

## التأثير الايجابي لثنائية اللغة في تحسين الكتابة على المستوى الأكاديمي: دليل إضافي

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مقدمة:

أظهرت العديد من الدراسات أن الطلاب ثنائيي اللغة يتفوقون فكرياً على أقرانهم أحاديي اللغة وبذلك فإن نتائج هذه الدراسات ادحضت الاعتقاد السائد بأن لثنائية اللغة تأثيراً سلبياً أكثر من كونه إيجابياً. تماشياً مع الدراسات السابقة، وأنجزت هذه الدراسة لتثبت بأن لثنائية اللغة تأثيرها الإيجابي على تحسين الكتابة على المستوى الأكاديمي.

مشكلة البحث:

إن دراسة تأثير ثنائية اللغة كمتغير اجتماعي في تحسين الكتابة الأكاديمية على المستوى الجامعي لم يحظَ بعناية الباحثين في الأدبيات المتاحة لا محلياً ولا عالمياً. ووفقاً لذلك، يمكن عدّ الدراسة البحثية الحالية الدراسة الأولى من نوعها لسدّ هذه الفجوة الأدبية ونحو فهم أعمق للموضوع محل الاهتمام.

أسئلة البحث:

1. ما طبيعة العلاقة القائمة بين ثنائية اللغة وتطور مهارة الكتابة على المستوى الأكاديمي؟
2. ما أهم استراتيجيات الكتابة التي يوظفها الطلاب على المستوى الأكاديمي عند كتابتهم

في موضوع ما؟

أهداف البحث:

مما تقدم في مشكلة البحث وأسئلته السابقة تشكلت مجموعة من الأهداف والغايات التي يمكن أن تسهم في توضيح هذه الأهداف:-

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أولاً: التحقيق في طبيعة العلاقة القائمة بين ثنائية اللغة وتطور مهارة الكتابة على المستوى الأكاديمي.

ثانياً: بحث استراتيجيات الكتابة التي يوظفها الطلاب على المستوى الأكاديمي.

### أهمية البحث:

تكمن أهمية هذه الدراسة بأنها تلفت انتباه معلّمي اللغات لأهمية ثنائية اللغة كأداة مهمة في تعزيز قدرة الطلاب على التعلّم والتواصل والتفكير التقدي. ممّا يساعد بدوره في تحسين جودة وفاعليّة كتابتهم الأكاديمية على وجه التحديد. ومن ناحية أخرى ، فإنّها تلفت انتباه واضعي المناهج الى ضرورة وجود سياسة تعليمية تدعم ثنائية اللغة للطلاب الذين يتحدثون اكثر من لغة وعلى المستويات جميعاً.

### منهج البحث:

اجريت هذه الدراسة باستعمال كلّ من التحليل الكمي والنوعي. وتمّ تحليل البيانات في الدراسة باستعمال تصنيف ليكي (1995) لاستراتيجيات الكتابة الأكاديمية. وكذلك تمت مقارنة طرق الكتابة التي وظيفها كلّ من المجموعتين (الطلبة احاديبي اللغة والطلبة ثنائيي اللغة) والوقوف على الاختلافات الموجودة بينها ومناقشتها.

**الكلمات المفتاحية:** ثنائية اللغة، الكتابة الأكاديمية، استراتيجيات الكتابة الأكاديمية، تصنيف ليكي، احادية اللغة.

## **Ameliorating Effect of Bilingualism on Academic Writing Development: Additional Evidence Dr. Muna Abd Ali Al-Abbad<sup>1</sup>**

### **Abstract**

Several studies have shown that bilingual students outperform their monolingual peers intellectually. Accordingly, they refuted the long-held belief that having access to several language codes constitutes a psychological condition, and that bilingualism seems to be destructive rather than constructive. In line with the studies of concern, this study aims to achieve two objectives: Exploring the relation between bilingualism and academic writing development, besides investigating the students' coping strategies when writing their academic writing task.

The data was analyzed according to Leki's (1995) typology of coping strategies. Additionally, the coping strategies of both groups were compared and the differences were highlighted and discussed. In this study, more evidence is mounting in favor of bilingualism. The extensive range of coping strategies employed by the students has been cited as an explanation for the quantitative rise in writing scores reached by bilingual students. Hence, writing proficiency and the use of coping methods appeared to be directly related to bilingualism.

