

Creating Safe Spaces: Diverse Instructional Materials for World Language Learners

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Abstract

Stereotypical notions and depictions of the German language, its speakers, and cultural practices are more persistent in instructional materials, language program advertisements, and people's minds than one might presume (Bryant et al., 2019; Chavez, 2020a, 2020b; Rothe, 2022). Overcoming such misconceptions requires educators to reconsider curricula and promotional efforts so that they reflect the diverse lived experiences of German speakers and learners (Criser & Malakaj, 2020). To diversify German curricula in the United States, the American Association of Teachers of German (AATG) established a task force in 2020, Creating Safe Spaces (CSS). Its members have developed instructional materials focusing on diversity and inclusion, especially regarding Black, Indigenous, and other Persons of Color (BIPOC) and Lesbian, Gay, Bisexual, Transgender, Queer, Plus (LGBTQ+) communities in the German-speaking world. The materials span various thematic units and language levels and serve as a model for other world language (WL) instructors desirous of making diversity a critical component in their respective curricula. Available free of charge both to AATG members and non-members on the AATG's GETMAPP platform, the instructional activities align with the NCSSFL-ACTFL Can-Do Statements (2017) and the World-Readiness Standards for Learning Languages (2015). This article introduces CSS and showcases sample materials that cover topics commonly found in WL courses—introducing oneself and others, family structures, and living. Considerations regarding the imperative for language professionals' commitment to inclusivity, diversity, and social justice form the framework of this article.

Keywords: world languages, German, curriculum, diversity, leadership, teaching materials

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Introduction

This article draws on the work developed by the 2020/2021 *Creating Safe Spaces (CSS)* task force of the American Association of Teachers of German (AATG). It is a praxis-oriented report that introduces the CSS project, outlines its guidelines, and showcases created lesson activities. CSS provides ready-to-use classroom materials that cover various topics featuring German-speaking Black, Indigenous, and other Persons of Color (BIPOC) and Lesbian, Gay, Bisexual, Trans, Queer, Plus (LGBTQ+) communities. By presenting the CSS resources, the authors seek to support language instructors—not only German teachers, but also other world language (WL) educators—interested in redeveloping curricula and teaching materials.

The article begins with an apologia as to why it is critical to transform WL education, followed by a review of previous research about curricular diversity efforts. The main section describes the developmental process used by the CSS task force members and features sample unit activities that illustrate instructional materials created for commonly covered topics in WL classes: introducing oneself and others, family structures, and living. The paper concludes with describing experiences of implementing selected materials and providing possible next steps for the profession to ensure inclusivity in language curricula.

Apologia: On the Need to Transform World Language Study Into an Inclusive and Diverse Experience

Matters of diversity, inclusivity, and social justice should be an integral part of every WL course and program (Glynn et al., 2018; Kubota, 2004). These concepts require a sustained and ongoing commitment from all language educators that includes continuous self-reflection, an openness to unlearn and relearn our socialization in cultures dominated by inequities, and a willingness to collaborate and update teaching practices critically (Kishimoto, 2018). Scholars have also underscored the need to revise WL curricula to reflect the lived experiences of target language (TL) members (Anyá, 2020; Bouamer et al.; Merritt, 2020; Zhang, 2021).

In the case of German Studies in the United States, initiatives to diversify curricula are not new. This is evident when one reviews the 1992 special issue, *Focus on Diversity*, in *Die Unterrichtspraxis/ Teaching German* (Peters, 1992). The primary goal of many initiatives in the past had been to increase enrollments and save the field (Bryant et al., 2019). Rather than justifying diversity as a means to counteract dwindling enrollments (Goldberg et al., 2015; Looney & Lusin, 2019), today's language educators, and not just teachers of German, have come to realize that it is a moral obligation to assist in furthering social justice and dismantling White supremacy (Bryant et al., 2019; DDGC, 2019). Instructors and administrators must ask such questions as: Whom are we serving? How are our classrooms and programs uninviting—and to whom? Which ideas and practices are we perpetuating? Ultimately, the answers challenge current curricula, advertisement and recruitment practices, graduate studies, and professional development (Byrd, 2020; Criser & Malakaj, 2020). Additionally, many WLs taught in the United States—such as German, French, Japanese, Portuguese, Russian, or Spanish—are closely linked to a global expansionist and/or settler colonial history. Therefore, WL educators should acknowledge their fields' positionality in the context of the present-day United States and beyond (Byrd, 2020; Criser & Malakaj, 2020).

In recent years, there has been an increasing number of educators and researchers who have worked toward finding and building sustainable ways to nurture diverse, equitable, and inclusive spaces in U.S. WL programs. Examples include groups of scholars addressing these matters collaboratively, such as in French (Bouamer et al.), German (Bryant et al.,

2019; Criser & Malakaj, 2020), and Italian (Zhang et al., 2021). For instance, the 2016-founded scholarly collective Diversity, Decolonization, and German Curriculum (DDGC) seeks “allies and dialogue partners across disciplines in the pursuit of a just, antiracist, and truly affirmative language and culture curriculum, in and beyond German Studies” (Bryant et al., 2019, p. 6). They urge educators to “prepare for an undoing of oppressive structures that have shaped pedagogies, theories, and curricula at the core of our field” (Criser & Knott, 2019, pp. 151-152). Re-formulated and re-envisioned WL curricula and teaching materials at all language proficiency levels is a fundamental step toward that goal (Cooper, 2020; Criser & Malakaj, 2020; Merritt, 2020). Throughout their coursework, students must be able to explore “the full range of diverse lived experiences” found in the respective TL contexts (Criser & Knott, 2019, p. 152).

Studies have indicated that post-secondary learners have encountered a variety of stereotypes about German speakers—native speakers (NSs) (Abrams, 2002; Chavez, 2020b; Schulz & Haerle, 1995), learners (Chavez, 2020b), and teachers (Rothe, 2022). Chavez (2020b) and Rothe (2022), for example, demonstrated that students associate traditional views (e.g., people wearing traditional clothing, such as *Lederhosen* [traditional leather pants], and enjoying yodeling) and racialized notions (e.g., White people with blue eyes and blond hair) with NSs of German, as well as with the language’s non-native learners and teachers. Moreover and still too frequently, instructional materials and curricula for German and other languages, as well as promotional materials for language programs center around White, Eurocentric, and heteronormative communities of NSs (Chavez, 2020a; Coda, 2017; Criser & Knott, 2019; Ilett, 2009). BIPOC and LGBTQ+ experiences and communities are often not adequately represented or discussed in WLs (Anya, 2020; Cahnmann-Taylor & Coda, 2018). Such instructional practices, especially in teaching materials and promotional strategies, have an exclusionary potential: they might discourage some students—those who may not see themselves in the stereotypical image of a (native) language speaker—from imagining themselves as plausible members of the language community in question (Chavez, 2020b).

