## Appendix to Leijten, M. & L. Van Waes (2020). Designing keystroke logging research in Writing. *Chinese Journal of Second Language Writing -* 二语写作, XX, pp x-x) | more info

## References to three key manuscripts on Inputlog

Date of reference database: April 18th 2020

Main reference article on Inputlog:

Leijten, M., & Van Waes, L. (2013). Keystroke Logging in Writing Research: Using Inputlog to Analyze and Visualize Writing Processes. *Written Communication*, 30(3), 358–392 DOI: 10.1177/0741088313491692 (cited by 296)

Two general book chapters that describe Inputlog:

- 1. Leijten, M., & Van Waes, L. (2006). Inputlog: New perspectives on the logging of on-line writing processes in a Windows environment. In K. P. H. Sullivan & E. Lindgren (Eds.), *Computer Key-Stroke Logging and Writing: Methods and Applications*. (Vol. 18, pp. 73-94). Oxford: Elsevier. (Cited by 135)
- 2. Van Waes, L., & Leijten, M. (2006). Logging writing processes with Inputlog. In L. Van Waes, M. Leijten & C. Neuwirth (Eds.), *Writing and Digital Media* (Vol. 17, pp. 158-166). Oxford: Elsevier. (Cited by 49)
- Abdel Latif, M. M. (2008). A state-of-the-art review of the real-time computer-aided study of the writing process. IJES, International journal of English studies 8(1): 29-50.
- Adibi Dahaj, M. (2012). Analyzing Learners' Language Awareness in Written Production: Product-Oriented vs. Process-Oriented Approaches. Languages and linguistics, Linköping University, Faculty of Arts and Sciences: 43.
- Ahmadpour, Z. and R. Khaaste (2017). Writing Behaviors and Critical Thinking Styles: The Case of Blended Learning. Khazar Journal of Humanities and Social Sciences 20(1): 5-24.
- Aldridge, M. and L. Fontaine (2019). Using Keystroke Logging to Capture the Impact of Cognitive Complexity and Typing Fluency on Written Language Production. Observing Writing, Brill: 285-305.
- Allen, L. K., et al. (2016). {ENTER} ing the Time Series {SPACE}: Uncovering the Writing Process through Keystroke Analyses. International Educational Data Mining Society.
- Allen, L. K., et al. (2016). Investigating boredom and engagement during writing using multiple sources of information: the essay, the writer, and keystrokes. Proceedings of the Sixth International Conference on Learning Analytics
- Almond, R., et al. (2012). A preliminary analysis of keystroke log data from a timed writing task. ETS Research Report Series 2012(2).
- Antonsson, M. (2017). Language ability in patients with low-grade glioma-detecting signs of subtle dysfunction. University of Gothenburg.
- Asaf, M. and E. Kozminsky (2011). Writing Processes with Word Processors. Chais conference on instructional technologies research 2011: Learning in the technological era Raanana, The Open University of Israel.
- Attig, C., et al. (2019). Show Me How You Click, and I'll Tell You What You Can: Predicting User Competence and Performance by Mouse Interaction Parameters. International Conference on Intelligent Human Systems Integration, Springer.
- Bai Lifang, & Ye Shufei. (2018). The Dynamic Development of English-L2 Writing Competence. Modern Foreign Languages, 41(3), 354-366.

