

A COMPARATIVE CORPUS-BASED INVESTIGATION OF LINGUISTIC VARIATIONS IN SPOKEN AND WRITTEN ENGLISH

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Abstract

This study systematically examines differences in vocabulary, sentence structure, contextual language use, and overall communication patterns between spoken and written English. A mixed-method approach was used in this study. Data were collected through questionnaires administered to speakers from various sociolinguistic backgrounds. The corpus was meticulously transcribed, and the linguistic analysis was conducted using quantitative techniques, such as concordance, frequency, and collocation analyses, to show the frequency of words and phrases. Qualitative methods, that is, by utilising the sketch engine software to identify patterns. The results showed that mistakes are both natural and frequent in both spoken and written discourse. The written discourse is found complex, and the mistakes were frequent in it, such as grammatical, syntactic, misplaced punctuation, orthographic, and subject-verb agreement and tense errors. In spoken discourse, mistakes such as a lack of language exposure, an absence of records, and cognitive difficulties, as well as personal abilities, anxiety, and social factors, were indicated. Results of the current study will help generate instructional language programs, provide a framework, and provide raw data for prospective researchers in the relevant field. It is recommended to investigate and analyse the structural complexities of both spoken and written discourses.

Keywords: linguistic variation, spoken, written English, corpus.

1. Introduction

Language variation is a fundamental characteristic of human communication, reflecting differences in language use across contexts, speakers, and modes of communication. In the digital age, the distinction between spoken and written English has become increasingly complex as communication technologies often combine features of both forms. Understanding these differences is essential because spoken and written language fulfil distinct communicative functions and exhibit unique linguistic characteristics (Biber & Conrad, 2009; McEnery & Hardie, 2012).

Corpus linguistics provides an effective methodology for investigating authentic language use through large collections of naturally occurring texts. Rather than relying solely on intuition, corpus-based research enables systematic and empirical examination of linguistic patterns and variations. The development of electronic corpora has significantly advanced linguistic research by enabling scholars to analyse language in real-life contexts and across different genres and communicative settings (Biber & Conrad, 2009; McEnery & Hardie, 2012).

Previous research has shown that spoken language is generally characterised by spontaneity, repetition, hesitation, and interactive features, whereas written language tends to be more planned, organised, and lexically dense (Chafe, 1982; Ong, 1982). Spoken communication frequently relies on contextual cues, intonation, and immediate feedback, while written

communication depends more heavily on carefully structured sentences and explicit linguistic choices to convey meaning (Tannen, 1984; Biber, 1988). These differences are evident at multiple linguistic levels, including vocabulary, syntax, pragmatics, and discourse organization.

Lexical variation reflects differences in word choice and frequency across communicative contexts, while syntactic variation concerns the use of different grammatical structures and sentence patterns. Pragmatic variation focuses on how speakers and writers express meaning in relation to social and situational contexts, whereas discourse-level variation examines how larger units of language, such as conversations, narratives, and texts, are organised and interpreted (Gries, 2013; Hyland, 2005). The study of these variations is essential for understanding how language adapts to different communicative purposes and social environments.

Corpus-based analyses of spoken and written English provide valuable insights into language variation, language change, and communication practices. By comparing spoken and written corpora, researchers can identify patterns of language use and better understand how linguistic choices are shaped by communicative demands and contextual factors (Labov, 1972; Tannen, 1982). Therefore, the present study employs a corpus-based approach to investigate lexical, syntactic, pragmatic, and discourse-level variations between spoken and written English.

1.1 Research Objectives

1. To analyse the key linguistic differences between spoken and written English.
2. To identify the frequency and possible reasons for errors in spoken and written English.

1.2 Research Questions

1. What are the key linguistic differences between spoken and written English?
2. What is the frequency and what are the reasons for errors in spoken and written English?

1.3 Significance of the Research

This study contributes to the understanding of how language varies across spoken and written modes of communication. The findings may assist language educators in developing more effective teaching materials and instructional strategies that address the distinctive features of both forms of English. The study may also support curriculum development by highlighting important differences in vocabulary, grammar, and discourse organization.

Furthermore, the research provides empirical evidence for corpus linguistics and applied linguistics by demonstrating how authentic language data can be used to investigate linguistic variation. The findings may contribute to the development of language technologies such as speech recognition systems, text generation tools, and natural language processing applications. In addition, the study enriches theoretical discussions on language variation and offers a foundation for future research on spoken and written communication.

2. Literature Review

Corpus linguistics has become one of the most influential approaches for investigating language variation across different communicative contexts. Through the analysis of large collections of authentic spoken and written texts, researchers have identified systematic differences in lexical, syntactic, pragmatic, and discourse features of language use. Spoken language is generally characterized by hesitations, fillers, discourse markers, contractions, and informal syntactic structures, whereas written language tends to be more formal, organized, and context-independent (Biber, 1988, 1995; Chafe, 1982; Crystal, 2001). These distinctions have encouraged extensive corpus-based investigations into how language adapts to different communicative purposes.

Previous studies have demonstrated the effectiveness of corpus methodologies in exploring linguistic variation. For example, Hussain et al. (2024) examined lexical variation in Saraiki. They found that younger speakers borrowed English lexical items more frequently than older

speakers, highlighting the dynamic nature of vocabulary change. Similarly, Melac (2024) compared evidential expressions in Tibetan and English and reported significant differences in frequency, usage patterns, and communicative functions, emphasizing how languages vary pragmatically across contexts.

Corpus-based research has also explored variation in written discourse. Ajmal et al. (2023) investigated the use of hedges by male and female native English writers and found noticeable differences in frequency and types of hedging devices across genders and genres. Likewise, Farhani (2020) compared academic spoken and written English and observed that interactive and interactional metadiscourse features differed substantially across the two modes. Written texts employed more transitions and endophoric markers, whereas spoken discourse relied more heavily on self-mentions and boosters.

Several studies have focused on syntactic variation in different English varieties. Imran (2023) compared verb phrase double modals in Malaysian English and Pakistani English and reported significant differences in frequency and usage patterns. Similarly, Park (2022) investigated syntactic complexity in the spoken and written production of Korean EFL learners and found that spoken discourse relied more on coordination, while written discourse contained greater subordination and structural complexity. These findings support the argument that syntactic choices are strongly influenced by communication mode.

Research on discourse and pragmatic variation further demonstrates the differences between spoken and written language. Chapwanya and Nel (2022) examined discourse markers such as *so* and *well* in Zimbabwean and British English and identified substantial variation in their frequency and communicative functions. Jucker (2021) analyzed oral features in fictional dialogue and found that discourse markers, contractions, and response forms occurred more frequently in spoken-like texts than in narrative or academic writing. These studies suggest that spoken communication is typically more interactive and audience-oriented than written communication.

Corpus-based investigations have also examined lexical richness and grammatical choices. Lei and Yang (2020) found significant differences in lexical diversity, density, and sophistication between research articles written by Chinese doctoral students and those written by native English scholars. Similarly, Sung and Chang (2022) reported that Korean learners overused or underused particular verb forms compared to native speakers, indicating that lexical and grammatical variation reflects differences in language proficiency and communicative competence.

The growing availability of large spoken and written corpora has expanded opportunities for comparative linguistic research. Technological advancements have facilitated the collection, annotation, and analysis of extensive language datasets, allowing researchers to investigate language variation with greater accuracy and reliability (Kilgariff, 2001; Müller, 2017). Corpus evidence has been widely applied in studies of World Englishes, language change, academic discourse, sociolinguistics, and language pedagogy (Marianne, 2020; Levshina, 2021).

Despite the substantial body of corpus-based research on individual aspects of language variation, relatively few studies have comprehensively examined lexical, syntactic, pragmatic, and discourse-level differences between spoken and written English within a unified analytical framework. Therefore, the present study seeks to address this gap by employing a corpus-based approach to investigate the linguistic variations that distinguish spoken English from written English. Such an analysis is expected to contribute to a deeper understanding of language use across communication modes and provide useful implications for language teaching, applied linguistics, and future corpus-based research.

