

「英語学習用コミュニケーション方略指導教材の
使用効果に関する実証研究」

**An Empirical Study on Effects of Teaching Communication Strategies (CS)
in Use of Materials Developed for Learning CS**

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研究発表

(1) 学会誌等

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(3) 出版物 なし

研究成果による工業所有権の出願・取得状況 該当せず

【謝 辞】

本報告書に記載の研究は、研究代表者が 10 年近くに及ぶコミュニケーション方略研究を通じて温めてきた構想を実証レベルで具体化させたものです。科研費の助成をお認めいただいた審査員各位、また日本学術振興会の関係各位に深謝いたします。科研費の助成と合わせ、本研究には平成 13 年度、及び平成 14 年度広島市立大学特定研究費の助成を受けました。同研究費の関係各位に対しても深甚なる謝意を表します。研究費執行に際しては、平成 14 年度は、元広島市立大学事務局経理係主事・中原正道氏に、平成 15 年度は同大学経理係主幹・藤原直隆氏にお世話になりました。記してお二人にお礼申し上げる次第です。また、英文原稿の校閲については、同僚の Rinnert Carol 先生と JALT 広島支部役員として長年共に活動してきた友人の Timothy Gutierrez 先生にお願いしました。両先生にも心より感謝申し上げます。

なお、本研究では付録 4 に示しているように写真や図版を用いて実証研究を行いました。これらのうち、一部は Oxford University Press 社のから事前承諾を得て、本書に転載しています (詳細は p. 79)。同社のご好意に対しても厚くお礼申し上げます。

も く じ

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第1章 研究目的、研究実施計画の評価

1 はじめに

本研究の構想は、研究代表者が2000年に上梓した『第二言語使用におけるコミュニケーション方略』（溪水社）の中で、コミュニケーション方略（CS）指導の是非について論じたことに始まる。その構想とは、CS指導を実証的に検証できる教材を作成し、その教材を使ってCSトレーニングを行い、そこから得られる結果を横断的、縦断的観点から分析することであった。これによりCS研究で長年議論されてきたCS指導の是非（CS teachability issue）について検証する計画である。この教材作成から実証研究までの一連の研究を筆者たちはENGEL Projectと呼んでいる。プロジェクト名は、研究用に作成したCALL英語教材 English Generative Learning を略したENGELから採った。

そもそも、CSとは何か。本報告書の目的は、「広く研究者等に研究成果を公表すること」（『科学研究費補助金のとり扱いについて』の「研究成果報告書の作成記入方法について」を参照）とあり、その「研究者等」とは言語研究の研究者に限られるわけではない。したがって、応用言語学で言うところの「CS」とは何かをまず説明しておく必要があるだろう。

詳細は前掲の拙著で言及しているが、端的に言えば、CSとは外国語学習者が言語知識の不足を自ら積極的に補い、自分の意図する発話概念を言語化して意思疎通を図ろうとする行為のことである。このような行為の及ぶ範囲は幅広く、単語や文法知識の不足と言った狭義の言語知識を意味するともあれば、語用論的能力や談話能力の不足などマクロ的言語運用能力を補おうとする方略、あるいは交渉を自分に有利に進めようとする方略などを表すこともある。本研究が対象としたのは、もっとも基礎的な言語知識に適応されるCS、とりわけ語彙レベルの知識不足を補うために使われる方略である。狭義のCSに拘ったのは、闇雲に概念を広げると、多要因が介在する結果となり、CS指導の是非を論じるにはあまりにも大雑把になると考えたからである。その実、これまでに行われたCS指導の実証研究にはこの傾向が散見され、まずは問題の所在を明確にして論を展開する必要があると判断したのである。

ENGEL Projectのうち、平成14・15年度科学研究費研究に該当するのは、主に実証研究の部分である。具体的には、1) ENGELを使って日本人大学生英語学習者を対象とした実験研究を行うこと（平成14年度）、2) 必要に応じてENGELを改良し、より多くの学習者にこれを使ってもらって、評価してもらうこと（平成15年度）、であった。結論から先に述べると、いずれの研究もほぼ計画通り履行することができた。平成14年度分の研究結果については成果発表を学会活動等を通じて既に行いつつあり、平成15年分についてはこの報告書作成の現在も鋭意努力して成果のとりまとめを行っている最中である。

しかし、当初の研究計画を軌道修正する必要がまったくなかったわけではない。具体的な研究方法、収集データの分析方法、及びこれまでに得られた（論文により発表済みの）研究成果については次章以降で敷衍するが、本章では2年間の研究にあたり交付申請書に記した研究目標と研究計画を当該年度毎に掲げ、それらの自己評価を行うこととする。（同申請書は、平成14年分については平成14年5月2日、平成15年分については平成15年5月1日付けで広島市立大学事務局に提出済み。）

2 平成 14 年度分の研究について

2.1 研究目的の評価

以下は初年度の研究目的である。

研究目的 (交付申請書の記載事項)
本研究の代表者と研究分担者は、代表者が所属する広島市立大学から平成 13 年度「科学研究費奨励研究費」の助成を受け、「英語学習用コミュニケーション方略指導教材 (English Generative Learning: ENGEL)」を共同で開発・作成した。本研究の目的は、この教材を試用し、その学習効果を検証することである。 本研究で使用する教材は、高校生と大学生の英語学習者を念頭に、英語学習者の限られた英語知識でも円滑な発話が行えるよう、申請者たちが行ってきたコミュニケーション方略の研究理論を応用し開発した。この教材を大学生英語学習者に使用してもらい、研究期間内に次のことを明らかにする予定である。
1) 発話円滑に行えない学習者を対象に、一定期間開発教材を使用してもらい、学習者の英語による発話が教材使用前後でどの程度変化するかを明らかにする。
2) 開発教材は、どのような特徴を有する学習者にもっとも効果的であるかを明らかにする。
3) 発話概念・意味を重視した指導法は、文法重視の指導法と比べ、学習者の能動的言語運用能力をより効果的に促進すると理論的に考えられており、この理論を検証する。
4) 開発教材の使用効果は、学習内容以外の発話に転移するかどうかを明らかにする。
5) 教材の学習効果は、学習直後だけでなく、一定期間後 (6ヶ月後) も維持されるかどうかを明らかにする。

これらの研究目標を達成するために、実験計画は入念に立てた (詳細は第 2 章)。上記の目的 1 と 2 については、研究参加者 (被験者) の特性、とりわけ熟達度レベルに十分注意する必要がある。そのため、募集に際しては適任者のレベルを指定し、かつ応募者に対して 3 種類の英語テスト (画像の口頭描写テスト、文法・語彙テスト、TOEIC) を実施して採用者を決定した。

目標 3 については、開発教材を 2 種類準備して、被験者に使ってもらい、学習効果を測定した。ひとつは、何も手を加えていない本来の開発教材で、もうひとつは意図的に文法学習に偏重するように手を加えた教材である。これにより異なる学習グループ間で学習効果を横断比較した。4 の学習効果の転移については、事前・事後テストに、既習項目 (learned items)、未学習項目 (unlearned items) を意図的に加えて、比較した。目的 5 については、CS 指導期間から約 2.5 ヶ月後に最終テストを実施して、指導効果の持続性を縦断的に測定した。研究当初は 6 ヶ月を予定していたが、この期間を短縮せざるを得なかったのは、学内で実施されている英語教育プログラムの影響を懸念したことと、時期的に平成 14 年度後期終了時には被験者を再び集合させてテストを行うことが極めて困難であったからである。

以上のように、目的 5 については「一定期間」の短縮を余儀なくされたが、当初予定していた内容はすべて消化することができた。

2.2 研究実施計画の評価

次は研究実施計画の自己評価である (申請時の研究実施計画は次頁の一覧表参照)。これについても、ほぼ予定通り完了した。(ただし、平成 15 年度 2 月に予定した追跡調査を早めた理由は、上記の通りである。) 研究に際しては、実験研究参加 (「被験者」、募集時は「モニター」として呼

びかけ)をまず募る必要があった。モニター募集のちらし(付録1)を作成して広島市立大学すべての学部(3学部)で募ったところ、6月末までに必要数を超える79名からの応募があった。その後、指定した複数の日から都合のいい日を選んでもらい、予定していた英語テスト3種類をすべての志願者に受けてもらった。

研究実施計画 (交付申請書の記載事項)	
1	<p>被験者(学習者)の募集と選出</p> <ul style="list-style-type: none"> ・本研究には、開発教材を実際に使って学習してもらった被験者(学習者)が必要である。今年度は、教材テストも兼ねているため、高校生をも対象とすると募集に時間を要する。そのため、大学生英語学習者のみを対象とする。テストを実施して最終的に選定する被験者数は、最低でも45名(実験群2グループ、統制群1グループ、各15名以上)とする。 ・本研究用の教材は、高い英語力をすでに有していて、英語による発話に支障のない学習者には適していない。そのため参加応募者から適任者を選定する必要がある。この選定を行うため、事前アンケート(英語圏滞在歴、英会話学校での学習などについての調査)と英語テスト(TOEICと研究者が準備する2種類のテストを使用)を実施する。(なお、TOEICは、大学個別で行えるIPテストを実施すると研究費が不足するため、サンプルテストの付いた市販教材を受験者数分購入し実施することとする。)
2	<p>実験計画</p> <p>被験者を選出したら、次の日程でデータ収集とデータ分析を行う。</p> <ul style="list-style-type: none"> ・6月～7月 応募者に対する選定試験、及び学習開始前の口語データの収集(pre-test) ・8月～9月 教材使用による学習開始(夏期休暇中の2ヶ月間内に実施)。学習記録のデータ収集(開発教材では、学習ログが適時研究者にメールで送られてくる仕組みである。そのデータを、教材使用期間中収集し、事後の分析に備える。) ・9月～10月 教材使用後の口語データの収集(post-test:教材を使った学習が終了した被験者から順次実施。夏期中に実施準備が整えば、夏期に実施する。) ・平成15年2月 学習終了後から半年後の追跡調査(学習効果が学習期間から一定期間を経た後も維持されるかどうかのテスト。) <p>収集データの分析は、それぞれのデータ収集が終了し次第、順次研究代表者と分担者で協力して行う。実験の実施や収集データ書き取り業務などは、研究補助員を動員する。さらに実験結果に基づいて、教材の見直しを行う。この作業は、プログラマーの援助を受けて進めることとする。</p>

志願者は、全員がCSトレーニング・プログラム(以下CSプログラム)に参加できることを期待していた。この事由による教育的配慮から、79名全員に同プログラムに参加してもらうこととした(そのうち1名は、個人的な事由により、同プログラム実施後に研究参加の辞退を申し出たため、被験者から除外した)。しかし、本研究は実験研究であり、研究目的を貫徹するためには、志願者を選定して、本研究の目的にかなった被験者を決定する必要があった。

そこで、実施した英語テストの結果を分析して、実験計画に適した参加者75名を7月中旬までに決定した。このうち2名は、研究データの欠落などの理由により、CS指導実施後、被験者から除外した。その結果、最終的な確定被験者は計73名となった。上記の研究の目的に沿って、これらの被験者は全部で5つのグループに分けられた(詳細は次章参照)。この後、CSプログラムを実施したわけだが、それに先行して、参加者にはプログラム参加承諾書を提出してもらった。この承諾書には、プログラムの参加は任意であり、参加する以上は最後まで責任を持って参加し

てもらうこと、プログラムの事前事後に必要なデータを提供してもらうこと、収集データは研究目的以外には一切使用することはない、研究者はプライバシー保護に努めること、などを明記した（付録 2）。

このような準備を行った後、実施計画に記載されているように、CS プログラムを 8 月に実施した。各グループで実験条件（トレーニング内容）が異なるため、グループ毎に学習マニュアルを事前に作成し、各参加者に配布した（付録 3）。また、学習期間や使用する教材、及び事前テストについてはすでに述べた通りであるが、CS プログラム実施後にも 2 回のテストを行った。これらは ENGEL を使った CS プログラムの効果を調査することと、学習効果の持続の度合いを調査するためであった。事後テストは CS プログラム直後に、3 回目の追跡テストはプログラム終了から約 2 ヶ月半後の 11 月上旬に行った。

収集データの分析は、3 回目のテストを待たず、はじめの 2 回のテスト終了後、速やかに開始した。しかし、予想以上に収集データ処理には時間と労力を要し、研究者に加え研究補助の臨時職員（学生アルバイト）も登用してこれを行ったが、統計処理を行える状態になるまでに、CS プログラム実施から優に半年を要し、それでもすべての処理を初年度内に完了することはできなかった。そのため、データ処理は平成 15 年度も継続して行うこととなった。

データ処理についても次章で詳述するが、主な作業は、録音音声の書き取り（トランスクリプトの作成）、発話内容評価、発話データをデジタル化しての時間処理、発話の文法構造の分析、使用方略の分析、それに使用語彙数と種類の分析である。処理結果の一部は、本報告書の巻末にデータ一覧として掲載している（付録 7）。

3 平成 15 年度分の研究について

3.1 研究目的の評価

以下は平成 15 年度研究の交付申請書の記載した研究目的である。

研究目的（交付申請書の記載事項）
本研究の目的は、部分的に指導効果が認められているコミュニケーション方略（CS）の理論を取り入れた指導法を、開発教材を試験運用してその有効性を示し、これまでの発想とは異なる指導法の理論的妥当性を実証することである。平成 14 年度は、本研究費の助成により、被験者 79 名を対象とした実証研究を行った。収集データ処理の主な部分は昨年中に終了したものの、データ量が膨大であるため、今年度の研究ではさらにこれを継続して処理する必要がある。さらに、昨年度はこの実証研究の結果に基づいて開発教材の改良を試みた。こうした研究成果を踏まえ、平成 15 年度の研究では次の 2 つを本研究の目的とする： 1) 平成 14 年度に収集したデータの細部を継続して処理する。 2) 使用者を幅広く募集し改良した CS 教材を使ってもらい、インターネット上にアンケートサイトを準備して、開発教材に対する使用者の印象について尋ね、CS 指導の是非に対する学習者の意見を調査する。

本研究費の申請時には、2 年目に上記 2 を研究の中心として実施することを想定して出願した。しかし、平成 14 年度研究で述べたように、初年度に収集した口語データの処理、分析には予想以上の時間を要したため、平成 15 年度もこれを継続して行うことを優先した。主要な分析は平成 15 年の夏頃までにほぼ完了し、部分的な結果は所属学会で口頭発表、あるいは論文として研究紀要に投稿した（詳細は本報告書第 3 章）。

このように、CS 教材評価に関する調査には、ただちに着手することはできなかったが、初年

度研究のデータ分析や研究成果の発表が落ち着いた 10 月以降から本来予定していた研究調査に取り掛かかった。研究全体の遅延は率直に認めなければならないが、それでも研究目的 1 の目処がたってからは、急ピッチで研究目的 2 にとりかかった。その結果、上記の設定目的を満たすのに十分な研究データが収集できたと自負している。

3.2 研究実施計画の評価

以下は初平成 15 年度のはじめに立てた研究実施計画である。

研究実施計画（交付申請書の記載事項）
<p>上記の研究目的に沿って、平成 15 年度上半期はまだ完了していないデータ処理を優先して行う。データ処理を終了したら、ただちに調査用アンケートの作成に取り掛かる。このアンケートの目的は、学習者が開発教材を使用して効果があったと感じることと、実証研究の結果が一致しているかどうかを調べることに主たる目的であり、実証研究の成果に基づいて質問項目を作成し、調査を行う。</p> <ul style="list-style-type: none"> ・教材使用者の募集 昨年度の実証研究では、対象者を大学生に限定した。平成 15 年度は、教材使用者を大学生に限定せず、できるだけ幅広く、高校生や一般社会人なども視野に入れ幅広く募集することとする。開発教材は無料で配布するが、その引き換えに、ウェブページで準備するアンケートに協力してもらうことを条件とする。 ・日程 データ処理やアンケート調査などを、およそ次の日程で実施する。 平成 15 年 4 月～8 月 実証研究データの統計処理 同 8 月～9 月 アンケートの作成 同 10 月～12 月 教材使用者の募集とアンケート調査 同 12 月冬期休暇中 アンケートの処理 平成 16 年 1 月～3 月 研究成果の取りまとめ ・アンケート回答者の人権・個人情報保護について アンケートは無記名方式で実施し、氏名、住所、連絡先（電話番号、メールアドレス）など個人の特定できる質問は行わない。教材使用者募集時には、そのことを明記した文書を作成し、研究の主旨を納得してもらった上で協力してもらうこととする。また、アンケートの回答結果は本研究の学術目的以外には使用しないことも事前に十分説明しておく。

ENGEL 評価の調査研究に着手するのが遅れたのにはもうひとつ理由がある。それは初年度に実施した CS プログラムを通じて明らかになった ENGEL そのものの問題点を改善するのに時間を要したからである。改善を要したのは、1) ENGEL で提示している画像が静止画で、教育ソフトとしての面白さに欠けること、2) 学習者から難しい単語には発音分かる工夫がほしいという要望があったこと、3) 教材中の言語データの一部訂正を要する箇所があったこと、の理由からである。1 については画像処理を施すことで、2 については母語話者の援助を得て音声ファイルを作成し ENGEL に加えることで、そして 3 については ENGEL 内部の言語データを修正することで、改良した。

ENGEL のバージョンアップを経た後、ただちに調査で使用するアンケートを作成した（付録 4）。ただし、自宅の PC がインターネット接続されていない、あるいは一般の電話回線のため長時間インターネットに接続できない学習者のために、アンケート用紙は印刷物でも準備し、CD と一緒に配布した。研究代表者が所属する大学の学生参加者以外には、アンケート返信用の切手も準備した。

この調査に先立ち、ENGEL を CD に保存収録し、高校生、大学生の希望者に無料配布して使ってもらったこととした。配布時期は 11 月末に開始した。主な配布先は、広島市内の公立高校生約

80 名、これ以外の広島県内の高校生約 30 名、研究者代表者の所属する大学学生役 150 名、研究分担者の所属大学学生約 20 名、それに広島市内の私立大学生約 40 名、合計約 300 名である。C D以外にも、ENGEL のダウンロードサイトを研究代表者のホームページに作成して、登録を行った希望者にそこからダウンロードできるようにした（サイトの URL 情報、及びハードコピーは付録 4）。

以上の結果、本報告書執筆の現時点（平成 16 年 2 月）までにおよそ 110 名からアンケートの回答を得た。研究開始全体が遅れた分、調査そのものは平成 15 年度の研究期間の最後まで行う予定である。この平成 15 年度のアンケート調査結果の分析を完了するには、いましばらく時間が必要であるが、研究期間終了後に継続して研究成果を発表していく予定である。

4 これまでの研究成果

研究成果については、研究者らの所属する学会でこれまでに 5 回の口頭発表、また 3 本の論文発表を行ってきた（詳細は、本報告書の「はしがき」、及び第 3 章参照）。しかし、研究者たちは、これらの発表で満足しているわけではない。むしろ初年度の実証研究のデータ分析に時間をとられ、収集データの詳細な分析は、研究期間終了後もさらに継続して行う必要がある。また、発表分に未発表分を加え、やがてはこれらを集大成して出版物（著書）として上梓したいと考えている（実際、その原稿の一部は現在執筆中である。）

とは言え、部分的ながらも、これまでの研究で多くの手ごたえを感じている。そのいくつかを挙げてみよう。

- 1) 中等教育でオーラルコミュニケーションが重視され始めたのは、昨日今日のことでない。しかし、実際に CS プログラムを実施した結果、大半の参加者はこのような指導をほとんど受けた経験がないと答えている（アンケート調査の結果）。
- 2) 研究者たちは ENGEL を使った学習者がこのような方法で学習することを否定的に評価するのではないかと予測した。なぜならば、CS のように実際の言語使用に関わる指導は、コンピュータを使って行うよりも、直接教師が行うほうが向いているかもしれないからである。しかし、結果はむしろその反対で、CS プログラムに対する評価は極めて高かった（アンケート調査の結果）。
- 3) CS 指導の是非を巡る議論の中心は、それが単なる言語運用 (performance) の訓練なのか、それとも言語能力 (competence) に影響を与えるか、という点にある。本研究の究極的な研究課題はまさにこの点に集約される。収集データをグループ間で比較した結果、前者に相当な結果が期待されることはほとんど疑いようがない（第 3 章、研究論文 3）。しかし、後者に関しては、何をもちて言語能力と見なすかによって見解が分かれると思われる。
- 4) 本研究の実証研究結果を論文として発表する前に、CS 指導効果に関する理論的問題を十分整理する必要があると考えて、筆者たちはこれについて考察した論文を研究初期の段階で発表した（論文 1）。論旨は、CS 指導の是非に関する先行実証研究が、指導によって変化した

方略の種類を主に問題している点を指摘し、肝心の言語そのものの変化を十分に分析していないと論じた。その上で、近年の応用言語学、あるいは言語習得論で議論されている宣言知識 (declarative knowledge) と操作能力 (procedural knowledge) の違い、言語形式と意味の指導に関する比較 (form vs. meaning)、言語使用の正確さ (accuracy)、流暢さ (fluency)、複雑さ (complexity) の観察の欠如、などの観点からCS指導の是非を論ずる必要があることを述べた。

- 5) CS指導の是非を合わせ、導入時期が論じられてきた。このような指導は学習の早期から行われるべきだという考えがあるが、本研究の結果は、英語知識が十分備わっていないのに早くからそのような指導を行うことが必ずしも得策だとは思われないこと、また熟達度の進んだ学習者にはあまり効果が期待できないと思われる結果が得られた。
- 6) 方法論的に、学習者の目標言語発話能力の変化を客観的にどのように測定すればよいかという課題について、本研究は7つの変数を採り入れて分析を行った。これは上記4の研究を反映させた結果である。大別すると、発話の質 (発話内容)、時間要因 (発話の処理速度)、流暢さ、使用言語構造の複雑さと正確さ、方略的処理方法、それに使用語彙の種類、である。本研究の分析方法は、発話データの分析メソッドを論じるのにも役立つと思われる。
- 7) これらのすべての変数について、CS指導は従来型の文法中心の学習よりも一概に優れているというわけではないことが分かった。特に、言語構造の複雑さと正確さ、それに使用語彙についてはCS指導前後で有意な変化は認められなかった。このことは、一部のCS研究者の主張するとおり、CS指導は performance のための指導であることを否定できない結果と言えるだろう。
- 8) しかし、教育実践の立場からすると、7の結果のみに基づいてCS指導を否定することが妥当だとは思われない。なぜならば、発話の質や処理速度が変化したということは、見逃せない点であり、実践的コミュニケーション能力の養成が必要とされる我が国の英語教育にあつては、実はこのような能力の養成こそが不足していると考えられなくないからである。

5 今後の研究予定

上述したように、これまでの研究成果は本研究によって得られたデータを分析した結果のほんの一部に過ぎない。データの分析のみならず、CS指導を巡る議論については本研究期間終了後も論文や学会活動を通じて継続して行う予定である。また、将来的には本研究の成果を次のような研究として発展させていくことを計画し、その一部はすでに来年度の科学研究費に申請を行っている (平成15年11月に書類提出)。

1) マクロ的CS研究への発展

本研究は、英語学習者の語彙知識の不足を補う語彙的コミュニケーションにのみ焦点を当てた。それは、より言語学的な視点、あるいは第二言語習得論の視点からCS指導の是非を論じる必要があると考えたからである。

しかしCSはこのような狭義的な言語能力の補完にのみ使われているわけではない。例えば、語用論的能力や談話能力の不足を補うメカニズムについてはまだ十分に解明されているわけではない。CS研究の概念を次はこのようなマクロ的言語使用問題に適應し、そうしたレベルでのCS指導の是非について研究を發展させていく必要がある。

2) 積極的CS使用の観察

本研究もそうであるが、CSの先行研究は言語能力の不足を補うという消極的CS使用を研究対象としてきた観がある。他方で、CSはメッセージの効果生を高める、発話内容の明瞭化を試みる、など積極的目的で使用されることも指摘されてきた。こうした積極的CS使用は、言語の運用能力を高めることが期待され、今後この方面への研究が必要である。

3) インタラクション研究への応用

応用言語学では話者間のインタラクションの特徴が80年台の中頃から盛んに研究されてきた。こうした研究は意味の交渉(negotiation of meaning)と称され、積極的な意味の交渉が言語習得に必要なインプット量を増やすことに貢献すると考えられてきた。本研究は、インタラクションを伴う学習や言語使用を想定せず、話者個人の発話にのみ注目して実証研究を行った。今後は、こうしたインタラクションを伴う意味の交渉段階におけるCS使用に研究を發展させる必要がある。

4) English as an international auxiliary language (English for international communication) とCS

本研究の代表者が今もっとも関心を寄せているCS研究の将来的方向は、国際補助言語としての英語使用におけるCSの果たす役割、という問題である。英語はすでに英語母語話者の手を離れ、第二言語や外国語として世界のおよそ5分の1の人に使われているという。英語はすでにこうした国際的コンテキストで国家レベルでも個人レベルでも相互理解のリングフランカとして機能している。使用範囲の拡大は、同時に言語そのものが多様な文化背景や価値を持つことを意味する。そうした状況で、我々は英語という言語とどのように接し、これを使っていけばよいのだろうか。CS研究はまさに、こうした超マクロ的レベルの問題を研究対象とすることで、さらに研究を發展させられると考えている。

以上、平成14・15年度に行われた本研究を、交付申請書に記載した内容に基づいて自己評価を行い、主な研究成果、さらに今後の研究について述べた。しかし、これらはあくまでも概要であり、より具体的な研究内容や研究成果については、さらに紙幅を使って次章以下で敷衍したい。次の第2章では平成14年度に行った実証研究について、また第3章ではこれまでに発表した論文を掲載することとする。これらの章はいずれも英文による記載としている。これはすでに発表した論文が英文であることと合わせ、筆者達の専門領域では英語で記述しておくほうが多くの読者に研究内容を開示できるという理由からである。最後に、これらの章の後に、本研究用に作成した文書やテスト、それに研究データの一覧表を付録として掲載している。

第 2 章 実証研究について (Chapter 2: Empirical Data Collection)

The entire project described in this outcome report, including the production of teaching material for communication strategies (CS), is referred to as an “ENGEL” project, which represents an acronym of the material – English Generative Learning. One of the main purposes of the ENGEL project is to look into empirical evidence regarding whether such strategies are worth teaching, and this pedagogical issue in CS studies is generally called a teachability issue of CS (TCS). An empirical CS training program was conducted for this purpose (see Paper 1 in Chapter 3 for a detailed theoretical rationale of such empirical CS studies.) This chapter illustrates a concrete experimental design of data collection, data analysis methods, a questionnaire survey, and overall descriptive statistics of the collected data.

1 Empirical Data Collection and CS training program

1.1 Experimental design

A CS training program (the CS program or the program, hereafter) was planned after ENGEL had been produced (see Paper 2 in Chapter 3 for more about ENGEL). The central concern of this program was to collect empirical data from the trainees before and after the program so as to assess how it would affect their oral performance and their linguistic knowledge. This section presents a detailed description of this experimental study consisting of multi-groups.

1) Experimental conditions and groups needed

According to two experimental conditions (lengths and instructional approaches of the program), five groups were needed in this study as illustrated in Table 1. These conditions were assigned separately to each one of the groups to investigate methodological influence of teaching CS (see Section 1.4 for more details of these conditions).

Table 1: Research design and groups needed

	Explicit CS	Implicit CS	Control group
Short training	Group 1	Group 2	Group 5
Long training	Group 3	Group 4	

For theoretical and practical reasons, 15 subjects were hoped to be recruited for each group. Theoretically, more than 20 subjects are ideal for each group to raise the reliability of this type of experimental study (Tanaka & Yamagiwa, 1989). Practically, however, 75 subjects, i.e., 5 groups x 15 students, were the upper limit for the researcher of this study to

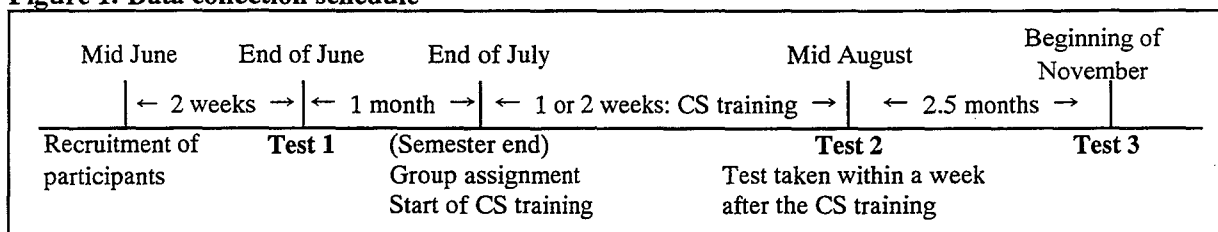
conduct the CS program and control the entire participants. Due to these two reasons, the number of subjects of each group was determined to be 15.

2) CS training program and data collection schedule

One crucial deficit of past empirical TCS studies is that teaching effects were argued only on the basis of data collected under the pre- and immediate post conditions (see Paper 1 in Chapter 3 for this discussion). For this reason, it was planned to collect data not only at a pre-training period and an immediate post-training period (Test 1 and Test 2, respectively), but also after a few months' interval from the program (Test 3).

Furthermore, this type of experimental test sessions has to be carefully scheduled to minimize an undesirable intrusion of unexpected factors, e.g., ongoing English classes. In fact, as explained in detail later, the majority of the participants in this study were university freshmen and sophomores, and they were enrolled in at least two required English classes (speaking and reading) when they took the pre-test of this study. To discern real training effects from accidental effects, the end of the First Semester, i.e., from the beginning of August, was determined to be the most ideal time to start the CS program because no English classes were taught during the summer vacation.

Figure 1: Data collection schedule



Following the decision of the program date, test sessions were scheduled. Prior to the program, the group assignment had to be announced to the participants, and in preparation for this, Test 1 had to be administered about a month before the beginning of the program. This preparation period was necessary for the researcher to mark all the tests (see the next section) and to determine the group for each one of the participants according to their Test 1 scores.

The second test session was scheduled right after the CS program. In the same way as Test 1, this test was supposed to be given to all participants. After this test session, the participants were to be directed not to use the training material until the last test session.¹

Finally, Test 3 was set at the beginning of November, which was two and a half months from Test 2 and was also about a month after the beginning of the Second Semester. Whether or not the length of this 'cooling-off' period was long enough is arguable; however, there was a practical reason for the decision of setting this interval. That is, many of the participants in this study were to be enrolled in an intensive CALL English program from the end of October. Even though this program mainly aimed at enhancing the learners' receptive English skills, namely, listening and reading, its influence was unpredictable and, thus,

potentially unignorable in this study. For this reason, the delayed post-test had to be completed before the participants were exposed to this CALL program.

1.2 Data collection methods - Test batteries

According to this research schedule above, test batteries collecting data from the participants were prepared in advance. Four tests were planned at each test session in order to scrutinize the effects of the CS training. Among them, the main test component was a picture description (PD) test. Three other subsidiary test batteries included 1) a relative clause (R) test, 2) a vocabulary test (V), and a Grammar (G) test – they are referred to as RVG tests, if necessary, by combining them. In principle, three different versions of these tests had to be produced for the three test sessions.

Since temporal variables were considered to be an important indicator for the training effect, the temporal length of displaying test items had to be strictly controlled in all of these tests. For this purpose, a computer package (Power Point 2001 for Macintosh) was used to produce the test batteries needed for the study (see Appendix 4 for the entire tests).² The actual administration of the four tests was carried in an advanced CALL room equipped with highly sophisticated recording and computer systems (thus, no paper and pencil were used in any test).

Since these tests were developed for this study *per se*, test items and their features should be described in detail. The objectives of these tests are also addressed below, along with their administration procedures.

1) Picture description test

A picture description (PD) test has conventionally been used in past CS studies to investigate the learners' oral performance. This testing format was also adopted in this study to examine how the subjects' oral performance was affected by the program.

Figure 2: Sample item of the PD Test

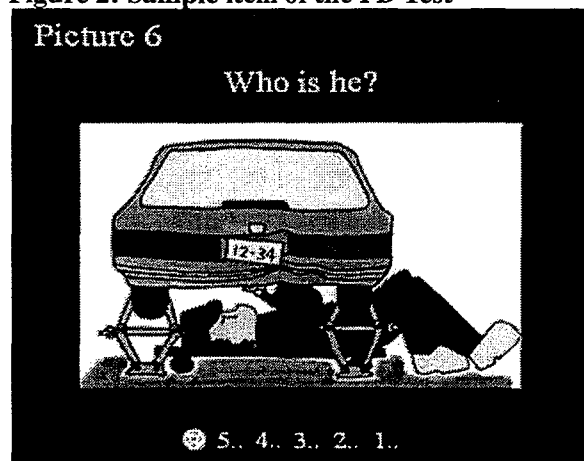
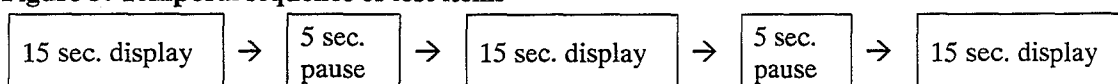


Figure 2 above shows a sample PD test. Each item was presented to the test takers for 15 seconds, during which they were supposed to describe it orally, and they were directed in advance to initiate their description as quickly as possible. An item display was followed by a 5 second pause before a next image appeared on the screen (Figure 3).³ During the test, the subjects wore a headset with a small microphone, and their oral performance was audio-taped, which was digitized later for detailed temporal analyses. To have the test takers notice the end of each test item, a mechanical count-down sound was inserted at the five second spot from the end (see the picture bottom of Figure 2). Twenty items were tested in this way.

Figure 3: Temporal sequence of test items



For the actual implementation of this test, 60 test items were needed in total for the three test sessions (20 items x 3 tests). These test items were selected on the basis of the following three principles: 1) out of 20 items for each test, 10 items should be selected from ENGEL, i.e., items learned through ENGEL, and 10 items that were not in ENGEL; 2) all 20 items should consist of four items in five categories – the same five categories that were also adopted in ENGEL, and 3) the subjects should not know the conventional names of the target items so that they had to rely on certain CS to describe them. Table 2 below summarizes these selection principles.

Table 2: Test items in PD tests

	persons	living creatures	tools	vehicles	clothes
Test 1 20 items	4 items	4 items	4 items	4 items	4 items
Test 2 20 items	2 L 2 UL	2 L 2 UL	2 L 2 UL	2 L 2 UL	2 L 2 UL
Test 3 20 items	2 L 2 UL	2 L 2 UL	2 L 2 UL	2 L 2 UL	2 L 2 UL

N.B.: L = learned items, UL = unlearned items. Notice that there was no "learned" and "unlearned" distinction at Test 1 since the CS training was not started yet then.

The first principle, i.e., learned vs. unlearned items, intended to examine whether the training effects would be transferred to unlearned items or not. The second principle regarding the item categories was to balance the test items so that there should not be a categorical influence on learners' performance. The third principle derived from the conventionally used technique in the past empirical CS studies, e.g., a Nijmegen project in Poulisse (1990). This is a method to investigate the learners' oral performance toward the tasks where they are deliberately directed to use some strategies.

On the basis of these principles, 12 items were determined first for each category (thus, 12 items x 5 categories = 60 items for three tests). Among these 12 items, 6 items were from

ENGEL (learned items) and additional 6 items were out of ENGEL (unlearned items). Then, these items were divided randomly into three tests.⁴ Table 3 summarizes final outcomes of all the test items through these selection processes (see Appendix 4-1 for the actual test items).

Table 3: Items for PD Tests 1, 2, and 3

Test 1		Test 2		Test 3	
1	rhinoceros	1	hiking boots	1	sombrero
2	x-ray teach	2	ocean liner	2	clogs
3	tricycle	3	plumber	3	centipede
4	rake	4	hop-hat	4	battleship
5	casual shirt	5	duster	5	lawn mower
6	mechanic	6	cement track	6	lizard
7	cactus	7	computer bag	7	tow rack
8	carrier	8	fire truck	8	porcupine
9	welder	9	acupuncturist	9	post-it
10	ladybug	10	wheelchair	10	sanitation worker
11	sea otter	11	cicada	11	plaster
12	ladle	12	ruler	12	caretaker *
13	pochette	13	strainer	13	dandelion
14	rag	14	MC *	14	dustpan
15	crane	15	underwear	15	stroller
16	paper weight	16	guinea pig	16	backpack
17	go-between *	17	bricklayer	17	street cleaner
18	mortar hat	18	ostrich	18	midwife
19	snowshoes	19	chestnut tree	19	dress shirt
20	garbage truck	20	watering can	20	scouring pad

N.B.: Notice that all items are "unlearned" at Test 1. The items with an asterisk indicate that they were presented in Japanese words due to a difficulty of showing them visually.

learned items unlearned items

2) Relative clause test

The objective of a relative clause (RC) test was to investigate how the learners' manipulation of relative clause structures – one essential training target of ENGEL – would be affected by the program. As illustrated in Figure 4, two simple sentences were displayed on a monitor screen in parallel horizontally. The test takers were asked to combine them within a span of 15 seconds, by beginning a combined sentence with any components in the upper sentence and by using one appropriate relative pronoun among five choices 'who', 'which', 'whose', 'whom', and a 'zero' relative pronoun. In the same manner as the PD test, a 5-second pause was interleaved between two test items.

In each RC test, there were, in total, 30 test items classified into five types of relative clauses (see the section of 'Type' in Table 4). The first four of them in Table 4 are further divided into two subcategories, according to the kinds of antecedents (personal and non-personal). The relative clauses in the fifth category also consist of two different types according to the position of relativization. These five categories were carefully chosen in

reference to studies on RC acquisition (e.g., Hamilton, 1994; Hansen, 1986; Keenan & Comrie 1977), and most of the test items were borrowed from Hamilton (1994). Some of them were, however, either slightly modified from Hamilton's inventories or added newly (see Appendix 4-2 for the complete tests).

The final decision of the test items was actually based on two pilot trials that were conducted at two English classes at two different universities. The main purpose of these pilot studies was to select appropriate test items and avoid ceiling or flooring effects in test results, i.e., to adjust the test levels neither too difficult nor too easy for the participants of this study. Furthermore, each one of the test sentences was composed of only basic English words since the objective of the RC test was not to test the learners' lexical knowledge.

Figure 4: Sample item of the RC Test

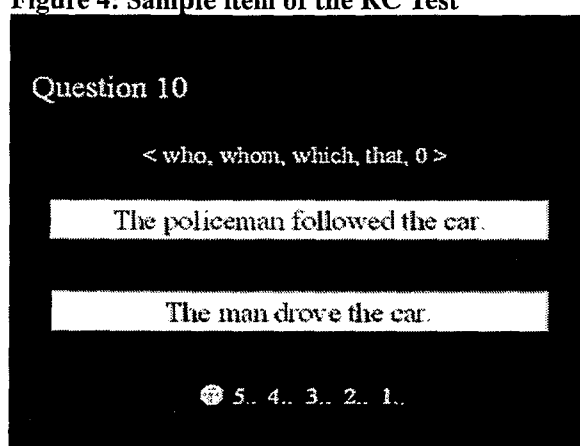


Table 4: Five categories of the RC test items

Sample sentences		A & B combined.	Type	T/P
U	The lawyer found the dictionary.	The lawyer found <u>the dictionary</u> which/that showed the word.	OS	T
L	The dictionary showed the word.			
U	Everyone knew the man.	Everyone knew <u>the man</u> who wrote the book.	OS	P
L	The man wrote the book.			
U	The teacher answered the question.	The teacher answered <u>the question</u> which/that/0 he boy asked.	OO	T
L	The boy asked the question.			
U	The doctor tested the patient.	The doctor tested <u>the patient</u> whom/that/0 the nurse watched.	OO	P
L	The nurse watched the patient.			
U	The car jumped the river.	<u>The car</u> which/that hit the driver jumped the river.	SS	T
L	The car hit the driver.			
U	The person saw the man.	<u>The person</u> who took the money saw the man.	SS	P
L	The person took the money.			
U	The car followed the bus.	<u>The car</u> which/that/0 the man drove followed the bus.	SO	T
L	The man drove the car.			
U	The woman supported the man.	<u>The woman</u> whom/that the policeman found supported the man.	SO	P
L	The policeman found the woman.			
U	The teacher asked the question.	<u>The teacher</u> whom/that/0 the boy walked with asked the question.	SOp	P
L	The boy walked with the teacher.			
U	The driver saw the teacher.	The driver saw <u>the teacher</u> whom/that/0 the girl sat with .	Oop	P
L	The girl sat with the teacher.			

N.B.: Sentences were displayed in parallel in the order of U (upper) and L (lower).

0 indicates an omission of a relative pronoun. T = 'thing' or non-human antecedent, P = human antecedent.

The abbreviations for the types of relative clauses indicate the following:

OS = objective relative clause where an antecedent is its subject, OO = objective relative clause where an antecedent is its object

SS = subjective relative clause where an antecedent is its subject, SO = subjective relative clause where an antecedent is its object

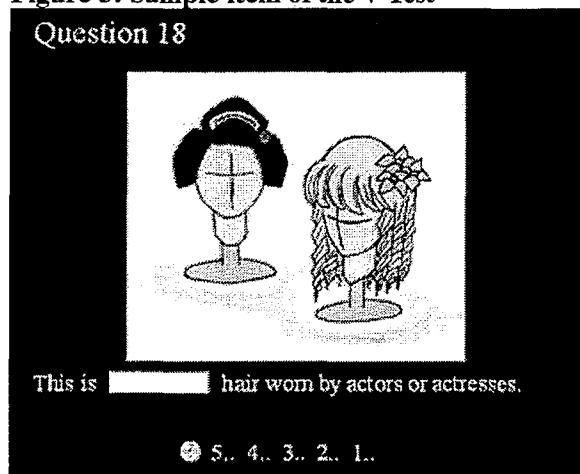
SOp = subjective relative clause with an object of a preposition, OOp = objective relative clause with an object of a preposition

3) Vocabulary test

Lexical knowledge plays a crucial role in L2 learners' oral performance. Thus, the participants' lexical knowledge was also looked into in this study.

In producing an actual vocabulary (V) test, question items were selected only from the expressions that were exposed to the participants through the ENGEL project. The question items were restricted in this way since the V test was not intended to examine the participants' general lexical knowledge, but rather to examine their knowledge on specific lexical items that were taught explicitly or implicitly in the program..

Figure 5: Sample item of the V Test



The test format is almost the same as the other two tests mentioned so far. As illustrated in Figure 5, each test item was visually presented to the test takers for 10 seconds along with a short sentence with one blank spot right under the image. The subjects were requested to fill it out with one suitable word as soon as possible. A three second pause was inserted between two test items. In determining their scores, no penalty was laid on wrong lexical forms (e.g., a lack of plural marker 's'). Although the same test was used repeatedly in the three test sessions, the order of test items was changed randomly (see Appendix 4-3 for a complete test).

4) Grammar test

Finally, a grammar (G) test with 18 test items was given at each test session (a sample display of a question in Figure 6). The objective of this test was to investigate whether the learners could accurately change the form of a verb modifying a preceding noun phrase or of a verb for an infinitive structure. An expected answer includes a postnominal participle ('ing' and 'pp'), an infinitive ('to inf'), and a present tense form in a relative clause ('RC') as summarized in Table 5. All these complex verb forms were to be practiced in the CS program.

The time length for answering and the pause length were kept 10 and 3 seconds, respectively. The test takers were requested to conjugate the verb in parentheses into an

appropriate form. The decision of the test items also depended on the results of the same pilot studies conducted for the RC test (see above).

Figure 6: A sample test item of the G test

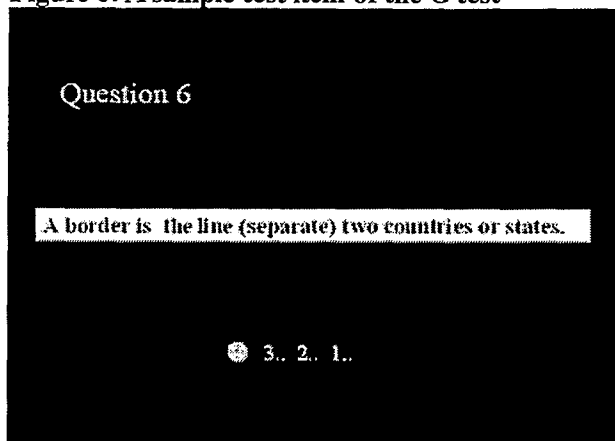


Table 5: Four categories of the G test items

forms	# of items	Questions	Expected Answer
ing	6	A newt is a small animal (live) both in water and on land.	living
pp	5	A nugget is a precious metal (find) in the earth.	found
to inf	5	Airfare is the cost of a ticket (fly) somewhere.	to fly
RC	2	A renegade is a person who (give) up lawful society.	give/s

5) Proficiency test: TOEIC

In addition to the PD test and the RVG tests, one more test was administered at the Test 1 session to measure a general proficiency level of each individual participant. The obtained proficiency scores were used for a placement purpose to construct 5 different groups mentioned above (Section 1.1).

The Test of English for International Communication (TOEIC) was chosen for this purpose. This is one of the most widely used, thus easily obtainable, standardized tests, and it is considered to be highly reliable to measure English learners' communication capability. Against such advantages is a practical problem of the temporal length of this test. It requires at least 2 hours to complete both listening and reading sections. Approximately one hour, including explanations, had to be spent for the four tests mentioned above; thus, a total of minimum three hours would have been needed if the four tests and an official TOEIC had been administered.

In an attempt to reduce the total amount of time for TOEIC, a commercially sold TOEIC booklet (TOEIC Unei Iinkai, 2002) was purchased for each participant.⁵ From this booklet, 100 test items, 50 items for listening comprehension and 50 items for reading comprehension – half of the official TOEIC with 200 questions – were chosen so that the test could be finished in an hour.⁶

6) Order and time lengths of the tests

All these tests, including the TOEIC, were administered in the order listed in Table 6. Originally, it was intended to give the PD test and the RVG tests at each test session; however, the RC test and the G test were decided not to be given at the third test session. The reason for this decision was because no significant score shift was observed in any one of the five groups in these two tests from Test 1 to Test 2 at all and, thus, it was predicated that the results would not change very much even if they had been given at Test 3.

Table 6: Summary of tests and their time lengths

Tests	Time	Test 1	Test 2	Test 3
PD test (20)	10 min	Y	Y	Y
RC test (30)	15 min	Y	Y	NA
V test (30)	10 min	Y	Y	Y
G test (18)	7 min	Y	Y	NA
TOEIC (100)	60 min	Y	NA	NA

N.B.: The number in parentheses shows a total number of questions.

Y = the test was given, NA = not applicable.

1.3 Subjects

1) Recruiting participants

The participants in this study were recruited from the beginning of June, 2002, at a co-educational public university in Hiroshima, through English-related classes of my own and some other English classes taught by my colleagues. While voluntary participants were found, it was clearly informed, by distributing a flyer, that they would be paid for their participation, that they would be required to use English CALL material intensively, and that they had to take English tests three times according to an announced schedule, one of which was scheduled during a summer vacation.⁷

Participation conditions for the study were also addressed clearly in the flyer. They include 1) the participants should not have experience of staying in an English speech community or communities for more than 2 months, 2) they should not be studying at any kinds of off-campus private English schools including private tutorial training, and 3) their English proficiency should not be higher than 600 in the TOEIC score or than a pre-first grade level in the English qualification test of the Society for Testing English Proficiency (STEP).⁸

In about two weeks after the first call for participants, the number of volunteers reached 79, exceeding the intended 75 in the original design. Those who agreed to cooperate for this study were asked to read a consent form and to submit it by signing it. From these 79 volunteers, one student dropped out before the end of the study and 5 students were eliminated for the reasons mentioned in the next two sections. Thus, the final number of participants turned out to be 73.⁹

These 73 students confirmed were all non-English majors, being specialized in

International Studies (48 participants) or Information Sciences (25 participants). Their ages ranged from approximately 18 to 23 (20 freshmen, 29 sophomores, 8 juniors, 9 seniors, and 7 graduate students) with fairly well-balanced distribution in gender (33 male students and 40 female students). They had studied English as a foreign language for at least six years as a required subject in secondary school curricula, so they could be regarded as being either at a pre-intermediate or an intermediate level.

2) Placement tests

Table 7 summarizes the overall means and the results of other descriptive statistics of the TOEIC and the RVG tests.¹⁰

Table 7: Results of the placement tests

	N	M	SD	min	Max
TOEIC	78	53.2	10.61	28	75
RVG Test	78	47.5	13.92	7	82
Total	78	50.4	11.11	18	77

Participants' proficiency was expected to be influential for oral performance of this kind of experimental study; thus, their proficiency had to be measured carefully. In this study, this was determined by combining the scores of the TOEIC and the RVG tests. Their average scores are shown in Table 7, where the row of 'total' presents their average and related statistics.¹¹ Regarding the TOEIC, its raw score, rather than an idiosyncratic TOEIC score transformed from a raw score, was used by adding the raw score of the listening comprehension section (50 points in total) and that of the reading section (also 50 in total); thus, the full score of this test was 100. As for the RVG test score, total correct answers of each one of the three tests (see Table 6 above for the total number of questions for each test) were altered to a percentage point first (e.g., 66.7 if the correct answers of the RC test was 20 out of 30 questions), and then the percentage points of the three tests were averaged. The proficiency score, or the 'total' score, was finally obtained by dividing the total of the TOEIC score and the RVG test score by 2.

3) Adjustment for a balanced experimental design

Out of 78 applicants (excluding the dropout), 3 applicants were unnecessary to satisfy the balanced design of this study (see Table 1). As an elimination criterion, the proficiency scores were used, and the exclusion borderlines were set at a mean ± 2 SD point, i.e. 28.2 as a lower boundary ($50.4 - 11.11 \times 2$) and 72.6 as a higher one ($50.4 + 11.11 \times 2$). Exactly three volunteers were out of these ranges (i.e., outliers) – one volunteer higher than the upper boundary and two lower than the bottom boundary, and they were excluded from the subjects of this study.

After the elimination procedure, 75 participants were divided into 5 groups. In doing

so, the participants were first sorted according to their proficiency scores, and then every 5 students from the top were randomly assigned to one of the 5 groups to balance the proficiency level of the five groups.

The 5 groups were determined in this way, but later two students were noticed to be extremely unsuitable for the present study. This was revealed from a statistical analysis of their PD test scores (measured in different types of variables that will be illustrated soon below) that were far beyond the normal range of those of other students in the same group, so they could be regarded as being extremes. Since it was apparent that the data from these two subjects would distort the outcomes of this study, they were discarded from the subjects.¹² Table 8 summarizes the descriptive statistics of the proficiency scores of the 5 groups that were determined through these processes.

Table 8: Descriptive statistics of proficiency scores by group

	N	M	SD
G1	15	50.1	9.42
G2	14	50.6	9.99
G3	15	51.6	11.22
G4	14	50.2	10.43
G5	15	50.5	8.09

Statistical homogeneity of these 5 groups was tested by a one-way analysis of variance (ANOVA), and no significant difference was observed among them, $F(4, 68) = .057, p = .994$.

1.4 CS training program

1) Preparation for the program

The CS program of this study was computer-oriented from its beginning to the end, to purify the experimental conditions, i.e., to get rid of instructor variables. When the volunteer participants were called for, they were informed that holders of a personal computer were desirable as participants. Thus, the majority of them engaged in the CS program at home on their own computer, while 5 students with no personal computer used a computer at an independent study CALL room of their university.¹³

Prior to the program, a procedural guidance to explain, e.g., a training schedule and installation of ENGEL was held. A carefully worded manual for the program, which differed from group to group, was handed to participants at this guidance. At the guidance, all the participants were cautioned, both in the manual and in an oral direction, not to disclose their training contents to any students in other groups.

2) Experimental conditions of CS training – Used materials and program lengths

The 5 groups of this study were exposed to different experimental conditions (Table 9). First, of these 5 groups, the subjects in the Control group received no CS training; instead,

they only provided comparative data through Test 1 and Test 2. Despite the original plan, Test 3 was not given to this group due to a humanistic reason for not forcing them to humiliate themselves more than necessary by reiterating a test in which no change was obviously anticipated. In fact, no significant change in any of the variables tested was observed in this group at all from Test 1 to Test 2 (see Paper 3 in Chapter 3 for detail).

Table 9: 5 groups and experimental conditions

		ENGEL	
		full	half
Length	1 week	Group 1 (N = 15)	Group 2 (N = 14)
	2 weeks	Group 3 (N = 15)	Group 4 (N = 14)
Control (N = 15)			

The learners in the other four groups were exposed to two different experimental conditions according to the research design. These two conditions are related to the length of the program (1 week vs. 2 weeks) and an instructional approach of the training. The latter condition was controlled by two different versions of ENGEL (full vs. half). A fundamental difference between these sets of ENGEL is that the former places more emphasis on meaning-based instruction, where the concept of CS is explicitly presented. In contrast, the latter emphasizes practice of grammatical forms with no explicit instruction on CS. (See Paper 2 in Chapter 3 about the details of these two ENGEL versions).

Among the 4 experimental groups, the learners in Group 1 and Group 2 were requested to use the full and the half version of ENGEL, respectively, for a period of one week. In contrast, the students in Group 3 and Group 4 were directed to use its former version and the latter version, respectively, for 2 weeks. In this way, Group 1 and Group 3 on one hand, and Group 2 and Group 4 on the other hand, were placed under the same experimental condition in terms of the training material, but under the different condition in terms of program length.