- Baaijen, V. M., et al. (2012). Keystroke Analysis Reflections on Procedures and Measures. Written Communication 29(3): 246-277.
- Baaijen, V. M., et al. (2014). Effects of writing beliefs and planning on writing performance. Learning and Instruction
- Bailey, C. and J. Withers (2018). What Can Screen Capture Reveal About Students' Use of Software Tools When Undertaking a Paraphrasing Task? Journal of Academic Writing 8(2): 176-190.
- Barbier, M. L., et al. (2008). Notetaking and writing from hypertexts in L1 and L2: cognitive effort and language procedures. International Journal of Applied Linguistics 156: 31-50.
- Barkaoui, K. (2016). What and When Second-Language Learners Revise When Responding to Timed Writing Tasks on the Computer: The Roles of Task Type, Second Language Proficiency, and Keyboarding Skills. The Modern Language Journal 100(1): 320-340.
- Baseki, J., Et Al. (2020). Chapter Eleven Mirrors And Windows Made Of Language: The Case of Greek Dyslexic and Non-Dyslexic Children Composing. English as a Foreign Language: Perspectives on Teaching, Multilingualism and Interculturalism: 238.
- Bécotte-Boutin, H.-S., et al. (2019). Writing and rewriting: The coloured numerical visualization of keystroke logging. Observing Writing, Brill: 96-124.
- Bekius, L., & Buschenhenke, F. (2016). Track Changes: Textual Scholarschip and the challenge of digital literary writing New Beginnings: using keystroke logging for literary writing. Retrieved from: https://pure.knaw.nl/portal/files/11168112/Bekius\_Buschenhenke\_PosterDH2019a4.pdf
- Berdanier, C. G. (2016). Learning the language of academic engineering: Sociocognitive writing in graduate students. Purdue University.
- Bergstrom, K., et al. (2015). The keys to success: Supplemental measures of player expertise in Massively Multiplayer Online Games. Journal of Gaming & Virtual Worlds, 7(1), 101-121
- Bowen, N. (2019). Unfolding choices in digital writing: A functional perspective on the language of academic revisions. Journal of writing research 10(3): 465-498.
- Bowen, N. E. (2016). Modelling choice in digital writing: functional revisions and 'texture', Cardiff University.
- Bowen, N., & Van Waes, L. (2020). Exploring revisions in academic text: Closing the gap between process and product approaches in digital writing. Written Communication, 37(3), 322-364.
- Braaksma, M., et al. (2017). Writing Hypertexts: Proposed effects on writing processes and knowledge acquisition. L1 Educational Studies in Language and Literature 7(4) (Special Issue).
- Brändli, B., et al. (2017). 6 Wie erreicht man mehr Praxisnähe in der Übersetzerausbildung? In: D. Perrin, & U. Kleinberger (eds.), Doing Applied Linguistics: Enabling Transdisciplinary Communication.
- Breuer, E. (2017). Qualitative Analyse von Schreibprozessen mithilfe von Screencapturing. Qualitative Methoden in der Schreibforschung 1: 41.
- Bundgaard, K. (2017). Translator Attitudes towards Translator-Computer Interaction-Findings from a Workplace Study. HERMES-Journal of Language and Communication in Business(56): 125-144.
- Bundgaard, K., et al. (2016). Translator-computer interaction in action—an observational process study of computer-aided translation. The Journal of Specialised Translation 25(25): 106-130.
- Bundgaard, K., et al. (2016). Translator-computer interaction in action—an observational process study of computer-aided translation. The Journal of Specialised Translation 25: 106-130.
- Carl, M. (2012). The CRITT TPR-DB 1.0: A database for empirical human translation process research. AMTA 2012 Workshop on Post-Editing Technology and Practice (WPTP-2012).
- Carl, M., et al. (2016). The CRITT Translation Process Research Database. New Directions in Empirical Translation Process Research, Springer: 13-54.
- Chen, J., et al. (2017). FishBuddy: promoting student engagement in self-paced learning through wearable sensing. 2017 IEEE International Conference on Smart Computing (SMARTCOMP), IEEE.
- Choi, Y. H. (2016). Writing Strategies in the Process of L2 Computer-Mode Academic Writing with the Use of Multiple Resources. ENGLISH TEACHING (영어교육) 71: 3-28.

- Chukharev-Hudilainen, E. (2014). Pauses in spontaneous written communication: A keystroke logging study. Journal of writing research 6(1): 61-84.
- Chukharev-Hudilainen, E., et al. (2019). Combined deployable keystroke logging and eyetracking for investigating L2 writing fluency. Studies in Second Language Acquisition 41(3): 583-604.
- Chukharev-Khudilaynen, E. (2014). Pauses in spontaneous written communication: A keystroke logging study. Journal of writing research 6(1): 61.
- Cislaru, G. and T. Olive (2018). Bursts of written language as performance units for the description of genre routines.

