Let's Talk About Writing Support for Plurilingual Graduate Students: A Collaborative Autoethnography

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Academic writing is an essential aspect of graduate school, as students' academic writing is the primary basis for assessment. The high-stakes nature of academic writing is magnified for plurilingual students, whose attendance at English-medium universities is growing exponentially. However, a small amount of research addresses how faculty support writing as an essential practice for plurilingual graduate students, particularly in English-medium universities, where English is implicated in structures of power and privilege. Employing a critical analytic collaborative autoethnography, this research uses polyvocal narratives among seven researcher/practitioners to consider how faculty members perceive and respond to the academic writing needs of plurilingual graduate students. Informed by intersectionality, these conversations illuminate how educator identities and epistemological turns in education theory impact approaches to writing support for plurilingual graduate writers. Importantly, these discussions are implicated in the sociopolitical contexts of Canadian and Australian universities, where systems of inequality act to marginalize plurilingual writers. These contextualized narratives then aim to problematize and revise existent, dominant deficit discourses and pedagogies of writing support for plurilingual students. Findings illuminate the capacity of educators, who are cognizant of their power and place, to generate alternative practices to support plurilingual graduate writers in the service of more asset-orientated and inclusive spaces that take advantage of students' plurilingual repertoires in English-dominant universities.

L'écriture académique est un aspect indissociable des études supérieures, car l'écriture académique des étudiants est la principale base d'évaluation. Les enjeux de la rédaction académique sont d'autant plus importants pour les étudiants plurilingues, dont la fréquentation des universités anglophones augmente de façon exponentielle. Cependant, il existe peu de recherches sur la façon dont les professeurs soutiennent l'écriture en tant que pratique essentielle pour les étudiants plurilingues diplômés, en particulier dans les universités anglophones, où l'anglais est impliqué dans les structures de pouvoir et de privilège. Utilisant une autoethnographie collaborative d'analyse critique, cette recherche utilise des récits polyvocaux entre sept chercheurs/praticiens pour examiner la question de la façon dont les membres du corps professoral perçoivent et répondent aux besoins d'écriture académique des étudiants plurilingues de troisième cycle. Informées par l'intersectionnalité, ces récits éclairent les façons dont les identités des éducateurs et les virages épistémologiques dans la théorie de l'éducation ont un impact sur les approches de soutien à l'écriture pour les rédacteurs plurilingues de troisième cycle. Il est important de noter que ces discussions s'inscrivent dans les contextes sociopolitiques des universités canadiennes et australiennes, où les systèmes d'inégalité marginalisent les rédacteurs plurilingues. Ces récits contextualisés visent alors à problématiser et à réviser les discours et les

pédagogies dominants et déficitaires de l'aide à l'écriture pour les étudiants plurilingues. Les résultats mettent en lumière la capacité des éducateurs, conscients de leur pouvoir et de leur place, à générer des pratiques alternatives pour soutenir les rédacteurs plurilingues diplômés, au service d'espaces plus axés sur les atouts et plus inclusifs, qui tirent parti des répertoires plurilingues des étudiants dans les universités dominées par l'anglais.

Academic writing is an ever-present aspect of graduate studies (Holmes et al., 2018). However, many students are provided with little explicit support, as those providing instruction may assume that students already know what is expected of them (Schillings et al., 2018). As a result, despite the high-stakes nature of writing as the primary mode of assessment in higher education, the development of academic writing skills is often left to students to improve independently (Odena & Burgess, 2017). Furthermore, the challenges of graduate writing are magnified for plurilingual students speaking English as an additional language (hereafter plurilingual EAL), given that plurilingual EAL students need to attend to both the discipline- and genre-dependent requirements while producing writing that is of a high standard in English.

Despite these extant challenges, the literature on how faculty support the needs and experiences of linguistically and culturally diverse international graduate students remains limited (Phillips, 2013; Sharma, 2018), even as this student population attending English medium universities is growing exponentially (Fenton-Smith & Humphreys, 2017; Sah & Fang, 2023). Past research into faculty perspectives has outlined the efforts of disciplinary professors to improve writing (Huang, 2010; Jordan & Kedrowicz, 2011; Maher et al., 2014; Stillman-Webb, 2016) and highlighted widespread acknowledgement of a "writing problem" (Corcoran et al., 2018; Lea & Street, 1998; McIntosh, 2016; Paltridge & Starfield, 2020). However, with the exception of two more recent publications looking at curriculum and program design for graduate student writers (Simpson et al., 2016) and policy and advocacy-driven practices for supporting international graduate students (Sharma, 2018), little information exists on how faculty provide writing support to students who are both plurilingual and graduate writers. Furthermore, a critical perspective of that support is rare and often "overlook[s] the complexity of communication within graduate contexts in terms of language, power, identity, and privilege" (Siczek, 2022, p. 2). Faculty therefore must develop a greater understanding of academic literacy supports to address the unique challenges faced by international graduate students (Wette & Furneaux, 2018) as they are directed to adapt to the dominant norms of academic conventions of writing in English.

To address this gap, our study aims to explore how faculty members in the social sciences and humanities provide and/or refer plurilingual graduate students for writing support within the framework of coursework, comprehensive exams, and thesis writing. The focus on graduate education in the disciplines of social sciences and humanities is purposeful, as the limited studies addressing plurilingual EAL graduate student writing suggest that a discipline-specific focus is most likely to meet the needs of students (McIntosh, 2016; Phillips, 2013; Wette & Furneaux, 2018). Our team explored the potential of collaborative inquiry for our growth as critical academic writing support practitioners in higher education. Our overarching question asked how faculty members perceive and respond to the academic writing needs of plurilingual graduate students in professional and research-focused programs. More specifically, we wanted to know the following:

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1. How do faculty members' multiple identities impact perceptions of the academic writing needs of plurilingual graduate student writers?

2. How are faculty responses to plurilingual graduate students' writing needs influenced by the sociocultural, affective, multilingual, technological, multimodal, and critical turns related to academic writing?

Literature Review

Academic writing can be defined as a cognitive activity that is intricately bound by affective components; an understanding of how to write and the emotional experience of writing join together to influence how graduate students build scholarly identities (Castelló et al., 2021; González-Ocampo & Castelló, 2018). Regardless of whether individuals are writing in their first language, the cognitive and affective components of the task mean that academic writing is challenging for all those attempting it (González-Ocampo & Castelló, 2018; Hultgren, 2019).

The challenges arise because academic writing is a distinct literacy practice that is socially situated (Chapetón Castro & Chala, 2013), has its own genre- and discipline-specific conventions (Ding & Evans, 2022; Swales & Feak, 2012), and involves a highly specialized dialogic process in which students and faculty members engage across several genres. At the graduate level, academic writing serves as a form of discourse between the professor and the student. This discourse is "a complex representation of knowledge and language and identity" (Duff, 2010, p. 175), and it is through engaging in this discourse that students enter the socialization process whereby, as novices, they move toward becoming more central members of the disciplinary community (Wette & Furneaux, 2018). Though there is little doubt that academic discourse socialization challenges exist for all graduate students, those from different linguistic, educational, and cultural backgrounds often face more acute challenges in adjusting to this normative process in terms of understanding disciplinary and faculty expectations, writing requirements, and the new academic culture in which they are studying (Okuda & Anderson, 2018).