3) Actual amount of program length

All the trainees were asked to use the assigned material at least half an hour a day, ideally about an hour every day. Instruction directions were included in ENGEL; thus, no face-to-face instructional aids, advice, whatsoever were offered to the participants, except for technical instruction for installing ENGEL on their computers and other technical problems.

Furthermore, the trainees were informed at the pre-program guidance that they had to submit a built-in log-file created in ENGEL immediately after the program. Temporal information, i.e., when they started ENGEL and how long they used it, was automatically recorded in this file. From this record, total days and hours that each participant spent on ENGEL was obtained, and Table 10 summarizes group means of these figures:

Table 10: Mean days and hours spent on ENGEL by group

	M		SD	
	days	hours	days	hours
G1	7.0	362.4	1.13	116.69
G2	6.6	270.7	0.65	121.99
G3	13.1	511.9	0.92	67.35
G4	12.2	455.1	0.97	95.06

Regarding the means in Table 10, the groups difference (tested by a one-way ANOVA) was significant in both the number of days and the amount of hours: $F(3, 54) = 193.792$, $p < .001$, and $F(3, 54) = 21.152$, $p < .001$, respectively. These significant differences were intentionally deployed and, thus, expected; however a thorough inspection of the log-records revealed that the mean studying hours of G1 was unexpectedly longer than its counterpart G2. The multiple comparisons (by Bonferroni) indicates, as shown in Table 11, that G1 is similar to G2 in terms of the training days, but that G1 is close to none of the other three groups in terms of the studying hours, spending more hours than G2 and fewer hours than G3 and G4.

Table 11: Multiple comparisons in days and hours (Bonferroni)

	Group	Group	Mean difference	<i>p</i>
Days	G1	G2	0.43	1.000
		G3	-6.13 *	0.000
		G4	-5.21 *	0.000
	G2	G1	-0.43	1.000
		G3	-6.56 *	0.000
		G4	-5.64 *	0.000
	G3	G1	6.13 *	0.000
		G2	6.56 *	0.000
		G4	0.92	0.066
	G4	G1	5.21 *	0.000
		G2	5.64 *	0.000
		G3	-0.92 *	0.066
Hours	G1	G2	91.69 *	0.040
		G3	-149.47 *	0.000
		G4	-92.67 *	0.037
	G2	G1	-91.69 *	0.040
		G3	-241.15 *	0.000
		G4	-184.36 *	0.000
	G3	G1	149.47 *	0.000
		G2	241.15 *	0.000
		G4	56.80	0.517
	G4	G1	92.67 *	0.037
		G2	184.36 *	0.000
		G3	-56.80	0.517

The unexpectedly long studying hours by the G1 students seem to be caused by tacit psychological pressure that they had felt – the obligatory pressure that they had to digest all the practice menus in the full version of ENGEL within a week. In contrast, the G2 learners could have completed all exercises in the half version of ENGEL within a week due to the constructional feature of ENGEL, i.e., an omission of pre-exercise reading scripts in the full version – the scripts that explicitly gives the concept of CS to the users.

This unpredicted outcome is undoubtedly disadvantageous for this purely experimental study. Nevertheless, this does not seem to be an ultimate failure since the program length of this study was found not to be a decisive factor for the entire program as shown later (see Paper 3 in Chapter 3 for a more discussion).

2 Variables examined in the PD tests

Oral responses elicited by the PD tests have been analyzed with regard to seven variables. They include 1) overall message quality (*mq*), 2) response time to initiate an utterance (*res*), 3) grammatical complexity of the utterances (*cplx*), 4) their accuracy (*acc*), 5) their fluency (*flu*), 6) use of CS (three subcomponent variables: *avoid* for avoidance, *apprx* for approximation, and *parap* for paraphrase), and 7) lexical varieties (two subcomponent variables: *tf* for lexical types of function words and *tc* for those of content words). Below are detailed explanations for each one of these variables.

1) Overall message quality (*mq*)

Message quality was defined in this study as effectiveness of the message produced to deliver the intended concept, and it was operationalized by two raters' assessment scores of utterances. In actual assessment, two raters scored each one of the twenty test items separately, using the pre-determined criteria listed in Figure 7 below. One of these raters was the author of this study, and the other was my research associate who was also an experienced language researcher. The transcribed data, rather than the original audio-taped data, were used for the actual rating. This was because the crux of the assessment was not to judge phonological correctness or accuracy but to appraise the quality of utterance contents, and the transcription was a better choice for this purpose because the raters would not be interrupted by phonological features.

A total score of one subject for one PD test was obtained by tallying up the scores of the 20 items, so a full score is 100 points (i.e., 20 items x 5 points). Table 12 shows an interrater reliability (in the Pearson correlation coefficient) between the two raters, and Table 13 presents the score balance between them (for example., in Test 1, there were 14 subjects whose total score was 3 points higher in one rater's result than that of his partner). Since the correlation coefficients of the two raters were so high that neither post-evaluation discussion nor score adjustments appeared to be necessary. Thus, their evaluation scores were simply averaged to determine the *mq* value for every one of the subjects.

Figure 7: Evaluation Criteria

<p>0 point: No meaningful utterance of the target item can be identified at all.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • (silent) • um... • this is... • he/she is... <p>1 point: Only a minimum bit of information is given in the description, but it is absolutely impossible to identify an intended item from the utterance.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • this is .. clothes [rag] • he is .. engineer [car mechanic] • she is nurse... [X-ray technician] • • this is look like cycling [tricycle] <p>2 points: The information included in the description is still very limited but better than 1. It is still extremely difficult to identify the target item.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • this is a car..dust carry [garbage car] • this cloth is used for cleaning [rag] • this is a sea animal [sea otter] <p>3 points: The description is rough, but it is almost possible to assume what the referent is, even though the assumption is not definite.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • this is cooking tool for soup [ladle] • this is bicycle .. children ride [tricycle] <p>4 points: The description is not perfect but fairly accurate, so it is almost possible to make an accurate identification of the referent.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • we often use this for cleaning our garden [rake] • ... kind of plant you can rise in desert [cactus] • this is used in the winter on the walk the snow [snow shoes] <p>5 points: The description is very accurate and satisfactory to identify the target item with no difficulty at all.</p> <p>(e.g.)</p> <ul style="list-style-type: none"> • this is a kind of hat worn by American students at a graduation ceremony [mortar board] • this is something like a towel and it is used to clean the table or the floor [rag]
<p>(e.g.) Overall evaluation example from 0 to 5 [rhinoceros]</p> <p>0 ... this is.....</p> <p>1 ... animal, ... this is animal</p> <p>2 ... this is big animal, this is a large animal with uh...</p> <p>3 ... this is a big animal and it has four legs and with a horn</p> <p>4 ... this is a large animal like an elephant and it is has a horn</p> <p>5 ... this is a large animal living in Africa and it is as large as an elephant but has a big horn on his face</p>

Table 12: Interrater reliability of two raters

Test	Correlation coefficient
Test 1	0.957**
Test 2	0.996**
Test 3	0.992**

N.B.: ** p<.001

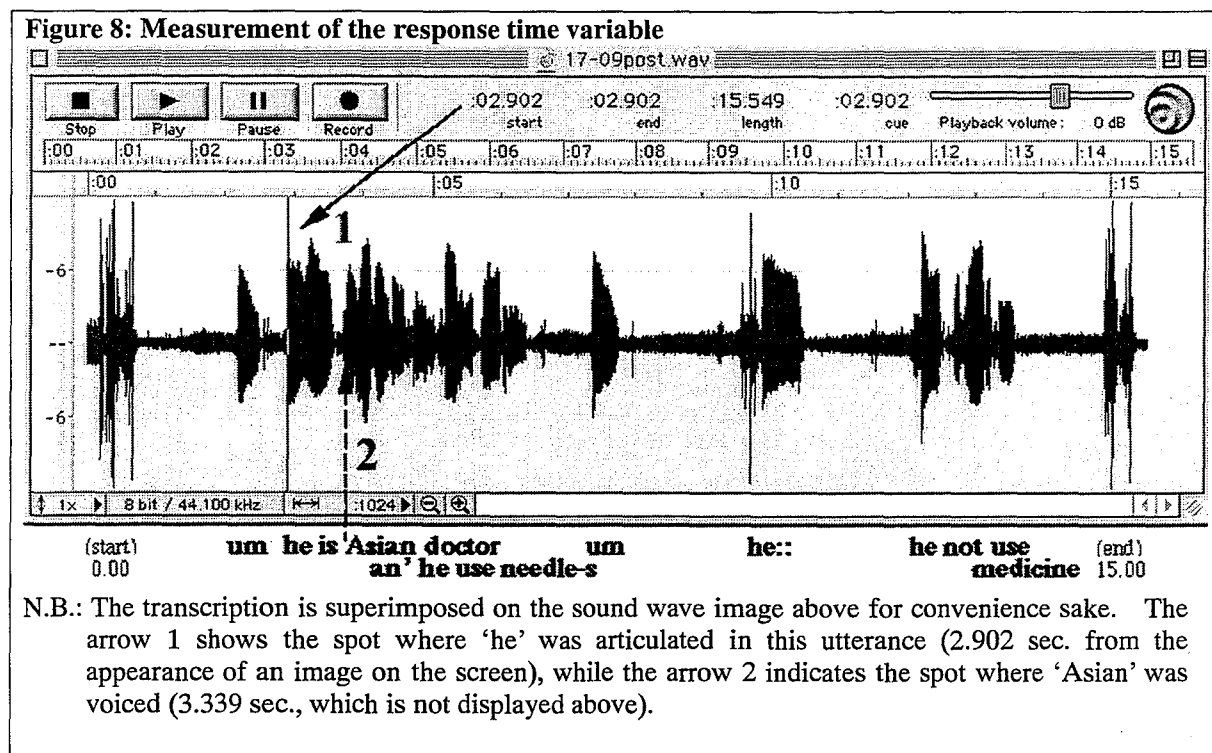
Table 13: Score balance between the two raters

Balance	Test 1	Test 2	Test 3
-5	0	0	0
-4	4	1	0
-3	3	0	1
-2	8	3	4
-1	6	4	17
0	10	14	13
1	13	22	9
2	15	18	11
3	14	11	3
4	2	2	2
5	0	0	0

N.B.: Balance = Rater 1 - Rater 2

2) Response time (*res*)

The temporal features of utterances were an important concern of this study. The tape-recorded responses were first digitized in order to process the data at a millisecond accuracy level. For actual processing, a sound processing application, Sound Studio 2.0.3, was used (Figure 8).¹⁴



Among various temporal features quantifiable in such variables as the amount of pause length and that of utterance time, this study examined how fast the learners would be ready to verbalize their intended concept in L2 and whether this processing time could be shortened by the CS program. This temporal feature was called 'response time (*res*)' in this study, and it was operationalized as the length of time from the moment that a PD image appeared on the

monitor screen to the moment that a test taker started describing it.

The *res* variable was actually measured at two spots on the visual sound scale of Sound Studio as shown in Figure 8. One was at the time spot where the first meaningful English word was uttered (the first ‘he’ marked 1 in the sample), and the other was where the first essential word attributable directly to the target item was voiced (the word ‘Asian’ marked 2 in the sample). These two were coded as *res1* and *res2*, respectively, in the actual data processing.

These two spots were considered to be necessary to mark since the first identifiable English word was not necessary an actual sign of utterance ‘ignition’. Let me detail this in the following example:¹⁵

(e.g. 1) (0.000)..... he (*res1* = 3.553) is...he (6.339) is... fix (*res2* = 7.361) that car...
[mechanic: T1, #17-06]

The subject of this utterance (Example 1) needed 3.553 sec. to articulate the first ‘he’ after watching an image; however, she was not truly ready to describe the image; thus, she repeated “he is” at 6.339 sec. once again after the first “he is”. This kind of utterance, which seems to be a sort of pause filler to indicate a start or a ‘sign’ of encoding processing, was commonly observed in many responses, and segments of this sort include such formulaic expressions as “this/it/he/she is ...” or “these/they are...”. For this reason, the second spot at which a substantial utterance directly describing the task image, was also marked – ‘fix’ at 7.361 sec. in the above example.

Once this measurement procedure was completed for each one of the 20 items, an average values for *res1* and *res2* were calculated for each subject. The response time was determined in this way, but only the *res2* variable (represented in *res*, hereafter) is used in the rest of this study. This is because it became clear, after a statistical analysis was done, that the correlation between *res1* and *res2* was remarkably high in each one of the three tests (in Pearson correlation coefficient, $r = .839, p < .001$ in Test 1, $r = .833, p < .001$ in Test 2, and $r = .887, p < .001$ in Test 3), and thus unnecessary to use both of them.

3) Grammatical complexity of the utterances (*cplx*)

An operational guideline was also necessary to measure grammatical complexity of the utterances. For this purpose, an AS unit, an utterance unit defined by Foster et al. (2000), was adopted in this study, rather than other procedural units that had been conventionally used in linguistic studies in the past, e.g., a T-unit and an idea-unit (see, e.g., Carrell, 1985; and Crooks, 1990, for an excellent review of these units).¹⁶

Based on segmenting rules of the AS unit, boundaries of the AS units and clauses were identified for each one of the transcribed utterances as in the following examples. In them, a single slash represents a clause boundary and a double slash an AS unit boundary:

(e.g. 2) // ah he is a kind of doctor / who ah cures people / to use needles // and . nnto .

an an Asian doctor, doctor // [acupuncturist: T2, #36-9]

(e.g. 3) // this is a small kitchen tool // this used / washing wash the bowl // [scouring pad: T3, #2-20]

The complexity value (*cplx*) was calculated in the following formula:

$$\text{Complexity} = \frac{\text{clauses}}{\text{AS units} + \text{clauses}} \times 100$$

In the above two examples, the complexity values are 50% in Example 2 [$2 \div (2 + 2) \times 100$] and 33.3% in Example 3 [$1 \div (2 + 1) \times 100$]. In the actual calculation of this variable for each subject, the total number of the AS units and that of clauses were summed up for the 20 description items, and the complexity value was obtained by applying this formula.

4) Accuracy of the utterances (*acc*)

Before explaining how accuracy was determined, it should be mentioned what aspect of accuracy was examined in this study. One possible procedure for analyzing utterance accuracy is to deal with grammatical accuracy in general by expanding the investigation targets to any kinds of grammatical errors. However, this method does not seem to be appropriate for the present study because its research interest was placed on specific grammatical items (verb forms) that were expected to be learned from the training, rather than non-specific items that would be learned coincidentally.

For this reason, the analysis attention was paid only to the finite and infinite verb forms in the responses. For its actual analysis, the AS unit was also used, and the accuracy value for each subject was calculated by the following formula:

$$\text{Accuracy} = \frac{\text{error free AS units and clauses}}{\text{AS units} + \text{clauses}} \times 100$$

In the following example, there are three verbs marked in boldface that fall under the analysis targets. Among them, two verb forms, namely, 'clean' and 'use', are ungrammatical; thus, the accuracy value for this example is 33.3% ($1 \div 3 \times 100$).

(e.g. 4) ... this is <T>bear-hand, bear-hand eh // when eh .. **clean** the garden .. / this use it .. this **use** [rake: T1, #78-4]

Accuracy rates were obtained objectively in this way; however, there is one crucial problem that was noticed while the grammaticality was checked. It is the problem indicated in a classical morphosyntactic study by Schachter (1974); that is, no errors are made unless items under investigation are used. Let us take a look at the following example for a better understanding of this:

(e.g. 5) . this is animal, // this is in sea [Sea otter?: T1, #56-11]

In a case like Example 5, we may conclude that the speaker of this utterance did not have grammatical errors at all, so the accuracy rate is 100% ($2 \div 2 \times 100$); however this conclusion is misleading since it is simply based on the segments where errors might not be common. In fact, our subjects made very few errors within a unit consisting of the copula 'be'. To avoid inaccurately higher and thus fallacious values, the number of AS units or clauses with a verb other than the copula was counted in this study.¹⁷

$$\text{Accuracy} = \frac{\text{error free non-'be' AS units and clauses}}{\text{non-'be' AS units + clauses}} \times 100$$

A grammaticality judgment of the entire utterances was performed by the first author of this report first. To raise its reliability, the judgment records were double-checked by an English native speaker who had adequate experience of teaching English to Japanese students. Since this was not an independent judgment by two raters, no interrater reliability was tested.

5) Fluency (*f*)

Fluency is another inextricable linguistic measure that has been argued in several studies (e.g., Brumfit, 1984; Lennon, 1990; Willis, 1996). In this study, the most feasible operational criterion, i.e., the total number of words for utterances or tokens was used.

For actual word counting, pause fillers (e.g., um, uh) and the indefinite articles ('a' and 'an') were removed first from the PD transcript as shown in Example 6.

(e.g. 6) ~~um~~ this is a animal // ~~ah~~ this animal is fast this animal is fast // and has has ~~ah~~ two legs and [ostrich: T2, #33-18]

Pause fillers were discarded since they can be looked upon as dysfluent non-words. The indefinite articles were ignored for a different reason. This was due to the practical difficulty of discerning them from Japanese (or English) pause fillers, e.g., 'a(:)' or 'a(:)n', all of which are common fillers that Japanese speakers of English use frequently in speaking English.¹⁸

After these segments were removed, the utterances were pruned by erasing such redundant segments as false beginnings, repetitions, hesitations, and slips of the tongue, as shown below.

(e.g. 7) ~~um~~ this is a animal // ~~ah~~ this animal is fast ~~this animal is fast~~ // and has ~~has~~ ~~ah~~ two legs and

After removing all these unwanted words, the total words were counted (12 words in the above example). In this way, the fluency value representing all the 20 referents was obtained for each participant.

6) Use of CS (*avoid, apprx, parap*)

Four different types of CS were distinguished in analyzing strategies that the subjects

applied to produce their utterances. The identification of these CS types depended mainly on a prototypical product-based CS taxonomy by Tarone (1977) and partially on the author's study reviewing CS taxonomies (Iwai, 1996).¹⁹

These four CS are *avoidance*, *approximation*, *paraphrase*, and *detouring* strategies:

(e.g. 8) *avoidance*:, this is ... , he is ...

(e.g. 9) *approximation*: . this is a . ship . large ship [ocean liner, T2, #65-2]

(e.g. 10) *paraphrase*: ah . . . he protect . . ah building . . all night [caretaker, T3, #35-12]

(e.g. 11) *detour*: ... he is graduate from ... university [mortar hat, T1, #32-18]

In brief, these four CS types have the following features. *Avoidance* is a strategy to give up an utterance either from the beginning (*topic avoidance*) or before achieving a communication goal (*message avoidance*). There seem to be several reasons for avoiding utterances (e.g., psychological and linguistic causes); however, no strict distinction is made in this study since most of the avoided utterances were due to the subjects' linguistic difficulty. Furthermore, *avoidance* in this study is used only for a lack of essential description of a target item.

Approximation and *paraphrase* are two of the most common achievement strategies. The former is the case in which an intended concept is expressed in a superordinate term. In this study, an utterance of a superordinate term with or without a premodifying segment (usually an adjective or adjectives) was regarded as the case of *approximation*.

All the other utterances were regarded in this study either as paraphrasing or detouring. The difference between these two strategies is whether the utterance is directly related to the attributes of the target items. In Example 10 above, the role of a 'caretaker' is directly described, while in Example 11, the description has nothing to do with the hat itself. Thus, the former was marked as the case of paraphrasing, and the latter as detouring. In the actual outcomes of coding CS used, only a small portion of the entire utterances were the case of *detouring*, 2.5% in Test 1, 0.3% in Test 2, and 0.5% in Test 3.

7) Lexical varieties (*tf*, *tc*)

Finally, lexical varieties in terms of lexical types were also examined. For this analysis, a distinction was made between types of function words (*tf*) and that of content words (*tc*).

In order to obtain *tf* and *tc* values, the pruned transcription was also used (Example 7 is repeated below).

(e.g. 7) ~~um~~ this is a animal // ah this animal is fast ~~this animal is fast~~ // and has ~~has~~ ah two legs and

Then, the transcribed data were processed by a lexical processing package 'v8an' (JACET, 2003).²⁰ As illustrated in Table 14, this package yields two different results – a summary

table that shows the number of lexical indexes (types) and tokens in 8 difficulty levels, and a list of lexical items with frequency counts.

Since the yielded outcome mixes content words and function words, they were separated manually to get *tf* and *tc* values for each subject after the transcribed data were processed by the lexical package.

Table 14: A sample of processed results by ‘v8an’

	level 1	level 2	level 3	level 4	level 5	level 6	level 7	level 8	over 8	cont. forms	proper nouns	non- words	total
indexes	24	6	4	1	1	0	0	0	1	0	0	0	37
%	64.87	16.22	10.81	2.7	2.7	0	0	0	2.7	0	0	0	100
tokens	92	8	4	6	1	0	0	0	1	0	0	0	112
%	82.14	7.14	3.57	5.36	0.89	0	0	0	0.89	0	0	0	100

level	word	freq.			
L1	animal	2		L2	snow
L1	bag	2		L2	truck
L1	be	26			
L1	big	1		L3	bicycle
L1	by	2		L3	clothe
L1	child	1		L3	soup
L1	clean	3		L3	spoon
L1	cup	1			
L1	fly	1		L4	used
	:				
	:			L5	waist
L2	engineer	1			
L2	graduate	1		L9->	insen

N.B.: This is a sample from one student (#1) in Test 1. Lines and some categorical names are added for visual clarity, and the word list is partially omitted and presented in two rows to save space.

In this section, the variables to examine the results of the PD tests have been explained one by one. Table 15 summarizes all these variables. As noted in the table, these variables are used, if necessary, with numerical cords 1, 2, or 3, to show a corresponding test session.

Table 15: Summary of all variables for the PD tests

Variable category	Code	Variable name	Score range
1 Message quality	<i>mq</i>	message quality	0-100 points
2 Response time	<i>res</i>	response time	0-15 seconds
3 Complexity	<i>cplx</i>	complexity	0-100%
4 Accuracy	<i>acc</i>	accuracy	0-100%
5 Fluency	<i>flu</i>	fluency in pruned tokens	word counts
6 Used CS	<i>avoid</i>	avoidance	frequency counts
	<i>apprx</i>	approximation	frequency counts
	<i>parap</i>	paraphrase	frequency counts
7 Type token ratio	<i>tf</i>	types function words	word counts
	<i>tc</i>	types of content words	word counts

N.B.: In the rest of this study, these variables are sometimes shown with numerical codes such as *mq1*, *mq2*, and *mq3*. These numbers represent test sessions. Thus, *mq1* for example, indicates an *mq* variable of Test 1.

3 Questionnaire survey

All the participants in this study was requested to join a questionnaire survey after they took Test 2, i.e., soon after they exposed themselves to the CS training. The purpose of this survey was to investigate how the participants evaluated the program itself and the materials they used in it.

The questionnaire consisted of 30 question items in 5 categories, each of which has 5 questions, except for the first category with 10 questions (see Table 18 below and Appendix 5 for the actual questionnaire). All of them were in a 5 point Likert scale format.

Students in the four treatment groups answered all the questions, while those in the non-treatment group answered only the questions in the first category, which asked them to rate the extent to which they felt change in themselves from the program. In addition to these questions in a Likert scale format, there was one open-ended question for the control group and four such questions for the four experimental groups.

This questionnaire being modified, another questionnaire survey was conducted in 2003, about one year after the experimental CS study that has been reported so far. During the two-year granted study (2002-2003) on which the present outcome report is complied, it was planned to update the ENGEL on the basis of the participants' evaluation in the first-year's experimental study. Upon doing so, ENGEL was released free to anyone (high school students and college students) who was interested in using it. It was distributed in a CD-ROM or via the Internet to approximately 300 Japanese EFL learners. The responses for the second questionnaire survey is still being continued while this report is being written, so only the results of the first survey are referred to in the next section.

4 Outcomes of all the tests and the questionnaire survey

Before closing this chapter, I would like to present overall outcomes of the PD tests, the RVG tests, and the questionnaire survey (the first survey).

4.1 Results of the PD tests

The descriptive statistics of the PD tests shown in Table 16 is only a minimum portion of the outcomes from the experimental study. Various types of statistical analyses are presently being performed, and the results from such analyses have been reported (e.g., Paper 3 in Chapter 3) and will be reported continually in our upcoming studies.

Along with the descriptive statistics, inter-variable correlations were also examined, and their results are summarized in Table 17. From this analysis, several interesting features can be identified. Among them, the most remarkable one is that the *mq* variable correlates strongly with most other variables other than the *cplx* and *acc* variables. This finding implies that L2 learners' competence for using grammatically complex structures and for constructing utterances accurately is not directly related to the quality of a message itself. This implication appears to be a piece of supporting evidence for the validity of Skehan's

(1996) theoretical framework, where he stresses that structural complexity, accuracy, and fluency of the utterances need to be examined one by one in order to investigate L2 acquisition.

Table 16: Descriptive statistics of all variables in the PD tests

category	variable	N	M	SD	Skewness	sd error	Kurtosis	sd error	s/sde	k/sde	sig
1 Message quality	mq1	73	22.6	8.319	0.621	0.281	0.633	0.555	2.2	1.1	.200
	mq2	73	42.7	15.831	0.071	0.281	-0.689	0.555	0.3	-1.2	.200
	mq3	58	43.4	13.831	0.166	0.314	0.120	0.618	0.5	0.2	.200
2 Response time	res12	73	6.93	1.881	0.674	0.281	0.183	0.555	2.4	0.3	.043
	res22	73	5.20	1.940	1.052	0.281	0.371	0.555	3.7	0.7	.000
	res32	58	5.08	1.708	1.142	0.314	1.267	0.618	3.6	2.0	.046
3 Complexity	cplx1	73	14.5	10.564	0.616	0.281	-0.207	0.555	2.2	-0.4	.084
	cplx2	73	15.3	11.043	0.993	0.281	0.668	0.555	3.5	1.2	.000
	cplx3	58	17.7	14.201	0.738	0.314	-0.570	0.618	2.4	-0.9	.008
4 Accuracy	trueac1	72	49.4	27.744	-0.277	0.283	-0.812	0.559	-1.0	-1.5	.200
	trueac2	73	65.1	25.640	-0.777	0.281	-0.052	0.555	-2.8	-0.1	.003
	trueac3	58	55.9	23.076	-1.265	0.314	2.659	0.618	-4.0	4.3	.008
5 Fluency	words1	73	113.8	39.864	0.475	0.281	-0.234	0.555	1.7	-0.4	.045
	words2	73	151.1	51.571	0.075	0.281	-0.723	0.555	0.3	-1.3	.200
	words3	58	145.1	42.633	0.230	0.314	0.403	0.618	0.7	0.7	.200
6 Used CS	avoid1	73	4.0	2.756	0.762	0.281	-0.024	0.555	2.7	0.0	.000
	avoid2	73	2.0	2.587	1.344	0.281	0.975	0.555	4.8	1.8	.000
	avoid3	58	1.2	2.258	2.747	0.314	8.667	0.618	8.8	14.0	.000
	apprx1	73	3.5	2.410	0.540	0.281	-0.063	0.555	1.9	-0.1	.002
	apprx2	73	2.8	3.163	1.262	0.281	0.676	0.555	4.5	1.2	.000
	apprx3	58	2.9	3.001	1.813	0.314	4.059	0.618	5.8	6.6	.000
	parap1	73	12.1	4.213	-0.577	0.281	-0.238	0.555	-2.1	-0.4	.000
parap2	73	15.1	4.874	-0.865	0.281	-0.297	0.555	-3.1	-0.5	.000	
parap3	58	15.8	4.070	-1.262	0.314	1.211	0.618	-4.0	2.0	.000	
7 Types	tf1	73	12.3	4.365	0.390	0.281	-0.761	0.555	1.4	-1.4	.022
	tf2	73	12.3	3.467	0.703	0.281	0.623	0.555	2.5	1.1	.006
	tf3	58	12.1	3.470	0.498	0.314	0.340	0.618	1.6	0.6	.045
	tc1	73	37.1	14.781	0.652	0.281	-0.151	0.555	2.3	-0.3	.087
	tc2	73	53.5	18.610	0.053	0.281	-0.529	0.555	0.2	-1.0	.200
	tc3	58	48.6	13.999	0.119	0.314	0.005	0.618	0.4	0.0	.200

N.B.: Abbreviations are as follows: M=mean, SD=standard deviation, sd error=standard error, s/sde=skewness divided by standard error, k/sde=kurtosis divided by standard error, sig=significance.

The statistical significance shows the results of the Kolmogorov-Smirnov's normality test.

The shaded areas indicate that the normality of the variable distribution is not guaranteed.

Table 17: Inter-variable correlation in the PD tests (Pearson)

Test 1	<i>mq1</i>	<i>res1</i>	<i>cplx1</i>	<i>acc1</i>	<i>flu1</i>	<i>avoid1</i>	<i>apprx1</i>	<i>parap1</i>	<i>tf1</i>	<i>tc1</i>
<i>mq1</i>	1.000									
<i>res1</i>	-0.683 **	1.000								
<i>cplx1</i>	0.386 **	-0.085	1.000							
<i>acc1</i>	0.358 **	-0.163	0.294 *	1.000						
<i>flu1</i>	0.862 **	-0.752 **	0.332 **	0.353 **	1.000					
<i>avoid1</i>	-0.798 **	0.794 **	-0.198	-0.254 *	-0.751 **	1.000				
<i>apprx1</i>	-0.495 **	0.353 **	-0.427 **	-0.211	-0.608 **	0.329 **	1.000			
<i>parap1</i>	0.820 **	-0.733 **	0.367 **	0.310 **	0.838 **	-0.843 **	-0.773 **	1.000		
<i>tf1</i>	0.706 **	-0.507 **	0.471 **	0.376 **	0.788 **	-0.489 **	-0.650 **	0.686 **	1.000	
<i>tc1</i>	0.850 **	-0.764 **	0.342 **	0.220	0.913 **	-0.744 **	-0.557 **	0.809 **	0.750 **	1.000

N. B.: *N* = 73, **p* <0.05 ***p* <.001

Test 2	<i>mq2</i>	<i>res2</i>	<i>cplx2</i>	<i>acc2</i>	<i>flu2</i>	<i>avoid2</i>	<i>apprx2</i>	<i>parap2</i>	<i>tf2</i>	<i>tc2</i>
<i>mq2</i>	1.000									
<i>res2</i>	-0.827 **	1.000								
<i>cplx2</i>	0.190	-0.156	1.000							
<i>acc2</i>	0.284 *	-0.151	0.007	1.000						
<i>flu2</i>	0.900 **	-0.809 **	0.061	0.291 *	1.000					
<i>avoid2</i>	-0.811 **	0.891 **	-0.191	-0.140	-0.746 **	1.000				
<i>apprx2</i>	-0.576 **	0.528 **	-0.158	-0.146	-0.704 **	0.411 **	1.000			
<i>parap2</i>	0.813 **	-0.823 **	0.212	0.169	0.862 **	-0.808 **	-0.867 **	1.000		
<i>tf2</i>	0.613 **	-0.511 **	0.213	0.322 **	0.692 **	-0.429 **	-0.593 **	0.615 **	1.000	
<i>tc2</i>	0.914 **	-0.825 **	0.138	0.268 *	0.942 **	-0.751 **	-0.629 **	0.817 **	0.703 **	1.000

N. B.: *N* = 73, **p* <0.05 ***p* <.001

Test 3	<i>mq3</i>	<i>res3</i>	<i>cplx3</i>	<i>acc3</i>	<i>flu3</i>	<i>avoid3</i>	<i>apprx3</i>	<i>parap3</i>	<i>tf3</i>	<i>tc3</i>
<i>mq3</i>	1.000									
<i>res3</i>	-0.736 **	1.000								
<i>cplx3</i>	0.190	-0.022	1.000							
<i>acc3</i>	0.349 **	-0.297 *	0.132	1.000						
<i>flu3</i>	0.909 **	-0.779 **	0.023	0.362 **	1.000					
<i>avoid3</i>	-0.647 **	0.762 **	-0.029	-0.281 *	-0.622 **	1.000				
<i>apprx3</i>	-0.502 **	0.519 **	-0.065	-0.383 **	-0.661 **	0.162	1.000			
<i>parap3</i>	0.738 **	-0.815 **	0.065	0.441 **	0.839 **	-0.679 **	-0.833 **	1.000		
<i>tf3</i>	0.743 **	-0.489 **	0.089	0.332 *	0.782 **	-0.355 *	-0.597 **	0.645 **	1.000	
<i>tc3</i>	0.896 **	-0.728 **	-0.001	0.326 *	0.949 **	-0.582 **	-0.587 **	0.763 **	0.797 **	1.000

N. B.: *N* = 58, **p* <0.05 ***p* <.001

4.2 Results of the RVG tests

Table 18 shows the results of the RGV tests. Since these tests were created by the researcher, the reliabilities of these tests were examined (by a Cronbach's alpha and a Gutman's split-half), and the results are displayed in Table 19. Fairly high reliability coefficients were yielded in both the RC tests and the V tests; however, the G tests do not seem to be adequate to test the participants' competence to manipulate grammatical structures.

4.4 Results of the questionnaire survey

The questionnaire survey is directly related to the general evaluation of the ENGEL project itself. Thus, its results are worth mentioning in this report, so they are reported more in depth than the results of the tests displayed so far.

Table 18: Descriptive statistics of the RGV tests

	N	M	SD	Skew	sd error	ratio	Kurt	sd error	ratio	Statistic	df	Sig.	
test scores	RC1	73	58.1	25.66	-0.045	0.281	-0.2	-1.141	0.555	-2.1	0.130	73	0.004
	RC2	73	67.0	25.31	-0.410	0.281	-1.5	-1.074	0.555	-1.9	0.149	73	0.000
	Voca1	73	25.4	12.97	0.637	0.281	2.3	-0.397	0.555	-0.7	0.131	73	0.003
	Voca2	73	57.6	22.56	-0.342	0.281	-1.2	-0.782	0.555	-1.4	0.094	73	0.178
	Voca3	58	54.0	17.50	-0.008	0.314	0.0	-0.597	0.618	-1.0	0.073	58	0.200
	Gram1	73	51.4	12.32	-0.182	0.281	-0.6	0.271	0.555	0.5	0.107	73	0.038
response time	Gram2	72	54.9	14.88	-0.371	0.283	-1.3	0.124	0.559	0.2	0.092	72	0.200
	Vres1	73	7.74	1.08	-0.746	0.281	-2.7	-0.096	0.555	-0.2	0.105	73	0.046
	Vres2	73	5.50	1.47	0.598	0.281	2.1	-0.259	0.555	-0.5	0.097	73	0.085
	Vres3	58	5.68	1.17	0.354	0.314	1.1	0.004	0.618	0.0	0.066	58	0.200
	Gres1	73	6.72	0.95	-0.335	0.281	-1.2	0.007	0.555	0.0	0.073	73	0.200
	Gres2	72	6.75	1.10	-0.691	0.283	-2.4	1.191	0.559	2.1	0.098	72	0.084

N.B.: Skew = Skewness; Kurt = Kurtosis; ratio = Skewness or Kurtosis \pm sd error

Distribution normality is examined by a Kolmogorov-Smirnov test.

One student did not take Grammar Test 3, so its $n = 72$.

Table 19: Reliability of the RGV tests

Test	N	Cronbach's alpha	Gutman's split-half
RC1	73	0.932	0.865
RC2	73	0.934	0.930
Voca1	73	0.643	0.712
Voca2	73	0.873	0.839
Voca3	73	0.663	0.694
Gram1	72	0.223	0.148
Gram2	72	0.491	0.364

Prior to main statistical analyses, response distributions of the questionnaire were examined, and it became clear that many of them were far apart from a normal distribution. For this reason, the analyses below are based on non-parametric tests. Furthermore, no advanced statistical analyses such as an exploratory factor analysis are conducted below since the question items were created with specific attention being paid to the premeditated five categories.

Let us reconfirm one more important principle of this survey, which was already mentioned above (Section 1.4). That is, the participants were carefully directed not to disclose the training contents to the learners of other groups. Therefore, it can be considered that their responses were solely based on what they actually did.

1) Results

Table 20 summarizes all the means of the ENGEL-full (E-f) and ENGEL-half (E-h) groups and the control (C) group, and of the results of statistical tests that examined group differences between the two ENGEL groups (a Mann-Whitney test) and among the three groups (a Kruskal-Wallis test). The means are also displayed visually in Figure 9 for our convenience to grasp response patterns.

First, regarding the first 10 items which asked to what extent the participants could be

aware of internal changes by exposing themselves to the program, the three groups yielded conspicuous differences in all of these items except for Q10. Particularly, the means of Q1 to Q9 in the C group were far lower than the other two groups (the responses for Q4 are reversed since it is a negative question), and their results of the non-parametric were extremely significant ($p < .01$ for Q5 and $p < .001$ for the other 8 items).

In the two-group comparisons between the E-f group and E-h group, significant p -values were also obtained in half of the ten items ($p < .01$ for Q1 and Q2, and $p < .05$ for Q3, Q7, and Q9). A weak significant tendency can also be observed in Q4 ($p < .10$).

These results evidently indicate that the students in the C group made an extremely negative judgment in their change in contrast to their counterparts. One comment to an open-ended question by a student in this group represents its general view well: "I vividly recognized that nothing could be changed by doing nothing" (#25). In all the items, the means of their responses were approximately from 1 to 2 (reversed in Q4), which means that they could feel no apparent progress in a two-month interval between the pre-test and the post-test and that they were not satisfied with their performance on the tests.

In contrast to the C group, the two treatment groups confessed a lot of positive changes in themselves, and in general the E-f learners self-evaluated their inner shifts higher than the E-h learners. The latter tendency is conspicuously projected on the items asking whether their lexical selections were facilitated (Q1, $p < .001$), whether they became less hesitated in their performance (Q3, $p < .05$), whether they became able to describe more details (Q7, $p < .05$), and whether they became less aware of L1 (Q9, $p < .05$). One more significant difference was observed, which was related to grammatical aspects (Q2). The E-h students were more positive, $M = 3.62$, to this question than the E-f students, $M = 3.13$, ($p < .01$).

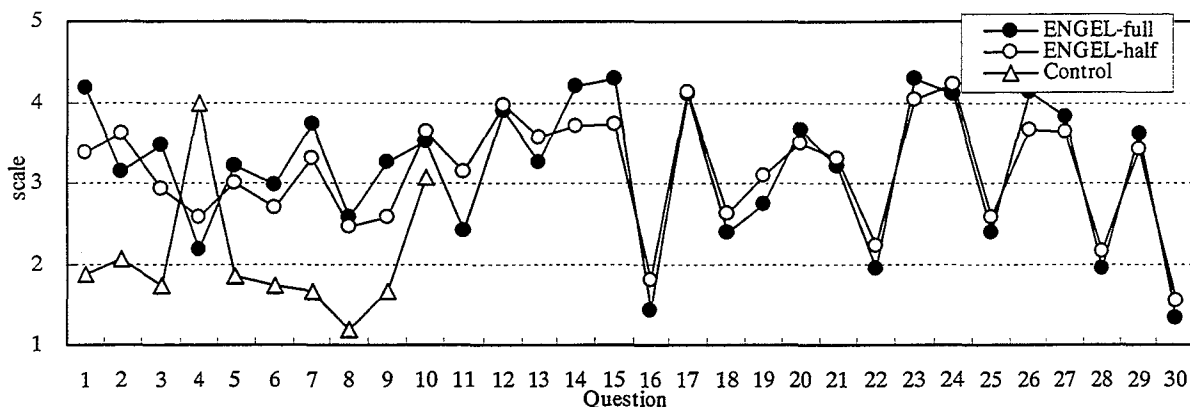
In contrast to these significant group differences, the program did not bring about any meaningful differences in the participants' confidence in using English (Q8; but notice that they self-evaluated this item far better than the C group), in a less floundering state (Q6), and in reduction of processing time (Q5). Regarding the last point, the obtained result revealed that the E-full students were more successful in reducing the response time than the E-half (see Table 2 on p. 63 in Chapter 3). Even so, the time reduction is a matter of a few seconds, sometimes less than a second, and this subtle shift could be hardly recognized by the learners.

Now let us shift our attention to the other categories. Among the other four categories, the second category yielded the largest number of significantly different items. The questions in this category asked the participants if they were aware of certain emphatic features of ENGEL. The results of their responses indicate that their perception matches fairly well with the researcher's intention. That is, the E-h users felt that emphasis was placed on grammatical learning more strongly than the E-f learners (Q11, $p < .001$), and the E-f students felt that how to use lexical knowledge for utterance and how to express one's idea were stressed more strongly than the E-half students (Q14 and Q15, $p < .001$).

Table 20: Response means of questionnaire items and group differences

Category	Group	M			2 group comparison		3 group comparison		
		E-f	E-h	Ctrl	Mann-Whitney test		Kruskal-Wallis test		
	N	30	30	15	U	p	χ^2	df	p
Awareness of changes in themselves	Q1 lexical judgement	4.17	3.37	1.87	206.5	0.000	38.990	2	0.000
	Q2 grammatical judgement	3.13	3.62	2.07	256.0	0.003	24.524	2	0.000
	Q3 no hesitation	3.47	2.93	1.73	294.0	0.015	27.316	2	0.000
	Q4 no change	2.17	2.59	4.00	332.5	0.085	22.677	2	0.000
	Q5 less time	3.21	3.00	1.86	390.0	0.471	14.973	2	0.001
	Q6 less confused	2.97	2.70	1.73	369.0	0.197	18.250	2	0.000
	Q7 detailed account	3.73	3.31	1.67	312.5	0.040	31.652	2	0.000
	Q8 more confidence	2.57	2.47	1.20	411.5	0.533	28.880	2	0.000
	Q9 less aware of L1	3.27	2.59	1.67	279.5	0.014	20.303	2	0.000
	Q10 grammatical accuracy	3.52	3.63	3.07	400.5	0.578	3.072	2	0.215
Emphasis of the training	Q11 emphasis on grammar	2.41	3.13		266.0	0.007			
	Q12 how to make use of grammar	3.90	3.97		424.5	0.661			
	Q13 emphasis on vocabulary	3.27	3.57		371.5	0.225			
	Q14 how to make use of vocabulary	4.20	3.70		291.5	0.008			
	Q15 to express my intention	4.30	3.73		259.5	0.002			
Impression to the training contents	Q16 not a new type of practice	1.43	1.80		347.0	0.087			
	Q17 necessary training	4.10	4.13		436.0	0.821			
	Q18 monotonous and boring	2.38	2.63		366.5	0.275			
	Q19 more interpersonal practice	2.75	3.10		339.0	0.184			
	Q20 weakness taken into account	3.66	3.50		370.5	0.521			
Actual learning	Q21 no problem to complete the program	3.20	3.30		429.0	0.743			
	Q22 wanted to quit	1.93	2.23		376.5	0.249			
	Q23 unafraid of making errors	4.30	4.03		391.5	0.344			
	Q24 good to study at my own pace	4.10	4.23		386.5	0.275			
	Q25 mechanical practice and tired	2.40	2.57		393.0	0.356			
Impression of the ENGEL in general	Q26 want to use ENGEL more	4.13	3.67		297.0	0.013			
	Q27 want to recommend it to others	3.83	3.64		359.0	0.300			
	Q28 unworthy of using it	1.93	2.14		355.0	0.360			
	Q29 can enjoy learning	3.62	3.43		394.0	0.503			
	Q30 shouldn't have been a participant	1.33	1.53		380.0	0.227			

N.B.: 2 group comparisons are made between the ENGEL-full and the ENGEL-half groups.

Figure 9: Group means of each questionnaire item

In the other three categories, the learners' evaluation was more or less the same between the two groups, except for two items, i.e., Q16 ($p < .10$) and Q26 ($p < .01$). Among these categories, the third category consisted of questions to find out what the learners felt about the training contents. In general, they had fairly good impressions, regarding the training

contents as being something that they had never experienced (Q16, notice that this is a negative question), as being necessary (Q17), but not as being monotonous or boring (Q18). An ironic result is that, in spite of the researcher's assumption that the E-h learners would be fed up with abundant grammatical exercises and, thus, they would feel that they were less necessary (Q17), they regarded that such grammar-based practice was absolutely necessary (Q17, $M = 4.13$).

Even though no significant group difference was obtained among the questions in the fourth category, the participants' responses are worthy of noticing. These questions asked the participants how they used ENGEL. Irrespective of which version they used, obviously the learners were not reluctant to expose themselves to the experimental self-training program in which they could study at their own pace. This is supported by indirect evidence that very few of the participants wanted to quit the training (Q22), and that they were not burdened to complete the program (Q21). Furthermore, they were not afraid of making errors (Q23) in this program. Since the program was held only on the computer, the researcher was anxious about the learners' fatigue and boredom. However, the responses to Q25 were below the central point of 3.0 in both groups, which indicates that their perception was rather promising, contrary to the researcher's worry.

Finally, the learners were requested, in the last category, to inform how they evaluated ENGEL itself. Among the five questions, a significant difference was obtained in Q26 ($p < .05$), which asked how much the ENGEL made the learners willing to use it more. This result seems to be a little contradictory to the preceding results of no significant difference in the third and the fourth categories, which are partially related to the evaluation of the used materials. The true fact might have been that the E-f learners were satisfied with the learning contents more than the E-h learners. This tendency is actually observable in other items like Q27 and Q29, even though their difference was not large enough to reach a significant level.

Last but not least, perhaps I should confess as a material developer and a program designer that the responses in the last question (Q30) were very pleasing. This question asked if they regretted their participation in this program, and their answers in both of the treatment groups were lowest among the entire questions in the survey ($M = 1.33$ for the E-f and $M = 1.53$ for the E-h).

Beyond my personal feeling, the result of this question seems to be comparable to the results of past empirical CS studies (e.g., Dörnyei, 1995; Hirano, 1992; Iwa, 1998), all of which reported that the learners were successfully motivated to engage in classroom exercises. No matter how pedagogically valuable or effective learning material is, it can be merely a white elephant if it is not welcomed by the learners. In past empirical studies that tested CS instructions, teachers were involved in the training itself; thus, it is by no means clear whether it was the material used or the teacher who stimulated the learners' motivation. In the present study, however, this is unarguable since there was no teacher's intervention. Thus, we can say that the materials developed in this study did not betrayed the voluntary

participants' expectation – the participants who must have been starved of studying English in some different ways from what they had experienced in the past. In this sense, we should note that these learners might have been more critical learners than average Japanese college EFL learners.

Notes of Chapter 2

- 1 The training material, ENGEL, was available as a CALL package. The participants were actually directed to uninstall it from their own computer after the CS program.
- 2 Power Point is a product by Microsoft Corporation.
- 3 The decision of 15 seconds for displaying a description image was due to an experiential reason rather than a theoretical one. In my grant-supported study (Iwai 1999, 2000a), a PD test in the same format as the present study was given to Japanese college EFL learners who were similar to the participants of the present study in their proficiency level and their English learning backgrounds. In that study, 30 seconds was assigned for describing each picture – twice as long as the present study. This amount of time for a simple picture description was too long since many of the subjects were obviously pressured to keep on talking for 30 seconds (despite a careful oral direction given prior to the test); thus, their description contained many unnatural segments such as overt repetitions, excessive deviations from a central focus, and redundant prolongations of utterances. The decision of the description time of the present study was finally decided after a small pilot study, while my previous experiences being kept in mind.
- 4 A classic method with a dice was used for this random distribution of the test items.
- 5 Needless to say, the main reason for purchasing one booklet for one test taker was not to infringe copyright. In addition to this reason, however, there was a financial reason for using the booklets. Honestly speaking, I was desperate to compensate for insufficiency of a grant stipend for this study, and I had to find an alternative way to test the participants. In using the booklet, the total cost could be reduced to about half of the official TOEIC.
- 6 Another possible solution for this problem was to give the tests in more than two days separately. However, this was not realistic at all since this study relied on volunteer participants whose academic years ranged too widely and class schedules differed too greatly to assign multiple days for different tests.
- 7 The gratuity was to encourage the participants to take part in the program actively and seriously.
- 8 All these conditions were preset to control learner variables in terms of inner variables, i.e., proficiency and language learning background, and of outer variables, i.e., any possible influence unrelated to the CS program of this study. Regarding their proficiency, the participants with high proficiency were unarguably not suitable for this study since their level would be too high to gain anything from the program. The decision of the proficiency threshold by means of the TOEIC and/or STEP criteria is, however, arbitrary since it is based on my experience of teaching English to Japanese college EFL learners and of similar empirical CS studies in the past (e.g., Iwai, 1999). Nonetheless, the adoption of these proficiency criteria seems to be by all means appropriate, judging from the results of analysis reported later in this chapter.
- 9 Those students excluded were, nonetheless, still invited to take part in the CS program itself since they responded to my call for the program, hoping to improve their English.
- 10 All the statistical analyses of this study were conducted by SPSS 10.0 for Windows.

- 11 The scores of these two tests were used to raise the reliability of the proficiency measure. The correlation between these two tests was $r = .633, p < .001$ in Pearson correlation coefficient.
- 12 Readers may wonder why they were not eliminated immediately after Test 1. This was, in fact, unfeasible at that time since a statistical analysis of the PD test could not be initiated until all the recordings for 75 participants were processed, for which more a few months were necessary, including transcribing utterances and obtaining temporal values.
- 13 The condition for the possession of a personal computer was simply for the trainees' convenience, since the program was planned during the summer vacation when the participants had no reason to come to school. Those 5 students were included with their consent of coming to school every day during the training period.)
- 14 Sound Studio is a shareware provided by Telt Tip Software. The detailed information is available on the following website: <http://www.feltpip.com/products/soundstudio/>
- 15 Codes in the square brackets after the example show 1) a target word, 2) a corresponding test session, 3) a subject identification number, and 4) an item number, and this format is used throughout this study. A dot '.' represents a pause of approximately one second.
- 16 There are several advantages in applying this method of analysis to the elicited data of this study. First of all, a primary focus of the AS unit is placed on grammatical structures, especially on verb phrasal structures such as infinitives and participle structures, which were to be trained through the ENGEL exercises. Second, this analysis unit was proposed to reduce the processing difficulty of handling L2 learners' oral utterances which tend to be full of ungrammatical segments and/or incomplete components. Furthermore, the analysis guideline of the AS unit presented by the proponents is coherent and unequivocal, compared with other linguistic units addressed in the past (see Foster et al., 2000 for a critical review of other units); thus, this unit was judged to be the most reliable and feasible.
- 17 In the actual data processing, accuracy rates were obtained in two different formulas shown in this section. The correlation between the two rates calculated in these formulas was examined (by a Pearson correlation), and it was significantly high in any one of the three PD tests: $r = .615, p < .001$ in Test 1; $r = .720, p < .001$ in Test 2; $r = .639, p < .001$ in Test 3. Throughout the rest of this study, the rates obtained by the second formula are used since they seem to represent the learners' actual performance better.
- 18 The use of these fillers is so common in spoken Japanese that transfer from Japanese may be the most probable cause of the frequent use of this filler, which indicates a possibility that these learners were processing their intended concept depending heavily on their native language.
- 19 There has been a long tradition in CS studies with regard to their theoretical and methodological approaches. Since this is an outcome report, rather than a journal paper, a thorough discussion on these issues is presented here. Those who are interested in them are invited to review some of my studies in the past, e.g., Iwai (1996, 2000a, 2000b).
- 20 This package is available in a CD-ROM of JACET 8000 (JACET, 2003). In actual lexical processing, the pruned transcription was first run on a concordance package 'MonoConc Pro 1.5' (Athelstan, 1999), which also has a function to create a word list. The data was reprocessed later after the JACET 8000 was released. The latter package was far more suitable and useful for this study.

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第3章 成果発表 – 学会誌論文 (Chapter 3: Research Outcomes – Publications)

<Paper 1>

Theoretical Controversies and Pedagogical Values in Teaching Communication Strategies.*

1. Introduction

The primary purpose of this study is to propose potential criteria to estimate the effects of teaching communication strategies (CS) and discuss why these criteria are necessary. Whether or not CS training should be incorporated into a second language (L2) classroom is the most recent controversial issue in CS studies. Some researchers are, in fact, against teaching CS (TCS) in L2 classes; however, our real intention of this study is not to reject the pedagogical values of CS training. On the contrary, it is to seek stronger theoretical grounds to support the benefits of CS training. For this purpose, we try to point out some shortcomings of the past empirical CS studies which confirmed the teachability of CS and discuss what other empirical evidence needs to be added to compensate for their inadequacies.

2. Literature Review

2.1 Interpretation of teaching effects

A: ... it's a big animal um .. it he has big big um [for a rhinoceros]

B: . thi ... they are cute animal .. used .. used in medical experience ...
they are cute brown animal [for a guinea pig]

Before getting into the main discussion, let us take a look at the two utterances above. They were produced by the same learner of English as a foreign language (EFL) at an interval of about a month, before and after an intensive self-training CS program.¹ On its surface, the response B has more information bits (Ellis, 1984) than its counterpart, so optimistic TCS proponents (see further discussion below) may conclude that the program was effective. However, we argue in the rest of this study that this conclusion is too simplistic without credible linguistic evidence, or evidence related to L2 learner's interlanguage, being offered.

* The detailed publication information is as follows. Iwai, C., & Konishi, K. (2003). Theoretical controversies and pedagogical values in teaching communication strategies. *CASELE* (The Chugoku Academic Society of English Language Education) *Research Bulletin*, 33, pp. 111-120.