  The Grammar of Genres and Styles: From Discrete to Non-Discrete Units 320: 219.
- Conijn, R., et al. (2019). Understanding the keystroke log: the effect of writing task on keystroke features. Reading and Writing 32(9): 2353-2374.
- Conijn, R., Dux Speltz, E., Van Zaanen, M., Van Waes, L., & Chukarev-Hudilainen, E. (2020). A Process-oriented Dataset of Revisions during Writing. In Calzolari, N. (Ed.)Proceedings of the 12th Conference on Language Resources and Evaluation (pp. 363-368). Marseille, France
- Crible, L. (2017). Discourse markers and (dis) fluency across registers: A contrastive usage-based study in English and French, Louvain-la-Neuve: Université catholique de Louvain dissertation.
- Daems, J., et al. (2018). How do students cope with machine translation output of multiword units? An exploratory study. Multiword Units in Machine Translation and Translation Technology 341: 61.
- Daems, J., et al. (2017). Translation methods and experience: A comparative analysis of human translation and postediting with students and professional translators. Meta: Journal des traducteurs/Meta: Translators' Journal 62(2): 245-270.
- Daems, J., et al. (2017). Identifying the machine translation error types with the greatest impact on post-editing effort. Frontiers in psychology 8: 1282.
- Dam-Jensen, H. and C. Heine (2013). Writing and translation process research: Bridging the gap. Journal of writing research 5(1): 89-101.
- De Smedt, F. (2019). Cognitive and motivational challenges in writing: The impact of explicit instruction and peer-assisted writing in upper-elementary grades, Ghent University.
- De Smet, M. J., et al. (2014). Electronic outlining as a writing strategy: Effects on students' writing products, mental effort and writing process. Computers
- De Smet, M. J., et al. (2018). Exploring the process of reading during writing using eye tracking and keystroke logging. Written Communication 35(4): 411-447.
- Deane, P. and M. Zhang (2015). Exploring the feasibility of using writing process features to assess text production skills. ETS Research Report Series 2015(2): 1-16.
- Dinsmore, D. L., et al. (2020). Handbook of Strategies and Strategic Processing, Routledge.
- Doherty, S. (2016). Translations | The Impact of Translation Technologies on the Process and Product of Translation. International Journal of Communication 10: 23.
- Ehrensberger-Dow, M. and G. Massey (2014). Cognitive ergnonomic issues in professional translation. The development of translation competence: theories and methodologies from psycholinguistics and cognitive science. J. Schwieter, W. and A. Ferreira. Cambridge, Cambridge Scholars Publishing: 58-86.
- Ehrensberger-Dow, M. and D. Perrin (2013). Applying a newswriting research approach to translation. Target. International Journal of Translation Studies 25(1): 77-92.
- Feenstra, H. M. (2014). Assessing writing ability in primary education: on the evaluation of text quality and text complexity, Universiteit Twente.
- Fung, Y. M. (2014). EXPLORING POST-EDITING OF MACHINE-TRANSLATED PATENTS. Communicating in a Connected World: 12.
- Galbraith, D., et al. (2012). The Effects of Dyslexia on the Writing Processes of Students in Higher Education. Learning to Write Effectively: Current Trends in European Research. M. Torrance, D. Alamargot, M. Castelló et al. Bingley, Emerald: 167-171.

