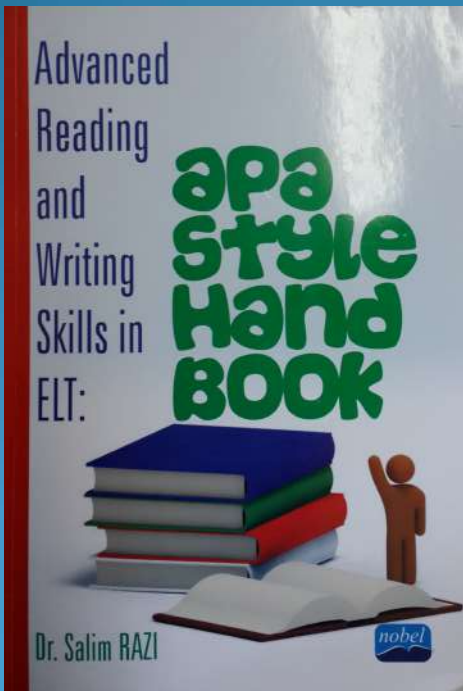




Digital writing tools

ÇOMU ELT Department

by S. Razi



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Outline



- Introduction to digital writing tools
- Basic principles
- Sample tools

Introduction to digital writing tools

- Are they beneficial in terms of developing better writing skills?
- In general, they can contribute to learning.
- Basic principles:
 - Calculate readability
 - Check word frequency
 - Check against mechanical mistakes/errors
 - Similarity

Readability analysis

- Measure the linguistic complexity of texts by assessing their difficulty with reference to
 - average number of syllables per word,
 - average word lengths,
 - average sentence lengths, and/or
 - frequencies of words that appear in a text.
- Fry's formula works on a sample of 100 words which come from the beginning, middle, and the end of the text; and calculates the difficulty in positive correlation with word and sentence lengths.

The Flesch Reading Ease Readability Formula

- The specific mathematical formula is:
 - $RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$
 - **RE** = Readability Ease
 - **ASL** = Average Sentence Length (i.e., the number of words divided by the number of sentences)
 - **ASW** = Average number of syllables per word (i.e., the number of syllables divided by the number of words)
- The output ranges from 0 to 100.
 - The higher the number, the easier the text is to read.
 - **90.0 - 100.0**: easily understandable by an average 5th grader.
 - **60.0 - 70.0**: easily understood by 8th and 9th graders.
 - **0.0 - 30.0**: easily understood by college graduates.

The Flesch-Kincaid Grade Level Readability Formula

- **Step 1:** Calculate the average number of words used per sentence.
- **Step 2:** Calculate the average number of syllables per word.
- **Step 3:** Multiply the average number of words by 0.39 and add it to the average number of syllables per word multiplied by 11.8.
- **Step 4:** Subtract 15.59 from the result.
 - $FKRA = (0.39 \times ASL) + (11.8 \times ASW) - 15.59$
 - FKRA = Flesch-Kincaid Reading Age
 - ASL = Average Sentence Length (i.e., the number of words divided by the number of sentences)
 - ASW = Average number of Syllable per Word (i.e., the number of syllables divided by the number of words)
- The score indicates a grade-school level (i.e., a score of 9.3 means that a ninth grader would be able to read the document).

Check readability for Microsoft Word documents

The screenshot shows the Microsoft Word interface with the 'Readability Statistics' dialog box open. The dialog box displays the following data:

Counts	
Words	493
Characters	2,539
Paragraphs	8
Sentences	34

Averages	
Sentences per Paragraph	6,8
Words per Sentence	14,2
Characters per Word	5

Readability	
Flesch Reading Ease	51,2
Flesch-Kincaid Grade Level	9,6

The background document text includes the following paragraphs:

My Reading Strategies That

Recently, a great number of people try to learn a speaking, and writing are building stones of learning a reading is the most important skill. To overcome the several strategies. In this respect, this paper aims to reveal strategies.

