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Uzbek students learning English as a foreign language: Error analysis using corpora

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Abstract

The current study analyzes various types of errors that occur in IELTS academic writing essays by learners of English as a foreign language with the first language being Uzbek. A corpus of overall 40 written essays was collected in the form of a case study to determine the major types of errors from undergraduate students of English philology at Urgench State University, Uzbekistan. The corpus was uploaded to the Sketch Engine platform for compiling and further analysis. Collected essays were checked for errors, which were then extracted, classified into 13 different categories based on specific aspects those errors possess. The results obtained in this work represent that the most common types of errors Uzbek EFL learners are prone to are spelling, article, punctuation, as well as word choice ones, while sentence structure, linking word, and confusing expression types of errors occur rarely.

Our study presents some interesting insights for error analysis, including gender-based error frequency comparisons, as well as explanations of reasons why some common error types occur more than others using contrastive analysis between the Uzbek and English languages.

Analyzing the written errors of EFL learners is considered as a crucial basis for identifying the parts of the language problematic for the learners and determining the right methodology to make the best of the learning process.

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1. Introduction

It is not possible to imagine human life without communication with each other, and the working principle of that communication is by using a commonly known tool called a language. People use language to exchange information which is considered not only human but also is universally so (Corballis, 2017). There are thousands of languages used by different countries, societies as well as nations. Some of those languages got widespread and gained enough popularity to be used as a tool for inter-language communications. Among those, there is one language that stands up as the most popular and the one with a global status, which is the English language, which is also referred to as **lingua franca** (Fang, 2017). Nowadays, people are learning English for the purpose of communication in English, and some people are even learning English because they want to learn some other language, which the best way to do that is using English as a bridging platform to learn that language.

Considering the facts above, learning English is equally important for Uzbek people as well. In order to do that, courses of English as a foreign language (EFL) have been introduced. Since learning English is not an easy task, there has to be a way to check the proficiency of the learners. One major language skill among other skills (such as listening, speaking, reading), writing is a complex task and requires comprehensive study and constant checking. One best way to check the written proficiency of the EFL learner is through IELTS academic writing test (Divsar & Heydari, 2017).

The current study introduces a learner corpus-based analysis of Uzbek EFL learners, collecting overall 40 essays from undergraduate students of English philology learning English as a foreign language at Urgench State University, Uzbekistan. The corpus was collected as a case

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study and was uploaded into the Sketch Engine platform (Kilgarriff et al., 2014) for further analysis and compilation.

IELTS academic writing tasks were chosen as a topic for the essays and errors were detected, extracted, classified into specific error categories following the practices of similar research works (Chuang & Nesi, 2006; Dagneaux et al., 1998; Divsar & Heydari, 2017; Hou, 2016).

Since the major contribution of the current study is about the analysis of English essays written by Uzbek students, let us mention some quick facts about both languages. The English language is an Indo-European language that is native to western and southern Eurasia (Chamonikolasová, 2014, p. 8) . English is an official language in the UK, USA and second official in many countries. Turning into the Uzbek language, it is a member of Turkic language family with more than 30 million speakers and is the official language of Uzbekistan, which more than 80% of the country population, together with people living in neighboring central Asian countries, some parts of China, and small communities in Russian federation speak Uzbek, totaling more than 30 million speakers (Chepkemoi, 2017). Uzbek language, unlike English, does not have many linguistic resources available, and it is considered a low-resource language.

This work first introduces the theoretical framework behind the research, then explaining the data collection process, together with the methodology of error analysis. Then come the error analysis steps with error categories explained, and results summarized.

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2. Theoretical framework

2.1. Principles of language learning and teaching

In this section we discuss some principles of language learning, such as the relationship of language acquisition with the age, whether neurobiological aspects should be considered for language learning or not, as well as explanations of some necessary concepts, such as process, style and strategy.

Age and acquisition. The increasing interest in language learning and teaching attracted many researchers not only from linguistics, but also from some other language-related fields. One of such pieces of research put a question of the relationship between age and language learning. Brown (2007, p. 57) explains it these terms:

> *Most discussions about age and acquisition centre on the question of whether there is a critical period for language acquisition: a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire.* (2007, p. 57)

To study that, the Critical Period Hypothesis (CPH) was suggested (Singleton & Ryan, 2004 for an overview). In recent years some investigations of possible applications of CPH to second language learning have come up with a "classic" argument that the critical point for SLL would be around puberty.

Neurobiological considerations. The research of a relationship between age and acquisition has been the study of neurobiological considerations, where it has been discovered that the left hemisphere of a human brain is mostly "responsible" for language acquisition and

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researchers found that the lateralization process of a brain which starts at the age of two until around puberty, has been found strongly related to language acquisition (Scovel, 1969). Research on cognitive considerations, how human cognition develops over years, suggest around the same time for a critical stage for SLL, outlining it at around puberty, or at the age of 11 (Piaget, 1972).

Process, style, and strategy. Both first and second language learning needed a description of universal human traits in learning in order to explain how people receive, process, store and produce information in a global scope, so it was suggested to divide learning into three main concepts, which are used in SLL literature, and sometimes might be confused with one another. These three concepts (H. D. Brown, 2007, p. 118) are as follows:

- **Process**, being the first and most general concept, is a characteristic of a human being towards learning a second language. Anyone's aptitude for learning SL can be described as a specified verbal learning process.
- **Style** can be explained by tendencies or preferences that are consistent and rather enduring which is specific to each individual.
- **Strategies** are considered as methods to approach to a task or a problem designed to achieve a particular result. It can be either a plan, a technique, a model by an SL learner to improve his/her learning. It may vary within an individual though.

As for the learning strategies, they were studied by dividing them into three main categories: metacognitive, cognitive, socio-affective as well as communication strategies (O'Malley et al., 1985, pp. 582–584).

2.2. Second language learning

Before we start discussing theories about second language (SL), let us first identify what makes a **second language** itself and what the term stands for. The term we use here refers to any

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language other than a learner's native language or mother tongue. By this definition, we eliminate a common misunderstanding that a second language must be a foreign language, in fact, it is not necessarily a requirement. For instance, a second language might be used in a country or a region by some means, such as media, press, local communities, etc. It also can be the first official language of a country a learner belongs to, but that learner has grown up learning a totally different language.

Another quite common misunderstanding is the definition of the **second language learning (SLL)**, where most people consider it only as a formal, planned (say like a classroom-based language learning) process that is called "Conscious Learning", whereas it is not limited by that, SLL is also, an informal process of learning, in an unstructured way (by "picking up" a language, …) which is referred to as "unconscious acquisition" (Mitchell & Myles, 2004, p. 6). From now on, unless specified, we refer to both of them interchangeably in our research.

Now, let us first have a look at the recent history of SLL, then follows some theories together with detailed explanation of levels of language, which then comes a part where how technologies are used in the field.

2.2.1. History of second language learning.

In order to fully understand the current theories and developments in the field of second language learning (SLL), one has to have a look at its recent history, though the main aim is not to recreate the entire early approaches, but rather to find out how the current fundamentals shaped through time (Mitchell & Myles, 2004, p. 29). This section of our research is limited to the only post-war period when the SLL had started to be separated from language pedagogy to a separate field on its own.

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In **the 1950-1960s**, SLL was still adjunct to language teaching, and language teaching experts used a general learning theory that was dominant in mainstream psychology of the period, **behaviorism**, which treats language learning as any other type of learning, as the formation of habits, and this kind of theory is based on the notions of **stimulus** and **response** (Skinner, 1957). This approach to learning a language was relatively simple, as it was only needed to learn new stimuli as a response to the environment. But when it comes to learning a second language, because of the already available responsive stimulus created for the first language, and the second language has to replace them. This same principle also created the task of comparing language structures to teach second language learners, which gave a rise to the term **Contrastive Analysis** (Mitchell & Myles, 2004, p. 32).

Later on, Linguistics shifted from structural linguistics to generative linguistics that emphasizes the creative human nature, which was mostly initiated by Noam Chomsky's book of Syntactic Structures in 1957. Chomsky is also a researcher who criticized the behaviouristic visions by Skinner (1957) and published his own book explaining his criticisms (1959).

In the 1970s, researchers found out that young learners, regardless of the type of language, go through similar **stages** of learning, and the **order of acquisition** (R. Brown, 1973), which gave a rise to the term **Language Acquisition**.

Later on, developments in first language acquisition combined with ever-expanding interesting findings in the contrastive analysis made researchers interested in the resulting language created by second language learners, more than the first or second languages themselves, which opened a new term called **Error Analysis** (Mitchell & Myles, 2004, p. 38). Error analysis was studied widely afterwards by a number of researchers (Hernandez-Chavez, 1972; Richards, 1974).

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Since second language acquisition has improved itself around that time, the best empirical findings of the late 1970s and beginning of the 1980s were the studies of so-called **morpheme studies**, which arose **Krashen's Monitor Model** (Krashen, 1977). Krashen set the following five basic hypotheses for his general theory of Monitor Model (Ibid.):

- Acquisition-Learning hypothesis;
- Monitor hypothesis;
- Natural order hypothesis;
- Input hypothesis;
- Effective filter hypothesis.

Starting from the 1980s and beyond, SLL has seen many developments, especially, most of the links with related fields have disappeared (curriculum planning, language pedagogy, etc.), turning SLL into an independent field with its own theoretical orientations and methodologies. However, many new links have developed too. The research has been going on since the 1970s, addressing fundamental issues, such as the role of internal mechanisms, the role of the first language, psychological variables, social and environmental factors, the role of the input, and so on.

The strongest linguistic influence in second language learning acquisition has been Noam Chomsky's **Universal Grammar**, a linguistic theory that attempts to characterize the underlying linguistic knowledge in second language learners' minds, inspiring the last few decades of researches both empirical and theoretical, by his followers (White, 2003).

Besides the theory of Universal Grammar, some researchers tried to put more emphasis on the learning component of SLL, and have worked on different transition theories that led to many **Cognitive Approaches**, such as connectionism, functionalism, cognitivism, etc. (Ellis, 2003).

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Functional and pragmatic perspectives in SLL had started to be studied when early functionalist studies within interlanguage research of SLL have seen studies among informal speech and learner speech and came up with a theoretical distinction between pragmatic and syntactic 'modes of expression' (Dittmar, 1984; Givon, 1979).

2.2.2. SLL theories and levels of language.

Although the name second language learning (SLL) clearly transmits what it involves, the field is much more complex than that. To understand SLL in an organized and productive way, several SLL theories have been proposed (Ibid.), namely:

- **Property theory.** It deals with modeling the nature of the language system to be acquired.
- **Transition theory.** It deals with modeling the change of language acquisition.

Collaborative creation of such theories goes through a process of **systematic inquiry** where they are assessed by the use of **hypotheses testing**.

SLL is not an easy process to understand and carry out as the language itself is a complex system made up of multiple levels, such as **phonology, syntax, morphology, semantics (and lexis), pragmatics as well as discourse**. Although these levels shown above can change over time and over researcher, for instance, a famous argument by Chomsky (1957, p. 17), arguing that grammar has to be a separate level of its own, saying that "grammar is autonomous and independent of meaning", whereas Firth on the other hand, states that "there is no boundary between lexis and grammar: lexis and grammar are interdependent" (Stubbs, 1996, p. 36).

Discussions about the process of SLL lay upon debates that are about human learning and its fundamental issues. A popular debate is the **nature-nurture** one, which questions whether human language learning is purely developed by socio-cultural experiences as we grow up

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(which is a well-known statement by a behaviorist psychologist B. F. Skimmer) or some part of it is observed as a genetically-coded knowledge (that core of knowledge is known as **Universal Grammar**, and it will be discussed later).

2.2.3. Technology in second language learning

Computer-assisted language learning

Learner training in computer-assisted language learning (CALL) is not considered only making use of technologies to facilitate their language learning process, but also to teach them how to use the technologies and other resources to be able to make appropriate pedagogical decisions. Within the scope of CALL, there have been some key principles for learner training mentioned by (Hubbard, 2004):

1. Teachers should have hands-on experience in using the CALL program to learn a language first before the learners do;
2. As any coherent language teaching requires some initial principles learned first, learners of CALL have to be given that beforehand too;
3. A continuous cyclic approach has to be kept in instructing learners in principles, letting them do the learning, and reviewing their experiences;
4. Organizing briefings for those learners who use CALL outside the classroom on their own to share each other's experiences;
5. Learners should be taught how to use the CALL software to make the best of it.

Stockwell (2012) states that CALL is a very dynamic field that requires a willingness to accept diversity in the teaching and learning environment, keeping in mind that CALL is not

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about using the latest technologies, but it is about giving the optimum environment to maximize the language learning process using technologies (2012, p. 172). Following points are recommended to enhance practicing CALL and researching it by Stockwell (Ibid.):

- CALL and its implementation depends much on the combination of many factors that it is used in;
- CALL can be directed to provide training best needed for the learner with the help of information on what materials of CALL is used and how they are used;
- Learner training has to focus on both individual and group training for the best performance;
- As newer technologies come to the field, means and ways of things that can be learned using CALL changes;
- Teachers must continually be able to engage with new developments in technologies more than the learners and they have to learn ways of facilitating language learning;
- CALL is made up of a tight relationship between technology, research, and practice, and it is not possible to view one without the others.

