Translanguaging in the academic writing process: Exploring Chinese bilingual postgraduate students' practices at a British university

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ABSTRACT

Written translanguaging within educational settings has drawn increasing attention in recent years, but research which explores translanguaging practice in detail in the postgraduate dissertation writing process is still limited. This study focuses on five Chinese postgraduate students who studied at a British university. It investigates their translanguaging practice in the outlining, note-taking and drafting phases of their master's dissertation writing process with reference to Plakans' reading-to-write test task model. We collected and analysed the texts from our participants and conducted interviews to introduce emic perspectives to our analysis. The findings reveal six translanguaging practices in the academic dissertation writing process, showing that translanguaging supports students' development of self-regulation and serves as an efficient self-regulation tool for them to control the recursive and extensive dissertation writing process, to reach their immediate and global writing goals. The paper problematizes and challenges the orthodox academic discourse and practice and highlights the need for EAP tutors and dissertation supervisors to encourage translanguaging in students' writing practice in response to the potential issues raised by the monolingual norms in the academic communities.

1. Introduction

Translanguaging has attracted increasing attention from scholars over the past decade due to its capacity to embrace and reflect the diversity of population, languages and cultures against the backdrop of globalisation. The discussion of translanguaging emerged initially in relation to oral communication and soon expanded to writing. Most studies focusing on translanguaging in academic writing have been in primary and secondary education (Caruso, 2018), with few in higher education (e.g., Chen, 2017; Chen et al., 2019); of these, none to our knowledge have investigated the genre of postgraduate dissertation writing. The dissertation plays a significant role in the successful completion of a master's degree, and differs from traditional academic essays in length, leeway for topic choices, and because it includes specific sections on methodology results and discussions for example.

Additionally, supervisors and institutions often take more interest in the dissertation product, and little attention is paid to the process, particularly regarding how bilingual students appropriate their linguistic and semiotic resources. Much of the research on translanguaging relating to master's dissertation composition processes focuses on the key interactions involved in the supervisory

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process and the broader writing contexts (e.g., Adamson et al., 2019; Kaufhold, 2018). The lack of knowledge about translanguaging in the private dissertation composition process indicates that the implicit expectations that supervisors and institutions might possess in relation to this procedure remain largely unquestioned. This could reinforce the relatively rigid view English for Academic Purposes (EAP) practitioners may hold towards the orthodox academic practices, which are deeply embedded in a Western monolingual orientation, often excluding the resources and practices of international students (Canagarajah, 2018), and potentially placing them at an academic disadvantage. Therefore, knowledge of how translanguaging plays a role in the dissertation writing process can not only provide pedagogical benefits to EAP practitioners and dissertation supervisors, but also offer insight into the potential for renegotiating traditional academic discourse and practice in this writing process. To address this current research gap, this paper analyses in detail the texts produced by a group of postgraduate Chinese students during their dissertation writing process and interviews the writers to integrate their emic perspectives into the analysis,exploring translanguaging beyond the boundary of language courses in higher education.

2. Literature review

2.1. Translanguaging

The concept of translanguaging is continually expanding and refers to the simultaneous use of different languages, language varieties (e.g., Canagarajah, 2006), registers (e.g., Kaufhold, 2018), as well as the diverse semiotic systems and modalities (e.g., Velasco & Garcia, 2014) in writing. Translanguaging views different linguistic and semiotic resources as one integrated linguistic repertoire (Garcia, 2014) and is interested in how multilinguals use languages to make sense of the world (Brooks, 2022). With this analytical perspective, researchers are no longer restricted to "doing structural analysis for identifying the frequent and regular linguistic patterns" but focus on "how language users break boundaries between named languages and non-linguistic semiotic systems" in a particular moment (Tai & Wei, 2021, p. 5). Garcia and Kleifgen (2019) point out that the translanguaging lens is a productive perspective in literacy research as it "could result in learning more about the complex process by which multilinguals assemble their meaning-making resources and form relations among a range of forms of semiosis to interpret and produce texts" (pp. 558–559), and allow for a greater understanding of how translanguaging affects international students' writing process.

2.2. Translanguaging as a self-regulation strategy in writing

This study is interested in translanguaging in the relatively private writing process rather than the rhetorical and communication functions of the final writing product, which have been discussed extensively in previous research (e.g., Canagarajah, 2011a). Despite the scant attention that has been paid to the private writing process, it is well-known that "writing activities are usually self-planned, self-initiated, and self-sustained" (Zimmerman & Risemberg, 1997, p. 73). The highly private writing process provides writers with a space to actively engage inner speech and develop various self-regulation strategies.

