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UNDERSTANDING TEXT COMPLEXITY

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Text complexity analysis is an important task in Education for it can help teachers choose appropriate texts for their students on the basis of their educational level. In this regard, knowledge is transmitted orally, in writing and through media. Being so, reading is one of the most relevant tools in the learning process. PISA argued that it is our reading capability the one that let us access all this information. There are three interrelated components that examine the complexity in the reading comprehension process and they are as follow: *qualitative dimension*, where complexity is examined by the meaning or purpose of the text; *quantitative dimension*, where indices connected to quantitative aspects such as word length, frequency, incidence of grammar structures, etc. are used to examine complexity; and *reader-task* where variables related to the reader, like motivation and knowledge of the task, are considered [1].

Coh-Metrix is a language analysis tool developed in the University of Memphis. It helps assess texts via cohesion, coherence relations and readability measures. More importantly, exposed the idea that cohesion gives more information about the degree that ideas in the texts are plainly related to each other, facilitating a unified situation model for the reader.

Coh-Metrix 3.0 provides 110 indices in its free version. These indices are categorized in eleven (11) groups: *Descriptives*, used to assess patterns in text such as number of paragraphs, words or syllables per word; Text easability principal components scores, which analyses linguistic features in the text such as temporality, narrativity and connectiveness; *Referential cohesion*, which analyses the number of cohesion relations that a human reader could do based on the propositions and sentences of the text; *Latent semantic analysis*, which scrutinizes the similarities of the sentences and paragraphs; *Lexical diversity*, which measures the type of token ratios to deduce high cohesion; *Connectives,* which counts the incidence of connectives in the text*; Situation model;* with indices related to the reader's mental representation of the text; *Syntactic complexity,* which syntactically assesses the sentence and analyses the word density; *Syntactic pattern density*, which analyses the incidence of different types of patterns in the texts; *Word Information,* which demonstrates the word type density in the text*; and Readability,* which analyses the text readability with formulae such as Flesh Reading Ease and Flesh-Kincaid Grade Level [2]. In the same token, *Text Inspector* is a professional web tool that analyses texts up to five hundred (500) words in its free version. It is a user-friendly web tool for teacher,

students, academics and anyone who desires to measure the vocabulary and discourse difficulty level of any text in English.

This study is based on literature review. This literature review has helped us understand difficulties in English texts suggested that there may be text features that have not yet been assessed or that have not yet been assessed or that can be. We have used Coh-Metrix and Text Inspector to analyse two excerpts from the research project written by Danielle McNamara. The corpus is based on two excerpts Lady Chatterley's Lover and A Mortgage.

According to our analyses the first text is high in narrativity which indicates that it is more story-like and may have more familiar words. More story-like texts are typically easier to understand. It has high word concreteness, which means there are many words that are easier to visualize and comprehend. The second text is Flesh Kincaid Grade Level 11.5. This text is low in narrativity which indicates that it is less story-like and have less familiar words. Less story-like texts are usually harder to comprehend. It is low in syntactic simplicity which means the sentences may have more clauses and more words before the main verb. Complex syntax is harder to process. This text is low in deep cohesion. This means there are few connective words that help to clarify relationships between events, ideas, and, information. Because of this, the text may be more difficult to comprehend, especially for unfamiliar topics.

Conclusion

In sum, we can reiterate that understanding text complexity is of a great importance to educators since it helps them select which text is in the optimal zone of the reader and the one that is not. Resolutely, Coh-Metrix and Text Inspector are relevant tools for achieving such goal. It is noteworthy mentioning that Text Inspector is very rich for it provides a very large information about a given text and is self-explanatory, whereas Coh-Metrix offers statistical data and therefore requires a deep interpretation for a whole understanding.

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TATAR-INFORM.RU. ҺӘМ BASHINFORM.RU САЙТЛАРЫНДА КУЛЛАНЫЛГАН СПОРТ ЛЕКСИКАСЫНЫҢ СТРУКТУР ҮЗЕНЧӘЛЕКЛӘРЕ

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Татарстанда спорт үсеше республика җитәкчелегенең социаль эшчәнлегендә өстенлекле юнәлеш булып тора. Хәзерге вакытта Татарстан