Translingual Practices in the First-year International Students' English Academic Writing

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ABSTRACT

The translingual orientation in literacy suggests that multilingual students bring with them the awareness of intercultural communication and the competence of translanguaging between different discourse communities, which prepares them to learn the new forms of writing in their second language. Nevertheless, multilingual students' pursuit of the "nativeness" in English writing seems counter to the ideology of translingualism. This research explores how writing teachers address those students' needs to adapt to standardized academic English writing while simultaneously developing their ability to negotiate language differences and to write across contexts with all the linguistic resources available. The findings demonstrated that multilingual students intuitively adopted translingual strategies in English writing but became more critical about their language repertoires if they are appropriately introduced to the concept of translingualism. Accordingly, pedagogical implications for ways university writing teachers can help multilingual students improve academic literacy through a translingual approach are essential.

Keywords: translingualism, multilingual students, academic writing

INTRODUCTION

The increasing number of international students in the U.S. in recent years has warranted more research into the academic literacy development of multilingual students. Fitting into a new discourse community when entering university studies is a challenge for many first-year international students whose first language (L1) is not English. Although they have passed the English proficiency tests before being admitted to the institutions and may have strong oral communication skills, first-year international students usually find academic writing an obstacle for them to be completely accepted by the new discourse community.

The translingual orientation to literacy development proposed by scholars such as Canagarajah (2010, 2011, 2013), Lu and Honor (2013a, 2013b) suggests that multilingual students bring with them the awareness of intercultural communication and the competence of translanguaging between different discourse communities, which prepares them to learn the new linguistic and rhetorical forms of writing in their second language or L2. With the aim of exploring how to efficiently help first-year international students with their academic writing in L2, this paper takes a translingual approach to examine major difficulties that first-year international students have in academic writing and how they use their own strategies to use their L1 a resource instead of an interference for learning new forms of L2 academic writing. According to Horner, Lu, Royster, and Trimbur (2011), a translingual approach "sees difference in language not as a barrier to overcome or as a problem to manage, but as a resource for producing meaning in writing, speaking, reading, and listening" (p. 303). It calls for more critical attention to writers' language use in different contexts and a respect

for differences within and across languages. Furthermore, transliangualism approach in writing encourages the negotiation between reader and writer and focuses more on writers' choices in language use rather than their deviation from the mainstream expectation.

While the literature from the translingualism school shifts the paradigm of L2 writing research and provides multilingual writers as well as writing teachers with new and valuable theoretical frameworks to rethink about their work, most of the scholars of translingualism represented by Canagarajah (2010, 2011, 2013) address the issue in academic writing mainly from the perspectives of ESL students or experienced English writers who already claim a certain level of ownership of English. However, the first-year international students from English as a Foreign Language (EFL) countries, such as China and Korea, usually bring with them the specific ideologies towards English from their home countries and might perceive translingual practices in academic writing differently. Their pursuit of the "nativeness" in English writing seems to counter the ideology of translingualism, which emphasizes the writer's agency across different contexts. In this case study, I investigate the following questions:

1) *Is the translingual approach applicable to the writing pedagogy for multilingual students from those countries?*

2) *What strategies do those multilingual students adopt to develop high-order writing skills in academic settings?*

3) *How can a translingual approach benefit their development of academic literacy?*

I used a multiple case study design to investigate multilingual students' perception of translingualism and how a translingual approach can be integrated into the writing pedagogy to help those students. Yin (2003) suggested that a multiple case study would enable researchers to analyze the data within each situation and also across different situations. Through case studies of three first-year internationals students from China and Korea, this paper finds that they subconsciously abide by the norms of Standard English and are hardly aware of the resources that their L1 affords to facilitate their academic writing in L2. Nevertheless, they managed to improve their L2 writing when taking a writing course for academic purposes and painstakingly strived to adapt themselves into the new discourse community in their academic fields. Meanwhile the influences of their L1 enabled the multilingual students to keep their identity and voice in the L2 writing. By analyzing the process of those students' compositions and revisions, this study aims to demonstrate the specific translingual strategies that the first-year international students with experiences in English as a Foreign Language (EFL) courses have in L2 writing and thus give implications to the writing pedagogy for multilingual students as novice writers of academic English.