Selected Curricular Interventions Pertaining to Race, Sexuality, and Gender: Prior Scholarship

Prior scholarship has shown how educators can embed topics related to LGBTQ+ communities, critical approaches to race, and gender-diverse language instruction across the curriculum. Coda (2017), for example, discussed how language educators should offer students opportunities to investigate not only linguistic and cultural identities of the TL communities but also attend to more critical issues, such as the “diverse sexual identities found within the target cultures and of the language learners themselves” (2017, p. 74). He urged instructors to reflect on and discuss the “role and production of heteronormativity,” its power and knowledge structures, and its effects on our “questioning techniques and classroom practices” to foster “a more democratic and socially just environment for our students” (Coda, 2017, p. 86). García’s work (2020) provided a useful resource that includes an overview of terms, legal, and health aspects for LGBTQ+ students. His presentation also illustrated the missing representation of LGBTQ+ matters in WL classes and offered examples of teaching materials representing LGBTQ+ communities.

Curricula must reflect that German-speaking and other languages’ communities consist of more than White personae. For German, Cooper (2020) and Layne (2020) explained how instructors may adjust the literary canon by including underrepresented, non-White voices in courses taught in English and German. In her first-year seminar on *Germany and*

the Black Diaspora, Layne (2020), for instance, discussed poetry by May Ayim, historical texts, such as W.E.B. DuBois' (2007) autobiography, the novel *Slumberland* by Paul Beatty (2008), the musical *Passing Strange* by Mark Stewart (2009), a play by Sibbles Drury (2012) about the Herero of Namibia and Germany's colonial past, as well as "several films and autobiographies" (Layne, 2020, pp. 86, 97). The primary goal of the course was to recover "marginalized narratives, de-center Whiteness, and offer students multiple perspectives on Germany and on Black cultures" (pp. 84, 86). The reactions she gathered from students demonstrated that by integrating these materials across the curriculum, students did not perceive such texts as "some kind of required diversity component" but instead "as belonging to the canon of German literature" (Layne, 2020, p. 98).

Instructors looking for additional resources on how to embed experiences of BIPOC, LGBTQ+, and other often marginalized communities into their teaching may review the following materials: A scholarly collective of authors in Germany compiled a list of teaching strategies and methods to redesign existing instructional units and develop curricular and extra-curricular materials focusing on BIPOC and the African diaspora (*Autor*innenKollektiv Rassismuskritischer Leitfaden* [Authors' Collective of Anti-Racist Guidelines], 2015). Tsui (2021) described opportunities to inform oneself about diverse German-speaking perspectives highlighting BIPOC, LGBTQ+, and disability rights issues from authentic primary sources via podcasts, social media, and streaming video platforms. Other scholars demonstrated how instructors of grammatically-gendered languages, such as German (Djavadghazaryans, 2020), French (Knisely, 2020), or Spanish (Di Stefano et al., 2021), could modify their classroom practices and materials to illustrate gender variety. Their articles considered the close relationship between grammatical gender and social gender and provided suggestions for syllabi, classroom methods, and lists of diverse and gender-neutral pronouns, for instance.

Inspired by the outlined curricular interventions and grounded in the previously discussed need to reconsider WL education, the CSS task force embarked on creating diverse and inclusive classroom activities and units for German courses. The next section offers a summary of how the task force developed these units.

The 2020/21 Creating Safe Spaces Project and Development of Resources

The inaugural membership of the CSS task force, consisting of 24 U.S. professionals from differing German educational contexts, proceeded to develop guidelines and instructional materials in 2020/2021. During the second year of the task force (2021/2022), new and returning members produced additional materials that continued to focus on matters of diversity. Participants were selected by the AATG based on their demonstrated pedagogical commitment to diverse and inclusive teaching materials.

The present authors served as members during the first year. They recognize their positionalities in their work; one as a White male German national who immigrated to the United States to receive a Ph.D. in German and Second Language Acquisition and teach at the university level. The others are U.S.-born and raised. One is a female Asian American Ph.D. in German who teaches at a private K-12 institution, another Latino male Ph.D. in German who is a retired teacher educator and a teacher of both German and Spanish. The fourth author—a White male—teaches German at a public middle school, having earned a B.A. in German and an M.Sc. in Learning Design and Technology. They acknowledge that in specific instances during their respective careers, the teaching of German, often in regions with German heritage, is clearly related to settler colonialism and the forced expulsion of Indigenous Peoples.

The 2020/2021 task force discussed the scope and rationale of the project and formed eight subgroups to devise guiding principles based on the literature previously presented, review existing resources from the *German is for Everybody (Alle Lernen Deutsch)* project (American Association of Teachers of German, 1989-2010), and develop curricular materials for novice, intermediate, and advanced language learners. The units cover the following titles: (1) Guidelines and Resources; (2) Living, Traveling, Racism (*Wohnen, Reisen, Rassismus*); (3) Food (*Essen*); (4) Poems, Music, and Short Films (*Gedichte, Musik, Kurzfilme*); (5) Introducing Oneself and Others, Profiles, Bios (*Sich und andere vorstellen, Steckbriefe, Bios*); (6) Family Structures (*Familienstrukturen*); (7) Clothing, Gender Expressions and Identities, Pronouns (*Kleider, Gender Ausdrücke und Identitäten, Pronomen*); and (8) Migration, Museums (*Migration, Museen*). The instructional units developed under the previously listed titles were added to AATG's GETMAPP at <https://aatg.app.box.com/v/GETMAPP-GermanTeaching/folder/131085665439>.

The task force devised “10 Guiding Principles” (listed below) as well as “10 Common Pitfalls to Avoid When Changing Curriculum.” Both lists (uploaded under the GETMAPP entry [1] Guidelines and Resources) should first be read by interested users, in order that the instructors understand the context of how to use the materials in a way that furthers the users’ own goals to create inclusive and equitable curricula. The “10 Guiding Principles” are

1. All students (including LGBTQ+ and BIPOC students) should see themselves reflected in classroom materials. This representation goes beyond simply diversifying materials and centers the voices and perspectives of traditionally marginalized and excluded students.
2. Instructors should select texts written by members of underrepresented and historically marginalized communities (‘own voices’ principle).
3. Instructors should include materials that represent LGBTQ+ and BIPOC communities in positive, normalized ways—emphasizing agency and resistance, not just stories of oppression.
4. Representation should begin from day #1 and inclusive materials should be a part of all instructional units, not added on in stand-alone units, i.e., on diversity in Germany.
5. Reflect on the difference between comfortable discussions and safe ones: If you are avoiding conflict, think about which students you are protecting, and which students are being harmed.
6. Language matters. Instructors need to educate themselves on appropriate terminology and, when necessary, practice to gain comfort with unfamiliar terms.
7. Instructors can model for students what it means to do critical work, pointing out limits of texts and having students also recognize a text’s shortfalls.
8. Instructors should be conscious of the way Whiteness has shaped textbooks.
9. Historical accounts should include counter-histories and voices from underrepresented groups.
10. Instructors should approach this work from a place of humility and continually reflect on areas where they have room for growth, be willing to be corrected, and practice deep listening.

