

Translingual Repertoires of Multilinguals in Academic Writing Practices

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Received for publication: 04 November 2018.

Accepted for publication: 22 August 2019.

Abstract

The research investigates how students from diverse linguistic backgrounds project their multilingual repertoires in their academic writing practices. The study has been built on the notion of heteroglossia by Bakhtin (1975; 1981). This paper makes the case for translanguaging in the development of the writing skill of the learners for Academic purposes. This study analyzed written texts of 40 undergraduate bilingual learners from University of Sargodha, Lahore Campus who hail from different linguistic backgrounds and are struggling to learn writing in English for academic and professional success. Textual analysis has been used in order to identify the translingual strategies used by the learners in different stages of writings. The paper aims to identify how and why translanguaging is used. This study advocates for the multilingual resources of the students to be considered as a cognitive tool by educators for pedagogical strategies in teaching writing. It has been recommended that even in the development of monolingual voices in academic writing, a translanguaging approach can be considered as having more potential. Moreover, this study calls for attention towards the need of re-contextualization of the language policies in pedagogies that could employ the plurilingual recourses of the learners.

Keywords: Trans-lingualism, multilingualism, academic writing

Introduction

Many researches have been made on the plurilingual oral practices, but little research has been conducted on the writing practices of students having multilingual backgrounds up till now, particularly in Pakistani context. Much of the research on multilingualism is carried out by monolingual (English speaking) researchers. There is a need for the study of the issue by the researchers who are multilingual themselves particularly in the field of writing practices. Pakistan is a multilingual country where a number of regional languages are spoken and Urdu is learned as a first language. English is not a native language of the people here but it is serving as a medium of instruction in the field of education and as a co-official language. In Pakistan 50% of people engaged in education learn English as a first, second or third language and accommodate it into their own language skills and shuttle between English and local languages for appropriate comprehension (Ashraf, 2017). The education system in Pakistan is oriented towards monolingual English programmes especially in higher schools and onward. The monoglot educational policy demands students to produce their academic works purely in English while ignoring their multilingual repertoires. The practical multilingual realities in Pakistan do not conform to the monoglot aspiration of education policies and therefore this inconsistency offsets the policy goals of learning English as a discrete language (ibid., 2017). The paper argues that there is a need to use the multilingual resources of the students to develop their communication skills in general and writing skills in particu-

lar along with the idea of re-contextualization of the language policies in pedagogies that could employ the plurilingual recourses of the speakers.

The ability of multilinguals to shuttle between two or more languages has recently received much attention of scholars. Recent researches have argued that multilinguals draw on their multiple linguistic repertoires to negotiate meaning and to achieve communicative goals. The scholars have considered this use of multiple resource system as a fluid and mobile phenomena instead of calling multilingualism as strictly compartmentalized (Kiramba, 2017). Multilingualism has been described as integrated linguistic system. Researchers have used several terms to describe this integrated system including *heteroglossia* (Bakhtin, 1975; 1981) *translanguaging* (Gracia, 2009), flexible bilingualism (Blackledge & Creese, 2010), *codemeshing* (Canagarajah, 2011), *plurilingualism* (Jorgensen et.al, 2011). The translanguaging practices have made the researchers question the field of SLA (Second Language Acquisition) and the existing pedagogies. Kachru and Sidhar (1994) claimed that research in the area of SLA has not taken into consideration the stable condition of multilingual practices of the learners. Many recent researches conducted on multilingualism consider the actual practices of multilingualism to be in conflict with the ideological construct of language separation (Blackledge & Creese, 2010, 2014; Velasco & Garcia, 2014). These researches argue that the actual multilingual practices do not accord with the monolingual educational policies.

Translanguaging

Recent researches by several scholars have advocated the use of translanguaging (TL) in educational field as a possible solution for this culturally and linguistically diverse situation (Canagarajah, 2013; Gracia, 2009). The different languages of learners should be acknowledged as a resource which they use to engage in metalinguistic negotiation. Acknowledging the translanguaging repertoire the monolingual habitus should be transformed into multilingual habitus (Busch, 2014). Gracia and Leiva (2014) argued for the use of flexible linguistic resources in multilingual classrooms. Helot's (2014) study illustrated how translanguaging in multilinguals can support creativity and how it could be fruitful in the pedagogy of multiliteracy. The use of TL repertoires allows writers to negotiate their voices in the text they produce. Multilinguals use their multiple semiotic resources in order to fit their communicative situation. (Velasco & Gracia, 2014). Canagarajah (2013) has suggested that multilinguals have integrated linguistic competencies and their diverse languages are not essentially at war with each other. He considers multilingual texts by learner as an important mode of writing which they use to represent their identities in English. TL can be proved fruitful in constructing ideologies, however it has been warned by Canagarajah that in academic writing it does not guarantee success if ideological measures of good academic writings are to be considered. At the same time he perceives TL writings as means to resolve pedagogical issues in writing. FU (2009) argue that students should be encouraged to think and develop ideas in their L1. This encouragement will help them in the development of their thinking and this uninterrupted development of thinking will lead them to write well in L2 once they achieve proficiency in it (FU, 2009). Taken together all the researches mentioned above along with several others advocate for the need to acknowledge the multiple linguistic repertoires of multilinguals in order to enable them to negotiate meanings, voices and identities.

