

### L2 Proficiency Readings

The following readings make up some of research studies that I read as part of my doctoral thesis and in contributing towards our soon to be published book 'Understanding development and proficiency in writing: Quantitative corpus linguistics approaches' with Cambridge University Press.

Summaries of the studies that feature in our book can be found at:

<https://phildurrant.net/quantitative-measures-of-written-language-use/>

Although neither of these activities had a focus on the dimension of accuracy, I have included a limited number of accuracy-focused studies which were read as part of the wider CAF dimensions that the L2 literature is commonly grounded in.

- Aarts, B. (2001). Corpus Linguistics, Chomsky and Fuzzy Tree Fragments. In C. Mair & M. Hundt (Eds.), *Corpus linguistics and linguistic theory* (pp. 5-13). Amsterdam: Rodopi.
- Abdel-Latif, M.M.M. (2013). What do we mean by writing fluency and how can it be validly measured? *Applied Linguistics*, 34(1), 99-105.
- Ackermann, K., & Chen, Y.-H. (2013). Developing the Academic Collocation List (ACL) - A corpus-driven and expert-judged approach. *Journal of English for Academic Purposes*, 12(4), 235-247.
- Ädel, A., & Ermann, B. (2012). Recurrent word combinations in academic writing by native and non-native speakers of English: A lexical bundles approach. *English for Specific Purposes*, 31(2), 81-92.
- Ädel, A., & Romer, U. (2012). Research on advanced student writing across disciplines and levels: Introducing the MICUSP. *International Journal of Corpus Linguistics*, 17, 3-24.
- Aitchison, J. (1987). *Words in the mind: An introduction to the mental lexicon*. Oxford: Blackwell Publishing.
- Alamargot, D., & Chanquoy, L. (2001). *Through the Model of Writing*. London: Kluwer Academic.
- Alderson, J. C. (1991). Bands and scores. In J. C. Alderson & B. North (Eds.), *Language Testing in the 1990s* (pp. 71-86). London: Macmillan.
- Allard, L., & Ulatowska, H. K. (1991). Cohesion in written narrative and procedural discourse of fifth-grade children. *Linguistics and Education*, 3, 63-79.
- Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. Guthrie, T. (Ed.), *Comprehension and teaching: research reviews* (pp. 77-125). Newark, Delaware: International Reading Association.
- Appel, R., & Wood, D. (2016). Recurrent word combinations in EAP test-taker writing: differences between high- and low-proficiency levels. *Language Assessment Quarterly*, 13(1), 55-71.
- Applebee, A., N. (2000). Alternative Models of Writing Development. In R. Indrisano & J. Squire, R. (Eds.), *Perspectives on Writing: Research, Theory and Practice* (pp. 90-110). Newark, Delaware: International Reading Association.

- AQA. (nd). GCSE English Language: Paper 2 Writers' viewpoints and perspectives. Mark Schema. Retrieved 2 August 2019, from <https://filestore.aqa.org.uk/resources/english/AQA-87002-SMS.PDF>.
- Arthur, B. (1979). Short-term changes in EFL composition skills. In C. A. Yorio, K. Perkins, & J. Schachter (Eds.), *On TESOL '79: The learner in focus* (pp. 330-342). Washington DC: TESOL.
- Aryadoust, V. (2016). Understanding the growth of ESL paragraph writing skills and its relationships with linguistic features. *Educational Psychology, 36*(10), 1742-1770.
- Aull, L.L., & Lancaster, Z. (2014). Linguistic markers of stance in early and advanced academic writing: A corpus-based comparison. *Written Communication, 31*, 151-183.
- Baba, K. (2009). Aspects of lexical proficiency in writing summaries in a foreign language. *Journal of Second Language Writing, 18*(3), 191-208.
- Bachman, L., & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bae, J., & Lee, Y. (2012). Evaluating the development of children's writing ability in an EFL context. *Language Assessment Quarterly, 9*(4), 348-374.
- Bae, J., & Bachman, L.F. (2010). An investigation of 4 writing traits and two tasks across two languages. *Language Testing, 27*, 213-234.
- Banerjee, J., Franceschina, F., & Smith, A. M. (2007). Documenting features of written language production typical at different IELTS band score levels. *IELTS Research Reports, 7*, 1-69.
- Bardovi-Harlig, K. (2012). Formulas, Routines and Conventional Expressions in Pragmatics Research. *Annual review of Applied Linguistics, 32*, 206-227.
- Bardovi-Harlig, K., & Bofman, T. (1989). Attainment of syntactic and morphological accuracy by advanced language learners. *Studies in Second Language Acquisition, 11*, 17-34.
- Barker, F., Salamoura, A., & Saville, N. (2015). Learner Corpora and Language Testing. In S. Granger, G. Gilquin, & F. Meunier (Eds.), *The Cambridge Handbook of Learner Corpus Research* (pp. 511-534). Cambridge: Cambridge University Press.
- Beard, R., Myhill, D., Riley, J., & Nystrand, M. (Eds.). (2009). *The SAGE Handbook of Writing Development*. London: Sage.
- Becker, A. (2010). Distinguishing linguistic and discourse features in ESL students' written performance. *Modern Journal of Applied Linguistics, 2*, 406-424.
- Beers, S. F., & Nagy, W. E. (2009). Syntactic complexity as a predictor of adolescent writing quality: Which measures? Which genre? *Reading & Writing, 22*(2), 185-200.
- Beers, S. F., & Nagy, W. E. (2011). Writing development in four genres from grades three to seven: syntactic complexity and genre differentiation. *Reading & Writing, 24*(2), 183-202.
- Bereiter, C., & Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berman, R., & Cheng, L. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics, 4*(1-2), 25-40.
- Berman, R. A. (2008). The psycholinguistics of developing text construction. *Journal of Child Language, 35*(4), 735-771.
- Berman, R. A., & Nir, B. (2010). The lexicon in writing-speech-differentiation. *Written Language and Literacy, 13*(2), 183-205.

- Berman, R. A., & Nir-Sagiv, B. (2007). Comparing narrative and expository text construction across adolescence: A developmental paradox. *Discourse Processes, 43*(2), 79-120.
- Berman, R. A., & Ravid, D. (2009). Becoming a literate language user: Oral and written text construction across adolescence. In D. R. Olson & N. Torrance (Eds.), *The Cambridge Handbook of Literacy* (pp. 92-111). New York, NY, US: Cambridge University Press.
- Berman, R. A., Slobin, D. I., Aksu-Koç, A. A., Bamberg, M., Dasinger, L., Marchman, V., . . . et al. (1994). *Relating events in narrative: A crosslinguistic developmental study*. Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.
- Berninger, V. W., Nagy, W. E., & Beers, S. (2011). Child writers' construction and reconstruction of single sentences and construction of multi-sentence texts: contributions of syntax and transcription to translation. *Reading and Writing, 24*, 151-182.
- Berse, P. (1974). Criteria for the assessment of pupils' compositions. *Educational Research, 17*(1), 54-61.
- Bestgen, Y. (2017). Beyond single-word measures: L2 writing assessment, lexical richness and formulaic competence. *System, 69*, 65-78.
- Bestgen, Y., & Granger, S. (2014). Quantifying the development of phraseological competence in L2 English writing: An automated approach. *Journal of Second Language Writing, 26*, 28-41.
- Biber, D. (1988). *Variation across speech and writing*. Cambridge: Cambridge University Press.
- Biber, D. (2009). Are there linguistic consequences of literacy? Comparing the potentials of language use in speech and writing. In D. R. Olson & N. Torrance (Eds.), *The Cambridge Handbook of Literacy* (pp. 75-91). Cambridge: Cambridge University Press.
- Biber, D. (2014). Multi-Dimensional Analysis: A personal history. In T. Berber Sardinha & M. Veirano Pinto (Eds.), *Multi-Dimensional Analysis, 25 years on* (pp. xxix-xxxviii). Amsterdam: John Benjamins.
- Biber, D., & Conrad, S. (2009). *Register, genre, and style*. Cambridge: Cambridge University Press.
- Biber, D., Conrad, S., & Cortes, V. (2004). If you look at ...: Lexical Bundles in University Teaching and Textbooks. *Applied Linguistics, 25*(3), 371-405.  
doi:10.1093/applin/25.3.371
- Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press.
- Biber, D., & Gray, B. (2013). Discourse characteristics of writing and speaking task types on the TOEFL iBT test: a lexico-grammatical analysis. *TOEFL iBT Research Report, 19*.
- Biber, D., & Gray, B. (2016). *Grammatical complexity in academic English: Linguistic change in writing*. Cambridge: Cambridge University Press.
- Biber, D., Gray, B., & Staples, S. (2016). Predicting patterns of grammatical complexity across language exam task types and proficiency levels. *Applied Linguistics, 37*(5), 639-668.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. Harlow: Longman.
- Blount, N. S., Johnson, S. L., & Fredrick, W. C. (1969). *A comparison of the writing of eighth- and twelfth-grade students*. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin.