- Ganier, F., et al. (2007). Toward a model of the user to enhance procedural text design. Studies in Writing: PREPUBLICATIONS
- Gärdenfors, M., et al. (2019). Spelling in deaf, hard of hearing and hearing children with sign language knowledge. Frontiers in psychology 10: 2463.
- Geerligs, S. and M. voor Communicatiestudies (2010). Schrijven is georganiseerde spontaniteit! Utrecht, University of Utrecht. Master.
- Göös, M. and M. Karppinen (2014). S2-oppijan mielipidekirjoituksen sujuvuus maallikoiden ja S2-opettajien arvioimana.
- Göpferich, S. (2015). Text competence and academic multiliteracy: From text linguistics to literacy development, Narr Francke Attempto Verlag.
- Grabowski, J. (2017). Anforderungen an Untersuchungsdesigns. Forschungshandbuch empirische Schreibdidaktik: 315-334
- Groenendijk, T., et al. (2011). The effect of observational learning on students' performance, processes, and motivation in two creative domains. British Journal of Educational Psychology.
- Hamel, M.-J., et al. (2015). Writers in action: Modelling and scaffolding second-language learners' writing process, Higher Education Quality Council of Ontario Toronto, Canada.
- HannaOutakoski, E. L. and A. P. Sullivan (2018). ResearchingWritingDevelopment to Support Language Maintenance and Revitalization: Design and MethodologicalChallenges. Perspectives on Indigenous writing and literacies: 165.
- Hanoulle, S., et al. (2015). The Translation of Documentaries: Can Domain-Specific, Bilingual Glossaries Reduce the Translators' Workload? An Experiment Involving Professional Translators. New Voices in Translation Studies(13).
- Hart, M. t., et al. (2006). Ganzenveer versus tekstverwerker: Over de invloed van schrijfervarenheid en schrijfmedium op tekstkwaliteit. Utrecht, Universiteit Utrecht. Master Thesis.
- Hertz, A. Writing and rewriting: Keystroke logging's colored numerical visualization.
- Hinbarji, Z., et al. (2016). LoggerMan, a comprehensive logging and visualization tool to capture computer usage. International Conference on Multimedia Modeling, Springer.
- Hoang, H. (2017). Researching Writing Processes: The Case of Foreign Language Learners' Metaphor Production, SAGE Publications Ltd.
- Hyland, K. (2015). Teaching and researching writing, Routledge.
- Hyland, K. (2016). Teaching and researching writing. New York, Routledge.
- Jakobsen, A. L. (2011). Tracking translators' keystrokes and eye movements with Translog. Methods and Strategies of Process Research: Integrative Approaches in Translation Studies 94: 37.
- Johansson, V. (2009). Developmental aspects of text production in writing and speech. Travaux de l'institut de Linquistique de Lund 48.
- Johansson-Malmeling, C., et al. (2020). Written text production and its relationship to writing processes and spelling ability in persons with post-stroke aphasia. Aphasiology: 1-18.
- Junhwi, C., et al. (2015). One-Step Error Detection and Correction Approach for Voice Word Processor. IEICE TRANSACTIONS on Information and Systems 98(8): 1517-1525.
- Ke Yu-guo. (2017). The Discreteness of Pause Slit of L2 Writing Planning. Shandong Foreign Language Teaching, 38(4), 45-55.
- Ke Yuguo. (2019). Patching Order and Inhibition Distribution in Modification Section of L2 Writing in Sequential Iconicity. Foreign Language and Literature, 35(5). 145-152.
- Ke Yu-guo. (2019). On Priming Pressure of L2 Writing Planning Production from the Perspective of the Pause Discreteness. Foreign Language Research, 210(5), 83-89.
- Khuder, B. and N. Harwood (2019). L2 Writing Task Representation in Test-Like and Non-Test-Like Situations. Written Communication 36(4): 578-632.
- Kieft, M., et al. (2007). The effects of adapting a writing course to students' writing strategies. British Journal of Educational Psychology 77(3): 565-578.

