Strategies used in the SPEAK test: a discourse analysis

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Strategies used in the SPEAK Test:
A discourse analysis

by

Rosa Branca Luna Freire Fagundes

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Signatures have been redacted for privacy

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INTRODUCTION

The SPEAK test is a twenty-minute test of spoken English, created by the Educational Testing Service, whose purpose is to determine the spoken English proficiency of nonnative speakers (NNSs) of English. The test is given in one session and is divided into seven parts. Those taking the test are required to listen and respond to a variety of questions on a tape recording. The answers are recorded on individual tapes which will later be rated by a team of trained raters. (In the third chapter there is a more complete description of the test, particularly the items that were selected for analysis in this study.) Since July 1984, Iowa State University, among others, has been using this test to screen prospective teaching assistants (TAs) whose native language is not English. Based on the outcome of this test, the departments make decisions about the duties assigned to the TAs, or in some cases the students are required to attend a class or receive additional help with speaking and pronunciation before they may be considered for a classroom assignment.

Although the SPEAK test, or any other test, for that matter, cannot be considered a truly communicative exchange between people, it is designed to be a test of communicative
competence in a more abstract sense. Therefore, it is reasonable to consider the tape recorded responses to be exemplars of this limited type of discourse and to look for strategies employed by the subjects in formulating their responses.

Discourse strategies are ways of communicating; they are options available for achieving a communicative goal. According to Selinker (1972), communication strategies are techniques employed by a speaker to express meaning. Faerch and Kasper (1983) define communication strategies within a dynamic model of speech production as being goal-oriented; the speaker has to choose (more or less consciously) among various alternative responses. The model includes a planning and an execution phase, during which monitoring takes place, allowing for an immediate correction of "errors" in planning or execution. Gumperz (1982) states that, in order to communicate successfully, a speaker uses several ways of expressing him or herself according to different contexts. Formality of the situation, cultural background, and language domain are just some of the factors that will determine the choice of strategies to be used by one person in a given moment.

When taking the SPEAK test, students appear to make use of a number of strategies, as the test is divided into seven
parts, each one requiring the use of different skills according to each specific task. Referring to this test as an example of communicative language use and analyzing transcribed protocols of performance by nonnative and native speakers (NSs) of English, with reference to the framework proposed by Bachman (in press), I will look for associations between the use of certain strategies and performance as represented by test scores. Are some strategies more favored than others? If so, will they affect positively the SPEAK test scores? Does a person’s field of study play an important role in his or her choice of certain strategies? If so, how are the strategies represented in the test scores? Do NNS subjects differ in any systematic way from NS subjects? If so, are the students who are most different the ones with lower test scores?

The strategies will be studied in the context of four of the competence areas that are present in Bachman’s framework, Communicative Language Ability (on page 17). In the first area, grammatical competence, the strategy of using relative clauses will be analyzed. Do NNS students who use this strategy have a higher SPEAK score than the ones who do not? In the second area, which is textual competence, the research will be done on rhetorical strategies of description analyzed in a one-minute answer.
I will look for associations between the use of these strategies by NS and NNS students and the SPEAK scores. What can these strategies reveal about competence as represented by test scores? Still in the same competence area, is the use of the possessive "'s" a strategy typical of NSs? Does it favor the NNSs who use it? Belonging to the third area, illocutionary competence deals with speech acts and language functions; I will study expressions of doubt or excuse. Are they good indicators of a better test performance? Finally, in the fourth area, sociolinguistic competence, the strategy of repeating the question in the beginning of the answer will be analyzed. Do the NNSs who employ this strategy reveal competence as represented in the SPEAK test scores?

This study investigates the choice of certain strategies over others. The tool for this investigation is discourse analysis. Pragmatics is the part of discourse analysis that deals with verbal acts which take place in a determined and concrete situation, as opposed to grammar, which has its focus on more abstract entities such as sentences (Leech 1983). As an example of elements that are the focus of discourse analysis, discourse markers are shown to be essential to conversational structure (Schiffrin, 1987). For example, compare the following two texts:
(1) "The little bird came. It was thirsty. It went to the water. The cat walked into the scene and approached the bird. An explosion was heard. The bird flew away and the cat jumped into the water."

(2) "First the little bird came. As it was thirsty, it went directly to the water. Then the cat walked into the scene, and slowly approached the bird. But, suddenly, an explosion was heard, and almost at the same time, the bird flew away, and the cat jumped into the water."

Words such as "first", "then", and "but" direct the listener to what is more important in the flow of information. This is an example of a strategy that helps the hearer to follow along and to draw inferences from the text.

Grice's Cooperative Principles of Quantity, Quality, Relation, and Manner in effective discourse (Grice, 1975) are exemplified in this research. In answering the question "Where is this scene taking place?", most students said "in the living room", while another one said "in a living room of an apartment in New York City". Here Grice's Principle of Quantity is evident concerning the degree of precision and detail. Is there any variance in providing detailed
information according to language or cultural background?

Answers to the questions raised in this study will provide insights into communicative strategies that are judged most effective for NNS TAs, and this in turn may lead to more effective evaluation and instructional programs.

In the following chapter, the literature review, I will summarize relevant research done on the SPEAK test and on nonnative TAs, and I will also cover some research done on discourse analysis and pragmatics.
LITERATURE REVIEW

Two related areas of research are covered in this literature review: (A) empirical research related to the SPEAK test and to foreign TAs, and (B) research on discourse analysis and pragmatics.

Empirical Research Related to the SPEAK Test and to Foreign TAs

Clark and Swinton (1979) reported that the "Test of Spoken English" (a test identical to the SPEAK test) resulted from a three-year study involving the development and experimental administration of test formats and item types with the purpose of measuring the English speaking proficiency of NNSs. Among other techniques, factor analysis was used to select the items that had satisfactory correlation with the Foreign Service Institute Oral Proficiency Interview.

A great number of factors were considered during the study design of the SPEAK test, such as the testing materials being "first language neutral", so that the test would be appropriate for all students, no matter what their mother tongue was. Another essential factor was that the
content would be general, not aimed to a particular discipline, or any other specialized language-use situation.

The item Picture Sequence proved to be one of the most effective in the experimental test. Since it is highly open-ended, it allows fairly extensive answers from proficient students.

One year after the SPEAK test was developed, Clark and Swinton (1980) conducted a study, the main purpose of which was to measure the intercorrelations and scoring reliabilities between the Foreign Service Institute (FSI) direct proficiency interview and the "semi-direct" SPEAK test. A high degree of intercorrelation was found, suggesting that the SPEAK test was a reasonable and effective alternative to the FSI interview for situations in which direct testing would be impossible.

One interesting finding in the above study concerned the moderate negative correlation of years of English study in a student's native country with ratings of oral language competence; that is, the students with the highest number of years of English language study in their home countries were not the ones who were orally more competent. This suggests that the English study in most countries is writing oriented, with less emphasis on speech. Probably this might explain why only eleven out of thirty subjects used in the
present research passed the SPEAK test while all except one passed the TOEFL. "Number of years of English language study in their home countries" is not included in the present data collection, though.

Douglas (1986) discussed the SPEAK test in a communicative competence framework and suggested that it is highly complex in discourse and strategic terms, as evidenced by Section 4, for example, which requires students to tell a story that a set of six pictures shows. In this rather controlled task, those taking the test found a number of opportunities to show many planning and execution strategies while performing that item. The author compared two Korean graduate students whose scores were 240 and 110. Douglas analyzed the texts produced in the above mentioned item in three different ways. First, according to the picture sequence, he noted what was said about each individual picture. Second, he counted the number of words produced per segment, per picture. Third, he divided the text by reference to falling intonation and pauses. The third analysis brought some insight into the planning and execution process. The segments do not always begin and end in the same picture, but may begin by referring to one of the six pictures and end by referring to the next one. In other words, sometimes the segments are not bound to the
pictures, but are mostly well structured; very often they are strings which are English native-like in their structure. These findings added to the hypothesis of Lesser and Erman (1977) and others, that these English native-like strings represent "islands of reliability" or "anchors" in oral production, and that, supposedly, the speaker plans for these "islands" and introduces them into the discourse. For example, "I hit the tree", "I broke my leg", and "so I had to go to the hospital" are English native-like linguistic units, surrounded by interlanguage utterances that are less target-language-like. So the main point here concerns the study of strategies in communication in Section 4 of the SPEAK test, a highly open-ended item.

The next study is about the general aspect of the SPEAK test as opposed to being aimed to a particular discipline. Smith (1988) investigated the SPEAK test, by rewriting it, making it topic specific, as an answer to NNS students who had taken the SPEAK test and said that if they were to talk about their own field, the scores would be higher. These students also pointed out that speaking in their topic area would be more relevant to their position as TAs.

Smith worked with 38 subjects from the departments of Chemistry, Mathematics, and Physics. Twenty-one were Chinese speakers, six were Koreans, and the rest spoke
various other languages. The subjects took both the general and the specific tests, and their results were compared in this study. Smith reported only the results from the third section of the test, ten items of sentence completion, considered to be the most controlled section of the SPEAK test. Making clear that the overall conclusions are still limited, the author found at least one striking difference between the general and the specific topic test. The NNSs supply more words when talking about their academic field than on a general topic. Concerning fluency and syntactic accuracy, the change in topic seemed to make no difference. There was a small variation by some subjects within the groups in terms of the number of fillers, restarts, and pauses. In the area of syntactic accuracy some performed better on the original test while others did better on the specific topic one. In sum, this study revealed that the difference between a general and specific field test did not turn out to be as much as one might expect.

Moving to a consideration of TAs' speaking ability, Rounds (1987), an applied linguist with experience as a Math teacher, characterized the successful teaching discourse for foreign TAs as being communicatively competent in each separate discipline. Different disciplines ask for different tasks; therefore, communication will not be
typically the same for every field of study.

One of Rounds' findings was that a greater use of the pronoun "we" by the TAs somehow correlates to a better communication in the teaching process. When using "I", the speaker expresses a certain distance to the hearers. So, it seems that the inclusive pronoun "we" is a sign of interactivity in the classroom. This is relevant to the present study as an example of choosing the proper word and its effect.

According to Rounds, again, the teacher is the one mostly responsible for the periods of talk and silence. Rounds suggests that there are three categories of silence: administrative, strategic, and empty. The first one happens when students are reading a problem, or the teacher is writing on the board or erasing it. Strategic silence takes place to create a rhetorical or dramatic effect, such as a pause before a main point. Contrary to these, empty silence is counterproductive, as it can have a negative effect on classroom interaction. For example, several seconds of silence in the middle of a sentence might disperse the listeners' attention. So the teacher's ability to control the silence is directly related to the creation of fluency. Relating these findings to the SPEAK test, it might be possible to observe the testee's ability to use pauses, and
whether these pauses interfere with the fluency, for example, by being placed in the middle of an utterance. Also, some silences are considered too long, such as one of the subjects in the present study who paused for nine seconds shortly after he began answering a question because, supposedly, he was searching for what to say. It should be pointed out that fifteen seconds was the time allotted for the referred answer.

Recently several studies of interlanguage (IL) production within discourse domains have been done, in order to observe particular ILs. Selinker and Douglas (1985) proposed that a learner's competence varies according to different discourse domains, or internal cognitive constructs that interact with situational features. For example, one subject, a Mexican graduate student in engineering, had conversations in two domains videotaped and analyzed. Both were designed to illustrate the subject's strategic ability to deal with unknown vocabulary. In the first domain, engineering, he was able to carry on the conversation in spite of the missing word. He kept talking until the correct term was found. But in the second, Mexican food, a breakdown happened (when he uttered "forget it"), opposed to his performance in the first domain. In neither of these domains did the subject make use of
gestures, but relied almost exclusively on verbal strategies. This study is related to the present research in the sense that both of them analyze communication strategies used in different situations.

Tyler (1988) did a research project on the spoken discourse structure and coherence of foreign TAs. Her subjects were 40 Chinese and Korean speakers who had scored at least 550 on the TOEFL, but below 220 on the SPEAK test. The author analyzed videotaped planned teaching demonstrations.

Among Tyler's findings, order of ideas was not a source of communication problem in this study, but instead, the relationship among ideas were obscured due to several miscues in the prosodic, syntactic, lexical, and other linguistic levels. Discourse markers were used in an unexpected, non-parallel way, as in this example: "There are three main issues, the first issue is...and the next one is...also there is...." Ambiguity was one of the consequences of this misuse. In order to make the speech clear, the discourse markers of the two last segments were corrected to "the second" and "the third".

Still according to Tyler, another important discourse structuring device is lexical cohesion. Without it native listeners will have the impression that much of the
discourse consists of disconnected details. Pronominal reference is a source of problems, too. Many times the referent is completely obscure. Concerning the syntactic relationships among clauses, studies have indicated (Lakoff, 1984) that subordination makes relationships among ideas much more explicit. On the other hand, coordination leaves them unspecified, forcing the listeners to draw their own inferences. A discourse containing mostly coordinate conjunctions and juxtaposition eliminates information about prominence. Consequently, the discourse turns out to be flat, lacking the cues that help the listeners to generate coherent meaning.

Of particular interest is Barbara Plakans' (1987) study of foreign TAs concerning the difficulties in answering American students' questions, in which she introduces suggestions for improvement in question-handling ability. Her very first concern deals with "U.S. classroom behavior", a discourse typical of an American classroom situation, that the NNSs should become aware of. Plakans suggests that it might be useful to give to the new foreign TAs a brochure containing classroom terms and information concerning issues about testing, homework assignments, and grading policies. Doing so would acquaint them not only with the new culture, but with the teaching discourse as well. Even students who
get a high score in the SPEAK test are likely to require this specific classroom vocabulary. This relates to the present study as being an example of teaching communication strategies to NNSs that will be interacting with NSs in a specific situation.

Research on Discourse Analysis and Pragmatics

Bachman (in press), in his forthcoming book on fundamental considerations in language testing, discusses the incorporation of a framework of language proficiency and how to measure it by means of efficient methods and techniques. He defines communicative language ability (CLA) as not only the knowledge necessary to use the language, but also the knowledge of how language is used to achieve communication, being both aspects part of a dynamic process. This theoretical framework of CLA contains three components: (1) language competence, (2) strategic competence, and (3) the psychophysiological mechanisms required to activate these competences. (See next page.)

Particularly related to the present research are the areas of organizational, pragmatic, and strategic competences. Organizational competence includes grammatical and textual competences. The devices that give cohesion and
Bachman's theoretical framework
organization to oral speech belong to textual competence. Pragmatic competence contains illocutionary competence and sociolinguistic competence. Illocutionary competence is the knowledge of the illocutionary acts, or language functions. Thus the sentence "The cake looks wonderful" may function as a description of the cake, or as a request to have a piece of it, depending on the speaker's intention. Sociolinguistic competence is the ability to use the language according to a certain culture and in different situations. Strategic competence has to do with the dynamic aspect of communication, and it performs assessment, planning, and execution functions in selecting the most effective means of achieving communication.

Faerch and Kasper (1983) defined communication strategies as being plans for solving problems in reaching a particular communicative goal. This definition relates to the speaker's reception, which is the assessment previously mentioned by Bachman, and to the speaker's planning and execution of speech, which are also present in strategic competence, in Bachman's Communicative Language Ability. Concerning the above definition, the speaker may adopt a cooperative strategy, in the case of appealing for assistance from the listener, but this is not necessary to occur. The speaker may choose not to signal that there is a
communication problem and will attempt to solve the problem, by setting up a strategic plan which may or may not be conscious in the particular situation. As an example of an unconscious plan, the speaker might rephrase a response because he or she decided to add details, and by doing so the new utterance becomes clearer than the first one. On the other hand, a conscious plan is, for example, avoidance of certain words that are hard for the speaker to pronounce. This study is especially relevant to the present research because the person taking the SPEAK test does not have the opportunity to have a dialogue but just answer to tape recorded questions. The testee cannot ask for clarification or repetition as in a live interview test.

Still according to Faerch and Kasper (1983), in a discourse analysis, some performance features such as pauses and hesitations can be used as evidence of how planning and execution take place. Speakers many times make pauses in the middle of an utterance in order to plan what to say next and how to do so. The pause can be either unfilled (silent) or filled (involving some non-lexical vocal cord activity like "uh", "er", or gambits such as "well", or even "cajolers", such as "you know"). Other kinds of performance features are drawls, the lengthening of a syllable, that allow the speaker to gain time for internal processes;
repeats, repetitions of single phoneme or even several words; self-repairs, like false starts and new starts, which reveal that the speaker had some difficulty in the execution phase or that the executed plan was insufficient to communicate what was intended; and, finally, slips of the tongue, which are an involuntary deviation in performance from the speaker's current phonological, grammatical or lexical intention (Boomer, 1973) and (Laver, 1973). For many years slips have been the source for the study of the planning and execution processes. Some examples of slips taken from the present data are: "I enjoyed my leg" instead of "injured", and "This scene is taking pace" instead of "place".

According to Maclay and Osgood (1959), based on data produced by NSs and NNSs, repeats involve function words rather than content words while false starts tend to occur more often with content words. These findings suggest that the syntactic constituent is a relevant unit in the planning process, and that speakers try to execute syntactic constituents as wholes.

Faerch and Kasper point out that all performance features above mentioned occur frequently in the spontaneous discourse of NSs as well as NNSs.

They describe some of the strategies commonly used, such
as trying to repair a communicative strategy by means of another communicative strategy. For example, a speaker may try to communicate the same meaning twice, by using a paraphrase, as evidenced in this example from the present data:

"you should be careful - ride a bicycle is dangerous - on a road. - w: when you ride a bicycle you should be take care of it on pass - otherwise (2) you will be - dangerous for you."

Also from the present data, NSs exemplify the use of paraphrasing, such as,

"A bicycle is a (2) bright - uh mobile or . instrument - or vehicle - on which a person can - get on - get on it - it has two wheels...in other words - a bicycle is something that has two wheels - and a person can sit on it"

Besides the strategies mentioned above, the speaker uses rising intonation as if to signal doubt. This can be also signalled paralinguistically when the speaker frequently looks at the listener in an enquiring manner. Unfortunately the SPEAK test cannot deal with this last feature since it is only tape recorded and not video taped. So, many significant acts are not analyzed, such as movements of the feet, a smile, brow raising, or hand gestures. To this
group of strategies belongs what is called prosody, which is the aspect of speech that involves variations in intensity, pitch, and timing. Gumperz (1982) discussed prosody as one of the main linguistic distinctions between spoken and written discourse. Oral speech relies in part on prosody to convey information and to accomplish cohesion because, among other features, it adds or qualifies specific information.

Fox (1987) discussed some theories of the differences between spoken and written language. Referring to the syntactic structure of both modalities, written texts tend to be more complex, that is, greater use of nominalizations and complex verb structures, more frequent use of subordination, and a predominance of subject-predicate structure rather than topic-comment. The author notes that studies such as hers are studies of surface phenomena that can be counted, and from which contrastive frequencies can be given. Furthermore, in this case, many factors must be considered, such as level of formality and social class of the person, because they can all influence the number of times a particular item is used. So, the protocols of the present data should agree with the characteristics of spoken language above mentioned.