Artificial Intelligence in Second Language Learning.

Advancements in the field of language learning and language teaching made it possible to engage with achievements of different fields and use them for better learning and teaching processes. One such advancement was the ability to use computers to learn a language either as an addition to teaching classes or completely as a self-learning strategy. This way gained enough popularity and now the term that describes it is called **Computer Assisted Language Learning**

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(CALL). A comprehensive overview of the field of CALL has been introduced by Levy (1997), and some more advancements in the field have been introduced by Thomas et. al. (2012).

One of the important aspects of CALL is to choose the right technology to create the language learning platform to make it as easy as possible for the learner. And this decision changed over time as the means of technology we use changed too. For instance, early language learning programs were introduced in a CD, then the rise of the internet and wider coverage made it possible to create online teaching platforms, so users switched to web technologies. A very recent move in the tech industry from desktop-oriented to a mobile-oriented approach made it possible to create mobile applications for language learning for better accessibility, easiness and comfortability reasons (Dodigovic, 2005, p. 73).

ICALL. Early use of CALL has been relying on computer software specifically designed by linguists and language teachers that are capable of certain functionalities regardless of who the learner might be, but recent advancements in the field of Artificial Intelligence(AI) made it also possible to know how the learner is improving and assign tasks accordingly, interact with the learner in different ways (voice recognition, automatic question answering, etc.) and opened a door to a new term called Intelligent Computer-Assisted Language Learning (ICALL) (Ibid., p. 2).

Artificial language learning (a term referred to a learning process where the teacher is not involved, but only through CALL or ICALL) outcomes have also been compared to the natural way of language learning and has been concluded that both artificial and natural language learning processes are equally useful in language learning, and the combination of two gives the best performance (Ettlinger et al., 2016).

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Digital games in language learning and teaching

Gaining educational opportunities through games has long been an interesting topic as it can yield great value, especially for young learners who enjoy playing games. Since the start of computer games, it is considered as a great potential to engage young learners to learn a foreign language through playing games, allowing them to engage in language learning activities (through digital games) even outside classrooms (Reinders, 2016). Questions regarding the usefulness of computer games in language learning have been addressed in studies a decade ago (like Haan et al., 2011). According to some of these works, the best way to study the effectiveness of computer games to learn languages is to analyze their characteristics for comparison, and the following characteristics of computer games are also really important factors in developing and designing successful language learning software (Prensky, 2001):

- Rules to obey;
- Setting objectives and goals;
- Result and feedback;
- Challenge, competition, conflict, and oppositions;
- Representation of a story.

Following ten key principles for designing video games for second or foreign language learning has been introduced by Purushotma already in 2009:

No.	Principle
1	At least as much thought needs to go into the design of failure states as for success states.
2	Instruction needs to ensure that learners focus predominantly on meaning. Secondarily, however, instruction should include a focus on form.

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3	All elements of the game, particularly communication and input mechanisms, should have a playful spirit to them.
4	Metalinguistic descriptions and terminology should be presented through optional supporting material, not as part of the core gameplay.
5	Learning content should be organized around tasks, not presented taxonomically.
6	New concepts should be introduced gradually and interspersed with other content before requiring difficult responses from players.
7	Assessment should intelligently track free production tasks throughout the game, not simply measure controlled production during test events.
8	Consider the full range of gaming platforms available.
9	Games should allow students to spend extra time in activities they enjoy and to minimize the time in ones they don't. Ultimately, instructional activities should be designed to teach students how they can autonomously continue playing similar games or performing similar activities taken directly from the target culture.
10	Where possible, multiplayer games should provide players with meaningful and distinct roles.

Table 1. Ten key principles for designing foreign language learning video games. Adapted from Purushotma et. al. (2009).

Language learner interaction. The pedagogical value of teaching through computer games was limited to a single learner performance analysis and additional external action was required to make it possible for learners to share their experiences with each-others. Recent advances in the communications, such as the use of local networks, then widespread use of the internet changed the gaming perspectives and made it possible for multiple users to play together in network-based/online games, which eventually turned it into a significant means of communication and social interaction (Thorne et al., 2009).

Peterson (mentioned in Reinders, 2016, p. 70) studied the language learner interaction in a multiplayer online role-playing game and concluded that L2 learners, especially intermediate-level ones benefit from engaging in online games where a player can interact with each other, creating an educationally beneficial environment.

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2.3. Error analysis in language learning and teaching

Before beginning to explain the internal structure of error analysis, it seems convenient to delve into the significance of error analysis first. As making an error is a natural and inevitable part of human nature, the ability to detect, identify, evaluate, analyze and correct those errors made by language learners comes in handy in improving teaching quality finding out what are the most common errors and what are the ways of preventing them (Sharma, 2018). It is also considered that error analysis is especially significantly important in second language learning, because "it reveals the problem areas to teachers, syllabus designers and textbook writers**"** (Corder, 1974, p. 125).

The rest of the text in this section covers some vital concepts in error analysis, starting from the concept of human error, the difference between a mistake and an error, what are the steps of identifying errors, and how errors are classified.

Human error. James states that linguistics is one of the biggest scopes in studying humankind directly. He also considers that it is too complex and unique per each individual (James, 1998), so when we detect errors, this should not be considered as a human error, but rather as a language error. He defines error analysis as "the process of determining the incidence, nature, cause, and consequences of unsuccessful language" (James, 1998).

Error analysis is considered not a branch of core (or theoretical) linguistics, but of applied linguistics. The description of a language to be learned is commonly referred to as **target language** (TL), and teachers usually find out the knowledge of the learner about the TL, which is known as **interlanguage** (IL) (Selinker, 1992). Another term commonly used in the field is called performance analysis and it refers to the analysis of performance data of each learner of the TL (Corder, 1975, p. 207).

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Before the rise of error analysis in the field, it all started from Contrastive Analysis (CA), where it discussed the comparable features between the mother tongue and the SL to make learning and teaching effective. But, as CA could not predict or explain all the errors that were coming up, the term Error Analysis (EA) entered the field.

Error analysis nowadays goes beyond what it used to be a narrow and small field to learn only errors in learning the target language. But now, it grew much bigger than that and addresses some issues that are hard to call an **"error"**, such as the debates among native English speakers' standards of correctness (Kachru, 1985), or issues with English learners as a foreign language who question whether there are limits to the degree of "nativeness" or perfection, a concern of foreign varieties of English, which is now called "new Englishes" (James, 1998, p. 26).

Speakers of English used to be described as native(L1) speakers and English as an Sl/Fl speakers, but this framework of describing the statuses of English has changed into the following three categories, or 'circles' (Kachru, 1985):

- **English of the Inner Circle:** Equated as native speakers (American, British, Canadian, Australian, and New Zeeland);
- **English of the outer circle:** 'Nativized' Englishes, or 'colonial' varieties of native English, that differs from an internal circle by its internal exonormative standards (Indian, Malaysian, Ghanaian, Philippino, etc. Englishes);
- **Expanding circle Englishes:** Englishes that are taught in countries that have no links with the inner circle, and have no locally developing norms (Russia, China, Japan, Brazil, etc.).

Error vs mistake. Although in everyday speech the terms error and mistake may be used interchangeably, they are treated differently in error analysis as they have their meanings and

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functions. From the beginning of EA studies, the main difference between an error and a mistake was defined by the intentionality of the mistake that is made. So, in SSL, the term error refers to a mistake that is made by a learner who made it with no intention and has no knowledge of whether it was a mistake or not. That mistake is called an **error**. On the other hand, if the mistake was intentional, or the learner is able to correct that fault, it's a **mistake** (Corder, 1971). Another distinction between them can be explained as follows:

- **A mistake** is a result of a poor performance or a random guess that made use of a system incorrectly, and it occurs both in L1 and L2 speakers that just lack perfection temporarily in the process of speech production.
- **An Error** is a result of lack of knowledge of target language and unlike mistake, it cannot be identified and corrected by the author without external guidance (H. D. Brown, 2007).

Detecting, locating, and describing errors.

In the process of Error analysis some interesting terms come into play: The first one that comes is **error detection**, where the suspicious or erroneous output from a learner is identified.

The step that comes when an error is detected, is **locating error(s)**, the complexity of this process depends on the size of the text and type of an error, from simply pointing at a specific word in a sentence (simple error) to a diffused/continuous error throughout the entire big text (global error).

Then comes the hardest part: **describing errors**, since the type of an error varies depending on the L1 of the learner and the target language. James considers that an ideal state for error description would be finding a way to describe errors in a language-neutral system. The system used for error description has to consider two essential characteristics: To be highly elaborated so that its grammar can handle maximum 'delicacy' of descriptive detail, or in simpler words, its grammar has to be complex enough to explain everything needed clearly. The second important

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characteristic is that it should be as simple, easy to explain, and easily learnable as possible. So far, the Government and Binding model of Universal Grammar proposed by Chomsky is considered the best that meets the above requirements (James, 1998, p. 35).

Error classification.

The procedure of describing errors gives a chance about how errors are similar or different from each other, so that they can be categorized to be dealt with. In EA, there have been many error classification methods such as:

- **Dictionary of errors:** (for an example, see Turton, 1995), where errors are organized according to the alphabetical principle:
    - **Dictionary of 'false friends'** (for example, see Helliwell, 1989), is also an alphabetically sorted error, but it is oriented for specific L2 learners who have a particular mother tongue.
- **Error taxonomies**: unlike alphabetical ones, errors are classified under certain constitutive criteria, such as the gender, age, nationality of the learner (Legenhausen, 1975). These are some of the taxonomies that can be used:
    - **Linguistic category classification**, a taxonomy that depends on what part of linguistic structure is erroneous, like grammar, lexis, phonology, etc.
    - **The surface structure taxonomy**, a taxonomy based on the ways the learner's erroneous output is different from the actual target language, dividing into four different functional types (Dulay et al., 1982):
        - **Omission**: Absence of a linguistic item that is required in a well-formed utterance ("I cooking", instead of "I am playing");

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        - **Addition**: a linguistic element that appears in a context which is not required for the well-formed utterance (“I am go to a gym” instead of “I got to a gym”);
        - **Misinformation**: use of a wrong form of linguistic structure or morpheme, that is a result of either regularization error, archi-forms, or alternating forms (“She writed it” instead of “She wrote it”);
        - **Misordering**: An utterance that is formed by incorrect placement(order) of a single morpheme or group of morphemes (“She a cake baked” instead of “She baked a cake”);
    - **Learning strategies**, another taxonomy that categorizes errors based on a list of learning strategies they belong to, such as “overgeneralization”, “system implication”, “ignorance of rule restriction”, “incomplete rule application”, and “hypothesizing false concepts” (Richards, 1974).
    - **Combined taxonomies**, for better usefulness, it has been proposed to combine two alternative taxonomies, each as an axis in bi-dimensional space (Burt and Krashen 1982). But James suggests combining another third dimension for even better classification, which would be quantitive information (James, 1998, p. 114).

Counting errors. One of the useful aspects of error classification is that it allows us to count the tokens of each type, which is useful on its own as it helps us to calculate the error rate of a given text, analyzing errors based on their occurrence frequencies and so on. Error counting itself has changed over time. There were some issues to deal with, such as whether to count types of errors or tokens of error or what would be a proper lexical replica of an error (Lennon, 1991).

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Linguistic profiling. Another technique that has been developed in the field of language therapy and EA can exploit is called language profiling. A profile is described as: "a chart which describes a person's spoken or written language in such a way that distinctive patterns of achievement readily emerge" (Crystal, 1982, p. 314).

Levels of Error. It has already been mentioned that errors are classified dictionary of errors and error taxonomies, and now let us talk about another way of classification: levels of errors, which are based on three main criteria: **modality** (whether the learner's behavior was productive or receptive), **medium** (whether the language received or produced is written or spoken), and **level** (at what level of the language the learner was when the error was made) (James, 1998, p. 129). Each criterion is also divided into sub-criteria, and the combination of them results in a classificatory system made up of twelve categories as shown in the table below (Ibid., p. 130):

1	Errors in encoding in speaking	Mispronunciations	Substance Errors
2	Errors in encoding in writing	Misspellings	
3	Errors in decoding in hearing	Misperceptions	
4	Errors in decoding in writing	Miscues	
5	Errors in composing spoken text	Misspeaking	Text Errors
6	Errors in composing written text	Miswriting	
7	Errors in understanding spoken text	Mishearing	
8	Errors in understanding written text	Misreading	
9	Errors in formulating spoken discourse	Misrepresenting	Discourse

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10	Errors in formulating written discourse	Miscomposing	Errors
11	Errors in processing spoken discourse	Misconstrual	
12	Errors in processing written discourse	Misinterpretation	

Table 2. Categories of errors , adapted from (James, 1998, p. 129).

