

The Effect of Emotion Vocabulary Learning on English Narrative Writing Proficiency - Taking a 7th-Grade Class in a Junior High School for Example

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Abstract:

The study primarily employs quantitative methods to examine the relationship between emotion vocabulary learning and the narrative writing proficiency of 7th-grade students from a prestigious junior high school in China. After conducting correlation analyses, the study further interprets the implications for teaching practices among junior high school educators. The results reveal that the overall level of emotion vocabulary learning among students in the class is relatively moderate. Additionally, narrative writing exhibits a strong correlation with the overall level of emotion vocabulary learning of students. These findings underscore the importance for junior high school educators to prioritize the learning and cultivation of emotion vocabulary in fostering students' writing abilities. Both students and educators should adopt a more inclusive approach to learning, incorporating the study of emotion expression and continuously enhancing their ability to utilize emotion vocabulary effectively.

Keywords:

Emotion Vocabulary, Narrative Writing, Writing Proficiency, Second Language Writing

1. Introduction

1.1. Research Background

Writing is an essential skill that enables students to convey their thoughts and ideas with clarity and precision. Even though some students may excel in grammar and oral skills, their writing capabilities often fall short, which may even cause learning anxiety.[12] Students can be fluent in spoken language, their written work typically lacks the necessary depth for impactful communication, a distinction often seen between native and non-native speakers.[10] Therefore, it's critical to explore the factors that shape students' writing skills.

The research focuses on the role of emotion vocabulary in second language writing, underpinning the study with theories of language acquisition. [1,2] Emotions play a vital role in communication, and expressing emotions effectively through writing is key to engaging readers and conveying messages. [4]-[8] Emotion vocabulary includes the words and phrases used to depict feelings and emotion states, essential for successful communication, especially in written form. [9][11] For instance, Pavlenko underscores the importance of a strong emotion vocabulary for second language learners to express and comprehend emotions effectively. [15] Dewaele further explains that an extensive emotion lexicon helps learners communicate complex emotions and understand the emotion undertones in texts, crucial for language proficiency. [3] Meanwhile, Niedenthal also emphasizes the importance of embodiment of emotion in language teaching. [14]

This research investigates how the level of emotion vocabulary learning affects English writing skills, particularly in narrative tasks among EFL junior high school students. By analyzing the link between students' emotion lexicons and their narrative abilities, this study aims to enhance our understanding of the cognitive mechanisms in language production and suggest improvements in language education that focus on expanding students' emotion vocabulary to boost their writing skills.

1.2. Research Significance

In the domain of second language acquisition and writing, much of the recent scholarly attention has been directed towards the areas of grammar and vocabulary, with a particular emphasis on how choices in lexicon affect the proficiency of writing. However, there is a notable paucity of scholarly inquiry into the role of emotion vocabulary within the context of writing, especially in the narrative genre. This study is designed to address this gap by delving into the effects of emotion vocabulary on narrative writing. It aims to analyze how 7th-grade junior high school students employ and comprehend emotion vocabulary within this specific genre, and to probe the relationship between genre-specific writing abilities and the deployment of emotion vocabulary in the learning of a second language. This initiative not only seeks to fill the research gap but also aims to make a meaningful contribution to the broader discipline of second language acquisition by emphasizing the importance of narrative writing skills among junior high school students.

MacIntyre & Gregersen has posited that the integration of emotion vocabulary into language instruction can markedly improve writing skills.[13] These studies have demonstrated that heightened emotion awareness and the capacity to articulate emotions enhance overall language proficiency, especially in the writing domain.[16]-[20]

Theoretically, this research endeavors to deepen our comprehension of the factors that influence writing proficiency in a second language, with a pointed focus on emotion vocabulary. By conducting a genre analysis, this study scrutinizes how variations in the usage and understanding of emotion vocabulary can affect the writing performance of second language learners. On a practical level, this investigation offers invaluable insights for educators at the junior high school level by providing guidance on pedagogical approaches. It evaluates instructional strategies for diverse writing tasks, including personal narratives and analytical essays, and assesses whether a concentrated emphasis on emotion vocabulary could further amplify students' writing capabilities. This research thus serves a dual purpose: it enriches

academic understanding and informs practical teaching methodologies, potentially leading to enhanced educational outcomes in second language writing.