- Bourke, L., & Adams, A.-M. (2003). The relationship between working memory and early writing assessed at the word, sentence and text level. *Educational and Child Psychology*, 20(3), 19-36.
- Bourke, L., & Adams, A.-M. (2011). Is it differences in language skills and working memory that account for girls being better at writing than boys. *Journal of Writing Research*, 3(3), 249-277.
- Bullock, W. (1586/1980). Pamphlet for Grammar. In J. R. Turner (Ed.), *The Works of William Bullock* (Vol. 2). Leeds: University of Leeds.
- Bulté, B., & Housen, A. (2012). Defining and operationalising L2 complexity. In A. Housen, K. Kuiken, & I. Vedder (Eds.), *Dimensions of L2 Performance and Proficiency. Complexity, Accuracy and Fluency in SLA* (pp. 21-46). Amsterdam: John Benjamins.
- Bulté, B., & Housen, A. (2014). Conceptualizing and measuring short-term changes in L2 writing complexity. *Journal of Second Language Writing*, 26, 42-65.  
doi:<https://doi.org/10.1016/j.jslw.2014.09.005>
- Byrd, P., & Coxhead, A. (2010). On the other hand: Lexical bundles in academic writing and in the teaching of EAP. *University of Sydney Papers in TESOL*, 5, 31-64.
- Cambridge Assessment English. (2012). Cambridge English Qualifications: C1 Advanced Handbook for Teachers. Retrieved 22 February 2020 from <https://www.cambridgeenglish.org/Images/167804-cambridge-english-advanced-handbook.pdf>.
- Cambridge Assessment International Education. (2018). Syllabus Cambridge IGCSE™ English as a Second Language. Retrieved 22 February 2020, from <https://www.cambridgeinternational.org/Images/414301-2020-2021-syllabus.pdf>.
- Cameron, C. A., Lee, K., Webster, S., Munro, K., Hunt, A. K., & Linton, M. J. (1995). Text cohesion in children's narrative writing. *Applied Psycholinguistics*, 16, 257-269.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second-language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Carlson, S., & Bridgeman, B. (1986). Testing ESL writers. In K.L. Greenberg., H.S. Wiener., & Donovan, R.A. (1986). (Eds.), *Writing assessment: Issues and strategies* (pp. 126-152).
- Carroll, J. B. (1964). *Language and thought*. NJ: Prentice-Hall.
- Carter, R. (2012). *Vocabulary: applied linguistic perspectives*. London: Routledge.
- Carter, R., & McCarthy, M. (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press.
- Casanave, C. P. (1994). Language development in students' journals. *Journal of Second Language Writing*, 3(3), 179-201.
- Castro, C. D. (2004). Cohesion and the social construction of meaning in the essays of Filipino college students writing in L2 English. *Asia Pacific Education Review*, 5(2), 215-225.
- Celce-Murcia, M., Dörnyei, Z., & Thurrel, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6, 5-35.
- Chapelle, C. (1994). Are C-tests valid measures for L2 vocabulary research? *Second Language Research*, 10(2), 157-187.
- Chapelle, C., Enright, M., & Jamieson, J. (Eds.). (2008). *Building a validity argument for the Test of English as a Foreign Language*. New York, NY: Routledge.

- Chen, H., Xu, J., & He, B. (2014). Automated essay scoring by capturing relative writing quality. *The Computer Journal*, 57(9), 1318-1330.
- Chen, W. (2017). Profiling collocations in EFL writing of Chinese tertiary learners. *RELC Journal*, 50(1), 53-70.
- Chen, Y. H., & Baker, P. (2016). Investigating Criterial Discourse Features across Second Language Development: Lexical Bundles in Rated Learner Essays, CEFR B1, B2 and C1. *Applied Linguistics*, 37(6), 849-880.
- Chenoweth, N.A., & Hayes, J.R. (2001). Fluency in writing: generating texts in L1 and L2. *Written Communication*, 18(1), 80-98.
- Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.
- Chomsky, N. (1965). *Aspects of a theory of syntax*. Cambridge, MA: MIT Press.
- Christie, F. (2012). A language theory for educational practice. *Language Learning*, 62, 1-31.
- Christie, F., & Derewianka, B. (2008). *School Discourse: Learning to Write Across the Years of Schooling*. London: Continuum.
- Church, K. W., & Hanks, P. (1990). Word association norms, mutual information, and lexicography. *Computational Linguistics*, 16(1), 22-29.
- Clendon, S. A., & Erikson, K. A. (2008). The vocabulary of beginning writers: Implications for children with complex communication needs. *Augmentative and Alternative Communication*, 24(4), 281-293.
- Clendon, S. A., Sturm, J. M., & Cali, K. S. (2013). Vocabulary use across genres: Implications for students with complex communication needs. *Language, Speech and Hearing Services in Schools*, 44, 61-72.
- Conlan, G. (1986). Objective measures of writing ability. In K.L. Greenberg., H.S. Wiener., & Donovan, R.A. (1986). (Eds.), *Writing assessment: Issues and strategies* (pp. 109-126). Longman Series in College Composition and Communication.
- Constantinou, F. (2019). The construct of language competence over time: Using high-stakes tests to gain insight into the history of L2 education in England. *Language & Education*, 33(6), 491-505.
- Cooksey, R. W., Freebody, P., & Wyatt-Smith, C. (2007). Assessment as judgment-in-context: Analysing how teachers evaluate students' writing. *Educational Research and Evaluation*, 13(5), 401-434.
- Corson, D. (1985). *The lexical bar*. Oxford: Pergamon.
- Cook, V. (Ed).(2002). *Portraits of the L2 user*. Clevedon: Multilingual Matters.
- Cortes, V. (2004). Lexical bundles in published and student disciplinary writing: Examples from history and biology. *English for Specific Purposes*, 23, 397-423.
- Council of Europe. (2001). *Common European Framework of References for Languages: learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors.*: Council of Europe.
- Cox, B. E., Shanahan, T., & Sulzby, E. (1990). Good and poor elementary readers' use of cohesion in writing. *Research Research Quarterly*, 25(1), 47-65.
- Coxhead, A. (2000). A new academic wordlist. *TESOL Quarterly*, 34(2), 213-238.
- Crossley, S. A., Allen, L. K., & McNamara, D. (2014). A Multi-Dimensional analysis of essay writing: What linguistic features tell us about situational parameters and the effects of language functions on judgments of quality? In T. B. Sardinha & M. V. Pinto (Eds.),

- Multi-Dimensional Analysis, 25 years on: A tribute to Douglas Biber* (pp. 197-233). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Crossley, S. A., Kyle, K., & McNamara, D. (2016). The development and use of cohesive devices in L2 writing and their relations to judgments of essay quality. *Journal of second language writing, 32*, 1-16.
- Crossley, S. A., & McNamara, D. (2012). Predicting second language writing proficiency: The roles of cohesion and linguistic sophistication. *Journal of Research in Reading, 35*(2), 115-135.
- Crossley, S. A., & McNamara, D. (2014). Does writing development equal writing quality? A computational investigation of syntactic complexity in L2 learners. *Journal of Second Language Writing, 26*, 66-79.
- Crossley, S. A., Roscoe, R., & McNamara, D. S. (2014). What is successful writing? An investigation into the multiple ways writers can write successful essays. *Written Communication, 31*(2), 184-214.
- Crossley, S. A., Salsbury, T., & McNamara, D. (2011). Predicting the proficiency level of language learners using lexical indices. *Language Testing, 29*(2), 243-263.
- Crossley, S. A., Salsbury, T., McNamara, D., & Jarvis, S. (2010). Predicting lexical proficiency in language learner texts using computational indices. *Language Testing, 28*(4), 561-580.
- Crossley, S. A., Weston, J. L., McLain Sullivan, S. T., & McNamara, D. S. (2011). The Development of Writing Proficiency as a Function of Grade Level: A Linguistic Analysis. *Written Communication, 28*(3), 282-311.
- Crossley, S. A., Weston, J. L., Sullivan, S. T. M., & McNamara, D. (2011). The development of writing proficiency as a function of grade level: A linguistic analysis. *Written Communication, 28*, 282-311.
- Crowhurst, M. (1980a). Syntactic complexity and teachers' quality ratings of narrations and arguments. *Research in the Teaching of English, 14*(3), 223-231.
- Crowhurst, M. (1980b). Syntactic complexity in narration and argument at three grade levels. *Canadian Journal of Education/Revue canadienne de l'éducation, 5*(1), 6-13.
- Crowhurst, M. (1987). Cohesion in argument and narration at three grade levels. *Research in the Teaching of English, 21*(2), 185-201.
- Crowhurst, M., & Piché, G. L. (1979). Audience and mode of discourse effects on syntactic complexity in writing at two grade levels. *Research in the Teaching of English, 13*(2), 101-109.
- Cumming, A., & Mellow, D. (1996). An investigation into the validity of written indicators of second language proficiency. In A. Cumming & R. Berwick (Eds.), *Validation in language testing* (pp. 72-93). Clevedon: Multilingual Matters.
- Cumming, A., Kantor, R., Baba, K., Erdosy, U., Eouanzoui, K., & James, M. (2005). Differences in written discourse in independent and integrated prototype tasks for next generation TOEFL. *Assessing Writing, 10*(1), 5-43.
- Dale, E. (1965). Vocabulary measurement: Techniques and major findings. *Elementary English, 42*(8), 895-901, 948.
- Daller, H., Milton, J., & Treffers-Daller, J. (2007). Editors' introduction: conventions, terminology and an overview of the book. In H. Daller, J. Milton, & J. Treffers-Daller (Eds.), *Modelling and Assessing Vocabulary Knowledge* (pp. 1-32). Cambridge: Cambridge University Press.