Self-regulation (learning) refers to students exercising their agency to monitor and control their condition, behaviour and motivation, which is systematically and cyclically oriented towards the attainment of their learning goals (Alexander et al., 2011; Schunk & Zimmerman, 2003). A closely relevant concept is inner speech, a form of self-directed speech which can operate as a self-regulation tool. It is often highly elliptical and packed with complex meanings which can be very personal and even idiosyncratic (Flower, 1979). Inner speech can facilitate and develop self-regulation (Verhaeghen & Mirabito, 2021) although self-regulation does not always require inner speech. Research on inner speech in writing considers the written modality directed to the writers themselves as the "externalized inner speech" (also known as private speech) in response to challenging cognitive tasks or "as a vehicle for self-communication" (de Guerrero, 2005).

On reviewing previous literature, Harris et al. (2011) identify a range of self-regulation strategies in the writing process, including: "goal setting and planning", "record keeping (e.g., making notes)", "organizing (e.g., organizing notes or text)", "reviewing records (e.g., reviewing notes or the text produced so far)", "self-monitoring" (e.g. self-assessing whether the needed attention has been paid to the task or the target behaviour has occurred), "self-instructions" (e.g., maintaining a running conversation with themselves to reflect on the tasks and evaluate their work) and "time planning" (p. 188). Despite the ample research on self-regulation in writing, scholars have directed their attention to bilingual students only in the past few decades (Tse et al., 2022).

Few research focusing on self-regulation has revealed that translanguaging can contribute positively to self-regulation learning. Freihofner et al.'s (2018) study shows that introducing German to a technology-enhanced English-medium content and language integrated learning (CLIL) biology class in a high school afforded students more access to self-regulatory strategies. While encountering unknown German terms, the students sought translation strategies to monitor their accuracy, motivating them to review their current knowledge and strengthening their self-efficacy in foreign language learning. The use of translanguaging in guided classroom discussion and unplanned student learning also enhanced peer cooperation, encouraged self-evaluation and boosted self-efficacy beliefs in language use and content comprehension.

Despite the small number of studies, the line of inquiry focusing on translanguaging also identifies its close association with self-regulation. In their study, Lee and García (2020) note that translanguaging was adopted by Korean-American first graders to manipulate their cognitive process in writing, revealing their metacognitive awareness. Similarly, through analysing five written texts from bilingual children in the US, Velasco and Garcia (2014) argue that translanguaging allows bilinguals to self-regulate their writing process, facilitating learning. So far, previous studies have demonstrated that the exposure to multilingual resources benefits students' self-regulation development, and translanguaging can work as an effective self-regulation strategy for children's writing in primary

and secondary education. The idea of self-regulation provides us with a perspective that connects the observed translanguaging practices at different writing stages in our study, and also contributes to the limited understanding of self-regulation behaviour among bilingual students during the L2 writing process beyond primary and secondary education.

2.3. A model of the writing process

Both first language (L1) and second/foreign language (L2) writing comprises more than one activity with individuals moving back and forth between different stages (Moragne e Moragnee Silva, 1988; Zamel, 1983). In academic writing, reading is often incorporated into the writing process, which is reflected in the model of reading-to-write test tasks developed by Plakans (2008). Plakans divides the writing process into two recurring main stages, *prewriting* and *writing*. The prewriting stage includes activities such as unpacking the writing tasks, interacting with the source texts and organizing the content, which is relatively linear. The writing stage consists of "writing, planning, rehearsing phrases, and rereading source texts" (p.117); and writers often move back and forth between these activities. Although Plakans' (2008) model provides a general framework, it does not consider the uniqueness of the master's dissertation writing process, which involves activities such as data collection and analysis, and often stretches over an extended period of time. Drawing on Plakans' model and tailoring it to our knowledge about the dissertation writing process, we identified three phases within the writing stage: note-taking, outlining and drafting, which were recorded by the research participants as "texts" before their final drafts. This served as a data analysis framework in this study.