Translanguaging: A Self-Regulating Strategy

Self-regulation entails "*self-efficacy mechanisms that enable personal agency*" (Velasco & Gracia, 2014). Translanguaging in writing can be considered as a self-regulating learning strategy in achieving the communicative goals (Velasco & Gracia, 2014). Surprisingly, the strategy of self-regulation has not been profoundly analyzed by researchers in the development of multilingual abilities of the learners and particularly in writing practices. Velasco & Gracia gave reference of a Japa-

nese researcher Sasaki (2001), who reflects upon her experience of translingual strategies for self-regulation in the following words:

“I have written several papers in English, some of which have been published in professional journals.....Although in the end those papers are written in English, all the other matters related to the writing process are conducted in my first language....Japanese. . .Through the entire research process I think in Japanese, take notes in Japanese, and write the first rough drafts in Japanese because I can’t think thoroughly about any complicated matters in English. It is not until the last stage of the research process, when I put everything together into the form of a paper, that I start to use English this may not be the most efficient way of writing an English paper, but this is the only way I can write in English.” (Sasaki, 2001, p.111)

A study by Canagarajah (2011) also illustrates an example of self-regulatory strategies of a Saudi Arabian student Buthainah who used her multilingual resources in writings to project voice (identity), re-contextualization, interaction and textualization. Through the process of code-meshing, Buthainah accomplished profound understanding of her own writing abilities. While reflecting on her awareness of her metalingual repertoires she expressed how she used rhetorical devices to engage the reader. In multilingual learners, translanguaging could be utilized as a self-regulatory strategy that helps in the process of language learning.

Translanguaging (TL) in the Development of Critical thinking

Another implication of acknowledging TL repertoires is for the development of critical thinking. To make the learners proficient in the usage of language, they need to be motivated towards critical thinking (Rafi, 2011). Critical thinking in emergent writers can only be developed when they use their multilingual repertoires in the process of constructing text.

Purpose

Most of these researches on translingualism have been conducted on the spoken discourse in classrooms (Canagarajah, 2011; Gracia, 2009). However there has been little research to identify how learners use their multilingual repertoires in academic writings particularly in South-Asian context where every student hails from multilingual background. These students are required by the educational policies to take their written exams and do their academic writings in purely English language. The purpose of this study is to find out how translingual repertoires of the students interfere in their monolingual academic writing practices and to analyze how well their TL resources are projected in the different stages of writing process. Another aim of this research study is to emphasize “the need of further research to explore what ‘teachable’ pedagogical resources are available in flexible, concurrent approaches to learning and teaching languages bilingually” (Creese & Blackledge, 2010, p.113).

Implications

Written language is expected to be standardized and pure from mixing point of view. That might be the reason that plurilingualism has gained little attention of researchers in the field of writing practices. The educational policies in South-Asian institutions are built on the assumption of the fundamental myth of language uniformity. The students with complex linguistic skills experience the opposing monolingual policies in their institutions (Gogolin, 2002). Despite the stable condition of multilingualism in Pakistan, the policies prioritize purified only-English-form for academic writing, even far before the complete development of L2 competency of the students. In contrast to the demands of the educational policies, other regional languages are used for oral communication even in the institutions. The discrepancy of research in multilingualism has been correctly noted by Benson (2013) when he claims that the research has not been successful in recognizing multilingualism as a social reality. As a researcher and a language teacher in a multilingual environment, I have observed the projection of multilingual repertoires in the writing practices of the students.

There are four major implications of this research study. First, it will provide with detailed analysis of the actual writing practices of multilingual learners in a Pakistani context as they try to get along in education and professional career. Second, the analysis of the translanguaging in the different stages of academic writing process; planning, drafting and producing, will lead to the development of planning accordingly to make the students able to learn writing in an effective and efficient manner. Third, it will bring attention of L2 teachers to consider the TL abilities of the students as their learning strategies in the way of improving English language particularly in written form.