- Daller, H., & Phelan, D. (2013). Predicting international student study success. *Applied Linguistics Review*, 4(1), 173-193.
- Daller, H., Turluk, J., & Weir, I. (2013). Vocabulary acquisition and the learning curve. In S. Jarvis & H. Daller (Eds.), *Vocabulary knowledge: Human ratings and automated measures* (pp. 185-215). Amsterdam: John Benjamins.
- Dastjerdi, H. V., & Samian, S. H. (2011). Quality of Iranian EFL learners' argumentative essays: cohesive devices in focus. *Mediterranean Journal of Social Sciences*, 2(2), 65-76.
- Davies, M. (2008-). *The Corpus of Contemporary American: 450 million words, 1990-present*. Retrieved 1 May 2018, from <http://corpus.byu.edu/coca/>.
- Davies, M. (2018). Word frequency data. Retrieved November 2012 from <https://www.wordfrequency.info>.
- De Haan, P., & Van Esch, K. (2008). Measuring and assessing the development of foreign language writing competence. *Porta Linguarum*, 9, 7-21.
- de Marneffe, M.-C., Dozat, T., Silveira, N., Haverinen, K., Ginter, F., Nivre, J., & Manning, C. D. (2014). Universal Stanford dependencies: A cross-linguistic typology. *Proceedings of the Ninth International Conference on Language Resources and Evaluation (LREC)*, 4584-4592.
- Deane, P., & Quinlan, T. (2010). What automated analyses of corpora can tell us about students' writing skills. *Journal of Writing Research*, 2(2), 151-177.
- Department for Education. (2014). *The National Curriculum in England. Framework document*. Retrieved from <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4> on 22 April 2018.
- Department for Education. (2015). *Final report of the Commission on Assessment without Levels*. London: The Stationery Office.
- Díaz-Negrillo, A., Meurers, D., Valera, S., & Wunsch, H. (2010). Towards interlanguage POS Annotation for Effective Learner Corpora in SLA and FLT. *Language Forum*, 36(1-2), 140-153.
- Diederich, P. B., French, J. W., & Carlton, S. T. (1961). Factors in Judgements of Writing Ability. *ETS Research Bulletin Series*, 2, i-93.
- Doolan, S.M. (2014). Comparing language use in the writing of developmental generation 1.5, L1 and L2 tertiary students. *Written Communication*, 31(2), 215-247.
- Douglas, S. R. (2010). *Non-native English speaking students at university: Lexical richness and academic success*. (PhD). University of Calgary, Calgary, Alberta.
- Douglas, S. R. (2015). The relationship between lexical frequency profiling measures and rater judgements of spoken and written general English language proficiency on the CELPIP-General Test. *TESL Canada Journal*(Special Issue 9), 43-64.
- Dryer, D.B. (2013). Scaling writing ability: A corpus-driven inquiry. *Written Communication*, 30(1), 3-35.
- Dunlea, J., Spilby, R., Wu, S., Zhang, J., & Cheng, M. (2019). *China's Standards of English Language Ability (CSE): Linking UK Exams to the CSE*. London: British Council.
- Durrant, P. (2008). *High-frequency collocations and second language learning*. (PhD). University of Nottingham, Nottingham.
- Durrant, P. (2013). Formulaicity in an agglutinating language: the case of Turkish. *Corpus Linguistics and Linguistic Theory*, 9(1), 1-38.
- Durrant, P. (2017). *Corpus research on the development of children's writing in L1 English*. Paper presented at the Learner Corpus Research Conference, Bozen/Bolzano, Italy.

- Durrant, P. (2019). Formulaic language in English for Academic Purposes. In A. Siyanova-Chanturia & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 211-227). London: Routledge.
- Durrant, P., & Brenchley, M. (2019). Development of vocabulary sophistication across genres in English children's writing. *Reading and Writing, 32*(8), 1927-1953.
- Durrant, P., & Brenchley, M. (in press). The development of academic collocations in children's writing. In P. Szudarski & S. Barclay (Eds.), *Vocabulary Theory, Patterning and Teaching*. Bristol: Multilingual Matters.
- Durrant, P., Moxley, J., & McCallum, L. (2019). Vocabulary sophistication in first-year composition assignments. *International Journal of Corpus Linguistics, 24*(1), 33-66.
- Durrant, P., & Schmitt, N. (2009). To what extent do native and non-native writers make use of collocations? *International Review of Applied Linguistics, 47*(2), 157-177.
- Durrant, P., & Siyanova-Chanturia, A. (2015). Learner Corpora and Psycholinguistics. In S. Granger, G. Gilquin, & F. Meunier (Eds.), *The Cambridge Handbook of Learner Corpus Research* (pp. 57-78). Cambridge: Cambridge University Press.
- Eckert, J., & Rickford, J. R. (Eds.). (2008). *Style and Sociolinguistic Variation*. Cambridge: Cambridge University Press.
- Eckes, T., Müller-Karabil, & Zimmerman, S. (2017). Assessing writing. In D. Tsgari & J. Banerjee (Eds.), *The Handbook of Second Language Assessment* (pp. 147-164). Berlin: Walter de Gruyter.
- Eckstein, G., & Ferris, D. (2018). Comparing L1 and L2 texts and writers in first-year composition, *TESOL Quarterly, 52*(1), 137-162.
- Egbert, J. (2017). Corpus Linguistics and Language Testing: Navigating Uncharted Waters. *Language Testing, 34*(4), 555-564.
- Elliott, G., Green, S., Constantinou, F., Vitellow, S., Chambers, L., Rushton, N., . . . Beauchamp, D. (2016). *Research Matters: A Cambridge Assessment Publication, Special Issue 4*.
- Ellis, N. C. (2002). Frequency effects in language processing. *Studies in Second Language Acquisition, 24*(02), 143-188.
- Ellis, N. C. (2003). Constructions, chunking, and connectionism: the emergence of second language structure. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 63-103). Oxford: Blackwell.
- Ellis, N. C. (2008). Usage-based and form-focused language acquisition. In P. Robinson & N. C. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 372-405). London: Routledge.
- Ellis, N. C., & Ferreira-Junior, F. (2009). Constructions and their acquisition: Islands and the distinctiveness of their occupancy. *Annual Review of Cognitive Linguistics, 7*, 187-220.
- Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford: Oxford University Press.
- Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing, 4*(2), 139-155.
- Espada-Gustilo, L. (2011). Linguistic features that impact essay scores: a corpus linguistic analysis of ESL writing in three proficiency levels. *3L: The Southeast Asian Journal of English Language Studies, 17*(1), 55-64.
- Evans, S., & Green, C. (2007). Why EAP is necessary: A survey of Hong Kong tertiary students. *Journal of English for Academic Purposes, 6*(1), 3-17.