3. Methodology

3.1 Overview

This section begins by summarising the theoretical foundations that guide the study. Then, it discusses the data collection procedure, including the sample and demographics, the type of data, and ethical issues. The section explains the data analysis methods used to look at the linguistic differences between written and spoken English. This all-encompassing methodology ensures the reliability and validity of the research results.

3.2 Research Design

In this study, the researcher used a mixed-methods approach, collecting data from diverse sources, including questionnaires administered to speakers from varied sociolinguistic backgrounds. The compiled corpus underwent meticulous transcription, cleaning, and consistent formatting. Metadata annotation, including speaker demographics and contextual details, enriched the corpus. Linguistic analysis encompassed phonological, morphological, syntactic, and lexical facets, using both quantitative techniques such as frequency counts and qualitative methods to identify patterns. Dialectological analysis, when relevant, discerned regional distinctions. Comparative analysis contrasted the corpus with written English. Statistical tools and software facilitated data analysis. This methodology, which promoted rigour and transparency, aimed to uncover variations in spoken language compared with written English.

3.3 Theoretical framework

Speech style refers to the type of language used by the speaker, as defined by the degree of formality (Labov, 2006). The term "style" refers to a type of speech that is divided into formal and informal styles. Through his research in New York City in 1966, William Labov first presented the idea of style in the context of sociolinguistics. He discovered two speech patterns as a result of his research: casual and cautious. When the speaker paid less attention to the conversation, Labov discovered that they used careless speech. Meanwhile, the speaker employed cautious speech when they paid more attention in the discussion.

After Labov introduced the term "style of speech" in 1966, other linguists followed suit with their own hypotheses. Mantin Joos introduced one of the most famous in 1967. Joos grouped both oral and written modes of discourse into five levels: frozen, formal, consultative, informal, and intimate. Meanwhile, Iwan Indrawan (2006) divided language variance into twelve types. Keraf (2010) developed another hypothesis that categorized speech style into four categories: diction, sentence structures, tone, and meaning.

3.4 Data Collection

The study aims to create a substantial and diverse spoken English corpus encompassing a wide range of interactions, including dialogues, interviews, conversations, and monologues. Data collection for this study involved a multifaceted approach to capture both qualitative and quantitative (mixed method) aspects of linguistic variation in spoken and written discourse. In conjunction with corpus collection, data were also gathered through questionnaires to elicit participants' perceptions and attitudes toward linguistic variation. The questionnaire design incorporated a mix of structured and open-ended questions to gather both quantitative and qualitative data on language use, preferences, and perceptions. Participants were recruited from diverse demographic backgrounds to ensure a representative sample.

3.5 Data Analysis Procedure

Data analysis in this study was driven by a combination of tokenisation, thematic analysis, and the use of Sketch Engine software, which played a crucial role in exploring linguistic variation in spoken and written discourse.

In summary, the software sketch is an exploration of linguistic variation in spoken and written discourse by describing concordance, keywords, and error frequencies. This methodological

approach provided a comprehensive understanding of the complex interplay among language structure, usage, and perception, contributing to advances in linguistics and informing practical applications in areas such as language education, communication studies, and sociolinguistics..

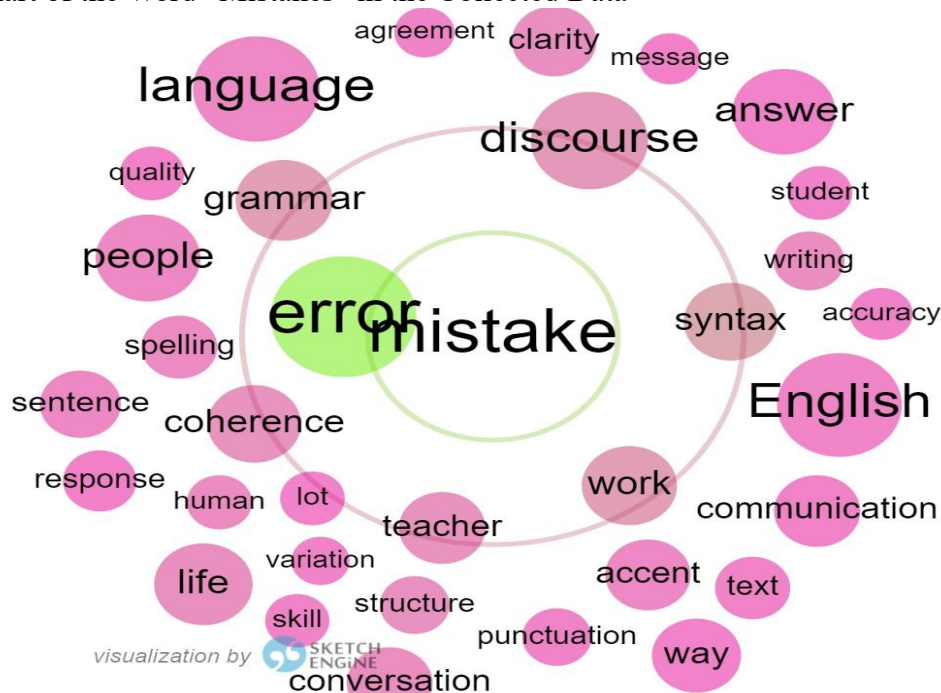
Data Analysis

This section presents the collected data for analysis to find linguistic trends and variances. It also covers how to use specialised software tools to streamline the analytical process. A review of the results, emphasising the findings and their implications for the study's aims and research issues, rounds off the Section.

4.1 Data Collection

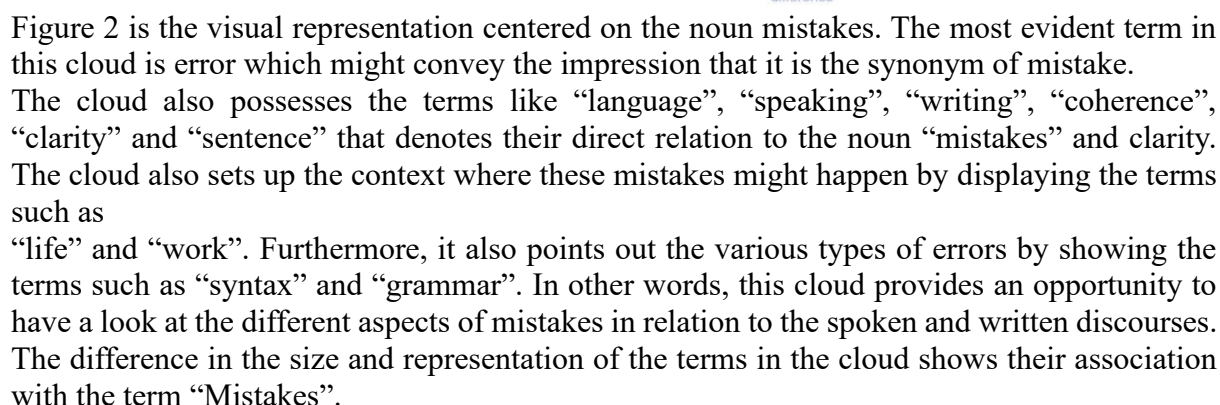
Figure 4.1

Bubble chart of the Word “Mistakes” in the Collected Data



In general, the bubble chart provides a channel for drawing a clear and organised representation of the primary variables of a research study. In the context of the current study, the bubble chart is centred on the term “Mistakes” and represents various aspects of it within the boundaries of language, communication, and spoken and written discourses. Figure 1 shows the word chart of ‘Mistakes’, which outlines the types, nature, and impacts of mistakes, as well as possible ways to prevent their recurrence and repetition. The word chart shows that mistakes can be of various types: grammatical, syntactic, structural, spelling, and punctuation in written discourse. It further says that mistakes can also be of pronunciation and structure in spoken discourse. Words such as “language”, “conversation” and “communication” set the context for the term “Mistakes” within the boundaries of the current study. Furthermore, it elaborates on the various reasons for mistakes: these occur because of differences in accents, variations in structural rules, and a lack of knowledge of the second language, including its grammatical rules and vocabulary. In addition, the word chart summarises the potential impacts of mistakes on the perception and understanding of the message and the overall communication process. These mistakes can challenge the coherence and clarity of message. These may result in effecting the true nature and essence of the message. Moreover, the chart also provides a glance of the feedback and role of teacher in addressing mistakes.