- Kieft, M. H. (2006). The effects of adapting writing instruction to students' writing strategies, ICO.
- Klemm, A. (2011). Überarbeitungsprozesse und-produkte nach schriftlichen Fehlerkorrekturen: Zum Deutungspotential schriftlicher Fehler und zur Relativität des Konstrukts "Überarbeitungserfolg . Grenzen überwinden mit Deutsch: 223.
- Knospe, Y. (2018). Metacognitive knowledge about writing in a foreign language: A case study. Metacognition in language learning and teaching, Routledge: 135-152.
- Knospe, Y., et al. (2019). Observing Writing and Website Browsing: Swedish Students Write L3 German. Observing Writing, Brill: 258-284.
- Lagerwerf, L., et al. (2015). Immediate attention for public speech: Differential effects of rhetorical schemes and valence framing in political radio speeches. Journal of Language and Social Psychology 34(3): 273-299.
- Latypov, N. and A. Garipova (2019). Think-aloud protocols, eye-tracking and key-logging in identification and addressing translation challenges.
- Lebrave, J.-L. (2011). Computer forensics: la critique génétique et l'écriture numérique. Genesis. Manuscrits–Recherche–Invention(33): 137-147.
- Lee, S. W. (2018). Improving User Involvement through live collaborative creation. University of Michigan. Retrieved from: http://hdl.handle.net/2027.42/145810
- Leijten, M. (2007). Writing and speech recognition: Observing error correction strategies of professional writers. Utracht University, LOT. 160.
- Leijten, M., et al. (2010). Error correction strategies of professional speech recognition users: Three profiles. Computers in Human Behavior 26(5): 964-975.
- Leijten, M., & Van Waes, L. (2012). Inputlog 4.0: Keystroke Logging in Writing Research. Learning to Write Effectively: Current Trends in European Research. M. Torrance, D. Alamargot, M. Castelló et al. Bingley, Emerald. 25: 363-366.
- Leijten, M., et al. (2017). Hoe schrijven masterstudenten syntheseteksten? Het brongebruik van gevorderde schrijvers in kaart gebracht= How do MA level students write syntheses? Mapping advanced writers' use of external sources. Pedagogische studiën 94(4): 233-253.
- Leijten, M., et al. (2015). Analyzing writing process data: A linguistic perspective. Writing(s) at the crossroads: The process-product interface. G. Cislaru. Amsterdam/Philadelphia, John Benjamins Publishin Company: 277-302.
- Li, Z., et al. (2017). Technology and L2 writing. The handbook of technology and second language teaching and learning: 77-92.
- Lifang, B. & Shufei, Y. (2018). The Dynamic Development of English-L2 Writing Competence. Modern Foreign Languages, 41(3), 354-366.
- Lindgren, E., et al. (2011). Adopting to the reader during writing. Written Language and Literacy 14(2): 188-223.
- Link, S. & Ll, Z. (2015) Understanding Online Interaction Through Learning Analytics: Defining a Theory-Based Research Agenda. Researching Language Learner Interactions Online: From Social Media to MOOCs: 369.
- Liu, M., et al. (2015). Using particle swarm optimization approach for student engagement measurement. International Journal of Learning, Teaching and Educational Research 11(1): 12-21.
- Macken, L., et al. (2012). From keystrokes to annotated process data: Enriching the output of Inputlog with linguistic information. LREC.
- Mahlow, C. (2015). A Definition of Version for Text Production Data and Natural Language Document Drafts. Proceedings of the 3rd International Workshop on (Document) Changes: modeling, detection, storage and visualization, ACM.
- Mangen, A. (2014). The disappearing trace and the abstraction of inscription in digital writing. Exploring technology for writing and writing instruction: 100-113.
- Martín, R. M. and C. M. De León (2018). Fascinatin'rhythm–and pauses in translators' cognitive processes. Hermes (Denmark).
- Matamala, A. (2015). The ALST project. Proceedings of the 37th Conference Translating and the Computer.
- Mathiebe, M. (2018). Wortschatz und Schreibkompetenz: Bildungssprachliche Mittel in Schülertexten der Sekundarstufe I, Waxmann Verlag.

