


Language Practices in Multilingual Writing Processes – Supporting Reflection in A Complex Modern World

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ARTICLE INFO	ABSTRACT
Article history <i>Received Sep 20, 2023</i> <i>Revised Oct 15, 2023</i> <i>Accepted Nov 27, 2023</i>	<p>This article presents and discusses a model for the reflection of language practices in (academic) writing processes: The Resources Interrelations Model (RIM) aims at a deeper understanding of the functional application of language resources in (demanding) text production. It addresses influence factors that interfere with individual language practices and locates them on four layers: First, the writing process and its situational demands; second, individual attitudes, goals, and motivation; third, individual language and writing biographies; and fourth, societal background (including the ongoing technology development and AI tools). The RIM is a theoretical model; however, it is inspired by empirical research in the PROSIMS project. In my article, I present and describe the RIM and its four layers, sketch its points of departure, and locate the model in its interdisciplinary discursive context, particularly referring to process-oriented writing research and research on multilingualism (including poststructuralist criticism of language categories). Additionally, I outline the relevance of such a model as a starting point for further research and a base for the (self-) reflection of writing processes. As the model focuses on the interrelation of influence factors (instead of specific writing strategies), it is open for individual and situational variation and dynamic changes in a complex modern world while at the same time providing a framework for systematic analysis.</p>
Keywords <i>Language Practice</i> <i>Writing Process</i> <i>Writing Strategy</i> <i>Individual Differences</i> <i>Reflection</i>	

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I. Introduction

Writing can have many aims: We write for text production, for reflection, for language learning, and we often write in more than one target language. How writers apply their writing strategies and language resources varies individually and situationally (Dengscherz, 2022) and is interrelated with various strategic aims and foci. Writing is a means not only for communication with others but also for learning and meaning-making. As refined AI tools offer new possibilities for text production, it might be increasingly important to reflect on the various aims that (human) writing might have. AI use ‘with care and creativity’ (Sabzalieva & Valentini, 2023) is based on a deeper understanding of the functions of writing and the role of language resources and language practices in writing, finally, in academic writing.

In my article, I present and discuss a model that is meant to support the reflection of language practices in writing processes in accordance with their functions and other influencing factors. The Resources-Interrelations Model (RIM) focuses on language practices' strategic foci and aims in specific writing situations and their context. In <http://dx.doi.org/10.17977/um048v29i2p85-94>

doing so, the model focuses on human writing (which might be supported by AI but not entirely replaced). The model can be a starting point for further research, a reflection tool in didactic contexts, or writing support. RIM focuses on (academic) writing in multilingual contexts. This includes writing in the lingua franca English, as practiced by students or academics in various institutions worldwide who must fulfill the requirement of publishing in international journals (Fithriani & Salmiah, 2022).

During the last decades, writing research has provided worthwhile insights into writing strategies and their functions in individual variation, and research on multilingualism has, among others, explored the function of language for meaning-making. “Proficient writing” is a complex process that “makes substantial demands on writers’ knowledge, strategies, language, skills, and motivational resources, as MacArthur & Graham (2016) point out from a cognitive perspective on writing. Additionally, responding to the need to reflect on sociocultural contexts additionally (Bazerman, 2016), adds to the issue's complexity. Thus, some researchers take

a systems theory approach to writing (Jacobs & Perrin, 2014). Lei (2008), for instant, describes writing as an activity system in which ‘subjects’ actions towards objects are mediated by four interrelated factors: mediating artifacts (e.g., computers and languages); rules (e.g., norms and sanctions); community (e.g., disciplinary community and discourse community); and division of labor (e.g., writers and readers). Inspired by such attempts to cover the complexity of factors involved, RIM provides a lens for systematically analyzing language practices in their strategic function for writing.

Regarding language practices, two other perspectives on writing are critical: product-oriented and process-oriented approaches. Product-oriented approaches focus on the text, mainly its final version. Language practices in such final versions can be analyzed concerning positioning in the discourse, specific trends, and conventions, or questions of power, legitimation, and agency. Research then focuses on the role of languages/language varieties in mainstream academic discourse (Canagarajah, 2012), language biases in references (Buntinx, 2023), the role of writing in (post)colonial contexts (De Souza, 2006), the hegemonic role of English (interpreted as Standard Written English) in international journals and academic discourse in general (Curry & Lillis, 2013; Horner et al., 2011; Lillis & Curry, 2010), questions of code-meshing with discriminated language varieties (Canagarajah, 2012; Young, 2004) or the discursive nature of constructs like ‘language’ and the idea of the invention of languages as discrete, identifiable entities (Canagarajah, 2018; Makoni & Mashiri, 2007; Makoni & Pennycook, 2006; Pennycook, 2007).

