

# JoLLE@UGA<sup>®</sup>

## JOURNAL OF LANGUAGE & LITERACY EDUCATION

### Editor's Introduction: Decolonizing and Humanizing Practices

Jennifer Ervin

Producing this spring issue has brought on a range of emotions, and they swirl around me as our publication date draws near. Goodbyes are often bittersweet, but this one has the added flavors of apprehension, excitement, and melancholy as I look ahead and envision the final semesters of my graduate program without JoLLE. I joined the editorial board of JoLLE in my first year as a doctoral student at the University of Georgia. Fall, spring, and summer semesters, I continued on the board, serving in various positions and working closely with other students as they cycled in and out of our editorial board. Over these years, I have learned the ins and outs of many of our positions and aspects of our work in publishing an academic journal. I have the fonts and formatting committed to heart, I could tell you offhand which issues include my favorite articles, I've got all the strategies for quickly editing an APA 7 reference list. But what I don't know, what I'm unsure of now, is how to move on. JoLLE has been such an integral part of my studies and my experience as a graduate student, it's hard to imagine what's next without it.

So, what is next? This spring issue encourages me to sit with that question, to spend time with it and let it go to work on me as I consider what is next for my research, for JoLLE, for our other board members. As this semester comes to a close, many of our editorial board members are moving on and finding new horizons for their work. Some are graduating, shifting into dissertation research, taking on new jobs in new cities and embracing new opportunities. For all of us, this question of *what's next* is driving us to imagine how we continue to grow and thrive in and beyond our graduate studies.

This past spring, my family experienced a loss. My partner's 97-year-old grandfather passed away. His mantra over the final years of his life had been, "what's next?" Even in his final days, when he would wake up in between long rests, he would look around, find someone in the room sitting with him and smiling to see him awake, and he would ask them, "what's next?" This is a man who has always looked ahead and worked toward the possibilities for what his life could be, never willing to stay stagnant. He went on cross country adventures with his three daughters, desegregated schools in South Florida as a superintendent in the 1960s, and climbed to the summit of mountains well into his eighties. The optimism he carried through his life, that led him to being a 97-year-old still asking what's next in his final days, is beyond inspiring. I have taken his mantra to heart, as I close out my three-year tenure with JoLLE, as I get ready to move into the final phase of my studies, as I talk with my children and my partner about where we might go when I finish this degree and as we imagine what the next phase of our lives might include.

I hope this spring issue is an encouragement to you, reader, to also consider what's next. What's next for you, as you move ahead in your research? What's next, as you imagine the possibilities in your own life, and the transformative potential of your work? The studies in this issue can help us to work with this optimistic question. Porcher asks us to imagine what's next in language and grammar courses, if we are to embrace Baker-Bell's (2020) call for linguistic justice. Hendrix-Soto and Nash ask us to imagine what's next for us as we consider how to support our students in navigating the murky waters of media mis- and dis- information. Quick pushes us to consider what's next in the reading wars, and how we might turn our attention in this decades-long debate to students as individual learners, with individualized needs. Ossa Parra asks us to consider what's next in our classrooms if we are to embrace translanguaging and the possibilities that arise through the linguistic diversity of our students. Stice and Gannon encourage us to think of what's next in teacher education, and how video analysis and reflection has emerged as an impactful digital tool. And Gyimah-Concepcion and Adenekan ask us what comes next when words are not enough for us to provide meaningful feedback to our students. I hope these articles help you to work with this question of what's next for yourself, your students, and your work.

### **JoLLE 2023 Winter Conference**

We are incredibly grateful to our conference chairs, Haley Allen, Jisang Yoo, and Casey Boersma, for organizing an impactful winter conference this year, which we held over Zoom on February 11<sup>th</sup>. Our conference keynote speaker, Dr. Leigh Patel, asked us to consider how we might move toward decolonizing and humanizing practices in our research, pushing us to deeply consider the impact not only of the findings we develop through that research but of the processes we engage in to get there. The conference participants covered a wide range of topics related to language and literacy education, but all centered around our theme of decolonizing and humanizing practices. After the sessions we felt inspired by what we had learned, and we walked away not only with new ideas for our work but also with new connections and collaborators with whom we can engage in that work.

### **Research Articles**

In this issue, we have research articles spanning topics of teacher education, translanguaging, and reading development. Stice and Gannon's article considers how engaging with video analysis provides a reflexive space for preservice teachers to consider their growth over the course of a year. They argue that video analysis provides an impactful and meaningful learning experience for students as they develop their practices in collaboration with others. Ossa Parra's article on translanguaging practices in a classroom context leads to deeper understandings of the connection between vocabulary and identity development with emergent bilingual students. This study reveals that learning new vocabulary in a foreign language goes beyond memorizing definitions, it can also require learners to consider context and the connection those words have with their lived experiences. In an article on the socio-cognitive processes of reading development by Quick, the author takes a unique look at a single student through multiple theoretical lenses. This invites the reader to take a close and nuanced look at the impact of various reading instructional practices on learners as individuals.