2.4. Translanguaging in academic writing

In the second/foreign language writing process, bilingual/multilingual writers adopt different strategies, some of which are shared with writers who operate only in L1. For instance, both L1 and L2 writers adopt "writerly reading" (Hirvela, 2004) (reading source texts to polish expressions), and mining (reading for selecting information for a specific goal) in source-based writing (e.g., Hirvela, 2004; Lo, 2011; Plakans & Gebril, 2012). Bilingual writers tend to fully tap into their wide linguistic repertoire in their writing, which reflects the recursive writing process. Previous literature shows L1 and L2 can be observed both in the writing process (e.g., Woodall, 2002) and product (e.g., Canagarajah, 2011a). In the writing process, bilingual writers are found to generate a list of synonyms in L1 and retrieve them in L2 in order to search for the appropriate lexical terms and articulate their ideas precisely (Wang, 2003). Sometimes, instead of spending time searching for words, bilingual writers express their ideas in their L1 and continue writing before coming back to translate the words or phrases into their target language at the end (Velasco & Garcia, 2014). Occasionally, bilingual writers *review* and *translate* the already written L2 texts into L1 to assess the appropriateness of meanings (Wang, 2003), which are known as *backtracking* and *back-translation* respectively. Although translanguaging is prevalent in the writing process, it is found that the frequency of language activation varies from person to person, and is closely related to the relevant contexts and writers (Gunnarsson et al., 2015). The status of a language in the community and the writer's high proficiency level in that language often leads to its strong presence across different stages in writing.

Although some of the above-discussed studies do not use the term translanguaging, they point out that language mixing benefits bilingual writers in facilitating their writing process; and how it is employed is influenced by the writing stages and local contexts. Research carried out with an explicit translanguaging lens has found similar results. Velasco and Garcia (2014) examined the specific functions of translanguaging in each stage of writing (i.e., planning, drafting and production) by reviewing five written texts composed by primary school students in dual language bilingual education programmes. In planning, the students actively engaged with a wide range of multi-modalities and switched to other languages for glossing and acquiring new vocabulary. During drafting, translanguaging was adopted for word retrieval and transformation (changing the ending of a book by rearranging the elements in a text). In their final products, translanguaging was used to achieve rhetorical engagement and effectiveness. Velasco and Garcia (2014) conclude that translanguaging serves as an efficient self-regulatory strategy and has the potential for developing academic writing.

In the writing product, the switching of codes is rarely associated with formal registers at the university level unless a translanguaging-friendly space is explicitly provided for the writers (e.g., Canagarajah, 2011a). This might be because writing in educational settings is often considered a high-stakes formal activity, and is related to evaluation of student performance (Canagarajah, 2011b).

Research on translanguaging in the writing process in higher education is relatively limited. The existing scholarship in this topic focuses on academic genres such as essays (e.g., Chen et al., 2019), year-end reports (e.g., Adamson & Coulson, 2015), and reading responses and research proposals (e.g., Chen, 2017). Only a few studies focus on master's level dissertation writing. For example, Kaufhold (2018) studied the lived experiences of students in completing their master's dissertation at a Swedish university, showing that institutional policies, interaction between supervisor and student, and between peers have an impact on students' capacity to engage with their varied repertoire. In their research, Adamson et al. (2019) touch on how translanguaging plays a role in the interaction between students and supervisors. The studies above focus on the influencing factors and key interactions related to dissertation writing, but do not systematically explore the writing process. The writing process of master's dissertations is therefore still under-researched in translanguaging studies.

3. Methodology

With the intention of deepening our understanding of the translanguaging practices of Chinese students in their master's dissertation writing in the UK, this study aimed to answer the following question: "How and why do the Chinese students translanguage in

each phase of their dissertation writing process?"

In 2020/21, mainland Chinese students accounted for about 19% of all full-time postgraduate taught (PGT) students in the UK, with about 26% in Scotland (Higher Education Statistics Agency [HESA], 2023). This pattern was reflected in the university in this study where Chinese students made up the largest percentage of postgraduate students in the school of education. Therefore, understanding their dissertation writing process could provide supervisors and EAP teachers with valuable information for their tutoring and teaching activities.

To recruit students, the first author emailed the information sheets to all the Chinese postgraduate students in her network who were studying in the school of education, inviting them to take part in the study. Those who were contacted were encouraged to identify further potential participants and also forward the information sheet to them. Through snowball sampling, ten students responded to the email and were initially recruited, and the texts they produced during their dissertation writing were collected. After reviewing the texts, five students were selected for the research as translanguaging could be observed in their texts. The other five students were not included as they could only offer the final writing products where no written evidence of translanguaging was present. However, it is worth noting that the five students who were not included in this study also stated that they employed Chinese/ English translanguaging in the writing process.