The units created were consequently grounded in these principles, as well as in the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication (2017) and the World-Readiness Standards for Learning Languages (2015). The developed materials contribute to discussions about “methods that foster inclusivity rather than perpetuate stigmas and stereotypes” in WL education (Merritt, 2020, p. 178). They should not be construed as a simple solution to systemic injustices and inequalities.

Highlighted Materials and Practical Applications

The authors present selected materials from three topics—all commonly covered at the beginner and intermediate levels—as examples of CSS task force contributions: (1) introducing oneself and others, (2) family structures, and (3) living. While the project provides materials for various topics and language proficiency levels, the authors selected these topics as they emphasize themes and activities for novice and intermediate learners who build the foundation for many language programs and comprise most students. These instructional units, therefore, are broadly applicable across different WL contexts. More resources and detailed lesson plans with instructions can be found on GETMAPP.

(1) Introducing Oneself and Others

As a means of providing comprehensible, accurate, and authentic biographical information, one CSS workgroup created two resources: first, a master spreadsheet with over 100 well-known contemporaries from Germany, Austria, and Switzerland and second, virtual profiles (*Steckbriefe*) of selected figures drawn from the master list. The spreadsheet features celebrities from various contexts, such as design, film, journalism, media, music, politics and activism, sports, theater, visual arts, and writing. Each entry includes the individual’s full name, links to reference materials, and brief notes detailing why that person was added to the database. The personalities are listed by profession and country. The list is not intended to be definitive; rather, it serves as a springboard for educators wishing to insert contemporary and inclusive German-speaking celebrities into their own materials. The downloadable and editable nature of the Excel spreadsheet encourages teachers to continue adding other important people to the database. In so doing, educators can maintain and regularly update a customized list of diverse figures that best fits their needs and those of their students.

As mentioned above, the CSS workgroup also developed virtual profiles of 45 figures listed in the master spreadsheet. Each profile included approximately five to seven pieces of information, such as name, birthdate or year, birthplace or place of residence, language(s), hobbies, profession, or achievements. While the group strove to include a uniform set of information across profiles, the authors of this unit only included information which could be fact-checked by cross-referencing multiple sources for each figure. Thus, the information varies slightly from one individual to the next. For all profiles, however, the biographical information was placed on the right of the profile card with a color photograph of the person on the left. Figures 1 and 2 illustrate the profile card concept, showing the first and last profiles in the set, which is ordered alphabetically by last name. The first profile card features Fatih Akin, a Turkish German filmmaker; the last represents Raffa Zollo, a transgender Swiss German YouTube content creator.



Name	Fatih Akin
Geburtsdag	25. August 1973
Geburtsort	Hamburg, Deutschland
Sprachen	Deutsch, Türkisch, Englisch
Beruf	Filmregisseur
Bekannt für:	Im Juli, Soul Kitchen, Aus dem Nichts (in the Face), Gelden (Jahre 2018 für besten fremdsprachigen Film



Name	Raffa Zollo
Geburtsdag	8. September 1992
Geburtsort	Poschiavo, Schweiz
Wohnort	Zürich, Schweiz
Sprachen	Deutsch, Italienisch, Englisch
Beruf	YouTuberin, Moderatorin, Komikerin, Geschäftsfrau
Bekannt für:	Raffas Plastic Life

Figures 1 and 2: Fatih Akin Profile (1) and Raffa Zollo Profile (2).

The subjects in the profiles were chosen to reflect a variety of professional contexts and to highlight biographies of present-day German-speaking BIPOC with, but not limited to

those with African, Asian, Central Asian, North African, Middle Eastern, South American, and South Asian heritage, members of the LGBTQ+ community, and people with disabilities of all different ages and interests. They expose learners to cultural, ethnic, and disability diversity in German-speaking regions from their earliest language studies. They also assist instructors who would like to redevelop a common activity of assigning ‘alter egos’ to their students because the profiles introduce learners to diverse and non-European naming conventions found in modern-day German-speaking areas (Criser & Knott, 2019). As with the editable nature of the spreadsheet, the included biographies serve as a template for the creation of additional profiles, as befitting the needs and interests of the instructor and students.

The materials come with suggested instructions, sample prompts, and simple dialogues demonstrating how instructors can employ the profiles across a variety of language learning levels, as illustrated by the examples that follow.

#1: The Use of the Celebrity Profiles

Novice-level learners can use the profiles to practice formulating and answering basic questions, which corresponds with the three modes of communication (The National Standards Collaborative Board, 2015). Students utilize the portraits to create dialogues and practice formal address in written and spoken modes. Other recommended communicative activities include implementing the profiles to introduce professions and practicing numbers in various formats, including age, calendar dates, and years. Lastly, two biographies placed side-by-side aid in the introduction of comparative and superlative forms. For example, one could compare two individuals in the same profession and conclude that one is older or younger than the other.

At the intermediate and advanced levels, these same profiles are a starting point for additional research about the depicted people and their contributions. Class members may introduce a personality to their peers in an oral presentation. This could be done as a quick formative assessment to check students’ understanding of the presented information and their ability to rephrase the information in sentence-level constructions. After additional research during class time or outside of class, students might write brief letters to a featured person using the formal voice, including formulating longer, more complex, and indirect questions in the formal voice, and elaborating on their personal interests and how those interests might connect them to the letter recipient. Alternatively, teachers may instruct students to write more detailed biographies, for example, by incorporating complex grammatical structures such as relative clauses or passive voice.

Such activities are directly related to the spirit of the World-Readiness Standards—the nature of language and the broadening of language learning into content-related knowledge (National Council of State Supervisors for Languages (NCSSFL) & ACTFL, 2017; The National Standards Collaborative Board, 2015). Using Fatih Akin and Rafa Zollo (Figures 1 and 2) as examples, students gain additional insights into Film Studies by examining how Akin presents a nuanced and intersectional notion of German identity through cinematography and music in his work (Lee, 2011). Students may also deepen their understanding of gender norms by investigating how Zollo crafts her own narrative as a transgender woman across multiple media formats (Djavadghazaryans, 2020; Omercajic & Martino, 2020).

