國立政治大學英國語文學系
博士學位論文

跨語實踐理念於 EFL 寫作諮詢之個案探究
Exploring Translingual Practices
in EFL Teacher-student Writing Conferences: A Case Study

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EXPLORING TRANSLINGUAL PRACTICES IN EFL TEACHER-STUDENT WRITING CONFERENCES: A CASE STUDY

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博士論文題要

論文名稱: 跨語實踐理念於寫作諮詢之探究

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論文提要內容:

　　　師生諮詢在寫作教學已廣為使用，諮詢提供師生互動的機會且能立刻討論寫作過程遇到的問題。雖然已有許多寫作諮詢的研究，但是情境大多是在大學教育，且諮詢者大多是寫作中心的助教，而非學生的教師 (Nash, Dawson & Gulozer, 2018)。高中教育的師生寫作諮詢研究尚不足，且極少研究探索跨語實踐理論於寫作諮詢的運用。本研究目的是探究跨語實踐理論在台灣高中寫作諮詢的運用。本研究以跨語主義理論框架探究以下三個研究問題: (一) 在跨語諮詢過程，學生使用哪些策略來提升寫作? (二) 跨語諮詢如何影響學生的寫作發展? (三) 跨語諮詢如何有效地幫助學生發展寫作能力?

　　　本質化個案研究蒐集多重語料，長達一學期，參與者為一台灣高三學生。研究工具包含錄音設備、攝影機、學習背景調查表、寫作引導及訪問問題。語料為學習背景資料、教師教學筆記與講義、參與者的作文、諮詢錄影檔、訪談資料及參與者的省思紀錄。

　　　本研究發現學生的身分由學習者改變為寫作者，寫作練習的目的也逐漸從文法與字彙移轉為寫作想法及修辭結構。除此之外，學生能善用 Canagarajah

(2013)提出的跨語溝通策略，並有明顯的跨語轉變及多模態的學習改變。本研究證實，跨語諮詢亦可促進學生寫作技巧的進步。針對教學實務而言，本研究結果認為師生跨語溝通及學生自主的賦予感有助於學生寫作學習，並能讓學生充分表達想法，成為寫作者。

關鍵字: 跨語理論、師生諮詢、跨語言實踐、寫作諮詢

Abstract

Teacher-student conferences have been used with prevalence in teaching writing. The conferences offer students a chance to interact with the instructor and instantly discuss their problems in the writing process. Although considerable studies of teacher-student conferences for writing have been conducted, most of them are conducted in tertiary education, and focus on "consultant-student" tutorials in a writing center where conference feedback may be given by a consultant who is not the instructor of the student (Nash, Dawson & Gulozer, 2018), and standard English is regarded as the learning goal. Scant studies explore teacher-student writing conferences in high school EFL contexts, nor is the EFL translingual conference explored. This study investigated teacher-student writing conferences incorporating translingual practices in a high school in Taiwan. Specifically, this study was designed to answer three research questions from the lens of translingualism: 1) What are the strategies employed by an EFL student in a translingual conference? 2) How do translingual conferences affect the EFL student's literacy development? 3) How effective are translingual conferences in helping the EFL writers develop knowledge of academic writing?

A qualitative case study was conducted, and multiple data were collected over one semester. The participant, Mark, was a 12th grader in Taiwan. The data collected in this study included survey data, teacher's instructional notes and materials, the participant's writing assignments, conference video data, interview data, as well as the participant's reflections. The findings revealed that through one-semester practices of translingual conferences, the student's identity was shaped from a learner to a writer, focusing more on idea generation and organization than on grammar in writing; the

student's writing was shifted from form-focused writing to rhetorical-focused writing, and the student made full use of the negotiation strategies suggested by Canagarajah (2013). Finally, the results showed that the student's written drafts and revisions over ten translingual conferences were improved according to the rubrics of the General Scholastic Ability Test (GSAT). It is suggested that the translingual practices of teacher-student conferences are effective in not only empowering EFL writers' agency but also in improving their academic writing knowledge.

Keywords: translingual writing, teacher-student conferences, agency, L2 writing

Chapter One

Introduction

Substantial research has examined teacher feedback on learners' writing. Hyland (2006) classified feedback into several types and among all the types of feedback, teacher-student conferencing has been reported to be beneficial (Patthey-Chavez and Ferris, 1997). Feedback from teacher conferences helps students with subsequent revisions. Unlike written feedback, conference feedback offers students a chance to interact with the instructor, instantly discuss their problems encountered during the writing process, and negotiate meanings through interactions (Goldstein and Conrad, 1990). The definition of a writing conference, according to Sperling (1991), refers to "a private conversation between teacher and student about the student's writing or writing processes" (p. 132). This interactive process of the teacher-student conference is not only aligned with many socio-communicative pedagogies, such as Vygotsky's (1978) ZPD, but also the translingual approaches. While the research of writing conference mostly focuses on its effectiveness and students' learning outcomes, such as the studies of Gulley (2012) and Suh (2005), little research explores teacher-student conferences from the perspectives of translingualism.

An increasing number of scholars have discussed the translingual approach in multilingual writing (Canagarajah, 2013; Lu & Horner, 2016) and regard it as a "pragmatic resolution that is sensitive and important for challenging inequalities of languages" (Canagarajah, 2013 p. 113). Besides its strong political agenda for resisting English imperialism, this perspective embraces language fluidity and

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hybridity. To be more specific, the translingual approach challenges the traditional understanding of language and language teaching underpinned by monolingualism, which deems multilinguals' languages to be separate systems, and L1 plays either a conflicting or an adding role in L2. In contrast, the translingual approach sees multilinguals' languages integrated into one repertoire, and they are linguistic resources to be retrieved for situated negotiation of meaning-making with the dominant rhetorical conventions and contextual constraint.

While translingual orientation has gained currency and has been acknowledged as a significant ideology in writing studies (Motlhaka & Makalela, 2016; Velasco & García, 2014), it has been criticized for lacking theoretical support from pedagogical practices, especially practices in EFL contexts where English is learned as a subject matter, and where English teaching and learning are mostly test-driven and product-oriented. To explore applicability and effectiveness of translingual conferences in EFL contexts, this study adopts the translingual approach in teacher-student writing conferences in a high school in Taiwan. Specifically, this study aims to answer the following questions.

Research Questions

1. What are the strategies employed by an EFL student in a translingual conference?

2. How do translingual conferences affect the EFL student's literacy development?

3. How effective are translingual conferences in helping EFL writers develop knowledge of academic writing?

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Research Gap

Although considerable studies of teacher conferences for writing have been conducted, most of them are conducted in tertiary education, and focus on "consultant-student" tutorials in a writing center where conference feedback may be given by a consultant who is not the instructor of the consulting student (Nash, Dawson & Gulozer, 2018). Learners meet different consultants in writing centers from time to time who are not aware of the progress in the student's writing. Few studies have examined the teacher themselves acting as the "consultant" in the writing conference, where the teacher can continuously monitor the development of the student, and tailor each conference to the needs of the student. In addition, relatively few studies have explored "teacher-student" writing conferences in high school EFL context, and even fewer have employed the translingual approach in EFL writing conferences. Thus, the study investigates teacher-student writing conferences incorporating translingual practices in a high school in Taiwan.

Significance of the Study

The concept of translingual approach is still in its infancy in Taiwan. Although this approach has been reported to be of great importance to both teachers and students in North American contexts (Motlhaka & Makalela, 2016), its significant features that encouraging writers to shuttle across languages, texts, and modalities lead to hesitation for traditional teachers (Canagarajah, 2013). Thus, the teacher-researcher would like to examine its assumption and practice in Taiwanese high school settings where students are faced with high-stakes entrance exams and are used to traditionally monolingual teaching pedagogies.

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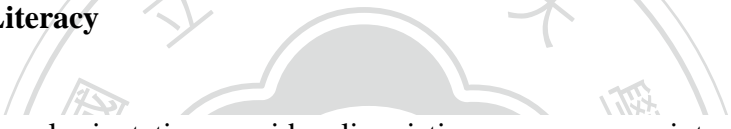
Chapter Two

Literature Review

Chapter 2 provides an in-depth review on translingual studies, and writing conferences, as well as an activity theory which reflects an ecosystem where an activity takes place. This literature review helps provide an overview of key discussions on related topics, identify the research niche, and introduce the theoretical framework to be adopted in the present study and research design.

Translingual Literacy

Translingual orientation considers linguistic resources as an integrated whole mixed in one repertoire; meaning making is through socially co-constructed negotiation rather than pre-existing forms, and textual meaning is not about producing meaning by preconstructed texts, but is constructed through all the semiotics and resources residing in the contexts (Canagarajah, 2013). Therefore, translingual literacy is "an understanding of the production, circulation, and reception of texts that are always mobile; that draw from diverse languages, symbol systems, and modalities of communication; and that involve inter-community negotiations" (Canagarajah, 2013 p.41). It refers to "texts and textual practices that go beyond language and community boundaries to accommodate differences" (Canagarajah, 2015, p. 390).

Through comparative discussion of the traditional literacy rooted in a monolingual paradigm, Coronel-Molina and Samuelson (2017) regard translingual literacy as semiotic practices incorporating "codemeshing, codemixing, and

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translanguaging that allow multilingual families or social groups to create integrative social spaces" (Coronel-Molina & Samuelson, 2017, p. 383).

Accordingly, translingual literacy moves beyond traditional literacy highlighting "alphabetic literacy" (Coronel-Molina & Samuelson, 2017, P. 383) to negotiation process focusing on competence in dynamic usage of ecologically available semiosis for meaning making.

Translingual Practice

The traditional monolingualism regards language as a fixed system which dichotomizes native and non-native speakers whose English are regarded as standard and nonstandard, respectively. As a result, most traditional teacher-student conferences are conducted according to the native norms and test-driven pedagogies; therefore, the teachers of traditional conferences mainly focus on providing error feedback and reinforcing writing conventions. Violation of language rules will be treated as errors or something to avoid.

In contrast, translingual approaches see language as inherently dynamic, evolving, and fluid, and language should not be detached from its ecological environment, or left as a self-standing product as a static tightly-knitted linguistic system which values a fixed standard norm and excludes other semiotic resources integrated in one's repertoire (Lee, 2016).

In light of this, codemeshing and translanguaging are considered to be manifestation of translingual practice. Codemeshing refers to strategic mix of local varieties with the dominant discourse in order to negotiate identity and to resist the standard norms (Canagarajah, 2006; Coronel-Molina and Samuelson, 2017; Michael-Luna and Canagarajah, 2007).

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One representative study on codemeshing (Smith, Pacheco and Almeida, 2017) looked into how three bilingual eighth-grade students created a digital project across multiple languages and modalities – a process they called multimodal codemeshing in the study. In order to better understand students' multimodal codemeshing processes, this comparative case study integrated translanguaging and social semiotics theoretical frameworks. The study was conducted in one eighth-grade English class at a school in a major city in the Southern United States. Three focal students were selected from this class for in-depth analysis of their multimodal codemeshing processes. Each student was able to speak another language in addition to English to varying degrees of proficiency. One student named Yuliana had only lived in the United States for two years at the time of the study. According to Yuliana, she was advanced in Spanish and state assessments showed she had limited proficiency in English. Another student named Kasim was born in the United States and his family was from Iraq. He reported being advanced in his heritage language, Bahdini, and demonstrated intermediate proficiency in English according to state assessments. The other student named Becca lived with her Vietnamese mother and her older brother, reporting that she was intermediate at speaking Vietnamese, and she was advanced in English according to state assessments. The data sources included screen capture and video observations, student-designed interviews, and multimodal products. Comparative case methods were employed to analyze similarities, differences, and patterns across these multiple cases to tap into their multimodal codemeshing processes. Findings revealed that the students initiated their multimodal codemeshing processes through the composing of their projects via PowerPoint and website programs, collaborating with peers, and visually brainstorming. The process involved continued alterations and revisions for improvement across various aspects,

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including across modes, phases of the process, and sections of their projects. Students exhibited a range of textually-driven and visually-driven processes for creating content and followed unique compositional paths. Furthermore, students used their heritage languages for different purposes during the composing process. Along with becoming more fluent with digital tools and modes, students described increased comfort in using and sharing their heritage languages. In short, the flexibility offered through multimodal codemeshing and composing allowed students to individualize their processes.

In the same vein, translanguaging defined by Canagarajah (2011b) as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoires as an integrated system" (p. 401). A broader view of translanguaging regards language as an ecosystem integrated with multisemiotic resources. As a result, translanguaging refers to discursive practices involving maximization use of one's ecological resources in the language repertoire (Garcia and Wei, 2014).

Research has shown the influences of teachers' translanguaging practices on students' development of academic writing. For example, Kaufhold's (2018) study investigated how students develop their academic writing across language codes and registers in the multilingual contexts of a Swedish university. The 18-month qualitative, longitudinal study presented data from two students, Anna and Rebecka, which included interviews based on the students' master's thesis writing process. Both students described Swedish as their first language, and they used different registers of Swedish and English in their writing. In addition, Anna drew upon

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sources in other Scandinavian languages and German for her thesis while Rebecca made use of her knowledge of journalistic writing in Swedish. Both students expressed similar ideologies of writing in varieties of Swedish and English but interpreted these in different ways based on their existing perceptions of language and linguistic knowledge in their own lives. Findings show that students' linguistic ideologies and their experiences enable or restrict their capacity to draw on their varied repertoires. When enabled, students create translanguaging spaces for meaning making in collaboration with peers and institutional actors. The study also demonstrated how linguistic ideologies, experiences, and perceptions evoked by both the institution and the students influence their development of academic writing. Identifying expressions of linguistic ideologies and experiences provides insights into how translanguaging spaces are created. For pedagogical implications, both students and institutions can choose to open up and restrict possibilities for these spaces where multilingual repertoires are performed. It is argued that the concept of the translanguaging space can be fruitfully applied as a pedagogic tool.

Studies on Writing Conferences

The definition of a writing conference, according to Sperling (1991), refers to "a private conversation between teacher and student about the student's writing or writing processes" (p. 132). Tompkins (1990) defines a writing conference as teachers holding short, informal conferences to talk with students about writing or to help them solve a problem related to their writing.

Writing conferences have been prevalently adopted due to the benefits brought by the results of teacher-student interaction (Saito, 1994; Warner, 1998). Harris (1986) pointed out that a writing conference can help improve learners' writing

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through personalized instruction. Comparing to written feedback, in a face-to-face writing conference, teachers may provide clearer, synchronous, and tailor-made comments, which are usually considered to be more effective and helpful.

Consalvo & Maloch (2015) explored students' attitudes toward the feedback they received from the teacher through writing conferences. Drawing on multiple data sources and discourse analytic methods, the authors tracked the learning processes of two students across a year to examine instructional and relational features of the conference. They observed that students exhibited several resisting behaviors: ignoring or hiding the teacher's feedback, smiling without engaging with the teacher, avoiding exposing personal connection to writing in the interview, and lying as a response of resistance. However, they also found that as teachers persistently remain quality instruction and relationship-building with their students, students may become more ready to engage in instructional conversations over time. Their study suggests that a high level of affective support plays a pivotal role in a teacher-student conference and enhancing students' learning process.

Although there is scant research exploring writing conferences underpinned by translingual approaches, a few studies have provided glimpses of interactions between teachers and students in relation to translingual writing practices. Theoretically, translingual writing conferences that value dialogical interactions, meaning negotiation, and ecological affordance, to a great extent, are consistent with the perspective of "contact zones" which refer to spaces that are open to emergent meaning negotiations between teachers and students and that allow "reconfiguration of norms, literacies, and power" (Canagarajah and Matsumoto, 2016, p. 392) facilitated by diverse ecological resources. Within the translingual dialogical contact zones, students are provided with ecological affordances to negotiate agency, voice

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(Canagarajah & Matsumoto, 2016), and meanings (Canagarajah, 2013).

In a narrative inquiry of teacher research, Canagarajah and Matsumoto (2016) focuses on how an instructor created a contact zone to help a Japanese student, Kyoko, negotiate voice and encourage her agency development in an American university-level writing course. Multiple forms of data were collected, including serial drafts, students' weekly journals, classroom activities, peer commentary and interviews, to analyze the writer's voice development and the role the instructor played during the processes of teaching and learning. All the discursive data were coded to identify the relevant voice components and negotiations, with the researchers' own questions and assumptions shaping the coding process. The findings revealed that Kyoko's writings at first were considered to be passive and uncritical. The instructor adopting dialogical pedagogy asking her information-seeking questions, helped her critically engage more with her writing process. With the teacher's construction of a learning environment as a safe place for negotiations, Kyoko was able to opt for a positionality that reconciled the competing discourses of Japanese and English in her writing. In her writing, Kyoko revealed her resistance but also acknowledged the dominant discourses and writing conventions. Her trajectory of learning illustrates the development of voice in that she strategically appropriated the standard norms to demonstrate her writing ownership and agency.

The findings suggested that when writing moves beyond form-focused and teacher-led processes, and when students are empowered to be agentive, their creativity, rhetorical sensitivity, and language awareness can develop and grow.

When it comes to writing negotiation strategies, in another study, Canagarajah (2013b) adopted ethnographic teacher research, and collected student's six drafts of

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Literacy Autobiography in a writing class open to advanced undergraduates and master's degree students. Through students' serial drafts, peer feedback, end-of-semester surveys, and portfolios, Canagarajah observed how students grew in awareness for learning. He identified four types of negotiation strategies for translingual writing: (1) Interactional strategies refer to a social activity of co-constructing meaning. When readers and writers differ in language norms, through interaction, they are willing to collaborate in meaning making to reach understanding despite differences. (2) Envoicing strategies refer to voicing to represent one's identity or individual's social and cultural characteristics in texts or talk. (3) Recontextualization strategies are used to revise meanings of a text due to concerns of different contexts. To recontextualize texts, writers usually frame the text based on the desired genre and conventions and provide footing to position readers and writers who may have diverse linguistic and cultural backgrounds. (4) Entextualization strategies refer to the ways in which writers manage text construction to facilitate voice and meaning by making good use of ecologically available resources.

Another study is related to the principles of translingual enactment. Attempting to theorize translingual writing in relation to teacher development, Canagarajah (2011a) adopted translingual orientations in his writing course, and asked his students to write a Literacy Autobiography, whose reflexive nature of genre invited negotiation of different texts and voices. Moreover, Canagarajah acknowledges the conventions of academic writing that are sometimes necessary to draw upon, but provides a compromise by stating in accordance with the conventions, students should also be allowed to use one's own codes and values. This can promote pluralization within academic literacies and classroom discourse. Drawing on his curriculum design, three important principles of curriculum design were provided:

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practice-based, dialogical, and ecological. Practice-based curriculum encourages students to engage with the course content through their own writing rather than depending on teacher-oriented instruction. Dialogical curriculum emphasizes interactions between peers and the instructor through diverse modes, such as online discussion, reflective writing, journals, and feedback. Ecological is the notion that the classroom is akin to an environment with resources that students can turn into "affordances" for learning, and which resources are affordances can be decided by students.

To sum up, translingual approach is beneficial for students to develop agency, voice, and negotiation strategies. When moving away from form focused instruction, using information seeking questions, and creating a safe zone for student's meaning and rhetorical negotiation, teachers can empower students to develop their voice and agency as a writer. The studies also suggest three important principles for implementing translingual approach, which include practice-based, dialogical, and ecological principles. These translingual principles offer a guideline for teachers to put translingual ideologies into real practice. These principles will also serve as the rationale of my conduction of the teacher-student conferences.

Translingual Approach and Resistance

As part of language teaching, it is common for some students to opt for resistance. The notion of resistance can be found in previous research (Duff, 2002; Escandon, 2004; McVeigh, 2002; Norton, 2001) and asserted reasons as to why this happens, as well as implications for educators.