Many studies have been done on pragmatic particles across languages. Hakulinen (1986) investigated Finnish and
other languages. Ostman (1981) analyzed the expression "you know" from several points of view. At the same time it is relevant for the coherence of a discourse, it may also be used as a speech characteristic of some speakers. Carlson (1981) did similar analysis with "well" and the great number of meanings that pragmatic constructs seem to have.

Schiffrin (1987) discussed the use of "you know" and suggested that it has expressive meaning, as if the speaker were appealing for hearer cooperation in a dialogue. She added that this expressive meaning may include some component of referential meaning. She also studied "well" and concluded that it is a response marker. It sometimes may preface disagreements, but also may have an interactional meaning when it functions in a participation framework.

In order to study language as an act of human communication, the pragmatic aspect should be identified with reference to the chosen context (Sanders and Wirth, 1985). Pragmatics is concerned with the fact that an utterance carries information or significance beyond the literal interpretation. Whenever a sentence is uttered in a given context, an illocutionary act is performed (such as asserting, requesting, or ordering). The same sentence pronounced in a different context may constitute the
performance of a different illocutionary act. Additional information can also be conveyed about the speaker's beliefs, age, sex, place of origin, just to mention a few.

Leech (1983) stated that grammar deals with abstract static entities such as sentences (in syntax) and propositions (in semantics); and that pragmatics deals with verbal acts or performances which take place in particular situations. So, pragmatics deals with language at a more concrete level than grammar. He discusses that pragmatics can be defined as problem-solving. From the speaker's point of view it is a matter of assessing and planning alternative probabilities on the basis of contextual evidence. The pragmatic force is motivated by general principles of rational and social behavior. Furthermore, the pragmatic principles impose weaker constraints on language than grammatical rules, explaining why something is used in order to achieve communication.

Another example of pragmatics is Searle's speech acts theory (1969): "a theory of language is part of a theory of action". He suggests that semantics is rule-governed (by grammar) while pragmatics is principle-controlled. In this sense, both grammar and pragmatics will provide explanations on the choice of certain forms of the language, but grammar explains "how" and pragmatics explains "when". For example,
"the Maxim of End-focus recommends that if the rules of the language allow it, the part of a clause which contains new information should be placed at the end".

For the present research this is an important matter because I will be comparing NS to NNS strategies, and I assume that the NNS culture will have influence in the pragmatic aspect, such as word choice.

Grice (1975) pointed out that conversations are not made up of disconnected remarks; rather, they are made up of rational, cooperative events. He claims that people involved in a conversation have a purpose, which may evolve during the conversation and may be more or less definite. There is a general principle of conversational interaction, which Grice refers to as the "Cooperative Principle" (CP). He also identifies nine maxims that support the CP, which are:

1. Quantity
   i. Make your contribution as informative as is required.
   ii. Do not make your contribution more informative than is required.

2. Quality
   i. Do not say what you believe to be false.
ii. Do not say that for which you lack evidence.

3. Relation
   i. Be relevant.

4. Manner
   i. Avoid obscurity of expression.
   ii. Avoid ambiguity.
   iii. Be brief (avoid unnecessary prolixity).
   iv. Be orderly.

When one of these maxims is violated by the speaker, the listener, in an attempt to assume that the speaker is still following the CP, will try to deduce some unstated meaning that the speaker may have wished to say. Grice calls this unstated meaning an "implicature". By this reasoning, Grice provides a way of working out how utterances are often interpreted as meaning more than they actually may say. This is directly related to the present study in the sense that students taking the SPEAK test often mispronounce a word or lack specific vocabulary and the raters might still consider the utterance meaningful and correct.

In summary, this literature review covered two related areas of research related to the present study.

The first area concerns empirical research about the SPEAK test and foreign TAs. To begin with, Clark and Swinton, showed the SPEAK test as a reliable alternative to
the Foreign Service Institute Direct Proficiency Interview. This suggests that the SPEAK is related somehow to the type of language in an oral interview. The question is: what aspects of Communicative Language Ability are and are not being tested? This study will cover grammar, textual, illocutionary, and sociolinguistic competences.

Douglas studied strategies used by NNS students in Section 4, the sequence picture item. His findings, related to planning and execution processes, show that very often NNS students produce English native-like linguistic units, preceded and followed by less English native-like utterances, and that those units are not bound to just one of the six pictures of that Section.

Smith's study concerns the SPEAK test being general topic as opposed to specific. The subjects she worked with came from the same departments as the ones of the present study (Chemistry, Math, and Physics), and most of them were Chinese and Korean speakers (also the same). She rewrote the SPEAK test, making it topic specific, and her analysis of the students' performance on both tests suggests that there is not much difference. In fact, this reinforces the SPEAK test as not being aimed at any particular field.

Round's study is related to the present one in two aspects: (1) it shows the importance of word choice (the
TAs using "we" instead of "I" resulted in an increased interaction within the classroom, and (2) it shows the different effects of silence, which is evidenced in the present data.

Selinker and Douglas discussed different strategies used by the same subject in different situations. They proposed that a NNS competence varies according to different discourse domains.

Among studies related to TAs, Tyler analyzed oral discourse produced by NNS students who passed the TOEFL but not the SPEAK and found that the main problem was due to the misuse of discourses markers. Plakans investigated communication strategies in a specific situation (U.S. classroom) and found that the new foreign TAs, including the ones orally competent, in order to improve question-handling ability, need to be aware of a typical U.S. classroom vocabulary and teaching discourse as well.

The second area covered in this literature review is about research on discourse analysis and pragmatics. Especially relevant to the present study is Bachman's theoretical framework of Communicative Language Ability. The strategies will be studied in four competence areas present in the proposed framework: grammatical, textual, illocutionary, and sociolinguistic competences.
Next, Faerch and Kasper discussed communication strategies as plans for solving problems in reaching a particular communicative goal. They also mention performance features, such as slips of the tongue, which are evidenced in the present study. The process of communicating is dynamic and goal-oriented. The speaker selects among different ways of expressing his or her intentions.

Fox studied characteristics of spoken language, which is the data of the present study. Still concerning oral language, studies were done on pragmatic particles, such as "you know" and "well" (both appear in the data), and according to the situation, they incorporate different meanings.

Moving to pragmatics, Leech elaborates on pragmatic principles, related to social behaviour, in order to achieve communication. Searle compares grammar to pragmatics when explaining the choice of certain forms of the language; while grammar explains "how", pragmatics explains "when". So, in the present study pragmatics is relevant because if NS and NNS strategies should differ, culture background will have influence in the pragmatic aspect.

Finally, Grice's "Cooperative Principles" are important to the present study because the SPEAK test simulates an
interview or conversation, that is, the testee hears questions and answers them. So, it is expected from the testee that he or she follows these principles. In the case of failing to do so, the listener (or the rater) might draw an "implicature", deducing some unstated meaning to what the speaker might have wished to say.

The next chapter is about method and contains information about the subjects, data, and procedures.
METHOD

Subjects

The subjects were 57 graduate students, attending Iowa State University, enrolled in three different fields, as follows: 18 in Chemistry, 19 in Mathematics, and 20 in Physics. Ten subjects of each field were NNSs, making a total of 30 NNSs. The other 27 were NSs of English. The NNS subjects were Chinese and Korean speakers and represented a range of SPEAK test performance from 130 to 260, with a mean score of 190. The NNS subjects took Form 1 of the SPEAK test between 1984 and 1985 as a requirement for holding teaching assistantships in their departments. The NS subjects also took Form 1 of the SPEAK test, voluntarily for this research, during one week in October, 1988.

The subjects ranged in age from 19 to 34 with a mean age of 26, for both NSs and NNSs. Males comprised 71.9% of the total group, females 28.1%. However, among the NNSs the number of females was lower, 20%. Among the NSs, the number of females was 37%. Table 1, on the next page, shows the distribution according to sex.
Table 1. Sex of the subjects

<table>
<thead>
<tr>
<th></th>
<th>Chemistry</th>
<th>Math</th>
<th>Physics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>NNS Male</td>
<td>9 90%</td>
<td>7 70%</td>
<td>8 80%</td>
<td>24 80%</td>
</tr>
<tr>
<td>NNS Female</td>
<td>1 10%</td>
<td>3 30%</td>
<td>2 20%</td>
<td>6 20%</td>
</tr>
<tr>
<td>NS Male</td>
<td>5 63%</td>
<td>5 56%</td>
<td>7 70%</td>
<td>17 63%</td>
</tr>
<tr>
<td>NS Female</td>
<td>3 37%</td>
<td>4 44%</td>
<td>3 30%</td>
<td>10 37%</td>
</tr>
<tr>
<td>NSS/NS Male</td>
<td>14 78%</td>
<td>12 63%</td>
<td>15 75%</td>
<td>41 72%</td>
</tr>
<tr>
<td>NSS/NS Female</td>
<td>4 22%</td>
<td>7 37%</td>
<td>5 25%</td>
<td>16 28%</td>
</tr>
</tbody>
</table>

The above Table shows that Math is the field that has the greater number of females, for both NNSs and NSs, being respectively 30% and 44% the percentage of females enrolled in Math. Among the Chemistry NNSs, only one subject is female.

Table 2, on the next page shows the TOEFL scores of the NNS subjects, which range from 483 to 603, with a mean of 542. All scores, except one, are above 500, which is the required score for a foreign student to be admitted to this university.
Table 2. TOEFL scores

<table>
<thead>
<tr>
<th>Subject</th>
<th>Range</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>From 523 to 573</td>
<td>550</td>
</tr>
<tr>
<td>Math</td>
<td>From 483 to 603</td>
<td>529</td>
</tr>
<tr>
<td>Physics</td>
<td>From 513 to 590</td>
<td>548</td>
</tr>
</tbody>
</table>

Total From 483 to 603 542

This Table shows that the Math subjects have the lowest and the highest TOEFL scores. The range of the Chemistry subjects, on the other hand, is the smallest among the three groups.

Table 3. L1 of NNS subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Chinese</th>
<th></th>
<th>Korean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Math</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Physics</td>
<td>10</td>
<td>6</td>
<td>60%</td>
</tr>
</tbody>
</table>

NNSs 30 21 70% 9 30%
On the previous page, Table 3 presents the foreign subjects’ native languages, which are Chinese and Korean. As the Table shows, there is not an equal distribution, especially among the Math subjects, where there is only one Korean speaker among ten subjects. The percentage for the other two groups is equal: 60% Chinese and 40% Korean speakers.

The SPEAK scores of the subjects indicate that only 11 out of the 30 NNSs obtained a passing grade, currently 200 out of a possible 300.

Table 4. SPEAK scores

<table>
<thead>
<tr>
<th></th>
<th>Non-passing scores</th>
<th>Passing scores</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>160 170 170 170 180 180</td>
<td>200 200 210 220 190</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>130 170 180 190 190 190</td>
<td>200 210 210 260 190</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>150 150 150 160 170 180 190</td>
<td>210 230 230 180</td>
<td></td>
</tr>
</tbody>
</table>

As Table 4 shows, the Math subjects had the lowest and the highest SPEAK scores. The Chemistry ones had the smallest range in these scores.
Data

The data consist of transcribed protocols (see Appendix C) of subjects' responses to three sections of the SPEAK test: picture sequence, single picture (see Appendix A), and open-ended questions. These sections were selected because of their characteristic of not being as much controlled as other items, such as sentence completion or paragraph reading. They allow the students to express themselves in any way they wish. In other words, the students can use their own strategies in producing the answers more freely than they would in the more controlled sections.

The first item, the picture sequence, consists of six line drawings that tell a continuous story. After studying the drawings silently for one minute, the examinee is asked to tell the story that the pictures show, in one minute, beginning with the words "One day last month". The directions that are heard (and read on the test book) are the following:

"In this Section, you will see a series of pictures that tell a continuous story about what happened one day last month. You will be asked to tell the story that the pictures show. First, please study each of the following pictures silently, beginning
with picture number one and going through picture number six."

After one minute of silence, the testee hears:

"You will now have one minute to tell the story that the pictures show. Speak as accurately and in as much detail as you can. Begin the story with the words 'One day last month'. Begin now."

The scoring for this Section is based on pronunciation, fluency, and overall comprehensibility.

The second selected Section, the single picture item, is a single line drawing. Again, the examinee is given one minute to study the picture silently before four questions are asked.

The directions for this Section are the following:

"In this Section, you will look at a picture and answer a few questions about the picture. You will have one minute to study the picture silently before you hear the questions."

After one minute of silence, the testee hears:

"Now listen to and answer each of the following questions:

1. Where is this scene taking place?

(15 second pause)
2. What is the dog doing?
   (15 second pause)
3. What is going to happen to the lamp on the table?
   (15 second pause)
4. How could this situation have been prevented?"
   (15 second pause)

As mentioned before, the picture that the students will be looking at in order to answer the above questions can be seen in Appendix A.

The scoring for the above Section is based on grammar, pronunciation, fluency, and overall comprehensibility.

The third selected Section, the open-ended questions, consists of three spoken questions intended to elicit relatively free and somewhat more lengthy answers from the testees. In this set of questions, the linguistic quality and adequacy of communication, not the factual content of the answers, are the matter of scoring. The people taking the test hear the following:

"In this Section, you will be asked to give your opinion on topics of international interest and to describe certain objects. Be sure to say as much as you can in the time allotted for each question. Remember that this is simply a test of
spoken English. When it is graded, the graders will be interested in the way that you express your ideas, not the actual ideas.

1. Describe the things that you think make up a perfect meal.
   (one-minute pause)

2. Describe a bicycle into as much detail as you can.
   (one-minute pause)

3. What is the best way to ease the food shortage throughout the world?"
   (one-minute pause)

The scoring for this Section is based on pronunciation, fluency, and overall comprehensibility.

Procedures

After approval was obtained from the Iowa State University Committee on the Use of Human Subjects in Research, and selecting among the NNS students who had given written permission to have their recorded tests used for research reasons, thirty subjects who had all taken Form 1 of the SPEAK test were selected, ten from each department: Chemistry, Mathematics, and Physics. These are the areas with the largest number of foreign graduate students. In
order to have a homogeneous group concerning language background, NSs of two oriental languages, Chinese and Korean, were chosen because their number on this campus is high. As it was mentioned previously, these students took the SPEAK test between 1984 and 1985.

The American graduate students were contacted directly by the author and through a letter that asked for their participation in this research. Like the NNSs, they also signed permission. Initially there were thirty, but owing to a problem with the tape recording of three subjects, the material became invalidated, and the number was reduced to 27 NSs.

The test was offered to the NS students at six different times during the period of one week, so that at least one time could fit into their schedules.

The NS subjects took the entire test, all of it in a single sitting, lasting approximately twenty minutes. They were not told that only three sections of the test would be analyzed, so their attention would be equally distributed throughout the test, and they would not be especially concerned with certain parts. The test begins with a "warm-up" and by the time the selected items are completed, the testees are involved with the test, some of them even relaxed.
After having the tapes from both the NNS and NS subjects, the three previously indicated items were transcribed. Sometimes, due to interference, poor quality equipment, unclear speech, or some other reason, parts of the recordings are not clear.

The transcribed protocols have a system of notation (Schenkein, 1988) intended to represent as accurately as possible the sounds (and silences) that the speakers produce. (See Appendix B.)

The next chapter will show the results and discussion of the present study.
RESULTS AND DISCUSSION

Overview of Responses

First I will present a comprehensive overview of the subjects' responses before showing the analysis.

In the first item of the SPEAK test used in this research, the sequence picture story, the general difference between NS and NNS subjects that can be noticed is that the NNSs usually do not finish telling the story. Listening to the recorded responses, it is obvious that they speak slower; therefore, the time allotted for the answer is too short for them. In contrast, the NSs do finish telling the story within the one minute limit, and they often end it with a "happy ending". Besides naming the characters of the story, and thus telling the story using the third person singular, the subjects also make use of "I" for the main character. Although it is not shown anywhere in the six drawings, the subjects generally place the story in a school environment, more specifically, the campus. One NS even mentioned the name of one street that crosses the ISU campus.

The second analyzed item, the single drawing picture, which consists of four questions eliciting short answers, was answered by all subjects. The NSs talked more, giving
more complex explanations, using more adjectives, and adding more details. This dominant approach is certainly due to the language proficiency. The responses provided by the NNSs seem to be more directly to the point while the NSs seem to hesitate by using expressions of doubt like "it seems", "probably", and "likely" in their answers. The following examples are some NNSs' responses: "This scene is taking place in a living room." "The dog is running and barking." "The lamp on the table is going to fall down and the housekeeper is shouting!" The next ones are NSs' responses: "...in a living room of what appears to be a middle class home." "The dog looks like he is chasing the cat...." "It appears as if the lamp is going to fall due to the collision of the cat with the stand."

The next item contains three questions that require long answers (one minute each). The first one is describing the perfect meal. This question is most revealing concerning one's culture, as it is common for the NNS subjects to mention either Korean or Chinese food as being the perfect meal. One Chinese subject, maybe conscious of this fact, said that "...a Chinese may think that Chinese food is good - and American may think American meal is good." American responses range from a very informal meal consisting of pizza, beer, or diet Coke to sophisticated four course meals
with wine and dessert. Two examples are: "A perfect meal consists of six pack beer and a large pepperoni pizza."
"...a perfect meal is a nice little cream soup to begin with. Then I would follow the soup with an appetizer, and I would have a bottle of white wine, uhm perhaps a saute fish...after dinner a cup of coffee with a light dessert."
Another difference is that while NNSs frequently mention fish as part of a perfect meal, NSs mention meat as an important element belonging to the protein food group.

The question that asks for a description of a bicycle is a hard one for the NNS subjects concerning vocabulary. They often talk about how useful bikes are. The NSs talk much more than the other group, again most likely because of the language proficiency, describing parts, explaining how they function, and telling about their own bikes. Both NNSs and NSs connect bicycles to going to school, as many of them mention this feature. For example, a NNS subject said that "a bicycle is a convenient vehicle for persons who want to go to school..."

The last question included in this research, the food shortage question, seems to be the most difficult one, not only for the NNSs but also for the NSs. To begin with, some NNS subjects did not understand the question and did not utter a single word. Others still tried to say something,
such as, "Eat? Food short? Oh!...you don’t have enough time and you want to eat quickly, you have to eat and...fast food...." Several Chinese subjects said that they do not know about the problem since in their country it does not exist.

Finally, it must be added that concerning the field background, among the NSs, the Physics subjects are the ones who talk faster and, consequently, produce a greater number of words.

 Detailed Analysis

The protocols were analyzed for certain exemplars of the four competence areas: grammatical, textual, illocutionary, and sociolinguistic, to investigate the strategies used.