LITERATURE REVIEW

Multilingual students are no longer a small minority in English academic settings, which requires writing teachers to address the issues of language diversity from different perspectives and adopt new approaches to help multilingual students in English classes. Canagarajah (2002) contended that the cultural and discursive differences of multilingual students should not be treated as a "problem" for academic writing. In line with this argument,

Lu (2004) points out the importance of writing scholars and teachers paying attention to students' discursive resources which are "often complex and sometimes conflicting templates of languages, englishes, discourses, senses of self, visions of life, and notions of one's relations with others and the world" (p.28). Additionally, researchers find from their studies that multilingual students come to the writing classes with multiple cultural and linguistic resources (Nero, 2010; Bawarshi, 2010; Mangelsdorf, 2010). Accordingly, Canagarajah (2010) proposed a negotiation model to study the rhetoric used by multilingual writers who shuttle between languages to achieve communicative objectives so that "the identity, agency, discourse, and competence of multilingual writers are not conflated or reduced to the characteristics we see within a single text or language" (p.161). This analytical tool of multilingual writers' work treats them as agentive instead of restricted by their first language and culture. Furthermore, it serves as the theoretical basis for a new and inquisitive disposition towards language and – a translingual approach. It calls for an alternative perspective on language difference in writing and recognizes difference as the norm rather than deviation (Lu & Horner, 2013a). In accord with Pennycook's (2010) claim that "far from representing an exception to the norm, difference is itself the norm of utterances, produced in repetitions as well as apparent deviations" (p.33), the translingual approach treats language, convention and context as all emergent and mutually constitutive. It foregrounds writer agency and responsibility to produce and reproduce standardized forms of writing.

Additionally, the translingual approach provides a new paradigm for writing instruction. The focus of a translingual approach is not the "standardness" of language but

what and why the writer does with languages. The traditional approaches to writing in the U.S. assume that language differences are problems for communication and impede understanding so that the "interferences" from other languages are supposed to be reduced in writing instruction. Conversely, a translingual approach sees difference in language "not as a barrier to overcome" but as "a resource for producing meaning" (Horner, Lu, Royster & Trimbur, 2011, p.303). It acknowledges that deviations from mainstream conventions are not necessarily errors and a more critical attention to writers' purpose behind their deployment of linguistic resources is necessary. In this sense, conformity is not automatically advised to multilingual writers when their writing does not seem to meet the readers' conventional expectations. However, do multilingual students from countries where they received EFL instruction realize the value of translingual writing when they are taught in the way that academic discourses are not open for criticisms or negotiation? Tupas (2010) proposes that the norm-confirming nature of the high-stakes texts is a reflection of "complex ideological, sociopolitical, socioeconomic and cultural forces" (p. 574). You (2010) also found in his study of English composition in China, "For students who struggled with the basics of English, writing was a recursive process of translating between multiple cultural and linguistic codes" (p.41). Whether such translation between L1 and L2 facilitates or impedes multilingual students' development of writing remains a question.

This study adopts a translingual approach to investigate how the first-year international students use their own strategies to cope with the challenges in adapting themselves into the new discourse community in academic settings. Pedagogical implications

for writing will also be discussed by exploring how to help multilingual students improve L2 academic writing on their existing language abilities.

METHODOLOGY

Case study is the primary method of this research. Selected data are presented from a four-month qualitative, case study of the language and literacy practices of three international students from China and Korea. They all studied at a research University in Midwestern U.S. and took a writing course for academic purposes in graduate school when the research was conducted. The course is open to all graduate students but most of those who take this course are first-year international students whose first language is not English. Texts of the focal students' writing samples are analyzed and participants are interviewed individually for their personal thoughts and experiences regarding L2 academic writing. Class observations were also conducted to assist in understanding how those first-year international students learn new forms of writing in specific contexts and improve their L2 academic literacies.