Diagnosing Errors. Over the previous sections, we talked about the terms used and works that had been done to describe errors, but one has to keep in mind that the error description is different from error diagnosis. This idea is supported by many, one such mention is as follows: "the accurate description of errors is a separate activity from the task of inferring the sources of those errors" (Dulay et al., 1982, p. 142).

In addition, it would be useful to mention how diagnosis-based errors are categorized, as James (James, 1998, p. 175) explains:

- **Inter-lingual errors:**
  - Mother tongue influence and L1 transfer related errors
- **Intra-lingual errors:**
  - False analogy;
  - Misanalysis;
  - Incomplete rule application;
  - Exploiting redundancy;
  - Overlooking co-occurrence restrictions;
  - Hypercorrection (minor overuse);
  - Overgeneralisation (system simplification);
- **Communication-strategy errors:**

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- Holistic strategies;
- Analytic strategies;

- **Induced errors:**
  - Materials-induced error;
  - Teacher-talk induced error;
  - Exercise-based induced error;
  - Errors induced by pedagogical priorities;
  - Look-up errors.

Error evaluation. Since we are all humans and it is a natural thing for a human being to make a mistake, it is not always the learner who makes an error, but it could also be that the person who is judging that might be wrong. So error evaluation has become a science on its own. First of all, the evaluation of errors is necessary because it helps certain cases to be treated as an error or not, and this gets complex in some cases where it is hard to put a borderline among rules to make a decision. To solve this, James suggests a term to represent the degree of "errorness": **error gravity** (Ibid., p. 206). Some of the criteria to measure error gravity include:

- Linguistic criteria:
  - Rule infringement;
  - Rule generality;
- Frequency criteria;
- Comprehensibility:
  - Intelligibility;
  - Communicativity;
- Noticeability criteria;

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- The irritation factor

Error correction. If the main purpose of error analysis was to detect and analyze errors, another vital part is to correct them, but the problem with the act of 'correcting' errors is a complex phenomenon that could be either self-correction, feedback-based correction, or a complete correction of the rule itself (which would be called remediation) (Ibid., p. 237).

Error correction has been questioned and backed by linguists and teachers about the usefulness of preventing errors from happening or correcting them when these occur. Some researchers back the idea of preventing errors by teaching beforehand (George, 1972), while some others state that it is not always the case (Gatbonton, 1978). In order to perform error correction properly, James suggests some principles to follow (James, 1998, p. 249):

- Correcting effectively;
- Correction should be sensitive;
- Matching correction to student preferences;
- Two-stage correction (formal and functional);

2.4. Use of corpora in language learning and teaching

So far, we have discussed about second language learning history, main theories and principles, as well as the use of error analysis inn second language teaching and how it is done. Now, let us discuss another field of linguistics that can help improve the quality of language learning and teaching, by using corpora.

Native language corpora and linguistic tools built around them have been used in many fields of linguistics, one of them is the use of corpora and tools to develop materials for language teaching as well as learning. This has had a great impact in the creation of data-driven scenarios (Götz & Mukherjee, 2019). However, the applications and tools that have been created a decade

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ago for second language acquisition using learner corpora are just a few and lack up-and-running applications (Sylviane Granger, 2009, p. 24). Surprisingly, even recent research to find the current situation in the use of learner corpora has given a similar trend, even though there is a large amount of "hitherto-inaccessible information on what learners can and cannot do at different levels of proficiency" (Sylviane Granger, 2015, p. 505) in the learner corpora that can be a great resource for language teaching purposes.

Götz and Mukherjee tried to close the gap between language learning-teaching and corpora by discussing the research potentials of existing works on both sides and present original studies that contain useful language-pedagogical applications with practical implications (2019).

Corpus-based teaching materials. Language corpora initially have been known as a great source of information about language use. Specific language patterns, their usage between different groups of people, and various linguistic settings can be best learned using corpora. Apart from that, language pedagogy has also started to use corpus-based findings to find out pedagogical interventions specific to a particular group of learners, or to learn what kinds of problematic features a certain group of people can face (e.g. McEnery & Xiao, 2011). Recent applications of learner corpora to the language pedagogy have taken a more direct approach. Instead of relying on some research results obtained from corpora, learners now have the possibility to directly use many language corpora for their studies as well as corpus-based teaching materials (e.g. Römer, 2010). One of the leading corpus software nowadays that is used inn language teaching, learning as well as lexicography is considered Sketch Engine (Kilgarriff et al., 2014). What makes the Sketch Engine platform stand out from others is that it has a web-based version where it does not require any installation on the computer, making it cross-platform, openly available not only for EFL teachers, but also everyone who wants to make use of corpus tools such as theasausurs, concordance, word-list, collocation or sketches. Moreover,

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Sketch engine allowa users to create their own corpus and analyse it using the platform, or directly use thousands of already available corpora.

Corpora of errors. The involvement of information technologies in all fields helped them to advance at a pace faster than before, and error analysis in linguistics is not an exception. The ability to store and process linguistic data got easier, faster, and cheaper. Samples of spoken and written language data started to be collected and gave a rise to corpus linguistics, which in turn, made it possible to analyse errors using corpora. This way of collecting corpora from both native speakers and speakers of a second language from different areas, such as ICLA-International Corpus of Learner English (Granger, 1993) makes it possible to carry out a computational analysis of **learner corpora**. A good example of such kind of analysis was a Computer-Aided Linguistic Analysis (COALA) project (Pienemann, 1992). Other than ICLA, there have been many works in error analysis using different corpora as a source to study (Chuang & Nesi, 2006; Dagneaux et al., 1998; Hou, 2016), and each offered their way of error categorization. Recently, Divsar and Heydari (2017) combined all the good strategies of error categorization that had been carried out before, and suggested a new classification list with 13 types: Spelling error, punctuation error, article errors, word choice error, insertion error, deletion error, noun error, verb error, preposition error, word form error, sentence structure error, confusing or unclear expressions, linking/connecting word, definitive statement error, assigning error codes to each type.

3. Corpus and methodology

This section of the work includes detailed information on how and when the data for this study was collected, including the affiliations of participants with their age range, their study

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years, and how topics were chosen for essays. Furthermore, a description of the created corpus, used tool, and methodology of error analysis on the created corpus is explained here as well.

3.1. Data collection.

Since the data focused under this research is very specific to its kind, and data that would meet our requirements has neither been created nor studied yet, it had to be collected newly. Although collecting a new corpus from scratch is time-consuming, and requires lots of human effort, the benefits of doing research this way are threefold: The desired corpus would be achieved with no limitations in the further intended analysis, it will be new data, so conclusions made by the analysis will correspond to the actual reality, and last but not least, the newly created corpus can in the future be used for other studies as well.

Considering all beneficial factors of building a new corpus by collecting data, this study also intends to do so by creating a specific language learner group learning English as a second or foreign language. More specifically, the EFL learner group under study was gathered by initial set parameters, like all the learners must be undergraduate students officially enrolled in EFL classes and their first/mother language must be Uzbek. The data collection process has been conducted in the form of a case study with the help of the Department of English Language and Literature, Faculty of Foreign Philology, Urgench State University located in Khorezm region of Uzbekistan (UrSU)[1], which agreed to collaborate in finding volunteer undergraduate students, explaining the task, instructing, as well as collecting essays.

The data collection took place during the spring semester of the 2020-2021 academic year. Overall 40 essays were collected, 16 male and 24 female volunteering undergraduate students who are studying in the field of English philology from all four study years[2], at the age range

[1] The university website: https://urdu.uz/en/
[2] According to the HEI structure in Uzbekistan, baccalaureate studies in the field of philology consists of four years.

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from 17 to 26. Although the area data was collected from is only one institution, it is possible to give general conclusions for all EFL learners who Uzbek is their first language since the students there come from different parts of the country as the University is a top-ranking one[3].

As a topic for essays, academic writing tasks of the International English Language Testing System (IELTS) were selected[4]. Advantages of choosing IELTS writing tasks for the corpus are that it is already structured in the best way possible to evaluate the learner's English writing proficiency, it has many topics already available so everyone participating can choose a different topic to enable the resulting corpus to have a wide range of content, more importantly, analysis and suggestions of this research or any future work that will use the corpus will be beneficial for both learners and teachers to locate common errors in IELTS writing and taking a right approach to eliminate them. There are 21 IELTS task-1 essays that are description essays that describe and summarize given graph/table/diagram and are around 150 words, and the rest 19 essays are IELTS task-2 essays that are opinion essays about given situation/problem/question and are around 250 words long[5].

This is an example of an IELTS academic writing task-1 question with a related image given in Figure 1:

[3] Urgench State University is in the list of top-ranked higher educational institutions rating of Uzbekistan (TDI: Uzbekistan, 2021).
[4] IELTS (International English Language Testing System) is one of the world's most popular English language testing system for higher education as well as global migration: https://ielts.idp.com/
[5] For detailed information about the task, topic and structure of IELTS academic writing task which was also followed by this research work: https://www.ielts.org/online-tutorial/four-skills/academic-writing/what-is-the-ielts-writing-test

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Observacións		Páxina	29/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

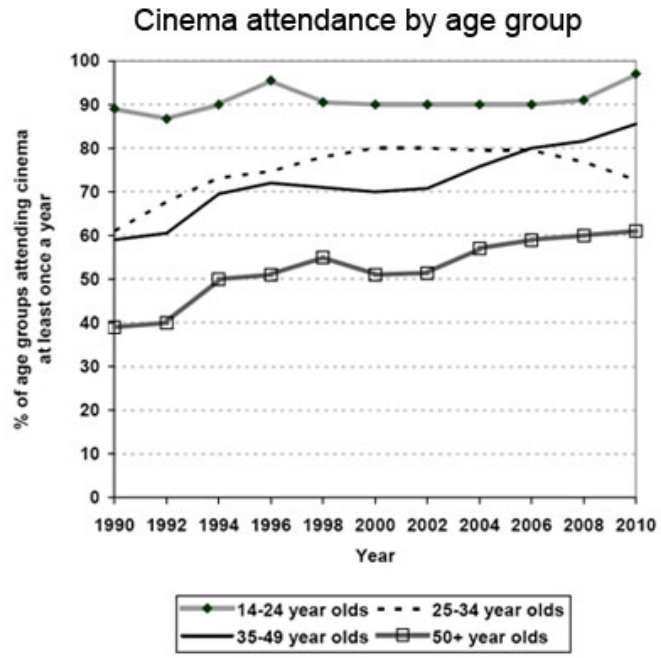

Figure 1. An example image of an IELTS academic writing task-1 question graph (IELTS, 2021a).

The question of the given example graph in Figure 1 is as follows:

> *"Academic Writing: Task 1 - Cinema attendance.*
>
> *The graph gives information about cinema attendance in Australia between 1990 and the present, with projections to 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words."* (IELTS, 2021a).

Here is an example topic for an academic IELTS writing task-2 question:

> *"Academic Writing: Task 2 - International tourism.*
>
> *Write about the following topic: International tourism has brought enormous benefit to many places. At the same time, there is concern about its impact on local inhabitants and*

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Observacións		Páxina	30/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

the environment. Do the disadvantages of international tourism outweigh the advantages? " (IELTS, 2021b).

All the volunteering students were asked to gather in a classroom at UrSU, and write an essay choosing a task type and topic for one hour on a paper under the guidance of the university staff members. As an addition to the essay paper, students were asked to fill a small form where they had to provide some information about themselves, like their age, study year, gender, chosen writing task, and the topic. Their names were not asked for privacy reasons, instead, each essay was given an identification number (ID) from 1 to 40. All essays and filled forms were then collected, scanned, and sent to the University of a Coruña (UDC) for the rest of the work. The digitalized version of all collected essays can be found in the Appendix 3.

3.2. Corpus tool and compiling data.

Collected essays were manually digitalized and each essay was saved as a separate file with simple text format, making overall 40 files. To create, compile, analyze, and make it available for everyone, leading corpus tool that is used in lexicography, language teaching, learning, and many other similar corpus-based fields: Sketch Engine (SkE) software (Kilgarriff et al., 2014) was chosen. The availability of the web service of SkE[6] makes it easy for both the creator of the corpus as well as the user who wants to use it directly without any installations.

In addition to the SkE's core functions, such as Thesaurus, Concordance, Collocation, Wordlist, and Sketch, there are many additional features inside the system that can easily be used for the new corpus, such as part of speech data for grammatical analyses. Here are some details of the newly created corpus for this study reported in Table 3:

[6] Web version of Sketch Engine: https://www.sketchengine.eu/

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
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Observacións		Páxina	31/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Corpus name:	Corpus of essays by Uzbek students learning English as a FL
Sketch grammar:	English 3.3 for TreeTagger pipeline v2
Term grammar:	TreeTagger(English) – PennTB for terms extraction 2.3
Number of documents:	40
Number of sentences:	493
Number of words:	8944
Number of tokens:	10240
Number of unique lemmas:	1513
Common tags:	N(noun), V(verb), J(adjective), RB(adverb), PP(pronoun), CC(conjunction), IN(preposition), DT(determiner), CD(numeral)

Table 3. Details of the newly created corpus in SkE[7].

