

Feedback for Multilingual Writers from a Language Justice Perspective

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Agenda & Learning Goals

- ★ Activator & Survey Data
- ★ Theoretical Framework(s) of Access, Asset, and Agency (AAA)
- ★ Practice with AAA Theory
- ★ Strategies & Application
- ★ Questions?

Learning Goals:

- Identify assets, access, and agency in your feedback and writing tutoring approaches.
- Apply an AAA framework to your practice.
- Discuss possible tensions of an AAA approach.
- Name action steps to take post workshop.

How do you feel and what do you do to order coffee @ Starbucks? How do you know what to do/say?

Aspects of sociocultural context:

- Genre
- Register (formal<—>informal)
- Role
- Task/situation
- Topic
- Identities/Social Roles

Cultural & Linguistic Background Knowledge:

- Translanguaging
- Metalinguistic awareness
- Schema

Language Demands:

- Discourse
- Sentence
- Word/Phrase



ACCESS

How can I be more explicit about my expectations?

How can I support all students in meeting those expectations?



ASSET

How might I invite students to draw on their linguistic, cultural, and global backgrounds in my curricula/instruction?



AGENCY

How can I prepare students to make informed decisions in line with their goals– including as communicators?

**Teaching for Linguistic Justice:
Touchstones from
Critical Language Awareness (CLA)**
(e.g., Shapiro, 2022; Shapiro et al, 2018/2023)

ACCESS

What does this metaphor mean to you with regard to multilingual students...

- At Starbucks?
- WRITING (any and all aspects)?
- Seeking out supports from the Writing Center?
- Other? Put in the chat any aspects of your work with students in the Writing Center that might need more explicit explanation/teaching to provide greater ACCESS to multilingual students.

Ideas for more opportunities?



“The fish doesn’t recognize the water in which it swims.”

*Rachel Kramer Theodorou & Emiliano Gutierrez
Popoca - Spring 2023*

Opportunities for Access

Coach students to...

- ★ Review feedback and comments with you or with course instructor.
- ★ Ask questions to navigate academic writing, especially in [new genres and new disciplines](#).
- ★ Address [audience, tone, register](#), and purpose of their writing.
- ★ Interpret assignment prompt through [writing and language lenses](#) (i.e. disciplinary literacy, overall structure, grammatical constructs, key vocabulary, etc.).
- ★ Request clarity for required vocabulary, structure, content, etc. of written assignments.
- ★ Navigate campus resources and overall learning at Brandeis from language/cultural needs.

[Ideas for more opportunities?](#)

ASSETS

What are multilingual students' linguistic/cultural ASSETS...

- At Starbucks?
- When WRITING (any and all aspects)?
- Seeking out supports from the Writing Center?
- Other? Put in the chat any ways in which you and/or the Writing Center can elicit, leverage, and empower cultural and linguistic assets.

Ideas for more opportunities?



Why are eliciting, naming,
leveraging, and empowering ASSETS
important?

Opportunities to Leverage Assets

Encourage students to...

- ★ Share how they would like to be called and/or how to say their name. Go further and do some writing or community building to hear about the story of their name(s).
- ★ Talk about something in their lives that they are knowledgeable or passionate about.
- ★ Use their multicultural/-lingual knowledge to activate prior knowledge about the topic/assignment.
- ★ Engage in translanguaging, e.g. speak/write in the language with which they feel most comfortable at different stages of the writing process, like freewriting for notes or draft.

AGENCY

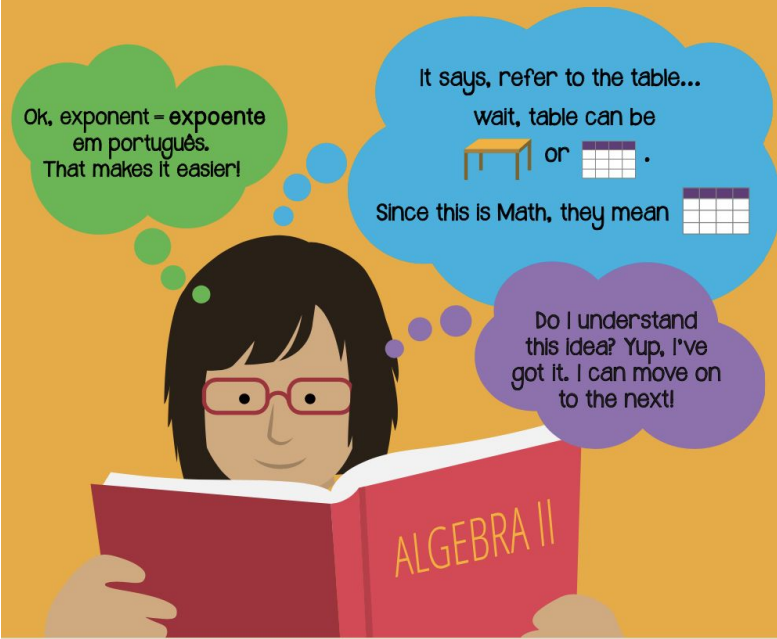
How can we empower multilingual students' AGENCY...