As extension, CSS members also devised teaching materials that focus on stories, experiences, and initiatives of refugees living in Germany, as presented in the next section.

#2: The Use of Success Stories by Globally Displaced People

The success stories by people featured on a campaign by Berlin’s Commissioner for Engagement, Promotion of Democracy, and International Relations (Bevollmächtigte des

Landes Berlin, 2017), *Typically German*. The #farbenbekennen [#recognize color/show your colors] campaign (*Typisch deutsch. Die #farbenbekennen-Kampagne*), form the basis for instructional activities that go beyond people in the public sphere. The #farbenbekennen campaign and award celebrate the achievements of globally displaced persons and their commitment to their new communities in Berlin.

The workgroup's materials focus on critical engagement and self-reflection regarding the everyday achievements of immigrant communities. The assignments emphasize the many important contributions of BIPOC people—regardless of celebrity status—in present-day Germany. In one activity, students may create new profile cards using the templates to summarize information about the people featured on the #farbenbekennen website. Learners could also ask additional questions for featured individuals or develop short reflections, either in the TL or English, based on the success stories. Rothe (2023), for instance, demonstrated how analyzing the featured stories increased learners' awareness of ethnic diversity among German speakers. Students found it meaningful to gain insights into the lives of displaced persons and appreciated learning about inclusionary topics that were not covered by their textbook. Rothe's findings speak to the importance of extending traditional content to contemporary topics about TL communities.

Additionally, students could write short pieces in the subjunctive mood, and imagine themselves in situations similar to those in which the interviewees would find themselves immediately upon their arrival in Berlin (Rothe, 2023). For example, a student could write about the sights and sounds they might encounter after stepping off a train at the central station, or the struggle to communicate with others in a new language. A student could also write about homesickness or the excitement and wonder of trying a new food item. These activities can be concluded with students' reflections that explore connections to and comparisons with their own lives (Drewelow, 2013; Fang & Yingqin, 2017).

As demonstrated, the *Introducing Oneself and Others* unit emphasizes the diversity of contemporary German-speaking individuals and offers assignments that allow learners to consider profiles and biographies in multiple contexts. Similarly, the following sections introduce activities that represent various family constellations in present-day German-speaking regions.

(2) Family Structures

Many reasons, among them political and sales considerations, have resulted in WL textbooks that fall short in portraying diverse family configurations commonly found in the United States and the German-speaking world (Ilett, 2009). From pedagogical and emotional growth perspectives, all learners must see their family's existence reflected in curricular materials (Anya, 2020; Cahnmann-Taylor & Coda, 2018). Depicting only a stereotypical or conventional family circle is inappropriate for an avowedly democratic, pluralistic society. *Family Structures (Familienstrukturen)* is an inclusive thematic unit that highlights the lives of families beyond heteronormative conventions.

For instructors wanting to help students understand family diversity, the unit contains two essential features. First, because the reconceptualization of the term "family" is necessarily broad and thus requires familiarity with a new lexicon, this unit offers authentic vocabulary describing contemporary life and language usage. Single-parent families (*Einelternfamilien*), Lesbian, Gay, Bisexual, Trans or Intersex (*lesbisch, schwul, bisexuell, trans- oder intergeschlechtlich*), or rainbow families (*Regenbogenfamilien*) are among the 60+ terms included for the teacher to supplement the customary terms, such as mother, father, children (*Mutter, Vater, Kinder*), learned in novice-level classes. The expectation is not for students to learn all these terms. Instead, the instructor should introduce these words and phrases to raise cultural and linguistic awareness for these

concepts. Additionally, some students may choose the phrases to reflect the realities of their own or fictional families. The subsequent sections ## 1, 2, and 3 describe possible teaching strategies and classroom activities of how teachers can introduce and utilize the new vocabulary.

The second component of this unit reaffirms the fact that theme-relevant pictorial resources are mandatory features when listening comprehension strategies and communicative activities are the foremost modes of instructional delivery. Finding such images for classroom display can be time-consuming for the instructor. Consequently, the authors of *Family Structures* created two uncaptioned posters—each includes a duplicate with captions—that depict diverse family types and can be used for other languages (Figures 3 and 4). These posters may serve as components of a classroom picture wall that language teachers have long employed in their praxis. Both poster formats are useful for multiple instructional activities at different levels, as explained below.



Figures 3 and 4: Instructional posters of the Family Structures unit with (3) and without vocabulary (4).

The authors acknowledge that the concepts presented in the posters cannot represent the full spectrum of human experiences and may not be mutually exclusive or entirely conceptually discrete. A nuclear family, for instance, can also be a rainbow family. Teachers should therefore remind their students of the fluidity of the terminology as well as of the fact that the posters' terms and illustrations serve as examples to foster learners' sensibility to the varieties of family structures that exist and possible vocabulary for them.

Promoting language achievement in all communicative modes is provided by the 30+ exercises designed for this family unit. They provide a starting point for instructors to devise additional lesson scenarios that align with relevant topics and structure-oriented language objectives (modal auxiliary usage, tense differentiations, adjective ending work, and word order). The posters can serve as a visual and presentational avenue for vocabulary introduction, comprehension, review, and extended conversational gambits, as described in the following three sample activities.

#1: Introduction of New Vocabulary through Listening Comprehension

To begin the process of putting new vocabulary into deeper, long-term storage, the instructor should rely on the uncaptioned posters and auditory learning strategies. Prior research has shown that the use of listening comprehension activities in connection with caption-free images enforces active, comprehended usage of vocabulary and limits errors

grounded in first-language interference (García, 2014; García et al., 1985; Winitz & Reeds, 1975, 2019). At this first stage of vocabulary introduction, the instructor also intentionally delays speaking and reading related to the new terms to avoid the acquisition of too many disparate linguistic items simultaneously (Nord, 1981; Postovsky, 1981; Winitz, 2020). For short-term memory purposes, the teacher should not introduce more than five to nine new unambiguous terms during the entire activity (Miller, 1956), which may last around 10 minutes (García, 1981).

During the first part of this listening comprehension exercise, the teacher displays the uncaptioned posters on a permanent picture wall in the classroom or via a projector. The visual stimuli (the photos) receive sustained student attention through the teacher's purposeful quick and random repetition of vocabulary items, such as rainbow family (*Regenbogenfamilie*), while simultaneously pointing at the corresponding image on the poster. The instructor repeats this process multiple times for each new item. Next, the instructor consciously employs a slightly longer recasting of the featured lexical items to be acquired. An example may be, "Stefanie has two mothers—a rainbow family" (*Stefanie hat 2 Mütter—eine Regenbogenfamilie*). Again, the teacher produces multiple sentences related to the new vocabulary.

