The Internet as a Reference Tool for Second Language Academic Writers

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An outline of the presentation

1. General challenges of second language writers
2. Practical challenges of SLWs
3. Internet resources for SLWs
4. World wide web/corpora as reference tools for SLWs
5. Language forums as reference tools for SLWs
6. Online dictionaries as reference tools for SLWs
7. Software as reference tools for SLWs
   A. Multiword pattern analytical tools
   B. Spelling and grammar checkers
   C. Online machine translators and bilingual dictionaries
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1. General challenges of second language writers

- Writers for whom English is a second or foreign language constitute 80% of all English writers (Graddol, 1997)
- ESL writers face more problems than their native counterparts (Nkemleke, 2011)
  - Idiosyncratic rhetoric norms (Ibanez and Schroeder, 2010: 2)
  - Different etymological trainings (Cadman, 1997: 3)
  - Their choices and uses of words are culturally determined e.g. the use of “I” in academic papers
  - Restricted knowledge of terms and variability of expressions
  - Lack of sensitivity to vocabularies e.g. degree, of formality and offence
  - Restricted knowledge of grammar
2. Practical challenges of second language writers

- Correctness of mass noun – e.g. in full war gear/in full war gears, against the danger/against the dangers

- Correctness of pronoun/particles – e.g. judging from/with discussions in workshops, on the internet/in the internet

- Tenses – e.g. is past tense of hang, hanged or hung?
2. Practical challenges of second language writers

- Correctness of a MWE – e.g. in a turn of events or in \textit{the} turn of events, shed crocodile tears or crocodile’s tear

- Correctness of spelling – e.g. well-known or well known

- Format of genre – resume, abstract, concept note

Internet has a number of resources that can help SL writers to mitigate these challenges
3. Internet resources for SLWs

- World wide web and corpora
- Forums
- Dictionaries
- Web pages
- Software
  - Reference software – Endnote and other Bibliographic Reference Programs, Mendeley, and Zotero
  - Online spelling and grammar checkers
  - Machine Translators
4. World wide web/corpora as reference tools for SLWs

- Searching expressions in world wide web can help SL writers to determine the most common/appropriate form of an expression

- Google search engine in inverted commas
4. World wide web/corpora as reference tools for SLWs

- Academic domain realizes trustworth results

![Google search results for "aims at".ac.uk](image1)

![Google search results for "aims to".ac.uk](image2)

- About 948,000 results (0.29 seconds)
- About 37,000,000 results (0.38 seconds)
4. World wide web/corpora as reference tools for SLWs

- Academic domain realizes trustworth results
5. Language forums as reference tools for SLWs

Language forums – are platforms where you can post a grammatical problem/writing challenge to elicit views of other language users on a particular linguistic challenge.

1. WordReference forums

   http://forum.wordreference.com/

2. Language forums

   https://www.myenglishpages.com/forum/forum_files/forum_index.php#.VYr7f0b3RiE

3. Grammatist

   http://grammarist.com
5. Language forums as a reference tools for SL writers

4. UsingEnglish.com

http://www.usingenglish.com

- Query formats: the difference between to me and for me
- Query retrieve a number of discussions on the problem in question from different experts in the field
- You judge the best answer by the discussions in the forum of your choice
5. Language forums as reference tools for SL writers

Re: Hard or hardly

Originally Posted by The French

Hello, I am 'The French',

I saw in a grammar rule for adverb in English, that the adverb for the word 'hard' is the same as the adjective hard.

Sometimes, people use hard or hardly for the adverb, but my question is, are the both correct?

Thank.

Hard can be either an adjective or an adverb:
It was a hard hit. (adjective)
The champion hit hard. (adverb)
Either way hard implies putting effort into the task.
Adverbial use of hard is often associated with verbs of action, and forms compounds with them, as in hard-earned, hard-fought, hard-won, hard-working. In
5. Language forums as reference tools for SL writers

In the end / at the end

In the end / at the end

Answer

Isaac, from Israel, asked about the difference between *in the end* and *at the end*, and when to use them.

**In the end**

*In the end* is used mostly as an idiom that means "finally," "after a long time," or, "when everything is considered." It is often followed by a comma. Here are some sentences with this idiom:

1. We worked hard, and *in the end*, we achieved our goal.
2. *In the end*, what really matters in a friendship is trust.

**At the end**

*At the end* is used in the idiom "at the end of the day," which means something similar to *in the end* (= when everything is considered). However, *at the end* is most commonly used more literally, as a prepositional phrase followed by *of*, to refer to the end of a specific noun. This noun can be a physical object, a period of time, an event, a place, or something more abstract, such as one's patience.