Student's self-awareness of their repertoires will help the student to self-regulate themselves

Objectives

- These are the research objectives of this study;
- To investigate that how translanguaging repertoires of the students interfere in their monolingual academic writing practices at UOS.
- To analyze how well these translanguaging repertoires are projected in their writing practices.
- To identify the translanguaging strategies used by the learners while they seek to meet their communicative goals.
- To bring attention towards the need of research for the development of the pedagogical strategies in accordance with the TL practices

Research Questions

The research questions which are expected to be answered by the findings of this study are;

- How translanguaging repertoires of learners are projected in their academic writing practices?
- What translanguaging strategies the bilinguals used in their writing practices for the negotiation of meaning?

Methodology

The study is a qualitative research build on case study design (Stake,1995). Case study design was considered appropriate as the data was collected in a single session from a specific group of learners in specific time period. Moreover, there was no control on the behavior of the research participants. The study is an action research as being a teacher myself; I have drawn data from the writings of the students as a part of regular classroom activity in order to solve the problems at local settings. The data for the study has been drawn from the writing samples of students from University of Sargodha, Lahore. UOS is a public university where students come from diverse linguistic backgrounds. Thus the linguistic environment of the university is a true representative of the situation of other educational institutes of Pakistan as a whole. The students having different ethnic and linguistic backgrounds are trying to learn writing in English language in the hope to get competency in educational and professional career.

Theoretical Underpinning

The research study draws on Bakhtin's (1975; 1981) theory of heteroglossia to investigate translanguaging repertoires of learners in writing practices. Heteroglossia is the integration of heterogeneous signs and form in the process of meaning making which combines the aspect of interaction, multivoiceness and indexicality. It refers to the co-existence of distinct variations within a single linguistic code. Heteroglossia is in contrast with the idea of a unitary language. It refers to different strata in the same language. Bakhtin (1975; 1981) considers unitary language and heteroglossia in constant conflict with each other. He characterized heteroglossia and unitary language by centrifugal

and centripetal forces respectively to make a distinction between the two. The centripetal strength pull towards the unification of language, to standardization and to purification of language, on the other hand centrifugal force thrust towards the differentiation and heteroglossic notion of language. Duranti (1998) has expressed his views regarding the terms as follows:

“The centripetal forces include the political and institutional forces that try to impose one variety of code over others.... These are centripetal because they try to force speakers toward adopting a unified linguistic identity. The centrifugal forces instead push speakers away from a common center and toward differentiation. These are the forces that tend to be represented by the people at the periphery of the social system” (Duranti, 1998, p.76)

While considering the unitary language in the opposition to the practical realities of heteroglossia, Bakhtin (1975; 1981, p.270) assert that unitary language *“makes its real presence felt as a force overcoming this heteroglossia, imposing specific limits to it”*.

In this study the centripetal force has been identified with the language policies, the pedagogical practices, the assumptions and expectations by teachers, parents and society to be moving towards unitary language; only-English. Whereas the actual TL practices of the multilinguals have been considered to be having centrifugal force.

Bakhtin's heteroglossia has provided with a framework for this research to discuss the translanguaging practices of the multilingual learners while they try to negotiate meanings and construct social identities. Hence, heteroglossic lens has been used to analyze the writings practices of the students.

Data Collection

This study took place in UOS (University of Sargodha Lahore Campus) during the fall semester of 2017. The institute follows bilingual education system which tends to separate the languages strictly. The sample was taken from the writings of 40 students at undergraduate level in English Language class. In this study the students were asked (by the researcher being teacher himself) to write a creative essay in English on Topic *“How Would I Spend 10 Million Dollars”*. They were required to follow the writing processes of planning, drafting and production so that their translanguaging at different stages of writing could be tracked. The students were supposed to use English language for the final composition of their essays as required by the curriculum for academic writings. In the writing samples of 40 students, only 18 projected translanguaging in the process of planning, drafting and final composition; out of 40 students only 18 used their entire linguistic repertoires in their writings. Most of the students who projected their TL strategies, used it in the planning process. The focus of this study is not to investigate the reason for the higher number of translanguaging in some stages of writing and less number in the others. As a diffusion of languages in academic writing is considered an error and the students are dictated by the curriculum to make final composition in English language, very less number of students used TL in the second or the final stage. Out of 18 samples of the texts, 11 are used for the analysis. From 11 of the selected writing samples 4 were from planning stage, and 5 were in drafting stage of writing, whereas only two projected their TL repertoires in the final composition.

Nature of Data

The data is qualitative that is drawn through case-study design from the written texts of the bilingual learners.