Adjusting to these unfamiliar conventions and expectations often requires significant support. As a result, faculty supporting plurilingual EALs have reported several concerns related to working with plurilingual graduate writers. First is a concern with the efficacy of English language proficiency tests for admission purposes, given that these tests have been shown to offer limited insight into a student's potential for academic success in a graduate program (Rajendram et al., 2019; Trice, 2003). There is a growing sense that these standardized exams mask plurilingual international students' level of preparation for the rigours of graduate-level academic writing, despite their high requisite scores for admission (Eldaba & Isbell, 2018; Ginther & Elder, 2014). A second related concern is the perception that plurilingual students have insufficient language proficiency to be successful academic writers at the graduate level. As a result, both students and faculty members have articulated a host of academic writing challenges. These include but are not limited to understanding the requirements of assignments (Phakiti & Li, 2011), presenting arguments according to Western rhetorical styles (Wette & Furneaux, 2018), and synthesizing, incorporating, and citing previous research following established conventions (Mansour, 2021). A consequence of these challenges is that faculty perceive that their workloads have increased (Corcoran et al., 2018) in an effort to provide enhanced levels of support at the local or sentence level of writing, when faculty's preference is to address global features, such as elaboration and support of ideas, logical organization through cohesion and coherence, and clarity in the expression of ideas (Lin & Morrison, 2021). Moreover, faculty have reported being adversely impacted in their ability to adequately assess the content of the writing (Maher et al., 2014).

A third concern relates to the rise of artificial intelligence (AI) tools such as ChatGPT and the implications for plagiarism, as well as divergent views among faculty regarding how AI will impact student writing. Some predict that AI tools will revolutionize education (Mallow, 2023), transforming approaches to work more generally, by increasing creativity (through idea generation), productivity (by taking away shallow work), and making better writers through the power of feedback (Microsoft, n.d). However, the increasingly widespread availability of generative AI also presents immense concerns related to academic integrity. Detecting the use of AI is labour intensive for faculty, which has prompted the rapid development of inconsistently reliable AI writing detection tools (D'Agostino, 2023). Universities have begun creating resources to address faculty concerns regarding ChatGPT, and there are reports dedicated to the impacts of AI on higher education worldwide (University World News, February 2023).

In addition to threats to academic integrity (Rogerson, 2020), educators note the ethical and pedagogical implications of incorporating AI-based tools into learning and testing (Cope & Kalantzis, 2023; Heng Hartse, 2023). However, little is known about how learners use these language tools to improve their writing skills (see, for instance, Habibie & Starfield, 2023; Rogerson, 2020). Moreover, educators have shown some resistance to incorporating these AI-based tools into academic English courses, in part due to the prevalence of and preference for English-only practices (see, for instance, Galante, 2020). For plurilingual students, the rise of ChatGPT may have the benefit of providing surface-level support such as grammatical support (Kasneci et al., 2023), thus acting as an equalizing force for students who struggle to find editing support. However, these same models are trained on billions of parameters, meaning they "[absorb] the hegemonic worldview from their training data" (Bender et al., 2021, p. 617), which may further ensconce the primacy of writing that reflects English monolingual standards (Martin & McIntosh, 2023).

Our Study

Our research project began four years ago, with a study investigating how faculty perceive and respond to the academic writing needs of plurilingual graduate students. The findings of this initial study were used to develop the key themes examined here related to how graduate supervisors support plurilingual EAL writers. In 2022, a reanalysis of the original data revealed that there was little problematizing of the dominance of English in academia. Rather, the approach to supporting plurilingual graduate students was on acculturation into a Western academic way of writing with little regard to the rich linguistic assets of these students. This approach focused on providing individual consultation and targeted feedback, explicit instruction, models of what constitutes "good writing," peer-review groups, and referrals to external support services, such as writing centres and editors. There was little recognition of graduate students' plurilingual repertoires as an asset. As a result, a newly reconstituted team of seven researcher/practitioner Co-PIs from Canada and Australia re-examined the 2018 data using new theoretical lenses of intersectionality, transformative academic literacies, and plurilingualism in an effort to understand approaches that provide support for empowering, rather than simply acculturating, plurilingual EAL students in their writing practices. Additionally, as writing support providers, we found that the changing landscape in higher education was impacting our work. Steadily increasing numbers of plurilingual graduate students in the academy cemented the importance of examining how these students are supported.

## Our Research Methodology: Critical Analytical Collaborative Autoethnography

We adopted a critical analytical collaborative autoethnography to respond to our research questions through engagement with one another in five critical conversations over the course of several months.

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Autoethnography provided us with a powerful means to discuss and systematically analyze our experiences to understand a larger cultural experience (Anderson, 2006; Ellis et al., 2011). Autobiographical narratives allowed us to be the subject of our research (Austin & Hickey, 2007; Starr, 2010), to remain coupled with our text (Alvesson & Skoldberg, 2012), and, as insiders, to relate to the experiences of those we were studying (Kempny, 2022). Figure 1 depicts the adoption of an innovative *analytical* approach which requires that we turn the lens of inquiry to our personal accounts (Struthers, 2014) so that we can collaboratively develop more critically-informed perspectives and practices. Our colour-coded figures help us visualize how our methodology lends itself to our positionalities and contributions to this conversation. We retain this approach of colour coding of the authors throughout this article, given the impact of our own positionalities.

This *critical* approach we adopted encouraged us to examine the intersection of power between our personal experience and the larger structural forces of the institution (Kempney, 2022). In keeping with Boylorn and Orbe's (2021) call for educators to acknowledge their own positions and privileges, we have chosen to do just that while illuminating and challenging the norms that produce (and reproduce) systems of inequality. By drawing on our personal agency in connecting theory to our own practices and identities, we have sought to amplify the voices of our plurilingual graduate students, who are often marginalized in the academy (Canagarajah, 2012). Combining our personal narratives helped us to learn from each other and our diverse experiences (Boylorn & Orbe, 2021; Roy & Uekusa, 2020) while increasing awareness of how our identities are amenable to change (Starr, 2010).

Figure 1

Our Collaborative Critical Analytical Autoethnographic Process
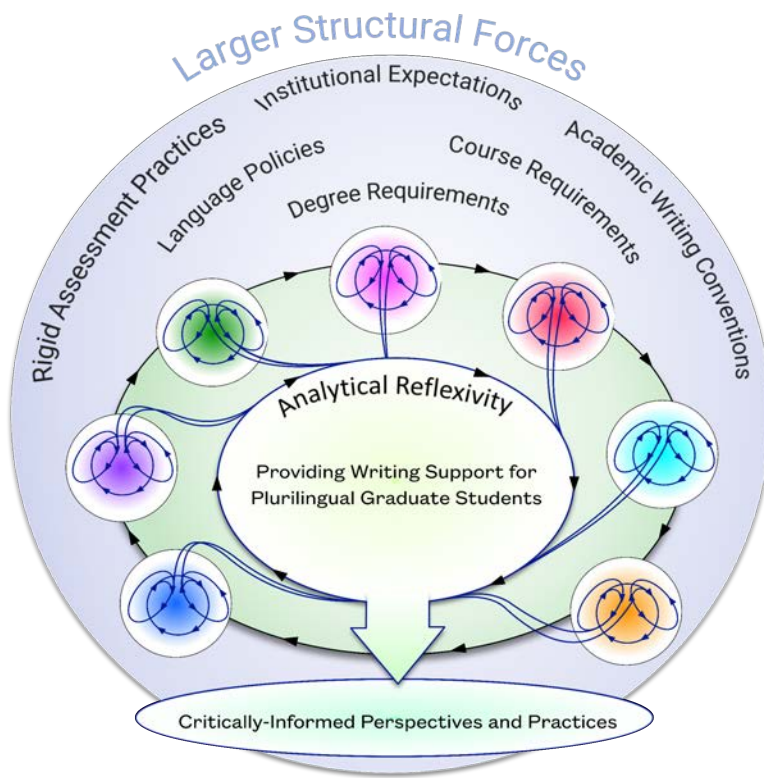
Our Lenses