**Keywords:** bilingualism, academic writing, copying strategies, monolingual, Leki's typology.

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## 1. Theoretical background

As a matter of fact it is challenging to define bilingualism because being bilingual might signify different things to different people. If you grew up speaking and using two languages simultaneously, you may be bilingual. By picking up a second language after mastering their first, one may also become bilingual (Branson 2009, 12). Regarding the current study, the researchers adopt Rampton's (1990) view according to which bilingualism indicates "a high level of skill that enables the speaker to communicate and appear to be a native speaker of two languages" (Rampton 1990, 47).

The abundance of multidisciplinary research on bilingualism that is currently available (Romaine 2000; Hamers & Blanc 2002; Creese & Blackledge 2010; May 2014) attests to the topic's significance as a subject worthy of research. The discipline has advanced quickly to maturity, leading to the appearance of two peer-reviewed international publications with the intention of distributing and supporting multilingual research much, just like refereed journals in other disciplines do. They are represented by *Bilingualism: Language and Cognition* and *International Journal of Bilingual Education and Bilingualism*. Moreover, treating bilingual pupils in the context of growing interest in multilingual studies was motivated by post-colonialism as well (Norton 2014, 16).

Nevertheless, the cognitive consequences of being bilingual were at the heart of the intellectual debate (Krashen 1996, 1999; Hamers & Blanc 2000). Bilingualism and bilingual education are frequently accused of creating "deficient conditions requiring remediation" (Fu & Matoush 2006, 9). Others include the unfavorable opinions of the general population, the reason for the school dropout rates, and the decline of English (Krashen 1996, 1999).

Moreover, very few studies on bilingualism are conclusive and generalizable, and no study has escaped criticism. Discussions on bilingualism are frequently attributed to flaws in the methodological designs, like limited or biased data, a vague definition of what constitutes individual bilingualism and a lack of control over bilingual experiences despite the field has been recognized as one of the important inquiries to date (Hamers & Blanc 2002, 35-40). Without attempting to address the shortcomings of earlier studies, the current study aims to investigate the effects of adult bilingualism from a completely different angle by combining a cognitive viewpoint and a socio-cultural vantage point.

It specifically looks at how much bilingualism influences the students' use of coping mechanisms to complete their writing samples. Unquestionably, a thorough understanding of how students use coping mechanisms while writing is crucial since writing entails a difficult process of negotiating meaning and is influenced by sociocultural factors. On the other hand, significant insights into how a second language is viewed can be gained by treating bilinguals while considering their self and identity when completing writing samples. Accordingly, the applications of such investigations can also be made use of in pedagogy.

## 2. Literature Review

Several studies were accomplished in the field of Bilingualism disprove the claim that learning a second language is hampered by the growth of a first language and vice versa. Krashen (2005) used the metaanalysis method to find that, on measures of academic achievement in English, children in bilingual programs often perform better than those in all-English programs.

A study by Fu and Matoush (2006) offered enlightening proof of the advantages of bilingualism. They discovered four transitional stages of writing, moving from "First Language Usage" to "Code-Switching" to "Trans-Language Usage" and finally to "Approaching Standard English," while examining the development of bilingual Chinese students who learned to write in English in a middle school in New York's Chinatown (Fu and Matoush 2006,12). They concluded that it is typical for students to use their first language and codeswitching while creating meaning.

In a similar vein, Sun et al. (2018) conducted a study to investigate the relationship between three aspects of metalinguistic awareness—namely, phonological awareness, morphological awareness, and syntactic awareness—and the writing skills of three primary English-Chinese bilingual children in Singapore as well as Chinese-speaking monolingual children in mainland China. It was discovered that the three components of metalinguistic awareness contributed differently to writing comprehension between the two groups of children and across the languages. It was also discovered that there is a strong cross-linguistic relationship between English and Chinese metalinguistic awareness, which seems to support and encourage bilingual children's writing proficiency in both languages.

In an attempt to confirm the relationship between bilingualism and academic writing improvement, Hinesly (2019) conducted a study to determine whether bilinguals have more advanced writing skills than their monolingual colleagues of the same educational level. The findings of this study appear to be consistent with those of other studies showing that kids who are learning multiple languages do better on writing samples than students who only know one language.

However, a closer look at the literature in point indicates that examining the impact of Bilingualism as a social variable on academic writing advancement at the university level received no attention from scholars in the available literature neither locally nor globally. Accordingly, the current research study can only be considered as the first step to fill this literature gap and towards a more profound understanding of the key tents of the issue of concern.

