

## UMU RESEARCH SEMINAR, MAY 17-19, 2018

### POSITION/FOCUS PAPERS

Dr David Galbraith, University of Southampton, UK

A dual-process model of L1 writing processes: Implications for L2 writing research agendas on processing and language development



Classical cognitive models of the writing process in L1 typically assume that writing is a matter of translating preconceived ideas into text. Although these models recognize that the writer develops their understanding during writing, this is assumed to be a consequence of adapting pre-existing ideas to the specific rhetorical context for writing. Hence, these models draw a fundamental distinction between a *knowledge-telling* approach to writing, typically used by novice writers, which involves directly translating ideas into text according to their structure in long-term memory, with a *knowledge-transforming* approach to

writing, typically used by more expert writers, in which content is retrieved and modified to satisfy the writer's rhetorical goals. In such models, text production is treated primarily as a potential impediment to the operation of the higher-level thinking processes involved in knowledge-transforming, and strategies such as outlining, which separate idea generation from the process of text production, are recommended for improving the quality of text. In this talk, I will argue that these models have neglected the implicit nature of knowledge-representation, and hence the role that text production plays in enabling the writer to constitute their implicit knowledge in the text. I will describe an alternative, dual-process model of writing, in which writing is the joint product of two conflicting processes: an explicit problem-solving process, similar to the knowledge-transforming process involved in classical models of writing, and an implicitly-controlled knowledge constituting process, taking place during the formulation of thought in language, and responsible for developing the writer's understanding of a topic. I will then present the findings from recent empirical research which provide evidence for these two conflicting components of the writing process. I will conclude by discussing the implications for writing in L2, suggesting the need for research into the effects of L2 language proficiency on the writer's ability to develop their understanding through writing, and discussing potential strategies for facilitating the process in L2 writing.