TRANSLANGUAGING APPROACH IN WRITING TURKISH AS A SECOND LANGUAGE: AN EXPERIMENTAL STUDY

Hatice ALTUN[*]

ABSTRACT

It is a generative time in the study of language and literacy, and scholars in education have been seeking possibilities to exploit students' linguistic repertoires as pedagogical sources in order to leverage their language proficiencies. Translingualism in applied linguistics is emerging in this context as a new approach, and the improvements that have been made in theorization about translingual practices need to be accordingly supplemented with translingual pedagogies. In response, this study offers a practitioner research study on teaching process writing in an international classroom in Turkey from a translingual perspective. Also, this study is based on the assumption that it is possible to learn from learners' translanguaging strategies while they are developing their academic writing skills in Turkish. The study anticipates finding out whether the translingual pedagogy applied in academic writing classes would contribute to the writing skills of the students by helping them to reorganize and rearrange their multiple linguistic repertoires. Based on a classroom ethnography, this study describes the research methodology to examine the possibilities of studying the norms and facets of translingual writing process Qualitative data for this study were collected through think aloud protocols, follow-up interviews, field observations, and analysis of students' writing products over an academic semester. The collected data encompassed multiple forms and was categorized for analysis. Specifically, the persuasive essay outputs of seven plurilingual students were examined using Canagarajah's translanguaging strategies (recontextualization, voice, interactional, and textualization), alongside traditional qualitative coding methods. Despite challenges, findings highlight the potential of translanguaging strategies to enhance writing skills and foster sophisticated understanding of language learning. The study advocates for institutional support for teacher development in sociolinguistics and multilingualism, and calls for further research in diverse contexts to explore the potential of translanguaging in second language writing courses. The result of the study is expected to contribute to the existing translanguaging literature by offering multiple facets of a translingual writing classroom pedagogy application.

Key Words: translanguaging, Turkish as a second language, L2 writing

İKİNCİ DİL OLARAK TÜRKÇE YAZMADA DİL AŞMA (TRANSLANGUAGING) YAKLAŞIMI: DENEYSEL BİR SINIF UYGULAMASI

ÖZ

Bugün dil ve okur yazarlık üzerine bilimsel incelemelerde üretken bir dönem yaşıyoruz; bu süreçte eğitim alanında çalışan akademisyenler öğrencilerin dil yeterlilik seviyelerini yükseltmek üzere dil repertuarlarını pedagojik kaynaklar olarak kullanmanın olanaklarını bir süredir araştırmaktadır. Bu bağlamda, uygulamalı dilbilim alanında yeni yeni kendini gösteren bir yaklaşıma tanık olmaktayız: translingualism, dil aşma. Dil aşma pratikleri kuramlaştırmada kaydedilen ilerlemelerin de, bu doğrultuda, translingual peadagojilerle beslenmesi elzemdir. Buna karşılık, dil aşma perspektifine dayanan bu araştırma, Türkiye'de farklı uluslara mensup öğrencilerden müteşekkil sınıflarda akademik yazma üzerine pratik bir inceleme önermektedir. Ayrıca, bu çalışma, akademik yazma yeteneklerini geliştirmekte olan öğrencilerin bu süreçte işe koştukları kendi dil aşma stratejilerinin öğretici olabileceği varsayımını temel almaktadır. Çalışma, bu anlamıyla da, akademik yazma derslerinde uygulanan dil aşma pedagojisinin öğrencilerin çoklu dilsel repertuarlarını yeniden düzenleme ve organize etmelerine katkıda bulunma suretiyle, onların yazma yeteneklerine yardımcı olup olmayacağı konusuna ışık düşürmeyi ummaktadır. Sınıf etnografisi temelinde yükselen bu araştırma dil aşma yazma becerilerini destekleyen sınıf ekolojilerinin normlarını ve farklı yönlerini inceleme olanaklarını ortaya çıkarmaya yönelik bir araştırma metodolojisi tarif etmektedir. Bu uğurda, bu çalışmanın gerektirdiği niteliksel veriler; çok dilli yedi öğrencinin ikna edici deneme yazmaları esnasındaki sesli düşünme protokolleri, takip eden mülakatlar, ödev görevlendirmelerinin çıktıları, ve sınıf gözlemleri derlemeleriyle toplanmıştır. Toplanan bütün bu farklı formda veriler sınıflandırılıp sonrasında Canagarajah'nın tanımladığı dört dil aşma stratejisi: seslendirme, yeniden bağlamsallaştırma, etkileşim, ve bağlamdan ayırıp metinlestirme ve geleneksel nitel kodlama yöntemleri

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[*] Dr. Hatice Altun, Pamukkale Üniversitesi, Yabancıdiller Yüksekokulu, Denizli, haticealtun@gmail.com, ORCID: https://orcid.org/0000-0003-4096-4018

aracılığıyla analiz edilmiştir. Zorluklara rağmen, bulgular dil öğrenimini geliştirebilecek ve dil öğrenimine sofistike bir anlayış kazandırabilecek dil aşma stratejilerinin potansiyelini vurgulamaktadır. Çalışma, sosyodilbilim ve çokdillilik konularında öğretmen gelişimine yönelik kurumsal desteği savunmaktadır ve ikinci dil olarak yazma kurslarında dil aşmanın potansiyelini keşfetmek için çeşitli bağlamlarda daha fazla araştırma yapılmasını çağırır. Çalışmanın sonucunun, çok dilli bir yazı sınıfı pedagojisi uygulamasının çeşitli yüzlerini sunarak mevcut dil aşma literatürüne katkıda bulunması beklenmektedir.

Anahtar Kelimeler: dil aşma, yabancılara Türkçe eğitimi, ikinci dilde yazma

INTRODUCTION

Multilingualism and other dynamics in the world today have been achieved as a side effect of the stance of nation-state, or central government, and its interconnected consequences, i.e., the spread of colonization, nationalism, trade or religion (Bonfiglio, 2010; Brutt-Griffler, 2002, 2008; Ostler, 2010). Now, multilingualism, one remarkable feature of the global age, has become a common phenomenon almost everywhere in the world today. Such a widespread development and its repercussions unavoidably affected applied linguistics also. According to Rampton et al. (2015), for example, applied linguistics now uses the concepts of "superdiversity," "translanguaging," "plurilingualism," and "metrolingualism" to make sense of sociolinguistic changes in the world today. Yet, although such diversity is majorly observed in classrooms almost everywhere, bi/multilingual students are still considered "two monolinguals in one " (Grosjean, 2010) because communication and linguistic competence in the context of linguistics are still determined within the framework of the norms of monolingualism and the nation-state (Velasco & García, 2014). However, recently there is a keen interest in academia about translanguaging, which challenges this strict separation of languages in the repertoires of students and opens up some spaces for the potential use of those languages for academic improvement in multilingual settings (Blackledge & Creese, 2010; Canagarajah, 2007, 2016; García, 2009; Lynch, 2011; Pennycook, 2007). Horner et al. (2011) called for a more inclusive and explanatory paradigm shift within this diversity. These authors propose to disseminate the translanguaging approach, which sees all linguistic varieties not as obstacles, but as a source of meaning-making in acquiring language skills. In their view, translanguaging will respond to ever-changing pedagogical needs by developing class practices to get rid of the pedagogies arising from the ideologies of monolingualism (Horner & Tetreault, 2017). The main objective of the translanguaging approach is to look for alternative reading and writing methods to stand against dominant context systems (Pandey, 2013). Similarly, Tardy (2016) approves the potential value of this approach to raise awareness of language differences and change.