3.3. Error analysis methodology.

Following many error analysis practices (Chuang & Nesi, 2006; Dagneaux et al., 1998; Hou, 2016) that have been conducted on different English corpora so far, we have taken a similar approach in creating a tag list of errors to be analyzed in this work. There has been used a hierarchical error categorization in analyzing corpora by Chuang and Nesi (2006), which gave code to a parental error category that followed by several sub-categories, which are as follows:

- Lexical;
- Lexical-grammatical;
- Formal;

[7] URL of the corpus: https://app.sketchengine.eu/#dashboard?corpname=user%2Fb.kutlimuratova%2Fcorpus_of_essays_by_uzbek_students_learning_english_as_a_fl.

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Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	32/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

- Grammatical;
- Register;
- Word redundancy/word missing/word order and style.

As for the error categories used by Hou (2016), there were ten of them that are as follows:

- Noun error;
- Verb form error;
- Article error;
- Spelling error;
- Article error;
- Punctuation;
- Preposition;
- Word form;
- Word misuse;
- Insertion error;
- Deletion error.

Considering all that, one new category system with 13 tags has been developed for this study that integrates both above-mentioned approaches. This approach was also used by Divsar and Heydari (2017) in their analyses. Tags of the newly created system are explained in detail in Table 4:

Tag	Type of error	Explanation
S	Spelling error	Any spelling error
Pun	Punctuation error	Any punctuation error

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Observacións		Páxina	33/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

A	Article errors	Any missing or wrong article
WC	Word choice error	Wrong choice of any word
I	Insertion error	Extra word or words causing an error
D	Deletion error	Missing word or words causing an error
N	Noun error	Errors with nouns, like their singular/plural forms
V	Verb error	Error with verb tense or inflections
P	Preposition error	Missing or wrongly used prepositions
WF	Word form error	Errors with the correct lexeme, but a wrong suffix
SS	Sentence structure error	Wrong sentence structure errors
CU	Confusing or unclear expressions	Confusing sentences or unclear expressions
O	Linking/connecting word, definitive statement error	Wrong or missing connective/linking words, definitive statements

Table 4. List of error categories used for this study.

Detecting and identifying errors contained in the essays were carried out by the main author as well as the contributing staff members from UrSU, ensuring that each essay is checked by at least two evaluators to make sure that there would not be flaws in the evaluation process. Those essays with a different number of errors by different evaluators were discussed together to decide the final count. Detecting and identifying errors contained in the essays were carried out by the main author as well as the contributing staff members from UrSU, ensuring that each essay is checked by at least two evaluators to make sure that there would not be flaws in the evaluation

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
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Observacións		Páxina	34/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

process. Those essays with a different number of errors by different evaluators were discussed together to decide the final count.

After these all, a list of errors for each essay was written to the table together with errors' frequency information. When computing the frequency of different types of errors, a descriptive design was used as using it "simply describes an existing phenomenon by using numbers to characterize individual or group" (McMillan & Schumacher, 1993). Full details of the errors and each error type frequency per essay/author can be found in the tables in Appendix 1, as well as Appendix 2.

So far, the theoretical framework of the work has been introduced and detailed information of how the essays were collected to create a new EFL learner corpora of Uzbek students, as well as the methodology of the error analysis done on that corpus have been explained. Now, the following section explains the outcomes of the error analysis conducted, together with some discussions that we consider useful to mention.

4. Analysis and discussion

This section of the work is dedicated to the analysis of the errors found to form the newly collected corpora of essays and for further discussions of the analysis results.

4.1. Error analysis.

All errors detected in the essays were counted and classified as mentioned in Table 4. Some examples of errors found in essays for each category are illustrated in Table 5 below, but only with categories "Sentence structure" (SS) and "Confusing or unclear expressions" (CU) missing, as it is difficult to find their correct form.

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	35/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Tag	Error type	Example error	Correct form
S	Spelling error	differes only 1$	differs only 1$
Pun	Punctuation error	less important yet attractive	less important, yet attractive
A	Article errors	rise with fluctuation	rise with a fluctuation
WC	Word choice error	boiled in a high heat	boiled in a high temperature
I	Insertion error	Melbourne was be warmer	Melbourne was warmer
D	Deletion error	gadgets away your bed	gadgets away from your bed
N	Noun error	there are many drawback	there are many drawbacks
V	Verb error	following by other genres	followed by other genres
P	Preposition error	millions visitors	millions of visitors
WF	Word form error	lead to finance problems	lead to financial problems
O	Linking/connecting word, definitive statement error	chopped and make way for new apartment	chopped to make way for new apartment

Table 5. Examples for each error type with their correct forms.

Overall 210 errors made by undergraduate Uzbek learners of EFL were categorized into 13 error tags and their frequency counts are reported in the table given in Appendix 2. The frequency of errors with their percentages are reported in Table 6 below:

Tag	Error type	Frequency	Percentage
A	Article errors	34	16%
Pun	Punctuation error	29	14%
S	Spelling error	24	11%
WC	Word choice error	22	10%
N	Noun error	19	9%

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Observacións		Páxina	36/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

V	Verb error	18	9%
P	Preposition error	18	9%
I	Insertion error	15	7%
D	Deletion error	10	5%
WF	Word form error	8	4%
CU	Confusing or unclear expressions	7	3%
O	Linking/connecting word, definitive statement error	5	2%
SS	Sentence structure error	1	0%

Table 6. Frequency of errors with their overall percentages among all errors.

According to Table 6 above, it can be seen that the most frequent error type made by Uzbek EFL learners is the article error (A), which occurred 34 times in overall 40 essays. Another common mistake learners make is, surprisingly, a punctuation error (Pun), followed by spelling (S) and word choice (WC) errors. Noun (N), verb (V), preposition (P), and insertion (I) errors were found in reasonable amounts, while deletion (D), confusing words (CU), linking/connecting word errors (O) occur rarely. The error type that occurred the least is the sentence structure (SS) error that occurred only once in the entire corpus.

Given some additional information about the participants who participated in the case study, such as their age, gender, and study years, let us see the frequency of errors over study years to see how it changes over four years of studying. This can be seen from Table 7 below that shows the frequency difference in the form of a heat map.

Study Year	**S**	**Pun**	**A**	**WC**	**I**	**D**	**N**	**V**	**P**	**WF**	**SS**	**CU**	**O**	**Total**
1	10	9	12	11	5	6	12	10	4	2	0	2	2	**85**
2	11	12	6	5	4	3	2	2	5	2	1	4	1	**58**
3	2	4	11	4	4	0	3	1	5	3	0	0	0	**37**
4	1	4	5	2	2	1	2	5	4	1	0	1	2	**30**
Total	**24**	**29**	**34**	**22**	**15**	**10**	**19**	**18**	**18**	**8**	**1**	**7**	**5**	**210**

Table 7. Frequencies of error types over study years illustrated by colors.

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
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Observacións		Páxina	37/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Patterns and numbers from the figure above represent that the number of errors students make declines gradually for all types of errors over years as their knowledge increase, starting from 85 errors in the freshman year, ending with only 30 errors in the last year of their studies. It is also possible to see that the frequency rate of each error type changes over time differently, which is related to the difficulty of eliminating those errors. For instance, error types, such as spelling, word choice, insertion, deletion, and noun errors occurred so many times in the first and second-year students' essays, which occurred only a few times in the graduating-year students' essays. On the other hand, some other error types that are hard to get rid of over time, such as article, verb, preposition, and punctuation type errors, although saw some downfall in numbers, were occurring more than any other types compared. The same kind of analysis was carried out to see how error rate changes over time, but it did not yield any result that is possible to learn patterns and make conclusions on it.

It is possible to further discuss these errors by utilizing contrastive analysis methods, which helps to identify why some types of errors occur more than others, or what is the reason behind the error type to be made. Here are some analysis results for error categories that can help explain why Uzbek students learning English as a second language made these errors:

- **Spelling and punctuation errors:** This is a general human error every learner makes when learning not only a second or foreign language but also even the first/mother language. It is only a matter of time and practice until vocabulary is well learned and the mind gets used to what punctuation to use and when;
- **Word choice errors:** This type of error is directly linked to the vocabulary richness of the learner, and it also can be seen from its frequency over years from Table 7 that as the more vocabulary is learned, making this type of error decreases;

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Observacións		Páxina	38/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

- **Article errors:** This is definitely linked with the first language of the learner. If the first language uses articles and is easy to map with articles the English language has, it is easy to learn. Since the Uzbek language has no definite and indefinite articles, it is obvious that Uzbek EFL learners make article errors quite commonly until they reach certain practice in using them;
- **Noun errors:** Although it might seem that learning nouns are easy because their forms in English are not many, but it still is problematic for Uzbek EFL learners because plural forms of nouns in English almost always change and it is the opposite of it in Uzbek. Here is a description of how plural forms of nouns are formed in the English language given in Table 8:

Rule	Examples
By adding the most common suffix ―e(s) 's -[s], [z], [is]	*pens, books, pencils*
By adding –en, -a, -ei, -ae, ,-i suffixes	*oxen, memoranda, piclei, formulae, stimuli*
By changing one or more vowels	*woman – women, man – men, goose – geese, foot – feet*
By changing the lemma slightly and adding suffix, for nouns that end with –f and –th	*shelf – shelves, knife – knives, bath – baths, path – paths*
By keeping the word with no changes (this is the case of abstract nouns)	*sheep – sheep, information – information, fish – fish, data – data*
Special cases	*child – children*

Table 8. Rules to make the plural form of a noun.

Noun form in the Uzbek language does not change as long as they are followed by their quantity nouns, otherwise adding "-lar" suffix is enough. A comparative example is given in Table 9:

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
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Observacións		Páxina	39/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
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Singular form in English	Plural form in English	Singular form in Uzbek	Plural form in Uzbek
A pear	Two pears	Bir nok	Ikki nok
An apple	Ten apple**s**	Bir olma	O’n olma
A galaxy	Many galaxie**s**	Bir gallaktika	Ko’p gallaktikalar

Table 9. Comparison of singular and plural forms of nouns in English and Uzbek.

- **Verb errors:** Similar to noun errors, the English language has many rules to make different forms from verbs, while the Uzbek language is limited to a few suffixes only. Especially, it is hard for Uzbek learners of EFL to learn y hard irregular verbs since there is no such concept in the Uzbek language.

4.2. Discussions

Apart from being limited only to error analysis, we can have a look at some other aspects that can be obtained from the corpus we have collected in this study.

Gender-related errors. Although this type of error was not listed among the list of errors we analyzed in this study, it is worth mentioning it here as there is a high chance of Uzbek learners of EFL making this mistake. The reason for this is that there are no gender case in the Uzbek language, while the English language, at least in the case of pronouns, has some. Especially, third-person personal pronouns are a good example for this, which are explained below in Table 10:

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	40/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Nominative case			Accusative case			Possessive adjective	
English	**Uzbek**		**English**	**Uzbek**		**English**	**Uzbek**
He	U		Him	**U**ni		His	**U**niki
She			Her			Her	
It			It			Its	

Table 10. Comparison of third-person pronouns in English and Uzbek languages.

Punctuation error. The reason why this specific type of error is being discussed here is that it is, quite surprisingly, one of the most common errors that occurred in our corpora, although it is not as hard as other types of errors that got similar frequencies. We checked all the essays once more to find a clue and found out that most of the students who attended our case study had a common trend that led to this issue. It turns out that when they were instructed how to write a successful IELTS academic essay, it is best practice to write down ideas as bullet-points first, then to connect them afterwards just before finishing. Although this practice of writing a good essay is a good idea, many students forgot or did not practice well, to put punctuations properly, causing this type of error a common one.

Attendance by gender. It has been found out that the ratio of genders of students who attended the case study of the essay collection, which is 35% males (14) and 65% females (26), also corresponds roughly to the ratio of the male and female students who study in the field of English philology. This can be explained by the fact that girls are more interested in learning

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
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Observacións		Páxina	41/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

languages than men, as men tend to prefer natural sciences, engineering, and technology over language studies or philology in Uzbekistan[8].

Error rate by gender. A discussion to see the trend of error rates by members of both genders would be an interesting point and was possible to obtain since we have the error count for each essay and the gender of the authors. Since there is an imbalance in the number of attendees by gender, it is not right to compare the overall error counts. Instead, we can take an average error rate per gender. Overall, I have found overall 102 errors made by 16 male students, and 108 errors in total made by 24 female students. This makes an average error rate of 6.4 for boys and 4.5 for girls. These numbers suggest that female students make fewer mistakes in writing English essays than their male counterparts.

