our own heritage speakers at PSU. Sponsored by Global Diversity & Inclusion and the Diversity Action Council at PSU, this piece of the project will also provide an opportunity to compensate heritage speakers for their time and expertise.

Looking further ahead, our wish list continues to grow. Significantly, we still need to formally evaluate the program. Spanish courses at PSU have been completely remote since March 2020 due to COVID-19, which has presented an obstacle. We are also interested in more collaboration with other institutions and OER authors. We hope additional schools will adopt all or part of the textbook, add their own personalized elements, and share those materials for us and others to use. Finally, because the program explicitly brings up topics of racism, LGBTQ+ issues, feminism, ableism, and other issues, we would like to provide instructors with more professional development around social justice pedagogy. When instructors feel uncertain about how to address issues that may arise during identity exploration, this can create barriers to engaging in these kinds of activities (Salazar et al., 2010).

Conclusions

Researching, writing, and implementing an OER textbook has been a long, labor-intensive yet fulfilling project. We are very pleased that the program has already been adopted and adapted for Southwestern Oregon Community College, and we look forward to hearing about their experience, as well as collaborating on additions and improvements to the program. As we near the end of our second year with this curriculum, we continue to edit the text. Our current version works well for our own university, and now we are making adjustments in order to facilitate adoption by other institutions. For a link to the most recent online version of the text, please see Note[2]. Formal open publication through PSU's library is planned for fall of 2021.

Notes

1. *Empecemos por aquí* includes dozens of resources and activities from other established OER textbooks and other free online resources. The full list of incorporated materials can be viewed here: https://docs.google.com/spreadsheets/d/10m8tTrRHUGADLVVMEDC2UpHOmryrOrOw5me7in85R5o/edit?usp=sharing
2. The final OER textbook *Empecemos por aquí* is expected to be published through PDXOpen in fall 2021. A preliminary version is viewable here: https://drive.google.com/drive/folders/1fR0ZYSS07kdZpusEmb6JT-2uDWRj3NQd?usp=sharing

References

American Council on the Teaching of Foreign Languages (ACTFL). (2012). *ACTFL performance descriptors for language learners*. http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf

Bliuc, A., Ellis, R., Goodyear, P., & Hendres, D. (2011). Understanding student learning in context: Relationships between university students' social identity, approaches to learning, and academic performance. *European Journal of Psychology of Education, 26*(3), 417-433. http://www.jstor.org/stable/23883592

Brame, C. (2013). *Flipping the classroom*. Vanderbilt University Center for Teaching. http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.

Glynn, C., Wesley, P., & Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice* (2nd ed.). American Council on the Teaching of Foreign Languages.

Griffin, G. (2017). Othering. *A dictionary of gender studies*. Oxford University Press. https://www.oxfordreference.com/view/10.1093/acref/9780191834837.001.0001/acref-9780191834837-e-283?rskey=evy0ns&result=285

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Lightbown, P., & Spada, N. M. (2013). *How languages are learned: Oxford handbooks for language teachers* (4th ed.). Oxford University Press.

Marzano, Robert J. (2013). Ask yourself: Are students engaged? *Educational Leadership, 70*(6), 81–82. http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Ask-Yourself@-Are-Students-Engaged¢.aspx

Mezirow, J. (1998). On critical reflection. *Adult Education Quarterly, 48*(3), 185–198. https://doi.org/10.1177/074171369804800305

Moore, Z. T., & English, M. (1998). Successful teaching strategies: Findings from a case study of middle school African-Americans learning Arabic. *Foreign Language Annals, 31*(3), 347-357. https://doi.org/10.1111/j.1944-9720.1998.tb00581.x

National Standards Collaborative Board. (2015). *World-readiness standards for learning languages*. (4th ed.).

Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives*. Routledge.