From a process-oriented perspective, language practices are related to writing strategies and routines, individual repertoires, and the function of language resources in writing. Writing strategies vary individually and have been described in typologies (Chandler, 1995; Ortner, 2000; Wyllie, 2000) or referring to pairs of opposites (like planning/discovering, linear/non-linear writing, etc.) (Keseling, 2013).

Additionally, language practices in writing are related to the question of the role of language resources for meaning-making in writing. This has been discussed controversially and in different disciplines, also concerning the nature of language resources in the first place. Although language issues have also been discussed for L1 writing, a multilingual lens on the complex relationships between language practices and meaning-making in writing will likely contribute valuable insights into the role of language resources in writing in general. Thus, multilingual writing is an excellent lens to look at writing. RIM, again, aims to provide a good lens to look at multilingual writing.

A. 2 Context and background of the model

RIM is a theoretical model. However, it is inspired by empirical data from my research project PROSIMS, an explorative mixed-methods project on strategies and routines in multilingual contexts. PROSIMS is an acronym of the German project title: *Professionelles Schreiben in mehreren Sprachen* (Professional multilingual writing) at the Centre for Translation Studies (CTS), University of Vienna. The empirical data contained focus group discussions, qualitative case studies (11h of screen capturing videos + ca. 21h of interview material), and a quantitative survey (Dengscherz, 2022). A central outcome of the project was the PROSIMS writing process model (Dengscherz, 2019a), for an English version (Dengscherz, 2022), which shares an important aspect with the RIM: Both models focus on factorial relations instead of specific actions. In other words, the models do not visualize what writers do but focus on the factors that influence their actions. Thus, such models can be used as “reflective learning models” (Qosim et al., 2023) that especially support metacognitive awareness.

B. 3 The Resources-Interrelations Model (RIM)

The RIM aims to provide starting points for a systematic reflection of language practices in writing processes in a complex, quickly changing world. Thus, it aims to be systematic and flexible at the same time. This becomes possible by addressing the factorial interrelations that influence writers’ language practices (instead of their outcome: the writers’ actions). Thus, the model focuses on the circumstances that influence language practices in human writing: it addresses the functions and aims of language practices in specific writing situations; situates the situations in the context of the writing process; situates the writing process in its relation to related to writers’ resources and attitudes; reflects the resources and attitudes in the context of language of writing biographies; and biographical aspects against the background of societal relations. Thus, the model addresses four layers of influence factors on language practices in a specific writing situation: (1) the writing process, (2) individual resources and attitudes, (3) the individual biographical background, and (4) the societal background.

The horizontal labeled arrows symbolize the direction of the writing process: individual language practices (and other strategies) in a current writing situation can be imagined as a linkage between previous writing situations (their conditions, their results) and the aims for following writing situations (that, in turn, can be seen as inspired by imaginations of the final version of the text). The final version, again, is targeted towards discourse communities that form part of the societal background. Writers’ attitudes and texts (in their final version) and their (biographical) experience and reflection to some extent can feed back into society and discourse (which, however, does not mean that they necessarily do; this is also a question of agency and power relations).