Here is also a comparative diagram that compares the occurrences of errors for each error category by both genders in Figure 2:

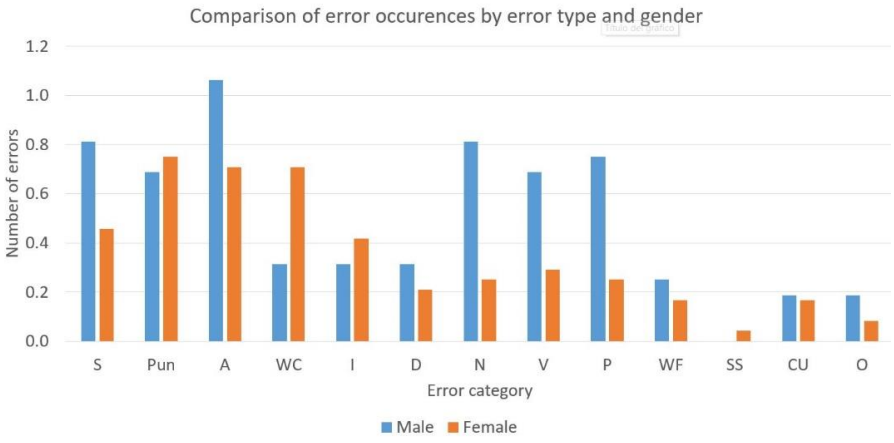

Figure 2. Comparison of error occurrences by error type and gender. The error rate was taken as a measure (number of occurrences of certain error types divided by the total number of students for given gender).

[8] The gender ratio of students studying English philology was obtained during a conversation with the UrSU faculty staff, and although there is no citable source to claim these statements, it has been concluded from a personal experience of the author.

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	42/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
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It can be summarized from the figure above that although both boys and girls make roughly the same amount of errors, like punctuation, insertion, deletion, or word form errors, female students are seen to make way fewer errors than males, especially, it gets even more than two times fewer errors in the case of the noun, verb, and preposition errors. Only the insertion error type is an exception in the sense that male students make fewer errors than female ones.

Task difficulty by gender. The analysis of a margin between the error rate of male and female students would be complete if we also consider the difficulty level of essays they chose to write. As mentioned before, the essays consist of two types: academic writing task-1 and task-2. The first task is supposed to consist of around 150 words and is way easier than the second task which is around 250 words long. More than 60% of male students (10 out of 16) chose the second task to write, while less than 40% of female students (9 out of 24) chose the second task. This is the main reason why male students have a worse error rate than their female counterparts.

Considering all the analysis results and discussion topics above, overall conclusions and some recommendations based on the findings have been given in the following section.

Conclusion

According to the analysis results of this work, one can conclude that errors in a given EFL learner corpora are only useful when they are classified into different categories and frequencies counted, as each type of error has its frequency, which is substantially different from other ones. As it was briefly discussed, errors related to the article, punctuation, word choice, noun, and verb ones are quite common in the analyzed texts. This suggests that EFL teachers should consider better ways of teaching how to spell correctly, choose words and articles wisely, put punctuations in the right form, as well as to choose correct forms of verbs and nouns.

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	43/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Further analyses of errors by study years suggest that many of the frequent error types: namely, spelling, punctuation, insertion, deletion, and word choice errors fade away students enhance their English language skills over years. While there are still some error types, such as article, preposition, and verb form errors, that remain occurring even after many years of practicing. EFL teachers are suggested to incorporate teaching methodologies that ensure the elimination of these error types.

It is also worth mentioning that some error types, such as sentence structure, word form, unclear expression, and linking word ones occurred in the corpus very few, indicating that these types of errors are already handled well by the EFL teachers in Uzbekistan's HEIs.

Conducting some contrastive analysis between the Uzbek and English languages helped us find answers to questions like why some specific types of errors occur more than others in EFL learners' knowledge. This way of analyzing errors can open up further findings that might even be not in the list of error types analyzed, such as gender-related personal pronouns in our case.

Identifying the problematic areas of second language learners by identifying their common errors was only the initial step towards teaching students more efficiently, which also requires prioritizing the effort spend on each part of the language and attend them in more efficient ways.

Out of 40 essays written by volunteer undergraduate Uzbek students at Urgench State University with ages between 17 and 26 years old, almost equally divided into IELTS academic writing task-1 and task-2 essays, each consisting of around 150 and 250 words respectively. 16 of those essays were written by males, and the rest 24 of them were written by female students. Less number of male students attending in the essay collection process can be explained by actually less number of boys studying in the field of English philology. Introducing the latest innovation

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	44/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

into the L2 learning process, such as language learning and teaching software, applications, and even computer games designed to enhance L2 skills, would, not only improve the quality of education but also attract more students to the field, especially boys.

Gender-based analysis of error occurrences showed that while female students are less prone to make errors in L2 writing, male counterparts prefer challenging themselves by choosing harder tasks when options were given. This also led to the discovery that common errors are also different by different gender groups. For instance, male students are prone to make more spelling, article, noun, and verb types of errors, while female students make punctuation, word choice, and insertion types of errors more frequently.

We strongly believe that the corpora collected by this work can make a good resource for future studies of Uzbek EFL learners' written knowledge, and the error analysis we have discussed in this work can shed some light in identifying common problems Uzbek EFL learners face, and incorporate new teaching methodologies specifically tailored based on their needs.

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	45/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	46/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	47/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	48/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	49/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	50/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

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Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	51/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

Appendixes.

1. Identification table of essays linked with their detailed information together with summarized error count and type.

ID	Study year	Age	Gender	Task	Words	Errors	Types of errors
1	2	19	Female	1	212	10	S,Pun,WC,P,WF,CU
2	4	22	Female	1	298	7	Pun,WC,V
3	2	19	Male	1	296	5	Pun,V,WF,O
4	1	18	Female	1	270	7	S,I,D,N,O
5	3	26	Male	2	118	3	I,V
6	3	20	Female	2	245	5	WC,I
7	4	23	Female	2	228	3	I,P,CU
8	1	17	Male	2	233	15	S,A,WC,D,N,V,P,WF
9	1	18	Male	2	339	16	S,Pun,A,N,V,P
10	2	19	Male	2	291	5	S,Pun
11	4	23	Male	2	314	4	Pun,A,N
12	2	20	Female	2	309	4	Pun,WC,I,D
13	2	18	Female	1	172	5	S,A,WC,SS
14	4	23	Male	1	219	7	A,WC,D,N,P
15	4	25	Female	2	252	3	S,Pun
16	3	20	Female	2	260	3	Pun
17	2	19	Female	1	177	2	Pun,I
18	2	22	Female	2	251	1	Pun
19	4	22	Male	1	195	0	-
20	3	21	Male	2	285	0	-
21	2	19	Male	1	234	12	S,Pun,A,I,D,N,P
22	4	22	Female	1	151	2	I,O
23	4	22	Male	1	191	2	P.O
24	3	20	Female	1	198	2	S,A
25	3	20	Female	1	206	4	A
26	1	20	Male	1	208	4	A,WC,O
27	1	17	Female	1	218	5	A,WC,N
28	3	24	Female	1	183	11	Pun,A,WC,N,P,WF
29	1	17	Female	1	178	3	S,I,CU
30	4	23	Female	1	185	0	-
31	3	21	Female	1	142	3	S,A
32	3	22	Female	1	171	1	P
33	1	17	Female	2	371	13	S,Pun,A,WC,I,N,V,CU

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	52/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

34	1	18	Female	2	289	7	S,Pun,A,WC,D
35	4	21	Female	1	151	2	A,WF
36	2	20	Male	2	292	9	S,A,I,N,CU
37	2	20	Male	2	212	5	S,Pun,D,CU
38	1	18	Male	2	247	10	S,Pun,A,I,N,V,P,WF
39	3	22	Male	2	239	5	N,P,WF
40	1	19	Female	2	205	5	Pun,A,N,V,P
Total number of words and errors:					**9235**	**210**	

Código Seguro De Verificación	mvBWD4mv6pRFevxUDG1UEA==	Estado	Data e hora
Asinado Por	Adxunta de Proxección Internacional e Política Lingüística - Vicerreitoría de Internacionalización e Cooperación - María Begoña Crespo García	Asinado	15/09/2021 19:47:38
Observacións		Páxina	53/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

2. Detailed information of errors encountered in essays with counts of each error per error category.

ID*	S	Pun	A	WC	I	D	N	V	P	WF	SS	CU	O	Total
1	1	3	-	2	-	-	-	-	2	1	-	1	-	**10**
2	-	1	-	1	-	-	-	5	-	-	-	-	-	**7**
3	-	1	-	-	-	-	-	2	-	1	-	-	1	**5**
4	1	-	-	-	1	3	1	-	-	-	-	-	1	**7**
5	-	-	-	-	2	-	-	1	-	-	-	-	-	**3**
6	-	-	-	3	2	-	-	-	-	-	-	-	-	**5**
7	-	-	-	-	1	-	-	-	1	-	-	1	-	**3**
8	1	-	2	2	-	2	4	2	1	1	-	-	-	**15**
9	2	3	3	-	-	-	3	4	1	-	-	-	-	**16**
10	2	3	-	-	-	-	-	-	-	-	-	-	-	**5**
11	-	1	2	-	-	-	1	-	-	-	-	-	-	**4**
12	-	1	-	1	1	1	-	-	-	-	-	-	-	**4**
13	1	-	1	2	-	-	-	-	-	-	1	-	-	**5**
14	-	-	2	1	-	1	1	-	2	-	-	-	-	**7**
15	1	2	-	-	-	-	-	-	-	-	-	-	-	**3**
16	-	3	-	-	-	-	-	-	-	-	-	-	-	**3**
17	-	1	-	-	1	-	-	-	-	-	-	-	-	**2**
18	-	1	-	-	-	-	-	-	-	-	-	-	-	**1**
19	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
20	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
21	1	1	4	-	1	1	1	-	3	-	-	-	-	**12**
22	-	-	-	-	1	-	-	-	-	-	-	-	1	**2**
23	-	-	-	-	-	-	-	-	1	-	-	-	1	**2**
24	1	-	1	-	-	-	-	-	-	-	-	-	-	**2**
25	-	-	4	-	-	-	-	-	-	-	-	-	-	**4**
26	-	-	1	2	-	-	-	-	-	-	-	-	1	**4**
27	-	-	1	3	-	-	1	-	-	-	-	-	-	**5**
28	-	1	4	1	-	-	2	-	1	2	-	-	-	**11**
29	1	-	-	-	1	-	-	-	-	-	-	1	-	**3**
30	-	-	-	-	-	-	-	-	-	-	-	-	-	**0**
31	1	-	2	-	-	-	-	-	-	-	-	-	-	**3**
32	-	-	-	-	-	-	-	-	1	-	-	-	-	**1**
33	3	2	1	2	2	-	1	1	-	-	-	1	-	**13**
34	1	2	1	2	-	1	-	-	-	-	-	-	-	**7**
35	-	-	1	-	-	-	-	-	-	1	-	-	-	**2**
36	5	-	1	-	1	-	1	-	-	-	-	1	-	**9**

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37	1	1	-	-	-	1	-	-	-	-	-	2	-	**5**
38	1	1	2	-	1	-	1	2	1	1	-	-	-	**10**
39	-	-	-	-	-	-	1	-	3	1	-	-	-	**5**
40	-	1	1	-	-	-	1	1	1	-	-	-	-	**5**
Total:	**24**	**29**	**34**	**22**	**15**	**10**	**19**	**18**	**18**	**8**	**1**	**7**	**5**	**210**

**Note: The ID column represents the identification number of each essay and letters in the next columns are error categories labelled with their error tag given in Table 4.*

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3. All collected essays by their IDs.

Essay ID: 1.

These pictures highlight how tomato is produced, and how a bottle of ketchup is made. There are 15 stages in the diagram from picking tomatoes and put in baskets, to eating a jar of ketchup with a hamburger and chips.

The first stage is that the tomatoes are picked and put in baskets, and then they are sorted good and bad ones by workers. The tomatoes are sent to a ketchup factor within lorries after that they are removed from their skin, seeds and stalk. The next step is that they are put into big dishes after which it is crushed. Following this sugar, vinegar and salt are added and boiled over a high heat. The following step is that is left two hours without heat and touching to get cool. After that, it is put into special bottles, and labelled as a ketchup. Subsequently the workers control its quality and then the jars are put into boxes. They are delivered to supermarkets within lorries.

In order to make a delicious meal within ketchup, first of all you buy a jar of ketchup and take it home. Next, you fry some crisps and make a hamburger; it is ready to eat. The last step is that you enjoy your meal with ketchup.

Essay ID: 2.

Both these charts provides various information about the film industry in America in 2010, including popular film genres and the percentage of box office takings.

Overall, as can be seen from the bar chart that the percentages of male Americans were higher than those of American females in three out of six genres covered in the chart, whereas women dominated only one genre, despite being equal two men in two genres. A further remarkable point is that action and comedy movies made most income for American cinemas, but the rest of the types were significantly less profitable.