We conducted our study through the lens of intersectionality (Crenshaw, 2017; Hankivsky, 2014), taking into consideration the multiple "turns" in education that have influenced our approach to supporting plurilingual graduate writers. Nested within those turns are theories of academic literacies (Ding & Evans, 2022; Lillis & Tuck, 2016) and plurilingualism (Piccardo & North, 2020). Before delving into our polyvocal conversations, we provide a brief description of these turns and theories. While these turns and theories are not universally accepted in L2 writing literature, they span the field of applied language studies in which our research is grounded.

Intersectionality Theory

Intersectionality is a critical framework developed within feminist scholarship that examines how various social categories, such as race, gender, class, sexuality, and ability, intersect and interact with each other to shape experiences, perspectives, and access to resources (Crenshaw, 2017; Hankivsky, 2014). It emphasizes that individuals' experiences cannot be understood by looking at a single category in isolation but rather by means of an intersectional analysis that considers the overlapping and interlocking systems of power and inequality. By being aware of our own multiple identities, we can better understand how our own social locations and privileges may influence our roles as educators and the ways in which we interact with students and influence the dynamics in our classrooms.

Multiple Turns

Research centring on the practices of educators has undergone a number of shifts in epistemologies, often colloquially referred to by scholars and researchers as "turns" (Brown, 2014). Several turns, including the sociocultural (Johnson, 2006), the affective (Dernikos et al., 2020), the multilingual (May, 2014), the technological (Saltman, 2020), the multimodal (Cope & Kalantzis, 2009; New London Group, 1996), and the critical (Pennycook, 2021), have had a substantial influence on our team members' development as educators and supporters of plurilingual graduate writers, and on our approach to conducting research (Gagné et al., 2022). Figure 2 provides a timeline of these turns.

The Sociocultural Turn

The sociocultural turn refers to a shift in focus toward viewing learning and teaching as social and cultural practices. Sociocultural theory considers language not only as a system of rules and structures but also as a means of communication and a tool for constructing meaning and identities within specific social and cultural contexts. This perspective emphasizes the importance of considering students' social and cultural backgrounds, experiences, and identities in the learning process, as well as the influence of social and cultural factors on language use and learning outcomes. It recognizes the role of interaction, collaboration, and negotiation of meaning in language learning and teaching (see, for example, Lantolf & Thorne, 2006; Norton & Toohey, 2011; Vygotsky, 1978). The sociocultural turn (Johnson, 2006) calls for educators who are "transformative intellectuals" who understand their professional contexts such that they are able to develop educational experiences that are both pedagogically sound and suitable to the context in which they operate. Furthermore, they must strive to create learning opportunities that promote social equity to make a positive impact on the lives of their students. Lea and Street's (1998) renowned model of academic literacies demonstrates the influence of the sociocultural turn in education. This model was originally

developed to expose the "complexities of writing practices that are taking place" (p. 157) within academic institutions, to raise concerns about the inadequacy of writing instruction and the lack of support for student writers, and to counter discourses that labelled students struggling to acquire writing skills as deficient and in need of fixing (McIntosh, 2016).

Figure 2

A Timeline of "Turns"
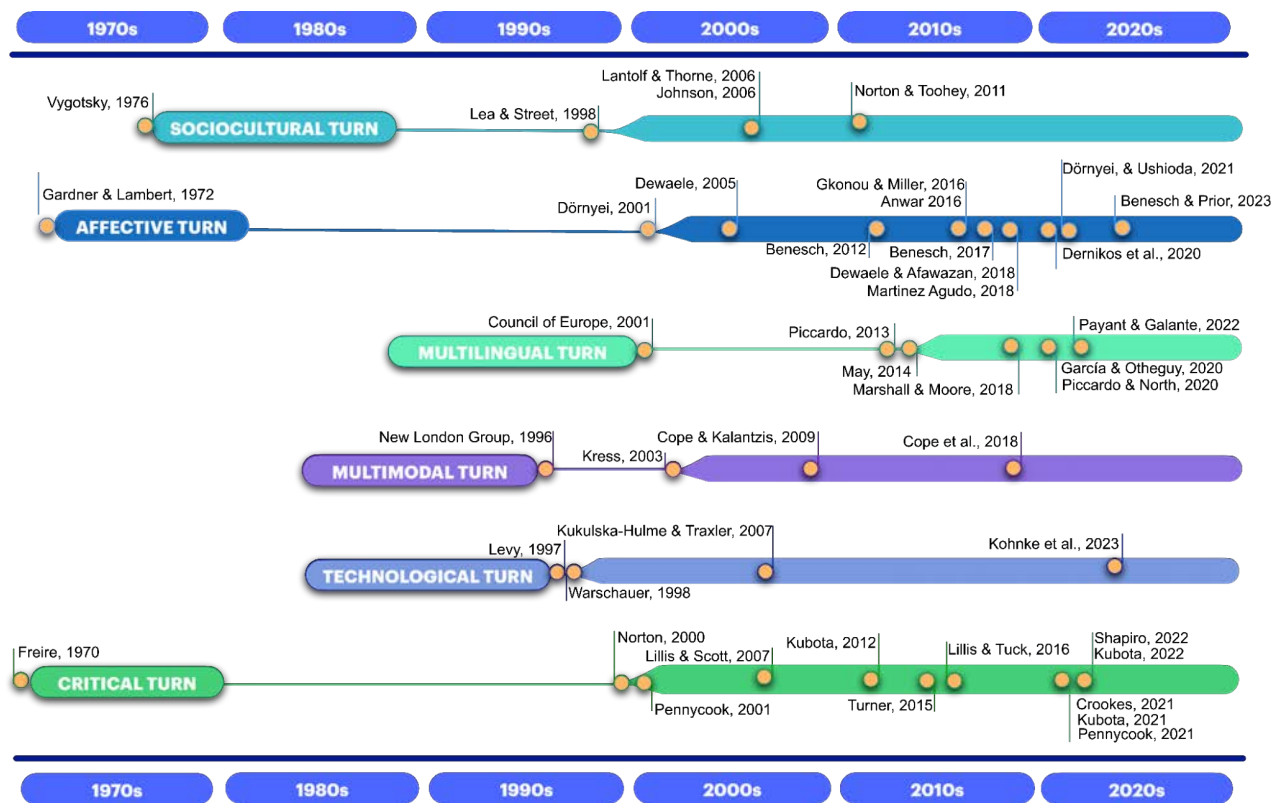
The Affective Turn

The affective turn has highlighted the pivotal role of emotions, motivation, and individual differences in the process of language learning. Gardner and Lambert (1972) studied the impact of attitudes and emotions on language acquisition. Then Dörnyei's influential work on motivation emphasized the dynamic interplay between learners' self-concepts and their motivation to learn a new language (Dörnyei, 2001; Dörnyei & Ushioda, 2021). The affective turn has focused on understanding teaching and learning from the viewpoint of students and teachers as they experience the subjective reality of emotions (Benesch, 2012; Benesch & Prior, 2023; Dewaele, 2005; Martinez Agudo, 2018). The rising interest in positive psychology has led to the exploration of positive emotions enhancing teaching and learning (Dewaele & Afawazan, 2018) and the role of emotions (Benesch, 2012, 2017; Benesch & Prior, 2023) in influencing interactions and relationships across various contexts. Experiencing positive emotions can improve one's awareness of language input in language learning (Dewaele et al., 2016) and counteract the detrimental effects of negative emotions.

