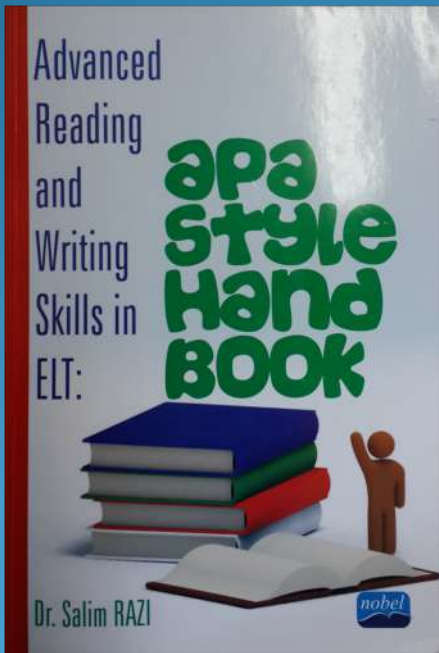




# Digital writing tools

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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 is titled 'Sample\_Paper\_1\_Sena [Compatibility Mode]' and contains text about reading strategies. The author's name 'Sena ÖZBAŞARAN' and ID '130102067 ELT-1C' are visible in the top right corner of the document.

# 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. On the right side, there are 'Write' and 'Edit' buttons. 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, the 'Hemingway Editor' logo is displayed. Below it, the 'Readability' section shows 'Grade 6' and 'Good'. The word count is 'Words: 133' with a 'Show More' dropdown. Below this, there are five colored boxes with feedback:

- 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  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
311 WORDS	69 %	16 %	15 %

HELP

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
<b>2037</b>	<b>useful</b>
2295	practical
3073	helpful
4268	functional
6468	handy
7568	constructive
11051	informative
16193	nifty
21738	serviceable
<b>valuable</b>	
2621	valuable
4801	suitable
5042	beneficial
5428	convenient
7654	worthwhile
14590	advantageous
20845	expedient

**USEFUL J** (RANK 2037, FREQ 19600)

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

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

**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 [?]




# exemplar

## Words in context

[www.springerexemplar.com](http://www.springerexemplar.com)

**exemplar**  
words in context  beta

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Concept by **BMHLINGUISTICS**  
Centre for Biomedical and Health Linguistics

**Snippet Search**


Searching **12,375,619** documents.  
Discover how a particular term or phrase is used in scientific literature

Search for:

Subject:  OR Publication:

☐ Search for similar words

**year published**



1989 2016

**subject** (see all 85)

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

**country** (see all 20)

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 ...



# Marking mate

## Check your writing

[www.readingandwritingtools.com](http://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


Digital writing tools by S. Razi


12

# grammarly

## Check your writing and similarity

[www.grammarly.com](http://www.grammarly.com)





59

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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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Proceed to the next step

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# Polish my writing

## Check your writing

[www.polishmywriting.com](http://www.polishmywriting.com)

**After** <sup>the</sup>  **Deadline**

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### Try After the Deadline

**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