

THE UNIVERSITY OF BRITISH COLUMBIA

Department of Central, Eastern, and Northern European Studies

Syllabus for German 505

The Acquisition of German as an Additional Language

Acknowledgement

We are uninvited guests on this beautiful land. UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the xʷməθkʷəy̓əm people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. We understand that we would not be able to learn and work on this land if it weren't for the history of genocide and the ongoing colonization of Indigenous peoples in Canada.

Course Information

Course Title	Course Code Number	Credit Value
The Acquisition of German as an Additional Language	GERM 505/001	3 Credits

Prerequisites and Corequisites

This course is restricted to graduate students
Students are expected to be familiar or make themselves familiar with basic linguistic terminology.

Contacts

Course Instructor	Contact Details	Office	Office Hours
Dr. Caroline Rieger (Pronouns: she, her; sie, ihr)	caroline.rieger@ubc.ca	Virtual when teaching online, otherwise Buchanan Tower 923	Please contact me via e-mail to request a Zoom meeting; in-person office hours will resume when in-person teaching resumes Wednesdays 14:00 – 14:45 PM and by appointment

Meeting Times and Place

505/001 Wednesday 1000 – 1300, online via Zoom (link on Canvas), thereafter in BUCH D228

Course Structure and Learning Activities

At the beginning of the term, this course is taught via Zoom in a very similar fashion as a face-to-face course. (At the time of preparing this version of the course description, the university anticipates going back to in-person classes after two weeks, i.e JAN 24.) The course is conducted partially in German and partially in English. At its core are active learning activities, such as pair, small group and whole class

discussions, individual, pair, and small group interactive learning activities and student teaching, referred to as peer teaching. Lecturing is kept to a minimum. Homework assignments will include weekly readings and written assignments, including reflections on your learning and progress. Occasional homework assignments might include literature searches material/ data searches.

The quality of the education you receive as well as your ultimate performance in this course will depend on the amount and quality of your own effort (including the frequency and quality of your work outside of the [virtual] classroom). The class will complement, but not replace your independent reading, practicing and studying.

Course Description

GERM 505 is designed to introduce theoretical, critical and current issues in additional (second/foreign) language acquisition (SLA) and teaching as it relates to German as an additional language. Areas covered include learning theories, additional (second/foreign) language acquisition theories and pedagogical approaches, inter/transcultural aspects of additional language acquisition and critical aspects of teaching a colonial language, including indigenization/decolonization.

Further topic areas include learner characteristics, learning awareness, assessment of student learning (incl. feedback), course and curriculum development, lesson planning and time management, "new" technologies/social media and other teaching tools, teaching philosophies and teaching portfolios.

Learning Outcomes

With regular attendance, preparation, active participation, and completion of every assignment – you will be able to:

1. actively engage with and evaluate learning theories and language acquisition theories;
2. critically discuss, evaluate and apply pedagogical approaches; critically evaluate your actions as a (future) instructor;
3. create language and learning awareness in your learners;
4. hone your instructional skills;
5. critically reflect on and articulate your progress and your increasing instructional skills.

Additional learning outcomes depend on your interests and engagement with the course materials, your peer teaching and the topics chosen for these projects.

Learning Materials

1. A selection of book chapters and research papers that are available online through UBC library, including *Exploring Language Pedagogy through Second Language Acquisition* by Rod Ellis and Natsuko Shintani. [Please note the Glossary, see p. 334ff]

2. Researching and locating additional materials is part of the active learning activities in this course.

Assessments of Learning: Overview and Details

Active participation		10%
German Language Instruction (Peer Teaching I)		15%
SLA Instruction (Peer Teaching II)		15%
<u>Learning Journal</u>		50%
First entry	3%	
Weekly entries (submitted bi-weekly)	37%	
Final entry	10%	
Self evaluation		10%

Active participation (10%) addresses LO 1, 2, 3

Regular and punctual attendance (with your learning materials, notes and questions), preparation and active participation are expected. Active participation includes initiative taking, willingness to communicate, volunteering answers, asking questions, contributing to pair and group work, and being supportive of others. Students are graded on a five-point scale as outlined in the following table.