2. Material and Methods

2.1. Research Questions

Building on the preceding discussion, this study seeks to critically examine the proficiency of 7th-grade junior high school students in emotion vocabulary and its relationship with their English narrative writing skills. The research focuses on addressing the following key questions:

(1). What is the current level of English emotion vocabulary learning among the 7th-grade EFL students in the junior high school?

(2). How does emotion vocabulary proficiency correlate with the quality of English narrative writing?

(3). What pedagogical insights can be derived from the relationship between emotion vocabulary learning and writing proficiency to enhance second language teaching practices?

Through these inquiries, the study aims to make contributions to the field of English language education, particularly in refining writing instruction to better integrate and emphasize the role of emotion vocabulary.

2.2. Research Subjects

This research targets 7th-grade EFL students at a prestigious junior high school in China. A total of 33 students from a single class have been invited to participate in the study. Finally, I have collected 30 valid assessment forms with the gender ratio as 3:2 (Male:Female). The selection of subjects from the same grade and class ensures a consistent educational background and learning environment. The subjects are expected to have sufficient time allocated to complete the assessments, thereby enabling them to provide responses that are both accurate and reflective of their true capabilities.

The primary objective of this study is to conduct a comprehensive evaluation of the emotion vocabulary proficiency among these 7th-grade students and to explore its impact on their ability to compose narrative essays in English. By analyzing the correlation between emotion vocabulary proficiency and narrative writing skills, the research aims to uncover insights that can inform and enhance pedagogical practices in second language education, particularly in the development of writing proficiency.

2.3. Emotion Vocabulary Test

The investigation necessitates the utilization of two key metrics: the subjects' scores on the Emotion Vocabulary Test (EVT) and their performance in narrative writing tasks. As a result, two distinct assessments are required for the study. Data analysis will be conducted using SPSS 26.0. The first assessment involves administering the Emotion Vocabulary Test, which should be accomplished within one hour and is developed specifically for this study due to the lack of a standardized and authoritative emotion vocabulary scale in the international academic community. The EVT for this experiment is primarily developed by the experiment designer. It assesses learners' proficiency in emotional vocabulary by evaluating both the

meanings of the emotional words themselves and the metaphorical meanings derived from these words. Details of the EVT can be found in Appendix 1.

To enhance the reliability of EVT, the study examines emotional vocabulary from both positive and negative dimensions. This approach allows for a comprehensive assessment of vocabulary related to different emotional states. Additionally, various methods were employed to infer differences in candidates' abilities in using emotion vocabulary throughout the testing process. By analyzing vocabulary from these two distinct emotional perspectives and employing diverse evaluative techniques, the study aimed to provide a more nuanced understanding of how learners' proficiency in emotional vocabulary evolves. This thorough examination helps ensure that the EVT accurately captures the complexities of emotional expression and the learners' mastery of emotional language.

The first section of the assessment, which evaluates the ability to figure out meaning of emotion vocabulary, is designed to measure subjects' comprehension of emotion-related terms. This section consists of 12 multiple-choice questions that prompt subjects to identify the correct meaning of the emotion vocabulary presented.

The second section focuses on assessing subjects' fluency in using emotion vocabulary, specifically their ability to apply these terms in real writing scenarios. In this part, subjects are given six scenarios and are tasked with using appropriate emotion vocabulary in each scenario. Subjects' scores range from 4 points for the most appropriate use of vocabulary to 0 points for the least appropriate use.

