

1    **The Typability Index: A tool for measuring and controlling for typing difficulty**  
2    **in text stimuli**

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14

15

**Abstract**

16 In typing proficiency tests, like those used in job recruitment or research studies, individuals are  
17 evaluated based on their speed and accuracy. However, the difficulty of the typed text, its 'typability',  
18 can impact typing performance, introducing variability that is unrelated to skill. To ensure valid  
19 comparisons across individuals, time, and conditions, it is crucial to control for this variation in text  
20 difficulty. To address this issue, we develop the Typability Index, a model that predicts the relative typing  
21 speed of text. Building on earlier attempts to quantify typing difficulty from the 1940s, we create a more  
22 advanced typability model using the 136M Keystrokes dataset (Dhakal et al., 2018) where over 168,000  
23 participants each typed 15 sentences from a pool of 1,525 items. Through random forest regression,  
24 we identify 8 key predictors from 30 candidate variables, including the proportion of lowercase letters,  
25 word frequency, and syllables per word. Trained on 80% of the dataset and validated on the remaining  
26 20% and a novel dataset, the Typability Index explained 68-88% of the variance in typability, compared  
27 to the 34% explained by an earlier leading model (Bell, 1949). To promote higher control in typing  
28 research and assessments, we introduce a web-based tool to facilitate accurate measurement and fair  
29 comparisons of text typability.

30

31 Keywords: typing, keyboarding, typing difficulty, typability, experimental control, text stimuli, Shiny app.

32 **Why control for typing difficulty?**

33 Imagine that you are taking a typing test for a job as a transcriptionist. You have consistently practiced  
34 your skill under anticipated test conditions and are confident that you can pass. However, during the  
35 test, you find yourself typing much slower than expected. While nerves could play a part, there could  
36 also be another reason: the text you have been given is unusually difficult to type. The degree of  
37 'typability' of a given set of text can impact not only performance on typing tests but also outcomes of  
38 research studies that involve typing tasks.

39  
40 The current research focuses specifically on copy typing tasks, where participants transcribe visually  
41 presented text rather than generating text themselves. Typing performance in copy tasks may differ  
42 from that in composition tasks, due to the reduced linguistic and semantic processing demands (Bonin  
43 et al., 2015, in handwriting). Nonetheless, even within copy tasks, the typability of the presented text  
44 remains a critical yet often overlooked factor.

45  
46 Many experimental paradigms involve participants typing on a keyboard, often to compare performance  
47 across conditions. Some studies focus directly on the typing process, such as comparing typing training  
48 programmes (Donica et al., 2019), comparing typing on different input devices (Barrett & Krueger,  
49 1994), or examining how factors like treadmill walking speed affect typing (Funk et al., 2012). Typing  
50 behaviour is also frequently used as a proxy to investigate unrelated factors, such as the effects of  
51 emotional induction (e.g., typing happy vs. sad text; Maalej et al., 2022), or as a tool to assess recall of  
52 memorised words, for example in dual-task paradigms (Rossi, 2023).

53  
54 In these experiments, varying text may be presented depending on the condition, either as an  
55 independent variable or to reduce practice effects from repeated text (e.g. Ruan et al., 2018). However,  
56 it is well-established that certain features of the text itself can significantly impact typing behaviour  
57 (Salthouse, 1984, 1986). For example, the frequency of letter pairs (bigrams) in the language (e.g. "th"  
58 vs "tv"; Behmer & Crump, 2017; Dvorak et al., 1936; Shaffer & Hardwick, 1969) and whether bigrams  
59 are likely to be typed with single or separate fingers or hands (Dhakal et al., 2018; Gentner, 1983), can  
60 influence typing speed. Therefore, comparisons between conditions may not be valid unless the relative  
61 ease of typing, or typability, is appropriately accounted for.

62  
63 Failing to adequately control for typability has the potential to lead to at least three types of issues. First,  
64 researchers might find artificial differences between conditions if, for example, the 'happy' text set  
65 happens to be easier to type than the 'sad' text set. This could create a misleading impression that  
66 emotional content affects typing speed when the real cause was the text's inherent typability. Second,  
67 not accounting for typability might mask true differences between conditions. For instance, if typing  
68 'happy' text actually decreases typing speed but the text itself happens to be more typable, the true  
69 impact of emotional content could be obscured. Third, even when typing behaviour is not compared  
70 between conditions, inadvertently selecting text with extremely low (or high) typability can introduce  
71 floor and ceiling effects. Extremely easy or hard text may compress typing speed scores, making it  
72 difficult to accurately capture and compare typing abilities. These issues could undermine the validity  
73 and reliability of conclusions drawn from research involving typing.

74  
75 **How is typability currently controlled for?**

76 Several text stimuli banks are available for typing-related research (e.g., Graff, David & Cieri,  
77 Christopher, 2003; MacKenzie & Soukoreff, 2003; Vertanen & Kristensson, 2011), each positioned  
78 differently on the continuum between highly controlled and representative of real-world text. Some are  
79 specifically developed to investigate or compare text entry on various devices, a key focus in Human-  
80 Computer Interaction. For example, MacKenzie and Soukoreff's (2003) phrase set includes text with  
81 minimal use of capitals and punctuation to standardise device comparisons, addressing variations in  
82 the steps required to insert these characters. Similarly, the InputLog multilingual typing test (Van Waes  
83 et al., 2019) requires no capitals or punctuation, though is a step forward in standardisation across  
84 languages. In contrast, other banks may contain naturally typed sentences that require adjustments for

## THE TYPABILITY INDEX

85 standardisation. For example, Dhakal et al. (2018) selected items from two such corpora (Graff, David  
86 & Cieri, Christopher, 2003; Vertanen & Kristensson, 2011) and standardised sentence length as well  
87 as the number of capital letters and punctuation marks. While these adjustments aimed to manage text-  
88 related variables for consistency within their study, particularly in relation to international keyboard  
89 layouts, they were not specifically intended for comparing typing across different experimental  
90 conditions.

91 In studies that compare typing performance under different conditions, researchers may employ  
92 meticulous and labour-intensive strategies to address typability. For example, Pinet and Martin (2023)  
93 created two lists of 30 pseudowords and carefully matched them on features such as bigram frequency,  
94 hand/finger usage, and the number of letters. We employed a similar approach in upcoming  
95 publications, but while these methods yield precise control, the time and expertise required make them  
96 impractical for many research contexts. This complexity may explain why typability is not always  
97 adequately controlled for, highlighting the need for a Typability Index that consolidates the relevant  
98 text/key attributes that affect typing time into a single value.