A fundamental problem underlying the lack of linguistic evidence comes from the fact that there are no widely accepted criteria to determine the effects of teaching CS. Regarding this difficulty, Dörnyei (1995) argues that teaching effects can be interpreted either narrowly or broadly and that it would be more relevant to apply a broader interpretation to the evaluation of CS training (pp. 62-64). He has specifically listed six likely benefits of CS training, which include raising L2 learners' awareness of CS use and increasing the learners' willingness to take risks and to use strategies.

We have no objection to Dörnyei's methods of evaluation from a broader pedagogical perspective. In fact, many CS studies including this particular study by Dörnyei have reported L2 learners' motivational and participatory benefits (e.g., Hirano, 1992; Iwa, 1998).

In contrast to the broader interpretation of teaching, the narrower interpretation is still contentious with respect to the TCS issue. Thus, we would like to argue in this study that thorough discussions and investigations toward the effectiveness of TCS in the narrow sense are *sine qua non* for asserting the values of CS instruction. Our claim for this does not derive only from the fact that detractors of CS training depreciate pedagogical gains from performance-based practice (Kellerman, 1991; see below for a further discussion). Rather, we consider that essential and persuasive rationales would be overlooked if we do not insist on evaluating TCS within a narrower perspective of second language acquisition (SLA), that is, to what extent CS training can contribute to fostering L2 learners' linguistic competence. Before discussing this further, let us review how the TCS issue was brought up in CS studies.

2.2 Controversial issues of past CS studies

Along the maturing stages of CS studies in the last two decades, there have been at least three main controversial theoretical issues raised in them: a taxonomic issue at an early stage, a product versus process issue at an interim stage, and a pedagogical issue at the most recent stage. All of these issues seem to be derived from CS researchers' theoretical, or even epistemological, beliefs (see Iwai 2000 for a detailed review of these issues).

Regarding the pedagogical issue, Yule and Tarone (1997) refuted anti-TCS researchers, calling them the Cons against the Pros who were in favor of TCS. It is now well-known in CS studies that a teaching value of CS was unequivocally turned down by two CS researchers, Bialystok (1990) and Kellerman (1991, 1998), who represent researchers of the process-oriented CS group. Along with most other scholars in this group, they take it for granted that strategic competence is equipped already through L1 acquisition and, thus, unnecessary to teach CS formally (Dörnyei, 1995; Russell & Loschky, 1998). Furthermore, for the Cons teaching CS is of no practical use since they consider that it does not help learners alter their cognitive processing competence (Konishi & Tarone, forthcoming).

Against such demurring remarks is a promising assumption supported by product-oriented and/or pedagogically oriented CS researchers and practitioners, and recent evidence has shown that this assumption is a stronger theoretical claim than was intuitively expected at an early stage. For example, Tarone (1984) was initially speculative regarding TCS effects, stating that “such [CS] exercises do not claim to provide the sort of practice that will necessarily improve grammatical or sociolinguistic competence on the part of the learner” (p. 135). In her recent studies, however, she asserted its values with her colleague (Tarone & Yule, 1989; Yule & Tarone 1997) and indicated an important pedagogical possibility that “performance creates competence” (Yule & Tarone 1997: p. 29).

In the same vein, a majority of CS researchers expressed a similar fertile view of TCS. Its supporters include, just to mention a few, Dörnyei (1995), Dörnyei and Thurrell (1991), Konishi and Tarone (forthcoming), Liskin-Gasparro (1996), Salomone & Tarsal (1997), and Takatsuka (1996). Furthermore, Konishi and Tarone (forthcoming) consider that CS-based instruction can provide meaningful communication opportunities and effective linguistic practice to develop L2 learners’ grammatical competence, placing a special emphasis on EFL contexts.

Referring to these pros’ and cons’ studies, Iwai (2001) argued that teaching effects of CS should not be accounted for only in strategic terms (p. 38). Any conclusion on the TCS issue is premature, he warns, until relevant linguistic evidence in terms of L2 learners’ linguistic competence is shown. To obtain demonstrable evidence, he stressed that at least three steps needed to be taken. The first step requires comprehensive examinations of how CS-based instruction is conducted in L2 classrooms and how well currently used teaching materials reflect the research outcomes of CS studies. On the basis of such examinations, he considers that teaching materials specifically oriented for CS training should be created at the second stage, which can be followed, at the final stage, by a systematic empirical study to measure teaching effects.

Up to this date, however, the authors are rather hesitant to say that these developmental steps have been satisfactorily taken by past empirical CS studies. To afford a bird’s-eye view of the past TCS studies, the next section summarizes some of these studies and their main findings.

2.3 Review of studies related to the TCS issue

2.3.1 Examination of teaching materials

Regarding the first step in the preceding section, we have been unsuccessful in finding any particular study which examined CS training practice longitudinally or comprehensively at, for example, a high school level or a college level. The reason for this would be either that the research outcomes of TCS studies have not yet been acknowledged enough by language teachers or that some critical evidence to argue for

the pedagogical value of TCS is still missing to persuade those teachers. Judging from the fact that a large number of papers and books on CS studies have been published, we assume that the latter is the more plausible reason, part of which is also induced from the TCS studies on textbook analyses as discussed below.

In contrast to the lack of studies reporting actual CS training, we have found three contemporarily conducted studies on textbook analyses from CS perspectives. First, Iwai (2001) examined 21 English textbooks (published by seven different companies) for Japanese junior high-school students, and he found that almost no strategic exercises were given at either a lexical level (e.g., paraphrasing and approximation) or a discourse level (e.g., request for repetition and asking for clarification). Furthermore, the majority of exercises in these textbooks were highlighted to practice English resources by rote, regardless of the intended skill areas such as speaking and reading. The most implicational finding was the number of exercises to practice what learners want to say, which is the central concern for CS researchers. His investigation on this revealed that these meaning-oriented exercises consisted of less than 2% of the whole exercises in most of the textbooks examined (p. 37).

These findings from junior high-school textbooks are, however, not surprising at all once they are compared to Tatsukawa's (2000) in-depth examination of 8 Japanese high-school textbooks for Oral Communication A. On the basis of his findings, mainly from the analysis of interactive and discourse strategies, Tatsukawa (2000) concluded that "the examination outcomes are not satisfactory from the perspective of communication strategies" (p. 263: our translation).

In contrast to these two studies on Japanese EFL textbooks, Faucette (2001) chose English language teaching (ELT) materials published mainly by American or European publishers as her examination target.² Excluding 23 textbooks with no explicit entry of CS, she examined 9 ELT textbooks and 8 teachers' resource books, both of which are used widely and are likely to consist of sections related to strategic use of the language (p. 13). The analysis results were also disappointing for CS researchers because these ELT materials surveyed, especially textbooks, lacked effective CS activities (p. 27). It should also be noted that no adequate linguistic resources were offered, according to her, even in practice of, for example, lexical strategies.

2.3.2 *Production of teaching materials and syllabus designing*

The answer for the second step, i.e., production of teaching materials for CS, is rather obvious from the findings quoted in the proceeding section. One exceptional ELT material, which is a teachers' resource book in above-quoted Faucette's classification, would be *Conversation and Dialogues in Action* by Dörnyei and Thurrell (1992). This book introduces a large number of conversational routines and gambits (e.g., pause fillers); however, it is by no means clear to what extent these exercises based on formulaic patterns contribute to essential development of L2 learners'

interlanguage.

In contrast to such a general, wider approach to produce CS teaching materials, Konishi (2000), the second author of this study, stressed the necessity to produce them by scrutinizing native speakers' (NS) productive norms. He examined, in this study, syntactic and semantic patterns of utterances, taking into account attributive features of 17 referential items that were described orally by 30 American NS of English. In this way, he revealed common expressional patterns (e.g., pre- and post-modifying structures) and most commonly used superordinate terms. These findings were compatible with his dictionary-based study (Konishi, 1994). To raise the reliability of Konishi's (2000) study and to collect more fundamental data necessary to produce teaching materials for CS training, Iwai (2002) replicated Konishi's study and collected CS data for 40 concrete and abstract items from 454 English NS in the world via the Internet. Similar syntactic and lexical features were also found in this study.

Through these studies, we have emphasized that teaching materials for CS-based instruction should be created on the basis of empirical evidence (Iwai, 2002) and that baseline data, including syntactic and lexical resources, should be offered to L2 learners (Konishi & Tarone, forthcoming).³ By doing so, we believe that we can clarify not only how L2 learners' strategic competence (or awareness) is enhanced by CS training, but also to what extent linguistic items that would be necessary to make up for the learners' linguistic deficits are learned. It is in this sense that we have been repeatedly saying that a SLA perspective should be incorporated into the TCS issue.

Contrary to the serious lack of systematic production of CS textbooks, syllabi for CS instruction have been designed by, for example, Dörnyei & Thurrell (1991, 1992), Hirano (1992), Takatsuka (1996), Ogane (1998), and Nishimura (2000) (also see Iwai, 2000 for a detailed review on CS syllabi). We do not think that syllabus designing alone can be a complete solution for the TCS issue, but unarguably these are indispensable preparations for that goal.

2.3.3 *Empirical studies of CS training effects*

Before advancing adequate procedural struggles for the first and second steps discussed so far, various studies to examine teaching effects of CS empirically have been conducted mostly within the last ten years. These studies include Chimbanga (2000), Dörnyei (1995), Iwa (1998), Kitajima (1997), Labarca & Khanji (1986), Liskin-Gasparro (1996), Russell & Loschky (1998), Salomone & Marsal (1997), and Senda (1996).

Of these studies, Russell and Loschky (1998) looked for what they called "recommended" and "non-recommended" strategies for L2 instruction rather than actual teaching effects.⁴ Analyzing questionnaire response data from Japanese college EFL learners, they argued that "we need to encourage our students to use those strategies which benefit language learning" (p. 111), and that CS training can be valuable when

“(a) the strategies practiced in class are chosen for learning as well as communication value, and (b) the learners in question do not yet realize the value of using L2-based strategies” (*ibid*).

These concluding remarks by Russell and Loschky seem to be rather evident in themselves; however, it is not necessary so, especially regarding the first half of the condition (a) above since *language* learning mechanisms of CS training have been a secondary research interest and the effects of CS training have mostly been explained in strategic terms. That is, these studies have reported that CS training enables learners to be less frequent avoiders (e.g., Labarca & Khanji, 1986),⁵ to be more reckless risk takers (e.g., Kitajima, 1997), or to be more frequent and effective users of circumlocutions (paraphrasing or analytic strategies in some CS researchers’ terminology) or approximations (e.g., Dörnyei, 1995; Iwa, 1998).

Our critical question against these affirmative outcomes is whether the training programs they offered in these studies were useful to build up L2 learners’ linguistic competence itself. To clarify this question further, let us look at the next examples, which were also obtained from the same L2 learner before and after the CS training mentioned in Section 2.1.

C: this is kind of insect . this have four [for a ladybug]

D: this is a bird .. this have long foot this have .. nn long neck . this can't fly [for an ostrich]

Both of these responses may be analyzed, in strategic terms, as the case of circumlocution or a combination of approximation (‘insect’ in C and ‘a bird’ in D) and circumlocution. If their definition quality (Dörnyei 1995) is scored, the post-training utterance D is likely to be evaluated higher since it consists of more attributes of the target items, thus easier to identify the intended item. But can we conclude from this evidence alone that the CS training was effective?

The answer for this question may be positive if we take a *communicate-to-learn* perspective (Bruton 1999: p. 2), i.e., a pedagogical supposition that “learning evolves out of discourse constructed socially through the exchange of meanings/messages” (*ibid*). Ironically, however, we wonder if this supposition is true universally, even in a less socially constructed linguistic discourse as our EFL context being a typical example.

Furthermore, we wonder if we can estimate a true value of CS instruction appropriately without referring to recent theoretical and empirical debates on SLA. Referring to the utterances C and D above, this point may become clearer if we take a close look at their syntactic structures, grammatical accuracy, and lexical resources. We are not saying that these discussions are absolutely missing from all the empirical TCS studies quoted at the beginning of this section. On the contrary, Dörnyei (1995)

attempted to grasp the change of speech rate occurring from the pre to the post stages of CS instruction, and Senda (1996) and Kitajima (1997) pointed out the possibility that CS training would not be productive to help learners acquire new linguistic knowledge, despite clear gains of effective communication skills. However, such attempts are rather minor or secondary in the past CS studies.

To sum up, TCS studies have revealed a lot concerning language use and production in a broader sense; however, they have not yet done so enough in terms of L2 learners' language acquisition in a narrower sense.

3. Unsolved Questions of the TCS Issue from a SLA Perspective

Acknowledging the pioneer efforts of these TCS researchers in the preceding section, we now would like to address three unsolved questions of the TCS issue below. All of them have been reiterated in applied linguistics, especially to argue merits and demerits of communicative language teaching (CLT), so they may be nothing new to readers. However, we consider that these theoretical CLT issues are also important for the application controversy of teaching CS and, thus, they should be integrated into empirical studies of TCS.

In addition, we would like to mention in advance that our suggestions below are made along the same lines as the theoretical standpoint discussed in Iwai and Konishi (2002). In this study, we argued that two terms, 'strategic competence' and 'communication strategies,' had been used interchangeably in the past CS studies. As a result, several different types of strategies, such as strategies related to the lack of linguistic resources, to interactional discourse problems, and/or to pragmatic problems, were treated symmetrically without a serious attention being paid to their differences. To compensate for this theoretical inadequacy, we pointed out the necessity of distinguishing between these two terms and discussed the merits of applying the term 'communication strategies' only to language users' linguistic problems.

The first question that we would like to bring up here derives from a conventional but revived issue of a form versus meaning issue in CLT (e.g., Doughty & Williams, 1998; Muranoi, 2000). CS studies primarily concern with what a speaker intends to say, *viz.*, meaning. Therefore, it is by no means clear what influence meaning-focused CS instruction gives on L2 learners' linguistic forms. We cannot say, unfortunately, that the past TCS studies have answered this question adequately.

In an attempt to clarify the contributions of CS training to the form aspect of language, we consider that Skehan's (1996; also Foster & Skehan 1996) trichotomy of interlanguage shift, i.e., *accuracy*, *fluency*, and *complexity*, is worth adopting in TCS studies. Of these three, accuracy and complexity seem to be of great importance because we still know very little about the influence of CS instruction on them, even though past TCS studies show us that learners' fluency can be fostered remarkably by CS training (e.g., Dörnyei 1995).

The second question that we raise reflects a recent psycholinguistic dichotomy of *declarative* and *procedural* knowledge (de Bot, 1996; Marco, 1999; Multhaup, 1997; Robinson, 1989). Even if CS training has little to do with acquisition of new linguistic knowledge (see the preceding section for studies indicating this possibility), we should not forget to assess the procedural aspect of the knowledge. As college EFL practitioners, we often witness, in our English classes, learners who need impractically long processing time to produce even a short utterance. CS instruction may help them reduce processing time for language production, including pauses and hesitations. If this possibility is verified empirically, CS instruction can gain more supporting evidence.⁶ At the same time, this may need to be related to the issue of L2 learners' knowledge restructuring (Ellis, 1994; Johnson, 2001) and automatization brought by practice (Dekeyser, 1997; Robinson, 1997).

Our final indication is related to a series of general theoretical controversies in CLT. They include a debate on explicit versus implicit instruction (e.g., VanPatten & Cadierno, 1993), on input versus output hypotheses (e.g., Krashen, 1985; Swain, 1996), on assets of interaction or negotiation of meaning (e.g., Foster, 1998), and on effective tasks (e.g., Sheen, 1994; Yule, 1997). The TCS issue cannot be settled in isolation from these issues since it is directly related to every one of these theoretical and empirical issues of CLT.

4. Conclusion

With the craze for CLT in the last two or three decades, questions of the effectiveness of CLT on communication in L2 has drawn researchers' central attention. However, we know by now that excessive emphasis only on this aspect of language education potentially increases a danger of encouraging L2 learners to use fossilized expressions or classroom pidgin (Sheen, 1994).

In this study, we claimed that the pendulum of empirical TCS studies should not be swung only toward the direction of the communication per se. If we insist only on the communicate-to-learn aspect of CS instruction, Bialystok (1990) and Kellerman (1991) are probably correct since most adult L2 learners are already equipped with such strategic competence. Furthermore, we cannot say, in reality, that CS instruction has won all researchers' and practitioners' unanimous support as the results of CS studies on textbook analysis show (Section 2.3.1). One of the reasons for these unpleasant results for the proponents of CS instruction would be attributable to the fact that what L2 learners and teachers are zealous for is a method or material that is dually effective for communication and language acquisition. CS researchers should show empirical evidence for the questions raised in this paper before deciding on the effectiveness of TCS.

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Notes

1. These utterances were observed in our ongoing empirical CS study, in which oral data was collected from 78 Japanese college EFL learners in June and August, 2002, i.e., before and after an intensive CS training period. Each participant was requested to describe a picture image displayed on a computer monitor in given 15 seconds. A period in the transcription shows a pause of about a second.
2. We would like to thank Dr. Gabriele Kasper at University of Hawaii for providing us with the bibliographical information on this study.
3. In fact, our empirical CS training noted in 1 above was conducted by using a CS training material which we produced on the basis of these preliminary studies on NS norms. The produced material was named “ENGEL” (English Generative Learning), and we are hoping to report the details of this material soon.
4. It is not our purpose of this study to comment on each one of the recommended and non-recommended strategies; however, there is one recommended strategy that we cannot agree with the authors, namely, the strategy of word coinage. This may bring coincidental success in communication, but we feel that its contribution to the condition (a) is somehow doubtful.
5. The term ‘avoider’ is borrowed from Cohen & Olshtain (1993).
6. This has been partially confirmed in our ongoing empirical study mentioned in Note 1.

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<Paper 2>**Production of Teaching Material for Communication Strategies (CS):
Requisites to Settle a Pedagogical CS Controversy.******Introduction**

In this study, we make theoretical and practical proposals for applying the ample accumulation of research on communication strategies (CS) to second language (L2) instruction. Theoretically, we emphasize that pedagogical arguments in past CS studies have not yet answered essential questions adequately in terms of second language acquisition (SLA). Practically, we introduce teaching material that we produced specifically for the purpose of experimental CS training. The study itself does not introduce any new empirical evidence or data, and in this sense, it is preliminary in nature for our ongoing empirical study. Even so, we consider that a preparatory discussion is important to clarify central pedagogical issues of CS.

Literature Review – Main arguments over teaching CS

Whether CS should be taught formally in class or not has split CS researchers into two opposite ends of a continuum – those who admire CS instruction enthusiastically (the Pros) and those who reject it straightforwardly (the Cons: see Yule and Tarone, 1997, for details of this controversy). Blatant theoretical conflicts are not uncommon in applied linguistics, e.g., the well-known learning versus acquisition controversy; however, such an argument of ‘all or nothing’ in the issue of teaching CS (TCS) seems rather extreme. The Pros stress that performance through CS-based instruction contributes to the creation of competence since it triggers structural change in L2 learners’ interlanguage (IL) system over time, while the Cons counter this claim with the argument that such strategic competence is already acquired through L1 and is thus unnecessary to teach.

Although both of these extreme claims sound credible, they reflect neither empirical investigations nor actual classroom observations. To verify these claims, some researchers have attempted to settle this controversy empirically. Among them, Dörnyei’s (1995) study must be the most systematic and exhaustive. Presenting several pieces of empirical evidence, he tries to convince us that highly desirable effects can be expected to emerge from CS training in terms of not only the quantity of CS used but also their quality. Several other researchers supported this promising perspective

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on the basis of either empirical evidence they found (e.g., Salomone & Marsal, 1997) or their experiential or theoretical conviction (e.g., Konishi & Tarone, forthcoming).

Against such optimistic views, Iwai (2000, 2001) and Iwai and Konishi (2003) argued that the elicited empirical evidence was still too weak to justify TCS from the perspective of second language acquisition (SLA) and pointed out three major problems. The first is a methodological problem. The empirical evidence used for the argument has been obtained only from a pre-post test condition so that we do not know whether the training effects are ephemeral or long-lasting. Furthermore, the analysis has not been adequately undertaken in terms of linguistic *accuracy*, *fluency*, and *complexity* (Skehan, 1996), so we also cannot determine whether the effects involve linguistic competence or merely strategic manipulation. Kellerman (1998) is also critical in this respect (p. 98).

The second problem is theoretical. None of the past TCS studies revealed to what extent CS instruction contributed to the development of L2 learners' IL system, not to mention their declarative or procedural knowledge in L2 production. Nor have those studies tried to relate themselves to the recent SLA theories such as focus on form, the output hypothesis, and frequency effects on language processing (see Iwai & Konishi, 2003, for more detailed discussion on these issues).

The third problem is practical. In contrast to sophisticated theoretical and methodological knowledge in CS, concrete TCS proposals including teaching materials have been scarce. This unbalance state between theory and practice has been shown by studies of textbook analyses. For example, Tatsukawa (2000) examined English textbooks of oral communication for Japanese high school students. Likewise, Iwai (2001) investigated textbooks for Japanese junior high school students and Faucette (2001) general ESL/EFL textbooks. The conclusion of these studies are harmonious in that no serious attempt, except for a few ESL/EFL textbooks, has been made to integrate research outcomes of CS studies in these textbooks analyzed.

One implication from these textbook-based studies is that substantial teaching materials are needed to incorporate TCS into second language (L2) classes. For this reason, we attempted to produce TCS material, considering that it should be produced systematically and the produced material should be subjected to experimental use to test the validity of teaching CS. This material is called *ENGEL* (from *ENglish Generative Learning*)¹, and its production processes and features are described in the next section.

Production of the TCS material

What we did at the outset to produce the TCS material was to collect and analyze baseline data (for the necessity of such data, see Tarone & Yule, 1989; Kellerman, 1998). For this purpose, we referred to a series of Konishi's studies (see Konishi, 2001, for a detailed review of these studies), where he relied on dictionary definitions of 2000 lexical entries (nouns) as baseline data. The method of his studies was unique in that

he conducted an in-depth investigation into linguistic components of strategic expressions while most other researchers described CS in macro-cover terms representing features of surface linguistic forms or of psychological conceptual and linguistic processing.

In the dictionary studies, Konishi examined syntactic, lexical, and semantic structures of *paraphrase* (or *circumlocution*) – a compensatory strategy that is considered to be the most demanding linguistically and thus worth teaching (Salomone & Marsal, 1997). The most important implication of these studies is that paraphrasing expressions are by and large predictable. Thus, it was found, for example, that nearly all dictionary definitions (93.3%) had a syntactic structure of (PrM) + ST + PoM,² where PrM and ST consisted of mostly basic lexical items, e.g. “a deep hole which appears to have no bottom” (for ‘abyss’). In addition, the kinds of PoM components were not numerous, the majority of which were composed of such structures as relative clauses, postnominal participles, and infinitives. Semantically, it was also revealed that attributes of referred items were described dominantly in basic or *core* vocabulary (Tarone & Yule, 1989).

Acknowledging limitations of the dictionary-based studies, Konishi (2001) confirmed findings from these early studies by collecting oral data from 30 adult native speakers (NS) of English, who described 17 lexical items selected for this study. Although the numbers of respondents and tested items were not large, his confirmatory study verified the correspondence between the findings from the dictionary baseline data and those from the authentic NS data.

Iwai (2002) replicated Konishi’s (2001) study by making use of the Internet. He considered that a larger amount of baseline data was necessary not only to generalize Konishi’s findings but also to obtain a sizable number of linguistic resources that would be used for the intended CS teaching material. For these purposes, Iwai (*ibid*) increased the number of target items up to 40, including 8 items consisting of abstract nouns, and the 40 items were divided into 4 sets (10 items for each). Then, an e-mail request message was sent to people all over the world to collect responses until more than 100 NS responses were gathered for each set. This goal was reached in about one month from the beginning of the data collection, and consequently responses were obtained from a total of 454 NS (all respondents from non-native speakers were excluded). The collected responses were segmented into components of PrM, ST, and PoM to identify the syntactic and lexical resources necessary to produce the material (see Iwai, 2002, for detailed results).

In this way, the CS teaching material, ENGEL, was finally produced using the baseline data from Konishi’s studies and Iwai’s study. In short, this is a self-training computer package to facilitate L2 learners’ use of lexical CS. Some of the unique features of ENGEL are that 1) this package is composed of 6 buildup steps (below), and an explicit, deductive explanation is presented prior to practice sessions in each step; 2)

learners are guided to produce longer paraphrasing utterances, starting from utterances of fundamental superordinate terms (or headnouns in ENGEL) and eventually to those of complex clausal and/or phrasal structures on the basis of linguistic resources from the baseline data; 3) response time is controlled, and learners are directed to spend less processing time in each step as they advance in their practice sessions; and 4) learners cannot move to the next step unless they pass a required level of achievement. A learning log can also be recoded in a built-in file for later analyses.

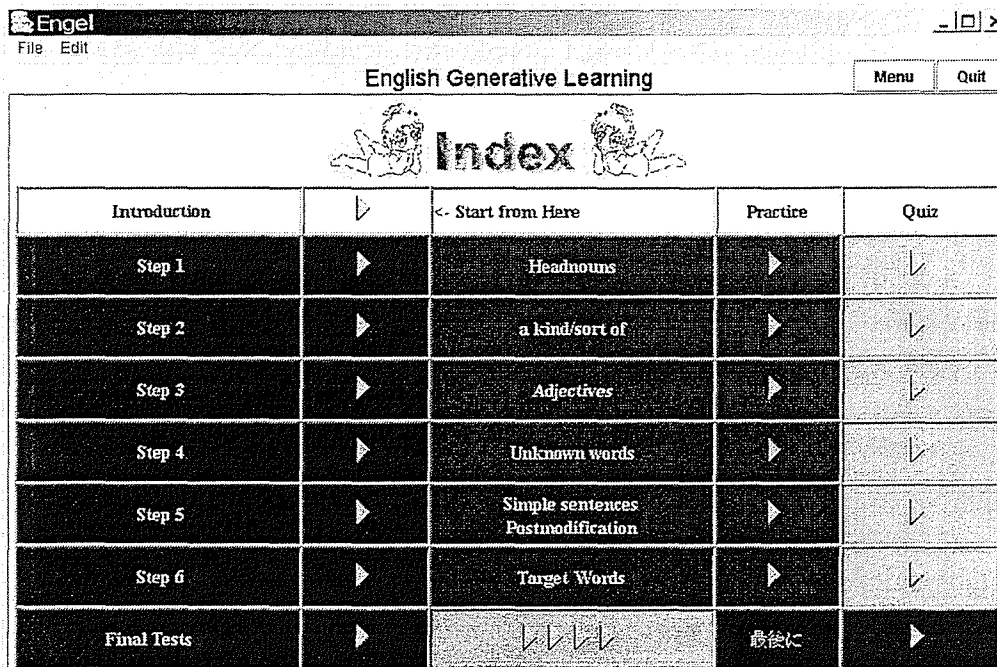


Figure: Menu page of ENGEL

Discussion and conclusion

Modeled after Dörnyei’s (1995) prototypical TCS study, several other researchers conducted similar empirical studies (see Iwai & Konishi, 2003 for a discussion of these studies). Despite their lucid accounts of gains in strategic language use, none of them, including Dörnyei’s study, seems to disclose how CS training can contribute to developing L2 learners’ communicative competence, especially grammatical competence.³ However, it is in this linguistic sense that the Cons (e.g., Kellerman, 1998) oppose the Pros.

We authors of this study are by no means trying to dissuade the Pros from pursuing the validity of TCS. On the contrary, we are hoping to obtain affirmative evidence to persuade the Cons. For this purpose, we consider that at least the following three conditions need to be met. The first condition is goal-orientation. Specifically, if our central aim of teaching L2 is to nurture practical communicative competence as has been emphasized in recent English education in Japan, we have to

prove that TCS trainees can verbalize their intended concept better and easier than their counterparts, ideally in an authentic context. The second condition is motivation. That is, we have to determine whether the proposed CS training provokes learners' willingness to study or not. This condition is inevitable since theoretical superiority does not always guarantee learners' satisfaction as we often witness in applied linguistics. The final requisite is linguistic acquisition, as stressed from place to place in this study. We wonder if teaching materials or methods that help L2 learners strategically but not linguistically can really meet L2 learners' needs in the long run. Unfortunately, empirical TCS studies have not answered this question adequately.

The purpose of our production of ENGEL is to investigate these three conditions, with special attention being paid to the third. The first condition relates to the ultimate pedagogical purpose of L2 teaching, so we would like to leave this condition until we finish investigating the latter two conditions. Regarding the motivational condition, we have, in fact, already captured positive evidence from users of ENGEL through a questionnaire survey. The desirable results of this survey are not, however, very surprising since they do not differ so much from the results of most empirical TCS studies in the past.

Finally, we are now investigating the third condition. In doing so, we consider that it is crucial to show to what extent CS training facilitates learners' use of lexical items and processing speeds, in addition to three linguistic factors (fluency, accuracy, and complexity) and strategic solutions. Past empirical TCS studies appear vague in terms of this third condition, which the Cons as well as language practitioners have thirsted for. Furthermore, teaching materials used for teaching CS should be made available to the public as we have done in this study, so that we can more accurately investigate the relationship between what is taught and what is learned and/or acquired. It is after taking these steps that we can prepare to argue the pros and cons of teaching CS in a more profound way.

Notes

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- 1 We would like to state clearly that we have no intention of advertising the produced material commercially at all. In fact, we decided to release ENGEL as a free open resource to promote TCS studies. Its download information is available at: <http://chiaki.intl.hiroshima-cu.ac.jp/>
- 2 The abbreviations are premodifying components for PrM, superordinate terms for ST, and postmodifying components for PoM.

- 3 Readers may attempt to refute our claim here by pointing out that Dörnyei (1995) succeeded in showing evidence for gains in CS quality. However, if such proponents read his paper carefully, they will note that 'quality' in his usage is determined by message quality rather than linguistic quality of trainees' utterances and the quality was judged by non-native English speaking evaluators (college English majors).

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<Paper 3>

Instructional Effects of Communication Strategies.***

Abstract: This study discusses a pedagogical issue of communication strategies (CS), which has splits CS researchers' views into two opposing groups. This issue is investigated through two independent empirical studies with an intraindividual perspective, on one hand, and an interindividual perspective, on the other hand, of CS. In each of these studies, experimental CS training was administered to Japanese college EFL learners. Combining the major findings, the entire discussion is directed toward a conclusion that these two perspectives are complementary rather than exclusive as Kellerman (1998) underscores. Furthermore, the study argues that it is premature to determine the pros and cons of the CS teachability issue without making adequate attempts to create a feasible strategy for strategies, including production of teaching materials and appropriate teaching methodology.

要旨 本研究は、研究者の意見を二分しているコミュニケーション方略(CS)指導について考察する。この問題を学習者内部の視点 (intraindividual perspective) と学習者外部の視点 (interindividual perspective) の両面から観察しようというのが研究の中心的課題である。これらの視点にそって、本研究では日本人大学生英語学習者に対して個別に行われた2つの実証研究について言及する。それぞれから得られた主な研究結果に基づき、Kellerman (1998) が主張するように、2つの視点は対立的というよりも補完的であることを論じる。さらに、十分なCS教材の作成や指導方法の構築を経ないでCS指導の是非を結論づけることは時期尚早であることを論じている。

Introduction

This study is concerned with a pedagogical issue of communication strategies (CS). Reflecting two contrastive theoretical frameworks (product- versus process-oriented theories), researchers' views on teaching CS are split into two – one that endorses strategy training (e.g., Yule & Tarone, 1997) and the other that rejects it straightforwardly (e.g., Bialystok, 1990). Proponents of CS instruction postulate that performance through CS-based instruction facilitates learners' L2 acquisition as a consequence of structural change in their interlanguage system over time, while its opponents argue that training in strategic competence is unnecessary since this competence is acquired through the first language.

*** Iwai, C., & Gobel, P. (Forthcoming). *Proceedings of JALT2003 - the 29th Annual International Conference on Language Teaching and Learning*. (To be published in November, 2004.)

Objectives of this study

Although both claims sound persuasive, they are based on neither empirical investigations nor actual classroom observation. Despite some marginal empirical results supporting CS teachability (e.g., Dörnyei, 1995), our understanding of this issue is still too limited to make any definite conclusion. In order to settle the issue, vigorous attempts to implement and assess CS instruction have to be made (Iwai, 2001) in terms of *intraindividual* and *interindividual* perspectives of CS use (Kasper & Kellerman, 1997: p. 3).

This study deals with these two pedagogical perspectives. To clarify our concerns, first we illustrate two empirical attempts – one based on the intraindividual perspective and the other on the interindividual perspective (Study One and Study Two, hereafter). These two contrastive perspectives could actually be complementary rather than exclusive as Kellerman (1998) underscores. With this emphasis in mind, we will discuss the importance of investigating 1) whether L2 learners' language competence (Bachman & Palmer, 1996) can be improved by CS instruction and 2) how we can make best use of CS instruction while taking individual and external factors into consideration. Combining findings from these two studies, we hope to highlight important implications for future CS studies and the pedagogical applications of CS.

Study One¹

Research questions

The purpose of this study was to investigate the effects of teaching intraindividual, lexical CS – strategies to cope with the explanation of unfamiliar vocabulary. For this purpose, the following two research questions are addressed:

- 1) Can intraindividual lexical CS training improve not only learners' descriptive performance in terms of message and strategic qualities but also their linguistic competence in terms of temporal (processing speed) and linguistic factors (accuracy, fluency, utterance complexity, and lexical knowledge)?
- 2) If the answer to the first question is positive, do different effects emerge from different teaching methods of CS?

To answer these questions, a genuine experimental study was conducted from June to November, 2002, during which an intensive CS training session was held for a period of one to two weeks.

CS training and Data collection method

Prior to CS training, CALL-based material to study and practice CS use, named *ENGEL* (*English Generative Learning*), was produced. In short, this self-training material is aimed at facilitating L2 learners' use of lexical CS, and it has the following three features. First, explicit explanations on CS are presented to the trainees prior to

exercises, so the material is explicit and deductive rather than implicit and inductive. Second, ENGEL consists of step-by-step buildups ranging from a practice of superordinate terms (approximation) to that of lengthy expressions (paraphrase), through which learners are supposed to develop their language competence as well as strategic competence. Third, the material controls learners' response speed to lessen the time they need to encode their intended concepts.

For experimental purposes, two ENGEL versions were prepared. One was with the features just mentioned (ENGEL-full or E-full), and the other with no explicit explanations on CS and with a central practice focus on grammatical exercises such as sentence combining (ENGEL-half or E-half).

The participants in this study were 75 Japanese college learners of English as a foreign language (EFL) at a lower intermediate level (TOEIC scores below 600). They were divided into 1 control (C) group ($N=15$) and 4 balanced-experimental groups ($N=15$ each originally: one outlier was eliminated from each of the two E-half groups prior to analysis) according to two experimental conditions (length of training: 1 vs. 2 weeks; and the material: E-full vs. E-half).

Intensive CS training was administered by using the two ENGEL versions at the beginning of the summer vacation. The training was scheduled at that time to minimize possible influences of other English classes. The training was also given in a computer-assisted format to reduce any possible effects from teacher variables, e.g., instructional skills (Chapelle, 2001). The participants used the material for about an hour each day and completed all the practice menus by the end of the training period. To encourage serious participation, they were paid.

Oral data were collected from all the participants in a picture description task as well as in other related task formats before (Test 1) and immediately after (Test 2) the training program, and from the participants of the four E groups 2.5 months after the program (Test 3). This study reports only the results from the picture description task, in which the participants described a set of 20 pictures (e.g., *acupuncturist*, *porcupine*, and *Ferris wheel*). These pictures displayed images whose English names the participants did not know and thus, they had to rely on CS to explain them. The description time was restricted to 15 seconds for each picture, and the entire oral test was controlled by a computer. All utterances were recorded digitally to examine temporal features, and subsequently transcribed for in-depth analyses.

The elicited data were analyzed in terms of seven variables including 1) overall message quality (*mq*: assessed in a 5-point Likert scale by two raters), 2) response time (*res*: from the moment that a task image appeared on a screen to the time that a test-taker initiated an essential description excluding false starts and filled pauses), 3) complexity (*cplx*: overall ratios of complex verb clauses or phrases on the basis of AS units, including relative clauses, infinitives, and participles; see Foster et al., 2000, for a description of AS units), 4) accuracy (*acc*: overall ratios of accurate use of verbs), 5)

fluency (*flu*: total counts of pruned words, excluding repeated segments, hesitations, and pause fillers), 6) strategies used (*cs*: frequency counts of *avoidance*, *approximation*, and *paraphrase*, separately), and 7) lexical varieties in types (*tf*: function words; *tc* content words). Due to space restrictions, the results of the descriptive statistics and statistical tests are shown only in the tables below.

Results

First, a longitudinal comparison was made for the entire E group ($N = 58$) and the C group ($N = 15$) separately by a paired *t*-test (for normally-distributed variables) or a Wilcoxon Signed Ranks test (for not-normally distributed variables). The results are shown in Table 1.

The pre-post comparisons were obviously in favor of the E group. This group marked significant gains in the variables of *mq*, *res*, *acc*, *flu*, *cs*, and *tc*, while the control group showed no substantial gains at all. In contrast to these variables, no significant change was observed in either group for two variables, namely, *cplx*, and *tf*.

Table 1: Comparison between the ENGEL group and the Control group

			M		SD		
			ENGEL (<i>n</i> =58)	Control (<i>n</i> =15)	ENGEL	Control	
1 Message quality	<i>mq</i>	T1	22.6	22.5	7.65	10.84	
		T2	47.4	24.8	13.55	10.43	
			$t = 18.742^{**}$	$t = 1.054$ n.s.			
2 Response time	<i>res</i>	T1	6.91	7.01	1.89	1.90	
		T2	4.57	7.63	1.35	2.01	
			$t = 10.913^{**}$	$t = .973$ n.s.			
3 Complexity	<i>cplx</i>	T1	13.8	17.4	10.80	9.38	
		T2	14.8	17.2	11.23	10.43	
			$Z = .004$ n.s.	$Z = .628$ n.s.			
4 Accuracy	<i>acc</i>	T1	46.4	60.6	27.31	27.40	
		T2	64.9	65.8	23.87	32.58	
			$t = 5.394^{**}$	$t = .353$ n.s.			
5 Fluency	<i>flu</i>	T1	114.4	111.1	39.24	43.53	
		T2	164.2	100.4	45.27	43.31	
			$t = 10.975^{**}$	$t = 1.202$ n.s.			
6 Used CS	<i>avoid</i>	T1	3.9	4.7	2.61	3.26	
		T2	1.2	5.4	1.60	2.95	
				$Z = 5.678^{**}$	$Z = .597$ n.s.		
	<i>apprx</i>	T1	3.7	2.9	2.46	2.13	
		T2	2.3	4.5	3.02	3.20	
				$Z = 3.277^{**}$	$Z = 2.304^*$		
<i>parap</i>	T1	12.1	12.4	4.22	4.32		
	T2	16.4	9.9	3.78	5.28		
			$Z = 5.508^{**}$	$Z = 1.858$ n.s.			
7 Type tokens	<i>tf</i>	T1	12.4	12.0	4.55	3.70	
		T2	12.5	11.7	3.45	3.58	
				$Z = .672$ n.s.	$Z = .221$ n.s.		
	<i>tr</i>	T1	37.8	34.7	14.21	17.12	
T2		58.3	35.0	15.63	18.06		
			$t = 12.352^{**}$	$t = .099$ n.s.			

N.B.: 1) T1 = Test 1, T2 = Test 2; * $p < .05$, ** $p < .01$. 2) Paired sample *t*-tests were applied to those variables whose values yielded a normal distribution. Otherwise, nonparametric tests (Wilcoxon Singed Ranks test) were used and their statistical values are shown in *Z*.

Next, the four experimental groups were compared in terms of the two experimental conditions (the length of the training and the material). The analyses were both cross-sectional (across groups) and longitudinal (Tests 1, 2, and 3), and a repeated

measures of analysis of variance (ANOVA) was run for each variable if its normality was assumed, or a Mann-Whitney U test if it was not. The results are summarized in Tables 2 and 3, respectively.

Table 2: Descriptive statistics and statistical summary of normally-distributed variables

Category	V	G	M			SD			ANOVA repeated measures	
			T1	T2	T3	T1	T2	T3	Tests*Week	Tests*ENGEL
1 Message quality	mq	f1	21.3	50.1	42.9	8.19	10.26	10.54	F = .747 n.s. df = 2	F=8.693** df = 2
		f2	23.6	54.4	51.0	5.47	12.79	14.45		
		h1	22.9	39.3	38.8	9.19	10.58	13.36		
		h2	22.5	45.0	40.5	8.05	16.12	14.71		
2 Response time	res	f1	7.32	4.13	4.89	1.97	0.52	1.15	F = .234 n.s. df = 1.798	F=5.047* df = 1.798
		f2	6.48	4.14	4.21	1.77	1.39	1.17		
		h1	6.91	5.12	5.70	1.79	1.22	1.96		
		h2	6.95	4.96	5.61	2.13	1.78	2.10		
3 Complexity	cplx	f1	10.8	16.2	16.0	9.14	12.54	14.22	F = .302 n.s. df = 2	F= 3.905* df = 2
		f2	14.8	21.4	25.0	11.66	13.09	15.94		
		h1	14.2	12.2	15.6	11.72	8.53	12.27		
		h2	15.6	8.8	14.0	11.06	5.35	12.55		
5 Fluency	flu	f1	110.7	167.7	140.7	44.22	39.65	33.10	F = .716 n.s. df = 1.744	F= 2.734 n.s. df = 1.744
		f2	116.6	176.0	161.3	31.28	49.22	48.54		
		h1	113.4	149.8	134.8	40.67	44.53	43.12		
		h2	117.2	162.0	142.9	43.65	47.91	44.15		
7 Type token (content words)	tc	f1	35.3	58.0	46.5	15.13	12.36	13.04	F = 1.917 n.s. df = 1.659	F= 2.546 n.s. df = 1.659
		f2	40.6	64.9	53.9	12.80	19.19	15.73		
		h1	39.8	52.6	47.7	15.13	13.59	13.36		
		h2	35.3	57.1	46.1	14.39	15.45	13.63		

N.B.: * $p < .05$, ** $p < .01$. V = variables, G = groups. f1 (n=15) = E-full x 1 week; f2 (n=15) = E-full x 2 weeks; h1 (n=14) = E-half x 1 week; h2 (n=14) = E-half x 2 weeks. The result of *tf* is not included in the table since its non-significant change was apparent from the pre- vs. post-test analysis.

Table3: Descriptive statistics and statistical summary of non-normally-distributed variables

Category	V	G	M			SD			Week			ENGEL		
			T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
4 Accuracy	acc	f1	49.5	59.2	54.4	27.84	25.54	31.02	370.0	385.5	406.0	321.0	320.5	383.0
		f2	51.3	59.5	54.9	30.84	28.81	15.01						
		h1	38.4	69.6	54.4	25.67	15.95	20.42						
		h2	46.1	72.1	60.2	25.42	22.23	24.76						
6 CS used	avoid	f1	4.4	0.3	0.5	2.67	0.59	0.92	362.0	410.0	329.0	387.0	160.5	205.5
		f2	3.5	0.5	0.1	1.85	0.92	0.35						
		h1	3.9	2.0	2.6	2.89	1.41	2.62						
		h2	3.6	2.0	1.9	3.10	2.22	3.15						
	apprx	f1	4.0	2.7	3.7	2.51	3.90	3.48	398.5	362.5	321.0	374.0	365.5	362.0
		f2	4.0	1.9	2.8	2.80	2.90	2.88						
		h1	3.1	2.6	3.2	2.38	2.90	3.29						
		h2	3.7	2.1	1.9	2.27	2.34	2.18						
parap	f1	11.3	16.8	15.9	4.51	4.09	3.80	406.0	353.5	315.0	392.0	290.5	362.0	
	f2	12.2	17.7	17.0	3.84	3.22	3.05							
	h1	12.6	15.3	14.1	4.29	3.91	5.07							
	h2	12.1	15.9	16.2	4.57	3.82	4.08							

Regarding the *week* factor (1 vs. 2 weeks), no significant interaction effect with repeated tests was observed for any of the seven variables. Thus, the one week difference in training length was not influential at all.

The *material* factor (E-full vs. E-half), on the other hand, triggered a significant group difference between the E-full condition and the E-half condition in three variables, namely, *mq*, *res*, and *cs* (avoidance and paraphrase, but not approximation).² More importantly, these significant differences were longitudinally maintained at Test 3 in two of these variables, i.e., *mq* and *res*, but not in *cs*.³

These results indicate that the material, i.e., the methodological factor, can be an influential factor for raising the participants' overall performance (*mq*) and processing efficiency (*res*). They also imply that temporary gains can be expected in CS use (*cs*); however, its longitudinal effects are doubtful as far as the training program of this study is concerned.

Study Two

Research questions

This study takes up the subject of listener clarification strategies in an EFL setting and effects of teaching them. The research questions in this study are as follows:

- 1) What kind of listener clarification strategies do the EFL learners use when performing interactive tasks?
- 2) Does clarification strategy use differ depending on L2 proficiency?
- 3) What effect does training in the use of clarification strategies have on university non-English majors' use of such strategies in interactive tasks?

CS training and data collection method

The participants of this study were 48 first-year Japanese university students at two proficiency levels determined by a CELT test (Table 4). They were non-English majors enrolled in compulsory English reading and discussion courses taught by one of the authors.

Table 4: Total participant assignment

Proficiency/Group	Experimental	Control
High (CELT above 160)	12	12
Low (CELT below 130)	12	12

Table 5: Study design

Week	1	2	3	4	5	6	9
Experimental Group	X	T1	T2	T3	T4		X
Control Group	X						X

N.B.: X represents pre- and post-tests.

Table 6: Definition and example of strategies taught

Strategies	Features	Examples
Positional reprise	The listener points out general parts or the narration that were not understood.	What was the first thing? Please repeat the last part. What did she do after...?
Forward inferencing	Using question words to ask for specific information the speaker has not yet given.	What happened? How much did you say? When does that happen?
Hypothesis testing	Listener tests understanding of the story to check schematic structure.	Oh, so you mean he ...? So after that she...?

Explicit and implicit instruction in clarification strategy use took place over four consecutive weeks during normal class time (Table 5), and three different kinds of target clarification strategies were taught: *positional reprise*, *hypothesis testing*, and *forward inferencing* (Table 6). The amount of time spent on instruction was approximately 40 minutes each week. All instructional activities were designed so that they did not resemble the tasks used for data elicitation tests, thus controlling for any practice or test-effect. The control group, as a placebo, received 40 minutes per week of instruction in skimming and scanning newspaper articles.

The study used a pre- and post-test design with three different tasks: a complete-the-pictures task, a spot-the-differences task, and a task which involved separating and organizing twelve pictures into three cartoon stories. The tasks were designed so that they could be performed in a narrative fashion, thus giving ample opportunity to use the target clarification strategies. The ambiguity inherent in the artwork further allowed for negotiation of meaning within dyads. Since the three tasks were quite different, the task difficulty across groups and proficiency levels was controlled by counterbalancing the tasks. All dyads were recorded and transcribed for analysis of strategy use. Descriptive statistics can be found in Table 7.

Table 7: Descriptive statistics

Task	Strategies	Mean	SD
Pre-test total		.0147	.0175
	Positional Reprise	.0006	.0015
	Hypothesis Testing	.0111	.0156
	Forward Inferencing	.0030	.0044
Post-test total		.0151	.0156
	Positional Reprise	.0010	.0028
	Hypothesis Testing	.0107	.0138
	Forward Inferencing	.0034	.0042

N.B.: All values multiplied by 100.

Results

A multivariate analysis of variance (MANOVA) was performed (alpha level at .05) on the dependent variable of strategy use. Independent variables were *group* (experimental and control), *time* (pre and post), *strategy* (*positional reprise*, *hypothesis testing*, and *forward inferencing*), and *level* (low proficiency and high proficiency).

The results of the MANOVA indicated a significant effect for the independent variable of *strategy*, $F(2,88) = 33.43$, $p < .000$. In contrast, there were no significant effects for the independent variables of *group*, *time*, and *level*, nor were there any significant interaction effects for any of the variables. These results suggest that there is a tendency for specific strategy choice (hypothesis testing) across groups regardless of the treatment and proficiency level of the participants.

To investigate these phenomena, a series of follow-up interviews with a set of the students in the experimental group was undertaken. During the interviews, students were asked how they would/did react to miscommunications both with native speakers of English (NSE) and with their peers. Most of the students who had had experience communicating with NSE reported the use of avoidance strategies (feigning comprehension) or global reprise strategies as the most frequent categories used. This was followed by lexical reprise, particularly if they felt they could elicit a Japanese translation from the NSE (as in the case of teachers or NSE friends in Japan). Regarding miscommunication with their peers, the interviewees reported a reliance on Japanese as a problem solving tool during class time (rather than ask for clarification) and a tendency towards global reprise strategies outside of class. These remarks suggest that the participants tended to prefer certain kinds of CS, regardless of language.

During the second wave of interviews, the participants were asked about any memorable communication problems they have had, in English or in Japanese. This data provided further evidence of the participants' reluctance to engage in strategies that they may feel are "high risk" or "low return." The term "high risk" is used here to describe communication strategies that would either put the onus of comprehension on the speaker or that may contribute to more detailed explanations, which in turn may lead to more communication breakdown and possible loss of face.

Discussion

In each one of the empirical studies above, we set separate research questions, so we would like to deal with them first. Regarding the first study, the answers to the two research questions are both positive and negative. A positive aspect comes from the finding that the CS training was quite promising for all variables, except for the *complexity* variable. However, we cannot say that the CS-oriented instruction is unconditionally superior to grammar-based instruction. Among the variables tested, the effects on the *cs* variable were temporal, and more importantly, three of the most essential linguistic variables, *complexity*, *fluency*, and *accuracy*, were not significantly

affected by CS-based instruction. The answer to the research questions, especially for the second question, is rather negative in this sense.

The second study clarified that, just as learning style preferences are related to cultural background, strategy preferences may be related not only to task types, but also to cultural background and social constraints. More precisely, the answer to the first question is that students tend to use low risk strategies when asking for clarification and that this tendency is seen regardless of proficiency and training (research questions 2 and 3, respectively). Such reluctant use of interaction strategies by Japanese students may be largely due to their preference of passive learning style (e.g., Fujiwara, 1990; Tinkham, 1989). That is, passive learning styles may emphasize less overt risk taking on the part of the student. Clarification strategies as a group and the *forward inferencing* strategy in particular may be seen as risk taking. Indeed, these “higher level” strategies suggested by Rost and Ross (1991) could be considered riskier than the “lower level” strategies such as global reprise, and this is the pattern of strategy use identified among the participants in this study.

The results of the two studies provide no concrete solutions regarding the teachability of CS, but rather, shed light on the following three points in terms of the pedagogical issue regarding CS. First and foremost, the studies clarify why the two perspectives of intra- and inter-individual CS are inevitable. On one hand, task-based interactions may be stressed if the purpose of CS training is placed on enhancing learners’ actual use of L2. On the other hand, we should always be aware of how such class activities contribute to nurturing their internal linguistic competence. The opposite is also important. If the intraindividual aspect is overemphasized, we may ignore the fact that language use is primarily interactive. These two perspectives have to be taken into account in a balanced manner when teaching CS.

Second, both studies revealed that teaching CS cannot be separated from instructional and contextual conditions. The first study suggests that the training effects are affected by the instructional material and that further efforts would be necessary to maintain the training effects. The second study implies that preferred strategies may depend to a large extent on cultural factors, so that introduced strategies should be carefully chosen for efficient instruction.

Third, the most important implication from these two studies is the necessity of a *strategy for strategies*. As stated in the introduction of this study, the teachability issue of CS has been mainly argued on the basis of researchers’ past experiences, rather than on the basis of empirical evidence. These disputes are rather intuitive, and this motivates us to emphasize that a strategy for strategies, i.e., our efforts to create different types of teaching materials and to construct teaching methods according to learner needs and idiosyncrasies, has been inadequate. Through our attempts in this study, we feel that there is still a lot of ground for CS researchers to cover, both empirically and pedagogically.

Conclusion

Readers of this study might have the impression that our attempt to intermingle two contrasting perspectives is excessively bold. In this respect, we honestly admit that more meticulous examinations are necessary for the perspectives discussed. While acknowledging this theoretical shortcoming as well as other methodological inadequacies, we believe that the contribution of this study to the body of CS research is an important one in reassessing the teachability issue of CS and promoting more in-depth empirical studies to conclude this issue. It is not too late to determine the pros and cons of the CS teachability issue and come up with a feasible *strategy* for strategies.

Notes

- 1 This study received the following two grant supports: the 2001 Special Research Grant at Hiroshima City University (Research Code 1704) and the 2002-2003 Grant-in Aid for Scientific Research C (Research Code 14580306) offered by the Japan Society for the Promotion of Science. Sincere gratitude is expressed to the anonymous committee members of these grants.
- 2 In the table, the *cplx* variable also shows a significant difference. However, a follow-up investigation revealed that this result was not confirmatory.
- 3 In fact, these results were obtained by post-hoc tests. The detailed results are omitted due to space restrictions.

