

This thesis is about the teaching of writing in English in school year 9. It focuses on affordances and limitations of translanguaging and writing tools experienced by emergent multilingual students writing an essay as part of the national exam in English. Taking a sociocultural approach to learning, the study employs an intervention in which students were prepared for the writing task by introducing translanguaging and writing tools that have been shown to have beneficial effects on students' writing in previous research.

Data include audio-recorded classroom interaction, focus-group discussions, a questionnaire and an interview with the teacher. Student focus groups reveal the mediated actions of writing tools and the impact these tools have on students' writing. Mediation factors include, for example, idea generation, metalinguistic awareness, lexical access, and affirmation, which, in turn, impacts the content, problem solving, lexical variation and accuracy as well as students' self-efficacy beliefs.

Interaction data show how students translanguage using several named languages in the classroom, such as the high-status languages Swedish and English, but also low-status languages such as Albanian, Bosnian and Russian. When students translanguage in the classroom, the status between different languages is leveraged, with students treating all languages as valuable tools for interacting and learning. Results also show that translanguaging has cognitive, linguistic as well as affective affordances. The amount of off-task talk, i.e., talk that centers on matters other than the task at hand, is low, showing that students engage with and complete the task through translanguaging. Classroom recordings reveal that students employ exploratory talk when interacting, a type of talk that has been shown to be conducive to learning in prior research.

Focus-group discussions further reveal that students feel less stressed and more capable as a result of having access to tools and knowing the topic of the essay in advance. Tina Gunnarsson, therefore, proposes that assessment tasks focusing on writing in English should allow students the use of tools in order to better align with the syllabus for English and with authentic writing tasks that students are likely to encounter in the future.