### 99 **Practical research applications of a Typability Index**

100 A Typability Index would provide substantial benefit for research by offering enhanced control over the  
101 selection of text stimuli in research related to typing. It would enable researchers to fine-tune text  
102 selection for studies on typing behaviour or when typing serves as a proxy for other variables. For  
103 example, it could guide the selection of texts to ensure comparable typability across conditions, or  
104 differentiate texts by difficulty level. Additionally, typability scores could be integrated as a covariate in  
105 analyses where the text has already been selected or when other text features must be prioritised,  
106 similarly improving the signal to noise ratio around the true effects being studied.  
107

108 Another key benefit of a Typability Index is the potential to reduce or remove the need for stringent,  
109 possibly artificial restrictions on text characteristics during stimuli selection, such as sentence length  
110 and the number of punctuation marks. Instead, researchers could compile a diverse text set varying in  
111 length, punctuation, capital letters and other characteristics, and apply the Typability Index to match or  
112 contrast the typability between text set groups. This approach would enable the inclusion of more  
113 natural text in studies, rather than limiting choices to a predefined subset.  
114

### 115 **Previous attempts: ‘Typewritability’**

116 In the 1940s and ‘50s, there was interest in enhancing the reliability of typewriting assessments to  
117 accurately reflect changes in skill level. These efforts sought to quantify the so-called (at the time)  
118 ‘typewritability’ and were primarily composed of unpublished theses and dissertations, with some  
119 attempts to construct a typing difficulty index based on one or more predictors (West, 1957). Bell (1949)  
120 constructed a Difficulty Index using 38 100-word excerpts typed by 89 typewriting students. The index,  
121 based on syllables per word, keystrokes per word, and percentages of frequently used words, was:  
122

$$123 \quad \text{Difficulty Index} = 7.81 + 3.49 \text{ syllables per word} \\ 124 \quad + 0.08 \text{ percentage of frequently used words} - 2.44 \text{ keystrokes per word}$$

125  
126 There are some stark differences between this typing difficulty index from the ‘40s and modern methods  
127 of controlling for typability. Factors like syllable count and word frequency, once integral to controlling  
128 for typability, are often overlooked in contemporary studies. Conversely, modern research tends to  
129 control for elements like bigram frequency and hand-finger usage, which were not yet considered in  
130 earlier indices. This contrast raises the concern that modern methods may sacrifice important predictors  
131 of typability for simplicity, potentially underestimating or ignoring key factors that affect typing  
132 performance.  
133

134 **Requirements for a successful Typability Index**

135 For a modern Typability Index to be effective and enduring, there are arguably three important criteria  
136 it should meet.

137 **1. Consider a broad range of predictor variables**

138 With advancements in research and computational power, we can now consider a broader range of  
139 predictors for typing difficulty than those identified by Bell (1949) and colleagues. The revival of typing  
140 research in the 1980s, driven by the advent of word processors and personal computers, explored  
141 various factors affecting typing at the inter-key interval level (i.e., the time between two key presses),  
142 as reviewed by (Salthouse, 1984, 1986). We will provide an overview of the known text/key attributes  
143 influencing typing speed across different eras of research and offer a thematic classification to ensure  
144 a broad range of predictor variables are considered when constructing the modern Typability Index.

145 **2. Utilise suitable datasets for model training, testing and generalisation**

146 It is preferable that high quality datasets are used when training, testing, and assessing the  
147 generalisation of a Typability Index model. For example, training data should make use of a wide range  
148 of text items, each typed by a large number of participants at various typing speeds. Unfortunately,  
149 many existing typing datasets lack accessibility, text variety, or clarity in what text was actually  
150 presented. However, the 136 Million Keystrokes Dataset (Dhakal et al., 2018) provides a  
151 comprehensive resource that does not suffer from these shortcomings. This dataset includes data from  
152 over 168,000 participants who each typed 15 sentences from a pool of 1,525 items, ensuring text  
153 variety, robust sample sizes and a range of skill levels per item. We will use this dataset to train and  
154 test the Typability Index. Additionally, we will validate generalisability with a separate and novel dataset.  
155 The present authors previously collected data from around 100 volunteers, who each typed 15 movie  
156 quotes from the 1980s. This dataset will be described in more detail later and is openly available  
157 alongside this paper.

158 **3. Provide a user-friendly tool**

159 Finally, for a modern Typability Index to be successful, it should be user-friendly and accessible. In the  
160 latter part of this paper, we will introduce the Typability Index web app. This Shiny app allows users to  
161 upload novel text and receive the predicted typability scores. This data is also be available for over  
162 1,000 sentences from the 136 Million Keystrokes Dataset (Dhakal et al., 2018), listing calculated rather  
163 than predicted typability scores. In addition, users can create text sets that are selected to have the  
164 same (or different) mean typability.

165

166 **Research Aim**

167 In this paper, we introduce the Typability Index, designed to address the challenge of controlling for  
168 typing difficulty in research by predicting the relative typing speed, or typability, of input text. By  
169 employing advanced regression techniques and leveraging a broad range of candidate predictors and  
170 diverse datasets, we aim to offer a reliable and practical measure of typability. Our goal is to enable  
171 researchers to enhance their experimental control, either by ensuring the preferred typability levels  
172 across conditions or by incorporating typability as a covariate in statistical analyses.

173 Specifically, we develop the Typability Index model using random forest regression for feature selection  
174 and multiple linear regression for model building. We evaluate its predictive accuracy using both a  
175 subset of the Dhakal dataset and an entirely independent dataset, with the model explaining a  
176 substantial amount of variance in both cases. We also compare the Typability Index to Bell's (1949)  
177 Difficulty Index to demonstrate its improved predictive performance. Finally, we introduce the Typability  
178 Index web app, providing an accessible interface for researchers to apply the tool easily and effectively.

179

180	<b>Developing and Testing the Typability Index</b>		
181	<b>Identifying the main text/key attributes influencing typability</b>		
182	In developing the Typability Index, we conducted a wide-ranging review of the text/key attributes that influence typing behaviour. This was based on prior empirical evidence of relevance to typing speed or effort, theoretical links to motor, cognitive, or linguistic processes involved in typing, and practical feasibility of measurement, i.e. ability to automate calculation. Table 1 presents a summary of the most influential attributes identified across the literature, providing rationale and supporting references. The table also includes potential influences that have not been, to our knowledge, previously investigated.		
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189	While it is not feasible to include every text/key attribute ever explored in relation to typing speed, we have made a deliberate effort to cover a broad spectrum of influences on typability that capture motor, cognitive, and linguistic dimensions. To this end, we have categorised the influences into five interrelated themes that represent different aspects of typing behaviour, each of which is known or hypothesised to impact typability:		
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192			
193			
194			
195	<ul style="list-style-type: none"> <li><b>Text Processing (TP):</b> How easily text can be understood, remembered, and re-read during typing, e.g. text with fewer syllables is generally typed faster than those with more syllables.</li> </ul>		
196			
197	<ul style="list-style-type: none"> <li><b>Frequency of Use (FoU):</b> Relating to familiarity or practice, due to high occurrence levels, e.g. common letter pairs are typed faster than less frequent ones.</li> </ul>		
198			
199	<ul style="list-style-type: none"> <li><b>Layout (L):</b> Relating to the physical arrangement of keys on the keyboard, e.g. numbers, being further from the central area, are typically typed more slowly than other characters.</li> </ul>		
200			
201	<ul style="list-style-type: none"> <li><b>Biomechanical (B):</b> Relating to the physical mechanics of typing, e.g. letter pairs typically typed with the same finger, such as 'ee' or 'de', may be typed slower than those typically typed with different hands, such as 'ei'.</li> </ul>		
202			
203			
204			
205	<b>Table 1</b> Text/key attributes affecting typability, including classification and rationale		
206			
Text/Key Attribute	Description of metric	Rationale	Theme(s)
<b>Attributes present in early typewritability indices (e.g., 1940s, 1950s)</b>			
Keystrokes per Word	Total keystrokes required, divided by total words*.	Shorter words are typically typed at a faster rate than longer words (Bell, 1949). More syllables may slow text processing and typing (Bell, 1949).	TP
Syllables per Word	Total syllables, divided by total words*.	High-frequency words may be processed and typed faster due to familiarity/ practice (Bell, 1949).	TP
Word Frequency	Percentage of top-1000 English words, following Bell (1949).	Longer text may be typed slower due to pausing to reread (West, 1957).	TP, FoU
Total Keystrokes	Total keystrokes required, including shift.	Text with more words may be typed slower due to increased processing time (West, 1957).	TP
Total Words	Number of words in the text, identified as sequences of characters separated by spaces.	Less frequent, typically further away, and may require additional keystrokes (e.g. shift; West, 1957).	TP
Punctuation Marks	Count of punctuation marks, e.g. . . ? !	Requires shift or caps lock, which is used less frequently (West, 1957).	FoU, L
Uppercase letters	Count of uppercase/capital letters.		FoU, L
<b>Attributes since found to affect typing behaviour (e.g., 1980s)</b>			
Hand Categorisation	Number of bigrams (character pairs) that are: character repetitions; finger repetitions; hand repetitions; different hands	Different categorisations are typically typed at different rates (Salthouse, 1984, 1986).	B, L
Bigram Frequency	Average frequency of letter pairs in English.	High-frequency bigrams may be typed faster due to familiarity/ practice (Salthouse, 1984, 1986).	FoU
Right-Side Keys	Proportion of characters' keys on the right side of the keyboard.	Right hand is typically faster for most users (Dhakal et al., 2018).	L, B
Spaces	Count of spaces.	Spaces are generally typed faster, often by a thumb (Ostry, 1983).	L, FoU, B