A representative resistance study relevant to writing conferences conducted by Consalvo and Maloch (2015) explored a subset of findings taken from a

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yearlong qualitative study of writing conferences in two diversely urban high school classrooms where students appeared to be resisting teacher efforts to bring them into a writerly community. Drawing on multiple data sources, the case study and discourse analytic methods were adopted to follow two focal students across the year in order to examine instructional and relational features of the teachers' writing. The study looked into two well-running high school English classrooms where student voice and choice were valued. The findings indicated "a continuum of student resistance" (p.124). Level 1 is Ignoring or Hiding where students did not make a bid for teacher attention/hiding. Level 2 is Appearances of agreement where students are smiling and nodding during conference but do not engage with the conversation or with his/ her writing. Level 3 is Changing subject, abrupt changing of the subject of conversation initiated by the teacher. Level 4 is student refusal where students overtly refuse to take up the teacher's instruction and will overtly challenge that instruction often while smiling. Level 5 is Lying and/or hostility. That is, upon the teacher's initiation of conversation or midstream, the student prevaricates, or gestures for the teacher to "go away" (p. 124). However, the study also shows that if teachers are willing to build a relationship with students and persist in their methods despite these different forms of resistance, perhaps the students and teachers can come to an understanding allowing the students to undergo more productive literacy development. In other words, through continued positive efforts of the teachers and improvements in teacher-student relationships, resistance can lead to improvements in students' writing.

In another translingual study related to resistance, Machado and Hartman (2020) examined a different perspective of resistance through how second-grade students

composed poetry about their own names using the poem "My Name Is Jorge" / "Me llamo Jorge" as a mentor text (Medina, 1999, p. 6–7). Guided by their experienced teacher "Paul," these translingual oriented students from a variety of backgrounds, engaged multiple languages and semiotics to enact resistance against the changing and/or mispronunciation of their names as experienced in their American education. Paul allowed students to express their agency in their writing, whether or not their works were consistent with the purpose of the poetry assignment. Qualitative methods including observation, interviews, and samples of students' works produced data for the study. The analysis of the data was conducted through the lens of translingual approaches. The study suggests that young children can intentionally and skillfully draw on the breadth of their communicative repertoires to enact resistance against dominant discourses through their writing, while other students may use translingual oriented methods to express their desire to support these dominant discourses. In addition, the study suggests that all teachers—including those in English medium classrooms—might open up their curricula to translingual orientations, making space to honor languages and dialects beyond Dominant American English. By inviting children to compose collaboratively and draw upon their entire communicative repertoires, Paul helped them feel empowered to share their critical messages.

Activity Theory

Deriving from the psychologist Vygotsky around the 1920s, Activity Theory (AT) is a descriptive framework taking the nature of activity into account. It portrays human activity as an object-oriented, tool-mediated, dialectically and historically conditioned social interaction (Russell,1997) shaped by interrelated factors involved in the ecosystem of the activity. AT provides a developmental view that sheds light on complex interplays among the contextual factors of human activities. The socially situated interplays help showcase how agents negotiate with objects, multisemiotics, and other contextual elements in a dynamic activity, and how agents and the other elements of the ecosystem are shaping and shaped through negotiation process. In other words, activity systems are in continual flux as a subject wrestles with different affordances of the system to achieve the object. Taking the perspective of AT, the activity of meaning making process is artifact-mediated, socially situated, and emergent through interactive and collective negotiation. Accordingly, AT is closely aligned with the translingual approach (Martin, Hirsu, Gonzales, and Alvarez, 2019), which highlights translanguaging negotiation across modality and semioticity for meaning making. Thus, activity theory, in this study, is adopted to serve as an analytical framework to help inform how various dimensions of an activity conducted by translingual approach can be negotiated and, how they shape meaning-making practices within the activity system.

From the perspective of Engeström 's (1987) Activity System, writing instruction is a dynamic and complex activity affected by factors involved in the activity system including subject, tools, objects, community, labor, and rules.

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Subjects are the people that are involved in the social-cultural activity. The tools are both abstract resources, such as mental concepts or symbols, and tangible resources, such as writing and computers that the subjects use in the interaction. Objects are the intended goals or objectives of the activity which lead to the actual outcomes of the interaction. Rules refer to the established conventions and norms that constrain actions and interactions of the subjects and tools within the activity system. These rules are connected to the communities, or larger groups of people that the subjects belong to. Finally, the division of labor is about the distribution of responsibility among community subjects within an activity system. Kain and Wardle (2002) provide further explanations for each of these factors, and this can be found in Appendix A. Figure 2.1 is Engeström's model (1999) of the Activity System, which will be adopted for mapping the translingual writing conference activity in order to describe how the six ecological factors interplay and affect the translingual conference interaction and writing activities.
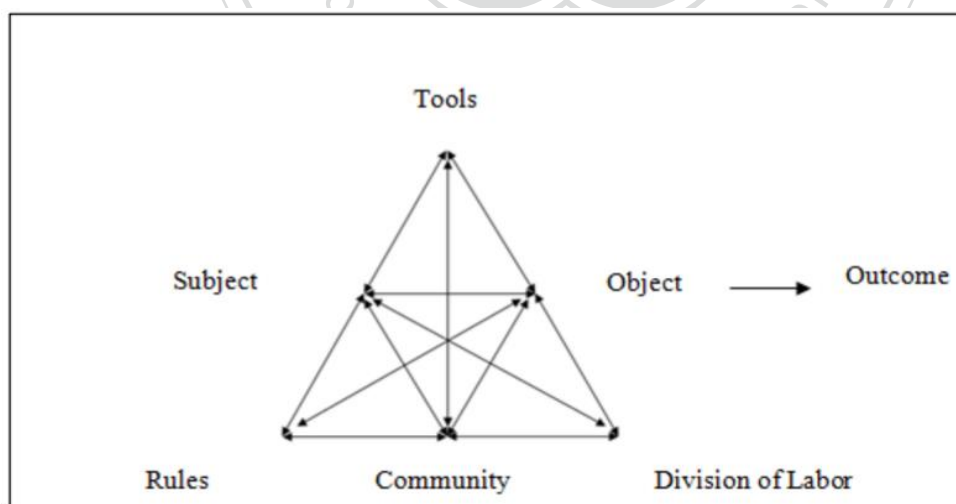
Figure 2. 1 Engeström's model (1999) of the Activity System

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Sánchez Martín, Hirsu, Gonzales, & Alvarez (2019) offers pedagogical frameworks for teaching digital composing from a translingual perspective. Acknowledging that there is a need for concrete pedagogical ideas that integrate a translingual approach with digital composing, the researchers provide two pedagogical models (a Cultural Historical Activity Theory (CHAT)-based model and a translingual remix model) to elaborate on how instructors can deal with a wide range of institutional contexts to teach digital translingual pedagogies with linguistically and ethnically diverse students.

The article reflects the different orientations of four writing teacher-scholars enacting these pedagogies at different institutions. The researchers share pedagogical reflections to illustrate how students', teachers', and institutional expectations can be negotiated. After engaging in three years of collaborative pedagogical building through strategic contemplation (Royster & Kirsch, 2012) and collaborative pedagogical design, they frame the experience in terms of pedagogical reflections which focus on specific ways of doing composition in sociocultural and rhetorical contexts. Adopting strategic contemplation, the authors invite teachers in other contexts to explore dynamic pedagogical approaches and their possibilities for supporting students' practices. Rather than calling for new theories of digital composing, the researchers highlight the complex negotiation processes that writing teachers often need to negotiate in order to integrate pedagogical and theoretical principles that create inclusive writing spaces.

Instead of a new stable pedagogy, they argue that writing teachers need to develop a flexible approach that addresses composing in all its rich forms. Such flexibility requires making space for digital writing while also continuing to honor the

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fluidity of language that contemporary students practice both in and beyond our classrooms.

To explore how the translingual approaches afford teacher-student conferences in EFL contexts, a qualitative case study was conducted, and the methodology is discussed in the next chapter.

Chapter Three

Methodology

A qualitative research was conducted, and multiple data were collected from diverse sources. In this section, I provide an in-depth delineation of the designs and contexts of my teacher-student conferences, the description of the participant and the selection process, the instruments used in the study, the procedures for data collection, and finally how the data were analyzed.

Method Design

Writing conferences have been commonly used for teaching writing in high school and tertiary education in Taiwan; however, it is limited to the traditional writing conference rather than translingual conference. Adopting translingual perspective, the current study explored the translingual writing conference through a qualitative case study. According to Heigham (2009), an exploratory case study is commonly used when knowledge and research related to a specific topic is limited.

Setting

The current study took place in a 12th grade classroom at a public high school in northern Taiwan. The instructor of the course was also the researcher of the current study, and taught a general EFL course with an aim to help students pass the General Scholastic Ability Test (GSAT), also known as the college entrance examination. Students attended this course 6 periods a week, with each period equating to 50 minutes. The class consisted of 35 students. However, for the 10 translingual writing conferences conducted in this study, these took place after class across one semester at various coffee shops near the school campus.

Data Collection

Multiple data were collected over one semester, including videos of teacher-student writing conferences, the teacher's instructional design, teacher-student conferencing notes, semi-structured interviews with the student writer, the student's reflections and ten essay drafts together with ten revised essays.

Participants

While recruiting participants of the study, two concerns guided the recruitment decision. To understand how translingual approaches affect the average Taiwanese students' writing in general, the first concern was to find participants with the average writing proficiency. The second concern was to find participants who were willing to attend face-to-face teacher-student writing conferences over a semester.

The recruiting procedures were as follows. First, the teacher-researcher announced to the class that he was offering extra writing help after class via individual writing conferences, and the ones who were interested needed to complete the whole conference sessions. Second, only three students showed interest because they were anxious about preparing the college entrance exam, and they would like to receive extra individual tutoring. However, two of the three students did not satisfy the recruiting concerns because of one student' proficiency level was too high to represent the overall students while the other student showed her unwillingness to take part in the study in the long run. Eventually, only one student, Mark, was recruited.

Mark was a 12th grader in Taiwan. His mother tongue is Mandarin, and he has been learning English since grade 3. His English proficiency is around intermediate level on the basis of his high school entrance examination. Before taking the English

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course, Mark had not officially learned English academic writing yet. The major

training on writing that he had received was translation. According to the statistics

report of the GSAT in 2019, the average score for writing was 9 out of 20, and this is

the score that Mark received. Prior to the conferences, Mark voiced that he wanted to

gain higher scores on his GSAT writing, so he was willing to participate in the study

and agreed to give his consent.

Instruments

The instruments that were employed in this study included audio recorders, video

cameras, a survey (See Appendix B), writing prompts (See Appendix C), and

interview questions (See Appendix D).

Both the video and audio recorders were used in every teacher-student

conference to record the conversation between Mark and I. Video recording was

especially important in keeping records of the semiotic resources Mark and I used

while we interacted with each other, including teacher-student body languages with

tones in interactions. I designed my survey based on Canagarajah's (2019)

translingual practices. The main purpose of the survey was to collect basic

background information about Mark's previous writing experiences and learning

history (See Appendix B). The ten writing prompts given to Mark prior to each of the

writing conferences were adopted from simulated tests of entrance examinations.

Each prompt had clear instructions of what to write in the two required paragraphs for

each essay. The 10 topics of these prompts include various genres that are popular in

entrance exams, including picture writing, narrative writing, letter writing, expository

writing, and descriptive writing (See Appendix C). Finally, for the interview

questions, general questions regarding the student' perceptions of the writing tasks

and translingual approach were designed according to unique circumstances and situated interaction of each conference. In other words, the interview questions varied depending on the interactions and ecology of each conference, but the general principle of the interview questions focused on Mark's strategies for writing and problem shooting, reasons and changes in writing attitude, identity or agency.

Design of the Translingual Conferences

Contexts

All of our translingual conferences were held in coffee shops. We chose different coffee shops to try different drinks and enjoy new environments as we conducted the conference. The environments of these coffee shops were cozy, quiet, and relaxing, allowing for optimal entextualization of the textual, contextual, linguistic and paralinguistic resources. In addition, I consciously paid attention to my body language during the process. For instance, I would lean forward to establish engagement and connection between us with my finger pointing at the essay on the screen as I discussed with Mark in order to clarify and negotiate meanings (See Figure 3.1).

Figure 3. 1 A snapshot of a conference between Mark and I

Most of the time, I asked questions purely in English, and sometimes purely in Chinese or a mix of both to guide Mark to come up with ideas by giving him hints to reflect upon the essay from another perspective.

Theoretical Base

Given that literacies are "shaped by participants, processes, artifacts, and structures" (Canagarajah, 2016, p. 4), and both the participants of teachers and students are imbued with monolingualism and are conditioned by conventional processes and standard norms, the three pedagogical principles of translingual approach proposed by Canagarajah's (2016) had been adopted as a guideline to design the translingual contexts and practice of the writing conferences for this study, which are "practice based, dialogical, and ecological" (Canagarajah, 2016, p. 3).

Practice based. The teacher-student conference was designed to be practice based. The student was first asked to write an essay draft with encouragement to adopt translingual writing strategies. For example, he could use whatever languages or semiotics he found resourceful to generate ideas and to compose drafts instead of using English only. His drafts were given written feedback before the conference. Then the student met with the teacher-researcher to discuss the writings during the teacher-student conferences. When participating in the practice of translingual conference, the student was encouraged to explain his rhetorical decisions and to negotiate them with the contextual factors during writing for meaning making.

Dialogical based. During the teacher-student conferences, instead of giving the student a direct answer to an unclear expression, the teacher-researcher guided the student to come up with more rhetorical alternatives. Besides the dialogical interactions with the teacher-researcher through translanguaging negotiations between Mandarin and English, Mark was also asked to take his peer's review comments into account in order to make revisions that satisfied the reader's concerns.   During the process of dialogical interaction with the teacher-researcher as well as the peer, Mark was expected to generate strategies to negotiate meanings and develop his authorial voice. Besides, the teacher-researcher co-constructed meaning with Mark through dialogues, such as asking questions "In Chinese, what do you want to say here?" "Is there a better synonym can be used to replace the word?" "Why did you choose this way and this word rather than the other way to address your opinion?" Although the final version of the writing is to meet the standard norms of the college writing exam, during the dialogical process, code-meshing interactions, and thought-provoking questions, Mark was encouraged to negotiate rhetorically and challenge the conventional writing forms that he had been used to follow. Through the dialogical practices, Mark's authorial self and agency could be evoked, which transformed him from a learner to a writer and empowered him to be unshackled from the standard norms and conventional rules.

Ecological based. As the teacher-researcher, I constantly reminded myself and Mark to make good use of whatever resources that were ecologically affordable in order to facilitate the processes of translingual conference, including both language resources and other communicative modals as well as semiotics. The ecological orientation (Canagarajah, 2016) emerged spontaneously as I discussed rhetorical

meaning of texts with Mark. Situated in the network of interdependent social factors,

Mark negotiated meanings across multiple modal and semiotic levels. For example,

Mark was allowed to use whatever languages he felt comfortable with and use

contextually available resources, such as paper and pen, a white board, a computer,

dictionaries, internet, a cellphone, reference articles, and so forth during our

conference meetings.

Drawing on the guidelines of the three principles, the translingual conferences in

this study manifested and performed differently from traditional teacher-student

conferences. Table 3.1 illustrates the differences between the conventional writing

conference and the translingual writing conference of the present study.

Table 3. 1 A comparison between a conventional writing conference and a translingual writing conference

Types of writing conferences / Features of writing conferences	A conventional writing conference	A translingual writing conference
Concept of Language use	1. Languages are assumed to be separate systems. 2. L1 as added/conflicting with L2. 3. Using target language is encouraged, and L1 usage is discouraged.	1. Languages are integrated into one repertoire. 2. L1 and L2 as enriching each other. 3. Use whatever languages they find resourceful for communicating their meanings effectively to the audience. (Canagarajah, 2016)
Goals	1. **Accurate** writing in terms of grammar, vocabulary, content and organization is the goal. 2. **Meeting** the norms is the learning goal. 3. Learning academic writing conventions. 4. Constructing texts in normative English.	1. **Appropriate** writing of grammar, vocabulary, content and organization in relation to contexts, purposes, voice, and audience expectations. 2. **Negotiating** the norms. 3. Developing students' voice, identity, and agency. (Canagarajah, 2016)

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		4. Transcending language itself & to help students become a writer.
Principles	1. Based on dominant norms 2. Teacher-led and product-oriented.	1. Based on student's semiotic and ecological resources 2. Practice, dialogical, ecological based (Canagarajah, 2011b) 3. teachers are like a collaborator, rather than authority. 4. The teacher treats the students as a writer rather than a learner.
Teacher feedback	1. Focus on **correctness** and forms. 2. Conforming to the target norms and target writing conventions	1. More focus on **meaning making and development of rhetorical strategies.** 2. Allowing multiple rules according to contexts, purposes, readership, and rhetorical agendas. 3. Students are encouraged to challenge rules, norms, and "correctness". 4. Grammar correctness discussed indirectly as appropriate for context and purpose. 5. Teachers and students negotiate meaning and meet each other halfway. 6. Avoiding face-threatening language (Shvidko, 2018)
Strategies	1. Scaffolding strategies (Ewert, 2009) to learn the grammatical rules and textual conventions 2. Strategies for passing writing tests	1. Envoicing, interaction, Recontextualization, Entextualization (Canagarajah, 2013b) 2. Scaffolding strategies to draw from translingual resources to construct meanings and texts that represent student's voice and values.

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Procedures of the Writing Conferences

The procedures of a writing conference involve five stages as depicted below in Figure 3.2. In the opening stage, I usually asked Mark some questions as a warm-up to understand his difficulty in the writing task. As Fletcher and Portalupi (2001) suggested that in a conference, a natural flow begins with understanding and moves toward teaching a particular skill or strategy. Thus, understanding Mark's writing difficulties is crucial at this stage. In the second stage, I asked questions about the writing parts that were confusing to me. For example, if there was a sentence unclear to me, I would ask Mark to clarify the meaning of it. In the third stage, before I discussed the located deviation with Mark, compliments were given. This is out of affective concern based on Consalvo & Maloch's (2015) suggestion that in conferencing, teachers should encourage students, make suggestions, and honor students' work because compliments can relieve students' anxiety during teacher-student conferencing. During stage four, I used some guided questions in place of direct comments, such as "What is the Chinese meaning of this sentence?" or "Among the sentences you came up with, which one do you consider to be the best one? Why?". In the process of this stage, I also negotiated meanings with Mark and allowed him to justify the chosen expressions in writing. Stage 1 to stage 4 went randomly and recursively until qualified sentences were eventually composed. Finally, in the closing stage, I ended the conference meeting by reviewing what had been discussed with Mark together.

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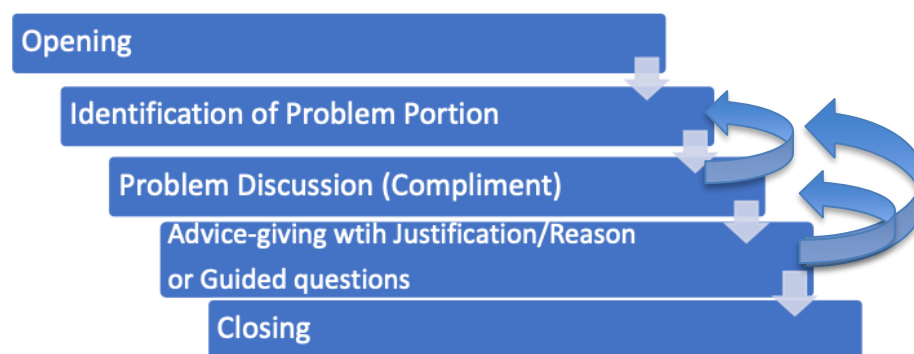
Figure 3. 2 Structure of advice-giving in conferences (adapted from Yoon, 2006)

Instructional Design

Integral to this study is the writing task, in which Mark went through a six-step writing process (See Table 3.2) shown below.