- Evans, S., & Morrison, B. (2011). The first term at university: implications for EAP. *ELT Journal*, 65(4), 837-397.
- Fagan, W. T. (1981). A longitudinal study of grade five and grade eleven students' written language and a comparison with teachers' written language. *Alberta Journal of Educational Research*, 27(3), 217-231.
- Fellbaum, C. (Ed.) (1998). *WordNet: An electronic lexical database*. Cambridge, MA: The MIT Press.
- Fernández, E. M., & Cairns, H. S. (2017). *The handbook of psycholinguistics*. Oxford: John Wiley and Sons.
- Ferris, D. (1994). Lexical and syntactic features of ESL writing by students at different levels of L2 proficiency. *TESOL Quarterly*, 28(2), 414-420.
- Finn, P. J. (1977). Computer-aided description of mature word choices in writing. In C. R. Cooper & L. Odell (Eds.), *Evaluating writing: Describing, Measuring, Judging* (pp. 69-89). Urbana, Illinois: National Council of Teachers of English.
- Firth, J. R. (1957). Modes of meaning. In *Papers in linguistics 1934-1951* (pp. 190-215). Oxford: Oxford University Press.
- Firth, J. R. (1968). A synopsis of linguistic theory, 1930-55. In F. R. Palmer (Ed.), *Selected papers of J.R. Firth 1952-1959* (pp. 168-205). Harlow: Longman.
- Fitzgerald, J., & Spiegel, D. L. (1986). Textual Cohesion and Coherence in Children's Writing. *Research in the Teaching of English*, 20(3), 263-280.
- Flahive, D. E., & Snow, B. G. (1980). Measures of syntactic complexity in evaluating ESL compositions. In J. W. Oller & K. Perkins (Eds.), *Research in language testing* (pp. 171-176). Rowley, MA: Newbury House.
- Flesch, R. (1948). A new readability yardstick. *Journal of Applied Psychology*, 32, 221-233.
- Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College composition and Communication*, 32, 365-387.
- Fox, B. (1982). *Cognitive and stylistic features of reporting and classificatory writing by senior high school students*. Retrieved from <https://eric.ed.gov/?id=ED246427> on 13th August 2019
- Friginal, E., Li, M., & Weigle, S. (2014). Revisiting multiple profiles of learner compositions: a comparison of highly rated NS and NNS essays. *Journal of Second Language Writing*, 23, 1-16.
- Friginal, E., & Weigle, S. (2014). Exploring multiple profiles of L2 writing using multi-dimensional analysis. *Journal of Second Language Writing*, 26, 80-95.
- Fung, D. (2006). *Telling tales: a fresh look at student experience and learning in higher education*. Paper presented at the BERA Conference, University of Warwick, UK. 2006.
- Gablasova, D., Brezina, V., & McEnery, T. (2017). Collocations in corpus-based language learning research: Identifying, comparing, and interpreting the evidence. *Language Learning*, 67(S1), 155-179.
- Gaies, S.J. (1980). T-unit analysis in second language research: Applications, problems and limitations. *TESOL Quarterly*, 14(1), 53-60.
- Gardner, D. (2008). Validating the construct of *word* in applied corpus-based vocabulary research: a critical survey. *Applied Linguistics*, 28(2), 241-265.
- Garner, J. (2016). A phrase-frame approach to investigating phraseology in learner writing across proficiency levels. *International Journal of Learner Corpus Research*, 2(1), 31-68.

- Garner, J., Crossley, S. A., & Kyle, K. (2018). Beginning and intermediate L2 writers' use of N-grams: an association measures study. *International Review of Applied Linguistics*, 58(1), 51-74.
- Garner, J., Crossley, S. A., & Kyle, K. (2019). N-gram measures and L2 writing proficiency. *System*, 80, 176-187.
- Garside, R., & Smith, N. (1997). A hybrid grammatical tagger: CLAWS4. In R. Garside, G. Leech, & A. McEnery (Eds.), *Corpus Annotation: Linguistic Information for Computer Text Corpora* (pp. 102-121). London: Longman.
- Gené-Gil, G., Juan-Garau, M., & Salazer-Noguera, J. (2015). Development of EFL writing over 3 years in secondary education: CLIL and non-CLIL settings. *The Language Learning Journal*, 43(3), 286-303.
- Gilquin, G. (2017). *POS tagging a spoken learner corpus\_ Testing accuracy testing*. Paper presented at the Learner Corpus Research Conference, Bozen/Bolzano, Italy.
- Gilquin, G., & Gries, S. T. (2009). Corpora and experimental methods: a state-of-the-art review. *Corpus Linguistics and Linguistic Theory*, 5(1), 1-26.
- Goldberg, A. E. (2006). *Constructions at work: the nature of generalization in language*. Oxford: Oxford University Press.
- Golub, L. S., & Frederick, W., C. (1979). *Linguistic Structures in the discourse of fourth and sixth graders*. Madison, Wisconsin: Center for Cognitive Learning, The University of Wisconsin.
- Golub, L. S., & Fredrick, W. C. (1970). An analysis of children's writing under different stimulus conditions. *Research in the Teaching of English*, 4(2), 168-180.
- González-Fernández, B., & Schmitt, N. (2019). Word knowledge: Exploring the relationships and order of acquisition of vocabulary knowledge components. *Applied Linguistics*, amy057, <https://doi.org/10.1093/applin/amy057>.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and Practice of Writing: An Applied Linguistic Perspective*. New York: Longman.
- Graesser, A. C., & McNamara, D. (2011). Computational analyses of multilevel discourse comprehension. *Topics in cognitive science*, 3, 371-398.
- Granger, S. (2019). Formulaic Sequences in Learner Corpora: Collocations and Lexical Bundles. In A. Siyanova-Chanturia & A. Pellicer-Sánchez (Eds.), *Understanding Formulaic Language: A Second Language Acquisition Perspective* (pp. 228-245). London: Routledge.
- Granger, S., & Bestgen, Y. (2014). The use of collocations by intermediate vs. advanced non-native writers: A bigram-based study. *International Review of Applied Linguistics*, 52(3), 229-252.
- Grant, L., & Ginther, A. (2000). Using computer-tagged linguistic features to describe L2 writing differences. *Journal of Second Language Writing*, 9(2), 123-145.
- Green, C. (2012). A computational investigation of cohesion and lexical network density in L2 writing. *English Language Teaching*, 5(8), 57-69.
- Gregori-Signes, C., & Clavel-Arroiti, B. (2015). Analysing lexical density and lexical diversity in university students' written discourse. *Procedia Social and Behavioral Sciences*, 198, 546-556.
- Gries, S. T. (2009). *Quantitative corpus linguistics with R: a practical introduction*. London: Routledge.
- Gries, S. T. (2013). 50-something years of work on collocations: What is or should be next... *International Journal of Corpus Linguistics*, 18(1), 137-165.

- Gries, S. T., Hampe, B., & Schönfeld, D. (2005). Converging evidence: Bringing together experimental and corpus data on the association of verbs and constructions. *Cognitive Linguistics*, 16(4), 635-676.
- Grobe, C. (1981). Syntactic Maturity, Mechanics, and Vocabulary as Predictors of Quality Ratings. *Research in the Teaching of English*, 15(1), 75-85. doi:10.2307/40170871
- Guo, L., Crossley, S. A., & McNamara, D. (2013). Predicting human judgments of essay quality in both integrated and independent second language writing samples: A comparison study. *Assessing Writing*, 18, 218-238.
- Gyllstad, H. (2007). *Testing English Collocations: Developing receptive tests for use with advanced Swedish learners*. (PhD). Lund University, Lund.
- Gyllstad, H., Granfeldt, J., Bernardini, P., & Källkvist, M. (2014). Linguistic correlates to communicative proficiency levels of the CEFR: The case of syntactic complexity in written L2 English, L3 French and L4 Italian. *EURASLA Yearbook*, 14, 1-30.
- Gyllstad, H., & Schmitt, N. (2019). Testing formulaic language. In A. Siyanova-Chanturia & A. Pellicer-Sánchez (Eds.), *Understanding formulaic language: A second language acquisition perspective* (pp. 174-191). London: Routledge.
- Haegeman, L. (1991). *Introduction to Government and Binding Theory*. Oxford: Blackwell Publishers.
- Hake, R. (1986). How do we judge what they write. In K.L. Greenberg., H.S. Wiener., & Donovan, R.A. (1986). (Eds.), *Writing assessment: Issues and strategies* (pp. 153-168).
- Hall-Mills, S., & Apel, K. (2015). Linguistic feature development across grades and genre in elementary writing. *Language, Speech and Hearing Services in Schools*, 36, 242-255.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Harlow: Longman.
- Halliday, M. A. K., & Matthiessen, C. M. I. (2004). *An Introduction to Functional Grammar*. London: Routledge.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction of Functional Grammar* (4th ed.). London: Routledge.
- Harley, B., Allen, P., Cummins, J., & Swain, M. (1990). *The Development of Second Language Proficiency*. Cambridge: Cambridge University Press.
- Harpin, W. S. (1976). *The Second 'R': Writing development in the junior school*. London: Taylor and Francis.
- Harrison, J., & Barker, F. (2015). *English Profile in Practice* (Vol. 5). Cambridge: Cambridge University Press.
- Hasan, R. (1984). Coherence and cohesive harmony. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 181-263). Newark, DE: International Reading Association.
- Hasko, V. (2012). Capturing the Dynamics of Second Language Development via Learner Corpus Research: A Very Long Engagement. *The Modern Language Journal*, 97, 1-10.
- Haslett, B. J. (1983). Children's strategies for maintaining cohesion in their written and oral stories. *Communication Education*, 32(1), 91-105.
- Haswell, R. (1991). *Gaining ground in college writing: tales of development and interpretation*. Dallas: Southern Methodist University Press.
- Hawkey, R., & Barker, F. (2004). Developing a common scale for the assessment of writing. *Assessing Writing*, 9, 122-159.
- Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition*, 21(2), 303-317.