The third section focuses on examining the use of metaphors within emotion vocabulary, evaluating subjects' overall abilities. In this part, subjects are required to identify and interpret metaphorical concepts derived from different emotion characteristics of vocabulary. They should explain these metaphors to demonstrate their understanding of the specific meanings embedded in emotion-laden words. Additionally, subjects are expected to use their personal experiences to interpret these metaphors, which indirectly assesses their potential to apply emotion vocabulary effectively in writing. This section provides insight into whether subjects truly grasp the nuanced meanings of emotion-laden words and how well they can utilize these concepts in their writing. The scoring criteria for the part are detailed in the following Table 1.

Table 1. *The Criteria of Emotion Vocabulary Interpretation in the EVT Test.*

Score	Requirement
4	Subjects' explanation is clear, providing thorough and well-supported interpretations.
3	Subjects' explanations of the vocabulary are somewhat lacking in precision but reflect their own descriptions and interpretations.
2	Subjects' explanations of the words are generally average and somewhat limited.
1	Subjects' explanations of the vocabulary are somewhat strained.
0	Subjects' explanations are completely disconnected from the meanings of the vocabulary.

The results of the EVT section are scored by professional teachers, and the relevant data are analyzed in the result part.

2.4. Writing Tests and Evaluation

To ensure the writing tests cover positive and negative emotion vocabulary, the researcher selects two narrative essays. Subjects are required to complete each article within one hour and each article is expected to be approximately 80 words. In order to

ensure the validity of the articles, two texts are chosen, both taken and revised from Writing Task of the IELTS exam as follows (Table 2).

Table 2. *Writing Topics Selected in the Study.*

Narrative Essay 1	Write a passage in English describing an event that made you feel frustrated and explain your emotional response at that time. (At least 80 words)
Narrative Essay 2	Describe in English a recent event that made you feel happy. (At least 80 words)

To ensure impartiality in the writing assessment, two seasoned IELTS instructors are enlisted to simultaneously evaluate and grade all the samples. Both examiners are well-versed in the IELTS scoring system and strictly follow the official guidelines provided by IELTS for essay evaluation. Essays are graded on a scale of 0 to 9, with 0 representing the lowest score and 9 the highest, where higher scores indicate stronger English writing skills. The grading process is conducted independently by each examiner to prevent bias, and the final score for each essay is determined by adopting the minimum score assigned by the two examiners. Throughout the assessment, the examiners carefully assess the language quality, relevance to the topic, and the use of vocabulary, as well as diligently noting any errors in the writing. Detailed scoring criteria are provided in Appendix 3.

2.5. Pilot Study and Data Collection

The study is divided into two main parts: the EVT and the writing assessments. Before the main tests are administered, a pilot study is conducted with three subjects, each given three hours to complete the tasks. During this pilot study, subjects are encouraged to seek clarification on any ambiguous instructions from the researcher, who promptly addresses these issues. After the pilot test, the researcher reviews the participants' responses and conducts interviews to collect feedback on their experiences and perceptions of the assessment forms. Based on this feedback, necessary adjustments are made to the test.

In the main study, the first task involves assessing students' emotion vocabulary. Subjects are required to independently complete the final EVT within one hour. Once completed, these tests are collected and evaluated by designated assessor.

The second part focuses on writing assessments, specifically narrative writing. These tasks are scheduled for two hours after the EVT to provide students ample time to complete their assignments while minimizing stress. Students are expected to finish their writing tasks within this time frame. The completed essays are then reviewed and scored by two experienced IELTS instructors.

Following data collection, SPSS 26.0 statistical software is used to process and analyze the data. Descriptive statistics are employed to summarize students' performance on both the EVT and the writing tasks, with detailed tables presenting the results and scores. To address the second research question, the study examines the Pearson correlation coefficients between EVT scores and narrative writing performance. This analysis aims to determine the impact of emotion vocabulary proficiency on writing performance, providing valuable insights for second language writing instruction.

3. Results and Discussions

Centered around the quantitative analysis, the following reports include the descriptive statistics and bivariate analysis in order to answer the research questions and draw relevant conclusions.