Concentrating on the images and their interior contents (colors, number of individuals, objects) and the intentional delay of speaking and reading assists students' learning of new vocabulary (Miller, 1956; Winitz, 1981). For the learner, the instructional routine of repetitiveness and guided expansion is the classroom equivalent of both the 'silent period' during first-language acquisition and 'verbal parentese'—the term child development specialists use for defining what was traditionally called 'baby talk' (Nord, 1981; Winitz, 2020). Such auditory parenting for students by the instructor highlights beginner-level appropriate language formulations—simplifications, truncated sentences, and sound repetitions. Beginning students who learn vocabulary through intensive listening exercises as described here evade the typical mispronunciation errors of English-speaking German learners (Nord, 1981; Postovsky, 1981; Winitz, 1981). Examples in the family semantic field include, father (*Vater*), same-sex families (*gleichgeschlechtliche Familien*), or foster family (*Pflegefamilie*). Specifically, the f/v, ie/ei, or pfl graphic representations can lead to linguistic overload and first-language interference.

At the end of this listening comprehension exercise, the image-meaning combinations of the newly introduced vocabulary have moved into learners' intermediate-range memory (García, 2014; Winitz, 2020). During the next phase, the instructor will ask simple questions to which the students respond.

#2: Questions and Answers

Asking a rapid series of questions (beginning with forced-choice queries), the instructor directs learners' attention to the posters' images. Simple questions, such as "Where is the grandma in the garden?" (*Wo im Garten ist die Oma?*) or "Where is the family sitting?" (*Wo sitzt die Familie?*), are asked with conscious disregard of any pre-formulated pattern either in picture or interrogative choice. Students neither discern which of the family photos is the next subject of inquiry nor predict which interrogative will next be heard.

At the novice level, this interpretive exercise does not initiate much creativity in learner rejoinders. It does however develop their listening and beginning speaking skills. Asking random questions quickly voids the practice of students presuming that only where-questions (*Wo-Fragen*) are heard before a string of what-interrogatives (*Was-Fragen*) begin, thereupon followed by who-questions (*Wer-Fragen*), and then another query. Students' attention to the questions as they relate to individuals, places, and objects in the photos assists

in their overcoming mistaking, for example, *wer* for “where” and *wo* for “who.” Learners will have heard these interrogatives over 75 times in 2-3 sessions. They will have thus embedded the questions in long-term storage before the first in-print appearance (Reeds et al., 1977).

Student spontaneity is improved through routine. The speed, variety, length of utterance, and frequency of asking questions is critical, because language learning is fundamentally nonlinear (Dörnyei, 2009; García, 1981; Hohenberger & Pelzer-Karpf, 2009; Winitz, 1981, 2020; Winitz & Reeds, 1975, 2019). Automatic recognition of the photos’ content increases the ease or fluidity of student response. That facility subsequently aids in improving speaking skills. Instructors’ questions are consciously expanded to contain numerical or other clues. Colors, time of day, the number of people in the photo, their proximity to one another, clothing, a body part all are utilized in random—nonlinear—fashion. All levels can pose similar questions (as above noted), create improvisational dialogues, narrate a past event concerning a photo, and write questions about an image. Sample questions from the unit illustrate this:

What kind of blouse is the woman in the second picture wearing? A blue blouse?

A green one?

Is the family in the eighth photo in the living room? In the garden?

How many children are there in the patchwork family?

In which picture are there no children? Is it in the picture above or in the picture below?

Was für eine Bluse hat die Dame im zweiten Bild an? Eine blaue Bluse? Eine Grüne?

Ist die Familie im 8. Foto im Wohnzimmer? Im Garten?

Wie viele Kinder gibt es in der Patchworkfamilie?

In welchem Bild gibt es keine Kinder? Ist das Bild oben oder unten?

Toward the end of this exercise, the instructor can introduce the written representations of the introduced vocabulary. Students may then use the terms to describe their own families or a group of self-selected family members, as described below.

#3: My Self-Selected Family

In this activity, students create their own self-selected family (*Wahlfamilie*), itself a variation of a dream family. Using four to five famous individuals, for instance from the list of profiles described earlier, students create family portraits using pictures from the profiles or the Internet. Students may take notes, rehearse, and give a brief presentation to a partner, the instructor, or the class—or make a podcast as a homework assignment. Classmates may ask questions. The difficulty of the presentation depends upon the students’ language abilities, as this example suggests:

My chosen family is a family of singers. We are four singers. Justin (Bieber) is 26 years old. He was born in Canada. He sings okay, but Clara Luzia sings best of all! She is from Austria and sings wonderful songs. She was born in Lower Austria and has a wife, Catharina Priemer-Humpel. Catharina is the drummer for the band “Clara Luzia.” Ammar114 is a rapper and Muslim. He is from Frankfurt, but he was born in Ethiopia. He often raps about Islam. And me? My name is [students’ inserted self-representation]....

*Meine Wahlfamilie ist eine Sängerfamilie. Wir sind vier Sänger*innen. Justin (Bieber) ist 26 Jahre alt. Er ist in Kanada geboren. Er singt okay, aber Clara Luzia singt am besten! Sie kommt aus Österreich und singt wunderbare Songs. Sie ist in Niederösterreich geboren und hat eine Ehefrau, Catharina Priemer-Humpel. Catharina ist Schlagzeugin*

der Band „Clara Luzia.“ Ammar114 ist ein Rapper und Muslim. Er kommt aus Frankfurt, aber er ist in Äthiopien geboren. Er rappt oft über Islam. Und ich? Ich heiÙe [Selbstrepräsentation Studierende]....

Variations on the topic of diverse families with children are encouraged. Class members, for reasons of cultural comparison, could represent same-sex families from different areas (Munich, Klagenfurt, Bremen, etc.), multiethnic, and/or biracial families (e.g., Black German, Italian German, Turkish German, Vietnamese German). Rubrics for the activity can be generated in reference to the ACTFL Performance Descriptors (2015): communicative strategies, vocabulary usage, language control, and cultural awareness.

In summary, the above examples from the *Family Structures* unit demonstrate more than the methodological importance of listening comprehension strategies. They are active exercises that promote effective language acquisition. In this instance, the activities described also affirm German-speaking regions as diverse and dynamic. The materials serve as a gateway to changing perceptions of the varieties of human experience: where and how people live, the challenges they face, and how to situate historical and present-day questions of race and identity. The next section *Living* explores these issues.