Non-Dictionary Words	Number of words not recognised by standard dictionaries, including non-words, highly technical terms and typographical errors.	Likely typed slower due to unfamiliarity and text processing difficulty (Salthouse, 1984).	TP, FoU
<b>Additional proposed attributes, not investigated previously to our knowledge</b>			
Numbers	Count of numerical digits.	Less frequent and positioned away from the vertical centre.	L, FoU
Distance from Home Row	Average key distance from middle row of letter keys.	Greater distance may slow typing speed.	L

207  
208 Notes: Themes are Text Processing (TP), Frequency of Use (FoU), Layout (L), and Biomechanical (B). \*The number of words is  
209 customarily calculated as the number of characters, including spaces, divided by 5, which is used here unless stated otherwise.  
210 More specific derivations of the predictors considered for the model are presented in Appendix 1.

211

## 212 **Method**

### 213 **Training and Testing Dataset**

214 Here, we provide a summary of the pertinent features of Dhakal et al.'s (2018) 136 Million Keystrokes  
215 dataset, but refer readers to the original paper for more details. As described in more detail later, the  
216 model was trained on 80% of this dataset and tested on the remaining 20%.

217

218 **Participants.** Dhakal et al.'s (2018) participants comprised 168,960 volunteers (52.7% female),  
219 with a mean age of 24.5 years (SD = 11.2) and 75% were between 11 and 30 years old (full age range  
220 not stated). Participants came from 218 countries, with 68% from the US and 85% native English  
221 speakers. Participants' mean typing speeds ranged between 4–158 words per minute (wpm), with a  
222 mean of 51.56 wpm (SD = 20.20 wpm).

223

224 **Materials.** Dhakal et al.'s (2018) set of 1,525 English sentences (of which we used 1,493, see  
225 Appendix 2) were sourced from the Enron Mobile Email corpus (Vertanen & Kristensson, 2011) and  
226 English Gigaword Newswire corpus (Graff, David & Cieri, Christopher, 2003), with certain selection  
227 criteria applied by the authors. This criteria was a minimum of three words, a maximum of 70 characters,  
228 a maximum of four numbers, and only simple punctuation marks (, . ! ? '). These sentences included,  
229 for example, "1.5 million visitors will flood Atlanta each day of the Olympics.", "Kim, here's the PSCO  
230 website address.", and "What happened to the guy with the paper to sign?". Regarding devices, 98%  
231 of participants typed on either a laptop-integrated keyboard or standalone keyboard, with the remainder  
232 using an on-screen/touch keyboard or small physical keyboard.

233

234 **Procedure.** Each participant typed 15 sentences, which were randomly selected from the bank  
235 of 1,525 sentences described above. Each presented sentence remained visible while typing, with  
236 produced text entered into a standard text field immediately below. Participants were instructed to read  
237 and remember the sentence, then type it as quickly and as accurately as possible. No restrictions were  
238 placed on the text field, meaning participants were able to use backspace and their typing was not  
239 constrained to only correct characters (i.e. they could continue entering text if they made a mistake).  
240 Participants pressed enter to submit their response.

241

242 **Preprocessing.** To arrive at the sample described above, Dhakal et al. (2018) excluded  
243 participants who had not completed all 15 sentences, their demographic information, and a  
244 questionnaire about their typing experience/strategy. Participants must have also achieved an error rate  
245 of less than 25%. Participants were excluded if there were likely distractions or technical problems,  
246 identified as any inter-key intervals (duration between consecutive keypresses) above 50 seconds. Of  
247 the 168,960 remaining participants, each of the 1,525 sentences (of which we will use 1,418; Appendix  
248 2) were typed by 1,488–1,809 participants in the final dataset.

### 249 **Generalisation Dataset**

250 To extend our out-of-sample testing, we assessed generalisability using a previously unpublished  
251 dataset collected by the lead author during unrelated pilot testing. This dataset was gathered through a

252 gamified typing task that was promoted for the ESRC Festival of Social Science 2020 (UK), which  
 253 provided participants with personalised statistics on their typing performance and insights into the  
 254 benefits of efficient typing.

255  
 256 **Participants.** The group comprised 98 adult volunteers, with a mean age of 32.81 years (SD  
 257 10.43) and an age range of 19–62 years. Participant gender was not recorded. Participants' mean  
 258 typing speeds ranged between 16–102 wpm, with a mean of 64.26 wpm (SD = 17.03 wpm). A total of  
 259 330 participants began the task, but the current sample is limited to those who consented to have their  
 260 data collected (which was not recorded otherwise) and those who completed the 15 sentences.

261  
 262 **Materials.** There were 15 sentences, which were quotations from popular movies from the  
 263 1980s. These sentences included, for example, "Where we're going, we don't need roads!" (Back to the  
 264 Future, 1985) and "Back off man, I'm a scientist." (Ghostbusters, 1984). The full set of sentences is  
 265 presented in Supplementary Material B.

266  
 267 **Procedure.** Participants typed the 15 sentences in a random order. The presented sentence  
 268 was displayed in the centre of the screen in the font OCR A Extended, wrapping to multiple lines as  
 269 necessary. Prior to typing, the first character was displayed in white, with upcoming characters in pink.  
 270 As participants typed a correct character, the typed character became blue, and the next character to  
 271 be typed became white. If an incorrect character was entered (case sensitive), there was no visual  
 272 feedback, and the participant could not progress until the correct character was entered (no  
 273 backspacing was required). Entering the final character correctly led to post-trial feedback in wpm,  
 274 meaning pressing 'Enter' was not required to submit responses. Thus, the procedure differed slightly  
 275 between the tasks used for the main test/train dataset and the generalisation dataset.

276  
 277 **Variables**

278 ***Outcome Variable: Typability***

279 We first calculated the typing speeds for each participant's sentences in words per minute (wpm).  
 280 Following standard practice, the number of words was determined by dividing the total number of  
 281 characters in the string, including spaces, by five (Wobbrock, 2007). The typing time was defined as  
 282 the interval between the first key press and last key release of the sentence, including the final  
 283 punctuation mark. Therefore, we divided the number of 'words' by the total time in seconds and  
 284 multiplied this value by 60, yielding the gross wpm, which was not adjusted for errors.

