



REFLECTING THE PLURALISTIC SOCIETY: TRANSLINGUAL PRACTICES IN ACADEMIC WRITING

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ABSTRACT

Translingualism is a paradigm shift in language teaching and research. It introduces a new way of looking at the use of English within a global context. This new approach in the second language and English language teaching challenges the traditional approaches, especially in academic writing. This study focused on the translingual practices by Filipino translingual students of Notre Dame Village National High School in Cotabato City, Philippines. Moreover, it investigated how these translingual practices reflected the translingual' identities and voices in academic writing. Through careful analysis of the essays, using qualitative content and textual analysis, five translingual practices were identified, namely writer invitation to negotiation and interaction, spelling, convention and grammar deviation, notions of culture, utilization of linguistic and non-linguistic repertoire and writer-given clues to understanding context. These identified translingual practices were interpreted, negotiated and co-constructed through textual negotiation strategies. It was found that only invoicing and interactional strategies were adopted by the translingual in negotiating the meaning of their texts. Lastly, it was found that through the meshing of different modality, linguistic and non-linguistic repertoire in translingual practices, the translingual writers have reflected their identity in writing.

Keywords: Translingualism, translingual practices, code meshing content, and textual analysis, Philippines