3.1. Results of Emotion Vocabulary Test

The authors distributed 33 Emotion Vocabulary Tests, and 30 valid responses were received, which were used to draw the subsequent conclusions. Subjects completed the EVT assessment form within a specified time limit. Afterward, the assessment forms were evaluated by one assessor. To evaluate the subjects' performance in the EVT, a table was created using descriptive data analysis.

Table 3. Data Statistics of EVT Test.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
EVT	33	17.00	76.00	49.90	16.49	271.80
Valid N(likewise)	30					

Extracting information from the Table 3, we observe that the average score for the students' Emotion Vocabulary Test (EVT) is 49.90, with the scores ranging from a minimum of 17.00 to a maximum of 76.00. The standard deviation is 16.49, and the variance is 271.80. These findings indicate a wide range of performance levels among the participants. While some students have a strong command of emotion vocabulary, as evidenced by the high maximum score, others may need additional support and instruction, given the lower end of the score range. The overall mean score suggests a moderate level of proficiency in emotion vocabulary across the group.

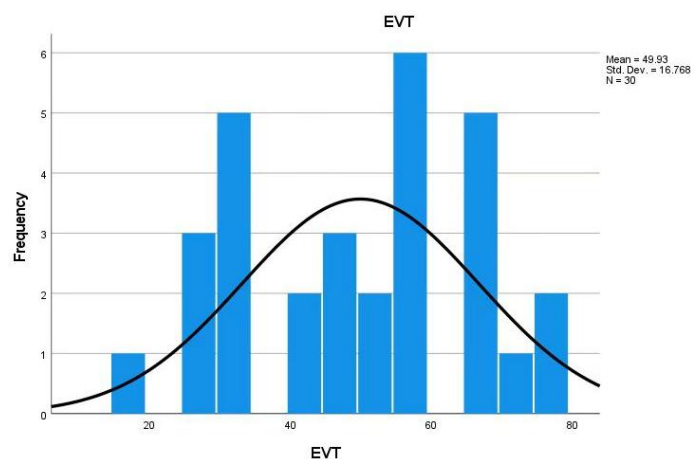


Figure 1. Emotion Vocabulary Distribution

Based on the histogram, the scores of the subjects in the EVT show a broad distribution, with scores ranging from just below 20 to around 80. The bell-shaped curve indicates a relatively normal distribution, with the highest frequency of scores clustering around the mean of 49.93. While some individuals score relatively high, the distribution also shows a significant number of participants with lower scores, reflecting a wide range of proficiency levels in emotion vocabulary across the group.

3.2. Results of Narrative Writing Performance

The subjects' writing proficiency was evaluated through two essays, which were scored according to standardized IELTS writing criteria by two seasoned IELTS

instructors. To explore potential differences in the evaluators' assessments, the author applied the Kendall concordance coefficient to analyze the consistency between the evaluators. (Table 4)

Table 4. *Kendall Consistency Coefficient.*

N	2
Kendall's W ^a	0.956
Asymp.Sig	7.467 x 10 ⁻¹¹

The Kendall's Tau analysis indicates a very strong positive correlation ($\tau = 0.956$) between the two sets of Narrative Essay scores, showing nearly perfect agreement in the rankings given by the raters. The extremely low p-value (7.467×10^{-11}) confirms that this high level of consistency is statistically significant and not due to chance. This result suggests that both raters are using similar criteria for evaluation, ensuring fairness and reliability in the assessment process.

The two essays assessed students' ability to use emotion vocabulary from both pessimistic and optimistic perspectives. The examiners evaluated each essay holistically, forming an overall judgment based on both pieces of writing. They then assigned a combined score according to the IELTS grading criteria. Table 5 is presented based on the analysis of the data to showcase the writing performance.

Table 5. *Descriptive Statistics of Narrative Writing.*

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Narrative Writing	30	5.00	7.50	5.97	0.75	0.56
Valid N(likewise)	30					

Based on the data presented in the table, the average score for narrative writing is 5.97 out of 9, indicating that participants' proficiency in narrative writing is moderate. The scores range from a minimum of 5.00 to a maximum of 7.50, with a difference of 2.50 points between the highest and lowest scores. This variation suggests that while some students demonstrate a relatively strong proficiency in narrative writing, others may require further development. The standard deviation is 0.75, and the variance is 0.56, reflecting a moderate level of variability in the scores across the participants. Similarly, the histogram is depicted as follows.