285  
 286 Typability, or relative typing speed, was first calculated within each participant as the z-scored typing  
 287 speed of each sentence they typed. Specifically, the z-score was computed as  $z = (x - \mu)/\sigma$ , where  $x$   
 288 represents the typing speed for a given sentence,  $\mu$  is the participant's mean typing speed across the  
 289 15 sentences they typed, and  $\sigma$  is the standard deviation of their typing speed across these sentences.  
 290 The z-score of the typing speed is a useful measure because it is independent of participant's baseline  
 291 typing speeds and is appropriate due to the relatively normal nature of the underlying distributions. The  
 292 z-score indicates how much faster or slower the participant typed each sentence compared to their  
 293 average, expressed in standard deviation units. Subsequently, the mean z-score for each sentence  
 294 was calculated across the 1,488 to 1,809 participants who typed it.

295 ***Candidate Predictor Variables***

296 The 14 text/key attributes identified in Table 1 were operationalised into a set of candidate predictor  
 297 variables. For some attributes, multiple calculation methods were possible, resulting in more than one  
 298 variable derived from a single attribute. For example, character type proportions could be calculated  
 299 either as the proportion of total characters (e.g., proportion of characters that are lowercase) or as the  
 300 proportion of non-space characters (e.g., proportion of non-space characters that are lowercase), to  
 301 account for the distinct role that spaces play in typing (Salthouse, 1984). In other cases, a single

302 candidate predictor variable was deemed sufficient for an attribute, such as syllables per word. This  
 303 process produced a total of 30 candidate predictor variables, detailed in Appendix 1.

304

### 305 **Analysis**

306 We removed 32 presented sentences that contained grammatical or typographical errors (see Appendix  
 307 2). To assess the potential influence of typing errors, sentence-level accuracy was calculated as  $1 -$   
 308 (Levenshtein edit distance / presented sentence length), where the Levenshtein edit distance  
 309 represents the number of insertions, deletions, or substitutions required to transform the typed sentence  
 310 into the presented sentence (Levenshtein, 1966). The mean accuracy rate was then computed for each  
 311 sentence. Accuracy was uniformly high: the sentence with the lowest mean accuracy was typed with  
 312 97.53% accuracy, and the median sentence had 99.08% accuracy. The mean accuracy across  
 313 sentences was 99.04% ( $SD = 0.23\%$ ). As all sentences were typed with minimal deviation from the  
 314 presented sentence, no sentences were excluded based on error rate. The remaining 1,493 sentences  
 315 were randomly assigned to a training set (80%,  $n = 1,194$ ) or a test set (20%,  $n = 299$ ).

316 **Model Training**

317 With the typability outcome variable and the candidate predictors calculated for the 1,194 training  
 318 sentences, a three-stage feature selection process using the `{randomForest}` R package was  
 319 undertaken to determine the final predictors for the model. Details of the random forest specifications  
 320 can be found in Appendix 3.

321

322 **Stage 1: Identifying the most explanatory calculation methods.** A random forest regression  
 323 was first conducted to determine which calculation method best captured each text/key attribute (e.g.,  
 324 proportion of lowercase characters vs. proportion of lowercase *non-space* characters). All 30 candidate  
 325 predictor variables were entered, but attention was limited to those with more than one calculation  
 326 method. Importance was determined by the increase in mean squared error (% Inc MSE) when a  
 327 variable was excluded during the random forest process. The calculation method with the highest % Inc  
 328 MSE, indicating the greatest impact on prediction accuracy, was selected as the preferred method.  
 329 Other calculations for the same attribute were excluded from further stages.

330

331 **Stage 2. Addressing multicollinearity and singularity.** A second random forest regression  
 332 was run with the 17 remaining candidate predictors. The % Inc MSE plot was used to determine the  
 333 optimal number of predictors based on the inflection point, selecting 10 for the multiple regression  
 334 model. Variables with a Variance Inflation Factor (VIF) exceeding 10 indicated multicollinearity, while  
 335 singularity occurred when candidate predictors had linear relationships (e.g., total keystrokes = number  
 336 of characters / number of words), making it impossible to estimate unique coefficients. To resolve these  
 337 issues, the least important candidate predictor(s) (in terms of % Inc MSE) in each problematic group  
 338 was removed.

339

340 **Stage 3. Selecting the final predictors.** A third random forest regression was performed to  
 341 determine the ideal number of predictors based on the % Inc MSE plot. From the remaining 15  
 342 predictors identified in Stage 2, nine were selected as optimal at the inflection point and entered into a  
 343 multiple regression model. Multicollinearity was reassessed, and any non-significant predictors were  
 344 excluded, leading to a final model with eight significant predictors. Given the large sample size, the p-  
 345 value threshold was deemed appropriate to detect meaningful contributions to typability.

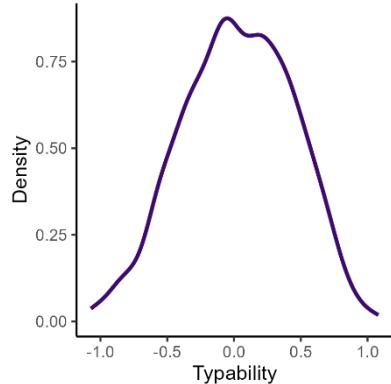
346 **Model Validation: Testing and Generalisation**

347 Actual typability scores and predictor variables were computed for the remaining 20% of sentences ( $n$   
 348 = 299) in the Dhakal dataset, representing the testing dataset. Predicted typability scores were then  
 349 generated by applying the equation from the trained model to the sentences in this testing set, and  
 350 these predictions were compared to the actual typability scores. The same procedure was followed for  
 351 the generalisation dataset.

352

353 **Results**354 **Typability Scores**

355 The distribution of typability scores in the training dataset is shown in Figure 1. Table 2 provides  
 356 illustrative examples of sentences for typability scores of 0,  $\pm 0.5$ , and  $\pm 1$ , along with a guide for typability  
 357 score interpretations.



358

359 **Fig. 1** Distribution of typability scores in the training dataset.

360

361 **Table 2** Interpretations and example text for different typability scores

Typability	Interpretation	Example Text
-1	1 SD slower than average	<ul style="list-style-type: none"> <li>• The Senate should approve a 14-year-old treaty.</li> <li>• Suite 2750 in Downtown Denver.</li> </ul>
-0.5	0.5 SD slower than average	<ul style="list-style-type: none"> <li>• He started Sunday's game and had two catches for 70 yards.</li> <li>• I'll ask, he just came by.</li> </ul>
0	Typed at one's average speed	<ul style="list-style-type: none"> <li>• I don't have the distraction of taking care of Mimi.</li> <li>• Do you want to fax it to my hotel?</li> </ul>
0.5	0.5 SD faster than average	<ul style="list-style-type: none"> <li>• Let me know if this is possible or where else I might find these.</li> <li>• The wind was strong and gusting.</li> </ul>
1	1 SD faster than average	<ul style="list-style-type: none"> <li>• I might have something at the office.</li> <li>• Thanks for sending this.</li> </ul>