The five recruited students are referred to as Participant 1 (P1) to Participant 5 (P5) in the remaining sections of this paper. The texts they submitted contained five outlines, two sets of reading notes and three drafts as shown in Table 1.

Once the texts were collected, they were divided into three groups, i.e., reading notes, outlines and drafts based on the writing stages. Within each group, translanguaging practices were identified and the initial categorisation was conducted based on the frequently presented forms (e.g., use of mathematic symbols, simultaneous use of Chinese and English of the same phrases, the frequent presence of English technical terms in Chinese-based outlines and drafts). The categorised practices were further interpreted by the first author, from which the initial themes emerged.

Similar to the moment analysis approach (see: Wei, 2011; Wei & Zhu, 2013), this study did not aim to uncover the universal patterns and regularity, revealing the underlying principles of language users' choices, but was more interested in the "spontaneous, impromptu, and momentary action and performances of the individual" (Wei, 2011, p. 3). This approach allowed us to explore the potentially highly personal and even idiosyncratic translanguaging practices, and to understand the creativity and criticality displayed in the bilingual writers' texts (Wei, 2011).

In addition to the text analysis, to understand how the participants make sense of their world, the dual interpretation process known as the "double hermeneutic" from interpretative phenomenological analysis (IPA) (Spiers & Smith, 2019) was used. This has been employed by previous studies and proved to be an effective analysis tool in investigating the complexities of translanguaging practice (see: Tai & Wong, 2022; Tai, 2022; Tai, 2023). Individual face-to-face semi-structured interviews were held between the participants and the first author. The review of the texts served as a starting point for the interviews, where the first author sought interpretation and contextual information for the instances of translanguaging practice in the texts and asked the participants about their translanguaging practice in the other writing phases which were not necessarily shown in the collected texts.

No restrictions were imposed on the choices of language for the interviews. Translanguaging, a strategy used by bilinguals to make sense of the world (Garcia, 2009a), was welcomed with the purpose of generating rich data and maximise communicative potential (Garcia, 2009b). The interviews provided extra information to validate the initial data analysis, adding an emic perspective, and sometimes leading to re-interpretation and re-categorisation of the texts. The emic perspective generated from the dual interpretation process allowed us to move away from the traditional monolingual perspective and adopt a translanguaging lens. During the analysis, examples of inner speech were identified by the first author when the interviews or the texts provide evidence that certain texts carried a self-directed orientation or personal and idiosyncratic meanings.

Due to the shared linguistic and educational background, the first author took advantage of her insider position and knowledge to quickly establish a close rapport with the participants during the interviews, and obtained an in-depth understanding of the data during the analysis. Meanwhile, she was aware of the potential risk of imposing her insider knowledge on the data interpretation process and ignoring valuable findings due to her familiarity with the participants. We believe the dual interpretation process that we drew upon, and the first author's discussion with the second author (who considers himself as an outsider), mitigated this potential issue and improved the research validity, as it allowed two additional voices (from the participants and from the second author) to be integrated into the analysis and enabled the first author to keep a critical distance from the data. Through a cross-referencing of the two sources of data and critically reflecting on our positions, we were able to associate the texts with the writers and contexts and better understand how the participants drew on their multilingual repertoire in the academic writing process.

Table 1
Participants' reading and writing notes.

P1	1 outline, 1 set of reading note
P2	1 outline, 1 draft
P3	1 outline, 1 set of reading note
P4	1 outline, 1 draft
P5	1 outline, 1 draft

4. Results and discussion

In the following section, the common use of translanguaging across note-taking, outlining and drafting in the writing stage will first be presented, followed by a discussion of the unique use of translanguaging in the note-taking and drafting phases respectively. Because the translanguaging practice identified in the outlines can also be found in the reading notes and drafts, translanguaging during the outlining phase is not presented individually. No explicit translanguaging was reported in the final products and therefore no data is presented for that stage.

4.1. Translanguaging in the writing stage: Engaging the semiotic repertoire to illustrate logical relationships

The students drew on languages and mathematical symbols to reach writing goals. The following examples* demonstrate this practice in the note-taking, outlining and drafting phases respectively.

