

Call for Abstracts

Special Issue on

Attending to Linguistic Racism and Trauma: Towards Trauma-informed Care in TESOL

International Review of Applied Linguistics in Language Teaching (IRAL)

Guest Editors:

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Recent applied linguistics scholarship has begun to acknowledge linguistic racism as a significant phenomenon, yet its traumatic implications for English language learners and teachers remain underexplored in TESOL contexts. Despite mounting evidence of its pervasive effects (Dovchin, 2020; Wang & Dovchin, 2023), the mechanisms through which linguistic racism amplifies trauma—its extent, manifestations, and underlying causes—remain inadequately understood. This special issue seeks to illuminate how linguistic racism impacts learners, teachers and other relevant stakeholders as a lived, embodied experience deeply embedded in their daily interactions. It addresses the pressing need for a more nuanced understanding that goes beyond acknowledging instances of linguistic racism by examining its systemic and structural roots (Quiros et al., 2020). By shifting the focus to what linguistic racism *does* via the lens of trauma, this issue aims to highlight the enduring, often unsayable, quietly endured trauma that linguistic racism generates (Busch & McNamara, 2020). Through this special issue, we aim to introduce a transformative, inclusive voice which seeks to challenge traditional approaches to TESOL by encouraging language educators and TESOL institutions to embrace discomfort as a

catalyst for healing and growth, cultivate love and care as foundational principles for fostering meaningful connections, and inspire hope as a driving force for empowerment and resilience (Lin, 2024).

The special issue will place a strong emphasis on centering voices of scholars from or working within the Global South, as well as those rooted in Indigenous communities, whose perspectives, knowledge systems, and lived experiences are often underrepresented in mainstream academic discourse. This issue will provide a platform for authors to share their experiences, perspectives, and struggles in addressing linguistic racism and the trauma caused by it. We aim to create a transformative, dialogic space where these voices can resonate and inspire new approaches to teaching, learning, and healing. We appreciate papers on a wide range of topics including, but not limited to:

- TESOL teachers/students' traumatic experiences, emotions and efforts towards healing
- TESOL teachers/students' identity negotiation, agency, and well-being in the context of linguistic racism
- Alternative epistemologies in approaching trauma and trauma-informed TESOL
- Healing and care in TESOL teaching and learning processes
- Pedagogies of care and hope that attend to and resist linguistic racism in TESOL
- Institutional policies and trauma-informed practices in TESOL contexts

For this special issue, both empirical and conceptual papers are welcome. We also appreciate creative forms of scholarship such as artworks, poetry, graphic illustrations, and storytelling. Submissions to the special issue should include a) the intended submission type; b) a title (15 words max); c) an abstract (300 words max); d) author bios (150 words max each) and

contact information. Please send your abstract and any inquiries to the guest editors at traumainformedcareintesol@gmail.com

Proposed Timeline

Abstracts Due: March 31, 2025

Short-listed Abstracts Announced: April 15, 2025

Full Manuscripts Due: November 1, 2025

Final Revisions Due: March 1, 2026

Published Online: Late 2026

References

- Busch, B., & McNamara, T. (2020). Language and trauma: An introduction. *Applied Linguistics*, 41(3), 323–333.
- Dovchin, S. (2020). The psychological damages of linguistic racism and international students in Australia. *International Journal of Bilingual Education and Bilingualism*, 23(7), 804–818.
- Lin, A. M. Y. (2024, July). *Bridging divides in a polarized world: Trauma-informed cross-cultural communication* [Keynote Presentation]. International Postgraduate Roundtable and Research Forum. Hong Kong SAR.
- Quiros, L., Varghese, R., & Vanidestine, T. (2020). Disrupting the single story: Challenging dominant trauma narratives through a critical race lens. *Traumatology*, 26(2), 160–168.

Wang, M., & Dovchin, S. (2023). “Why should I not speak my own language (Chinese) in public in America?”: Linguistic racism, symbolic violence, and resistance. *TESOL Quarterly*, 57(4), 1139–1166.