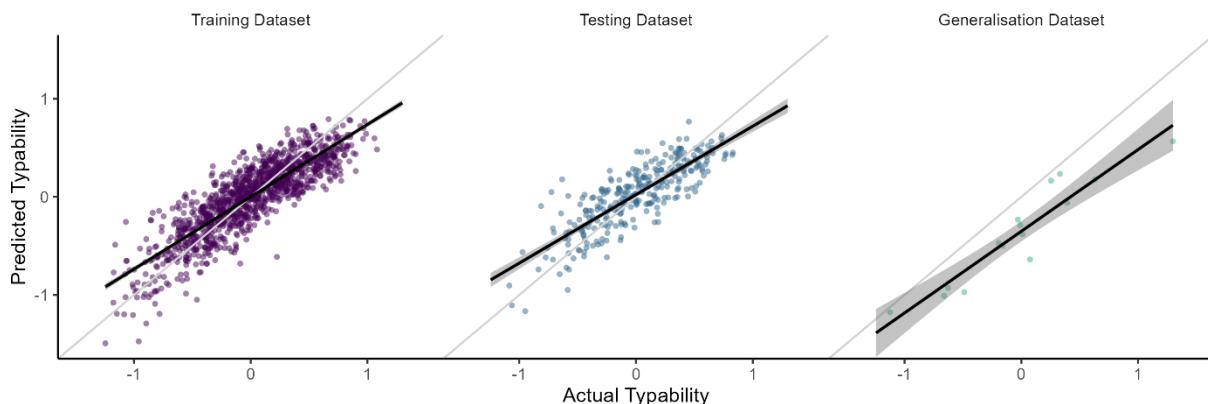
362

363 **The Typability Index**

364 Following the three-stage feature selection process using the training dataset, 8 predictor variables  
 365 were selected and entered into the multiple linear regression model. This model ( $F_{(8, 1125)} = 416.50, p <$   
 366 .001), with performance summarised in Figure 2A and detailed in Table 3, accounted for approximately  
 367 74% of the variance in typability (Adjusted  $R^2 = 0.736$ ), with prediction accuracy given by a Root Mean  
 368 Squared Error (RMSE) of 0.222.

369

370



**Fig. 2** Predicted vs actual typability scores across datasets. The model was trained on the training dataset (A) and then evaluated on the testing (B) and generalisation (C) datasets to assess its predictive performance and generalisability. Light grey diagonal lines represent identity lines, indicating a perfect relationship between predicted and actual scores. Black lines denote linear regression lines between the predicted and actual scores, with dark grey bands representing 95% confidence intervals.

**Table 3** The 8 predictor variables selected for the Typability Index

Predictor	Theme(s)	$\beta$	$B$	SE $B$	$t$	$p$
Proportion of lowercase non-space characters	L, FoU	0.533	4.694	0.207	22.68	< .001
Total keystrokes	TP	-0.433	-0.012	<0.001	-22.34	< .001
Syllables per word	TP	-0.300	-0.431	0.028	-15.22	< .001
Proportion of words within high-frequency words	TP, FoU	0.266	0.693	0.052	13.35	< .001
Proportion of symbol non-space characters	L, FoU	-0.220	-4.037	0.433	-9.32	< .001
Bigram frequency	FoU	0.192	<0.001	<0.001	12.49	< .001
Proportion of characters within non-words	TP, FoU	-0.157	-1.665	0.163	-10.23	< .001
Proportion of right-side keys	L, B	0.100	0.462	0.076	6.08	< .001
(Intercept)			-4.022	0.193	-20.89	< .001

Notes. Themes, as described above Table 1, are Text Processing (TP), Frequency of Use (FoU), Layout (L), and Biomechanical (B).  $\beta$  represents the standardised beta coefficient, while  $B$  denotes the unstandardised beta coefficient and SE is standard error. Positive  $\beta$  and  $B$  values represent typing ease (faster than one's own average) while negative values suggest difficulty (slower than average).

#### Validation: Testing and Generalisation

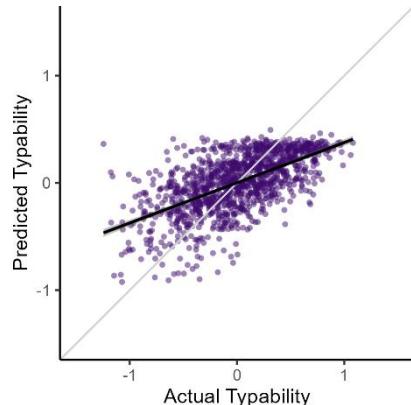
The trained model was evaluated on the testing dataset, constituting the remaining 20% of the Dhakal et al. (2018) dataset. The model explained approximately 68% of the variance in this separate dataset (Adjusted  $R^2 = 0.682$ ), maintaining a similar predictive error rate (RMSE = 0.222). To assess external generalisability, the model was then applied to a novel generalisation dataset collected by the current authors, resulting in an Adjusted  $R^2$  of 0.884 and RMSE of 0.399. This higher RMSE is due to a consistent underestimation of typability in this generalisation dataset. Figure 2 illustrates the relationship between the predicted and actual typability scores across the training, testing and generalisation datasets.

#### Comparison to Bell's (1949) Model

## THE TYPABILITY INDEX

394 The newly developed Typability Index was compared to Bell's (1949) model, which, as described in the  
 395 introduction, includes three of the ten predictors ultimately selected for the Typability Index. To ensure  
 396 a fair comparison, the predictor estimates from Bell's model were refit to the present training dataset.  
 397 The refitted Bell model ( $F_{(3, 1190)} = 238.10, p < .001$ ), with performance summarised in Figure 3 and  
 398 detailed in Table 4, explained approximately 37% of the variance in typability (Adjusted  $R^2 = 0.374$ ;  
 399 RMSE = 0.343).

400



401  
 402 **Fig. 3** Predicted vs. actual typability scores for the Bell (1949) model, based on the training dataset. For  
 403 additional details and context, refer to Figure 2.

404

405 **Table 4** A model of typing difficulty limited to Bell's (1949) predictors

Predictor	$\beta$	$B$	SE $B$	$t$	$p$
Proportion of words within high-frequency words	0.479	1.249	0.075	16.55	< .001
Keystrokes per word	-0.236	-0.114	0.021	-5.53	< .001
Syllables per word	0.051	0.073	0.059	1.24	.215
(Intercept)		-0.462	0.123	-3.76	< .001

406

407 Although these two models are not nested, making an ANOVA comparison invalid, a comparison of  
 408 Akaike Information Criterion (AIC) shows a clear advantage for the Typability Index. The Typability  
 409 Index achieved a substantially lower AIC (-186.34), compared to the Bell model (839.92) and an  
 410 intercept-only model (1395.37), indicating a markedly better fit despite the increased model complexity.  
 411 This supports the conclusion that the Typability Index provides a substantial improvement over prior  
 412 approaches to estimating typing difficulty.

413

### The Typability Index Web App

414 The Typability Index is available as a user-friendly Shiny App (<https://emily-a-williams.shinyapps.io/the-typability-index-web-app/>), offering an interactive interface for calculating typability scores and generating suggested groupings of text stimuli. Users can upload novel text as a .txt file (as shown in Figure 4) or access pre-calculated typability scores for the Dhakal et al. (2018) sentence set.

415

## The Typability Index Web App

text	typability
Is this the real life? Is this just fantasy?	0.16
When I was a young boy, my father took me into the city.	0.20
Workin' 9 to 5, what a way to make a livin'!	-1.33
Here we are now, entertain us.	0.07
What have I become, my sweetest friend?	-0.14
If everything could ever feel this real forever.	0.24
Jolene, Jolene, Jolene, Jolene, I'm begging of you, please don't take my man.	-1.41
I hurt myself today, to see if I still feel.	-0.07
I walk a lonely road, the only one that I have ever known.	0.07
I'm gonna fight 'em off, a seven nation army couldn't hold me back.	-0.52
Black hole sun, won't you come and wash away the rain?	-0.08
I push my fingers into my eyes, it's the only thing that slowly stops the ache.	-0.07
Because maybe, you're gonna be the one that saves me.	-0.09
I shot a man in Reno just to watch him die.	0.28

420  
421 **Fig. 4** An example of novel sentences uploaded along with their predicted typability scores. The panel  
422 displays options for suggesting groupings based on grouping type, number of groups, and group size.  
423