Ethical Consideration

The first and foremost priority in research ought to be the primary ethical considerations for a researcher. In this research study, it has been ensured that there is not any type of manipulation at any stage to influence the results of the study. Objectivity was to be observed during collection and analysis of the data. Any alteration in the results is considered utterly unethical by the researcher. It

is also important to mention that a proper consent was sought from the participants in advance. In the beginning of the study, a short complementary message for the participants was included for appreciating and thanking them for their willingness to participate in the research study. They were introduced to the specific end goals. They were given the guarantee of the confidentiality that the information provided by them will be kept confidential and only be used for the research purpose. No plagiarism is to be found there in the reporting of the findings. It was made sure that the procedure of gathering information was completed without harming the sentiments of any individuals.

Data Analysis

To find out the translanguaging in writing practices of bilinguals, Textual Analysis was used as “the major source of data for writing research is writing itself; the use of texts as object of study” (Hyland, 2010, p.198). The aim of textual analysis is to explore knowledge about the language beyond sentence needed for successful communication (Paltridge & Wang, 2010). This research aims at exploring student’s use of their multilingual repertoire for successful communication as projected in their writing practices.

Translanguaging in Planning Process

All skilled writers plan, draft and make rhetorical word choices and use all their linguistic skills to achieve communicative goals. The following figures are showing how students are using their translingual repertoires at the stage of planning. The planning process in the given writings represents how their ideas are fluid in their different linguistic skills. The students knew that even if they had to produce texts in English language as required by the course, they could organize their ideas using all their semiotic resources for communicative goals. Their planning in writing is using holistic approach similar to Sasaki which she has expressed for own writing process (Sasaki, 2001). The similar kind of realization of code-meshing is expressed by the Saudi Arabian student, Buthainah, in the study carried by Canagarajah (2011).

Figure 1 illustrates that this multilingual student has understood the purpose of planning in gathering ideas in the mixture of English and Urdu languages and in expressing in both the codes. He has used “baraghar” (big house) “ammiabbu” (mother father) “Edhi” (Name) from Urdu language (L1) and has expressed those in Urdu orthography in the first stage of writing. One of the expressions, “Shadi”, an Urdu word, is written in Roman Urdu. The phrase “giving to ammiabbu” (giving to parents) is the true depiction of the unification of the fluid linguistic system of the student. The writers have used the *back translation* strategy in the drafting stage for the same topic. This strategy involves translating words or phrases from one language into another.

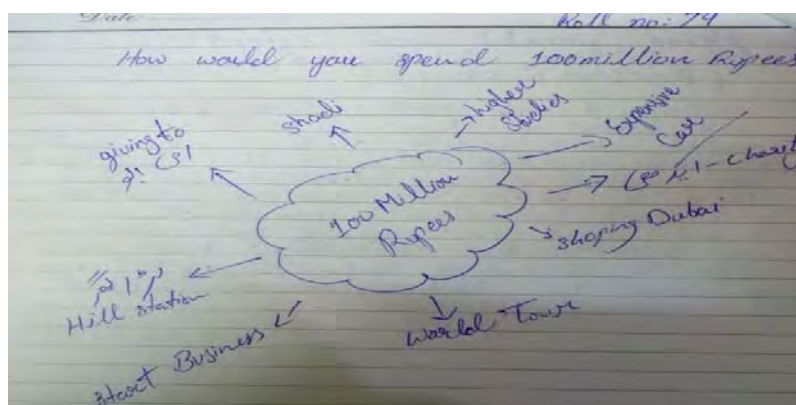


Figure 1. Planning and gathering ideas

Figure 2 is also projecting the TL practices of a bilingual student in planning process. The expressions like “karobar” (business) and “MazbiFariza” (religious obligation) are written in roman Urdu. The most interesting thing in the picture below is the cancelled expressions “ser-o-tafreeh” and “Gari” in roman Urdu which are later translated in English as “world tour” and “Car” respectively. This shows that how student use their TL resources at first stage and later are oriented towards one language to meet the requirements of the educational policies. Hence the writer seems to use rehearse as a writing strategy in the way of trying out the sense in the text in multiple ways.