Mark	Category	Participation Criteria
5	Outstanding	Continually encouraging and supportive of others. Continuously engaged in classroom activities. Active leadership role in class. Volunteers information and facilitates the learning of others. Punctual and complete attendance. Excellent attitude and effort.
4	Very Good	Demonstrates leadership and active support with peers. Consistent and punctual attendance. Positive attitude and high level of effort.
3	Adequate	Works well with others, willing to contribute toward class discussion. Occasionally late and/or absent. Satisfactory effort and attitude.
2	Minimal	Only occasional contribution given during class. Frequently late and/or absent. Motivation and initiative low. Minimal effort.
0-1	Poor	Little to no contribution during class. Poor punctuality and attendance record. Attitude, participation and effort do not meet acceptable standard.

Peer teaching I (15%) addresses LO 3 and 4

In February, you will plan, prepare and execute a short lesson (30 to 35 minutes) on a German concept. This short lesson is to include a specific learning goal, an introduction of the concept, an active learning activity (practice), a conclusion. Additional parts can be included. Leaving out parts needs to be justified from a pedagogical and/or theoretical perspective. At the latest a week after the peer teaching session, the detailed lesson plan, on which the teaching was based as well as critical reflections on the preparation process and the execution will be submitted. It is recommended that the report become a part of the learning journal.

Concepts to be taught:

- 1 Konjunktiv II (Rachel)
- 2 Indirekte Rede (Braden)
- 3 Passiv (Susanna)
- 4 Erweiterte Partizipien (Teis)

Peer teaching II (15%) addresses LO 1, 2 and 4

In March, you will plan, prepare and execute a short lesson (ca. 50 minutes) on a SLA related pedagogical topic. This short lesson is to include specific learning goals, an introduction, active learning activities, a conclusion. Additional parts can be included. Leaving out parts needs to be justified from a pedagogical perspective. At the latest a week after the peer teaching session, the detailed lesson plan, on which the teaching was based as well as critical reflections on the preparation process and the execution will be submitted. It is recommended that the report become a part of the learning journal.

Topics to be taught (see chapters 7, 8, 10 and 11 in Ellis & Shintani 2014):

- 1 Teaching as 'input' (Teis)
- 2 Teaching as 'interaction' (Susanna)
- 3 Corrective feedback (Braden)
- 4 Catering for learner differences (Rachel)

All peer teaching sessions entries are evaluated for preparation, relevance of content, organization of lesson 2/5; effectiveness of learning activity/activities (incl. engagement) 1/5; time keeping 0.5/5; and evidence of critical reflections (on preparation, teaching, peers' engagement) 1.5/5.

Learning journal (50%) addresses LO 1, 2, 3 and especially 5

Throughout the term, you will engage in reflection on learning, (language) instruction and your own progress as a learner and an instructor. You will document these reflections in journal entries. They include entries on pre-reading exercises (What questions and expectations do you have when it comes to the text you are about to read? What gap might it fill in your knowledge?); reading exercises (What is unclear? Are there any surprises? — Also consider keeping track of relevant information through highlighting or other means that you would not include in your journal — And post-reading exercises/reflections (Were your questions answered? Your expectations fulfilled? What do you consider most relevant? What would you like to remember?) Please note that the 3 to 5 most relevant points from each reading while entered in your journal as part of the post-reading reflections, will also be submitted in the body of an email on the eve of our seminars (see schedule). Other parts of your journal include brief post-seminar reflections (What was most noticeable/salient to you during the seminar? What was helpful/unhelpful? What would you like to remember?); reflections on all assignment preparations and executions; reflections on anything related to learning/teaching that you encounter during the term outside of GERM 505 that you would like to remember/find noteworthy.

Your first journal entry documents who you are as an instructor and learner at the beginning of the seminar, including a summary of your teaching experience, your knowledge and beliefs about post-secondary (language) instruction. You will also list your personal learning goals for the seminar and questions that you have about learning and teaching.

