RONALD P. LEOW

Ronald P. Leow is Professor of Applied Linguistics and Director of Spanish Language Instruction at Georgetown University, Washington, DC, USA. His areas of expertise include language curriculum development, teacher education, Instructed Language Learning, psycholinguistics, cognitive processes in language learning, research methodology, and CALL. Professor Leow has published extensively in prestigious journals and has initiated several strands of research in the ISLA field. He has co-edited several books and his single-authored book titled "Explicit learning in the L2 Classroom: A student-centered approach" (Routledge) appeared in 2015.

Research on writing, writing processes and feedback use in pen & paper and digital environments: The state of the art

Rosa M. Manchón & Ronald P. Leow

This presentation offers a general framework to situate the various empirical studies to be presented in the first day of the Seminar. Our analysis will be restricted to empirical developments, focusing on controlled empirical studies. We will provide an overview of research on the characteristics of texts written in pen & paper vs./or computer-mediated as a function of task-related & writer-related variables (i.e. writing conditions -individual vs. collaborative writing, task-conditions -task complexity and task-modality- and IDs – IDs -aptitude and working memory). This will be followed by a synthetic overview of main research directions in the study of writing processes, paying attention to theoretical underpinnings, key variables in focus, and main methods employed in this body of work. We will then provide a global overview of the trajectory from the early studies on WCF to the current ones, which will reveal a clear movement from an investigation of a permutation of different types of WCF employing a product-oriented approach to a more process-oriented one that seeks to gather important concurrent data on how specifically L2 writers process the WCF Recent developments in the analysis of the provision (especially as regards timing) and effects of feedback in computer-mediated environments will also be reviewed. The various empirical studies to be presented next will be situated against the global framework offered in our talk.

Moving research agendas on writing processes and WCF processing in pen and paper and digital environments: Theoretical and methodological issues

Ronald P. Leow

In this presentation we will focus exclusively on the processing dimension of writing and WCF processing. We will begin with a succinct report and critique of several theoretical underpinnings postulated to account for the writing process and the role of written corrective feedback in ISLA. We will then address methodological issues by arguing that future studies should not only provide more detailed data on such processes and strategies employed during writing and feedback provision (across different academic levels or contexts, time, and populations) but also probe deeper into their roles in potential language learning. We will then critically review current efforts to expand methodological approaches employed in both the writing and WCF strands of research

and discuss why the gradual expansion of research methods in the study of writing processes and the processing of feedback is not solely due to technological advances and the attested problems with more traditional methodologies. We will argue that full recognition of several dimensions of writing (especially its time-distributed nature) have not only contributed to innovations in research tools and data collection procedures, but have also posed new methodological challenges in terms of designs and analytic procedures. Similarly, recent empirical studies and position papers have underscored the relevance of looking at WCF through alternative analytic lenses in an attempt to capture the dynamism of WCF processing. Finally, we follow recent calls for triangulation of data that may be the logical direction to take in an effort to capture the many subtle layers of the writing process and the engagement with WCF in pen and paper and digital environments.

WCF processing in the L2 curriculum: A look at type of WCF and type of linguistic item

Ronald P. Leow, Anne Thinglum & Stephanie A. Leow

Whether written corrective feedback (WCF), and more specifically, type of feedback and type of linguistic item, plays a role in L2 development has been empirically investigated and debated for decades (see Leow, 2020; Manchón & Vasylets, 2019, for recent reviews). While many studies report conflicting findings, the majority of these studies approached the role of WCF from a product-oriented and non-curricular (see Leow, 2019) perspective. The recent uptick in and paucity of studies adopting both a process-oriented and curricular approach (e.g., Caras, 2019; Coyle, Cánovas-Guirao, & Roca de Larios, 2018) underscore the call for further research on the processing dimension of the L2 writer's engagement with WCF (Manchón & Leow, 2020) in this instructed setting. To this end, this study situates the research design within a foreign language curriculum and semester long syllabus and addresses the following research questions: 1) What cognitive strategies do adult L2 writers employ while interacting with type of feedback (direct vs. metalinguistic) during the revision phases? and 2) Do these strategies vary according to (a) type of linguistic item (morphological vs. syntactical) and (b) over time? Participants were 35 college-level Beginning students of Spanish in the USA who followed the current procedure of composition writing in the language curriculum. For each composition, they were provided with a topic and prompts based on the chapter recently covered and were required to write and rewrite (after feedback was provided) at home their three compositions during the semester. Participants were also asked to record their thoughts aloud during the rewrite phases of the three compositions and upload the protocols to a server. The data across all three compositions are currently being transcribed and coded and the results will be shared at the conference in addition to potential recommendations for future research.