Word cloud of the term “Mistake” as a Noun in the Collected Data



The above image mentions various syntactic errors which can be problematic and may cause misunderstanding on the part of the reader such as coherence; which often results lack of clarity and hindrance in the comprehension of the text. It also considers spelling mistakes as big mistakes because they can change the semantic meaning of a word. The image on the other hand describes the fact that mistakes are part of human nature and they can increase our experience and experience can decrease our mistakes hence, establishing the fact that syntactic learning is based on making mistakes and then learning from it to avoid errors. In nutshells, Mistakes are seen as a motivation towards improving grammatical knowledge and making correct use of that knowledge avoiding errors.

16	doc#0 </s><s>The worst part is when someone points out a mistake after I've already sent something.</s><s>That's why
17	doc#0 I prove [] Not sure The worst feeling!</s><s>If I see a mistake after I've sent something out, it drives me crazy.</s><
18	doc#0 s a learning experience and try not to make the same mistake twice.</s><s>Question No.1: How frequently do you s
19	doc#0 errors in written discourse often include grammatical mistakes such as subject-verb agreement errors, punctuation e
20	doc#0 ntencture structure issues.</s><s>Additionally, spelling mistakes and misuse of words can occur frequently.</s><s>Pro
21	doc#0 own written discourse, I: 1.</s><s>Acknowledge the mistake : I recognize the error and take note of it. 2.</s><s>Le
22	doc#0 rror and update my internal models to prevent similar mistakes in the future. 3.</s><s>Correct it (if possible): If the e
23	doc#0 ISWER: Here's a simplified explanation: I can help fix mistakes in written text, like: 1.</s><s>Grammar mistakes: wro
24	doc#0 p fix mistakes in written text, like: 1.</s><s>Grammar mistakes : wrong verb forms, inconsistent tenses, unclear pron
25	doc#0 ors 3) Lack of coherence 4) Lack of clarity 5) Spelling mistake 6) Others ANSWER: Based on my training data and e

This Section presents discussion on the feelings when a person is told about his/her mistake. It says that when the mistakes are being pointed out after something is shared or sent it results in an embarrassing situation which is the worst feelings on the part of that person. The next part discusses the frequent nature of errors. It says that in written discourse most errors are grammatical in nature which includes the violation of subject-verb agreement, misplacement of punctuation and misuse of words or diction. It also talks about the idea that whenever a person recognizes an error he or she takes note of it in order to prevent its re-occurrence. The later section of the image also talks about the grammatical mistakes and concept of fixing and correcting mistakes in written text. The grammatical mistakes involve the wrong forms of verbs, misuse of tenses, spelling mistakes, unclear pronunciation, lack of coherence, and lack of clarity in transmission of message. In short, all these mistakes lead to hinder communication.

24, 9:27 PM

Concordance

26	doc#0 %) 4.</s><s>Syntax errors (15%) 5.</s><s>Spelling mistakes (5%) "Lack of clarity" refers to issues like vague langu
27	doc#0 While grammatical errors, syntax errors, and spelling mistakes can be distracting and affect the text's overall quality,
28	doc#0 rse often involve grammar, punctuation, and spelling mistakes .</s><s>These can be problematic as they can distra
29	doc#0 >Because without proof reading there are chances of mistakes which results in mis understanding.</s><s>Qno 8 : H
30	doc#0 written discourse like typos , subject verb agreement mistakes and awkward sentences structures , it's just somethin
31	doc#0 rs on errors in my written discourse, like grammatical mistakes , unclear sentences and even tone and style suggest
32	doc#0 e after it's been published or sent, like I have made a mistake In front of everyone and it's out there forever. 1: How
33	doc#0 include: Grammar and Syntax Errors: These involve mistakes in sentence structure, subject-verb agreement, tense
34	doc#0 plural forms ("The dogs is barking").</s><s>Spelling Mistakes : Misspelling words is a frequent error, often due to ty
35	doc#0 ure.</s><s>Overall, it's a mix of wanting to rectify the mistake quickly and ensuring that future pieces of writing are
36	doc#0 a breakdown: Grammatical Errors: These can include mistakes in subject-verb agreement, verb tense consistency, m
37	doc#0 most common error of syntax error; Syntax errors are mistakes in the source code, such as spelling and punctuation
38	doc#0 ry single words on the page which will help you catch mistakes you might otherwise skim over.</s><s>Hearing your s
39	doc#0 e.</s><s>And it feels embarrassment however, if the mistake was genuinely unintentional, you should contact the p
40	doc#0 nunication, and their individual tolerance for linguistic mistakes .</s><s>In formal settings or professional contexts, e

The above image describes the possibility that grammatical, syntactic and spelling mistakes often causes lack of clarity which effect the overall quality of text by distracting the reader. It also highlights the importance of proof reading as it enables us to discover our mistakes in the text. Furthermore, the image also describes the possibility of understanding the writer's tone and style from the text as written discourse is required to be well-structured and there must be a harmony between form and content. Even little mistakes in a written discourse might alter the experience of the reader and the form of a text can either be classified as published or sent resembling the personality and attitude of the writer. The image specifies those mistakes which often cause difficulty in understanding the grammatical essence of text. Syntactic errors often lie in the source code of the text such as mistakes in spelling and punctuation or inflectional

mistakes in subject-verb agreement and verb tense consistency are often disappointing and embrace the writer when such mistakes are unintentional because they might minimize the individual's tolerance for linguistic mistakes.

41	doc#0 < errors, lack of coherence and lack of clarity, spelling mistakes others.</s><s>Each type of error presents its own ch
42	doc#0 :<s><s>Answer: No i couldn't find frequently grammar mistakes .</s><s>Although sometimes i notice the basic mista
43	doc#0 stakes.</s><s>Although sometimes i notice the basic mistakes of tenses, punctuation etc. 7.</s><s>Which type of e
44	doc#0 ily. 2.</s><s>Punctuation : I also find the punctuation mistakes . for example, Capitalization, Coma, colon, semi color
45	doc#0 /hen I notice errors in my responses : 1 .I consider the mistake by noting down. 2 .I use the feedback to update my a
46	doc#0 nitely notice errors in written discourse.</s><s>We all mistakes sometimes.</s><s>It's all the part of learning process
47	doc#0 The key is to keep practicing and learning from those mistakes .</s><s>Q.8.</s><s>How often do you proofread you
48	doc#0 id about what others might think.</s><s>We all make mistakes .</s><s>So I try to take it in stride,learn from those er
49	doc#0 1 identify errors in written discourse such as grammar mistakes , syntax errors, and issues with coherence.</s><s>M
50	doc#0 n written discourse often include: 1.</s><s>Grammar mistakes : Incorrect verb tense usage, subject-verb agreement
51	doc#0 r s []Lack of conherence [] Lack of clarity [] Spelling mistakes [] Other: Grammatical errors :Reversing place and tir
52	doc#0 1 the source code of the comouter prgorams contains mistakes or does not adhereto rules and porgrammar of the pr
53	doc#0 1urred or hazy.obsecure means or difficult to Spelling mistakes :A typographical error (often shortened to typo)also ca
54	doc#0 rror (often shortened to typo)also called misprint ,is a mistake such as spelling or tranposition error.</s><s>Other :C
55	doc#0 to understand why the employee is making the same mistake over and over again. ... 2 Choose the right time and p

The above image mentions that mistakes in coherence and cohesion of a written text are rarely noticed by the reader. The reader often notices basic grammatical mistakes such as mistakes in verb tenses and punctuations. Punctuation mistakes for example mistakes in capitalization, coma, colon, semi-colon and apostrophes are commonly noticed and are noted down in sequence. These mistakes are used in the feedback process of the text for the purpose to make to text further meaningful and comprehensive by removing the mistakes noticed. These mistakes are often seen as greater source of learning and practicing. The image emphasizes the importance of proof-reading which enables us in identifying all sorts of mistakes such as spelling mistakes, incorrect verb-tense mistakes, subject-verb agreements and typological errors also called misprint. These mistakes often render effect on the cohesive strength of the text which in turn cause semantic ambiguities and lack of clarity in meaning of the text.