4.1.1. Excerpt 1 (Reading note, P1)

> *But 因为是 语言书,不是文化书 ∴ limit可理解*
>
> *'But because it is a language book, not a culture book ∴ the limitations can be understood'*

4.1.2. Excerpt 2 (Outline, P1)

> *∵对比之前的syllabus有一处变化*
>
> *"∵compared to the previous syllabus, there is one change'*

4.1.3. Excerpt 3 (Draft, P2)

> *加CH + CAJ, 特别是CAJ 2*
>
> *'Add CH + CAJ, particularly CAJ 2'*
>
> **In this article, the original texts and interview transcripts are presented in italic while the translations of the texts and interviews are placed in single quotes.*

The mathematical symbols "∵", "∴", and "+" found in the script were used to simplify the expressions and save time for information generation. Their function of facilitating information production is supported by P1's and P2's interview data. Additionally, P1 stated that the symbols are eye-catching and can clearly illustrate the logical relationships between different subjects, which reduces the time needed for information searching and processing when she returned to the texts. This shows that translanguaging helped students reduce the cognitive load and regulate the recursive writing process.

This linguistic repertoire seemed to be used in a personal and elliptical manner, a feature which is evident in inner speech (Flower, 1979). This feature is particularly salient in Excerpt 3. When asked about the mathematical symbol "+" in her draft, P2 said:

> P2, interview: […] CH means the Chinese journal, the Chinese writing. And CAJ means … um the format of the document. It is CAJ rather than PDF. Cuz I have both PDF format and CAJ format … Plus means um, […] First it is a document, a file. And then it is the small part of it. Plus means CAJ belongs to CH.

In the initial text analysis, it was difficult to decipher the meaning of the abbreviations and the symbol "+" (plus). P2's explanations show that they carry personal meanings to herself, indicating that translanguaging constitutes part of a bilingual writers' inner speech.

4.2. Translanguaging in the writing stage: Conveying meaning more precisely and efficiently

One feature in all the submitted texts is that key technical terms were frequently used in English, which was also mentioned by P2 and P5 in the interviews.

4.2.1. Excerpt 4 (Reading note, P3)

> *在 L2 acquisition中的好处*
>
> *'the benefits for L2 acquisition'*
>
> *In L2 acquisition, FS are also relied on initially as a quick means to be communicative, albeit in a limited way, both to children and adults. (p.12).*

4.2.2. Excerpt 5 (Outline, P5)

CL的 定义, 与 COLLABORATIVE INTERACTION的不同

'the definition of CL, its differences from collaborative interaction'

In Excerpt 4 and 5, the technical terms or their abbreviations such as "L2 acquisition", "CL" and "collaborative interaction" were found in English. According to the interviews, two main reasons accounted for the students' preference for English technical terms. First, using English reduced their cognitive load because they acquired the subject knowledge through the medium of English and were more familiar with the English terms.

P5, interview: *Those English words, they are technical terms. The journal I read presents them in English. I mean, my input is English, so my output is influenced by it.*

The bilingual writers' previous communication experience has influenced their production of language. As the activation of certain languages is usually closely related to their statuses in their local contexts (Gunnarsson et al., 2015), the popular status of English in the academic community leads to its strong presence in students' writing.

Second, English was adopted to distinguish the subtle difference between the technical terms. P5 further explained her translanguaging in Excerpt 5:

P5, interview: *For example, if you said cooperative learning and collaborative learning, you can differentiate them clearly. But if you translate them into Chinese: 合作式学习. It is the same word. We cannot tell the differences from the word.*

P5 showed the self-regulation ability to monitor the accuracy of her expressions and appreciated the subtle meaning differences between the terms in English: cooperative and collaborative, which arguably stemmed from her capacity to compare Chinese and English. Her bilingualism supported the development of her self-regulation strategy, which in turn led to translanguaging practice.

P2, interview: 比如说我在写一个草稿的时候,那么我草稿可能大部分用的是英文。那么这就造成我的习惯,我做什么批注啊,我什么可能还是会用英文。但有时候英文它不能够完全地表达我的意思[...]那么我就会在我原来英文的基础上加一些中文。

'For instance, when I am writing a draft, my draft might mainly use English. Because of that, I might still use English for annotation or something else out of habit. But sometimes English cannot fully express my ideas […] then I will add some Chinese to my English draft.'

Although P2's choice of language was influenced by the main language used in the writing phase, she still translanguaged when necessary. This highlights the integrated nature of Chinese and English in her repertoire as they work together to allow for more accurate expression of ideas. Translanguaging enables the writers to regulate the accuracy and efficiency of their writing. Translanguaging is influenced by the writing phase, the local context and the writer's desire to achieve accurate expressions efficiently.