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Looking at the details, with respect to box office ticket sales among Americans, approximately half of those were action films which meant the most popular ones were those. Just under a quarter of people sold comedy film tickets, this was followed by comedy films were twice as popular as romantic comedies. In that year, common ticket sales on other types of films except 5 different kinds covered in this question formed at 5 % and that was the least popular types of movies. At this point it was only half of thrillers means those accounted for just under 10% percent of common sale.

Regarding, the bar chart the most dominant viewers was men in almost all types of films. The number of American males watching actions was almost two times as high as those of females. There was equal number on watching comedies and western movies among both genders with 20 and 10 respectively. Which meant the western films were half of comedies. Twice as many men liked science fiction movies than women with 10 and 5. Another interesting point is that the number of women watching romantic comedies outnumbered those of men and it made up a third of viewers.

Essay ID: 3.

The table and pre charts give information on the film industry in America, including popular films and the amount of tickets sold for them.

Overall, as can be seen from the bar chart the percentages of male Americans were higher than those of American females in three out of six genres covered in the chart, whereas women dominated only one genre, despite being equal to men in two genres. A further remarkable point is that action and comedy movies brought most income four American cinemas, but the rest of the types were significantly less profitable.

Looking at the details, in the first place was action films among males with 40 %. Next came comedies at 20%. The number 3 film was thriller 5 % less than comedy. Ranked in fourth

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place science fiction and western genres at 10 % altogether, whereas western was equal for both men and women. The least popular was romantic comedy with 5 % in the bar chart.

As regards famous films loved by American women the romantic comedy headed the list with 30 %, whereas tickets sold was 12 % of the pre chart. The second most popular film was action, which took almost half of the income with 49%. Third on the list was comedy 5 % more than action, and 5 % more than thriller. The next most popular genres thriller and western with 10 % equally. Bottom of the list was science fiction at 5 %.

Regarding the box office takings, the action movies tickets was the biggest part with 49%. Next one was comedy 24 % twice as much as romantic comedy which shows 12 % of the income. Thriller was only 10 % of the pre chart, following by other genres of the film at 5%.

Essay ID: 4.

The bar chart illustrated the results of a poll about people's choice between coffee and tea buying and drinking habits in five cities situated in Australia.

Overall, the highest percentage was going to a café for coffee or tea in three cities including Melbourne, Sydney and Hobart while buying fresh coffee chosen by people living in Brisbane and Adelaide was the least percent of the survey. Instant coffee was higher only 1 % than fresh coffee in Adelaide, in other cities it was always lower than going to a café.

In details, wo thirds of people polled in Melbourne responded that they prefered going to a café than buying fresh or instant coffee itself. Next came people from Hobart chose only 2 % lower than Melbourne with 63 %. In third place Sydney people went to a café with 61 %, 2% less than Hobart. The number four city was Brisbane with almost 55% of the survey. Going to a café came bottom of the list in the poll, with the least percentage of participants choosing it. Almost a third of respondants living in Hobart bought instant coffee, which was the highest point of all cities. Ranked in second place was Brisbane people with approximately 53% of the chart. This

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was followed by Sydney with 46% just behind of Melbourne at 48%. Brisbane showed the lowest percentage for fresh coffee bought of all the cities.

Over 40% people of Sydney were polled that they bought fresh coffee 2 % more than Melbourne. The third most favourite drink was in Hobart with almost 38%. Adelaide respondents was 34% of the survey.

Essay ID: 5.

Some people hold the view that prohibiting song lyrics which mean violence and criminal lifestyles is proper. In this essay I will analyse both merits and demerits of this ban.

One plus point of banning song lyrics is that this action can lead to less amount of crime rate as more and more fans of such kind of songs are likely to follow the words used in them. More clearly, any kind of fans who accept their favourite singers as ideal ones, may imitiate some violent words like "kill him or shot him" which are used in their songs. As a result not allowing these lyrics to listen to may decrease crime rate. Another beneficial side is creating

Essay ID: 6.

There is tremendous rise in terms of car ownership, as a result more and more big cities are facing traffic congestion all over the world. Personally I believe that it is today's serious issue. Measures can be taken for this problem by increasing cost of cars or cost of fuels.

The number of cars in big cities has risen and it is triggering traffic jams. The main reason for that is availability of cars in reasonable price. Consequently, nearly everyone can afford to purchase private vehicles to take the advantages of them in going to work, doing house hold duties on a daily basis. This means that since they do not have to use public transports as they have private cars, every single person is using them for their purposes which is driving traffic congestion in cities. One approach to this issue is can be made by discouraging people to

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buy own cars. In this way, governments should increase the price of cars for an amount which can not be available for everyone to use.

Another approach is increasing the price of fuels used for cars in order to encourage people to use more public to use more public transparts rather than spending money on expensive fuels for private ones. As a result, people may opt for public transports as they are cheap enough to use.

In conclusion, I consider that this issue is not so hard to tackle, so it can be addressed easily.

Essay ID: 7.

Awareness about culture of country which they are visiting is necessary for travellers and business people as it can benefit them in terms of gaining respect and discounts while no understanding of traditions create problem like deportation.

To begin with, brief knowledge about customs of the country may be advantageous for travellers while treating locals. If tourists show respect towards their traditions and follow their way of traits, tourists themselves are highly likely to be respected during their travel. As for people from business area, they might have a privilege also if they are aware of the customs of the country they are in. Clearly, business people will probably get some discounts on their hotel staying just because of their little attention to the culture of people they are dealing with by showing that they are familiar with certain manners of local people.

However, no awareness of culture about visiting country can arise on issue, as well. Foreigners can be easily arrested whenever they break the laws of the country since they do not have insight into rules of it. For example, in Singapore even if people spit at the street, they can be fined or arrested. So, one should care about the rules of the place they are.

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In conclusion, everyone should be aware of culture briefly where they are visiting in order not to face problems.

Essay ID: 8.

Today, it is being faced that there is a growth in the number of senior citizens all over the world. This trend can be beneficial for young generation in some ways. However, the governments may be lead to finance problems by this increase.

On the one hand, growth in senior citizens numbers can benefit the youth since they have long life experience and it is highly helpful in the way of upbringing them properly, from a moral side. In this way they may be capable of explaining every life issues how to tackle with and giving appropriate guidance from their lifetime experience. For example, aged people can teach junior ones to be patient and think a bit deeper before doing something in their life. In this case, senior ones ae the mentors who can be advantageous for youngsters in this way of living with less problems by the help of aged people.

On the other hand, rapid increase in senior citizens numbers may put government into a trouble. Government have to certain amount of money for health care system and living conditions of them as they need enough money to live. For instance, every government has obligation to give pensions for aged people when they are retired.

In conclusion, I personally believe, although senior citizens have a important rol in youngsters life, population increase of old people is a issue government as well.

Essay ID: 9.

Back in the times, university students used to do their higher education locally however currently due to modernalization students have more opportunities to study overseas. I would be for the latter point for it provides new skills, challenge together with prospects of discovering new cultures.

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On the other hand, there are some reasonable negatives of studing in other countries. Initially, with the students studing abroad, it is loneliness. Nowadays, one of the serious practical and social difficulties that people living abroad face is the language barriers, I agree this views and there are many drawback for the minority of people.

Firstly, Nowadays people do not wish work because companies and manager do not give enough money for their workas a result many people must be went another country but they know very well, do not spoken people yet. It is for example, people who know foreign language but they are analize communicating people, perhaps do not spelling as a their. Then it can be outcome stress, furthermore the majority of people could be accomadation but, have a mistake their work and spoken that is bad for job.

Some people believe that, speaking a foreign language have many drawback for people who do not know their language they could be problem their jobs, and communicating another country people. Nowadays, the minority of people are working job, but they do not understand, they have a later who is very well their language, they are communicating eider then ledder understand and translated. It is common way for younger generation because they must be find a money and they surfe money for yourself and spent money for family.

In conclude, by migrating country people should make their but effort to learn the language most people in this region talk and understand to avoid cases social unrest and practical problems.

Essay ID: 10.

Due to ubiquity and benefits of state of the ait gadgets it has become exceedingly popular to exploit them in studying. However, there are certain pros and cons of this matter, which concern health and overall educational progress.

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On the other hand, modern devices ameliorate the process by allowing access to distinctive scientific sources with a single click. Previous generations had to spend long hours in the library reading thousands of pages to obtain specific information, which is alleviated to large extent by introduction of internet. Furthermore, these tools are portable and are capable of storing information that is equivalent to tons of conventional printed books. The materials kept in the memory of the computers might be utilized any time at any circumstance, which is tremendous advantage for students who do different researches.

On the other hand, continuous usage of laptops or other electronic equipments create high risk of health issues such as eye sight damage and obesity sedentary lifestyle can result in imbalance of calories and excess weight, while staring at screen for long period of time can cause fatigul in eyes and eventually decrease clarity of vision. In addition, redundant notifications from social networking sites, namely, Facebook, Instagram or Whats App distract students' attention significantly. As a consequence their concentration might get hi-jacked by less important yet attractive piece of information.

In conclusion, the recent phenomenon of hi-tech development in learning procedure has both merits and demerits. However, as the future of this instance seems inevitable if students learn to control their screen time and avoid the issues mentioned above this combination is positive as a whole.

Essay ID: 11.

Currently providing children with weekly packet is prominent. There are some people claim that it has fundamental role in coping with some money related hurdles. I however, would be against this notion for it causes being incantious and making wrong decisions.

On the one hand, it is packet money fills children's daily needs. Firstly, with the children receiving weekly pin money they could feel confident among their friends. Sometimes not having

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money children may get embarrassed in the circle of their tuns which lead to isolation. What is more with the assistance of petty cash children can afford to what they are in short of daily. Additionally, some children start gradually saving some of their money towards a goal. Specifically, children could develop a sense of purpose together with pride in their achievement. For example, according to recent research by who children value what they buy for the money they have.

On the other hand, there some reasonable side effects of packet money need to be taken into consideration lest children should happen difficulties. One major area of concern is that most of teens are very likely to pour their money on frivolous things. The more money children have it means the more needless stuff they purchase. Furthermore, being unexperienced children may not realise the worth and value of money and are likely to take hasty and missteps regarding finances. As an example, as for research by Zurich University in Switxerland, 60% of the children who are provided with packet money are more probably to buy some alcohol and illegal drugs.

To conclude, despite thrixing confidence and financial management, still weekly basic money pocket is in charge of childrens being careless along with making mistakes.

Essay ID: 12.

Prison is the best punishment for criminals.

Nowadays, we are facing up a rage of crimes which are being commited in different spheres. However, there are some effective ways to tackle the rising crime rate. Some people think that prison is the best way to punish criminals whereas others think prison can't fight against criminals. I agree with the first statement above mentioned and I will support my views with examples.

Firstly, sending criminals to jail is more effective way than other tackles. Because inmates can deal with different kinds of activities. For example, there are a range of books which

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criminals should read in their imprisonment life. Reading such kind a book can help them to change their horizon. It may deter them to commit crimes.

Another reason why I agree the prison is the best punishment is that some criminas who have commited serious crimes are sentenced to the death penalty in most cases. At that time prison can be best way for them. Because every person can get another chance in his life. After that, these kinds of violent criminals can understand the value of life and decide not to commit a crime when they are inside.

On the other hand, sentencing to the prison can't sometimes tackle the problem. Because prisoners can't get a good job after getting out of the jail. Government and most people suspect them and try to avoid criminals. As a result, they have no chance but commit a crime again. So that government should provide them with job which they deserve and pay a salary to live and look after their family.

In conclusion, although there are some other measures besides prison, prison is the best way to punish the criminals. Personally, I think prison can deal with the rising crime and by this way government can also control society.

Essay ID: 13.

The given table illustrates the information on the amount of money spent on livings by a single and two people in retirement.

Overall, the total payment of an individual is much less than the couple. As well as, the most expense is for accomadition of both and the couple pay for food twice than a single one. The accomadition fee is 10 $ more of couples than a single person. For leisure activities, the single

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spends 140$ at the time two couple do 202$. Caring about their health, an individual pays 50 $ fewer than the couple.

The number of transport fee differes only 1 $ for both. Regarding clothes and other necessities an individual retired person pays approximately half of the couple. A single person spends 44 4 and 37$, while two people spend 80$ and 70 $. In total amount of money spent by a couple 931 $, while a single person pays 684$.

In conclusion, the couple spend almost 1.5 times more than a single person in retirement totally.

Essay ID: 14.

The bar chart compares how many people visited three different museums, namely MET(New York), Edo-Tokyo and national museum of China, from 2000 to 2005.

Overall, as can be seen from the graph that there were upward trends with number of people visiting to National Museum (China) and MET museum (New York) over a six year period. Although Edo Tokyo was the most popular museum of the beginning of the period, the number of visitors fells significantly, standing last in years.

In detail, the number of National museum in China started at low of first over 6 million in 2000, and after that there was remarkable increase to about 11 million in 2003. After levelling off in 2004, the figure increased dramatically, peaking at nearly 16 million in 2005. Similarly, 12 million people made a visit to MET museum of New York in 2000, which halved in the following year. At this point, the figure levelled off in 2002, followed by a significant rise to just over 14 million at the end of the period.