Table 3. 2 A complete writing task

Steps of a Writing Task
1. Receiving in-class instruction
2. Writing an essay
3. Receiving the commented essay with a score
4. Conferencing with the teacher-researcher+ interview
5. Sharing the writing with the whole class
6. Revision (Receiving a final score)

1. In the beginning, Mark received in-class instruction with teaching materials that scaffolded the learning. During class, he and other students were allowed to use whatever languages they were comfortable with. As the teacher, I also would use

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Chinese and English to help students brainstorm and express ideas. For example, lexical choices and collocations were introduced via Chinese and English expressions. By using Chinese and English, Mark seemed to better understand the nuances of word usage while coming up with expressions in writing. In addition, I would provide drill practices in class to help students gain familiarity with writing conventions and skills.

2. After class, Mark would be given a writing task for practice, which was related to the in-class teaching. For example, if picture-writing was taught in class, he would be assigned a writing task of describing pictures. 3. As soon as Mark handed in his writing assignments, I read his essay and gave him comments. 4. I then had an individual writing conference with him to discuss his essay based on the translingual approach. 5. Finally, model essays from his peers were presented in class for discussion. 6. After learning from the model essays, he began revisions on the commented essay and received a score after revising the essay.

Assessment

During the translingual conference meeting, on the one hand, I focused on writing process rather than products. I also encouraged Mark to think out of the box of the writing conventions and forms. However, on the other hand, I had to carefully align my translingual tutorial with Mark's objective of passing the entrance examination. Thus, in addition to evaluating Mark's writing improvement based on his rhetorical negotiation strategies, development of translingual literacy and maximization of ecological affordance, I also implemented formative assessment and alternative assessment to monitor Mark's progress in academic writing. For each essay, Mark underwent the processes of drafting, translingual conferences, written reflection, and revision. The processes themselves were ongoing and formative in

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nature. In addition, Mark usually wrote his reflection right after each conference, which allowed me to know his problem and thoughts so I could adjust our translingual interaction accordingly. That is, his reflections serve as a formative evaluation. all Mark's assessment outcomes were systematically collected and saved on the platform of google drive as an electronic portfolio based on alternative assessment (Davies and Wavering, 1999).

Data Collection Procedures

The data collected in this study are: survey data, teacher's instructional notes and materials, the participant's writing assignments and conference plus interview data, and the participant's reflections.

A survey was given at the beginning of the study and was used to understand Mark's English learning background and English proficiency level. Besides, during each teacher-student conference, I recorded our discussion and interaction. These recording files allowed me to scrutinize Mark's negotiation strategies, social interactions, agentive performance as well as translanguaging practices. The conferencing procedure is as illustrated in Figure 3.2. After our translingual conference, I interviewed him based on the semi-structured interview questions (Appendix D) in order to understand his perceptions of the translingual approach throughout the writing conference. For example, I asked Mark what he thought about code-meshing in the drafting process. The total time of Each teacher-student conference and interview lasted for one hour on average.   The detailed time schedule arrangement for each teacher-student conference is listed in Appendix E. All the data were digitalized on Google Drive.

Data Analysis

Research Question 1

What are the strategies employed by an EFL student in a translingual conference?

To answer research question 1, activity theory adapted from Engeström's Model (1999) was used as the descriptive framework to account for the ecosystem of the conference activity, role of translingual practices, and complexity mediated through the interdependent factors in the activity , including subjects, objects, tools, rules, community, and division of labor.

In the context of translingual conference, the subject is the participant, Mark. The object of Mark is to gain higher English grades on his entrance examination. The translingual writing practice is the tool designed to help achieve the goal. As for the rules, two dimensions are concerned. Because activity theory is object-oriented (Engeström, Miettinen & Punamaki-Gitai, 1999, p. 4), the rules of native norms and academic writing conventions required by the entrance examination are adopted and were viewed as the "outer rules" that were the secondary to the "core rules." The core rules were the translingual orientation adopted from translingual approaches suggested by Canagarajah including encouraging rhetorical negotiation, emergence of multiple norms, usage of ecological multisemiotics, negotiating meaning, and construction of authorial voice. For example, I allowed Mark to negotiate the norms and conventions so he could maximize the usage of his linguistic resources in his repertoire. It is assumed that accomplishing the goals based on the core rules helps to reach the goals required by the outer rules.

As for the community, the teacher-student conference, on the one hand, it confronted the monolingual testing conventions, but on the other hand, I tried to

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reconstruct the community based on translingual ideologies in order to create a contact zone of multiple languages and norms, and also a comfort zone allowing Mark to write through trial and error. The division of labor was both the time Mark and I had to spend on his essays. This adaptation of Engeström's Model (1999) can be found in Figure 3.3. Borrowing Lier's (2010) selective research method only focusing on three aspects of the ecology of language learning which actually involves a lot more complex factors, I would only focus on Subject, Tool, and Labor of my engagement in the study. In this way, I can focus my discussion on Mark's reflective performance of writing in relation to translingual conference. The other three factors of the activity system, Community, Rules, and Object are treated as the embedded elements networked in the ecosystem where Mark, I, and the translingual conference were situated. Since all the contextual factors of the translingual writing activity are naturally interrelated and interwoven in the ecosystem, discussing the target three elements would spontaneously bring all the others into account.

Given that Mark's responding strategies during teacher-student conferences were shaped and varied as he became more familiar with the translingual practice, data were divided into two phases for in-depth analysis, the early and the late phases, according to his development of translingual literacy. The early phase dates back to conferences one to seven, and the late phase is from conferences eight to ten.
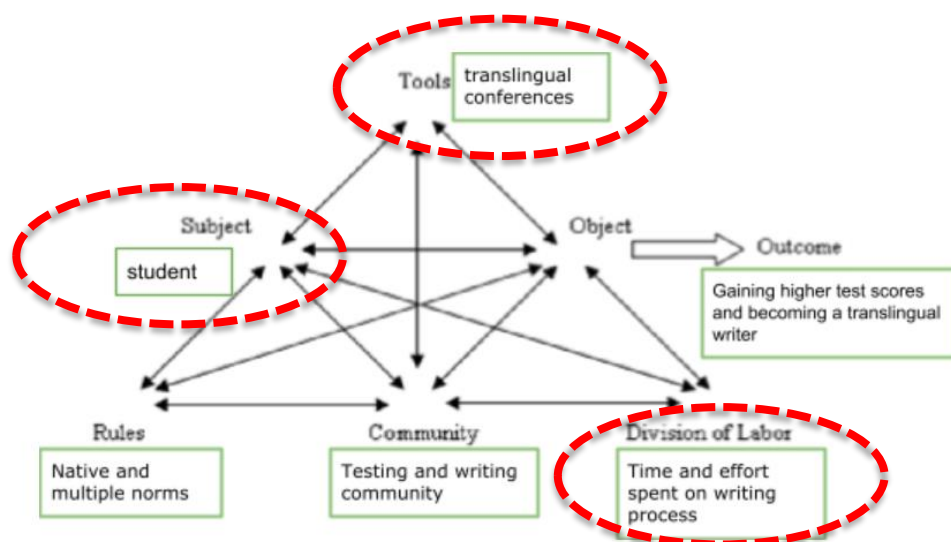
Figure 3. 3 Activity theory: framework of contexts of the translingual conference for the student (adapted from Engeström's Model, 1999)

Charmaz's grounded theory approach for data analysis. There are three approaches of grounded theory (GT) namely the Positivistic approach of Glaser, the Postpositivist approach of Strauss and Corbin, and the Constructivist approach of Charmaz. In this study, the Constructivist GT proposed by Charmaz (Charmaz, 2006) was adopted. Unlike Glaser, Strauss and Corbin's GT embracing objectivism, Charmaz's constructivist GT considers researchers as an integral part of research rather than an entity that can be excluded from a distance. Thus, it acknowledges researchers' active engagement in data interpretation (Singh & Estefan, 2018). In that sense, research is a collective work shaped and informed by researchers as well as participants. Noteworthily, Charmaz's approach takes pre-existing knowledge and professional experiences into account to challenge established viewpoints (Singh & Estefan, 2018, p.3). To this end, inductive, deductive, and abductive reasonings are employed when needed to explore the grounded data. At the stage of initial coding, following the traditional GT theory, I broke data into pieces of concepts (meaningful

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chunks), then I identified similar concepts and grouped them in the same categories. Second, after completing the initial coding stage, I tried to identify the emerging concepts and categorize them based on their properties or characteristics into the four translingual strategies suggested by Canagarajah (2013). The four translingual strategies are interaction, envoicing, recontextualization, and entextualization strategies. The four strategical categories, in this study, served as the potentially pre-existing categories that informed the data coding; however, if a code or a concept agreed with one of the four potential categories, it was grouped under the category. If a code could not fit into the four categories, a new category would be created. Two trained raters helped me with data coding. One rater is a Ph.D. holder in the field of Applied Linguistics, with the other being a native speaker from the US with a Ph. D in Literature. The inter-rater coding process falls into three steps: In the beginning, I explained to the first rater my coding categories and definitions of codes. After that, she started to do coding with my data. Finally, she and I checked all the coding together. If there was disagreement between she and I, I discussed the coding with her to reach consensus. Then, I went through the same process with the second rater. To be more specific, the generation of the coding scheme consists of the following steps:

First of all, all the ten videos across ten conferences were transcribed, with each video lasting for around one hour in average. All transcribed videos were checked against the video files for accuracy by me and my research partners.

Next, the ten transcripts and the ten videos were input into a software called MAXQDA. The MAXQDA can be used for any type of qualitative research – including but not limited to grounded theory, literature reviews, exploratory market research, qualitative text analyses, and mixed methods approaches (Kuckartz, U & Rädiker, S., 2019). Its function is discussed later.

Third, my research partners and I watched the videos one by one and marked corresponding codes on all the episodes that manifested negotiation strategies accumulating 100 codes in total. Fourth, my research partners and I went through the data again and highlighted the codes with commonalities. Last but not least, while adopting the four strategies proposed by Canagarajah (2013) as the default coding categories, I kept coding open to welcome all the possibility. A constant comparative method (Corbin & Strauss, 2008) and pattern coding were utilized to develop categories of negotiation strategies. Memoing (Miles & Huberman, 1994) was also used as my research partners and I reviewed the transcripts and codes to note any emerging themes or connections with my teaching notes.

As for the function of MAXQDA, it helps arrange and structure codes and themes on a blank canvas and transform the finalized structure into visual categories, Creative Coding Visually. Eventually, the categories of the four negotiation strategies proposed by Canagarajah were substantiated; no new categories emerged. Visualization of this coding scheme can be found in Appendix G. Based on the visualized coding scheme, a final coding scheme for data analysis was produced (see Table 3.3).

The two raters, and I carefully scrutinized the video files and compared the codes with the coding scheme for categorization. In total, there were 102 codes; 90 codes reached agreement and there was disagreement for the rest of the codes. The inter-rater reliability is 88%. The other rater also went through the same process, with the inter-rater reliability being 86%. On average, the inter-rater reliability is 87%. According to Klein (2013), the inter-rater reliability that is above 75% is considered acceptable for most fields.

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Table 3. 3 Final coding scheme for Question 1

Student-Learner Negotiation strategies and definitions	Subcategories and Examples
Interaction Strategies Various social activities of co-constructing meaning to reach understanding despite differing language norms.	**1. Verbal codes:** **agree/disagree/resistance/reduced utterances** "Umm", "anyway," "I don't know", "I understand" **2. Nonverbal codes:** touched his chin, played with fingers, showed positive/negative emotions
Envoicing Strategies Representing one's identity or social and cultural values in text or speech.	**1. Test-taker's voice: Focusing on forms and grades (vocabulary, grammar)** 〝我覺得文法時態很重要，錯太多，會被扣分吧!" (I think tense is very important. If there are too many errors, I will lose a lot of points!") **2. Translingual writer's voice: focusing on rhetorics, meanings and readers.** Mark added the word "enticing" for descriptions, because he wanted the imagined readers to vividly experience how delicious fresh sushi tested like. "…The moment I ate the salmon sushi, its texture stimulated my taste bud. I could not help but burst into tears…."
Recontextualization Strategies Reframing the text based on the desired genre by providing notes or other information in order to appropriate the unconventional usages for meaning negotiation.	**1. Transfer from Chinese to English** 〝我想要寫鳥語花香。可是我不知道花香的英文。所以我把花香描述為空氣清新" The birds were chirping, and the air is quite fresh." (I originally wanted to write the English translation of the phrase "Birds with floral fragrance", but the problem is I don't know the English for "floral fragrance." So I could only write 'The birds were chirping, and the air is quite fresh.') **2. From dialogues to texts** Through discussion with me, Mark would like to incorporate my ideas into his draft to revise his texts. Therefore, he added a topic sentence to unify the choppy ideas from our dialogues with the previous texts. "…We indeed cannot live without cellphones. Although the great development of cellphones makes our lives better, it has negative effect on our

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	habits. To begin with, the rising rate of nearsightedness is one of the common problems among us……"
Entextualization Strategies The ways in which writers manage text construction to facilitate voice and meaning by making good use of ecologically available resources.	**1. Using Chinese-English dictionary** 〝我會用 Google 字典查單字,翻譯成英文。〞 (I will use Google dictionary to translate words into English.) **2. Using English-English dictionary** 〝後來我開始用 Cambridge 字典、牛津字典,查單字的使用,有時候會找同義字。〞 (Later on, I started to use the Cambridge dictionary, and the Oxford dictionary to look up word usage, and sometimes for synonyms.) **3. Using Instagram** 〝我用 Instagram 來跟網路上一些同學分享寫作,這些分享讓我產生更多靈感。〞 (Instagram is the platform where I can share my writing with friends online. We can exchange ideas for writing and that shapes my writing texts.) **4. Using Mindmap** 〝我後來寫作會先用心智圖打草稿,避免離題。〞 (Later on I used mindmaps for drafting before writing, in order to avoid digression.) **5. Using Semiotics** 〝我覺得和老師溝通,只要可以溝通就好,使用畫畫、符號都可以。〞 (I think when communicating with the teacher, as long as we can communicate, it doesn't matter what we use. We can use drawings, symbols, or whatever.)

Mark's negotiation strategies were triangulated with his drafts and written reflections. Activity theory was used as a framework to analyze the relationship among Mark (the Subject), Translingual Conferences (the Tool) and I (labor).

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Research Question 2

How do translingual conferences affect the EFL student's literacy development?

To answer research question 2, the conference video and the interview data of teacher-student conferences digitalized in each meeting were transcribed and coded (explain you did you code your data) and then Mark's reflections, drafts and all the transcribed data were triangulated.

One function of the MAXQDA is the Code Hierarchy Analysis where the Concept-Maps (MAXMaps) helps to visualize data and findings in a map view in order to help identify the most commonly occurring codes within a set of data. To be specific, in the context of informed grounded theory research, the researcher added data from the current study (documents, codes, memos) as well as external data (images, website links) to a hierarchy map. It allowed the researcher to add texts and freely arrange, group, and link icons with labeled arrows. These icons corresponded and were linked to the original source data, allowing the researcher to access the relevant data at the click of a button. Through the function of Code Hierarchy, ten models across the ten translingual conferences emerged.

Mark's writing process was divided into pre-writing and writing parts, adapted from Harmer (2004). As Harmer (2004) suggested, the writing process is comprised of four parts: Prewriting, writing, revising, and editing. Prewriting is everything writers do before they begin to draft the paper. The free writing techniques of pre-writing may include a) free-writing, b) questioning, c) making a list, d) diagramming or clustering, and e) preparing a scratch outline. Writing or writing a first draft is the stage when writers begin to draft their writing. Revising refers to rewriting a paper,

building on what has already been done, in order to make it stronger and clear. Editing denotes that writers have revised their paper for content and style, and they are ready to edit-check for and correct-errors in grammar, punctuation, and spelling. Because the teacher-student conference involved pre-writing and writing parts, only the two were analyzed based on rhetorical analysis (adapted from Harmer, 2004; Short, 2007).

How the writing literacy developed in the writing process was analyzed by triangulating the data of ten writing conferences, drafts, reflections, interviews.

Research Question 3

How effective are translingual conferences in helping EFL writers develop knowledge of academic writing?

To answer research question 3, the rubric from General Scholastic Ability Test (GSAT) (see Table 3.4) was adopted in order to grade and analyze the ten essays in terms of four elements-- content, organization, grammar, and vocabulary. The GSAT is a widely used rubric among raters in college entrance examinations in Taiwan, so this rubric was adopted in this study. Then, the graded drafts and revisions were compared in order to identify the differences in the four elements. All ratings and comparisons were carried out by the me, the teacher-researcher, and a senior colleague to reach the consensus on grading.

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Table 3. 4 Rubrics adopted from GSAT

Features	Scores	Rubrics
Content	5-4	**Excellent to very good:** well-stated thesis related to the assigned topic with relevant, substantive, and detailed supports
	3	**Good to average:** limitedly-developed or vague thesis with irrelevant statements
	2-1	**Fair to poor:** poorly-developed or obscured thesis; too much repetition of limited relevant sentences
	0	**Very poor:** not pertinent; or no written products (if this stands, all the other features are counted as "0")
Organization	5-4	**Excellent to very good:** well-organized structure with beginning, development, and ending; effective transition with logical sequencing and coherence
	3	**Good to average:** loosely-organized structure with imbalanced beginning, development, and ending; less effective transition that obvious affects logical sequencing and coherence
	2-1	**Fair to poor:** choppy ideas scattering without logical sequencing and coherence
	0	**Very poor:** no organization, no sequencing and coherence; or not pertinent
Grammar & rhetoric	5-4	**Excellent to very good:** well-structured sentences with variety; appropriate rhetoric; few grammatical errors

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	3	**Good to average:** less well-structured sentence with some errors of tense, agreement, etc.; but meaning seldom obscured
	2-1	**Fair to poor:** major errors of conjunctions, fragments, or ill-structured sentences that make meaning confused or obscured
	0	**Very poor:** being dominated by errors that blocks communication
Vocabulary	5-4	**Excellent to very good:** specific and effective wording; idiomatic and no spelling error
	3	**Good to average:** dull and repeated wording; occasional errors of word/idiom form, choice, usage but meaning not obscured
	2-1	**Fair to poor:** inappropriate wording; frequent spelling errors; meaning confused or obscured
	0	**Very poor:** some relevant words found, but meaning incomprehensible

Considerations for Enhancing Trustworthiness

To enhance the reliability of data analysis, I employed member-checking and data triangulation. To begin with, I tried to make some small talk with Mark before each writing conference, to build rapport with him. These interviews served as an opportunity for me to connect with him on a more personal level. In addition, after each translingual conference and interview, I transcribed both the conference and interview data immediately and uploaded the transcriptions to google drive shared with Mark for member checking. In addition to the transcripts, the descriptions about what happened in the translingual conferences and interviews based on my perceptions were uploaded onto the google drive as well for member checking at the final stage of dissertation writing. Finally, multiple data were triangulated for the enhancement of data analysis.

As for the rating of essays, a second rater was invited to add an aspect of inter-rater reliability to the study. The other rater was my senior colleague who was experienced in the process of rating students' essays for the college entrance examination. We discussed the essay grades until there was a consensus in the end.

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Chapter Four

Results

This chapter presents the results of this study. To answer the first research question, Mark's strategies used in the translingual conference are aligned with Canagarajah's (2013) four interconnected negotiation strategies, and Activity theory serves as the theoretical framework. To answer the second research question, Mark's literacy development was captured over ten writings. Through triangulation of multiple data, the writer's literacy development was presented in terms of the Code Hierarchy Analysis (Kuckartz, U & Rädiker, S., 2019) and rhetorical analysis, with a shift from form-focused writing, which focuses on the correctness and accuracy of language-usage, to rhetorical-focused writing, which focuses on meaning and ideas. Finally, the effectiveness of the translingual conference is depicted based on comparing Mark's written drafts and revisions across ten translingual conferences and interviews.

Research Question 1

What are the strategies the student employs in a translingual conference to improve effectiveness in writing?