### **3. Hypothesis of the study**

In opposition to the stance held by some scholars according to which Bilingualism academically appears to be destructive rather than constructive, it is hypothesized that Bilingualism leads students to experience greater writing improvements.

### **4. Objectives of the Study**

This study seeks to achieve the following objectives:

1. Exploring the relation between bilingualism and academic writing development.
2. Investigating the students' coping strategies when writing their academic writing assignment.

### **5. Significance of the study**

This study is of significant value because it addresses the growing demand for instructors to consider individual learner characteristics and satisfy students' linguistic needs in the context of education as our cities become more globally integrated. Which pedagogical approach—additive (fully bilingual programs) or subtractive (L2-only focused programs) — is the most effective for students learning several languages and for those who only speak one can be determined using the findings of this study and those alike. On the other hand, this study draws the attention of curriculum developers and designers to the detrimental impacts of the lack of an

educational policy that promotes bilingualism instead of impeding it as well as the implications of upcoming research in this area. Accordingly, in light of the findings of this study, educators might give priority to additional situational, affective and cognitive aspects when assessing and enhancing the academic achievement of students.

## **6. Copying strategies**

In this study, writing methods utilized by students were investigated using Leki's (1995) typology of coping strategies which offers a pedagogically helpful framework. The justification for employing this paradigm is that it can assist teachers in determining the preferred practices that students employ when writing their samples. Also, this typology allows students to write independently (Canagarajah 2002, 13). The elements of coping mechanisms include:

### **6.1. Clarifying the plan**

Students use this technique to speak with teachers or their peers about samples to better comprehend them, get more detailed feedback, or determine the assignment's purpose.

### **6.2. Focusing technique**

Rereading the homework numerous times and rereading literature to focus on the assignment are examples of this.

### **6.3. Utilizing prior writing experience**

Students use their prior experiences as useful evaluating criteria. Students utilize this tactic to fall back on their mother tongue to fix issues that arise when writing in a foreign language.

### **6.4. Adjusting tactics based on recent experience or comments**

The students use this technique to respond to oral and written comments from other students or input from professors to other students as writing direction.

### **6.5. In search of models**

The students use professional research articles and books written in English as examples for their formats, organizational schemes, and wordings.

By and large, the students use techniques they had learned in both their most recent and previous writing classes. Addressing the demands of the instructors although suppressing their thoughts, the pupils do their utmost to live up to their teachers' standards. Avoiding the demands of the teachers, the samples are completed by the students in accordance with their own perspectives and areas of interest rather than always doing as their lecturers instructed. (Leki 1995, 240).

Here is an important place to emphasize that the ethnographic research that produced this typology included student participants from a variety of linguistic and cultural backgrounds. Although all of these methods can be used universally for language learning in general, the socio-cultural histories of the pupils have a bigger influence on them. As a result, they are not value free but rather rich in cultural values. Depending on the cultures and learning traditions the students come from, a student may use a tactic like "resisting teachers' requests" in a different way. A student from a culture where teachers are seen as having power in the classroom is less likely to show resistance to the demands of the teacher. If he or she does, the resistance is frequently subdued rather than overt.

## **7. Methodology**

### **7.1 Population**

Twenty first grade students enrolled in the college of Medicine; University of Basra served as the study's subjects. In such a quasi-experimental study, the subjects were categorized into two groups: The bilingual group (BG) and the monolingual group (MG) representing the two quasi-independent variables of the study under discussion. The former includes those who came from educated families and who already travelled abroad with their parents since they were young children, and stayed living abroad for a while. Further, they had been conversing with their parents at home in English as well as Arabic. Outside of the classroom, they conversed with their peers who were from the same areas using Arabic only. Nonetheless, they shifted to English in official settings like the school and in circumstances when it is not virtually very appropriate to speak indigenous language. The students in BG converse in English as well as Arabic.

On the other hand, those of the monolingual group were raised in families that communicated only in Arabic on a regular basis. The students in the two groups were chosen based on their (grade point averages), which



range from 3-3.5 on a scale, and their most recent writing scores, which varied from B to B+, in order to control language proficiency in general and writing proficiency in particular.