- Hilpert, M. (2014). *Construction Grammar and its Application to English*. Edinburgh: Edinburgh University Press.
- Hirano, K. (1991). The effect of audience on the efficacy of objective measures of EFL proficiency in Japanese university students. *Annual Review of English Language Education in Japan*, 2, 21-30.
- Hirose, K., & Sasaki, M. (1994). Explanatory variables for Japanese students' expository writing in English: An explanatory study. *Journal of Second Language Writing*, 3(3), 203-229.
- Ho-Peng, L. (1983). Using t-unit measures to assess writing proficiency of university ESL students. *RELC Journal*, 14(2), 35-43.
- Hoey, M. (1991). *Patterns of Lexis in Text*. Oxford: Oxford University Press.
- Hoey, M. (2005). *Lexical priming: A new theory of words and language*. London: Routledge.
- Homburg, T. J. (1984). Holistic evaluation of ESL compositions: can it be validated objectively? *TESOL Quarterly*, 18(1), 87-107.
- Horst, M., & Collins, L. (2006). From *faible* to strong: how does their vocabulary grow? *The Canadian Modern Language Review*, 63(1), 83-106.
- Hou, J., Loerts, H., & Verspoor, M. (2016). Chunk use and development in advanced Chinese L2 learners of English. *Language Teaching Research*, 22(2), 148-168.
- Hou, J., Verspoor, M., & Loerts, H. (2016). An exploratory study into the dynamics of Chinese L2 writing development. *Dutch Journal of Applied Linguistics*, 5(1), 65-96.
- Houck, C. K., & Billingsley, B. S. (1989). Written expression of students with and without learning disabilities: Differences across the grades. *Journal of Learning Disabilities*, 22(9), 561-572.
- Housen, A., & Kuiken, F. (2009). Complexity, Accuracy, and Fluency in Second Language Acquisition. *Applied Linguistics*, 30(4), 461-473.
- Hsu, J.-Y. (2007). Lexical collocations and their relation to the online writing of Taiwanese college English majors and non-English majors. *Electronic Journal of Foreign Language Teaching*, 4(2), 192-209.
- Huang, K. (2015). More does not mean better: frequency and accuracy analysis of lexical bundles in Chinese EFL learners' essay writing. *System*, 53, 13-23.
- Huddleston, R., & Pullum, G. K. (2002). *Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Hudson, R. (2010). *An Introduction to Word Grammar*. Cambridge: Cambridge University Press.
- Hulstijn, H. (2015). *Language proficiency in native and non-native speakers: Theory and research*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Hunston, S. (2012). Afterword: The Problems of Applied Linguistics. In K. Hyland, C. M. Huat, & M. Handford (Eds.), *Corpus Applications in Applied Linguistics* (pp. 242-247). London: Continuum.
- Hunt, K. W. (1965). *Grammatical structures written at three grade levels. NCTE research report No.3*. Illinois: National Council of Teachers of English.
- Hunt, K. W. (1966). *Sentence structures used by superior students in grades four and twelve, and by superior adults. Research Report No. 3*. Urbana, IL: NCTE.
- Huot, B. (1990). Reliability, validity, and holistic scoring: What we know and what we need to know. *College composition and communication*, 41(2), 201-213.
- Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for Specific Purposes*, 27(1), 4-21.

- Hyland, K. (2019). *Second Language Writing (2nd Edition)*. Cambridge: Cambridge University Press.
- Hymes, D. H. (1972). On communicative competence. In J.B.Pride & J.Holmes (Eds.), *Sociolinguistics*. Selected Readings (pp. 269-293). Harmondsworth: Penguin.
- IELTS. (2018a). IELTS public writing rubric for task 1. Retrieved from [https://idpielts.me/wp-content/uploads/2017/08/Writing-Band-descriptors-Task-1-and-2\\_Public.pdf](https://idpielts.me/wp-content/uploads/2017/08/Writing-Band-descriptors-Task-1-and-2_Public.pdf)
- IELTS. (2018b). IELTS public writing rubric for task 2. Retrieved 22 May 2020, from [https://takeielts.britishcouncil.org/sites/default/files/ielts\\_task\\_2\\_writing\\_band\\_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/ielts_task_2_writing_band_descriptors.pdf)
- IELTS. (nd). IELTS TASK 2 Writing band descriptors (public version). Retrieved 22 May 2020, from [https://takeielts.britishcouncil.org/sites/default/files/ielts\\_task\\_2\\_writing\\_band\\_descriptors.pdf](https://takeielts.britishcouncil.org/sites/default/files/ielts_task_2_writing_band_descriptors.pdf)
- Intaraprawat, P., & Steffensen, M. S. (1995). The use of metadiscourse in good and poor ESL essays. *Journal of Second Language Writing*, 4(3), 253-272.
- Ishikawa, S. (1995). Objective measurement of low-proficiency EFL narrative writing. *Journal of Second Language Writing*, 4(1), 51-69.
- Jafarpur, A. (1991). Cohesiveness as a basis for evaluating compositions. *System*, 19(4), 459-465.
- Jarvis, S. (2002). Short-texts, best-fitting curves and new measures of lexical diversity. *Language Testing*, 19(1), 57-84.
- Jarvis, S. (2013). Capturing the diversity in lexical diversity. *Language Learning*, 63(1), 87-106.
- Jarvis, S., Grant, L., Bikowski, D., & Ferris, D. (2003). Exploring multiple profiles of highly rated learner compositions. *Journal of Second Language Writing*, 12, 377-403.
- Jin, B. (2015). Exploring the development of lexical verbs in academic writing: a multiple-case study of three Chinese novice researchers. *The Asian ESP Journal*, 2(1), 7-38.
- Johnson, P. (1992). Cohesion and coherence in compositions in Malay and English. *RELIC Journal*, 23(2), 1-17.
- Jones, S., & Sinclair, J. M. (1974). English lexical collocations. A study in computational linguistics. *Cahiers de lexicologie*, 24, 15-61.
- Kameen, P. T. (1979). Syntactic skill and ESL writing quality. In *On TESOL '79: The learner in focus* (pp. 343-350). Washington DC: TESOL.
- Kaszubski, P. (2000). *Selected aspects of lexicon, phraseology and style in the writing of Polish advanced learners of English: a contrastive, corpus-based approach*. (PhD). Adam Mickiewicz University, Poznań.
- Kawata, K. (1992). Evaluation of free English composition. *CASELE Research Bulletin*, 22, 49-53.
- Kim, J.-Y. (2014). Predicting L2 writing proficiency using linguistic complexity measures: A corpus-based study. *English Teaching*, 69(4), 27-51.
- Kim, M., & Crossley, S. A. (2018). Modelling Second Language Writing quality: A structural equation investigation of lexical, syntactic, and cohesive features in source-based and independent writing. *Assessing Writing*, 37, 39-56.
- Kim, M., Crossley, S. A., & Kyle, K. (2018). Lexical sophistication as a multidimensional phenomenon: relations to second language lexical proficiency, development, and writing quality. *The Modern Language Journal*, 102(1), 120-141.

- Kim, Y.-S., Al Otaiba, S., Folsom, J. S., Greulich, L., & Puranik, C. S. (2014). Evaluating the dimensionality of first-grade written composition. *Journal of Speech, Language, and Hearing Research, 57*, 199-211.
- King, M. L., & Rentel, V. M. (1982). *Transition to writing: Final Report. Volume II*. Washington, DC.: National Institute of Education.
- Knoch, U., Roushad, A., Oon, S. P., & Storch, N. (2015). What happens to ESL students' writing after three years of study at an English medium university? *Journal of Second Language Writing, 28*, 39-52.
- Knoch, U., Roushad, A., & Storch, N. (2014). Does the writing of undergraduate ESL students develop after one year of study in an English-medium university? *Assessing Writing, 21*, 1-17.
- Kobayashi, H., & Rinnert, C. (2013). L1/L2/L3 writing development: longitudinal case study of a Japanese multicompetent writer. *Journal of Second Language Writing, 22*, 4-33.
- Kojima, M., & Yamashita, J. (2014). Reliability of lexical richness measures based on word lists in short second language productions. *System, 42*, 23-33.
- Koutsoftas, A. D., & Gray, S. (2012). Comparison of narrative and expository writing in students with and without language-learning disabilities. *Language, Speech and Hearing Services in Schools, 43*, 395-409.
- Kroll, B. M. (1983). Antecedents of individual differences in children's writing attainment. In B. M. Kroll & G. Wells (Eds.), *Explorations in the development of writing* (pp. 95-118). Chichester: John Wiley & Sons.
- Krzeminska-Adamek, M. (2016). Lexis in writing: Investigating the relationship between lexical richness and the quality of advanced learners' texts. In M. Pawlak (Ed.), *Classroom-oriented research: Reconciling theory and practice* (pp. 195-197). Switzerland: Springer.
- Kyle, K., & Crossley, S. A. (2015). Automatically Assessing Lexical Sophistication: Indices, Tools, Findings, and Application. *TESOL Quarterly, 49*(4), 757-786.
- Kyle, K., & Crossley, S. A. (2016). The relationship between lexical sophistication and independent and source-based writing. *Journal of Second Language Writing, 34*, 12-24.
- Kyle, K., & Crossley, S. A. (2017). Assessing syntactic sophistication in L2 writing: A usage-based approach. *Language Testing, 34*(4), 513-535.
- Kyle, K., & Crossley, S. A. (2018). Measuring syntactic complexity in L2 writing using fine-grained clausal and phrasal indices. *The Modern Language Journal, 102*(2), 333-349.
- LaBrant, L. L. (1933). A study of certain language developments of children in grades four to twelve inclusive. *Genetic Psychology Monographs, 14*, 387-491.
- LaBrant, L. L. (1934). The changing sentence structure of children. *The Elementary English Review, 11*(3), 59-65, 86.
- Lahuerta Martínez, A. C. (2018). Analysis of syntactic complexity in secondary education ELF writers at different proficiency levels. *Assessing Writing, 35*, 1-11.
- Lanes, A., Love, R., Kalman, B., & Brenchley, M. (2019). *Updating the A2 Key and B1 Preliminary vocabulary lists*. Retrieved DATE NEEDED, from <https://www.cambridgeenglish.org/Images/561337-key-preliminary-revisions-wordlists.pdf>.
- Langacker, R. W. (1987). *Foundations of cognitive grammar: Volume 1 Theoretical prerequisites*. Stanford: Stanford University Press.