With 15 students from different countries including China, Korea, Saudi Arabia and U.S., the writing class under observation was a discourse community composed of multilingual members with different L1s. All the students were divided into small groups and those in the same group would peer review each other's writing drafts and have group discussions in class. The professor also held individual conferences with the students to talk about their drafts before the assignment was submitted. In this way, the students got various comments and feedback on their writings. More importantly, translingual practices were found in both the group discussions and the individual conferences. By reviewing the

participants' writing samples and co-analyzing with them the process of their composition, I

investigated the strategies they adopt to negotiate meaning with their target audience – an

academic community of multilinguals. Those strategies of meaning negotiation could also

inform the teachers about the advantages that multilingual students have in their L2 writing

and the resources that first-year international students bring with them to the classroom.

Firstly, I carried out classroom observation to familiarize myself with the course as

well as the cultural and linguistic backgrounds of the students taking the course. Field notes

were taken with a focus on the students' language use and in-class interactions. Next, I

conducted semi-structured interviews with the three students who volunteered to participate

in my study – Toni, Jessica and Betty (pseudonyms are used for privacy purposes). In the

first-round interviews, the participants were asked to reflect on their experiences regarding

English academic writing and how they understood their assets of having a multilingual

repository. Then, all the participants were invited to provide samples of their academic

writing including short essays, reading responses and research proposals written before and

after they came to study in U.S. During the data analysis stage, I invited the participants to

follow-up interviews for collaborative interpretations of their own texts and co-analyzed with

them the composing and revising process. In this article, I will select and present the data that

illustrate the variety and complexity of ways in which the participants enact their translingual

competence and use their own strategies to cope with the difficulties in L2 academic writing.

The rationale for this selection is to help the multilingual students be aware of their

repertoires and agency in different languages and consciously employ the resources to

facilitate their academic literacy improvement. Analyses of the data points to important implications for writing pedagogy within a translingual approach.

FINDINGS

The findings of this research focus on how first-year international students in a writing course. The findings include how they understand translingualism, the strategies they use to improve L2 writing, and their translingual practices in English academic writing.

Multilingual Students' Perception of Translingualism

Translingualism is a comparatively new term in the field of composition and linguistic studies, which has not been as widely introduced or used as multilingualism. In order to gain insight into how the focal international students understand their translingual competence, I asked the participants whether they had heard about translingualism and how they conceptualized it comparing with multilingualism in the first-round interviews. In doing so, I elicited information about those first-year international students' perception of translingualism and how they value their multilingual resources in academic settings.

Toni was a master student from China, who had studied in U.S. for four months at the time of the first-round interview. She spoke Mandarin and English but did not describe herself proficient in English. Also, Toni had been required by her school to take several ESL language courses to facilitate her academic learning. Toni's understanding of translingualism was based on her intuition and the knowledge of English lexicology. Although she had some confusion between multilingualism and translingualism, she grasped the essence of translingual practices – shifts between languages. It is particularly worth mentioning that

Toni identified herself as translingual, not because she was confident in shifting between English and Mandarin but because she had to adapt into her new environment. She forced herself to think in English ways when living and studying in the English-speaking context, which revealed some of her ideology about English language. As a first-year international student who started to learn Standard English in the EFL context at an early age, Toni did not claim ownership of the English language and still took herself as a learner. Nevertheless, she recognized the advantages of being translingual – able to gain access to more first-hand knowledge and information in different languages.

Jessica was also from China with Mandarin as her L1. She has studied in the U.S. for four years when being interviewed for the first time. Jessica spoke English quite fluently but did not think she had mastered the language yet. In particular, she found it difficult to adapt into the new discourse community and felt she had to learn English academic writing from scratch again. Of interest in Jessica's interview is her perception of translingualism. She recognized the connections between different languages but considered her L1 more a problem than a resource in her L2 writing. This perception accounted for her denying she was translingual. Having studied in U.S. for more than four years, Jessica was still not confident in her English, similar to Toni. In the follow-up interview, she said she did not have the judgment of proper language usage because English was not her native language. This explanation reflected another ideology of English that the first-year international students who used to receive EFL instruction have – in China, only Standard English is taught and

privileged so that English learners tend to obey the rules of native speakers and painstakingly strive to sound "native."