## 7.2 Data collection

The data were compiled using the responses of the writing samples that were submitted by the students of the two groups for grade in a college course. Writing time was provided for two hours. To ensure the authenticity of the marking, the writing assignment was restricted to the subject of the coronavirus as a fatal disease (Hughes, 2000:27). In other words, students were prohibited from choosing their own topics. The writing assignment was designed to evaluate the pupils' general writing ability. The primary source of data was twenty paragraphs produced by ten students in BG and ten students in MG. To further improve the accuracy of the comparison between monolingual and bilingual writing samples, each participant's writing sample was written in English. On the other hand, extra supplementary details were gathered in order to understand the students' text-writing coping methods by using an interview. At the end of the class, an interview was conducted with students from BG and MG to learn more about their pre-writing, writing-process, and post-writing strategies. This provided the researchers with the chance to bring together the earlier data and knowledge towards an in-depth depiction. Further, observation and field notes also had their role in unraveling the complexity of bilingualism.

## 7.3 Quantitative and qualitative analysis

To develop a thorough perspective, this study combined both quantitative and qualitative analyses. Quantitatively, the obtained writing samples were evaluated using the University of Colorado rubric's criteria (Appendix A) and the grader's Holistic Ranking (Appendix B). A rubric is a scoring guide that lays out the precise standards by which student work can be judged. It has performance levels that show the caliber of the work completed wherein each level is stated in a way that makes comparisons to other levels of performance easy. Hence, use of rubrics can give students important insights into how well they have met a particular learning objective. It also offers students specific feedback that highlights their areas of strength and weakness. The feedback provided here can be used by students as a means for improving their skills.

The grading criteria are described in three or four columns of the rubric which are the levels of achievement. A good rubric describes levels of quality (scales) for each of the criteria. In Colorado University rubrics used for assessing the students' writing samples in courses, you will see the levels listed as (Inadequate, Needs Improvement, Meets Expectations and Exceeds Expectations). Under each of these levels, there are the rubric's sections (criteria) that identify the trait, feature or dimension which is to be measured and include a definition and example to clarify the meaning of each trait being assessed, For example, a rubric for an essay might tell students that their work will be judged in terms of Structure/Org.; Grammar/Mech.; Content and Information and Language (Wolf et.al 2007, 3-14).

A typical rubric also contains a scale of possible points to be assigned in scoring work. High numbers are usually assigned to the best performances: scales typically use 2 or 3 as the top score, down to 1 or 0 for the lowest scores in performance assessment. The raw rubric score is calculated as a sum of all criteria grades. The final grade is calculated by comparing the actual score with the worst/best possible score that could be received (Hafner et.al 2004, 1509-1528). Following a comparison of the rubric results, a relationship between the participants' language classification and "writing ability" as measured by the rubric is established. The writing sample was assessed in terms of Structure/Org.; Grammar/Mech.; Content and Information and Language (the rubric's sections).

In the qualitative analysis, the written samples, observation, interviewing, and field notes findings were categorized and examined in light of the previously stated Leki's (1995) typology of coping techniques. Qualitative analysis can provide in-depth details regarding the writing process that students went through when completing writing projects because bilingualism has only previously been evaluated quantitatively and through the use of a test (Garcia & Flores 2014, 94) which is plainly product-oriented. This procedure depicts the techniques the students employed to complete the writing samples assigned to them. On the other hand, employing techniques like observation, interviewing, and field notes helps to unravel the complexity of bilingualism.

#### 7.4 Results and Discussion

Qualitatively, descriptive data showed that the BG did better than the MG in terms of overall writing proficiency. This result indicates that BG has better writing gains than MG. One of the most likely explanations for this result is the students' skillful use of coping mechanisms during the writing process. Study of the written paragraphs, classroom observations, and interviews with students from the two groups revealed that the students in BG used more sophisticated yet adaptive coping techniques than their counterparts in MG. The comments the BG students provided, when interviewed, show their coping strategies for negotiating meaning while writing:

**"Of course, the information in our writings is under our control as students. We are unrestricted in what we can say because nobody, not even our writing instructors, is forcing us to. We actually have the option to reject our lecturers' opinions if they are forced upon us against our wishes. We need to be imaginative when constructing our topic." (Hanyn)**

The fact that this bilingual student didn't seem to want to do what her teacher asked her in terms of recording the former's views suggests that she was employing a method of resistance. According to the researcher, she is comfortable employing her own strategies by "pouring out whatever we want to say without being pressured by other people, especially our writing tutors." This student is comfortable experimenting with her style of "pouring out" the thoughts and letting go of any outside pressure that would restrict her creativity in writing rather than relying on the forced writing techniques that might not be effective for her. Another student in the BG group showed how to use clarifying techniques by asking her peers for feedback when she said:

