

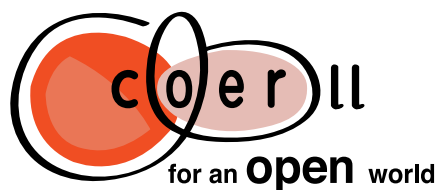


The University of Texas at Austin

COERLL

IMPROVING THE
NATION'S FOREIGN
LANGUAGE CAPACITY

THROUGH
OPEN
EDUCATION



ABOUT COERLL

The Center for Open Educational Resources and Language Learning (COERLL) is a pioneering force in language education. As a Title VI Language Resource Center (LRC), COERLL's mission is to improve the nation's capacity to teach and learn foreign languages through activities such as the development of teaching materials for K-16 foreign language instruction; research and dissemination of effective language teaching methods; intensive summer language institutes; and training in language assessment tools.

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COERLL Prepares Language Experts for Research, Business and Defense

In 2017 the U.S. Congress commissioned a bipartisan report on the role of foreign languages in the national economy and homeland security.¹ The report emphasized the importance of foreign languages in preparing U.S. students to make significant contributions in the areas of research, business, and our national defense. To meet this critical need, students are being encouraged to achieve advanced proficiency in a foreign language as well as mastery of 21st century communication technologies.

The Center for Open Educational Resources and Language Learning (COERLL) is a pioneering force in foreign language education. COERLL and its fellow Title VI Language Resource Centers (LRCs) equip students to become future leaders in domestic and international endeavors by developing foreign language pedagogical materials, by conducting research on the latest language teaching methods, and by hosting summer workshops for language teachers.

Impact of LRCs By the Numbers

ANNUALLY, THE LRCs SUPPORT...

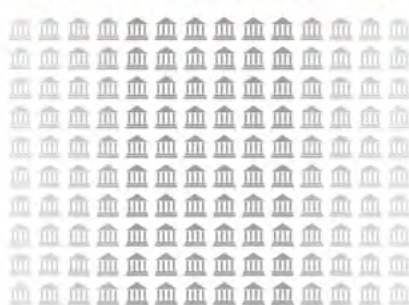
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LANGUAGES



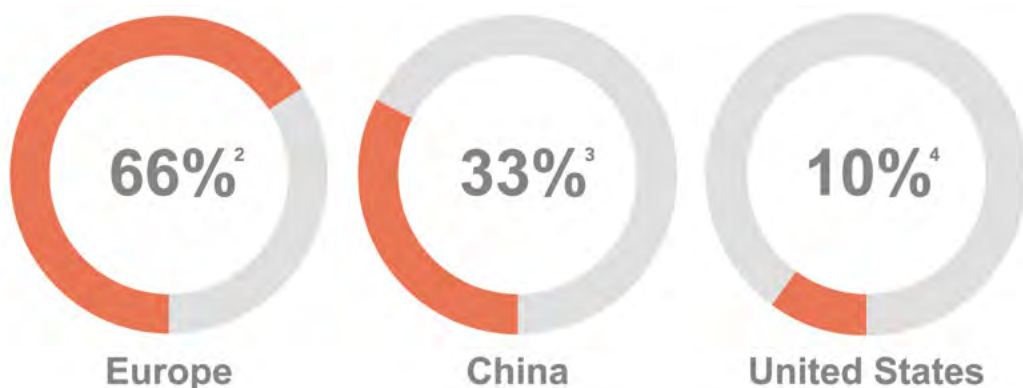
1000s

OF SCHOOLS IN THE U.S.



Research, business and national defense are currently hindered by the nation's foreign language deficit, that is, the lack of multilingual professionals. The language deficit has serious consequences for our national economy and security.

PERCENTAGE OF POPULATION THAT SPEAKS TWO OR MORE LANGUAGES WELL



SCIENTISTS WHO CAN'T READ RESEARCH REPORTS

American scientists were slow to grasp the severity of the avian flu epidemic in 2004 because the original research was published in Chinese.⁵ Within weeks the disease spread to ten countries in Asia. With its rapid spread from birds to humans and a fatality rate of 56%, the epidemic created an international crisis that could have been better contained with improved communication within the international scientific community.⁶

BUSINESSES THAT LOSE REVENUE ABROAD

In a 2014 commissioned study⁷ about U.S. business executives, almost 30% of the executives responded that they had lost business abroad due to a lack of

The Foreign Language Deficit in the U.S.

multilingual staff.⁸ 88% reported that global business sales will remain steady or will grow in the near future, creating more need for linguistically proficient staff. Almost 60% reported a need for foreign language and culture skills for entry level and management positions.¹⁰