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研究記録 (Research Records)

- 付録 1 (Appendix 1) 研究教材使用モニターの募集
- 付録 2 (Appendix 2) 参加同意書
- 付録 3 (Appendix 3) The ENGEL Project 参加モニター学習マニュアル
- 付録 4 (Appendix 4) 実施テスト
- 付録 5 (Appendix 5) アンケート調査ウェブサイト
- 付録 6 (Appendix 6) 収集データ (PD テスト) 一覧

付録 (Appendix) 1 (一部省略)

英語教材使用モニターの募集

はじめまして、私は国際学部の岩井千秋と申します。現在、私は文部科学省科学研究費の助成を受け、英語のスピーキング用教材開発の研究を行っています。すでに教材開発は終了し、今度はその教材の使用効果を調べる実験研究を計画しています。

そこでこの実験研究に参加してくれる有料モニター（研究アルバイト）を募集します。英語で話すことに自信のない方を大いに歓迎します。具体的な内容は以下の通りです。

モニターとして協力をお願いする内容

- 1) 事前英語テスト（約 120 分）への参加
- 2) 本研究で作成した教材（コンピュータソフト）を使って約 2 週間勉強。（1 日 1 時間程度：自宅にコンピュータのある方は自宅で勉強できます。それのない方は語学センターのコンピュータを使っていただきます。）
- 3) 事後英語発話テストへの参加（約 60 分程度）とアンケートへの協力

謝礼 参加者には、次のとおり謝礼と教材を差し上げます。

- 1) 謝礼（交通費込み）約 X 千円～Y 千円（ご協力いただく内容によって若干異なります。）
- 2) TOEIC 用練習問題（市販の教材、Z 円相当）
- 3) 本研究で開発した ENGEL という英語学習教材（Mac/Windows とともに可）
- 4) 英語の実力アップ

モニターとしての参加資格

- 1) 英語圏に 2 ヶ月以上の長期間滞在をしたことのない方
- 2) 現在英会話学校に通っていない方
- 3) 英語の発話が思い通りにできない方
（英語検定準 1 級以上、TOEIC 600 点以上の方はご遠慮ください。）
- 4) 8 月中旬～下旬に大学に来られる方（1 日ほど大学に来て、1 時間程度のデータ提供にご協力いただきます。）
- 5) 最後まで責任をもって協力してくれる方。（途中で投げ出されては困ります。）

モニター期間（ご協力をお願いする期間です。）

- ・英語テストの実施 6 月中旬～下旬の放課後一日（120 分程度）
- ・教材を使用しての英語学習 8 月～9 月の都合のいい時期に 1～2 週間程度
- ・事後テスト 教材使用后都合のいい日時に一日（1 時間程度）

ご参加いただく方の個人情報（研究以外の目的以外で使うことはありません）は、個人名を公表することは絶対にありません。

申し込み方法

モニターをお引き受けいただける方は、次のようにメールで申し込みをお願いします。

・メール or 携帯電話から次のアドレスに申し込み： iwai@intl.hiroshima-cu.ac.jp
・申し込み内容： 1) 氏名、2) 学部、3) 学年、4) メールアドレス（できれば携帯アドレス）
申し込みいただいた方には、準備が整い次第、初回の集合時間などの詳細をメールで折り返しお伝えします。

以上、ご協力よろしくお願いいたします。なお、申し込みは、先着 80 名様に限定させていただきます。あしからずご了承ください。

広島市立大学国際学部教授
岩 井 千 秋

※詳細説明を希望される方は上記メールアドレス、または電話 082-XYZ (直通) にお問い合わせください。

付録 (Appendix) 2

参加同意書

本研究は平成 14・15 年度、文部科学省科学研究費の助成によって広島市立大学国際学部教授、岩井千秋が研究代表者（以下「研究者」）として行う研究です。研究への参加は、あくまでも参加者（以下「被験者」）の自由意志によるものであります。被験者には、これから行う研究で以下にまとめている学習とデータの提供にご協力いただくこととなります。以下の文章をよく読んで、この研究に参加することに同意する場合のみ、最後の署名欄に署名をし、研究者にご返却ください。

研究目的： 本研究の目的は、開発教材の使用効果を実証的に調べようとするものである。研究者は、被験者に対して研究目的以外のためのデータの提供や研究参加を強要することは一切行ってはならない。

被験者から収集するデータ： 本研究では、上記の研究目的のため、研究者は英語の発話や文法、語彙などに関するデータを開発教材を使用して行う学習の前後に被験者から収集する。収集データは、分析用スクリプト（録音テープの書取り）を作成する際には研究補助員がこれを行うが、収集したデータを研究とは関わりのない他人に見せたり、使わせたりしてはならない。個人名を公表したり、本研究の目的以外でこうしたデータを使用することも一切行ってはならない。また、データ分析時のみならず、本研究を論文として公表する場合にも、個人情報公開することは一切許されない。

被験者の参加条件：

- 1) 被験者は本同意書に署名の上は、責任をもって本研究に参加し、やむを得ない事情でない限り、途中で参加を取りやめることのないよう努力する。
- 2) 被験者は、教材使用期間中は決められたメニューに従って学習を行う。
- 3) 本研究は実験研究であり、与えられる教材や学習方法は必ずしも被験者全員が一律ではない。どのような教材や学習方法が指定されてもそれに不服を言わず、研究者に協力する。

被験者謝礼の支払いについて： 本研究の被験者には謝礼が支払われる。支払いの日時、場所、方法については研究代表者の都合に任せることとする。ただし、支払いが平成 14 年 12 月までに行われない場合には、被験者は研究代表者に直ちに支払いを要求できることとする。

その他： 本同意書に記載されていないことで、研究代表者と被験者の間で相談が必要な場合には、お互い協力し合うこととする。

平成 14 年 6 月 19 日
研究代表者
広島市立大学・国際学部教授
岩 井 千 秋

本研究の趣旨を理解し、参加することに同意しますので、以下に署名いたします。

平成 14 年 月 日

研究参加者（被験者）学籍番号（ ） 氏名 _____

The ENGEL Project 参加モニター学習マニュアル July, 2002

(ENGEL Project は本研究の通称です。)

お 願 い

[すべてのモニターの皆さんへ]

モニターとして研究にご参加いただきありがとうございます。重ねてお礼申し上げます。

すでにお伝えしましたが、本研究の目的は、皆さんの英語の発話に役立つ教材開発とその効果を実証的に調査することにあります。皆さんは、自分の英語の発話力を高めることを望んで本研究に参加してもらっているはずですが、もちろん、できるだけこのご要望にお応えすべく教材を作成してきたわけですが、研究の性質上、多かれ少なかれ実験的な条件に従って英語学習を進めていただくことをご了解ください。一部の方には、希望通りではない学習をしていただくことになるかもしれません。しかし、研究終了後には、全員が同じ条件で学習したことになるよう調整していく予定ですから、しばらくの期間辛抱してください。

特に次の点について、ご理解、ご協力ください。

- 1) 実験研究の目的にそって、皆さんをいくつかのグループに分けました。グルーピングは6月に行った事前テストの結果を統計処理して決めたものであり、私情をはさんで決めたものではありません。(ここで言う統計処理とは、グループ間に違いがないことを示しておくためのものです。) どのグループに当たっても、どうか不満を言わずご協力ください。
- 2) グルーピングの目的は、それぞれに異なる学習をしてもらうためです。学習効果を調べるための手法とご理解ください。そこをお願いですが、自分がどのグループに属しているか、他のグループのモニターには絶対に言わないでください。各グループのメンバーは、別紙で個人的にお伝えします。同じグループの人とは、情報交換をしていただいても構いません。
- 3) モニター期間終了後に事後テストを行います。内容は前回のテストと同じです。しかも、今回は TOEIC のテストは行いませんから、約30分間で終了です。テスト期間を数日間設けますから、都合のいい日を選んで、必ずテストを受けてください。

以上、よろしくお願ひします。

●以下、グループ別学習マニュアル

(Group 2 以降は、Group 1 と異なる箇所のみ表示)

[Group 1 用]

皆さんには次の条件で ENGEL を使った学習をしていただきます：

使用教材：	ENGEL Version F (CDに "F" と書かれています。)
学習期間：	1週間 (6日～7日)
学習開始日：	8月7日以降 (それ以前に ENGEL を開かないでください。)

教材をインストールしたら、次の点によく注意し、ステップ順に学習を進めてください。

- 1) 最初の画面に ENGEL のイメージキャラクターが出てきますから、この画像をクリックして「メニュー画面」を開いてください。
- 2) ENGEL は学習を段階的に進めていただくため、メニュー画面から勝手に先に進めないようになっています。(ピンク色のボタンの箇所はOKです。)
- 3) メニュー画面は主に次の3つからなっています。
 - (a) 説明画面 (画面左端の Introduction, Step 1～6 の説明) -- 各ステップの要点を日本語で解説しています。しっかり読んで練習を始めてください。
 - (b) 練習画面 (画面右側の Practice の箇所) -- 練習画面には PreEx と RealEx の2種類があります。PreEx は、そのステップの学習内容について具体例を示し、学習内容を確認したり、必要項目を覚えたりします。RealEx では発話時間を短縮するための練習を行います。最初は早いと感じるかもしれませんが、スピードに慣れるまでしっかり練習してください。一度学習した箇所は、何度でも繰り返すことができますから、納得いくまで練習してください。
それから練習画面では次の3色によって練習内容を区別をしています：
 - 青 (まだ進めない練習問題)
 - 黄 (すでに学習済みの練習問題、何度でも繰り返し可)
 - 赤 (次に学習可能な練習問題)
 - (c) クイズ画面 (画面左端の Quiz の箇所) -- 各ステップの終わりにはクイズ画面があります。80点、90点などのようにあらかじめセットされた合格ライン以上の得点を出さないと先には進めません。でも、テストは何度でも受けられます。合格したテストでも、復習を兼ねて繰り返しテストを受けても構いません。クイズは楽しんでチャレンジしてみてください。
- 4) 学習期間内に、できるだけすべてのステップに合格できるよう頑張ってください。期間内にすべてのステップを終えた場合には、また最初から学習をはじめてください。モニター期間中は、繰り返し ENGEL を使ってください。
- 5) 指定された学習期間は、できるだけ毎日教材を使って学習を行ってください。一日30分～1時間程度を目安にしてください。一度にまとめて勉強するということがないよう呉々もよろしく願います。
- 6) 個人個人の学習記録は学習終了後確認できるようになっています。極端に学習時間数が少ない場合、あるいは学習期間内の学習にムラがある場合 (一日にまとめて学習したような場合) は、研究条件を満たさなくなり、実験データに支障がでます。そのような場合には、モニターをお断りせざるを得なくなります。どうかお願いする学習内容をよく守ってください。
- 7) その日の学習を終えたら、別紙の「学習時間記録表」に学習の開始、終了時間を記入しておいてください。

- 8) 途中で止めたくなるときには、どこで止めても結構です。ENGEL はどこまで学習が進んだかをきっちりと覚えています。
- 9) コンピュータを使った学習ですから、間違っても恥ずかしいと思うことはないし、何度でもやり直しができます。そういうコンピュータの利点を活かして学習を進めてください。

[Group 2 用]

皆さんには次の条件で ENGEL を使った学習をしていただきます：

使用教材：	ENGEL Version H (CDに "H" と書かれています。)
学習期間：	1 週間 (6 日～7 日)
学習開始日：	8 月 7 日以降 (それ以前に ENGEL を開かないでください。)

[Group 3 用]

皆さんには次の条件で ENGEL を使った学習をしていただきます：

使用教材：	ENGEL Version F (CDに "F" と書かれています。)
学習期間：	2 週間 (12 日～14 日)
学習開始日：	教材配布後、ただちに。

[Group 4 用]

皆さんには次の条件で ENGEL を使った学習をしていただきます：

使用教材：	ENGEL Version H (CDに "H" と書かれています。)
学習期間：	2 週間 (12 日～14 日)
学習開始日：	教材配布後、ただちに。

[Group 5 用]

教材を使っただけの学習を期待して参加してもらっていると思うので、誠に申し上げにくいのですが、皆さんには実証研究で言うところの統制群の役を演じていただきます。分かりやすく言うと、モニターとして参加してもらっている間、意図的に教材を使わずにいていただくという役割です。この研究の目的である教材効果の調査には、どうしても統制群が必要なんです。どうかご理解ください。

もちろん、研究期間が終了したら他のグループの人たちと同じように、開発教材を無料で謹呈いたします。さらに、モニターとして参加していただくわけですから、当然謝礼はお支払いします。(ただし、学習時間に制約されない分、謝礼が他のグループの人たちと若干少なくなります。ご了承ください。)

事後テストについては、他の被験者と同じように参加してください。別表の事後テスト日程の中から都合のいい日を選んでテストを受けていただくようお願いします。

それからこれは最初のページでもお願いしましたが、皆さんは統制群のメンバーであることを、同じグループのメンバーと話すのは構いませんが、他のグループの人には言わないようお願いいたします。

●モニター期間終了後の案内 (全グループ共通)

1. 事後テストのご案内

モニターとしての学習期間を終了したら、参加者全員に事後テストを受けていただきます。テストの日程は次の通りです：

日程：	8月19日(月)、20日(火)、21日(水)、23日(金)		
時間：	午前の部	10時～	の1回
	午後の部	1時～、3時～	の2回

■希望する日程を別紙の希望調査表に記入しておいてください。(個別には配布しません。)未定の方は、決まり次第メールでご連絡ください。

■これらの日程、時間帯でどうしても都合がつかない場合には、できるだけ早く岩井に直接ご連絡ください。

2. 学習記録ファイルの提出

ENGEL には学習記録(ログ)がファイルとして残されるようになっています。モニター期間終了後には、このファイルを次の方法で提出していただきます。

a) メールへの添付ファイルによる提出：以下のファイルをメールに添付して岩井宛お送りください。 iwai@intl.hiroshima-cu.ac.jp

b) フロッピーによる提出：a)の方法が無理な方は、フロッピーにファイルをコピーし、事後テストを受ける日に持ってきてください。フロッピーは用が済み次第お返しします。

3. ファイルの場所

提出していただくファイルは次のところにあります。根気よく順番通りに探してください。

デスクトップ上の「マイコンピュータ」 --> 「ローカルディスク (C)」 -->

「Program Files」 --> 「korinkan」フォルダ --> 「Engel Folder」 -->

「Preference」フォルダ --> この中に Engel Prefs と ProgressRecord という2つのファイルがあります。提出していただきたいのは **ProgressRecord** のファイルです。これをフロッピーにコピーしてもってきてください。

フロッピーへのコピー方法

わからない方は、個別に対応しますから遠慮なく岩井にお尋ねください。

メールでのお問い合わせ： iwai@intl.hiroshima-cu.ac.jp

電話でのお問い合わせ：082-830-1637 (office), 082-848-3886 (home)

※Group 5 の皆さんには、特に提出物はありません。事後テストだけを受けていただければ結構です。なお、ENGEL の教材は時期が来たらお渡しますので、それまでお待ちください。

●事後テストマニュアル (省略)

●事後アンケート

テストが終わったら、アンケートにお答えください。インターネット上でお答えいただきます。Post-Test フォルダの中に「アンケート」がありますから、これをクリックして、事後アンケートに進んでください。Group 5 の方はアンケートが異なりますから、注意してください。

●延期事後テスト

皆さんには、もう一度事後テストを受けていただかないと私の研究は完了しません。テスト時間は今回と同じように 60 分程度です。時期はあえて予告しませんが、だいたい 4 ヶ月以内だと思っておいてください。具体的日時はメールでご案内いたします。今回と同じように、1 週間程度のテスト期間を放課後に設けます。都合のいい日時を選んでテストにご協力ください。

●ENGEL アンインストールのお願い

インストールしていただいた ENGEL を一端コンピュータから削除（アンインストール）していただきます。インストール同様、アンインストールは簡単に行えます。次の要領で行ってください。

- 1) スタートボタン --> 「設定」 --> 「コントロールパネル」 --> 「アプリケーションの追加と削除」の順に進む
- 2) その中に ENGEL がありますから、これを選択してください。削除するかどうかを尋ねるメッセージが出てきますから、これに従って、削除してください。
- 3) JAVA も同じ方法で削除できます。しかし JAVA はインストールされたままでも何の問題もありません。どうしても削除を希望する方は、「アプリケーションの追加と削除」の箇所で JAVA を選んで、同じように削除してください。

●最後のお願い

上でご案内したとおり、延期事後テストを数ヶ月内におこないますが、それまでは ENGEL のことは忘れてください。つまり、ENGEL を再インストールして勉強しないでください。なぜそんなことをお願いするのかもしれないかもしれませんね。理由は、最終テストの後でお話します。

付録 (Appendix) 4

●実施テスト一覧

Picture Description Test	Test 1 - 20 items	p. 80
	Test 2 - 20 items	p. 81
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Relative Clause Test	Test 1 - 30 items	p. 83
	Test 2 - 30 items	p. 84
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Vocabulary Test	30 items	p. 86
Picture Description Test	Test 1 (20 items)	p. 88
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	Test 3 (20 items)[^]	p. 89

※上で「^」印の付いたテストは、実際には実施されなかったことを示している。

※ Picture Description Tests と Vocabulary Test については、必要数のテスト用写真・画像を確保するため、以下の文献からそれらを補った。借用した項目は以下の一覧表内に「**」の記号で記している。

出典

Parnwell, E. C. 著 (宮本明人訳) (1989). 『オックスフォード米語イラスト辞典』(*The New Oxford Picture Dictionary*).

Norma Shapiro & Jayme Adelson-Goldstein. (1998). *The Oxford Picture Dictionary*.

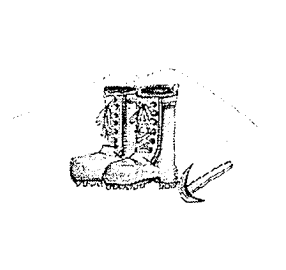
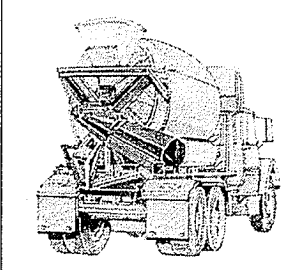
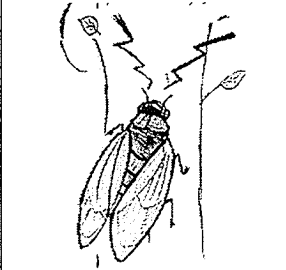
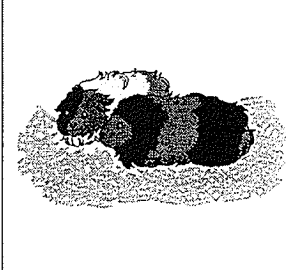
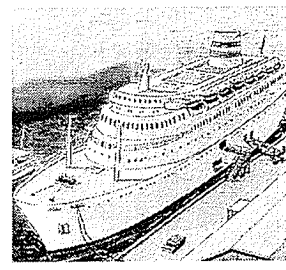
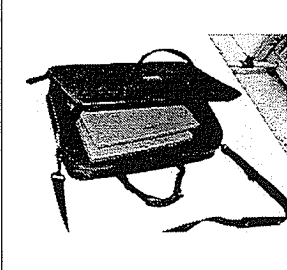
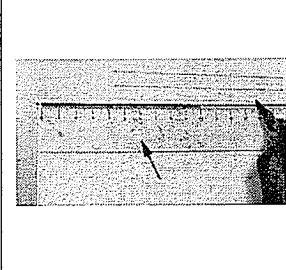
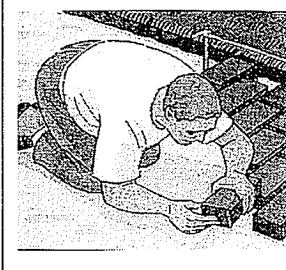
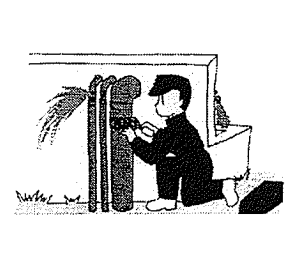
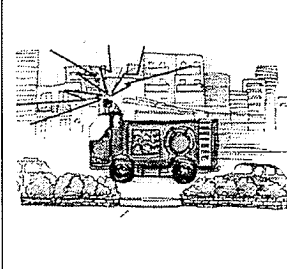
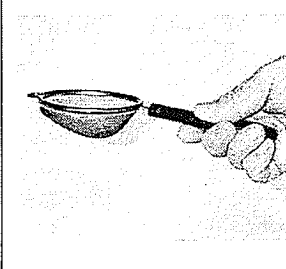
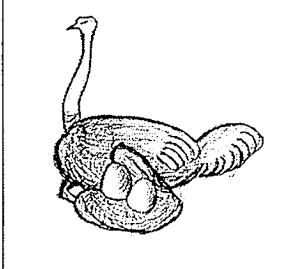


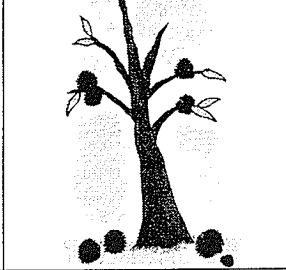
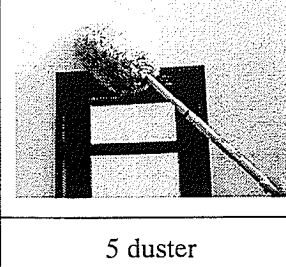
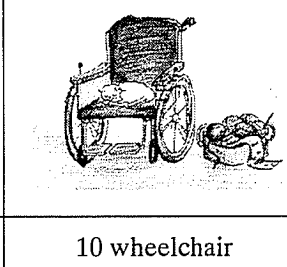
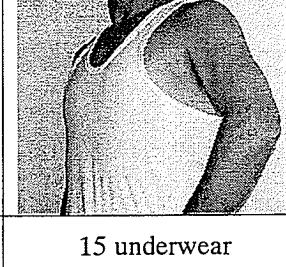
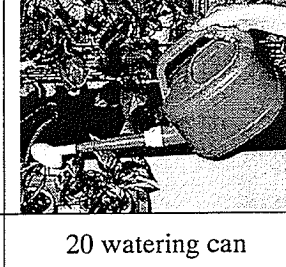
※これら以外の写真、画像は、研究代表者がすべて本研究用に独自に作成したもので、これらの著作権を放棄してはなりません。無断での複写複製 (コピー) による使用は固くお断りします。

Picture Description Test 1 (Pre-test)

			
1 rhinoceros	6 mechanic	11 sea otter	16 paper weight
			go-between
2 x-ray teach	7 cactus	12 ladle	17 go-between *
			
3 tricycle	8 carrier**	13 rag	18 mortar hat
			
4 rake	9 welder**	14 pochette	19 snowshoes
			
5 casual shirt	10 ladybug	15 crane	20 garbage truck**





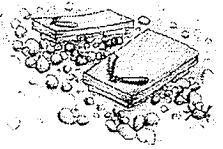

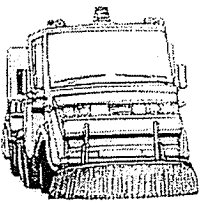
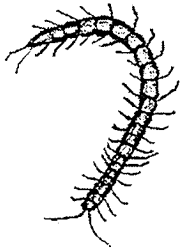



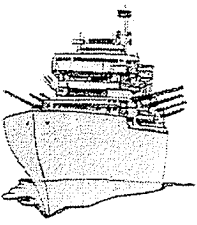
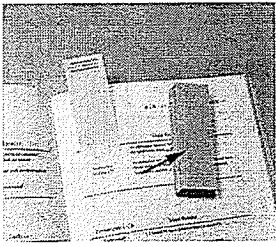
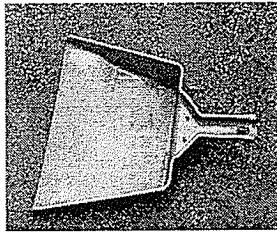
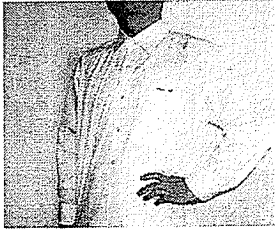
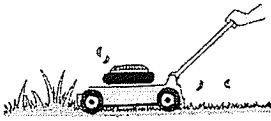
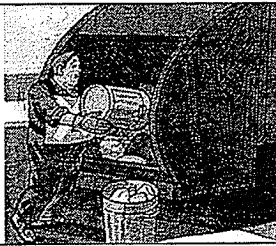

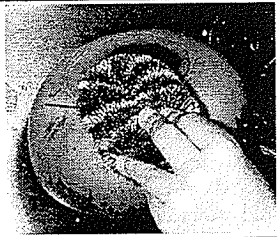
N.B.: Item 17 ('go-between') was displayed in Japanese characters due to a difficulty of its visual display.

Picture Description Test 2 (Post-test)

			
1 hiking boots	6 cement truck**	11 cicada	16 guinea pig
			
2 ocean liner**	7 computer bag	12 ruler	17 bricklayer**
			
3 plumber	8 fire truck	13 strainer	18 ostrich
		MC	
4 hop-hat	9 acupuncturist	14 MC*	19 chestnut tree
			
5 duster	10 wheelchair	15 underwear	20 watering can

N.B.: Item 14 ('MC') was displayed in Japanese characters due to a difficulty of its visual display.

Picture Description Test 3 (Delayed post-test)

			
1 sombrero	6 lizard	11 plaster	16 backpack
		caretaker	
2 clogs	7 tow rack	12 caretaker *	17 street cleaner**
			
3 centipede	8 porcupine	13 dandelion	18 midwife
			
4 battleship**	9 post-it	14 dustpan	19 dress shirt
			
5 lawn mower	10 sanitation worker**	15 stroller	20 scouring pad

N.B.: Item 12 ('caretaker') was displayed in Japanese characters due to a difficulty of its visual display.

Relative Clause Test 1 (Pre-test)

Q#	Sentence A	Sentence B	A & B combined	
18	Everyone knew the man.	The man wrote the book.	Everyone knew the man who wrote the book.	OpS
25	The man invited the woman.	The woman sold flowers.	The man invited the woman who sold flowers.	OpS
22	The teacher thanked the student.	The student closed the door.	The teacher thanked the student who closed the door.	OpS
1	The lawyer found the dictionary.	The dictionary showed the word.	The lawyer found the dictionary which/that showed the word.	OtS
3	The officer bought the book.	The book listed the names.	The officer bought the book which/that listed the names.	OtS
14	The traveller visited the temple.	The temple attracted foreigners.	The traveller visited the temple which/that attracted foreigners.	OtS
30	The girl called the boy.	The policeman saw the boy.	The girl called the boy (whom/that) the policeman saw.	OpO
27	The runner stopped the boy.	The stranger hit the boy.	The runner stopped the boy (whom/that) the stranger hit.	OpO
17	The doctor tested the patient.	The nurse watched the patient.	The doctor tested the patient (whom/that) the nurse watched.	OpO
20	The boy needs the pencil.	The girl borrowed the pencil.	The boy needs the pencil (which/that) the girl borrowed.	OtO
6	The teacher answered the question.	The boy asked the question.	The teacher answered the question (which/that) the boy asked.	OtO
10	The policeman followed the car.	The man drove the car.	The policeman followed the car (which/that) the man drove.	OtO
15	The woman likes everyone.	The woman wears glasses.	The woman who wears glasses likes everyone.	SpS
26	The man found a policeman.	The man heard the sound.	The man who heard the sound found a policeman.	SpS
8	The person saw the man.	The person took the money.	The person who took the money saw the man.	SpS
4	The car jumped the river.	The car hit the driver.	The car which/that hit the driver jumped the river.	StS
24	The TV station showed the program.	The TV station reported the accident.	The TV station which/that reported the accident showed the program.	StS
11	The guidebook presented the tourist spots.	The guidebook listed winners.	The guidebook which/that listed the winners presented the tourist spots.	StS
9	The woman has a child.	Everyone likes the woman.	The woman (whom/that) everyone likes has a child.	SsO
5	The woman supported the man.	The policeman found the woman.	The woman (whom/that) the policeman found supported the man.	SsO
28	The designer liked the picture.	The girl saw the designer.	The designer (whom/that) the girl saw liked the picture.	SsO
12	The car followed the bus.	The man drove the car.	The car (which/that) the man drove followed the bus.	StO
19	The clock made a sound.	The man liked the clock.	The clock (which/that) the man liked made a sound.	StO
21	The problem has an answer.	The student found the problem.	The problem (which/that) the student found has an answer.	StO
29	The advisor had a break.	The boy gave the book to the advisor.	The advisor (whom) the boy gave the book to had a break.	pSO
7	The player watched the video.	The boy talked to the player.	The player (whom) the boy talked to watched the video.	pSO
2	The teacher asked the question.	The boy walked with the teacher.	The teacher (whom) the boy walked with asked the question.	pSO
13	The cars followed the politician.	The secretary bought a book for the politician.	The cars followed the politician (whom) the secretary bought a book for.	pOO
23	The leader stopped the driver.	The student spoke to the driver.	The leader stopped the driver (whom) the student spoke to.	pOO
16	The driver saw the teacher.	The girl sat with the teacher.	The driver saw the teacher (whom) the girl sat with.	pOO

N.B.: Q# shows an actual question order in the test.

Relative Clause Test 2 (Post-test)

Q#	Sentence A	Sentence B	A & B combined	
10	The man knew the woman.	The woman wrote the letter	The man knew the woman who wrote the letter.	OpS
21	The boy invited the girl	The girl sold matches.	The boy invited the girl who sold matches.	OpS
1	The doctor thanked the boy.	The boy closed the box.	The doctor thanked the boy who closed the box.	OpS
26	The mother found the album.	The album showed the picture.	The mother found the album which/that showed the picture.	OIS
15	The boy bought the program.	The program listed the games.	The boy bought the program which/that listed the games.	OIS
17	The photographer visited the lake.	The lake attracted tourists.	The photographer visited the lake which/that attracted tourists.	OIS
27	The doctor called the nurse.	The mother saw the nurse.	The doctor called the nurse (whom/that) the mother saw.	OpO
6	The thief stopped the salesman.	The woman hit the salesman.	The thief stopped the salesman (whom/that) the woman hit.	OpO
2	The pianist tested the drummer.	The audience watched the drummer.	The pianist tested the drummer (whom/that) the audience watched.	OpO
22	The singer needs the microphone.	The director borrowed the microphone.	The singer needs the microphone (which/that) the director borrowed.	OIO
8	The mother answered the question.	The daughter asked the question.	The mother answered the question (which/that) the daughter asked.	OIO
20	The thief followed the sign.	The typist left the sign.	The thief followed the sign (which/that) the typist left.	OIO
11	The waiter likes the woman.	The waiter wears jeans.	The waiter who wears jeans likes the woman.	SpS
29	The girl found a guard.	The girl heard the noise.	The girl who heard the noise found a guard.	SpS
4	The traveller saw the driver.	The traveller took a picture.	The traveller who took a picture saw the driver.	SpS
14	The truck jumped the fence.	The truck hit the boy.	The truck which/that hit the boy jumped the fence.	SiS
9	The movie showed the country.	The movie reported the story.	The movie which/that reported the story showed the country.	SiS
25	The album presented the images.	The album listed photographers.	The album which/that listed photographers presented the images.	SiS
5	The officer has a visitor.	The waitress likes the officer.	The officer (whom/that) the waitress likes has a visitor.	SsO
19	The musician supported the woman.	The thief found the musician.	The musician (whom/that) the thief found supported the woman.	SsO
24	The driver liked the town.	The gentleman saw the driver.	The driver (whom/that) the gentleman saw liked the town.	SsO
12	The wagon followed the jeep	The woman drove the wagon.	The wagon (which/that) the woman drove followed the jeep.	SiO
3	The boat made waves.	The boy liked the boat.	The boat (which/that) the boy liked made waves.	SiO
16	The house has a dining.	The swimmer found the house.	The house (which/that) the swimmer found has a dining.	SiO
23	The doctor had a cold.	The nurse gave the medicine to the doctor.	The doctor (whom) the nurse gave the medicine to had a cold.	pSO
28	The tourist watched the news.	The pilot talked to the tourist.	The tourist (whom) the pilot talked to watched the news.	pSO
30	The doctor asked the question.	The patient walked with the doctor.	The doctor (whom) the patient walked with asked the question.	pSO
18	The cameras followed the singer.	The fans bought a present for the singer.	The cameras followed the singer (whom) the fans bought a present for.	pOO
7	The manager stopped the typist.	The woman spoke to the typist.	The manager stopped the typist (whom) the woman spoke to.	pOO
13	The lady saw the boss.	The president sat with the boss.	The lady saw the boss (whom) the president sat with.	pOO

Relative Clause Test 3 (Delayed-post-test)

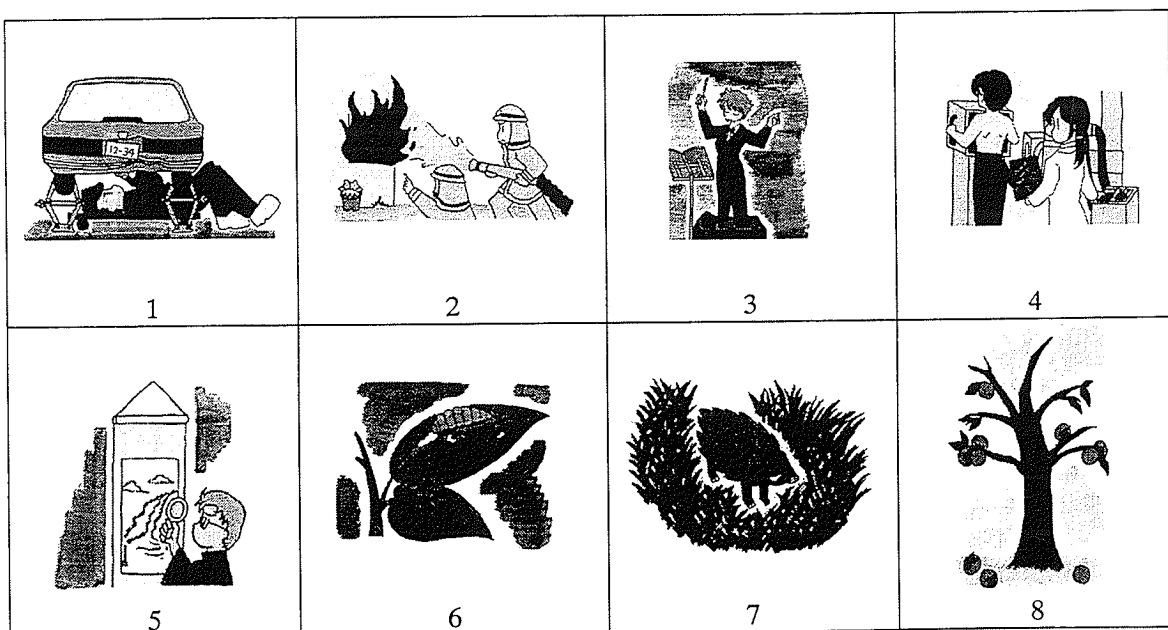
Q#	Sentence A	Sentence B	A & B Combined	
5	Each student knew the teacher.	The teacher wrote the message.	Each student knew the teacher who wrote the message.	OpS
16	The gentleman invited the lady.	The lady sold books.	The gentleman invited the lady who sold books.	OpS
20	The father thanked the stranger.	The stranger closed the gate.	The father thanked the stranger who closed the gate.	OpS
11	The teacher found the notebook.	The notebook showed the day.	The teacher found the notebook which/that showed the day.	OtS
1	The mother bought the magazine.	The magazine listed the restaurants.	The mother bought the magazine which/that listed the restaurants.	OtS
23	The writer visited the factory.	The factory attracted workers.	The writer visited the factory which/that attracted workers.	OtS
18	The teacher called the student.	The driver saw the student.	The teacher called the student (whom/that) the driver saw.	OpO
9	The student stopped the teacher.	The mother hit the teacher.	The student stopped the teacher (whom/that) the mother hit.	OpO
25	The scientist tested the student.	The seller watched the student.	The scientist tested the student (whom/that) the seller watched.	OpO
29	The traveller needs the map.	The driver borrowed the map.	The traveller needs the map (which/that) the driver borrowed.	OtO
3	The student answered the question.	The teacher asked the question.	The student answered the question (which/that) the teacher asked.	OtO
14	The secretary followed the map.	The boss drew the map.	The secretary followed the map (which/that) the boss drew.	OtO
7	The dancer likes the man.	The dancer wears a dress.	The dancer who wears a dress likes the man.	SpS
15	The pianist found a doctor.	The pianist heard the story.	The pianist who heard the story found a doctor.	SpS
28	The seller saw the buyer.	The seller took the cash.	The seller who took the cash saw the buyer.	SpS
4	The jeep jumped the roof.	The jeep hit the stranger.	The jeep which/that hit the stranger jumped the roof.	StS
21	The video showed the tower.	The video reported the war.	The video which/that reported the war showed the tower.	StS
26	The textbook presented the answers.	The textbook listed examples.	The textbook which/that listed examples presented the answers.	StS
10	The boxer has a girlfriend.	The girl likes the boxer.	The boxer (whom/that) the girl likes has a girlfriend.	SsO
30	The lawyer supported the teacher.	The boy found the lawyer.	The lawyer (whom/that) the boy found supported the teacher.	SsO
27	The speaker liked the school.	The students saw the speaker.	The speaker (whom/that) the students saw liked the school.	SsO
13	The truck followed the taxi.	The stranger drove the truck.	The truck (which/that) the stranger drove followed the taxi.	StO
24	The fan made a breeze.	The child liked the fan.	The fan (which/that) the child liked made a breeze.	StO
2	The school has a pool.	The driver found the school.	The school (which/that) the driver found has a pool.	StO
17	The teacher had a picture.	The mother gave the camera to the teacher.	The teacher (whom) the mother gave the camera to had a picture.	pSO
6	The runner watched the scene.	The policeman talked to the runner.	The runner (whom) the policeman talked to watched the scene.	pSO
22	The pianist asked the question.	The reporter walked with the pianist.	The pianist (whom) the reporter walked with asked the question.	pSO
12	The shadow followed the boy.	The parents bought a bike for the boy.	The shadow followed the boy (whom) the parents bought a bike for.	pOO
19	The coach stopped the swimmer.	The captain spoke to the swimmer.	The coach stopped the swimmer (whom) the captain spoke to.	pOO
8	The player saw the fan.	The reporter sat with the fan.	The player saw the fan (whom) the reporter sat with.	pOO


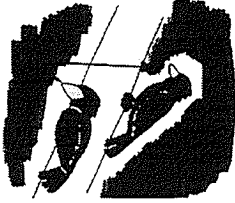




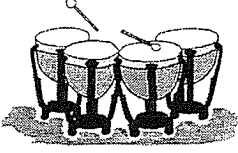
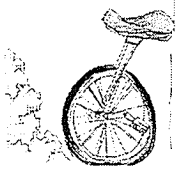
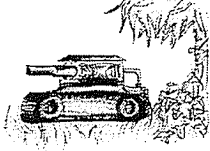

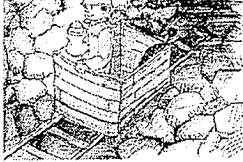
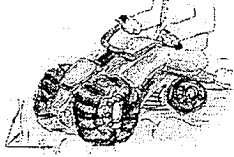

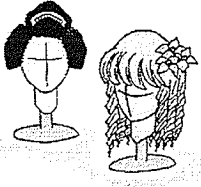
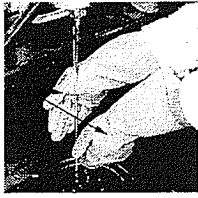
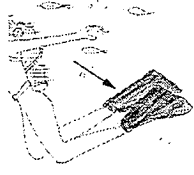
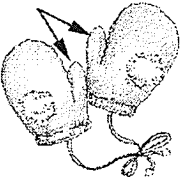
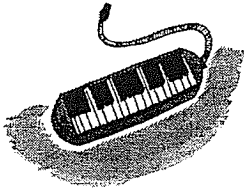
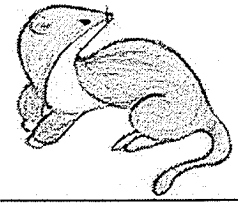

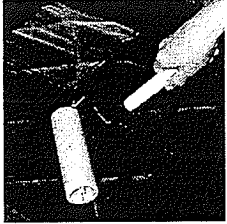
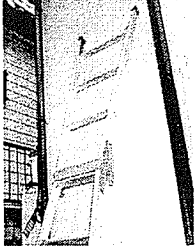
Vocabulary Test

Category	No.	Part of Speech	Item	Question sentence displayed on the monitor
Person	1	HN	person/officer	He is a mechanical () who fixes cars.
	2	Adj	brave	He is a () person who fights fire.
	3	V	direct	He () an orchestra with a long stick.
	4	Parts	X-ray	She is a type of doctor who takes X-ray photographs.
	5	Parts	magnifying (glass)	He uses a () glass to examine old art objects.
Living	6	HN	insect/bug	This is a green () which becomes a butterfly.
	7	Adj	wild	This is a kind of () pig living in the woods.
	8	V	produce	This is a large tree that () fruit as large as a hand.
	9	Parts	fin	This is a kind of fish with small ().
	10	Parts	beak	This is a large black bird with a long ().
Tools	11	HN	item	This is an office () that is used to correct written or typed mistakes.
	12	Adj	household	This is a () device to measure our weight.
	13	V	carve	It is a tool used to () wood.
	14	Parts	bamboo	This is a Japanese musical instrument made out of ().
	15	Parts	bowl	This is a musical instrument shaped like ().
Vehicles	16	HN	vehicle	This is a () like a wheel.
	17	Adj	military	This is a kind of () car used in war.
	18	V	drag	This is a truck used to pull or () damaged cars.
	19	Parts	coal (mine)	This is a railway vehicle used in a () mine.
	20	Parts	weeds	This is a machine to remove ().
Clothes	21	HN	jacket	This is a warm () with a hood to cover your head.
	22	Adj	false	This is () hair worn by actors or actresses.
	23	V	protect	They are a type of gloves to () our hands from chemicals
	24	Parts	rubber	They are swimming shoes made of ().
	25	Parts	thumb	They are a type of gloves with two parts for the fingers and ().
Distractor	26	<i>pianica</i>	children/students	This is played by Japanese school ().
	27	weasel	brown	This animal is covered with () hair.
	28	florist	shop/store	She is working at a flower ().
	29	cleaner	clean	This is used when we () the floor.
	30	ladder	high	This is used when we want to reach a () place.

N.B.: Question order was randomized at the actual testing session.

Picture images shown on the monitor screen with the question sentences above.



 <p>9</p>	 <p>10</p>	 <p>11</p>	 <p>12</p>
 <p>13</p>	 <p>14</p>	 <p>15</p>	 <p>16</p>
 <p>17</p>	 <p>18</p>	 <p>19</p>	 <p>20</p>
 <p>21</p>	 <p>22</p>	 <p>23</p>	 <p>24</p>
 <p>25</p>	 <p>26</p>	 <p>27</p>	 <p>28**</p>
 <p>29</p>	 <p>30</p>		

Grammar Test 1 (Pre-test)

Forms	Q#	Questions
ing	8	A newt is a small animal (live) both in water and on land.
ing	6	A border is the line (separate) two countries or states.
ing	4	Typhoid is a disease (cause) fever and often death.
p-ing	1	A plunger is a piece of equipment used for (clear) kitchen pipes.
p-ing	12	A snare is a trap for (catch) birds or small animals.
ing-aj	18	Dyslexia is a (read) problem caused by difficulty in seeing letters.
pp	15	A nugget is a precious metal (find) in the earth.
pp	10	Resin is a sticky liquid (obtain) from certain trees.
pp	3	A serf is a person (force) to work on a master's land.
pp	13	Paratroopers are soldiers (train) to drop from an aircraft.
pp-aj	17	An elf is a small person with (point) ears in children's stories.
to inf	7	Incapacity is the lack of ability or power (do) something.
to inf	2	Airfare is the cost of a ticket (fly) somewhere.
to inf	11	Admittance is the right (enter) a place, such as a university.
to inf	9	A whisk is a kitchen tool (mix) such things as eggs and cream.
toto inf	16	A footpath is a narrow street for people (walk) on.
rc	14	A renegade is a person who (give) up lawful society.
rc	5	A pagoda is a Buddhist temple that (consist) of several floors.

N.B.: Q# shows the actual question order.

Grammar Test 2 (Post-test)

Forms	Q#	Questions
ing	8	A newt is a small animal (live) both in water and on land.
ing	6	A border is the line (separate) two countries or states.
ing	4	Typhoid is a disease (cause) fever and often death.
p-ing	1	A plunger is a piece of equipment used for (clear) kitchen pipes.
p-ing	12	A snare is a trap for (catch) birds or small animals.
ing-aj	18	Dyslexia is a (read) problem caused by difficulty in seeing letters.
pp	15	A nugget is a precious metal (find) in the earth.
pp	10	Resin is a sticky liquid (obtain) from certain trees.
pp	3	A serf is a person (force) to work on a master's land.
pp	13	Paratroopers are soldiers (train) to drop from an aircraft.
pp-aj	17	An elf is a small person with (point) ears in children's stories.
to inf	7	Incapacity is the lack of ability or power (do) something.
to inf	2	Airfare is the cost of a ticket (fly) somewhere.
to inf	11	Admittance is the right (enter) a place, such as a university.
to inf	9	A whisk is a kitchen tool (mix) such things as eggs and cream.
toto inf	16	A footpath is a narrow street for people (walk) on.
rc	14	A renegade is a person who (give) up lawful society.
rc	5	A pagoda is a Buddhist temple that (consist) of several floors.

Grammar Test 3 (Delayed-post test)

Forms	Q#	Questions
ing	15	An encyclopaedia is a set of books (give) information about all areas of knowledge.
ing	1	Sham is something false (pretend) to be the real thing.
ing*	17	A tadpole is a small, black animal (live) in water.
p-ing	11	A grate is a metal object for (hold) the wood in a fireplace.
p-ing	6	Scotch tape is a clear, thin tape for (stick) things together.
ing-aj	14	A gnat is a small (fly) insect that can bite you.
pp	4	A sardine is a small fish (sell) as food in cans.
pp	13	An igloo is a house (make) of blocks of hard snow.
pp	8	A clef is a music sign (write) at the beginning of a line.
pp*	18	Risotto is a dish (cook) with rice and vegetables.
pp-aj	10	Wreckage is the (break) part of something that has been destroyed.

to	5	Gauze is a thin, white cloth used (cover) injuries.
to	12	An anchor is dropped into water (stop) a boat from moving.
to	2	Literacy is the ability (read) and write.
to*	16	Tenure is the legal right (use) land or buildings.
to*	7	A stampede is a sudden rush (do) something by a crowd of people.
rc	9	A pike is a large fish that (live) in rivers and lakes.
rc	3	A philanthropist is a generous person who (give) money to poor people.

