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### POSITION/FOCUS PAPER

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Using mixed methods to explore cognitive writing processes, behaviors, and text quality processes



The end products of writing tasks have been the object of a considerable amount of research in the areas of second language (L2) acquisition and assessment. However, relatively less empirical research exists that examines the cognitive processes and behaviors in which L2 writers engage and how these may relate to text quality. In

this talk, drawing on our and others' work, we will discuss how writing processes and their links to the products of writing may vary according to task factors such as task complexity, level of second language proficiency, and individual differences in working memory capacity. We will also highlight how triangulating various data sources - eye-movement recordings, online keystroke logs, comments from retrospective stimulated recall, and measures of cognitive abilities - may help explore cognitive writing processes and behaviors and their relationships to text quality. We will argue that the combination of behavioural and verbal protocol data enables researchers to arrive at more valid conclusions about the nature of the L2 writing process and more sound implications for teaching and assessing L2 writing. We will end the presentation by outlining future methodological directions which may help obtain a more nuanced view of the writing processes