Your final journal entry consists of a short essay (ca. 3000 words) outlining your overall learning and instruction progress including critical reflections on said progress. It will reflect on the process of journaling and its contributions to your learning. The essay will include a separate section outlining your personal teaching philosophy. In addition to the essay, you can add other elements that one would typically include in a Teaching Dossier/Portfolio. This would be for bonus marks.

All journal entries are evaluated for punctual submission — including the punctual submission of the reading “summaries” — 0.5/5; presentation of content (see also the section “Assignments” under *Course Policies*) 0.5/5; completeness of content 1/5; relevance of content 1.5/5 and evidence of critical reflections 1.5/5.

Self evaluation (10%) addresses all LO

At the end of the term after your final learning journal entry has been written, you will evaluate your learning progress in this course with regard to the listed learning outcomes and additional ones (for instance personal learning goals). You will submit a short written report (about 1 page, double spaced) outlining your progress and the actions you base this on. The report will include your suggested percentage grade and a statement of reasons.

Provisional Schedule of Topics

Date, Topic	Reading	Assignment
JAN 12: Welcome Introduction	Course Syllabus	Course Syllabus
JAN 17		<u>Submit</u> your first journal entry before 5 PM (via email)
JAN 18 (or earlier)	Erstspracherwerb S. 1–8	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
JAN 19: Erstspracherwerb		
JAN 25 (or earlier)	Erstspracherwerb S. 8–21	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
JAN 26: Erstspracherwerb		
JAN 29		<u>Submit</u> Journal 2 (Jan 12–29) before 5 PM

Rieger, Caroline (2011). Erstspracherwerb: Die wichtigsten Theorien des Erstspracherwerbs. *Manuskript*.

Date, Topic	Reading	Assignment
FEB 1 (or earlier)	Instructed second language acquisition	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM

Date, Topic	Reading	Assignment
FEB 2: Instructed L2 acquisition		

Ellis, Rod, & Shintani, Natsuko (2014). Instructed second language acquisition. In *Exploring Language Pedagogy through Second Language Acquisition* (pp. 5–28). Routledge.

Date, Topic	Reading	Assignment
FEB 8 (or earlier)	<u>First 5 and last 2 pages of The method construct...</u> (pp. 31-35 & 48-49)	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM (Peer teaching I)
FEB 9: Language teaching methods		
FEB 12		<u>Submit</u> Journal 3 (Jan 31–FEB 12) before 5 PM

Ellis, Rod, & Shintani, Natsuko (2014).The method construct and theories of L2 learning. In *Exploring Language Pedagogy through Second Language Acquisition* (pp. 31–51). Routledge.

Date, Topic	Reading	Assignment
FEB 15 (or earlier)	From constructivism to active learning in college science.	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM (Peer teaching I)
FEB 16: Active learning & <u>Peer Teaching I</u>		Konjunktiv II Indirekte Rede Passiv Erweiterte Partizipien

Mintzes, Joel J. (2020).From constructivism to active learning in college science. In J. J. Mintzes & E. M. Walter(Eds.), *Active Learning in College Science* (pp. 3–12). Springer Nature.

Date, Topic	Reading	Assignment
FEB 21-26:	Reading Break	
MAR 1 (or earlier)	Excerpt from Linguistic syllabuses and SLA (pp. 52–72)	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
MAR 2: Linguistic syllabuses		
MAR 5		<u>Submit</u> Journal 4 (FEB 14–MAR 5) before 5 PM

Ellis, Rod, & Shintani, Natsuko (2014). Linguistic syllabuses and SLA. In *Exploring Language Pedagogy through Second Language Acquisition* (pp. 52–82). Routledge.

Date, Topic	Reading	Assignment
MAR 8 (or earlier)	Excerpts from Explicit instruction and SLA (pp. 83 –101 & Some conclusions pp. 104–105)	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
MAR 9: Explicit instruction		

Ellis, Rod, & Shintani, Natsuko (2014). Explicit instruction and SLA. In *Exploring Language Pedagogy through Second Language Acquisition* (pp. 83–114). Routledge.

