

Japanese L2 student writers' translanguaging in written peer feedback

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Although peer review is widely adopted in tertiary L2 writing classes, the issue of learners' strategic use of different languages—or translanguaging—in written peer feedback remains underresearched. Previous studies have focused mostly on examining benefits or drawbacks of peer review in the writing process, and relatively fewer scholarly attempts have been made to analyze peer feedback comments generated in L1, L2, or both L1 and L2 and reasons underlying such translanguaging practices. Given that the deployment of learner's full linguistic repertoire is an invaluable resource that helps L2 learners overcome the differences in language, discourse, and idea inventory; the importance of investigating the function of the L1 in L2 peer feedback performance cannot be overstated. This study examined feedback comments produced by 24 Japanese college students. In addition to comparing feedback profiles according to language use, stimulated recall interviews were conducted to glean factors influencing L2 learners' translanguaging practices. The findings suggest a great deal of interindividual differences among the participants in terms of language use, with approximately 86% of the participants reporting that they make flexible language choices appropriate in a given context. The feedback analysis revealed that Japanese L2 learners opted for either L2 or editing symbols for providing corrective feedback, the combined use of which constituted 91% of all corrective feedback points. For feedback commentaries, L1 use composed a majority (51%), followed by L2 (39%), and both L1 and L2 (10%) mixed at the intrasentential level. The thematic analysis of the interview accounts identified primary factors that affect Japanese L2 learners' language choices in providing written peer feedback. These factors include L2 proficiency of the reviewer and the writer, learner beliefs and learning goals, and task requirements. The findings of this study provide a further insight into L2 learners' language choices in providing written peer feedback.

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