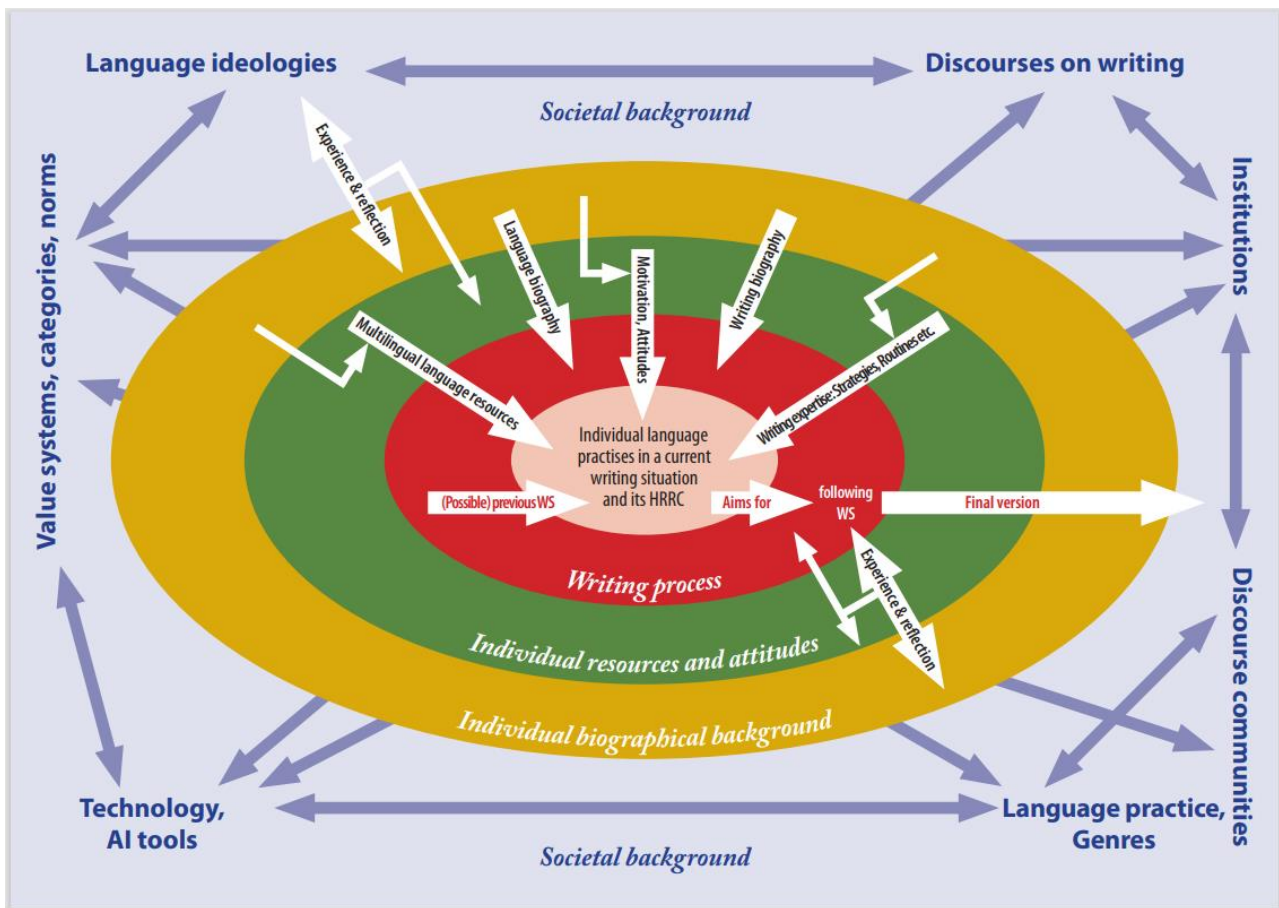


Fig. 1. The Resources-Interrelations Model (RIM): Individual language practices in writing situations and their complex interrelations (HRRC = Heuristic and rhetorical requirements and challenges)

Further labeled arrows specify the interrelations between the four layers: Writing processes can be regarded as experience that becomes part of writers' language and writing biographies and, through reflection, feeds back into their resources and attitudes. Writing and language biographies form parts of the individual biographical background that reach into the current writing process. Through experience and reflection, the societal background influences individual biographies, resources, and attitudes; it may provide genres, or widespread language practices writers may rely on for their writing and additional resources (technology, AI tools). Important parts of the societal background are Discourse Communities and Institutions, Language ideologies and Discourses on writing, Value systems, categories, and norms. Through Experience and reflection, societal and individual resources reach into the writing process, along with individual attitudes that must be imagined interwoven with their social background.

The RIM can be 'read' in various directions: with an expanding focus, starting with the situation in the writing process and, step by step, including contextual factors (resources/attitudes, individual and societal background); with a zooming focus, moving from the societal background into more individual (biography, resources) and situational layers (writing process, writing situation);

or with a chronological focus that follows the writing process from situation to situation, locating each situation against the background of contextual factors. I take an expanding-focus approach to discussing the model's layers in the following sections.