**"As soon as I finished writing my paragraph, I started editing my writing, fixing whatever grammatical, collocational, and diction mistakes found. After reading it and receiving comments from my friends, I rewrote it."**

**(Zyna)**

This method is employed by the majority of skilled authors who work to produce a creative writing. Many studies on the writing process have shown that skilled writers maintain revising while novice writers stop after they have done writing. (Zamel 1983; Raimes 1985; Krashen 1984). Throughout the revision process, students receive the comments and

corrections they need to keep improving their work. Many process writing scholars argue that a willingness to revise—to discard outdated ideas and include new ones can lead to outstanding writing.

Equally compelling is the story of the bilingual student in the BG who expressed her disapproval of her teacher since she regarded the latter's comments to be annoying. She adjusted her strategy, however, as soon as she realized that her teacher had the authority to choose the grade in order to meet her teacher's requirements.

**She said, "When I write, I just go with the flow. But there are times when the teacher thinks my writing is inappropriate. I consequently had to alter my writing to match his preferences. Although it is annoying, I have no control over it because the teacher determines my writing class grade". (Huda)**

Qualitatively, analyzing the results obtained from each rubric component, Table 1 demonstrates that in four out of the four rubric components, bilingual students rank higher than their monolingual peers, and are shown to be in the vanguard in their achievements.

**Table 1**  
**Average Scores by Rubric Traits**

Trait	Average Bilingual Score	Average Monolingual Score
Structure/Org.	2.25	1.25
Grammar/Mech.	3	1.25
Content/Info.	2.5	1.5
Language	3	1.25

Hence, the results of quantitative analysis are consistent with those related to qualitative analysis. Once again, bilingual students outperform their monolingual colleagues in many domains, including academics and metacognition. Writing of bilingual students was seen to be more structured than that of monolingual students. Then, this serves as a warning about potential difficulties monolingual students may encounter when writing in a second language. Findings indicate that when compared to the writing of monolingual students, bilingual students' writing exhibits comparable or superior grammar, content, and language quality emphasizing the particular linguistic ability of the bilingual students. The results of these writing

evaluations then support the assumption that bilingualism does, in fact, help with grammatical usage, the capacity to choose acceptable content, and language proficiency.

In addition to using the rubric and as the adopted writing rubric only measures a few aspects of writing, the grader (researcher) has attempted to score the writing samples holistically. In line with the rubric score, which gives Bilinguals highest score in the set wherein each of the rubric sections is given a score of 3, once again, the grader ranks Bilinguals' writing samples higher than Monolinguals' writing samples. However, the grader's logic is still based on rubrics and takes into account the same rubric's sections, as shown in tables 2 and 3.

Classification	Structure/Org. Score out of 3	Grammar/Mech. Score out of 3	Content/Info. Score out of 3	Language Score out of 3	Total Score out of 12
Monolingual <sup>1</sup>	1.5	1	2	1	5.5
Monolingual <sup>2</sup>	1	1.5	2.5	1	6
Monolingual <sup>3</sup>	1.5	0	2	1.5	5
Monolingual <sup>4</sup>	1	1.5	1	1	4.5
Monolingual <sup>5</sup>	2	2	2	1.0	7
Monolingual <sup>6</sup>	1	1	3	2	7
Monolingual <sup>7</sup>	2	1.5	1.5	2	7
Monolingual <sup>8</sup>	2	1	1	2	6
Monolingual <sup>9</sup>	1.5	1	2	1	5.5
Monolingual <sup>10</sup>	2	1.5	2	1	6.5

**Table 2 Trait Scores of Monolinguals by Grader**

Classification	Structure/Org. Score out of 3	Grammar/Mech. Score out of 3	Content/Info. Score out of 3	Language Score out of 3	Total Score out of 12
Bilingual <sup>1</sup>	2.5	3	3	3	11.5
Bilingual <sup>2</sup>	2	2.5	3	2.5	10
Bilingual <sup>3</sup>	3	3	3	3	12
Bilingual <sup>4</sup>	3	2.5	2.5	2	10
Bilingual <sup>5</sup>	2.5	3	2.5	2	10
Bilingual <sup>6</sup>	1.5	3	3	3	10.5
Bilingual <sup>7</sup>	2	3	2.5	3	10.5
Bilingual <sup>8</sup>	3	3	3	3	12
Bilingual <sup>9</sup>	2.5	3	3	2.5	11
Bilingual <sup>10</sup>	3	3	3	2.5	11.5