Educational environments in Turkey are still predominantly monolingual, and language teaching is still loyal to the norms of standard conventions in the language taught, i.e., usually English as a foreign language and Turkish as a second language at tertiary level. Many of the students who attend language preparation or EMI courses at universities in Turkey, except for students whose mother tongue is Turkish, are either international students or immigrants. When a student who has acquired Turkish, Persian, Kurdish, Arabic, or a dialect of Turkish (Chuvash, Yakut, Azerbaijani, Kyrgyz, etc.) as their first language uses metaphors or any figure of speech in English or any other language, it will not be seen as widely accepted in the academic writing field in English or in Turkish. In response to the call by Horner et al. (2011) for a more inclusive and explanatory paradigm shift within this diversity, this research study attempts to explore a possible implementation of translanguaging approach in Turkish as a second language writing classes at tertiary level.

Although the translanguaging approach has focused on social life practices—youth encounters in cities, linguistic atlas & landscapes, and internet context—there has not been much study on how to develop activities that allow for multilingual competence in classrooms. In a study in which they discussed translanguaging practices that can be considered recent, Blackledge and Creese (2010) emphasized what types of teachable pedagogies can be developed to teach languages in a way that enables bilingualism, and what are the available resources – they emphasized the need for more research on these issues. In response to this call, this study explores the ways to develop a writing methodology suitable for teaching Turkish as a second language by examining the effect of translanguaging pedagogy on writing skills in Turkish as a second language, based on the assumption

that even in language environments where monolingualism is intense, there is a tendency towards multilingual paradigms.

To this end, the study focuses on the preparatory school contexts where Turkish is taught as a second language in Turkey. This study aims to investigate the effectiveness of a translanguaging approach in improving the academic writing performance of plurilingual students learning Turkish as a second language in a preparatory language school in Turkey. By exploring the strategic integration of multiple languages, the research seeks to provide insights into the potential benefits of translanguaging for teaching and learning Turkish as a second language in a tertiary education context.

Theoretical Framework

Translanguaging approach draws upon the perspective that the synergies of the interaction of languages in the reserves of bi/multilingual individuals from new grammatical structures and word meanings are in constant evolution (Canagarajah, 2016). Although perceived as a pedagogical philosophy, translanguaging should also be considered a way of code-meshing based on code-mixing, which is the blending of different languages or registers to create a rhetorical effect (Canagarajah, 2011). In a broader sense, it is the integration of all existing linguistic resources in a code-binding manner including all rhetoric phrases of ethnic or cultural groups, dialects, international languages, local idioms, chat-room jargons or formal/ informal registers (Young, 2010). This approach sees language as a fully integrated visual, auditory, and tactile modality. This modality does not regard the language of bi/multilingual people as separate language systems and emphasizes that they make flexible and meaningful choices to communicate using their continuous linguistic repertoire.

Translanguaging encourages teaching writing with the awareness that languages are in constant relation, complementing one another interactively and altering one another to produce new forms and meanings. In this sense, translingual writing is an established literary practice defined by the writer's negotiation of their symbolic sources with reference to dominant traditions of writing. The texts that emerge from this kind of practice may vary according to their interlocutors, ideologies, norms, and purposes in every context. Such tendency encourages students to negotiate strategies they derive from the current language repertoire, in a context-appropriate manner. Since the context and genre expectations of each student are different, teachers should be encouraged to find appropriate pedagogies, feedback, and assessment methods (Lu & Horner, 2013). Canagarajah (2011) brings greater visibility to translanguaging pedagogy by focusing on codemeshing strategies within a classroom context. Codemeshing views the many languages as components of a single, cohesive system and it differs from translanguaging because it supports the potential of combining other sign systems (apart from language) and modalities of communication. In this study, codemeshing is used for implementing translanguaging in texts. Canagarajah (2013) offers four negotiation strategies for the effective use and interpretation of code binding in written texts: *envoicing, recontextualization, interaction, and entextualization*. Each of these strategies addresses different aspects of the negotiation between the reader and the author. Envoicing strategies assess what encourages the writer to utilize codemeshing. It focuses on communicating from one's own positionality and creating space for linguistic strengths and resources. Recontextualization strategies aim to establish a solid foundation for negotiations concerning target genre and contextual traditions. It involves assessing the suitability of the context for blending languages and shaping the environment to support multilingual practices. Interactional strategies involve the approaches used by both the writer and the reader to reconstruct meaning. Entextualization encompasses the process of reshaping the text based on time and space as a result of negotiations. Canagarajah (2011) notes that these four types are interconnected and not mutually exclusive, as they encompass contextual, personal, social, and textual aspects of communication.

The application of these strategies is dynamic and adaptive, as participants discard approaches that do not serve their goals while employing those that enhance their rhetorical objectives. This study attempts to identify and examine the translingual tendencies present in communications that emerge during the writing process within the writing class under investigation, using these four strategies as a

guide. Consequently, these four strategies will serve as a reference during the data analysis phase of this study.

Although translanguaging is seen as a new approach providing new opportunities for teachers and researchers (De Costa, 2015; Lee, 2016), some scholars are skeptical about its implementation in writing classes because it does not meet the requirements of the codified norms (Gevers, 2018; Matsuda, 2013, Atkinson et al., 2015). Additionally, the approach is criticized for being intensely theory-based (see Canagarajah, 2016; Krall-Lanoue, 2013; Pandey, 2013), and its pedagogical practices have not been developed much.

Turkey in a multilingual linguascape
Although multilingualism is a term usually associated with metropolitans in the United States, Europe or Africa, it has recently become a prevalent linguistic phenomenon in developing countries, which are essentially monolingual. Those countries are also affected by the current linguascape of the world because they have experienced mass migration due to wars and economic hardships. Turkey, which is still trying to become part of the European Union, already embraces a multilingual paradigm, yet the unrecognized multilingualism in Turkey has been an issue of keen debate in recent years (Hassanpour, 2006; Skutnabb-Kangas & Bucak, 1995). In addition to minorities such as Kurds, Syrians, Arabs and Iranians, students and immigrants from many countries around the world constitute the base of the current phenomenon of multilingualism in the language learning context of Turkey. Based on the 2018 data published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Turkey ranks as the 10th country globally with the highest number of international students in higher education, boasting a total of 125,138 students. This achievement highlights Turkey's growing position as a hub of multilingualism. According to the Migration Report of Turkey, over 850,000 students from 190 different countries are currently studying in Turkey (Directorate General of Migration Management, April 2019).