Based on the activity theory as a framework--Mark (subject) underwent teacher-student conferences (tool) with me (Labor) and, as mentioned in his survey, he hoped to improve his writing grades --his four negotiation strategies, interaction strategies, envoicing strategies, recontextualization strategies, entextualization strategies, were analyzed below. The changes in his strategies are observed between the early and late stages, conferences one to seven and conferences eight to ten,

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respectively. What is worth noting is that in the excerpts of conferences where Chinese was spoken, the original Chinese transcript is included along with an English translation in parentheses.

Interaction strategies

Throughout the process of the translingual conference, Mark's interaction strategies changed from resistance and simply adopting my suggestions, to adapting my suggestion, and then eventually to creating and justifying his own ideas, which was reflected in his verbal and nonverbal cues.

Over the course of conferences 1 to 6, this was transformed into a behavior of adaptation of his own ideas into his writing, where Mark was more willing to accept the translingual writing process. However, he still expressed resistance through the use of unsure body language, and puzzled or uncomfortable facial expressions.

Starting from conference 7 and continuing on, Mark was willing to create and proactively voice his own ideas to the teacher-researcher, implementing them into his writing. This was also shown through the positive change in his verbal and nonverbal cues.

Early stage:

Adoption and Resistance. The interaction strategies that Mark was found to use in the earlier conferences primarily consisted of adoption of my writing suggestions made in the conferences. Resistance did not explicitly manifest until conference four. Mark adopted my suggestions with a high level of resistance, and a slightly negative attitude. This was also expressed through his negative verbal and

nonverbal cues. What follows is an excerpt from conference four that exemplifies

Mark's adoption and resistance of writing suggestions in the translingual conference:

EXCERPT 1

1 T: 第三篇的題目是「都市裡有哪個層面令你感到愉悅?如何保有它?」這個
　　它是指讓你感到愉悅的東西,你寫的是捷運。按照題目的意思你應該說
　　明保有捷運系統的方法,而你寫的卻是捷運系統遇到的困難,例如很少
　　人搭這樣有點離題。你如果解釋保有捷運的方法有第一種、第二種、第
　　三種,並且說明要怎麼去 preserve 這個 system,這樣可能比較切題。懂我
　　意思嗎?

(The writing topic of essay 3 is "What makes you happy in the city and how

do you preserve it?" The "it" is referring to something that makes you happy.

In your writing "it" is the metro system and the problems of the metro system.

For example, few people take the metro system. It sounds impertinent to the

writing prompt. If you want keep to the writing topic on the metro system, I

would suggest that you explain the importance of the metro system with

themes and showing them in order like first, second, and third. Got it?)

2 S: 我懂 [*looking unhappy*]

　(I see.)

In the above example, I discussed the essay with Mark mainly in Mandarin.

Mark adopted my feedback without much reaction by only unhappily replying, "I

see," after my long explanations about how to unify his ideas to the essay prompt.

Showing his agency in a negative way, Mark grudgingly acknowledged what I said

and ended the conversation even though I raised some questions with the intention of

probing for his ideas in writing.

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EXCERPT 2

1 T:你訂正時有離題，你對題目不能理解嗎？我們討論後，你有什麼修改想

法？

(When you revised your draft, you digressed. Was it that you did not

understand the writing prompt? After our discussion, do you have any idea

about how to revise it again?)

2 S: 我也不知道，反正我就覺得離題了。[*He appeared reluctant to talk about*

it.]

(No idea. Yep, I just digressed from the topic.)

3 T: 我覺得你寫的方向跟題目好像沒有關係。

(I felt that your point was not really relevant to the writing prompt.)

4 S: 那就不要理它吧! 因為我不知道「保有」是什麼意思。[*He looked*

impatient.]

  (Then just ignore it, because I don't know what "preserve" means.)

5 T: 那麼，應該是題目的理解度的問題？

(Ah! you don't know the meaning of the writing prompt?)

6 S: 因為他題目就出成這個樣子[*with a rising tone of anger*]，我就不知道…對

題目的保有二字是我寫作時遇到的困難，不過我還是盡量回答如何保有

系統。

(Because the writing prompt is just like this. I just don't know. The difficulty I

had is that I don't understand what "preserve" means, but I still tried my best

to answer the question.)

As shown above, Mark's reaction displayed reluctance to solve the problem,

as can be seen through his frowning facial expression and angry tone, and he started

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complaining about the comprehensibility of the writing prompts. This was in contrast to Mark's usual gentle and polite demeanor.

EXCERPT 3

1 T:所以你寫的好像不太相關。題目要你描述這個城市裡你喜歡的面向。可是你講到夜市裡看到一個人在表演。

(So what you wrote seemed not to be exactly relevant to the writing prompt. The topic is about the aspect you like in the city, but the focus of your writing is mainly on someone's performing in the night market.)

2 T:所以你會覺得這個是有關的？

(*So you think what you wrote is related to the topic?*)

…

3 S:對。

(Yes.)

4 S: Anyway. Anyway. [*No smile on his face and he didn't want to continue the topic.*]

In the excerpt above, I tried to negotiate meaning with Mark about the digression problem he had, which he noticed. Yet, Mark showed resistance and stopped me with "Anyway. Anyway." This was an attempt to avoid continuing discussion about his writing. He did not want to continue the topic by saying so and manifested his attitude through a lack of a smile on his face, and a frustrated

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demeanor.

Overall, in the early stage, according to the excerpt 1-3, Mark usually adopted my suggestions without second thoughts while showing a resisting attitude. As I continued probing, Mark oftentimes became impatient and had an adverse reaction, showing a negative change in his affect, and sometimes resulting in avoidance.

Mark's reaction is understandable because in the early stage, his goal was to gain higher writing grades in his entrance examination through the translingual conferences. However, in the early stage, translingual conferences in which I focused more on rhetorical negotiation and downplayed the dominant forms did not seem to be effective on his test preparation. In short, at the early stage, Mark's goal was incongruent with the translingual conference goal.

Late Stage:

Adapting with a voice. Starting from Conference six, the late stage, Mark gradually showed some changes in his interaction with me. In the late stage, Mark was in preference to adapt rather than simply adopt what I suggested, and at the same time, he began to show his interest in constructing voice. What follows are excerpts from the conference video data:

EXCERPT 4

When discussing why he added some sensory details in his revision, Mark responded positively:

1 S:因為想完整表達，讓讀者能體會出鮭魚壽司帶給我的感受

(I want to completely express to my readers the vivid joy that salmon sushi I

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had tasted..)

2 T: So you mean you added these sensory details because you care about how your readers felt when reading your writing? That's a great concern. I remember you mentioned that writing to you was just for test practice, so you would make up stories grade-wise rather than concern your expression and readers writing-wise.

3 S: I think sometimes ideas are important. I don't know... That's how I feel.

In conference six, Mark switched his attitude from adoption and resistance to positive response. Instead of merely adopting my suggestion given previously, Mark added more sensory details to reveal his feelings about Sushi in his revised draft. In the earlier conferences, Mark told me that he did not really care about writing per se if he could get high grades. Mark's reader's concern and ambition to construct authorial voice may suggest that writing is not merely for testing but for meaning making. Taking AT into account for his transition, Mark's writing goal had been changing, which was not just for gaining high grades, but also for expressing ideas and making sense to his readers. Given that his writing goal was shaped by translingual conferences and I, translingual conferences in turn affected his attitude, agency, identity, and writing quality. Mark's inner self as a writer was emerging, though the shift was not yet obvious.

Agency to Explain and Create. Since conference seven, Mark had shown significant changes in his identity as a writer to invent ideas and negotiate meanings. A short excerpt from conference seven can be seen below:

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EXCERPT 5

1 T: Wow, you've made quite a few changes in your revision. I noticed that you

crossed out some sentences you had written, and added some new information

which goes beyond our previous discussion, right?

2 S: Yes! [*Speaking in an affirmative manner in English.*]

3 T: Could you please tell me the differences between the first draft and the second

draft?

4 S：我在第二段加入一些新的想法在裡面[*He appeared confident while*

speaking]

(I added some new information into the second paragraph as supporting

evidences.)

5 T: yes

6 S：像第二段我寫我爸是一個廚師，這樣讓我的描述更具說服力。

(For example, in the second paragraph, I added the information that my dad is

a chef, which helped make my words more persuasive.)

Conference seven, which was coded as the start of the "late stage" of the

conferences, signifies a noticeable change in Mark.

Up to this point, as opposed to the early stage, Mark was taking the initiative to

make improvements in his writing and focus more on ideas. He even revised the

writing twice, not for test purposes, but for the improvement of the work as a writer.

First, Mark was willing to make global changes in his draft, which demonstrated his

writing agency and ambition to negotiate meaning. Second, Mark added new

supporting points to persuade his readers, which revealed his rhetorical strategies for

reader's concern. Third, the new revision idea did not emerge from our conference

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discussion, but all from himself after the conference, which suggests that he was not writing to satisfy me, but to write in his own right agentively. In other words, the relationship between us was shifting ever since the translingual conference had changed his writing purposes. Mark and I were not bonded by teacher-student relationship that I was the authority, and he was the learner; instead, our relationship became writing partners. We exchanged ideas, and then he was empowered to make judgement upon which should be adopted, adapted, innovated, or discarded. The transformation process also suggests more complex meanings—Mark's writer's identity was shifting from a learner to a writer; he attempted to demonstrate more writing agency in order to voice himself.

Envoicing strategies

Throughout the process of the translingual conferences, Mark also saw changes in his employment of envoicing strategies. Within the earlier stages, Mark was not focused on developing his own voice in his writing, but rather put the focus on grammar and scores. Over seven conferences, Mark's writing attitude had been transformed gradually from a testing focus to taking on an active writer's voice.

Early Stage:

Made-up Stories. Conference one marks the beginning of the early stage for Mark in his development of envoicing strategies. What follows is an excerpt from this first conference:

EXCERPT 6

1 T:你這裡寫的意思是說…..你因為你朋友的鼓勵，所以你想要去參加那個比

賽。可以告訴我更多內容嗎？

(So what you mean here is……. Because of your friend's encouragement, you

wanted to join the competition. Can you tell me more about it?)

2 S:我掰的故事。[*He said with a firm voice.*]

(It's a fake story)

3 T:有一個朋友在鼓勵你的感覺，讓你想要去跑步。所以這不是真實的嗎? [*In

a soft voice.*]

(So, that a friend encouraging you to participate in the contest isn't real?)

4 S:額。整篇都不是真實的。[*He spoke firmly.*]

(Uh…The whole story was a made-up.)

In our first conference, while discussing his essay related to the marathon

contest, Mark told me that he made the whole story up in his writing. According to the

excerpt 6, at this early stage, Mark treated writing as English practice for preparing

the upcoming high-stake test. He made up the story because he thought that a

convenient friendship story could help him earn higher grades. In other words, in the

test-driven learning context, Mark cared less about writing for voicing than writing

for test purposes. Besides, I was regarded as a teacher who was responsible for

helping him gain higher grades, and the translingual conference activity was supposed

to be the tool helping him learn writing tricks in writing tests. Writing made-up stories

is actually a quite common trick employed by Taiwanese high school students.

However, this "writing strategy" revealed that Mark considered that writing for test

practice outweighed writing for self-expression and voicing.

Focusing on Scores and Grammar. In the early stage, as mentioned above, Mark's writing purpose was to pass the writing test. Consequently, Mark stressed the importance of accuracy and grammar rules.

EXCERPT 7

1 T: 寫這篇作文時，你有遇到什麼問題嗎?

(When you were writing this essay, did you encounter any problems?)

2 S:有遇到許多寫作問題比如說 tense、文法，還有錯字。所以這一篇被扣分都是因為文法錯誤的關係。下次要小心點，不然分數會很低。[*He seriously reflected upon his writing*.]

(I think the main problems I had are for example, tense, grammar, and word usage mistakes. So points were deducted because of the grammar mistakes. Next time I need to be careful; otherwise, my score will be very low.)

In conference 1, Mark made up stories in his writing, and he also wrote the bare minimum to simply fulfill the requirements of the writing prompt. Most importantly, he focused more on grammar accuracy due to the importance of test scores. At the early stage, Mark had little concerns about voice. He believed that if he could write correctly and accurately, the writing is good writing.

Late Stage

Author's Voice. A critical development in Mark's envoicing strategies started to emerge in conference seven. Below is an excerpt taken from this conference:

EXCERPT 8

  1 T: Why did you add these descriptions here? Do you think it's important?

  2 S: yes vividly vividly. [*He was trying to say that describing this experience*

  would make his writing more vivid.]

  3 T: okay.

  4 S: to gain some specific, to let the readers know, this will be true for my

   experiences of eating salmon sushi [*speaking in English in a confident way.*]

In conference seven, Mark started to have his own voice by showing his real experience in writing. He made use of his real experience of eating salmon sushi and described the experience with vivid descriptive modifiers. The dialogue shows his transformation from making up stories in the beginning to strive to find words to express his feelings and thoughts due to reader's concerns.

In addition to this example from conference seven, Mark also expressed his personal thoughts related to developing his voice in writing through reflection nine. What follows is an extract from Reflection 9:

Reflection 9

In this essay, I care about expressing my feel [feeling] that I can learn other thing not just from school, I learn things which I am interested in. This is the point of view of the essay, the main idea of the essay.

The topic of essay nine was about making big decisions in life. In his reflection, Mark emphasized that he cared about expressing his ideas. This is quite different from the early stage of the conferences, where he was more concerned with

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scores and grammatical accuracy. A clear contrast can be seen in the attitude of Mark in these two different stages of the translingual conference process.

Recontextualization strategies

For the aspect of recontextualization strategies, Mark also made a few changes through the process of the translingual conferences. In the early stage, he relied mainly on L1 translation, and when he did not know how to properly translate his ideas, he would avoid writing the idea instead. Moving into the late stage, although Mark continued to use L1 translation, he also employed rhetorical negotiation strategies to recontextualize his points to make sense of his writing.

Early Stage:

Translation and Avoidance. Initially, Mark employed few recontextualization strategies to express his ideas more accurately. The following excerpt that exemplifies this has been pulled from conference one:

EXCERPT 9

1 T:這個是什麼意思?用字上沒那麼清楚。[*with a questioning tone*]

  (What does this mean? The word usage is not that clear.)

2 S:這個，鳥語花香。我原本要寫鳥語花香。可是問題是因為我不知道花香的

  英文。所以我只能寫 The birds were chirping, and the air is quite fresh。

  (This, niǎo yǔ huā xiāng [a Chinese idiom used to express birds with floral

  fragrance]. Originally I wanted to express niǎo yǔ huā xiāng, but the problem is I

don't know the English words of huā xiāng [fragrance of a flower], so I could

only write "The birds were chirping, and the air is quite fresh.")

In the early stage, Mark employed L1 translation and avoidance strategies to

recontextualize his writing. For example, in the first conference, he wanted to express

'niǎo yǔ huā xiāng', but he did not know how to express this Chinese idiom in English.

Then he translated the parts that he could literally, and avoided the part he was unable

to convey in writing. In this case, the word that he avoided was 'huā xiāng.' This was

an effective recontextualization strategy; yet, at the later stage, Mark's

recontextualization strategies had been developed even better.

Late Stage:

  Rhetorical Negotiations. In the later stage of the translingual conference,

instead of merely using the strategies of translation and avoidance, Mark started to

focus more on the rhetorical meanings, leading him to engage in more discussion with

me for recontextualization purposes. For example, in Conference seven, Mark wrote,

"Parents should **tell** children to exercise" (父母應該教育子女運動的重要性).

Instead of crossing out Mark's expression and providing him a correct answer, I asked

him to explain his intended meaning in Chinese first. According to his Chinese and

literal translation, he was able to come up with the phrase, "to educate children." With

the help of L1, Mark was able to express what he intended to say in a better manner.

To push further, I gave him two extra verbs, "encourage" and "suggest," and asked

him to come up with more verbs that could fit into the sentence. Moreover, Mark was

also reminded that different verbs may project different connotations in relation to

parents and children. "Educate" showed a more hierarchical relationship between

parents and children than "suggest" did. Inspired by the beauty of rhetoric, Mark

came up with a long list, but eventually chose "accompany" (See Figure 4.1). He

explained that "accompany is a word that voices a caring and harmonious relationship

between parents and children." Translingual conference focusing on rhetorical

negotiations allows writers to negotiate meanings through trial and errors, which

empowers writers with authorial agency.
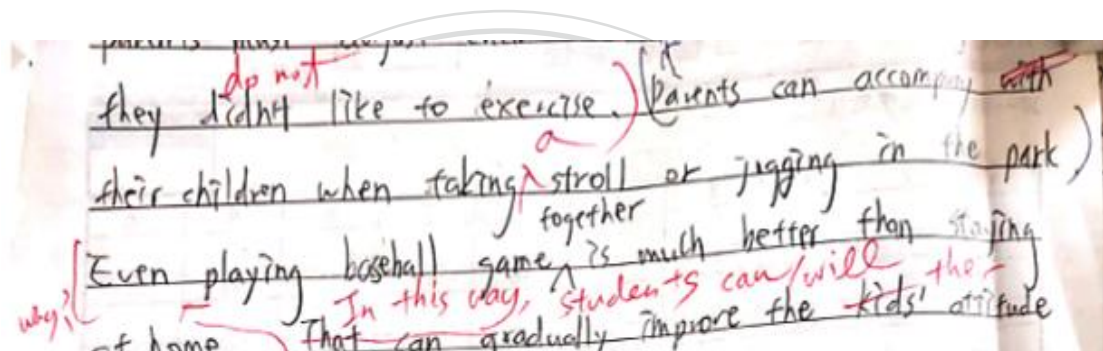
Figure 4. 1 The snapshot of Mark's writing

Conference ten shows another example of the rhetorical negotiation strategy
employed by the student in the late stage. Below is an excerpt from this conference:

EXCERPT 10

1 S: I think I show some examples of successful people who graduate from

vocational high school and then they feel like that students in vocational high

school still have great achievement.

2 T: So this is your feelings or original idea?

3 S: Both. [*speaking confidently*]

4 T: I show some examples of successful people who graduate from vocational

high school and then they feel like that students in vocational high school still

have great achievement. This is more like ideas.

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5 S: 對，它是 idea 同時也是一個感覺，證明說高職生也是可以有成就。

(Yes, it is an idea and also a feeling. It shows that vocational high school

students can have some achievement.)

In the final stage of the conference, Mark started to employ rhetorical

negotiation to recontextualize his ideas in writing. The above excerpt shows his

agency in expressing his ideas and feelings in writing. When I said that his

expressions were more like ideas, he said that the expressions included his ideas and

feelings. He was able to recontextualize his ideas through verbal explanations instead

of simply adopting my opinions.

For recontextualization, Mark usually used Chinese to generate ideas, and

translated them into English. Taking audience and test norms into consideration, he

memorized idioms and used a collocation dictionary to recontextualize his Chinese

texts into standard English texts that reached the test yardstick.

For example, he used the idiom phrase "words of wisdom" instead of adopting

literal translation from Chinese, such as "smart words" or "wisdom words." To

recontextualize his texts to meet the requirements of the test contexts, he consciously

used more sophisticated vocabulary words. For example, he used the word "enticing,"

to replace the word "attractive," a more commonplace vocabulary, in order to

construct a more advanced writer's identity and voice. Also, he used a diversity of

sentence structures to recontextualize his texts for test purposes. For example, he used

the sentence structure of "Not until…." to demonstrate his writing proficiency-- "Not

until it was three o'clock in the morning did I finish my math homework." His

recontextualization strategies showed that he had knowledge of the reader's

expectation and test requirements, and he was able to frame his writing for test contexts and positioned himself as "academically appropriate" by adopting standard English, using more sophisticated vocabulary, and creating more diverse and complex sentence structures.

Entextualization strategies

As for entextualization strategies, Mark exploited more ecological resources by the end of the translingual conference process as compared to the beginning.