付録 5： アンケート調査ウェブサイト
Group 1～ Goup 4 用

アンケート「ENGEL 使用の感想」

以下の設問にお答えください。設問は全部で30です。選択や記入のミスがないようお願いします。

お名前： (全角で入力してください。)

グループ番号：

Q 1～10の設問では ENGEL を使って勉強した結果、6月に行った絵の描写テスト(Test 1)と今回とで何か変化があったかどうかお尋ねします。

- 1 どんな単語を使って説明をすればよいか早く判断できるようになった。
- 2 文法的にどんな言い方をすればよいか早く判断できるようになった。
- 3 説明したい内容を迷わず早く考えられるようになった。
- 4 具体的に何かに変化したとは、自分では感じられない。
- 5 発話に要する時間があまりかからなくなった。
- 6 説明するのにしどろもどろしなくてすむようになった。
- 7 より詳しい説明ができるようになった。
- 8 自分の英語に自信がもてるようになった。
- 9 日本語をあまり意識しなくても説明できるようになった。
- 10 文法的な正確さが気になるようになった。

・その他： ENGEL を使って、何か変化したこと、気づいたことがあれば、具体的に記述してください。

Q 11～30では、ENGEL を使った学習についてあなたがどのように感じたかお尋ねします。

- 11 文法知識を増やすことにとても重点が置かれていた。
- 12 単に文法の知識としてではなく、基本的文法を発話に活かすことにとても重点が置かれていた。
- 13 語彙知識を高めることにとても重点が置かれていた。
- 14 単に語彙の知識としてではなく、基本的な語彙を発話に活かすことにとても重点が置かれていた。
- 15 意図することを言えるようにすることにとても重点が置かれていた。
- 16 (コンピュータを使ってとは限らないが、)ENGEL で行ったような練習は、すでに学校の英語の勉強で行ってきた。
- 17 ENGEL で行ったような練習は英語の授業に積極的に取り入れたほうがいい。
- 18 単調な繰り返しが多く、練習は退屈だった。
- 19 ENGEL で行ったような練習は、機械相手でするよりも人間相手の方がいい。
- 20 ENGEL の学習内容は、英語学習者の弱点によく配慮して作られていた。

- 21 そう思わない。 決められた学習日数を消化するのは苦にならなかった。
- 22 どちらとも言えない。 途中で、もう勉強をやめたいと何度も感じた。
- 23 そう思う。 コンピュータ上での学習だったので、間違いを気にせず学習できた。
- 24 とてもそう思う。 自分のペースで勉強できるのでよかった。
- 25 判断できない。 コンピュータ上での練習は、機械的で疲れた。
- 26 全くそう思わない。 できれば続けてこのソフトを使ってみたい。
- 27 そう思わない。 英会話に関心のある人に勧めてあげたいソフトだ。
- 28 どちらとも言えない。 わざわざこれを使って英語の勉強をするほどのことはない。
- 29 そう思う。 学習者が楽しんで勉強できるソフトだ。
- 30 とてもそう思う。 モニタに応募しなければよかった。

Q:その他(ご自由にお書きください)

- ・ ソフト使用中に起こった主なトラブル

- ・ ソフト改善に対する意見・コメント

- ・ その他、意見、コメント、感想。

記入漏れのないことを確認し、下の送信ボタンを押してください。

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Group 5 用

アンケート「絵の描写テストの印象」

皆さんには開発教材を意図的に使わないモニターとして私の研究に参加していただきました。皆さんのご協力なしにはこの研究は成立しません。皆さんには開発教材を使ってもらった人と同じく、あるいはそれ以上に感謝しています。

以下のアンケートは、前回と今回で皆さんが絵の描写テスト(Test 1)についてどのように感じたかを調べるのが目的です。教材を使わなくても、テストそのものが皆さんに何らかの影響を与えることがあります。感じたまを率直にお答えください。

お名前: (全角で入力してください。)

グループ番号:

Q:以下の設問では、6月に行った絵の描写テスト(Test 1)と今回とで何か変化があったかどうかお尋ねします。

- 1 どんな単語を使って説明をすればよいか早く判断できるようになった。
- 2 文法的にどんな言い方をすればよいか早く判断できるようになった。
- 3 説明したい内容を迷わず早く考えられるようになった。
- 4 具体的に何か変化したとは、自分では感じられない。
- 5 発話に要する時間があまりかからなくなったような気がする。
- 6 説明するのにしどろもどろしなくてすむようになった。
- 7 より詳しい説明ができるようになった。
- 8 自分の英語に自信がもてるようになった。
- 9 日本語をあまり意識しなくても説明できるようになった。
- 10 文法的な正確さが気になるようになった。

・その他: 前回と今回で何か変化したこと、気づいたことがあれば、具体的に記述してください。

記入漏れのないことを確認し、下の送信ボタンを押してください。

Send to 岩井

消して入れ直し

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付録5：アンケート調査ウェブサイト
平成15年（2003）年度調査用

アンケート「ENGEL 使用後のご感想」

- ◆ 最初に以下の設問にお答えください。お名前以外の箇所は、すべて半角英数で入力してください。
- ◆ 入力後 Enter キーは押さないでください。間違っこれを押すと「送信しますか」と尋ねてきます。そのときには Esc キーを押して、もとに戻ってください。
- ◆ 自由記述欄に文字を入力するときには、すでに入っている文字を消して入力を行ってください。何も入力しない場合には、あらかじめ入力してある文字を消さずにそのままにしておいてください。

ENGEL 使用期間	2003/4年 <input type="text"/> 頃～ <input type="text"/> までの約 <input type="text"/> 日間 (12月3日の場合、12-03 のように入力してください。)
ENGEL の最後に到達するまでのおよその日数	一日平均 <input type="text"/> 時間程度使用して <input type="text"/> 日間で到達 (例:1時間15分=1.25、2時間30分=2.5)
職 業 <input type="text"/>	(1 中学 2 高校生 3 大学生 4 大学院生 5 社会人 6 主婦 7 その他)
年 齢 <input type="text"/>	(1:18歳以下 2:18～22歳 3:23歳～29歳 4:30代 5:40代 6:50代以上)
英 語 力 <input type="text"/>	(1:英検準1級以上 2:英検2級程度 3:英検準2級～3級程度 4:英検4級程度 5:よく分からない)
無記名をご希望の方は、以下を省略していただいて結構です。	
お 名 前	<input type="text"/> (全角で入力してください。)
e-mail	<input type="text"/>

- ◆ 入力後以下の設問は、次の5段階を基準にして、該当する番号を1つ選んで入力してください。
- ◆ ご遠慮は要りません。どうぞ率直なご意見をお聞かせください。

1: 全くそう思わない	2: そう思わない	3: どちらでもない	4: そう思う	5: とてもそう思う
-------------	-----------	------------	---------	------------

- Q1～Q10 はENGEL の一般的なことについてお尋ねします。

- 1 ENGEL に限らず、コンピュータで英語学習ソフトを使うのははじめて。
- 2 ENGEL のような英語学習ソフトは他でも見たことがある。
5または4と回答された方：
それはどのようなソフト？
- 3 ENGEL の学習内容は、独創的で面白いと思った。
- 4 ENGEL には今ひとつ工夫が感じられなかった。
- 5 (コンピュータを使ってとは限らないが、)ENGEL で行ったような練習は、英語授業などですでに行ってきた。
5または4と回答された方： それはどの程度でしたか。
 (1不十分 2たまに 3少し 4かなり 5相当かなり)
- 6 ENGEL で行ったような練習は英語の授業や学習に積極的に取り入れたほうがいい。
- 7 ENGEL は単調な繰り返しが多く、練習は退屈だった。
- 8 ENGEL で行ったような練習は、機械相手でするよりも人間相手の方がいい。
- 9 ENGEL の学習内容は、英語学習者の弱点によく配慮して作られている。
- 10 ENGEL で使われている画像は、学習意欲を高める。

● Q11-Q20 は ENGEL を使って学習しているときにどのように感じたかについてお尋ねします。

- 11 文章によって説明されている学習内容が、よく理解できなかった。
- 12 練習前に説明文が入っているのはよかった。
- 13 ENGEL のメニューを消化するのは苦にならなかった。
- 14 途中で、ENGEL を使うのをやめたいと何度も感じた。
- 15 ENGEL の学習メニューは、順序よく組み立てられていた。
- 16 自分のペースで勉強できるのでよかった。
- 17 コンピュータ上での練習は、機械的で疲れた。
- 18 各ステップをクリアするのが楽しみだった。
- 19 練習量が少なすぎた。
5または4と回答された方:
それはどのあたりの練習?
(ステップ番号、種類など)
- 20 反対に、練習量が多すぎた。
5または4と回答された方:
それはどのあたりの練習?
(ステップ番号、種類など)

● Q21-Q30 は ENGEL によってどのような変化があったとお感じかお尋ねします。

- 21 どんな単語を使って説明をすればよいか早く判断できるようになった。
- 22 文法的にどんな言い方をすればよいか早く判断できるようになった。
- 23 説明したい内容を迷わず考えられるようになった。
- 24 具体的に何かに変化したとは、自分では感じられない。
- 25 発話に要する時間があまりかからなくなった。
- 26 自分の英語に少しは自信がもてるようになった。
- 27 英語で表現することの楽しさを感じた。
- 28 意外と簡単な語句でも、かなりのことが表現できるということが分かった。
- 29 日本語をあまり意識しなくても説明できるようになった。
- 30 正確に表現することが気になるようになった。

その他: ENGEL を使って、何か変化したこと、気づいたことがあれば、具体的に記述してください

● Q31-Q30 はその他もろもろのことをお尋ねします。

- 31 ENGEL は、文法知識を増やすことにとっても重点が置かれていた。
- 32 ENGEL は、単に文法の知識としてではなく、基本的文法を発話に活かすことにとっても重点が置かれていた。
- 33 ENGEL は、語彙知識を高めることにとっても重点が置かれていた。
- 34 ENGEL は、単に語彙の知識としてではなく、基本的な語彙を発話に活かすことにとっても重点が置かれていた。
- 35 ENGEL は、意図することを言えるようにすることにとっても重点が置かれていた。
- 36 できれば続けて ENGEL を使ってみたい。
- 37 英会話に関心のある人に ENGEL を勧めてあげたい。
- 38 わざわざ ENGEL を使って英語の勉強をするほどのことはない。
- 39 ENGEL の新しいバージョンが出るとすると、どんな教材になるのか楽しみだ。
- 40 ENGEL は期待はずれだった。

● 以下はご自由にお書きください。

・ソフト使用中に起こった主な機械トラブル

・ソフト改善に対する意見・コメント

・その他、意見、コメント、感想。

ご協力ありがとうございました。
すべての設問に回答したら、記入漏れがないか確認し、下の送信ボタンを1回だけ押してください。

このボタンを押して送信。何度もクリックしないでください。

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付録 6 (Appendix 6) 収集データ (PD テスト) 一覧

■一覧表の見方

●処理速度 発話開始までの時間 (詳細は本書 p. 24 参照)。

Res1: 対象物表示から最後の語が発せられるまでの時間。

Res2: 対象物表示から、その対象物に直接関係する英語の描写が開始されるまでの時間

●通し番号

●グループ番号

●問題番号

●意味

発話内容を 2 名の評価者が 5 段階評価 (詳細は p. 23 参照)。

R1=Rater 1, R2= Rater 2

●発話の書き取り

No.	Gr.	Q	Transcription	意味		処理速度	
				R1	R2	S1	S2
1	5	1	.... this is animal // this i is lived in water	1	2	4.13	4.74
		2	..... she is nurse..	1	1	6.71	7.43
		3	.... this is bicycle... // this is way / riding .. by child	2	3	6.83	7.94
		4	.. this is used ... / for cleaning ... in outside	2	2	2.72	8.06
		5	... this is clothes.	1	1	3.47	3.90
		6	.. he is engineer.. he	1	1	2.67	3.96
		7	... this is plant this plant ..	1	1	3.30	3.81

文法能力							方略分析						語数		
AS	+CL	prep	V	E	PM	UG	Av	PrM	Ap	HN	Ph	Det	CS	To	tc
2			1	1						1	1		4	114	
1										1			2	8	
2	1		1	1	1	1				1	2		4	29	
1	1		1		1						1		5		
1										1			2		
1													2		

●文法能力 発話の文法構造分析 (詳細は pp. 25-27)

●方略分析 (詳細は pp. 27-28)

- AS: AS Unit 数
- +CL: Complex Clause 数
- prep: 後置修飾に使われている前置詞句の数
- V: be 動詞以外の使用動詞数
- E: be 動詞部分の文法的誤り数 (発話全体)
- PM: Postmodifying clause の数
- UG: PM 内の動詞部分の文法的誤り数

- Av: Avoidance, abandonment 数
- PrM: Premodification の数
- Ap: Approximation 数
- HN: Headnoun (superordinate term)の数
- Ph: Paraphrase 数
- Det: Detouring strategies 数
- CS: 0, 1 = avoidance, abandonment
2 = HN only, 3 = PreM + HN,
4 = HN + Ph, 5 = Ph with no HN,
6 = Det

●語数

- To: Total words (tokens)数
- tf: 機能語総タイプ数
- tc: 内容語総タイプ数

Test 1 (Pre-test)

No. Gr.	Q	Transcription	意味		処理速度		文法能力								方略分析					語数			
			R1	R2	S1	S2	AS	CL	Prep	V	E	PM	UG	Av	PM	Ap	HN	Ph	Der		CS		
1 5	1	.... this is animal // this i is lived in water	1	2	4.13	4.74	2			1	1						1	1		4	To: 114	
	2	..... she is nurse..	1	1	6.71	7.43	1											1		2	tf: 8	
	3	.... this is bicycle... // this is way / riding .. by child	2	3	6.83	7.94	2	1		1	1	1	1					1	2	4	tc: 29	
	4	.. this is used ... / for cleaning ... in outside	2	2	2.72	8.06	1	1		1	1								1	5			
	5	... this is clothes.	1	1	3.47	3.90	1												1	2			
	6	.. he is engineer.. he	1	1	2.67	3.96	1												1	2			
	7	... this is plant this plant ..	1	1	3.30	3.81	1												1	2	4		
	8	.... this is big ship .. // this ship is used ..	1	1	5.71	6.76	2			1					1		1	1		6		
	9	..... he is	0	0	7.13	15.00	0							1						1		
	10	..... this is insen .. is ... fly	1	1	4.99	13.92	1			1	1								1	2		
	11	... this is animal..... // he, i, live in, water	1	2	2.97	3.41	2			1	1								1	1	4		
	12	.. this is spoon .. // this is used for soup .. or	1	1	2.97	3.74	2			1									1	1	4		
	13	this is bag .. // this is .. is waist bag	2	1	1.32	1.86	2							1		1				3			
	14	.... this is used / for cleaning	1	2	5.41	9.33	1	1		1	1									1	5	
	15	... this is truck for ..	1	1	2.79	9.45	1												1	2	4		
	16	..... this is used . paper	1	0	5.39	11.77	1													2	5	
	17	.... this is ... a .. cup for ...	0	0	4.74	9.92	1							1					4	2	1	
	18	... this is hat .. this . is .. hat by university .. graduate	2	2	3.07	3.37	1												1	2	4		
	19	..... this is .. ha .. used . in snow	1	1	5.43	13.77	1			1										1	5	
	20	.. this is truck ... // this truck is ?? / for cleaning	1	2	2.44	3.11	2	1		1	1								1	1	4		
2 2	1	this is a, uh big, // and color is, brown	2	1	1.21	3.83	2							1				1		7	To: 102		
	2	.... she is check the machine	1	1	4.60	6.11	1			1	1								1	5	tf: 8	
	3	. this is a little [W- bile]	0	0	1.51	6.69	1												3		tc: 37		
	4	.... this is a grass	0	0	4.71	13.56	1							1							1	
	5	.. this is T- shirt // and, color is, white .. and . bear print ..	2	2	2.88	3.58	2												1	1	4		
	6	.. he, he is . check the car	1	1	2.30	5.94	1			1	1									1	5		
	7	... this is .. green . // and have a .. key	1	1	3.20	6.39	2			1	1									1	5		
	8	..... this is a .. carry the .. jet..	1	0	5.69	8.38	1			1	1									1	5	
	9	.... he is .. uh made a .. metallic	0	1	4.20	7.22	1			1	1									2	5	
	10	.. this is insect .. and .. red circle ...	2	1	1.74	3.44	1												1	2	4		
	11	... this is eat the	0	0	4.23	5.06	1			1	1			1						2	1		
	12	..... this is .. use the miso soup..	1	1	5.04	10.10	1			1	1									1	5	
	13	.. this is a [J- side- pooch]	0	0	2.60	3.46	1													3	2		
	14	.. this is the .. cloth and	1	1	2.62	6.06	1												1		2		
	15	.... this is a .. carry the .. heaviest .	0	0	3.81	7.04	1			1	1			1						2	1	
	16	.. this is a put the the .. sliced?? paper	1	1	3.00	4.23	1			1	1									1	5		
	17	... he is introduce	0	0	4.51	13.65	1			1	1			1						2	1		
	18	... the this is hat, and graduation. the. university ..	1	2	3.58	5.34	1													1	2	4	
	19	... this is use in the winter on the walk the snow. / walk on the snow ...	2	2	2.76	4.39	1	1		2	2	1	1							1	5		
	20	... this is the car // and carry the .. dust	2	2	2.90	3.51	2			1	1									1	1	4	
3 1	1	.. this is a animal. . // it's have a	1	1	2.42	3.09	2			1	1								1	2	4	To: 103	
	2	.... this .. she is a .. doctor assistant ...	1	1	7.41	10.01	1							1					1	3	tf: 11	
	3	... this is a .. bike. . // it has a three wheels	3	3	3.16	5.36	2			1									1	1	4	tc: 30	
	4	..... this is Japanese [J- kumanote]..	0	0	9.71	10.59	1							1						3	1	
	5	... this is a T- shirts	1	1	2.76	3.51	1													1	2		
	6	... he is a man . / who .. repair the . car	3	3	4.20	4.57	1	1		1	1	1	1							1	1	4	
	7	... this is a plant ... // this name is [J- saboten]	1	1	2.90	3.97	2													1	2	4	
	8	... this is a ship	2	2	3.11	3.74	2			1	1									1	2	4	
	9 he is a man .. he . who	1	0	7.48	7.96	1													1	2	4	
	10	..... this	0	0	14.28	15.00	0							1							1	
	11	... this is animal ... / which .. is having .. the food .	1	1	3.72	4.30	1	1		1	1									1	1	4	
	12 this is a thing ... / which use when .. we .	1	1	6.22	7.92	1	1		1	1	1	1							1	2	4	
	13	..... this is a bag	1	1	7.20	7.94	1													1	2	
	14 this is a . old towel // it is use .	2	2	5.46	7.52	2			1	1			1						1	2	6	
	15	... this is a car	1	1	2.67	3.79	2			1										1	2	4	
	16 this is used when	0	0	6.66	8.13	1			1				1							2	1	
	17 this is a . person ... when ... wedding	2	1	3.46	4.51	1													1	2	4	
	18 this is a person . / who . graduate from the college ..	1	0	6.27	7.27	1	1		1	1	1	1							4	1	4	
	19 this is used . when .. the . snow day .	1	1	6.59	8.82	1			1											1	5	
	20	... this is a car which	1	1	3.27	4.18	1													1	2	4	
4 4	1	this is animal. // .. it .. we can look this at zoo. he is	2	2	4.90	5.36	2			1	1								1	1	2	To: 156	
	2	... it is X- ray .. // we use it / to .. look health	2	3	2.93	3.62	2	1		2	1	1								1	1	4	tf: 18
	3	. this is bicycle. // we use to .. child, child car	2	2	1.42	3.48	2			1										1	1	4	tc: 41
	4	.. it use / to clear	1	1	2.62	3.67	1	1		2	1	1								2	5		
	5	it is a shirt. // we wear it . in summer	2	2	0.84	1.37	2			1										1	1	4	
	6	... he is he is checking the .. car . he is	1	2	4.04	9.13	1			1											1	5	

7	1	this is [J- saboten].... // it involves water .. in his	1	0	1.60	2.42	2		1				3	1	4		
8		... this is ship. ... it ... it can	1	1	3.86	4.41	1						1	2	4		
9		... he is uh he is	0	0	4.02	15.00	0				1				1		
10		... this is an insect. // it can fly . un . // we can see it	2	2	4.02	5.58	3		2				1	1	4		
11		it is an animal. // he always .. in the sea .. he is she	2	2	2.97	3.65	2		1				1	1	4		
12		. this is a ... this is a cooking	0	0	1.35	7.15	1						1	1	5		
13		... we can use it to many things	0	0	3.18	7.31	1		1		1		1	1	1		
14		... we can use it / to clear the floor. // it makes from .. towel	2	2	2.93	5.34	2	1	3	1	1			1	5		
15		... it is used / to .. build a .. bill, building and houses	1	1	3.65	8.29	1	1	2	1			1	1	5		
16		. it is used to... / not to .. fly paper // ... it's [J- bunchin]	2	1	1.83	6.06	2	1	2	1			3	1	4		
17		.. he or she is introduce .. he introduce women and .. men	2	1	2.93	5.88	1		1	1				1	5		
18		... it is hat . / when .. we graduate to	2	2	2.97	3.51	1	1	1	1			1	1	4		
19		.. we can use it / to walk .. on the snow. ... // we can makes us	2	2	2.30	3.51	2	1	3	1				1	5		
20		.. this is a .. dust . car. // we are. we involve, it's involve ...	1	2	1.79	4.55	2		1	1		1	1	2	6		
5	1	1 a . big animal ...	2	1	1.44	2.00	1					1	1	1	3 To: 68		
2		... a - ...	0	0	15.00	15.00	0				0				0 tf: 12		
3		..... a - it . it has three tires // and . ch, child . play this.	3	2	7.76	9.78	2		2	1				1	5 tc: 26	
4		..... it's being used ... a - / cleaning ..	1	1	5.50	10.80	1	1	2	2	1	1		1	5	
5		..... polo T- shirts	1	1	4.51	4.51	1					1	1		3	
6		.... he ... he repairs . cars	2	2	4.06	8.43	1		1					1	5	
7		..... it's a kind of trees	1	1	4.81	6.87	1					1	1		3	
8		..... a - it's big ship	2	1	7.59	8.20	1					1	1		3	
9		...	0	0	15.00	15.00	0				0				0		
10		...	0	0	15.00	15.00	0				0				0		
11		..... it lives in the sea	1	1	8.38	8.75	1		1					1	5	
12		..... it's being used / when . we co . cook	1	1	9.33	12.77	1	1	2	1	1			1	5	
13		..... a - it's bag	1	1	10.01	10.54	1						1		2	
14		..... it's .. be used / cleaning	1	1	8.73	12.68	1	1	2	1	1			1	5	
15		..... it's being used / lifting heavy ..	1	1	9.43	11.91	1	1	2	2	1	1		2	5	
16		...	0	0	15.00	15.00	0				0				0		
17		...	0	0	15.00	15.00	0				0				0		
18	 it's be wearing / when .. people . gra, graduated	1	1	7.72	8.17	1	1	2	2	1	1		1	2	4	
19		..... this is ...	0	0	6.06	15.00	0				1				1	
20		..... this is used .. / to get together .. a-	0	0	8.08	10.87	1	1	2	1		1		2	1	
6	4	1 ... is a ...	0	0	2.67	15.00	0					1			1 To: 103		
2		..... she is . having . bag	0	0	8.85	12.45	1		1	1		1			1 tf: 13	
3		.. this is , a cycle // that child is ri . child . is riding	2	2	2.04	3.53	2		1	1			1	1	4 tc: 35		
4		..... this is tool . / to . clean	2	1	8.10	8.94	1	1	1	1			1	1	4	
5		... this is cloth for .. means	1	1	2.86	3.46	1						1	2	4		
6		..... he is fixing the car	1	2	7.29	7.92	1		1					1	5	
7		..... this is plant ... // this grows .. dry place	3	2	4.76	5.37	2		1				1	1	4	
8		..... this is the ship	1	1	5.06	5.94	1						1		2	
9		..... he is fi..xing	0	1	9.80	10.38	1		1					2	5	
10		..... this is insect	1	1	7.57	8.10	1						1		2	
11		.. this is animal // the animal swimming	2	2	1.81	2.44	2		1	1			1	2	4		
12		..... this is tool . / for cooking	2	2	5.74	6.71	1	1	1	1			1	1	4	
13		..... this is bag ... // the bag .. is .. waist	1	1	5.16	5.76	2						1	2	4	
14		..... this is cloth	1	1	5.81	6.53	1						1		2	
15		.. this is machine / which take .. heavy thing	2	2	1.86	2.42	1	1	1	1	1	1	1	1	4		
16	 this is stick ... / use for	1	1	5.25	6.04	1	1	1	1	1	1		1	2	4	
17		..... the person . who ... he or she combine	1	1	4.48	4.85	1		1	1			1	2	4	
18	 this is hat ... // the hat . get / when . graduate	2	2	6.43	7.08	2	1	2	2	1	1		1	2	4	
19		..... this is shoes . / for walking . on . snow places	2	2	5.06	5.90	1	1	1	1			1	1	4	
20		..... this is a car	1	1	3.72	4.48	1						1		2	
7	5	1 .. this is an animal . // and . it has .. four legs and .. strong	2	2	2.21	3.67	2		1				1	1	4 To: 194		
2		.. this is kind of machine . // uh . you use / when you go hospital . // and it check your health	2	2	3.30	4.23	3	1	3	1			1	1	1	6 tf: 22	
3		.. this is for children // and it has three .. cycle?	2	1	2.72	4.62	2		1					1	5 tc: 60		
4		un . you use this / when you clean garden or outside ...	2	3	3.79	6.34	1	1	2	1				1	5		
5		this is kind of shirt .. // it has half sleeves and color	3	3	1.58	4.09	2		1				1	1	1	6	
6		.. he is .. memachica- . mechanic . // he . he is fixing the car.	3	3	1.09	4.99	2		1					1	1	4	
7		this is cactus. // it doesn't need a lot of water .. // it is desert . desert	5	4	1.09	2.07	3		1					2	1	4	
8		it is kind of ship .. // it use in . uh in the war	3	3	2.46	4.25	2		1	1			1	1	1	6	
9		. he is making something dangerous	1	1	3.51	6.25	1		1					1	5		
10		this is kind of insect. // it has dot on his	2	2	1.86	5.39	2		1				1	1	1	6	
11		this is an animal. // it, it can, he can swim and	2	2	3.58	5.50	2		1				1	1	4		
12		this is.. we use it / when we cook something example soup	3	3	5.09	7.73	1	1	2	1				1	5		
13		.. this is kind of bag. // we can .. po, it can portable . to anywhere	3	2	2.07	3.90	2		1	1			1	1	1	6	
14		this is kind of clothes. // it use / clean table	3	3	1.86	3.44	2	1	2	2	1	1		1	1	1	6
15		this is car. // we use it / when building something or crashing something	2	2	1.93	3.53	2	1	2	1				1	1	4	
16		this is for a calligraphy. // we use it / not to move the paper.	4	4	1.49	3.92	2	1	2	1				1	5		
17		... they are . they help the bride and and ... they	1	1	7.08	7.34	1		1					1	5		

18	this is hat. // you wear .. this / when you graduate university	3	3	2.23	2.88	2	1	2	1			1	1	4		
19	this is kind of shoes. // you wear .. this / when it snows a lot.	4	3	2.60	3.96	2	1	2	1			1	1	1	6	
20	.. this is for garbage.	1	1	4.09	6.20	1							1	5		
8	3	1 this is .. living ?? in Africa	2	1	4.81	6.83	1		1	1			1	5	To: 125
		2	.... she may a- maybe she is a doctor	1	1	3.46	6.01	1					1	2	tf: 10
		3	... this is bicycle . and four tires	2	1	2.74	3.32	1					1	2	tc: 37	
		4	... this is Japanese . cleaning a Japanese cle . traditional cleaning .. things. thing	2	2	1.09	2.95	1				1	1	3		
		5	... this is check . T- shirts	1	1	2.21	8.13	1				1	1	3		
		6	.. he is a ... te . he is a .. car technician	2	2	2.14	8.73	1				1	1	3		
		7	.... this is a leaf?? .. in Africa and dry .. dry, .. dry world	2	2	4.27	5.18	1					1	5	
		8	.. this is military . ship	2	2	1.72	2.16	1				1	1	3		
		9	. he is a te ...	0	0	1.58	15.00	0				1		1		
		10	.. this is insect ... // he has a .. many many ...	1	1	2.30	3.32	2		1			1	2	4	
		11	... this is a	0	0	3.74	5.81	0				1		1		
		12	... this is thing for .. soup	1	1	2.90	7.66	1					1	1	4	
		13	.. this is pocket bag .. waist bag	2	2	2.23	2.81	1				1	1	3		
		14	.. this is cle . cleaning .. this is a .. cleaning thing .. / to . clean table	2	2	3.34	5.04	1	1	1	1	1	1	1	6	
		15	.. this is car for ...	1	1	2.32	2.97	1					1	2	4	
		16	... this is a .. paper weight ... Japanese t. traditional thing	2	2	2.51	4.46	1				1	2	1	6	
		17	...	0	0	15.00	15.00	0				0		0		
		18	... this is a graduation cap	2	2	2.53	3.72	1				1	1	3		
		19	.. this is a uum . save?? .. snow .. in winter	1	1	1.72	5.16	1		1	1			2	5	
		20	..... this is a truck // this is a car . for . cord??	1	1	3.99	7.80	2					1	2	4
9	1	1	it's a animal .....i .	1	1	1.88	6.66	1					1	2	To: 88	
		2	... he is received [J- rentogen]	0	0	3.46	5.55	1		1	1	1		1	tf: 10	
		3	it's a	0	0	2.88	4.67	0				1		1	tc: 21	
		4	... it's a .. clean cleaner	1	1	4.20	7.01	1					1	2		
		5	... he is . he wear .. polo- shirt	1	1	3.62	6.57	1		1	1			1	5	
		6	.. the car is repaired .. by the man	1	1	3.07	3.60	1		1				1	5	
		7	.... this this plant . is ..	1	1	4.69	10.47	1					1	2	
		8	..... this ,t this is a ship	1	1	5.20	7.73	1					1	2	
		9	... the man .. works	1	1	3.48	3.58	1		1			1	2	4	
		10	..... this is a insect	1	1	4.95	10.70	1					1	2	
		11	... this animal is . floating ... in the sea....	2	2	2.90	3.48	1		1			1	1	4	
		12	... this is used . in the kitchen	1	1	3.30	5.71	1		1				1	5	
		13	... this[J- pooch] ... is used .. / wearing .. in the	1	1	3.46	3.97	1	1	2	1	1	1	3	2	4
		14	... this . this is clear .. cleaner.....	1	1	3.02	6.01	1					1	2		
		15	.. this car is . crane .. crane	1	1	2.79	3.37	1					2	2		
		16	. this is [J- bunchin]	0	0	2.11	3.04	1				1	3	1		
		17	.... uh .. the man who be . between	1	1	7.11	7.36	1					1	2	4
		18	... this hat is used .. of the . congratulation .. in	1	1	3.90	4.32	1		1				1	2	4
		19	.... this is . used by .ninjya	1	0	4.46	9.66	1		1				1	5
		20	..... the car is . a . big in ..	1	1	5.06	5.43	1					1	2	4
10	4	1	... they are animal . // these animal has two horn	2	2	2.86	3.34	2		1	1			1	1	To: 129
		2 the woman .. is .. waiting	0	0	3.67	4.02	1				1		2	1	tf: 14
		3	.. this is.. bicycle for .. child ... // it has three tires	3	3	2.69	4.71	2	1	1	1			1	1	tc: 37
		4	.... it is .. plus??ing n? it is ...	0	0	4.64	6.43	1				1		1	
		5	.... this is cloth / which called polo shirt ... for??	2	2	3.07	4.99	1	1	1	1	1	1	1	4
		6	... he is the person / who ... fix the car	2	3	2.69	5.36	1	1	1	1	1	1	1	4	
		7	.. it is it is ...	0	0	1.97	15.00	0				1		1		
		8	... it is ship . / which . used which is used / when . the war . is happened	2	3	3.72	4.18	1	2	2	1	2	1	1	4	
		9	... he is a person .. / who use . the write	2	1	2.81	4.32	1	1	1	1	1	1	1	4	
		10	..... it is .. this is .. the ...	0	0	5.09	15.00	0				1		1	
		11	... this is animal / which wash zai?? foods	2	1	3.07	3.65	1	1	1	1	1	1	1	4	
		12	.. this is . kind of spoon .. / which use . is used ... when	2	2	2.60	6.18	1	1	1	1		1	1	2	6
		13	. this is bag .. [J- waist- pouch], waist bag	1	1	1.67	2.44	1				1	1	3		
		14	.. this is the towel ... / when .. we .. clean the room	2	2	2.07	3.60	1	1	1	1	1	1	1	4	
		15	.. this is a car .. / which .. is used ...	1	1	1.77	2.53	1	1	1	1			1	2	4
		16	.. this is used / when we .. write	1	0	2.69	13.40	1	1	2	1			1	5	
		17	... this is a person . / who .. speak about people . who	1	1	3.25	3.90	1	1	1	1	1	1	1	4	
		18	.. this is a cap ... // it is cap is weared / when ... [W- collegers] is graduate	3	3	2.09	2.55	2	1	2	1	1		1	1	4
		19 this is . kind of shoes ... for .. snow	2	2	4.39	6.18	1	1		1		1	1	1	6
		20	.. this is a car which ... is...	1	1	1.95	2.74	1					1	2	4	
12	1	1	oh, this is a animal // and he has a he has a cone on his nose . // and he is heavy maybe	4	3	1.24	2.01	3		1				1	1	To: 190
		2	she .. she is a .. she is a do something	0	1	0.91	12.86	1		1	1			1	7	tf: 25
		3	.. this is .. this has .. three three circles // and maybe a little child ride on this.	3	3	7.38	8.55	2		2	1			1	5	tc: 60
		4	.. a .. this is . a Japanese use this mainly // and they a when they clean their . gardens	2	1	7.62	15.00	2		2				1	5	

5	this is a , this is a kind of clothes. // and most people put on this in summer . a	3	3	4.30	5.71	2			1				1	1	1	6
6	he, he repairs a broken car // and .. it has to repairs car	3	2	4.11	4.53	2		2	1						1	5
7	oh .. this is a . this is a plant // and somebody put	1	1	6.66	8.13	2		1	1					1	2	4
8	.. e a ha I don't . I don't like this. // this is a force	0	0	8.22	8.22	2					1			4	1	1
9	... he .. he is .. he is melt the iron and	2	2	11.19	13.12	1		1	1						1	5
10	this is a kind of insect. // and maybe he is child .. a / when he is child he is an	2	1	3.04	4.53	2	1			1			1	1	1	3
11	... he ... he is a . this is very pretty / I think and	0	0	11.31	12.24	1	1		1	1	1	1			1	1
12	.. when we cook . when we cook the soup, on we, / we use this // an this is useful / to ... cook the soup.	2	1	4.44	5.69	2	2	3	2						1	5
13	... this is a we can . we can	0	0	12.93	15.00	0					1					1
14	.. ar .. this is a clothes / which we use / when clean the desk	2	2	6.39	7.41	1	2	2	1	2	1			1	1	4
15	this is a car ah / which a . on .. in particular e- ah construct	2	1	3.25	4.27	1	1	1	1	1	1			1	2	4
16	a .. when we , whe we do oh, ah Japanese calligraph, / we must use this paper for Japanese	2	1	7.01	7.55	1	1	2	1						1	5
17	oh.. a ... this is a , an. main person of ah arranged marriage	2	2	7.38	11.38	1		1		1	1	1	1	1	1	6
18	a . this is a hat .. / when now university student is . a . university student graduate	2	3	2.72	3.44	1	1	1	1	1	1				1	4
19	.. a .. when it, it snows, / oh . we . a if we use this . / we can walk in snow	3	3	3.79	5.90	1	2	3	1						1	5
20	. a . this is a car a / which , which gather the .. many . a. many garbage from each, from each homes	3	4	2.65	3.58	1	1	1	1	1	1				1	4
14 3	1 .. this is animal. // it has cone .	2	2	3.83	4.18	2		1						1	1	4
	2 it is . it's an inspection / to. see inside	1	1	8.17	9.92	1	1	1	1						1	5
	3 this is like a bicycle // but it has three wheels.	2	3	3.27	4.60	2		1					1	1	1	6
	4 .. this is to .. this is .we use this to .. the	0	0	3.60	9.71	1		1			1				2	1
	5 ... this is a shirt.	1	1	4.95	5.92	1									1	2
	6 ... his work is / to repair ... many cars.	1	1	4.53	5.20	1	1	2	1						1	5
	7 this is plant.	1	1	3.39	4.32	1									1	2
	8 ... this is a big ship / to carry many ... plane to	3	2	4.55	5.53	1	1	1	1			1	1	1	1	6
	9	0	0	15.00	15.00	0					0					0
	10 ... this is an insect. // it has .. many spot.	2	2	5.64	7.38	2		1							1	4
	11 .. this is an animal. // it is ... shell?? and	1	1	3.20	4.09	2									1	2
	12 ... we use this to .. / when we cook.	1	1	5.71	6.29	1	1	2	1						1	5
	13 this is a [J- pooch] ... // we use this on our waist.	1	1	2.49	4.46	2		1						3	1	4
	14 .. there is a clothes. // we use this / to clean up our room	2	3	3.30	4.60	2	1	2	1						1	4
	15 this is a car. // we can see this un ..	1	1	1.86	2.62	2		1							1	4
	16 this is to ...	0	0	7.08	15.00	0					1				2	1
	17 ... he or she is .. a ..	0	0	4.25	15.00	0					1					1
	18 un .. a hat // we put this on a head to . / when graduate	3	3	8.34	8.87	2	1	2	1	1	1				1	4
	19 .. this is like a shoes. // we use this on snow. snowing day .	3	3	2.58	3.58	2		1					1	1	1	6
	20 this is a truck. // I think , / to carry .. garbage.	3	3	6.83	7.55	2	1	2	1						1	4
15 2	1 this is animal / lives in Africa and ... nnn and animal park zoo.	2	2	2.04	2.60	1	1	1	1	1	1			1	1	4
	2 she is doctor nn.. a kind of ... / take a picture internal [J- rentogen]	2	1	1.70	2.62	1	1	1	1	1	1		1	1	1	6
	3 this is ... this has have three . three tires // and little boys can ride.	3	3	2.90	7.15	2		2	1						1	5
	4 the this Japanese name is [J- kumade] // this can scratch leaves.	2	1	2.55	3.32	2		1							2	5
	5 this is clothes ...	1	1	3.11	4.62	1									1	2
	6 he is .. he can repair car..	2	2	2.95	7.57	1		1							1	5
	7 this is a kind of plant. // this can lives without a lot of waters.	4	3	2.65	4.99	2		1	1				1	1	1	6
	8 this is ship and .. base. // this is combination of ship and base.	2	1	2.49	2.93	2									1	4
	9 he is .. he is steal maker.	1	1	2.02	13.05	1						1			1	3
	10 insect ...	1	1	4.55	15.00	1									1	2
	11 this is animal. // eee he have pocket // and he eat .. fish.	2	2	3.02	3.62	3		2	2						1	4
	12 this is cooking tools. one of cooking tools.	2	2	2.11	2.60	1						1	1	1		3
	13 [J- waist porch] . // bag / put on waist.	1	1	0.98	15.00	2	1	1	1	1	1			3	1	4
	14 this is towel / to cleaning floors.	2	2	3.67	4.18	1	1	1	1	1	1				1	4
	15 crane	1	1	2.39	2.39	1									2	2
	16 this is paper stopper?	1	2	9.20	9.73	1								3		2
	17 conduct marriage garra??	1	0	10.94	10.94	1		1	1						1	5
	18 this is a person / who who graduated from college or university.	2	1	4.48	5.67	1	1	1	1	1					1	4
	19 this can support alone. / in order to sink snow.	0	0	4.44	5.11	1	1	1	1						2	5
	20 garbage car. garbage truck.	2	2	1.58	1.58	1						1		2		3
16 2	1 ... this is .. this has .. he has a big noise, nose	1	1	6.71	10.70	1		1							1	5
	2 she is . this is [J- rentogen]...	0	0	6.11	7.25	1					1					1
	3 .. this is a bicycle .. // child is riding it..	2	3	2.07	2.76	2		1						1	1	4
	4 ... this is .. cleaning tall (tool?)	2	2	3.32	6.27	1					1			1		3
	5 .. he is .. wearing T- shirt	1	1	1.95	4.78	1		1							1	4

6	...	0	1	3.65	3.90	1		1	1				1	5		
7	.. this is a kind of flower ... not water	2	2	2.09	4.53	1						1	1	2	6	
8	.. this is a ship there are in	1	1	2.39	3.11	1							1	2	4	
9	... he walking .. to .. the building .. / make building	0	1	4.48	4.74	2		2	2					1	5	
10	. this is a	0	0	1.70	15.00	0					1				1	
11	... this is a animal .. // he . she .. they are eat shell	2	2	3.58	4.25	2		1	1				1	1	4	
12	... it is using ... / when I were cooking	0	1	3.62	11.70	1	1	2	2	1	1	1		2	1	
13	.. this is a bag // short talls [tools?] in there	1	1	2.16	2.79	2								1	2	4
14	.. this is a cleaning clean talls [tools?] / using a table and kitchen	2	2	3.99	4.78	1	1	1	1	1	1	1	1	1	6	
15	.. this is a car.. // they use at a building	1	2	2.53	3.20	2		1						1	4	
16	..... put this is put this put on the paper	2	1	8.87	11.22	1		1	1					1	5	
17	..... he is wedding ... planner	1	1	7.78	8.27	1						1	3		3	
18	. this is a hat // and she is graduate at school	1	2	1.53	2.23	2		1	1	1				1	2	
19	this is a kind of shoes, she people	1	1	3.09	5.43	1							1	1	2	6
20	.. this is a big car ... // carry and they can carry ...	2	1	2.51	4.92	2		1					1	1	2	6
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	it is ah hipo // this is animal // it's um it's, it, it has two	2	2	4.71	5.46	3		1						1	2	4
2	. it is [W- psychophone??] ha? // she is ahh she is doctor. she is a doctor. in ..	1	1	1.72	2.16	2								1	2	15
3	. it is .. it's . um bi, tricycle um // it's un used by children.	2	3	4.30	6.85	2		1						2	1	4
4	.. um .. it's um use . used . in um .. for	0	0	4.55	15.00	1		1			1			2	1	
5	.. this is .. it, T, T- shirt shirts um	1	1	2.18	5.41	1								1	2	
6	... he is .. he is fix that car . um // it's his job	2	3	5.46	6.50	2		1	1					1	1	5
7	.. it's plant // its .. um ... dure?? in this the d, desert	2	2	2.04	2.44	2								1	1	4
8	.... um this is ... um ... airplane / fly from the . this	0	1	3.76	11.63	1	1	1	1	1	1			2	5	
9	.... he work in .. fac . factory	1	1	3.67	4.44	1		1	1					1	5	
10	... this is an insect it's .. // it have red and black color .. um // it's very small	2	2	2.42	2.97	3		1	1	1				1	1	4
11	... this is a animal an animal in . in the water .. // they they eat .. sea food	2	2	2.44	3.00	2		1	1	1				1	1	4
12	..... this is a good / in cooking with cooking it's . it um ...ah?	2	1	4.69	5.55	1	1	1	1	1	1			1	2	4
13	.. this is a . bag a [J- waist- pooch] .. // um . it's ... this wear?? waist	1	1	2.09	3.41	2								1	2	4
14	.... this is . cloth // it's .. um it's clean the .. clean the desk, are as a wor??	2	1	3.55	5.50	2		1	1					1	1	4
15	this is a car it's . // um . it move in th . they work in ...	1	1	1.39	2.07	2		1						1	2	4
16	.. this is the .. raon?? // ah it's use .. we use the its in shu .. [J- shuji]	0	0	1.60	4.27	2		1			1			2	1	
17	... they are .. they are um intr .. introduce an marriage ...	1	1	5.02	8.82	1		1	1					2	5	
18	.. this is a hat .. // it's and we, we wear it we / when we are g . we graduate	2	3	1.86	2.39	2	1	2						1	1	4
19	.. this is shoe this is shoes // it's on . // we we wear the shoes on th the snow .. snow ground	2	3	2.28	3.02	2		1						1	1	4
20	.. this is a truck . // um .. it's a big [J- gomi]	1	1	1.70	2.42	2								1	2	4
18	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
1	this is animal . // but this animal rather than . ah! smaller than elephant .. // this animal has two horns.	3	4	0.30	0.79	3		1						1	1	4
2	she taken X- ray's photograph // she works in hospital.	4	4	1.95	2.58	2		2						1	1	5
3	. it is a small bicycle. // three wheel . ah! . it has three wheels. // the small, the small boy rides it.	4	4	1.02	1.77	3		2				1		1	1	6
4	.. this , this gathered un ... deal leaves. . // this gathered trash.	2	1	2.54	3.04	2		2	2					1	1	5
5	.. this is a shirts. // this was wear by man.	2	2	1.93	2.76	2		1	1					1	1	4
6	.. he is engi . he repair the car. // he works under the car.	3	2	4.30	4.55	2		2	1					1	1	5
7	.. this is a plant. ... // this lives in desert. this ..	2	2	2.04	2.69	2		1						1	1	4
8	.. this is a ship. . // this works in sea. // this works on sea.	2	2	2.62	3.44	3		1						1	1	4
9	. he is a . an engineer. he	1	1	1.63	4.32	1								1	2	4
10	.. this is a insect. ... // this , this insect has seven ...	1	1	2.95	3.79	2		1						1	2	4
11	... this is an animal. this .. // I can see . in . water park.	1	2	2.67	4.41	2		1						1	1	2
12	this is .. cooking tool. // this dip .. full in bottle	2	1	0.72	2.83	2		1	1			1		1	2	6
13	.. this is a bag. // this is shoulder bag. .. ah <chigau>	1	1	1.86	3.20	2								1	1	4
14	.... this clean the window and the roof.	2	1	4.06	4.62	1		1						1	1	5
15	. this is a work . car .	1	1	1.37	7.52	1						1		1	3	
16	.. this put . the paper // Japanese is [J- bunchin]	1	1	2.14	2.62	2		1	1					3	1	4
17	... he he is care . for marriage people	1	1	8.57	10.24	1		1	1					1	1	5
18	. this is a hat. // this hat .. seen . in graduation.	2	3	1.44	2.07	2		1	1					1	1	4
19	... this is ... walk on the snow.	1	1	3.74	7.25	1		1	1					2	5	
20	. the car tro- , the car . carry . the trash.	2	2	1.53	1.97	1		1	1					1	1	5
19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
1	. this is an animal / which has two two two	1	2	2.51	4.20	1	1	1	1	1				1	2	4
2	.. she is um um hospital hospital // this is a nurse	1	1	3.92	9.73	2								1	1	4
3	. this is three hoeluu [wheel] like um a bicycle, three hoeluu bicycle .. aa for children	1	1	2.23	2.88	1								1	1	6
4	this is something like a [J- hooki] // but it needs but leave for .. brunch some or something . / made by bamboo	1	0	2.07	4.09	2	1	2	1	1				1	3	6
5	this is shirt, polo shirt um .. for casu, casual shirt	2	2	1.56	2.02	1								1	1	4
6	she's a meca he's a mechanical um car mechanical car engineer // he is .. maintenancing a car.	2	3	2.07	2.46	2		1	1					2	1	4
7	this is . [J- saboten]	0	0	2.95	5.55	1					1			3	1	
8	.. this is battle ship / which which can um a lot of plane a lot of	2	2	3.46	5.46	1	1	1	1	1	1			1	2	6
9	.. he is a labor um // he melt	0	1	3.76	4.18	2		1	1					1	2	4
10	this is . one of insects one of insects um um .. like a like a ball	2	2	1.81	4.23	1								1	1	4
11	this is a animal / live in a sea um cold sea / which eat etto [J- hamaguri]	2	2	1.56	1.79	1	2	2	2	2	2			1	1	4
12	this is ... ki, kitchen tool to uh ....suku: in a	2	2	3.97	6.69	1								1	1	6
13	this is [J- waistporch] ... green [J- waistporch]	1	1	1.37	1.77	1							1	3	3	
14	.. this is napkin um napkin for something cloth for etto	1	1	2.97	3.48	1								1	2	4
15	this is crane ... machine for .. architect	1	2	2.28	2.83	1		1		1	1			2	2	4

16	... this is weight weight	1	1	4.44	7.78	1							2		2		
17	... um who this is this is	0	0	9.31	15.00	0							1		1		
18	this is a hat who gra .. stu ah! student // American students wear this hat / when they graduate at school.	3	4	1.81	2.25	2	1	2	1				1	1	4		
19	this is somethings like slipper slipper something like sandal / for walk on the snow	4	4	2.55	3.95	1	1	1	1	1	1		1	1	1	6	
20	this is a car / for clean the city // this this this car ...	2	2	1.77	2.46	1	1	1	1	1	1		1	1	4		
20	3	1	uh . big animal uh .. who ... uh who	2	1	4.44	4.44	1					1	1	2	6	To 94
2	she is waiting . she is waiting / for . ca . calling .. so . someone to someone	0	0	1.93	2.44	1	1	2	1	1	1				1	1	tf 11
3	.. this this is bicycle ... in in the garden ..	1	1	4.32	6.15	1							1	1	4	tc 37	
4	this is / for clean road	1	1	2.21	3.62	1	1	1	1	1	1			1	5		
5	. this is . wear wear T. T- shirt ...	1	1	1.90	3.53	1							1	1	4		
6	. he is he .. he uh . the person . // ah he is repairing a car ...	2	2	9.61	10.33	2		1					1	1	4		
7	.... this . this is this is . this has . a .	0	0	4.30	15.00	0							1		1	
8	..... uh . this is .. ship .. sea	1	1	7.80	11.26	1							1	2	4	
9	.... he is mechanic	1	1	4.16	4.95	1							1		2	
10	.... this is colorful . creature fine	1	1	4.95	5.62	1							1	1	3	
11	.... this .. this animal eat .. a . eats uh ..	1	1	6.71	6.99	1		1					1	2	4	
12	.. this is / for cooking	1	1	2.49	4.30	1	1	1	1					1	5		
13	..... this is .. bag with, uh ... waist	1	1	5.20	10.15	1	1		1	1			1	1	4	
14	this is . towel // clean . uh ..	1	1	2.07	3.72	2		1	1				1	2	4		
15	.. this is crane .. car	1	1	2.55	3.16	1							2		2		
16	... this is for .. / for .. p . pushing a paper	0	0	3.27	8.85	1	1	1	1					1	5		
17	.....this is person who . who ... uh who .	1	0	6.62	7.71	1							1	2	4	
18	.... this is graduate students .. from catholic school	2	1	4.64	6.04	1							1	1	6	
19	.... this is / for for snow . snowing	1	1	5.57	12.07	1	1	1	1	1				1	5	
20	.. this is for / for getting a .. garbage	1	1	2.95	10.15	1	1	1	1					1	5		
21	2	1	it's have ... it's animal / live in Africa	2	2	6.85	7.15	1	1	1	1	1		1	1	4	To 96
2	..... she is . doctor	1	1	7.55	11.22	1							1		2	tf 8
3	.. it's bicycle // it has three tire	1	2	4.02	4.62	2		1					1	1	4	tc 33	
4	.... it's	0	0	6.11	15.00	0							1		1	
5	... it's shirts . // it has three button and one point	2	2	5.43	5.92	2		1					1	1	4		
6	. he is . car	0	0	2.25	6.27	1							1	2	1		
7	.... this is	0	0	5.41	15.00	0							1		1	
8	... this is big	0	0	3.74	5.88	1							1		1		
9	.. he is	0	0	2.69	15.00	0							1		1		
10	. this is insect .. // very small in insect	2	2	2.30	3.62	2							1	1	3		
11	. this is animal / live in . sea .. live in	2	2	3.07	3.79	1	1	1	1	1	1			1	1	4	
12	... this is kitchen item	2	1	4.32	5.29	1							1	1	3		
13	this is [J- pochetto] // this is green color and	0	1	1.95	2.76	2								3	1	4	
14	. this is towel	1	1	3.51	4.27	1								1	2		
15	. this is car // it's have three tire six tire	2	1	3.92	4.46	2		1	1					1	1	4	
16	. this is this have weight	1	1	12.01	13.44	1		1	1					1	5		
17	... he is	0	0	7.13	15.00	0							1		1		
18	.. this is hat .. / wear in graduation	2	3	3.60	4.55	1	1	1	1	1	1			1	1	4	
19	this is ... shoes / wear in, wear .. / when snow falls	2	1	2.65	7.48	1	2	2	1	1	1			1	1	4	
20	this is this is .collect garbages	1	1	9.10	11.49	1								1	5		
22	3	1	.. this is an animal . // this lives in the water and um	2	2	2.18	3.30	2		1				1	1	4	To 148
2 um when you um go to the hospital	1	1	10.82	12.19	1		1							1	7	tf 14
3	this is a bicycle . // um child um often ride this.	2	2	1.67	3.69	2		1	1					1	1	4	tc 43
4	. when you clean the garden, / you use this.	2	2	2.25	3.51	1	1	2	1					1	5		
5	. this is a shirt // and ... when it is hot, you	1	1	1.25	1.93	2								1	2	4	
6	... he .. he can fix the car and he	2	2	9.13	9.59	1		1						1	5		
7	... this is um in this is	0	0	8.06	15.00	0							1		1		
8	.. this is ship um // this ship is very large and um	2	2	2.65	3.44	2								1	1	4	
9	... he works ... at the ..um	0	0	5.20	5.48	1		1					1		2	1	
10	.... this ah a nn? [J- konchuu] eeh	0	0	7.27	15.00	1								3	2	
11	. this is an animal, nn // this animal eat [J- kai] nn // this lives in the sea	2	2	1.95	2.86	3		2	1					1	1	4	
12	. when you cook something, / you often use it um	1	1	3.34	4.95	1	1	1	1					1	5		
13	.. this is a bag um // you can um bring things without	1	1	2.25	3.14	2		1						1	1	4	
14	. this is a towel, // when you clean floors, / you use it.	2	3	2.07	2.79	2	1	2	1					1	1	4	
15	.. this is a . crane car // um this .can bring n ..	1	1	2.28	3.65	2		1						2	2	4	
16	.... when when you write a letter, / this can set	1	1	8.10	8.71	1	1	2	1	1				1	5	
17	.... they are . they can	0	0	13.14	15.00	0							1		1	
18	. this is hat, // when you graduate the university, / you wear . you usually wear it.	3	4	3.00	3.58	2	1	2	1					1	1	4	
19	.. this is like a shoes this is like shoes. // when it snows, / um you wear it without um	2	3	5.27	6.11	2	1	2	1					1	1	6	
20	... this is a truck, // this nn? this can bring heavy things um	2	1	4.20	5.48	2		1						1	1	4	
23	3	1	.. this is animal um ... // it has	1	1	1.88	2.25	2		1				1	2	4	To 82
2	.... she is	0	0	5.76	15.00	0							1		1	tf 10
3	..... this is small bicycle.	2	2	6.83	9.61	1							1	1	3	tc 26
4	... when you .. work / to clean,	1	1	4.46	10.05	1	1	2	2					2	5		
5	..... this is a clothes ...	1	1	4.62	8.64	1								1	2	

6	.... he is car he is a car repairer	2	2	6.71	7.52	1					1	2		3	
7	... this is a plant, // it has a sharp	1	1	4.25	5.76	2		1				1	2	4	
8	.... this is a ship.	1	1	4.99	5.94	1						1		2	
9	..... he is an engineer	1	1	6.20	11.94	1						1		2	
10	..... this is	0	0	6.39	15.00	0					1			1	
11	.. this is an animal, // it lived in sea in the sea	2	2	2.72	4.27	2		1	1				1	4	
12	.....	0	0	15.00	15.00	0					0			0	
13	this is a small bag .. // you wear in	1	1	2.90	6.29	2		1			1	1	2	6	
14	..... when you clean the room	1	1	8.13	10.75	1		1					2	5	
15	... this is a car	1	1	4.04	7.36	1						1		2	
16	.. when you write .. write it	0	0	3.48	4.16	1		1			1		2	1	
17	..... nn	0	0	15.00	15.00	0					0			0	
18	.. this is hat .. you // when you graduate school	2	3	4.02	4.76	2		1					1	4	
19	... this is shoes .. // you walk	1	1	5.64	7.90	2		1					1	4	
20	... this is car // it .. picked up	1	1	4.95	5.69	2		1	1				1	4	
24	1	1	.. this is a big animal. .. // and this animal has, a horn. .. and four legs	3	3	2.46	3.39	2		1			1	6	To| 185
	2	2	.. this is a machine for ins- . pec . tion for mans	2	2	2.18	2.97	1	1		1	1		4	tf| 15
	3	3	.. this is a bici- . bicycle // but three wheels. .. but it has three wheels for child	3	3	1.83	3.30	2		1			1	4	tc| 61
	4	3	.. this is a tool / for . cleaning, .. cleaning. .. // this is used for .. grass.	2	3	2.02	2.93	2	1	2	1		1	4	
	5	2	.. this is a cloth . clothes and for summer. .. // it has . a mark.	2	2	2.65	4.46	2		1			1	4	
	6	2	.. he is ... fixing the car. // and his profession .. is .	2	1	2.28	5.41	1		1			1	5	
	7	2	.. this is .. a plant. .. // this .. grows ... at desert	2	2	2.62	5.92	2		1			1	4	
	8	2	.... this is a big ship // and ... this ship is for . air force, .. air plane.	2	2	3.92	4.95	2				1	1	6	
	9	0	.. he is working at .. ee- , working at un	0	1	2.83	3.41	1		1			2	5	
	10	0	.. this is a small, .. small ee- , small // and this like	0	0	1.63	2.65	1				1	2	1	
	11	1	.. this is .. a water, animal // and this animal likes .. ee-	1	1	1.97	4.09	2		1		1	1	6	
	12	2	. this is use for, use / for cooking. // this tool is used for ...	2	2	1.53	5.18	2	1	3	1		1	4	
	13	1	.. this is a ... [J- westo- pouch], . waist baggage.	1	2	1.74	5.13	1				1	1	3	
	14	3	. this is . a towel, // but this is use for dirty things .. // for example, clean the table, and	3	3	1.30	3.46	3		1	1		1	4	
	15	2	.. this is a big car // and this is used for .. un	2	1	1.93	3.37	2		1		1	1	6	
	16	2	.. this is a weights for sheets, or paper. ... e, at Japanese calligraphy.	2	2	2.30	3.07	1	1	1	1		2	4	
	17	1	.. this is ... a man for wedding and	1	1	2.44	10.82	1	1	1	1		1	4	
	18	2	... this is a hat / for condra- , congradura, congradurating / for graduate from high school . or college.	2	3	3.09	4.02	1	2	2	1	2	1	4	
	19	2	... this is a kind of shoes .. in the winter ... snow	2	2	2.72	5.90	1				1	1	6	
	20	2	... this is a tractor or . big car / for .. carrying big bag, bag baggage.	2	2	3.58	5.18	1	1	1	1		1	6	
26	1	1	.. this is a umm	0	0	2.11	15.00	0				1		1	To| 86
	2	0	.... this is doctor	0	1	4.39	4.90	1				1		2	tf| 8
	3	2	... this is bicycle for children	2	2	3.76	5.02	1	1		1		1	4	tc| 28
	4	0	.....this is	0	0	5.92	15.00	0				1		1	
	5	2	.. this is a shirt // this shirt wear adult man	2	2	2.49	3.00	2		1	1		1	4	
	6	0	.... he is	0	0	5.13	15.00	0				1		1	
	7	0	..... this is	0	0	6.29	15.00	0				1		1	
	8	1	this is a ship and	1	1	2.16	3.04	1					1	2	
	9	0	..... he is	0	0	6.04	15.00	0				1		1	
	10	2	... this is a bug // the bug's color is black and red	2	2	3.23	4.74	2					1	4	
	11	1	... this is this animal eat ...	1	1	10.77	11.87	1		1	1		1	4	
	12	2	.... this is a tool / for cooking ...	2	2	4.11	5.13	1	1	1	1		1	4	
	13	2	.... this is a small bag eh	2	2	4.90	5.53	1				1	1	3	
	14	1	..... this is towel and	1	1	9.17	9.54	1					1	2	
	15	1	. this is a car	1	1	1.90	2.44	1					1	2	
	16	0	..... this is a	0	0	6.71	15.00	0				1		1	
	17	0	.....	0	0	15.00	15.00	0				0		0	
	18	2	.. this is a hat eh // this hat .. is wear um graduated people.	2	3	2.37	2.90	2		1	1		1	4	
	19	2	..... this is a shoes / to walk on the snow	2	3	6.36	7.13	1	1	1	1		1	4	
	20	2	.. this is a car .. / to carry a dust	2	2	2.02	2.53	1	1	1	1		1	4	
27	2	1	... this is a animal / which which is in a . Africa	2	2	3.02	3.60	1	1		1		1	4	To| 127
	2	1	..... this is a nurse who ...	1	1	9.68	10.43	1					1	4	tf| 12
	3	3	..... this is a bike / which has three tires	3	2	7.78	11.80	1	1	1	1		1	4	tc| 37
	4	1	... this is used in a . clean time .. // this is made of	1	1	3.30	8.15	2		2			1	5	
	5	1	.. this is .. shirt	1	1	2.65	6.32	1					1	2	
	6	2	..... he is a man / who .. mending . the car	2	2	9.45	10.22	1	1	1	1	1	1	4	
	7	1	.. this is seen in Africa .	1	1	3.00	3.62	1					1	5	
	8	1	... this is a big ship / which carry	1	2	4.46	5.13	1	1	1	1	1	1	4	
	9	0	.....	0	0	15.00	15.00	0				0		0	
	10	2	. this is a insect // this is black and red.	2	2	2.42	3.92	2					1	4	
	11	2	.... this is a animal / which is seen in .. sea	2	2	4.11	4.64	1	1	1	1	1	1	4	
	12	3	... this is a big spoon / which is used .. / when we are cooking	3	3	3.00	3.95	1	2	2	1	2	1	6	
	13	0	.. this is ah .. [J- westo- pouch]	0	0	2.58	4.53	1					3	2	
	14	2	..... this is a kind of towel / which is used / in cleaning time.	2	3	7.29	8.78	1	2	2	2	1	1	6	
	15	2	... this is a .. this is called crane / which is used at a .. const-	2	2	6.11	8.80	1	1	2	1		2	4	