4.3. Translanguaging in the note-taking phase: preparing meaningful information for content and expressions

Our data shows that students translanguaged in note-taking to capture meaningful information.

4.3.1. Excerpt 6 (Reading note, P3)

However scholars have used a wide range of terminology for the phenomenon, terminology 太多, and the research has been scattered across various fields.

'too many'

4.3.2. Excerpt 7 (Reading note, P3)

衡量标准

'the criteria'

Sch p. 35 For internal validity, there is a need for a clear definition of what a formulaic string is. Where possible, there should be methodological triangulation.

Lexicon (Wray, p. 43) it may simply be that identification cannot be based on a single criterion, but rather needs to draw on a suite of features. Wray (lexicon, p. 44): identification of formulaic sequences in text is extremely difficult, largely because of the absence of any single definition able to capture all the relevant features at once.

In the two examples above, translanguaging was used to summarise the content of a longer sentence (Excerpt 6) or a small paragraph (Excerpt 7). This use of translanguaging was mentioned in the interviews by P1, P2 and P3 who believed that the introduction of Chinese facilitated their information processing when they returned to their notes later.

P3, interview: *So I take notes in my first language, I will read more. I will read faster and more quickly. And then I can read more literature in the limited amount of time.*

In the interviews, P3, P4 and P5 also pointed out that Chinese stands out in the English-based reading notes due to the differences between the Chinese characters and English letters.

P4, interview: 你会很容易就留意到那个单词。因为在一堆英文单词里面的一个中文单词是很养眼的,然后你不管上啊下啊都会留意到它。[…] 就有一种,你知道吗,很提醒你的感觉。在一堆英文里面有几个中文真是很显眼的。

'You will notice the words easily because the Chinese words are very eye-catching in an English draft. They will catch your attention anytime when you are rereading your text […] It is like, you know, really reminding you. The Chinese really stands out among lots of English words.'

The students selected key information from the content of a text, a reading strategy known as "mining" in source-based writing (Hirvela, 2004). The mined words are written in Chinese for ease of information processing, reducing the time spent at this stage. Meanwhile, the writers skilfully capitalise on the different forms of Chinese and English to better capture their attention, facilitating the location of information when they return to the texts.

In addition, English appears to be the main language found in the collected notes. P3 provided the following explanation:

P3, interview: *Cuz maybe they* (the writers of the reading sources) *[…] use words that are more complex, more acceptable. I can learn that in my own assignment […] if I keep the English version, mainly because that I may use that in my own assignments.*

P3's explanation shows the writer's attentiveness to the language aspect of writing, using sources to polish the language. This source-processing strategy is known as "writerly reading" (Hirvela, 2004). Writerly reading is not only directed to the authors but also to the target readers of the dissertation, working beyond the writer's inner speech. When this occurs, no L1 or semiotic resources appears to be found in the process, which might be due to the monolingual norm prevalent in academic communication.

In summary, translanguaging was adopted to facilitate the realisation of two reading strategies, "mining" and "writerly reading" (Hirvela, 2004) to effectively achieve their rhetorical and content writing goals. The combination of translanguaging and mining allows the uptake of more self-regulation strategies as it not only prepares the content for revision but also enables students to save time and better orient their attention during the revision process.

4.4. Translanguaging in the drafting phase: As a postponing strategy to retrieve information

The drafts and interviews of P2 and P5 show that Chinese postgraduate students translanguaged to postpone ideas which require further reading or data analysis.

4.4.1. Excerpt 8 (Draft, P2)

Second, the researcher emphasise DMs in the short dialogues (section 1) and long conversations (section 2) part, without giving enough attention to the monologues (section 3)–需要提出解决方法吗？

'Do I need to propose a solution?'

4.4.2. Excerpt 9 (Draft, P2)

有的DM可以和 很多种意思,不只一 种,我用的只是一个general的分类, 还需要更加细化。

'Some DM can have more than one meaning. I only categorised it in a general manner. I still need to divide it into more subcategories.'