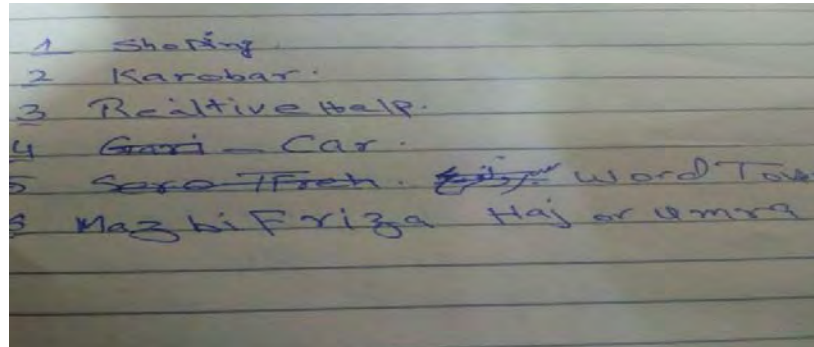


Figure 2. TL Practices

The next sample also indicates TL in the planning process. The word “Ayyashi” (leading Luxurious life) is purely Urdu word with its specific cultural meanings. The writer here used a ‘postponing strategy’, writing down in Urdu code in order to revisit the text in the further stage. Another mixed expression is “business society scheme” which completely belong to English language but in the given text the later part is written in Urdu orthography which is commonly found in Pakistani street discourse. The student, possibly, could not recall the spellings of ‘scheme’ and he went with the most commonly used written form for it in Urdu.

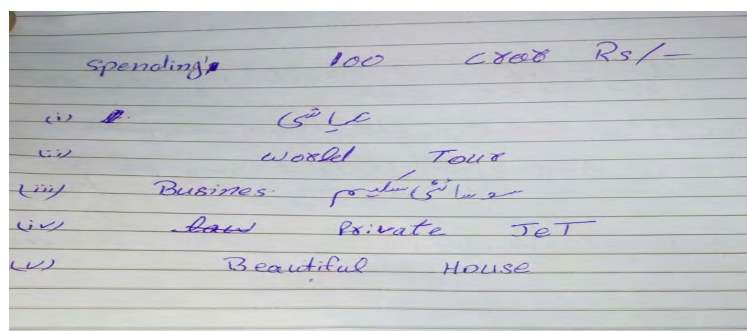


Figure 3. TL in Planning Process

We found this sample of text to be extremely appealing for analyzing it for translanguaging in the planning process. The expression “free ilaaj” (free treatment) accurately captures the fluid TL repertoires of the learner. The word “free” is written in Urdu language but it is originally a borrowed expression from English. The word “free” is used with the expression “ilaaj” (treatment) written in Urdu orthography. Another indication of translanguaging in this text is the use of word “bangla” which is a local word but has been borrowed into English vocabulary as “bungalow”. This text indicates that the linguistic expressions for the ideas in the mind of a bilingual writer belong to fluid language system and not to single unitary language.

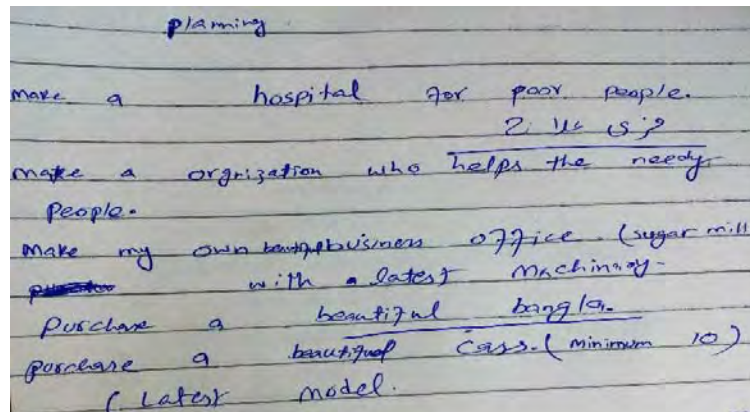


Figure 4. Translanguaging

The most common TL practice that I noticed in the writings of the most of the students were their converting the word “million” from the topic into “crore” for the amount which is only used in South Asian context. Though several students used their plurilingual repertoires in the planning process using postponing strategies, most of them than converted the ideas into English language in their first drafts and final compositions to avoid the penalty of losing grades.

Translanguaging in the Second Stage of Writing: Drafting

Some of the writing samples from the students illustrate how translanguaging functions in the drafting process as well.

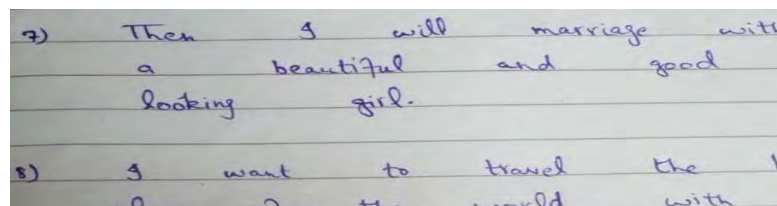


Figure 5. Translanguaging and drafting

In the above sample the student has used the preposition ‘with’ along with the word ‘marriage’ which is a direct influence of Urdu language. In Urdu preposition ‘saath’ (with) is used with ‘shadi’ (marriage). Usually this type of TL practice is considered negative transfer in bilingual education system. Similar kind of translanguaging can be detected in another piece of writing by another bilingual learner in figure 6.