Gkonou and Miller (2018) delve into the concept of emotion rules and emotion labour. Emotion rules refer to the unwritten expectations and norms regarding appropriate emotional displays and reactions in academic settings, while emotion labour involves the conscious effort and management of emotions to align with these rules. Anwar's (2016) critical affective literacy addresses the intersections between emotion, language, and power while emphasizing the importance of understanding how emotions are constructed, expressed, and interpreted within academic contexts. He highlights the sociopolitical dimensions of emotions in language learning and the need for learners to critically engage with their own emotional responses and those of others by challenging dominant emotional norms.

The Multilingual Turn: Plurilingual and Translanguaging Pedagogies

The multilingual turn refers to a shift in perspective and practices within the field of language education that values the linguistic diversity present in educational contexts (May, 2014) and recognizes the need to develop and implement culturally and linguistically inclusive pedagogical approaches (Payant & Galante, 2022). Plurilingualism was developed with the aim of creating language policies that are more inclusive (Council of Europe, 2001; Piccardo, 2013) and argues against the "orthodoxy of purity and separation" (Piccardo & North, 2020, p. 291). Compared to multilingualism, which focuses on distinguishing different languages (e.g., L1, L2, etc.), plurilingualism differs in its conceptual focus on the interrelationships and interconnections among all of an individual's languages (Piccardo, 2013). However, differentiating between plurilingualism and other forms of "lingualisms," including bilingualism, multilingualism, and translanguaging, is complex (Marshall & Moore, 2018). García and Otheguy (2020) highlight that plurilingualism in fact retains the concept of named languages with a focus on the transformation of individuals from monolingual to multilingual speakers. In contrast, translanguaging views individuals as having a unified language system while acknowledging the sociopolitical importance of distinguishing named languages. Thus, a translanguaging pedagogy addresses students' whole communicative repertoire, which is seen as a unitary system that includes multimodal resources, rather than solely emphasizing students' L1 or the linguistic aspect of learning. A translanguaging pedagogy particularly focuses on fostering students' identities and ways of knowing (García et al., 2017). Despite these differences in their underlying epistemologies and objectives, both translanguaging and plurilingual pedagogies value and leverage students' resources (García & Otheguy, 2020).

The Multimodal and Technological Turns

The multimodal turn refers to a shift in focus toward recognizing and utilizing the diverse modes of communication beyond written and spoken language (Kress, 2003; New London Group, 1996). It acknowledges that communication involves various semiotic resources such as images, gestures, sounds, and digital media (Cope et al., 2018). These modalities are prevalent in today's digital and visual culture and play a significant role in meaning making and expression. This turn encourages educators to engage learners in activities that involve analyzing, producing, and interpreting texts and messages across different modes (Cope & Kalantzis, 2009).

The technological turn involves a transformative shift catalyzed by advancements in digital technology. Computer-assisted language learning (CALL) marked the initial step in this evolution (Levy, 1997). It introduced learners to interactive exercises, multimedia resources, and digital platforms. In the 1990s and into the 2000s, the rapid growth of the internet led to the development of online language-learning platforms with opportunities for self-paced learning and global collaboration (Warschauer, 1998). Mobile-assisted language learning (MALL) followed, as smartphones and mobile apps became accessible tools for language learners (Kukulska-Hulme & Traxler, 2007).

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More recently, artificial intelligence (AI) apps have significantly impacted educational practices, including language learning and assessment. These advancements have raised questions about the effectiveness of traditional teaching and testing practices. Concerns include ethical considerations, fear of plagiarism, cultural biases of the databases and algorithms underlying AI apps, and the accuracy of AI-generated feedback. However, educators are beginning to recognize several ways in which AI-based tools, such as ChatGPT, may assist students with academic writing. These tools offer opportunities for differentiated learning, enhanced revising practices, and effective scaffolding. ChatGPT can answer students' questions in their first language(s) and generate academic writing (Kohnke et al., 2023).

The Critical Turn

The critical turn kindled a transformative shift in how language teaching and learning are perceived, encouraging an interrogation of power dynamics, cultural contexts, and social justice considerations. Initially, Freire's (1970) ideas challenged traditional educational structures by foregrounding dialogue, empowerment, and consciousness raising. Then Norton (2000) championed a critical turn, urging educators to recognize the sociopolitical implications of language education and to empower learners to engage critically with their linguistic and cultural identities. Kubota (see, for example, 2012, 2021, 2022) highlighted issues of linguistic imperialism, globalization, and cultural hegemony within language education. Crookes (2021) identified educators' democratic values, associated with equality, freedom, and solidarity as a means by which language teachers can approach critical pedagogy. Pennycook (2001, 2021) delved into language politics, hybridity, and the entanglement of language with cultural and social dynamics, reshaping our perception of language education.

A critical examination of the contested nature of knowledge is essential for transforming normative pedagogical practices away from "mechanistic perceptions of the work of academic writing" (Turner, 2015, p. 380) that lead to deficit perceptions of students and toward the adoption of more equitable literacy practices (Lillis & Tuck, 2016). In striving to attain this transformation, those who provide support to plurilingual writers are encouraged to question the legitimization of particular academic writing conventions (Lillis & Scott, 2007). Shapiro (2022a, 2022b) provides an example of a pedagogical approach that illuminates the intersections of language, identity, power, and privilege upholding the linguistic dominance of English through literacy practices that disadvantage plurilingual student writers. This turn has led to a critical re-evaluation of language education that challenges norms, promotes inclusivity, and addresses the interplay between language, identity, and power.

Our Polyvocal Narratives

Drawing on the theoretical lenses outlined above, and acknowledging the influence of the various "turns," a key feature of our research study is our polyvocal narratives. We have organized these narratives around our two research questions to provide multiple perspectives and bring change to the grand narrative around ways to support plurilingual graduate student writers in the academy. Each author's narrative reveals how past experiences and identity markers have influenced current practices. We address our first research question—*How do faculty members' multiple identities impact perceptions of the academic writing needs of plurilingual graduate student writers?*—by narrating some key life experiences and describing who we are. Table 1 illustrates three elements that shape our intersectional identities.