Table 4 Commentary on Holistic Ranking of Samples

Table 3 Trait Scores of Bilinguals by Grader

Holistic Ranking	Commentary
<b>Bilinguals</b>	Out of the samples received, the bilinguals' writings were the most organized. Plus, they offered the best illustration of critical analysis. The language of the samples received was the most advanced, and the organization was the most advanced as well.
<b>Monolinguals</b>	Most often, the formal tone was lost and the simplest transitions were used. Given that it consisted of several tiny questions, the sample's substance was not the ideal choice for submission. Although the sample was well-organized, an essay and short answers are not at all alike in terms of structure. Additionally, it depended on fact rather than interpretation or critical analysis.

Evidently, the main justification offered for selecting bilingual writings as the best writing samples is that their essays exhibit the best critical analysis and strategy usage, as well as the best essay organization. This clearly aligns with the results of the rubric.

This research provides more information on raw scores presented in (Tables 2 and 3). Table 2 makes it even clearer that bilingual students received the highest grades for grammar, language, structure, and content. Most frequently, language (vocabulary, tone) and grammar (syntax, punctuation) are employed to assess a language's "fluency." We can reasonably assume from this collection of writing samples that bilingual writers' problems

were not linguistic. The overall scores indicate that the bilingual students not only utilized language and grammar more efficiently and properly than their monolingual counterparts, but also demonstrated higher quality of writing.

Considering that these findings point to the benefits of bilingualism over monolingualism in numerous crucial areas of writing, this study supports the claim that completely bilingual, additive approaches to language learning are superior to subtractive, L2-only oriented techniques, therefore promoting fluent bilingualism. When contrasted with the potential of active bilingualism, subtractive methods

which encourage students to concentrate solely on learning the L2 and avoid using the L1 as a bridge to the new language are likely to impede their academic progress. This is especially true for language acquisition programs that aim to help students "forget" about their L1 in order to acquire an L2.

Accordingly, subtractive methods like these should be modified to include the L1 in the L2 learning process. To promote proficiency in both languages after getting early age education, bilingual education should be provided to all pupils in order to help them get closer to complete fluency in two languages as there are signs that bilingualism can improve the quality of writing. If this study's findings are confirmed in a wider population, they may indicate that bilingual pupils do better than monolingual pupils. This information may be sufficient to change the requirements of education, or standards, if necessary. In conclusion, the results of this study indicate both bilingual and monolingual students may benefit more from bilingual education, and they lend support to efforts that encourage bilingualism rather than hinder it.

## 8. Conclusion and Recommendations

The current study expands on the findings of the earlier studies, like those of Seadatee-Shamir et.al (2014); Bialystok (2015); García, et.al (2019) and Weishuan, et.al (2021). It has been found that "being bilingual leads to positive and beneficial results than null results" (Weishuan, et.al, 2021). That is why students in BG did better while writing than their peers in MG. The extensive range of coping strategies employed by the students has been cited as an explanation for the quantitative rise in writing scores

reached by the former. Writing ability and the use of coping methods seem to be directly related to bilingualism, in the sense that the more sophisticated and flexible the coping strategies utilized by the students to construct meaning during the writing process, the better their writing performance would be. So, expecting bilingual students to perform academic writing samples presents a brilliant technique to hasten the acquisition of written codes in a second language (in this case, English academic writing) as it encourages students to use the variety of coping skills available to them. As such, getting full fluency in both L1 and L2 should be the instructors' aim to help their students become more cognitively proficient in writing.

Nevertheless, as the focus of academic writing teaching has shifted from a cognitive orientation to a social-practice viewpoint, students should be taught to employ the variety of coping mechanisms they have at their disposal to deal with writing samples (Canagarajah 2002, 30). However, further investigations are recommended to validate the conclusions drawn from this study about Bilingualism and other variables like the students' age and socio-economic background.