24, 9:27 PM Concordance

56	doc#0 mmatical errors [] Syntax errors Grammatical Errors: Mistakes related to adjectives, adverbs, articles, nouns, pronou
57	doc#0 and coherence.</s><s>This step helps catch obvious mistakes . 9.</s><s>Have you ever received feedback on error
58	doc#0 k, I: 1.</s><s>Acknowledge the error: I recognize the mistake and take note of it. 2.</s><s>Learn from the error: I u
59	doc#0 ng to proofread my work because in soft form the the mistakes are not indicated in the system properly.</s><s>So b
60	doc#0 fore submitting my work I often trying to minimize my mistakes through proper proofreading. 9.</s><s>Have you eve
61	doc#0 1 text and provide feedback on any inconsistencies or mistakes .</s><s>While I strive to assist users in creating clear
62	doc#0 rect errors in written discourse, including: - Grammar mistakes , such as subject-verb agreement and tense consiste
63	doc#0 lear or disconnected ideas - Punctuation and spelling mistakes - Inconsistent tone and voice - Ambiguous or unclear
64	doc#0 lax error ()lack of coherence ()lack of clarity ()spelling mistake ()others ()Lack of clarity Answer: I find that a lack of c
65	doc#0 ncies - Flag them for potential correction - Learn from mistakes to improve future responses - Update my knowledge
66	doc#0 : people of the surrounding area is different, there are mistakes in the sentences because it is not our mother tongue,
67	doc#0 rs [√] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: _____ 8.</s><s>How ofte
68	doc#0 3 submitting it?</s><s>After writing the text, I look for mistakes and go over the sentences again. 9.</s><s>Have you
69	doc#0 ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: _____ Ans) In written discl
70	doc#0 Ans) In written disclosure I often experience Spelling mistakes commonly but even harder is the lack of coherence.<

The first section of the above image discusses the types of grammatical mistakes. It says that grammatical mistakes are those which are related the content words such as adjectives, nouns, and adverbs and function words like articles and pronouns. It further says that mistakes can be minimized with the help of proofreading. Proofreading helps in the identification of mistakes

followed by its correction. In proofreading, a person recognize mistakes and take note of it so that it can not be repeated in the future. In addition, it presents discussion on the idea that we should learn from our mistakes and mistakes do happen in the sentences because its not in our native language.

71	doc#0 .. 3 Read out LOUD..... 4 Don't be afraid of making mistake
72	doc#0 ly encounter in written discourse include grammatical mistakes , punctuation errors, spelling errors, and inconsisten
73	doc#0 published or sent?</s><s>ANSWER: I learn from my mistakes and gain motivation to improve them in the up coming
74	doc#0 find grammatical errors easily, if there is any spelling mistake i can find it well.</s><s>Lack of clarity and coherence
75	doc#0 act me and i find it pleasing because i get to learn my mistakes .</s><s>i improve from my mistakes.</s><s>i do not
76	doc#0 i get to learn my mistakes.</s><s>i improve from my mistakes .</s><s>i do not get offended when someone correct
77	doc#0 ppy.</s><s>Q10) I feel motivated to improve from my mistakes .</s><s>i find it amazing when someone corrects me
78	doc#0 I find it amazing when someone corrects me from my mistake .</s><s>i try not to do that mistake again.</s><s>You
79	doc#0 rectes me from my mistake.</s><s>i try not to do that mistake again.</s><s>You get to learn everyday from your mi
80	doc#0 ke again.</s><s>You get to learn everyday from your mistakes and from other's mistakes.</s><s>Q1: How frequently
81	doc#0 o learn everyday from your mistakes and from other's mistakes .</s><s>Q1: How frequently do you speak English in
82	doc#0 r example, if you are writing the present tense but by mistake you write past tense it will create the error and may m
83	doc#0 nse it will create the error and may more grammatical mistakes are done by people and same as coherence, syntax e
84	doc#0 ammatical, syntax, coherence, lack of clarity, spelling mistake). Ans: Grammatical mistakes and unclear writing are
85	doc#0 s, lack of clarity, spelling mistake) . Ans: Grammatical mistakes and unclear writing are the biggest problems because

The above image mentions the importance of making mistakes that we ought not to be afraid of making mistakes as they contribute to the learning process and syntactic rules. Mistakes are seen as a motivation to improvement and are often found pleasing as they increase our experience with written discourse. We make use of that experience to reduce mistakes in written discourse. The image validates that fact that improvements in the text are rendered by making mistakes because mistakes once made by the writer are rarely repeated again and again unless they are typos or misprints. Writers find it pleasing when they are corrected and do not feel offended as they think the correction of mistakes is an element of improvement. The image describes that we need to learn from our mistakes and other's mistakes by mentioning some mistakes such as spelling mistakes and verb-tense mistakes effects the coherent meaning of the text. In short, the image signifies the occurrence of mistakes in a written text as they improve our knowledge once we identify them because not identifying mistakes can cause greater difficulties in the comprehension of a written discourse.

24, 9:27 PM Concordance

86	doc#0 ors can mess up the flow of sentences, while spelling mistakes are noticeable but usually not as big of a deal.</s><s>
87	doc#0 an discourse slowly and carefully to catch any type of mistakes of grammar, syntax, spelling, punctuation etc. I also fi
88	doc#0 ut rarely,sometimes I found many errors in Grammer mistakes and also of spelling and syntax. 7.</s><s>Which type
89	doc#0 ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: _____Ans: I,normally find
90	doc#0 ormally find garamatic errors but mostly I find spelling mistakes . 8.</s><s>How often do you proofread your written v
91	doc#0).</s><s>i have notices error like 1.</s><s>Grammar mistake (e.g. subject-verb agreement, tense consistency) 2.</s><s>
92	doc#0 onnected ideas) 4.</s><s>Spelling and punctuation mistakes .</s><s>QUESTION NO 7 Which type of error do you
93	doc#0 ix error [] lack of coherence [] lack of clarity [] spelling mistakes [] other: _____</s><s>ANSWER: While grammatica
94	doc#0 : While grammatical errors, syntax error, and spelling mistakes can be distracting and impede understanding lack of
95	doc#0 i error.</s><s>This feedback helps me learn from my mistakes and improve my performance over time. 1.</s><s>Te
96	doc#0 icourse?</s><s>Grammar, lack of clarity and spelling mistakes are the errors that I find most common or problemat
97	doc#0 me I would be careful and would not repeat the same mistakes .</s><s>Qno10) How do you feel when you notice er
98	doc#0 at the end it is all a learning process and we all make mistakes and learn from it.</s><s>And it makes me to reflect o
99	doc#0 es, I do notice errors in written text such as grammar mistakes , syntax issues, and problems with coherence.</s><s>
100	doc#0 n being it is not always the case because sometimes mistakes passes before my eyes.</s><s>Q7: In written discou

Spelling mistakes are frequent but not as much a big deal as it looks comparing to other grammatical misuses of categories. Mistakes of spelling, syntax, grammar and punctuation can be identified by extensive, careful and slow reading (proofreading). It is notable to note that comparatively the spelling mistakes are prevalent and can be very problematic if ignored and

this might be because of the less careful consideration. Mistakes can be highly distracting which might influence the overall process of perception and understanding and hence may lead to lack of clarity in communication. In addition, the later part of the above image exhibits the importance of feedback in the identification and correction of mistakes. It claims that mistakes can be prevented with the help of feedback mechanism. It is worth noting that the feedback should be of constructive nature and must be according to the context and demographics of the receiver.

