**References**

Bao, G. (2025). Phrasal complexity in EFL learners’ oral performance: The role of task type and proficiency. International Review of Applied Linguistics in Language Teaching. Advance online publication. <https://doi.org/10.1515/iral-2024-0273>

Biber, D., Gray, B., Staples, S., & Egbert, J. (2022). The register-functional approach to grammatical complexity: Theoretical foundation, descriptive research findings, application (Vol. 28). Routledge. <https://doi.org/10.4324/9781003087991>

Bottini, E., & Le Foll, D. (2025). The more proficient the learners, the less sophisticated their L2 vocabulary? The curious effect of the reference corpus on mean-frequency measures of lexical sophistication.

Caltabellotta, E., van Steendam, E., Noreillie, A. S., Puimège, E., Creten, S., & Peters, E. (2025). Vocabulary knowledge and vocabulary use in writing: A cross-sectional comparison of L2 English and L2 French. Applied Linguistics. Advance online publication. <https://doi.org/10.1093/applin/amaf009>

Chan, H., Verspoor, M., & Vahtrick, L. (2015). Dynamic development in speaking versus writing in identical twins. Language Learning, 65(2), 298–325. <https://doi.org/10.1111/lang.12107>

Crossley, S., Kyle, K., Allen, L. K., McNamara, D. S., & Guo, L. (2014). Linguistic microfeatures to predict L2 proficiency: A case study in automated writing evaluation. Journal of Writing Assessment, 7(1). [No DOI provided]

Durrant, P., & Brenchley, M. (2019). The vocabulary of school written language: Exploring students’ lexical profiles across subjects and grade levels. Applied Linguistics, 40(6), 961–987. <https://doi.org/10.1093/applin/amy026>

Ellis, N., Römer, U., & O'Donnell, M. (2013). Usage-based approaches to language acquisition and processing: Cognitive and corpus investigations of construction grammar. Mouton de Gruyter.

Ha, H. S. (2019). Lexical richness in EFL undergraduate students’ academic writing. English Teaching, 74(3), 3–28. <https://doi.org/10.15858/engtea.74.3.201909.3>

Kim, M., Kim, Y., & Kang, S. (2024). The dynamics of changes in linguistic complexity and writing scores in timed argumentative writing among beginning-level EFL learners. International Review of Applied Linguistics in Language Teaching. Advance online publication. <https://doi.org/10.1515/iral-2023-0287>

Kisselev, O., Rossina, S., Pastushenkov, D., & Merrill, J. (2022). Measuring writing development and proficiency gains using indices of lexical and syntactic complexity: Evidence from longitudinal Russian learner corpus data. The Modern Language Journal, 106(4), 798–817. <https://doi.org/10.1111/modl.12808>

Kuiken, F. (2023). Linguistic complexity in second language acquisition. Linguistics Vanguard, 9(s1), 83–93. <https://doi.org/10.1515/lingvan-2021-0112>

Kyle, K. (2025). Lexicogrammatical Tagger (LxGrTgr). <https://github.com/kristopherkyle/LxGrTgr>

Laufer, B. (1999). What lexical frequency profiles can tell us about L2 vocabulary acquisition. In L. Eubank, L. Selinker, & M. Sharwood Smith (Eds.), The current state of interlanguage: Studies in honor of William Rutherford (pp. 121–132). John Benjamins.

Lee, G., & Chung, T. M. (2021). What linguistic features distinguish and predict L2 writing quality? A study of examination scripts written by adolescent Chinese learners of English in Hong Kong. System, 103, 102636. <https://doi.org/10.1016/j.system.2021.102636>

Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners’ oral narratives. The Modern Language Journal, 96(2), 190–208. <https://doi.org/10.1111/j.1540-4781.2011.01232.x>

Lu, X., & Suzukida, Y. (2025). Relationships of linguistic complexity and accuracy to functional adequacy across L2 English speaking and writing: Roles of L2 proficiency and task type. International Journal of Applied Linguistics. Advance online publication. <https://doi.org/10.1111/ijal.12775>

McCarthy, P. M. (2005). An assessment of the range and usefulness of lexical diversity measures and the potential of the measure of textual, lexical diversity (MTLD) [Doctoral dissertation, University of Memphis].

Menke, M. R., & Strawbridge, T. (2019). The writing of Spanish majors: A longitudinal analysis of syntactic complexity. Journal of Second Language Writing, 46, 100665. <https://doi.org/10.1016/j.jslw.2019.100665>

Paquot, M., Gablasova, D., Vrezina, V., & Naets, H. (2022). Complexity, accuracy and fluency in learner corpus research. In A. Leńko-Szymańska & S. Götz (Eds.), Studies in corpus linguistics (pp. 115–136). John Benjamins.

Read, J. (2000). Assessing vocabulary. Cambridge University Press.

Spoelman, M., & Verspoor, M. (2010). Dynamic patterns in development of accuracy and complexity: A longitudinal case study in the acquisition of Finnish. Applied Linguistics, 31(4), 532–553. <https://doi.org/10.1093/applin/amq001>

Spring, R., & Johnson, M. (2022). The possibility of improving automated calculation of measures of lexical richness for EFL writing: A comparison of the LCA, NLTK and SpaCy tools. System, 106, 102770. <https://doi.org/10.1016/j.system.2022.102770>

Tomasello, M. (2003). Constructing a language: A usage-based theory of language acquisition. Harvard University Press. <https://doi.org/10.2307/j.ctv26070v8>

Vandeweerd, N., Housen, A., & Paquot, M. (2023). Comparing the longitudinal development of phraseological complexity across oral and written tasks. Studies in Second Language Acquisition, 45(4), 787–811. <https://doi.org/10.1017/S0272263122000389>

Vasylets, O., Gilabert, R., & Manchón, R. (2017). The effects of mode and task complexity on second language production. Language Learning, 67(2), 180–228. <https://doi.org/10.1111/lang.12228>

Vercellotti, M. L. (2017). The development of complexity, accuracy, and fluency in second language performance: A longitudinal study. Applied Linguistics, 38(1), 90–111. <https://doi.org/10.1093/applin/amv002>

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. <https://doi.org/10.1111/j.1540-4781.2012.01401.x>

Youngjoo Kim, Nam, J., & Lee, S.-Y. (2016). Correlation of proficiency with complexity, accuracy, and fluency in spoken and written production: Evidence from L2 Korean. Journal of the National Council of Less Commonly Taught Languages, 19(Spring), 147–181. <https://doaj.org/article/5b33f84d53354f8d8ac35353aa2c107e>

Yu, H., & Lowie, W. (2020). Dynamic paths of complexity and accuracy in second language speech: A longitudinal case study of Chinese learners. Applied Linguistics, 41(6), 855–877. <https://doi.org/10.1093/applin/amz040>