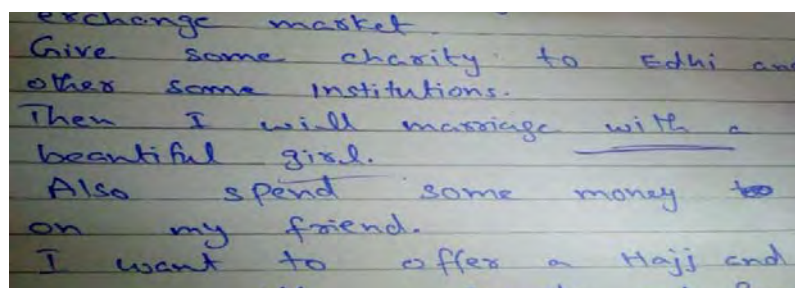


Figure 6. Translanguaging

In figure 7, the draft by the bilingual student provides an evidence of translanguaging as he made use of direct translation of Urdu word 'rastay' or 'rah' into English 'way' instead of using 'name' for giving charity 'in the name of Allah'. Another example of TL in the same text is the use of purchasing 'home' instead of house in English as in the native languages of this region there is usually no distinct expression for word 'home' and 'house' and both are usually referred to as 'Ghar' in Urdu or 'Kaar' in Punjabi.

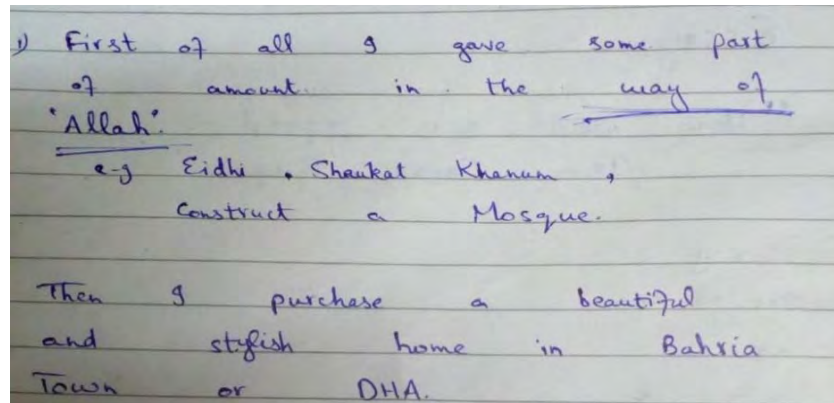
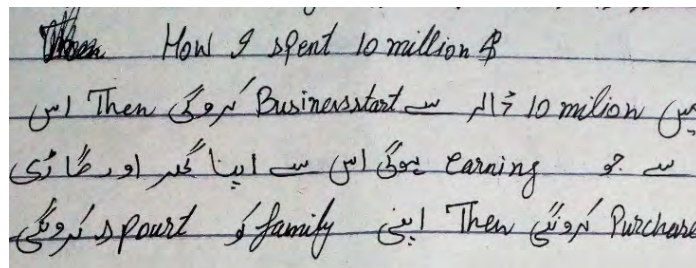


Figure 7. Direct translation

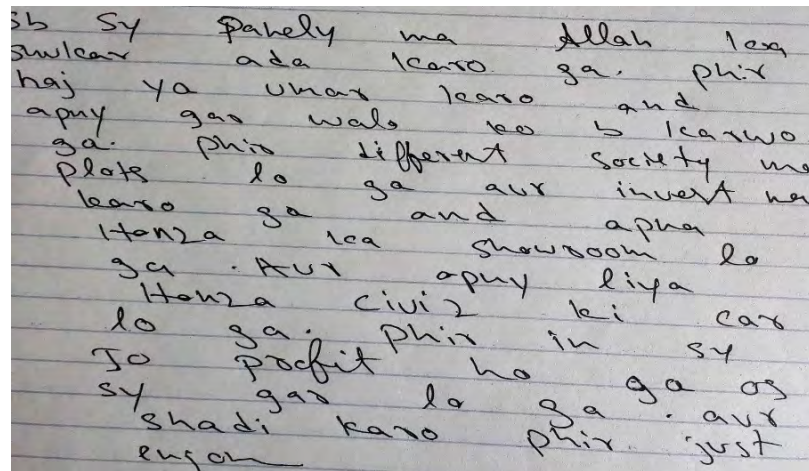
Figure 8 is probably one of the most interesting examples indicating the practice of code-mixing to be found in the drafting stage of bilingual writers. The sample shows that the writer is basically using Urdu structure (to be translated later in the final composition) but is incorporating English vocabulary to suit his purpose. This is probably how the language in real life is used in a Pakistani bilingual context. The sample can be considered as a solid evidence of how the fluid and integrated linguistic system of a bilingual operates.