(1) Living

The concepts of home, residency, and belonging intersect with issues of race, identity, and discrimination. By addressing how racism and its consequences for marginalized individuals manifest themselves in topics like finding an apartment, instructors can foster a more transparent understanding of minority communities (Merritt, 2020). With primary materials drawn from Austria and Germany, CSS members created a thematic progression over five modules, each focusing on a distinct topic and following the World-Readiness Standards (The National Standards Collaborative Board, 2015). The initial module introduces students to the topic of *Living* (*Wohnen*). The second module investigates recent name changes to streets in German cities. The third module focuses on discrimination as it manifests itself in housing searches. The fourth explores the German concept of homeland and the feelings associated with one's sense of home. The final module discusses themes of identity and belonging. In the following sections, the authors provide more details about the respective module's materials and activities.

#1: An Introduction to the Topic of Living

The initial module introduces novice and intermediate learners to the topic of *Living* by briefly visiting the unit *Family Structures*. The teacher assists students in learning about or reviewing family models and corresponding vocabulary reflecting diverse lived experiences. After determining the diversity of family constellations, this module then leads into an examination of the concept of a larger societal family. Specifically, students investigate concepts such as neighborliness, community support, and feeling at home where you live, for example, by joining sports groups, and how these matters may intersect with racism.

For one activity, students examine an incident surrounding German national soccer player Jerome Boateng. A deputy chair of Germany's right-wing populist party *Alternative for Germany* (*Alternative für Deutschland*) had stated that Boateng—the son of a Ghanaian father and a German mother—remained alien, and people would not want “someone like Boateng as their neighbor” (TJ/SMS, 2016). The materials include short, primary source materials in German consisting of tweets and photos with brief captions and clearly visible handmade posters; a longer English-language news article providing additional context for the tweets and photos; and a guided analysis of the materials written in German. The guided analysis also provides notes to the instructor and possible student responses in English, and

thus can be employed in either the TL or in English, depending on the students' proficiency level. The inclusion and analysis of this case and the ensuing reaction in Germany introduces students to various forms of authentic written discourse in the TL, while simultaneously addressing underlying institutional and systemic forms of racism. The lesson materials also show how everyday online activities such as tweeting and using hashtags including #boatengsnachbar (Boateng's neighbor) can be undertaken as an effective way to challenge racism on an individual level (Kishimoto, 2018).

The first module in the progression expands the concept of living to include the idea of inhabiting one's skin. This is done by analyzing the short poem *Apartment-Viewing Appointment* (*Wohnungsbesichtigung*) by contemporary Black German poet and activist Stefanie-Lahya Aukongo (2018). Regrettably, Black German contributions to German literature and culture have often been neglected in German curricula, despite their long presence in Germany (Schenker & Munro, 2016). The activity provides textual analysis, comprehension questions, and instructions for readers to create their own poem, and demonstrates how instructors can introduce concepts of race and belonging in the German classroom through focusing on marginalized narratives, decentering Whiteness, and offering various perspectives on Germany and Black cultures (Layne, 2020).

#2: Street Name Changes

The second module in *Living* offers a complete lesson plan regarding recent name changes to streets in German cities, such as the newly renamed Anton-Wilhelm-Amo-Street in Berlin. This lesson plan, which spans seven contact hours, is suitable for intermediate-level learners. It contains resources on the historical context of the former street names, implications and controversies surrounding their renaming, and contributions of Black Germans for whom the streets have been renamed, including philosopher Anton Wilhelm Amo (1703-1759) and poet May Ayim (1960-1996). As Kishimoto (2018) argues, it is necessary to ensure that course content is relevant and applicable to students' everyday experiences, and thereby bolster student engagement with course materials. Thus, learners are prompted to think of corresponding issues about naming conventions in their own communities, such as the recent national attention given to the renaming of the Washington Football Team from their former name (retired in July 2020) to their current name, the Washington Commanders (announced in February 2022).

Additional teaching strategies include providing questions for partner and small group discussions for the following topics: incidents of local, national, or international name changes, and a summary of important dates and events in Germany's colonialist history—a framework that can be adapted to investigate the colonialist and imperialist past of any country or region in the context of the WL classroom. Additionally, this module provides instructions and materials for proposing a simulated street or organizational name change. The resources include prompts for written and spoken reflections, as well as role plays which support and oppose name changes based on students' local, regional, or national surroundings, for example, high school mascots or university buildings.

#3: Housing Searches

The third module focuses on discrimination as it manifests itself in housing searches. Most resources for this module are tailored toward intermediate to advanced-level language learners. The lesson materials (see Appendix) include instructions and suggestions for presentational and interpersonal tasks such as crafting persuasive essays and conducting interviews with landlords or potential housemates. Interpretive materials in this module span a variety of primary sources, such as articles, videos, advertisements, and radio broadcasts.

In both *Street Name Changes* and *Housing Searches*, students in U.S. institutions may be more willing to engage critically with their own culture after examining the historical roots of racism and the contemporary treatment of minorities in the German context. By focusing first on issues of discrimination as they manifest in a region outside their own, students may feel more emboldened to highlight similarities and differences in local or national incidents (Layne, 2020). Using the other culture as the primary focal point, classroom members might avoid expressing what could otherwise be viewed as overt personal or political opinions and discussions of topics which may not be welcome in all classrooms, especially in K-12 settings. The transposition of issues such as inequality into contemporary North American contexts may also encourage learners to enact social change in their own communities (Cooper, 2020).

#4: A Sense of Home

The fourth module explores the German concept of homeland and the feelings associated with one's sense of home (*Heimat*) as experienced by German-speaking BIPOC in Austria and Germany. The resources in this module are for older secondary or collegiate students at the advanced level. The instructional materials are based on two authentic sources: an excerpt from an autobiographical account by Stefanie-Lahya Aukongo (2014) and an interview with Clara Akinyosoye (2014), a Black Austrian journalist and founder of *fresh*, the first Black Austrian lifestyle magazine for young people. The activities examine how *Heimat* and its nuances have been experienced by Black German speakers in primarily White spaces. These texts contribute to the “multiplicity of ... (Black) German experience” (Layne, 2020, p. 98) and demonstrate the shifting nature of self-identity in conjunction with race, culture, and national identity.

#5: Identity and Belonging

The final module addresses themes of identity and belonging through the perspective of Black German women. The resources of this unit are suitable for novice and intermediate learners. Through a series of guided readings and comparisons, students develop and strengthen their critical interpretive reading skills while becoming more aware of power dynamics involved in knowledge inclusion and omission.