C. 4 Discussion of the model

In the following, I discuss the model against the background of writing research and research on multilingualism (among others, drawing on insights from case studies from the PROSIMS project). Each of the following subsections covers a layer of the model. I take an expanding focus, starting from the writing situation and writing process (4.1.), continuing with resources and attitudes (4.2.) as well as individual biographical background (4.3.), and finishing with societal background (4.4.).

1) 4.1 Language practices in a writing situation

Language practices interfere with several other aspects of writing, varying individually and situationally. Some writers largely follow a 'target language only'-strategy, while others habitually deploy translingual practices (Canagarajah, 2018), and others do that occasionally (Kolgjini, 2023).

Individual variation refers to the writers' resources, attitudes, and experience. Additionally, many writers

adapt their language practices situationally depending on the aims and the context of the writing situation (Dengscherz, 2019b, 2022). The RIM partly addresses relatively 'private' or 'hidden' practices in the writing process: Language practices in drafting need not be directly addressed to readers, and usually, no controlling instances from outside are assessing those draft versions (and the ways they have been produced).

A writing situation can be considered as a specific moment in the writing process with a history (which refers to what writers already have done for the text) and a perspective on the future (which refers to what writers aim to achieve with their writing activities). Against this background, language practices may have strategic functions in the writing process (Lange, 2012). Writers, for example, might focus on the heuristic aspects of writing, thus on meaning-making through the act of writing (maybe in private notes or draft versions; this allows for various translanguaging practices, while writers are less likely to draw on AI support). In other writing situations, writers might focus on their audience, on the rhetorical aspects of the final text version in a specific target language (a 'target language only' strategy or AI application is more likely then). Some writing, again, is primarily geared towards language learning, and the focus might switch from text and ideas to vocabulary and grammar (then a 'target language strategy is likely, and AI mainly serves as 'complex dictionary' or 'machine language teacher').

Concerning the situational foci of writing situations, a distinction between heuristic and rhetorical aspects can be helpful for a better understanding. Such a distinction is suggested in the HRRC concept (Dengscherz, 2022), which forms a central part of the writing situation in the RIM. HRRC means Heuristic and Rhetorical Requirements and Challenges, which refers to a double distinction: 1) between a heuristic and a rhetorical dimension of writing and 2) between requirements and challenges:

The heuristic dimension of writing refers to meaning-making and reworking of ideas in critical thinking (Overstreet, 2021; Palmquist, 2021) and knowledge transformation in the sense of (Bereiter & Scardamalia, 2013). The rhetoric dimension, in turn, refers to the more communicative aspects of their texts, thus to reader orientation and knowledge crafting in the sense of Kellogg (2008). The heuristic dimension refers to meaning-making in writing, while the rhetorical dimension refers to the communicative aims of texts. Academic writing is usually targeted toward gaining new perspectives and critical thinking. This refers to its heuristic dimension, to writing to learn (Palmquist, 2021). Additionally, it is targeted toward argumentation, shaping perspectives, ideas, and thoughts for specific audiences and their respective discursive conventions, thus, writing to communicate (Palmquist, 2021). This refers to its rhetorical dimension.

Requirements are tied to task-oriented problems and may vary with task types (Michel et al., 2019), while challenges evolve in the writer's perception. Requirements and challenges can occur in the heuristic and rhetorical dimensions (Dengscherz, 2019b).

The HRRC concept provides some points of departure for explaining the strategic function of language practices: First, notes and drafts need not necessarily be targeted toward readers in the heuristic dimension. This allows for translanguaging practices. In the rhetorical dimension, comprehensibility for others becomes more important. This calls for the target language. Second, routines can meet sheer requirements, while challenges call for strategies. Challenging situations require more cognitive energy than routine situations. A possibility to spare cognitive energy while working in the heuristic dimension is to postpone rhetorical issues. Therefore, it can be a strategy to switch from the target language to a 'comfortability language' in the sense of Knorr (2021) especially for writers who struggle with language proficiency issues. Another possibility might be outsourcing. AI can serve as a language broker in this context through machine translation and multilingual text-generative tools like ChatGPT (Kharis & Laksono, 2022).