Before looking at specific competence areas, however, the number of words that each subject uttered in each one of the items was analyzed. These items can be categorized as being of two types: four short answers to the single picture (Section 5, items 1, 2, 3, and 4), and four one-minute answers (Section 4, the sequence picture story; and Section 6, item 1, describing the perfect meal, item 2, describing a bicycle, and item 3, the food shortage question).

When counting the words, not only full words, but also
false starts, repetitions, and filled pauses were counted. This was done because it was important to see the global number of "sounds" produced, also because sometimes it is a little hard to distinguish between a "real" word and a filled pause, such as the indefinite article "a" and the filled pause "uh".

Table 5. Number of words produced

<table>
<thead>
<tr>
<th>Section</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NNSs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chem.</td>
<td>94</td>
<td>11</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Math</td>
<td>96</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Phy.</td>
<td>86</td>
<td>13</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(NNSs:</td>
<td>92</td>
<td>11</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NSs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chem.</td>
<td>112</td>
<td>12</td>
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<td>21</td>
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<tr>
<td>Math</td>
<td>117</td>
<td>13</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Phy.</td>
<td>122</td>
<td>15</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(NSs:</td>
<td>117</td>
<td>13</td>
<td>14</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 5, on the previous page, shows the means of the number of words produced by the subjects in each item, and the means of the total number of words.

Two multivariante means are to be compared: the means of number of words produced by NSs and the means of words produced by NNSs. Therefore, MANOVA (multivariante analysis of variance) is used. The statisticalist Wilky's lambda is used to indicate if means are different or not. With reference to the data of this study, the difference between the mean number of words spoken by NS and NNS seems to be significantly different.

(Wilky's lambda = .36, p = .0001)

The observed means of number of words are shown in the next Table:

<table>
<thead>
<tr>
<th>Section</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NS</td>
<td>118</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>25</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>NNS</td>
<td>92</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>19</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>
Table 7. Correlation coefficients - number of words for all items/SPEAK/TOEFL

Pearson Correlation Coefficients/Prob > R: under Ho: Rho=0, N=30

<table>
<thead>
<tr>
<th></th>
<th>IV</th>
<th>V-1</th>
<th>V-2</th>
<th>V-3</th>
<th>V-4</th>
<th>VI-1</th>
<th>VI-2</th>
<th>VI-3</th>
<th>SPEAK</th>
<th>TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
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<td>.76</td>
<td>.00</td>
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<td></td>
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</tr>
<tr>
<td>V-1</td>
<td></td>
<td>1.00</td>
<td>.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-2</td>
<td></td>
<td></td>
<td>1.00</td>
<td>.50</td>
<td>.41</td>
<td>.00</td>
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<tr>
<td>V-3</td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>.46</td>
<td>.26</td>
<td>.41</td>
<td>.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>.02</td>
<td>.25</td>
<td>.78</td>
<td>.02</td>
<td>.00</td>
</tr>
<tr>
<td>VI-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>.03</td>
<td>.34</td>
<td>.91</td>
<td>.41</td>
</tr>
<tr>
<td>VI-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>.29</td>
<td>.02</td>
<td>.11</td>
</tr>
<tr>
<td>VI-3</td>
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<td></td>
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<td></td>
<td>1.00</td>
<td>.44</td>
<td>.31</td>
</tr>
<tr>
<td>SPEAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>.22</td>
</tr>
<tr>
<td>TOEFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

* = p < .05.
In Table 6, on page 44, each entry is the average number of words spoken by subjects in all three different fields: Chemistry, Math, and Physics.

Table 7, on the previous page, shows the correlation coefficients among the number of words produced in each item and the SPEAK and TOEFL scores.

Analyzing the last Table, it can be seen that:

1. There is a moderate correlation between the scores of the SPEAK and the TOEFL (.4).

2. Some numbers of words correlates with some pairs of questions, which are the items: V-4, VI-1, VI-2, and VI-3.

3. There is no correlation between the TOEFL score and any number of words in any of the items.

4. Three number of words in three items show correlation with the SPEAK score, though not high (.45, .40, and .51)

Grammatical competence: relative clause use

The next step in this study is an analysis for evidence of grammatical competence. For this purpose, the author chose to investigate the use of relative clauses throughout all the transcribed items of all subjects.

According to Quirk and Greenbaum (1979) and Thomson and Martinet (1980), there are two types of relative clauses. The first is defining relative clause, which describes the
preceeding noun in such a way as to distinguish it from other nouns of the same class. The second type is non-defining relative clause, which is placed after a noun that is definite already; it adds something to the noun by giving some more information. Unlike the first type, it is not essential and can be omitted without causing ambiguity.

The relative pronouns that introduce these clauses are generally: that, which, who, whom, and whose. Sometimes the relative pronoun is omitted, as in "...the people they enjoy being with".

In this research both kinds of relative clauses were counted to see if the subjects did make use of them.

While all of the NS students used relative clauses in their responses, only 43% of the NNSs did. The next table presents the NNS subjects who used relative clauses, and their SPEAK scores.

**Table 8. NNSs who used relative clauses & their SPEAK scores**

<table>
<thead>
<tr>
<th>Subject</th>
<th>SPEAK Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem:</td>
<td></td>
</tr>
<tr>
<td>3 (220)</td>
<td></td>
</tr>
<tr>
<td>4 (170)</td>
<td></td>
</tr>
<tr>
<td>7 (170)</td>
<td></td>
</tr>
<tr>
<td>8 (210)</td>
<td></td>
</tr>
<tr>
<td>9 (200)</td>
<td></td>
</tr>
<tr>
<td>10 (200)</td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td>12 (200)</td>
<td></td>
</tr>
<tr>
<td>16 (190)</td>
<td></td>
</tr>
<tr>
<td>19 (260)</td>
<td></td>
</tr>
<tr>
<td>20 (180)</td>
<td></td>
</tr>
<tr>
<td>Phys:</td>
<td></td>
</tr>
<tr>
<td>22 (230)</td>
<td></td>
</tr>
<tr>
<td>23 (230)</td>
<td></td>
</tr>
<tr>
<td>24 (210)</td>
<td></td>
</tr>
</tbody>
</table>
The previous table shows that among the thirty NNSs, only thirteen used at least one relative clause. Looking at the SPEAK scores of these thirteen subjects, most of them were passing grades. In order to answer the question: "Are students that use relative clause more likely to pass the SPEAK test?" the log odds ratio was estimated. Since the log odds ratio can be approximately normal, a confidence interval can be constructed.

Table 9. Frequencies according to use of relative clause & SPEAK score

<table>
<thead>
<tr>
<th>Used Relative Clause</th>
<th>Did not use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Did not pass</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Concerning the above, the log odds ratio was estimated
as: \[ \log \left( \frac{9 \times 15}{4 \times 2} \right) = 2.82 \]

A 95\% confidence interval is given by:

\[ 2.82 \pm 1.96 \sqrt{.93} = [.932, 4.708] \]

This indicates that the odds for passing the SPEAK test were greater for students who used relative clauses.

Another finding concerns the items in which the relative clauses were used, shown in Table 10.

**Table 10. Number of relative clauses per item**

<table>
<thead>
<tr>
<th>Items</th>
<th>IV</th>
<th>V-1</th>
<th>V-2</th>
<th>V-3</th>
<th>V-4</th>
<th>VI-1</th>
<th>VI-2</th>
<th>VI-3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>34</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>17</td>
<td>64</td>
<td>44</td>
<td>167</td>
</tr>
<tr>
<td>NNS</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>21</td>
<td>75</td>
<td>52</td>
<td>195</td>
</tr>
</tbody>
</table>

Table 10 shows that for both NS and NNS subjects, item 2 of Section VI (describing a bicycle) has the largest number of the clauses, 38.5\% of 195 (total number of relative clauses). None were used in the first item of Section V. Concerning Section V, the NNS subjects did not use any relative clause in any of the four items.
Textual competence: rhetorical strategies

As evidence of textual competence, rhetorical strategies were investigated in the second item of section VI, the bicycle description.

Several strategies were used in this item, and they were categorized as being mostly of the types:

(1) Description: the speaker mentions the bicycle's parts, or mentions that there are many kinds, or that they come in different colors, etc.

(2) Function: the speaker tells how the bicycle moves or how the parts work together.

(3) Uses: the speaker says why a bicycle is useful, or mentions the places where a bicycle can be taken to (such as classes, picnics, shopping).

(4) Others: here several rhetorical strategies were grouped, such as explanations and comparisons.

Most of the subjects began answering this item by actually describing a bicycle, that is, by mentioning the parts of it. The following table shows the most recurrent nouns for the bicycle’s parts, found in both NS and NNS subjects, and the total number.
Table 11. Bicycle’s parts

<table>
<thead>
<tr>
<th></th>
<th>wheels</th>
<th>pedals</th>
<th>bar</th>
<th>seat</th>
<th>chain</th>
<th>frame</th>
<th>tires</th>
<th>gears</th>
<th>brakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSs</td>
<td>27</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>16</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>NNSs</td>
<td>27</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>33</td>
<td>32</td>
<td>27</td>
<td>31</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 11 reveals that all of the NSs and 90% of the NNSs included the "wheels" in their descriptions. The second choice was different, as 74% of the NSs mentioned "(handle) bar", but only 50% of the NNSs mentioned "chain". In sum, the order of recurrence of these bicycle parts differed somewhat between NSs and NNSs.

Looking at the subjects who made use of a combination of the first two strategies, that is, besides using words that describe a bicycle, also talked about how these parts work together to make the vehicle move, an interesting finding appeared. Most of the NSs did this and a number of NNSs also. Among the NNSs who did, most of the SPEAK scores were 200 or more.

So, the main question here is

"Are the students who use a combination of the strategies of description and function more likely to pass the SPEAK test?"
To answer it, the log odds ratio was estimated. The combination of the above mentioned strategies will be called "Strat/Comb."

Table 12. Frequencies according to "strat/comb" & SPEAK

<table>
<thead>
<tr>
<th></th>
<th>Strat/Comb.</th>
<th>Did not use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed SPEAK</td>
<td>9</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Did not pass SPEAK</td>
<td>4</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>

With reference to the above, the log odds ratio was estimated as:

\[
\log \left( \frac{9 \times 5}{4 \times 2} \right) = 2.82
\]

A 95% confidence interval is given by:

\[
2.82 \pm 1.96 \sqrt{.93} = [ .932, 4.708 ]
\]

The results of this statistical technique indicate that the odds for passing the SPEAK test are greater for students
who used the above referred rhetorical strategies. As Table 12 shows, only two subjects did not use the combined strategies and still passed the SPEAK test, and four subjects used them but did not pass. In sum, the strategies analyzed here are good ones.

Analyzing all subjects who used the combined strategies, 78% of the NSs did use them and 73% of the NNSs who passed the SPEAK test used them too.

As evidence of planning competence linked to rhetorical strategies, several examples can be seen, such as:

Rephrasing: "a bicycle is a device - device - vehicle"
"mobile or instrument or vehicle"

Abandonment: "the rear - power - p: - on the road"

Substitution: "chair" for seat, "ring" for bell, "stop machine" for brake

Definitions: "a seat - which makes contact with the human being"

Adjectivation: "bike is skinny"

These rhetorical strategies illustrate instances of planning, when the "right" word is not found yet, but the subjects keep verbalizing words during the planning process.

Another rhetorical strategy studied here was the use of the possessive case "'s" on the responses to the first item of section V, "Where is this scene taking place?" 56% of
the NS subjects used the possessive case in their answers, compared to only 10% of the NNSs. Some examples are: "this lady’s home", "this woman’s house", and "somebody’s family". All of the NNSs that employed this strategy, which were in number of three, passed the SPEAK test. So it can be suggested that it is a strategy that helped NNSs to achieve a passing score.

Illocutionary competence: expressions of doubt

Pragmatic competence includes two kinds of competence. The first one to be analyzed here is illocutionary competence.

The illocutionary act (Taylor and Cameron, 1987) may be the most primitive unit of conversation. Taking this idea as a starting point, determining which utterances represent which act, and by comparing the speech of NSs with NNSs, an investigation was done to find if all of them followed the same patterns.

Since illocutionary force is a matter of the intention of the speaker, the message that the speaker tries to communicate must be accurately recovered by the hearer. Besides, the speaker’s intention is not always clear, and there is no way of knowing the intended message or if the listener has interpreted it correctly. So the chances of a
breakdown in communication during the SPEAK test are far greater because there is no real dialogue. But, on the other hand, since the testee does not have to rephrase any of the responses, the graders might find a satisfactory interpretation.

When a speaker says "in my opinion", "I think", or "I suppose", several acts may be represented in these utterances. It may mean an excuse, such as "Excuse me for saying this, but". It may also mean doubt, as the speaker may not be sure of what was asked and uses this strategy, especially in the case of not having sufficient information about the topic in question.

Table 13, on the next page, shows the expressions such as those above mentioned that were used throughout the four items of section V and item 3 of section VI, and the number of subjects that used them. It shows the expressions that were used by both NS and NNS subjects. It also shows that 35% of all subjects used "I think", but the NNSs did so more than the NSs; "probably" was used by 44% of the NSs. Concerning the NSs, the Chemistry subjects did not make use of such expressions as much as the other two groups; the NS Physics subjects were the ones who mostly used them. As for the NNSs, contrary to the NSs, the Chemistry group used more than the other two groups.
Table 13. Expressions of doubt or excuse (NSs & NNSs)

<table>
<thead>
<tr>
<th>NSs</th>
<th>NNSs</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chem</td>
<td>Math</td>
</tr>
<tr>
<td>I think</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>perhaps</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>possible</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I guess</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>probably</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>possibly</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>appears</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>looks like</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I believe</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I feel</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I would assume</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>my opinion</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>maybe</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>my idea</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I don’t think</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>I would think</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(Total)</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>
Finally, the expressions used by both NSs and NNSs were: "I think", "perhaps", "possible", and "I guess". The ones used only by NSs were: "probably", "possibly", "appears", "looks like", "I believe", "I feel", "I would assume". The ones used solely by NNSs were: "my opinion", "maybe", "my idea", "I don’t think", "I would think".

The items of the SPEAK test that carried most of the discussed expressions, the distribution among the different disciplines, and between NSs and NNSs is shown in Table 14.

Table 14. Distribution of expressions throughout the items

<table>
<thead>
<tr>
<th>Items:</th>
<th>V-1</th>
<th>V-2</th>
<th>V-3</th>
<th>V-4</th>
<th>VI-1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS Chemistry</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NS Math</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>NS Physics</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>NNS Chemistry</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NNS Math</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>NNS Physics</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>6</td>
<td>31</td>
<td>63</td>
</tr>
</tbody>
</table>

The item that carried most of the expressions was the
food shortage question, followed by the short question "What is going to happen to the lamp on the table?".

The log odds ratio was estimated to answer the following question:

"Are students who used such expressions more likely to pass the SPEAK?"

Table 15. Frequencies according to use of expressions and SPEAK

<table>
<thead>
<tr>
<th>Used expressions</th>
<th>Did not use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Did not pass</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

Concerning the above, the logs odd ratio was estimated as: $\log \left( \frac{7 \times 10}{9 \times 4} \right) = .67$
A confidence interval is given by:
\[ .67 \pm 1.96 \sqrt{.6} = [ -.85, 2.19 ] \]

This indicates that the odds for passing the SPEAK test are not influenced by the use of such expressions.

**Sociolinguistics competence: repeat strategy and cultural strategies**

The first indicator of sociolinguistic competence was investigated in the first item of section V, "Where is this scene taking place?" Analyzing the responses for this item, one strategy used by many speakers was repeating the question, in the beginning of the answer, perhaps in order to gain time to think what to say in the actual answer. Among all subjects, 61% used this strategy and 39% did not. Concerning the NSs, 74% of them used while only 50% of the NNSs did. Studying the 15 NNSs who used this strategy in this item, the following distribution was found among those who passed and did not pass the SPEAK test, shown in Table 16, on the next page.

It should be added that four subjects passed the SPEAK test without using this strategy. They were: one Chemistry, two Math, and one Physics subject. So, combining these two findings, the results do not differentiate the performance for those who used it from those who did not.
Table 16. Use of repetition by NNSs

<table>
<thead>
<tr>
<th></th>
<th>Chemistry</th>
<th>Math</th>
<th>Physics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Did not pass</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

Concerning differences among the three fields, Physics revealed a significant difference, as the log odds ratio was estimated as: \( \log \left( \frac{11 \times 5}{2 \times 2} \right) = 2.62 \)

A confidence interval is given by:

\[
2.62 \pm 1.96 \sqrt{1.29} = [0.39, 4.85]
\]

Table 17. Physics students using repetition

<table>
<thead>
<tr>
<th></th>
<th>Used Repetition</th>
<th>Did not use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Did not pass</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>
So here it can be said that the Physics subjects of the present data used the strategy of repeating the question as a positive tool for getting better results in the SPEAK test. The other two fields of Chemistry and Math were not affected the same way as Physics.

Finally, related to the analysis of this item, is the degree of precision and detail (the Gricean maxim of quantity) provided by subjects. For example:

Adjectivation: "residential", "suburban", "middle class"

Prepositional clauses: "in New York City", "just outside of a kitchen"

Or a combination of both: "in some large city"

Proper names: "Mrs. Adams", "Miss Smith"

Still concerning the same maxim, there are others who provide very little when answering this item. For example, the following are entire responses given by NSs and NNSs: "This woman's home." and "Living room."

An analysis of cultural strategies was done in the "perfect meal" question, a one-minute answer item. The findings were that there is a difference between NSs and NNSs, concerning the strategies used. The NSs used at least one of the following strategies listed in Table 18, on the next page.
The NNSs used a larger variety of strategies, which can be seen in Table 19.

Table 19. NNS strategies on the "perfect meal" question

<table>
<thead>
<tr>
<th>food names</th>
<th>Chin/Kor</th>
<th>buy&amp;cook</th>
<th>company</th>
<th>qualities</th>
<th>recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Phys</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total 15 8 7 4 3 2

Besides the strategies mentioned in Table 19, the NNSs also used others that were not classified above, such as: "being hungry", "table manners", "take time to eat", "not
having to cook and wash the dishes".

It must be pointed out that only two NNSs mentioned dessert, and that only six mentioned beverage. Among the NSs, ten mentioned dessert and twenty beverage.

In sum, by comparing the two last Tables (18 & 19), some cultural differences can in fact be observed.

In the next chapter the conclusions will be presented.
CONCLUSIONS

A comparison was done between the performance of NS and NNS subjects in the SPEAK test with the purpose of analyzing communication strategies used by the students. Three Sections of the SPEAK test were selected to be transcribed and studied. In the previous chapter the results were analyzed and discussed, and here the main conclusions are stated.