Here are some sentences with *in the end + of*:

1. The project was completed *in the end of the month*.
2. *At the end of the term*, the students were exhausted.
6. Online dictionaries as reference tools for SLWs

- Online Oxford Collocation Dictionary
- Helps you sound professional and natural

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6. Online dictionaries as reference tools for SLWs

| FINDING + VERB | be based on sth | The findings are based on interviews with more than 2,000 people. |
| relate to sth | Our findings relate to physically rather than the visually handicapped pupils. |
| apply to sth | The findings from the case study school may apply to schools elsewhere. |
| indicate sth, point to/towards sth, reveal sth, show sth, suggest sth | Our findings point to a lack of training among social services staff. |
| agree with sth, be consistent with sth, be in agreement with sth, be in line with sth, confirm sth, support sth | Our recent findings are in line with those of an earlier study. |
| conflict (with sth) | lead to sth | The findings led to the conclusion that ... |
| provide sth | The research findings will provide practical assistance for teachers. |
| be made | Similar findings were made in Spain. |
| emerge | A similar finding emerged from a later experiment. |
6. Online dictionaries as reference tools for SLWs
7. Software as reference tools for SLWs

7 A. Multiword pattern analytical tools

FYI:
- Some sample query types to try: time way word under keep make.
- You can use part-of-speech categories in your query as in: verb time
  Some you can use: [verb], [noun], [adj], [adv] and [prep].
## 7. Software as reference tools for SLWs

### 7 A. Multiword pattern analytical tools

![StringNet](image)

<table>
<thead>
<tr>
<th>No.</th>
<th>Chunks</th>
<th>Frequency</th>
<th>Examples (from BNC)</th>
<th>Parent (more general versions)</th>
<th>Child (more specific versions)</th>
<th>Expand (longer versions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[noun sg] suppose that the [noun]</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>[noun sg] suppose that the [noun sg]</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>[noun sg] suppose that [noun]</td>
<td>23</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>[noun] for supposing that the [noun]</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>[noun] suppose that [noun]</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>[noun sg] suppose that the [noun sg] of</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>[noun] suppose [noun]</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>[noun sg] suppose [noun]</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7 B. Spelling and grammar checkers

- Show grammatical and punctuation mistakes in a text
- Suggest appropriate vocabularies and punctuation
- Shows plagiarism
  - Grammarly
    - [https://www.grammarly.com/1](https://www.grammarly.com/1)
  - Grammar check
    - [http://www.grammarcheck.net/](http://www.grammarcheck.net/)
  - SpellCheckPlus
    - [http://spellcheckplus.com/](http://spellcheckplus.com/)
7 B. Spelling and grammar checkers

The Ultimate Writing Tool

Eliminate 10 times more errors, improve word choice, and detect plagiarism with the world's most advanced writing tool.

Check your text

Upload a file
7 B. Spelling and grammar checkers

- SpellCheckPlus

English language in Tanzania is considered as an official language but it is used in fewer domains compared to Kiswahili. This is because it is spoken by at least 10% of the population, which is made up by educated people. Being a global language English is perceived to be an important in Tanzania. In formal education, English does Kiswahili language is compulsory subject at primary level. At secondary level, English is both the medium of instruction in education and compulsory subject, while at the tertiary level it is the medium of instruction and also taken a carrier subject both in A' level and University level (Martha 1997). This policy also is applied in Zanzibar as part of Republic of Tanzania.
7 B. Spelling and grammar checkers

Grammar score: 83% (number of words: 120)
Summary of Possible Errors

- **punctuation**
  - **Language but it** You should use a comma before *but* if it introduces a complete clause, e.g.: *I'd like to go, but I can't afford it.*

- **word form**
  - **considered as** It would be simpler to use only the word *considered*, e.g.: *She is considered an expert.*
  - **A'** You probably need to remove the apostrophe.

- **spelling**
  - **Kiswahili** Swahili, Swahilis, Swahili's, Kissable, Sahel, Swill, Pigswill, Isahella, Sweatily, Gasohol, Erstwhile, Swaddle
7 C: Online machine translators & bilingual dictionaries

- People tend to use their mother tongue as the language to think, dream and feel emotion (Guvercin, 2010)

- We sometimes only know the concept in our mother tongue or a second language, not in our medium of writing (English in this case)

- In this context, there are a number of online machine translators and bilingual dictionaries that can help a second/foreign language writers to find an equivalent sense in his/her medium of writing
7 C. Online machine translators & bilingual dictionaries

Translate

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Swahili</th>
<th>Detect language</th>
<th>Arabic</th>
</tr>
</thead>
</table>

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7 D. Style formatting and citation software

With many thousands of satisfied users, this popular APA Style software streamlines the task of creating references for the wide range of print and electronic sources used by academic writers today. Just select a reference type and fill in the user-friendly dialog box—FormatEase™ inserts the citation in your Microsoft® Word document and adds the source to your reference list. Since the software is an add-in to Word, it's simple to install and use; you will be up and running in minutes.

Provides quick and effortless formatting help:

- Getting your work into publishable APA format (conforming to the sixth edition of the APA Style manual) has never been easier.
- Stop worrying about the form of your papers—now you’re free to focus on the content.
- Handy manual includes installation and application guidelines.
8. Conclusion

- Internet has a lot of helpful resources for second language writers.
- It gives SL writers much information on the subject of their choice.
- It reduces time used to write a good paper (easily accessible).
- It coaches second language writers on format and grammar so that their productions are acceptable to the academic community.
- Even so, there is a lot of wrong information on the internet.
9. References


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