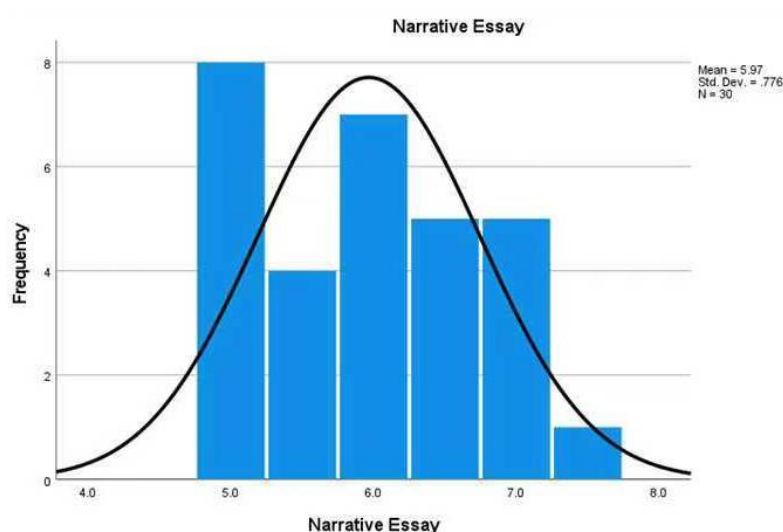


Figure 2. *Narrative Essay Distribution.*

The histogram reveals that the majority of students' scores fall within the range of 5.0 to 7.0. The distribution of the narrative writing scores closely follows a normal distribution pattern. This suggests that while the students generally demonstrate a moderate level of proficiency in narrative essay writing, there is still some variation in their performance levels.

3.3. Bivariate Correlation Analysis

In the previous sections, descriptive statistics were thoroughly collected and presented. The key focus has been on analyzing the correlation coefficients between EVT and writing proficiency, using SPSS for detailed examination. The correlations between EV and narrative writing proficiency are detailed in Table 6.

Table 6. Correlation between Student's EVT and Narrative Writing.

		EVT	Narrative Writing
EVT	Pearson Correlation	1	0.813**
	Sig.(2-tailed)		4.863x 10 ⁻⁸
	N	30	30
Narrative Writing	Pearson Correlation	0.813**	1
	Sig.(2-tailed)	4.863x 10 ⁻⁸	
	N	30	30

** Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation coefficients presented in the table, it is clear that there is a strong positive correlation (0.813) between EVT and narrative writing. The significance value ($p < 0.001$) indicates that this correlation is highly significant. This suggests that students' proficiency in emotion vocabulary is closely related to their performance in narrative writing tasks. The high correlation implies that a better grasp of emotion vocabulary positively influences narrative writing skills, highlighting the importance of emotion vocabulary in enhancing students' writing abilities.

3.4. Discussions

The findings reveal that students who have a better grasp of emotion vocabulary tend to exhibit superior narrative writing skills. This suggests that a comprehensive understanding and use of emotion-related terms enhance students' ability to express emotions more vividly and authentically in their writing. The correlation highlights the importance of emotion vocabulary in crafting narratives that resonate emotionally with readers. By leveraging a rich emotional lexicon, students are able to create more engaging and impactful stories, thereby improving the overall quality of their narrative writing.

In practical terms, the significant correlation between EVT and narrative writing proficiency implies that educators should prioritize the development of emotion vocabulary within writing instruction. Incorporating targeted vocabulary exercises and activities into the curriculum can help students build a robust emotional vocabulary that enhances their narrative writing capabilities. Educators might consider integrating emotion-focused vocabulary lessons, such as exploring synonyms, connotations, and contextual uses of emotion words, to facilitate students' ability to express complex emotional states in their writing.