- Langer, J. A. (1984). The effects of available information on responses to school writing tasks. *Research in the Teaching of English*, 18(1), 27-44.
- Larsen-Freeman, D. (1978). An ESL Index of Development. *TESOL Quarterly*, 12(4), 439-448.
- Larsen-Freeman, D. (1983). Assessing global second language proficiency. In H. W. Seliger & M. H. Long (Eds.), *Classroom-oriented research in second language acquisition* (pp. 287-304). Rowley, MA: Newbury House.
- Larsen-Freeman, D. (2006). The Emergence of Complexity, Fluency, and Accuracy in the Oral and Written Production of Five Chinese Learners of English. *Applied Linguistics*, 27(4), 590-619. doi:10.1093/applin/aml029
- Larsen-Freeman, D. (2009). Adjusting Expectations: The Study of Complexity, Accuracy, and Fluency in Second Language Acquisition. *Applied Linguistics*, 30(4), 579-589.
- Laufer, B. (1994). The lexical profile of second language writing: does it change over time? *RELC Journal*, 25(2), 21-33.
- Laufer, B. (1998). The development of passive and active vocabulary in a second language: Same or different? *Applied Linguistics*, 19(2), 255-271.
- Laufer, B., & Nation, P. (1995). Vocabulary Size and Use: Lexical Richness in L2 Written Production. *Applied Linguistics*, 16(3), 307-322.
- Laufer, B., & Waldman, T. (2011). Verb-noun collocations in second language writing: a corpus analysis of learners' English. *Language Learning*, 61(2), 647-672.
- Lavallee, M., & McDonough, K. (2015). Comparing the lexical features of EAP students' essays by prompt and rating. *TESL Canada*, 32(2), 30-44.
- Lawton, D. (1963). Social class differences in language development: A study of some samples of written work. *Language and Speech*, 6(3), 120-143.
- Lee, J.J., & Deakin, L. (2016). Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. *Journal of Second Language Writing*, 33, 21-34.
- Lemmouh, Z. (2008). The relationship between grades and the lexical richness of student essays. *Nordic Journal of English Studies*, 7(3), 163-180.
- Levitzky-Aviad, T., & Laufer, B. (2013). Lexical properties in the writing of foreign language learners over 8 years of study: Single words and collocations. In C. Bardel, C. Lindquist, & B. Laufer (Eds.), *L2 vocabulary acquisition, knowledge and use: New perspectives on assessment and corpus analysis*. (pp. 127-148): European second language association.
- Lewis, M. (2000). There is nothing as practical as a good theory. In M. Lewis (Ed.), *Teaching collocation: further developments in the lexical approach* (pp. 10-27). Boston: Thomson.
- Li, J., & Schmitt, N. (2009). The acquisition of lexical phrases in academic writing: a longitudinal case study. *Journal of Second Language Writing*, 18, 85-102.
- Lines, H. (2014). *"It's a matter of individual tast, I guess": Secondary school English teachers' and students' conceptualisations of quality in writing*. (PhD). University of Exeter, Exeter.
- Linnarud, M. (1986). *Lexis in composition: A performance analysis of Swedish learners' written English*. Sweden: Gleerup.
- Liu, D. (2012). The most frequently-used multi-word constructions in academic written English: A multi-corpus study. *English for Specific Purposes*, 31(1), 25-35.
- Liu, M., & Braine, G. (2005). Cohesive features in argumentative writing produced by Chinese undergraduates. *System*, 33, 623-636.

- Llanes, À., Tragant, E., & Serrano, R. (2015). Examining the role of learning context and individual differences in gains in L2 writing performance: the case of teenagers on an intensive study-abroad programme. *The Language Learning Journal*, 46(2), 201-216.
- Loban, W. (1976). *Language development: Kindergarten through grade twelve*. NCTE Committee on Research Report No. 18. Illinois: National Council of Teachers of English.
- Longacre, R. E. (1983). *The Grammar of Discourse*. Dordrecht: Springer.
- Lorenzo, F., & Rodríguez, L. (2014). Onset and expansion of L2 cognitive academic language proficiency in bilingual settings: CALP in CLIL. *System*, 47, 64-72.
- Lu, X. (2010). Automatic analysis of syntactic complexity in second language writing. *International Journal of Corpus Linguistics*, 15(4), 474-496.
- Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college-level ESL writers' language development. *TESOL Quarterly*, 46(1), 36-62.
- Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners' oral narratives. *The Modern Language Journal*, 96(2), 190-208.
- Lu, X. (2017). Automated measurement of syntactic complexity in corpus-based L2 writing research and implications for writing assessment. *Language Testing*, 34(4), 493-511.
- Lynne, P. (2004). *Coming to terms: A theory of writing assessment*. Logan, UT: Utah State University Press.
- Malvern, D., & Richards, B. (1997). A new measure of lexical diversity. In A. Ryan & A. Wray (Eds.), *Evolving models of language* (pp. 58-71). Clevedon: Multilingual matters.
- Malvern, D., & Richards, B. (2000). Validation of a new measure of lexical diversity. In M. Beers, B. van den Bogaerde, G. Bol, J. de Jong, & C. Rooijmans (Eds.), *From sound to sentence: studies on first language acquisition* (pp. 81-96). Groningen: Centre for language and cognition.
- Malvern, D., Richards, B. J., Chipere, N., & Duran, P. (2004). *Lexical diversity and language development*. Basingstoke: Palgrave Macmillan.
- Manchón, R. M. (Ed.) (2012). *L2 Writing Development: Multiple Perspectives*. Boston: Walter de Gruyter.
- Manning, C. D., Surdeanu, M., Bauer, J., Finkel, J., Bethard, S. J., & McClosky, D. (2014). The Stanford CoreNLP Natural Language Processing Toolkit. *Proceedings of the 52nd Annual Meeting of the Association for Computational Linguistics: System Demonstrations*, 55-60.
- Marshall, B. (2011). *Testing English: Formative and Diagnostic Approaches in English Assessment*. London: Continuum.
- Martin, J. R. (2003). Cohesion and Texture. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis* (pp. 35-53). Oxford: Blackwell.
- Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Continuum.
- Massey, A. J., & Elliott, G. L. (1996). *Aspects of Writing in 16+ English examinations between 1980 & 1994*. Cambridge: University of Cambridge Local Examinations Syndicate.
- Massey, A. J., Elliott, G. L., & Johnson, N. K. (2005). *Variations in aspects of writing in 16+ English examinations between 1980 and 2004: Vocabulary, spelling, punctuation, sentence structure, non-standard English*. Cambridge: Cambridge Assessment.
- Mazgutova, D., & Kormos, J. (2015). Syntactic and lexical development in an intensive English for Academic Purposes programme. *Journal of Second Language Writing*, 29, 3-15.