Table 1

Countries Where We Have Lived, Worked or Studied, Our Professional Identities, and Our Linguistic Repertoires

Our Names	Countries Where We Have Lived, Worked, or Studied	Our Current Professional Identities	Our Linguistic Repertoires
Elena	United Arab Emirates, Germany, Canada, Morocco, USA, Russia	Sessional faculty, ESL and EFL instructor, researcher, writing centre academic advisor, doctoral candidate	English, Russian, German, some Ukrainian, Arabic and French
Mary-Ann	Canada	Sessional faculty, researcher, writing centre academic advisor, graduate program advisor	English, French
Jade	Korea, Canada, USA	Sessional faculty, researcher	English, Korean, Japanese
Victorina	Moldova, Sweden, UK, Canada	Sessional faculty, researcher	Romanian, English, French, Russian, Swedish
Megan	Canada, France, Korea, Australia	Continuing faculty, curriculum and pedagogy consultant, researcher, thesis supervisor	English, French
Sreemali	Sri Lanka, India, Canada, UK	Continuing faculty, researcher, academic advisor, thesis supervisor	English, Sinhalese
Antoinette	Canada, France, Pakistan, Chile	Continuing faculty, teacher educator, researcher, graduate program coordinator, thesis supervisor	English, French, Spanish

We address our second research question—*How are faculty responses to plurilingual graduate students' writing needs influenced by the sociocultural, affective, multilingual, technological, multimodal, and critical turns related to academic writing?*—by narrating our practices and highlighting the turns that have helped shape our responses to the needs of plurilingual graduate writers. Our narratives appear in the same order as in Table 1, which reflects the level of precarity of our employment. The first four of us have less employment stability, as we are hired session by session, while the next three of us are in continuing positions at our respective universities.

Elena

My Multiple Identities: I am a Ukrainian-born language educator who has worked in post-secondary educational contexts in the UAE, Morocco, the USA, and, most recently, Canada. My experiences as an international graduate student in the USA, and an educator in the UAE, Morocco, and Canada have offered insights into complexities with power dynamics in language classrooms and tensions between plurilingual and monolingual instruction in language education. As a plurilingual English language learner and emerging scholar, I can empathize with my students and relate to their challenges with navigating English-dominant academic discourse and their desire to find a sense of belonging in the academic and social environments. My own language teaching and learning journeys have helped adapt teaching strategies that center around authentic and meaningful learning opportunities for language learners. These strategies

include drawing on students' linguistic and cultural repertoires and having student-driven discussions on emotional aspects of writing.

The Influences of Various Turns: To respond to a plurilingual turn in language teaching and learning, I work towards empowering students to explore their whole plurilingual repertoires in developing academic writing skills. As a writing advisor and an instructor of academic writing courses for multilingual graduate students, I emphasize to the students that their previously acquired linguistic and academic skills are crucial for improving oral and written communication in English (Canagarajah, 2011a). I invite my students to use their home languages to deepen their understanding of the appropriate registers and conventions in academic writing in English (Canagarajah, 2011b). I engage my students in discussions about using their whole linguistic repertoires to help raise their cross-cultural and cross-linguistic awareness (Starkey-Perret & Narcy-Combes, 2017). I create opportunities in my classes for students to contribute to these discussions more freely emphasizing their own strengths.

To address the most recent developments of AI in the technological turn in language learning, I engage my students in a dialogue on using AI-based tools, such as ChatGPT, for autonomous learning. While the students in my non-credit courses may feel more comfortable sharing their opinions and concerns about the use of ChatGPT for improving their writing skills, they center their discussions around using ChatGPT as a tool for writing, including brainstorming, translating and editing. My students also emphasize the dangers of using ChatGPT "as a crutch." For instance, we reviewed a ChatGPT-edited text and the use of cohesive devices in the text. The students were able to identify appropriate cohesive devices and the areas of the text that required "human" editing.

Responding to the affective turn, I offer opportunities to students to discuss strategies for avoiding isolation during their writing processes and handling feedback that they may receive on their writing. The students and I center these discussions around the importance of self-care and empathy.

Mary-Ann

My Multiple Identities: I was born and raised in Canada, receiving my education within the Canadian school system. However, I have never had the opportunity to study or work outside of my home country. English is my dominant language, and although I have made several attempts to learn French, I wouldn't consider myself fluent. Currently, I hold a position as a university instructor, firmly residing within the boundaries of the highest privileged and most dominant group in Canadian academia. My early days as a novice student writer have greatly influenced how I support plurilingual graduate writers. Navigating the challenges of learning academic writing with minimal guidance has made me a strong advocate for explicitly revealing the hidden conventions of writing to my students. I firmly believe that plurilingual graduate students can succeed as academic writers if they understand the rules of the academic game (Casanave, 2002) and are encouraged to push the boundaries of those rules while considering their own identities. Drawing from my experiences learning French as an additional language and working with undergraduate and graduate plurilingual students as a writing advisor and instructor, I have developed a deeper empathy for the struggles my students face. This empathy is reflected in the clear expectations I set for writing assignments and the flexibility and choices I offer in completing assignments and meeting expectations.

The Influences of Various Turns: The affective turn has had a significant impact on my pedagogy. I have witnessed firsthand the high levels of anxiety and emotional distress that writing in the academic context can cause, particularly for plurilingual graduate students who often doubt the quality of their writing. Understanding that a lack of confidence and belief in one's writing ability is a root cause of writing anxiety (Holmes et al., 2018; Huerta et al., 2017), I strive to alleviate students' stress by providing positive

feedback and encouraging them to focus on presenting their ideas rather than fixating on grammatical mechanics.

In response to the critical and multilingual turns in language education, I have shifted my pedagogy away from the traditional deficit-oriented, skills-based approach commonly found in many English for Academic Purposes (EAP) programs (Wingate, 2006). Instead, I promote translanguaging practices that involve accessing resources, translating, thinking, and drafting using diverse linguistic tools in their repertoire (Zhang & Hadjioannou, 2022). The main activity in my course involves students undertaking an autonomous, action research project focused on improving an aspect of their academic English. Following a sociocultural learning approach, students receive scaffolded support through collaborative interactions and feedback from both me and their peers. Embracing the technological and multimodal turns, students gather data using their preferred format, such as graphs, images, audio, or video recordings, which are then compiled in an online portfolio for classmates to provide input and feedback. Finally, students present their project findings through concise class presentations, enhancing their ability to synthesize information for specific writing purposes.

Jade

My Multiple Identities: I identify as an emerging or early career scholar, instructor, and researcher whose teaching experience is mainly focused on working with university students. Rather than more traditional, technical, and skill-based aspects of academic writing, my approach to addressing the various needs of plurilingual student writers at the graduate level focuses on the importance of identity and encouraging students to infuse their plurilingual identity in their writing. In line with Canagarajah's (2016) view of "teacher identity as pedagogy" (p. 68), this understanding comes from both my own language-learning journey as an individual who understands difficulties related to writing in an additional language and my teaching experiences with plurilingual students who struggle with a deficit view of their writing.