- Mazerolle, E. L. and Y. Marchand (2014). TypingSuite: Integrated Software for Presenting Stimuli, and Collecting and Analyzing Typing Data. Journal of Psycholinguistic Research: 1-13.
- McNamara, D. S. and L. K. Allen (2018). Toward an integrated perspective of writing as a discourse process.
- Medimorec, S. and E. F. Risko (2016). Effects of disfluency in writing. British Journal of Psychology (107): 625-650.
- Medina, D. L. (2017). A Transfer Subject: Tracing Boundary-Work and Micro-Transfer in First-Year Composition.
- Milička, J. and J. Chromý (2012). Experimentální zkoumání stylotvorných faktorů: první výstupy. Naše řeč(4): 181-186.
- Min, H. (2017). Writing Development: A Process-Oriented Approach, State University of New York at Buffalo.
- Minh, N. T. T., et al. (2019). The effects of corrective feedback with and without revision on enhancing L2 pragmatic performance. Applied Pragmatics 1(1): 1-25.
- Muñoz Martín, R. and J. M. Cardona Guerra (2019). Translating in fits and starts: pause thresholds and roles in the research of translation processes. Perspectives 27(4): 525-551.
- Nie, Y. (2016). Study on Research Paths of Pause in Translation Process Based on Translog. Journal of Changchun University, 26(9), 48-52.
- Nie, Y. & Li, Z.. (2016). Study on Pause in English Learners' Writing Process Based on Technology. Journal of Xidian University, 26(1), 93-101.
- Nie, Y. (2014). Analysis of EFL Learners' Writing Process in China: Comparison Between English Major and Non-English Major Learners. Studies in Literature and Language 9(1): 72.
- Noh, H., et al. (2014). Security Analysis on Password Authentication System of Web Sites. KIPS Transactions on Computer and Communication Systems 3(12): 463-478.
- Nyström, P. (2008). Elevers könsmärkning av matematik–Kvantitativ metod i forskning om föreställningar. Redaktörer: Carina Rönnqvist och Monika Vinterek Omslag: Olivia Vinterek Tryck: Print
- Odendahl, N. and P. Deane (2018). Assessing the Writing Process: A Review of Current Practice.
- Olive, T. (2014). Toward a Parallel and Cascading Model of the Writing System: A Review of Research on Writing Processes Coordination. Journal of writing research 6(2).
- Ortiz-Boix, C. and A. Matamala (2016). Post-editing wildlife documentary films: A new possible scenario? Jostrans 26: 187-210.
- Outakoski, H., et al. (2019). Researching writing development to support language maintenance and revitalization: design and methodological challenges. Perspectives on Indigenous writing and literacies, Brill: 165-185.
- Palviainen, Å. N. (2007). What is beneath the surface? Comparing the product and process of L2 texts written by university students. Language in Learning. O.-P. Salo, T. Nikula and P. Kalaja. 65: 233-249.
- Pérez-Paredes, P., et al. (2011). Tracking learners' actual uses of corpora: guided vs non-guided corpus consultation. Computer Assisted Language Learning 24(3): 233-253.
- Plakans, L. (2008). Comparing composing processes in writing-only and reading-to-write test tasks. Assessing Writing 13(2): 111-129.
- Polio, C. (2011). How to Research Second Language Writing. Research Methods in Second Language Acquisition: 139-157.
- Renkema, J. (2009). Discourse, of course: An overview of research in discourse studies, John Benjamins Publishing.
- Révész, A., et al. (2017). Investigating IELTS Academic Writing Task 2: Relationships between cognitive writing processes, text quality, and working memory. IELTS Research Reports Online Series: 44.
- Revesz, A., et al. (2020). Investigating L2 writing processes across independent and integrated tasks: A mixed-methods study. Second Language Research.
- Rijlaarsdam, G., et al. (2009). The role of readers in writing development: Writing students bringing their texts to the test. The SAGE handbook of writing development: 436.
- Robert, I. and L. Brunette (2016). Should revision trainees think aloud while revising somebody else's translation? Insights from an empirical study with professionals. Meta: Journal des traducteurs/Meta: Translators' Journal 61(2): 320-345.