16 this is called [J- bunchin] in Japanese	0	0	9.71	12.21	1		1		1		3		1	
17 this is a person who .. who ...	1	1	4.48	5.90	1						1	2		4
18 this is a .. kind of hat / which we wear in gradua-	2	2	3.67	7.04	1	1	1	1			1	1	2	6
19 this is used in heavy snow area ...	2	1	4.67	9.71	1		1					1		5
20 this is a truck	1	1	8.45	10.15	1							1		2
28	1	1	1	6.03	6.90	1						1		2	To: 93
2	. it is hel, health check	0	1	4.99	6.08	1		1					1	if: 8	
3	.... it is	0	0	9.71	15.00	0				1				tc: 29
4	it is is / by cleaning // it made it is made . bamboo	2	2	3.37	5.04	2	1	2	1	1	1		1	5	
5	... it, it, it is .. is shi, sha, sheet	0	0	11.31	11.98	1						4		2	
6	a man eh .repair a car // the car broke by in back	2	2	4.25	4.41	2		2	2				1	1	4
7	it is a . plant	1	1	1.79	3.02	1							1		2
8	it is a military ship	2	2	7.78	11.03	1				1		1		3	
9	.....	0	0	15.00	15.00	0				0				5
10	it is a insect ... // it is very small and	2	2	2.69	3.76	2						1	1	4	
11	.... it is an animal it is a	1	1	9.61	10.52	1						1	2	4
12	it it is it is used / by cooking	1	1	3.72	5.16	1	1	2	1	1	1		1	5	
13	it is a .. [J- pooch]	0	0	3.48	5.29	1						3		2	
14	... it is a cloth. // it is used / by eh cleaning	1	1	5.71	6.27	2	1	2	1	1	1		1	4	
15	.. it is a car / use by	1	1	4.62	6.53	1	1	1	1	1	1		1	4	
16	.....	0	0	15.00	15.00	0				0				0
17	..... he is a marriage .. manager	1	1	10.61	11.61	1						1	3	3
18	it is a hat // it is wear um..gradu-	1	2	3.90	6.69	2		1	1				1	4	
19	... it in it is use / when it eh snow	1	1	6.20	11.17	1	1	2	2	1	1		1	5	
20	it is a car // it is collect collecting dust	2	3	2.95	3.74	2		1	1				1	4	
29	4	1	1	5.55	5.76	1		1	1			1	1	To: 142	
2	she ..she look . the body on the man . the body of the man and and	1	0	4.67	5.11	1		1	1				1	if: 13	
3	the bicycle uh the bicycle is.. on.	1	1	1.25	1.79	1						1	2	tc: 45	
4	the the brush . is standing .. and standing on the ground	1	0	3.02	3.23	1		1	1				1	7	
5	the man wea the man wears T- shirts // this T- shirts is T- shirts color is brown ah! gray and	2	2	1.53	1.79	2		1				1	1	4	
6	the man is under the car // and he is repairing the car // and he wear blue	3	2	1.56	2.09	3		2	1				1	5	
7	on the table the plants there plants on the table and this uh	1	1	2.11	5.76	1						1		2	
8	the this the ship the ship's color is gray and	1	1	4.62	6.80	1						1	1	4	
9	uh . he is repairing the something // and . it's bright	1	1	3.69	5.69	2		1					1	5	
10	uh [J- tentoomushi]. is . it uh	0	0	4.76	4.76	1						3		2	
11	the animal is . floating the sea the animal is floating the sea and he he is	2	2	1.46	1.74	1		1				1	1	4	
12	the person .. have . uh . uh	0	0	1.74	2.02	1		1	1		1		2	1	
13	the person wears the person wear blue ah! green pochette on his	1	2	3.62	3.83	1		1	1		1	1	2	6	
14	he the person clean clean the floor / by wrapping the towel	2	2	4.53	4.78	1	1	2	2	1			1	5	
15	yellow truck uh is running	1	1	2.30	2.30	1		1				1	1	4	
16	it is uh it is sh it is using by [J- shuji]	0	0	12.40	14.47	1		1	1				2	5	
17	.... he is he is	0	0	10.75	15.00	0				1				1
18	by uh people wears a hat / when he graduate from university	2	3	5.85	8.52	1	1	2	1	1	1		1	4	
19	uh it is used by it is used / when people walk on the water	2	1	6.90	10.89	1	1	2	1	1			1	5	
20	it is used .. when .. garbage is ..	1	1	2.25	9.22	1		1					2	5	
30	3	1	2	2.81	3.32	3						1	1	To: 101	
2	..... [J- rentogen] . eeto . // she is .. nurse	1	1	12.03	14.40	2						1		if: 13
3	it is bicycle .. // and . it have three wheel .. the child ...	2	2	1.72	2.57	2		1	1			1	1	tc: 33	
4	it is . cleaning Japanese .	1	0	2.42	3.74	1		1	1				2	5	
5	.. this is shirts // the man wear it	2	2	2.74	3.11	2		1	1			1	1	4	
6	.. he is . the car // repairing	1	1	3.44	7.11	2		1	1				1	5	
7	.... it have ... sen ... it is . plants .	1	1	11.12	12.52	1						1		2
8	..... nn ..	0	0	15.00	15.00	0				0				0
9	... he	0	0	4.60	15.00	0				1				1	
10	...this is	0	0	4.16	15.00	0				1				1	
11	..it is mama?? . // it is animal um on the sea .. // it eat shell	2	2	2.49	3.90	3		1	1			1	1	4	
12	...I'm . cooking when when I cooking it / I use it . soup	1	1	3.97	8.06	1	1	2	1	1	1		1	5	
13	...it is way bag // ah .. it wear	1	1	3.92	11.08	2		1	1			1	2	4	
14	...like a towel ah .. // we cleaning	1	1	3.53	4.02	2		1	1			1	2	4	
15	.. this is car . um ... swi, sweel??	1	1	3.34	5.27	1						1		2	
16	.. this is ..I ... [J- shuji] . I use it um	0	0	11.54	15.00	1		1					2	5	
17	.....ah we wedding . he ...	0	0	7.50	8.01	1				1			2	1
18	..... we graduation, the college from college / we wear hat .	2	3	4.09	4.90	1	1	2	1			1	1	4
19	... snowing . weather the snowing we .. putted on . an .	1	1	5.74	6.27	1		1	1				2	5	
20	... it garbage .. collecting . the car, um	1	1	2.42	3.11	1		1	1		1	1	2	6	
31	4	1	2	7.04	8.08	1					1	1	2	To: 100	
2	.. there are two people	0	0	2.28	3.20	1							1	if: 11	
3	... this is ... for child / riding.	1	1	4.06	8.71	1	1	1	1	1			2	tc: 32	
4	... this is a tool / for .. cleaning.	2	2	4.97	6.50	1	1	1	1			1	1	4	
5	.....this is .. man's wear.	1	1	6.04	9.27	1		1			1	1		3

6	he he is mecha	0	0	4.44	5.22	1							1						1
7	.... this is plant in desert.	2	2	5.64	6.43	1									1	1			4
8	....this is ship	1	1	6.36	7.29	1									1				2
9	.... he is engineer.	1	1	3.90	11.59	1									1				2
10	.... this is a insect. // it has many points ... in his back.	2	2	3.92	5.50	2			1							1	1		4
11	... this is animal ... // it lives in sea . in the sea.	2	2	3.39	4.18	2			1							1	1		4
12	...this is a tool / for cooking. ... it it ...	2	2	2.00	3.18	1	1		1	1								1	4
13	.. this is bag. this is a bag. waist	1	1	2.65	4.39	1												1	4
14	.... this is cloth.	1	1	5.67	11.68	1												1	2
15	... this is a car.	1	1	2.46	4.97	1												1	2
16	... this is a tool for .. nn...	1	1	3.20	4.20	1												1	4
17	..... the two people ... who	0	0	4.92	6.64	1												2	5
18	...this is hat / wearing at ... ceremony.	2	2	2.79	3.58	1	1		1	1	1	1						1	4
19	..... this is a tool. // it it is used / when snow. it snows	2	2	4.18	5.85	2	1		2	1								1	4
20	... this is a car .. / for collecting bage nn?	1	1	2.95	3.97	1	1		1	1								1	4
32	1	1	2	2	6.36	6.83	1						1		1	2			6
	2	1	1	6.94	7.90	1										1	2		4
	3	3	3	2.74	3.86	3			2	1						1	1		4
	4	1	1	3.11	3.60	2			1	1						1	1		4
	5	3	3	2.62	3.74	2			1	1							1	1	4
	6	1	2	3.62	7.63	1			1									1	5
	7	1	1	2.39	3.30	1												1	4
	8	2	2	5.85	7.87	1									1			1	6
	9	0	0	6.83	7.25	1			1				1					2	1
	10	0	0	4.71	15.00	0							1						1
	11	1	1	3.69	4.71	2			1									1	4
	12	1	1	2.93	8.08	2	1		3	3	1	1						1	5
	13	1	1	3.04	4.06	2			1									1	4
	14	2	2	3.18	4.39	2	1		2	1	1							1	4
	15	1	1	5.25	7.11	1												2	4
	16	0	0	5.34	15.00	0							1						1
	17	1	1	2.81	5.04	1												1	4
	18	0	1	3.88	5.11	1			1	1									7
	19	1	1	3.23	3.81	1												1	4
	20	1	1	5.22	5.97	1			1		1							1	4
33	1	2	2	1.23	2.35	2			1							1	1		4
	2	1	1	4.55	5.76	2												1	7
	3	1	1	1.35	5.22	3			1				1		1	1		1	3
	4	1	1	0.88	2.49	2	1		2	1								1	4
	5	1	1	2.00	3.37	1												1	4
	6	2	2	2.74	3.37	1	1		1	1								1	4
	7	1	1	2.14	8.06	2												1	4
	8	0	0	2.42	8.48	1							1					4	1
	9	3	3	1.30	1.93	3			2	1								1	4
	10	2	2	1.95	5.74	2			1									1	4
	11	2	2	2.00	5.85	3			2	1								1	4
	12	1	1	2.30	9.03	1							1	1	1				3
	13	1	1	2.23	3.76	3			1									3	4
	14	2	2	3.27	5.60	2	1		2	1								1	4
	15	1	1	3.58	7.55	1												2	4
	16	2	1	2.00	4.34	1												2	4
	17	0	1	1.74	4.92	2			1	1								4	4
	18	1	1	1.21	3.30	2												1	4
	19	1	1	1.77	6.25	1	1			1	1		1					1	6
	20	1	2	0.79	4.64	2												1	4
34	3	2	2	0.88	2.72	1							1		1				3
	2	2	2	1.21	3.46	2			1	1								1	11
	3	2	1	1.63	2.51	2			1	1			1		1	1		6	45
	4	2	2	5.22	7.08	1	1		2	1	1							1	5
	5	1	1	2.32	4.02	1							1		1				3
	6	1	2	3.69	6.20	2			1	1								1	5
	7	0	1	1.58	10.36	1												1	2
	8	1	0	1.53	5.36	1			1	1								1	5
	9	0	0	1.60	2.39	1			1	1			1					1	1
	10	0	0	1.07	5.94	1									1	4			3
	11	1	2	2.39	3.72	2			1	1								1	4
	12	2	2	1.14	2.79	1	1		2	1	1							1	5
	13	2	2	2.09	2.97	2							1		1			1	3
	14	2	1	1.90	3.69	1	1		2	1	1							1	5
	15	1	1	3.27	4.53	1							1		1				3

16	. this is a heavy .. him?? .. metal. // this push the sheet	1	1	1.23	2.16	2		1	1			1	1	1	6		
17	... this is connect to .. bride ... and	0	1	2.79	3.62	1		1	1					2	5		
18	. this is graduation hat // this is use to graduation ceremony.	3	3	2.09	4.13	2		1	1			1	1	1	6		
19	.... this is use / to walk over the water.	1	1	5.06	7.74	1	1	2	1	1				1	5	
20	... un .. this is, this car is .. collect the we, waste	2	2	6.97	7.31	1		1						1	4		
35	2	1	um this is an animal the . the animal with the horn	2	2	6.20	8.20	1		1		1		1	1	4	To: 116
	2	2	.. um she is, she is, she is a person um .. inside, inside body um..	1	1	6.90	7.20	1						1	2	4	tf: 11
	3	3	ah! .. this is, this this has three [J- hoilu], three wheels // and the child ride, ride	2	1	4.67	7.45	2		2	1			1	5	tc: 42	
	4	4	eh this is eh, .. this. le. lause??.. lause??.. dust	0	0	2.18	15.00	0				1			1		
	5	5	um this is polo- shirt um polo... um	1	1	3.65	4.55	1						1	2		
	6	6	uum he repair, repaired car	1	2	4.06	4.23	1		1	1				1	5	
	7	7	uum this is in . de, this look, looks desert, // this is uum plant	1	1	4.95	7.73	2		1				1	1	4	
	8	8	uum uum uum this has um many planes um mm ...	0	0	6.41	7.78	1		1				1	1	5	
	9	9	uum ... he he works // uum he is worker ah um	0	1	5.46	5.69	2		1		1		1	1	5	
	10	10	uum .. uum this is um this beet, be, ha! .. uum	0	0	4.02	15.00	1				1		4	1		
	11	11	ou .. eh this floats in the sea uum in the rest um this	1	1	4.41	4.67	1		1		1		1	1		
	12	12	ah! .. uum this is used . / by . cooking . uum .. liquid	1	1	3.88	8.06	1	1	2	1	1	1		1	5	
	13	13	uum this .. is side [J- westo- pooch] uuum <nanda>	0	0	5.74	7.38	1					1	3	3		
	14	14	ah . um this is used cloth // ah... many towels um is sort??	1	1	4.13	5.97	2		1				1	2	4	
	15	15	uum this is used / by ... making .. building ... build	1	1	2.39	7.76	1	1	2	1	1	1		1	5	
	16	16	eeh this is use . eeh .. by [J- shuji] .. uum	0	0	2.60	6.53	1		1	1	1		1	2	1	
	17	17	eeh this is . ah . between couples .. ah successfullyyy	1	1	3.55	8.03	1							2	5	
	18	18	ah um this is a kind of hat // ah universal ah students has	1	2	3.95	6.13	2		1	1			1	1	2	6
	19	19	ah this is used by ah , snowing area uum	1	1	2.49	6.15	1		2	1				1	5	
	20	20	. ah um this has many dust .. // um this is car ah! kind of car	1	1	5.88	6.34	2		1				1	1	1	6
36	3	1	... a line it has a bi, big tooth . and hi, his body and	0	0	2.55	7.59	1		1		1			1	To: 177	
	2	2	um he is a doctor um / who ... who take care of ah person ah person ah ill, ill or some	2	2	1.00	1.32	1	1	1	1	1		1	1	4	tf: 18
	3	3	ah it is a bicycle ah / which ride a which ride ah by child ... and play	2	2	0.70	1.09	1	1	1	1	1		1	1	4	tc: 67
	4	4	um it use um . use the clean the ground and <wakaran wakaran>	1	1	1.95	4.78	1		1	1				1	5	
	5	5	it is T- shirts ah // when ah mainly ah man is ah <tokidoki> ah cloth of men	1	1	1.60	2.04	2						1	2	4	
	6	6	ah he is ah men / who repair . a car ... and	1	2	1.02	2.44	1	1	1	1	1		1	1	4	
	7	7	it is [J- saboten]etto / which live in ah ... hot hot country or desert .. very tough	1	1	0.84	1.28	1	1	1	1	1		3	1	4	
	8	8	um it is a ship a / which which can we are airplane	2	2	1.25	2.58	1	1	1	1	1		1	2	4	
	9	9	um he is um made something about metal // and ... mel, melt it	1	1	1.25	2.88	2		2	2				1	5	
	10	10	ah it is a ah ... [J- mushi mushi mushi]	0	0	0.77	15.00	1				1		3	1		
	11	11	it is animal / which ah living ah .. live / and hit the food	1	2	1.67	2.11	1	2	2	2	2	1		1	1	4
	12	12	ah it is use ah / when cook and .. taste and taste a food like a soup	1	1	1.83	2.25	1	1	2	2	1	1		1	5	
	13	13	look like a [J- pooch] // ah when carry um um small things like a ah like .. a coin or a mobile phone	2	2	0.56	0.95	2		2	2			1	3	1	6
	14	14	it is use a / when clean a whole ou ou ground carpet ... and	1	1	0.30	1.37	1	1	2	2	1	1		1	5	
	15	15	it is carry um broken ah illegal on ... illegal parking car	2	1	1.35	2.25	1		1	1				1	5	
	16	16	ah it is use um / when write write up things in the of a [J- sumi- sumi] a which Japanese	0	0	0.79	4.34	1	1	2	2	1	1	1	2	1	
	17	17	um he or she is a men / who take care of um men, married person	2	1	1.70	4.74	1	1	1	1	1		1	1	4	
	18	18	he is a graduated, graduated, graduated student um maybe ele, elementary school	0	1	2.35	3.23	1							1	7	
	19	19	um this is a sho., um shoes um / which um use, using ah snow	1	1	0.60	3.53	1	1	1	1	1		1	2	4	
	20	20	it is a car / when um carrier trash	1	1	0.67	1.30	1	1	1	1	1		1	2	4	
37	4	1	.. it's animal // the animal is a big ... it's a	2	2	1.54	2.32	2					1	1	1	4	To: 148
	2	2	... the boy is telephone the girl // ah the boy is [J- rentogen] the girl is a doctor or	1	1	4.02	4.23	2		1	1			1	1	2	tf: 7
	3	3	.. it's bicycle // the bicycle rides small children // it's three tires	3	3	1.46	4.09	3		1	1			1	1	4	tc: 48
	4	4	. it's .. this is clean garden ... gar .	1	1	4.45	6.80	1		1	1			1	5		
	5	5	it's checked this is checked polo- shirts	2	2	6.46	7.13	1				1		1	1	3	
	6	6	... the he is repair the car ...	2	2	4.76	7.50	1		1	1				1	5	
	7	7	... it's plant. // the plant's name is [J- saboten]. // this live in desert.	2	2	3.04	3.79	3		1	1			1	1	4	
	8	8	.. this is .. ship, big ship. // this ship use	2	2	3.69	8.43	2		1	1		1	1	2	6	
	9	9	... he is repair ah make the make the	1	1	2.44	9.36	1		1	1				2	5	
	10	10	... this is insect, small insect .. // seven dots ah this	2	2	2.60	4.13	2						1	2	4	
	11	11	... this is animal. // this animal is [W- shales??] in the sea.	1	2	3.95	5.20	2						1	1	4	
	12	12	... this is ... big spoon	2	1	3.97	12.98	1				1		1	1	3	
	13	13	... this is waist bag. // this is used	2	2	3.30	3.99	2		1		1		1	2	6	
	14	14	.... this is cloth // this is used / wipe the table wipe in the table	2	3	4.02	4.53	2	1	2	1	1	1		1	4
	15	15	.... this is car. // the car have big crane .. colored	2	2	4.16	5.13	2		1				1	1	4
	16	16	. this is ... water ah ah paper weight paper weight	1	2	1.53	10.19	1						2	2		
	17	17	... he is he is nn	0	0	3.34	15.00	0				1			1		
	18	18	. this is hat, // the hat is square shapes. // the hat is use ah is wear the students.	2	2	2.30	2.95	3		1	1			1	1	4	
	19	19	... this this is [J- kanjiki]. // [J- kanjiki] is Japan tools Japanese tools	1	1	5.74	6.55	2				1		3	3		
	20	20	... this is a car, // the car used	1	1	3.02	3.65	2		1	1			1	2	4	
38	5	1	.. uh ... it's kind of a animal ... he	2	2	6.66	8.92	1					1	1	2	6	To: 96
	2	2	.. uh .. tests ... on health ..	0	0	5.57	5.57	1				1			2	1	tf: 11
	3	3	.... uh ... this is the . three tire ..	1	0	8.34	10.64	1						1	5	tc: 26
	4	4	...when we clean . / we use it uh ...	1	1	3.65	4.32	1	1	2	1			1	5		
	5	5	... this is . shirts .. polo- shirt	1	1	2.49	4.41	1						1	1	2	

6	...	0	0	2.18	10.08	0					1			2	1		
7	...uh? . it's ... it's . uh ..	0	0	5.04	15.00	0					1				1		
8	.... this is a ... ship big ship // and . plane has come .	2	2	4.25	8.36	2		1	1		1		1	1	1	6
9	... he is ... uh? ... he is ..	0	0	3.32	15.00	0					1				1		
10	.. this is eeh... eeh .. war?? . a kind of .	0	0	2.95	15.00	1					1		1		1		
11	.... this this is .. uh ...eeh . eeh .	0	0	5.50	15.00	0					1				1	
12	.. when we cook .. / we can use this . and eeh	1	1	2.93	3.88	1	1	2	1					1	5		
13	.. this is a bag .. eehto . // we can take a .. waist..	1	1	2.28	3.23	2		1						1	2	4	
14	. when we clean / we use it .. uh ... eeh ...	1	1	1.83	2.58	1	1	2	1					1	2	4	
15	.. this is . crane uh . it's . can .	1	1	2.28	4.18	1								2	2	4	
16	... uh? when ... this is the ... uh ..	0	0	8.66	15.00	0					1			2	1		
17	.. it's ... he's .. when .. wedding ..	0	1	9.43	12.38	1								2	5		
18	... when ?? we graduate .. / we take it	0	1	5.43	6.25	1	1	2	1					1	5		
19	... this is a boots // wear it's snow ..	2	1	2.76	4.09	2		1	1					1	2	4	
20	.... this is car .. ee .. // gather	1	1	5.11	7.78	2		1	1					1	2	4
39	5	1	1	0.98	4.37	2		1						1	2	4	To: 150
2	it's in a hospital land // he had a .. um take?? picture	1	1	2.65	3.39	2		1	1					1	5	tf: 13	
3	it's a preschool // the children is ride children ride and it's and the	1	1	0.65	1.86	2		1						2	5	tc: 42	
4	uum it's a Japanese broom . // uum it's in the garden // and it's use	2	2	2.25	2.79	4		1	1				1	1	1	6	
5	it's a T- shirt and a half? // and it's dark light and	1	1	2.16	2.76	2								1	1	4	
6	he is car he he prepared car // and he is under the car // and the car is gray	1	1	4.23	4.46	3		1	1					1	1	5	
7	it's a plant ... // uum it's green	1	1	1.23	2.88	2								1	1	4	
8	it's a ship // and it . it strong . // it big	1	2	1.02	1.77	3								1	1	4	
9	.. he is walking uum eeh	0	0	3.23	4.97	1		1			1			1	1		
10	this is .. ah	0	0	1.32	15.00	0					1				1		
11	uum it's in the sea and he in the uum	1	1	2.95	4.99	1					1			1	1		
12	it's .. uum it's like spoon uum	2	2	1.65	7.15	1								1	1	3	
13	it's a [J- pooch] like a bag um it's	1	1	1.88	2.79	1								1	3	2	
14	uum it's a cloth, cloth? and .. uum	1	1	2.69	15.00	1								1	1	5	
15	it's a truck // um it's lift the heavy thing	2	2	3.18	3.60	2		1	1					1	1	4	
16	it's ... called [J- bunchin] in Japanese uum prest??	0	0	2.14	5.48	1		1			1			3	1		
17	it's a .. match- maker uum uum / who manage??	1	1	4.09	4.64	1	1		1					3	2	4	
18	it's a hat on graduation // and they throw away it at graduate	3	2	1.12	1.72	2		1	1	1	1			1	1	4	
19	uum . it's a uum Japanese uum	0	0	2.83	6.48	1					1	1			1		
20	it's a car of garbage // and it's like ??	2	2	1.28	2.07	2		1		1	1			1	1	4	
40	4	1	0	0	2.93	15.00	1		1					1	1	To: 63	
2	..... doctor	0	1	6.99	6.99	1								1	2	tf: 10
3	.....	0	0	15.00	15.00	0					0			0	0	tc: 22
4	... it use	0	0	5.60	15.00	1		1	1		1				1		
5	..... shirts	1	1	7.83	7.83	1								1	1	2
6	.... car	0	0	6.43	6.43	1					1				1	
7	....it is in desert	1	1	5.55	9.50	1								1	5	
8	.....it has a many planes in the	0	0	9.10	11.42	1		1			1			1	1	
9	..... electric worker	1	1	8.62	15.00	1					1			1	3	
10	.....	0	0	15.00	15.00	0					0				0	
11	....this is this lives in the sea	1	1	11.33	11.66	1		1						1	5	
12	.. we use it / when we ... cook the soup	1	1	3.07	12.19	1	1	2	1					1	5		
13	..... [J- westo- pooch]	0	0	12.56	12.56	1								3	2	
14	.. we use it / when we clean the room	1	2	4.13	7.57	1	1	2	1					1	5		
15	.....	0	0	15.00	15.00	0					0				0	
16	.... it is use .. / to stop the	0	0	6.18	13.42	1	1	2	1	1	1			2	1	
17	.....	0	0	15.00	15.00	0					0				0	
18	.....she she graduate the school	0	1	10.66	10.91	1		1	1					1	7	
19	... this is used / to walk on the snow	2	2	6.34	10.12	1	1	2	1					1	5		
20	..... the car to	1	1	10.47	10.84	1								1	2	4
41	3	1	1	2.21	4.18	1								1	2	To: 120	
2	.. this is a ... uh . he is check . he is check . he is being checked .	1	1	10.96	12.33	1		1	1					1	7	tf: 17	
3	.. this is a picture of . uh tricy . tricycle	1	1	2.18	2.95	1								2	2	tc: 40	
4	.. this is a .. uh this	0	0	4.90	15.00	0					1				1		
5	.... he is wearing a shirt .. checked shirt	2	2	5.37	6.53	1		1			1			1	3	
6	.. he is .. fixing a car . under the car	2	2	2.53	5.18	1		1						1	1	5	
7	....this is a .. uh ... uh? .	0	0	4.67	15.00	0					1				1	
8	.. uh . this is a . uh ... ship on the sea	1	1	3.79	10.47	1								1	1	4	
9	.. he is using . uh uh ...	0	0	2.42	15.00	1		1			1			2	1		
10	. this is a .. bag . // uh it is small and .. and has	2	1	2.39	5.60	2								1	2	4	
11	. this is a an animal . / who live who that live .. in the sea and eat .	2	2	3.30	4.62	1	1	1	1	1	1			1	1	4	
12	.. it is used / for cooking . uh / to pour a s su soup and so on ...	2	1	3.27	5.27	1	2	3	1	2				1	5		
13	... this is a . small bag . around .. humans ...	1	1	3.39	5.32	1					1			1	2	6	
14	. this is like a towel . / to clean . uh clean the .. floor or . walls or something .	2	3	1.95	3.20	1	1	1	1					1	1	6	
15	... it is in the .. uh	0	0	3.69	15.00	0					1				1		

16	.....this is . a .. uh it is use	0	0	13.33	15.00	1			1	1			1			2	1	
17	. match- maker	1	1	1.12	1.12	1										3		2	
18	.. it's a hat . / that . shows / he .. graduate from the university..	2	2	2.55	3.00	1	2		2	1	2	1				1	1	4	
19	.. this is like a shoes . / in order to in order not to . slip the slip the snow ...	3	3	2.74	3.67	1	1		1	1	1					1	1	6	
20	... uh? . it's it's a .. car . / that is collected .. wages	2	1	4.90	6.39	1	1		1	1	1	1				1	2	4	
42	3	1	ah that is a very big animal in Africa // ah maybe there many that animal .. um . they have . two big hones	3	3	1.35	1.77	2		1	1	1			1	1	1	6	To: 145
2	.. um that is X- ray um in . hospital . // maybe .. ah aha she is doctor . techni-	2	2	2.79	3.02	2		1	1	1					1	1	1	4	tf: 19
3	um that is . bicycle / which um often use . um . in play . // um . child's play . a toy and	3	2	1.07	1.95	2	1		2	2	1	1				1	1	4	tc: 49
4	um that is Japanese .. um um ah we use it / . cleaning // when we clean, that, / we use that	1	1	1.58	1.90	2	2		3		1	1					1	5	
5	.. um that . shirts ... um .. um ...	1	1	3.23	4.09	1										1		2	
6	..um he is fixing . the car car fixer .. // and .. he can repair the car	2	2	2.37	3.90	2			2								1	5	
7	um that is cactus .. // ah maybe may ah ... in Africa	2	2	1.16	1.46	2										2	1	4	
8	.. um this is .. big um .....um...	0	0	2.53	5.13	1							1					1	
9	.. he is engineer and	1	1	1.88	2.69	1											1	2	4
10	.. um this is . kin'of very little .. insect ... // and they ah this flies	2	2	2.65	4.48	2			1					1	1	1	1	6	
11	.. um .. this .. um . this is ... seal	1	1	9.64	10.03	1							1			1		1	
12	um ... this is kind of tool / when we use / on . cooking . ah	3	3	3.92	4.95	1	2		2	1	1	1				1	1	1	6
13	um this is .. ah little [J- lyukku], backpack . // and . very useful for traveling	2	2	2.46	5.13	2								1		4	1	6	
14	.. um . this . is . um .....cleaner	1	1	3.25	15.00	1											1	2	
15	um .. um .. this ah this is used in ...	0	0	7.87	15.00	1			1				1				2	1	
16	.. um this is weight . um ... // uh we can use it in	1	1	3.30	5.46	2			1								2	1	4
17	.. um this is who .. and make married the both ... um .. man and woman	1	1	3.11	3.67	1			1	1							2	5	
18	um this is a cap / who who wear um who .. graduate from . u. university	2	3	3.00	4.60	1	1		1	1	1	1				1	1	4	
19	um ...	0	0	15.00	15.00	0							0					0	
20	um .. this is . a car / which . collects . the garbage . dust	3	1	3.14	5.69	1	1		1	1	1					1	1	4	
43	3	1	. it's a big animal um ... // it he has big big um	2	2	1.66	2.26	2			1			1		1	2	6	To: 152
2	.. ah this is used in hospital // um check check body	2	2	6.08	8.85	2			2	1							1	5	tf: 11
3	it is child child's um .. child's bicycle	2	2	1.07	9.24	1							1		1			3	tc: 45
4	.. it is used / to clean clean ground	2	2	1.77	3.62	1	1		2	1							1	5	
5	. it is shirt men's shirt	2	2	1.39	1.81	1								1		1		3	
6	.. he is he is repairing car	1	2	6.94	7.87	1			1								1	5	
7	. this is [J- saboten] // um it's kind a kind of plant	1	1	1.60	2.07	2									1	3		3	
8	it is big shape and airplane . // ah this ship has many airplane . // it's used to war	3	3	2.28	2.74	3			2					1		1	1	6	
9	. he is .. he is preparing ?? um ??	0	1	7.25	7.66	1											2	5	
10	. this is a kind of . kind of .. um it's very small and beautiful	0	0	8.50	8.82	1							1	1	1			1	
11	.. this is ah this is [J- lakko] animals . // he is he live in sea	1	2	2.46	6.87	2			1	1						3	1	4	
12	this is [J- otama] . // um . it is used / to cooking and soup . stew and curry .	2	2	0.79	1.77	2	1		2	1	1	1				3	1	4	
13	. this is [J- waist- pooch] . // it's very useful and easy / to move .	1	1	1.63	1.95	2	1		1	1						3	1	4	
14	this is towel . [J- zookin] . // it is used / to clean clean room ... // cleaned by towel	2	2	0.49	2.97	3	1		3	1						1	1	4	
15	it is crane . // um it's used it is used / to ... to build a big building	2	2	0.88	1.28	2	1		2	1						2	1	4	
16	.. this is . pntoo?? [J- bunchin] um used to, used / not to move [J- hanshi]	0	0	2.58	4.02	1	1		1	1						3	2	4	
17	um um	0	0	15.00	15.00	0							0					0	
18	. it is it is a kind of hat graduate hat	1	1	3.76	5.02	1								1	1	1		3	
19	.. it is it is used / to walk on snow	2	2	4.37	7.76	1	1		2	1							1	5	
20	... a kind of car . big car / to carry carry um	2	2	3.99	4.74	1	1		1	1						2	1	1	6
44	5	1	.. uh .. this is animal	1	1	4.27	5.46	1								1		2	To: 100
2	.. uh ... when .. he .. uh? doctor .	0	1	5.90	13.10	1										1		2	tf: 14
3	.. bicycle .. / which is used by children	2	2	2.02	2.02	1	1		1	1						1	1	4	tc: 25
4	..uh . when you want / to . clean . leafs . / you use it .	2	2	2.79	6.66	1	2		3	2							1	5	
5	. this is shirts	1	1	1.77	2.51	1										1		2	
6	.. uh .. he is .. he is .. uh	0	0	3.83	15.00	0							1					1	
7	.. this is [J- saboten].....	0	0	2.30	3.16	1										3		2	
8	.... uh this is a ship .. when	1	1	4.30	6.13	1										1	2	4
9	.. he he is . he .. he .. you ..	0	0	2.25	15.00	0							1					1	
10	... this is a beetle??	0	0	2.74	5.48	1							1					1	
11	. uh . this is animal .. // uh it ... live in sea	2	2	2.53	3.58	2			1	1						1	1	4	
12	.. uh . when we . cook ... / we use it ...	1	1	4.51	6.13	1	1		2	1							1	5	
13	.. this is .. pochette	1	1	2.28	4.57	1										2		2	
14	. uh this is .. uh .. when we use it ..	0	0	8.75	15.00	1			1				1			2		1	
15	. uh .. when we build . a building . or house / we use it ..	1	1	3.83	6.04	1	1		2	1							1	5	
16	. uh we use it / .. when .. writing	1	1	2.32	8.99	1	1		2	1							1	5	
17	.. he is .. uh	0	0	2.04	15.00	0							1					1	
18	. this uh when .. you graduate . university / we use it	1	1	5.39	9.50	1	1		2	1							1	5	
19	. uh we use it . / when .. when we want / to walk on the snow ...	2	3	2.04	8.52	1	2		3	2							1	5	
20	... when you want / to move ... move .. / we use this car	1	1	2.88	5.85	1	2		3	2							2	5	
45	5	1	.. it's a um .. it's something like elephant .. // it has	1	1	9.15	10.77	2			1				1	1	2	6	To: 108
2	. it's ah .. examine um .. someone's .. body examine	2	1	1.74	4.62	1			1	1							2	5	tf: 10
3	..tricycle	1	1	1.65	1.65	1										2		2	tc: 34
4	.. it's um it's made of bamboo	1	1	10.52	10.73	1			1								1	5	
5	.. it's . one of shir . shirts um ...	1	1	2.14	4.92	1										1	1	3	

6	.... he .. he mend .. car	0	1	7.01	7.22	1			1	1				1	5
7	.. it's it's ah one of plant // and .. it's green .. // and it it has	1	1	3.76	5.36	3			1					1	4
8	... it's .. one of ship . and	1	1	2.90	6.78	1							1	1	6
9	.. he he is .. he is a man who . who ...	1	1	6.76	7.13	1								1	4
10	.. it's one of one of species . // it has ... it has .. read point	1	1	2.58	5.22	2			1					1	6
11	.... it's animal . and .. it's ... um ...	1	1	3.90	4.88	1								1	4
12	... this is ... this is ... tool of	1	1	8.24	12.01	1								1	4
13	.. this is . [J- pooch] // it ....it's set??	1	1	2.58	4.37	2								3	4
14	... this is ... this is ... um ...	0	0	2.51	15.00	0							1		1
15	... this is crane crane car // um um it's used	1	1	2.55	4.30	2			1					2	4
16	.. this is .. ah Japanese [J- shodo] .. [J- shodo] ... tool	1	1	2.23	6.62	1							1	1	3
17	.....um someone / who who treat ...	1	1	8.66	8.66	1	1		1	1	1	1		1	4
18	.. school this is school hat it	1	1	3.88	4.44	1							1	1	6
19	.. um this is .. this is shoes .. / when snow ... Japan	2	2	7.13	7.59	1	1		1	1	1	1		1	4
20	.. this is um .. trash . trash car .. // it carried	2	2	2.02	9.06	2			1	1				1	6
46	5	1	this is a .. n .. this sh n .	0	0	1.00	15.00	0					1		To: 79
		2	.... nnto this this is	0	0	5.02	15.00	0					1		tf: 8
		3	.. this is bicycle	1	1	2.37	3.00	1						1	tc: 20
		4	. thi this is .. a n .	0	0	2.55	15.00	0					1		
		5	. this is T- shirt	1	1	2.02	3.23	1						1	
		6	.. the .. un .. he is ... he .. the .. automobile	1	0	9.57	13.68	1					1	2	
		7	.. this is flower .. n	0	1	2.83	3.48	1						1	5
		8	.. this is a ship for .. for	1	1	2.81	4.37	1						1	4
		9	.. he is .. a .. me . he is a	0	0	2.93	15.00	0						1	1
		10	.. this is a ... n . this .. this is ..	0	0	2.65	15.00	0						1	1
		11	.... this is a ... n . this .. this is ..	0	0	4.06	15.00	0						1	1
		12	... this is a tool / for .. cooking .	2	2	3.74	6.64	1	1		1	1		1	4
		13	.. this is a bag . // this .. a man . wear on the wai-	1	1	2.00	2.65	2		1	1			1	4
		14	. this is a towel . / for .. cleaning the table	2	2	1.90	2.37	1	1		1	1		1	4
		15	. this is a car .. this this is a car for	1	1	1.58	2.46	1						1	4
		16	this is . a ... weight tool for	2	2	2.46	8.68	1					1	1	6
		17	this is a .. n ....n	0	0	3.44	15.00	0						1	1
		18	. this is a hat . for / when he graduate	2	2	2.21	2.95	1	1		1	1	1	1	4
		19	.. this is shoes / when it snows	2	2	3.62	5.50	1	1		1	1		1	4
		20	. this is a car for . for ... wa . // this is a wasting car ...	1	1	1.39	2.16	2			1	1		1	6
48	5	1	.. this is animal // it's it's has cone .	2	2	2.29	2.69	2		1	1			1	To: 158
		2	.... this is . [J- rentogen]	0	0	4.32	5.32	1						3	tf: 17
		3	this is bicycle for children // children use this // and this has three cycle	3	3	1.86	2.74	3	1	2	1			1	tc: 46
		4	... we use .. this for clean .....cleaner	1	1	3.07	5.81	1		1				1	5
		5	.. this is polo- shirts ... // it has . stripes, stripe design	2	2	1.83	2.65	2		1				1	4
		6	.....	0	0	15.00	15.00	0					0		0
		7	. uh, this is is . plant ... // and ... it .. in desert . it's	2	2	2.30	3.88	2			1			1	4
		8	....marine can . marine use this for war // and some plant . plane, plane get	2	1	5.29	5.29	2		2	1			1	5
		9	.... he he	0	0	4.48	15.00	0						1	1
		10	.. this is ... this is un ...un ... this is , ... this is	0	0	2.32	15.00	0						1	1
		11	. this is animal .. // it .. and . it .. it's life in the sea ..	1	2	1.35	1.70	2		1	1			1	4
		12	we use this / for cooking and . un . // we use this / for make soup or	2	2	0.98	2.32	2	2		3	1	1		4
		13	.. is this bag ... / for travel, travel for abroad // we, we can use our hand free, because . this is	3	3	1.79	2.51	2	1		2	1	1		4
		14	we use this / for clean .. // if we, we.. we purt?? the, the water or .. sun	1	1	0.74	1.90	2	1		2	1	1	1	5
		15	this is crane car, .. this is crane car // and we we use for this	1	2	0.95	1.81	2		1				2	4
		16	.. we put, we put this on the paper // for paper cannot move paper	2	1	3.48	6.41	2		2	1			1	5
		17	.. he . he . he is a .. un .. a .. deco decorate for marriage , marriage party	0	1	3.48	10.15	1		1	1			0	0
		18	... in ah, in America, some s , college college student to this hat for gradua- , graduation, graduation party	1	2	2.65	2.86	1		1	1			1	4
		19	. in ninja can ninja can move , move on the water for to, to this shoes	2	1	5.39	5.39	1		1				1	4
		20	.. this car, . this car .. collect the, collect the ... collect the, this	1	1	3.67	3.92	1						1	2
49	5	1	... ah . this is animal . top of head	1	1	4.09	4.46	1						1	To: 124
		2	.. she is cla., she is doctor	0	1	5.99	10.19	1						1	tf: 12
		3	this is bicycle ...un three tire	2	2	0.88	1.56	1						1	tc: 40
		4	.. when . when I when I use, when I clean / it is use	1	1	7.59	8.64	1	1		2	1	1		5
		5	.. this is shirt ... // there are three button	2	2	2.44	3.65	2						1	4
		6	he is car mechanical // here .. repair car	2	2	1.83	2.88	2			1	1		1	6
		7	this is plant . there are	1	1	1.23	2.86	1						1	4
		8	this is ship, big ship . un soldier	2	2	1.74	3.00	1						1	6
		9	.. he is ... te, techno .. he is	0	0	2.93	15.00	0						1	1
		10	this is .. this is two, two windows, un the	0	0	4.34	10.05	1						1	1
		11	this is .. [J- lakko] .. // this . this from water animal shell	1	1	1.60	4.16	2						3	4
		12	... I use .. this / when . when I cook water	0	1	4.34	9.61	1	1		2	1	1		1
		13	this is bag ... un ... // this is small bag	2	2	1.35	2.49	2						1	3
		14	this is cloth // un when I u... when I use .. this, when I clean .. this is clo..	2	2	1.14	2.18	2		1				1	4
		15	this is .. crane car . // when I, un when I see	1	1	1.07	3.51	2		1				2	4

16	.. this is this is pe, paper weight on the paper	2	2	7.92	9.71	1	1	1	1	2	1	4				
17	this is .. marriage .. un .. this is friend of .. ma. marriage	1	1	2.11	3.69	1					2	5				
18	this is ... he .. when he graduate university, / he , he use	1	1	8.00	10.82	1	1	2	2	1	1	5				
19	... this .. when it is snow, / I can walk / taking the	2	1	7.29	8.10	1	2	3	2	2	1	5				
20	.... th, this is car a . di .. much car, car the??	1	1	4.51	4.97	1					1	2			
50	2	1	.....oh this is a animal oh ... to fouls on . its ... face and ...	1	1	2.42	3.23	1			1	2	4	To: 165	
		2	.....she's ah ... um	0	0	7.29	15.00	0			1		1	tf: 18	
		3	... this is a little bicycle for children with three three	2	2	2.65	3.90	1	1	1	1	2	6	tc: 63		
		4	.... this is a tool / for .. oh clean . the ground	2	2	3.41	4.18	1	1	1	1	1	4		
		5	..... this is a shirt ... um ... with the .. mark of bear ...	2	2	4.55	5.34	1	1	1		1	4		
		6	..... ah he is ... a man / who can repair the car	3	3	5.16	9.54	1	1	1	1	1	4		
		7	..... this is one of . plant .. / um .. usually planted in . desert ..	2	2	4.83	6.94	1	1	1	1	1	4		
		8	... this is a big ship un .../ on this ship . the warplane is take off...	2	3	2.25	2.81	2		1	1	1	6			
		9	..... he's a man . n . / who ... is .. repairing .. some ..	1	1	6.46	6.92	1	1	1	1	1	4		
		10	. this is a insect . // on its back there are .. two, three four five six seven .. ten stars	3	3	1.65	2.88	2				1	4			
		11	.. this is a animal .. // an .. and .. live in the sea	2	2	2.74	3.34	2		1	1	1	4			
		12	.. this is a tool .. to .. um .. this is a tool, / to use / cooking	2	2	2.67	3.67	1	2	2	2	2	4			
		13	... this is a bag / to hang ... um .. on . his waist	2	2	2.46	3.32	1	1	1	1	1	4			
		14	... this is a piece of cloth / to clean the dirty place	3	3	2.90	4.39	1	1	1	1	1	6			
		15	.. this is a car .. umm ... / to . hang a big things	2	1	2.35	3.11	1	1	1	1	1	4			
		16	....this is a iron .. iron .. stick / to hold paper	3	3	3.79	4.62	1	1	1	1	1	6		
		17	.... umm . this is a .. he . umm	0	0	3.67	15.00	0				1	1		
		18	.. this is a hat / to wear / when .. someone graduate university	2	3	2.09	3.00	1	2	2	1	2	4			
		19	.. this is a tool / to walk on the snow easily	3	2	1.93	2.62	1	1	1	1	1	4			
		20	.. this is a truck / to ... bring rubbishes and .. and ..	2	2	2.74	3.72	1	1	1	1	1	4			
51	4	1	. that is animal gray colored animal . // he has three, uh ... he has . four legs	2	3	1.51	2.21	2		1		1	6	To: 219		
		2	. uh there are two people . // one is a man and two . // the other is a . woman . // he is doctor . // he is looking at . his	1	1	2.49	2.97	5		1		1	2	tf: 20		
		3	. this is like bicycle . // and . the . hoiluu [wheels] . it is three hoiluu . two pedals and small bicycle . for children	3	3	1.44	3.07	2				1	6	tc: 72		
		4	. this is . an . installment / to clean uh ground or floor // or specially this is outside	2	2	1.35	3.83	2	1	1	1	1	4			
		5	. uh this is uh ah picture // we wear, someone is wearing .. uh . uh white and blue and red . stripes	2	2	1.86	4.13	2		1			5			
		6	. uh there are cars . a there are car and a man . // he is fixing the car . ah uh . be .	2	2	4.02	4.55	2		1			1	4		
		7	. this is an . an . green like tree uh like tr-	1	1	1.21	6.53	1					1	5		
		8	. this is the ship .. uh . army's ships .. // it uh very large .. and ..	2	2	1.23	1.88	2				1	1	6		
		9	. he is . uh .. fire worker ... // he is uh making something	1	1	1.79	5.97	2		1			1	6		
		10	. this is . uh . insect . // it flies . // ah it's very small insect ..	2	2	1.28	5.09	3		1			1	6		
		11	. it's animal . // and he likes . uh .. uh	1	1	1.30	2.32	2		1			1	4		
		12	. this is . uh . it's, this is uh in to . uh uh / to use / when cooking ..	1	1	4.97	6.41	1	2	2	1	2	1	5		
		13	it's [J- pooch] . uh .. uh .. small po, small bag .. uh ..	2	2	1.49	2.25	1					1	3		
		14	. it's towel . uh it's towel . // and specially it used . / cleaning cleaning . to clean ..	2	2	1.16	3.04	2	1	2	1	1	1	4		
		15	. it's a car . very big car // and . the car can being up something very uh ..	2	1	1.14	2.18	2		1	1		1	6		
		16	.. it's .. uh . something . uh . / not to move .. uh .	2	2	1.90	6.46	1	1	1	1		1	4		
		17	.. uh he is speaking . uh / when his friend or , someone married . his	1	1	2.95	3.83	1	1	2	2	1	1	5		
		18	. it's hat square hat, // an usually people wear it / when she when he or she graduate . for school	3	4	1.46	2.07	2	1	2	1	1	1	6		
		19	. the . it's uh . it's uh foot . uh shoes flat shoes . / not to see	1	1	5.81	9.92	1	1	1	1	1	1	6		
		20	. it's truck . // h a man . is an garbage truck ... // and truck brings . to garbage center	2	2	1.46	2.00	3		1			2	4		
52	5	1	.. e- - to ... close to [J- hypocratiss] nnn . animal	1	1	5.58	7.29	1				1	3	To: 194		
		2	... she is not a doctor // but she is taking a photo of . un ... bone	2	2	3.00	3.76	2		1			1	4	tf: 22	
		3	.. it, it's .. small bicycle with .. three, three tires. // it is often used for infants.	3	4	1.90	3.65	2	1	1	1	1	6	tc: 73		
		4	.. e- - to ... we often use this / for cleaning our garden ... nn	2	3	6.69	8.52	1	1	2	1		1	5		
		5	... this is a polo shirt, shirt, shirt, shirt, ... for men ... nn	2	2	2.51	3.20	1	1	1			1	4		
		6	... he is a expert for .. surgery, not surgering, nnn .. a car, / to ... fix a car	2	1	2.39	2.79	1	1	1	1	2	1	4		
		7	.. this is a ... this is a plant with ... many nn- to	1	1	4.85	5.25	1	1	1	1		1	4		
		8	.. nnn this is a ship. // it's, it's . it's have many aircrafts .. ma. mother ship.	2	2	3.34	3.86	2		1	1		1	4		
		9	... he is a person / to ... to make . a ... steels to something.	2	2	2.30	3.69	1	1	1	1	1	1	4		
		10	.... in . this is a insect. // nn we often seee this insect in spring	2	2	4.39	4.85	2		1			1	4	
		11	.. nn ... [J- lakko]... this, this is a animal / living in the sea, // and we can see	2	2	10.50	11.03	2	1	2	1		1	4		
		12	... this is a big spoon / to to .. bring, soup or supplying to a bowl	3	2	2.76	3.16	1	1	1	1		1	6		
		13	. this is a [J- pooch] . [J- westo- pooch] . / put on waists ... wei put in some ... purchase	2	2	1.00	1.53	1	1	1	1	1	3	4		
		14	.... this is peace of cloth / to clean on the floor or on the table. // we use this many times	4	3	3.97	5.11	2	1	2	1	1	1	6	
		15	... crane //, this is a crane car. crane car. .. / colored grey.	1	1	2.95	2.95	1	1	1	1		2	4		
		16	.. ah, eee, nn- - to	0	0	15.00	15.00	0					0	0		
		17	. a person .. / who make marriage, .. make marriage or / to, to introduce someone / who want / to marry	3	3	1.74	1.88	1	4	4	2	4	3	1	4	
		18	.. this is a hat // when .. graduate graduate a school or university .. / students put on this hat.	3	4	1.63	2.76	2	1	2	1	1	1	1	4	
		19	.. this is some kind of shoes // but, a natural shoes, / because .. we use this for / when, when a snow, snow days.	2	3	2.83	4.92	2	2	2	1	2	1	6		
		20	ah! .. this is a large, large car for garbage to ... to ... garbage car.	2	3	3.72	4.71	1	1		1		1	6		
53	2	1	.....this is an animal . // name is uh ...	1	1	3.36	5.65	2				1	4	To: 84	
		2	... she's waiting for a telephone	1	1	2.86	3.81	1		1			1	7	tf: 8	
		3	..... it is .. this is ....chil .. child cycling	1	1	6.18	10.73	1		1		1	3	tc: 24	
		4	..... this is / to clean .. ah . ah .	1	1	4.99	6.36	1	1	1	1		2	5	
		5	... it is this is man shirt	2	2	3.51	3.99	1				1	1	3		