Furthermore, the study's results suggest that focusing on emotion vocabulary could be particularly beneficial in improving narrative writing outcomes. For instance, by teaching students how to use emotion words effectively, educators can help them

better convey character feelings, plot developments, and thematic elements in their narratives. This approach not only aids in the creation of more compelling and relatable stories but also contributes to students' overall writing proficiency and their ability to communicate ideas more persuasively.

Future research could build on these findings by investigating how specific components of emotion vocabulary impact different types of writing tasks beyond narrative essays. Exploring the relationship between emotion vocabulary and other writing genres, such as argumentative or descriptive writing, could provide deeper insights into how emotion vocabulary influences various aspects of writing. Additionally, examining instructional strategies that integrate emotion vocabulary training may further enhance understanding of how best to support students in developing their writing skills across different contexts.

4. Conclusions

The purpose of this research paper is to address three principal questions: (1) What is the current level of English emotion vocabulary acquisition among the 7th-grade EFL students in the junior high school? (2) How is emotion vocabulary proficiency related to the quality of English narrative writing? (3) What pedagogical strategies can be derived from the relationship between emotion vocabulary learning and writing proficiency to enhance second language teaching practices?

The analysis of the data yields the following conclusions: Firstly, the proficiency in emotion vocabulary among the 7th-grade students at the selected junior high school is moderate, with an average score of 49.90. This score reflects a moderate level of capability in utilizing emotion vocabulary effectively.

Regarding the second research question, the findings reveal a strong correlation between narrative writing proficiency and emotion vocabulary. Specifically, students demonstrate a substantial correlation between their narrative writing abilities and their emotion vocabulary test scores. This significant relationship highlights the importance of developing emotion vocabulary to improve narrative writing skills.

In addressing the third question, the research provides valuable insights for enhancing English language instruction. Educators are encouraged to prioritize the development of students' emotion vocabulary and integrate its use into writing exercises to elevate proficiency. Additionally, instructors should guide students in the creative application of emotion vocabulary to deepen their understanding and enhance their writing skills. Such pedagogical practices are likely to benefit second language acquisition and improve overall writing proficiency.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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Appendix 1 - Emotion Vocabulary Test

Emotion Vocabulary Test (100 Points)

Part I: Please complete the following multiple-choice questions by selecting the most appropriate option from a, b, c, or d. (Three Points for Each Question)

1. Seeing your friend suddenly fall ill, you feel _____.
A) worried
B) excited
C) doubtful
D) happy
2. When you win first place in a competition, you feel _____.
A) proud
B) sad
C) scared
D) indifferent
3. After experiencing a failure, you feel _____.
A) frustrated
B) relaxed
C) uncaring
D) bored
4. When you help a lost child find their parents, you feel _____.
A) helpful
B) sorrowful
C) angry
D) surprised
5. When you realize you forgot your friend's birthday, you feel _____.
A) guilty
B) ecstatic
C) excited
D) bored
6. When you learn that your good friend won a competition, you feel _____.
A) humble
B) sad
C) impressive
D) indifferent
7. When you watch a particularly moving film at the cinema, you feel _____.

A) touched

B) annoyed

C) scared

D) bored

8. When you hear that your favorite band is coming to perform in your city, you feel _____.

A) fevered

B) disappointed

C) relieved

D) melancholy

9. In the following conversation, which word best describes your emotional state towards the dialogue?

A: "I can't believe I missed the bus again!"

B: "Don't worry, there will be another one soon."

A) frustrated

B) relieved

C) excited

D) surprised

10. Which word best describes how you feel at a birthday party?

A) delighted

B) scared

C) humdrum

D) sulky

11. When your team wins a match, you feel _____.

A) honored

B) indifferent

C) exhausted

D) fearful

12. When you hear a sad piece of news, you feel _____.

A) gladsome

B) buoyant

C) grieved

D) tiresome

**Part 2 : Please complete the following sentences with emotion vocabulary.
(Four Points for Each Question)**

1. When you finally complete something that was very difficult to accomplish, you will feel _____.

2. When you meet a friend you haven't seen for a long time, you will feel _____.

If you've repeatedly failed in previous exams but finally achieved first place in the most recent one, you will feel _____.