Individual and situational variations must be considered when we want to analyze writers' actions. For insights into patterns of these aspects, empirical research reveals essential clues. In the case studies of the PROSIMS project, the following individual-situational patterns for language practices in L2 text production could be observed (Dengscherz, 2019b):

- Some writers prefer to write in the target language only (especially when they feel comfortable in this language). They consider translanguaging practices as confusing or unnecessary detours and thus try to avoid them in their drafts and notes.
- Some writers adopt multilingual or translanguaging practices for addressing the heuristic dimension of the emerging text or macro-structural text planning. Such practices can be targeted at increasing creativity or reducing possible cognitive overload. Some writers aim to get different ideas in different languages and apply multilingual brainstorming for this aim; others rely on their L1 or translanguaging practices to overcome heuristic challenges.
- For some writers, translanguaging practices are a usual routine and not perceived as a strategy for specific challenges.
- For others, deploying their L1 or translanguaging language resources beyond the target language marks a shift to the meta-level (for example, in commentaries).
- Writers usually appreciate their multilingualism as an important resource for reading and investigation.

Combining individual and situational aspects also influences how writers' rate and appreciate language practices. For example, translanguaging practices in L2 writing are welcomed as creative and efficient when focused on the heuristic dimension by writers who generally like translanguaging strategies. However, regarding the rhetorical dimension, translanguaging practices are rather depreciated as a necessary evil by most writers as they are perceived as a compensation strategy for overcoming an unfortunate lack of proficiency (Dengschertz, 2019b). All in all, to which extent individual writers tend to translanguaging practices depends on their resources and their attitudes towards writing and language practices (Dengschertz, 2019b). Therefore, taking a closer look at individual resources and attitudes will make sense. This brings us to the next level suggested by RIM.

2) 4.2 *Individual resources and attitudes*

Writers' resources and attitudes impact the language resources (and other tools) applied. Regarding translanguaging practices in particular, some writers appreciate them, some apply them if needed, and others try to avoid them whenever possible since they perceive switching between languages as confusing (Dengschertz, 2019a). Individual language practices are closely tied to individual attitudes concerning the efficacy of specific writing strategies, the self-perception as a writer (Bruning & Kauffman, 2016), and individual resources that shape the room for maneuvering. Language proficiency, of course, impacts fluency and the scope of an overview of written text (Révész et al., 2022). However, writing relies on many more areas of knowledge than just language proficiency. Beaufort & Iñesta, (2014), for instance, identified subject matter knowledge, writing process knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge as areas of knowledge that are related to language resources in different ways.

Additionally, a high-level proficiency is not always needed to implement a language into the writing process. As Canagarajah, (2018) states, 'One might not have proficiency in the whole of a language and still be able to perform meaningful activities using that language.' Multilingual writers might, for example, mingle languages in to-do lists, using specific languages for specific activities that are tied to these languages (Dengschertz, 2019b).

Another important aspect is language learning: When writers want to work on their proficiency in a target language, it is quite likely that they will try to focus on this target language in writing. However, they might switch to translanguaging practices and Translanguaging when a writing situation becomes too challenging. Additionally, they might apply translanguaging strategies for remarks on a metalevel or for checklists. 'Outsourcing' text production to an AI tool, in turn, is quite unlikely in those cases. However, this does not mean that technology is not helpful for them: The writers might, for example, apply automated

writing evaluation to solve syntax problems or work on other errors and learn from the automatic feedback (Ariyanto et al., 2021).

When writers are more interested in (efficient) text production than in language learning, this shifts the strategic focus. Here, again, the distinction outlined in the HRRC-Concept is an issue: When working on the heuristic dimension of the text, it is more likely that writers will apply translanguaging strategies or write in their L1 when writing in the target language should become exhausting. They might postpone phrasing in the target language or outsource it at all (for example, to AI tools). Efficacy is not targeted on heuristic insights or the language learning process but rather on a text production that is as little time-consuming as possible. As we see, language practices (including technology) and attitudes are tied together in specific ways and, additionally, interwoven with motivation and goals (Cumming, 2012) and affective factors (Huang et al., 2021). Therefore, background information concerning the writers' specific aims and attitudes helps to understand their actions and language practices.