101	doc#0	In written discourse, grammatical errors and spelling mistakes are often common and problematic.
102	doc#0	course. This helps me to identify where I did mistakes and what improvements I need to do to avoid the same
103	doc#0	I what improvements I need to do to avoid the same mistakes in the future. This also helps me to learn new
104	doc#0	me whenever I write a discourse, I don't do the same mistakes but to learn from them. How frequently do y
105	doc#0	s, sometimes it happen with me due to some spelling mistakes and grammatical issues. 7. Which types of e
106	doc#0	ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: _____ Ans Lake of clarity
107	doc#0	_____ Ans Lake of clarity also sometimes spelling mistakes . 8. How often do you proofread your written v
108	doc#0	ld written work. Sometimes it also have some mistakes and I remove all mistakes to make it without mistakes
109	doc#0	metimes it also have some mistakes and I remove all mistakes to make it without mistakes. 9. Have you ever
110	doc#0	mistakes and I remove all mistakes to make it without mistakes . 9. Have you ever received feedback on erro
111	doc#0	peers, editors)? Yes, if my teacher find some mistake and error then they suggest me to perform my task c
112	doc#0	aragraphs. Sometimes I can find grammatical mistake and spellings errors. Sometimes I can also fin
113	doc#0	i errors. Sometimes I can also find coherence mistake in paragraphs. People starts paragraph from c
114	doc#0	ent meaning in other sentences, so this is very major mistake I could find many times. Question 7: Which ty
115	doc#0	t very helpful for me because many times I can found mistakes and I clear it. This habit can also help me in g

The above image describes that in a written discourse, grammatical errors and spelling mistakes are common and problematic. These mistakes highlight the areas of improvements that what do we need to improve syntactically by avoiding the same mistakes again in producing a text. Mistakes are often caused by grammatical uncertainty in the mind of a writer regarding a specific syntactic rule. The image shows that feedback from a teacher on a text and mistakes in it as teacher suggests practicing on the producing the same text again and again which helps the writer to avoid making the same mistakes while repeating the text. Furthermore, there are often coherence mistakes found in a paragraph which may cause semantic ambiguity in causes difficulty in understanding the essence of the text. It is suggested in the image that such mistakes are often seen as a major mistakes needed to corrected immediately.

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116	doc#0	ut it is a good sign for me to motivate myself to avoid mistakes and work on those mistakes. So I can't repeat
117	doc#0	motivate myself to avoid mistakes and work on those mistakes . So I can't repeat these mistakes in future as
118	doc#0	rk on those mistakes. So I can't repeat these mistakes in future assignments. I also work hard on my
119	doc#0	These errors can range from simple grammatical mistakes to more complex issues related to sentence structure
120	doc#0	ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other I found grammatical errors, syntax errors, an
121	doc#0	I found grammatical errors, syntax errors, and spelling mistakes are the most common and problematic in written disc
122	doc#0	I make sentences difficult to understand, and spelling mistakes can change the meaning of words. Therefore,
123	doc#0	ors, including grammatical, spelling, and punctuation mistakes . This practice also helps me ensure the cohe
124	doc#0	course including unnecessary commas, grammatical mistakes , capitalization of unnecessary words and mostly a pe
125	doc#0	s [] Lack of coherence [] Lack of clarity [✓] Spelling mistakes [] Other: _____ Question no 8: How
126	doc#0	rrors C Lack of coherence D lack of clarity E spelling mistakes Answer for me I find grammatical errors, lack of clarit
127	doc#0	I find grammatical errors, lack of clarity and spelling mistakes the most common occurring errors in one return disc
128	doc#0	riting lack of pronunciation they make a lot of spelling mistakes . Sometimes people don't understand what ad
129	doc#0	with the question what is being asked to me, clearing mistakes gamma adding some references, and checking whet
130	doc#0	ourable reverent teachers that point out what type of mistakes I have done in my work to make it error free for the ne

The above section describes that mistakes are good signs of improvement. They can motivate the writer to work on those mistakes and avoid them making the text to appropriately convey its meaning. Mistakes ranges from simple to more complex often related to sentence structure are seen as greater source of improvement as the writer is conscious of not repeating them again in the future assignments. The image also classifies spelling mistakes as the most common and problematic mistakes that cause difficulty in understanding the text as they can change the meaning of the words. It also mentions that punctuation mistakes often create issues in coherence of the text by establishing the concern that punctuations play a crucial role in meaning making process by relating parts of the text to one another. Moreover, it is mentioned that punctuation marks also clarify the purpose of the statement whether the statement is a

question or declarative. In short, the section suggests that mistakes in spelling and punctuation often create major syntactic and semantic issues in the text. These mistakes can be seen good signs for improvement and motivation.

131	doc#0 3r my teacher's come my friends, my editors point out mistakes in my assignment I tried to improvise my work by wor
132	doc#0 nment I tried to improvise my work by working on the mistakes that I made previously in my work and I feel good abo
133	doc#0 rove myself and to present my work better so that my mistakes are less as compared to my previous work.</s><s>Q
134	doc#0 'es, I do notice errors in written text such as grammar mistakes , syntax issues, and problems with coherence.</s><s>
135	doc#0 in being it is not always the case because sometimes mistakes passes before my eyes.</s><s>Q7: In written discou
136	doc#0 In written discourse, grammatical errors and spelling mistakes are often common and problematic.</s><s>Identifyi
137	doc#0 scourse.</s><s>This helps me to identify where I did mistakes and what improvements I need to do to avoids the sa
138	doc#0 I what improvements I need to do to avoids the same mistakes in the future.</s><s>This also helps me to learn new
139	doc#0 me whenever I write a discourse, I don't do the same mistakes but to learn from them. 1.</s><s>How frequently do y
140	doc#0 ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: _____ Answer: The most common and
141	doc#0 s in written discourse are grammatical errors, spelling mistake . Read the paragraph carefully . Also read the senten
142	doc#0 uality in written communication.</s><s>So their in no mistake in check-in time . 9.</s><s>Have you ever received f
143	doc#0 vated to improve [] Not sure [] Answer: I'm student so mistake will happen definitely, so when errors are noticed afte
144	doc#0 oticed after Publication . I'm motivated to improve my mistake and higher quality to ensure next time this will not hap
145	doc#0 ors [] Lack of coherence [] Lack of clarity [] Spelling mistakes [] Other: Vocabulary 8.</s><s>How often do you pro

This section presents discussion on the importance of feedback from teachers and friends to improve the writings and avoid the mistakes in it. In spoken discourse the proofreading is not possible although nowadays the advancement in technology has provided ample opportunities to take note and record the various elements of spoken discourse. In the absence of proofreading the feedback from the participant becomes necessary to enable the person to overcome the committed mistakes. The spelling mistakes, and syntactic mistakes are prevalent in written discourse and it can be identified along with coherence and other grammatical mistakes. Spelling mistakes are the most common mistakes and this might be the result of lack of vocabulary and poor development of self-concept and motivation. These mistakes can be controlled by the careful consideration on behalf of the writer along with the constructive feedback of the teachers and friends. Again, the role of proofreading is pivotal in in controlling the mistakes. In order to do so, one must carefully read the text at paragraph level as well as a sentence level. After the reading the mistakes would be identified and needs correction. To avoid the repetition of those mistakes one must take note of all the identified mistakes. In short, to control mistakes it is necessary that one must possess a grasp of vocabulary, must develop good reading habits, must be motivated and would need constructive feedback from the teachers, peers or editors.

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146	doc#0 ie assignment, so I will read the text one time for any mistake . 9.</s><s>Have you ever received feedback on error
147	doc#0 form test and paper to my teachers . They detect my mistakes in vocabulary and grammatical. 10.</s><s>How do y
148	doc#0 ax, coherence)?</s><s>Ans.</s><s>I frequently note mistakes in written discourse like grammar, syntax, and cohere
149	doc#0 rs.</s><s>Grammatical errors, The most not unusual mistakes in written discourse include grammar and punctuation
150	doc#0 n written discourse include grammar and punctuation mistakes , including missing commas or difficulty-verb settleme
151	doc#0 guage which can confuse the reader.</s><s>Spelling mistakes also regularly arise, in particular with homophones lik
152	doc#0 Then, I go through it once more to catch any ultimate mistakes or inconsistencies.</s><s>Occasionally, for vital files,
153	doc#0 <s>Ans.</s><s>As a human, receiving comments on mistakes in written discourse is quite common, specially in aca
154	doc#0 <s>Yeah, I do notice errors sometimes, like grammar mistakes or sentences that don't quite make sense.</s><s>It's
155	doc#0 .en discourse?</s><s>Grammatical errors [] Spelling mistakes [] The most common errors I notice in written discou
156	doc#0 written discourse are grammatical errors and spelling mistakes .</s><s>They're quite common and can sometimes n
157	doc#0 nts or communications.</s><s>It helps me catch any mistakes and ensure that my message is clear and coherent. 9
158	doc#0 my writing skills and become more aware of common mistakes . 10.</s><s>How do you feel when you notice errors
159	doc#0 3 but not in front of anyone Because I think that make mistakes and people make fun of it.</s><s>For this purpose, I
160	doc#0 ood.</s><s>They write something but they still some mistakes in their work due to grammar.</s><s>The English gra

The section above describes that mistakes related to vocabulary and grammar are commonly detected in a written discourse when they are reviewed from the teachers. Mistakes related to punctuations and misspelling are also frequently noticed when the teachers provide feedback on the text. These mistakes are often seen as causing lack of clarity and may confuse the reader.

