

**Analysis notes:**

This PDF file contains your text color-coded according to L2SCA analysis of syntactic complexity. Syntactically complex sentences have been highlighted in orange, so that you may write more sentences like these in the future. Try to combine sentences that are not highlighted to make them more syntactically complex.

**Use the following words to combine your sentences:**

after, although, as, because, before, despite, even if, how, if, since, so that though, unless, until, when, whenever, where, whereas, wherever, and while.

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**Your text:**

Today we're going to talk about improving academic writing, with a particular focus on complexity, accuracy, and fluency. In order to discuss improving academic writing, we'll begin with a discussion of the purpose of this research project, followed by a discussion of foundational literature emphasizing the development of communicative competence. Next we'll consider several research questions that will operationalize the approach to researching the development of academic writing skills, which will be further addressed in the form of a concept map. After that, we'll discuss research methods and approaches to measurement as we consider the finer details of this research project. Finally, we'll address answers to the research questions in terms of analysis of results associated with this research project, as well as the strengths and limitations of this research project. South Korean University learners of English, particularly engineering students at the graduate level, need to communicate their innovative research with the global community of scientists, researchers, and firms developing and implementing new technologies. However, clear and precise technical communication can be quite challenging for non-native language users, thereby limiting the quality of their technical communication. Research on the development of communicative competence, has identified three language elements learners acquire on the path toward communicative competence: complexity, accuracy, and fluency (Housen & Kuiken, 2009). Though a university course intended to facilitate the development of complexity, accuracy, and fluency, South Korean university learners of English may be able to develop the quality of their technical communication.

### L2SCA Analysis

Measurement	Data
words (W)	244
sentences (S)	8
verb phrases (VP)	24
clauses (C)	9
T-units (T)	8
dependent clauses (DC)	4
complex T-units (CT)	2
coordinate phrases (CP)	9
complex nominals (CN)	39
mean length of sentence (MLS)	30.5000
mean length of T-unit (MLT)	30.5000
mean length of clause (MLC)	27.1111
clauses per sentence (C/S)	1.1250
verb phrases per T-unit (VP/T)	3.0000
clauses per T-unit (C/T)	1.1250
dependent clauses per clause (DC/C)	0.4444
dependent clauses per T-unit (DC/T)	0.5000
T-units per sentence (T/S)	1.0000
complex T-unit ratio (CT/T)	0.2500
coordinate phrases per T-unit (CP/T)	1.1250
coordinate phrases per clause (CP/C)	1.0000
complex nominals per T-unit (CN/T)	4.8750
complex nominals per clause (CN/C)	4.3333