Resources and attitudes, in turn, are based on learning and experience. Lived experience with language(s) (Busch, 2012) is tied to emotional factors (Knorr, 2021) and affects what writers perceive as 'suitable' language practices in the writing process, how they think and talk about it, and how they try to expand and develop their resources. Therefore, we should include information on biographical background in our considerations. This brings us to the next level the RIM suggests: the individual biographical background.

3) 4.3 *Individual biographical background*

The biographical background has a specific power of explanation. Hamilton, (2000) point out, a person's practices can also be in their history of literacy. (Language) resources are no static matter but may change and develop over time (Herdina & Jessner, 2002). High confidence in a working language seems to be achieved through a combination of immersion in everyday language practice and guided learning in educational contexts.

Busch (2012) also points out that a linguistic repertoire may 'not only include what one has but what one does not have.' The latter is present as a desire that, in turn, can initiate strategies for overcoming a perceived lack of resources: writers apply various strategies for 'making up' perceived lacks in specific kinds of language experience. Those strategies can be tied to formal education and to immersion; for example, reading for fun, film, and media consumption, Erasmus stays or moves permanently to a specific language environment (Dengschertz, 2019b).

Further, not all language biographies clearly distinguish between L1 and L2. Individual language biographies can be manifold – and much more complex.

In the PROSIMS project, for example, the following variants could be observed (Dengscherz, 2019b):

- For some writers, a clear distinction between L1 and L2 is adequate, while L1 remains the most important and most robust language in the repertoire.
- For some writers, dynamic changes may lead to repertoires where an L2 is as strong as the L1 or, in some contexts, even stronger (for example, for academic writing).
- Some writers refer to the language as a mobile resource (Blommaert, 2010) and DE territorialized practice (Busch, 2012), for example when the most robust language in an individual repertoire is neither tied to provenance or family nor to the majority language of the region of residence. An example of that would be a Hungarian student living in Austria whose strongest language is English (Dengscherz, 2019b).
- Some writers apply translanguaging approaches (Bagga-Gupta & Messina-Dahlberg, 2018; García et al., 2014; García & Kleyn, 2016); for example, one student writer in the PROSIMS project designated ‘multilingualism’ as her L1, as her family language consisted of a mix of Hungarian, German, Korean and English, and she loved to use all four languages at once (Dengscherz, 2019b).

The traditional categorization of linguistic repertoire can be misleading since it fails to describe complex language biographies, translingual practices, and dynamic development (Herdina & Jessner, 2002).

Some multilingual writers invent individual terminology for the description of their language biographies and linguistic repertoires; others refer to traditional categories while explicitly questioning them for a critical discussion of categories and implicit hierarchies, see, for example (Jordan, 2012; Knappik & Dirim, 2013; Perner, 2015; Villanueva Jr, 1993). A more careful consideration of identity and language categorizations (Otsuji & Pennycook, 2010) may lead to a better understanding of the deployment of language resources in the writing process. RIM explicitly supports such considerations of language biographies beyond simplistic categorizations.

Categorizations, in turn, are related to societal discourses (may they be structuralist or post-structuralist). Biographical experience takes place against a societal background. Resources and attitudes are interwoven with ‘lived experience’ (Busch, 2012) in individual language and writing biographies. The latter, in turn, are interrelated with societal contexts in manifold ways. ‘Common’ language practices, technology and AI tools, values, norms, etc., are part of the societal context the writers live in. Thus, we should also look at the societal background to

understand writers’ actions in their contextual network. This brings us to the fourth level of the RIM.

4) 4.4 Societal background: Language ideologies and discourses around writing

As ‘no subject is its own point of departure’ (Butler, 2017), societal background plays an important role in individual biographies regarding power relations and normative perceptions. Discourse and institutions provide a verbal repertoire (Gumperz, 1964) for describing language and writing biographies. The terminology is based on theoretical and ideological concepts that enfold a performative, normalizing discursive power. The potentially normalizing function of contextual factors affects texts, writing processes, and writers’ self-perceptions differently.