P2 conducted her writing without following a linear sequence, using translanguaging to mark the unfinished tasks. According to P2's interview, in order to solve the questions emerging from the text (Excerpt 8) and to achieve her plan (Excerpt 9), she needed to consult books, peers or teachers, which could have affected her thought flow; therefore, she turned to translanguaging to address this issue. According to P2, the texts were directed to her, therefore working as a manifestation of P2's self-instruction and an external presentation of her inner speech:

P2, interview: *This is just like the hint for me. I mix them for highlighting, for reminding me to pay more attention to this part.*

The postponing strategy enabled P2 to continue drafting while reminding her of the unfinished parts. This is particularly useful considering the extensive process of dissertation writing. Similarly, P5 switched to Chinese to indicate the unfinished task.

4.4.3. Excerpt 10 (Draft, P5)

Questionnaires were dispatched before and after the whole research to assess the changes of students' foreign language anxiety and their willingness to participate in cooperative learning structures. [结果] Interviews with six students and the teacher

'result'

indicate that [结果].

'result'

According to P5, translanguaging allowed her to progress in her writing before the research result emerged. The process of dissertation writing involves more complex activities such as reading, data collection and analysis compared to general academic writing and therefore a postponing strategy was used beyond the word level, which is different from the findings in Velasco and Garcia's study (2014).

The examples in this section offer a glimpse into the bilingual writer's inner speech which appears to involve translanguaging. The inner speech did not only facilitate the self-regulation process but also worked as a self-regulation strategy itself, known as "self-instruction" (Harris et al., 2011), through which writers reflect on their current writing stages and plan their future tasks.

4.5. Translanguaging in the drafting phase: translating technical terms to activate the knowledge in L1

In P2's draft, the English technical term, "topic-switcher" appeared simultaneously with the Chinese translation "转移话题".

4.5.1. Excerpt 11 (Draft, P2)

DMs specify the roles of utterance

also, too, first/ at first/ first of all, finally, not only … but also,

I think/guess,–attitude maker (intention)

(all) right, ok, sure, for example,

Oh-emotional/pause marker—8-13

转移话题 topic-switcher

'topic-switcher'

well, anyway

In the interview, P2 explained that her choices were influenced by the topic of the essay and the monolingual norms in literacy activities.

P2, interview: *In this essay I investigate the college English text in China […] I need to read the Chinese author's journal. I might have read some Chinese journal before, but I cannot match them […] Imagine you come across a new term like 'topic-switching'. But maybe in your undergraduate study, you have studied it before, you just don't know its English expression. So when you know both the English expression and Chinese expression. You can, um like a schemata. You can have more information for it.*

In order to discuss educational issues in a Chinese context, P2 needed to consult Chinese journals and her previous subject knowledge in Chinese allowed her to locate useful materials and quickly obtain a better understanding of the corresponding English reading materials. Translanguaging allowed her to turn her previous learning experiences in L1 into valuable resources. This did not only facilitate achieving her writing goal but also potentially boosted her self-efficacy in relation to the writing content, which is another important construct of self-regulation (Freihofner et al., 2018).

Meanwhile, the need to translanguage to draw on the knowledge in L1 indicates that the dominant monolingual norm in education could potentially lead to a disconnection between bilingual students' previous knowledge and that of their current study. As a result, there is a risk for the relevant local knowledge represented through international students' L1 to be marginalised, placing the students at a disadvantage in terms of academic achievement. Translanguaging was adopted by P2 to both regulate her writing and overcome the challenges that emerged from the monolingual norm.

4.6. Translanguaging in the drafting phase: glossing and vocabulary acquisition

P4's draft illustrates that she translanguaged to gloss certain words.

4.6.1. Excerpt 12 (Draft, P4)

Adapting authentic 真正的 texts. Children would be very interested in the

'authentic'

stories teacher come across, but their language level in English is often not adequate to access these contexts in their original form. (p120)

P4 explained her use of glossing:

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P4, interview: *其实在正文的时候就会比较少用到中文,我只有遇到不会的单词的时候, 就有时候比如我从reference上面看到的那些单词嘛,然后就会很高深,我就会把它。然后我,因为要引用它嘛,所以要知道到底讲了什么东西。所以我会把词弄下来,弄下来我才会去查,查了那个中文意思就放在那里。因为我需要,后面要整一篇文章连贯下来,肯定要知道那个单词是什么意思,所以我会在最后,可能终稿的时候再会把那个中文删掉,但是之前就一直在那。*

'Actually, I don't use Chinese that often in my draft. I only do so when I come across unknown words. For example, sometimes the words I saw in the reference list are difficult. I need to quote them, so I need to know what they mean. So, I will note them down and look them up in the dictionary. I will write down the corresponding Chinese meaning beside them. Because I need to know the meanings of those words to generate the following text. So, I won't delete the Chinese meaning until I produce the final draft'.