Translation: 'I would start a business with 10 million dollars. Then from its earning (profit) I would purchase my own house and a car. Then I would support my family'

Figure 8. Code mixing

In the text below the bilingual learner has completely expressed himself in Urdu language but has written in Roman Urdu, as it is a common practice used by bilinguals in texting through social media for projecting their voices.



Translation: 'First of all, I will thank God, then I will go on pilgrimage of the Holy city of Mecca and I will also help my family for this pilgrimage. I will purchase plots in different societies and invest my money in property and start a Honda showroom and for myself I will buy a Honda civic car. Then after getting profits from my investments, I will buy a house for myself then I will marry and enjoy'.

Figure 9. Code mixing

Translanguaging in the Production Stage of Writing

Some of the final compositions of our multilingual students show that translanguaging functions at the final production process as well. The writings of these students also showed that their grammatical and syntactic abilities in L2 are not well developed. But to express themselves they made use of their entire linguistic repertoires to communicate meanings.

Figure 10 is demonstrating TL practices by an emerging bilingual student. He has used 'Lakh' instead of 'Lac', in the way the word for 'a 100 thousand' is used in Urdu. Again the expression 'home', like above sample, has been used by him for purchasing house. Another interesting example is the use of 'Surviving Rupees' for the remaining amount as a direct translation from Urdu vocabulary. In Urdu the word 'bachjana' is translated as 'Survived', and on the other hand the expression 'Bach Janaywali' is used as an adjective for 'Raqaam' or 'amount' as the adjective 'remaining' is used in English



Figure 10. TL practices on peak

In the given text below in figure 11 another bilingual writer has used his multiple linguistic resources to engage the reader and to demonstrate his complex TL repertoire. He has also used the word 'lakh' for 'lac' or 'hundred thousand' almost in the same way the writer in the figure 11 has expressed.

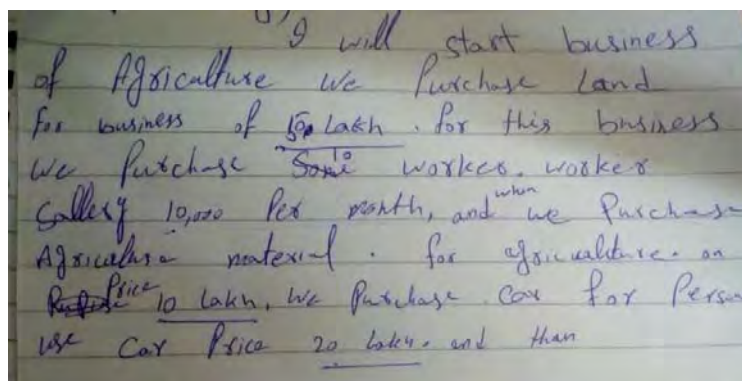


Figure 11. Complex TL repertoire

It is quite evident from the examples above that the bilingual writers use translanguaging in all stages in the process of writing – planning, drafting, and production with the purpose of developing voices. The samples illustrate how students have used their multiple skills of translanguaging in solving the complexities that all the writers face in the process of constructing a piece of writing.

Results & Discussion

The students were supposed to use English language for the final composition of their essays as required by the curriculum for academic writings. The results of the study illustrates that although the requirements for the academic writings try to control the translanguaging but it is clear that TL practices is beyond the control of policies and teachers. The multilingual writers in the research used all their semiotic repertoires to project their voices. They used different problem-solving strategies and found different ways of expressing meanings which are absent in mono-lingual writer and are particular to bilinguals (Cumming, 1990). It has been observed that bilinguals make more vocabulary revisions in comparison with monolingual writers. The following strategies were extracted from the samples above.

- Back translation
- Rehearse
- Postponing

Back translation entails translating the used expressions from one code into another. Rehearse refers to the practice of trying out all the possible words or phrases from their repertoire until they find the best expression to negotiate meanings. Postponing strategy is used when writers put down a word or phrase in other language or simple form only to come back at the end.

In multilingual learners, translanguaging could be utilized as a self-regulatory strategy that helps in the process of language learning. This process is very well manifested in the written texts of the participants of this study.