Betty was a first-year doctoral student from Korea. She had a Master's degree in English linguistics and had studied in Canada for eight months at a language program before she came to the U.S. Betty had high proficiency in oral English and had published her English Master's thesis in Korea. However, she lacked confidence with her English writing in the current academic setting and was struggling to adapt to the norms and conventions of writing in the new discourse community. Betty understood translingualism as an alternative of code-switching. In the interview, she mentioned the differences between Korean composition and English composition. Although her English writing was well-accepted by Korean academia, she had to learn new forms of writing when coming to study in the U.S. Betty said she made great efforts learning to write in different contexts. Such kind of adaption posed a challenge for her but at the same time she took it as a necessary skill for her to obtain. She regarded herself more as a non-native speaker. This self-identification also revealed her attitudes towards English and her tendency to follow the norms of native speakers. Betty was highly motivated to improve her English in the standard way. She mentioned in the follow-up interview that she always sought feedback on her academic writing, and appreciated all the suggestions from those who were more experienced writers than her. Another point of note was her paradox about the benefit of being translingual. At first, she denied there was any benefit, but then she admitted that her unique background could sometimes make her audience more interested in her story. Betty emphasized that it all

depended on whether her interlocutors or the readers of her paper were willing to interact with her. The statement "Even if I decide myself as a translingual, but the other side doesn't think in that way and just don't want to think about what I say, not try to listen to my story, it cannot work anymore" indicated that Betty's assessment of her own translingual competence still relies on the criteria of native speakers.

To sum up, translingualism was new to all of the three students from the countries where English is being taught and used as a foreign language. Before being introduced to the notion in-depth, each of them had different perceptions about translingualism and those perceptions affect how they identify themselves linguistically. All the three participants tended to identified themselves first as non-native speakers rather than multilinguals or translinguals. The main reason for such kind of identification was the lack of self-confidence in their English language competence even though they had been proficient enough to study in the U.S. None of the participants claimed ownership of their English, especially in academic settings. They all abide by the norms of Standard English and strived to achieve "nativeness" in their writing. Although they recognized the advantage of speaking more than one language, those students relied on the criteria of native speakers to judge the appropriateness of their English language use. Above all, they were hardly aware of the resources that their L1 afforded to facilitate their academic writing in L2. In eliciting information about how those first-year international students who received EFL instruction in their home countries conceptualize translingualism, I was able to see whether those different

conceptualizations influence how they draw upon their translingual competence as resources for writing.

Strategies the first-year international students take to improve L2 writing

Although the first-year international students were facing many difficulties adapting themselves to the new discourse community and were eager to learn writing as native speakers of English, they had their own strategies to cope with the challenges and most of the strategies involved translingual practices. For example, all the participants would seek models for different writing assignments. In the meantime, the participants also relied on their past writing experiences to accomplish their assignments. Toni majored in Chinese language and literature in college and she was quite confident in her Chinese writing skills. When writing a Chinese academic paper, she had a format for herself. "I will first introduce a topic, then explain the key terms or concepts related to the topic. After that I will reference other scholars' arguments and analyze them. In the end, I will propose my own argument and elaborate on it." Toni tended to use this composing format in English writing too, particularly in her first drafts. Nevertheless, she would make some adjustment to conform the English rhetoric convention, e.g. to move her own argument to the beginning of the essay in her second drafts. Like Toni, Jessica also kept her Chinese writing habits in English composition. When she started to write, she would first think about the structure of the essay and draft a plan of paragraphs, no matter in Chinese or English.

Every assignment is different and I am not sure about different professors' expectations or preferences. So, I just learn by trying and the feedback from the professors are always helpful. I think I improve most when revising the paper according to their suggestions.