The Influences of Various Turns: Responding to the importance of creating and implementing linguistically and culturally inclusive pedagogies as outlined in the plurilingual turn (Payant & Galante, 2022) as well as the critical turn which underscores empowering students through providing opportunities to critically engage with diverse cultural and linguistic aspects of their identity (Norton, 2000), my approach to academic writing and education more broadly underscores the critical examination of academic writing conventions, researcher positionality, and different educational issues related to power dynamics, privilege, and dominance. As an instructor teaching qualitative research in education, I strive to leverage and affirm students' plurilingual identities rather than regard non-English dominant identities as irrelevant. This is because affirming students' identities and negotiating power are vital elements in promoting inclusive practices and participation. Specifically in my qualitative research course, I facilitate a social identity wheel activity wherein teacher candidates are invited to reflect on their plurilingual identities across various social dimensions (e.g., socioeconomic status, ability, etc.) and engage in discussions about how these identities are related to their chosen research topic and researcher positionality. Both privileged and marginalized identities are viewed as integral aspects of their plurilingual and pluricultural repertoires, as opposed to naming and identifying different linguistic and cultural aspects as separate entities (García & Otheguy, 2020). This activity also serves as a platform for teacher candidates to discuss various social justice and equity-related issues in education, particularly focusing on the continued marginalization and oppression of certain student groups, including those with disabilities and EAL students.

In addition to the social identity wheel activity early in the term, I respond to the critical turn by introducing intersectionality (Crenshaw, 2017; Hankivsky, 2014) later in the course to encourage students to critically explore the impact of intersecting identities on their researcher and teacher identities. I also invite students to approach academic writing from a critical perspective by discussing citational practices

as established conventions in academic writing that prioritize certain voices while silencing or marginalizing others.

Victorina

My Multiple Identities: While I grew up in Moldova and completed a BA in English and French, including teacher certification, my first encounter with academic writing was during my master's studies in Sweden. I had to learn discipline-specific conventions by reading academic papers which modelled the writing conventions I needed to master. During that time, I was applying to immigrate to Canada, and writing took on a whole new meaning as I needed to convey through the application who I was while demonstrating my potential. When working with plurilingual students in the writing centre and in my education research courses, I draw on my experiences as an international student and immigrant, and keep in mind what it feels like to learn to "fit" into existing academic writing norms, while also finding ways to have our own identities and experiences guide and be reflected in our writing.

The Influences of Various Turns: Reflecting on my role as a writing centre advisor, the subjective reality of emotions (Martinez Agudo, 2018) played a particularly important role. Discussing the academic culture of the institution with international graduate students helped alleviate student anxiety regarding academic writing and their emotional response to instructor feedback. While students generally feel comfortable sharing their experiences and concerns in one-to-one academic advising sessions, they often choose not to share their cultural backgrounds and experiences in my qualitative research literacies course. They aim to "fit in" rather than draw attention to themselves. That experience, as well as my own experience as an international graduate student, has led to me being intentional in my current teaching by speaking to the varied experiences that we bring to academic writing. This is achieved by breaking student research projects into discrete academic writing pieces and scaffolding their writing via dialogic encounters, feedback and reflection. The "feed forward" (Hattie & Timperley, 2007) and ipsative approach to feedback have been particularly powerful, as students engage with feedback from me and their peers and apply it to future work or research activities in a cumulative way (Hughes, 2019).

The affective turn became salient during the pandemic, as we were all learning to build connections and learn in an online environment. Working online revealed more prominently how multiple and intersecting identities affect student work; for example, aspects of one's socioeconomic status, linguistic repertoire spoken at home, family status and responsibilities, etc., which might otherwise remain largely unknown to everyone in an in-person classroom environment. Providing positive and iterative feedback on academic writing strengths and lingering areas to address, as well as acknowledging that each student progresses at a different pace in learning within the framework of a course, have guided my work as an instructor.

Megan

My Multiple Identities: Having grown up in Canada with English as my first language I found myself able to replicate the privileged brand of writing favoured in English academic writing. However, my experience writing academic papers in French has had an immense impact on my understanding of plurilingual writing support. Writing in my second language in my undergraduate program, I found myself unable to express ideas and struggled with accuracy and had little support to correct surface-level errors that often resulted in my papers being returned with an edict to better edit my own work. I have since taught plurilingual students in Canada, Australia, France and Korea and consistently strive to refute reductionist approaches that see writing as simply a skill that can be unproblematically transferred to students (Lea & Street, 1998). I understand academic writing as a deeply personal and affective experience

and approach the provision of feedback with care remembering my own jarring experience with negative and reductive feedback as a plurilingual writer.

The Influences of Various Turns: In my former work as a writing centre advisor and current role as a supervisor of plurilingual graduate writers I have been informed by critical literacies and acknowledged the power dynamics at play for plurilingual students writing in English. I have come to understand that writing support can either replicate coercive relations of power, where plurilingualism is viewed as a deficit or work towards collaborative relations wherein structures of power are challenged (Cummins, 2003).

I have also been influenced by multilingual turns whereby I emphasize students' capacities to write in multiple languages while again employing critical turns to refute notions of deficit or remediation when student writing shows signs of linguistic negotiation. As such, I encourage translanguaging practices by encouraging students to use their "linguistic repertoire" (Wei, 2022, p. 173) by reading in their first language and using languages other than English to outline key concepts. However, I also understand that my students operate in a context wherein writing that transgresses is still problematized or subjected to a "pathologizing gaze" in academe (Clughen & Connell 2015, p. 49) and have been influenced by the sociocultural turn to explicitly discuss the expectations in context with my students. I draw on insights from academic literacies (Lea & Street, 1998; Lillis & Tuck, 2016), which inform both sociocultural and critical turns, to discuss writing as "ideologically shaped, reflecting institutional structures and relations of power" (Lillis & Tuck, 2016, p. 30). Within this frame, I understand that the demands of writing in English must be both fully explained and interrogated including through conversations about what it means to employ the hegemonic writing traditions of the academy.

I also view writing as an affective, emotional activity, where identity is deeply implicated (Wallbank, 2021). I place empathy and care as central in the provision of feedback and pursue feedback that is personalized, encouraging and dialogical in service of supporting students' writing processes over product.

Sreemali

My Multiple Identities: I grew up in Sri Lanka speaking English as a home language. However, all my primary and secondary education was entirely in Sinhalese. I did not receive formal instruction in English except for 40-minute lessons in primary and secondary school. As a former British colony, English is another local language Sri Lankans use to varying degrees in their day-to-day life. I had to dive into academic writing for the first time when I started a BA in English Literature at Delhi University in India. Though the English language has never posed a challenge, I struggled with writing assignments. I had never learnt about the structure, organization, coherence, etc. of academic papers. I swam because I didn't want to drown. I learnt the ropes of academic writing along my academic journey. I think many of my students are like me in that sense. They have not had instruction in academic discourses but are expected to produce academic pieces. I draw from my experiences with academic literacies when I work with plurilingual graduate students.

The Influences of Various Turns: The graduate students I work with at the University of Manitoba are English as an additional language teachers and they possess strong English language skills. Most of my students are international students or newcomers to Canada and speak English as an additional language. They are new to Canadian higher education and struggle with academic Englishes. My approach to writing support is largely informed by the critical turn in language education, which includes critical applied linguistics (Pennycook, 2021), academic literacies (Lillis & Tuck, 2016) and critical EAP (Benesch, 2001), which help me and my students to challenge existing structures and norms. As a first step to inviting students to adopt a critical approach to academic English, I have conversations about the global spread of the English language, its use around the globe for various purposes, how it perpetuates unequal power relations, as well as the arbitrary nature of dominant academic genres that privilege native speakers. Next,

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I consolidate the class discussions by connecting them to current debates in the field through readings on World Englishes (Kachru et al., 2006), English as a lingua franca (Jenkins, 2006; Seidlhofer, 2011), global Englishes (Rose & Galloway, 2019), English as an international language (Matsuda, 2012) and translanguaging (Canagarajah, 2013). These readings help to validate plurilingual students' linguistic repertoires, affirm their academic identities, nurture their agency and creativity, and not measure their success with reference to native speaker norms.