Especially obvious are the effects of institutional power and societal background concerning the description of language repertoires. In many institutional contexts (for example, in curricula), a certain ‘census ideology’ (Makoni & Pennycook, 2006) is applied that addresses languages as separable, countable entities, mostly as ‘named languages’ (García & Kleyn, 2016), such as English, German, French, Hungarian or Bahasa Indonesia. Such an ‘invention of languages’ (Makoni & Mashiri, 2007) has been criticized for referring to ‘political rather than ontological categories’ (Pennycook, 2007), which are often ‘based on constructs of homogeneity and uniformity’ (Canagarajah, 2012) and for relating language to ethnic categories (Meyer, 2015), citizenship, and patriotism (Makoni & Pennycook, 2006) in a performative circle logic. Bahasa Indonesia is an interesting example in this context, as the national language is addressed openly as a unifying factor and explicitly tied to the nation. Nevertheless, as Heryanto (2007) points out, that the idea of ‘language’ as a generalized meaning for ‘Bahasa’ is based on European colonial influence.

Categories are not only constructions of concepts that help us to understand a complex reality but also shape our perception of this reality performatively (Butler, 2017), bringing into being what is named. Several authors point to symbolic violence (Branson & Miller, 2007), which comes along with the structuralist paradigm and becomes especially obvious in the monolingual paradigm (Canagarajah, 2012). Writers’ self-perception as writers and multilingual persons is interwoven with conceptions of literacy (Maybin, 2000) and ideas about language and categorization types (for example, as ‘named languages’). This affects the way people describe their writing and their linguistic repertoire.

Despite the manifold justified criticism discussed above, it is still quite common to describe language resources in referring to ‘named languages’ partly because of institutional traditions, partly because those concepts seem easy and accessible, or because categories and terminology for a more realistic description of the deployment of language resources might not be available.

Therefore, an analysis that applies categories for describing language and writing biographies should reflect their underlying assumptions and the traditions that have informed them. Taking these poststructuralist concerns seriously fruitfully complicates analyses of language practices: When writers talk about their language practices 'in their own words,' we should be aware that the categories of these descriptions are interrelated with complex discursive negotiations. In describing their language resources and their language and writing biographies, writers position themselves about a complex discursive network around language. They may do that affirmatively or critically, but not necessarily consciously. The RIM provides a framework for analyses that consider possibly conflicting discourse positions on a societal level (for example, structuralist vs. post-structuralist approaches) and fosters awareness of these issues.

This addresses multilingualism and individual writing development in different contexts (discourse communities, institutions, genres, etc.). Writing development can be regarded as a field of tension between mastery and submission (Davies, 2006). On the product level, texts are explicitly evaluated (by teachers or reviewers). Writers' positions in discursive contexts are related to power relations, conventions, and hegemonic practices. Due to these power relations, many students perceive an increasing mastery in institutional writing not necessarily as an increase in agency in the first place but rather as an adjustment to institutions and a loss of freedom (Knappik, 2018). However, viability Butler, (2017) is not only tied to submission but may also build the basis for developing an individual voice against the background of social constraints. I have called this phenomenon 'writing through viability' and explored it elsewhere (Dengschertz, 2019a), forthcoming; see also (Dengschertz, 2019b).

These aspects mainly address the product-oriented dimension of writing. However, educational contexts are also influential on the process level, as they support and perpetuate specific ideas about 'good' writing practices. Thus, not just texts but also writers' actions, strategies, and routines are framed by discourse. Of course, writers do not always simply do what they are told to do; they also might reject specific advice or ideas of what might be an efficient way of planning, drafting, etc. Writers' selective perception of this discourse includes biases, possibly misunderstandings or stereotypes, and it is based on experience and reflection, which may lead to specific attitudes towards writing and language/s (see above). However, writers do not simply echo societal background. They would instead position themselves against this background.

This also refers to the application of AI tools and other technology for writing: the materiality of writing (for example, using pen and paper or computer devices for notes) has often been discussed in research on literary writing processes, and authors often take a quite emotional

(or ideological) approach on these questions (Bosse, 2021). In recent years, such questions have become increasingly discussed in academic writing. Recently, the discussion of ChatGPT especially deeply impacted academia, as it exceeds questions of materiality and points to questions of authorship and expertise. Technical tools have shaped and changed writing in the past, and they will do that in the future. However, the human writer uses those tools (with an understanding of their ways of functioning). This, of course, crucially affects language practices and multilingual writing. Therefore, a deep reflection of the functions and aims of writing might have become even more critical. The recent discussions are only the beginning of an ongoing development.