30% of surveyed executives
lost business abroad due to lack of multilingual staff.¹⁰



NATIONAL DEFENSE AGENCIES THAT LACK LANGUAGE EXPERTS

The U. S. Department of Defense as well as the U.S. intelligence agencies agree that foreign language experts are crucial for national security. The DoD has appealed to the nation's school systems to introduce foreign languages at an earlier age, in order to produce the language experts to fill over 30,000 defense positions. For example, the FBI has hired 85% more language experts following the 9/11 attacks, but demand still remains high.¹¹

In 2016 the Department of State identified fourteen non-European languages which are important to U.S. national security interests.¹² Teaching resources in those critical languages are severely limited. To date COERLL has created instructional materials in 20 languages, including four critical non-European languages (Arabic, Chinese, Hindi, Russian). In the future, COERLL plans to focus on the development of materials in several more critical languages, including Persian and Turkish.

COERLL is helping to overcome the nation's language deficit by using open technology in new and creative ways and by training teachers to do the same.

DIGITAL LEARNING PIONEER

COERLL has pioneered innovative digital pedagogies--immersive environments, telecollaboration, flipped classrooms, and online courses--that engage students and lead to greater proficiency gains. Here are some of COERLL's innovations:

- **ONLINE COURSES**

Tex's French Grammar, created in 2000, was our first online project and has led to a new suite of online French courses.

- **MOBILE LEARNING**

Lingua da Gente is a Portuguese language learning podcast for mobile devices.

- **DIGITAL TEXTBOOKS**

The Literary in the Everyday is a free resource that takes advantage of open platforms such as Google Docs and Facebook.

- **ONLINE CORPORA**

The SpinTX Video Archive allows students and teachers access to hundreds of authentic videos that demonstrate how Spanish is used in real life situations.

- **TEXTUAL ANNOTATION**

eComma is an online space for social reading where a group of people can annotate a text and create a collaborative commentary.

- **DIGITAL GAMES**

Occupied Paris is an online role playing game that traces the experiences of Parisians struggling to survive the Nazi Occupation during WWII.

COERLL Helps Overcome the Foreign Language Deficit

RECRUITING AND DEVELOPING INNOVATIVE LANGUAGE TEACHERS

There is a shortage of qualified language teachers in the U.S., which has resulted in recruitment of teachers from other countries. Additionally, the attrition rates of K-12 language teachers is high. To solve these problems, **COERLL offers multiple opportunities for professional development.** In the past two and a half years alone, COERLL has served hundreds of teachers from over 250 school districts and higher ed institutions.

INSPIRING AND TRAINING TEACHERS

COERLL offers webinars and training series to teachers across the nation who want to take advantage of open educational resources (OER) for:

- updating existing curricula ([see all events](#))
- improving program articulation ([FLLITE Project](#))
- enhancing the instruction of heritage learners ([Heritage Spanish project](#))

COERLL's staff regularly consult in person and online with language teaching professionals of critical languages from across the country to support the development of pedagogically sound instructional textbooks, workbooks, instructional websites, and online and hybrid language curricula. We also lead the way in working with national language teaching associations and other government centers to establish and maintain standards for micro-credentialing.

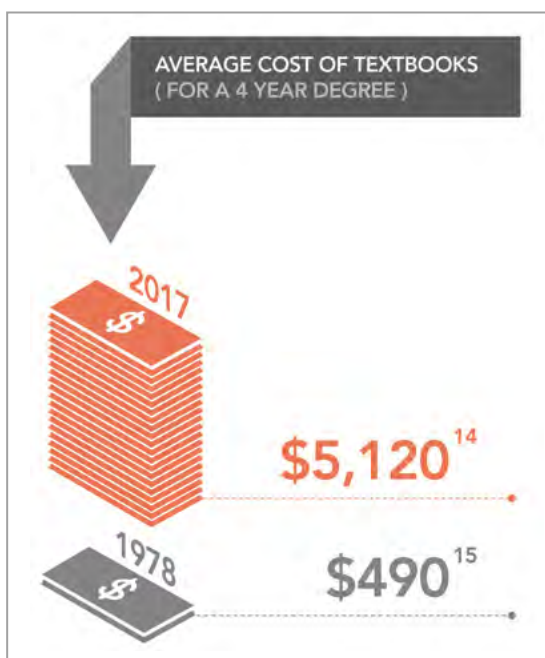


As the only Title VI National Foreign Language Resource Center with a focus on open educational resources (OER), COERLL is in a unique position to meet the needs of a growing number of community colleges, school districts, and colleges and universities across the country who are adopting OER.

Not only are OER effective and affordable, teachers and students have wider access to these resources that are available online, don't require a password, and don't expire at the end of the semester or school year. Teachers can duplicate, adapt and share OER at no extra cost.

