

Feedback for Multilingual Writers from a Language Justice Perspective

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- Practice with the AAA framework in understanding how feedback is offered, received, and then revised to support multilingual students.
- How does feedback for student writers in your field compare to the situations on the table?
- Name one or two ways your feedback can help foster AAA in your field. What scaffolds or practices might you add to increase ACCESS, leverage ASSETS, and promote AGENCY for multilingual students?

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 <i>you</i> 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?)