The transgression of the multilingual learners from writing norms in this study also raise question for the pedagogical practices. The existence of the TL practices of the multilingual students call towards the need of considering the TL repertoires of learners in pedagogy of writing. The early studies by Edelsky (1986) and Lanauze and Snow (1989) demonstrate the reluctance that the teach-

ers have in permitting multilingual writers to draw from their multiple linguistic repertoires. Using a pedagogy which acknowledges and values the multiple resources of the students is definitely productive. Several recent scholarly studies in bilingual classrooms advocate the use of the learner's entire linguistic repertoire. Language policies in Pakistan can draw upon the following translanguaging practices in pedagogies which has been presented by Velasco & Garcia (2014, p.11) as follows.

1. *Multilingual text selection: using bilingual books.*
2. *Activation of knowledge from inside and outside the text: The teacher asked questions in English, but accepted answers in Spanish. Subsequently, the teacher provided the English equivalent.*
3. *Valuing multilingual code meshing: The teacher accepted answers that reflected understanding, e.g., "our earth gives us uga."*
4. *Modeling oral code-meshing: The teacher used translation with contextual support when encountering an unknown word in English: e.g., "to warm up"/ (calentar)*
5. *Modeling written code-meshing: As when one of the students answered: "The bug es-tamuerto," and the teacher wrote it down.*
6. *Strategic scaffolding of text negotiation: which used translanguaging to comprehend the story, rather than producing a monolingual text.*

The finding shows that the classrooms are characteristically plurilingual where the majority of students rely on their diverse languages (English, Urdu and other regional languages) to demonstrate their comprehension of text and to project their voices and to construct identities. Moreover it was evident from the study that neither of the languages, Urdu and English, enjoys distinct position of a language in practical written communication. Therefore the researcher speaks in the favour of holistic approach towards the communicative abilities of the multilinguals instead of considering learning language as a discrete and independent undertaking particularly for writing practices.

The participants of the study are aware of the institutional restrictions which suppose them to compose in English language, but still it does not refrain them from using multiple semiotic resources at their disposal meet their communicative goals. The need to negotiate meaning and project the voices made the multilinguals chose from their multiple resources but the centripetal forces pulled them toward the unitary institutional language which is not actually the language of their identity. In the texts it is evident that the centripetal or unifying forces are far stronger than centrifugal or decentralizing forces (Bakhtin, 1975; 1981). Although the students are penalized for this kind of code-meshing in the final composition, they continue using their TL strategies even in their exams. Their writing practices suggest they maximize their chances for their major goal of communication. It is obvious that learning is maximized when students are allowed to draw from their entire existing resources. Multilinguals possess expanded codes from which they pick to incorporate multiple voices. The participants used different languages which could be equivalent to different voices that added to the composition of the texts. Each voice of the learners indicates their real life, historical and local background, their sociocultural context and local histories. Permitting multilinguals to use their entire linguistic resources will make grounds for authentic voices. The learners with TL repertoires in institutes are never allowed to express themselves through their true linguistic resources even at the emerging level and hence their voices are suppressed.

Conclusion

It has been argued in the paper that plurilingual repertoires should be endorsed for a resource in multilingual education and the plurilingual practices should be considered as proficiency instead of errors or some deficiency. The purpose of this research is not to argue for the TL practices of the

students to be accepted for their academic writings; as translanguaging do not guarantee success in academic writing and any deviation from the Standard English or transgression from the established norms for academic writing will penalize the writer with being considered as incompetent. The purpose is to accept these TL repertoires as a part of developing phase in learning writing instead of considering them some errors or malformation. The findings advocate that bilinguals should be encouraged to use their entire linguistic resources in the planning and drafting process. The paper argues to encourage the students' use of their TL strategies to express themselves and to negotiate meanings, to let them use their self-regulatory strategies, let them be aware of their full potential before they could reach the complete development of L2 and before expecting their written expressions in the purified unitary form of second language.

The research work shows that there exist inconsistencies between the monolingual language policies in Pakistan and the actual writings practices of multilinguals. Considering the findings of the research it is suggested that there is a need for careful consideration for planning language policies. The study calls for the attention towards the need of re-contextualization of the policy that supports the monoglot ideology in favour of English regarding language learning and pedagogical practices in writings. The paper advocates the construction of a policy that could accord with the translingual repertoires of the students and it should address the issue that how best the potential translingual abilities of students should be utilized for learning writing goals.

Last but not least, the students should be encouraged to think and develop ideas in their L1. This encouragement will help them in the development of their critical thinking. With this uninterrupted development of thinking they can write well in L2 once they achieve proficiency in it. The use of translanguaging will provide space for authentic voices of multilinguals which have been silenced by unitary English hegemony. It is therefore imperative to construct on the multiple voices and the real practices of learners by using their entire range of repertoires and particularly their L1 as a cognitive tool in pedagogy of writing.

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