Date, Topic	Reading	Assignment
MAR 15 (or earlier)	Diversity and Decolonization in German Studies	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
MAR 16: Decolonization		
MAR 19		<u>Submit</u> Journal 5 (MAR 7–19) before 5 PM

Criser, Regine, & Malakaj, Ervin (2020) Introduction: Diversity and Decolonization in German Studies In R Criser & E. Malakaj (Eds.), *Diversity and Decolonization in German Studies* (pp. 1–22). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-34342-2_1, https://doi.org/10.1007/978-3-030-34342-2_1

Additional readings (optional):

Bryant, Andrea D., Neuman, Nichole M., Gramling, D., & Malakaj, Ervin (2021). Announced but Not Enacted: Anti-Racist German Studies as Process. *Applied Linguistics* 42(2), 347–354. doi:10.1093/applin/amz057

Weber, Silja, Randall, Amanda, Neumann, Nichole M. et al. (2021) Decolonizing German Studies Curricula: A Report from the 2019 GSA Seminar. *German Studies Review* 44(1), 155–166. <https://doi.org/10.1353/gsr.2021.0008>

Date, Topic	Reading	Assignment
MAR 22 (or earlier)	Depends on topic chosen	Peer teaching II
MAR 23: <u>Peer Teaching II:</u> Teaching as 'input' Teaching as 'interaction'		

Ellis, Rod, & Shintani, Natsuko (2014). *Exploring Language Pedagogy through Second Language Acquisition*. Routledge.

Date, Topic	Reading	Assignment
MAR 29 (or earlier)	Depends on topic chosen & Kooperative Kommunikations- und Konversationsübungen...	Peer teaching II

Date, Topic	Reading	Assignment
MAR 30: Peer Teaching II : Corrective feedback Catering for learner differences		
APR 2		Submit Journal 6 (MAR 21— APR 2) before 5 PM

Ellis, Rod, & Shintani, Natsuko (2014). *Exploring Language Pedagogy through Second Language Acquisition*. Routledge.

Rieger, Caroline (2009). Kooperative Kommunikations- und Konversationsübungen im Fremdsprachenunterricht. *Fremdsprache Deutsch 41*, 35–41.

Date, Topic	Reading	Assignment
APR 5 (or earlier)	Computer-Assisted SLA	Reading and journaling & submit the 3 to 5 main points from the reading before 7 PM
APR 6: Instructed SLA and Technology		
APR 9		Submit Journal 7 (APR 4 — 9) before 5 PM

Reinders, Hayo and Stockwell, Glenn (2017). Computer-Assisted SLA. In Shawn Loewen & Sato Masatoshi (Eds.), *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 361–375). Routledge.
<https://doi.org/10.4324/9781315676968>

Date	Assignment
APR 16 (or earlier)	Submit Final journal entry (essay) before 5 PM
APR 19 (or earlier)	Submit Self evaluation before 5 PM

University Policies

During this pandemic, studying and teaching at UBC has new, often unpredictable challenges, for instance this term we start out in virtual learning spaces and plan to go back to on campus learning on January 24, 2022. Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus. These spaces include classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the Center for Accessibility (Vancouver campus).

After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. In the intervening time, these students are welcome in the class.

Mask wearing protects you as well as others in your environment. Let's do everything we can as a community to stop the spread of this virus.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise, hence there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website: <https://senate.ubc.ca/policies-resources-support-student-success> and the UBC Academic Calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0> or here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

Other Course Policies

Names and Pronouns

UBC provides us with a class roster that lists your given name and your “preferred” name. I will default to using your preferred name as listed on this roster, but please don’t hesitate to let me know at any time (in person or by e-mail) if you would prefer me to use anything else (or if I am inadvertently mispronouncing your name). You can update your preferred name by logging onto the Student Services Centre (SSC) and choosing the “Personal Info” tab. Unfortunately, there is currently no way to register your pronouns in a similar way. I will attempt to be relatively neutral with gendered pronouns, unless you have explicitly told me which pronouns you prefer. Please don’t hesitate to let me know at any time (in person or by e-mail) if you have preferences about your pronouns that you’d like me to follow (including e.g. whether you’d like me to be explicit about correcting mis-gendering in class if it happens).