Such diversity creates difficulties in developing appropriate pedagogies for teachers in prep classes teaching both English as a foreign and Turkish as a second language. When the students who acquired Arabic, Persian, Kurdish, Swahili or any Turkish a dialect (Chuvash, Yakut, Azerbaijani, etc.) as their first languages use metaphors and analogies from their first languages in writing, it is not going to be appropriate within the convention of academic writing, which relies on standard English writing. Turkish as a second language writing classes also have a similar challenge. Students from diverse backgrounds are expected to produce texts abiding by the norms of standard Turkish writing conventions. Above all, whether a language class is already multilingual and multinational, or a dominant monolingual and non-national, individual differences, awareness and backgrounds within the class are pedagogically complex and diverse enough. In the field of writing, plurilingual students have different expectations and ways of expression. However, it is clear that it will be difficult for these students to make a presence in the writing classes given that the standard writing lessons and principles currently applied in prep classes are very uniformly normative.

In the light of the current discussions and research (Canagarajah, 2011; Cummins, 2009; You, 2013), this study aims to contribute to the emerging literature on the theory and implementation of translanguaging. It particularly aims to find out more about the potential use of translanguaging in the process of L2 writing as bilinguals regulate their own complex linguistic repertoires. The results of the study are expected to contribute to developing some implementations to improve the efficiency of academic writing courses in Turkish language preparatory classes at tertiary level, which has become intensively multilingual in the recent years.

AIM OF THE STUDY
The primary objective of this ethnographic study is to investigate the second language (Turkish) writing skills of plurilingual students, focusing on the process - planning, drafting, and producing - and examining the ways in which they utilize the translanguaging approach in this process. Furthermore, the study seeks to explore the potential contribution of translanguaging pedagogy to the development of second language writing skills. The research is grounded in the theoretical perspective of language

awareness, rhetorical sensitivity, and reconciliation strategies, as proposed by the translanguaging approach.

The study was conducted in an online writing course at a preparatory school in a public university. Using a process-oriented approach, writing activities designed for Turkish language lessons were observed, examined, and compared. The research design involved a mini-ethnography, wherein the researcher participated as an observer-participant throughout an academic semester.

In addition to observations, think-aloud protocol was employed as a key data collection method to gain insights into the students' thought processes and writing strategies. The research aimed to address two primary dimensions of the translanguaging approach's contribution to the writing learning process: as an individual event and as a classroom pedagogy. These dimensions are detailed as follows:

1. What are the specific instances where plurilingual students employ envoicing, recontextualization, interaction, and entextualization strategies while engaging in the think-aloud protocol?
2. What challenges do plurilingual students face while integrating Canagarajah's translanguaging strategies into their writing process, as revealed through the think-aloud protocol?

By incorporating the think-aloud protocol into the research methodology, this study seeks to provide a deeper understanding of the cognitive processes and challenges faced by plurilingual students when engaging with the translanguaging approach in their writing tasks.

METHODOLOGY

The approach adopted for this study is essentially qualitative. The study also draws upon the theoretical perspective offered by translanguaging approach (language awareness, rhetorical sensitivity, and reconciliation strategies which include *envoicing, recontextualization, interaction, and entextualization*) (Canagarajah, 2013). The think-aloud protocol was a key component of the data collection process in this study, as it provided insight into the cognitive processes of the participants as they engaged in the writing tasks.

Research Design

The study was carried out as a mini-ethnography. Ethnography is a qualitative research method that examines the behaviors and /or attitudes of a community individually and socially within its own cultural structures and natural environments (Wilson, 1997; Wollcot, 1994). There is no external observation in ethnographies; therefore, the researcher collects various data about the basic practices of the community in their natural environment (Glesne, 2016). This method emphasizes the necessity of in-depth investigations through interviews and observations; and focuses on culture, beliefs, attitudes, experiences and the resulting products as a reflection of these experiences (*ibid.*). In light of these principles of the ethnographic method, the study employed the ethnographic method, to examine the second language (Turkish) writing skills of plurilingual students within the context of an online writing class at a public university's preparatory school. The researcher participated as an observer-participant throughout the study, which was conducted during a single academic term. The mini-ethnographic approach allowed for in-depth investigation of the writing process and translanguaging approach, focusing on the strategies of envoicing, recontextualization, interaction, and entextualization. The think-aloud protocol (TA) was essential for the data collection process in this study because it provided insight into the cognitive processes of the participants during the writing tasks, as such, TA protocols have been viewed as useful tools for studying the writing process (Boren & Ramey, 2000; Ericsson & Simon, 1993). The protocols thus provide valuable insights into participants' awareness episodes, especially when these episodes are examined with varying levels of explicitness (Breetvelt et al., 1994; Cumming, 1990). Transcripts, field notes, and writing samples were coded using the language awareness, rhetorical sensitivity, and reconciliation strategies framework (Flower & Hayes, 1981). Thematic analysis was then used to identify patterns and themes related to the use of translanguaging strategies and any challenges faced during the writing process (Braun & Clarke, 2022). The findings from the TA analysis were then triangulated with semi-

structured interviews, data from the classroom observations, and document analysis to ensure the reliability and validity of the study's findings.

Participants and Setting

The participants were all plurilingual students enrolled in an online Turkish writing course at a preparatory school at a public university. A purposive sampling technique was employed to select students with diverse linguistic backgrounds who were learning Turkish as their second language in Turkey. A total of seven students, three males and four females, between the ages of 17 and 21, participated in the study. Since most qualitative studies are conducted with a small number of participants, they do not have the concern of generalizability (Creswell, 2007).

All participants were considered to be at B1 level in terms of their Turkish skills, according to CEFR. The preparatory school conducts standardized tests to organize skill groups, and the participants were successful at the B1 level achievement test. The students who come to these writing classes are mostly visa students, particularly from Africa, the Middle East, South Asia, and Eastern Europe; immigrants; or students from non-Anglo-Saxon origins but English-speaking French-speaking countries with multi-language backgrounds. They all had varying levels of proficiency in English and at least four other languages, which allowed for an exploration of the translanguaging approach in the context of diverse language backgrounds. Therefore, it can be foreseen that such a diverse group of participants is an ideal sample for studying the effects of translanguaging approach on L2 academic writing.

Table 1 shows the details of the participant group and the writing task on which they studied. The languages they spoke were listed in the order of proficiency they described. The first language is usually the mother tongue, and the following are usually the second or third languages they learned.

Table 1: Participant profile

Pseudo name	Gender	Age	Languages	Writing Topic
Lyazzat	Female	18	Russian, Kazak language, English	Wars
Amir	Male	20	Arabic, French, English	Refugees
Mathilda	Female	17	Spanish, English, Arabic	Global warming
Bacia	Female	17	Ugandan, Kriswali, Arabic, English, Korean	Covid 19
Bardhyl	Male	21	Albanian, German, English	Poverty and inequality
Sahra	Female	18	Arabic, Swahili, English	Gender Inequality
Loic	Male	19	Bambara, Fula, French, English	Digital Privacy

They were graduate and undergraduate students from different majors such as engineering, medicine, history, sociology and physics. The selected participants provided informed consent before participating in the study.

