Text revision in a second language: Analysing the impact of training with keystroke logging and retrospective interviews

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Adapting texts to the target readers is a complex task, especially when carried out in a second language (Barkaoui, 2007). In particular, making texts more comprehensible requires anticipating the comprehension issues that readers will face (Kellogg, 2008; Schriver, 1992). Differently from novices, expert writers with high language proficiency are able to examine texts as a whole by considering their global structure and their socio-cultural context (Barkaoui, 2016; Schriver, 2012). Furthermore, their revision processes tend to be recursive, as they revise their texts from top to bottom in different phases and from different perspectives (Lindgren et al., 2011; Van Waes et al., 2009). Training and sustained practice can help students bridge the expertise gap and produce more comprehensible texts (Kuteeva, 2011).

Therefore, against this background, we conducted an experimental study to address the question: **What is the impact of reader-oriented training on the revision processes carried out by second-language university students?** The reader-oriented training that we developed revolved around the accessible communication of business content on corporate social responsibility. We collected data from 47 students (mostly native speakers of Dutch with English as a second language), divided into experimental and control group. Using a pre-test post-test design, we analysed their revision processes before and after training with the keystroke logging tool Inputlog and with retrospective interviews. Specifically, we focused on students' pausing behaviour, source use, and overall approaches to revision.

Our training provided students with procedural knowledge on how to approach the revision task. Furthermore, it reduced the cognitive effort linked with lexical choices, as indicated by the lower proportion of between-word pauses and by the lower proportion of time and keystrokes devoted to language searches. We also observed a general preference for rewriting texts from scratch, which seemed motivated by the need to manage the complexity of the revision task.