**A Case Study of Translingual Literacy:  
Intrasentential Code-Meshing in Personal Correspondence**

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‘Pinocchio’: Italian children’s novel, Disney cartoon, or … Korean TV show? Translanguaging has emerged as a more accurate way to describe the way ‘languagers’ language (García & Li, 2014), where writers and readers negotiate meaning and literacy is performative (Canagarajah, 2009, 2013). Within this framework, research on translingual writing has been explored in the academic genre, with a heterogeneous group of readers; writing where the writer has a specific reader in mind has not. In this study, a corpus of one year’s worth of personal correspondence (i.e. emails and messages) between a multilingual international student and her parents was analysed in order to (1) identify the difficulties in analysing translingual writing and to (2) explore the effectiveness of translanguaging in writing. Stimulated recall reveals that limited literacy skills of either reader or writer lead the writer to resort to transliterations, and participants utilized similarities between languages to facilitate understanding. This, along with lexical borrowings, makes it difficult to assign a ‘language’ to the code-meshing. In terms of effectiveness, even when writers are familiar with the intended reader’s linguistic repertoire, some instances of code-meshing were more rhetorically effective than others, such as providing the reader with too many clues (Canagarajah, 2013). The analysis points to issues in the analysis of translingual writing and the development of translingual literacy.

**Keywords:** translanguaging; multilingualism; writing; translingual literacy; code-meshing

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