The Role of the Researcher

As the researcher and the instructor of the course, I took part in writing classes as a participant-observer. When taking field notes during the online class, I adopted both an emic (one inside) and an ethic (external observer) perspective to prevent my own prejudices and personal interpretations from understanding the dynamics of the group (Murchison, 2010; Schensul & Margaret LeCompte, 2013).

Data Collection

Data collection for this study involved multiple methods, including the think-aloud protocol, classroom observations, interviews and document analysis. The think-aloud protocol required students to verbalize their thought process while engaging in writing tasks, providing insight into their use of translanguaging strategies and any challenges faced during the writing process. These personal writing sessions were audio-recorded by the participants and then transcribed by the researcher for analysis. The researcher was present in each session.

Classroom observations focused on the online writing class, with the researcher participating as an observer-participant. The researcher took field notes to document interactions of each student with both text and imagined audience. Writing outputs were also collected for document analysis, which aided in understanding the ways in which students employed translanguaging strategies in their writing and the extent to which the pedagogy contributed to the development of their second language writing skills. To gain additional insights into the students' experiences and perspectives on using the translanguaging approach, semi-structured interviews were conducted with participants after the completion of the think-aloud sessions.

Procedure

Prior to implementing the think-aloud protocol, participants were given a two-week training session to familiarize them with the process. They were first introduced with translanguaging approach and asked to discussed the potential use of the approach. Then the training involved explaining the purpose of the think-aloud protocol and providing examples of how to verbalize their thoughts while writing. Participants were encouraged to speak aloud as naturally as possible, sharing their thoughts, decision-making process, and any strategies they employed while working on the writing tasks. They were not limited in terms of the language they were expected to use while studying on the task and they were even encouraged to speak in any language they feel themselves comfortable with. The think-aloud sessions were conducted individually online by each participant in the presence of the researcher, and they were given a writing task designed to reflect the typical assignments in the online Turkish writing course. The topic of the assignment was to write an opinion essay on the worst problem in the world and offer suggestions about how it can be solved. They followed the processes of generating ideas through brainstorming, outlining and writing the first draft. Then revising their first draft and submitting the second draft as the output of the task. Later on, they were provided peer feedback and teacher feedback on their outputs. Yet the feedback sessions were not included in this study as they were beyond the scope of this study. During these writing sessions, the participants audio-recorded themselves as they verbalized their thoughts, decisions, and strategies related to the writing process. The researcher also took notes on any non-verbal cues or behaviors exhibited by the participants. As the final step, semi structured interviews were conducted to gain a deeper understanding about the think aloud processes and translanguaging strategies involved.

Data Analysis

Data analysis followed an inductive approach, utilizing thematic analysis to identify patterns and themes in the data (Braun & Clarke, 2022). The think-aloud transcripts, field notes from classroom observations, semi structured interviews and collected writing samples were analyzed separately and then compared to draw connections between the different data sources. This allowed for triangulation of the data, ensuring the reliability and validity of the study's findings (Saldana, 2018).

Following the TA, the audio recordings were transcribed verbatim, including any pauses, repetitions, or hesitations. The transcriptions were then analyzed using thematic analysis to identify patterns and themes related to the use of translanguaging strategies and any challenges faced during the writing process. The analysis of the TA transcripts was guided by the theoretical perspective offered by the translanguaging approach. Each instance was coded for each participant and explored whether there is a common way of using these strategies among the group. Therefore, the analysis focused on addressing the two main dimensions of the study, examining the specific instances where students employed translanguaging strategies and the challenges they faced during the process. The findings from the TA analysis were then triangulated with data from the document analysis and semi structured

interviews to ensure the reliability and validity of the study's findings. Document analysis included writing outputs of the participants. Transcripts from the interviews, field notes, and writing samples were also coded using the tranlanguaging strategies framework. This provided a structured approach to understanding how students utilized the translanguaging approach in their writing and the potential benefits and challenges associated with its implementation.

Ethical Considerations

This study adhered to ethical guidelines in educational research. The necessary permissions were acquired from the Ethics Committee of the Institute of Social Sciences. To ensure the ethical conduct of the study, informed consent was obtained from all participants prior to data collection. Participants were informed of the study's purpose, procedures, and their right to withdraw from the study at any time without penalty. All data collected during the study were anonymized, with pseudonyms assigned to each participant to protect their identities.

RESULTS AND DISCUSSION

The results of this study are presented in two main sections: (1) instances of translanguaging strategies employed by the participants during the writing process and (2) challenges faced by the participants in using the translanguaging approach. The findings are based on the analysis of think-aloud protocol sessions, classroom observations, document analysis, and semi-structured interviews. As the researcher, I adopted an emic approach (i.e., insider perspective) to understand participants' interpretations and explanations of their writing strategies and communicative objectives. While interpreting the data, I adopted an ethic (external observer) to gain a more objective understanding about the dynamics of the participant group. Although it is not possible to draw clear boundaries between the strategies adopted by the participants, I made a pragmatic decision and coded some instances as a specific strategy. To this end, I did a thematic coding to come up with tenable translanguaging strategies.

Instances of Translanguaging Strategies

The data analysis revealed several instances where seven participants employed translanguaging strategies during the writing process. These strategies, *envoicing, recontextualization, interaction, and entextualization,* were not adopted in a linear and ranking style, rather they were often intertwined and overlapping. Participants seemed to understand that translanguaging is a rhetorical strategy. It is not a routine action, unrelated to the particular context of communication. One must carefully evaluate how much they can codemesh in a certain situation. The capacity to evaluate a situation and frame one's words appropriately is a component of rhetorical awareness and communication competency in a plurilingual. These strategies were used to enhance their second language writing skills and produce persuasive essays on global issues.

Envoicing: Particularly in the first drafts, participants were found to draw upon their linguistic repertoires to incorporate voices from various sources, including proverbs, and idiomatic expressions from different languages, to generate ideas in the related topic, support their arguments and provide richer, more nuanced perspectives on the issues discussed in their essays. During the think-aloud protocol, Mathilda draw upon her diverse linguistic background to write an opinion essay on global warming as the most important problem in the world. Mathilda used her linguistic resources in Spanish, Turkish, English, and Arabic to create a rich, multi-layered piece that reflects her unique perspective.