Academic conduct

Paramount in this course is the respect and dignity of all people involved and all people involved are responsible for the co-creation of a learning space where everyone’s input can be respectfully heard.

It is the students’ responsibility to know the University policies on plagiarism and academic misconduct. Please review UBC’s policies on cheating, plagiarism, and other forms of academic dishonesty and misconduct (here: <https://senate.ubc.ca/policies-resources-support-student-success> or here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>). In this seminar, as per University regulations, students must write, correct and/or revise all their assignments independently (unless the assignment or a part thereof was meant to be a pair or small group activity); that is, with no assistance of any kind from another person. The use of electronic aids and devices is prohibited unless the instructor has granted permission; students are encouraged to consult scholarly publications (scholarly articles, books, book chapters), but must acknowledge all sources and clearly mark all quotations and ideas as such. Cheating, plagiarism and other forms of academic misconduct are serious offenses. They are subject to disciplinary action and will not be tolerated. All cases of academic misconduct will be forwarded to the Dean’s Office.

Students might additionally consult the Purdue Writing Lab for general information on plagiarism, information on safe practices to avoid plagiarism and more: https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html

Attendance

Regular attendance is an academic regulation of the Faculty of Arts. I will take note of absences. If you are unavoidably absent from scheduled classes you should report the reason for your absence (including technical issues) to me upon your return to class or via e-mail as soon as you have access to or feel well enough to access e-mail. You may be granted concession for your absence(s).

in-term concession: You must contact me via e-mail as soon as you are aware that you may need an in-term concession. I will adjudicate the request. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, you must make your request to your Faculty Advising Office. Please review your Faculty Advising Office's website for concession criteria as well as process to follow. A student without concession, whose attendance falls below 75 percent of the scheduled instructional hours, will automatically fail this course.

This course emphasizes active learning engagement and the responsibility of students for their own learning. Students have multiple opportunities to contribute to in-class learning activities and to class discussion. They are expected to arrive on time and required to refrain from using any devices unrelated to learning activities.

Assignments

Students are expected to read assigned materials in advance and be prepared to discuss issues in a thoughtful and respectful way. Assignments are due on the day originally announced. 2% of the assigned grade will be deducted for every late day. In special, documented circumstances, assignments may be submitted after the initial due date, subject to explicit arrangements with the instructor. A valid note from Arts Advising might be required. All assignment will be handed in electronically. Please ensure that all e-files are virus and worm free. Thank you. Students should name their assignments 'G505 date student first name' (example: G505 Feb1 Kim).

Group assignments or activities are to be prepared by all members of the group.

All assignments (Pdf format please) that students hand in need to be typed (TNR or Arial 11 pt), double-spaced, titled and have the student's name as well as page numbers included on every page in the header or footer section. Cover pages are not necessary. For other details, please follow the APA guidelines (7th Edition). You can consult this site https://owl.purdue.edu/owl/research_and_citation/apa_style/ Students who prefer to work with another style guide, such as Chicago or MLA, may do so. Consistent use is key.

Early Alert

The instructor will do her best to reach out and offer support if she is concerned about students' academic performance or well-being. She will identify her concerns using Early Alert, a program that allows academic, financial, or mental health concerns to be identified sooner and responded to in a coordinated way and respectful manner. This provides students with the earliest possible connection to resources like academic advising, financial advising, counseling or other resources and support to help students get back on track. The information is treated confidentially and is meant to help students not hurt them. For more information, please visit earlyalert.ubc.ca.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using CANVAS. CANVAS, like many

analytics tools, captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, postings on CANVAS etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record our classes. Under special circumstances a student may ask in writing to record classes. The student needs to wait for the Course Instructor's written consent to record our classes.