Firstly, I am going to consider the strategies that example, reconsidering and revising background knowledge strategy that I employ. Before I read a text, I think about topic. In this way, I can better understand the text. My strategy is rereading. In case of difficulty in understanding the text, I reread the problematic part. Most of the time, it assists me to understand the problematic information. In addition to these two beneficial strategies, I also try to guess the forthcoming information in the text. I benefit from this strategy as it province faster reading ability. Thus, the strategies that I most

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to give importance in the text. In this way, I can discriminate important m less important information. Although I employ these two strategies ight be a good idea to use them more often since they are believed to be gies.

I will investigate the strategies that I never use. For instance, I never take margins while I am reading the text. If I take notes, I fear that this slows down ed. However, taking notes may contribute to the comprehension. Underlining gy that I never use. Before writing this assignment, this strategy did not seem . However, it is clear that underlining may help readers discriminate important m less important ones. Then, employing these two strategies may result in ension.

In conclusion, metacognitive reading strategies that I highly employ assist me to comprehend better. However, I may need to employ the other less frequently used strategies more often. More importantly, I need to benefit from the strategies that I never use. All things

Hemingway editor

<http://www.hemingwayapp.com>

Calculate readability

The screenshot displays the Hemingway Editor interface. At the top, there is a toolbar with options: Bold, Italic, H1, H2, H3, Quote, Bullets, Numbers, and Link. Below the toolbar, the main text area contains the following content:

Hemingway App makes your writing bold and clear.

The app highlights lengthy, complex sentences and common errors; if you see a yellow sentence, shorten or split it. If you see a red highlight, your sentence is so dense and complicated that your readers will get lost trying to follow its meandering, splitting logic — try editing this sentence to remove the red.

You can **utilize** a shorter word in place of a purple one. Mouse over them for hints.

Adverbs and weakening phrases are **helpfully** shown in blue. Get rid of them and pick words with force, **perhaps**.

Phrases in green have **been marked** to show passive voice.

You can **format** your *text* with the toolbar.

Paste in something you're working on and edit away. Or, click the Write button and compose something new.

On the right side, there is a sidebar with the following information:

- Buttons: Write, Edit
- Logo: Hemingway Editor
- Section: Readability
- Grade: Grade 6
- Status: Good
- Words: 133
- Show More ▼
- 2 adverbs, meeting the goal of 2 or fewer.
- 1 use of passive voice, meeting the goal of 2 or fewer.
- 1 phrase has a simpler alternative.
- 1 of 11 sentences is hard to read.
- 1 of 11 sentences is very hard to read.

For more on readability

- Visit
<http://www.readabilityformulas.com/>
- To calculate SMOG, visit
<http://webpages.charter.net/ghal/SMOG.html>

Word and Phrase

Word frequency check, corpus

www.wordandphrase.info

WORD AND PHRASE . INFO
FREQUENCY LISTS - ANALYZE TEXTS | ALL GENRES - ACADEMIC

DAVIES | BYU | COCA
LOG IN | HELP

ENTER TEXT BELOW -SAMPLES- | MY TEXTS

different styles of English. For example, if you click on the words potent argument in the text that you enter, it will suggest alternate ways to express this (e.g. powerful or convincing argument), and it will show you the frequency of those phrases in COCA -- overall, and by genre. This will help you use "just the right phrase", based on a huge collection of native English texts.

SEARCH CLEAR HELP WORD PHRASE

Select individual words in the text to see "word sketches"

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000	HELP
	311 WORDS	69 %	16 %	15 %	

You can enter any text that you would like in the form at the left -- for example, a paper that you've written, or a newspaper article that you've copied from another website. After inputting the text, you can then see useful information about words and phrases in that text, based on data from the Corpus of Contemporary American English (COCA).

First, it will highlight all of the medium and lower-frequency words in your text and create lists of these words that you can use offline. This frequency data can help language learners focus on new words, and it can allow you to see "what the text is about" (i.e. text-specific words). You can also have it show you the "academic" words in your text.