Glossing benefited P4 in literature comprehension, text generation and vocabulary acquisition. Academic writing can differ from general writing because it often includes language which contains a high frequency of unknown words. For P4, translanguaging addressed the potential issue where she might forget the meaning of a new word, which is more likely to occur in dissertation writing because of the extensive period of time needed for the process. The translanguaging practice saved P4 from having to check the dictionary again in future, potentially serving as a "time planning" self-regulation strategy (Harris et al., 2011).

5. Conclusions

This paper explored translanguaging across the note-taking, outlining and drafting phases of the postgraduate student dissertation writing process. The prevalent use of translanguaging reveals a more translanguaging-friendly space evident in the private writing process and supports the integrated nature of different linguistic and semiotic resources in the bilingual writer's repertoire.

Six translanguaging practices were found to be used: i) to illustrate the relationship between different pieces of information; ii) to efficiently achieve more accurate expressions; iii) to prepare the content and language through mining and writerly reading; iv) to activate L1 knowledge in response to the monolingual norms; v) to retrieve information, and vi) to gloss. Some of these practices are closely related to the dissertation writing genre and add to the existing scholarship about written translanguaging.

Through translanguaging, students capitalised on both forms and meanings of English and Chinese, engaged with the semiotic resources flexibly, satisfying both their current needs and the global writing goals. The findings also revealed that translanguaging supported students' uptake of more self-regulation strategies. The students' bilingualism enabled them to better monitor their use of time, attention orientation, note organisation and text planning, to effectively control the extensive dissertation writing process and achieve their writing goals. The use of translanguaging also has the potential to enhance students' self-efficacy. Therefore, translanguaging works as an important self-regulation tool and helps students to develop their self-regulation strategies in academic writing.

In addition, our data showed evidence of students engaging in self-oriented, highly personal dialogue, indicating that translanguaging constituted part of the bilingual students' inner speech which appeared to also function as a self-regulation strategy. Moving beyond the inner speech, students also adopted translanguaging to prepare for future communication with the wider community, regulating their writing to achieve their established rhetorical goal.

The acknowledgement of translanguaging as a self-regulation tool and its role in developing self-regulation in academic writing has further implications and significance in EAP programmes at internationalised British and Anglophone universities. Our study acknowledges the value of diverse linguistic and semiotic resources and the relevant knowledge international students bring. These resources and knowledge could be potentially squandered due to the dominant monolingual norm. As a result, this study highlights the need to challenge and renegotiate traditional monolingual EAP with the hope of opening up new spaces for the voices and identities of international students in EAP.

We believe that it is important for EAP tutors and supervisors to view translanguaging as a part of a bilingual writer's self-regulation strategy to control the complex writing process instead of a result of deficit language proficiency; and to encourage translanguaging in the writing process. It is advisable for educators to actively seek solutions to address the issues stemming from the dominant position of monolingual norms in both British and Chinese academic writing communities. For instance, supervisors and EAP tutors who share the language of their supervisees and students could potentially help their learners to activate their previous knowledge by introducing and discussing academic content bilingually. For those teachers who do not share the same language with students, they could still encourage the use of source materials in different languages in student writing, and promote peer discussion of those materials bilingually. In addition, teachers are encouraged to teach students self-regulation skills and incoporate translanguaging into this teaching and learning process considering that self-regulation plays a significant role in promoting students' writing performance, which can be developed and enhanced through effective instructions (Harris et al., 2011) and be better supported through the use of translanguaging.

The current research focused on translanguaging practices in the academic writing process. Although translanguaging is often found to occur naturally without explicit instruction, a notion known as "translanguaging instinct" (Wei, 2018), Canagarajah (2011b) argues that this does not mean translanguaging does not need to be taught. By having a better understanding of translanguaging practices in dissertation writing, this article provides Teaching English to the Speakers of Other Languages (TESOL)/EAP researchers and practitioners with more information to better capitalise on this phenomenon and turn them into useful teaching resources. Increasing effort in developing "pedagogical interventions that include translanguaging" (Cenor & Gorter, 2015, p. 9) has been witnessed in the current field and should continue to be encouraged in future research. Additional inquiry should also be made into translanguaging in other genres of writing to understand how it plays a role both in the writing process and product.

9

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