Furthermore, it is mentioned that making mistakes is a common human quality and sometimes a text does not exhibit any mistake and sometimes a text carries an ample amount of inconsistencies. The section shows that mistakes related to spelling and homophones may often cause miscommunication and identifying such mistakes enables the reader to make the text more coherent in conveying its message clearly by removing them after being proof-read. The section describes that mistakes can also cause anxiety in the writer's mind being afraid of making mistakes as people would make fun of it which makes writing a tedious act on the behalf of the

161	doc#0 non errors are spelling that some people make some mistakes during writing they forget spelling of some words they
162	doc#0 r due to the lack of knowledge peoples are still doing mistakes of grammar.</s><s>Because they are not well aware
163	doc#0 a submitting any work it also help us to overcome our mistakes like as syntax errors, grammatical errors, spelling and
164	doc#0 rrors, spelling and many more.</s><s>It removes our mistakes and make our work more precise as we want and the
165	doc#0 also helpful that when we add some illogical work by mistake by proofreading we extract that work from our docum
166	doc#0 ived a feedback on errors when our teachers find our mistakes they disused with us about the mistakes that we do a
167	doc#0 hers find our mistakes they disused with us about the mistakes that we do and also guide us how to overcome and in
168	doc#0 and also guide us how to overcome and improve our mistakes .and by the guideness of our teachers' wo did not do
169	doc#0 re guideness of our teachers' wo did not do the same mistakes and also improve our mistakes.</s><s>Answer # 10 \
170	doc#0 o did not do the same mistakes and also improve our mistakes .</s><s>Answer # 10 When I observed that there are
171	doc#0 nswer # 10 When I observed that there are too much mistakes in my work.</s><s>Firstly, I am very disappointed tha
172	doc#0 to someone l else l feel little confused to do grammar mistakes . 4.</s><s>Do you believe globalization and technolo
173	doc#0 : [•] Lack of coherence [•] Lack of clarity [] Spelling mistakes [] Other: _____ 8.</s><s>How ofte
174	doc#0 work before submitting. 2.</s><s>Underline common mistakes 3.</s><s>Recheck 4.</s><s>Give some suggestions
175	doc#0 so it's changing how we use it. 6.</s><s>Do you see mistakes in people's writing, like grammar or spelling? • Answer

writer. It can also be observed that the lack of vocabulary and grammar rules could make the spoken discourse very challenging.

This section exhibits that spelling mistakes happen when the writer forgets spelling of a word while writing and most of the times it occurs because of lack of knowledge. Proofreading and teacher feedback helps in the extraction of illogical and misspelled words from the document. Teachers' guidance and discussion might help in the improvement of writings. The later part of the image talks about the emotional consequences and impacts of the mistakes on the writer. These can also be minimized if these can be underlined and follow the guidance of the teachers.

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Concordance

176	doc#0 ><s>Kind of jumps out at you. 7.</s><s>What kind of mistakes do you see the most? • Answer: Mostly grammar and
177	doc#0 rrything. 9.</s><s>Have people ever pointed out your mistakes in writing? • Answer: Teachers and friends have, for s
178	doc#0 i improve a lot. 10.</s><s>How do you feel if you find mistakes after sending something? • Answer: Happens to ever
179	doc#0 syntax, coherence)?</s><s>Ans: yes, I found a lot of mistakes in written discourse: Grammar: Grammarly mistakes
180	doc#0 ' mistakes in written discourse: Grammar: Grammarly mistakes are verb tense, pronoun error, adjective and adverbs,
181	doc#0 rrors are famous in sentences which are: Grammarly mistakes , syntax errors, lack of clarity, spelling mistakes These
182	doc#0 mmarly mistakes, syntax errors, lack of clarity, spelling mistakes These mistakes are common due to lack of concentra
183	doc#0 syntax errors, lack of clarity, spelling mistakes These mistakes are common due to lack of concentration and lack of
184	doc#0 Ans: I read allot of time my work and I got Grammarly mistakes , and syntax error because I can't speak proper Engli
185	doc#0 ers, editors)?</s><s>Ans: Grammar and punctuation mistakes Syntax and sentence structure errors Tone and style
186	doc#0 r is the main thing in English but some people makes mistakes grammatically, sometime spelling mistakes, and also t
187	doc#0 le makes mistakes grammatically, sometime spelling mistakes ,and also the make wrong synaxes. 7.</s><s>Which
188	doc#0 so it's changing how we use it. 6.</s><s>Do you see mistakes in people's writing, like grammar or spelling? • Answ
189	doc#0 ><s>Kind of jumps out at you. 7.</s><s>What kind of mistakes do you see the most? • Answer: Mostly grammar and
190	doc#0 rrything. 9.</s><s>Have people ever pointed out your mistakes in writing? • Answer: Teachers and friends have, for s

The above section discusses grammatical mistakes such as mistakes in verb-tense, pronoun errors, adjectives and adverbs are frequently occurring mistakes in a written discourse. Besides that, other syntactic mistakes related to sentence structure, lack of clarity, spelling are often made as a result of lack of concentration while producing the text. The mistakes such verb tense pronoun errors, and misuse of adverbs are common in both spoken and written discourses. The image suggests that all types of mistakes can be possible when the text is produced unintentionally as writing is a conscious activity on behalf of the writer. In short, syntactic

mistakes occur frequently in a written discourse and it is needed to proof-read a text at least once after writing it for the purpose of making the text appropriate in meaning.

adjective (426 items | 3,161 total frequency)

Adjective	Frequency	Adjective	Frequency	Adjective	Frequency
1 english	355	18 sure	25	35 significant	14
2 written	338	19 linguistic	23	36 clear	14
3 different	237	20 indifferent	23	37 most	13
4 daily	197	21 important	22	38 tense	13
5 common	93	22 effective	21	39 difficult	12
6 comfortable	91	23 new	21	40 formal	12
7 other	77	24 social	21	41 due	12
8 grammatical	74	25 unclear	20	42 embarrassed	12
9 own	62	26 cultural	20	43 big	11
10 problematic	60	27 diverse	16	44 helpful	11
11 such	40	28 global	15	45 possible	11
12 more	36	29 essential	15	46 traditional	11
13 various	32	30 regional	15	47 human	11
14 good	32	31 easy	15	48 hard	11
15 many	28	32 accurate	15	49 local	10
16 native	27	33 online	15	50 main	10
17 same	26	34 next	14		

The above section provides a glance at the adjectives used with the noun “Mistakes” in the students' responses. These adjectives can significantly alter the meaning of the term.

“mistakes”. Each adjective from the above list will provide context for the severity, intention, frequency, impact, and overall result of “Mistakes”. For instance, the term common would refer to those that are frequent and generally well-known. In contrast, the term "serious" would shift the context to mistakes with significant consequences, or, more simply, to those with a comparatively greater impact. By contrast, the adjective minor would specify that the mistakes are of lesser impact. Similarly, the “deliberate” would enhance the mistakes by associating them with those made intentionally. Some adjectives are used to intensify the term 'mistakes,' such as 'significant' (frequency 14) and 'problematic' (frequency 60). Similarly, terms such as common, various, and same are used to describe the types of mistakes, with frequencies of 93, 32, and 26, respectively. Similarly, other terms such as grammatical, linguistic, traditional, and others are also used to describe the noun.

“Mistakes” with the frequency of 74, 23, 11, and 77, respectively. In spoken discourse, the use of adjectives is random and more numerous. The speakers are free from the limitations of spelling and adjective order, and the focus is on the message; hence, speakers tend to use adjectives more in spoken discourse than in written discourse.