> [...] *tamam, global warming hakkinda yazicam* [I am going to write about global warming], . . . mm *a veure* ['let's see'] . . .*ok, el calentamiento global es la mayor amenaza para el futuro de nuestro mundo. Bu ne demek Türkçe… mmm küresel ısınma, dünyanın geleceği için en büyük bi tehlike.* [Global warming is the greatest threat to the future of our world. What does this mean in Turkish?] *Bien… mm una explicación posible, a veure, es que no s´e* [alright … a possible explanation ... let's see, the fact is I don't know]… *Maybe I can go to the direction of how to deal with global warming, tamam buldum…* [OK I got it] *mmm Arabic saying, I have this Arabic proverb in my mind,* العقل زينة… [Intelligence is adornment] *Siento que habla de la necesidad de sabiduría en esta situación. Yani… mmm… Quiero decir que necesitamos tomar decisiones inteligentes para luchar eficazmente contra el calentamiento*

global. [I feel like it speaks to the need for wisdom in this situation. I want to say that we need to make smart choices to fight global warming effectively.] mmm… *there was a Spanish saying, "No hay mal que por bien no venga"* [Every cloud has a silver lining] *I… I grew up hearing this phrase from my grandmother. It umpphh… means*, [a long pause] *resilience and optimism during hardship. I can use it to introduce the idea of finding innovative and sustainable solutions in the middle of the crisis of global warming. Türkçe ne diyebilirim ummhh…* [what can I say in Turkish?] *damlayan göl olur.* [A lake forms drop by drop.] *Geçen hafta derste öğrendik.* [We learned it in class last week.] *Bu atasöz sevdim ben çünkü küçük işler büyük fark yapar demek.* [I love this saying because it shows how small actions can accumulate to make a big difference.] *Tam bu…* [that's it!] *I think this could be a great way to wrap up my essay, to encourage everyone to do their part in combating global warming.* (Mathilda, TA protocol)

In the introduction of her essay, Mathilda begins by presenting a powerful quote on global warming in Spanish, her primary language for the assignment. She then provides translations in Turkish, and English to make her essay accessible to a broader audience. After a brief hesitation about how she should build her text, Mathilda starts off by recalling an Arabic saying for arguing that wise decisions are needed to combat global warming. Afterwards, applying a Spanish saying to the context of global warming, Mathilda introduces the idea of finding innovative and sustainable solutions amidst the crisis. Finally, she uses a Turkish proverb to reinforce the idea that small actions can have a big impact on combating global warming.

Throughout this TA, Mathilda demonstrates a clear use of the envoicing strategy. She not only voices her multilingual abilities but also interweaves elements of her cultural background, identity and personal experiences. It's evident that she's comfortable navigating her linguistic repertoire to express her thoughts and ideas about global warming. Her thought process also illustrates her ability to connect her cultural heritage and learned languages to the task at hand. Each language and corresponding saying she utilizes reflects a part of her identity - her Spanish heritage, her English education, her fascination with Arabic wisdom, and her educational experience in Turkey.

When I asked her about why she translated the quotes in many languages she told me that she wanted to "show all the languages I [she] know[s]" (Interview 3, May, 2021). She was proud of her linguistic repertoire and empowered herself through several languages. In that sense, languages served as a tool for reconstructing her linguistic identity. Throughout the data, it was clear that plurilingual students employed their multilingualism as a style resource for identity performance to general audience (Blommaert & Varis, 2013; Creese & Blackledge, 2015). Therefore, their plurilingualism in the classroom is less about the languages they speak and more about the voices they use to enact their identities. In the body of her essay, Mathilda presents evidence, statistics, and anecdotes about the consequences of global warming. She strategically envoices her writing by incorporating terminology and phrases from her other languages, which adds depth and authenticity to her argument. For example, when discussing the melting ice caps, Mathilda uses the Spanish term "deshielo" (melting) to emphasize the severity of the issue. Similarly, when discussing the need for international cooperation, she uses the Arabic term "تعاون دولي" (international cooperation) to highlight the global nature of the problem. Throughout her essay, Mathilda continues to envoice her writing by using her multilingual resources to create a rich, engaging, and persuasive text. By incorporating elements from Turkish, Spanish, English, and Arabic, she demonstrates her linguistic flexibility and her ability to engage with a diverse audience.

Similarly, Lyazzat, who speaks Kazak as her first language, Russian as her second language, wrote on wars as the global problem. In her think aloud protocol, she recalled a quote from a Russian author whose name she cannot recall: "Война – это такое дело, в котором люди, которые ничего не имеют против друг друга, воюют насмерть за тех, кто имеет против друг друга все и не хотят воевать." [War is when people who have nothing against each other fight to the death for those who have everything against each other and do not want to fight]. She translated this quote into Turkish to emphasize the psychological toll of wars on people and included it in her essay. Courageously, she gave the Russian original of the quote and then translated it in English and then Turkish in her think aloud protocol. When I asked her why she followed a three-way translation in the interview (Interview

2, April 2021), she said that she wanted to make sure that she herself and her audience understands why she used this quote. As exemplified in the literature (Creese & Blackledge, 2010; García et al., 2017), she was quite sensitive about the capacities of her audience and somehow guiding herself, too while building her text. Amir, also utilized envoicing strategies when he imagined how different voices, including his own and those of others, would express ideas related to the refugee crisis. For instance, he recalled a proverb in French and thought about how it could support his argument. Like Lyazzat, he translated the proverb into Turkish. He also considered the perspectives of refugees and host countries, ensuring that multiple voices were represented in his essay. The other participants also attempted to include some interpretations from the languages in their repertoires, which is a typical case reported in the literature (Cenoz & Gorter, 2010; Garcia & Kleyn, 2016).

Recontextualization: Recontextualization refers to the process of adapting content, ideas, or expressions from one linguistic or cultural context to another. The participants demonstrated the ability to adapt expressions, idioms, or cultural references from their diverse linguistic backgrounds to fit the context of their essays in Turkish. This strategy allowed them to convey their ideas more effectively and enhance the overall quality of their writing.

Throughout his TA, we see Loic, a 19-year-old from Mali, actively engage in recontextualization. He does not merely translate the sayings and values from his rich multilingual and multicultural resources but he reinterprets them in a new context, that of digital privacy, also demonstrating the ability to think critically and creatively. He creates an interesting and genuine perspective on digital privacy as the most important problem in the world. For example, he remembers a Fula cultural value, "Pulaku," which symbolizes patience, self-control, discipline, prudence, and respect. He deliberates in English, "These qualities are essential when dealing with digital privacy, especially respect for others' privacy. I'll weave this in to highlight these values in maintaining digital privacy." As he proceeds, he remembers a French saying: "L'union fait la force" [Unity is strength]. And he muses,

> "*Voila, bu Fransızca atasözü kendi görüşümü, ki o görüş herkes birlikte hareket etmelidir, destek için kullanacağım. Herkesin beraber demek, bir kişinin gücü değil; birleşince ne kadar güçlü olduğumuzla ilgili demek. İşte bunu, to protect digital privacy herkesin birlikte çalışması lazımlığın vurgulama için kullanacağım.*" [This French saying could further emphasize my point on collective action. It's not about one person's strength; it's about how strong we are when we unite. I'll use this to underline the necessity of society working together to protect digital privacy.] (Loic, TA protocol)

In his TA, in Turkish, Loic utilized these phrases in Fula and French to underscore the power dynamics in the digital world and how privacy plays a crucial role in empowering or disempowering individuals.