Both Toni and Jessica enacted agency in shuttling between different conventions of Chinese and English writing. They negotiated with the target audience of their writing—mainly the professors and their peers—to produce satisfactory academic papers according to their guidance or advice. Betty also said that she was "hungry" for getting feedback and comments from those experienced writers or "authorities" like the professors. Furthermore, all the participants admitted that they would prefer consulting native speakers and would take their suggestions for revising because their primary goal was to produce error-free and normatively acceptable English writing.

Another finding that emerged is that L1 did play an important role in those multilingual students' strategies to improve their academic writing in L2. However, the participants did not realize it until they reflected on their composition process thoroughly. For instance, Jessica would use L1 to facilitate her understanding of some key points in the readings. Besides, all the participants agreed that they would rely on L1 to look for better expression of their meaning in L2 writing. Both Toni and Jessica unconsciously used translation in English composition. In particular, Betty used L1 to facilitate her paraphrasing process by interpreting the English sentence into Korean in her mind first unconsciously.

Another strategy used was that Betty used both English and Korean when drafting the outline of her academic paper. She shared an example of her outline in the follow-up

interview when we co-analyzed her composition process (Figure 1). "I have never realized that I am mixing the two languages when composing the paper." Toni and Jessica also admitted in the follow-up interviews that they thought in both Chinese and English when conceiving the outlines of their papers, although in the first-round interviews both of them denied using L1 when composing in L2. Such composition process can be regarded as a translingual practice in multilingual students' L2 writing in a broader sense.
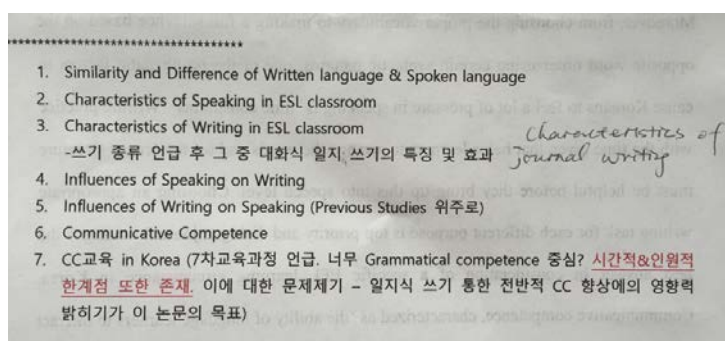

Figure 1. **Betty's outline draft of a paper on the connection between writing and speaking in improving students' communicative competence.**

Translingual Practices in the first-year international students' L2 writing

Academic writing in one's L2 involves negotiation with cultural, linguistic, and rhetorical challenges in contact-zone for the multilingual students. As novice English writers for academic purposes, the participants of this study tend to employ the "translation" method when writing their first drafts of assignments, namely translating their L1 discourse into English directly without considering the rhetorical differences between their L1 and L2. However, peer reviews of their first drafts help them to notice the sentences that do not make sense to the target audience. Meanwhile, the individual conferences with the professor about their second drafts teach them about the different writing conventions between their L1 and

L2. All of those activities enable the multilingual students to shuttle between the different

forms of their L1 and L2 writing by learning to transfer their L1 literacy skills into L2 more

consciously and skillfully.

Figure 2 was an argumentative essay that Jessica wrote for her writing course. From the writing sample, we could find that "writing is also strongly tied to representation of her voice and identity" (Canagarajah, 2011, p.411). I intentionally present the beginning of every paragraph to demonstrate how Jessica uses the rhetoric influenced by her Chinese writing to convey her ideas and persuade the readers. For instance, the frequent use of rhetorical questions is highly favored by Confucius rhetoric (You, 2010). Jessica had also used the strategy of textualization, which is defined as freely exploring "the most creative ways to convey her thoughts" (Canagarajah, 2010, p.411). Meanwhile, she was privileging her own identity by writing in first person. The expressions such as "In my opinion" and "due to my own specialty" reveal her intention to voice her identity. Jessica explained that writing in the first person was the style she preferred because it made her feel she was expressing herself freely. Although it was not encouraged in academic writing, she would try to use first person whenever she felt it was suitable for the genre of the assignment. In addition, she liked to use rhetorical questions in her Chinese essays to stress her arguments. Therefore, when she composed an argumentative essay in English, she would habitually use that rhetorical strategy. Both the writing tutor and the professor accepted her rhetorical strategies and they only pointed out some grammatical problems for her to revise. Jessica also admitted that she did not realize how her Chinese writing habits influenced her English writing before we discussed the composition process of this paper. Actually, she was quite satisfied with the final product of this essay and found it easier to write this assignment because she was writing in the way she preferred. It was also the first time that Jessica recognized her L1 writing was facilitating her L2 writing, albeit unconsciously. Before we can argue the position of EE in K-12 curriculum, we shall talk about the necessity of EE. **Due to my own specialty**, the discussion in this argumentation…