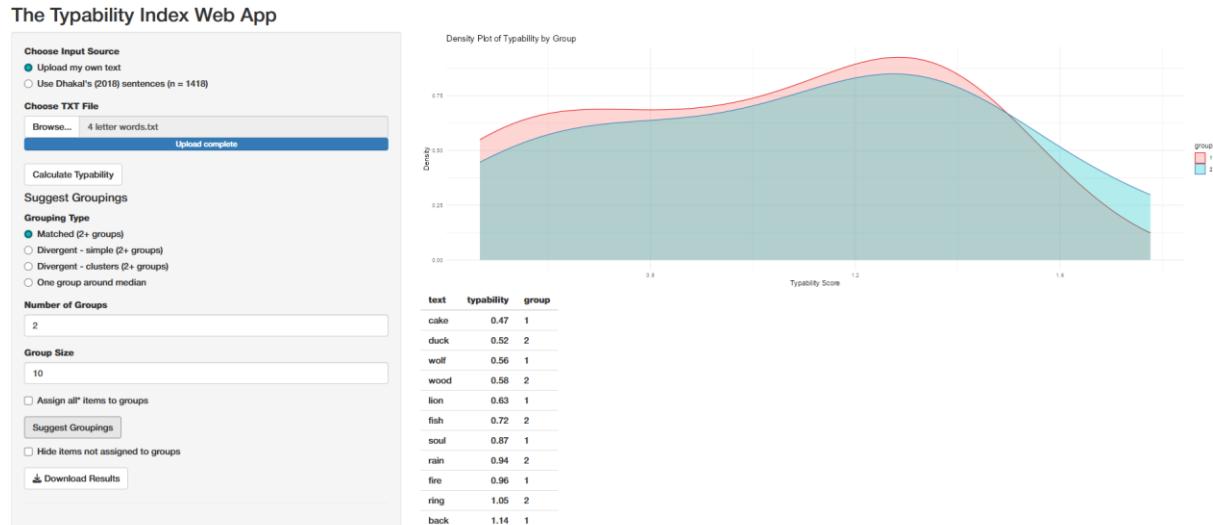
424 The app provides options for grouping text stimuli based on typability scores, allowing users to select  
425 from two types of groupings:

426

- 427 • **Matched Groups:** This option aims to create groups with comparable mean typability scores. This  
428 is done by ordering items by typability and then assigning them sequentially to groups in a round-  
429 robin fashion. When group size is specified, this selection is centred around the median, where item  
430 density is typically highest (assuming a normal distribution).
- 431 • **Divergent Groups – Simple:** This option aims to create groups with distinct typability levels. For  
432 example, to form an "easy" set and a "hard" set, items are ordered by typability, then the specific  
433 number of items from the top and the bottom are assigned to different groups. For more than two  
434 sets, the middle groups are centred around the relevant quantiles, i.e., the 50th quantile (median)  
435 for three groups, and the 25th and 75th quantiles for four groups, etc.
- 436 • **Divergent Groups – Clusters:** This option also creates groups with distinct typability levels, but  
437 prioritises balancing the variance across groups. A specified number of clusters is first generated,  
438 based on the desired number of groups. Items are then allocated to groups by selecting those  
439 closest to each cluster centre, helping to ensure that each group is both distinct in typability and  
440 reasonably consistent in spread across groups.

441  
442 These algorithms for group suggestions are designed to be simple for intuitiveness, but users are  
443 welcome to create custom groupings after exporting typability scores if they prefer. When using the  
444 suggested groupings, we encourage users to reflect on the underlying typability distributions of the text  
445 items and the output groupings, particularly with small samples of user-input text. The app provides a  
446 plot to help users visualise the distribution and composition of each group for this purpose. Fig. 5 shows  
447 a use case of assigning 20 four-letter words to two different groups based on matched typability. In this  
448 case, users should input each word on a separate line in the input .txt file, without a header line. Finally,  
449 typability scores and optional group assignments can be downloaded as a .csv file.  
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## THE TYPABILITY INDEX



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**Fig. 5** Suggested grouping for 2 groups of 10 four-letter words. Note that the user can scroll down to see the remaining group assignments, and download as a .csv file.

### General Discussion

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Controlling for typability is essential in experimental research involving typing, as several text/key attributes are known to significantly influence typing behaviour (see Table 1). Many studies require participants to type under different conditions, but without adequately accounting for typability, comparisons between these conditions may not be fair. This could result in false positives, false negatives, and even when not comparing between conditions, floor and ceiling effects. The Typability Index was developed to simplify and enhance experimental control in typing-related research by accounting for the most important text/key attributes influencing typing difficulty within a single metric.

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### Creation and Validation of the Typability Index

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We developed the Typability Index as a multiple regression model, which was trained on a randomly selected 80% of the sentences from the 136 Million Keystrokes Dataset (Dhakal et al., 2018). Our rigorous three-stage feature selection process identified eight key predictor variables (see Table 3), which collectively explain approximately 74% of the variance in typability with high prediction accuracy ( $R^2 = 0.736$ , RMSE = 0.222). The top three most influential predictors were the proportion of non-space characters that were lowercase letters, total keystrokes, and syllables per word.

471

The Typability Index showed substantial improvement when compared to Bell's (1949) model ( $R^2 = 0.374$ , RMSE = 0.343), which contained three predictors and was fitted using the same training dataset. The AIC values further confirmed the superior fit of our model, demonstrating its enhanced predictive power and practical utility, even when penalising for additional predictors.

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Validation of the Typability Index using the testing dataset maintained strong predictive power ( $R^2 = 0.682$ , RMSE = 0.222). Furthermore, the model generalised well to a novel dataset, collected under different conditions by different authors, explaining approximately 88% of the variance ( $R^2 = 0.884$ ). While the predictive error increased in this separate and significantly smaller dataset (RMSE = 0.343), where typability was consistently underestimated, this reflected a shift in the intercept while the slope remained close to that of the unity line. This suggests a difference in the mean typability of the training and generalisation datasets (Figure 2), perhaps due to the familiarity of the movie quotes in the latter. However, the relative typability of sentences within each set remained well-predicted, which demonstrates consistent relative performance. Therefore, we recommend that researchers avoid mixing actual typability scores (of sentences in the training dataset) with predicted typability scores (from any novel text input). Instead, if researchers wish to select text stimuli on the basis of typability

488 scores, they should depend only upon predicted or actual typability scores, not a mix of both. Overall,  
489 this validation shows that the Typability Index is robust and generalisable beyond the training data.  
490

#### 491 **Selected Predictors of Typability**

492 Each of the eight predictors in the Typability Index contribute uniquely to typing difficulty. In order of  
493 importance, the predictors that increased typability (making typing easier) are the proportion of non-  
494 space characters that are lowercase letters, the proportion of words within high-frequency words, the  
495 average frequency of each bigram in the language, and the proportion of right-side keys. Conversely,  
496 the predictors that lowered typability (making typing more difficult) are the total number of keystrokes,  
497 the average syllables per word, the proportion of non-space characters that are symbols, and the  
498 proportion of characters that inhabit words without entries in English dictionaries (US, UK, CA, or AU).  
499 These predictors encompass a wide range of cognitive, linguistic, biomechanical, and motor processes,  
500 providing a comprehensive assessment of the text/key attributes that influence typing performance.  
501

