

***Writing in different languages: L1 Dutch and L2 English writing by secondary school pupils on the brink of university***

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In the last decennia, English-taught programmes have gained substantial ground in Dutch tertiary education. In 2020, 47 per cent of the bachelor's programmes and 86 per cent of the master's programmes were entirely taught in English or had an English track (VSNU, 2020). Although English-taught programmes might have benefits for international students, it is unclear what the effects of teaching in a second language (L2) are on local students' academic performance. This study investigates Dutch and English text production by Dutch pupils in their final year of secondary education. Next year, most participants will start a Dutch- or English-taught university programme, for which they will write a variety of texts. It is important to measure the pupils' current writing skills to stay ahead of potential language-related issues in English-taught education. All participants write an argumentative text in Dutch and English. Using keystroke logging (e.g., Leijten & Van Waes, 2013) and manual coding, product-based (complexity) and process-based (fluency, pauses and revision) features of the participants' writing are analysed to determine how writing in L2 English resembles or differs from writing in L1 Dutch. The writing data is complemented by data about the participants' language proficiency and typing skills. The results of this study contribute to ongoing discussions about the use of English as language of instruction in tertiary education.