We can find another striking example in Bardhyl's think aloud. He is fluent in Albanian, German, and English. As Bardhyl wrote his opinion essay on poverty and inequality, he transferred his multilingual knowledge to the Turkish context by drawing upon his linguistic and cultural resources from his first language, Albanian, and other languages he knows, such as German and English. His effective use of recontextualization strategies allowed him to create a nuanced and engaging argument in Turkish. At one point in his essay, Bardhyl said that he wanted to discuss the idea that poverty and inequality are interconnected, and addressing one issue can lead to improvements in the other. To emphasize this point, he drew upon an Albanian proverb, "Një gur godet dy zogj" [One stone strikes two birds], and recontextualized it in Turkish: "Bir taşla iki kuş vurmak." By incorporating this proverb, Bardhyl effectively conveyed the idea that tackling poverty could also help alleviate inequality. This way, Bardhyl transferred his knowledge to the Turkish context by strategically using idiomatic expressions and proverbs from his linguistic repertoire.

Another outstanding example was his recontextualization of a German word when he criticizes the indifferences of some might have towards poverty and inequality, and how this indifference exacerbates the problem. Bardhyl introduces a concept that has no direct translation in Turkish or English but is rooted in his German linguistic repertoire, "*schadenfreude.*" He states, "In some cases,

it's like there's a sense of '*schadenfreude,*' a German word meaning taking pleasure in another's misfortune. Some people may feel relieved or even happy that they're not the ones in a worse condition." Bardhyl goes on to recontextualize this German term in Turkish: "Bazıları için, başkalarının çaresiz durumu karşısında bi tip 'schadenfreude,' yani bazı insanlar, çünkü paraları var, daha kötü durumda olmadıkları için rahatlar veya hatta mutlu hissedebilir."

Furthermore, Bardhyl also demonstrated his understanding of the Turkish language and culture by adapting his multilingual knowledge to suit the local context. During an interview, when discussing social welfare programs based on what he wrote in his essay, he referred to the concept of "hayır yapmak" (doing charity work), which is deeply rooted in Turkish culture. By incorporating this concept in his essay, Bardhyl showed his awareness of the cultural context and made his argument more relatable to Turkish readers.

Interaction: Interactional strategies refer to the ways in which multilingual writers engage with their audience by establishing connections between different linguistic and cultural resources. They involve negotiating meaning on an equal footing with readers and facilitating effective communication. The results showed that participants frequently used examples and expressions from their other languages to illustrate their points, and translated or adapted these examples to the Turkish context. This strategy enabled them to draw on their multilingual resources to make their essays more engaging and persuasive. A striking example is Sahra's TA protocol. She employs interactional strategies in her opinion essay on gender inequality by drawing from her linguistic repertoire in Swahili, Arabic, English, and Chinese, creating a culturally rich and engaging text. During the classroom interactions, Sahra criticized Swahili in many instances on the grounds that it has no academic writing style and it employs a rather scattered rhetorical style and there is no universally recognized Swahili academic writing style. According to her, Swahili academic writing heavily rely on proverbs or idiomatic expressions that are familiar to Swahili speakers to enhance understanding and convey complex ideas more effectively. She chose to utilize this rhetorical style in her writing in Turkish and explained "Yet still this is a good thing, I also like using chain of proverbs when writing in Turkish but some teachers don't like it." (Interview 5, June 2021). Her rhetorical awareness improved her communication competency in her Turkish. In some part of her essay, she connected some sayings and proverbs from different linguistic and cultural backgrounds, which created a powerful interaction between her global audience and the topic of gender inequality. This interactional strategy allows her to emphasize the universal importance of empowering women, transcending cultural and linguistic barriers.

What follows is an excerpt from her second draft:

> Kadınlar dünyada çok önemli. Birçok farklı dildeki atasözleri ile söylemek gerekse, Bir Swahili atasöz var: "Ukiona vyaelea vimeundwa". Bu, eğer bir şeyi suyun üstünde görüyorsan, birisi onu oraya koymuştur anlamına gelir. Bu da kadınların toplumda çok etkili olduğunu gösterir. Çünkü her toplumumlar kadınları çok önem veriyor.
> Birde Arapçada söz var: "المرأة نصف المجتمع وتربي النصف الآخر". Yani, kadınlar toplumun yarısıdır demek olur ve aynı zamanda diğer yarısını yetiştirenler demek olur. Kadınların toplumda ne kadar önemli olduğunu gösteriyor.
> Çincede atasözüde var: "妇女能顶半边天". Çevirisi bu demek "Kadınlar gökyüzünün yarısını tutar". Buda kadınların ne kadar güçlü olduğunu gösterir.
> Son olacak, İngilizce bir deyim var ve Türkçe şöyle demeliyim: "Her başarılı adamın arkasında güçlü bir kadın vardır." Bu da, kadınların başarılı olmakta için ne kadar önemli olduğunu gösterir.
> Görürüz ki bütün dildeki sözler birbiriyle alakalı ve birlikte kadınları toplum ile ne kadar önemli olduğun gösterirler. Hepsi bir araya geldiğinde anlamını buluyor. Bu yüzden, kadınların rolünün anlamak ve cinsiyet eşitliği için mücadele etme çok önemlidir. (Sahra, essay 2)

In one section of her essay, Sahra first presents a powerful Swahili proverb that emphasizes the importance of empowering women in society. She then connects this Swahili proverb with a well-known Arabic saying. Sahra further enriches her argument by quoting a famous Chinese proverb. Even though she reported that her Chinese is very basic in her think aloud, she still looked for the original saying on Google and included in her essay. Lastly, she includes an English phrase to create a unified message. Four languages are "needed" in relation to one another, as is case in the classroom occurrences L´opez (2008) reported. The message's intent is unclear without using all because they

complement each other like a piece of a puzzle. She did not seem to be using her languages separately in the think aloud process; rather, she used them as a tool to negotiate meanings and reach as many members of the audience as she could. Such cases were also reported in some related studies as well (Creese & Blackledge, 2010; Tian & Lau, 2022). Sahra's use of interactional strategies in her essay not only makes her argument more engaging and relatable but also demonstrates the potential of translingual writers to create connections across languages and cultures (Dovchin, 2021; Wei, 2018).

Entextualization: This strategy centers around viewing the text as a multimodal social practice and employing process-oriented composing techniques for effective text development. Participants were observed to employ entextualization strategies by incorporating several multimodal resources from their various languages into their essays to create a cohesive and coherent text. This strategy allowed them to create meaningful connections between ideas, thus improving the overall structure and flow of their essays.

Bacia, a 17-year-old Ugandan student proficient in multiple languages including Luganda (the most widely spoken Ugandan language), Kiswahili, Arabic, English, and Korean, presents a compelling case of entextualization in her essay on COVID-19. As she navigates her multilingual repertoire, she also uses her linguistic resources and knowledge gained from her medical studies to construct an intricate argument.