502 It is worth noting that some attributes that we expected to be predictive of typing difficulty were not  
503 selected for the final model during the feature selection process. The omission of the bigram finger/hand  
504 relations is particularly surprising, given the well-established differences in inter-key intervals for these  
505 bigram types (Dhakal et al., 2018; Gentner, 1983; Salthouse, 1984, 1986). This omission may be due  
506 to the fact that the relationship between the bigram types is not stable across skill level. That is, slower  
507 typists are typically faster at bigrams that constitute character repetitions than hand alternations,  
508 whereas this pattern is reversed in faster typists (Dhakal et al., 2018). Since the Typability Index was  
509 designed to be applicable across a wide range of typing speeds, with training data encompassing  
510 participants who typed between 4 and 158 words per minute, other predictors may have been more  
511 descriptive, generalisable and relevant for representing the diverse typing population.  
512

#### 513 **The Interactive Typability Web App**

514 In addition to developing the Typability Index, we developed an accessible tool to allow researchers to  
515 easily apply it to their research. We created a web app (<https://emily-a-williams.shinyapps.io/the-typability-index-web-app/>) that enables users to upload novel text or use Dhakal et al.'s (2018)  
516 sentences, calculate typability scores, visualise results, and download the typability scores and optional  
517 suggested groupings. Users can also create custom groupings after exporting typability scores if  
518 preferred.  
519

#### 520 **Practical Applications of the Typability Index**

521 The Typability Index and the associated web app provide several practical advantages for researchers  
522 of typing behaviour. The app enables more controlled sentence selection, allowing researchers to  
523 create text sets that (a) exhibit similar typability levels (matched groups) or (b) represent varying  
524 degrees of difficulty (divergent groups). In addition to these functionalities, typability scores can assist  
525 researchers in (c) avoiding floor or ceiling effects in typing performance, (d) potentially reducing the  
526 number of trials required for precise and reliable average typing speed measurements, and (e)  
527 alleviating traditional restrictions related to text length and punctuation, as overall typability can be  
528 effectively matched.  
529

530 Typability scores can also serve as a valuable covariate in various research contexts. For example, in  
531 studies involving self-generated or 'free' text, it could help to distinguish between the cognitive and  
532 linguistic processes of text planning and the inherent difficulty of typing the text. In this case, users could  
533 record the typing time of the self-generated material, then compare it between conditions, using  
534 typability as a covariate. Additionally, in memory tests where participants type back lists of items, using  
535 typability as a covariate could mitigate potential confounds from differences in typing difficulty between  
536 lists, which might otherwise impact cognitive load and memory performance. This may ensure more  
537 accurate measures of recall.  
538

540 Beyond research, the Typability Index has valuable applications for typing training and performance  
541 testing. For typing course developers, it allows for a progressive difficulty approach, presenting easier  
542 sentences initially and more challenging ones as learners advance. In the realm of typing tests for hiring  
543 or competitive typing, it ensures fairness by controlling for text difficulty, which is crucial for maintaining  
544 equitable test conditions and accurately assessing typing speed.

545

## 546 **Limitations**

547 The Typability Index's generalisability is influenced by three main constraints inherent to the training  
548 dataset. Firstly, the model is based on Dhakal et al.'s (2018) dataset, comprising 1,525 English  
549 sentences sourced from the Enron Mobile Email corpus (Vertanen & Kristensson, 2011) and the English  
550 Gigaword Newswire corpus (Graff, David & Cieri, Christopher, 2003), with certain selection criteria  
551 applied (e.g. no non-punctuation symbols). This somewhat limits the model's applicability to other styles  
552 of text or other languages, as several predictors were calculated based on the (American) English  
553 language and keyboard layout. Secondly, the text unit of the dataset is sentences rather than  
554 paragraphs or single words. While this may affect the model's direct relevance to words or paragraphs,  
555 it is likely that the rank order of typability scores can still provide useful insights if calculated for a set of  
556 words or a set of paragraphs. This assumption is based on the fact that many linguistic and motor  
557 influences of typability at the sentence level also apply to smaller or larger text units. Finally, the dataset  
558 predominantly reflects typing on laptops and standalone keyboards, potentially limiting the model's  
559 applicability to mobile devices.

560

561 A further limitation relates to the intended scope of the Typability Index. As noted, the tool is designed  
562 to calculate typability across a wide range of typing speeds, from 4-158 words per minute, based on the  
563 training dataset. Consequently, it has not been tailored for any specific typing skill level.

564 Despite these limitations, the Typability Index provides a robust framework for controlling typing difficulty  
565 with confidence, aligning with its intended applications and the available data.

566

## 567 **Future Work**

568 Future developments could involve expanding the Typability Index to other languages, text lengths, and  
569 devices, where available training data allows. This would improve the Index's applicability and accuracy  
570 across diverse linguistic and device contexts, further enhancing its utility in academic research and  
571 beyond. Additionally, researchers could explore the application of the current model in new settings,  
572 such as word list memorisation tasks where participants type back recalled items, or in studies involving  
573 self-generated text, to distinguish the cognitive processes of text generation from the typing difficulty  
574 influences covered by the model.

575

## 576 **Conclusion**

577 The present work provides a practical solution to the enduring challenge of controlling text difficulty in  
578 research involving typing. The Typability Index enables researchers to select text stimuli based on  
579 specific typability criteria or account for typing difficulty by incorporating typability scores as a covariate.  
580 This advancement enhances experimental control, reducing the risk that variations in typing  
581 performance are confounded by text difficulty. By offering a refined method for managing text difficulty,  
582 the Typability Index can help deliver more meaningful and accurate evaluations of typing behaviour in  
583 research and beyond.

584

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590 Social Care.

591

592 **Conflicts of Interest**

593 The authors have no conflicts of interests to declare.

594

595 **Ethics Approval and Consent to Participate and Publish**

596 The study relating to the generalisation dataset was approved by the School of Psychology Ethics  
597 Committee at the University of Leeds. Participants provided their informed consent, including consent  
598 to for their data to be used in publications. See Dhakal et al. (2018) for ethics approval relating to the  
599 training and testing dataset.

600

601 **Availability of Data, Materials and Code (Open Practices Statement)**

602 The 136M Keystrokes Dataset (Dhakal et al., 2018), which was used for model training and testing, is  
603 already publicly available at <https://userinterfaces.aalto.fi/136Mkeystrokes/>. The novel dataset used for  
604 testing generalisation is available at <https://github.com/EA-Williams/The-Typability-Index/>, along with  
605 minor amendments to a small proportion of datafiles the 136M Keystrokes Dataset (See Appendix 2 for  
606 details), of which the original authors retain the rights. This repository also contains the code for creating  
607 and validating the Typability Index. This analysis was not pre-registered.

608

609 The R project containing the materials and code for the Typability Index Web App is available at  
610 <https://github.com/EA-Williams/The-Typability-Index-Web-App/>. We ask users to raise any questions or  
611 issues via GitHub Issues. This R project is not required to use the Web App itself (<https://emily-a-williams.shinyapps.io/the-typability-index-web-app/>).

612

614 **Supplementary Material**

615 The supplementary materials are available at <https://github.com/EA-Williams/The-Typability-Index/>  
616 within the folder 'SUPPLEMENTARY-MATERIALS'. The Typability Index Web App is available at  
617 <https://emily-a-williams.shinyapps.io/the-typability-index-web-app/>. We ask users to raise any questions  
618 or issues via GitHub Issues: <https://github.com/EA-Williams/The-Typability-Index-Web-App/issues>.

619

620 **Generative AI**

621 ChatGPT-4o (OpenAI, <https://chat.openai.com/>) was employed to improve the clarity and readability of  
622 sections of text. All AI-generated suggestions were critically evaluated and revised as needed to ensure  
623 text improvements remained scientifically accurate and consistent with the intended meaning.