Further readings

Barkhuizen, Gary Patrick, & Strauss, Pat(2020). *Communicating identities*. Routledge. <https://doi.org/10.4324/9781315100630>

Bryant, Andrea D., Neuman, Nichole M., Gramling, D., & Malakaj, Ervin (2021). Announced but Not Enacted: Anti-Racist German Studies as Process. *Applied Linguistics* 42(2), 347–354. doi:10.1093/applin/amz057

Criser, Regine, & Malakaj, Ervin (Eds.) (2020) *Diversity and Decolonization in German Studies*. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-34342-2_1

Deardorff, Darla K.(2020). *Manual for Developing Intercultural Competencies. Story Circles*. Routledge. <https://doi.org/10.4324/9780429244612>

Giorgis, Paola (2018). *Meeting Foreignness : Foreign Languages and Foreign Language Education as Critical and Intercultural Experiences*. Lexington Books. <https://ebookcentral.proquest.com/lib/ubc/detail.action?docID=5570882>

Jackson, Jane (2018). *Interculturality in International Education*. Routledge. <https://doi.org/10.4324/9780429490026>

Jackson, Jane (Ed.) (2012). *The Routledge Handbook of Language and Intercultural Communication*. Routledge. <https://doi.org/10.4324/9780429244612>

Klyukanov, Igor E.(2020). *Principles of Intercultural Communication*. Routledge. <https://doi.org/10.4324/9780429353475>

Liddicoat, Anthony J., & Scarino, Angela (2013). *Intercultural Language Teaching and Learning*. Wiley-Blackwell. <https://doi.org/10.1002/9781118482070>

Loewen, Shawn(2020). *Introduction to Instructed Second Language Acquisition*, 2nd ed. Routledge. <https://doi.org/10.4324/9781315616797>

Loewen, Shawn, & Sato, Masatoshi (Eds.) (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. Routledge. <https://doi.org/10.4324/9781315676968>

Moeller, Aleidine J., Faltin Osborn, & Sarah R.(2014). A Pragmatist Perspective on Building Intercultural Communicative Competency: From Theory to Classroom Practice. *Foreign Language Annals*, 47(4), 669–683. DOI: 10.1111/flan.12115

Phipps, Alison (2019). *Decolonising Multilingualism: Struggles to Decreate*. Writing without borders. Multilingual Matters. <https://doi.org/10.21832/PHIPPS4054>

Phipps, Alison, & Guilherme, Maria Manuela (Eds.) (2004). *Critical Pedagogy. Political Approaches to Languages and Intercultural Communication*. Multilingual Matters. <https://doi.org/10.21832/9781853597541>

Pirbhai-Illich, Fatima, Pete, Shauneen, & Martin, Fran (Eds.) (2017). *Culturally Responsive Pedagogy. Working towards Decolonization, Indigeneity and Interculturalism*. Palgrave Macmillan. <https://doi.org/10.21832/9781853597541>

Sato, Masatoshi, & Loewen, Shawn(2019). *Evidence-Based Second Language Pedagogy: A collection of Instructed Second Language Acquisition Studies*. Routledge. <https://doi.org/10.4324/9781351190558>

Schreiber, Brooke R.(2019). "More Like You": Disrupting Native Speakerism Through a Multimodal Online Intercultural Exchange. *TESOL Quaterly*, 53(4), 1115–1138. <https://doi.org/10.1002/tesq.534>

Von Esch, Kerry Soo, Motha, Suhanthie, & Kubota, Ryuko (2020). Race and language teaching. *Language Learning* 53(2), 391–421. <https://doi.org/10.1017/S0261444820000269>

This article and the special issue of Language and Intercultural Communication that it introduces seems only indirectly related to our core focus, nonetheless it is crucially relevant:
Ladegaard, Hans J. and Phipps, Alison(2020) Intercultural research and social activism. *Language and Intercultural Communication* 20(2), 67–80. <https://doi.org/10.1017/14708477.2020.1729786>