First, the general differences between the responses given by NS and NNS subjects are going to be exemplified. In Section IV, the sequence picture story, the NSs tell a complete story while the NNSs usually do not have time to finish it. Both groups frequently place the story in a school environment, more specifically, the campus, although this is not shown anywhere in the six drawings. In Section V, the single picture, the students are asked four questions eliciting short answers. Here the NSs, again, talked more, giving more complex explanations and adding more details. The answers given by the NNSs were more direct while the NSs seemed to hesitate by using expressions of doubt like "it seems", "probably", or "it's likely". In Section VI there are three questions that require one-minute answers. The first one, "the perfect meal" question, is most revealing of
one’s culture. For example, NNS subjects often mentioned Chinese or Korean food. They also mentioned fish as an important element while the NSs mentioned meat as an important source of protein. Still in this question, it was common for NS subjects to mention coke, beer, and pizza. The second question, which asks for a bicycle description, seemed to be rather difficult for the NNSs concerning the vocabulary. Since this did not occur with the NSs, they described the bicycle’s parts and explained how these parts work together. Again, many subjects in both groups connected bicycles to going to school. The third question, and last item included in this study, the "food shortage" question, seemed to be the most difficult one, for both NSs and NNSs. The reason for this could be the topic being so unfamiliar to all students that took this test, besides the unknown vocabulary for the NNSs.

The SPEAK test was developed as a substitute for the Foreign Service Institute direct proficiency interview, and it is referred to as an example of communicative language use. Bachman’s theoretical framework of Communicative Language Ability was used as a guide for the analysis of strategies in four areas of competence.

In the first area, grammatical competence, the strategy of relative clause use was studied and the results revealed
that while all the NS students made use of them, the NNS students who also used them had higher scores than the ones who did not. For the Chinese and Korean students learning and using relative clauses is something very complex. So it is suggested here that knowing how to use relative clauses, and choosing to do so in an oral test, is an indication of higher proficiency.

In the second area, textual competence, rhetorical or organizational strategies were analyzed. First, all the responses for the item that asks to describe a bicycle were categorized according to choice of organizational strategy: description (mentioning bike’s parts), function (saying how these parts work together), uses (telling why a bicycle is useful), and others. The results showed that most of the NSs had in their answers a combination of description and function, and that most of the NNSs who also employed this combination of strategies passed the SPEAK test. So, this is an indication of a good communication strategy, and that students who are preparing themselves to take the SPEAK test should practice describing objects, not only mentioning names of the parts but also telling how the parts work together. The second strategy investigated in this competence area was the use of the possessive "'s" in the short answer to the question "Where is this scene taking
place?" The results indicated that while 56% of the NSs used the strategy only three out of the thirty NNSs did, and the ones that did passed the SPEAK test.

Moving to the third area, illocutionary competence, expressions of doubt or excuse, such as "probably" or "it seems" were investigated in five items: Section V, with four short answers, and Section VI, a one-minute answer to the "food shortage" question. The results showed that the chances for passing the SPEAK test were not influenced by the use of such expressions. In sum, concerning the data of the present study, illocutionary competence, as indicated by expressions of doubt, is not measured in the SPEAK test. A better indicator of illocutionary competence should be selected in future studies.

In the fourth area, sociolinguistic competence, the "repeat strategy" was studied, which is repeating the question in the beginning of the answer in order, perhaps, to gain time to think about the actual answer. The analysis was done in Section V, question 1, "Where is this scene taking place?" The NSs used this strategy frequently, but the NNS results showed that Physics was the only group that revealed the use of the "repeat strategy" as being a positive indication of a better performance in the SPEAK test. Cultural strategies were the last ones studied in the
sociolinguistic competence area. The answers to the "perfect meal" question were categorized and analyzed. A difference between NS and NNS culture was found to influence word choice here. For example, NSs mentioned at least one of the following in their responses: food groups, dessert, beverage, and/or company. These were the only categories that the NSs used. The NNSs' responses were much more diverse and included at least one of the following: food names, Chinese or Korean food, buying and cooking the food, company, qualities of the food, recipes, and others. The structure of the NSs' responses seemed to be more objective while the NNSs' answers were more diffuse and sometimes even hard to characterize. It seems that the NNSs had to make up somehow for the lack of specific vocabulary, thus the diversity of strategies used.

This study suggests an indirect relationship between the examplars here analyzed and test scores. For example, students who use relative clauses are not automatically going to score high; students who describe the bicycle by mentioning its parts' names and explaining how these parts work together will not automatically pass. Furthermore, these results are limited to a relatively small number of subjects, and the general validity of the results is limited. However, it remains true that the study did
identify some features of grammatical, textual, and sociolinguistic competences that seem to be associated with good performance on the SPEAK test.

For future research the author suggests an analysis of a specific relationship between diagnostic scores of pronunciation and fluency in connection to performances features such as pauses, and grammar scores in connection to any grammar feature.

Finally, the SPEAK test is a test of communicative language ability, although it is an artificial situation for the ones who are taking it. Among the four competence areas here studied, while three of them showed to be tested (grammar, textual and sociolinguistic), only one has not (illocutionary). So, the SPEAK test tests elements of communicative language as this study showed.
REFERENCES


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Finally, I want to dedicate this thesis to my sons, Alexandre, Andre, and Marcelo, who had to live with an extremely busy mother during the completion of this thesis.
APPENDIX B. TRANSCRIPT NOTATION

In these transcripts, punctuation is not used to mark conventional grammatical units, but rather, attempts to capture characteristics of the oral production. The symbols, the phenomena they represent, and examples are the following:

1. When intervals within and between utterances occur, if they last two or more seconds, the number of seconds is inserted within parentheses.

   "A perfect meal (2) I'm not a good cook"

2. A short untimed pause, lasting less than two seconds, is indicated by a dash.

   "One day - last month - after he - he"

3. A colon indicates an extension of the sound or syllable it follows.

   "I also li:ke: uh pies"

4. More colons prolong the stretch.

   "He hi:t the tree::"
5. A colon also indicates an interrupted word.
   "Jil came to s: see if"

6. A period indicates a stopping fall in tone, not necessarily the end of a sentence.
   "One day. last month"

7. A question mark indicates a rising inflection, not necessarily a question.
   "Perfect meal? that’s wonderful"

8. An exclamation point indicates an animated tone, not necessarily an exclamation.
   "he hit! the tree"

9. Double parentheses are used to enclose metalanguage.
   "((cough)) ((laugh))"

10. Single parentheses, when empty, indicate inaudible speech, or show how the word was pronounced by the subject.
    "a bowl of (soap) and a fish and ( )"
APPENDIX C. PROTOCOLS
One day - last month - Tom - u: unlocked his bicycle - and went to school - he rides his bike on the road. - suddenly a - a girl - pass by. - Tom - is attracted by the - beautiful girl - that he didn't notice the rock. - so - he hit! - his himself on the - big tree - and broke his leg. - the girl - is moved by his action - s: - and uh went to the hospital to visit him. - after Tom - Tom s: - er: - when is heal (4) Tom is and the good - a beautiful girl become very good friends (2) is a nice - adventure.

V

1. This scene - taking place - in Miss Smith (3) reading room.
2. The dog - is - chasing - the cat.
3. The lamp - will fell down - and broken.
4. Mrs. - Smith - should uh isolate the - cat from the dog.

VI

1. My perfect meal - is a - is a fish! - and chicken. (2) and (2) beer (3) roast potato - and ...
2. A bicycle consist of a - two: wheels - one by - and a one triangle - and two pedals. - a chain - and a (seal). - in in China. - most of a - bicycle - have a ring - on the bar.
3. I think - the best way to - ease the food shortage of of the world is the - reduce the - uhm population - of people. (4) the second way is - develop the - agricultural - in the - unde (3) devel: developing - country.
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IV

One day last month - I rode my bicycle - to go home. - I met a beautiful girl - her name is Nancy. - she was so beautiful. - I saw him - and I forgot to - rode my - bike - I - run into a tree - and - I was - shut - by a tree. - when I - laid in a hospital - Nancy - came - see me - and brought a beautiful flower. - from now - we - are - good friend - and we - work together - together - and - she want my - friend.

V

1. I: it is in a living room.
2. The dog - i: trying to - catch the - cat.
3. The cat (3) it is keeping - from the dog - the cat ( )
4. Uhm - it will happen very often - in a living room when you have a dog and a cat in the same room.

VI

1. Perfect meal? ah that's wonderful! - people like to eat - meal - specially in a ( ) food. (2) if you can cook a - good meal - you can enjoy it - and you can invite your friend to attend your party - everybody - will be very very comfortable to enjoy the meal (2) if you cannot get a good meal - that's ok. - you can go to Thai food restaurant - buy Chinese food. - that'll be uh (bery) (mice) (bery) nice - but - it's a little expensive. (4) everybody need ...

2. Bicycle? (2) is a equipment. - i: it has a two wheel - you can - ride it - to the campus - you can ride it for ( ). you can ride it from - this distance to run ( ). - now you should be careful - ride a bicycle is dangerous - on a road. - w: when you ride a bicycle you should be take care of it on pass - otherwise (2) you will be - dangerous for you. (2) the bicycle - is a common - equipment for people to ride a short distance.

3. Eat? - food short? - throughout the wor: oh! (9) the time is a ( ) you don't have enough time and you want t: eat quickly - you have to eat and sh: uhm: - fas: fast food - and you can - get e: enough enrichment (5) but (2) the food is ( ) ...
One day last month - a boy next to a building is unlocking his bike. - and he: was riding his bike - on a road. suddenly he saw - a really - beautiful girl passing by him. - and he: really - cannot control himself because the girl was - too pretty. - so he - re: really - he actually - hit his bike - to a tree, - and broke his leg, - and - then he was being sent to the hospital - because of the broken leg - and uh this girl - noticed the (2) this girl - then - after that - after the accident - went to hospital to visit him - and send him some flowers - and a - to show as uh his loving - heart - and then he could - uh get out of the hospital - and uh - they both - started riding on the road again - and together.

1. Is in a living room of a house.

2. The dog is running toward the sofa and uh it's actually catches the cat - catching the cat.

3. The lamp is going to fall down because the cat just hit the desk - and the little tea table and uh (3) so is the lamp is actually falling down.

4. Is to separate the dog and the cat because the dog always like to chase the cat (4) also is a good way to do it is to train the dog and the cat.

1. Uh: I think uh - it jus: (2) I must uh: m:st see: uh: go out and shop and get some vegetables and fry some vegetables with meat together which is a typical Chinese food - and then - buy a bottle of champagne and open it up - and uh - and drink with my girl friend - and uh: - sit down - enjoy the good food! - and with candle light.

2. Well a bicycle is : combined with two wheels and a a p: pedal and a: a chain to connect the pedal and the back wheel. - if you: riding the bike and the chain actually pulls the back wheel and uh to move - and you actually have a uh the handle in front you can - uh control the directions and uh - that's it.
3. I would think uh that uh - in the poor country uh the the rich country must - supply - uh food with a reasonable cheap price to the developing country. and also - should - give the technology - and - and education to the poor people - in the developing country. to teach them to plant the food and to do things scientifically and do the right - and uh I think that the uh the major problem is where is - the - super powers has been trying to - fight with each other. to - get more benefit from the developing countries for their own benefit - for th: of th: of th: super powers - and I think is the best way to do it is to - to understand the situation and to t: - do our best - for those people - and to really - build a peaceful world.
One day last month I - uh I decided to ride a bicycle and uh unchained it from a tree - and - drove it on the country road. on the road I met a g: girl friend of mine - and she greeted me and I greeted too her and while I was looking for - looking at her - I s: struck a tree - on the bicycle - and I hurt seriously so that - I broke my right leg (2) because of the hurt leg I (2) I was in a hospital hospital after that accident - and - sh: th: the girl friend who I met on the road - came to me to - console (2) with uh flowers! - now - I - g: get well from such a - hurt ...

1. This ha: this took place - at the living room of a house (2) and th: the living room is n: near the kitchen.
2. The dog is following - the c: cat.
3. Is almost t: is going to fall down.
4. If the dog and - keep separated to from each other - or - the one or either one from the - her house - ( ) prevented.

1. Actually I didn’t make any kind of food by myself only - but I c: there is only - one wich I can make by myself uh - pancake - first of all you prepare flour - and uh - flour or whole wheat and (2) uhn soybean - uhn you mix those flours - in the : one to one ratio in volume and put - two or three spoons of sugar and mix it with baking powder - and - you can ask I can add - milk - or - egg ...

2. Bicycle has two wheels - and uh - one handle and the main power it works - is by man: - man: is manual. that is (2) man - rotate the pedal and the - power - the force will be transferred to the wheel by a chain - and (4) because uh - bi: bicycle is usually ...

3. The best way - I guess I think is (2) not lie on the - increase of production for the present but - lies on the - uhm - birth delivery - and birth - distribution over the world because - some of - some part of the world - where - some part of the world - ar: are - ( ) - has so many so much - food - that is excess for their consumption and they - throw it away without (2) feeding any kind of animal and people but - some part of the world - there are so many people - who are des: (2) who doesn’t have who do - do not have enough food as - so that’s th: for me ...
IV

One day last month: - Pam uh was Pam was going to bi: - ride a bicycle. - she when he was w: riding the bicycle he met uh - a: - her girl friend uh Judy. - but - he was not cautious uh to the: road - he hit the big tree! - then - he ( ) the floor - he was in the - uh hospital! - we must - uh cautious - uh during r: riding the bicycle.

V

1. This scene is takes - i: this scene takes place - in the uh living room.

2. The dog is th: uh (2) running - on the: - dining living room.

3. Because of the uh cat - the lamp i: s: is going to - fall - to the bottom.

4. The dog uh th: - for prevent this - uh uh (2) this situation the dog and cats must be - in the outside.

VI

1. I think to to make the perfect meals uh uh is t: uh: eating uhm: the Korean food and uh with th: drinking uhm - milk and juice (3) and (2) it will more better - to get uh th: - to eat uh the meat.

2. The bicycle is uh has the: uh - two two: w: frames and - uh is hard to ride the bicycle and - uh bicycle - uh - have the t: uh one chain and - one or two more - uh gears. and - er: it is very er: cheap carrier (2) and - uh - we can ride easy - easily - it.

3. I think that the best way to - e: ease the uh food shortage - eh: is uh - the - to prevent t: - the increment of - population. - I think the population - uh is the most - serious - uh problem in the - Earth. - if we have short uh - uh th: if we sh: - have uh less - population - in the Earth - i: it would be solution to this - uh shortage of the - uh all meals - and - food - shortage. (2) I think it would be the - best solution.
One day (dast) month - I ride a bicycle. to the campus - but unfortunately my bicycle was out of order and ( ) - but I fixed it up very immediately then I ride a bicycle again to the campus. - I ride a bicycle along the street. - I I I I I ride a bicycle along the street. I came across my friend of Mary and we just say "hello" because we want to catch our class. (2) but (2) that girl is very pretty - and uh I just turn - my head and uh - watch the girl - and I crash the tree. - unfortunately I crash the tree and uh - my f: ...

1. In a living room.
2. Because the woman is very angry and the - want to that dog out. (3) and the dog crash the desk.
3. That will go down! come down. (2) and crash!! (3) so ...
4. Well the mother have to just to uh very quietly let the dog out it will be all right.

1. Oh - I like to cook the meals - so I I like to cook the dinner for myself - and I like the vegetables and meat and (buff) - and a beef - and everything. (2) I I don't ( ) the vegetables will mix - with other things just like a soy sauce or other - sort.
2. Bicycle is a very wonderful transportation uh facilities because we can use it to ride to everywhere or to go on a picnic or to campus and the bicycle is very cheap for a student and uh we can use it as exercising utilities. (2) so I I like to ride a bicycle. (2) as my exercise.
3. ((no answer))
IV

One day last month - a boy - wanted to go somewhere. - so - he rode a bike on the road. - at the time - he met a beautiful girl - coming. (2) she also - rode a bike - in the opposite - opposite - road. - at a time - he saw h: uh - he was turned by her - and - so he didn’t care about - the - road. (2) finally the bike hit the tree. - and then he was injured. - he was hospitalized. - and - at the time the girl - visited him - in the hospital. - since then they became a good friend - they became good friends. (5) this very nice story.

V

1. Uhm in the living room (3) there are w: one lady and two pets.

2. The dog pushing the cat - they are playing around the room (2) they are running all over the room.

3. Well (3) lamp is falling down.

4. She has to keep the keep the - pets out.

VI

1. Perfect meal? - this very difficult question. - uhm: - I think fi: first - the taste has to be good - and: (2) uhn: - I have I think th: the nutrition is - uh uh important - also important. (2) and: - I think two factors are very important to - make the - make perfect meal.

2. Bicycle - bicycle has two wheels - and: (5) people can ride on the road or leave it (3) and - they are operated by fewer fewer - that’s all.

3. Oh. we have to say w: - save food - and - save money - and we have to share with poor people (2) and (2) and we have to use - ener: ener: energy source which can which can come from - sea or - air - or something like that.
IV

One day last month - John unsecret bicycle - and then ride a - a rode a bicycle to go to school - and while he was passing - on the road - he saw the girl - very beautiful girl that was passing by the John - and John - went off the road and hit the tree. - so he was hospitalized - his leg was hurted hurt. (2) after John - overcome the - injure - and John and his beautiful girl (2) were riding together.

V

1. This scene was taking place in the living room.
2. The dog is chasing the cat.
3. The lamp will be fall down on the - carpet because the cat's tail will fall the lamp.
4. The dog and cat (2) are separated - at different room.

VI

1. I like the ( ) the Korean traditional meal - in order to make the ( ) you have to first slice - the beef as much as thin as as much as thin as much possible - and then - put some onions - grees on: - uh green onions - soy sauce - some other sesame - some other seasonings. - and then let it - there - overnight - in the room temperature - and then grill on the charcoal fire.
2. A bicycle is a two wheeled vehicle - it goes uh - by pushing - the pedals - with the feet - it has the bicycle has a handle - and two wheels - and pedals - and chain. - the chain - convey the power - from the pedal to the wheel. (2) and th: the bicycle has also brakes - which uh stop the bike when you meet uh emergency.
3. The best way to scape the - food shortage is uh - develop - agriculture technology - the another thing is uh - to improve - export and import - each other country - so - the food shortage from certain country can be helped by another poor country.
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IV

One day last month when Tom is going uh go out, when he's unlocked a bicycle he ride on the path. - while he is riding while was riding - he met - his girl friend Margaret. - when they are talking - Tom crashed a tree. - and got hurt. then Tom was sent to the hospital. - one day Margaret came to visit him (2) and - after a one month - Tom - was healed (2) then Tom - left the hospital (2) sometimes - Tom has - time to ride with Margaret again.

V

1. This scene is taking place in a a living room of a house
2. The dog is chasing the cat (7) and running around
3. Because the cat - hit the table - the lamp on the table is going to fall down - to the floor.
4. This situation can prevented by not allowing - any cats or dogs - ( ) running around in living room - or tie up the cat and the dog.

VI

1. A perfect meal will be if have ( ) pork steak - uh some beverage or some wine - and some vegetables - and some dessert (3) then: (3) water some milk sometimes in the meal (3) and there's enough time for me to finish - the meal - so that I am not in the hurry (2) and not allowed to miss anything.