    I understand why people regard placing EE as a supplementary to the other major subjects as a "Win-Win" solution. EE is an interdisciplinary in nature…

    Another question should be asked is—who will be teaching? If EE is squeezed into other subjects …

> **Now the last question is**—what is the position of EE, modules or a whole, formal or non-formal? Integrating EE into other subjects as modules will.... **In my opinion**…

Figure 2, **The Position of Environment Education (written by Jessica)**

Betty's writing samples (Appendix A) demonstrated how she revised her paper according to the comments from peers and the professor. Betty reflected that the sentence-level revisions were mostly suggested by her peers and the structure-level modifications were made mainly according to the professor's feedback on her draft. Notably, neither the peers nor the professor gave her direct instruction on how to revise. Instead, they pointed out the places that they felt problematic as readers, and it was Betty herself who made the decision to modify them or not. For instance, she admitted that both the peers and the professor felt some of her sentences were too long, but she still kept them if she thought the length of the sentence was justifiable and it was her style to write in "complicated" ways. In this way, Betty was exercising the agency of individual writers, which is the ability "to decide how they are going to use a particular usage at a specific instance" (Lu, 2009, p.290). Figure 3 highlights Betty's major revision on the structure and organization of her writing draft while she kept the long complicated sentence which was critiqued by her peers.

> According to Nelson and Murphy (1993), L2 writers present differences from L1 writers as in…Therefore, researchers have conflicted ideas on peer feedback in L2 writing and the claims on how much peer feedback can improve the L2 learners' writing and how L2 learners perceive peer feedback have not drawn any solid conclusion.
>
> The advantage of peer feedback…
>
> The use of peer feedback in L2 writing, on the other hand, …
>
> **Zhang (1995), one of the researchers having doubts on the efficiency of peer**

feedback over teacher feedback, points out that the affective advantage from the peer feedback should be reexamined and that L2 writing approach needs to be different from L1 writing method. In his study…

Revised:

According to Nelson and Murphy (1993), the way L2 writers perceive peer feedback differs from that of L1 writers in that ...

Therefore, many researchers have given conflicting opinions on peer feedback in L2 writing on different grounds (Omaggio, 2003). **Zhang (1995), one of the researchers having doubts on the efficiency of peer feedback over teacher feedback, points out that the affective advantage from the peer feedback should be reexamined and L2 writing approach needs to be different from L1 writing method.** Jacob, Curtis, Braine, and Huang (1998), on the other hand, …

Figure 3, **Betty's revision on a writing draft for the course assignment**

To summarize, while revising the drafts to make it a satisfactory academic paper in the context of a U.S. research university, the participants' L1s are found to have influences on their meaning negotiation with the target audience. Nevertheless, those influences also represent their personal writing style and disclose their unique identities. While the participants originally took those influences from L1 as interferences in the first interviews, being introduced to the notion of translingualism provoked them to view the issue from different angles and helped them realize the possibilities of using their L1 as resources to facilitate their academic writing in L2.

DISCUSSION

To express their ideas in English, the first-year international students who received EFL instruction in their home countries have to struggle with cultural, linguistic, and rhetorical terms. However, those students also "played" with English, mixing in their preferred rhetorical strategies to voice themselves; and thus "enriched the English language

by adding new rhetorical and cultural nuances to it" (You, 2010, p.44). The final products that the participants presented for assessment as academic writing were in norm-confirming, standard English, but they performed their translingual competence in the process of composing these high-stakes texts. Even though the students in this study did not realize their own translingual practices at first, they were able to use the translanguaging strategies intuitively. Such intuition can be taken as an advantage that multilingual students have in learning to write in the new L2 academic context.