In the early stage, Mark used Google Translator, and Google Drive to assist in his writing. Google translator helped him translate his ideas from Chinese into English, Google Drive was used for archiving the drafts and revisions. In the late stage, Mark made use of diverse ecological resources during his writing process to help him entextualize ideas. In addition to the aforementioned resources, Mark used Oxford online Dictionary to look up word usage, Instagram as a space to exchange his ideas with peers and his online friends, and annotated writing models prepared by me. He also used an iPad to help with idea organization and clarification. As he became more prone to translingual writing, Mark was more comfortable to employ the available ecological resources he could access.

Early Stage:

Google Drive. Throughout the revision and translingual conference process, Mark used Google Drive to save and edit his writings. In addition, Google drive served as a contact zone where I offered my comments and raised questions in order to challenge him to think out of the box critically. Besides, Mark used Google Drive as a record of his progress and changes in writing, making it an invaluable portfolio

which not only showcased the trajectory of his literacy development encouraging him to be an agentive writer, but also turned out to be reflective resources crossing time and space making him appreciate translingual writing practice. A screenshot of all files related to Essay 1 shared on google drive can be found in Figure 4.2. As can be seen, each essay underwent a recursive process—draft 1, conferencing, revision, conferencing, draft 2, reflection, and interview. Google drive showcased the recursive writing process and helped Mark's learning progress visible and noticeable.

Figure 4. 2 The snapshot of Google Drive

Google Translator. Mark used Google translator a lot in the early stage while writing. Below is an excerpt from the conference:

EXCERPT 11

(When I noticed some awkward Chinglish in Mark's writing, I had the following conversation with him)

1 T: Did you use any reference tools to help you put down your thoughts during

writing?

2 S: Oh uh… Google 翻譯

(Oh uh… Google Translator)

3 T: How did you use it?

4 S: 通常英文不知道怎麼說，打中文，然後就知道英文的意思。

(Usually when I don't know how to express in English, I type in Chinese, and

then can get English translation from Google Translator.)

As can be seen, Mark used Google Translator to assist his Chinese- English translation in the early stage of the conferences. His reliance on Chinese can also be seen in the example above.

Late Stage:

In the late stage, Mark made use of more diverse resources for entextualization. What follows are examples to illustrate his multimodal and multisemiotic deployments during his writing process:

Oxford Dictionary, online resources, and Instagram. Besides Chinese English dictionaries used frequently in the early stage, Mark started to use more English-English dictionaries because he could better grasp the meaning of a word, sometimes through reading the English explanations and example sentences. Below is an excerpt from Conference 7:

EXCERPT 12

1 T: Did you use any reference tools during this writing?

2 S : 有之前說的 Google 辭典，然後現在有時候還有用到牛頓跟 IG。

(I used Google Dictionary as before, and now sometimes I use 'Newton' and

IG (Instagram).)

3 T : What's 牛頓?

(What's 'Newton'?)

4 S : 不是牛頓，是牛津, Oxford Dictionary [*smiling*]

(Oh, sorry, not 'Newton'. It's Oxford Dictionary.)

A direct example of how he applied Oxford Dictionary could be seen when he

tried to figure out the usage of "condense" in order to fix a written sentence

"…condense music and sell it in the fair." The sentence example provided in the

textbook of "condense" was, "to condense a novel into a short story" (SanMin English

Textbook V, p. 224). However, this sentence made him confuse "condense" with

"excerpt". He raised his question that "節錄" [jiélù] ("excerpt") would better fit into

the example sentence in the textbook than "condense" would. To justify his point,

Mark looked up the meanings of the two vocabulary words in Oxford dictionary. By

doing so, he also picked up some other synonyms, such as "quote" and "abridge"

which were displayed in the synonym section of "excerpt" on the screen. Like

learning the meaning of "excerpt," Mark also grasped the meaning of "condense,"

which was an awkward usage in his sentence—"condense music." Kindled his desire

for knowing more, Mark tried to google "heavy music" and read the Wikipedia of

"Heavy Metal Music," and he picked some adjectives describing music in the context

and looked them up from googling them. Eventually, he decided to use "dramatic

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music" to replace "condense music." The meaning negotiation process was indeed arduous for an EFL novice writer, but after the recursive word-searching process, he seemed to gain better sense of English use and writer's agency.

In addition, Mark kept a learning log on *Instagram* where he shared his learning of writing and some tips he generated about writing with his peers. Through discussion via this social media application, Mark was able to come up with new ideas, work through some wording issues, and help with his organization and structural problems that were later discussed in the translingual conferences with me. Figure 4.3 is an example of one of the posts Mark made related to his English essay writing.

**Figure 4. 3 A snapshot of Mark's Instagram post**

Figure 4.3 provides a glimpse of his virtual identity. In this Instagram post, titled "Problem Solving Method on Studying English," he initiated his post (in Chinese),

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"Without doubt, English is important. I just finished a few tests. Here, allow me to share my personal advice on learning English..." In the post, Mark gave advice about four tips for writing tests. He used Chinese to record and reflect his learning experience and writing processes through Instagram.

In most of Mark's Instagram posts, he shared his experience about how to write a good essay, such as how to keep focused and avoid digression. His reflective sharing not only allowed him to be aware of his learning experience and to "notice" subtle tips of writing, which in turn enabled him to create a sense of leadership as well as a community of practice where learning is a social and collective activity involving others.

When interviewed about his use of Instagram in detail, he mentioned that he could interact with other learners online and he enjoyed the process of social interaction. He commented that he received 118 likes and he felt a sense of satisfaction. His sense of achievement emerged from his shared knowledge, which was valued by the group and which also endowed him with an identity more like a "teacher" or a "mentor" who provides advice on Instagram.

iPad. Mark seemed to be perceptive enough to turn ecological resources around him into "affordances" for learning. He used an iPad (Figure 4.4) to jot down mindmaps for writing. To be more specific, Mark drafted his ideas on iPad prior to writing and iPad also served as a device to record his writing process for later retrieval. During our interview, he showed me his mindmap on iPad to share his writing process with me. It is clear that employing the ecological resources one has at one's disposal can provide a meaningful way to stimulate reflection for learners to generate meaning in their writing.

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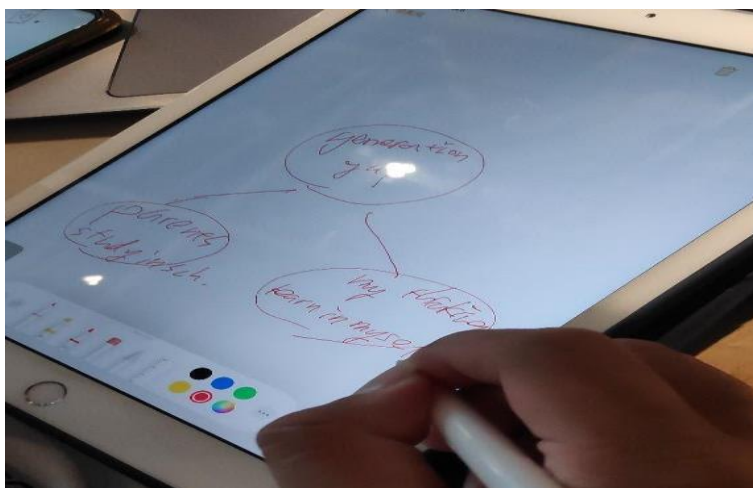
Figure 4. 4 A snapshot of Mark's iPad

Taking AT framework to account for his activity transformation, when Translingual conference (tool) had changed Mark's writing objective (objective) from "writing for tests" to "writing for writing," Mark was willing to put himself into the readers' shoes as a writer. When taking the writer's identity (subject) rather than the test taker's identity, Mark paid attention to clarify his wordings for his readers' concern. To clarify wording, he accessed more diverse tools (tools), which allowed him to play different subject selves when negotiating meanings, such as a student, a writer, an experienced tutor or even a writing partner of me.

Translanguaging for Entextualiztion

According to Kusters, Spotti, Swanwick and Tapio (2017), one's dynamic ability of using semiotic repertoires as resources in different contexts for meaning making is called "translanguaging" (p. 220). In this sense, Mark used translanguaging to afford his entextualization strategy. Mark relied on Chinese to express thoughts into written ideas in English. Translanguaging between Chinese and English, from conceptual thoughts into written texts, and crossing multimodal and multisemiotic practices afforded his meaning negotiation of entextualization. In the early stage,

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Mark heavily relied on Chinese, Google Translator, and Chinese-English dictionaries. As time went on, he gradually used more English in the conferences for interaction and reached out for more diverse semiotic resources. In the late stage of the conferences, Mark was able to freely shuttle between Chinese and English, multimodals and multisemiotics. To be more specific, the following illustrates Mark's deployment of semiotic repertoire for entextualization:

When focusing on "trans-languages," from a narrow perspective, Mark's translanguaging process consists of four phases: The Chinese dominant phase, from conferences one to three; the English dominant phase, from conferences four to six; the "mixed" phase, in conference seven; and the translingual phase, from conferences seven to ten. These four phases are illustrated below:

In the first phase of translanguaging, Mark mainly used Chinese in our translingual conference meetings, and he used primarily Chinese to write reflection journals as well. He said that it would be easier for him to express his ideas in Chinese. Also, at this stage, he deemed writing more to be a practice for the test rather than self-expression. Mark's Reflection 2 explains his attitude and mentality at the early stage:

Reflection 2

自我想法的表達上，我並不會在意說是否一定要真實地在作文表達自我的想法，我覺得有寫完作文就好了。畢竟那只是為了考試而做的練習。"
(In terms of my idea expression, I don't care if I really have to express my real ideas in writing as long as I can finish writing. After all, that is a practice for the test.)

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Starting in conference 4, and marking the beginning of phase two, a change was seen in the language preference of Mark. He began using mostly English in our fourth conference meeting as he said that he wanted to try to use English this time because he felt it was "cool." He strove diligently to use English to discuss with me in that conference. When I had difficulty in understanding him, I tried to repeat his words in English with a rising intonation to cue my question and listened patiently when he was fumbling for words.

After conference 4, he used English more spontaneously and seemed to be much more relaxed. Besides English, he engaged in code-meshing, using Chinese when he needed to discuss more complex ideas or when he did not know how to express an idea in English. The following excerpt illustrate how Mark code-meshed in his conversation with me.

EXCERPT 13

1 T: When you were doing the revision, how did you know that you needed to add the information in the revision?

2 S: We say [talked about] that part in our last 訪談. (interview)

This excerpt showed that Mark used "his own way of English" to communicate with me, which was interwoven with Mandarin stratum, English vocabulary and meshed code of English and Chinese ("last interview"). This type of "Mark's English" seemed to be faltering at first, then was getting more fluent in not only fluency but also quality.

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In Reflection 6, he demonstrated more sophisticated translanguaging skills through code-meshing. Although in the interview he considered that it was difficult for him to express himself in English, he naturally switched codes when put his focus on making effective communication with me. What follows is an extract from Reflection 6:

Reflection 6

這次老師也用英文跟我 interview。我發現要用全英文表達出自己完整的想法還是有點難,像是 express my thinking or feeling, 連比較簡單的口語我有時候都無法自然地說出。

(This time the teacher also interviewed me in English. I found that it is not easy for me to express my ideas all in English, like I found that sometimes I could not naturally use simple colloquial English to express my thinking or feelings.)

According to the excerpt, Mark used English in not only a vocabulary word but also a phrase.

In the last translanguaging phase, Mark was able to use all his linguistic resources. His competence of translanguaging could be seen in Conference 8 in that Mark used code-meshing when expressing his ideas as all languages were in his repertoire. It was observed that translanguaging allowed him to bring the integrated resources in his repertoire into full play which, in turn, enhanced his writing outcomes as well as his confidence. What follows is an excerpt from Conference 8:

EXCERPT 14

1 T: That's great! You gave the reader plenty of details this time, and I think it's

quite clear now.

2 S: Because I didn't know my writing problem was unclear to you. 我只好再多寫

點解釋，讓你了解我的意思。(I could only add more explanations to let you

understand my meaning.)

In excerpt 14, Mark informed me that the reason he added more supporting

information to his draft was concerning my comprehensibility. To help me, the reader,

better understand his meaning, he added an extra supporting example and elaborate

his ideas by providing a causal argument. Below is a portion of the revision of essay

7. The underlined sentence is the addition Mark added (Excerpt 14).

Essay 7 Revision

"The advancement of electronic devices severely keeps students from doing

exercise attentively. **Nowadays, students keep using cellphones in their free**

time. This habit occupies their time a lot. Because this, they don't do exercise

enough. Furthermore, students' passive attitude toward exercise might be a big

problem."

As can be seen, Mark was comfortable using "Mark's English" to discuss his

writing with me, and he was willing to make a global change in his revision.

Grammatical errors or rules were not a tight bond to him as before. Most importantly,

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he seemed to be more interested in negotiating meanings at the rhetorical level than the trivia at the sentence level.

The four translanguaging phases suggest that Mark's development of translingual literacy shifted gradually from monolingual-based and rule-oriented learning to multilingual trial and error, and finally it became translingual writing, all of which take all the ecological resources for meaning negotiation beyond rules, and crossing modals as well as semiotics.

In summary, Mark made use of ecological resources to negotiate his ideas. During our conference meetings, we frequently translanguaged between Chinese and English for effective communication. Also, he brainstormed by using an iPad, and drafted his ideas on google drive for later revision. Peers' writing samples with my annotations (see Appendix F) were modeled. In addition, he frequently used online dictionaries to look up vocabulary or synonyms for rhetorical negotiations.

All these textual, contextual, linguistic, and paralinguistic resources naturally emerged and were used as a whole. Entextualization strategies make Mark be an agentive writer by bringing ecologically available resources into full play to achieve his writing objective.

AT Analysis of Mark's Strategies Used in the Translingual Conferences

Throughout the translingual conferences and the revision process in which Mark and I engaged—based on the Activity Theory framework (Engeström, 1999)— it can be seen that the target elements, Subject (Mark), Tool (Translingual Conference), Labor (me), and Object (Writing product), in the framework are connected in various ways. Starting with the 'Subject' and "Labor" of the observed system, there was an inter-factor relationship between Mark and me. Our conference

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interactions influenced one another, transforming Mark from a resistant learner into an agentive writer; from a monolingual rule follower to a translingual negotiator. I, as the labor in this activity of the translingual writing conference, strove to learn how to be Mark's "translingual writing partner." I constantly reminded myself that I was not a teacher in the conference, but a writing partner, a facilitator, and a provider of Mark.

The Teacher's Role as a Writing Partner. In order to create a comfort zone for the translingual conference, I paid attention to Mark and responded empathetically while interacting with him. However, I did not notice my identity reconstruction until working on the fifth writing task with Mark. The topic was conducting a business with a mobile truck. He decided to write about running a business with a "food truck." In his writing, he mentioned he wanted to use social media to promote his food-truck, but he made a general statement without specific supporting details about which types of social media he would use.

When Mark confessed that he did not have such experience of running a food truck, I replied to him with a resonating tone by saying, "Me, either." I intentionally revealed my deficit experience with him to relinquish my position as a teacher. Placing myself in the same boat with Mark alleviated his anxiety. Furthermore, depowering myself allowed me to have the chance to work with him as a friend or partner rather than an expert or a teacher. Relieved from anxiety, Mark and I brainstormed a lot of innovative ideas together.

The Teacher's Role as a Facilitator. I consider one of my major roles in the conference to be a facilitator, asking some probing questions to challenge or to

support Mark to think critically. Very often, I also acted as a listener by using tag questions, repeating or confirming Mark's utterances. For example, "Do you agree?", "What do you think?", "Like?", and "You mean….?"

The Teacher's Role as Ecological Resource Provider/Builder. From the teacher's perspective, I tried to encourage Mark to make good use of the ecologically available resources. For example, when working on task three, Mark digressed in his writing about the topic "What things in your city bring you joy?" He noticed that his writing lacked unity. To help him establish unity, I asked some guiding questions and suggestion, such as "You wrote something about the night market. That was really great!! Yet, the topic is not about night market, but a city. Maybe provide bridging information to explain why night markets bring you joy in a city can help unify your points for the topic." Moreover, I drew mindmaps by which abstract concepts could be put down and substantiated in order to help Mark reconstruct the organization. Figure 4.5 is the mindmap used to help Mark come up with solutions to improving his idea organization. I also encouraged Mark to use whatever he could access to find solutions as mentioned above. What I strove to provide--a relaxed atmosphere, an amiable interaction, guiding or thought- provoking questions and, multisemiotic resources-- all together afforded Mark's translingual writing practice.
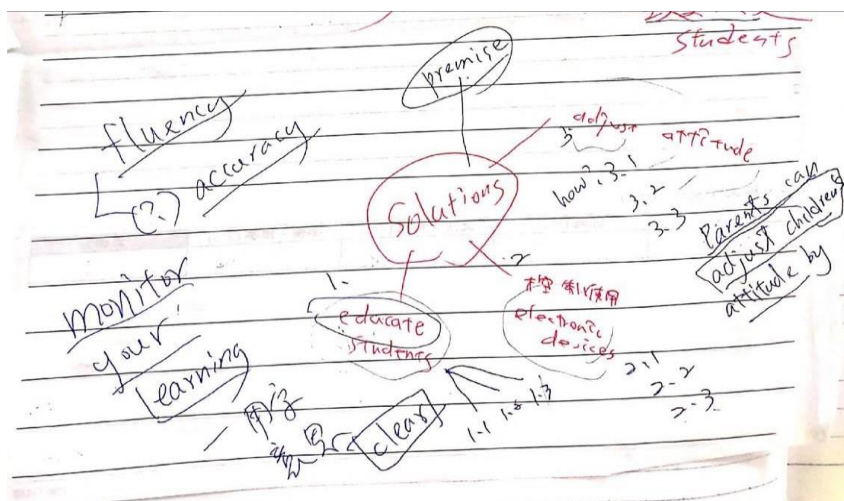
Figure 4. 5 A snapshot of Mark's mindmap

Object. Mark had an "object" in mind, that is, gaining a higher score. This objective influenced his learning attitude in the early stage. Mark was reluctant to concern for the readers, to look up dictionaries for synonyms, to draft, to revise, or to pay attention to transition. All he cared the most were grammar, writing conventions, forms and organization, correct spellings, and grades. However, the objective gradually shifted to be a translingual writer later. The new objective dramatically transformed him from a student learner into an agentive writer. It is noteworthy that, as a writer, Mark made use of translingual concepts by applying his originality and rhetoricality in writing, which in turn benefited his writing tests and helped him improve in test writing performance.

Tool. The major tool, according to the AT, is the translingual writing conference. However, more tools were employed as time went by and as Mark's translingual literacy developed. The details are discussed above. In general, in the early stage, Mark relied on Google Translator a lot to help him translate his ideas from Chinese to English. He also used Google drive to save writing files and

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Chinese-English dictionary to make sure his spelling was accurate. In the later stage, besides the aforementioned tools, Mark used iPad, Instagram, English-English dictionaries, and mindmaps.

