## List of Tables

2.1 Frequently used measures of Accuracy  
2.2 Frequently used measures of Syntactic complexity  
2.3 Frequently used measures of Lexical complexity  
2.4 Summary of research on task complexity (resource-directing) and writing  
2.5 Summary of planning time studies  
2.6 Proficiency studies in task complexity  
3.1 Independent variables in studies  
3.2 Dependent variables in studies  
3.3 Mean and standard deviation of topic preference of learners  
3.4 Verbs and verb patterns for the extract  
4.1a Group, complexity and their interactions in *Smoking*  
4.1b Group, complexity and their interactions in *Product Description*  
4.2a Mean and standard deviations for Good and Weak Argumentators with respect to writing measures in *Smoking*  
4.2b Mean and standard deviations for Good and Weak Argumentators with respect to writing measures in *Product Description*  
5.1 Independent and dependent variables in Study 2  
5.2 Schedule of task administration in Study 2A and Study 2B  
5.3 Effects of proficiency level, task and their interaction on writing performance  
5.4 Task complexity and linguistic aspects of writing of high proficiency learners  
5.5 Task complexity and linguistic aspects of writing of low proficiency learners  
5.6 Effects of complexity, pre-task and their interaction for high proficiency learners  
5.7 Effects of complexity, pre-task and their interaction for low proficiency learners
5.8 Mean and standard deviation for ±Pre-tasks in high proficiency learners for presence of pre-tasks in [+complex] tasks
5.9 Mean and standard deviation for ±Pre-tasks in high proficiency learners for presence of pre-tasks in [-complex] tasks
5.10 Mean and standard deviation for ±Pre-tasks in low proficiency learners for presence of pre-tasks in [+complex] tasks
5.11 Mean and standard deviation for ±Pre-tasks in low proficiency learners for presence of pre-tasks in [-complex] tasks
5.12 Correlation among the five task difficulty variables in ± complex tasks
5.13 Correlation among the five task difficulty variables in ±Pre-tasks
6.1 Performance on complex tasks with respect to simple tasks in Study 1
6.2 Performance on [+complex] tasks with respect to [-complex] tasks in Study 2A
6.3 Performance on [+complex] tasks with respect to [-complex] tasks for high proficiency learners with respect to low proficiency learners in earlier studies
6.4 Interaction between [+complex] tasks and presence of pre-tasks
6.5 Interaction between [-complex] tasks and presence of pre-tasks