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## Appendix A

## Evaluating a College Writing Using the University of Colorado Rubrics

<i>CRITERIA / SCALE</i>	<b>-3- Exceeds Expectations</b>	<b>-2- Meets Expectations</b>	<b>-1- Needs Improvement</b>	<b>-0- Inadequate</b>
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Flow of thought</li> <li>• Transitions</li> <li>• Format</li> </ul>	<p>Paper is logically organized</p> <p>Easily followed</p> <p>Effective, smooth, and logical transitions</p> <p>Professional format</p>	<p>Paper has a clear organizational structure with some digressions, ambiguities or irrelevances</p> <ul style="list-style-type: none"> <li>• Easily followed</li> <li>• Basic transitions</li> </ul> <p>Structured format</p>	<p>There is some level of organization though digressions, ambiguities, irrelevances are too many</p> <ul style="list-style-type: none"> <li>• Difficult to follow</li> <li>• Ineffective transitions</li> </ul> <p>Rambling format</p>	<ul style="list-style-type: none"> <li>• here is no apparent organization to the paper.</li> <li>• Difficult to follow</li> </ul> <p>No or poor transitions</p> <p>No format</p>
<p><b>Grammar/mechanics</b></p> <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• punctuation/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates complex sentences for effect/impact</li> </ul> <p>No punctuation or mechanical errors</p>	<ul style="list-style-type: none"> <li>• Uses complex sentences</li> </ul> <p>Few punctuation or mechanical errors</p>	<ul style="list-style-type: none"> <li>• Uses compound sentences</li> </ul> <p>Too many punctuation and/or mechanical errors</p>	<ul style="list-style-type: none"> <li>• Uses simple sentences</li> </ul>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary; use of vocabulary</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is sophisticated and correct as are sentences which vary in structure and length</li> <li>• Uses and</li> <li>• manipulates subject specific vocabulary for effect</li> </ul> <p>Writer's tone is clear, consistent and</p>	<ul style="list-style-type: none"> <li>• Vocabulary is varied, specific and appropriate</li> </ul> <p>Frequently uses subject specific vocabulary correctly</p> <p>Writer's tone emerges and is generally</p>	<ul style="list-style-type: none"> <li>• Vocabulary is used properly though sentences may be simple</li> </ul> <p>Infrequently uses subject specific vocabulary correctly</p>	<ul style="list-style-type: none"> <li>• Vocabulary is unsophisticated, not used properly in very simple sentences.</li> <li>• Uses subject specific vocabulary too sparingly</li> </ul>

	appropriate for intended audience	appropriate to audience	Writer's tone exhibits some level of audience sensitivity	
<b>Content/information</b> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Critical and original thought</li> <li>• Use of examples</li> </ul>				

**Appendix B/ Evaluating a College Writing Sample Using Analytic Holistic Ranking**  
**Student Name:**

	3	2	1	0
<b>Content&amp;Info.</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Inadequate</b>
Has attention grabbing title that accurately reflects topic				
Beginning of intro. is attention grabbing				
Topic and tone of essay are established				
Thesis is clear, is located in the right spot, and is debatable				
Body Paragraphs have topic sentences that are clear				
Body Paragraphs are well supported with a variety of evidence				

Outside sources are used and incorporated well				
Entire essay sustains a clear sense of audience				
Entire essay sustains and supports thesis				
Conclusion brings essay to satisfactory end				
Conclusion reiterates info. without unnecessary repetition				

<b>Structure/ Organization</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Possesses basic structure: introduction, body, conclusion				
Thesis is presented towards beginning and restated at end				
Main ideas/paragraphs organized logically				
Contains effective and frequent transitions to connect ideas/info				
Addresses and refutes counter arguments				

<b>Grammar/ Mech.</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Uses college-level diction				
Uses college-level and unique syntax				
Uses and maintains appropriate point of view				
Free of major sentence errors (frag, run-on, comma splice)				
Free of distracting punctuation errors (coma, colon, a post. use)				
Free of spelling and/or proofreading errors				
Conforms to correct MLA format				
In-text citations are included and in correct MLA format				
Works Cited Page is included and in correct MLA format				

<b>Language</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Vocabulary is sophisticated and correct as are sentences which vary in structure and length				
Uses and manipulates subject specific vocabulary for effect				
Writer's tone is clear, consistent and appropriate for intended audience				
Vocabulary is unsophisticated, not used properly in very simple sentences.				
Uses subject specific vocabulary too sparingly				
Vocabulary is unsophisticated, not used properly in very simple sentences.				
Vocabulary is varied, specific and appropriate				
Frequently uses subject specific vocabulary correctly.				
Writer's tone exhibits some level of audience sensitivity.				

<b>Comments</b>	<b>Overall Grade:</b>