3. When you see a small dog shivering in the cold on the street during winter, you will feel _____.

4. When you thought you were going to miss the bus but ended up catching it, you will feel _____.

5. When you desperately need something, but after searching for half an hour, you still haven't found it, you will feel _____.

Part 3: Please provide explanations for the following emotion-related phrases. Based on your understanding, explain what each phrase means and how it conveys the specific emotion it represents. Consider the nuances of the emotion and how it might be expressed or experienced. (Four Points for Each Question)

Examples: "Burning with anger"

Explanation: This phrase describes a feeling of intense anger that feels overwhelming, as if the emotion is consuming the person like a fire.

Phrases:

1. A heart full of sorrow
2. Over the moon
3. Frozen with fear
4. Burning with jealousy
5. A heart overflowing with joy
6. Crushed by disappointment
7. Brimming with pride
8. Shaking with anger
9. Waves of relief
10. Drowning in sadness

Appendix 2 - Narrative Writings

Narrative Writings

1. Write a passage in English describing an event that made you feel frustrated and explain your emotional response at that time. (At least 80 words)

2. Describe in English a recent event that made you feel happy. (At least 80 words)

Appendix 3 - IELTS Writing Criteria

IELTS Writing Criteria

For tasks of IELTS Writing Test, the key criteria are:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

TASK ACHIEVEMENT (Narrative Essay)

For IELTS Narrative Writing tests, candidates are required to formulate and develop a position in relation to a given prompt in the form of a question or statement, using a minimum of 80 words. Ideas should be supported by evidence, and examples may be drawn from a candidate's own experience.

The TR criterion assesses:

- how fully the candidate responds to the task.
- how adequately the main ideas are extended and supported.
- how relevant the candidate's ideas are to the task.
- how clearly the candidate opens the discourse, establishes their position and formulates conclusions.
- how appropriate the format of the response is to the task.

COHERENCE AND COHESION (CC, for Narrative Essay)

This criterion is concerned with the overall organisation and logical development of the message: how the response organises and links information, ideas and language.

Coherence refers to the linking of ideas through logical sequencing, while cohesion refers to the varied and appropriate use of cohesive devices (e.g. logical connectors, conjunctions and pronouns) to assist in making clear the relationships between and within sentences.

The CC criterion assesses:

- the coherence of the response via the logical organisation of information and/or ideas, or the logical progression of the argument.
- the appropriate use of paragraphing for topic organisation and presentation.
- the logical sequencing of ideas and/or information within and across paragraphs.
- the flexible use of reference and substitution (e.g. definite articles, pronouns).
- the appropriate use of discourse markers to clearly mark the stages in a response, e.g. [*First of all* | *In conclusion*], and to signal the relationship between ideas and/or information, e.g. [*as a result* | *similarly*].

LEXICAL RESOURCE (LR, for Narrative Essay)

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

The LR criterion assesses:

- the range of general words used (e.g. the use of synonyms to avoid repetition).
- the adequacy and appropriacy of the vocabulary (e.g. topic-specific items, indicators of writer's attitude).

- the precision of word choice and expression.
- the control and use of collocations, idiomatic expressions and sophisticated phrasing.
- the density and communicative effect of errors in spelling.
- the density and communicative effect of errors in word formation.

GRAMMATICAL RANGE AND ACCURACY (GRA, for Narrative Essay)

This criterion refers to the range and accurate use of the candidate's grammatical resource via the candidate's writing at sentence level.

The GRA criterion assesses:

- the range and appropriacy of structures used in a given response (e.g. simple, compound and complex sentences).
- the accuracy of simple, compound and complex sentences.
- the density and communicative effect of grammatical errors.
- the accurate and appropriate use of punctuation.

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