Antoinette

My Multiple Identities: As a professor at the University of Toronto and a white cisgender woman in my sixties, I have had a successful career in academia and gained credibility as a supportive supervisor and instructional leader. Through collaborative projects with colleagues from different parts of the world, I have developed strong intercultural communication skills and gained a better understanding of living across languages and cultures. Growing up in Montreal, where I spoke different languages at home and at school, helped shape my career in language and literacies education, with a focus on teacher education for diversity and graduate writing development. When I work with my plurilingual graduate students I tap into my experiences of feeling marginalized as a student in K-12 and undergraduate education because I did not possess sufficient linguistic capital to perform at a high level on academic writing tasks. I also draw on experiences working collaboratively with colleagues across languages and cultures in different parts of the world.

The Influences of Various Turns: In the past 15 years, I have run a monthly meeting for the linguistically and culturally diverse students I supervise or whose committees I am on. Their research spans across languages and educational contexts. The processes embedded in these monthly meetings are inspired mainly by the sociocultural, affective, and critical turns in education. Belonging to a community of supportive peers who enjoy meeting regularly and sharing resources, alleviates anxiety and feelings of isolation which are common among research stream graduate students. Typically, the meetings are structured around updates from each member that culminate with a question or concern to share with the group. As such, each update provides an opening for situated learning about some aspect of the thesis journey. The questions or concerns raised act as a springboard for mini lessons, sharing related experiences or helpful strategies and sometimes simply affirm the complexity of a particularly difficult part of the research journey. Some of the topics that have emerged include who to cite, how to integrate languages other than English into the thesis, and how to work with concepts from the Global South for which there are no equivalent terms in English. The thesis group is a community of practice where new members are socialized into the world of graduate research and writing through exposure to and involvement with each other at every stage of the graduate research journey. The format of the meetings is such that over a period of years, topics are naturally reintroduced. The students hear about each other's critically-oriented research which often includes arts-informed and multimodal elements as well as the use of at least one language other than English. This thesis community builds a sense of confidence in the members of the community as they witness the success of their peers at each stage of the research journey.

Weaving Our Narratives Together

We used the Wheel of Privilege graphic created by Just 1 Voice (2021) to help us visualize our many intersecting identity markers and how those markers play into our own positions of privilege, erasure, and/or marginalization (see Figure 3). As a result of our multiple identities, each of our research team members has different driving forces that ground our pedagogical practices. However, as Figure 3 clearly

demonstrates, we share a mainly privileged position within Western society as opposed to erased or marginalized positions as understood in the Wheel of Privilege. Despite this, we each seek to take on a role of allyship, one in which we view our responsibility as sessional instructors or continuing faculty to be that of listening to and amplifying the voices of those of our students who are marginalized within the academy. We acknowledge that this graphic represents just a single moment in time, as identities are dynamic and fluid.

Figure 3

Our Intersectionality as a Research Team
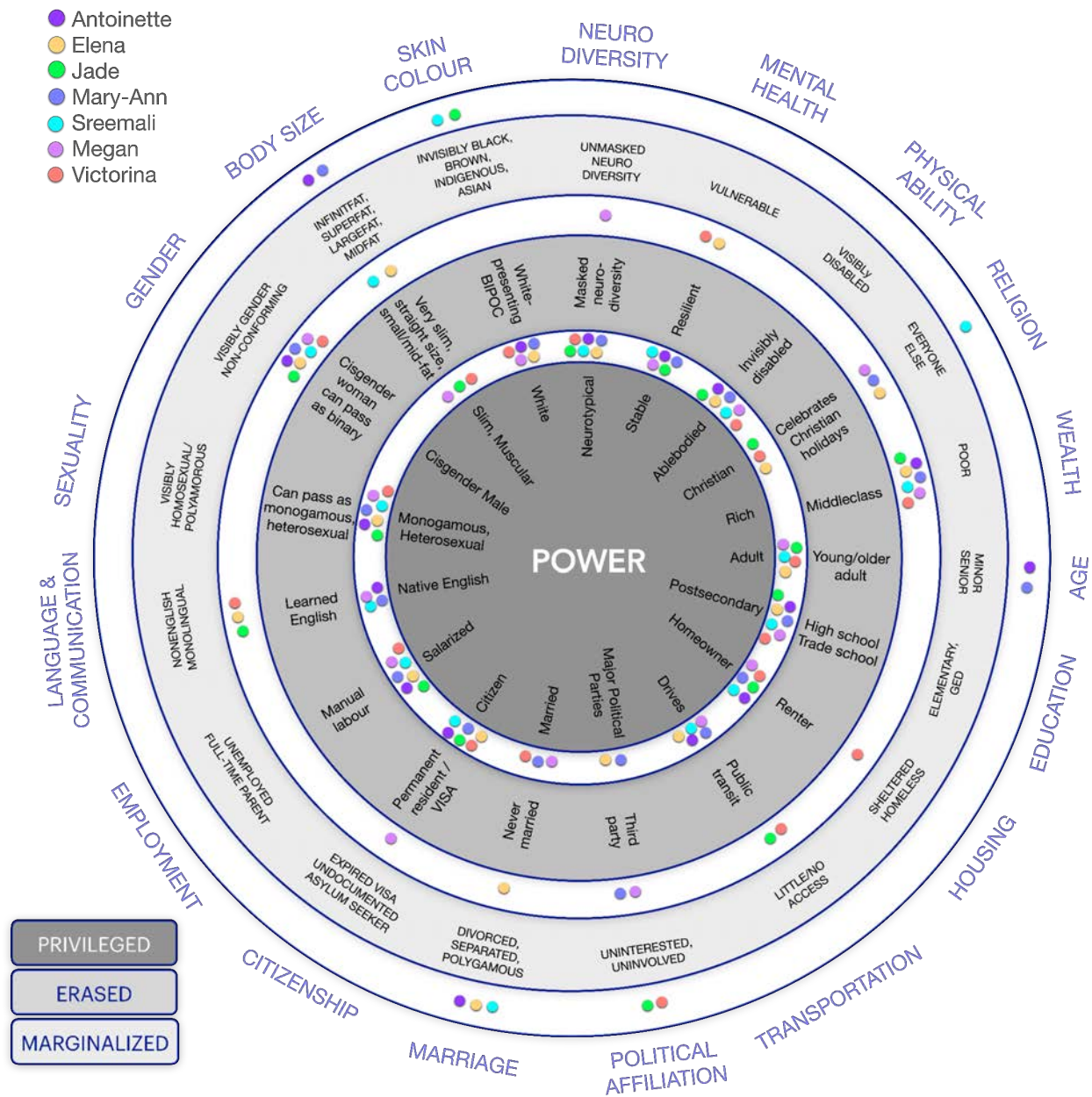
While continuing to reflect critically on our practice and search for new and creative ways to think about our work, it is crucial to simultaneously turn our gaze toward promising practices that support more equitable experiences in higher education while also allowing all graduate students to imagine new ways of "composing" (Lunsford, 2015). Our narratives included some of the practices that we believe are promising as we sought to find points of connection between institutional constraints, professors' expectations, plurilingual graduate writers' needs, and the practices of writing support services. Through these practices, we recognize the centrality of emotions as well as personal and professional identities in building the confidence of graduate writers. We also sought to move away from immediate feedback that focuses on lexical, grammatical, and sentence-level issues to the provision of more sustainable forms of support. Figure 4 illustrates how the multiple turns in education over more than three decades have helped to shape these practices which we believe hold promise in meeting the needs of plurilingual graduate writers.