2. A bicycle is a two wheeled vehicle is not two wheel machines - a person can ride in the bicycle - so that - it can be used a: at a car - a bicycle is a rather light - ( ) is very heavy - so sometimes allow - one or two persons - to ride on it. - the speed of the bicycle is not so fast is allow thirty miles per hour - is some bicycles have gears - so that you can change your speed - uh: you can save ((tape unclear))

3. The best way to ease the food shortage throughout the world is to - grow grow crops - crops maze - and then - sell other c: crops to the uh to the people that live for somewhere in Africa. - for somewhere in the United States - many people are - i: is eating too much. - they throw away t: uh they throw a lot of food. - if they can send this food to as far to the - people later - they would - save a lot of energy - and ease the food stat: uh - shortage.
One day last month - I ride on my bicycle - to the - river side. - sun shine shining on my - sun is shining. - on the road - on the way - I saw a beautiful girl - and I - ( ) about seeing after - he is passing - she is passing - unfortunately - I - hit - a tree! - and I broke my leg. - and she - comes to - see me - with a flowers. - I am so happy. - we are going to we are being being a - being good friend - and - when we are - when I after - when after - after my - healing - we ...

1. This scene taking place in a living room.
2. The dog is chasing the cat.
3. The lamp will falling down - and the bulb will be broken. - and the ch: - the table will be - fallen too.
4. Let the dog - outside the - do: let the dog outside the door - and keep the cat - not running - around.

1. Make a perfect meal - is - depend on the cook. - the raw materials - and the spices. - ah - when cook - have the raw materials - he must - pre treat: treatment - and uh - make - the - odor (2) good. (7) when when he cook - he - must - he must (3) he must ...
2. A bicycle is a convenient vehicle - for persons - who want - to go school - to: buy - to go shopping - or - for recreation - the bicycle is so - convenient - and it can - it can't - produce - air pollutions (3) riding it is - fantastic.
3. The best way to ease the food shortage of the world - is the - green revolution. - man must - improve - the: - process - to grow the - to grow the grains - and make the food - is - enough for the peoples - and man must - reduce the - birth - ratio. - and less - food - producing - will be - over the - man's - man's production.
One day last month — after he — after he — he fixed bike — he — he ri: he's ri: he ride a bicycle — along the street (2) during the — du: during during the riding bike — he met — girl friend (7) he (2) he — during du: during du: during riding bicycle — he he hit the — tree — so — he — he enter into a hospital (5) after ...

1. This this this scene is — taking place — in the house
2. The dog is o: — running and barking.
3. The the cat i: — the cat — fell down — the lamp.
4. Maybe t: the cat and the dog — will be fighting.

1. Per: perfect mean — in that it is not — not — not dirty and (4) pure (7) complete?
2. The (3) bicy: bicycle is a (2) incovenient — for me to ri::de a small street (2) bicycle is composed of two wheels (2) bicycle — is composed of a — handles — of— one a one chains
3. (no answer))
One day last month Peter was going to bookstore by bicycle. After he opened the bicycle he rode on it. When he was running he saw a beautiful girl who was riding a bicycle. Peter was so attracted by the beautiful girl that he forgot to control his bicycle. So his bicycle stroke on a tree and he enjoyed his limb! He was sent to the hospital and stayed there. When he stayed in the hospital the girl visited him and sent him a lot of flowers. After several days Peter got all off from his injured leg and he was very glad and he was very happy to come back...

VI

1. This scene is taking place in a living room.
2. The dog is catching the cat.
3. The light will be put on on the ground.
4. This situation can be prevented if if put the dog and the cat separately.

VI

1. Well, I think the following things is necessary to make a perfect meal. First the meal has to have a rice. Second the meal has to have some Chinese food! For example Chinese chicken Chinese beef Chinese soup and uh Chinese uh meat. (2) salt the meat the meal also has to have some western food.

2. Well a different a bicycle has a different shape. A bicycle consists several parts. The first part is the handle bar which is used to control the direction of the bicycle. The second part is the wheels which are the moving part of the bicycle. The third part is the pedal and the chain. The pedal which is connected with the wheel by the chain. The fourth part is the control and the stop machine.

3. Well different people has a different opinion about this problem. I think the following uhm measure the following thing is necessary to solve this problem. First how to use the modern techniques to the uh agricultural. For example if I use the plant breeding technique can increase output of the food. Second how to raise more and more animals because the animal has a lot of protein that is very useful to feed people. The third how to control the population because more and more people need more and more food...
IV

One day last month - the weather is very (find) - so unlocked ((tape unclear)) bike unlocked the bike then - I want to see a friend of mine - I ride the bike - very very happy. - suddenly I see a - beautiful girl - pass by - and I just - look at her so I was very - uncareful. I hit a (/buk/), and I broke my leg. - very badly. - and uh the g: girl - knows I broke my - leg so - she brings - she brought a f: a bunch of flowers to see me (2) and in several days - my leg is very good so - I and the girl become very good friends then we go - ride a bike - to go picnic.

V

1. This scene take place ahh living room.
2. The dog is chasing a cat.
3. The lamp will go down to the ground. (2) because of the cat.
4. The things were take place because the family has too many animals.

VI

1. There must be many vegetables - fruits - ice-creams - and a: (3) hamburger! (11) and many flowers - on the table.
2. A bicycle has two wheels - and - a seat and maybe two - and a - handle uhm (2) and a basket (6) inter: intertires - outertires (6) that's all.
3. To go to every country you (can't) (2) and to call on every family.
One day last month it was a beautiful day, Richard decided to go for a bike. - uhn on the way - Richard found that Mary was uhn go for a bike too was went for a bik: uhn - going for a bike too. - Richard - uhn invited Mary to go with him. - oh no, something happened. - when Richard was talking - to uhn Mary - he strangled on a tree - and lost his conscious. - when he woke up - uhn he found he was laying on a bed of a hospital and - uhn Mary uhn came to visit him with a bunch of flowers. - uhn Mary was very sorry - to what had been happened but Richard was very glad because uhn Mary uhn promised to - uhn go to - for a ride with him - the next time so the next time when Richard was recovered - Richard go for - a bike with Mary ...

1. This scene taking place uhn uhn in a dining room - uhn uhn beside the kitchen.

2. The dog is chasing the cat!

3. The lamp on the table is going to fall down (3) and housekeeper - is shouting!

4. If the housekeeper uhn can keep the dog the dog and the cat out of the house out of the room then it would not be happen.

1. If you want to make up a perfect meal the first of all you have a kitchen and the kinds of equipment utensils or anything. - and the second thing you have to a nice vegetable and meat - and uhn every kinds of a soy sauce or anything else not with uh make a perfect meal and other most important if you want to make a perfect meal you have to a ni: you have to have a nice cook. - I think it's very important and - after the finished the meal - then usually must have a romantic enviroment to - uhn to serve an ...
2. A bicycle is a two-wheel machine. It's just like a motorcycle, ok? And but uhn the power is by man not by engine or by gas, so in Taiwan we call bicycle a iron-horses. You can find you can imagine what is iron - iron horse so uhn - it's usually made of iron and there are two wheels one in front one in the back and there are two pedals one in the left and one in the right. If you want to ride it you just uhn pedal the pedals and the wheel will run. Uhn such a beautiful day - why don't we take a bicycle?

3. The best way to ease food shortage throughout the world I think that first of all we must uh control the birth rate. It's the most important. And the second thing we must cultivate, uh try our hard and cultivate, cultivation and and deve: develop improve our uhn agriculture and the third thing we must under rich country must help the poor country. - If all of this have been done I think it would be possible for us to relieve the food shortage - don't you think so?
IV

One day last month - since there's a holiday - Tom decided to go out - to have a ( ), - he ride on his bike - and go to the big road - when he on the road he meet Suzan and say "hello" to him. - as he is as he was speaking to Suzan - he became very careful careless and hit the tree! - and fell down. - Tom got a bad injured and he had to stay in the bed in hospital. - Suzan ( ) came there and see him. - after few days - Tom get well again. - and he went out with Suzan - together.

V

1. This scene - taking place - in a house.
2. The dog is running after the cat.
3. The cat hit the table - and the lamp almost fell down. maybe it will be broken.
4. If the woman put lamp on the higher table - or he - keep the dog and the cat apart - for instance he k: keep the dog outside home - this would be - prevented.

VI

1. Ah make up a perfect meal - we should have many - perfect things to cook the meal. - and we also should have a very good cook - to cook the meal. - to have a cook meal we should have in a holiday - specially on a week-end or a some important holidays. - people will then enjoy all this - meal. (2) oh in addition to this I think Chinese meal would be the - one of the perfect meal in the world.

2. Bicycle is a - simple traffic - equi: equipment. - a bicycle is driven by man power - and it has two wheels with chains - and people can drive in a road. - it can be driven slower than a car and safety. - and also - driving bicycle - is a good exercise - for people's health. (2) I like driving bicycle.

3. Different people have different opinions about this problem this problem. - as my idea - to my idea I think - uh - the wealthy the people living in the - wealthy countries should help the people living in the poor countries - to uh specially the foods. - and also the people in these - poor countries should uh work hard - to get food. - and uh (2) something like that. I don't know. (5) food shortage is a bad problem in the world. - is also is a big problem. - many people work on this problem now. - they want to find a best - solution of this problem.
IV

One day last month - John was unlocking the bicycle. He was riding - a bicycle. His bike was dashed against the tree while he was looking up into a beautiful girl’s face. He went to hospital because he was injured on his leg. The beautiful girls visit him to inquire after his health. He became well after her visit. They were falling in love after that accident. (10) Well that’s it.

V

1. This scene is taking place in the living room. The living room is near the kitchen. The living room is uh big.
2. The dog is trying to catch the cat.
3. The lamp of on the uh the table almost falling down now because the cat hit the table.
4. Well this scene will be prevented we have to keep the dog and the cat - in a small - house for cat - and dog.

VI

1. Well whenever - I talk about the perfect meal - I have to say the pizza is the one I’ve done perfect meal. Pizza is the one of the few - food that contains all four groups: crust from - bread cereal group meat topping for meat group - cheese from - milk group (2) and a topping and a sauce from the fruit and vegetable groups. All in all nutritious and delicious - food and a snack. What a meal "Mama mia"! - that kind of thing will make a - perfect meal for me.

2. The bicycle is the two wheel propelled by its rider. The bicycle is the the common source of local transportation for many years. Today the typical bicycle has a gear pedal cha: chain two wheel and brakes. The pedals are attached - to a gear and a chain mechanism that drives a rear wheel. (5) Bicycle is very good for exercise too.

3. Well the famine is the uhn severe - shortage of food. (2) Widespread starvation - and death. It is possible that uhn - improved suficient and uhm transportation - will be a major (2) meaning of the - minimizing - food shortage. The China revolution of 1917 - took over during a period of shortage. After revolution the government im: provide many food for people. I think that’s the way - to minimize the food shortage. Improved distribution and uhm transportation
IV
One day last month - Gary - unlock - his bicycle and - ride - his bicycle - in - the countryside road. - while he was riding his bicycle he glanced his friend - Mary is just: was just riding a bicycle. - he was too; carefully he was too careless his bicycle - hit the t: tree hit a (tret) and - he fell down with his bike. - he was too; unfortunately unfortunat he - his - leg has been broken - and he - had been taken to the hos: hospital to ...

V
1. This this (skin) is taking place in a living room.
2. The dog w: want - the dog want to - catch a cat - and he want to pounce pounce at the cat.
3. The lamp on the table will fell down. (3) will fell off.
4. This situation - uhm - the woman should stop the fight and - keep the lamp up right.

VI
1. I think a perfect meal consists of as a bowl of rice - a bowl of (soap) - and a fish! - I think the soup must be uhm consist of - some vegetables - s: one or two eggs - and some soy and some salt. And the dish! must be make out make up - of some pork - some beef meats - and I think the rice must be cook carefully. - uhm ... 
2. A bicycle is one kind of furniture. - a bicy: uh it consists of two wheel - two brakes - two wheels two brakes. and one seat. - bicycle is very useful and very convenient. - you can ride it - to go to classes - to movie s: - to shop - or to visit your friends. - now there are so many - cars in the United States - that is very difficult for cars to - park but you can - park your bicycle easily. - as long as you find small place - so I suggest you buy a bicycle. - have you got a bicycle?
3. Uhm every society is sure to face a lot of problems - on the other hand - different societies face different - problems. I’m a foreign student. - In my home country there’s no - there’s no such problem. - uhm I haven: I haven’t I hadn’t ha: heard anything about that problem. - so I have I have come to the United States for only three months I don’t know much about this things in all over the world. - you can take a survey. - take a public survey or ask experts about this problem. I think you can get the a satisfied answer. Why don’t you try that?
One day last month I cleaned my bicycle and went out to the park. In the park I met Mary and we talked very happy. After that I still went home and I hit a tree so I got injure in my leg and Mary came to see me and after two days my leg uh (covered) and we went out together again.

V

1. Living room.

2. He's uh - chasing the cat.

3. It falling down from the table - since the cat hit it.

4. If the dog didn't chase the cat it won't happen.

VI

1. Make up a perfect meal should have uh have uh three important things one is nutritious one is look pretty and the third one is not too fat. - it's a perfect meal.

2. Bicycle has two wheels and it can run instead of walk and it's very ( ) transportation. I like to take a bicycle to the park. - and it is very easy to ride. - a bicycle - has three k: three-speed-bicycle - sometimes we have a ten-speed-bicycle and have a girl's bicycle and a boy's bicycle and for children's bicycle.

3. I think everybody should to know how to - uhm how I think everybody should to know uhm the material in the world is limit so we shall save for everything we use and we recycle for everything we throw out.
IV

One day last month (2) the boy was having a ride - on a bicycle. - and as he was riding - he met a beautiful girl on the way. - and uh when they met - the boy watched the girl - and watched and watched and watched until he ran into a tree. - and - he broke his left leg. - he was hospitalized - and uh during his hospitalization - the girl he met went to visit him. - and when he was discharged from the hospital - they became friends and they were riding bicycles again together.

V

1. It’s taking place in the house of a housewife.
2. It was chasing the cat.
3. It’s going to be knocked over to the floor.
4. Well there are several ways to prevent this situation the first ( ) is don’t - uhm (2) don’t feed the cat and the dog together I mean don’t have ...

VI

1. Uhm there are several ingredients. - the first one is the uhm the color of the ingredients, it has to be uhm delightful and attractive to the - to a guest - and the second thing is the smell - if it smells good then probably they would want to try it. - and the third one is to taste itself. it if it does not taste good then - no you gonna - will not gonna get through to anybody. - and uh (2) that’s about it. (5) one more (fring) thing is the table manners. - if you have a good table manner then people will probably enjoy your meal better than a bad pa: bad table mannered ...

2. A bicycle? a bicycle has two wheels uhm has a steering wheel steer and uh two brakes - and uh has pedals where you c: you put your feet on and uh ride it. (2) and there are several kinds of bicycles. The one I’m most familiar with is the racing type. The racing type the chair is - competitively high in position to the steer so that the rider can uhm lean’ over and uh reduce the uhm (4) the air resistance.

3. Well I don’t think food is - in short throughout the world - uhm rather I think food is uhm improperly allocated among the world. look at how the uhm they say developed country eats. each year - or every day they are throwing away a lot of valuable food to those un: underdeveloped countries. so if somebody can g: get up and uh tell everybody that we should - re allocate food in a more pro: in a better manner then I don’t think anybody would starve.
IV

One day last month Peter decided to go visit his friend by riding a bicycle. He unlocked a bicycle and then he rode away. On the way, he met a girl who was also riding a bicycle. She couldn’t help staring at her. He was so concentrated that he didn’t understand he didn’t notice that there is a tree in front of him. And then he hit against the tree, and he had a hurt on his leg. He was immediately sent to the hospital. In the hospital, the girl quite often came to see him and sent him a flower. Peter quite soon... got well...

V

1. This scene - taking in a living room of apartment.
2. The dog is chasing a cat.
3. The lamp on the table will be will fall down. - and break.
4. If the family had separated the dog and the cat - or they put the lamp on the more safety place. this situation would have been avoid. (2) this situation would ...

VI

1. My perfect meal should has - Chinese dumpling - chicken and Pekin duck. - and - we also like - ( ) came in to - ( ) America. I like a lot of American food. - I learned to make uh ( ) and uh lots coo: cookings and a lot of other kind of cookings. - uhm I like uh veggie salad very much. - I also like f: muffin. (2) that’s made me that’s reminds me of ...

2. A bicycle has a two wheels front wheels and - and rear wheels - and also has a handle - pedal - seat - and a chains. - I have a bicycle - that was bought - soon after I came to America. - I th: very helpful for me. I ride bicycle to go class every day and I quite often - I go shopping - by bi: by riding bicycle. - and i: it was very important thing to me - and I like although it is uh ( ) a second hand ...

3. In my country the food shortage doesn’t exist. (2) because everybody have enough food - but in the world there’s uh fifteen percent - or - maybe less - the people - is suffering from hungry. (2) so - the ( ) the ( ) solving this bor: problem is - rich country th: rich countries send the food to the - poor country that means underdeveloped country. (2) and uhm: this porr country (2) develop his their economics to get eh: more food.
One day last month - the boy - was - ready to go - outside - the pound - by bike. - he was ride - on a road. (2) a girl - was coming - on a - riding a bicy; a bicy; a bicycle too. The girl was - very beautiful - and - say something to the boy. - the boy (2) paid - his all attention - to the girl. - and - the bike - hit a tree. - and (2) injured her leg - his leg. - and - he's now - he was now - in hospital - and - the girl - was visiting - him. - and after he come out - came out - hospital - the girl ...
IV

One day - one day last month. - John unlocked his bicycle - and then - he rode out. - along - road. - on the way - he met - his friend Mary. - Mary was going to see - her friend - in the hospital. - John was again - when Mary - went to the - hospital. - he brought - he brought - a bunch of flowers - to send to her friend. - and when Mary - came back - she met with John again. - they rode bicycle together - and talked to each other.

V

1. This scene taking place - in a house. (7) in a living room.

2. The dog is running. (6) the dog is chasing the cat.

3. The lamp is going to fall - because the cat - bumped on it.

4. If Mrs. ( ) don’t have these two p: pets - thi: this would be avoided.

VI

1. Uhm - there are many things can make up a perfect meal. - I like some vegetables - like potatoes - and tomatoes - uhm and I like a a fish! - to make - uh - a - a nice meal.

2. The bicycle has two wheels. - a bicycle has two wheels, and a - two pedals. - a - my bicycle - is - ten speeds. - and I can adjust a - the speed - when I - ride. (6) also has many kinds. - uhm there are many kinds of bicycles. - uhm the ordinary bicycles - and the - fast speeds bicycles. - I like fast speeds ...

