

How do writing strategies transfer between L1 and L2 writing? A case study from upper secondary school.

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Developing writing skills is vital across educational levels, motivating an investigation of how writers transfer their knowledge between subjects and languages. This case study aims to explore a methodology for comparing text properties and writing processes between L1 and L2 writing, using the theoretical framework of cognitive writing research (Chenoweth & Hayes, 2001), which identifies real-time processes: planning, translating, and reviewing. Research questions are: How do L1 and L2 texts compare regarding text properties? How do the L1 and L2 writing processes for creating those texts compare?

The data consist of two recorded writing processes of comparable expository texts written in Swedish L1 and English L2 by a 16-year-old Swedish girl. Data was collected with keystroke logging, a method for observing pauses and revisions during L1 and L2 writing and examining the relationship between the final text and real-time writing processes (Johansson et al., 2023). The examination included text properties and writing processes, focusing on revision and pauses as indications of planning or reading.

Results showed that the L2 text were longer, with reduced lexical variation, but it exhibited structural similarities with the L1 text. The L2 writing contained more pauses and pause time, while the L1 text displayed slightly higher writing speed, suggesting greater fluency. A higher percentage of character deletions in the L1 text hinted at the author's more intensive text work. Replay analysis showed the author dynamically revised both languages, emphasizing lexical precision. In the L2 text, she sought suitable English words, while in the L1 text, she opted for more precise words.

To conclude, this young author demonstrates a transfer of writing skills between languages, supporting an educational approach where writing strategies are taught across subjects.

Chenoweth, N.A., & Hayes, J.R. (2001). Fluency in writing: Generating text in L1 and L2. *Written Communication*, 18, 80–98.

Johansson, V., Wengelin, Å. & Johansson, R. (2023). Using keystroke logging for studying L2 writing processes. In Rosa M. Manchón & Julio Roca de Larios (Eds.) *Research methods in the study of writing processes*. John Benjamins., 161–182.