- At Starbucks?
- With WRITING (any and all aspects)?
- Seeking out supports from the Writing Center?
- Other? Put in the chat any ways within your work with students in the Writing Center that might need promote multilingual students' AGENCY.

Ideas for more opportunities?

Guiding Principle #8

Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.



(Bialystok & Barac, 2012; Casey & Ridgeway-Gillis, 2011; Gottlieb & Castro, 2017; Jung, 2013)

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Opportunities for Agency

Create conditions for students to...

- ★ Meet with multilingual peers to engage in a “peer literacy” interview (see next slide).
- ★ Notice actions that need to be taken, become aware of options and constraints available to them, take control over these actions. E.g. reading aloud or working on writing task with instructor.
- ★ Participate in reformulating their writing. E.g. speaking-into-writing strategies.
- ★ Reflect on their own writing and their growth as writers. E.g. Self-identify next steps to work on.
- ★ Decide what aspects of their writing to work on. E.g. have they asked for help with grammar?

Questions for a peer literacy interview



*Notice the focus on **asset** and **agency** in some of these questions!*

1. What types of reading, writing, and/or storytelling were used in your home or community growing up?
2. What languages, dialects, and/or styles were used?
3. What are some of your most vivid memories of reading, writing, and/or storytelling?
4. Do you recall having conversations with any family or community members about literacy or language use?
5. What do you recall about learning to use technologies for reading, writing, and/or storytelling? (e.g., computers, phones, tablets)
6. What do you see as your **strengths** as a reader, writer, and/or storyteller?
7. What **struggles** have you faced as a reader, writer, and/or storyteller?

Remembering the power of our words

Table 9.2 Student Interpretations of Instructor Comments

<i>Instructor Comment</i>	<i>What the Student Heard</i>	<i>What the Instructor Probably Meant and Might Have Said Instead</i>
"You don't seem to understand the argument in the reading."	"You are either lazy (didn't do the reading) or stupid (unable to read)."	"I think there are some points in the reading that are unclear to you. Please revisit it to clarify. Let me know if I can help!"
"Anyone hoping to learn something new from your paper would be disappointed."	"You have nothing to offer to this class. How did you even get admitted to this school?"	"This paper felt more like summary than response to me. I really want to hear what you have to say about the text."
"You need to visit the writing center to get help with grammar!"	"Your language is so bad that I can't even deal with you. Go get it fixed somewhere else!"	"I am having trouble understanding this piece of writing, but I don't have the skills to pinpoint the specific issues, probably because I myself have never learned an additional language."
"No." (I have seen this one word written in the margin next to entire paragraphs)	"I am so exasperated with you and your writing that I can't even complete my own sentences."	"No, that's not what the author is saying." or "I disagree with this claim." (But honestly, who the heck knows what that instructor meant?)



Shapiro, 2022, p. 302

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Making our feedback to students effective & efficient!

1. Provide **timely feedback**—even if it's less thorough.
***Tip:** Do what you can, in the time you have. But give students the option to *re-submit for more feedback (most won't)*.

quality
—OVER—
quantity

2. Tie comments to **specific points in the text**, rather than writing long general comments at the end.
E.g. “*Here is a place where you need more evidence.*” (vs. “*You need to provide support for your argument.*”)
3. Don't just ask thoughtful questions--provide **explicit suggestions** (Own your expertise!)
4. **IF** you provide sentence-level feedback, focus on **clarity** rather than **correctness**

Select Strategies & Approaches for Feedback

Language feedback: what to tackle in consultation session, and how?

- Focus on choice rather than “voice”
- Teach grammar [rhetorically](#)
- Set grammatical priorities related to the assignment: vocabulary, grammar, and/or structure.
- Examine a [‘genre-approach’ vs. grammar correction](#) approach to writing revision.
- Work with disciplines to understand and unpack [‘disciplinary literacy’](#) to teach the language for success in each discipline.
- Become familiar with what we do at the [Brandeis Writing Center](#) and encourage all students to visit us.



Balancing



- Balancing a student's emotional well being with pushing them to meet academic standards.
- Balancing 3 AAAs framework vs attention to any single one of the A's
- Immediate need of student vs skill-building process
- Pressure to comply with standard academic English vs AAA approach to multilingual skills.
- What is “just good teaching” vs. adopting a 3 As approach.
- Other?



Questions, Ideas, Next Steps?

- Questions
- Additional ideas on the [Padlet](#).
- On the [Padlet](#) **name one action or step you might try or research** with a student you are currently working with (or in your practice in general).

Feel free to email any time!

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