6	..... he is re . repairing man	1	1	3.76	10.64	1		1		1	1		3	
7	... this is ... ah plant .. in room	1	1	3.00	10.66	1		1			1	2	4	
8	.....this is .....navy	0	0	6.32	11.77	1				1			1	
9	..... he is en . engineering ... he	1	1	5.81	11.47	1						1	5	
10	.....this is ah ...	0	0	7.25	15.00	0				1			1	
11	..... this is sea animal	1	2	7.50	11.59	1				1	1		3	
12	..... this is / to use mis	0	0	5.74	12.19	1	1	1	1	1		2	1	
13	..... this is .. bag	1	1	6.71	10.17	1						1	2	
14	..... ah this is / to clean .. a table	2	1	6.41	8.31	1	1		1			1	5	
15	..... this is .. crane ... ah . to	1	1	6.08	8.71	1						2	4	
16	..... this is weight .. // it use .. a ..	1	1	3.86	4.41	2		1	1			2	4	
17	..... [W- nakoding]..[J- nakodo].....	0	0	6.59	6.59	0				1		3	1	
18	... it is hat . // it use ... graduation	1	2	2.62	3.04	2		1	1			1	4	
19	.. this is ah .. shoes / to use in	1	1	2.37	10.73	1	1		1	1		1	4	
20	..... this is trailer . // it ... an .. use it ah ..	1	1	3.62	5.25	2		1	1			1	4	
54	5	1	0	0	15.00	15.00	0						0	To: 43
		2	0	0	15.00	15.00	0						0	tf: 6
		3	1	2	4.97	4.97	1					1	4	tc: 16
		4	1	1	13.12	13.54	1		1	1		2	5	
		5	1	1	6.71	7.72	1					1	2	
		6	0	0	4.74	15.00	1				1	2	1	
		7	1	1	12.68	12.89	1					1	2	
		8	0	0	15.00	15.00	0				0		0	
		9	0	0	15.00	15.00	0				0		0	
		10	0	0	15.00	15.00	0				0		0	
		11	2	2	8.22	8.52	1	1		1	1	1	4	
		12	0	0	7.38	7.96	1					2	5	
		13	0	0	2.04	2.35	1					3	2	
		14	1	2	6.29	7.08	1	1	1	1	1	1	4	
		15	0	0	15.00	15.00	0				0		0	
		16	0	0	15.00	15.00	0				0		0	
		17	0	0	15.00	15.00	0				0		0	
		18	0	0	15.00	15.00	0				0		0	
		19	2	2	6.59	6.83	1	1	1	1	1	1	6	
		20	0	0	15.00	15.00	0				0		0	
55	5	1	2	2	2.51	3.14	2		1			1	4	To: 124
		2	1	1	7.52	8.62	1					1	5	tf: 14
		3	2	2	1.56	1.77	1		1			1	4	tc: 38
		4	2	2	7.04	8.82	1	1	2	1	1	1	5	
		5	1	1	2.86	3.97	1					1	2	
		6	1	2	2.88	3.14	1	1		1		1	4	
		7	0	0	5.55	15.00	0				1		1	
		8	1	1	2.74	4.92	1	1		1		1	4	
		9	1	2	3.09	5.34	1	1	2	2	1	1	4	
		10	0	0	3.79	15.00	0				1		1	
		11	1	1	3.51	3.99	2		1	1		1	4	
		12	1	1	2.42	4.16	1	1	2	1		1	5	
		13	1	1	2.09	2.55	1					1	4	
		14	2	2	3.14	3.92	1	1	1	1	1	1	4	
		15	1	1	1.21	1.83	1					2	2	
		16	1	1	3.04	5.55	2	1	2	1	1	2	5	
		17	0	0	4.67	15.00	0				1		1	
		18	2	3	1.46	2.04	2	1	2	1		1	4	
		19	2	2	3.92	4.81	2	1	1	1		1	4	
		20	2	2	0.55	1.72	2		1	1		1	4	
56	4	1	2	2	1.95	2.30	2					1	4	To: 77
		2	0	0	7.15	7.64	1					3	2	tf: 6
		3	2	2	6.41	11.40	1				1	1	3	tc: 19
		4	0	0	5.04	15.00	1				1		1	
		5	1	1	3.67	4.20	1					1	2	
		6	1	1	5.43	5.92	1					2	2	
		7	0	0	3.90	4.39	1				1	3	1	
		8	0	0	3.92	15.00	0				1		1	
		9	1	1	6.92	7.25	1					1	2	
		10	0	0	15.00	15.00	0				0		0	
		11	2	2	2.44	2.83	2					1	4	
		12	0	0	4.23	9.61	1		1	1		2	5	
		13	0	0	2.42	2.90	1				1	3	1	
		14	2	1	7.06	7.57	1	1	1	1	1	1	4	
		15	1	1	2.07	2.62	1					1	4	

16	... this is tool um	1	1	4.81	5.39	1						1		2		
17	... he is marriage helper	1	2	5.43	7.71	1						1	3	3		
18	. this is hat for student	1	2	2.58	2.95	1	1		1			1	1	4		
19	... this is tool / for walking in snow	2	3	5.76	6.18	1	1		1	1		1	1	4		
20	.. this is car for garbage	2	3	5.04	5.76	1	1		1			1	1	4		
57	4	1	.. this is [J- sai] ... un .. pro... un ..	0	0	2.44	3.72	1					3	2	To: 117	
		2	un, this is [J- rentogen], [J- rentogen- shashin] nn . picture . // the picture is .. test . un .	0	0	3.25	4.76	2					3	2	tf 8	
		3	. this is un .. children's .. big??	0	0	2.04	6.87	1			1	1		1	tc 35	
		4	. this [J- kumade,kumade] is	0	0	1.65	2.25	1			1		3	1		
		5	. this is polo shirt	1	1	1.97	3.04	1					1	2		
		6	un ... car repair .. // the car number is 1234. // this car color is gray	1	1	6.11	6.11	3		1		1	1	1	3	
		7	this is [J- saboten] ... // this plant is . no leaf	1	2	1.16	1.77	2					3	1	4	
		8	un .. this is un . military ship ... this ship on je..	2	2	2.25	5.29	1			1		1	2	6	
		9	un ....he was employee	0	0	6.71	10.31	1					4	2	2	
		10	. this is . un this [J- ga] [W- insector] . // this color is black	0	0	8.66	9.50	2			1		3	1	1	
		11	un this is koala, / flooding on window . a water	1	1	2.79	3.32	1	1		1	1		4	2	4
		12	.. this is . un .. kitchen tool .. // un .. I often use this .	2	2	3.07	6.34	2		1			1	1	1	3
		13	.. a .. it's a bag .. // the bag color is green	1	1	3.11	3.34	2					1	1	4	
		14	.. un, this is ... un it's swi...	0	0	4.30	15.00	0			1				1	
		15	un, it's crane .. crane . un crane car	1	1	2.65	2.90	1					2		2	
		16	un ... it's umm it's .. it is used .. on the paper	1	1	10.03	13.31	1		1				1	5	
		17	.. un	0	0	15.00	15.00	0			0				0	
		18	. un this is a hat // the hat is graduated . ah . [W- bulchaa? (bachelor?)] uh doctor? or doctor	1	1	2.60	3.00	2		1	1			1	2	4
		19	.. a this is un . it's used on the snow .. un .. this snow . un .	1	1	5.43	6.94	1		1				1	5	
		20	. un . the ... this car, un	0	1	5.62	5.85	1					1		2	
58	5	1	..... eeto animal	1	1	9.38	9.38	1					1	2	To: 72
		2	[J- rentogen] .. <chigau> . doctor she is doctor .. [J- rentogen]	0	1	4.27	4.27	1					1	2	tf 9	
		3	.... eeto it has ... three tire ...	1	0	4.44	8.01	1		1			1	5	tc 23
		4	..... dust	0	0	13.51	15.00	1			1			1	
		5	shirts eeto .. gray shirts . it is gray shirts	1	1	0.70	0.70	1				1	1	3		
		6	... car maintenance	1	1	1.00	1.00	1				1	1	3		
		7	... this is [J- saboten]	0	0	2.58	3.32	1					3	2		
		8	..... eeto ... this is <nandaroo>	0	0	9.01	15.00	0			1			1	
		9	. he . he is fi ...	0	0	3.07	15.00	0			1			1		
		10	.....<nandakke> this is ...	0	0	9.33	15.00	0			1			1	
		11	.... this is [J- lakko] [J- lakko] [J- lakko]	0	0	3.65	4.02	1				1		3	1
		12	.... nn this is steal ...	0	0	4.41	5.16	1			1		3	1	
		13	. this is waist .. hi . waist bag green waist bag	1	1	1.05	4.90	1				1	1	1	6	
		14	.. <nn? nandaroo>.. this is	0	0	9.87	15.00	0			1			1		
		15	. this is crane yellow . nn?	1	1	0.64	0.64	1					2	2	4	
		16	... this is weight . to ... to .. weight to	1	1	3.07	3.46	1					2	2	4	
		17	.....	0	0	15.00	15.00	0			0			0	
		18	..... this is a student . graduated student	0	0	4.64	5.74	1			1			2	1
		19	... eeh this is a .. sh to .. shoes / to .. walk on the snow	2	3	2.55	7.27	1	1		1	1		1	1	4
		20 this is a . eeto car / to collect the dust	2	2	3.53	5.97	1	1		1	1		1	1	4
59	3	1	.... this is animal	1	1	3.52	4.20	1					1	2	To: 99
		2	..... there are two people ... they pic-	0	0	6.11	6.90	1					1	7	tf 8
		3	... this is bicycle ... // children are, children ride	2	2	2.74	3.30	2		1			1	1	4	tc 38
		4	..... this is . clean	1	1	6.18	8.71	1					2	5	
		5	..... this is Y- shirt // he wear	0	1	4.81	5.20	2		1	1		1	2	4
		6	... he fix car .. // he under car he he is under car	2	1	3.07	3.37	2		1	1		1	1	5	
		7	.. this is plant, // this plant live desert	2	2	2.60	3.25	2		1	1		1	1	4	
		8	... this is ship for ... wars	2	2	2.88	3.46	1	1		1		1	1	4	
		9	..... he fix pipe	0	0	6.53	7.13	1		1	1			1	5
		10	..... this is insect ...	1	1	6.90	9.73	1					1	2	
		11	.... this is animal, // they live in sea, // they eat ...	2	2	4.48	5.22	3		2	1		1	1	4
		12	.... this is cooking tool // this hold water	1	2	4.02	4.62	2		1	1		1	1	6
		13	.. this is [J- westo- pooch]..... // th this can have many goods	1	1	1.81	2.35	2		1			3	1	4	
		14	..... this is towel	1	1	4.39	4.95	1					1	2	
		15	.... this is crane .. // this is big ..	2	1	4.32	4.99	2					2	1	4
		16	..... this is weight paper	1	1	10.91	11.61	1					2	2	4
		17	..... he is speak speaker in wedding ...	1	1	5.85	6.34	1		1	1	1	1	1	4
		18	..... this is hat with	1	1	7.45	8.10	1					1	2	4
		19	..... these are this, he can walk	0	0	5.39	5.97	1		1		1		2	1
		20	... this is car // this trash	1	1	4.34	4.99	2					1	2	4	
60	1	1	. ah the kind of animal // ah it's very big ah	2	2	2.86	3.38	2				1	1	1	6	To: 106
		2	...um .. ah . she, she is ah doctor X- ray	1	1	5.55	8.45	1					1	2	4	tf 16
		3	.....	0	0	9.82	15.00	0			0			0	tc 30
		4	. un .. it is to [W- sweak] un ...	0	0	4.71	6.06	1			1		3	1		
		5	.. uh it is a shirt u ...	1	1	4.57	5.62	1					1	2		

6	.... he is eeh ca. car technician .. // he is repair	2	2	3.90	8.34	2		1	1		1	3	2	6	
7	. u ... kind of plant un // you can raise in desert	2	3	4.62	5.41	2		1				1	1	4		
8	... ah this is ship ah .. // it can ahn be airport on the ocean	2	3	3.81	4.25	2	1		1			1	1	4		
9	... ha .. it is ... ah ...	0	0	6.04	15.00	0					1			1		
10	.. ah . kind of insect ah // it has spots	2	2	3.27	3.76	2		1				1	1	6		
11	..u? un this is nn [J- lakko] [J- lakko]...<doo nanyaa?> it is	0	0	7.36	8.62	1				1		3		1		
12	ha? [J- otama].... this is one .. item of co. cooking .. ah ...	1	2	6.04	9.92	1						1	1	4		
13	this is [J- pooch] ah . [J- waist- pooch]	0	0	0.70	1.18	1						3		2		
14	n? .. this is . cloth / to nn? clean	1	1	4.16	5.46	1	1	1	1			1	1	4		
15	this is crane ... // it's not .. animal crane	1	1	0.70	1.23	2						2	1	2		
16	nn [J- bunchin?] ah eeh eh ?	0	0	15.00	15.00	0						3		2		
17	[nakoodo?] [nakoodo?] I don't know	0	0	11.17	15.00	1		1		1		3		1		
18	.... n .. this is kind of hat .. ah ...	2	2	6.22	7.78	1						1	1	3	
19	<kanjikijya neeka> eeh... um . if you . if you u- you . you can . walk on	0	0	9.06	13.75	1		1		1			2	1		
20	.. n ... this is cle- cleaning car . n? // it is ... dusty	1	1	4.53	5.64	2					1	1	2	6		
61	3	1	..... this is ... animal and	1	1	4.85	9.75	1				1	1	2	To: 71
2	..... this is ...	0	0	9.22	15.00	0				1				1	tf: 8
3	..... this is .. look like cycling	1	1	5.64	9.66	1		1	1			1	3	3	tc: 21
4	..... this is cleaner ..	1	1	7.15	7.85	1						1		2	
5	..... this is shirt ..	1	1	9.24	11.03	1						1		2	
6	.... he is car conditioner..	1	1	3.41	10.05	1					1	1		3	
7	.... this is plant and green ..	1	1	5.43	6.83	1						1	2	4	
8	..... this is	0	0	8.41	15.00	0				1				1	
9	.... he is	0	0	4.32	15.00	0				1				1	
10	.....	0	0	15.00	15.00	0				0				0	
11	.. this is life in sea on	1	1	2.79	8.15	1	1		1	1	1	1	1	1		
12	.. this is ha ... spoon .. on .. big	1	1	3.20	9.43	1						1	2	4		
13	. this is	0	0	2.49	15.00	0				1				1		
14	.. this is .. cloth	1	1	1.88	5.50	1						1		2		
15	. this is car and six wheel	1	1	1.65	2.30	1						1	2	4		
16	... this is weight and .. on the paper	2	1	4.09	5.74	1						2	2	4		
17	..... tto this is	0	0	12.38	15.00	0				1				1	
18	.. this is ... hat and ..	1	1	3.46	8.13	1						1	2	4		
19	..... this is	0	0	6.43	15.00	0				1				1	
20	... this is ... a car dust carry ..	1	1	3.53	7.59	1						1	2	4		
62	2	1	(Recording failure) uh .. it it is uh .. uh .. <nante ittara iindaroo>	0	0	4.76	15.00	0				1		1	To: 133	
2	.. she is . uh doctor .. uh [J- rentogen] ... take a picture .	1	1	3.44	5.97	1		1	1			1	1	4	tf: 17	
3	. uh . three . tires bicycle .. // uh it is u. it use . children ..	2	2	1.23	2.60	2		1	1			1	1	6	tc: 47	
4	.... this is ground mop ... wipe . ground and	1	1	3.62	5.90	1					1	1	1	6	
5	. this is shirts .. uh . polo- shirt .. // uh it is three and half	1	1	1.56	2.25	2						1	2	4		
6	. he . repair .. pic, ah pics?? ah .. on the car .. he repair	1	1	1.63	3.30	1		1	1				1	5		
7	.. uh . it's use in . uh . desert . it's use ..	0	1	4.34	9.33	1		1	1				1	5		
8	. uh this is .. mothership .. // uh .. airplane uh use arrived ..	1	1	1.90	4.53	2		1	1			1	1	4		
9	. uh? he ... <nanda?> he ?? ..	0	0	3.32	15.00	0				1				1		
10	. wo ah this is worm uh . flying uh ... bug in spot .	1	1	3.11	5.60	1		1				1	2	4		
11	.. this is uh . [J- lakko] in Japanese . // uh . crack uh [J- kai]..	0	0	3.53	6.34	2		1	1			1	2	4		
12	... uh . this .. when you . you use it . / uh .. take a cooking uh	1	1	6.18	12.17	1	1	2	1	1			2	5		
13	this is second bag ah [J- waist- pooch] ah ... // you ah your item .. um taking there, taking this ah	1	2	0.98	1.67	2		1	1				1	2	4	
14	. this is uh cloth ah / wipe ah . houses?? roof . roof?	1	1	0.81	2.14	1	1	1	1	1			1	2	4	
15	this is crane car . ah . // you ah . heavy .. heavy items uh lift .. lift up ...	2	2	0.40	1.32	2		1	1			2	2	4		
16	. this is Japanese in ah this is [J- bunchin] in Japanese .. // uh paper . don't write anyway ..	0	0	1.25	1.79	2		1	1		1	3	2	1		
17	.. uh? .. uh here ah ... eeto wedding .	0	0	11.66	11.66	1				1			2	1		
18	.. this is hat uh / which . ah . that you . you graduate ah college	2	2	1.72	2.55	1	1	1	1	1		1	1	4		
19	. uh? .. this is a .. uh item uh / which use ninja ahh on the water	2	2	3.76	7.64	1	1	1	1	1		1	1	4		
20	uh this is dust .. car uh? car ah . way of the dust .. oh ... uh	2	2	1.39	2.74	1					1	1	2	6		
63	2	1	this is a animal .. // it is . it . lives in Africa and	2	2	1.47	2.94	2		1			1	1	4	To: 201
2	.. she is an assistant of the that machine / to use	2	2	3.37	4.99	1	1	1	1	1	2		1	1	4	tf: 21
3	this is a bicycle for children .. // children used in the road and in the park	3	3	0.88	2.55	2	1	1	1	1			1	1	4	tc: 49
4	this is the etto [J- kuwa] // it is used in the yard to to to beautiful	1	1	1.14	5.88	2		1					3	1	4	
5	this is the shirts // this is . the casual suits	2	2	0.53	2.11	2					1		1	3		
6	he is a etto ... he he he repair the car etto	2	2	10.61	11.63	1		1	1				1	1	4	
7	this is the casu cactus // etto they they it isn't not any water	2	2	1.00	3.23	2		1	1				2	1	4	
8	. um eeto this is to the airplane of the on the sea to airplane the ah	1	0	4.30	7.20	1		1		1	1		1	2	4	
9	.. he is etto making a . machine . he is in he is in	1	1	2.51	5.50	1		1					1	5		
10	this is an etto .. <sa shikku retto> // it has seven	0	0	1.07	7.83	2		1			1			1		
11	this is a [J- lakko] // they they can use the . their hands / to cut the	1	1	2.14	4.20	2	1	2	1				3	1	4	
12	this is [J- otama] in Japanese . // we we we use a etto . we use in kitchen to	1	1	0.88	2.25	2		1					3	1	4	
13	this is the . pochette . // etto we can use the casual casual wear in	2	2	0.81	3.32	2		1					2	1	4	
14	this is the towel / to use the on the table or on the floor . // we can use etto we can	2	2	1.46	2.18	2	1	2	1				1	1	4	
15	this is the crane // etto it is in the etto bi bbuiding built the building	2	2	0.91	1.51	2		1	1				2	1	4	

16	this is a [J- bunchin] in Japanese // it use / to to . to stop the paper	2	1	1.49	3.27	2	1	2	1	1			3	1	4
17	.. etto they are .. they are the etto . they are the people to people can married	1	1	8.64	9.43	1							2	5	
18	this is a hat / when she she go out the school / when she wears	2	1	1.63	3.67	1	2	2	1	1			1	1	4
19	this is a etto etto etto nin ninja can use on the water or lake	1	0	2.42	8.94	1		1					1	5	
20	this is the car / to carry the etto baggage ... // the car's back is in	2	2	1.32	1.97	2	1	1	1				1	1	4
64	4	1	.. this is a animal	1	1	3.55	4.95	1					1	2	To: 46
2	..... she is a nurse	1	1	8.13	9.82	1							1	2	tf: 4
3	..... this is a bicycle	1	1	6.85	10.33	1							1	2	tc: 13
4	..... this is a	0	0	11.03	15.00	0				1				1	
5	.. this is a shirt	1	1	2.74	3.39	1							1	2	
6	..... it is a	0	0	11.08	15.00	0				1				1	
7	.....	0	0	15.00	15.00	0				0				0	
8	.... this is a ship	1	1	6.22	6.76	1							1	2	
9	.... it is a	0	0	4.20	15.00	0				1				1	
10	..... this is a small island .	0	0	9.61	11.01	1				1		4		1	
11	.....	0	0	15.00	15.00	0				0				0	
12	... this is a cooking	0	0	4.30	14.07	1							2	5	
13	this is a [J- pooch].....	0	0	1.90	2.62	1							3	2	
14	.. this is a napkin	1	1	3.55	5.57	1							1	2	
15	... this is a	0	0	4.37	15.00	0				1				1	
16	..... this is a [J- bunchin]	0	0	8.85	9.66	1				1			3	1	
17	..... this is a sentence	0	0	9.85	10.96	1				1			2	1	
18	.....	0	0	15.00	15.00	0				0				0	
19	..... this use snow day	1	1	11.08	12.79	1		1	1				2	5	
20	.....	0	0	15.00	15.00	0				0				0	
65	5	1	..... this have four	0	0	5.92	13.96	1		1	1		1	2	To: 76
2	... she is a doctor	0	1	3.18	4.97	1							1	2	tf: 13
3	.. this is .. bike // this is used	1	1	2.04	5.88	2		1					1	2	tc: 20
4	..... this is used by people, person when	0	0	4.34	9.64	1		1		1			2	1	
5	.. this is a shirt	1	1	2.07	3.27	1							1	2	
6	.. he is . a	0	0	2.21	15.00	0				1				1	
7	... this is a plant	1	1	3.65	4.74	1							1	2	
8	..... I don't know	0	0	7.85	15.00	1		1		1				1	
9	.. he is	0	0	2.11	15.00	0				1				1	
10	.. this is inse, insect	1	1	1.88	4.32	1							1	2	
11	... this is a animal in the sea ..	2	2	3.07	4.67	1							1	1	4
12	... this is . used / when cooking ...	1	1	2.23	8.59	1	1	2	1				1	5	
13	.. this is a bag	1	1	2.23	3.99	1							1	2	
14	..... this is . used / cleaning table . this is used ..	1	2	3.67	7.96	1	1	2	1	1	1		1	5	
15	. this is a truck	1	1	1.49	2.65	1							1	2	
16	..... this is .. han	0	0	3.11	15.00	1				1				1	
17	..... this is friend of ...	0	0	9.54	11.19	1				1			4	2	1
18	..... this is a hat ... / u used by student . doc??	1	1	5.16	5.88	1	1	1	1				1	1	4
19	..... this is used to	0	0	6.62	15.00	1		1					1	2	1
20	... this is a truck	1	1	2.62	4.06	1							1	2	
66	2	1	.... big	0	0	4.64	4.64	1				1		1	To: 46
2	..... she is doctor ... un ...	0	1	4.88	5.48	1							1	2	tf: 7
3	..... bicycle, un	1	1	4.71	4.71	1							1	2	tc: 24
4	.. un <nandaroo> ...	0	0	15.00	15.00	0				0				0	
5	..... shirts . clothes	1	1	5.92	5.92	1							1	2	
6	.. un .. fix the car	1	1	4.67	4.67	1		1	1				2	5	
7	... [J- saboten]..... un	0	0	3.20	3.20	1							3	2	
8	... ship ... un .. in the sea	1	1	3.79	3.79	1							1	2	4
9	.. un .. he is a ... <nandaroonaa>	0	0	4.97	15.00	0				1				1	
10	..... un ... it's fly	0	0	9.03	9.43	1		1	1				4	1	
11	.. un [J- lakko] ... he lives in the sea	1	2	2.67	2.67	1		1					3	1	4
12	... un soup	0	0	10.68	10.68	1				1			2	1	
13	..... bag .. [J- pooch] ...	1	1	5.55	5.55	1							1	2	
14	..... un .. duster . towel	1	1	7.48	7.48	1							1	2	
15	crane ... lift	1	1	0.88	0.88	1							2	2	4
16	<nanda are>..... pu- un .. on the paper	0	0	8.92	8.92	1				1			2	1	
17	<nakoodo>... un wedding .. oh <nanda?>	0	0	6.80	6.80	1				1			2	1	
18	hat . graduation nn?.....	1	1	1.25	1.25	1							1	2	4
19	.. oh ... snow ... on the snow	1	0	10.87	10.87	1							2	5	
20	.... clean car .. un	1	1	4.32	4.32	1		1					1	2	
67	5	1	this animal is big and four legs and	2	2	1.18	1.60	1					1	1	To: 91
2	.. woman is doctor .. patient	1	1	3.33	6.94	1							1	2	tf: 8
3	. this bicycle is .. three tire and	2	2	1.07	1.53	1							1	2	tc: 30
4	. um clean this is for clean use	1	1	4.25	6.32	1							1	5	
5	.. this wear is T- shirt ... white .. mark	1	1	2.07	2.37	1							1	2	4

6	this car i, is this, this ... the mar??	0	0	1.83	2.25	1						1					1							
7	. this plant is this is plant	1	1	1.18	1.63	1											1	2						
8	..... yacht?	0	0	8.52	8.52	1						1				4		1					
9	.. he is repair? them	0	1	5.43	6.43	1			1	1							2	5						
10	.. this is the .. bug	1	1	6.432	11.91	1											1	2						
11	. this is animal and the sea, / living in the sea	2	2	1.53	2.42	1	1		1	1							1	4						
12	this is using / cooking and ..	1	1	1.79	6.92	1	1		2	2	1	1					1	5						
13	. this is bag . this um [J- waist- pooch]	1	2	1.49	2.21	1											1	2						
14	. this is um .. clean	1	1	1.63	8.22	1											1	5						
15	this is crane . so big car	2	1	0.93	1.56	1						1				2		3						
16	.. this is um ... using [J- shuji]	0	0	3.62	12.70	1			1	1		1					2	1						
17	.... he were?? ah .. wedding	0	0	8.48	11.91	1						1					2	1					
18	... he this is hat	1	1	6.46	8.45	1											1	2						
19	. this is using for water um	0	1	1.74	9.96	1			1	1							1	5						
20	. this is car ... / using the clean	1	1	2.23	2.90	1	1		1	1	1	1					1	4						
69	1	1	1	3.32	3.32	2											1	2	4	To: 83				
2	.... doctor and MRI MRI technical or <gjjyutsusya>	1	1	4.51	4.51	1												1	2	4	tf: 9		
3	. bicycle small bicycle // and . three cycle is a child ride	2	2	5.18	5.18	2							1					1	2	6	tc: 41			
4	.. falled leaves is .. <atsumeru tte naniyo?>	1	1	3.51	3.51	1													2	5				
5	..... T ... T- shirt ah .. wear is ...	1	1	10.18	10.18	1													1	2	4		
6	. a car ... car support <jyanaiya> support man car is a ??	1	1	3.02	3.37	1							1					1		3				
7	. a[J- saboten?] ah ... <nanya hari tte> .	0	0	2.37	2.37	0														3	2			
8	a bi .. g ... ride at .. USB <jya nai> USA	0	0	1.93	2.23	1							1						4		3			
9	iron . iron con con concert?? <jyanaiya>	0	0	4.37	4.37	1							1								1			
10	. a <tentoo mushi, jya nai> .. it's very small worm ... nn ..	1	1	6.72	7.55	1							1						1		3			
11	<lakko?> a living sea and <kai .. kaitte nanya?>	1	0	2.09	2.09	1														2	5			
12	.. etto when .. we're cooking . water <sukuu>	0	0	3.81	7.90	1			1	1		1								2	1			
13	.. a waist wear the bag small bag is [J- pooch] .. small ..	2	1	1.40	1.65	1							1						1	2	6			
14	... towel is a tto table ...	1	1	5.25	5.25	1														1	2			
15	a crane car ah... is ... um	1	1	1.21	2.26	1														2	2			
16	..... eh to- ? on paper a paper	0	0	9.46	10.46	1							1							2	1		
17	..... nn? <nakoodo?>	0	0	15.00	15.00	0							0								0		
18	a hat are university is graduation / when . university gro ... wear on head hat	2	2	1.26	1.42	1	1		1	1	1	1								1	2	4		
19	. a winter .. winter .. marine <shizumu tte naniyo?> fall ...	0	0	1.09	3.12	1							1								2	1		
20	.. a garbage is the collected car . ah rise?? . ga .. garbage	1	1	1.77	2.13	1															1	2	4	
70	2	1	1	2.88	15.00	0							1								1	To: 65		
2	uum ... aah aah aah aah .. she is aah X- ray	1	1	10.59	13.31	1							1								7	tf: 9		
3	this is aah bicycle // uum child use	1	2	2.79	8.15	2			1	1										1	1	4	tc: 15	
4	uum this is aah uum	0	0	2.49	15.00	0							1									1		
5	uum this T- shirts	1	1	2.90	3.27	1															1	2		
6	uum he is car .. engineer .. uum he is	1	1	3.53	4.95	1							1								1	2	6	
7	uum uum this is ... uum	0	0	8.89	15.00	0															1	2		
8	ha uum this is uum in?	0	0	7.41	15.00	0							1									1		
9	um nn he is engineer um nn ? aah	1	1	3.62	3.88	1															1	2		
10	aah uum this is	0	0	10.97	15.00	0							1									1		
11	uum this is animal uum useful on water	1	1	2.44	2.74	1															1	2	4	
12	this use cook cook um she's	0	1	2.02	5.04	1			1	1		1									2	1		
13	this .. this [J- westo- pooch]	0	0	8.01	9.15	1															3	2		
14	ah ... this this use um clean um	1	1	8.24	10.38	1			1	1											1	5		
15	uum .. this ... this car this is car if use	1	1	9.92	10.12	1			1	1											1	2	4	
16	.. ha .. ha eh this this use um	0	0	8.57	15.00	1			1	1		1									2	1		
17	.... um	0	0	15.00	15.00	0							0										0
18	. eh . this hat . this is hat aah ..	1	1	3.99	4.83	0															1	2		
19	eeh .. it use . aah / when . walk on snow	1	1	5.02	11.89	1	1		2	2	1	1									2	5		
20	.. this is car <nani?>	1	1	3.32	5.69	1															1	2		
71	1	1	1	12.01	12.19	0															1	To: 101		
2	.. um this is . object in hospital um	1	1	3.86	7.38	1			1		1										1	1	4	tf: 8
3	. this is mini bicycle . // this is three ..	2	2	1.93	2.46	2							1								1	2	6	tc: 25
4	.. this is um . use at ...	0	0	2.21	15.00	1			1	1		1										2	1	
5	... this is um clothes .. wear uh	1	1	2.83	12.70	1															1	2	4	
6	... this is a work um .. clash car	0	0	4.71	6.83	1																2	5	
7	.. this is um ?? um this object have	0	0	3.20	6.62	1			1	1												2	5	
8	... this is um boat um // but . this is used	1	1	2.83	6.99	2			1													1	2	4
9 um this he is .. worker um	1	1	8.08	12.07	1																1	2	
10	.. this is .. this is ... um	0	0	2.37	15.00	0							1										1	
11 this is water animal um	1	1	3.67	6.62	1							1								1	1	3	
12	.. this is this is used / by cooking	1	1	5.06	11.94	1	1		2	1	1	1										1	5	
13	. this is a pochette .. um and	1	1	1.77	2.60	1																2	2	
14	... this is a towel // but he use	1	1	2.55	5.46	2			1	1												1	2	4
15	. this is a car // and this is used by	1	1	1.42	2.11	2			1													1	2	4

16	... this is um	0	0	4.34	15.00	0						1						1		
17	..... he is .. um a man	1	1	4.95	12.89	1						1		1				1	
18	... this is a hat // but this is used by doctor	1	1	3.32	4.41	2		1						1	1			4		
19	.. this is a boots // but this is used by	1	1	1.88	5.55	2		1							1	2		4		
20	... this is a truck // and this is used by	1	1	3.69	4.74	2		1							1	2		4		
72	4	1	.. eeh this is eeh long // eeh this is four legs ah	1	0	11.05	11.98	2							2			5	To: 105	
		2	..... she is a doctor ... eeh	0	1	4.92	5.74	1						1				2	if: 12
		3	eeh this is .. a three wheel eeh	1	0	3.37	6.66	1							1			5	tc: 31	
		4	eeh this is eeh ... use / to clean	1	1	4.30	12.31	1	1		2	1	1					5		
		5	... eeh this is shirts ah / which is half	1	1	4.69	5.81	1	1				1			1	2	4		
		6	..... he is a man / who repair ... eeh repairs a car	3	3	7.38	8.01	1	1		1	1	1			1	1	4	
		7	... eeh this is ... this is a flower / which have	1	1	8.17	9.85	1	1		1	1	1	1			1	2	4	
		8	... eeh this is eeh this is a ship whic-	1	1	10.57	11.15	1									1	2	4	
		9	... eeh he is a man / who work at the factory	2	2	4.48	5.09	1	1		1	1	1	1			1	1	4	
		10	eeh this is	0	0	4.44	15.00	0						1				1		
		11	... eeh this is animal that	1	1	6.01	6.34	1								1	2	4		
		12	.. eeh .. eeh this is a eeh thing // that ... is used / for cooking	1	1	6.85	9.10	2	1		2	1					1	5		
		13	.. this this is a bag which ... eeh where is	1	1	3.41	3.97	1				1	1				1	2	4	
		14	. eeh this this is a bag / which ... eeh wear is	0	0	2.67	3.34	1	1			1	1	1		4	2	1		
		15	this is a car ... eeh / which lift ah which lift eeh	2	2	1.97	3.81	1	1		1	1	1	1			1	2	4	
		16	this is a thing which	0	1	4.51	6.55	1									1	2	4	
		17	.....	0	0	15.00	15.00	0						0				0	
		18	..... this is a student / who graduate a college	1	1	7.50	8.15	1	1		1	1	1	1				1	7
		19	... eeh ? this is a thing / eeh which ... float .. a river	0	1	7.78	8.24	1	1		1	1	1	1				1	2	4
		20	.... this is a car / which .. collect	1	1	4.85	5.55	1	1		1	1	1				1	2	4
73	4	1	un .. this this has .. this is live in Africa and	1	1	8.06	9.50	1			1	1					1	5	To: 138	
		2	. this is . she oh she is a she is in hospital and he . she . is she	1	1	8.52	8.80	1										1	5	if: 17
		3	this is this is kind of bicycle // this have . has three wheel ..	2	2	2.76	6.13	2		1					1	1	1	6	tc: 40	
		4	this clean up . clean .. clean clean garden	1	1	1.23	2.16	1			1	1						1	5	
		5	.. this is . made wear . // this it's it's a long . short	0	0	2.02	4.41	2			1	1		1				2	1	
		6	.. he repair he car	1	1	2.53	3.32	1			1	1						1	5	
		7	oh un ... this is kind of plant // this is have	1	1	2.72	3.39	2			1	1				1	1	2	6	
		8	. oh this is kind of ships . // and eeh .. these ah .. is used for war	2	2	1.86	3.69	2			1	1				1	1	1	6	
		9	. he .. he repairs ... un	1	1	6.90	7.20	1			1							2	5	
		10	this is kind of insect . // this have has four .. points	2	2	1.14	4.53	2			1					1	1	1	6	
		11	.. oh , this will be in sea and in . a . this ..	1	1	3.76	4.48	1										1	5	
		12	.. this is . this use / for cooking and . eh ... eh . ah this	1	1	4.92	6.27	1	1		2	1	1					1	5	
		13	a this is shoulder bag	1	1	1.65	2.37	1									1	2		
		14	.. this we . a . water and clean up the table	1	1	3.11	7.13	1			1							1	7	
		15	a . this is a kind of car // and use for . use for	2	2	2.16	3.69	2			1	1				1	1	2	6	
		16	this I- a this .. prevent . a the paper .. is a this a . the paper	0	1	4.25	6.32	1			1	1						2	5	
		17	he ... he .. he is a .. bridal	0	0	8.78	13.31	1						1				2	1	
		18	this is a kind of hat // and ... oh . always this wear / when I graduate	2	3	1.70	3.79	2	1		2	1	1				1	1	1	6
		19	a this is a kind of ninja // and when walk on the water	1	1	3.48	5.60	2			1	1					1	3	1	6
		20	a . this is .. this this car is collect the .. garbage	2	2	6.59	6.83	1			1	1						1	1	4
74	1	1	..... it is animal ...	1	1	6.99	7.85	1									1	2	To: 53
		2 it is .. [J- rentogen] test // she is doctor	0	1	3.99	6.34	2									1	2	4	if: 5
		3	.... it is bicycle ...	1	1	3.90	8.62	1									1	2	tc: 15
		4	.....	0	0	15.00	15.00	0						0				0	
		5	.. it is the polo shirts	1	1	1.86	2.79	1									1	2		
		6	..... he is ...	0	0	6.71	15.00	0						1				1	
		7	.... it is the [J- saboten]	0	0	3.41	4.13	1									3	2	
		8	.... it is a um ...	0	0	3.16	15.00	0						1				1	
		9	.....	0	0	15.00	15.00	0						0				0	
		10	... it is the .. lady bird	1	0	2.79	5.55	1									2	2		
		11	.....	0	0	15.00	15.00	0						0				0	
		12	..... um it is the cooking tool ...	2	2	9.45	10.24	1						1		1		3	
		13	... it is the pochette bag // it is the pochette	1	1	2.58	3.48	2									2	2		
		14	.....	0	0	15.00	15.00	0						0				0	
		15	... it is the crane car	1	1	2.11	3.14	1									2	2		
		16	.... um	0	0	15.00	15.00	0						0				0	
		17	.....	0	0	15.00	15.00	0						0				0	
		18	..... it is hat	1	1	3.97	4.46	1									1	2	
		19	.....	0	0	15.00	15.00	0						0				0	
		20	.... um	0	0	15.00	15.00	0						0				0	
75	2	1	.. un .. this is animal an . this is animal . e- -	1	1	4.74	5.62	1							1			2	To: 82	
		2	. a ... she is . un, X- ray ... X- ray ..	1	1	5.53	7.80	1						1				7	if: 16	
		3	.. un this .. this is	0	0	7.73	15.00	0						1				1	tc: 22	
		4	.... this i- . this is... this aa- -	0	0	3.92	15.00	0						1				1	
		5	.... ..... this .. un .	0	0	7.62	15.00	0						1				1	

6	.. he is . he is a mechanical .. don't ... this is..	1	1	3.18	4.69	1					1		2	7			
7	..... no .. I don't know.	0	0	11.33	15.00	1		1			1			1		
8	..... this is . ship and . with	1	1	5.64	7.15	1							1	2	4	
9	. he is un ... <yooetsu>	0	0	1.21	15.00	1					1				1		
10	..... un	0	0	15.00	15.00	0					0				0	
11	. this is .. la, la, la in the water	0	0	1.58	5.04	1					1			1	1		
12	..... this is .. un / to use ..	0	0	5.81	12.45	1	1	1	1		1			2	1	
13	... this is bag .. // and wearing waist .	2	2	2.95	3.72	2		1	1					1	1		
14	.. un un . this, is a.	0	0	6.71	15.00	0			1		1				1		
15	.. un . this is a car .. // un ... have been big	1	1	5.20	6.50	2		1	1					1	2		
16	.... un this is a. a we	0	0	5.60	15.00	0					1				1	
17	..... this is a , man and who is ..	1	0	5.32	6.46	1								1	2	
18	.. this is a hat // this hat .. give .. to clever person	1	1	2.02	3.02	2		1	1					1	2		
19	..eh we use this / to walk on the snow	2	2	7.62	11.73	1	1	2	1					1	1		
20	.. this is car and / which un un use . dust	1	2	1.74	2.35	1	1	1	1	1				1	2		
76	3	1	..... this is a big animal	2	2	7.31	7.45	1					1	1	3	To| 78
2	.... she is waiting . for telephone	1	1	3.48	3.99	1		1						1	7	tf| 7
3	..... u- m this is small small ... u- m	0	0	5.48	6.15	1					1	1			1	tc| 22
4	.....u- m	0	0	15.00	15.00	0					0				0	
5	.. this is . shirts	1	1	2.46	3.37	1								1	2		
6	... he is ... motor clinic . he u- m	1	1	2.60	5.67	1					1			3	2	6	
7	... this is . [J- saboten]	0	0	2.83	4.16	1								3	2		
8	..... this is ship	1	1	7.29	7.69	1								1	2	
9	..... he is .. repair the . repair	1	1	4.06	5.94	1		1	1					2	5	
10	... this is [J- tentoomushi] this is insent	1	1	2.21	2.69	1								3	2		
11	.... this is .[J- lakko] ../ this is animal	1	1	2.95	4.18	2								3	2	
12	..... u- m	0	0	15.00	15.00	0					0				0	
13	... this is [J- pooch] uum ... waist	0	0	1.90	3.07	1								3	2		
14	.....this is towel ... // this is . duster	1	1	4.64	4.97	2								1	2	
15	.... this is a ... car ...thi	1	1	3.20	5.97	1								1	2	
16	..... this is [J- shifuto??] uum	0	0	7.48	8.66	1					1			3	1	
17	..... this is ... best friend??	0	0	6.22	8.92	1					1			2	1	
18	..... this is hat .. uum graduated . hat	1	2	4.67	5.20	1					1			1	3	
19	.. this is [J- kanjiki] .. in . Japan old item	1	1	1.37	1.93	1					1			3	3		
20	... this is a car .. // this is . collect . the dust	2	2	2.62	3.23	2		1	1					1	1	4	
77	1	1	.. eeto eee eeto .. nn. animals e- , n- -	1	1	12.62	12.62	1						1	2	To| 74	
2	..... eeto. she is a doctor. ... ee- , nn	0	1	6.64	7.31	1								1	2	tf| 8
3	. ee- , this is . a . un . nnn nn- , .. nn-	0	0	2.14	2.14	0					1				1	tc| 20	
4	. this is nn- ..a . nn e .	0	0	1.23	15.00	0					1				1		
5	. this is a shirts . nn- .. ee- , eeto, e- . nn- ... we, we	1	1	0.91	1.16	1								1	2	4	
6	.. he is ee- , ... eeto ... e- .<nan yattakanaa?> . eeto- .. ee-	0	0	1.44	15.00	0					1				1		
7	... this is a nn- , pu . nn- . nn- to, pla . a- . [J- shoku]	0	0	2.88	15.00	1								3	2		
8	.. nn- this is . nn- eeto . ship . // e- - nn- to this used	1	1	4.64	9.24	2		1	1					1	2	4	
9	.. he is nn- .. eeto. nn- to . arm <jyancee> eeto .. iron	0	0	2.74	12.73	1					1			2	1		
10	.... this is ee- ... ah! ar this war is ee-	0	0	4.39	10.52	1					1				1	
11	... this is animal . // this animal nn- , ee- ont he sea, nn- eating, eat a	1	1	3.32	3.69	2		1	1					1	2	4	
12	..... this i- - nn- , ee- - ... used cook. nn- - to	0	0	6.27	12.03	1		1	1		1			2	1	
13	. this is [J- westo- pooch]. nn- , ee- to . ee- to .. // this, carry carry a ... nn- nn-	0	0	1.14	1.37	2		1	1					3	2	4	
14	. nn .. this is nn ee... ee..	0	0	5.60	15.00	0					1				1		
15	.... this i . , is . ah. nn- . car .. this car is	1	1	3.99	8.82	1								1	2	4
16	.... this is nn- .. weight . ee- to ee- to . paper on	1	1	5.46	8.15	1								2	2	4
17	.... he is nn- , ee- to marriage contact.	0	0	4.97	9.10	1					1			3	2	1
18	..... this is hat . and nn- .. nn- . university . university . ee- to	1	1	6.36	6.85	1								1	2	4
19	.. nn- ee- - this is a shoes, nn- on the snow. nn- to, etto, etto ee- to	2	1	3.14	4.27	1								1	1	4	
20	.. this is . a . ca nn- this car . is nn- , etto . W- dumper .. <chigaunaa> .. assemble??	1	1	1.60	4.67	1								1	2		
78	4	1	. n . this is ah .. an . animal . / eh. who .. which is ah . in Africa	2	2	2.62	5.67	1	1		1			1	1	4	To| 147
2	. eh. she is etto .. X- ray ...	1	1	6.04	10.91	1					1				7	tf| 12	
3	.. this is tricycle // eh a baby baby a child child play in the in the garden / eh use it.	2	2	2.07	2.30	2	1	2	2	1	1			2	1	4	tc| 33
4	... this is [T- bare- hand] [T- bare- hand] eh // when eh .. clean the garden .. / this use it . , this use	2	1	2.37	3.25	2	1	2	2	1	1			3	1	4	
5	. this is polo shirt .. eh ... eh .. T- shirt	1	1	1.95	3.67	1								1	2		
6	.. eh .. he . is car engineer // repair the car .. // he is repairing. repairing . he is repairing the car	2	3	4.85	5.20	3		2	1		1			1	1	6	
7	.. eh . this is eh the plant . // eeto .. it is in the [J- sabaku]	1	1	3.97	8.78	2								1	2	4	
8	ah <nandakke> . eh this . this is ship <jya nakute> etto <nandaroo, kuubo>	1	1	5.60	15.00	1								1	2		
9	.. he is eeh... <nandaroo> . iron engineer .. <wakaran>	1	1	2.58	9.85	1					1			1	3		
10	.. this is eeh worm ...[J- tentoomushi] in Japanese . eh. it is ..	1	1	2.07	4.44	1								1	2		
11	[J- lakko] .. this is an animal in the . on the water // he likes eh shell	1	2	5.27	5.97	2		1						3	1	4	
12	... eh . this is a cooking tool . tool . eh . when .. <nandaroo> .. / when liquid . nnn <nandaroo>	2	2	3.18	3.81	1	1	1	1	1	1			1	2	6	
13	this is a shoulder [J- pooch] eh ... it we small thing in this	1	2	1.09	1.74	1					1			3	2	6	
14	... [J- zookin] . this is an ... <nandaroo> ...	0	0	4.64	15.00	0					1			3	1		
15	. this is a crane crane // this is a car with a crane / when a [J- kooji] .. crane car .. <yoku wakaran>	1	2	1.02	1.67	2	1	1	1	1				2	2	4	

16	... this is a [W- baraasuto??] [W- barrasuto?] eeto // this use / when [J- shuji] <nandaroo>	0	0	3.20	4.11	2	1		1	1		1		3	2	1
17	... he is an <chuukaisha> negotiator <jyaneeya nandakke>	0	0	4.62	15.00	1						1		4		1
18	.. this is a hat eh . // we will .. we eh look nn ... this is a nnn	1	1	2.23	3.37	2								1	2	4
19	. this is a [J- kanjiki] in Japanese // etto it use a .. on the	0	0	1.74	8.41	2			1	1		1		3	2	1
20	.ch.. this is ... traffic .. traffic <jya neeya> eeto .. trash car .. trash car . // etto it use a trash in the car	2	2	4.16	9.92	2				1	1		1		1	1

7	... this is uh personal computer ..// this has bag .. // this body is ..	2	2	3.16	5.22	3		1				4	1	4		
8	. this is ambulance // this have . this body is red . // this guard . this guard body . is . this siren	2	2	1.25	2.18	3						2	1	4		
9	. he is a doctor // he is an Asian doctor . // he uses . nee many needles . / to . help patient .	5	5	1.79	2.86	3	1	2	1		1	1	1	1	6	
10	. this is wheelchair // this has two big wheels // this is use . by . unable people .. // this has chair .	4	4	0.58	1.18	4		3	1			2	1	4		
11	.. this is an insect // this has two .. uh this has six le legs .. this loud very??	3	3	1.77	3.51	2		1				1	1	4		
12	. this has .many .. this is used to .. used to . in at math	2	2	1.53	14.16	1		1					1	5		
13	. this is .strainer // this . is a kitchen tool . // this shaped round . this shaped is round this has	3	3	1.67	3.58	3					1		2	1	6	
14	.. she she is .. she is a kind of person she is . she	1	1	3.07	9.94	1						1	1	2	6	
15	. this is the kind of shirts .. // this shirts .. is white . // this is worn by man .. this is	3	3	1.35	2.51	3		1				1	1	1	6	
16	... this is a animal . // this has .. this has . brown fur // this is used by . used	2	2	3.25	4.81	3		2					1	1	4	
17	... he is a .. he is a carpenter . // he is like a carpenter. // he uses .. he us-	2	2	3.18	7.04	3		1				1	1	2	6	
18	. this is an animal // this has very big .. two legs . // this has .. long ..	2	2	1.05	1.67	3		2					1	1	4	
19	.. this is a tree // this has many .. many . nuts . in for forward // this has many needles	2	2	1.53	2.76	3		2					1	1	4	
20	. this is a watering can .. // this is used to .. to ... used / to plant.....	2	2	0.35	0.91	2	1	2	1	1			2	1	4	
5	1	1	1	5.02	5.53	1						2		2	To: 150	
2	.... this is a hydrofoil // this has big wings	1	1	4.78	8.73	2		1			1		3		tf: 12
3	. he is a plumber . // he fix water pipes	3	3	2.04	3.07	2		1	1				2	1	tc: 59	
4	. this is a top hat .. // n- this . is worn . by man and a	2	2	1.12	2.28	2		1					2	1	4	
5	.. this is a . an , brush // ah this is used / to clean calls	3	3	2.65	7.38	2	1	2	1				1	1	4	
6	.. this is a truck . // n- ... n this is a construction vehicle	2	3	2.60	3.86	2					1		1		3	
7	... this is a .. note personal computer . // n this is thin	1	1	4.64	8.41	2							4	1	4	
8	. this is a fire truck . // n .. n this runs fast with a siren	4	4	1.35	1.90	2		1					2	1	4	
9	. he is a . archipuncturist // n- he cures people . / by using needles	4	4	1.53	3.95	2	1	2	1				2	1	4	
10	. this is a wheelchair . n // this is used by ... an handicapped people	4	4	1.25	2.51	2		1					2	1	4	
11	. n this is a small insect // n ... this appears in summer	3	3	2.51	3.44	2		1			1		1	1	6	
12	.. n . this is a office item ...	2	2	4.69	6.69	1					1		1		3	
13	.. this is a ... strainer // an this is used to . a	1	1	2.23	6.87	2		1					2	2	4	
14	.. this is a person an .. he . un	1	1	2.93	3.58	1							1	2	4	
15	.. this is a running T- shirt . n ... // this is worn	1	2	2.74	4.41	2		1			1		3	2	6	
16	. this is a guinea pig . un . // this is used .. as a .	1	1	1.77	3.30	2		1					2	2	4	
17	.. he is a ... person // an .. he makes buildings	1	2	2.65	6.92	2		1					1	1	4	
18	. this is a .. big bird .. // and a ... its egg is big too	3	3	2.14	5.16	2					1		1	1	6	
19	. this is a .. persimmon tree . un no this	1	1	1.90	4.51	1							4	2	4	
20	. this is a watering can // ah this is ah gardening tool . / to . water plant	4	3	0.65	1.30	2	1	1	1			1		2	1	6
6	4	4	4	1.77	2.42	2	1	2	1	1	1		2	1	4	To: 139
2 this is used / to carry the people	1	1	6.78	8.22	1	1	2	1				1		5	tf: 11
3 he is plumber	1	1	4.37	5.02	1							2		2	tc: 52
4	.... this is top- hat . // this is for men	2	2	4.83	5.39	2							2	1	4
5	.. this is used / to clean ... the high place	2	2	2.37	3.58	1	1	2	1				1		5	
6	..... this is a big car ... // this is used for snow	3	3	3.42	4.83	2		1			1		1	1	6
7	... this is a bag . // this is used / to carry . personal computer	5	5	1.72	2.28	2	1	2	1				1	1	4	
8	..... this is fire truck	1	1	6.50	7.34	1							2		2
9	.. he is an ?? . // he is an Asian doctor . // he uses a needles ... / to cure	4	4	2.32	4.88	3	1	2	1		1		1	1	6	
10	.... this is a wheelchair . // this is .. for . injured person	3	3	4.23	4.92	2							2	1	4
11	.. this is a insect // this appears in the summer .. // this cries very loudly	5	5	1.81	2.60	3		2					1	1	4	
12	. this is a scale	1	1	1.35	1.95	1							2		2	
13	.... this has many holes	1	1	4.04	5.39	1		1					1		5
14	.....	0	0	15.00	15.00	0					0				0
15	.... this is a shirts	1	1	3.90	4.55	1							1		2
16	.. this is a guinea pig . // this is used ... a these are guinea pigs	1	1	2.28	3.39	2							2		2	
17	..... he he is like a carpenters	2	2	6.27	10.91	1						1	1		3
18	.. this is a bird // this has long neck and big foot	3	3	2.42	3.07	2		1				1	1		3	
19	... this is a chestnut tree // this has needles	2	2	3.48	4.09	2		1					2	1	4	
20	. this is a watering can . // this is used / for pour .. pour the plant	3	3	1.16	2.04	2	1	2	1	1	1		2	1	4	
7	5	3	3	1.77	2.74	2	1	1	1	1	1		1	1	4	To: 74
2	.. this is . ferry // is , it's for the pe, people , many people to the	2	3	2.14	3.62	2							1	1	4	tf: 11
3	0	0	15.00	15.00	0					0				0	tc: 23
4	.. it's hat // we wear this hat	1	1	1.72	2.46	2		1					1	1	4	
5	..... when we use it / for clean something	2	2	7.71	11.42	1	1	2	1	1	1		1		5
6	.....	0	0	15.00	15.00	0					0				0
7	..... this is bag for computer	3	3	10.54	11.10	1							1	1	4
8	... this is .. fire engine.	1	1	3.07	5.16	1							2		2	
9	.... he is ...	0	0	5.11	15.00	0					1				1
10	..... this is chair wheel	1	2	8.68	10.17	1						1	1		3
11	..... this is .. bug .. // it can figh??	1	1	7.80	9.71	2							1	2	4
12	.... this is measure	1	1	4.92	9.43	1							1		2
13	.....	0	0	15.00	15.00	0					0				0
14	.....	0	0	15.00	15.00	0					0				0
15	.... this is shirt	1	1	4.23	5.67	1							1		2
16	.....	0	0	15.00	15.00	0					0				0