- McCarthy, P. M., & Jarvis, S. (2010). MTL, D, and HD-D: A validation study of sophisticated approaches to lexical diversity assessment. *Behavior Research Methods*, 42(2), 381-392.
- McCarthy, P.M., & Jarvis, S. (2013). From intrinsic to extrinsic issues of lexical diversity assessment: An ecological validation study. In S. Jarvis., & M. Daller. *Vocabulary knowledge: Human ratings and automated measured*. John Benjamins Publishing Company. O
- McCawley, J. D. (1998). *The syntactic phenomena of English (2nd edition)*. Chicago, IL: University of Chicago Press.
- McClure, E., & Platt, E. (1988). The development of the expression of temporality in the written English narratives of monolingual American and bilingual Mexican pupils. *World Englishes*, 7(2), 197-210.
- McCulley, G. A. (1985). Writing Quality, Coherence, and Cohesion. *Research in the Teaching of English*, 19(3), 269-282.
- McCutchen, D. (1986). Domain knowledge and linguistic knowledge in the development of writing ability. *Journal of Memory and Language*, 25, 431-444.
- McCutchen, D., & Perfetti, C. A. (1982). *Coherence and Connectedness in the Development of Discourse Production*. Pittsburgh: Learning Research and Development Center, University of Pittsburgh.
- McEnery, T., & Hardie, A. (2012). *Corpus linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.
- McNamara, D., Graesser, A. C., McCarthy, P. M., & Cai, Z. (2014). *Automated Evaluation of Text and Discourse with Coh-Metrix*. Cambridge: Cambridge University Press.
- McNamara, T. F. (1996). *Measuring second language performance*. London: Longman.
- Meara, P. (1990). A note on passive vocabulary. *Interlanguage Studies Bulletin*, 6(2), 150-154.
- Meara, P. (1996). The dimensions of lexical competence. In G. Brown, K. Malmkjær, & J. Williams (Eds.), *Performance and competence in second language acquisition* (pp. 35-53). Cambridge: Cambridge University Press.
- Meara, P., & Bell, H. (2001). P-Lex: A simple and effective way of describing the lexical characteristics of short L2 texts. *Prospect*, 16(3), 5-19.
- Melka, F. (1997). Receptive vs. productive aspects of vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 84-102). Cambridge: Cambridge University Press.
- Miller, G. A. (1995). WordNet: A lexical database for English. *Communications of the ACM*, 38(11), 39-41.
- Moore, E. M. (1977). Lexical characteristics of adolescent prose: writer and task effects. *British Journal of Educational Psychology*, 47, 285-295.
- Moreno Espinosa, S. (2005). Can P\_Lex accurately measure lexical richness in the written production of young learners of EFL? *Porta Linguarum*, 4, 7-21.
- Morris, L., & Cobb, T. (2004). Vocabulary profiles as predictors of the academic performance of Teaching English as a Second Language trainees. *System*, 1, 75-87.
- Morris, N. T., & Crump, W. D. (1982). Syntactic and vocabulary development in the written language of learning disabled and non-learning disabled students at four age levels. *Learning Disability Quarterly*, 5(2), 163-172.

- Muhammad, A.L. (2008). The relationship of linguistic knowledge, affective traits and writing quality with EFL writers' text length aspects. *Essex Graduate Student Papers in Language & Linguistics*, 10, 1-21.
- Mulac, A., Studley, L. B., & Blau, S. (1990). The gender-linked language effect in primary and secondary students' impromptu essays. *Sex Roles*, 23(9/10), 439-469.
- Myford, C. M., & Wolfe, E. W. (2003). Detecting and measuring rater effects using Many-Faceted Rasch Measurement: Part 1. *Journal of Applied Measurement*, 4(4), 386-422.
- Myhill, D. (1999). Writing matters: linguistic characteristics of writing in GCSE English examinations. *English in Education*, 33(3), 70-81.
- Myhill, D. (2008). Towards a linguistic model of sentence development in writing. *Language and Education*, 22(5), 271-288.
- Myhill, D. (2009). From talking to writing: Linguistic development in writing. *BJEP Monograph Series II, Number 6 - Teaching and Learning Writing*, 27(44), 27-44.
- Myles, F. (2015). Second Language Acquisition Theory and Learner Corpus Research. In S. Granger, G. Gilquin, & F. Meunier (Eds.), *The Cambridge Handbook of Learner Corpus Research* (pp. 309-331). Cambridge: Cambridge University Press.
- Nagy, W. E., & Scott, J. A. (2000). Vocabulary Processes. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (pp. 458-475). Mahwah, NJ: Erlbaum.
- Nation, P. (2013). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nattinger, J. R., & DeCarrico, J. S. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.
- Nelson, N. W., & Van Meter, A. M. (2007). Measuring written language ability in narrative samples. *Reading and Writing Quarterly*, 23(3), 287-309.
- Nesi, H., & Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge: Cambridge University Press.
- Nesselhauf, N. (2004). What are collocations? In D. J. Allerton, N. Nesselhauf, & P. Skandera (Eds.), *Phraseological units: basic concepts and their application* (pp. 1-21). Basel: Schwabe.
- Nesselhauf, N. (2005). *Collocations in a learner corpus*. Amsterdam: John Benjamins.
- Nihalani, N. K. (1981). The quest for the L2 index of development. *RELC Journal*, 12(2), 50-56.
- Nippold, M. A., Ward-Lonergan, J. M., & Fanning, J. L. (2005). Persuasive writing in children, adolescents, and adults: A study of syntactic, semantic, and pragmatic development. *Language, Speech and Hearing Services in Schools*, 36(2), 125-138.
- Norris, J. M., & Ortega, L. (2009). Towards and organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics*, 30(4), 555-578.
- Noyce, R., & Christie, J. (1985). Characteristics of subordinate clauses in children's free writing. *Journal of research and development in education*, 18(68-71).
- O'Donnell, R. C., Griffin, W. J., & Norris, R. C. (1967). *Syntax of kindergarten and elementary school children: A transformational analysis*. Champaign, Illinois: National Council of Teachers of English.
- O'Donnell, M.B., Romer, U., & Ellis, N.C. (2013). The development of formulaic sequences in first and second language writing: Investigating effects of frequency, association and native norm. *International Journal of Corpus Linguistics*, 18(1), 83-108.

- Ohlrogge, A. (2009). Formulaic expressions in intermediate EFL writing assessment. In R. Corrigan, E. A. Moravcsik, H. Ouali, & K. M. Wheatley (Eds.), *Formulaic language Volume 2: Acquisition, loss, psychological reality and functional explanations* (pp. 375-386). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Olinghouse, N. G., & Graham, S. (2009). The relationship between the discourse knowledge and the writing performance of elementary-grade students. *Journal of Educational Psychology, 101*, 37-50.
- Olinghouse, N. G., & Leaird, J. T. (2009). The relationship between measures of vocabulary and narrative writing quality in second- and fourth-grade students. *Reading and Writing, 22*, 545-565.
- Olinghouse, N. G., Santangelo, T., & Wilson, J. (2012). Examining the validity of single-occasion, single-genre, holistically scored writing assessments. *Measuring writing: Recent insights into theory, methodology and practice. Studies in Writing, 27*, 55-82.
- Olinghouse, N. G., & Wilson, J. (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing: An Interdisciplinary Journal, 26*, 45-65.
- Olson, D. R., & Torrance, N. (Eds.). (2009). *The Cambridge Handbook of Literacy*. Cambridge: Cambridge University Press.
- Palfreyman, D. M., & Karaki, S. (2017). Lexical sophistication across languages: a preliminary study of undergraduate writing in Arabic (L1) and English (L2). *International Journal of Bilingual Education and Bilingualism, 22*(8), 992-1015. DOI: 10.1080/13670050.2017.1326456.
- Pallotti, G. (2009). CAF: Defining, Refining and Differentiating Constructs. *Applied Linguistics, 30*(4), 590-601.
- Papp, S., & Rixon, S. (Eds.). (2018). *Examining Young Learners: Research and Practice in Assessing the English of School-Age Learners* (Vol. 47). Cambridge: UCLES/Cambridge University Press.
- Paquot, M. (2018). Phraseological competence: A missing component in university entrance language tests? Insights from a study of EFL learners' use of statistical collocations. *Language Assessment Quarterly, 15*(1), 29-43.
- Paquot, M. (2019). The phraseological dimension in interlanguage complexity research. *Second Language Research, 35*(1), 121-145.
- Paribakht, T. S., & Wesche, M. B. (1993). Reading comprehension and second language development in a comprehension-based ESL program. *TESL Canada Journal, 11*(1), 9-29.
- Parkinson, J., & Musgrave, J. (2014). Development of noun phrase complexity in the writing of English for Academic Purposes students. *Journal of English for Academic Purposes, 14*, 48-59.
- Parliament. House of Commons. (2017). *Primary assessment - Eleventh Report of Session 2016-17 (HC 682)*. London: The Stationery Office.
- Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 191-226). New York: Longman.
- Pawley, A., & Syder, F. H. (2000). The one-clause-at-a-time hypothesis. In H. Riggenbach (Ed.), *Perspectives on fluency* (pp. 163-199). Ann Arbor: University of Michigan Press.
- Pellegrini, A. D., Galda, L., & Rubin, D. L. (1984). The development of oral and written language in two genres. *Child Development, 55*(4), 1549-1555.