In her essay, she writes about the impacts of COVID-19, referring to it as "enjala y'omusujja" (the hunger of the cold), a phrase borrowed from her Luganda language. This phrase is usually used in the Ugandan context to describe the struggle and hardship during the cold seasons when food becomes scarce. Bacia entextualizes this phrase into her essay to metaphorically depict the global struggle against the COVID-19 pandemic, emphasizing the harsh impact it has had on society and economies.

Further into her essay, Bacia quotes a well-known Kiswahili proverb "Ukimwi ni adui wa haki" (AIDS is an enemy of justice) to highlight the social injustices that have been exacerbated by the pandemic. She reworks this proverb to fit her argument, stating "COVID-19 ni adui wa haki," thereby entextualizing a familiar Kiswahili saying to discuss the new global challenge.
To emphasize the need for global cooperation in combating the virus, she uses a Korean idiom she learned from the Korean TV shows (she is an ardent follower of Korean TV shows, which created a strong motive for her to acquire the language), "끼리끼리 사는 세상" (birds of a feather flock together). She entextualizes this idiom to argue that nations must work together, like birds of a feather, to overcome the crisis.

Bacia also integrates her knowledge from her medical studies into her essay. She uses medical terminology and concepts, explaining them in simple terms for her readers. Studies revealed that translanguaging can be used to create new forms of communication particularly through science education, which allows plurilinguals use a variety of multilingual and multimodal resources to construct meaning (Pun, 2021; Tao, 2022). She entextualizes the medical discourse into her essay, making her arguments about the severity of the COVID-19 crisis more credible. Bacia's essay demonstrates her adept use of entextualization strategies. By integrating phrases and proverbs from her multilingual repertoire and incorporating knowledge from her medical studies, she is able to construct a persuasive and engaging argument about the global impact of COVID-19.

Challenges Faced by Participants
While the participants generally reported positive experiences using translanguaging strategies during the interviews and classroom exchanges, several challenges were identified during the data analysis. These challenges primarily revolved around the difficulty of translating certain expressions or cultural references from one language to another, as well as the time-consuming nature of the think-aloud protocol.

Some participants encountered difficulties in translating idiomatic expressions or culturally-specific references from their native languages to Turkish. They often resorted to using Google Translate for

the interpretation of these expressions. These challenges were particularly evident in cases where there was no direct equivalent or culturally-appropriate translation available. For example, Lyazzat, was not able to translate the Russian quotation and came up with a wrong interpretation of it and requested my help. Bardhyl had challenges when he tried to translate the German word with no direct translation in English or Turkish. The other students had similar challenges during translation processes. It can be argued that such challenges are a natural part of the learning process, and that these instances of difficulty can be fruitful opportunities for linguistic exploration and learning.

Several participants also mentioned that the think-aloud protocol and the process of employing translanguaging strategies were time-consuming. They reported needing to pause and think more frequently as they navigated between languages, which occasionally disrupted their writing process. This is a criticism that echoes within the literature on think-aloud protocols (Faigley & Witte, 1981). I addressed this by emphasizing the value of thoughtful reflection and careful composition in writing, framing these pauses not as hindrances, but as important steps in crafting a well-articulated argument.

Drawing from my experiences as a participant observer, I have witnessed how a positive and encouraging attitude from the teacher can make a world of difference in the implementation of translanguaging pedagogy in the classroom. I actively encouraged my students to tap into their multilingual resources, as well as other multimodalities available to them. Granting this approval, they used their utmost potential while producing their essays.

Despite these challenges, the outcomes of this study underscore the potential benefits of using translanguaging strategies to enhance second/third language writing skills among plurilingual students. The participants were able to harness their diverse linguistic resources to produce persuasive essays, thereby demonstrating the effectiveness of the translanguaging approach in bolstering second language writing development. As an educator, I remain committed to fostering an environment where students feel empowered to draw from their multilingual resources in their journey of language learning.

CONCLUSION AND IMPLICATIONS

In spite of positive feedback to an L2 writing course informed by translanguaging in the literature, it might be challenging to implement this approach in some institutional contexts with a designated curriculum. However, any implementation of translanguaging would help raise awareness in such restrictive and prescriptive contexts.

Translanguaging-informed writing courses in multilingual and ethnically diverse classroom environments rely on not only students who have developed an awareness of the use of multiple languages, registers and dialects in their repertoires but also on teachers who must bring some expertise in sociolinguistics, multilingualism and language awareness. Such expertise can be gained by developmental support such as ongoing teacher meetings and pre-online courses that can be designed in the institutions with an openness to incorporate translanguaging approach to the L2 academic writing courses.

Despite many challenges and critiques of the approach, we can still argue that opening up some space for translanguaging approach in the L2 writing courses may reveal several benefits such as raising critical awareness of other languages at play, dominant and non-dominant norms and language ideologies. Sustained engagement with academic tasks that would be built on students' diverse experiences and language resources can foster a more sophisticated understanding of language learning. Translanguaging engagement does not overtly ask students to challenge dominant varieties, but it presents language differences as the norm while legitimizing and treasuring language learners' personal linguistic resources. Overall, a translanguaging-informed writing course may offer productive opportunities for students to develop ownership of languages in their repertoires and create awareness of the assumptions of dominant norms that pervade language classrooms and writing instruction.