Figure 4

The Influence of the Multiple Turns on Our Promising Practices
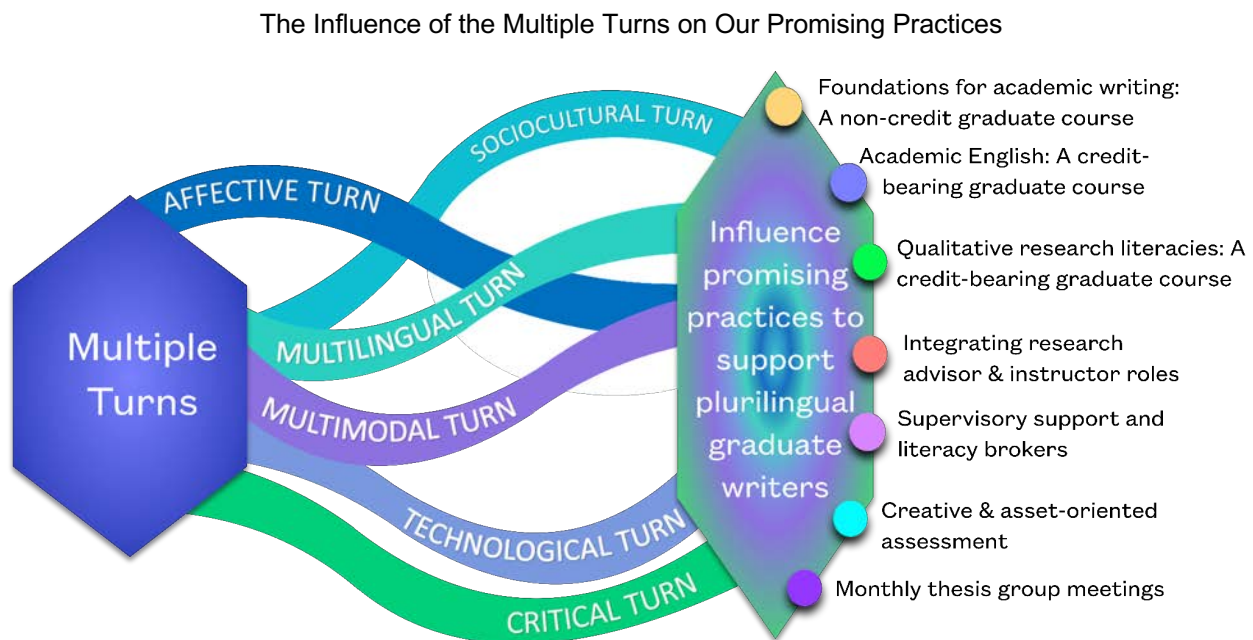
What Have We Learned and What Does This Mean for Us as Graduate Educators?

Academic writing is high stakes as the primary mode of assessment in higher education (Turner, 2011), and many students describe academic writing as a practice that engenders fear, powerlessness, and performance anxiety (Wallbank, 2021). These feelings are intensified when plurilingualism is marked as different or in need of remediation. We have aimed to respond to Payant and Galante's (2022) call to support plurilingual students' writing through adopting more culturally and linguistically inclusive and asset-based literacies practices. We have shared our polyvocal narratives to demonstrate our own approaches to supporting plurilingual EAL graduate writers in the academy, where detrimental deficit discourses related to plurilingual EAL writing endure. As such, our response is grounded in our personal, academic, and professional experiences. While we acknowledge Canagarajah's (2016) understanding that teacher identity is a factor that influences pedagogical practices, we have taken a step further to show how intersecting identities impact educators' pedagogies.

We recognize that plurilingual graduate students need to be supported in ways that help acculturate them into their disciplinary communities. While this may be viewed as normative, the provision of support in this manner is also pragmatic. Plurilingual graduate students, just like all graduate students, need to develop both content knowledge and understanding of the genres, conventions, and expectations of their discipline in order to achieve success in their academic endeavours. However, we believe that both sessional and continuing faculty can move beyond the normative discourses that maintain the dominance of standard English and marginalize plurilingual students. They can do this by leaning into their power in the academy to ensure that there are resources to support enacting asset-oriented pedagogies that leave space for students to develop their plurilingual voices in the academy.

As those who are on the frontlines of academically supporting plurilingual graduate students, faculty have the capacity to engage plurilingual students thoughtfully and carefully within the hegemonic structures of current rhetorical traditions. Through critical reflection on existing curricula and pedagogical practices, faculty can illuminate implicit biases and then seek to minimize their discriminatory influence by developing new curricula and pedagogical practices that empower students to draw upon all their cultural, linguistic, and intellectual assets in their representations of meaning making. They can then generate more critical discussions on what it means to render one's writing "acceptable to the academic or disciplinary community" (Wallbank, 2021, p. 11) and encourage students to transgress the conventions where it is safe to do so. While discussion about what it means to conform is essential, we also emphasize that transgression is at times neither ethical nor equitable for plurilingual EAL students who pragmatically and understandably seek to conform to the conventions of the academy in service of their own professional goals. Our conversations have reminded each of us of times we felt marginalized or excluded by structures in the academy that required us to subvert our own identities in pursuit of "good" academic writing. These experiences engender empathy and understanding as we guide our students.

Several challenges are associated with collaborative autoethnographic research (Chang et al., 2016). It can be complex and time consuming to bring together multiple voices and perspectives to explore a topic. In addition, polyvocal research methodologies may involve subjectivity and personal bias, which can be viewed as both a strength and a limitation. While subjectivity can enrich the research, it can also raise questions about the objectivity and generalizability of findings. There may also be ethical concerns related to issues of power dynamics and representation in collaborative research. Finally, traditional academic publishing may not always be accommodating to polyvocal research, which can make it difficult for researchers to disseminate their findings through conventional channels. However, we have been drawn to collaborative autoethnography, as it "supports a shift from individual to collective agency, thereby offering a path toward personally engaging, nonexploitative, accessible research that makes a difference" (Lapadat, 2017, p. 1). We found much value in sessional and continuing faculty engaging with one another in critical conversations that problematize the current deficit-oriented and monolingual approaches to supporting multilingual students. As we continue these discussions, which are an important source of motivation and inspiration in transforming our own practices, we are steadfast in our position that plurilingual graduate students add to the vibrancy and richness of the fabric of higher education. The linguistic, academic, and cultural assets they offer help further education for all by bringing the world into the graduate classroom.

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