Owen Wilson, L. (2019). *Types of curriculum*. The second principle. https://thesecondprinciple.com/instructional-design/types-of-curriculum/

Salazar, M.d.C., Norton, A.S., & Tuitt, F.A. (2010). Weaving promising practices for inclusive excellence into the higher education classroom. *To improve the academy, 28(*12), 208-226. https://doi.org/10.1002/j.2334-4822.2010.tb00604.x

Portland State University. (n.d.). *Facts: PSU by the numbers*. https://www.pdx.edu/portland-state-university-facts

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4th ed.). Heinle.

VanPatten, B. (2017). *While we're on the topic: BVP on language, acquisition, and classroom practice*. American Council on the Teaching of Foreign Languages.

White, J., DeMil, A., & Blattner, G. (2021). Perceptions and practices in language teaching: A survey of experts in literary and cultural studies. *Dimension, 56*, 22-41. https://www.scolt.org/scolt-dimension-volumes/

Wiley, D. (n.d.). *Defining the "open" in open content and open educational resources*. http://opencontent.org/definition/. CC BY 4.0 license.

Appendix A. Example Weekly Overview

Week 6 Overview

In week six, you will begin Chapter 2, "People and Perspectives." This topic will begin with discussion about identity. What do you consider to be part of your identity? Is identity changeable? What parts of your identity do you have control over? What parts might you choose to hide or reveal depending on context? Are there circumstances in which others might disagree with you about your own identity? Does that matter? As we delve into these topics, our focus will continue to be on interpretive communication, understanding what we read and hear, and engaging as much as possible.

At the end of the week, you will complete two more *Lengua* sections, and take two quizzes in order to ensure you have met the relevant learning objectives.

Learning Objectives: Communication

- I can talk about my identity.
- I can understand the main idea and many details when reading about others' identities.
- I can engage in basic conversation about the concept of multiple identities.
- I can express agreement and disagreement and share some personal opinions about identity.

Learning Objectives: Language

Lengua 2.1: Ser with descriptive adjectives

- I can conjugate the verb *ser* in the present tense for all subjects.
- I can express some defining characteristics of both people and things.
- I understand how and when to change an adjective's gender and number.

Lengua 2.2: Stem-changing verbs

- I understand the conjugation rules for stem-changing verbs in the present tense.
- With information such as *o:ue* or *e:ie*, I can conjugate stem-changing verbs in the present tense, though it might take me longer for some subjects.
- I am able to use the *yo* form of several common stem-changing verbs in my speech and writing, such as *quiero*, *puedo*, *entiendo*.

Week 6 Course Materials and Activities

- Attend Class 1 of Chapter 2
- Complete Vocabulary 2A and Homework 5-8
- Attend Class 2 of Chapter 2
- Complete Lengua 2.1 Homework and Quiz (*Ser* with descriptive adjectives)
- Complete Lengua 2.2 Homework and Quiz (Stem-changing verbs)
- Complete Homework 17-18

Appendix B. Example Exercise

***Explorando el tema* / Exploring the topic:** The list below includes elements that make up or influence a person's identity. Circle the items that you consider to be part of your identity.

¿Forma parte de tu identidad?
Las características de personalidad
Las características físicas
El género (no binario, femenina, masculino)
El sexo
La sexualidad
La nacionalidad
La raza
La edad (¿Cuántos años tienes?)
Las discapacidades físicas
Las discapacidades de aprendizaje
La clase social
Una experiencia
Los intereses (¿Qué te gusta?)
Las actividades diarias (¿Qué haces?)
La religión
El trabajo
El estado civil (¿Eres casado? ¿Soltero? ¿Divorciado?)
La paternidad/maternidad (¿Tienes hijos?)
La salud
La identidad de los parientes

About the Authors

Jenny Ceciliano (M.A. Spanish, M.A. Educational Leadership and Policy, Portland State University) has taught language to adults for over 22 years. She is Coordinator of First-Year Spanish at Portland State University, and her professional interests include language pedagogy and teaching adult learners.

Email: ceciliano@pdx.edu

Lisa Notman (M.A. Spanish, M.S. Educational Leadership and Policy, Portland State University) is an adjunct senior instructor of Spanish at Portland State University. Her areas of focus include social justice pedagogy, comprehensible input, OERs, and community-based learning.

Email: lnotman@pdx.edu