Then how can translingual practices help first-year international students as novice writers in L2 academic writing? There was no concrete evidence that the participants of this study had intentionally considered their writing strategies they used beforehand. Intuitive choices of translingual practices were in their writing repertoire as a multilingual student. It is also worth noting the obvious changes in the participants' attitudes towards and perceptions of their L1 in the L2 academic writing before and after they were introduced the notion of translingualism. In addition, the participants all kept certain personal style in writing (e.g. long sentences and rhetoric questions), which was influenced by their L1 writing. Their writing samples prove how novice multilingual writers in academic English can "gain voice and agency despite, alongside, and even through the dominant rhetorical conventions by skillfully inserting their preferred strategies in the text" (Canagarajah, 2010, p. 170). Those first-year international students attempted to merge their strengths of L1 academic discourse with the dominant conventions of mainstream academic discourse in L2. While seeking "nativeness" in academic writing and abide by the standard English norms, they strategically

shuttled between L1 and L2 rhetoric and negotiate with the readers (peers and professors) to make decisions in their writing. A clear implication of this study is for writing teachers and scholars to take the initiative to recognize the value of a translingual orientation in the contact zone of academic discourses. Rather than studying and teaching multilingual writing in a static manner, teachers should focus more on the changing contexts of writing as a social and communicative practice (Canagarajah, 2010) and help students identify the social meaning of their writing and to achieve a voice that can present them well.

CONCLUSION

The translingual approach in writing "acknowledges that deviations from dominant expectations need not be errors; that conformity need not be automatically advisable; and that writers' purposes and readers' conventional expectations are neither fixed nor unified" (Horner, Lu, Royster & Trimbur, 2011, p.304). In the cases presented here, the participants all agreed that they appreciated the feedback from their peers and the professor in the writing course. Their peers would point out the "problematic" sentences in the peer review but let the writer to think for him/herself what the problems are and whether to revise them. Besides, individual conferences with the professor also gave the students opportunities to defend their "unique" use of English and negotiate meaning with the target reader. Canagarajah (2013) argues that meaning has to be co-constructed through collaborative strategies so we should treat texts "as affordances rather than containers of meaning" (p.43). It seems that the professor and students in this multilingual community of the writing class had already adopted a translingual orientation in reading the texts due to the context that the writing takes

place. Their practices are in line with Canagarajah's (2011) dialogical pedagogy in translingual writing to develop students' proficiency in translanguaging. Such pedagogy includes "peer and instructor feedback that allows students to question their choices, think critically about these choices and their assessment, and develop metacognitive awareness" (Marshall & Moore, 2013, p. 494). In this light, making the unconscious translingual practice conscious will help students to be more critical about their own writing strategies and equip them with the meta-skills to shuttle between different languages.

To conclude, the translingual approach is applicable to the writing pedagogy for multilingual students who used to be taught English as a foreign language. The main problem for these students was not the lack of skills in translanguaging but the metaknowledge of such practice to make sensible decisions when their writing strategies counter the ideology of English they bring with them from home countries. The translingual orientation does not mean to neglect the conventions of Standard English writing but it encourages multilingual writers to draw upon all their linguistic and rhetorical repertories to negotiate with the mainstream conventions and be critical about their own language use in different writing contexts. Therefore, writing teachers of multilingual students are suggested to adopt a negotiation model (Canagarajah, 2010) in responding to their writing, and a translingual approach in writing pedagogy will help students develop the ability to negotiate language differences and to write across contexts with all the linguistic resources available.

