Code-meshing L1 and L2 Rhetoric in Scientific Academic Writing Instruction:
A Step towards Pluralism in Writing?

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English is now the lingua franca of scientific knowledge and research publication. However, written academic discourse in English is highly standardized and embedded in Anglo-American cultural rhetoric, which does not allow deviations from its strict linguistic and rhetorical norms. Recently, this imposition of English rhetorical norms on NNS scholars has raised the issues of linguistic and cultural hegemony. The diffusion of powerful Anglo-American rhetoric through writing instruction has been a major concern as a threat to other cultural rhetorics in the world. As a way to resist this hegemony, Canagarajah (2006 a, b) introduced a critical pedagogical model: Code-meshing L1 and L2 rhetoric to add creativity and diversity to writing. Yet, being a novel model, not much is known about the actual implementations and consequences of code-meshing in academic writing classes.

Therefore, the study aims to explore the possibility of code-meshing L1 and L2 rhetoric in an English academic writing for scholarly publishing class in a doctoral English Language Teaching program in Turkey. In this class, along with Anglo-American texts, sample Turkish published texts were also analyzed as models and students are encouraged to develop their own creative cultural and individual voice. Considering previous research, especially L1 stylistic features of argumentation such as use of metaphors, idioms, direct appeals to reader such as rhetorical questions, use of evidence in forms of anecdotes and quotes, and inclusion of ethos or pathos were chosen as possible areas for code-meshing. At the end of the class, the students were interviewed regarding their attitudes towards this approach and their writing samples were collected over 3 years. The results demonstrate contradictory attitudes and the analysis of texts indicates that while some attempts of code-meshing are enriching and helpful, some attempts are ineffective. The applicability and pedagogical benefits of code-meshing in scientific writing are discussed based on the findings.

Canagarajah, A. S. (2006a). Toward a Writing Pedagogy of Shuttling between Languages: Learning from MultilingualWriters. *College English, 68* (6), 589-604.

Canagarajah, A. S. (2006b). "The Place of World Englishes in Composition: Pluralization Continued." *College Composition and Communication,* 57 (4), 586-619.

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