3. uhm - they should - increase - the ( ) food shortage - products (3) to help (2) people to have enough food to eat. (3) and the mechanical a a machi: machinery i: is useful to increase - the products. (2) and I’m quite sure.
IV

One day last month - Jack (3) Jack unlocked his - bicycle from - the tree he usually - chains it. - he usually keeps it. - he was - he rode the bicycle (2) to the school, - and on the way to the school he met - his friend Jil. - because he was too much attracted by her charm - he was - he was seeing her too long so he hit the tree by accident and he broke his leg. - Jil came to see if - he’s - he got well - and after - he’s completely well.

V

1. In a living room owned by Mrs. Adams - this room is connected to ...
2. The dog is running after the cat - the cat is cat accidently hits the table.
3. Perhaps it will be broken - it falls down - to the floor. - but maybe it won’t because there maybe a carpet on the floor.
4. uhm Mrs. Adams shouldn’t have - these two animals inside the living room. - he should kept them outside the house.

VI

1. Ah - warm dishes - soup - delicious - meat - and a fine dessert. - desserts such as an ice-cream - or a pudding - or: carrot cake. - and (2) if - I was adequately hungry before the meal - that would be perfect ...
2. Oh - that is a device - device (2) that is a vehicle - that has two cycles - wheels. (2) the front wheel is used to take control of the direction it is going - and the rear wheel is usually used as a power trans: - pow: (2) - a power trans: - ( ) rear wheel is used - to on the road. - and: the bicycle is usually a very useful ...
3. There are many countries that has very much food - and: more in excess of what they need. - but - the countries (3) usually do not - have uhm: very fine mechanisms to allot the excess food - to the poor countries. - uhm - I think that the (commons means) is not very much useful in here so: - on international organization must - must be - introduced to make this matter settled. uh - perhaps - (we will) may do this - or: - any other organization ...
One day last month I had the worst and the best experience in my life. - but it wasn't all that bad because I got a girl friend out of it. - after class - I was I was unlocking my bike. - as I - as I was riding my bike - I saw the most beautiful girl - riding the bike - on the opposite side. (3) I was so busy watching - the girl. - I couldn't help it! - well - I just ran into a tree - well the ambulance - ambulance came in - and the doctors told me I broke my leg.

V
1. I guess this scene is taking place in the living room. - it is in in a house is owned by the woman (2) who is standing in the living room.

2. The cat has been irritating the dog - so - the dog started chasing the cat.

3. Uh - the vase on the table - is just about - was just about to fall down.

4. The women have - the women would - would have (2) set the vase on the table - where the dog and the cat - would not knock it down.

VI
1. Well - a perfect meal for me is one - that I don’t have to fix. - uhm if I can be with Gloria and my other friends - then then makes it even better. - also it’s best to - if I don’t have to do dishes.

2. A bike is a non-motorized vehicle - that moves - by the foot power of the person - riding the bike. - the rider - pushes pedals which are connected a chain - which - makes - the wheels - move forward. - that’s how the bike goes forward. - and there is a there is the steering uh the bike is steered by handle bars. - they turn - the front wheel - in ...

3. Well - I don’t think anyone likes - famine. - and - also it’s a difficult - problem to solve. - I think one possible solution might be for everyone - to not waste so much food. - also if there were not - so many - political - problems in the world (5) uh we would be able to - feed people - who are hungry in in other country. - then - I think then - the problem - of famine - would be solved.
One day last month - Edward was going to ride a bicycle (3) to some place (3) and he meets a girl his girl friend (3) in the midway (4) and he meets a - a beautiful girl in the midway. (7) way (14) the girl is so beautiful - that - Edward cannot pay his attention to - to ride ...

1. This scene is taking family.
2. The dog is catching a cat!
3. The lamp is going to drop down.
4. The situation can be prevented if you (3) if you don't have a cat and a dog (2) or you - or you can - or you can ...

1. Make up a perfect meal (3) sausage (3) uhm - and sugar ...
2. A bicycle has two wheels (6) and uh (5) and you can ride it - to anywhere you want - and is cheaper than a car and a motorcycle (2) I think this is the most convenient (5) I think it is - more common than a car and a motorcycle in - specially in our school (3) a bicycle ...
3. ((no answer))
IV

One day last month - this boy - is go out of the door and take his bicycle. (2) took his bicycle. - then he’s on - he was on his road. - on road he met her girl - a girl. this girl is her his friend. - and seeing because of the s: because of seeing her friend - him seeing his friend - he (3) he ha: he do not noticed - that - in front of him there is a tree - and then - his leg - is hurt. - as this girl - send him - a flower - send him - sent him a flowers and - see him. - and saw him. - by the way (3) the boy - this boy’s - uh - get well ...

V

1. In a house. - in a private room. (2) in: a dining room.

2. The dog - is catching - a mous: a cat. (2) is run after - the cat.

3. The lamp on the table - is going to drop.

4. The woman - can - immediately - take the lamp. (2) this can prevent - the lamp ...

VI

1. I like (1) hamburgers. - hamburgers (2) is a such a thing - uh there are two piece of bread - and in the middle - there is a - sometimes - I’d like - not - beef - but chicken. - I like chicken. (4) this - this - this is my perfect ( ). this is my perfect - meal. - hamburgers - taste - very well - and ...

2. Bicycle is consist of two wheels. - and - these two wheels - between these two wheels there i: - there ‘s steel stick. ( ) stick. - this steel stick hold the bicycle together. - and - there is wheel (4) w: where you want to go - you can - ride down - the seat. - the seat is on th: - on th: - to - on the sticks. - and - will - go - you can directory ...

3. The best way that (2) imme: immediately take a - take ( ) - and then - do it. (2) do not - do not - do not do not do anything else - just - can - focus - all your a: - attentions on this. (10) the best way I think is practice. - the practice - will - cover this ...
One day last month - Jerry went to ( ) Rick - her uhm his bicycle was parked - and he - disconnected the chain - and uh - was riding on the road - when he met this girl friend - at this moment - because of his careless drive - his careless riding - he was hit by - tree - and he had to go - has to go hospitalized - stay - several days. - after several days - he could ride - bicycle with a girl friends as usual.

1. In the living room - in front of a kitchen - and beside of a ( ).

2. A dog - was running a: running after - a cat.

3. A cat - a: - ( ) (3) the lamp is smashes was smash to pieces.

4. The woman - should separate a dog and cat.

1. Uhm - I had to prefer some raw food in the supermarket - and according to: - cooking book - step by step - uhm - I prepare - the ingr: the ingredients - and first of all - uhm: I I was supposed to: - boiling a water and: ...

2. It (condist) of uh two wheels and two tire and main frame and handle - and chain - and (2) brake - and sometimes it has a transmission - uhm like a car - uhm (3) the bi: uhm (2) according to bi: the word of a (was) bicycle by ( ) - uhm number two (2) cycle means a circle - it means a consists of two wheels - comparing to ...

3. Uhm:; in my opinion uhm: (3) we must eliminate the - two kind - uh two kinds of matter. one is uh - nationalism - and the other is uh: - a lot of language. uhm - due to these two: two factor - uh - many countries conflict - and uh (3) and uh (3) I think uh - uh patriotism is one thing and uh nationalism is another.
IV

One day last month - w: there was a man uh she w: wanted to ride a bike so she unlocked the key and ride it ride bike uh - w: while riding the bike w: she met her uh: his friend - his a female friend. and to and to a buy something a with smile - uh (3) during there he he didn't see the front of him so h: a his bike caught hit the - tree so - he - broke m: his a: roses - and - while she was uh lying on hospi: on hospital uh sh: uh his friend brought visited his friend - visi: ...

V

1. ( ) living room. living room.

2. She will run around the ta: sh: sh: catching in the living room.

3. Because of cat - the lamp is uh is falling down. - is falling down.

4. This uh uhm (2) this w: confused - is confusing situation - one ( ) situation ( ) situation.

VI

1. Uh maybe uh - a bread and cheese and hamburger - uhm and milk - and some fruits uhm something like orange or a banana uh - it - it will be perfect - it will be com: uhm perfect meal (2) na: (4) or a uh - in addition if there is a beef - or a - if there is a beef or chicken this is better (2) is good.

2. There is a two wheel and one chain to sit someone. and uh - s: someone sitting - the chair and uh - ( ) he's and uh they uhm he put - his foot uhm he put his f: foot on the further and uh - afraid that then - the wheel is rolling down - so uh - he can go - uhm front or backward - if she want direction - he can - change the direction by hand - and ...

3. I don't understand - the question ( ).
One day last month - John 1: John left the: dormitory. - sh: he u: unlock hi: his bike - and uh - he ride on bike - in a country road. - she - he - he saw Mary camed - also ri: ride on bike. - and she say "hello!" - she doesn't - she doesn't look at the road so she - so she - (collect) the trees. - and uh - she make uh - heavy wounded. - and Mary came to see - him and uh - and uh - say - "good luck" - and say ...

V

1. Is is ta: - it is taking place in: a: - in a - in a living room
2. The dog chased - the cat.
3. The the cat - catch the - the desk - and the the lamp on the de: on the desk - will - fall down.
4. You keep your animal in a cage. - Don't don't leave them free.

VI

1. See you - if you want to make a perfect meal - you want to - heat a boiler - and uh - and add - and - add - many - other - thin: other things. - when you b: boil the meat. (2) and the important - in the that meat - ( ) long timed - is uh ... 
2. The bike has a - has a handle bar - brake - seat - wheel - ring - ( ) (2) th: the seat (6) the (3) the gear - the ( ) - the pedal - chain (7) the tube - tire ...
3. ((no answer))
One day last month - Jim locked bike - and he wanted bike hicking - and on the way the - hicking he met her girl friend. - by watching her g: girl friend - for long time he - hit the - t: tree tree. - and he - went the the hospital - for months. - and now (2) and then - her friend - go went the hospital - to: - meet her to meet him. - and now - he and her friend - he and his frien: - he and - he and f: girl friend - go - bike hicking - kindly - and friendly.

1. This scene is taking place in the living room.
2. The dog is running after the cat.
3. It’s just likely to (2) down the hall.
4. By (3) by preven:ting the cat and dog - in the living room.

1. I like the: beef soup. so I wanna have a: breakfast uh as a - beef soup - and ( ). and I feel so very good. (8) and I like beer either too. (2) I like - cold beer. - beer makes me happy. (3) and uh: - coke - also - gives me - pleasant.

2. The bicycle - is consist of - two - main parts. - two wheel and one panel. - the two wheel is connected by the chain - and we c: can propel the bike by - moving our - foots - on pedal. - so (2) if you turn to left - you just d: - you just ( ) - turn the - turn on handle to the left. it’s very easy to ride a bike.

3. There is a ( ) - for that but I think - the most easy way to - keep ( ), - and everybody is helpful - to: - his neighbors. - then - the world is - is easiest - beautiful and peaceful. (3) so let’s be very kind to other people!
One day last month my friend John - was on his way home from school. - as normal he - went to his bicycle - took the chain off - and started to ride home. - he was going through the park - and decided to take another route - that would take a little bit longer because he had so much extra time. - along the way - he found - he saw uh another female friend of his - and he - in order - to continue talking to her - he turned around - but when that happened he was still riding his bike - and uhm: - ran into a tree. - when he hit the tree he happened to break his leg - and when John's f: his girl friend he felt bad about it and brought him flowers at the hospital. - and when after his leg healed they ended up being friends again.

1- This scene is taking place in a residencial home - and it is in the living room - of this home.

2- The dog is chasing the cat and the cat is - being very ( ) into things.

3- The lamp on the table is gonna fall - and it might hit the cat - which will make it squelch but then it might also just fall and break.

4- ( ) of this situation may have been able to - may happened because - the cat - could have just left outside or in another room - or the dog could have been locked outside also.

1. A perfect meal (2) there is no perfect meal - it w: just depends on the situation who you were what you're having - a combination of various things are - can be taken into account here - for instance - uhm taste - better - per: personal taste - and then also - whether or not the food had been prepared correctly. - if - each one's perfect meal consists of - a person's favorite foods - along with the people they also enjoy being with.
2. A bicycle is a two wheeled - uhm - vehicle that - has spokes in the wheels - a chain - gears - a seat - handle bars - and - the first bicycle a person usually receives is when they're in grade school or maybe before - they start out with a tricycle and move up to a bicycle - and - it's a two wheeled vehicle. - the bicycle - is easy to run - and can be quite quick - quite fast - depending on the - to the tires to ( ) tires - the more friction there is and the less ...

3. Uhm there are two choices - currently there - are - there is an over explosion - a population explosion - and - if we limit the number of people being born - (into) this world - some - the future - demand on food will be less - at present - the best thing to do is just - is to disperse food more evenly - because the United States is definitely stock piling food - has corn - in - ( ) withheld - in places - that could be used for - food for other countries - other people. - another thing could be to research - for new foods.
One day last month - I saw this - kid stealing a bicycle - out in front of Pearson Hall. - he got on the bicycle and he rode down - the sidewalk. - and - as he passes a cute looking girl - he looked at her - and waived "Hello". - as he was - watching her - go further and further down the path - he derailed off the course - and slammed into a tree. (2) the next day - I went to the hospital - and there was the same person - laying in bed - with a broken leg. - also his mother was there presenting him flowers. - finally - the story actually had a happy ending - for this - guy - met this girl - and they - rode off until the sunset together. (3) she didn’t blame him for stealing the bicycle. - he had to go to his test; make to his test on time.

1. This scene is taking place - in a living room - of - an apartment - in - New York City.

2. Uhm the dog is chasing the cat. - and the cat is running. - the dog wants to eat the cat.

3. The lamp is going to fall down - and since it’s a wooden lamp the light bulb will break - but the vest the lamp will stay intact.

4. This situation could have been prevented - if the lamp - was on - a heavier table - they could have been knocked - they could not have been knocked - by the cat.

1. I think - this this certain things that make up the perfect meal. - I like to have meat - and potatoes - meat such as steak. - with the potatoes I like to have butter - maybe sour cream - I like to have a vegetable such as brocolli - I also like to have a nice - salad on the side - usually with - some type of dressing - such as Italian salad dressing. - to drink I like to have either a glass of wine - or a glass of milk. - sometimes a glass of water is also good. - usually I’m not - in need of a dessert.
SUBJECT 32 (Cont.)

2. A bicycle is a (2) bright - uh mobile or instrument - or vehicle - on which a person can - get on - get on it - it has two wheels - and it has a pedal - connecting the two wheels - when the person gets onto the bicycle - he can - pedal - to help - to turn the back wheels so he accelerates also he goes forward. - in other words - a bicycle is something that has - uh - is something that has two wheels - and a person can sit on it - and ...

3. The best way - to ease the food shortage throughout the world - is to (3) encourage each country - to - spend - an allotted amount of money - to - grow crops - to do research on on agriculture - and to - purchase - necessary - materials and necessary foods - to feed his people. (2) that money - is often spent - for - supplying the military - with weapons. I think the money should be spent - for food - purchases and research.
One day last month - my brother Jeff - left school - he unlocked his bike - and - started to proceed - down the road - and uh saw a friend of his - which happened to be a girl - he liked - a lot - and - he was - watching her - and - forgot to uh look where he was going and he hit a tree - he fell off the bike and broke his leg - uh seeing this the girl felt sorry for him - and brought roses and flowers - to his hospital bedside - uh and so they became friends - and - they often ride - their bike together.

1. This scene is taking (pace) in someone’s living room (2) and uhm it’s in a house.

2. The dog is jumping around probably chasing the cat.

3. The lamp on the table - is definitely gonna fall over and possibly - break.

4. This situation could have been prevented by - getting rid of either the cats or the dog or both of them.

1. A perfect meal is made up - of - good food - good drink - and good company.

2. A bicycle has - two wheels - and has - a frame - to hold the wheels - to way - a seat - and so when you sit on the seat - you can - uh: - touch pedals which are connected to - a chain and the chain drives the - usually the rear tire. - tires are made out of rubber - generally (2) bikes are generally made out of - uh metal - and you steer - the bike by uhm ... .

3. The easiest way to ease the food shortage throughout the world - is by - proper distribution of the food that we have - actually there is no easy way (2) uhm (5) I would start by uhm - feeding - friends and relatives first - and I think if everyone did that - then - everyone would be fed - eventually.
One day last month - John on hi: after - unlocking his bike - from the tree - started on his way home from school. - so he was passing - the park - he saw - a girl - that he knew - Jane - and he wanted to stop - and talk to th: to her. - instead - he - while not paying attention - he - uh - he - hit th: tree hit a tree - and broke his leg. - his girl friend. - came to the hospital - when he after he had his - leg - set - in a cast - and brought him flowers - and then later - when his cast was removed - he went - cycling - with his friend - Jane.

1. This scene is taking place in a living room - of - a woman’s house.

2. The dog is playing with the cat - and running around after the cat - chasing it.

3. Since the cat’s tail has - has pushed against the table - the lamp will soon fall - on the floor and break - and they will have to take the lamp - to get it fixed.

4. If the woman owned - only a dog or only a cat - this situation would be prevented because the cat - would not - be provoking the dog and the dog would not chase the cat.

1. A perfect meal - contains - all the f: all of the ingredients in the four basic food groups - so you would have a meat - and vegetables - and a milk product and some cereal - uhm - my perfect meal is - roast beef and potatoes with gravy - green beans - with a glass of milk (4) it’s also nice to have uhm - rolls and bread - ah: (5) dessrt is good - cherry pie!

2. A bicycle has two wheels - and - is - uhm a vehicle of transportation. - it is skinny and long - and - you can use it - to get from one place to the other. - you can sit on it it has a small seat that you can sit on - and you can put a basket - uhm on the handle bars - so that you can carry something. - uhm a bicycle is easy - to ride - and - does not take very much energy - and you can - uh go at high speeds - with it. - uhm - a bicycle is generally painted in whatever color that you wish - and ...
3. The best way to ease the food shortage - throughout the world - is for - the people - and countries that have a lot of food - to give - some - of that food - to - the poor countries. - in many cases this is impossible - because of the governments of the poor countries. (3) another option would be to - to try and improve the agriculture - in - the poor countries - uhm by helping them to improve their soil and improve uhm their water - and (3) instead of uhm
One day last month after school - Bobby - went out and took his bike - he started to ride home - however on his path through the park he passed a young lady on a bicycle (2) when they talked to each other he accidentally ran into a tree. - he caused an accident which broke his leg. - the young lady went to visit him in the hospital and brought flowers. (4) now - Bobby - and Cindy - ride home together from school on that same path - every day.

1. In the living room of someone's home.
2. The dog is chasing the cat through the living room.
3. The lamp is going to fall to the floor. - possibly hitting the cat.
4. If the dog and cat weren't allowed to run free the through the house then this situation could be prevented.