5-grams, word (items: 122 , total frequency: 3,399)

N-gram	Frequency	N-gram	Frequency
1 how English is spoken worldwide	51	26 speaking English in daily life	40
2 on errors in written discourse	46	27 differences in the way people	40
3 feedback on errors in written	46	28 ever received feedback on errors	39
4 errors in written discourse from	45	29 notice errors in your own	39
5 received feedback on errors in	45	30 different languages or dialects in	39
6 it has been published or	43	31 believe globalization and technology will	39
7 people from different regions speak	43	32 technology will influence how English	39
8 after it has been published	43	33 are you speaking English in	39
9 the way people from different	42	34 globalization and technology will influence	39
10 between different languages or dialects	42	35 in your own written discourse	38
11 from different regions speak English	42	36 you feel when you notice	38
12 way people from different regions	41	37 do you find most common	38
13 comfortable are you speaking English	41	38 or problematic in written discourse	38
14 in the way people from	41	39 do you speak English in	38
15 discourse after it has been	41	40 speak English in your daily	38
16 has been published or sent	41	41 most common or problematic in	38
17 How comfortable are you speaking	41	42 and technology will influence how	38
18 written discourse after it has	41	43 frequently do you speak English	38
19 English in your daily life	41	44 errors in your own written	38
20 influence how English is spoken	40	45 How frequently do you speak	38
21 own written discourse after it	40	46 you speak English in your	38
22 in written discourse from others	40	47 find most common or problematic	38
23 Have you ever received feedback	40	48 How do you feel when	38
24 notice errors in written discourse	40	49 you speaking English in daily	38
25 you ever received feedback on	40	50 common or problematic in written	38

The section above presents various phrases that provide an overall sketch of “Mistakes”. These phrases are used in the process of investigating mistakes in written and spoken discourses. Most of the phrases in the above list highlight a number of challenges that arise in ensuring accurate, coherent, and compact discourse, both written and spoken. These phrases are used at varying frequencies throughout the process. Some phrases are used to describe the emotional impact of English on speakers, such as “how comfortable are you speaking,” which occurred at a frequency of 41. Like how a person feels when speaking English. The environment can influence comfort and confidence, the speaker's exposure to the language, the speaker's proficiency, and the language's overall status. Similarly, phrases like “people from different regions speak” and “differences in the way people speak” each occur 42 times, which might reflect the influence of regional dialects and variation in language use across regions. These phrases support the idea that differences in language use at the regional and individual levels might create hurdles to complete understanding of the message and effective communication. Further, most of the phrases are used to inquire about the various mistakes, their impacts, and possible causes. The above n-grams and their frequencies provide valuable insights into the significance of various linguistic phenomena. For example, the phrase “errors in written discourse,” with a frequency of 46, indicates that it is a common occurrence in written discourse. Similarly, “the way people from different” and “people from different regions speak” occurred with a frequency of 42 each, indicating the diversity of English across the globe.

Term	Term	Term
1 written discourse	35 native language	69 noticed difference
2 error in written discourse	36 linguistic background	70 generating text
3 own written discourse	37 traditional sense	71 missing comma
4 written work	38 type of error	72 own accent
5 difference in the way people	39 daily interaction	73 logical flow
6 grammatical error	40 received feedback on errors	74 proof reading
7 daily conversation	41 problematic error	75 noticeable difference
8 difference in the way	42 vocabulary choice	76 language use
9 different region	43 grammar structure	77 spelling error
10 spelling mistake	44 training datum	78 overall quality
11 type of errors	45 primary language	79 regional language
12 syntax error	46 other language	80 american accent
13 lack of clarity	47 word order	81 punctuation mark
14 lack of coherence	48 writing skill	82 casual conversation
15 way people	49 english speaker	83 british english
16 different language	50 different linguistic background	84 constructive feedback
17 daily life	51 punctuation mistake	85 english in daily interactions
18 received feedback	52 comfortable speaking	86 problematic error in written discourse
19 sentence structure	53 english language	87 english in daily life
20 comfortable speak	54 global language	88 noticed difference in the way
21 comfortable speaking english	55 different word	89 return discourse
22 speaking english	56 different dialect	90 grammarly mistake
23 punctuation error	57 native speaker	91 work in the traditional sense
24 different accent	58 effective communication	92 response for grammar
25 way human	59 multiple language	93 influencing language usage
26 grammar mistake	60 same mistake	94 speaking english in daily interactions
27 same way human	61 local language	95 g teacher
28 subject-verb agreement	62 cultural exchange	96 influencing language
29 grammatical mistake	63 english accent	97 feedback on written work
30 written communication	64 global communication	98 grammar syntax
31 tense consistency	65 g grammar	99 incorrect verb
32 notice error	66 mistake in written discourse	100 text in multiple languages
33 distinct accent	67 feedback in the same way	
34 common error	68 coherence issue	

The image above lists the key terms related to the current study's topic. The key terms play a crucial role in a research study. In general, it helps researchers specify results, improve the discoverability of relevant information, and categorise both the data and the research study itself. In the context of the current study, spoken discourse refers to language used for verbal communication, such as daily conversations, speeches, and various dialogues. The term "written discourse" refers to language and aspects of language that include texts and written inscriptions, such as articles and essays. The above list includes many terms that proved helpful throughout the investigation of language use, its challenges in written and spoken discourse, and its impacts worldwide.

4.2 Results and Discussion

The preceding section provided an extensive discussion on the findings of the current study. Now, the following section presents a thorough discussion of that specific finding of the study in light of previously conducted relevant studies. In this section, the researcher also attempts to answer the previously posed research questions and to justify the findings of the current research study.

To conduct the current study, the researcher collected data through questionnaires. The data analysis was then carried out using Sketch Engine software. After that, the researcher has thoroughly described the visual representations and concordances generated by the Sketch Engine software. The current study is corpus-based and involves concordance, frequency, and collocation analyses to uncover frequently used words and phrases. This, in turn, enables the researcher to investigate and highlight the lexical lemmas based on empirical evidence. The results can help generate instructional programs. It may help improve natural language processing algorithms by integrating specific lexical chunks into the database.

The concordance in the collected data implies that mistakes are natural and can be a good source of improvement. The mistakes can lead to improvement in spoken and written discourse, but only if accompanied by a supportive environment and constructive feedback from teachers, peers, friends, and editors. The findings of another study by Ilani (2016) also see errors as a source of improvement. This study states that errors are not obstacles to be afraid of, but rather a means of getting closer to proficiency in a language. It further states that by identifying, analysing, and understanding them, language instructors and policymakers can develop more effective teaching methodologies.

The findings of the current study show that the mistakes differ in nature between spoken and written discourse. In written discourse, mistakes can be of various types, such as grammatical, syntactic, structural, spelling, and punctuation. In spoken discourse, mistakes can be in pronunciation and structure. The mistakes, such as verb-tense pronoun errors and the misuse of adverbs, are common in both spoken and written discourse.

Comparatively, mistakes in written discourse are easy to point out because access to materials is easy, and since all of it is present in visible form, it can be proofread. On the other hand, spoken discourse is a bit difficult to judge in the context of mistake identification. The findings also suggested that, as there is a difference between the media of spoken and written discourse, their mistakes differ in nature. For example, in written discourse, the most common mistakes are spelling, tense misuse, and subject-verb agreement. In contrast, in spoken discourse, the mistakes can be noted in pronunciation and in the overall structure of sentences or segments of speech.

In the study by Ježková (2011), the researcher found that students make mistakes in English sentence construction due to first-language influence (Czech). This study also aligns with the findings of the current study, which suggest that writers face many challenges in written discourse due to the influence of their first language (L1). The study further explains that the

grammatical rules and patterns of the mother tongue make it harder for L2 learners to acquire it easily. Most of the time, there is a huge difference between basic grammatical rules and sentence structures, which in turn influence the learner's performance in learning the target language.