RIM is not meant to predict any of these developmental issues but offers a framework for their systematic analysis of complex factorial relationships. As we have seen, the reflection of the societal background opens questions in entirely different (though related) directions. This includes categories, power relations, institutional contexts, genres, discourse communities, technology, AI, and many more aspects. The RIM encourages a reflection of the interrelations between various factors involved in a specific writing situation.

II. Conclusion

As discussed above, for a deeper understanding of individual language practices in writing situations, we need to know more about contextual factors on institutional and societal levels, the writers' language and writing biographies, their resources and attitudes, and their specific foci and aims in writing processes. The RIM helps to analyze writing behavior against the background of the complex interrelations between influence factors on writing behavior. It localizes those influence factors on four layers: writing situations in the writing process, individual resources and attitudes, language and writing biographies, and societal background. Every layer opens another area for reflection, discussion, and further analysis. It opens spaces for additional questions and invites us to dig deeper, maybe taking out some aspects of the model to reframe them from new perspectives. This way, the model encourages writers, researchers, and teachers to explore the possible discourses and patterns that might be especially important for a particular kind of writing behavior. The RIM does not claim to prove a specific kind of writing behavior or its reasons. It is rather meant as a heuristic for the systematic analysis of (strategic) language practices in the writing process, in further research, writing support, or self-reflection. This way, it supports explaining and understanding language practices in the context of writing behavior in a specific situation.

For research, RIM offers a kind of mapmaking that can be used for the perspective ion of detailed research projects with a smaller scope, for the systematic search of under-

researched niches, or for detecting further starting points. In writing research and in research on multilingualism, the model can be used for the analysis of authentic cases in offering ways to look at cases and suggesting additional perspectives for questioning interrelations. This way, the model supports a 'thick description' (Geertz, 1973) in qualitative research. For quantitative research, it proposes areas that might be interesting to be questioned to reduce undetected disruptive factors in questionnaires. This way, the RIM supports a holistic view in research that tries to gain a 'picture' that is as holistic and realistic as possible. The model aims to cover complexity while at the same time providing a systematic, manageable overview.

In writing support and didactics, the model offers a framework for fostering the reflection of individual acting in the writing process, especially the functions and aims of language practices in writing. As it contextualizes these aspects about the resources and attitudes of the writers, their biographical background, and institutional and societal framing conditions at large, it provides categories for the analysis of individual language practices in writing that are meant to serve as a heuristic for self-reflection that is crucial for writing development (Heine, 2012). As the RIM conceptualizes the location of influence factors on different layers, it supports the identification of such factors and reflects on their interrelations. Additionally, such self-reflection might take place independently from didactic contexts (especially for experienced writers).

In addressing self-reflection, the RIM encourages writers to feel free to implement (own and external) resources to suit their resources, attitudes, and aims. This is not self-evident since writers sometimes feel tied to inflexible writing plans or strategies that do not suit their strengths and weaknesses (Keseling, 2013; Rose, 1984). The RIM supports a deep reflection of language practices and writing behavior in the context of other factors on several levels. This helps to detect problems and to find explanations for specific behavior. Those explanations can be used to refine language practices and writing strategies (if the writers are not satisfied with them) or to find arguments for them (if the writers feel they want to explain them to supervisors, tutors, or peers). The reflection will lead to more self-conscious and self-confident writing strategies and language practices in both cases.

RIM is centered on human writing. Technology development and AI are addressed as societal factors that, through discourse and experience, reach into individual writing processes where humans decide whether to use these sources and how. The latter, again, depends, among others, on the specific aims and focus of the writing at stake. In the context of recent discussion, RIM can be seen as a contribution on a metalevel that allows for a 'step back' (in space, not in time!) to get a more holistic picture where AI is not the center of the writing process but a resource among others. A resource, though, that comes from 'outside,' from the societal level, and, like other

resources, may become an individual one when writers start to engage with this resource, according to their needs, attitudes, and aims.

The RIM locates the identified influential factors in their complex real-life interrelations. In offering an interdisciplinary framework for analysis and theory building, the model suggests and stimulates further empirical (qualitative and quantitative) research, critical didactic approaches, and self-reflection. Focusing on influence factors instead of specific actions, the model supports types of analyses that can be adapted flexibly to the quickly changing conditions of a complex, dynamic, modern world.

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