As regards Edo Tokyo, having remained stable at around 13 million in the first two years, the number of visitors deceived sharply to just under half of this figure in 2003. Following this, it rose considerably to 10 million in 2005, recording the lowest level.

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Essay ID: 15.

It is known that some of the trash which is from houses is reprocessed nowadays. Buy this is not enough. People believe that recycling the waste from houses should be a legal requirement by the governments. Because it helps to increase it. In my opinion, laws are necessary for some situations when we can recycle the waste.

In the first part, I can state that used materials from families are thrown as the garbage everyday. Because, we need to discard anything unnecessary if it becomes useless. For instance, the garbage from a kitchen or the rubbish from a room is thrown. In this point, recycling this type of waste should be a legal demand. Then we may help to keep the environment clean and beautiful. However, we do not need laws for people regarding recycling, unless we can do it.

Secondly, the waste from houses should be controlled by the governments for 100% unless it is possible to recycle it. In such cases laws seem to be unimportant for us. Since every single litter is reprocessed by definite governmental factories, we do not need to have laws on recycling. In other words, if lamps in my rooms become useless, I cannot recycle then so the government have to reprocess them in exact processing sites. Only some governmental plants or factories need laws there.

Overall, laws as legal requirements are needed to recycle more waste from houses, if we can follow and manage them. Otherwise, they can only be necessary for the government.

Essay ID: 16.

In order to improve transportation systems governments invest money in different types of roads including railways and regular roads for other means of transport. I think they should spend enough money for railroads and other roads at the same time.

In the first part, I can say that funds for developing railways should be expended in particular areas like industry zones. Because we mostly need them to bring or deliver our goods

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and products from plants and factories. In other words, railways can be the main transport to convey ready to consume products or raw materials from one city to the others. Its they work accordingly to exact timetable, their use is bounded. Therefore railroads can be built up limitedly. On the other hand, cars or trucks are the main means which bring or deliver everything to the final destination.

Secondly I want to state that governments ought to spend more money to work up usual highways and motorways everywhere. Since they are able to serve door to door. For instance, a box of products which is bought in the warehouse of the plant can be delivered to the door of your garage. It means that regular roads should be financed more and more to create better conditions for people. Thus cars and other four wheeled transport types are more comfortable to use rather than trains

In conclusion, if governments aim to improve particular industrial zones, they should spend more money on them. But usual roads ought to be financed more, when they want to make people's lines more comfortable.

Essay ID: 17.

In these pie charts we can learn different age groups in Yemen and Italy. The information is related to 2000 and 2050.

According to the charts in 2000 young people from 0 to 14 years old were more in Yemen than Italy. They were more than 50% which was the biggest figure then. Middle group which was from 15 to 59 was larger in Italy. They consisted of above 60% in that country. The third group of the population was over 60 years old. The percentage of them was higher in Italy comparing to Yemen. In other words, they were 14.3% of all people in Italy.

Projections for 2050 for these countries are quite different. The percentage of the first group is expected to drop in both countries. For instance, it will go down to 11.5% in Italy. The

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second age group will rise in Yemen by 11 %, but it will decrease in Italy by 15 %. The last age group will go up slightly in Yemen whereas it will increase almost two times in Italy.

Essay ID: 18.

Today we can share some information in different spheres as we need. However it may be good to distribute some data which should be for limited groups of people. In my personal view, information might be shared unless it is harmful for the society. Otherwise, it should be controlled strongly.

In the first part, I can state that people seriously demand essential information on scientific researches, academic spheres and business in order to make their lifestyles much better. Because we might not manage even a tiny problem if we are unaware of necessary things about it. For instance, people living close to seas or oceans need to know all possible information on hurricanes and tornados. As any person might detect and see them beforehand, everybody should have knowledge on such disasters clearly. Then the information which we know works to the benefits of our society.

Secondly, we have to comprehend that some data on specific fields shared freely. Since such information might be dangerous for us if we apply it wrongly. Consequently, low breaking situations may increase. In other words, exam papers and sources should not be available for all applicants or students in advance when schools or universities plan to take exams. Access to them ought to be limited. Otherwise, there will not be fairness or justice. Therefore some sorts of information need to be undercontrol. At long last, sharing facts or details feely depends on the situation when it is needed, any single data has to be controlled strictly.

Essay ID: 19.

This line graph shows statistics on energy use by types of fuel in the USA. The information is taken from a 2008 report since 1980 and some expectations for 2030 are also given.

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The first type of fuel is petrol and oil. It started from 35 quadrillion units in 1980 and is expected to reach above 45 quadrillion units in 2030. Natural gas is given as the second main type. Because it was 20 quadrillion units in the beginning. It fluctuated in the next years like the first part. But it remained stable after 2010 for the rest of the period.

The third type is coal energy. In 1980 is quadrillion units were consumed. And the consumption has risen regularly from the start. It is expected to be about 30 quadrillion units in 2030. Surprisingly, other three types started on the same point in the beginning. They were approximately 3 quadrillion units initially, but are expected to end differently. Nuclear energy will rise slightly to the projection in the future. But solar and wind energy consumption will stay almost unchanged according to the graph. To my surprise, hydropower will decrease comparing to its starting point.

Essay ID: 20.

According to some people, unsatisfactory situations like having little money or undesired job should be accepted as they exist. However, others claim that people should attempt to change the situation. I personally think that we have to understand the situation very well before trying to change it and make it different.

In the first part I may say that the situation should not be changed if we believe the result could be really risky. Because we might make our current condition even worse doing something wrongly. For instance, if the society is unable to give you better jobs you may not find it seeking for days and nights. Anyway, you cannot get what you want. So, it is better to continue your job. It is hard to make thousands of dollars when people can only afford a hundred.

On the other hand, we need to try to make our present situation more preferred it is unsatisfactory. Because actions speak louder than words. We can live better and have something desired by attempts. In other words, I may get some food to eat if I deserve it. I can

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line and work as I want if I try to get it. Therefore, desire and attempts help us improve the situation to the better side. People should act to live in larger houses, make more money and travel to other countries. They need to learn about other cultures. Then, they could comprehend the world better.

In summary, it is true to say that situations might be changed to the better point if people are able to do it. Otherwise, they are obliged to accept what they leave. Because sometimes making something better is not up to us.

Essay ID: 21.

The line graph compares forecasts about the number of people who will learn English, Spanish and Mandarin languages over a decade between 2020 and 2030. The figures are given in millions.

Overall, there will be a consistent upward trends in both Spanish and Mandarin learners during the period covered in question, whereas the number of students who will learn English is expected to see a noticeable rise with fluctuation. A further remarkable point is that despite dipping noticably in 2026, by 2030, the number of students of English will have been dominant language among three languages given.

Looking to the details, projections show that there will be dramatic increase in the number of English, Spanish and Mandarin learners with over 700, 500 and approximately 600 millions respectively over a period of ten years. Regarding the number of students learning Mandarin language started at a on off 100 million. Having risen dramaticly, it is predicted that there will be the same result in their numbers of Spanish and Mandarin learners with just over 300 million in 2026, and after that by 2028, estimated number of Mandarin students will have overtaken students of Spanish. Subsequently, it is predicted to be second popular language among learners. The expectations show that the number of Spanish learners is likely increase

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steadily with beginning at about 200 million and finishing at a pease of 500 millions between 2020 and 2030.

Essay ID: 22.

The given line graph illustrates temperature per month in Paris, Boston and Melbourne. As an overall trend in the graph temperature in Melbourne was be warmer than others, but it increase sharply near the end of the year. Temperature in Boston shows same variation.

In January temperature in Paris is higher than Boston with figures 8 and around 6. As temperatures both cities began to rise, temperatures in Boston becomes higher than London in the middle of March and the figures rise rapidly and reach peak in August just over 30 and just below 25 shows downward trend until December with a lower temperature Boston than in Paris.

Turning to Melbourne, the condition began to decline from January, and July and rise back at the end of year with lowest point just above 25 from the table. It is observed that temperature in Boston has highest point than both big cities.

Essay ID: 23.

The two maps given in question illustrate the developments that have taken place in the town of ships mouth over the last 26 years.

In general, the town has become less green, more modern, less religious, better connected, more entertaining and pedestrianized.

One interesting change is that the trees standing in the north west and south east have been chopped and to make way for new apartment blocks and an airport. Providing local people with accomadition and better connected with other cities and countries. The old factory that used to pollute the area has been replaced with shopping center giving more entertainment to the people living in this town. Another remarkable change has been the construction of a new train station, making the town better connected with the north part. There is also a church changed

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into a new pub for men.in the western part there are two sky scrapers in the place of two storey house.

Turning to the parts of the city which have remained unchanged these include city center, the train station in the south green areas located behind the pub and skyscrapers the east of the town.

Essay ID: 24.

The pie chats given in question highlight information on percentage of three main nutrients in four meals during a day, which may be harmful if overeaten.

Overall, dinner was richest in sodium and saturated fat among all typical meals mentioned in question, whereas snacks contain the most added sugar. Furthermore, dinner was the most unhealthy meal of the day, but breakfast was the healthiest.

Looking at the details, in terms of sodium top of the list was dinner, accounting for 43%. Breakfast and snacks were joint last on the list at just 14% each. The amount of sodium in breakfast and snacks combined accounts for slightly less than that of lunch alone at 28 and 29 respectively.

By contrast, the biggest percentage of saturated fat was in dinner. This is followed by lunch, which constituted a little more than a quarter. Next came lunch with 21 % the smallest portion was breakfast at 16 % respectively.

On the other hand, snacks were responsible for the largest share of added sugar at 42 %, while that of dinner was less almost twice at 23 %. The proportion of lunch was 19 %, which was 3 % more than dinner.

Essay ID: 25.

The bar chart highlights the findings of a questionnaire among European and American people about how successful a business can be.

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Overall, the biggest percentage is "Personality of the Director" whereas "Political situation" is the least share of the survey in USA. The Europeans answered a little more than USA people to the question "How the business is managed". The two nationality responded to "External factors" with the same portion.

In details, top of the list is "Personality of the Director" almost 35 % by European people, whereas Americans said nearly 3 % more than to "How the business is managed", "Personality of the Director" and "How the business is managed are joint first on the list of the survey conducted in the USA. Next came just under 4% of USA citizens who were surveyed reported that the most important factor is the political situation. An equal percentage of Americans and Europeans said that External factors played the most important role in the success of a business. In third place USA people answered exactly 20% to "Personality of the Director" in the questionnaire.

Last on the list, National economy, chosen by USA citizens with almost 18% of the poll, whereas Europeans said it just above 20%.

Essay ID: 26.

The table compares five different countries in terms of the amount of electricity used in a typical hospital during one week. Units are measured in megawatts.

Overall, it is clear that considering more electricity is used in the French and Canadian hospitals, while the amount of the remains relatively stable in France and Japan during a week. An Argentina hospital, which uses the least electricity, experienced a dramatic decline in electricity consumptions towards the end of the week, whereas there is a significant increase in both Canada and Russia.

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In detail, at the beginning of the week, the most electricity is used in France, at 32 mw. The figures for France and japan are roughly stable, fluctuating around 32mw and 18 mw respectively.

In the first three days of the week the figure for Canada remains unchanged at 26 mw compared to 12 mw in Russia, after that, there are remarkable increases in both countries that the former reaches as a peak of 38 mw and the latter doubles to 24 mw at the weekend.

As regards Argentina, the amount of electricity consumption is 9 mw on Monday. On Tuesday, it reaches high 10 mw, followed by as high as it original amount, with 5 mw, on Sunday.

Essay ID: 27.

The table shows the amount of respectable budget for retired singles and couples to live luxuriously. The table shows how much money retired singles and couples need to live luxuriously in Australia.

Overall, it is clear that retired single people and couples spend most on housing and leasure respectively, while the figures for other category are lowest for both. Although there is a remarkable difference between the total expenditure, they need roughly the same amount of money for transport.

Looking at the information in more detail, the total amount of money spent by an individual is $ 684, compared to $ 931 for a couple. The expenditure for housing of retired single people is $ 184, which is $ 10 lower than that of couples.

Meanwhile, the spending of couples is about $ 60 more than that of singles on leisure ($ 202 and $ 140 respectively) and healthcare ($ 177 and $ 122 respectively). When it comes clothing, food and other things, the figure for couples is twice as much as that of singles. The former needs $ 80, $ 100 and $ 70 respectively on these categories, while the latter spends $ 44,

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$ 50 and $ 37. Regarding transport expenses, almost the same amount of money spent by couples ($ 108) and singles ($ 107).

Essay ID: 28.

The line graph shows the percentages of the people employed by three economic sectors, in Britain, from 2000 to 2010.

Overall, employment rates in the public and the self-employed sectors rose gradually, while there was a significant drop in the private one. Although private sector initially employed more people than others, it was overtaken by public sector towards the end of the survey.