Second, you can click through the words in the text to see a detailed "word sketch" of any of the words -- showing their definition, and detailed information for the word from COCA -- collocates (which provide meaning into the meaning and usage of

SEE ENTRIES BELOW USEFUL (EXACT) **ADJ (2037)** PHRASE (HELP)

SYNONYMS (click to see) [?]

helpful	
1134 effective	
2037 useful	
2295 practical	
3073 helpful	
4268 functional	
6468 handy	
7568 constructive	
11051 informative	
16193 nifty	
21738 serviceable	
valuable	
2621 valuable	
4801 suitable	
5042 beneficial	
5428 convenient	
7064 worthwhile	
14590 advantageous	
20845 expedient	

USEFUL / (RANK 2037, FREQ 19600)

	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
CLICK BAR TO LIMIT					
STORED	17	22	47	16	100
MORE	1624	1946	4585	1669	9776

DEFINITIONS (WORDNET) (BAD ENTRY?)
1. being of use or service 2. having a useful function 3. of great importance or use or service 4. capable of being turned to use or account

COLLOCATES (click to see with USEFUL)
noun information, tool, way, purpose, life, data, thing, model, feature, product, knowledge, work **misc** may, very, more, provide, find, most, prove, might

CLICK WORD TO: SEARCH AS COLLOCATE QUERY THAT WORD [?]

CONCORDANCE LINES

	GENRE		SORT	SORT	SORT		
1	MAG	plants led her to harvest and eventually to cultivate them: as	useful	additions	to her vegetable and herb garden ."	Generally , edible	
2	MAG	may be conducted-which means people could soon find out just how	useful	Ameer	's tools	are . Helene Andersson , 29 # Silex Microsystems	
3	ACAD	the phase transition complete . Boiling water again is the	useful	analogy	of	bubbles of steam form and rise to the surface	
4	FIC	one 's time profitlessly , which might have made it a	useful	and	lively work	, but about how much can be achieved by	
5	ACAD	by three variables : the situation that makes the concept	useful	and	meaningful	the operation that can be used to deal with	
6	ACAD	, suggesting that brief functional analysis procedures can be	useful	and	practical in	natural settings . # Lewis and Sugai (1996	
7	MAG	gift of a brightly colored bib to wear . They 're	useful	and	will have	a life beyond the party . BE CAREFUL WITH	
8	ACAD	so reverently . Our British hands are large , practical ,	useful	appendages	of	but they are ugly , clumsy , uncouth . They	
9	MAG	the abundant supply had enabled " our hospitals to extend its	useful	application	to	the poorest patients . " # That year Tucor	
10	MAG	hope a newly discovered gene -- called AMACR -- might be	useful	as	a	screening	test for prostate cancer , the most common cancer

exemplar

Words in context

www.springerexemplar.com

The screenshot displays the SpringerExemplar search interface. At the top, it features the SpringerLink, Springer.com, and About logos, along with the Springer logo and the BMHLINGUISTICS logo (Centre for Biomedical and Health Linguistics). The main search area is titled "Snippet Search" and indicates that 12,375,619 documents are being searched. The search term "nativization" is entered in the search box, and the "Search" button is highlighted. Below the search box, there are options to filter by "Subject" and "Publication", and a checkbox for "Search for similar words".

Showing 1 to 25 of 48 matching articles

Results per page: 25

1 | 2 | >

... a concrete instantiation of structural **nativization** in local varieties of English. ...

... as instantiations of syntactic **nativization** in China English. ...

... a concrete instantiation of structural **nativization** in local varieties of English. ...

... The **nativization** of Modern Hebrew at the end of the ...

... as 'a performance variety and result of **nativization** of the English language'. ...

... second characteristics is the process of **nativization** or 'Europeanization' of English, and ...

... 1956 Revolution a very slow process of '**nativization**' commenced, marked by such factors as ...

... education" therein. With the ongoing **nativization** of English, came the critically oriented ...

... increasingly found. The third phase is **nativization**, the central phase when linguistic and ...