1. A perfect meal is made up by - a big piece of meat - a steak - a potato - some vegetables - and possibly a piece of pie for dessert. (2) the rest is a tall cool glass of milk.
2. A bicycle is a two wheeled object used for transportation. - contains two wheels and a bar - a seat or saddle or some sort - and a set of handle bars used to steer (4) it's using - it uses pedals. - and a chain in order to turn the wheels and propel; project the vehicle - and uses some sort of friction brakes to stop it. (3) it comes in various sizes - starting from - quite small ones that will be used by - five or six ...
3. Food shortage throughout the world is a problem of politics and distribution actually - the food necessary to feed most of the population is growing each year. - however - distributing it to people - is not as easy due to governments. (2) ( ) aid from the richer nations to the poorer ones (goes on) (there ) form of food would probably be a healthy start.
One day last month just after school got out I decided to go for a ride on my bike. I was riding through the park and Lisa Lisa drove by on her bicycle and I said "Hi" and instead of watching where I was going I was looking back to see what she was up to. Well I ran right smacking to into a tree. Lisa saw what happened and she rused and got my parents and I ended up spending three weeks in traction in the hospital. As you can see I'm ok now and I'm riding my bike being a little bit more careful about where I'm going.

1. This scene is taking place in the living room of a house.

2. The dog is chasing after the cat.

3. Unless the lady can catch the lamp it will fall on the floor and probably break.

4. The lady could have left the cat outside and then the dog would be chasing the cat. (2) or she could have made the table that the lamp is standing a little more sturdy so...

1. Perfect meal is comprised of a lot of different types of food. There is usually some type of meat - some type of starchy food say - rice potatoes - or noodles - uhm and some type of vegetables is also present - I like to - a perfect meal is something that is well rounded and tasty - it also should be uhm - spices added to make it more flavor full. Also like a meal that's that can be described as pepper hot. Uh a lot of times adding little red peppers to it or - uh - papricas is often helpful to make it taste better.
SUBJECT 36 (Cont.)

2. A bicycle is — is a vehicle that’s — ridden by a person. It has two wheels — and is pedalled (2) it has — handles that — can steer it — uhn and has a seat to sit on — the pedals are connected — usually to the rear wheel — with a — a chain — and when you — rotate — the pedals — y: rotates the rear tire — there is usually also a system of brakes on — on a bicycle. — uhn they’re usually located on the handle bars — and when you pull in the brakes — this causes two sets of pads — on the front ...

3. I think the best way to ease the food s: shortage throughout tw: the world is to to actually form a unified world government. — what would happen in that case then — is that — all the major — uhm — agricultural — arreas — of the world would be able to produce enough food — for all the people — that ate present in the world — uhm (2) thi: this wouold also avoid — the excesses that sometimes occur in certain countries now — where the farmers are getting poor because they — create too much grain — and the government can’t sell it to another government for one reason or another — maybe because the other government — uhm can’t afford it.
One day last month this boy Johnny - was - uhm - finished with school and went out to - unlock his bicycle from - uhm that he locked around the tree. - he was riding down the bike path on - on his way to home - when he saw this one - pretty girl - riding the bike - on the bike path also - while he was looking at her he ru: he accidentally ran into a tree and broke his leg. - while in the hospital - the young woman that had seen him - on the bike path brought him flowers - and after he had healed - those two decided to take - a: bike ride.

1. This woman’s house.
2. The dog is chasing the cat around the - uhm living room. of this house.
3. The lamp is going to fall on the floor after the cat - have hit the - that table.
4. This situation could have been prevented by locking the dog or the cat in a different room of the house.

1. A perfect meal consists - of - six pack beer - and a large pepperoni pizza.
2. A bicycle is made up - of a series of parts - the most important - is the main frame - it’s it’s made of three - bars that - resemble that of a triangle - the bottom - the bottom of this triangle - an inverted triangle - has a crank. - the crank - uhm - from that point - to the top of the - back bar - is - some bars that go back to hold - the back tire - uh the - front of the - bicycle - holds a fork - uhm uh - in front on the fork and in the back - part of this - of the bicycle - hold w: the uh - uhm: - the tires - the wheels
3. The best way - to ease the food shortage through the world is not by giving (2) uhm grain - away - as charity but to teach these people - to - grow their own food - to be more self sufficient - that will - help - ease - the amount you know the - ( ) for other people to - have to uhm - rely - on outside sources but to be more - on their own.
One day last month Bob decided to go for a bicycle ride. He unlocked his bicycle from the tree and rode down the path in the park. On the path he met a girl he took too much notice to through a lack of attention ran his bicycle into a tree. He ended up in the hospital with a broken leg and the girl that he was looking at when he ran into the tree came to visit him and brought him flowers. And when he got out of the hospital they became acquainted with the girl and even through the misfortune of breaking his leg he managed to gain a new friend.

1. In the living room of a house.
2. The dog is chasing the cat around in the living room.
3. The lamp is going to fall onto the floor and break due to the cat running into it.
4. By not letting the dog and the cat in the house at the same time or by getting heavier lamps and furniture.

1. Uh: (2) f: uhm there should be vegetables and some type of carbohydrate and some source of protein either meat or beans and there should be dairy products as either milk or cheese and also some fresh fruit.

2. Uh: there're two wheels attached to a metal frame and the rear wheel is uh has a sprocket on it that is connected by a chain to a bigger sprocket on the frame with pedals attached and the front wheel is attached to the frame by a pair of forks that rotate by turning the handle bars. There is a seat on top of the frame so the person riding it can turn the handle bars and turn the front wheel and use the pedals to make the back wheel go around for power.

3. Through better distribution of surpluses in countries that are over producing agriculture such as the United States and uh better distribution to the third world countries that have shortages the only problem being the method of distribution another words the method of payment.
One day last month - Bob got out late from school - so there was no one around. - he unlocked his bike from the tree - and took off down the road. - he started off through the park because this is a more scenic way to go and he was pretty upset because - he was late from - er he was held over from school. - but as he was going through the park he saw Suzy - he was very excited because he had a huge crush on Suzy. - so - ((cough)) Excuse me. - Because of not being attentive to where he was going and he missed the curve on the road - and ran right straight into a tree. - well Billy - broke his ankle and wound up in the hospital - but not to fear because Suzy came to visit him - ((laugh)) and - as a result of her continous visits to him in the hospital they wound up going out.

1. This scene is taking place in someone’s home in their living room.
2. The dog is chasing the cat around the living room.
3. The lamp is going to fall on the floor because the cat has run into the table and knocked it over.
4. This situation could either have been invented or prevented by not having a cat - or by keeping the cat and dog separate.

1. The things that I think make up a perfect meal - are - is a glass of milk - and - probably some chicken ((laugh)) - and - some - rolls - I don’t really have anything specific that I think makes up a perfect meal.

2. A bicycle will have two wheels and the wheels will have wire spokes in them - that are centered at in the middle and come out and attached to a w: metal rim - the metal rim will be rubber tires - connecting the - two wheels will be - a - metal rods - for a boy’s bike - will have one straight rod across the top and a girl’s bike will - not have the rod across the top - will have handle bars which to steer - two, pedals - and a chain - which links the pedals - to the wheels so that the ma: biking - can move.

3. I think the best way to ease the food shortage throughout the world - is transfer the surplus from - countries that have more abundant supplies to countries that have less supply for example in the United States there are - a great deal of food stores which are never used and in fact just right away - these could be transferred to countries - in which there is - famine.
One day last month - a friend of mine - Bob was unchaining his bike which he had chained to a nearby tree. Then he was riding along in the park. - when this other - rather cute looking girl was - rode by on her bike. - he was so - attracted to her that he wasn’t watching where he was going and suddenly he crashed right into a tree. - then - to his astonishment - while he was in the hospital with his broken foot - the same attractive girl that caused him to run into a tree came to visit him. - with a huge bouquet of flowers. - after he got out of the hospital - he and she went riding in the same park where he had that fateful accident.

1. It’s in a suburban house I would assume a modest home - an: we see the living room and then through the doors we can see part of the kitchen.

2. The dog is chasing the cat - much to the dismay: of the woman - standing by the sofa.

3. It’s gonna fall off the table and: - depending of what type of material it is made out of it’ll probably break.

4. Well you could not have any cats and dogs in the house - or: - you could have - the cats in one part of the house and the dog in another part of the house - or: you could possibly - have them kept in a cage.

1. Uhm - well to begin with - uhm some type of good beverage I would suggest well it depends of course upon - the content of the meal what sort of beverage you would have if you have pizza beer is always good with pizza - if you have: elegant spaghetti dinner wine is always nice. - uhm after you have a nice beverage it’s always nice to have er: pleasant main course. - depending on what your preferences are - followed by - a very good tasty dessert. - uhm again they are - all three elements should complement each other. - and blend togethers.
2. M: most bicycles have two wheels - uhm if you are on a training bicycle then it would have four wheels. - uhm - has handle bars of various different types of handle bars some are curved under this curve - this type of handle bars are more common on ten-speed bicycles. other ones are just uhn bent to the right angle - curved up. - uhm - then there is a seat - a ten-S-bicycle has two t: seats - but most bicycles only have one seat - you can sit on - uhm - then there is two pedals - to pedal the pedals to make the bicycle - uhm move foward ...

3. Uhm! - I wish I had the solution of this question. - uhm I think one thing that needs to be done is that th: surpluses that th: government keeps here in America should be - sent out to some of the starving nations that need it. - uhm I don't think that this practice of th: (2) the government subsidizing - farmers not to plant crops or - to put on storage is working at all. - I also think that - uhm developing countries should share some of their knowledge with underdeveloped countries who need food - so that they can start to find ways to produce their own food and that would help also.
One day last month a young man was (unlockin) his bicycle from a tree. - afterwards he began to ride the bicycle down the pathway to home. - while ridin his bicycle he meets a young lady - facin him on another bi:cycle. - and as the young lady passes him he keeps watchin her continously and accidentally runs into a tree. - afterwards he is in the hospital - at which time the young lady visits him and brings him some flowers. - the relationship was so well that afterwards the young man and the young lady began to ride their bicycles together.

1. In the kitchen of a person's house.
2. (Chasin) the cat.
3. The lamp is gonna fall over because the cat - hits the table and the lamp falls.
4. By (2) (allowin) the cat not to enter the room.

1. I think vegetables - meat - and (potatas) - and: - dessert make up a s: specific - healthy meal.
2. A bicycle is a machi:ne that has two wheels on it - and the back wheel is mo:ved by a chains that is linked to a rotating pistol-like item - which turns the back wheel and in turn makes the bicycle go forward. - ah; it has a seat on it for one person and it has - an item on it called a handle for which the person (ridin) the bicycle can place both hands. - the bicycle also - has a place in which one can put a ta:g on it.
3. The best way to ease the food shortage is by - (preservin) our national forests - by making sure - a lot of the animals are protected from diseases which lie in a lot of the enviroments - thereby increasing the supply of animals and at the same time - keepin our habitat - w: disease-free.
One day last month – as John got his bike got on his bicycle – to ride home from school – he passed his friend Suzy. – he began talking to Suzy – and was not paying attention where he was going. – as a result – John rode off the road – and smashed his bicycle into a tree. – in doing so – John broke his leg. – he was taken to the hospital – where he was in traction for two weeks. – Suzy came to visit him there many times. – towards the end of the month – his leg got better and now John once again is riding his bike with Suzy.

V

1. This scene is taking place in the living room of a young lady’s house.

2. The dog is chasing the cat out of the living room.

3. The lamp is falling off the table and will probably smash on the floor.

4. She could have kept the damned dog out of the house.

VI

1. A perfect meal is made up by – a steak – corn – potatoes – and a cold beer.

2. A bicycle is a vehicle – must be balanced upon two wheels – and pedaled – in order for the chain to turn the back wheel – and propel the bicycle forward. – bicycles are divided; designed basically for one rider – sitting upon the seat holding on to – the handle bars from which one steers and directs the bicycle.

3. The best way to ease the food shortage throughout the world – would be to better educate – underdeveloped countries and the production of food – and the more equal sharing of the world’s food supply. – larger countries that can produce more food – could develop systems in which – they could trade their food – for some commodity that smaller countries produce. – and in turn – countries that cannot produce enough food for their people – would have enough.
SUBJECT 43 MATH NS male 29

IV
One day last month - I got out of class early - I ran out to my bicycle - worked the combination - undid the lock - and started heading for home - to surprise my wife Mary. - halfway down the road - my wife Mary came riding by on her bicycle. - she said "What are you doing out early?" - I turned around - to explain to her - and wasn’t watching where I was going - and I crashed into - a large ( ) tree. - I broke my leg - and put a big bump on my head. - I felt pretty bad - but luckily - my wife is a very loving wife - and she came - to visit me in the hospital everyday until I was better - and always brought me big - bunches of daisies ...

V
1. In the living room of this lady’s house.
2. The dog is running with his tongue hanging out.
3. The lamp on the table is going to fall over onto the floor.
4. This situation would’ve been prevented - if the woman had not screamed - scaring the the dog - making the dog jump up - and then scaring the cat making the cat jump up and knocking over the table - which knocked over the lamp.

VI
1. A perfect meal consists of three things. - first it must have - either a fruit or a vegetable in it. - if it’s a vegetable - I prefer it to be - either raw - or lightly steamed. - if it’s a fruit - only fresh fruit will work. - the second thing that makes up a perfect meal - is a large glass of milk - or a large glass of cool clear water. - the third thing that makes up a perfect meal - is a complex carbohydrate - to give me plenty of calories - and energy to make through the day.

2. A bicycle has - two wheels - one in front of the other - in a straight line - attached - by a tubular frame. - in the middle - of the bottom of the frame - there is a crank - which is attached to a circular chain - which is attached to the back wheel. - when that crank - is turned - the back wheel goes foward. (2) there are a pair of handle bars - on top of the frame near the front - for a rider to hold on to with his hands - and there is a seat - on the top of the frame near the back - for the rider to sit on. - there are pedals attached to the crank - to make sure that...
3. The best way to ease the food shortage throughout the world is to greater communication and greater education. We need to communicate to more governments about the necessity of taking all of their food surpluses and making sure that they are put in places of need. And we need to educate the countries that have hunger problems and how to better use their land and utilize their resources to have enough food.
One day last month a boy was on his way home from the library and he was riding through the park on the way home - and he saw a girl that he knew and he’s meeting. - and as he was going past the girl - he’s still looking at her - and he accidentally ran into a tree. - well - in th: the tree really hurt him badly. - he uh ended up in the hospital - and the girl - being the good friend she was brought him flowers - in the hospital - and came to visit her several times - and after he finally got well he started riding his bicycle again - and the two of em went riding - many times through the park.

1. This scene (plakes takes) - in a living room in uh some lady’s house
2. The dog is chasing the cat around the room.
3. The lamp is gonna end up falling on the floor and it will probably become broken.
4. The woman needs to keep her pets out of the house - or at least only let one in at a time.

1. A perfect meal - needs to be colorful. - have different colors. - uhm - should have food from each of the four food groups - uhm four food groups are meat - uh - should also have something from the uh: - vegetables - uhm your bread - should have something from from the milk food group. - you should have uhm w: a variety of different textures also in your foods
2. A bicycle is a - vehicle that has two wheels (3) a bicycle has a handle bar that you hang on to - there’s a seat in the middle that you sit on - it is - m: uh - motored by - the person who rides it - there’s pedals - that are connected - uhm to a s: sprocket and the sprocket has a chain on it that is connected to another sprocket on uh - the back wheel - and so as th: the pedals are moved - the sprocket moves the chain which moves your back wheel. - and that’s how the vehic: the bicycle moves. - many bicycles nowadays are uh - made to have many gears.
3. The best way to ease the food shortage throughout the world is to make sure the food that is in the world is distributed among different people. You have to become less conscientious of your own country and more aware of the people around you. If there are droughts in some area another area needs to come to their aid. Countries that have food need to ship it to countries that don't have.
One day last month - Freddy Turner - after school - got out - and unlocked his bike that was chained to a tree. - he hopped on his bike and rode down a bike path. - on his way - he met Sally - who is a very good looking girl. - Freddy Turner - watching Sally instead of watching the bike path - accidentally ran into a tree. - as - ah: - before he knew it he ended up in a hospital with a broken leg. - s: after his leg healed - he went off and rode with the nurse who had given him flowers in the hospital.

V
1. This scene is taking place in a living room of somebody’s home.
2. The dog - looks like he is chasing the cat - into the kitchen. (3) ((inaudible)) rocking back and forth.
3. The lamp is going to fall down onto the floor and break into a million pieces - thereby (2) uh: forcing the lady to clean it up.
4. To not own - a cat - or a dog (2) or get rid of the lamp.

VI
1. I think the things that make up a perfect meal - would be good company - fine food - uh: - dessert (3) in the meal I think you should have meat - vegetables - maybe potato or rice - and uh some type of liquid such as milk or water.

2. A bicycle is an object which has two wheels - approximately - 26 inches in diameter - on these wheels - is a rubber - a: material which - it’s full of air and allows the bike to ride smoothly over bumps. - these wheels are connected by a frame - which is - of a shape too complicated to - describe in this short a time - and on this frame is attached a seat in which the rider is sitting - handle bars which allow the rider to steer the bike and pedals - which allow the rider to (2) uh (3) get motion to the bicycle.

3. Do not allow governments to get involved with the pro: uh distribution of food such as w: what is happening in Africa right now. - governments get involved in the food that has been - donated by other countries - and they typically will - keep the food for their own uses rather than distribute it - throughout the country to the people who need it the most. - also uh - do not allow - the people to - destroy the land - like they are doing in Africa and Brazil.
One day last month - after school - John unlocked his bike and started home. - as he was on the sidewalk - he met a girl good friend of his named Jane. - he he kept riding but turned around to talk to Jane. - since he wasn't watching where he was going he ran into a tree. - he broke his leg. - so Jane came to see him in the hospital. - after he recovered from his broken leg - Jane and John went biking.

1. This scene is taking place - in a home of - some lady.

2. The dog is running through the living room chasing the cat.

3. The lamp is going to fall off the table and hit the floor. - and I believe it's going to hit the cat - before it hits the floor.

4. One way of avoiding this situation is to keep the pets outside the house.

The perfect meal is - something uhm which comes from the four basic food groups - and something that looks good - and tastes good.

2. A bicycle is a two wheel instrument - used for transporting someone from one place to another - in a time that is a lot faster than what they can - walk - what they can possibly walk - a distance. - it's got - handle bars for the person to hang on to ( ) and steer the bicycle. - and it's got pedals - that the person puts their feet on to drive the bicycle. - and it's driven by a chain and pedals to the back tire. (3) it has a seat on it for the operator to sit on.

3. The best way to ease the food shortage throughout the world - would be to: (4) give them all the ( ) and to share - the food - with everyone - without any kind of discrimination whatsoever.
One day last month I decided to go for a bike ride. - I pursued to untie the chain from the bike and I was off on my daily trip. - as I was going down the road observing the beauty of trees I passed a girl on a bike. she was rather pretty and unfortunately I didn’t see where I was going and I ran into a tree. (2) as I fell off my bike I - excuse me I fell off my bike after running into the tree - and I was placed in a hospital for breaking my right leg. - uhm uh as it turned out though it was a good experience because the girl visited me in the hospital brought me flowers and we got to know each other. - uh after my he: leg healed which was quite a few weeks later - we proceeded to: do our (daily) day daily bike trips together - and so the accident proved to be: - actually very good cause I met a nice person.