Figure 4.6 summarizes the overall findings of Research Question 1. Mark engaged the four negotiation strategies throughout the conferences, which helped him shift from a test taker to a translingual writer from the early to the late stages. Coinciding with this shift was also a change in his language use, as there was a transitioning from a Chinese stage, to an English stage, followed by a mixed stage, and finally a translingual stage.
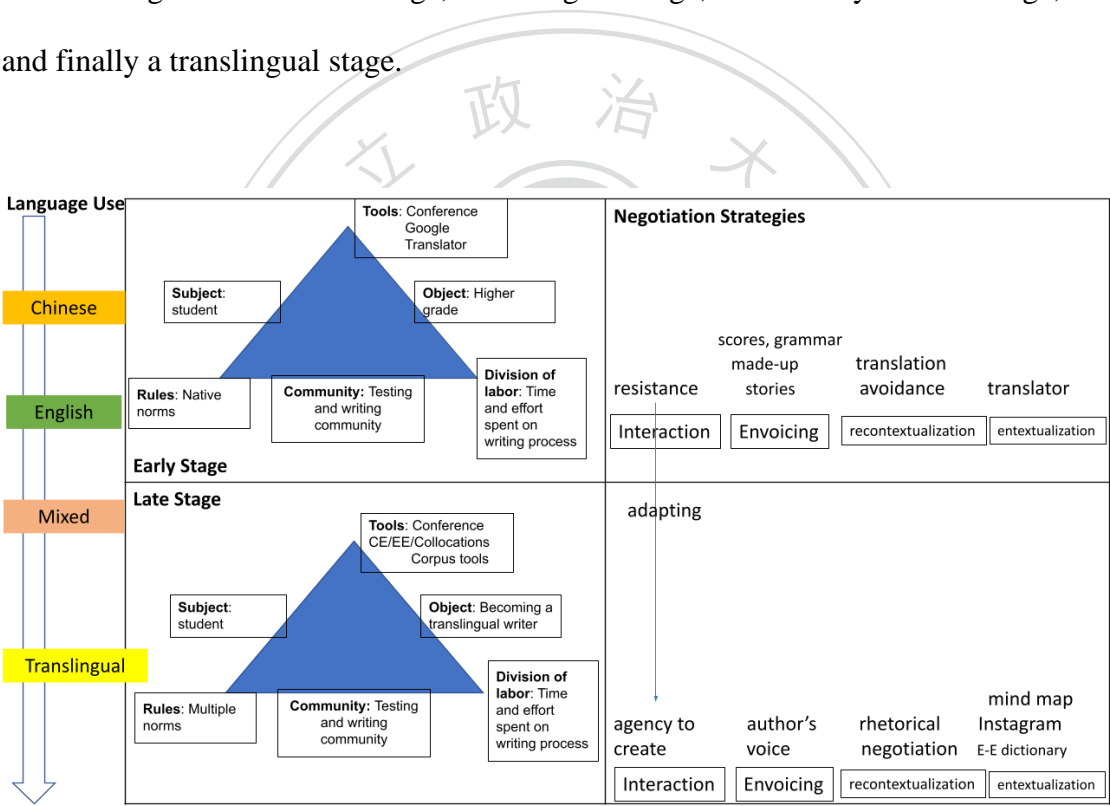
Figure 4. 6 A Summary of the overall findings of Research Question 1

Research Question 2

How does the translingual conference affect the student's literacy development?

To answer Research Question 2, the analysis of Code Hierarchy maps, and the textual analysis of Mark's essays are presented. The conference video and the interview data of teacher-student conferences digitalized in each meeting were transcribed and coded. The conference data were analyzed using the MAXQDA software. Through the function of Code Hierarchy analysis in the MAXQDA, ten models across the ten translingual conferences emerged.

In addition, by adopting rhetorical analysis, Mark's writing process was divided into pre-writing and during-writing strategies. Pre-writing strategies included brainstorming, outlining, using mindmaps and keywords in writing. During-writing strategies comprise the use of strategies in composing introduction, body paragraphs and conclusion. How the writing strategies changed in the writing process was tracked over ten writing conferences. His drafts, video data and reflections were cross-referenced to come up with the coding scheme table.

Code-Hierarchy Analysis--Form-focused Writing to Rhetoric-focused Writing

According to the analysis of MAXQDA, the student's writing process falls into the early and late stages. Based on the ten code hierarchy maps, it was found that in the initial stage—from conference one to conference six, Mark cared about scores and grammar usage. Figure 4.7 is the analysis output of Code Hierarchy in conference one, and the codes of "grammar" and "cares about scores" can be seen. In relation to test scores and grammar, according to the figure, it can be seen that for envoicing strategies, Mark cared about scores, and considered grammar to be of importance.

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Single-Case Model (Code Hierarchy)
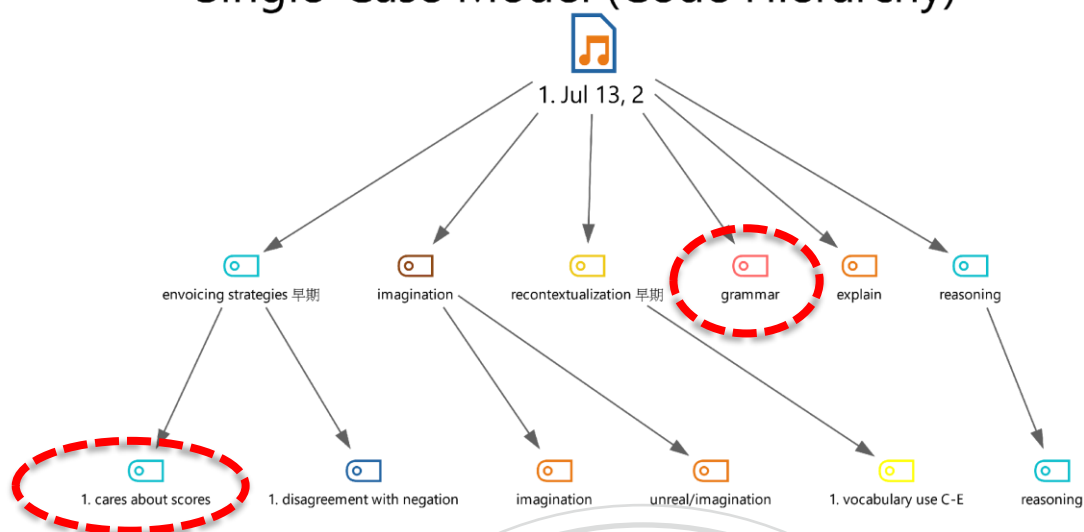
Figure 4. 7 The analysis output of Conference One

Triangulating the output map with Mark's reflections, it can be seen that in the beginning of the study, Mark worried about grammar errors and word usage in his writing. According to him, his writing opinions and expression of ideas were less concerned than test scores. As can be seen in Reflection 1 below, he confessed that the content and ideas he produced in his response to the writing prompt were simply fictional, and he cared much more about the use of tense in writing. At this stage, writing for him was just for test preparation, and he identified himself as a learner who paid more attention to grammar rather than ideas.

Reflection 1

….什麼朋友來叫我去跑步，根本沒這種人。

一切只是虛構出來的。

用字跟文法上有待加強。比如該用過去式沒有用之類的。

(I wrote something like, "My friend asked me to go running." Actually, I have no such friend. It's fictional.

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I think my diction and grammar need to be improved. For example, I need to use the past tense, but I don't.) (Reflection 1)

Figure 4.8 shows that Mark started to focus on rhetorics and ideas instead of grammar only, starting from conference seven. This continued to conference ten. The focal points of rhetorics and ideas are highlighted in the figure. For example, he used the word "enticing" in place of "attractive" to vividly depict the tasty salmon sushi in writing. Writing for him at the late stage was not merely for test preparation; he cared about ideas and made use of personal experience. For instance, he described his real dining experience as supporting details in writing. This was different from the conferences in the early stage in which he only used unreal experience as supporting details in writing.
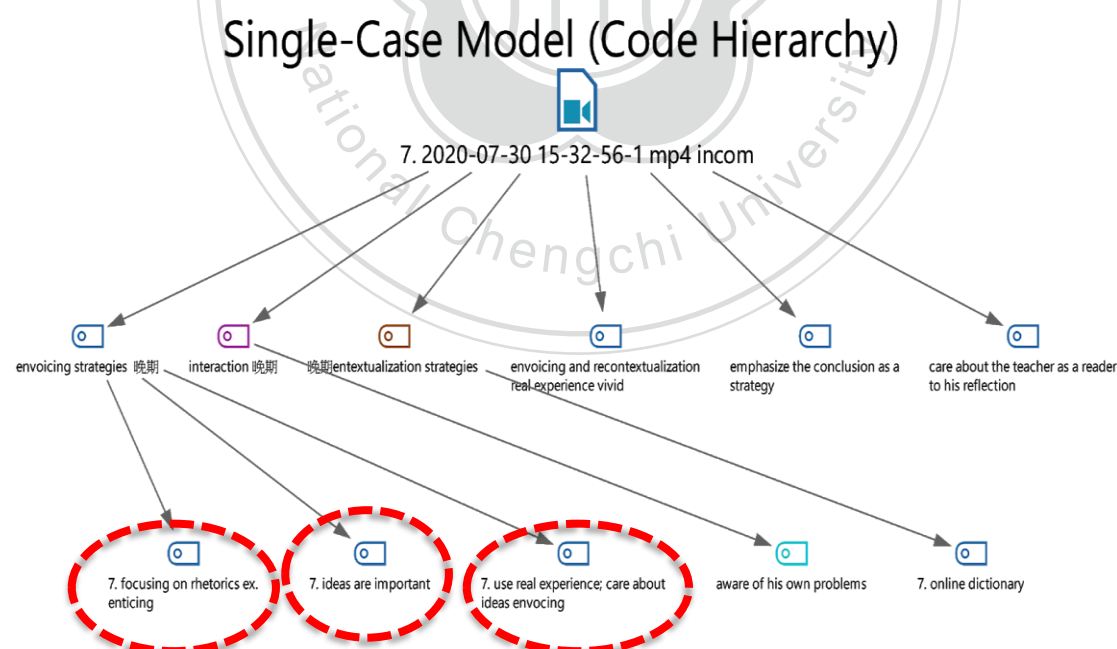
Figure 4. 8 The analysis output of Conference Seven

Triangulating the MAXQDA output with a later reflection and video data, we found that he started to have the desire to write like a writer:

Reflection 5

"In this essay, I started to have my own opinion about the article, just because I have the personal experience of eating salmon sushi"

Video data from Conference 5

"…because I want to thoroughly express the pleasant experience of having salmon sushi"

His writer's identity was emerging over time. In his ninth reflection, he code-meshed frequently from English to Chinese and vice versa to unload his thoughts about English writing. In reflection 9, surprisingly, Mark reflected upon his writing process and highlighted that content and ideas were more important than the accuracy of grammar. He also pointed out that perhaps he unconsciously added his real experience to his writing.

Reflection 9

It is ashamed [a shame] that the teacher has to give students not only feedback but scores.

Undoubtedly, we, as a Taiwanese students always emphasized on [emphasize] the score we got, and neglect the content of the article.

So, in the beginning, I often considered writing essay a part of English test, the content of the article were not important. but after few conferences, I considered the importance of my ideas and content again.

如果我只是把寫作當成形式上的考試的話，寫作的意義好像就消失了。

儘管寫作注重文法跟用字，但是內容還是很重要的。

畢竟如果一篇文沒什麼內容，儘管文法都沒有錯誤，還是一篇死氣沉沉的文字罷了。

(If I only consider writing to be a form of testing, the significance of writing would disappear. Although writing puts emphasis on grammar and word use, content is still very important. After all, if an essay is without content, it is without soul, despite the grammar being perfect.)

所以寫作的時候我忽然發現要用心寫，如果可以，盡量把對那個主題的自我想法在不離題的情況下如實展現，雖然我有時好像沒意識到，或許其實我早就把自身想法寫進作文裡了。

(So when writing, I realized that I need to write with my heart, and, without digressing from the topic, I would try my best to express my thoughts.)

According to the data triangulation among Mark's Code-Hierarchy Analysis, video data and reflections, it is observed that the writing process shifted from form-focused to rhetoric-focused. In the early stage, Mark put more emphasis on grammar and scores. In the late stage, he began to switch the focus to ideas and organization. This shifting process can be seen in the rhetorical analysis as well as below.

Rhetorical Analysis—From Form-focused to Rhetoric-focused Writing

In the writing process, Mark's pre-writing strategies and writing strategies evolved incrementally over the ten conferences. What follows is the depiction of Mark's changes from early to late periods.

Mark's Changes of Prewriting Strategies. For prewriting strategies, Mark made changes in how he went about planning the draft in the writing process. In the early stages, he did not write an outline because he considered it time-consuming and troublesome to write an outline before writing. The following excerpt is from conference 1:

EXCERPT 15

1 T: Did you do drafting in writing?

2 S: No. I don't have the habit. It take time. 很麻煩 (It's troublesome.)

During conferences four to six, he changed his drafting habits. For example, he started to brainstorm ideas by connecting previous experience with the topic. Yet, he still made up stories for the writing topic instead of using real experience. A dramatic change happened at the end of conference six; he started to write down a detailed outline for the second draft of essay 6. In essay 6, he said that he did brainstorming for an outline and transitional words in mind. What follows is an excerpt while discussing Essay 6 with Mark:

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EXCERPT 16

1 T: Did you do any drafting in mind before writing?

2 S: Yes, I did that in the brain.

3 T: Did you write it down?

4 S: No.

5 T: Do you still remember what you had in mind for the draft?

6 S: Key words, three reasons…. useful 轉折詞 (transitional words)

In the late stage, he developed the habit of drafting. For essays 7-10, he started to either do drafting in his mind or write down a complete outline before writing (See Figure 4.9). The drafting process became an indispensable strategy for him. As can be seen in Figure 4.9, Mark wrote down the topic of the essay, "My Parents and I." He also wrote down a topic sentence which reflects the conflict of the essay -- whether to go to a regular or vocational high school. In addition, he also drafted three solutions to the conflict from his point of view and from his parents' point of view.

提示：不同年齡層的人在彼此互動的過程中，常因為價值觀、背景及態度間的差異而產生衝突，也就是所謂的代溝。請寫一篇至少120字的作文，第一段描述你親身經歷過的代溝問題，第二段說明你是如何解決此問題。

My parent and I

conflict: Whether going to high school or vocational high school.

Their points: They thought, there is more insurable to study in high school, Most who always fool around thus tend to vocational high school.

My points: Whether going to which school is not just based on the grade, I hoped I can earn further knowledge about I was intersted in.

Solutions:
① constant and rational negotiation
② promised them I would studyed hard on those partical knowledge based on my hobbies
③ showing them some real eroeples that the successful people graduating from vocational high school

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Figure 4. 9 A Snapshot of Mark's detailed outline for Essay 9

Mark's Changes of Writing Strategies. Mark used various writing strategies for each of the three parts of his essays: introduction, body, and conclusion; however, for the college entrance exam writing section, it is not always so clear-cut where these sections fall. Before proceeding to present the findings for these three different sections of his writing, it needs to be said that in the college entrance exam, students have to write a two- paragraph essay based on the writing prompts. The word limit is 120 words at least, but to receive a higher score, students tend to write an essay up to twice or even three times the word limit, and sometimes they split their writing into more than two paragraphs. Take the writing prompt of essay 3 as an example. In the first paragraph, the students have to describe their favorite thing or aspect that makes them happy in the city or community they live in. This paragraph usually includes the introduction section. In the second paragraph, the students have to explain why the

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thing makes them feel pleasant and how they can preserve it. This section sometimes also includes the conclusion (See Figure 4.10).

二、英文作文（占 20 分）

> 說明：1. 依提示在「答案卷」上寫一篇英文作文。
>   2. 文長至少 120 個單詞（words）。

提示：在你居住的城市或社區，最讓你感到愉悅的是什麼？請以此為題，寫一篇英文作文，談
    這個地方最讓你喜歡的面向或事物（例如：人、事、物、文化、制度、自然環境等）。
   第一段描述你最喜歡的面相或事物；第二段說明它為何讓你感到愉悅，以及你認為可以
    用什麼方式保有它。

Figure 4. 10 The Writing Prompt of Essay Three

For the introduction section at the early stage, Mark used to translate the writing prompt from Chinese into English and paraphrase it in a different way in order to prolong his writing length because he usually had few ideas to write. He used this direct translation as the introduction of his essay. This is a common strategy amongst students.

Interestingly, in conference 4-6, Mark started to use more advanced strategies. For example, he used the "from general to specific" strategy in writing the introduction, and sometimes he formulated his own topic sentence as an introduction that was not based on translation.

In the late stage of writing an introduction, he used more strategies than those in the early stage. In addition to writing prompt translation, he used citation and different types of hooks as a start for Essay 7 and 8. For example, he began the introduction with the finding of a recent study or his own anecdote. In Figure 4.11, Mark cited the findings of a study in the introduction section. By using the phrases "A recent study…" and "According to…," he was able to provide support for his ideas in

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writing, and move beyond relying on translation to start his essay. This section also exemplifies his usage of the "from general to specific" strategy, where he starts with a broad statement and starts to focus on by using examples. In general, over the ten conferences, Mark learned to move beyond the voiceless strategy of direct translation, and used the more sophisticated strategies of citations and his own unique wording of ideas to show his voice as a writer to start his introduction.
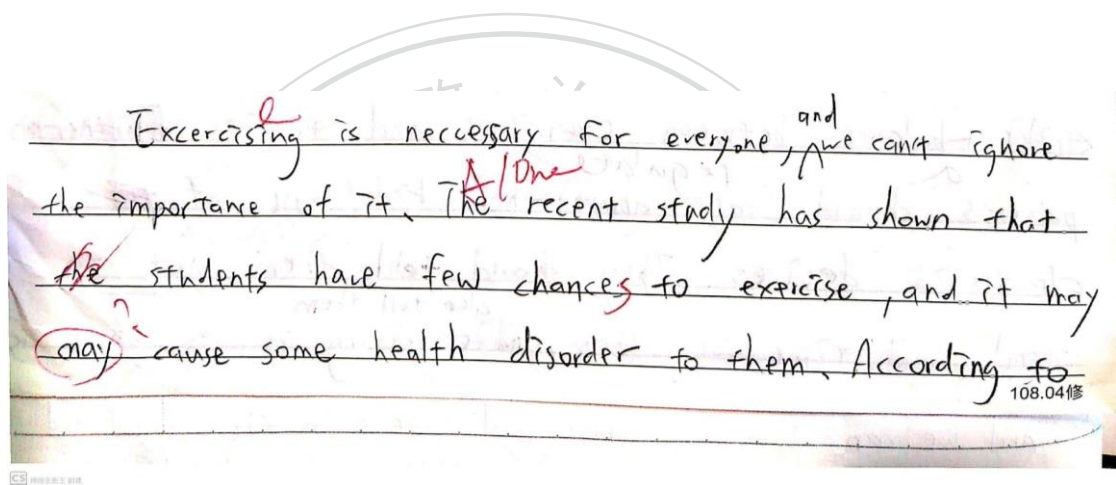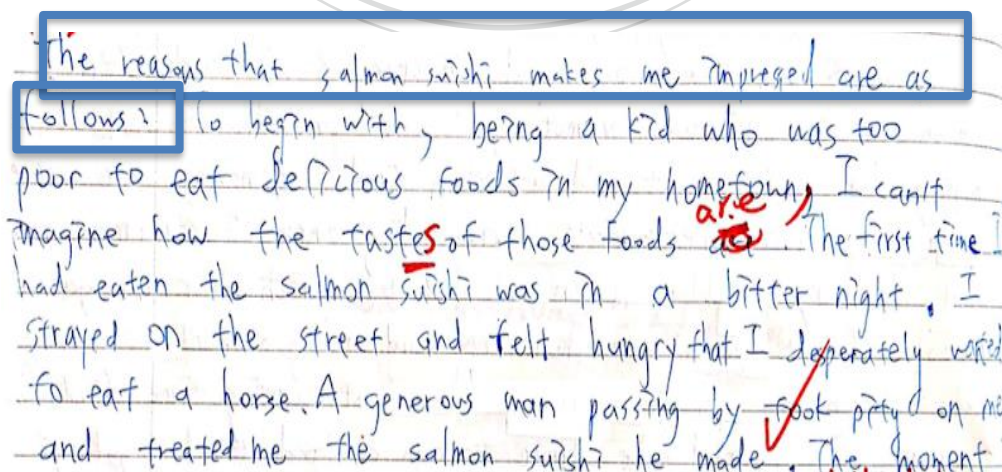

Figure 4. 11 A Snapshot of Mark's Introduction of Essay Seven

For the body paragraph, Mark underwent changes over the ten conferences in terms of his idea generation and topic sentence usage. In the early stage from conferences 1 to 3, Mark made up stories and showed resistance in the beginning. For example, in conference one, he wrote that his friend encouraged him to participate in the running race, but in the conference, he said that there was no such a friend. For him, ideas are not important at this stage and he made up stories only for tests. In addition, he showed resistance in conference three. In writing up the essay related to his favorite aspect in the city, he described one night market performance in detail. In the conference, he pointed out that he digressed in his writing from this topic. Then

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the teacher-researcher tried to offer him hints to revise the writing, yet he showed resistance and wanted to delete that part instead of following the teacher-researcher's guided hints.