- Robert, I. S. (2014). La relecture unilingue: une procédure de révision de traduction rapide, fonctionnelle, mais déloyale. TTR: Traduction, terminologie, rédaction 27(1): 95-122.
- Robert, I. S. and L. Van Waes (2014). Selecting a translation revision procedure: do common sense and statistics agree? Perspectives: 1-18.
- Rodriguez, H. and K. S. Eklundh (2007). Supporting Individual Views and Mutual Awareness in a Collaborative Writing Task: The Case of Col• laboracio. STUDIES IN WRITING 20: 323.
- Romo, A. (2020). The Relationship between L1 Fluency and L2 Fluency in Writing: A Mixed Methods Study of the Writing Fluency of the Finnish Learners of English by Using Keystroke Logging Data.
- Rose, A. S. (2015). Audible Voice in Context.
- Sakihama, H. (2018). Does Length Limitation Promote Planning Activity during the Initial Planning Phase in L2 Essay Writing by University Students? International Journal of Information and Education Technology 8(9).
- Schaller, P. (2017). Wie schreiben sprachschwache Kinder? Beitrag zum Zusammenhang zwischen explizitem und implizitem Sprachwissen. Empirische Sonderpädagogik(4): 386-405.
- Schneider, H. and N. Anskeit (2016). Einsatz digitaler Schreibwerkzeuge. Forschungshandbuch empirische Schreibdidaktik: 282.
- Schrijver, I., et al. (2016). The impact of writing training on transediting in translation, analyzed from a product and process perspective. Perspectives 24(2): 218-234.
- Schrijver, I., et al. (2010). Transediting in students' translation processes. Artesis working Papers in Translation Studies.
- Segev-Miller, R. (2004). Writing from Sources: The Effect of Explicit Instruction on College Students' Processes and Products. L1-Educational Studies in Language and Literature 4(1): 5-33.
- Sekino, K. (2015). An investigation of the relevance-theoretical approach to cognitive effort in translation and the post-editing process. Translation
- Serbina, T., et al. Towards a user-centered platform for analysis of multimodal data.
- Sinharay, S., et al. (2019). Prediction of Essay Scores From Writing Process and Product Features Using Data Mining Methods. Applied Measurement in Education 32(2): 116-137.
- Southavilay, V. (2013). A Data Mining Toolbox for Collaborative Writing Processes.
- Steck, F., et al. (2018). Behavioral Differences Between Retyping, Drafting, and Editing: A Writing Process Analysis.
- Sullivan, K. P. H. and E. Lindgren (2017). Handbook of keystroke logging research. Amsterdam, Brill.
- Teixeira, C. and C. da Silva (2015). The impact of metadata on translator performance: how translators work with translation memories and machine translation, Universitat Rovira i Virgili.
- Teixeira, C. S. (2014). Perceived vs. measured performance in the post-editing of suggestions from machine translation and translation memories. Third Workshop on Post-Editing Technology and Practice.
- Tillema, M., et al. (2011). Relating self reports of writing behaviour and online task execution using a temporal model. Metacognition and Learning: 1-25.
- Torrance, M., et al. (2017). Timed written picture naming in 14 European languages. Behavior research methods.
- Usoof, H. and E. Lindgren Who is Who and doing What in distance education? för lärarutbildning och forskning: 175.
- Van der Meer, M. (2012). Schrijfprocessen in de eerste en twee taal.
- Van der Steen, S., et al. (2017). The effect of keyboard-based word processing on students with different working memory capacity during the process of academic writing. Written Communication 34(3): 280-305.
- Van Hout, T., et al. (2011). Writing from news sources: The case of Apple TV. Journal of Pragmatics 43(7): 1876-1889.
- Van Waes, L. and M. Leijten (2013). Vlot schrijven-Een multidimensioneel perspectief op 'writing fluency'. Tijdschrift voor taalbeheersing 35(2): 160-182.
- Van Waes, L., et al. (2015). Keystroke Logging in Writing Research: Analyzing Online Writing Processes. Handbook of Wrting Research. C. A. MacArthur, S. Graham and J. Fitzgerald. New York/London, The Guilford Press: 410-426.
- Van Waes, L., et al. (2017). Typing competencies in Alzheimer's disease: An exploration of copy tasks. Computers in Human Behavior 73: 311-319.