THE COST OF EDUCATION IS INCREASING

Educators are choosing OER because **they are affordable** for students at a time when education is becoming more expensive. High textbook costs have a damaging impact. Overall, American college students are taking longer to graduate and adding to their debt because of textbook costs.¹³

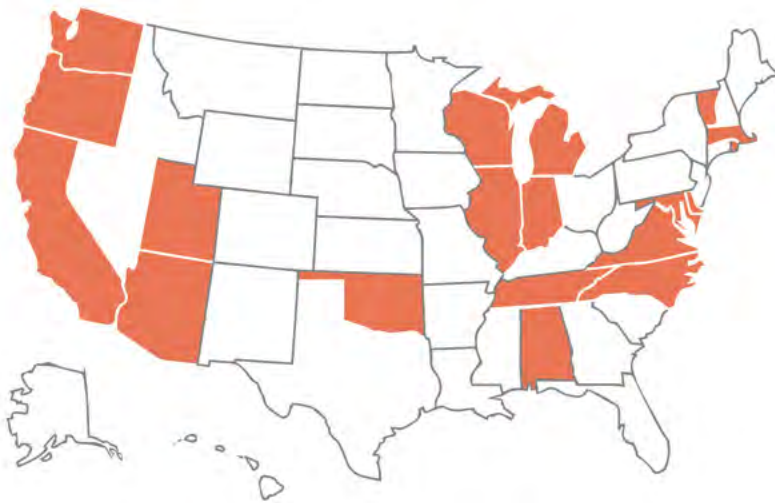


COERLL Expands Access to High Quality, Low Cost Educational Materials

TEXAS AND OTHER STATES PLEDGE TO LOWER EDUCATION COSTS

As early as 2009, the Texas legislature responded to the issue of rising education costs by passing HB 2488, which allows the Commissioner of Education to include OER and other digital resources on the list of approved instructional materials. Now, eight years later, there are **19 states that have pledged to support the adoption, adaptation, and creation of these low-cost, digitally accessible materials.**¹⁷

Current 19 #GoOpen States¹⁸



COERLL'S OPEN EDUCATIONAL RESOURCES PROVEN TO SAVE MONEY

The Department of French and Italian at UT-Austin has saved French students an estimated \$2 million in textbook fees over 14 years by adopting *Français interactif*, an open textbook collaboration with COERLL, available for free online or in print for \$30. COERLL is committed to providing low cost, easily accessible OER, and accompanying language teachers on their journey in creating their own resources to share openly.

Capitalizing on the Linguistic Diversity of Texas to Increase Foreign Language Capacity

In addition to teaching foreign languages to native English speakers, another way of increasing the language potential of the United States is to encourage students who already speak another language to reach higher levels of proficiency and make the most of their unique set of language skills.

Texas is one of the most linguistically diverse states in the nation.¹⁸ For example, 34% of the 28 million inhabitants speaks a mother tongue other than English.¹⁹ Such linguistic diversity is an asset to the state's growing economy that now ranks as the world's 11th largest (between Brazil and Canada).²⁰ In response to the state's growing international markets, employers are demanding a Texas workforce proficient in business-critical languages.²¹

COERLL has followed the recommendation of the Congressional Commission on Language Learning (2017) to increase the nation's foreign language capacity by supporting heritage languages. For example, **we work closely with the heritage Spanish programs at Texas A&M, UT-Austin, and UT-Rio Grande Valley to create college and university materials and curricula** designed specifically for heritage speakers and to offer course credit. Research shows that these kinds of courses encourage heritage speakers to pursue higher levels of proficiency.²²

THE FUTURE OF FOREIGN LANGUAGES IN THE US

Continued congressional funding of the Title VI centers (Language Resource Centers and National Resource Centers) will allow COERLL to achieve its mission of meeting the nation's need for foreign language experts in research, business, and national defense.

**FOR MORE INFORMATION
ABOUT COERLL
VISIT OUR WEBSITE
WWW.COERLL.UTEXAS.EDU**

Endnotes

1. Commissioned by Senators Tammy Baldwin (D-Wisconsin), Orrin G. Hatch (R-Utah), Mark Kirk (R-Illinois), and Brian Schatz (D-Hawaii) and Representatives Rush Holt (D-New Jersey), Leonard Lance (R-New Jersey), David E. Price (D-North Carolina), and Don Young (R-Alaska). See Commission on Language Learning. *America's Languages: Investing in Language Education for the 21st Century*. Rep. American Academy of Arts & Sciences, 2017. Web. <<https://www.amacad.org/content/Research/researchproject.aspx?i=21896>>
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