- Peltz, F. K. (1973). The effect upon comprehension of repatterning based on students' writing patterns. *Reading Research Quarterly*, 9(4), 603-621.
- Pennebaker, J. W., Chung, C. K., Frazee, J., Lavergne, G. M., & Beaver, D. I. (2014). When small words fortell academic success: The case of college admissions essays. *PLoS ONE*, 9(12), e115844.
- Percival, E. (1966). The dimensions of ability in English composition. *Educational Review*, 18(3), 205-212.
- Perera, K. (1984). *Children's Writing and Reading: Analysing Classroom Language*. Oxford: Blackwell.
- Pérez-Paredes, P., & Díez-Bedmar, M. B. (2012). The use of intensifying adverbs in learner writing. In Y. Tono, Y. Kawaguchi, & M. Minegishi (Eds.), *Developmental and crosslinguistic perspectives in learner corpus research* (pp. 105-125). Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. In L. Verhoeven, C. Elbro, & P. Reitsma (Eds.), *Precursors of functional literacy* (pp. 189-213). Amsterdam: John Benjamins.
- Perkins, K. (1980). Using objective methods of attained writing proficiency to discriminate among holistic evaluations. *TESOL Quarterly*, 14(1), 61-69.
- Péry-Woodley, M.-P. (1991). Writing in L1 and L2: analysing and evaluating learners' texts. *Language Teaching*, 24(2), 69-83.
- Plakans, L., & Gebril, A. (2017). Exploring the relationship of organization and connection with scores in integrated writing assessment. *Assessing Writing*, 31, 98-112.
- Plakans, L., Gebril, A., & Bilki, Z. (2019). Shaping a score: Complexity, accuracy, and fluency in integrated writing performances. *Language Testing*, 36(2), 161-179.
- Polio, C. G. (1997). Measures of linguistic accuracy in second language writing research. *Language Learning*, 47(1), 101-143.
- Polio, C. (2017). Second language development: A research agenda. *Language Teaching*, 50(2), 261-275.
- Pollard, C., & Sag, I. A. (1994). *Head-driven Phrase Structure Grammar*. Chicago: University of Chicago Press.
- Pollitt, A. (1991). Response to Charles Alderson's Paper: "Bands and Scores". In J. C. Alderson & B. North (Eds.), *Language Testing in the 1990s: The Communicative Legacy* (pp. 87-94). London: Macmillan.
- Potter, R. R. (1967). Sentence structure and prose quality: an exploratory study. *Research in the Teaching of English*, 1(1), 17-28.
- Prater, D. L. (1985). The effects of modes of discourse, sex of writer, and attitude toward task on writing performance in Grade 10. In (Vol. 5, pp. 299-311). US: University of Southern Mississippi.
- Puranik, C. S., Lombardino, L. J., & Altmann, L. J. P. (2008). Assessing the microstructure of written language using a retelling paradigm. *American Journal of Speech-Language Pathology*, 17(2), 107-120.
- Qin, W., & Uccelli, P. (2016). Same language, different functions: A cross-genre analysis of Chinese EFL learners' writing performance. *Journal of Second Language Writing*, 33, 3-17.
- Qualifications and Curriculum Authority. (1999). *Technical accuracy in writing in GCSE English: research findings*. London: Qualifications and Curriculum Authority.

- Qualifications and Curriculum Authority. (2007). *The National Curriculum: Level Descriptors*. Coventry: Qualifications and Curriculum Authority.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. London and New York: Longman.
- Ravid, D., & Berman, R. A. (2010). Developing noun phrase complexity at school age: A text-embedded cross-linguistic analysis. *First Language, 30*(1), 3-26.
- Ravid, D., & Tolchinsky, L. (2002). Developing linguistic literacy: A comprehensive model. *Journal of Child Language, 29*(2), 417-447.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Reid, S., & Findlay, G. (1986). Writer's workbench analysis of holistically scored essays. *Computers and Composition, 3*(2), 6-32.
- Richards, B., & Malvern, D. (2010). Validity and threats to the validity of vocabulary measurement. In H. Daller, J. Milton, & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 79-92). Cambridge: Cambridge University Press.
- Richards, J. C. (1976). The role of vocabulary teaching. *TESOL Quarterly, 10*(1), 77-89.
- Robb, S., Ross, T., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly, 20*, 83-96.
- Roessingh, H., Elgie, S., & Kover, P. (2015). Using lexical profiling tools to investigate children's written vocabulary in grade 3: An exploratory study. *Language Assessment Quarterly, 12*(1), 67-86.
- Römer, U. (2009). The inseparability of lexis and grammar: Corpus linguistic perspectives. *Annual Review of Applied Linguistics, 7*, 140-162.
- Rose, D., & Martin, J. R. (2012). *Learning to write/Reading to learn: Genre, knowledge and pedagogy in the Sydney School*. Sheffield: Equinox.
- Ruan, Z. (2017). Lexical bundles in Chinese undergraduate academic writing at an English medium university. *RELC Journal, 48*(3), 327-340.
- Sasaki, M. (2000). Towards an empirical model of EFL writing processes: An exploratory study. *Journal of Second Language Writing, 9*(3), 259-291.
- Schoonen, R., Gelderen, A., Stoel, R.D., Hulstijn, J., & Glopper, K. (2011). Modelling the development of L1 and EFL writing proficiency of secondary school students. *Language Learning, 61*(1), 31-79.
- Staples, S., Egbert, J., Biber, D., & McClair, A. (2013). Formulaic sequences and EAP writing development: Lexical bundles in the TOEFL iBT writing section. *Journal of English for Academic Purposes, 12*, 214-225.
- Storch, N. (2009). The impact of studying in a second language (L2) medium university on the development of L2 writing. *Journal of Second Language Writing, 18*(2), 103-118.
- Thewissen, J. (2013). Capturing L2 accuracy developmental patterns: Insights from an error-tagged EFL learner corpus. *The Modern Language Journal, 97* (S1), 77-101.
- Vyatkina, N. (2012). The development of second language writing complexity in groups and individuals: A longitudinal learner corpus study. *The Modern Language Journal, 96*(4), 576-598.
- Vajjala, S. (2018). Automated assessment of non-native learner essays: Investigating the role of linguistic features. *International Journal of Artificial Intelligence in Education, 18*, 1-26.
- Van, Rooy, B., & Schafer, L. (2003). Automatic POS tagging of a learner corpus: The influence of learner error on tagger accuracy. In D. Archer., P. Wilson., & T. McEnery (Eds.), *Proceedings of the corpus linguistics 2003 conference*.

- Varner, L.K., Roscoe, R.D., & McNamara, D.S. (2013). Evaluative misalignment of 10<sup>th</sup> grade student and teacher criteria for essay quality: An automated textual analysis. *Journal of Writing Research*, 5(1), 35-59.
- Waes, M., & Leijten, M. (2015). Fluency in writing: A multidimensional perspective on writing fluency applied to L1 and L2. *Computers and Composition*, 38, 79-95.
- Wolfe-Quintero, K., Inagaki, S., & Kim, H-Y. (1998). *Second language development in writing: Measures of fluency, accuracy and complexity*. Second Language Teaching and Curriculum Center: University of Hawai'i at Manoa.
- Wulff, S., & Römer, U. (2009). Becoming a proficient academic writer: Shifting lexical preferences in the use of the progressive. *Corpora*, 4, 115-133.
- Yau, M. S. S., & Belanger, J. (1984). The influence of mode on the syntactic complexity of EFL students at three grade levels. *TESL Canada Journal*, 2(1), 65-76.
- Yoon, H.-J. (2016). Association strength of verb-noun combinations in experienced NS and less experienced NNS writing: Longitudinal and cross-sectional findings. *Journal of Second Language Writing*, 34, 42-57.
- Yoon, H.-J. (2017). Linguistic complexity in L2 writing revisited: Issues of topic, proficiency, and construct multidimensionality. *System*, 66, 130-141.
- Yoon, H.-J., & Polio, C. (2016). The linguistic development of students of English as a second language in two written genres. *TESOL Quarterly*, 51(2), 275-301.
- Youn, S. J. (2014). Measuring syntactic complexity in L2 pragmatic production: Investigating relationships among pragmatics, grammar, and proficiency. *System*, 42, 270-287.
- Yousofi, N., & Bahramlou, K. (2014). Assessing writing quality: vocabulary profiles in place of holistic measures. *Iranian EFL Journal*, 10(6), 323-344.
- Yu, G. (2010). Lexical Diversity in Writing and Speaking Task Performances. *Applied Linguistics*, 31(2), 236-259.
- Zhang, S. (1987). Cognitive complexity and written production in English as a second language. *Language Learning*, 37, 469-481.
- Zhang, M. (2000). Cohesive features in the expository writing of undergraduates in two Chinese universities. *RELJ Journal*, 31(1), 61-95.
- Zheng, Y. (2012). Exploring long-term productive vocabulary development in an EFL context: The role of motivation. *System*, 40, 104-119.
- Zheng, Y. (2016). The complex, dynamic development of L2 lexical use: A longitudinal study on Chinese learners of English. *System*, 56, 40-53.
- Zeman, S. S. (1969). Reading comprehension and writing of second and third graders. *The Reading Teacher*, 23(2), 144-150.
- Zoltán, L. (2013). *Cohesion and writing quality: exploring the construct of cohesion in Euro Examinations*. (Doctoral Programme in English Applied Linguistics and TESOL/TEFL). University of Pécs, Pécs.
- Zyad, H. (2012). L2 writing development: The case of two high-achieving and two struggling college-level students. *International Journal for 21st Century Education*, 3(1), 25-36.