- Van Waes, L., et al. (2019). A multilingual copy task: measuring typing and motor skills in writing with inputlog. Journal of open research software.-2013, currens 7(30): 1-8.
- Van Waes, L., et al. (2013). Live subtitling with speech recognition: causes and consequences of text reduction. Across Languages and Cultures 14(1): 15-46.
- Van Weijen, D. (2009). Writing processes, text quality, and task effects; empirical studies in first and second language writing. LOT Dissertation Series. 201.
- Vandeghinste, V., et al. (2019). Improving the translation environment for professional translators. Informatics, Multidisciplinary Digital Publishing Institute.
- Vandermeulen, N., et al. (2020). In search of an effective source use pattern for writing argumentative and informative synthesis texts. Reading and Writing 33(2): 239-266.
- Vangehuchten, L., et al. (2018). Reading-to-write tasks for professional purposes in Spanish as a foreign language: An empirical study among 19 master's students. Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics 31(2): 638-659.
- Vanroy, B., et al. (2019). Correlating process and product data to get an insight into translation difficulty. Perspectives 27(6): 924-941.
- Verhaert, N. (2016). Rules or regularities? The homephone dominance effect in spelling and reading regular Dutch verb forms, University of Antwerp.
- Wang, Lan-zhong (2016). A Keyboard Recording-and Eye Tracker-based Study on Chinese as Second Language Writing Process. Technology Enhanced Foreign Language Education (TEFLE), 168, 35-39.
- Wallis, P., et al. (2017). Relationships between translation and transcription processes during fMRI connectivity scanning and coded translation and transcription in writing products after scanning in children with and without transcription disabilities. Creative education 8(5): 716.
- Wengelin, Å., et al. (2019). Combining keystroke logging with other methods: Towards an experimental environment for writing process research. Observing Writing, Brill: 30-49.
- Wininger, M. (2014). Measuring the evolution of a revised document.
- Witchel, H. J., et al. (2018). A trigger-substrate model for smiling during an automated formative quiz: engagement is the substrate, not frustration. Proceedings of the 36th European Conference on Cognitive Ergonomics.
- Wang Lan-zhong. (2016). A Keyboard Recording-and Eye Tracker-based Study on Chinese as Second Language Writing Process. TEFLE, 168, 35-39
- Woodruff, J. and J. Alexander (2016). MultiLog: a tool for the control and output merging of multiple logging applications. Behavior research methods 48(4): 1296-1307.
- Wu, Rang-ke. (2016). A Cognitive Study on Chinese Learners' Pauses in Self-paced Dictation. TEFLE, 169, 9-15
- Xu, C. (2011). Integrating Inputlog and Screen Recorder: New Research Insights into the EFL Writing Process. CAFLE, 141, 21-25.
- Xu, C. (2017). A temporal investigation of L2 writing process—A pausological perspective. Foreign Language Teaching and Research, 49(4), 582-594.
- Xu, C., & Xia, J. (2019). Scaffolding process knowledge in L2 writing development: insights from computer keystroke log and process graph. Computer Assisted Language Learning: 1-26.
- Xu, X. (2007). English language attrition by Chinese university-level students. Unpublished Report. Centre for Language and Cognition Groningen, University of Groningen.
- Yang, R. (2018). First-year international Chinese undergraduate students' academic writing in the digital age, UC Santa Barbara.
- Yoon, H.-J. (2017). Investigating the interactions among genre, task complexity, and proficiency in L2 writing: A comprehensive text analysis and study of learner perceptions, Michigan State University.
- Zapata, J. (2016). Investigating Translator-Information Interaction: A Case Study on the Use of the Prototype Biconcordancer Tool Integrated in CASMACAT. New Directions in Empirical Translation Process Research, Springer: 135-152.

- Zapata, J. and A. S. Kirkedal (2015). Assessing the Performance of Automatic Speech Recognition Systems When Used by Native and Non-Native Speakers of Three Major Languages in Dictation Workflows. Proceedings of the 20th Nordic Conference of Computational Linguistics, NODALIDA 2015, May 11-13, 2015, Vilnius, Lithuania, Linköping University Electronic Press.
- Zarrabi, F. and H. Bozorgian (2020). EFL Students' Cognitive Performance during Argumentative Essay Writing: A log-file data analysis. Computers and Composition 55: 102546.
- Zhang, M. and P. Deane (2015). Process features in writing: Internal structure and incremental value over product features. ETS Research Report Series 2015(2): 1-12.
- Zhu Xiaobin, Xing Saichun, & Zhang Limiao. (2013). The Progress of Cognitive Research on Pausing during Writing. Psychological Research, 6(1),14-19.
- Zhu, M., Zhang, M., & Deane, P. (2019). Analysis of Keystroke Sequences in Writing Logs. ETS Research Report Series, Wiley Online Library.
- Zhu, M., et al. (2019). Analysis of keystroke sequences in writing logs. ETS Research Report Series 2019(1): 1-16. 김혜연 (2019). 쓰기 과정 연구 방법론의 현황과 전망. 리터러시연구 10(5): 69-108.
- 山口琢, et al. (2017). ジグソー・テキストによる文並べ替え操作の測定. 研究報告教育学習支援情報システム (CLE) 2017(27): 1-6.
- 山口琢, et al. (2017). 作文行動を測定・分析するためのマトリックス型テキスト編集モデルの設計. 研究報告コンピュータと教育 (CE) 2017(12): 1-12.
- 柯于国 (2019). 停顿离散视角下二语写作构思产出的启动压力观测. 外语学刊(5): 14.
- 袁辉 and 徐剑 (2014). 中国大学生英语书面语停顿语丛的产出特征研究 [Research on Pause Bursts in Chinese College Students' English Writing Process]. 天津外国语大学学报 21(2): 36-41.