

Linguistic Justice in Assessment

A Conversation about
Advocacy and Pedagogy for
Multilingual Students



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Welcome to this session!

- Facilitator Introduction

Yunyi Chen

Educational Developer- Global Learning, Curriculum
& Pedagogy

Centre for Teaching and Learning

Johanna Amos

Outreach Manager

Student Academic Success Services

- Land Acknowledgement



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Session Agenda

1

Discuss linguistic
justice in
assessment

2

Explore
linguistically
responsive
pedagogy

3

Identify
linguistically
responsive
strategies

As you may already know...



Academic
English is no
one's first
language



Academic
English writing is
often more
challenging for
multilingual
students

“

We do not, cannot under our law ask a person to change the color of [their] skin, [their] religion, [their] gender, [their] sexual identity, but we regularly demand of people that they suppress or deny the most effective way they have of situating themselves socially in the world.

”

(Lippi-Green, 2012, P. 66)

Language Matters

- "Language provides people with the means to fully realize themselves" (Schutter& Robichaud, 2015, p. 91).
- "Language is essential to identity, authenticity, cultural survival and people's learning and thinking processes" (Watson-Gegeo & Gegeo, 1999, p. 25).
- "If we lose the disposition to think in the language in which we are brought up, we lose ourselves and also the world" (Herder, 1877, Vol. XVIII, p. 36).

What is Linguistic Justice?

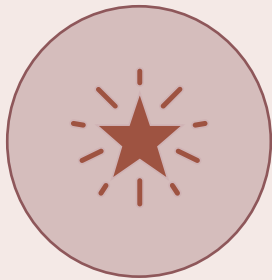
- ***Linguistic Justice*** is “an antiracist approach to language and literacy education. It is about dismantling... white linguistic hegemony and supremacy in classrooms and in the world” (Baker-Bell, 2020, p. 7).
- ***Linguistic Injustice*** is “denying students the right to engage in their own language practices” (Agma, Hebbard & López-Fitzsimmons, 2023, p. 131).

Deficit Perspectives: Barriers to Linguistic Justice

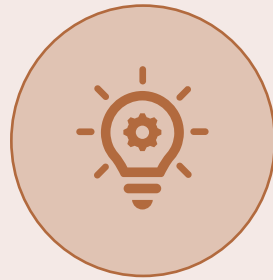
- “Bad” writing = “Bad” student = “You don’t belong here”
- The "native speaker" ideology = cornerstone of deficit perspective (Dewaele & Saito, 2022)
- Student development and success = making a shift from deficit-oriented to person-oriented
- Anti-deficit lens = individuals and groups have inherent strengths and worth

Linguistically Responsive Pedagogy

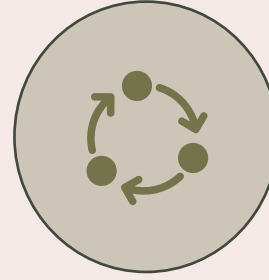
- “An approach to teaching and learning that centers learners’ linguistic backgrounds as assets while promoting knowledge and skills about language learning and teaching as well as orientations such as sociolinguistic consciousness and a valuing of linguistic diversity” (Homza & Fontno, 2021, p. 419).



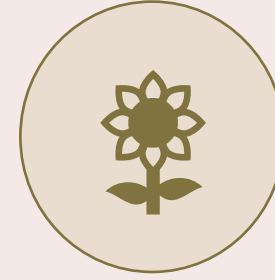
Asset-based
Learning



Learner
Agency



Process over
Product



Valuing
Diversity

Linguistically Responsive Pedagogy in Assessment

- **Asset-based Learning:** Does the assignment allow students to incorporate or leverage their cultural/linguistic backgrounds or previously built skills?
- **Learner Agency:** Is flexibility built into the assessment structure?
- **Process over Product:** Are there opportunities for students to develop and grow in their skills and/or knowledge through the assignment?
- **Valuing Diversity:** Does this assignment require students to learn from themselves, each other and/or from diverse sources?

(Chaudhuri & Stouck, 2023)

Linguistically Responsive Strategies

- 1) Be transparent about the course goals, as well as the goals for each assignment
- 2) Use warm and inviting language in syllabus and rubrics
- 3) Consider adding an additional “growth/improvement” section to rubric
- 4) In response to diverse linguistic backgrounds, consider offering multiple feedback opportunities through scaffolding and revision options

(Chaudhuri & Stouck, 2023; Shapiro, 2022)

Linguistically Responsive Strategies

- 5) Focus on clarity over correctness in writing assignments
- 6) Make grading criteria clear, e.g., by using rubrics that take an asset-based approach to linguistic diversity
- 7) Provide options (modality, weighting, ways of feedback, grading, etc.) for students in their assessment
- 8) Aim for collaboration, rather than competition in assessment

(Chaudhuri & Stouck, 2023; Shapiro, 2022)

Recommended Resources

- Written Accents <https://writtenaccents.gmu.edu/>
- Critical Language Awareness <https://cla.middcreate.net/>
- FAQs about Language and Linguistics in Writing
<https://wac.colostate.edu/repository/articles/faqs-about-language-and-linguistics-in-writing/>
- Asao B. Inoue Session: How Do We Language So People Stop Killing Each Other, Or What Do We Do About White Language Supremacy?
 - Presentation: <http://tinyurl.com/yyzvdam2>
 - Video URL: <https://youtu.be/brPGTewcDYY>
- Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future (Asao Inoue) <https://wac.colostate.edu/books/perspectives/inoue/>