The activities are based on two sources: the posthumously published 1997 poem *Information (Auskunft)* by May Ayim and a biographical excerpt written by Peter Hilliges about Stefanie-Lahya Aukongo in her aforementioned autobiography (2014), titled *Kalunga's Child (Kalungas Kind)*. Ayim's poem redefines the term *Heimat* in temporal, linguistic, and spatial contexts. Many of her poems are well-suited for introductory German classes due to their topics (e.g., identity), their brevity, and incorporation of repetition as a characteristic (Schenker & Munro, 2016). The second source, the biographical excerpt written by Hilliges about Aukongo, illustrates issues of structural exclusion when writing about Individuals of Color, especially when composed by non-BIPOC writers. Considered from a broader anti-racist approach to teaching, this text allows readers to examine power relations in knowledge production and to consider why certain stories and experiences have been excluded from official accounts (Kishimoto, 2018).

Living and the other two thematic areas, *Introducing Oneself and Others* and *Family Structures*, are illustrative of materials that instructors can utilize to teach language and the diversity that exists in the national and regional culture(s) under study. The authors of this article encourage educators to explore the complete set of resources available on the GET-MAPP site for inspiration and expansion into German and other WLs. The following section outlines experiences from implementing some of the resources described previously.

Classroom Experience: The Use of Diverse Celebrity Profiles

One of the article's authors utilized the profiles (*Steckbriefe*) in an in-person intermediate German class with high school sophomores. The objective of the assignment was to give learners additional practice in formal writing while connecting students' interests with those of the diverse array of German-speaking individuals in related fields. The assignment was grounded in language-learning motivation research. Scholars have shown that a principal motivating factor for language students to achieve higher proficiency is the desire to connect with members of the TL community who mirror their ideal, projected TL self, and their previous or present ethno-racial persona (Anya, 2011; Magnan et al., 2014).

For the assignment, students wrote a formal letter and requested a fictional summer internship with a renowned German-speaking person. The task was structured as an unsolicited cover letter divided into three parts: (1) a brief autobiographical introduction; (2) a main portion comprised of sentences on the recipient's notable achievements, reasons for why the addressee should choose the respective student for an internship, and the letter writer's potential internship duties; (3) followed by a formulaic closing paragraph. The length of the text was approximately twenty complex sentences. Students received in-class time to conduct research and draft their letters in fifteen to twenty-minute periods over approximately five class days. The instructor introduced the *Steckbriefe* to students as examples of individuals they could contact. Students were certainly free to write to any living or deceased German-speaking individual of their choice. The teacher also provided phrases and formulations for formal letter-writing conventions in German.

Many students selected individuals from the *Steckbriefe* based on a close alignment of personal affinities, as demonstrated by the content of their letters. For instance, one student wrote to wheelchair athlete Manuela Schär. She cited Schär's record-breaking achievements in marathons, connecting those accomplishments with her and her father's shared interest in competitive long-distance running. Another student wrote a letter to model Tamy Glauser, referencing Glauser's many photo shoots as a gender-non-conforming model. The student cited her own love of art and photography as reasons for being interested in working with Glauser in a proposed internship. Another student, an avid watcher of the German streaming series *Pressure (Druck)* and an aspiring director themselves, wrote to Faraz Shariat, who had directed some of the episodes. The student explained how some of their recent personal experiences had corresponded closely to those of a character in the series, and how watching the series had helped the student feel less alone.

All learners wrote meaningful letters that connected the personal facets of students' own lives with those of the famous individuals they pretended to contact. The detailed nature of the letters also demonstrated the extent of research the students had conducted independently regarding their letter recipients and highlighted learners' formal written interpersonal skills. Students at the intermediate-advanced level utilized rich vocabulary and complex grammatical constructions including transitional words and phrases, relative clauses, the subjunctive case, and infinitive clauses. Learners at the intermediate-low to intermediate-mid levels also met the expectations for written content at these levels (The National Standards Collaborative Board, 2015). Moreover, the letter-writing project acknowledged the diversity within the classroom and in the contemporary German-speaking world.

Activities such as this allowed students to discover more diversity in contemporary German speakers and to connect their own present and future selves to a German-speaking community. During informal oral reflections with the instructor, the students indicated that such activities maintained, sometimes even strengthened, their motivation to continue studying German. Although it cannot be directly linked to the previously described assign-

ment, it is worth mentioning that two thirds of the class participants went on to elect an optional advanced German course during their junior year.

Final Considerations

Learners benefit from access to the variety of thoughts and experiences that language studies offer. They need not only rely on the language and cultural representations presented in textbooks, possibly outdated curricula, or traditional community-sponsored events. By presenting research on diversity, equity, and inclusion in language programming in the United States for different WLs such as German and providing sample teaching materials created by the authors of this report, the goal of creating a broader horizon for language students is attainable.

Today's students of German, or any other WL for that matter, must learn by dint both of their instructors' preparation and the curricular materials employed that they are learners of language varieties and cultures, plural. This formulation—not only for German Studies—explicitly denotes social, cultural, and linguistic pluralism within one language community, one whose meaning connotes something greater than the term 'German' or 'Spanish.' Otherwise, they will be unable to reconcile their classroom learning about German-speaking areas and other language communities with the realities they encounter in many of those regions. Furthermore, they will be unable to reflect on biases they encounter locally or they themselves may have.

Two arguments for reconceptualizing our professional endeavors have been presented in these pages. First, the authors reject the notion that German or other language programs and their content—and thereby the perceived target culture—continue to be manipulated into a monochromatic environment that is White, heteronormative, cisgendered, and abled. It is an ethical responsibility of WL educators to develop programs that create and disseminate instructional materials exploring the topic of diversity. The instructional units created for German by AATG's CSS task force contribute to this goal. Their compilation assists instructors of German through framing the materials as part of a larger, more complex challenge, and that is the second argument for reconceptualizing the work of the profession. It must be part of a movement liberating instruction from prejudice and bias and assisting in creating social justice and dismantling White supremacy. Therefore, the authors—grounded in their experiences from working in the inaugural CSS task force—urge WL organizations and their individual members to undertake the following initiatives:

WL organizations, such as the AATG, and institutional language programs must fund and promote seminars and workshops for educators on diversity and equity in curriculum and society (in-person and virtual) so that instructors understand the principles of creating socially just curricula and receive the tools to redevelop their classroom materials.

WL organizations must fund materials creation workshops, similar to the CSS project, by 'hard' money, and not by relying solely on time-constrained or soft-money grants.

Support for curricular change is but one component of the larger societal movement toward equity. Equity ensures visibility and affirms difference. It acknowledges moral responsibility to reflect critically on past practices to transform the future, especially now, when conscious efforts are being made to silence differences in personhood. All language organizations must actively reject legislation restricting inalienable rights. To silence the rights of one is to curtail the rights of all. Visibility of the so-called "Other," be they BI-POC, LGBTQ+, or persons with disabilities is a prerequisite for societal change, as Audre Lorde pointed out. A frequent visitor to Germany from 1984 until 1992, Lorde, a Black lesbian activist credited with the birth of the Black German women's movement, said to the

Modern Language Association in 1977, “That visibility which makes us most vulnerable is that which also is the source of our greatest strength” (2007, p. 42). In the face of attempts to silence the full range of human experiences and produce invisibility, WL organizations cannot be silent. Instead, they—and we—can lead the call to action for social justice in the classroom.