The findings have shown that, in written discourses, spelling mistakes are more common than other mistakes. It also suggests that possible reasons for the spelling mistakes could be discrepancies between pronunciation and the written form, lack of knowledge of a specific language, vocabulary of that specific language, and lack of self-creation and motivation. The writer's lack of careful consideration might also be one of the reasons for spelling mistakes. If the learner heard a word properly, he might still be unable to write it down with correct spelling because of the arbitrary nature of the English language. So it is necessary to look at correct spelling and proper pronunciation in order to get rid of spelling mistakes. The study by Miressa and Dumessa (2011) also supports the current study's findings. The findings of their study also suggested that possible reasons for the spelling mistakes include the absurd origins of English words, discrepancies between pronunciation and a word's written form, and the reduced emphasis on spelling lessons.

Another study by Ratnayaka (2015) claims that pronunciation is the primary cause of spelling mistakes in written discourse. This study claims that possible reasons for the spelling mistakes include a lack of pronunciation knowledge, limited language exposure, unawareness of spelling patterns, a lack of practice and guidance, and the arbitrary nature of language. The findings of the current study also correlate with theirs.

The visual presentation in figures 1 and 2 of the data analysis has outlined some of the reasons why errors mostly occur: variation in speakers' accents and region-wise language changes. Paakki (2013) suggests that accents play a pivotal role in the overall learning process of English. This study claims that accents significantly affect students' attitudes and motivation levels, which in turn influence the rate of mistakes they commit. Hence, it can be assumed that the findings of both studies align in the context of the role of accents in affecting mistakes.

The findings of the current study also show that in written discourse, grammatical, syntactic, punctuation, articles and subject-verb mistakes are prevalent. Possible reasons for these mistakes could be a lack of knowledge of that language, L1 influence, and a lack of practice and attention. A study by Alqhtani (2018) also favours the results of the current study. It claimed that the possible reasons for syntactic, grammatical and punctuation errors in EFL learners' responses were the first language interference and lack of knowledge about the grammatical rules of a language. Another reason is a lack of knowledge or limited control over the vocabulary of that specific language.

The role of feedback in controlling mistakes is another important finding of the current study. It can be observed that constructive feedback from teachers, peers, or editors would encourage and motivate writers to overcome frequent mistakes. Eriksson et al. (2020) claim in their study that positive teacher responses are beneficial for students' learning, but this depends on a society's cultural values and power relations.

The findings also support the role of proofreading in overcoming and preventing frequent mistakes. The findings suggested that proofreading helps us avoid repeating the same mistake. Harwood et al. (2012), in their study, claim that proofreading not only helps identify and correct errors but also helps students improve their writing skills. Their study also shows that proofreading is like a helper that assists students in overcoming their mistakes, a mediator that enables students and writers to connect with their ideas, and a cleaner that helps them bring clarity to their text. Similarly, another study, Nurhayati (2022), also supports the findings of the current research. Nurhayati claims in his research that proofreading is necessary to bring coherence and compactness in writing. It also suggests that proofreading is responsible for the

integrity of academic writings. In addition, the study concluded that proofreading is vital to ensuring the correctness, honesty, and validity of academic works.

The current study's findings also indicate that mistakes may have various impacts and consequences. It implies that whenever a writer makes a mistake, it challenges the true essence of his/her writing by undermining its clarity, understanding, and coherence. Hence, the concerned writing loses its true essence and loses the power to convince the reader. These grammatical mistakes can affect students' grades and might demotivate writers in general. The findings of the study carried out by Taye and Teshome (2024) also support the point about the impacts of mistakes. They observed a negative correlation in their study between students' academic achievement and the frequency of their grammatical mistakes. They also claimed that mistakes would certainly influence students' academic grades. They also tried to convey that various measures need to be taken, such as grammar workshops and technology-based tools, to address grammatical mistakes. Hence, the findings of their study align perfectly with those of the current study. Both suggest that various measures and techniques should be considered to avoid grammatical and syntactic mistakes in spoken and written discourse, improve students' writing skills and academic achievement, and enhance the overall communication process.

The study's results have also shown that verb tense errors cause both semantic and syntactic ambiguity. The semantic ambiguity is concerned with the subtlety of words' meanings, while the syntactic ambiguity is concerned with the structural complexities of the sentence. In both cases, true interpretation is impossible and would lead to confusion, which may require additional contexts to clarify its true sense. The verb tense mistakes are possibly because of the confusion present in the forms of verbs and their use in respective tenses. Rozovskaya et al. (2014) also claim that verb tense errors are frequent in second language learners and can be of various types, such as a change from one tense to another, overuse of continuous tenses, and the confusion of irregular verb use. The researchers also claimed that these mistakes have serious consequences and may undermine the clarity, consistency, and credibility of the overall spoken and written discourse.

It can be observed that the mistakes in written discourse are more visible and of a different nature than those of spoken discourse. It is clear from the modes of written and spoken discourse that written discourse is a bit more formal, hectic, and controlled than spoken discourse, which shows greater ease among participants. The findings have shown that most of the mistakes were due to spelling and misuse of punctuation, both of which are integral parts of written discourse. On the other hand, the spoken discourse is free from the limitations of spellings and "pauses" replace the punctuation marks. Hence, spoken discourse is less challenging than written discourse. It does not imply that the spoken discourse is free of mistakes; rather, the nature of mistakes changes. Subject-verb agreement mistakes are frequent in spoken discourse. Syntactic errors are more prevalent in spoken discourse than in written discourse. Syntactic errors include the violation of sentence structure, word order and grammar rules. In addition, morphological and phonological mistakes mark the distinguishing point between spoken and written discourse. Ghie B.

Demecillo, Analyn S. Clarin, in their research study "Error Analysis of the Spoken Discourses of Grade 9 Students," state that the possible reasons for mistakes in spoken discourse are the cognitive difficulty in addressing the mistakes in real-time speech, lack of exposure to the interaction in the target language, social reasons and situational anxiety. Ghie B. Demecillo and Analyn S. Clarin, in their research study "Error Analysis of the Spoken Discourses of Grade 9 Students," are of the view that these mistakes can be controlled by adopting the techniques of engaging in speaking situations using the target language, emphasising the grammar rules and patterns, and constructive feedback from other participants.

5. Conclusion

This study employed a corpus-based approach to investigate the nature, frequency, causes, and impacts of mistakes in spoken and written English. Using questionnaire data analysed through Sketch Engine, the study identified a range of linguistic errors across both communication modes. The findings revealed that mistakes are a natural and inevitable part of language use and learning. Written discourse was found to contain more frequent errors, particularly spelling mistakes, grammatical inaccuracies, punctuation misuse, subject–verb agreement violations, verb tense errors, and syntactic inconsistencies. In spoken discourse, phonological, morphological, and syntactic errors were more prominent. The study further demonstrated that these mistakes often arise from limited vocabulary, insufficient knowledge of the target language, first-language influence, accent variation, lack of language exposure, anxiety, and inadequate attention during language production. The findings also highlighted the positive role of proofreading, constructive feedback, and continuous practice in reducing recurring errors and improving language proficiency.

The study contributes to the fields of corpus linguistics, applied linguistics, language education, and computational linguistics by providing empirical evidence regarding common linguistic errors in spoken and written English. The findings suggest that mistakes can undermine coherence, clarity, and overall communicative effectiveness, as well as influence learners' confidence and academic performance. At the same time, errors can serve as valuable learning opportunities when appropriately addressed through feedback and revision. The results may assist language teachers, curriculum developers, and researchers in designing instructional strategies to improve language accuracy and communicative competence. Furthermore, the lexical patterns identified in this study may support the development of language-learning resources and natural language processing applications.

Despite its contributions, the study is limited by its reliance on specific English corpora and questionnaire-based data, which may not fully represent the full range of English varieties and contexts of use. The use of existing corpora and primarily quantitative analytical techniques may also limit the exploration of deeper contextual and qualitative dimensions of language variation. Future research should expand the range of spoken and written corpora, include diverse dialectal and sociolinguistic contexts, and integrate qualitative methods with corpus-based approaches. Comparative cross-linguistic studies and the application of advanced natural language processing and machine learning techniques may further enhance understanding of linguistic variation and error patterns. Such investigations would contribute to a more comprehensive understanding of language use and support the development of more effective language teaching practices and technological applications.

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