In the first year, approximately 48% of Britains was employed by private sector. After that, the figures kept downware trend until 2009 and finished at the lowest point of 20%.As regards public sector, the figures stable at about 38% which was followed by an increase of around 10% over the next three years. Although there was a slight decrease to 45 % in 2006, the proportion of UK citizens working in public sector saw a noticeable growth and peaked at just over 50% in 2010. If we look at the self-employed sector, the trend was similar. Having fluctuated just under 20% in the first half of the period, figures increased remarkably and reached its highest point at in 2010.

Essay ID: 29.

The line graph tells us about the number of students learning three world languages (English, Spanish and Mandarin) between 2021 and 2030.

Overall, what stands out from the graph given is that there is a rather steady increase in the figure for all three languages through the period, while English is expected to rank first.

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According to prediction about English, having risen significantly from 550 million to 600 million in 2002, it is estimated that the figure for English will fluctuate widely around 650 million until 2028. After that, it will increase noticeably to reach a pick of approximately 750 in 2030.

In third year, the figure for Spanish is nearly twice as high as that for Mandarin (approximately 250 million and 130 million respectively). In 2022, the former is forecast to rise significantly by 50 million, which will remain relatively unchanged in the following two years, and it will grow gradually to exactly 500 million in 2030. Likewise, the latter will experience a rapid rise to just under 600 million in the year, overtaking Spanish in 2026.

Essay ID: 30.

The bar chart given in question highlight the percentage of people living in their own and rented homes in England and Wales from 1918 to 2011.

Overall, rented houses was the highest point at the beginning , while people living in their own accomadition was the least portion. At the end of the chart more people had their own homes and the the rest had theirs twice less.

Looking at the details, in 1918 (people) rented houses were about 80%, their number decreased next years. The portion of rented homes remained stable till 1953 at about 68%. It was little just below 60% in 1961. During the next years, people rented homes approximately at 30% towards 2001, but it showed a little more than 30% in 2011. The proportion of people having their own homes was just over 20% in 1918; its number increases to 30% in 1939 and it had no change in 1953. The percentage of rented accomadition was 4 % in 1961. Both figures maintained the same level relatively 1939-1953, and 1991-2001. The share of having own homes nearly 65% in 2011.

Essay ID: 31.

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The two line graphs given in question illustrate data on the changes possessing electronic devices and amount of time spent doing housechoresin a country during a century.

Overall, washing machines started a low of two fifth of all households. Having vacuum cleaner increased gradually. At the beginning no family owned a refrigerator. The percentage of houses owning refrigerators increased significantly despite the people didn't have their own in 1920. The portion of used washing machine fluctuated till the end of the graph. Using vacuum cleaner started at a low of 30% and rose sharply to 2000 year and remained stable about 10 years towards 2019.

There was a continuous decline in the number of hours spent on housechores over the country given in question. In 1920 people did their housework 50 hours during a week. In 2019 it is only 10 %.

Essay ID: 32.

The line graph highlights data on the amount of visitors coming to a special Carribean Island from 2010 to 2017.

Overall, total number of tourists increased significantly during five years, where it remained stable for a year, then it hit a peak after rising sharply. The amount of tourists fluctuated both staying on cruise ships and island during seven years.

Looking at the details, the tourists chose the cruise ships levelled off from 2015 to 2016. In the last year it reached a pick. The content of visitors stayed on island remained unchanged between 2012 and 2011. Next two years it rose noticible and then it had a sharp rise towards 2016. It also maintained the same level and ended with a dramatic growth at 1,5 millions peple.

The total number of tourists grew noticeably during two years with 1,5 millions visitors, and remained stable during three years till 2015 consisting approximately 2,5 millions of memebers. It had a rise in 2017 after falling down with 3,5 millions of tourists respectively.

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Essay ID: 33.

Nowadays, in many parts of the globe, shopping is turning into common type of pastime activity liked by most youngsters over as opposed to in fact in the past these were directed only for buying to satisfy their needs. Although these are some positive sides, to my mind drawbacks, this trend brings prevail these.

They are seemingly few benefits to shopping for leisure among youngsters generations. The number one for supporting this idea is the fact that such kind of activities may lift adults' mood in terms of taking a sense of pleasure while doing shopping. For instance, consumerism among youth provides great deal of opportunities to get acquaintance with sophisticated technologies and other type of thing on brand. A further supposed benefit is that these activities are the most acceptable aspect of socializing with their peers rather than sitting in front of TV or hanging put with them on social networking sites leading to get bored with their daily activities. However, the above mentioned positive sides may appear short term and youth can be taken this kind of feeling from other types of free time activities.

Having said that the drawbacks comes with shopping for fun are tough to reject. The most significant negative point is that there is no personal development in terms of activities related to enhanced youngsters healthy conditions through doing some physical activities rather than being shopaholic in some cases. For example, overspending exlusive on shopping for only fun cause several problems associated with not having only enough time left for productive activities. With the help of these they can avoid breath problems overweighing issues instead of doing shopping. Furthermore, the usage of shopping as leisure activities brings self-esteem problems and some difficulties with their budgetary point. Regarding feeling bad yourself, their contemporaries may bully them beacause of their wearing style by well-dressed teenagers. At schools, these can be observed among them. Thus, it is better to sound their money where they are in need.

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On balnce despite having benefits, this trend may cause more drawback among adults. Generally, we would stand a better chance of activities leading to be satisfied if we focused more, on doing useful activities on leisure pursuits rather than shopping unnecessarily.

Essay ID: 34.

At present, most people are suffering from problems resulting from insufficient sleep, whereas these can be soluble with the help of acceptable actions in turn. In my following essay, I will outline some practical solutions to deal with these kind of issues mentioned in question.

It is not difficult to notice outcomes come with sleep deficieny. The most obvious one is deteriorating health condition both physiologically and phychologically including appearing incurable ailments ranging from insomnia to Alzheimer's. In fact, the minimum amount of sleep should be 6 hours a day. Having decreased daily amount of sleep among individuals these may bring about increasing the risk of being mentally ill. A further problem associated with loss of sleep is that reduced productivity can be observed in every aspect of life. Sleep loss can also adversely affect work performance. For instance, the person stated in question is often tired during the day whether it be 8 hours sleep before that day.

However, there are some solutions to tackle with this kind of problems. The number one solution to this is taking sleep pills since people suffer from this. Nevertheless, regular taking medicine may trigger even worse conditions such as addiction to this. Thus sleeping drugs can be short-run answer to this apart from this, keeping gadgets away your bed is also adequate approach to this as they make money people disturbed from sleeping, with the same as wasting right time exclusively in social networking sites can cause to lose sleeping time existed. Therefore they should switch off their smartphones or just keep them on vibrate before getting fall sleep.

In conclusion, the problem of sleeping insuffiently should be dealt with urgently; otherwise, it may turn into even worse medical diseases globally.

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Essay ID: 35.

The diagram given in question illustrate how the plastic bottles are recycled and produced necessary items. Overall, there are 9 stages in the procedure of recycling bottles from collecting them out of bins, to producing new daily necessities.

In the first stage, plastic bottles are collected and loaded onto trucks, which take them to factories. After they have been delivered to factories, they are sorted out to recycleable ones. Having been sorted out, the bottles are compressed into blocks in order to make them easy to crush. The following step is washing them out.

Afterwards, the production of plastic pellets begins to make them little balls. During the next stage, the pellets are heated to form raw material when it is done raw materials are ready to produce new bottles. T shirts, dishes, pencils and containers. The process ends with producing new materials for people, and the cycle starts over again.

Essay ID: 36.

The significance of the usage of Internet based translation, today, is growing dramatically and there are prevalent among language learners. Although there are some disadvantages associated with translating through such kind of apps, to my mind, these applications have more positive sides for all.

The main reason of not choosing the way of translating via online apps, is its incorrect translation in some cases. In particular, understanding of idiomatic language may be vague for users thanks to their word to word translation, including if the idiom "it is my cup of tea" is translated word by word, several misunderstandings would occur in terms of comprehension. As a result, learner cannot notice its contextual meaning. Apart from this, this situation mentioned in question can be an obsolute in younger generation is foreign language learning, in terms of

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Observacións		Páxina	81/85
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cheating, such as doing their translation hometask given with the means of online apps instead of looking up their their dictionaries. These may bring up the loss of their interests on language learning. However, these may seem to be minor.

Having said that, advantages that come with online translation applications are obvious. The most important one is its fast service unlimitedly. Regarding translating a whole book by humans takes at least 6 months whereas these actions by Internet pps like Gogle Translation are done in seconds.

Furthermore, translating articles or scientific documents tend to be cheap or free. Owning to its affordable service for all users, individuals consider these to be the best opyion. For example, translating them by humans costs at least $ 3 per pape as opposed to it is more cheaper or even free by internet services.

On balance, despite having minor drawbacks of these kind of apps, its positives generally prevail these.

Essay ID: 37.

Nowadays, The products are being bought consumers cannot last long period due to their durability, quality and their purpose of usage. To my mind these trend's positive sides for both people buying and producing outnumber than those of negatives for these products.

Having said that, There several disadvantages of using short span items including producers may loose their status on manufacturing. In terms of buying not durable items may affect individuals overspending in the long run. Thus these can be considered by many to be disadvantageous.

However this trend has more positive effects than their drawbacks for both manufacturers and people buying. Owing to their low cost production, the prices are quite cheaper in the markets and as for this reason these can be affordable for ordinary people. These situations often

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Observacións		Páxina	82/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
Normativa	Este informe ten o carácter de copia electrónica auténtica con validez e eficacia administrativa de ORIGINAL (art. 27 Lei 39/2015).		

enable to increase producers profit and these may trigger expanding their business. Manufacturing in China can be one example of these. Despite some of their poor quality products, these are ubiquitous all over the world. Regarding their positives there is no need to use plenty of money for products in individuals life because of having affordable products. Manufacturers launch a great deal of products according to high demand. As for above mentioned reasons, I consider this situation to bring more advantageous.

Essay ID: 38.

Nowadays, the manufacturing industry is offering a wide range of products, but most of them are claimed to be breakable and no long-lasting. Despite having some advantages, this trend has many more disadvantages for both manufacturers and the public.

One of the important advantages of products which are not durable, is related to economic factors. To make such items, producers use cheaper materials, and as a result the cost is reduced that prompts people to buy item. Consequently, manufacturers make deal and pay high tax to the government, making the country's economy stronger.

On the top that, people can afford to rebuy the products because of their low prices if they break down some after their purchase. Thus, this can be considered by many to be advantage.

On the other hand, many items are replaced by newer ones more often and the public tend to keep themselves up to date with them. For example, we can see new versions of electronic gadgets every few months. However, to my mind, this causes concerns of overspending by consumers, resulting in leaving them without any savings. Furthermore, manufacturers cannot make well-known brands by producing low-quality goods, and also I believe that some types of them are not worth to waste limited resources, harming the environment in the long run which can put the health of public in great danger.

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Observacións		Páxina	83/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
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In conclusion, I think that the society benefit from affordability of these products and producers from a huge amount of income.

Essay ID: 39.

Nowadays, online applications are being commonly used to make payments for goods and services in most of the countries. While it is argued that there is a security risk and some problems with its dependence on the internet, I think it has more advantages, such as time saving and an opportunity to do tasks all over the world.

There are several drawbacks of using mobile phone platforms for payments. Firstly, it increases the chances of hacking banks account details as a security system of the programs are not complex enough to avoid hackers and prevent such illegal events. Secondly, all types of these apps do not work without internet connection, which may cause disconvenience by limiting our access to them at anytime and anywhere we need. For example, if we visit some rural areas, where there is not or weak internet connection and we have to send some money to somebody, it is impossible to use them.

On the other hand, most of the individuals carry phones with them all the times, and as a result, they can easily purchase products using online facilities that it allows them save their time by leaving at home instead of going out for shopping or paying taxes.

To conclude, there are numerous benefits of payments via phones with a certain risk involved which can be avoided some right measures. In my opinion, these facilities are bringing more growth in the country.

Essay ID: 40.

Nowadays, a growing number of people prefer to translate documents and articles by web-based language translation apps than using dictionaries. Even though these apps have some

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Observacións		Páxina	84/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
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drawbacks, to my mind the advantages outweigh them since people can use translation services into unlimited languages.

Incorrect translations can be easily seen while translating idioms and some fixed collocations. The argument against translating online is to let children cheat when they are doing homeworks about translating articles or writing essays in a foreign language, making them lazy and not feeling the value of being a bilingual. However, these problems mentioned above can be avoided with right approaches. In terms of machine-translation, the most important one is its speed which means that specialized translation apps can translate a book in seconds as opposed to human translation who are taking to months at least. The affordability of these apps is another advantage that they can be used without any fee, while translation agencies charge people and companies huge amounts of money.

To sum up, despite some negatives involved, online translation are beneficial for the humanity thanks to their quick and free solutions. I think these apps assist us to understand foreign texts and struggle against language limitation obstacles.

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Observacións		Páxina	85/85
Url De Verificación	https://sede.udc.gal/services/validation/mvBWD4mv6pRFevxUDG1UEA==		
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