In conferences 4 to 6, Mark started to become more aware of organization in writing through the proper usage of topic sentences, and he also enhanced his idea development through adapting real experiences into his essays. After becoming aware of his digression problems in his previous essays, Mark tried to combat this problem by using topic sentences to stick to the theme of the topic, and help him in creating more organization in his writing. In Figure 4.12, it can be seen that Mark formulated a topic sentence "The reasons that salmon Sushi makes me impressed are as follows:..." as a start to guide his reasons. As for ideas, he began to infuse some real experiences into his writing, though he said that the experiences and ideas were partly real and partly unreal. For example, in the essay of holding a featured fair, he said that he employed a real experience of selling things in the school fair despite the fact that the description in his writing was partly fictional.

Figure 4. 12 A Snapshot of Mark's Introduction of Essay Six

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In the late stage, from conferences 7 to 10, Mark made significant changes in his identity as a writer and also linguistic devices in writing. Unlike previous conferences, he started to use real experiences and deemed ideas to be important in writing. This is an obvious transition of his identity from a learner to a writer. For example, in essay 8 about his parents' way of teaching, he wrote that "If I wouldn't obey the rule, I would be grounded at home for a month." Mark also expressed in conference 8 that he wanted to use his own ideas and real experiences in his writing because he felt it was important. In addition to his identity transformation, he also used a variety of writing devices. For example, he used the transitional words of "when it comes to" and "as for…." to elaborate ideas for adding more supporting details. He also used the concessive clause "despite the fact that…" to assert his own argument. These examples can be seen in Figure 4.13.
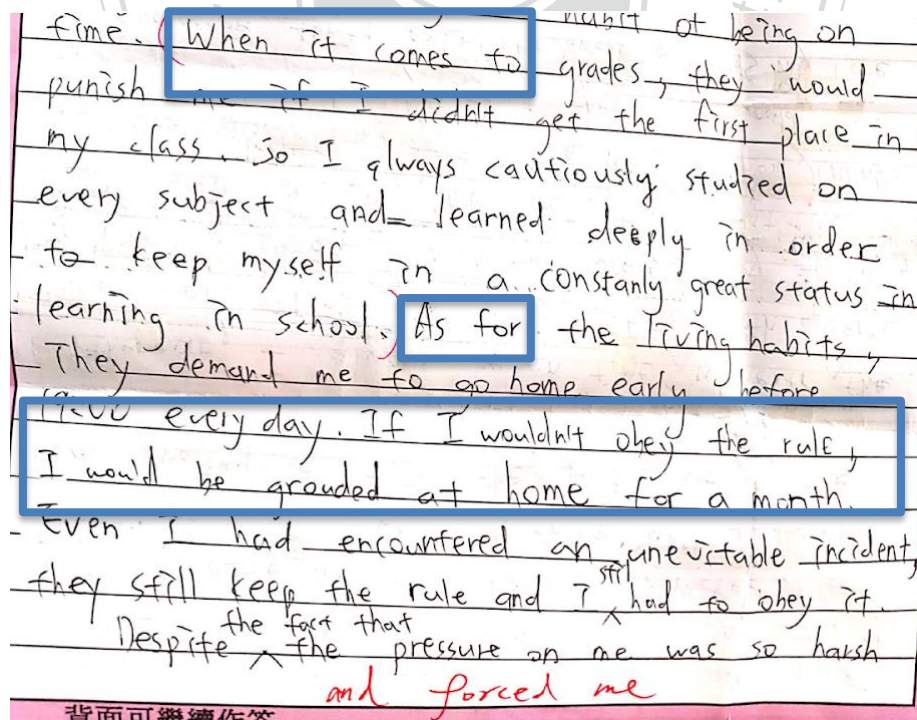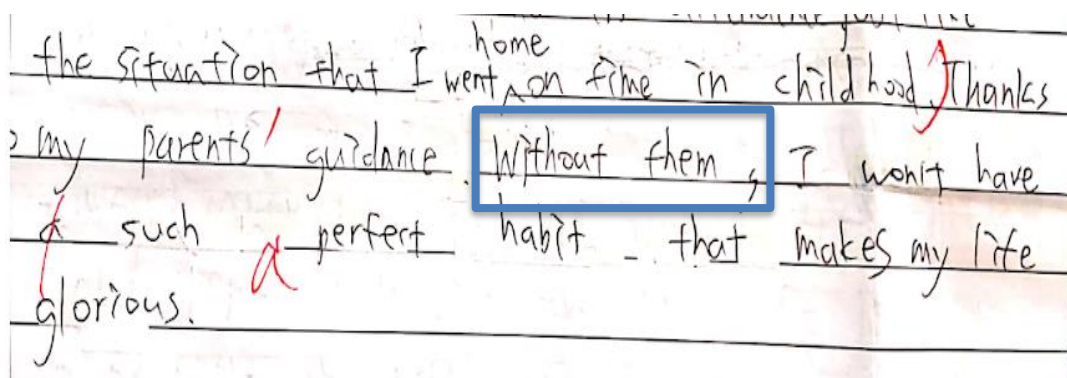

Figure 4. 13 A Snapshot of Mark's Body Section of Essay Eight

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For the conclusion part, Mark was able to employ a diversity of strategies to solidate his conclusion. In the early stage of writing, he translated writing prompts to be used as his conclusion in the essay as how he wrote his introduction section. He pulled out keywords translated from the prompt to emphasize the main points in his writing. After the conference, in conferences 1-3, he was able to use his own words to emphasize the main points in writing. Also, in conferences 4-6, he was able to use more strategies in the conclusion. To be specific, he used conditional structures, and was able to use participle construction to add variety to the conclusion. He also used sentential adverbs to emphasize the topic again as in "I will **definitely** tell him that…."

In the late stage of conferences 7-10, he could use more strategies in addition to changing sentence patterns. For example, he used the strategy of calling for action in the conclusion. He also used the subjunctive mood and the conditional sentence to end the conclusion as in "Without them,....." and "If …….." Figure 4.14 is a snapshot of Mark's concluding section of essay 8. Here, he concluded that without his parents' teaching, he wouldn't have such a perfect habit that makes his life glorious. Unlike the early stage in which translation strategy is used to emphasize the conclusion, Mark is able to make use of various sentence patterns to present his voice and ideas in writing.

Figure 4. 14 A Snapshot of Mark's Concluding Section of Essay Eight

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Table 4.1 summarizes Mark's use of pre-writing and writing strategies in the early and late stage over the ten conferences. For pre-writing strategies, Mark saw a change in his drafting habits. In the early stage, he did not like to make drafts prior to writing. After several writing conferences, he started to draft ideas in mind. In the late stage, to avoid digression problems, he even wrote down the detailed drafting plan before writing. As for during-writing strategies, Mark also made changes from the early to late stage of the conferences. In the early stage, Mark in general did not present his ideas and voice in writing. It can be seen that he used the translation strategy and even made up stories in writing. However, in the late stage of writing, he not only started to present his personal experiences in writing, but also made use of varied linguistic devices to present his voice to the reader.

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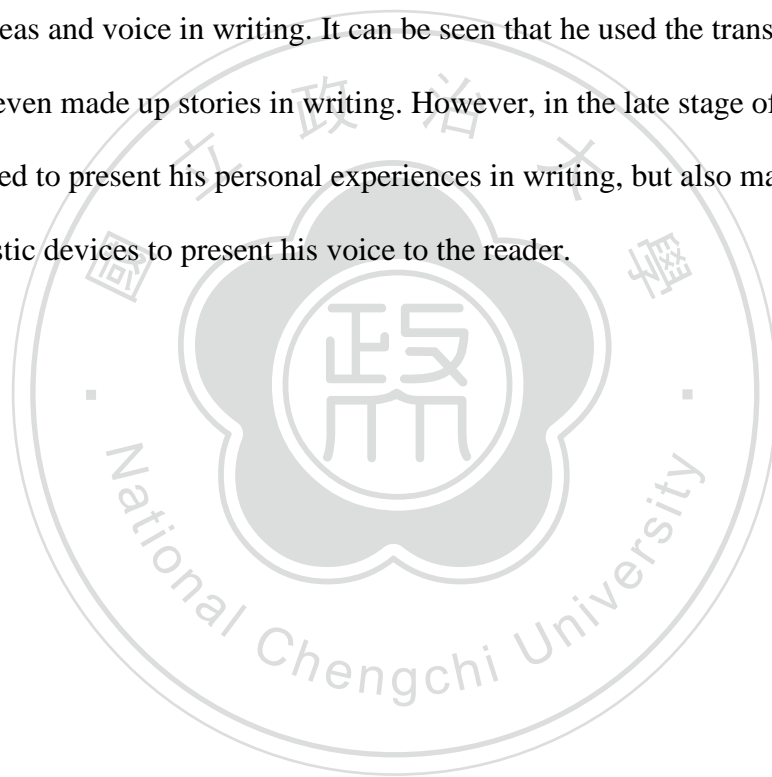
Table 4. 1   A summary of Mark's use of Pre-writing and During-writing strategies

Rhetorical Analysis				
Writing Strategy Stage	Pre-writing strategies (brainstorming, outline, drafting)	During-writing strategies (translation, linguistic devices, rhetorical devices, ideas, organization etc.)		
Section of Writing	n/a	Introduction	Body section	Conclusion
Early stage of Conferences	No drafting before writing	Translating writing prompts	Making up stories	1.Emphasizing points again 2.Translating writing prompts
Late stage of Conferences	Having the drafting habits	1.Using citation 2. Using varied sentence patterns	1.Infusing personal experience 2.Using varied linguistic devices	1.Calling for action 2.Using varied sentence patterns

Research Question 3

How effective are translingual conferences in helping the EFL writer develop knowledge of academic writing?

To answer this question, ten essays' scores were compared. Each draft and its revision were compared, and the differences were analyzed. All ratings and comparisons were carried out by the me, the teacher-researcher, and a senior colleague to reach the consensus on grading. Grading was based on the GSAT rubrics.

Overall Essay Score Trends

Overall, a comparison of the first and final essays revealed an increase. As Table 4.2 shows, the scores of Mark's drafts ranged from 9 to 14 with the mean being 11.35, while his revision ranged from 11 to 15 with the mean being 13.1. Figure 4.16 shows that all the scores of the revisions are higher than the drafts, which accounts that the translingual conference was helpful. To be more specific (see Figure 4.16), both Mark's scores of the draft and revision fell in essay two, and then slowly improved in the revised essay 3 and 4. His improvement seemed to hit a plateau in essay 5-7, followed by a drop in draft 8 and his scores eventually went up in essay 9 and 10.

Table 4. 2 List of Mark's draft and revision scores

Essays & Topic areas	Draft scores	Revision scores	Difference
1 Picture writing (Marathon)	12	13.5	+1.5
2 Expository writing (The Effect of Smartphones on Our Lives)	10.5	11	+0.5
3 Expository writing (What things in the city bring you happiness?)	9	11.5	+2.5
4 Expository—options (The community activity you prefer and what it involves)	11	14.5	+3.5
5 Expository—options (Food Trucks)	12	13.5	+1.5
6 Descriptive + expository (Your favorite food)	12	12.5	+0.5
7 Expository writing (How to promote exercise amongst students)	11.5	12.5	+1
8 Definition & expository (Styles of family cultivation)	9.5	13.5	+4
9 Expository—options (Problems you face and the decision you make)	12	13.5	+1.5
10 Descriptive + expository (Generation gap)	14	15	+1
Mean	11.35	13.1	1.75

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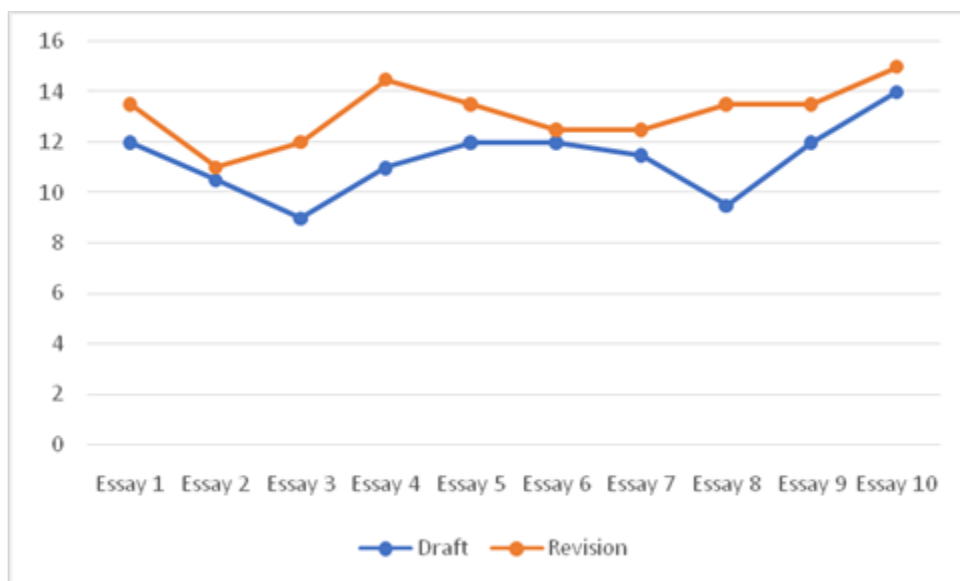
Figure 4. 15 Mark's draft and revision scores across 10 essays

Based on Figure 4.15, it can be found that there was a drop from essay 1 to essay 2. My new teaching of the translingual approach, as Mark mentioned during the interview, was too new for him to get used to. He even showed his resistant reaction through unhappy facial expressions. In essay 3 and essay 4, an increase can be noticed in his writings, except the draft of essay 3. After experiencing the translingual approach in the 2nd conference, he was more accustomed to the way I interacted with him. Yet, he was still getting used to the way I used this teaching approach, which required more interaction than before.

Then, a plateau can be seen in Essay 5-7. During conferences 5-7, Mark experienced a shifting period in language use, which may affect the quality of the conference. To elaborate, he put more emphasis on practicing English speaking in the conference than meaning negotiation. He said that he wanted to use English in conference 5, only to end up fumbling around for expressions. In conference 6, he still tried to use English, but used Chinese when he was unable to express some ideas in English. In conference 7, he gradually got the idea of how to negotiate ideas

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translingually. To sum up, Mark was unable to negotiate meaning successfully with me during conference 5-7 and put more emphasis on "language practice" in the conference.

Starting from conference 8, he was ready for the translingual use and said that "using English or Chinese in the conference does not matter. What matters is expressing ideas clearly." He successfully interacted with me in meaning negotiation during conference 8-10. Thus, an increase in his writings can be seen in essays 8-10. What follows is an extract from Reflection 8:

Reflection 8

其實我根本不在意什麼時候用英文什麼時候用中文。只要能清楚表達出要寫甚麼就行了。不論是用中文還是英文甚至是圖示都行，沒有特定什麼時候。

(In fact, I don't mind when to use English or Chinese as long as I can clearly express what I want to write. Be it Chinese or English or symbols, there is no specific time for which language to use.)

It is noteworthy that Mark did not do well in the draft of essay 8. He pointed out that the topic of the essay was too new for him to handle and he never had thought about defining the teaching style of his parents. Yet, after our conference, he did well in revising essay 8. What follows is an extract from Conference 8:

EXCERPT 17

1 T : 太緊張？

(Too nervous?)

2 S : 對。我覺得我寫的有點緊張，不知道為什麼，就題目新然後就覺得有

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點緊張，不知道要定義。

(Yes, I think I was too nervous when writing this essay. I don't know why. The topic is new to me and I was a bit nervous. I didn't know that I had to define the term.)

The Effectiveness of the Translingual Conference

Overall, the translingual conferences were found to be effective in helping Mark develop his knowledge of academic writing. There was an increase in essay scores between his first and last essays, along with improvements in all of his revision scores as well.

The questions raised in the translingual conference helped Mark pay attention to his own writing. By taking a closer look at the comparison of within-genre essays (essay 6 and essay 10), he was able to conclude the essay by using his own words rather than copying words from the writing prompts. In the translingual conference, I always asked him if he used different strategies in developing his essays' conclusions. At the end of the ten conferences, he was noticeably able to come up with his own concluding paragraphs, compared to how he wrote his conclusions initially. My dialogical approach in raising his awareness (Canagarajah, 2015) was positive as Mark became aware of his own strategy in writing his conclusions through consecutive translingual conference dialogues. His improvement in writing his own conclusions reveals his gradual approach to working towards the standards of dominant academic and language norms. To enable him to develop his own method for writing his conclusions, I did not tell him how to write; rather, a repetitive dialogical approach helped him to come up with his own strategy for writing concluding paragraphs using his own voice.

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Chapter Five

Discussion and Conclusion

The current study has explored translingual practices in teacher-student conferences. This chapter discusses the findings drawn from the three research questions. Pedagogical implications are presented to explain potential teaching practices as a reference for teachers and educators. Finally, the current study's limitations and suggestions for future research are outlined.

Translingual Conference as a Comfort Zone Where the Writer is Endowed with Agency

One of the most vital roles the translingual conference played is to serve as a comfort zone where Mark could freely be himself and practiced writing through trial and error.

In the early translingual conferences, since the translingual writing objective was incongruent to Mark's, Mark showed resistance and passively adopted whatever I suggested rather than creating ideas like he did at the late stage. To most monolingual teachers, students' resistance may be easily taken as a negative attitude toward learning; however, if taking the translingual lens, resistance actually is a way to voice counter- thoughts and react against something that embeds a sense of individuality as well as critical thinking. As Illeris (2003) indicated, resistance is a type of defense mechanism that naturally acts as a response to certain learning situations. Resistance is part of a process that can be developed into "positive" learning responses, such as accommodation and transformation. Therefore, resistance exhibits a very strong learning potential, especially for accommodative, and even transformative learning. In

Mark's case, resistance acted as a potential mechanism for learning afterwards. Without his resistance, there would have been no accommodating stage, which serves as a phase for him to transform from negative voice inward to agency outward.

As a response to resistance, Burbules and Rice (1991) assert that maintaining dialogue in educational settings is crucial to establishing an atmosphere where trust can be built, adding that students in educational settings are more alike than not in the need to be heard, valued, and engaged. This helps to lead the student from a phase of resistance to more productive learning. In correspondence to these findings, in the translingual conference, Mark was offered a space where he could relax and be put at ease to make the transition from resistance to later stages. Whenever Mark showed this resistance, the teacher 's role acted as a facilitator and a listener and allowed Mark to agentively express his ideas and to revise them recursively through dialogic conferences over time.

In addition to the observation that Mark's resistance was actually a positive sign of learning in the translingual conference, Mark was also encouraged to write beyond rules and empowered to play with writing in his own right. While interacting, I intentionally adopted a variety of strategies, such as paying less attention to grammar errors, using code-meshing, building rapport, and encouraging translanguaging and testing his rhetorical decisions via trial and error in an attempt to make Mark feel that he was writing in a "comfort zone" (Canagarajah & Matsumoto, 2016) where he was allowed to freely express his thoughts in whatever ways and languages he felt comfortable with, thereby rendered to make rhetorical decisions during writing. strengthen himself as a writer, and empowered to negotiate meaning like a meaning maker As has been argued previously (Horner, Lu, Royster, & Trimbur, 2011), in my writing conferences, language deviations were not treated as

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limitations; rather, they were regarded as ways or processes to produce meaning. Mark was encouraged to access his knowledge of Chinese; then, through interaction and usage of all the resources of a repertoire by all means, writing became a meaning making process rather than a test practice.