### **Voices from the Field**

The Voices from the Field articles in our spring issue reflect on teacher educators' experiences in higher education. Porcher's article pushes readers to consider the possibility of working toward linguistic justice, even within a language and grammar course that traditionally privileges WME over other diverse forms of English. In the article, she shares how she stayed true to her goal of pursuing linguistic justice through her course assignments, despite the challenges she encountered. Gyimah-Concepcion and Adeneken's article shares their experience with providing student feedback through Adinkra symbols and Yoruba proverbs. This feedback allowed the educators to work outside of the confines of language when providing their students with feedback that was meaningful and reflective of the work they had put into their course. In an article on critical approaches to media literacy, Hendrix-Soto and Nash consider how teacher educators need to teach students how to critically analyze media and recognize sources of mis- and dis- information. They consider how our shifting digital landscape requires corresponding shifts in our pedagogies.

### **Scholars Speak Out**

We have continued to publish our Scholars Speak Out pieces in our main issues, instead of in newsletters, and appreciate the visibility this is bringing to the impactful editorials we have received from scholars in the field. In this issue, we learn from Allen, who writes on the detrimental impacts that testing can have on students' love for literacy. We also feature a piece from Dutro, who invites us into the power of quiet and the importance of pausing and looking closely when events occur that sometimes feel too big to attend to.

### **Academic Book Reviews**

In this feature, we include a review by Fu of the book *Navigating the Intersection of Race, Culture, and Education: Lessons from Race at the Top* by Warikoo. Fu provides us with a concise overview of this important text on the intersections of educational policy and student identity and culture.

### **Children's Literature and Young Adult Book Reviews**

In our section on children's and young adult book reviews, we feature several reviews of popular and new texts written for young adult audiences. These include a review of *The Cost of Knowing* by Morris, written by educator Cameron Stevenson and their student Taylor Weyer. We also include a review by educator Dr. Anne Rose Loureiro Hester and their student Emma Henline, of the text *The First Thing About You* by Hayden. Next there is a review of *The Silent Stars Go By* by Nicoles, written by educator Arielle Mouton and their student Andrea Loera. There is also a review of *The Snow Fell Three Graves Deep* by Wolf, reviewed by educator Hope Stern and their student Cameron Stewart. The final review is of the children's book *The Sun Shines on the Jungle* by Slack, reviewed by kindergarten teacher Rhonda Pope and their student Ella Bell.

## Poetry, Fiction, and Visual Arts

In addition to our reviews and research articles, we also include a collection of poems in this spring issue. Three come from Danielle Anne Sosías, titled “An Epic Testimonio,” “Critical Resistance in Cyclical Nature,” and “Representation Matters.” We also include a submission from Brooke Bianchi-Pennington, titled “Pedagogy of Peace.”

## Thanks and Recognition

I am incredibly grateful to my JoLLE family, for working alongside me this year in producing this journal, and for being a sounding board in our weekly meetings as we shared our joys and triumphs, along with our challenges. Our meetings became a nurturing space for me and others on our board, and I will truly miss seeing them and sharing with them every week. JoLLE is a student-run journal, and doing this work while completing our graduate studies and research can be a challenge. I appreciate them rising to that challenge, and putting in an incredible amount of effort to host an impactful conference and produce this wonderful spring issue. We also worked together this semester to host a workshop on academic journal publishing for the larger graduate student community. I wish to thank John Williams, managing editor; Amanda Deaton, production editor; our conference team Haley Allen, Jisang Yoo, and Casey Boersma; digital content editors Adam Diaz and Lauren Corley, Pamela Kimario, our communications editor; Jie Zhang, treasurer; Frankie Avalos, poetry, fiction, and visual arts editor; Brittany Pope, children’s literature and young adult book review editor; Naanhee Kim, academic book review editor; Ashley Brumbelow, scholars speak out editor, and Seon Ja Chang, our editorial assistant. I would also like to give a special thanks to the support and guidance of our faculty advisor, Dr. Usree Bhattacharya.

I also wish to thank our board of external reviewers, who continue to show up for us when we need it, providing insightful feedback for authors on how they can further develop their work. Their perspectives are greatly appreciated, as they allow us to provide authors with feedback from a range of experts in the field. We would not have been able to produce this issue without their hard work.

Finally, I would like to thank the contributing authors, for choosing JoLLE as a home for their work. We appreciate their willingness to work with our feedback, and for the important research they are doing in the fields of language and literacy education. We also appreciate our readers, who invest in our scholarship and share it with others in the field. If you are interested in submitting your writing to JoLLE or serving on our external review board, please refer to the submissions page on our website ([jolle.coe.uga.edu](http://jolle.coe.uga.edu)) or contact our Managing Editor, John Williams ([jolle.submissions@gmail.com](mailto:jolle.submissions@gmail.com)). We hope you will consider submitting your writing, reviews, opinion pieces, and/or artwork to be featured in our upcoming issues. You can also follow JoLLE on social media, @JoLLE\_UGA.

Sincerely,

Jennifer Ervin

Principal Editor, 2022-2023

## References

Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.