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Appendix A: Betty's Writing Samples

Writing Sample 1: Effectiveness of Peer Feedback for L2 Writers (first draft)

Since English writing studies have drawn a great attention of many researchers in the field of language education, the way to teach English writing has been actively discussed. As writing has been perceived as a process-based work rather than one completed task, an effective way to develop writing process has been sought and many researchers advocate the effectiveness of peer feedback in the first language writing (Clifford, 1981; Elbow, 1973). This effectiveness, however, has brought controversies in terms of applying the same approach in a second language (hereafter L2) writing. According to Nelson and Murphy (1993), L2 writers present differences from L1 writers as in 1) they are in the middle of learning English, which means they may not refer to other L2 learner's advice, and 2) cultural difference coming from previous educational setting (e.g. Asian students prefer teacher's comments to the peer's). Therefore, researchers have conflicted ideas on peer feedback in L2 writing and the claims on how much peer feedback can improve the L2 learners' writing and how L2 learners perceive peer feedback have not drawn any solid conclusion.

The advantage of peer feedback over teacher feedback in L2 setting is cited by several researchers with reasons of "gaining a sense of a wider

audience than simply the one teacher" (Chaudron, 1984, p.2) and receiving social support from peers (Clifford, 1981) on the basis of "affective advantage."

The use of peer feedback in L2 writing, on the other hand, has been considered less effective compared to teacher feedback by many researchers with certain grounds; the insufficient reliability and accuracy (Leki, 1990; Partridge, 1981), less compelling impetus (Connor & Asenavage, 1994), and less usefulness (Jacobs et al., 1998).

Zhang (1995), one of the researchers having doubts on the efficiency of peer feedback over teacher feedback, points out that the affective advantage from the peer feedback should be reexamined and that L2 writing approach needs to be different from L1 writing method. In his study…

Writing Sample 2: Effectiveness of Peer Feedback for L2 Writers (revised after peer review and consulting the professor)

Since English writing studies have drawn a great attention of many researchers in the field of language education, the way to teach English writing has been actively discussed. As writing has been perceived as a process-based work rather than one completed task (Hyland & Hyland, 2006; Kroll, 1990), an effective way to develop writing process has been sought for over 30 years (Kang, 2008). Given that a process approach in a writing instruction facilitates learner-centered collaborative works, there has been a general consensus on the effectiveness of peer feedback in the first language writing (Clifford, 1981; Elbow, 1973). This effectiveness, however, has brought controversies over applying the same approach to the second language (hereafter L2) writing. According to Nelson and Murphy (1993), the way L2 writers perceive peer feedback differs from that of L1 writers in that 1) they are in the middle of learning English, which means they may not refer to other L2 learners' advice, and 2) they have been exposed to different educational settings with distinctive cultural traits, which lead to different viewpoints on peer feedback (e.g., Asian students are accustomed to getting teacher's comments over peer comments).

Therefore, many researchers have given conflicting opinions on peer feedback in L2 writing on different grounds (Omaggio, 2003). **Zhang (1995), one of the researchers having doubts on the efficiency of peer feedback over teacher feedback, points out that the affective advantage from the peer feedback should be reexamined and L2 writing approach needs to be different from L1 writing method.** Jacob, Curtis, Braine, and Huang (1998),

on the other hand, criticize Zhang's study (1995) by presenting a different result and provide a moderate approach for L2 writing instruction; using peer feedback with a teacher's appropriate intervention. Their claims on how L2 learners perceive peer feedback and how effective it would be in L2 learner's writing improvement are still under debate.

The benefits of peer feedback over other types of feedback (teacher feedback and self-feedback) in L2 writing are proposed by several researchers based on the affective aspect such as receiving social support from peers (Clifford, 1981), getting more considerate comments from peers than a teacher, and "gaining a sense of a wider audience than simply the one teacher" (Chaudron, 1984, p. 2). The several empirical studies, on the other hand, have shown that peer feedback in L2 writing have limited availability compared to teacher feedback; the insufficient reliability and accuracy (Leki, 1990; Partridge, 1981), less compelling impetus (Connor & Asenavage, 1994), and less usefulness (Jacobs et al., 1998).

As one of the opponents of peer feedback in L2 writing, Zhang (1995) examines which of three types of feedback – peer feedback, teacher feedback, and self-feedback – is the most preferred by L2 learners…