

Faculty Perspectives on Shaping the Future of Language Teaching with Open Education Resources (OER)

Dr. Chin-Sook Pak, Dr. Marie-Line Brunet

Ball State University, The United States

Abstract

In light of concerns about textbook affordability and the need for more equitable access to education, there has been a push towards adopting Open Educational Resources (OER) in language classrooms. Scholarship indicates that quality OER materials offer greater pedagogical flexibility and enrich the student learning experiences. However, despite the numerous benefits and growing interest in OER, only about one-third of participants reported being very aware of OER and requiring students to use OER materials in at least one course. In addition, although research in OER has been growing, there is still a lack of sufficient scholarship on OER for language teaching contexts. This presentation provides perspectives from faculty in a world language department at a Midwestern public university in the U.S., aiming to increase the accessibility and utilization of OER. A total of nineteen language instructors representing Arabic, Chinese, French, German, Japanese, Latin, and Spanish programs consented to participate in the study. The narratives were collected from interviews and were analyzed through the constant comparative method, in which the process of iterative data comparison and several cycles of coding allowed emergence of significant patterns/themes. First, faculty highlighted concerns, barriers, as well as recommendations to successfully integrate OER into the language curriculum. Then, they called for collaborative dialogue that enhances the practice of OER use in the language classroom and greater institutional support (e.g. hands-on workshops, technological support, time to explore and experiment with OER, just to name a few) that incentivizes faculty.

Keywords: equitable access; language teaching; Open Educational Resources (OER); professional development; textbook affordability.