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The
CATESOL
Journal

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Guest Editors' Note

Dear Reader,

We are pleased to present to you the first *The CATESOL Journal* Issue centered on antiracism.

There is an urgent necessity for antiracist work in TESOL, where the majority of students are from racially minoritized groups. This work is paramount for racially diverse states like California. It is also timely in the United States, which has experienced a disturbing rise in racist rhetoric and racially motivated violence. Centuries-old inequities have been further exacerbated by a global pandemic, affecting the social and economic prospects of the students we serve.

The work of the Black Lives Matter movement, following the brutal murder of George Floyd on May 25 of 2020, increased awareness of longstanding anti-Black racism and created global momentum for antiracist activism. The editors of *The CATESOL Journal* felt it crucial to build on that momentum. Critical conversations in the CATESOL listserv and conferences, and at the San Francisco State University TESOL Talks in 2021, also underscored the need to prepare antiracist TESOL educators.

Thus, in crafting this issue, our team had several goals. The first was to identify patterns of anti-Black racism and structural racism in TESOL curricula and instruction, hiring, conference representation, research, teacher education, and other domains. The second was to share antiracist practices and policies while emphasizing intersectionality as a core principle applicable to TESOL students and educators. The third goal, interwoven with each of these, was to center the experiences and scholarship of faculty of color in TESOL.

With these goals in mind, the guest editing team initiated the call for proposals. The response was outstanding. We received more strong proposals than could be included in one issue. As such, we engaged in a rigorous selection and review process. We hope that authors not included in this issue will continue their work and submit to *The CATESOL Journal*.

Thank you to Dr. Robert Kohls, Dr. Mark Roberge, and Margi Wald of *The CATESOL Journal* Editorial staff and to reviewer Dr. Bridget Love for their help in this process. This issue is the

result of collaborative work, fine scholarship, unapologetic retelling of experiences, and a shared commitment to students.

This issue includes a feature article and the three strands: Critical Reflection, Pedagogy, and Research. Readers will find antiracist theory and research, and practical applications including reflection questions, lesson plans, sample assignments, assessment tools, models, and guides.

Our **Feature Article** “The Illusion of Inclusion: Blackness in ELT,” by Kisha Bryan, Ayanna Cooper, and Mary Romney-Schaab, is a strong place to start. This accessible piece identifies TESOL policies and practices that foster white supremacy and anti-Black racism, and it outlines specific antiracist practices to make allyship actionable. Many ideas in the article are supported across the issue.

In the **Critical Reflection strand**, authors analyze their *lived experiences* through an antiracist lens. Luciana C. de Oliveira offers a practical guide for disrupting racist structures and preparing antiracist ESOL teachers. She shares relevant experiences as a “woman, Latina, transnational, immigrant, and self-identified multilingual speaker who speaks English as an additional language” (p. 3). Exploring the raciolinguistic approach through an additive lens, Josh Del Pino analyzes his experiences as “a cis-gendered Black man speaking Japanese in Japan . . . [alongside those as] a Black man speaking English in the United States” and shares activities he has used for antiracist teaching (p. 1). Finally, Sarina Chugani Molina provides a guide to decolonizing language teaching. She draws from her research and experience as someone with a “complex raciolinguistic identity” who navigates language loss and coloniality as a learner and educator (p. 7).

Articles in the **Pedagogy strand** share practical methods for antiracist teaching. Gergana Vitanova, Hayriye Kayi-Aydar, and Manka Varghese provide an overview of the origin and history of intersectionality and explain how an intersectional justice pedagogy can be employed by English teachers and teacher educators. Padmini Bhuyan Boruah underscores the impact of ELT pedagogy and materials. She presents instruments developed in the United States and India for K-12 educators to evaluate the fairness, bias, and cultural responsiveness of English language learning curriculum. Additionally, Carla Chamberlin and Muhammad Ali Khan explain how the Critical Media Approach can be used as antiracist pedagogy in college ESL and pre-service TESOL classrooms alike.

The **Research strand** features articles which examine the professional and pedagogical impact of antiracist approaches. Olive Nabukeera's research applies critical theory and narrative inquiry to examine the racial and linguistic positioning of diverse Black ESL educators in the United States, with important implications for the field. Stephanie Anne Schmier and Rachel Grant present a TESOL program curriculum redesign preparing teachers to become critical antiracists. RASHeda Young and Cristina Sánchez-Martín utilize collaborative narrative inquiry to tell the story of two experienced practitioners grappling with structural racism and its relationship to their identities and those of their multilingual students. The authors offer questions inviting others to join the storytelling and action.

While this special issue presents rich diverse perspectives, many more stories need to be heard. We invite you to read, reflect, and build upon this scholarship. As Isabel Wilkerson says, “Unaddressed, the ruptures and diagonal cracks will not fix themselves. The toxins will not go away but, rather, will spread, leach, and mutate, as they already have” (2020, p. 16). Much more work needs to be done. Antiracist perspectives, policies, and practices need to be integrated across all realms of TESOL, and this work must be sustained by TESOL practitioners, researchers, and leaders far and wide.

We encourage you to submit manuscripts on antiracism to *The CATESOL Journal* in the future so that antiracism continues to be a regular part of CATESOL conversations and scholarship.

Thank you for sharing and sustaining this essential antiracist work in TESOL.

Sincerely,
Rachel Grant, Leigh Anne Shaw, and Rebekah Sidman-Taveau
Guest Editors