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Appendix

Example of an Abridged Unit Plan for *Living: Module 3 (Housing Searches)*

Theme/Topic	Housing Searches and Challenges
Anticipated Time	1-2 contact hours (50 minutes) per task model; 10-12 contact hours total
Audience	intermediate, 9-12, higher education
Description	Module 3 offers various tasks that introduce different housing arrangements for young people in Germany, asks students to consider their preferences in housing arrangements in college and as young working professionals, and then shows some of the difficulties experienced in the housing search in Germany, including scarcity, expense, and racial discrimination.
How does this resource or activity focus on diversity and inclusion of BIPOC and LGBTQ+ communities?	The materials in this unit focus primarily on the difficulties that BIPOC face on the housing market, for instance, racial discrimination against candidates with foreign-sounding names. Students reflect upon and address those difficulties from the perspective of non-German young people looking for housing in Germany through interpretive, interpersonal, and presentational means of communication.
Materials & Prompts	Materials: <ul style="list-style-type: none"> newspaper articles, videos, audio reports, open letters, statistical research, survey results Detailed prompts and lesson breakdowns: <ul style="list-style-type: none"> https://docs.google.com/document/d/1yRGocaOxinPnCCQ0jED29LJzS3KhoceTBmpt7e0Chr4E/edit
Targeted Textual Features	Vocabulary: <ul style="list-style-type: none"> family and society: housing-specific terminology and societal issues, particularly related to discrimination and bias Grammar: <ul style="list-style-type: none"> paragraph-level discourse, narration in past, present and future indicative tenses, subjunctive mood, formal writing conventions.
Learning Objectives/ World-Readiness Standards	Communication: <ul style="list-style-type: none"> 1.1, 1.2, 1.3 (students will be able to speak about their own preferences for living accommodations as university students and young professionals while primarily using the TL) Cultures: <ul style="list-style-type: none"> 2.1, 2.2 (understand the concept of a <i>Wohngemeinschaft/WG</i> [shared apartment/living community] and the process of searching for and applying for a WG-room) Connections: <ul style="list-style-type: none"> 3.1, 3.2 (students will be able to write simulated applications for housing in Germany and write advertisements for rooms to rent) Comparisons: <ul style="list-style-type: none"> 4.2 (students will be able to make comparisons between the perspectives of young people and their experiences in Germany and their own communities) Communities: <ul style="list-style-type: none"> 5.1 (students will be able to search and apply for housing in Germany, and recognize the factors that go into the application and selection process of a living arrangement in Germany, including those that are inside and outside of one's control)

<p>Communicative Modes & Summary of Activities</p>	<p style="text-align: center;">Interpretive Mode:</p> <p>Task Model I:</p> <ul style="list-style-type: none"> introduces and discusses a number of different living situations available to students, including the perspective of a German Student of Color <p>Task Model II:</p> <ul style="list-style-type: none"> analyzes ads for different WGs, including inclusive WGs for people with disabilities, LGBTQ+ friendly WGs, WGs established by people with roots outside of Germany, WGs geared toward non-Germans <p>Task Model III:</p> <ul style="list-style-type: none"> investigates difficulties for finding housing in Germany, for students as well as for foreigners (a young professional from Spain) staying in Germany <p>Task Model IV:</p> <ul style="list-style-type: none"> works with a video documentary examining racism in the housing market, especially against those with Turkish- or Arabic-sounding names and BIPOC more generally with links to the research and statistical results from which the reportage cites <p>Task Model V:</p> <ul style="list-style-type: none"> reviews reactions from politicians and other leaders regarding the results of discrimination in the housing market and how to address the issue <p style="text-align: center;">Interpersonal Mode:</p> <p>Email:</p> <ul style="list-style-type: none"> asks students to write an email application for housing from the perspective of a non-German outsider after considering the difficulties for people with non-German names to find housing <p style="text-align: center;">Presentational</p> <p>Cultural Presentation:</p> <ul style="list-style-type: none"> students summarize and present difficulties in the housing market <p>Essay:</p> <ul style="list-style-type: none"> students argue for or against the idea of anonymous applications in the housing search <p style="text-align: center;">Summative Options</p> <p>Option 1:</p> <ul style="list-style-type: none"> students reflect on what they learned regarding discrimination and other difficulties on the housing market in a seminar, discussion, or reflection paper <p>Option 2:</p> <ul style="list-style-type: none"> students write a WG ad from the perspective of a non-German exchange student with a room to rent. Students consider the difficulties for non-Germans and those with foreign-sounding last names to find an apartment in Germany and write an ad in a way that is explicit in being inclusive and welcoming to all potential WG candidates.
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Lucian Rothe (Ph.D., U. of Wisconsin—Madison) is an assistant professor of German at the University of Louisville. His scholarship explores learners' stereotypical perceptions of teachers and native speakers and strategies to make the study of German a more diverse, inclusive, and socially just teaching, research, and learning endeavor. He has published articles in *Die Unterrichtspraxis/Teaching German*, the *Journal of Language, Identity & Education*, and *NECTFL Review*. He has taught in Germany and the United States and worked as mentor for world-language teaching assistants. He currently serves as book and software review editor of *Die Unterrichtspraxis/Teaching German*.

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Paul A. García (Ph.D., U. of Illinois), a Charter Member of ACTFL, retired from the Kansas City, Missouri, Schools where he taught German and Spanish at Southwest HS, and then became district supervisor of foreign languages, creating 8 immersion schools for French, German, and Spanish. He thereupon taught ESL/WL methods at the U. of Kansas School of Education, and subsequently served as director of the doctoral program for language acquisition at the U. of South Florida. His interests include listening comprehension, teacher education methods, curriculum development, and LGBTQIA+/Diversity challenges for language programs. He has published 35+ articles (*Foreign Language Annals*, *NECTFL Review*, *Die Unterrichtspraxis/Teaching German*, *Hispania*) and given 150+ presentations. Paul A. García also served as president of FLAM, NADSFL, ALL, and ACTFL in the past.

Michael B. McCloskey (M.Sc., Purdue University) is a German teacher at Bunker Hill Middle School in Washington Township, NJ. His professional pursuits over the past ten years have focused on locating and providing authentic language materials for novice level learners as well as providing professional development on tools to increase student voice in the classroom. He has participated in and presented on AATG's *Creating a Safe Space* initiative where he created materials related to more diverse family structures and more culturally representative food in the German-speaking world.