As Taylor (2021) argued that the teacher cannot impose a desired identity upon a student but should recognize identity as negotiated rather than imposed, and view their roles as one of extending invitations for students to (re)position themselves. Because of the non-threatening atmosphere, Mark was motivated to negotiate meaning in the writing process. Giving the students space to position themselves in the conferencing process serves as a panacea to boost students' agency to voice their ideas and motivation for learning. As a result, learning takes place at the point of negotiation with meaning when learners are empowered to construct their identity and voice. This finding supports Listyani (2021) and Shvidko's (2018) conclusions that teachers should provide non-threatening and affiliative feedback for students to increase their agency.

Translingual Conference as a Zone of Collaboration

Throughout the translingual writing conferences, I played the role as a co-writer and went through the meaning making process with Mark. Mark's authorial voice was emerging and developing through our conference discussion. Oftentimes, I inquired about his lexical concerns, so he was forced to pay attention to lexical choice when making rhetorical decisions. Being treated as a translingual writer, Mark was always able to arrive at specific words based on his own decisions. Although his writing had grammatical errors, the translingual conferences allowed us to work as writing partners and negotiate meaning together. As Machado and Hartman (2020)

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assert, through teacher-student collaboration, and the allowance of students' use of communicative repertoires, students can feel empowered to share their critical messages. In line with these findings, within the translingual conference, mark was rendered a collaborative space to bring this sense of empowerment to fruition.

However, in the EFL context of Taiwan, during our collaborative writing process, due to writing test norms, I strove to be open to multiple rules. Tests have quite an influence over EFL writing practices in Taiwanese education. Both Mark and I had to strike a balance between appealing to multiple norms in our collaborative efforts. This goes to show that the translingual conference should not be treated as a rigid system, but open to the volatile learning contexts across various EFL contexts. Although the heart of the translingual conference lacks a standard norm, this study shows that other norms need to still be taken into consideration when engaging in this collaborative workspace.

Translingual Conference as a Zone for Personalized Learning

In the translingual conference, the interaction process served as a personalized learning place for Mark and I. To tap into his thoughts and understand his learning needs in the writing process, the concept of formative and alternative assessment—as opposed to summative and traditional assessment—was infused into the process. This type of assessment in combination with the conferences allowed for constant adjustment of the content and learning goals for each writing assignment. Initially, I conducted ten conferences with Mark to discuss his drafts and revisions for ongoing improvement. By the end of the process, he was able to grasp the importance of the ongoing development of ideas as a writer. Thus, he broke away from his former self as a learner who was more concerned with grammar.

In the interaction process, Mark raised questions and I in turn recommended him ideas for writing inspirations and asserted reflective questions that catered to his needs. Through these practices of negotiating meaning and writing strategies in the conference, Mark was able to slowly digest and analyze his own writing and learning goals, allowing him over time to self monitor his writing progression and become more agentive, as well as place greater emphasis on ideas and content. This did not simply occur between two conferences, but rather throughout the entire process of all ten writing conferences. This shows a parallel to Black and Wiliam (2009) who suggest that teachers should strive to ask reflective questions as opposed to simple, factual ones, and allow ample time for students to respond in order to better understand their learning outcome, which can allow for proper adjustments of pedagogical practices leading to a progression of personalized learning.

Additionally, using reflection writing immediately after each conference and interview served as an alternative assessment to help him reflect upon each writing and conference session. As indicated in Herman, Aschbacher and Winters (1992), many teachers advocate portfolio assessment which allows students and teachers to observe a tangible reflection and progression of work over time. This important element helped him keep track of his own transformation across the ten essays, which fostered the personalized learning of the conference. For example, in the initial conference, Mark placed greater emphasis on the grammar aspect in writing, as indicated in his writing reflection. By the last conference, he switched his focus from grammar to content and ideas. The tailor-made translingual conference appeared to help him transform his identity from a learner to a writer; meanwhile, he also switched his emphasis from grammar to content and organization in the process of

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writing. He could express his ideas in written reflections, in the translingual conferences and in his essays.

Conclusion

In conclusion, in the translingual writing conferences, Mark was offered a space to accommodate "errors" in his writing through meaning negotiation. It is in this "comfort zone" and through this productive process where Mark could collaborate with me to improve his writing over time and increase his voice and agency as a writer. As stated by Canagarajah (2013d), in this translingual space, the student is afforded negotiation strategies and ecological resources to move out of the monolingual sphere and into the multilingual world.

In addition, this protected space through the translingual lens allowed Mark and I to treat resistance as a positive aspect of learning. As seen in the current study, it is possible for resistance to act as a catalyst for productive change. Through resistance, Mark was able to critically voice his concerns and counter-thoughts, which resulted in an agentive process of recursive revision and the redefining of his identity as a writer. In Mark's case, resistance acted as a potential mechanism for learning afterwards. Without his resistance, there would have been no accommodating stage, which serves as a phase for him to transform from negative voice inward to agency outward. Resistance appears to exhibit a very strong learning potential, especially for accommodative, and even transformative learning.

Although Mark in this EFL setting needs to follow the standard norms for test preparation, he was endowed with agency and acquired translingual literacy during the translingual writing process. The trajectory of literacy development did not grow linearly and constantly yet recursively through bumpy ups and downs over

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time. For instance, Mark saw a transformation in his language use within the conferences that did not exactly follow a clear and linear trajectory. There was a fluctuating shift between the use of Chinese and English throughout the process, going from pure Chinese, to mostly English, then into a mixed stage, and finally arriving at a translanguaging stage where Chinese and English were blended together into one repertoire used as productive learning resources.

Moving away from a monolingual learning disposition to a translingual one is not easy yet worthy. Not only did Mark achieve higher performance outcomes according to the monolingual standard, Mark also has been transformed from a test-taker to a translingual writer. It was within this transformation into a translingual writer that propelled Mark into a space allowing him to become more engaged in his writing, and care more about the idea development. It was this agency and motivation that allowed him to increase scores. Overall, his identity had been shaped from a student learner to a writer caring about idea expression, readership, rhetorical negotiation, and how to make sense of the world through writing.

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Pedagogical implications

Though the case study relies heavily on one single EFL high school student in Taiwan, the results are encouraging that translingual approach of writing conference is effective in a writing class across EFL students. To be more specific, a few teaching implications should be seriously taken into consideration by teachers. First of all, teachers should establish a comfortable zone of translingual writing where multiple norms are allowed, and students are encouraged to focus on rhetorical concerns, writing process, and agentive meaning negotiation.

Moreover, translanguaging which used to be considered a "bad" language learning act is beneficial to second language writing. Based on Canagarajah (2013), all languages are in one repertoire, so using linguistic resources is not only inevitable but also imperative to successful writing. This study proves that L1 use allows EFL students to be more afforded and resourceful in meaning making process. Moreover, translanguaging ability may be an innate competence, yet one's critical translanguaging competence needs practice to gain mastery. In conclusion, it was important for the notion of translingual conference to be known by other English teachers, adding that the strategies of using guided questions and allowing students to feel free to make mistakes in the process are rarely seen in high school classes. As Mark revealed that the rhetorical process brought him opportunities to use language and helped him express ideas. Thus, more pre-service teaching trainings should be established to help teacher's professional development in learning translingual approach, and teachers should be encouraged to try to take off the monolingual lens by putting on the new lens of translingualism. Although

translingual approach may seem to diverge from the traditional test-driven learning, it actually benefits real learning and helps develop real learners.

Limitations

This study intended to explore the translingual practice in writing conferences in Taiwan's EFL high school context. Some limitations of the current study are discussed below: First of all, the study is of small scale, focusing only on the writing development of one student, with intentions to capture the uniqueness of this one participant. Due to the exploratory nature of the current study, the findings cannot be generalized, and are exclusive to the one student used in this study.

Second, the questions I used in the translingual conference can be further compared across different learners. To be more specific, some learners are more introverted and the teacher-researcher may need to come up with more ideas for questioning strategies. Other learners, however, may be more extroverted, so the teacher-researcher needs to use other questioning strategies to guide the conference.

Previous studies have mostly focused on the use of the writing conference in tertiary and private tutoring contexts, and although the current study offers a unique contribution in that it examined the use of the translingual writing conference in the high school context, this is also a limitation. The findings from this study cannot necessarily be applied to students of younger age groups within the middle and elementary school contexts.

Suggestions for future research

Due to the fact that this research is exploratory in nature, many areas can be looked into for future research. First of all, the learning history of the participant in this study can be tracked as he continues his tertiary education. By doing so, we can know if the translingual practice has a long-lasting effect on him. In particular, his shifted identity as a writer can be observed over time to see if he still keeps writing and shares his ideas as a writer in the future.

In addition, this study can be replicated in different levels of education in Taiwan in that this study was only conducted in a senior high school setting. Results from others levels of education could be different. Furthermore, the other area for future research is to explore both teachers' and students' viewpoints toward the translingual conference. Their perspectives can be used in comparison with the current study to shed light on the challenges and strengths of this pedagogy.

For another area for future research, the current study could be replicated and shift the focus to the aspect of teacher development. The development of the teacher's approach to the translingual conference could be observed across multiple conferences to help the teacher monitor their own teaching, which could bring benefits to student learning.

Finally, a workshop can be held to spread the ideas of translingual conference to other teachers. As this pedagogy is still new in the context of Taiwan, more experimentation and innovation from teachers are needed to see how this idea works in real practice.

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Appendices

Appendix A

Activity Theory System Explanation (Kain and Wardle, 2002)

Tools (List the tools—both material and intellectual—used by the Subject)

Activity System Worksheet

Use this worksheet to help you begin thinking about the elements of the activity system you are considering and their relationships.

Describe the tool that you plan to focus on.

Motive

Subject (Describe the subject whose actions you are examining. Who are they? What is their job; background etc.)

Object (What is the immediate object of the activity?)

Outcome (What are the ongoing and/or long-term purposes of the community?)

Rules (List any laws, codes, policies, conventions, or practices that govern the practice of the activity.)

Community (Describe the community involved in the activity. What constitutes the community? In what ways is the community engaged in the activity?)

Division of Labor (How is labor divided within the community?)

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Appendix B

Student Survey

您好**:**

首先，謝謝您的參與及合作。問卷內容僅供學術研究之用，您的個人資料也

將完全保密，請您放心填寫，由於您的協助，此份問卷將對現今英語教學領

域貢獻良多。如您對次問卷有任何問題及建議，也歡迎您的來信指教，謝謝!

敬祝平安順利!

松山高中專任英文教師陳建智 **chineseulysses@gmail.com**

個人基本資料

1. 中文姓名**:** ＿＿＿＿＿＿

2. 年齡**:** ＿＿＿＿＿＿

3. 性別**:** □男 □女

4. 您目前的英文程度大概是 □初級 □中級 □中高級

5. 有通過英文檢定嗎**?** □有檢定是 ＿＿＿＿＿＿ □沒有

6. 高一及高二英文課程學到的英文讀寫能力是**?**

7. 描述記憶中的課程對自己的英文能力提升多少**?**

Sample writing prompt (1)

說明：1. 依 提 示 在 「 答 案 卷 」 上 寫 一 篇 英 文 作 文 。

2. 文長至少 120 個單詞 (words)。

提示：請仔細觀察以下三幅連環圖片的內容，並想像第四幅圖片可能的發展，

然後寫出一篇涵蓋每張圖片內容且結局完整的故事。
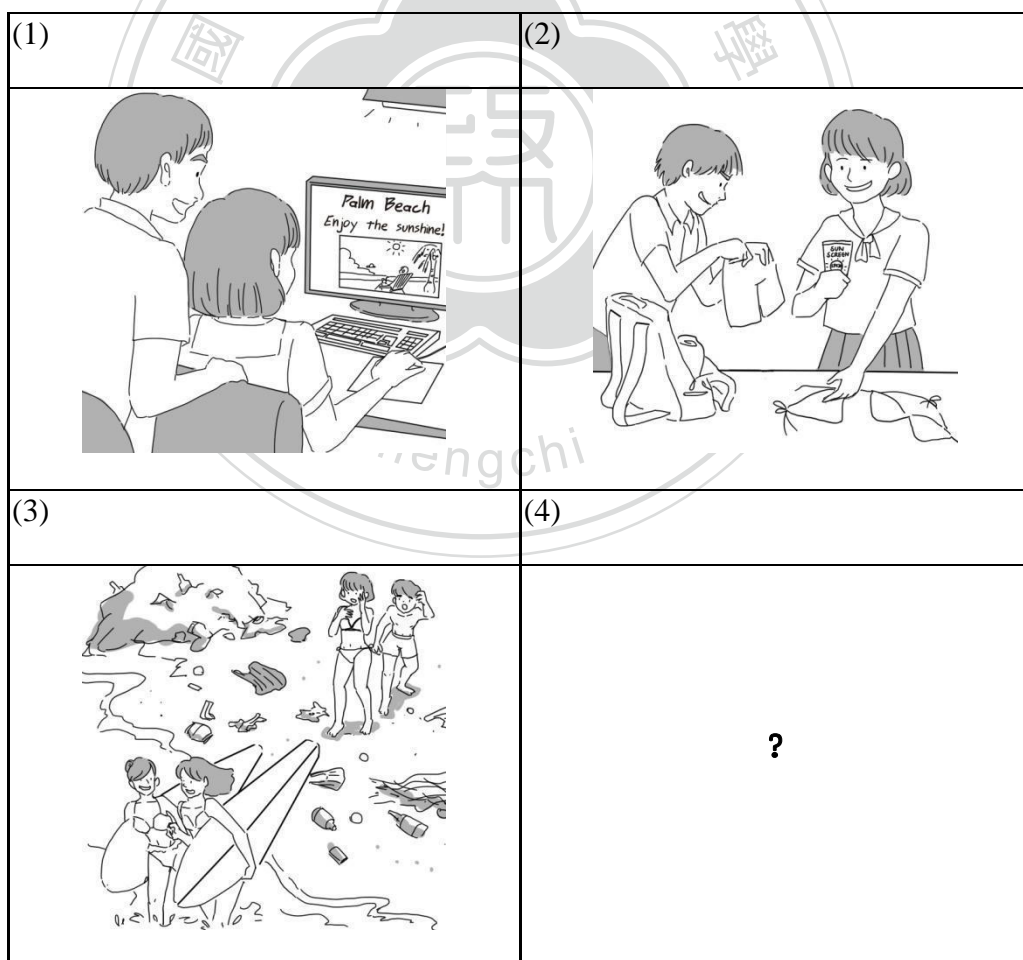
Sample writing prompt (2)

說明： 依提示在「答案卷」上寫一篇英文作文。

文長至少　120　個單詞（words）。

提示： 在我們的一生中，聽過無數種不同的聲音，哪一個聲音最令你難

忘？請寫一篇英文作文，文長至少　120　字，文分兩段，第一段描述你

在何種情境中聽到這個聲音，以及你聽到這個聲音時的感受，第二段請

描述這個聲音至今仍令你難忘的理由。

Appendix D

Interview Questions

The adoption of code-meshing during their writing processes.

寫作過程中，使用中英夾雜省思

1. What are the advantages of adopting code-meshing strategies?

中英夾雜寫作的優點

 (confidence, idea generation, providing more details/supporting points/descriptions,

content quality, writing motivation, reducing errors, more capable to

recall/adopt/negotiate what've learned, more attention to rhetorical/reader

concerns...etc.)

2. What are the disadvantages?

中英夾雜寫作的缺點

3. Do you feel that you could express your voice/thoughts more confidently like a real

writer? (identity)

可以真正表達自己的想法嗎?且更有自信

4. Do you feel that you wrote more critical/insightful content? (Evaluate this part

based on their texts)

能夠表達更批判或有深度的想法?

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5. Do you avoid making some errors that you used to make? What are they? (Evaluate this part by comparing their written texts)

可以避免過去犯的錯誤?(例如?)

6. Explain a few sentences or paragraphs about how translanguaging help you cope with writing problems, sentence reconstruction, word choices, writer's block, or other issues as above mentioned.

中英夾雜對自己的幫助是?

(Asking them the rhetorical negotiation processes by telling me how they fumbled for ideas through trial and errors)

想一下寫作過程中，中英夾雜對自己的幫助

Appendix E

Conference Timetable

Essays	Writing time	Conferencing dates plus interviews	Topic area
1	7/23/2019	8/8/2019	台灣問題跟解決 Any problem in Taiwan and your solutions to it
2	8/23/2019	9/3/2019	大隊接力 any impressive contest
3	9/4/2019	9/7/2019	北一模(城市裡讓你愉悅的東西是什麼) something that brings you happiness in the city
4	10/17/2019	10/23/2019	107 指考 the community activity you prefer and its content
5	10/23/2019	10/30/2019	卡車 food truck
6	10/31/2019	11/1/2019	北二模(最喜歡的食物) Your favorite food
7	11/23/2019	11/30/2019	運動 How to help students to exercise more
8	12/17/2019	12/20/2019	北三模(家庭教養模式) Modes of family cultivation
9	1/8/2020	1/10/2020	面臨的問題與選擇 Problems you face and the decision you make
10	1/9/2020	1/10/2020	年齡代溝 generation gap

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Appendix F

Mark's classmate's writing sample with annotations

Beautiful Things in Taipei	Useful Expressions
Taipei, the capital city of Taiwan, is often known for its prosperity and cultural abundancy[abundance]. **-HOOK- As a local resident,** ~~the convenience technology brings to the city~~**[1. the convenient technology available in the city 2. the ubiquitous convenient technology in the city] is not what attracts me the most. -TOPIC SENTENCE- It is the people that I find special,** ~~and I feel happy knowing that~~ **[and it is this aspect that makes me feel proud of my city.].** 　　**-TOPIC SENTENCE- [I feel excited when talking with strangers from different parts of the world, thus making my living in Taipei very enjoyable and relaxing.]** ~~People in Taipei in fact come from everywhere in Taiwan~~ [1. People in Taipei, in fact, come from many different walks of life 2. People in Taipei, in fact, come from all over the world 3. People in Taipei, in fact, come from many different backgrounds], ~~which makes the city a mixture of many different cultures~~ [1. which increases the diversity in the city. 2. creating a melting-pot of different cultures.] ~~Each one of us holds what is special and shares it with others, and with respect, everyone gets to learn about different things.~~ [Each person possesses something unique to share	**1. ubiquitous (ADJ.)** 無所不在 **2. It is the people that I find special…** 分裂句，強調主題。 **3. different walks of life** 各行各業 **4. cultural abundance** 文化豐富性 **5. in a respectful manner** 以尊重的方式 **6. preserve/keep this cultural diversity** 保有文化多樣性

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from their own culture, so we can all exchange different ideas and perspectives in a respectful manner]. ~~Tourists are also a big push to this~~ [Tourists also contribute to this diversity.]. ~~I feel excited when talking with strangers from different parts of the world, thus making my living in Taipei very enjoyable and relaxing.~~ **-TOPIC SENTENCE- [In order to preserve/keep this precious cultural diversity in Taipei, the Taiwanese government can take action in a few ways.]** One way is that they can continue to promote tourism in Taipei to bring more tourists into the city. Another way would be to put a focus on building and strengthening relations between Taiwan and other foreign countries. Finally, educational institutions in Taipei can continue to create policies to attract more international students.]

-RESTATED THESIS STATEMENT- I think the value of this city is the people living in it, [and the cultural diversity that it offers]. ~~In my opinion, the virtues and hospitality they share have become the most beautiful scenery of the city.~~ [In my opinion, the convergence of these cultural ideas and characteristics have created a hospitable atmosphere in Taipei, and this has become the most beautiful scenery of the city.] ~~and if I were a tourist to Taipei, I would definitely fall in love with this place~~ [If I were a tourist in Taipei, I would definitely fall in love with this city.] ~~I suggest people keep their friendliness and continue to spread it among each other, since that is indeed what makes the city brighter.~~ **-CONCLUDING SENTENCE- [It is this aspect**

7. the convergence of cultural ideas 文化想法的匯聚

8. create a hospitable atmosphere 營造好客熱情的氛圍

9. If I were a tourist in Taipei, I would…. 與現在事實相反, 假設語氣。

| that makes the city a brighter place, and I am happy and honored to be part of it.] | |

Appendix G

A visualization of the coding scheme for video analysis