... (1912): 115–16. Similar readiness for "**nativization**" with the indigenous population has ...

year published

subject (see all 85)

Applied Linguistics	23
Language Education	22
Linguistics	18
Education	10
Comparative Linguistics	9

country (see all 20)

Marking mate

Check your writing

www.readingandwritingtools.com

Step 1: Copy your paper into the box below

come to my mind before reading the text. It is quite important to remember these questions while reading as these questions assist me to relate new information with my background knowledge. I also try to anticipate how to use the knowledge that I learn from the text. This is also important because I can identify where to give importance in the text. In this way, I can discriminate important information from less important information. Although I employ these two strategies frequently, it might be a good idea to use them more often since they are believed to be effective strategies.

Thirdly, I will investigate the strategies that I never use. For instance, I never take notes into the margins while I am reading the text. If I take notes, I fear that this slows down my reading speed. However, taking notes may contribute to the comprehension. Underlining is another strategy that I never use. Before writing this assignment, this strategy did not seem effective to me. However, it is clear that underlining may help readers discriminate important information from less important ones. Then, employing these two strategies may result in better comprehension.

In conclusion, metacognitive reading strategies that I highly employ assist me to comprehend better. However, I may need to employ the other less frequently used strategies more often. More importantly, I need to benefit from the strategies that I never use. All things considered, although the use of strategies differs from one reader to the other one, it is essential to be aware of the existence of different strategies in order to employ them appropriately.

Clear Text

Step 2: What do you want Marking Mate to check?

- Use standard settings (try this the first time!) Change settings

Step 3: Check your paper with Marking Mate!

Your Results

What the colors below mean:

Academic Style = Red | Grammar / Spelling = Green | General Style = Blue

PARAGRAPH 1:

Recently, a great number of people **try** to learn a foreign language. Reading, listening, and writing are building stones of learning a foreign language. Among them, reading is the most important skill. To overcome the problems in reading, readers employ several strategies. In this respect, this paper aims to reveal **my** employment of reading strategies.

Report Card ?

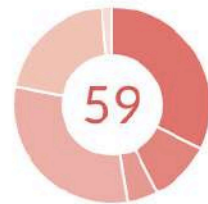
- Paragraph Rating: 😊
Sentence Rating: 😊
Vocabulary Rating: 😊
Academic Style Rating: 😊
Grammar/Punctuation Rating: 😊
General Writing Style Rating: 😊

Overall Score: 6/12 😊

grammarly

Check your writing and similarity

www.grammarly.com



We didn't find any plagiarism, but we found 59 writing issues.

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Plagiarism was not detected



Grammar

19

- 15 Determiner Use (a/an/the/this, etc.)
- 1 Incorrect Noun Number
- 1 Faulty Subject-Verb Agreement
- 1 Wrong or Missing Prepositions
- 1 Modal Verbs

Punctuation

6

- 2 Punctuation in Compound/Complex Sentences
- 4 Comma Misuse within Clauses

Spelling

3

- 3 Confused Words

Enhancement

18

- 18 Word Choice

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Instructions: paste or compose a document below. Click *Check Writing* to get feedback on your writing. Click an underlined **spelling error**, **grammar suggestion**, or **style suggestion** to see more options.

THE ROLE OF USING NATIVE LANGUAGE IN LEARNING SECOND LANGUAGE

The process of education of L2 as English sometimes may be daunting young learners, particularly in classroom environment. Whether L2 should be spoken in classroom or not has been a matter of debate among some authors for years. Especially, what authors debate is the role of speaking English completely to children's native language. However, there is a number of reasons why teachers should use both L1 and L2 in the class environment since this enables learners to feel more confident as well as relaxed, and make easier to adapt new language.

As the first point, there are some situations in which students are required to speak their mother tongue or foreign language they learn. This should be taken into consideration by teachers by virtue of differences of young learners. There is Philips's point of view that in favor of this claim (2001, p.6). "What is important is that the children are given clear guidelines on when they are expected to use English and when their first language is

Check Writing

Conclusion

- Make use of digital tools to improve your writing.
- Avoid paraphrasing tools as they do not work effectively.
- Gentle reminder!
 - Avoid contract cheating and act with integrity!
- Ensure the reliability of the tool!
 - Some digital tools may make a copy of your submission and distribute it to third parties!

THE
END