624

625 **Authors' Contributions**

626 **Emily A. Williams:** Conceptualisation (lead), Data Curation, Formal Analysis, Funding Acquisition,  
627 Methodology (lead), Software, Visualisation, Writing – Original Draft Preparation; **Matthew Warburton:**  
628 Conceptualisation (supporting), Methodology (supporting), Writing – Review & Editing (equal); **Martin  
629 Krzywinski:** Writing – Review & Editing (equal); **Faisal Mushtaq:** Writing – Review & Editing (equal).

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635

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**Appendices**714 **Appendix 1: Calculations of the 30 candidate predictor variables**

#	Candidate predictor variable	Calculation
1	Total characters	Total number of characters including spaces.
2	Total keystrokes	The minimum number of keystrokes needed to type the text accurately, assuming shift is used rather than caps lock.
3	Total words	The number of words in the text, defined as groups of characters separated by spaces, rather than the typical definition of words as five characters (when calculating speed).
4	Keystrokes per word	Total keystrokes divided by total words.
5	Characters per word	Total characters divided by total words.
6	Mean word proportion	1 divided by characters per word.
7	Proportion of words within high-frequency words	Number of words from the text that appear in the top 1000 words list* divided by total words.
8	Proportion of characters within high-frequency words	Number of characters that are contained in words from the text that appear in the top 1000 words list* divided by total characters.
9	Mean word frequency	Sum of the language frequencies of each word in the text, divided by number of words. Frequencies from SubtLEXus (Brysbaert & New, 2009, 'FREQcount' variable).
10	Proportion of non-words	Number of words in the text that are not recognised in UK, US, AU or CA Hunspell English dictionaries (according to the {hunspell} package; Ooms, 2022) divided by total words.
11	Proportion of characters within non-words	Number of characters that are contained in words that are not recognised in UK, US, AU or CA dictionaries divided by total characters.
12	Syllables per word	Total number of syllables (according to the {quantateda.textstats} package; Benoit et al., 2018), divided by total words. This package uses the CMU Pronunciation Dictionary (Carnegie Mellon University, n.d.), and counts vowel clusters for words not in this dictionary.
13	Bigram frequency	Sum of the language frequencies of each letter pair in the text, divided by number of letter pairs. Frequencies based on Behmer and Crump (2017; 'Frequency' variable). This includes letter pairs only, with no spaces, and is based on approximately 3000 English language eBooks from Project Gutenberg.

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14	Proportion of high frequency bigrams	Number of letter pairs from the text that are appear in the top 15 bigrams, divided by number of letter pairs. (An alternative approach akin to proportion of high frequency words). Frequencies from Behmer and Crump (2017).
15	Proportion of character repetitions	Number of character pairs relating to character repetitions (e.g. 'rr', '..'), divided by number of character pairs.
16	Proportion of finger repetitions	Number of character pairs relating to finger repetitions (e.g. 'ed', 'k,'), assuming standard touch typing, divided by number of character pairs.
17	Proportion of hand repetitions	Number of character pairs relating to hand repetitions (e.g. 'se', 'hi'), assuming standard touch typing, divided by number of character pairs.
18	Proportion of hand alternations	Number of character pairs relating to character repetitions (e.g. 'qu', 'ty'), assuming standard touch typing, divided by number of character pairs.
19	Proportion of lowercase letter characters	Number of lowercase letters divided by total characters.
20	Proportion of uppercase letter characters	Number of uppercase letters divided by total characters.
21	Proportion of numbers	Number of numbers divided by total characters.
22	Proportion of symbols	Number of symbols (including both punctuation and non-punctuation symbols) divided by total characters.
23	Proportion of spaces	Number of spaces divided by total characters.
24	Proportion of lowercase letter non-space characters	Number of lowercase letters divided by total non-space characters.
25	Proportion of uppercase letter non-space characters	Number of uppercase letters divided by total non-space characters.
26	Proportion of number non-space characters	Number of numbers divided by total non-space characters.
27	Proportion of symbol non-space characters	Number of symbols divided by total non-space characters.
28	Keystrokes per character	Total keystrokes divided by total characters.
29	Proportion of right-side keys	Number of characters relating to keys on the right-hand side of the keyboard, assuming standard touch typing, divided by total characters.
30	Mean distance from home row	Sum of each character's key distance from the eight finger resting keys on the home row, divided by total characters. Distances are based on Krzywinski (n.d.).

715 Note: Predictors were calculated according to American English spellings and keyboard layout (ANSI)  
 716 unless stated otherwise. \*We used the 1,000 most frequent English words list from the Corpus of  
 717 Contemporary American English (Davies, 2008-), including lemmatisations. For example, “do” is on the  
 718 core list, so variations such as “doing,” “did,” and “done” were also considered. Including lemmatisations  
 719 allows the Typability Index to capture familiarity with core concepts, not just the specific forms of words.  
 720 This helps reflect both the cognitive familiarity and the ease of typing frequent or commonly recognised  
 721 words.

722

## 723 **Appendix 2: Present alteration of the 136 Million Keystrokes Dataset (Dhakal et al., 2018)**

724 Upon close inspection, some presented sentences contained grammatical or typographical errors (e.g.  
 725 “If your reasonable, I'll bereasonable.”; “That s all I have to say.”; “I think we are dong OK.”). This is  
 726 understandable as part of the source was real emails (Enron). To remove the potential effect of these  
 727 errors on typing behaviour, 32 sentences were excluded, identified by ‘Spelling and Grammar’ checks  
 728 in Microsoft Word in addition to manual reading. See Supplementary Material A for the exact sentences  
 729 removed and rationale for each.

730

731 In addition, minor manual alterations were made to 67 raw datafiles to fix parsing issues, mainly caused  
 732 by participants typing Ctrl + M (shortcut for indent / new line) instead of Shift + M (see Supplementary  
 733 Material A for details). Further, calculating participants’ mean typing speeds initially led to some  
 734 negative values due to a relatively small number of two identified timestamp errors: (1) the recorded  
 735 release time for some keystrokes preceded the recorded press time of the same keystroke; (2) for some  
 736 trials, the first keystroke of the trial was apparently made before the end of the previous trial. To deal  
 737 with these issues, any trials affected by the first timestamp error were excluded from the calculation of  
 738 participants’ mean typing speeds because this timing error occurred mid-trial, suggesting the  
 739 timestamps may not be reliable. Any erroneously-recorded keystrokes affected by the second time  
 740 stamp error were removed, but the rest of the keystrokes for that trial were retained for analysis. This  
 741 is because this second type of timestamp error related to only the first ‘keystroke’, which visual  
 742 inspection suggested did not relate to the typing of the presented sentence that trial. In total, these  
 743 alterations to account for timestamp errors affected 10,097 (<6%) of participant files. The adjusted  
 744 datafiles accounting for parsing and timestamp errors are available on our Github repo  
 745 (<https://github.com/EA-Williams/The-Typability-Index>), with rights retained by Dhakal et al. (2018).

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## 747 **Appendix 3: Specification of Random Forest Regression**

748 We used the {randomForest} package, version 4.7-1.1, to run the random forest regressions.  
 749 Deviations from the default settings included running 10,000 trees (ntree) instead of the default 500.  
 750 Additionally, the number of variables randomly sampled as candidates at each split (mtry) was  
 751 increased to 75% of the predictor count (i.e., 23.25) rather than the default 33% (10.33). Default  
 752 values, including sampling with replacement (replace = TRUE), are detailed at <https://cran.r->  
 753 [project.org/package=randomForest](https://cran.r-project.org/package=randomForest). Our full analysis code is available at <https://github.com/EA->  
 754 [Williams/The-Typability-Index/](https://github.com/EA-Williams/The-Typability-Index/).

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