1. This scene is taking place in the living room of a home

2. The dog appears to be chasing the cat around the corner of the lamp. (3) also appears seems maybe heading for the kitchen.

3. It appears as if the lamp is going to fall due to the collision of the cat with the stand that it is setting on.

4. Perhaps the lady shouldn’t have bought a dog and the cat to live in the household then she wouldn’t have to worry about the dog chasing the cat. - or she could have separated the two animals and perhaps they wouldn’t chase each other.

1. The things that I believe make up a perfect meal is a nice little cream soup to begin with. then I would follow the soup with an appetizer - and - I would have a bottle of white wine uhm perhaps a saute’ fish uhm a light potato - and then: - after dinner a cup of coffee with a light dessert.

2. Uhm I will describe the bicycle I have at home - uh it is twelve speed - dark metallic blue in color - with two round wheels of course - uhm - double pedals and ( ) aluminum metallic. - the bike w: bike was purchased because it was a light weight bike uhm therefore the front wheel can come off uhm by - moving a latch in the front the wheel can come off - uh the handle bars are curved and covered with a blue: felt-like material.
3. Uhm if I with I knew the answer to that question I could be president next year. uhm: - the best way I would think to ease the food shortage would be: to: (2) help the people that: are in a third world countries uh help them to gain ideas on how to grow their own food - and uhm perhaps - perhaps to help the birth rate also uh give them some form of country subsidence that would stop having so many children and perhaps the food shortage should decrease quite a bit there. - uhm I would also: stop some of the wastes that you see in America and some of the other countries that - are not considered to be third world countries.
One day last month uh Terry had just finished studying for the afternoon and had exactly one hour to catch lunch—being in a hurry—Terry decided to—take a trail—cross campus which he’d heard about—and began his turning back home for lunch—on this trail—a: a particularly good looking young lady—rode past Terry—and Terry not watching what he was doing but watching the girl—ran into a tree—just off the trail. (2) Unfortunately Terry suffered a fractured leg—and wound up spending some time in the hospital. Much to his surprise—the girl who he had been watching—when crashing into the tree—visited him in the hospital—and after Terry’s leg healed—he and this girl who turned whose name turns out to be Sue...
3. I'd think the best way to ease the shortage would be a better distribution system of uh food uh in some areas of the world it is produced in over abundance and if there was uh efficient distribution system uh most people realize that there would be enough food for everyone in the world and so an international effort to produce distribution system is what I believe the solution to the world hunger problem is.
One day last month - John went outside on a beautiful Spring day - to uh go for a bike ride. - he u: unlocked his bike which was locked to a tree outside of his house - and uh he proceeded down a bike path - and uh the park. - on the way - he uh - was riding - along the path and he saw Susan. - who is very attracted attractive to him. ((laugh)) and - not looking up - he ran into a tree. - and - ended up breaking his leg. - while in the hospital however Susan - brought him some flowers - and cheered him up - and when he was released from the hospital they - both went riding in the park together.

1. Scene is taking place in living room - of a - young woman.
2. The dog is chasing a cat. - uh and - he's looks like he's breezing hard. ((laugh))
3. The lamp is going to fall over and possibly break. (6) the cat's knocking over. ((laugh))
4. Well - the - dog could have been kept outside or she could have kept the cat w: uh in the bedroom or something.

1. Well I generally like to have a - some sort of meat or poultry - or fish for a main course type of item ((laugh)) and I also like - a something to drink such as milk or orange juice or even water - and I like to have a vegetable - at least one vegetable a green vegetable and - another type - perhaps - uhm (3) because those are all my ((laugh)) real requirements.
2. Well a bicycle is a - vehicle of transportation - th: has - two wheels and - is it is propelled - by - a chain - which is attached to - both of the wheels and connected by - some sprockets ((laugh)) - and uh - the user - pedals - uses his feet to - turn the pedals ((laugh)) - to turn them around and uh - that causes the wheels - in turn - to - move - and - carry the person - along their way. ((laugh))
3. Well I think - that - there is a lot of talk lately - about a - fact that - eating - so much meat meat being such a - large part of our diets - uh is not wise it is not good for the future of this world we should be eating more - vegetables - cause it's a more efficient way - efficient way of - producing our - food requirements. - uhm - it requires - many more - pounds of grains for example to feed a cow - for slaughter than - than it would - for - even - several humans.
One day last month. - Bill went outside to ride his bicycle. He unlocked his bicycle from the tree where he liked to park it - and then he rode away. - While riding - while riding through the park - he came across his friend Marcy who's also riding a bicycle. - He turned to say "Hi" to Marcy but he didn't watch where he was going - so - he ran into a tree. - Running into the tree - he broke his leg. (2) Later at the hospital Marcy came by to visit him and brought him flowers. - After Bill's leg healed - Marcy and Bill often rode together in the park.

1. This scene is taking place in someone's suburban home in some large city.
2. The dog is chasing the cat - who is running around the table.
3. Oh because the cat has bumped the table the lamp is going to fall off the table and will probably break when it hits the ground.
4. Keeping either the dog or the cat outside or perhaps both - the dog and the cat outside the home.

Well in my opinion a perfect meal has: several courses uh usually starting off with an appetizer - then leading into an entrée: and then of course suh: you should probably have some soup - a salad - and then uh: some bread - and then usually finishing up with a dessert. - uh what you would actually want to have for any one of these - uh usually would take uh - your own personal experience in what you like to eat - but each of these elements is kind if important for a perfect meal see it kind of work your way through it. (2) Uhm (2) the kind of foods I like are perhaps even some wine with the uh - with the meal ... 

2. A bicycle if I was describing is basically: a: uh a vehicle - for moving a - a person about it uh has two wheels - and the person is - sits on a seat - two wheels a seat - and all that is connected together by a frame you can steer the front wheel - eh by turning it back and forth - uh you power the bicycle by a system of gears connected by a chain - and you put your feet on the pedals - and push on them - in order to make the bicycle go forward. the chain turns the back wheels. uh ( ) let learning how to ride a bicycle is a: - you have to balance because there is only two wheels ...
3. Uh the most obvious way would be uh to grow more foo:d - uhm the - countries where there is often starvation and famine are - always: - uh undergoing some political oppression or: some sort of continous war so there is right little resources left over for - uh growing foo:d which is the basic thing people need to survi:ve. - uhm so I guess - what I'm trying to say is that - stopping all these senseless uh civil war:s and conflicts and uh perhaps these uh - superpowers interfering with other countries would also uh would aid in - giving these resources instead of to war - over to the production of food.
One day last month the college student named Joe decided to go for a bicycle ride. — first he went out of his dorm and unlocked the bicycle from the tree — and then took it — out to a nearby park where there were bicycle pathways. — he rode along — a path for a while and then he saw a girl — that he had never seen before. — and she was so beautiful that he turned around — to watch her. — unfortunately there was a tree by the path — and he hit it — while he was looking at her own direction. — but this worked out — sort of well for Joe — because the girl come to see him in the hospital — and — they became close friends — so that at times in the future — they often went riding in the park together — on their bicycles.

1. This scene takes place in a living room — of possibly an apartment or a house — there is a kitchen nearby

2. The dog is chasing the cat. — it’s hard to tell whether he is — just playing or whether he is — seriously wants to — to harm the cat.

3. Probably it’s going to brake. — it’s hard to tell what kind of material it’s made of. — the light bulb certainly — will be uh — completely damaged.

4. Uh — the animals might have been confined to a room — where there’re — are things that are less likely to fall over — uh the table could have been — placed (2) else where — uh ...
2. A bicycle is an object for transportation that has two wheels connected in some kind of a frame including a seat - and a set of handle bars. - the rider sits on the seat - and places his feet on a set of pedals - which turn the back wheel - when the back wheel moves then of course the forward wheel also moves - and - the entire - uh bicycle becomes - useful for transportation. - bicycles also must have some form of brakes. usually the brakes - are hand brakes which are located - on the handle bars - and they work by squeezing handle - which - presses together some - pads on the wheel ...

3. The best way to ease the food shortage is to make sure that the people and - various countries know how to grow food effectively. - simply giving them food is only a short term - sort of - uh solution. - it's more effective to teach them how to grow food - and how to use the land most effectively. - uh and how to - get the most for - the materials involved. - for example - if there is not much food available ha: maybe better for the people to eat - direct food such as grain ts: rather than - indirect food such as meats where the grain is fed to - an animal and then used - ( ) as a diminishing return. (3) ( ) education of the people a: - are in terms of - how to use the food is the best.
One day last month I was getting ready to ride my bike home after class and I went outside to unlock it. I got on my bike and was riding on the sidewalk. Suddenly I saw this beautiful young lady who was also riding her bike the opposite direction. The problem was I kept on going and I took my eye off the sidewalk and ran right into a tree. Because I was not observing where I was going, well, that resulted in a broken leg and I was in the hospital for three and a half weeks. During that time the girl whom I saw came and visited me several times in the hospital. Today we are now riding bikes frequently together.

V

1. This scene is taking place in a living room of a home.
2. The dog is chasing the cat through the living room on the way to the kitchen.
3. The lamp is gonna fall off and hit the cat and knock it unconscious.
4. If the woman would've kept the cat and the dog locked up in a cage this situation could have been avoided.

VI

1. A perfect meal is composed of representatives of each of the food groups preferably a large meat item uh carbohydrates vegetables and a dairy product.
2. A bicycle is a form of transportation is composed of two wheels on a frame with a steering mechanism and it is propelled manually by the rider uh with pedals and a sprocket system which transfers the energy from the rider mechanically to the bicycle and makes it go. Sometimes there can be more than one seat so that more than one rider can pedal the bicycle.
3. The best way to ease the food shortage throughout the world would be to have free distribution system in other words to uh first the governments in these nations through open up the economy for everyone.
One day last month a (Cupelo) college student was unlocking his bike to go home. - on the way home he passed a girl with whom he had been interested for some time. - he found her rather attractive and while watching her ride her bike in opposite direction he inadvertently ran into a tree. - the collision landed him in the hospital with a broken leg. - but it worked out for the best because the girl he was interested in came by to bring him flowers. - they later became good friends - and went w: on bike rides together frequently.

1. This scene is taking place in a living room just outside of a kitchen.
2. The dog is chasing the cat - the cat is knocking over the lamp and the woman is getting rather excited by that fact.
3. It will probably break once it hits the floor.
4. The woman could have not have a cat and a dog in the house simultaneously - or at least or perhaps no pets at all in the house.

1. A perfect meal - would have - of course the four basic groups of nutritional values but would also have a great amount of taste because meals without taste - are hardly worth eating perfect or otherwise - uh pizza makes a perfect meal - with diet coke.

2. A bicycle is a two wheeled object with handle bars the tires are typically made of rubber and contain intertubes. the wheels are typically spoked to minimize the weight. - modern bicycles are made out of alloys to allow them being incredible light. - approximately in the center of the bicycle and toward the top is a seat - uh p: probably in triangular shape - uhm many bikes today are multiple speed bikes usually ten or twelve (2) uhm bicycles come in a variety of colors often have fans and usually uh reflectors for safety reasons (2) handle bars in a bicycle come in a variety of shapes depending on the niche of the bike. - bicycles in general come in a variety of shapes for that matter. - uh they range from larger bicycles for adults to smaller bicycles for children ...
3. The best way to ease the food shortage throughout the world will probably be to teach people to raise their own food. - bearing that uhm; - a better dispersion system amongst the people who have food - which doesn’t always hurt necessarily because that is an economic burden on the country with the food - uh the United Nations could of course in: intervene and collect food and redistribute it (2) to countries that need it. (2) uhm: (3) mainly I think teaching the agriculture and the: raising the animals to other countries this is the way to minimize shoul: food shortages.
One day last month I just gotten off school - so I went out and unchained my bike as I do everyday. - and I was riding back towards - towards my home (3) uh down West Avenue which is where I always go - I happened to see a very good looking woman riding the other way towards school. - when I was - watching her over my shoulder - when all of sudden my bike went completely off the road and I ran into a tree. - it turns out I broke my leg in the process. - and I was laid up for several days in the hospital. (2) I guess she must have - seen the accident because - few days after I got in the hospital - she actually showed up and brought flowers. - we talked for a long time and - she came to visit me a few more times and eventually - I got out of the hospital - and we became friends after...

1. Uh in somebody’s living room - next to the kitchen.
2. The dog is chasing the cat - across the living room - and probably barking.
3. It’s going to hit the floor and possibly break (3) and land on the cat.
4. While you could keep the dog and the cat away from each other - in separate rooms perhaps - or you could get a sturdier table for the - for the lamp to set on.

1. Uhm - well the perfect meal for me is pizza. so I guess I will have to - describe the things that make up a perfect meal as - a good crust - a good spicy tomato sauce - a lot of cheese - and - two or three different kinds of meat (2) perhaps mushrooms or onions as well (3) and plenty of - coke or beer to wash it down with.

2. Uhm well a bicycle is an object with two wheels one behind the other not side by side. - uhm: - the wheels are connected by spokes to - very short axels - they are very narrow wheels - uh the rear wheel - is - has a sprocket on it - which is - chain driven - by a chain that leads up to another sprocket - which - has pedals attached to it. - uh you propel the bicycle by - by pushing the pedals around and around and that drives the rear wheel. - uhm most bicycles have hand brakes. - which are basically - ( ) to stop with. which - are basically two pieces of rubber that clap on to the...
3. Well I think there is enough food to go around the question is just a matter of getting the food from one place to another. - uhm (2) one thing that needs to be done is to help people - within - hungry nations produces much food on their own is possible since - these nations don't have - strong economies and can't always afford to - go buying grain from other countries because they don't - have that much to offer in return - uhm (20) I don't know. I'll have to think about that one.
IV

One day last month Paul was supposed to meet his girlfriend Sally at the park after school - so when school was over Paul hopped on his bike - and rode - into the park. - after riding around for several minutes looking for Sally he finally spotted her - but while talking to her - he accidentally forgot what he was doing and ran into a cypress tree. - uh that resulted in a terrible accident and hospitalized Paul. - Sally showed up to present him with some flowers and console him. - it took him a couple of weeks to get over that - fall but finally they were able to ride.

V

1. This scene is taking place in a living room of - what appears to be a middle class home.
2. The dog is chasing a cat.
3. Depending on what the lamp is made out it will either be - silently placed back upon the coffee table - or will be put in the trash can.
4. By keeping the dog outside. ((laugh))

VI

1. Ah - I don't know I guess a meat - also some sort - of vegetable - a nice beverage - maybe a hot beverage and a cold beverage - possibly some dessert (18) likely also a - good companionship.

2. A bicycle is a machine for transportation - uhm - it's made up of two wheels - which are mounted on a frame - and on top of everything there is a set of handle bars and a seat - which makes contact with the human being - uhm - there are also pedals - which - through a series of - gears - uh turn - the back wheel - thereby - supplying the uh - propulsion - uh - you can also of course have various - accessories - lights ...

3. It seems to me that uh the best way to ease the food shortage throughout the world is increased - international cooperation - among - those countries that can supply food - those countries - that need food - and a - a general - uh lowering of uh - hostilities among - some of the countries in certain regions the Middle East Africa and so on - would be a great help ...
One day last month Jim decided to go for a bike ride. He unlocked his bike from the tree and started riding down the bike trail. Till he came upon a nice looking young lady named Jane who he had met in his class last week as he drove past Jane he kept looking back at her and still he ran into a tree running into the tree broke Jim's leg and he found himself in a hospital. Things weren't terrible in the hospital though because the nice looking young lady Jane came to visit him and brought flowers. After Jim was released from the hospital things were going fairly well for him Jim and Jane often went on bike rides together on the same trail that Jim had met Jane on before.

1. This scene is taking place in the living room of this lady's house as the cat and dog run towards the kitchen.

2. The dog is chasing the cat through the living room towards the kitchen and is causing the cat to knock over the lamp and table.

3. The lamp is going to fall off the table and onto the floor hopefully it will not break.

4. This situation could have been prevented by either not having a dog or a cat or either pet or perhaps not having a lamp in your living room.

1. Oh the things I think make a perfect meal are uh samples from each of the main food groups some meat that's a source of protein some vegetables a glass of milk and some bread. One thing I think makes for a perfect meal is some very nice company it's often nice to have something nice a nice discussion while having dinner.
2. A bicycle is a - form of transportation that has two wheels - relatively uhm - small an area that would touch the ground itself - uhm the wheels have spokes - and there is a seat and handles bars and each wheel has - a set of brakes which are operated - by your hands - on the front handle bars - or on the handle bars - and you pedal - around - and - cause the chain to go round which is hoocked up to - uhm - the back wheel and causes the wheel to go around. uhm you can change - gears...

3. I fell - that the best way to - ease the food shortage w: around the world is to - take from the countries who have more than what they need like the United States and give to the countries - which are - in shortage - like some of the areas of - Africa - uh everyday I see people in the United States who throw away food that uh that could easily be used - somewhere else (2) perhaps we need to - start sending them some of our food - to help their - needs.
One day last month - Mike - unchained his bicycle from a tree in order to ride home from school - he got on his bike as usual and - pedaled down the road towards his home. - as he rode down the road he saw - Susan - a friend of his - riding on a bicycle th: coming in the other direction. - he greeted - his friend - as - she rode by - but forgot to look where he was going. - he ran into a - tree along the side of the road. - and broke his leg. (3) he wound up in the hospital and while he was in the hospital - the friend he had met - on a bicycle on the road - came and gave him some flowers...

V
1. This scene is taking place in the living room - of a: middle class - family.
2. The dog is chasing a cat through the living room.
3. The lamp will fall off the table because the cat has - bumped into the table - and it uh: might break when it hits the floor.
4. This situation might have been prevented by uh: keeping the dog and the cat away from each other - or by: uh: - securing the lamp stand to the table in someone.

VI
1. A perfect meal consists of - uh some nice - meat or fish - uh: maybe some poultry - and includes some green vegetables - and some source of carbohydrate. for example potatoes. (2) uh some uh drink other than water should also be included. - for example iced tea (6) uh a nice atmosphere also helps to make a: - meal - better. - a nice quiet (2) uh atmosphere. - where you gonna enjoy yo: the taste of your food.
2. ((laugh)) A bicycle is a uh - two wheeled transportation vehicle that uh one person can ride. - uh: - the rider propels the bicycle - uh: - via some pedals that are connected to uh: - the rear wheel - uh with a sprocket and chain combination - uh th: the rider can uh: can ride on - on the two wheels - uhn; (4) and he steers - by - uh essentially leaning - to the left or to the right - uh the front wheel does - uh...
The best way to ease the food shortage throughout the world is - uh for starters - for those - uhm who have - excess food to share with those who have not. - uh more importantly - uh those - countries that that have uh - technology and know-how and food uh - available - should uh: - help uh - less privileged countries - to develop their own resources - uh - as - as it's possible - uh to prevent uh foo: furth: further food shortages in the future.