

## ***Exploiting screencasting and keylogging for L2 writing process instruction***

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Following up on studies like Lindgren & Sullivan (2003) or Ranalli et al. (2018), this paper describes a pedagogical intervention aimed at making L2 learners of English aware of their writing process, by showing them how they actually go about writing a text. First, the learners watch a screencast video recorded while they were writing a text in English. Then, they are presented with a report generated by Inputlog (Leijten & Van Waes 2013) from their keystroke logs, including statistics and graphs based on their writing process. These are compared to model writers' reports (a native writer and a highly proficient non-native writer). The learners also get to see video clips illustrating successful writing strategies adopted by other students. This material is explained by and discussed with the teacher during individual tutoring with five student volunteers. The aim of this paper is to evaluate the effectiveness of such a pedagogical intervention, based (i) on students' perceptions, as revealed through several questionnaires they had to fill in, and (ii) on the comparison of texts they wrote before and after the intervention. The results underline students' generally positive attitudes, as well as their increase in writing fluency, though not necessarily in accuracy.