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Uzun Öz

Bu çalışma, Canagarajah'ın dil aşma stratejileri: yeniden bağlamlaştırma, ses, etkileşim ve metinleştirme aracılığıyla çok dilli öğrencilerin yazma becerilerinin geliştirilmesine odaklanmaktadır. Bu stratejiler, yedi çok dilli öğrencinin ikna edici denemelerinin analiz edilmesi sırasında kullanılmıştır. Çalışmanın amacı, dil aşma stratejilerinin ikinci dil olarak Türkçeyi öğrenen öğrencilerin yazma becerilerini nasıl geliştirebileceğini incelemektir. Öğrenciler arasında İspanyolca, Arapça, Almanca ve İngilizce gibi dilleri konuşan ve farklı kültürel geçmişlere sahip olanlar bulunmaktadır. Çalışma ayrıca, öğretmenlerin sosyodilbilim ve çokdillilik konularında gelişimine yönelik kurumsal destek ihtiyacını vurgulamaktadır. Toplanan veriler, öğrencilerin denemeleri ve düşünceyi seslendirme protokolleri üzerinden elde edilmiştir. Bu protokoller, öğrencilerin yazma süreci boyunca düşüncelerini ve stratejilerini açığa çıkarmak için kullanılmıştır. Her bir katılımcının dilsel çeşitliliği ve çok dilli bilgi birikimlerini nasıl kullanarak ikna edici denemeler yazdıklarını gösteren örnekler sağlanmıştır. Sonuçlar, öğrencilerin dil aşma stratejilerini kullanarak yazma becerilerini nasıl geliştirebileceklerini göstermektedir. Öğrenciler, çok dilli kaynaklarından yararlanarak ve bu diller arasında geçiş yaparak ikna edici denemeler yazabilmişlerdir. Bu süreçte, öğrencilerin dil öğreniminde sofistike bir anlayış geliştirebildikleri gözlemlenmiştir. Çalışmanın sonuçlarına daha ayrıntılı bakacak olursak; bir öğrenci örneği üzerinden dil aşma stratejilerinin nasıl uygulandığını görebiliriz. Örneğin, Mathilda adlı bir öğrenci, İspanyolca, İngilizce, Arapça ve Türkçe olmak üzere dört dili kullanarak küresel ısınma hakkında yazı sürecine katılmıştır. Mathilda, dil aşma stratejisi olarak "seslendirme"yi kullanmış ve bu sayede kimliğinin çeşitli yönlerini ortaya çıkarmıştır. Mathilda'nın dil aşma sürecinde her dil, bir kimlik bileşenini yansıtmıştır; örneğin, İspanyol aile kökenleri, İngilizce eğitimi, Arapçaya olan hayranlığı ve Türkiye'deki dönüştürücü deneyimi. Bu strateji, Mathilda'nın çeşitli kültürel deneyimlerinin şekillendirdiği küresel ısınma konusundaki kendine özgü bakış açısını ifade etmesine olanak sağlamıştır. Bir diğer öğrenci olan Bardhyl, Arnavutça, Almanca ve İngilizce konuşan bir öğrencidir ve fakirlik ve eşitsizlik üzerine bir deneme yazmıştır. Bardhyl, Arnavutça bir atasözünü Türkçe bağlamına taşıyarak "yeniden bağlamlandırma" stratejisini kullanmıştır. Bardhyl, bu atasözünü kullanarak, fakirliğin ele alınmasının aynı zamanda eşitsizliği de hafifletebileceği fikrini etkili bir şekilde ifade etmeyi başarmıştır. Sahra ve Bacia takma adlı öğrencilerinin sonuçları da dikkate değerdir. Sahra, Farsça, Arapça, İngilizce ve Türkçe dillerinde akıcıdır ve dil aşma stratejilerini kullanarak kadın hakları konusunda bir deneme yazmıştır. Sahra, "metinleştirme" stratejisini kullanarak, kadın haklarına dair Farsça bir atasözünü Türkçe'ye çevirip denemesinde kullanmıştır. Bu strateji, onun denemesine derinlik katmış ve kadın hakları konusundaki kişisel inançlarını daha etkili bir şekilde ifade etmesini sağlamıştır. Bacia ise Uganda, Kriswali, Arapça, İngilizce ve Kore dillerinde akıcıdır ve tıp okumaktadır. Covid-19 pandemisini dünyanın en önemli sorunu olarak ele alan bir deneme yazmıştır. Bacia, "etkileşimli" stratejiyi kullanarak, Covid-19 hakkındaki denemesine çok dilli bilgisini ve tıp eğitiminden edindiği terminolojiyi de yazısına entegre etmiştir. Özellikle, pandeminin çeşitli toplulukları nasıl etkilediğini anlamak için dilsel ve multimodal edinimlerini kullanmıştır. Bu strateji, diğer öğrenciler gibi Bacia'nın da küresel bir sorun hakkında kapsamlı ve bilgili bir analiz yapmasını sağlamıştır. Bu öğrenci örnekleri üzerinden, dil aşma stratejilerinin, öğrencilerin çeşitli dilsel kaynaklarından yararlanarak ikna edici denemeler yazmalarını nasıl sağlayabileceğini görebiliriz. Bütün öğrenciler, çok dilli bilgilerini ve dil aşma stratejilerini kullanarak, etkili ve ikna edici denemeler yazmayı başarmışlardır. Bu sonuçlar, dil aşma stratejilerinin, öğrencilerin ikinci dilde yazma becerilerini geliştirmede ne kadar etkili olabileceğini göstermektedir. Bu çalışmadaki yazma deneyimleri, dil aşma stratejilerinin, çok dilli öğrencilerin denemelerini nasıl zenginleştirebileceğini ve onların kişisel inançlarını ve deneyimlerini nasıl daha iyi ifade edebileceklerini göstermektedir. Bu çalışma sonucu ayrıca dil aşma stratejilerinin, öğrencilerin dilsel çeşitliliğe dayalı bir anlayış geliştirmelerine yardımcı olduğunu göstermiştir. Bu sonuçlar, dil aşma stratejilerinin çokdilli öğrencilerin ikinci dilde yazma becerilerini geliştirmede etkili bir araç olabileceğini göstermektedir. Ancak, çalışmada bazı zorluklar da belirlenmiştir. Öğrenciler, bazı ifadeleri veya kültürel referansları bir dilden diğerine çevirme konusunda zorluk yaşamışlardır. Bu durum, doğrudan eşdeğerinin veya kültürel olarak uygun bir çevirinin olmadığı durumlarda özellikle belirgindir. Ayrıca, düşünceyi seslendirme protokolünün ve dil aşma stratejilerinin kullanılmasının

zaman alıcı olduğunu belirtmişlerdir. Bu zorluklara rağmen, dil aşma stratejilerinin ikinci dil yazma becerilerini geliştirmede potansiyel faydaları olduğunu gösteren bulgular, bu çalışmanın önemli sonuçları arasında yer almaktadaktadır. Bunun yanında, bu çalışma, öğretmenlerin sosyodilbilim ve çokdillilik konularındaki bilgilerinin geliştirilmesine kurumsal destek sağlanmasının önemini vurgulamaktadır. Öğretmenlerin bu konulardaki uzmanlıkları, sürekli öğretmen toplantıları ve çevrimiçi ön kurslar gibi gelişim destekleriyle kazanılabilir. Bu tür bir destek, dil aşma yaklaşımını L2 akademik yazma kurslarına dahil etmeye açık olan kurumlar tarafından tasarlanabilir. Dil aşma yaklaşımının eleştirilere rağmen L2 yazma derslerine dahil edilmesinin birçok faydası olduğunu savunabiliriz. Bu yaklaşım, kullanılan diğer dillerin, baskın ve baskın olmayan normların ve dil ideolojilerinin kritik farkındalığı artırabilir. Öğrencilerin çeşitli deneyimlerine ve dil kaynaklarına dayanan akademik görevlerle sürekli bir şekilde deyinmek, dil öğrenme konusunda daha sofistike bir anlayış geliştirebilir. Dil aşma, öğrencilerin baskın çeşitleri açıkça sorgulamalarını talep etmez, ancak dil farklılıklarını norm olarak sunar ve dil öğrenenlerin kişisel dilsel kaynaklarını meşrulaştırır ve değer verir. Sonuç olarak, dil aşma bilgilendirilmiş bir yazma kursu, öğrencilere repertuarlarındaki dillerin aidiyetini geliştirme, ve dil sınıflarını ve yazma eğitimini etkileyen baskın normların varsayımlarının farkında olma fırsatları sunabilir. Bu çalışmanın sonucu, dil aşma literatürüne, bir dil aşma yazma sınıfı pedagojisi uygulamasının çok yönlü yüzlerini sunarak katkıda bulunması beklenmektedir.