17	.....	0	0	15.00	15.00	0							0				0	
18	... this is bird	1	1	2.74	4.37	1							1				2	
19	.... this is [J- marron] tree	1	1	5.11	9.57	1							1				2	
20	... we use it. this / for .. water plants	2	2	4.92	8.92	1	1		1	1	1	1				1	5	
8	3	1	2	1.00	2.21	1	1				1			2	2		4	To 126
2	..... this is hydrofoil . which	1	1	5.20	9.73	1						1		3			1	tf 12
3	.... he is a person / who fixes . water pipe	4	4	6.46	6.94	1			1					1	1		4	tc 51
4	.. this is the top hat . / which n? which is a top hat for man	2	2	1.79	2.46	1	1			1				2	1		4	
5	.. it is a . cleaning tool / to clean . house	3	3	2.65	3.99	1	1		1		1		1	1	1		6	
6	... this is a [W- baicol(vehicle)] / to construction . building	2	3	2.46	3.88	1	1		1	1	1	1		1	2		4	
7	... this is a bag . / to put . personal computer	4	4	2.86	3.55	1	1		1		1			1	1		4	
8	... this is a truck . / to to ... extinguish fire	4	4	3.02	3.51	1	1		1		1			1	1		4	
9	... he is a . acupuncturist . / to . ke . care . face	2	2	3.20	4.18	1	1		1		1			2	1		4	
10	.. this is a wheelchair . / which have two . two wheels	3	3	1.12	1.79	1	1		1	1	1	1		2	1		4	
11	.. it is an insect ... / which live . in summer	3	3	1.51	2.76	1	1		1	1	1	1		1	1		4	
12	..... this is a . tool .. tool . / to scale something	3	3	5.53	8.59	1	1		1		1			1	1		4	
13	... it is a kitchen tool . to .. ah for power . ah for tea	3	3	3.25	3.67	1							1	1	1		6	
14	.....	0	0	15.00	15.00	0							0				0	
15	.. this is a shirts for man	2	2	3.00	3.55	1								1	1		4	
16	. this is a guinea pig ... for medical experiment	3	2	1.95	2.76	1								2	1		4	
17	... he is a person / to- . construction road	1	1	2.28	2.76	1	1		1	1	1			1	2		4	
18	... this is an animal . / which live in Africa	2	2	3.11	3.95	1	1		1	1	1	1		1	1		4	
19	.... this is a chestnut tree	1	1	6.76	7.69	1								2			2	
20	this is a watering can . for .. yard . ah for . plant	2	2	0.88	1.70	1								2	1		4	
9	1	1	2	3.11	3.51	1								1	1		4	To 122
2	.. this is large boat	2	2	3.53	4.74	1							1	1			3	tf 11
3	... the person fixes .. the pipe	2	3	4.27	4.74	1			1					1	1		4	tc 38
4	... this is a hat . // it is black ... and tall	2	3	4.46	6.46	2								1	1		4	
5	. this is cleaner ... which ... with fur	2	2	1.95	2.60	1								1	2		4	
6	. this is black . // it's ... / to combine the concrete	0	0	2.65	3.81	2	1		1		1				1		5	
7	. this is a bag .. / which is black .. / and to carry person	2	2	1.86	2.65	1	2		1		2	1			1	1	4	
8	.. this is a van ... / which for fire	2	3	1.63	3.16	1	1			1	1			1	1		4	
9	. this is a person .. / who uses needles	2	2	2.55	3.95	1	1		1		1			1	1		4	
10	. this is vehicle .. for ... for people can	1	1	0.88	2.79	1								1	2		4	
11	.. this is the con, con, insect which ...	1	1	2.51	7.71	1								1	2		4	
12	. this is a tool . / for write . the line	2	2	1.77	2.93	1	1		1	1	1	1		1	1		4	
13	. this is a tool . for kitchen	2	2	1.16	1.95	1								1	1		4	
14	... the person .. who ... who	1	1	3.58	3.77	1								1	2		4	
15	. this is a shirts with no sleeve	2	2	1.58	8.17	1			1		1			1	1		4	
16	... this is animal / which is brown and with for	2	2	3.99	4.83	1	1			1				1	1		4	
17	the person / who ... who works .. with block	3	3	1.39	1.67	1	1		1		1			1	1		4	
18	. this is a the animal / which ... with with long legs .	2	2	1.02	2.55	1	1			1				1	1		4	
19	... this is a tree ... with ...	1	1	3.62	4.46	1			1		1			1	2		4	
20	.. this is a tool / which ... gardening	2	2	1.39	2.42	1	1		1	1	1	1		1	2		4	
10	4	1	2	1.58	2.42	2	1			1				1	1		4	To 164
2	. this is the large ship // this . a ship is . be fast.	2	2	1.72	2.37	2							1	1	1		6	tf 16
3	.. he works // fi he fixes .. pipes	3	3	2.04	2.30	2			2					1			5	tc 59
4	. this is a black hat . black hat .. // this hat is wore / when a formal when formal occasion ..	4	4	1.02	1.49	2			1	1				1	1		6	
5	.....	0	0	15.00	15.00	0							0				0	
6	. this is a truck ... // this truck is used ...	1	1	1.35	1.90	2			1					1	2		4	
7	.... this is a . bag . // this bag is . used / to carry personal computer .	5	5	4.51	6.59	2	1		2		1			1	1		4	
8	. this is a car . with . one hose ... // this car is used / to stop fire ..	5	5	1.67	2.58	2	1		2		1			1	1		4	
9	. he is . e an Asian doctor // he cares patient with needles	5	5	1.44	3.90	2			1		1			1	1		6	
10	. this is a ... chair . / for the made disable people	3	3	1.25	4.18	1	1		1	1	1	1		1	1		4	
11	. this is . insect ... // this insect is fly // and . cry . loud voice.	3	3	2.75	3.99	3			2	2				1	1		4	
12	... this .. tool is to . is used / to measure ..	2	3	3.86	7.80	1	1		2		1			1	1		4	
13	. this i. is a kitchen tool ... // this tool . is used / when .. pour . in tea .	4	4	1.21	2.83	2	1		2	1	1	1		1	1		6	
14	... he is a person ... to	1	1	3.44	3.99	1								1	2		4	
15	. this is a shi kind of shirt // this it is .. a fight .	2	2	2.04	3.76	2								1	1		6	
16	.. this is a .. this is like a .. rat this ..	2	2	2.32	7.62	1								1	1		6	
17	.. he ... likes . carpenters . // he works . at gardens ..	2	2	2.51	7.15	2			1					1	1		6	
18	. this is a bird with long foot .. // this bird . can . run faster .. than	3	3	2.00	3.02	2			1	1		1		1	1		4	
19	.. this is a tree . // this tree .. wear . in autumn .. where [J- natsue]	2	2	1.86	2.60	2			1	1				1	2		4	
20	. this is a ... tool . tool / pour . water . to plant.....	3	3	1.58	5.34	1	1		1	1	1	1		1	1		4	
12	1	1	3	1.12	5.94	1							1	1	1		6	To 230
2	.. this is a kind of ah large boat // and... many many passengers can ride this boat	5	5	2.69	4.71	2			1					1	1		6	tf 12
3	.... he is a . ah he is a worker // he fixes water pipe ..and....	4	4	5.36	8.41	2			1					1	1		4	tc 86

4	this is a tall ah black hat and.... eh.. he.. spe.. we can	2	2	1.46	2.53	1					1	1	2	6				
5	this is a cleaning tool... and a cleaning tool and convenient...	2	2	2.18	3.09	1					1	1	2	6				
6	this is a large vehicle and .. eh spe.. // this is used a special special purpose	3	3	1.90	4.23	2		1			1	1	1	6				
7	.. this is a special bag / ah for carrying person. notebook personal computer the .. com-	5	5	2.67	3.18	1	1	1	1		1	1	1	6				
8	.. this is . this is a red truck // and this has . this has a siren and ah.. // this is a truck / for en extinguish a fire	5	5	1.70	2.81	3	1	2	1	1	1	1	1	6				
9	.. he is a Asian doctor. / using needles // and .. he cures a pain like ... back pain	5	5	2.09	2.74	2	1	2	1		1	1	1	6				
10	. this is a moving chair / named wheelchair and for disabled people. // disabled people can move easily	5	5	1.21	1.65	2	1	2	1		1	2	1	6				
11	this is a kind of insect . // and this has two wings. // and we can see this in summer	4	4	1.37	2.42	3		2				1	1	1	6			
12	..nn..ah this is . this is a scale // ah. we can write a straight line	3	4	4.23	5.43	2		1				2	1	4				
13	this is a small kitchen tool // and this has nets.....nn..ee..	3	3	1.00	1.42	2		1			1	1	1	6				
14	ee he is a .he is a central person when the ceremony... in a ceremony	3	3	3.51	7.85	1					1	1	1	6				
15	.. this is a kind of shirts // and this has no sleeves. // and. ee. we wear this in summer	4	5	3.02	4.16	3		2				1	1	1	6			
16	.. this is a cute small animal // and color is brown .. // and... this a this often used a experiment	4	4	1.67	2.53	3		1	1		1	1	2	6				
17	.. he is a ... he is a worker for // he uses.. he makes	1	1	2.55	7.11	2		1				1	2	4				
18	.. this is a kind of bird // and this has two strong strong legs, // and this can run very ah fast	5	5	2.37	3.60	3		2				1	1	1	6			
19	.this is a tall tree // and this has nuts eh / covered with needles. many needles	5	5	1.46	2.14	2	1	2	1		1	1	1	6				
20	this is a this is a this is one of gardening tool / named watering can. // ah we can water plants	5	5	1.56	5.92	2	1	2	1			1	1	1	6			
14	3	1	this is a .. strong shoes // we.. we put on . them . / when we .climb	3	4	1.53	4.37	2	1	2	1		1	1	1	6	To	228
2	. this is a large ship.. // this ship carries .. many carries ... // and go other place	3	3	0.88	1.53	2	1	2	1		1	1	2	6	if	23		
3	.. he is a plumber . // he prepare water pipe. or . toilet?..	3	3	2.65	3.16	2		1	1			2	1	4	tc	78		
4	. this is a top hat .. // it is . worn on formal occasion....	2	3	1.21	2.18	2		1				2	1	4				
5	.. this is a tool .. // we use this / when we clean up... window? . around? window	3	3	2.37	2.97	2	1	2	1			1	1	4				
6	.... this is a truck, this is a kind of . truck ...	2	2	5.11	5.76	1						1	1	3			
7	. this is a kind of bag // we use . this . / to for carrying . no .. personal computer .	5	5	1.44	2.65	2	1	2	1			1	1	1	6			
8	. this is a red truck . fire truck, // this runs fast with siren and fire	3	3	2.51	4.37	2		1			1	1	1	6				
9	... the is a ... an he is a kind of doctor with	1	2	2.88	12.12	1		1	1			1	1	2	6			
10	.. this is a wheelchair. // this is used by disable people. // this has two wheels.	5	5	0.70	1.35	3		2				2	1	4				
11	. this is a kind of insect .. // we usually see this insect during summer	4	4	0.93	1.86	2		1				1	1	1	6			
12	.. this is scale nn? . ruler. // we use this / when we want to draw	2	2	2.09	4.51	2	1	2	2			2	1	4				
13	this is a strainer. // this is a small kitchen tool ... // this is like net	3	3	1.90	3.53	3					1	1	2	1	6			
14 this is a kind of person ahh / when the wedding	2	3	5.16	7.52	1	1	1	1			1	1	2	6			
15	. this is a [J- running- shirts]. ...// this is often worn by men	1	1	2.79	5.29	2		1				3	1	4				
16	. these are guinea pigs. // this is like a rat // but they . bi are bigger than that	3	3	2.32	3.76	3						1	2	1	6			
17	... this is a he is a kind of person.. / using . block	3	3	5.81	9.33	1	1	1	1			1	1	1	6			
18	.. this is a kind of bird. // this is big bird. // this can run fast. very fast. // we can see this	4	4	3.34	4.51	4		2			1	1	1	1	6			
19	. this is chestnut tree... // this is e. we can eat this tree's nut during fall	2	2	1.77	2.23	2		1				2	1	4				
20	this is watering can . // we use this ... / when we water plant. // we use this / for gardening	5	5	0.88	1.30	3	2	4	2			2	1	4				
15	2	1	this is a hiking shoes . // this . is . this is . a very hard shoes / to walk mountain	5	5	1.12	1.72	2	1	1	1		1	2	1	6	To	195
2	this is [W- hydrofort] // this is .. this is . this can .. go very fast on sea	1	0	1.16	1.72	1		1			1		3	1	1	if	19	
3	.. he is like a repair .. // he is a plumber	2	2	3.72	7.11	2						1	2		3	tc	68	
4	. this is hop- hat // this is black hat for formal occasion	4	4	2.04	2.51	2						2	1	4				
5	this is mo . this is cleaning tool . // this can clean wall or .. base ??	3	3	2.00	5.81	2		1			1	1	1	6				
6	.. this is a very big vehicle. // this can scramble the concrete	3	3	3.39	5.20	2		1			1	1	1	6				
7	. this is note pas . personal computer . // this per . this computer can . be carry always	1	1	2.18	2.93	2		1	1			4	1	4				
8	.. this is fire truck . // this .. car . with is having siren and hose	4	4	2.79	3.99	2		1	1			2	1	4				
9	.. this is [W- punturist] // he or she can . cure . people with needles	3	3	2.88	3.34	2		1				3	1	4				
10	this is wheelchair . // un injured person or .. injured person .. use this wheelchair	3	4	0.60	1.02	2		1	1			2	1	4				
11	. this is an insect ... this .. this clo??	1	1	2.55	3.72	1						1	2	4				
12	... this can .. meter the centimeter and this can	0	0	4.88	9.10	1		1	1		1		2	1				
13	.. this is . this is used / for pouring tea .. this is	2	2	2.74	7.29	1	1	2	1			1		5				
14	... he is .. he is . an . commentator for	0	1	3.81	10.87	1						4	2	4				
15	this is . a running shirt / made of cotton .. // this is for men .. // this is white	3	3	1.35	3.86	3	1	1	1			3	1	4				
16	this is beni . guinea pig .. // this is like a rat // but it is larger, larger than . it lot	3	2	1.35	2.28	3						1	2	1	6			
17	... he .. he make .. base with	0	0	3.81	7.01	1		1	1		1		2	1				
18	. this is very big bird // this cannot fly .. // this has very long long neck and very long	5	4	2.51	3.39	3		2			1	1	1	1	6			
19	this is ... tree . // this can made of . this can be made .. table	2	2	1.53	6.04	2		1				1	2	4				
20	this is a gardening tool / which can .. pouring the water on plant // this is watering can	5	5	1.07	3.07	2	1	1	1	1	1	1	1	6				

16	2	1	.. this is a shoes .. // this is a . traditional .. Europe shoes	2	2	1.63	2.55	2					1	1	1	6	To: 123			
		2	.. this is a big ship // people trip.. in this ship	3	3	1.72	2.51	2		1				1	1	1	6	tf: 12		
		3	.... this is a worker .. // he is a worker	0	1	3.53	4.32	2							1		2	tc: 44	
		4	... he worn .. black hat // this hat is traditional	2	2	2.42	2.79	2		1	1				1	1	4			
		5	.. this i . this is kind of ... cleaner	1	2	2.97	6.73	1							1	1	3			
		6	.. this is a . truck // this carries . so ??	1	1	2.18	3.44	2		1	1					1	2	4		
		7	.... this is a bag // this carries computer	3	3	3.95	4.69	2		1	1					1	1	4	
		8	.. this is a red truck ... // this car is . this car stops . fire	3	3	2.09	2.88	2		1					1	1	1	6		
		9	... he is a doctor	1	1	2.83	3.72	1								1		2		
		10	.... this is a kind of car	1	1	4.64	6.13	1								1	1	3	
		11	.. this is a kind of [W- connect] . // this li . live in wood . tree	1	1	2.00	3.58	2		1	1				1	1	1	1		
		12	.. this is a this measure	1	1	2.51	7.29	1								1		2		
		13	... this is cooking instrument	1	1	3.07	3.81	1								1	1	3		
		14	..... he is .. wedding . announcement	0	1	9.33	11.80	1									2	5	
		15	... this is worn .. by . man // they worn .. in su	0	0	2.46	3.16	2		2	1				1		2	1		
		16	... this is like a rat // they have .. brown hair	3	3	2.42	3.62	2		1						1	1	1	6	
		17	..... he made a house // he is worker	0	0	6.59	6.92	2		1	1				1		1	1	
		18	.... this is a . this is a most .. large . bird	2	2	4.27	6.92	1								1	1	3	
		19	.... this is a tree ... // we can get	1	1	5.48	6.36	2		1							1	2	4
		20	.... it is used .. for .. water	0	0	3.76	9.38	1		1					1		2	1	
17	1	1	this is high, these are hiking shoes // um its strong shoes .. um they are strong shoes and	3	3	1.12	3.98	2						1	2	3	To: 213			
		2	.. this is a boat a large a big boat. large // and they have <nante yuuno kore?>	2	2	3.48	4.97	2		1				1	1	2	6	tf: 19		
		3	. he is worker // he is where water he fix water pipe	4	4	3.07	5.76	2		1	1					1	1	4	tc: 70	
		4	this is top top hat // its this has ettoo wear by men	2	2	3.62	5.34	2		1	1					2	1	4		
		5	this is . this um this used this is used / by cleaning um it	1	2	2.60	10.31	1	1	2	1	1	1				1	5		
		6	this is truck // it's carrying sand. // and this is yellow big truck	3	3	1.81	2.74	3		1	1				1	1	1	6		
		7	um this is bag . um and computer ..umto	1	1	3.44	5.57	1								1	2	4		
		8	this is fire. fire car // um is red van red large tr van .. it's	2	2	0.84	2.09	2								1	1	1	6	
		9	um he is Asian doctor // and he uses needles // um . he .. he not use medicine	3	3	2.23	3.30	3		2	1				1	1	1	6		
		10	this is wheelchair // unto it's used / when we are we are carrying an . unable person	3	3	0.65	1.77	2	1	2	1	1					2	1	4	
		11	this is insect // its the its life is very short // its sound its sound we we're listen to	3	3	1.16	2.04	3		1	1						1	1	4	
		12	this is ruler this is a ruler // it's um .. it is plastic made by plastic	3	2	0.84	1.22	2		1							2	1	4	
		13	this is cooking tool // it's it's many it have has many small nets // um it's very small kitchen tool	3	3	0.56	1.12	3		1						1	1	1	6	
		14	um this is speaking this is speaking person and they are they are.	1	1	3.67	6.04	1								1	1	2	6	
		15	this is shirts // the it's wear it is wear by men only man is white	2	2	1.44	1.95	2		1	1						1	1	4	
		16	this is um <nantoka> pig // it is um it is a small cute ani brown animal	2	2	2.65	5.43	2								1	1	1	6	
		17	he is a [W- walder?], // he is he is make um block // and it's it's the block is	1	1	3.44	3.86	3		1	1						4	1	4	
		18	this is big bird // but don't falling um too ettoo doesn't fly // and in this is very fast run this can very fast run	5	5	1.95	2.65	3		2						1	1	1	6	
		19	it's a large tree // it's have nuts // and um this nuts / covered with um very .. man many needles um	5	5	1.12	1.81	3		2	2					1	1	1	6	
		20	this is tool this is gar this is garden, gardening tools // it's a water shover the plant.	4	4	2.23	3.07	2								1	1	1	6	
18	2	1	this is a boots // we wear .. a / when we climb mountain // it use	3	3	1.02	1.81	3	1	3	1	1		1	1	1	6	To: 172		
		2	this is a big ship ... // this is a vehicle	2	2	1.07	1.67	2							1	1	4	tf: 13		
		3	. he is a re repair water	1	1	2.83	5.85	1		1	1				1	1	1	6	tc: 54	
		4	. this is a silk hat . // this is a hat // this is a black	2	3	3.02	3.67	3									1	5		
		5	this is a cleaner cleaning tool .. // this this is this looks like mop	3	3	1.86	2.46	2		1					1	1	1	6		
		6	this is a big tractor . // this color is yellow . // this has big tank	3	3	2.06	3.39	3		1						1	1	1	6	
		7	this is a bag this is a um . this a this an	1	1	0.79	1.58	1									1	2	4	
		8	this is a fire truck // this is big siren um this has	1	1	2.74	5.76	2									2	1	4	
		9	she used many needles // she is a she looks like a doctor // she has a patient	2	3	2.65	7.29	3		3	1					1	1	1	6	
		10	. this . un etto . um patient or old man use it // this is a tool ill	1	1	2.04	6.73	2		1	1						1	2	4	
		11	.. this is a two wings ah of two wings .. // this is a .. bubble's life	1	1	2.93	4.27	2										1	5	
		12	.. this is a tool . // we use it scale	2	2	3.34	5.48	2		1							1	1	4	
		13	this is a kitchen tool .. // when we make tea	3	3	1.16	1.90	2		1						1	1	1	6	
		14	.... this het this um he use it [J- maiku (microphone)] use he use [J- maiku]	0	0	6.59	10.54	1		1	1							1	1
		15	this is a shirt .. // the .. this shirt is worn by men	2	2	1.67	2.21	2		1							1	1	4	
		16	this is a small . animal // but . this animal is bigger than mouse this is	3	3	1.53	2.11	2								1	1	1	6	
		17	. he is a worker .. he	1	1	2.83	3.62	1									1	2	4	
		18	this is a animal . // this animal is very fas fas faster fast .. // this run very fast	2	2	0.70	1.21	3		1	1						1	1	4	
		19	this tree has nuts in autu, in aut, in autumn // this nut is many has many needles	3	3	1.81	2.28	2		2							1	1	4	
		20	this is .. this has water .. um this ..	1	1	4.18	10.26	1		1								1	5	
19	3	1	.. this is thick long boots . // it is it use it use / for climbing the mountain	4	4	2.60	3.16	2	1	2	1	1		1	1	1	6	To: 182		
		2	.. this is . a large ship ... // um um this can carry which of passenger ... huge passenger	3	3	2.09	4.04	2		1					1	1	1	6	tf: 21	
		3	. um this is um . ah mechanical person // um he fixes um pipe	4	4	2.93	6.59	2		1					1	1	1	6	tc: 65	
		4	.. this is black long hat . // it use for formal .. situation	3	4	2.14	2.74	2		1	1				1	1	1	6		
		5	.. it is um it is .. household tool um / to clean the room	3	3	2.28	5.11	1	1	1	1				1	1	1	6		
		6	.. um this is a kind of truck // it use for construction // and it carries a lot of concrete	5	5	3.48	4.37	3		2	1					1	1	1	6	
		7	. this is carry this is bag / to carry . um personal computer	4	4	1.86	2.60	1	1	1	1						1	1	4	
		8	. this is a red truck .. when to . to ..	2	2	2.00	3.76	1								1	1	2	6	
		9	he is an Asian doctor . // he cures patients with needles	5	5	1.86	3.11	2		1						1	1	1	6	
		10	.. this is a chair with two wheels . um it umm the chair is a eh um	2	2	3.39	4.04	1		1	1						1	2	4	

11	this is a um a a one of insect . // um .. it have long . pin and	1	2	1.77	4.66	2			1	1				1	1		4
12	this is office tool . // um it use / for make like use	2	2	1.86	2.93	2	1		2	2	1	1		1	1	2	6
13	this is kitchen tool // um it it seems like me . eh net	2	2	1.02	1.44	2			1					1	1	1	6
14	.....	0	0	15.00	15.00	0							0				0
15	.. this is shirt um / which you wear .. under .. the.	2	1	3.44	3.95	1	1		1	1					1	2	4
16	um . these are . um mechanical um, these are animal for mechani . eh medical experiment	2	2	4.41	7.66	1									1	1	4
17	.. he is a um . he is a construction people // he is a , he is a man to	2	2	3.99	9.75	2								1	1	2	6
18	. this is a bi- bird . big bird // um .. it lives in not place	1	2	2.55	5.06	2			1					1	1	1	6
19	this is a large tree . // and it has a lot of nuts .. // the nuts is covered with needles	5	5	1.39	2.09	3			2					1	1	1	6
20	.. this is a gardening tool um we / which ... have um it use use	2	2	2.37	2.83	1	1		1	1	1	1		1	1	2	6
20 3	1 thi this is a ... boots ... tsuu	1	1	3.07	7.43	1									1		2 To: 105
	2 this is a big ship ... / for carrying pi people or things	3	3	1.90	3.02	1	1		1	1				1	1	1	6 if: 8
	3 he is ... he .. he repairs pipes	2	2	2.51	7.52	1			1							1	5 tc: 40
	4 this is a ... tall hat ... tall black hat	2	2	0.74	3.44	1								1	1		3
	5 thi... this this tool .. is .. / to clean	2	2	5.29	6.92	1	1		1	1	1				1	2	4
	6 this is a this is a vehicle....	1	1	1.12	6.13	1									1		2
	7 .. this is a bag ... / to carry a personal computer	5	5	4.32	6.64	1	1		1	1					1	1	4
	8 this is a ... this this is a vehicle for emergency	2	2	1.30	6.41	1									1	1	4
	9 he is an Asian doctor	2	2	2.32	4.23	1								1	1		3
	10 this is a moving chair ... to for disable people...	4	4	1.58	2.32	1								1	1	1	6
	11 this is a small insect with noisy ... voice	3	3	1.02	2.23	1			1		1			1	1	1	6
	12 ... this this tool .. this is a small tool / to line	3	3	4.88	6.41	1	1		1	1	1			1	1	1	6
	13 this is a kitchen tool ma	2	2	1.58	2.09	1								1	1		3
	14 this this is a person to .. to ...	1	1	4.55	6.04	1									1	2	4
	15 this is a shirts ... this is a sweat shirts...	1	2	3.02	3.62	1								1	1		3
	16 they they are sma small animal small brown animal	2	2	3.02	5.85	1								1	1		3
	17 he is a .. a .. specialist. // he is a person	1	1	2.00	7.25	2									1		2
	18 this is a an bir bird. / to running fast	2	2	1.95	6.50	1	1		1	1	1				1	1	4
	19 this is a tree. this is a big tree. // this is a large tree	2	2	2.23	4.32	2								1	1		3
	20 this is a tool.....	1	1	4.18	9.80	1									1		2
21 2	1 . this is hiking boots. // this is . this . uses .. / in climbing mountain .. and hiking	4	4	0.98	1.63	2	1		2	1	1	1			2	1	4 To: 157
	2 . this is big ship .. this	2	2	1.67	2.42	1								1	1	2	6 if: 14
	3 ... he is . fixing	1	1	3.90	5.85	1			1						2		5 tc: 50
	4 .. this is . this is top hat ... // this . wearing formal . oc-	2	2	3.44	5.71	2									2	2	4
	5 ... this is . cleaning tool ... this using	2	2	4.60	6.97	1								1	1	2	6
	6 ... this is . this is car. what	1	1	2.97	5.94	1									1	2	4
	7 this is ... [J- kaban?]	0	0	4.55	8.50	1								1	3		1
	8 .. this is fire truck . // this .. this [W- diginsha(distinguish)] a . a fire	1	2	1.95	2.79	2									2	2	4
	9 . he is . acupuncturist // he is Asian kind of doctor .. he is Asian	3	2	1.49	3.67	2								1	1	2	3
	10 . this is wheelchair . // this is used. by ... a person who	2	2	1.16	2.88	2			1						2	1	4
	11 . this is insect . // this. lives . when . in summer time. this	3	3	0.98	2.00	2			1						1	1	4
	12 . this is scale . // this is used ... / to scale .	1	2	1.16	3.07	2	1		2	1					2	1	4
	13 . this is kitchen tool . // this is used . when .. tea time ..	2	3	1.21	2.09	2			1					1	1	2	6
	14 he is conductor?	0	0	6.27	13.00	1								1	4		1
	15 . this is white shirts .. // this . wore . by . only by man .	3	3	1.16	2.37	2			1	1				1	1	1	6
	16 .. this is guinea pig . // this . this is animal . // that's kind that kind of rat	2	2	2.46	3.53	2									1	2	3
	17 .. he is . carpenter .. he .. he is	1	1	2.79	4.64	1									1	2	4
	18 .. this is big bird . // this lives in . hot area . // this is not live in Japan	3	3	2.42	3.58	3			2	1				1	1	1	6
	19 . this is . kind of tree . // this . have .. this makes [J- marron] .	2	2	1.12	4.04	2			1						1	1	6
	20 .. this is watering can . // this is used . when	1	1	1.15	2.00	2			1						2	2	4
22 3	1 this is a strong boots um these are strong boots	2	2	1.02	1.90	1								1	1		3 To: 186
	2 .. this is a large boat / which has wings	2	3	2.74	3.72	1	1		1	1	1			1	1	1	6 if: 16
	3 ... he . wi he is a worker / who fixes water pipes	4	4	2.14	3.67	1	1		1	1	1				1	1	4 tc: 71
	4 . this is a black hat / which is worn by .. formal ceremony	3	4	1.12	2.93	1	1		1	1				1	1	1	6
	5 .. this is a kind of tool // we use this .. / when we clean the room	3	3	2.15	4.51	2	1		2	1				1	1	1	6
	6 . this is a large tractor // this can bring large things	2	3	0.84	1.72	2			1					1	1	1	6
	7 .. this is a bag .. / which can bring perl word processor ... personal computers	4	4	1.90	3.76	1	1		1	1					1	1	4
	8 .. this is a red truck with a siren .. // this is used for emergency	5	4	1.90	2.90	2			1	1	1			1	1	1	6
	9 . he is an Asian doctor .. // un he .. used he cares with .. he cares patients with needles	5	5	1.12	2.09	2			1					1	1	1	6
	10 ... this is a kind of chair .. // this is used by disabled people	4	4	2.51	4.41	2			1						1	1	6
	11 .. this is a small insect ... // we can we can this in summer ..// this can fly	3	3	2.00	2.93	3			2	1				1	1	1	6
	12 .. this is a office item .. // we can draw lines / by using this	4	4	1.81	3.34	2	1		2	1				1	1	1	6
	13 . this is a kitchen tool // we ...we use .. when .. we	2	2	0.79	1.63	2			1					1	1	2	6
	14 ... this is a .. um .. he ... he proceeds	0	0	2.88	13.14	1			1							2	5
	15 . this is a shirts // we wear this under clothes .. this	3	3	1.39	2.32	2			1						1	1	4
	16 .. this these are .. small cute brown animal .. // this has fur	3	2	1.63	5.48	2			1					1	1	1	6
	17 he is a worker .. // he can .. he can built something ..	2	2	1.21	2.04	2			1						1	1	4
	18 . this is a kind of animal ... // um this can run very fast ... // this lives .. this usually lives in Africa	5	4	1.53	3.95	3			2						1	1	6
	19 .. this is a large tree . // this has a nuts .. this has many nuts	3	3	2.23	3.02	2			1					1	1	1	6
	20 . this is a gardening tool // we can ... give water / by using this	4	4	1.25	2.09	2	1		2	1				1	1	1	6

23	3	1	... this is a shoes. / which .. i . is strong . shu ..	2	2	2.42	3.25	1	1			1		1	1	4	To	140	
	2	...	... this is a big boat	2	2	3.53	4.09	1					1	1		3	tf	11	
	3	...	.. he is . a ho ahh worker . / who . fixes .. pipes ..	3	3	2.37	5.62	1	1	1	1			1	1	4	tc	45	
	4	...	.. this is . a . black hat ... // this is use this usually wore by men ..	3	3	2.09	5.16	2		1			1	1	1	6			
	5	...	.. this is . a . clean to this get.	1	1	2.74	6.59	1							2	5			
	6	...	.. this is an . truck . // this has ...uhh.	1	1	2.55	4.83	2		1					1	2	4		
	7	...	... this is a bag . / which . get ... in computer..	2	2	3.02	3.67	1	1	1	1	1	1			1	2	4	
	8	...	.. this is a red truck ... // this has . a siren..... red	2	2	2.23	2.74	2		1			1	1	1	6			
	9	...	.. he is . a doctor . // he he . use . needles .. // he is an Asia-	3	3	2.04	4.46	3		1	1				1	1	4		
	10	...	... uh . this is . a chair .. this ..	1	1	4.46	6.05	1							1	2	4		
	11	...	. this is an insect .. // this . live .. this is living in . summ only summer ..	3	3	1.44	2.14	2		1	1				1	1	4		
	12	...	... this is . a . tool .. // this use . use a this u-	1	1	3.62	7.76	2		1	1					1	2	4	
	13	...	. this is a ki . this is a kitchen tool ... // this .. is used ...	2	2	1.12	3.16	2		1					1	1	2	6	
	14	...	... this is .. direc. t ... to .	0	0	4.18	7.20	1					1			2	1		
	15	...	... this is a clothes .. // uh .. this. is worn by . men	2	2	2.83	3.39	2		1						1	1	4	
	16	...	.. these are .. small cute brown animal ... // they has brown .	2	2	2.09	5.29	2		1	1		1	1	1	6			
	17	...	.. he . is a worker .. // he . is used ...	1	1	3.16	5.67	2		1	1					1	2	4	
	18	...	.. this is . bird .. // this has . big body and long .legs .. // this has	3	3	2.23	3.25	3		2						1	1	4	
	19	...	.. this is a big tree ... // this . has . an this has nuts.	3	3	2.42	3.07	2		1					1	1	1	6	
	20	...	.. this is a .. gardening tool .. uh .. // this use to	2	2	2.14	5.11	2		1	1				1	1	2	6	
	24	1	1	.. these are ... shoes a kind of shoes ... // this is . these are used for	1	2	2.79	6.04	2		1				1	1	1	6	To
2	 this is a big ship ... // this is a kind of ship	2	2	1.86	3.76	2					1	1		3	tf	11	
3		...	... he is a kind of person // he is fixing	2	2	3.02	6.27	2		1				1	1	2	6	tc	48
4		...	. this is a .. tall big black big hat .. // this is used for	2	2	1.58	5.16	2		1				1	1	2	6		
5		...	.. this is a kind of tool ... // this is used / for cleaning .. // this is a household tool	3	3	1.44	3.53	3		2				1	1	1	6		
6		...	. this is a kind of truck .. // this is big and constructing truck	3	3	1.95	3.53	2						1	1	1	6		
7		...	. this is a computer ... and baggage ...this is	1	2	1.25	3.34	1								1	2	4	
8		...	.. this is a kind of truck ... // this is .. eh red and ??	3	3	2.37	3.99	2							1	1	1	6	
9		...	he is a kind of doctor ... // he is an Asian doctor // he uses needles	4	4	0.93	2.60	3		1				1	1	1	1	6	
10		...	this is a kind of chair ... // this ha- has two big wheel // this is a kind of moving chair	3	3	0.65	3.20	3		1					1	1	1	6	
11		...	. this is a kind of insect . // this we can see this during the summer	3	3	1.02	3.07	2		1					1	1	1	6	
12		...	. this is a kind of tool // this is kind of item // this is a office item	2	2	1.16	2.97	3							1	1	1	6	
13		...	. this is a kind of tool . // this is a kitchen item ... // it this is used / for cooking	3	3	0.56	2.74	3	1	2	1			1	1	1	1	6	
14		...	.. this is a kind of person ... // this is .. this is talking	2	2	2.28	5.06	2		1	1					1	1	2	6
15		...	. this is a kind of clothes .. // this is used for underwear	3	3	0.84	3.02	2		1						1	1	1	6
16		...	... these are kind of animal .. // these have brown hair . brown and short hair	3	3	1.72	3.48	2		1						1	1	1	6
17		...	.. he is a kind of worker // he is working outside	2	2	1.58	4.69	2		1						1	1	1	6
18		...	.. this is a kind of animal .. // this is very tall and ... // and and have a fur	3	3	0.56	2.93	3		1	1					1	1	1	6
19		...	. this is a kind of plant // this is tall // and this .. this has	2	2	0.84	3.02	3		1						1	1	2	6
20		...	. this is a kind of tool ... // this is used / for gardening	3	3	0.74	2.65	2	1	2	1					1	1	1	6
26		1	1	.. this is hiking boots ... // this is used / climb the mountain	3	3	1.67	2.93	2	1	2	1	1	1		2	1	4	To	156
	2	...	... this is a ship mm .. / that carry very many people	4	4	2.97	3.58	1	1	1	1	1	1		1	1	4	tf	16
	3	...	... he is a person / who fix the water pipe	4	4	4.97	5.67	1	1	1	1	1	1		1	1	4	tc	57
	4	...	... this is a hop- hat .. // this is worn by men	3	3	2.18	3.67	2		1						2	1	4	
	5	...	... this is a household tool / to clean house	3	3	3.11	4.37	1	1	1	1			1	1	1	6		
	6	...	... this is a large truck....	2	2	2.93	4.78	1						1	1		3		
	7	...	.. this is a bag / that is used / to carry personal computers	5	5	1.09	2.42	1	2	2	2					1	1	4	
	8	...	.. this is a red truck and // this runs fast with red siren	4	3	3.20	3.81	2		1					1	1	1	6	
	9	...	. he is an Asian doctor // and he uses needles / to cure patient	5	5	1.12	2.83	2	1	2	1				1	1	1	6	
	10	...	. this is a wheelchair . // this is used .. by disabled people	3	4	1.53	2.65	2		1						2	1	4	
	11	...	.. this is an insect . // this have six legs and	2	2	2.19	2.79	2		1	1					1	1	4	
	12	...	... this is a office tool .. / to write straight line or	3	3	3.07	4.18	1	1	1	1				1	1	1	6	
	13	...	.. this is a small? mmm	0	1	2.28	2.88	1							1			7	
	14	...	... this is .. this is a person who .. eh?	1	1	4.69	11.15	1								1	2	4	
	15	...	.. this is a white shirt // that is worn by men .. in the house	3	3	2.46	3.90	2		1					1	1	1	6	
	16	...	.. these are guinea pigs .. // this looks like mm ..	1	1	2.23	4.27	2		1						2	2	4	
	17	...	... he is a person who ...	1	1	3.81	4.23	1								1	2	4	
	18	...	.. this is an animal / which has two long legs and run fast	3	3	1.81	2.51	1	1	1	1					1	1	4	
	19	...	.. this is a chestnut tree . this? nut	1	1	2.37	4.51	1								2	2	4	
	20	...	. this is a watering can . // this has .. long	1	1	1.16	2.51	2		1						2	2	4	
	27	2	1	ahh these are shoes an an	1	1	3.25	3.99	1						1		2	To	134
2		...	this is a big ship .. ah / which can have a lot of people	4	4	2.04	2.60	1	1	1	1		1	1	1	6	tf	17	
3		...	. ah he is a man / who ... who fixes pipe	4	3	3.62	4.23	1	1	1	1				1	1	4	tc	45
4		...	.. ah this is a .. hat / which gentleman wears	3	3	3.76	6.08	1	1	1	1				1	1	4		
5		...	ah this is a clean .. ahh clean to	1	1	2.55	4.27	1								2	5		
6		...	.. this is big vehicle ahh / which carries aah	2	2	3.48	4.23	1	1	1	1			1	1	2	6		
7		...	this is a bag / which which we carries [J- pasocon] with	2	2	3.44	3.99	1	1	1	1	1	1			1	1	4	
8		...	ah ... this is aah vehicle .. // an this is an red an	1	2	3.86	6.46	2								1	1	4	
9		...	... he is a doctor and .. // and he is a Asian doctor // he cures by needle	3	4	4.23	5.29	3		1					1	1	1	6	
10		...	aah this is .. aah vehicle aah which which	1	1	4.41	6.50	1								1	2	4	

11	this is insect . ahhh / which have . two wing // and this can fly	2	2	2.88	4.04	2	1	2	1	1	1	1	1	1	4		
12	ahhh ... we write ah .. aah	0	0	8.68	9.10	1		1				1		2	1		
13	aah we use this /when we ... are cooking	1	1	3.48	10.71	1	1	2	1	1				1	5		
14	aah the the person aah lead the party	3	3	4.46	5.67	1		1	1					1	1	4	
15	aah this is shirts aah / which called which is called no sleeve	1	2	3.30	4.13	1	1	1	1	1				1	1	4	
16	aah these are these are animals / which is used at .. nn?	1	1	3.39	6.04	1	1	1	1	1	1			1	2	4	
17	aah he is an specialist / who .. who deal with	1	1	6.32	9.01	1	1	1	1	1	1			1	2	4	
18	ah this has a long .. egg and long long neck	2	2	2.04	2.79	1		1						1	1	5	
19	aah this is aah tree aah / which have uhhhn [J- marron]	1	1	5.62	8.50	1	1	1	1	1	1			1	2	4	
20	aah we use this / when we when we aah .. give water to	2	2	3.16	11.12	1	1	2	1					1	1	5	
28	1 . this is a shoes e. // this is a ma hiking boots	2	2	1.02	1.86	2								2	1	4	To: 139
	2 ... this this is a . e this is a boat	1	1	2.37	6.13	1								1		2	tf: 9
	3 .. he e he is a person . // he fix .. he fix ah . water bar ah pipe	4	4	2.65	3.16	2		1	1					1	1	4	tc: 52
	4 . this is a top hat .. // this is a black . black hat . for men	3	3	1.21	2.09	2							1	2	1	6	
	5 ... this is a . cleaning to ... // this use for ..	1	1	3.67	5.29	2		1	1				1		2		
	6 .. this is a truck .. // this is use for .. con constructor ...	3	3	2.14	3.02	2		1	1					1	1	4	
	7 .. this is a bag . // this . this is use for	1	2	1.63	2.46	2		1	1					1	2	4	
	8 . this is a truck . this is a fire truck.....	1	1	1.35	2.51	1								2		2	
	9 . he is an Asian doctor . // ee he he use . ah he use needle . / for cure . the patient ..	4	4	1.02	2.09	2	1	2	2	1	1		1	1	1	6	
	10 . this is a chair ... a this is a wheelchair	1	1	1.53	2.60	1								2		2	
	11 .. this is a insect // ... e. a this is a summer insect summer insect	3	3	1.86	2.69	1							1	1		3	
	12 ... this is a . tool ... // this is used . / for . drawing line ..	3	3	2.79	4.09	2		2						1	1	4	
	13 . this is a . kitchen tool . // this is a . strainer e	2	2	1.07	2.51	2							1	1		3	
	14	0	0	15.00	15.00	0						0				0	
	15 this is a shirt	2	2	1.12	1.90	2		1	1					1	1	4	
	16 .. this is ah the there are guinea pig . // e this use for . medical ex .. examination.	2	2	1.49	5.20	2		1	1					2	1	4	
	17 .. he is a	0	0	2.09	15.00	0							1			1	
	18 . this is a .bird. // but this bird . can't flying .. // and running fast	4	4	1.16	2.42	3		2	1					1	1	4	
	19 . this is a tree .. this is a chestnut tree.....	1	1	1.21	2.18	1								2		2	
	20 this is a garden tool. // this is a wa watering can .. // ah this . gi this is gave a water for plant	4	4	1.21	2.51	3		1	1				1	1	1	6	
29	4 1 .. this is a hiking boots // this u . this is used .. on .. hiking	2	3	1.53	2.83	2		1						2	1	4	To: 182
	2 .. this is a ship ... um . // this can . hold many peoples .. this	2	3	1.72	2.69	2		1						1	1	4	tf: 14
	3 .. he is a ... he . he is a .. a . he fix . the watering . pipe	3	3	1.90	10.45	1		1						1		5	tc: 59
	4 .. this is used by man .. // this .. um . this its color is black . // this has	1	1	1.81	3.67	3		2						1		5	
	5 this is . this is used . um . clean . the ro this is . used . clean / by cleaning the room	2	2	1.25	6.83	1	1	2	1	1	1			1		5	
	6 ... this is a large vehicle . // um this has .. and?? four, six big wheel	3	3	2.60	3.88	2		1					1	1	1	6	
	7 .. this is .. a bag . um . // this is used .. um used .. / holding . the	1	1	1.35	4.27	2	1	2	1	1	1			1	2	4	
	8 this is a vehicle . // this color is red . // this .. this has .. many big siren	3	2	0.79	1.81	3		1						1	1	4	
	9 .. he is a doctor . // he uses needles .. // um . he cure . his patient . with needles	5	5	1.35	2.28	3		2	1					1	1	4	
	10 .. eh . he . a . this is used by disabled people . // this has two big wheel . this	3	3	3.48	6.50	2		2						1		5	
	11 . this is a um .. bug nn? // this has . two . wind . wing . this	1	0	1.12	5.90	2		1						1	1	4	
	12 ... this is ... a .. this is used .. by ..	0	0	2.60	15.00	1		1					1		2	1	
	13 this is ... used this is used . / making the tea .. // ah this has many small holes?	3	3	1.39	7.20	2	1	3	1	1	1			1		5	
	14 .. um .. this is the person / who who make . the wedding	1	2	4.88	6.73	1	1	1	1	1	1			1	1	4	
	15 .. this is . the . this is a kind of clothes .. // this ... has a light clothes	2	2	1.81	5.90	2		1					1	1	1	3	
	16 .. this is . a .. this is . two a this is . guinea pig . // this has brown hair	2	2	1.53	6.64	2		1						2	1	4	
	17 .. this . he is ... um . he is ... ma . he is making . the . rose	0	0	2.00	11.15	1		1	1				1		1	1	
	18 . this is a bird .. // this . has . this has two legs . // and this . it runs very fast	3	3	0.88	2.32	3		2						1	1	4	
	19 . this is a . chest . nuts tree . // this has many . many nut in autumn	3	3	1.16	3.48	2		1						2	1	4	
	20 this is . a watering can . // this is used .. this is used .. / growing . the plants and	2	3	0.56	2.42	2	1	2	1	1	1			2	1	4	
30	3 1 this is a hiking boots // this is thick and strong shoes	3	3	1.39	2.60	2								2	1	4	To: 195
	2 this is a large ship .. // it this people many people	2	3	0.98	2.69	2							1	1	2	6	tf: 13
	3 he is . fix water pipes . // he is the worker	4	4	2.32	4.74	2		1	1					1	1	4	tc: 68
	4 this is the top hat // this is worn on the special occasion // this is the black . tall hat	4	4	1.07	1.77	3		1					1	2	1	6	
	5 this? is a . c cleaning tool . household tool // this is . is used home cleaning	3	3	2.32	4.64	2		1					1	1	1	6	
	6 this is a large vehicle . // this . have a large tank .. this is ..	3	3	1.90	2.53	2		1	1				1	1	1	6	
	7 this is a . large bag . this we .. we in aah paso??	2	2	0.88	2.65	1							1		2	6	
	8 this is a fire truck // this is large red vehicle truck van uun	3	3	0.98	2.42	2							1	2	1	6	
	9 he is an Asian doctor // he used an needle // he ah he cured the person .. with the needle	5	5	1.16	2.55	3		2	2				1	1	1	6	
	10 this is a wheelchair // um disable people used this. // um this have a wheel big wheel, big wheel	4	4	0.74	1.44	3		2	2					1	1	4	
	11 this is a cicada // ah this is ... ah .. umm this is the worm un	2	2	0.98	2.09	2								2		2	
	12 this is a scale? um ruler // ah we use the mouse a o u we use	1	2	1.90	3.53	2		1						2	1	4	
	13 this is a strainer // this have a net // we use this on the . hum .. <toru>	3	3	0.65	1.39	3		2						2	1	4	
	14 .. he is . hum he is a talk on the special occasion like a wedding aah	3	3	3.34	8.73	1		1	1					1		5	
	15 . this is a shirt thin shirt // ah . un we we wear under the clothes	5	4	2.28	3.20	2		1					1	1	1	6	
	16 this is a guinea pig // un this is used n the medical experiment . // this is like mouse, a small animal	5	4	0.84	1.53	3		1					1	1	2	6	
	17 he is a worker . hhe . uu ... uun he	1	1	1.21	1.99	1								1	2	4	
	18 this is a eru very very large . bird .. // um this can not flying	4	4	1.02	4.35	2		1	1				1	1	1	6	
	19 this is a chstnut tree // ha umm this have . a . nut umm nut chest nut	2	2	0.93	1.86	2		1	1					2	1	4	
	20 this is a watering can // um this is the ah u we use watering	2	2	1.46	2.30	2		1	1					2	1	4	

31	4	1	. these are shoes .. // they are used . / when .. go hi . going hiking	3	3	2.65	3.39	2	1	2	1			1	1	4	To: 217
		2	this is a large ship .. // this carry many people	4	4	1.39	2.60	2		1	1		1	1	1	6	tf 20
		3	. he is . like a carpenter . // he fix . es .. he wear blue suits	2	2	3.11	5.39	2		1	1		1	1	1	6	tc 70
		4	this is a hat // this is worn by men . // this is worn on formal occasions	4	4	0.88	1.86	3		2				1	1	4	
		5	this is a household tool . // this is used . / for cleaning . the wall	4	4	1.39	2.32	2	1	2	1		1	1	1	6	
		6	this is a .. car . // this have this has . concrete . // this is used to	2	2	1.44	4.88	3		2					1	4	
		7	this is a bag . // this is . used / for carrying computer	5	5	1.39	2.32	2	1	2	1				1	4	
		8	this is a . red car . // this runs fast with siren .. // this has hose	5	5	0.98	3.67	3		2			1	1	1	6	
		9	he is . a kind of doctor . // he uses needle // he cure patient	4	4	1.07	3.62	3		2	1		1	1	1	6	
		10	this is a moving chair . // this have . two large wheels . // this is use by . disabled people	5	5	1.35	2.37	3		2	2		1	1	1	6	
		11	this is . an insect .. // this . is born in summer // this lives short time	4	3	1.30	3.72	3		2				1	1	4	
		12	this is . a tool . // this is used / for writing straight line.	3	3	1.44	4.46	2	1	2	1				1	4	
		13	this is a kitchen tool . // this has . many holes . // this is used / when . making tea	5	5	1.44	2.32	3	1	3	1		1	1	1	6	
		14	.. he is a person . // he speaks about	1	1	3.67	4.37	2		1					2	4	
		15	this is a shirt // this is worn by men // this is a white shirt . // this is no- sleeve	4	4	1.39	2.60	4		1					1	4	
		16	they are an small animal . // they are used for .. nnto .experiment	4	4	3.25	5.20	2		1			1	1	1	6	
		17	. he is like a carpenters . a like a carpenter .. // he makes wall over house	2	3	2.69	3.86	2		1			1	1	1	6	
		18	this is animal . // this .lives in .. Africa // this runs very fast // this cannot fly	5	5	1.53	2.04	4		3					1	4	
		19	this is a large tree .. // delts?? from .this tree . // is used . / for making furniture	3	3	0.93	1.86	3	1	2	1		1	1	1	6	
		20	this is a . tool . // this is used ... / for watering	3	3	1.81	4.32	2	1	2	1				1	4	
32	1	1	.. this is ... this has climbing mountain this is / when climbing mountain // this is shoes this is long shoes	2	2	1.21	4.92	2	1	2	1	1		1	1	2	To: 216
		2	this is long boat // we ride on this / to .. travel .	3	3	1.21	1.72	2	1	2	1		1	1	1	6	tf 18
		3	.... he is repair the pipes // he .. he is person	2	2	3.34	4.04	2		1	1				1	6	tc 66
		4	this is black long hat ... // this wear only by men	3	3	0.93	1.35	2		1	1				1	6	
		5	this is brush // this is house, household tool // we use /when clean the room, when we clean the room	4	4	1.21	1.67	3	1	2	1	1		1	1	6	
		6	this is big van // this used / to carry . soils .. // this carry constru. this use when	3	3	1.07	2.32	3	1	3	2	1		1	1	6	
		7	.this is bag in note [J- pasacon]. // we use / when we carry our note [J- pasacon].	2	2	1.39	1.95	2	1	2	1				1	4	
		8	this is big red van // this use / when ... when fire .. when the house is	2	2	0.93	2.28	2	1	1	1	1		1	1	6	
		9	... the person is Asian doctor // he use he cure patient with needles	5	5	2.46	2.67	2		1	1			1	1	6	
		10	this is wheelchairs // this this chair can move // this carry disabled people // disabled people use	4	4	0.60	1.86	4		3	1				1	4	
		11	this is insect // this . is ... this is .. only summer // this voice was	3	3	1.53	2.60	3							1	4	
		12	this is scale .. // we use the tool / when we mark line	3	3	0.70	1.58	2	1	2	1	1			2	4	
		13	. this is kitchen tool // this like this is like a net // this has a lot of small hole holes.	4	4	1.16	2.93	3		1			1	1	1	6	
		14	.... this is conduct..	0	0	3.58	9.61	1					1		2	1	
		15	this is undershirt ... // we wear this we wear ... this ..	2	2	1.35	1.81	2		1					2	4	
		16	... these are small animal .. // these these animals are brown	2	2	2.79	3.39	2					1	1	1	6	
		17	.... he is .. he is .. like carpenter he..	2	2	5.20	9.85	1						1	1	6	
		18	.. this is bird // this is big bird .. // this has long leg legs and	3	3	1.07	2.28	3		1			1	1	1	6	
		19	... this is ... chemist tree... tree is ...	0	1	3.02	7.06	1							1	4	
		20	this is watering .. can ... // this help plant / with water with pouring water	3	3	1.02	1.44	2	1	2	2	1			1	4	
33	1	1	ah this is ah ... ah shoes ah // this shoes is strong and aah	2	2	2.65	7.34	2							1	4	To: 202
		2	ah this is this is ah large ship // and ah this ship has a lot of passenger	4	4	1.90	5.06	2		1			1	1	1	6	tf 14
		3	oh this is aah aah person nn / to make to fix the ah water pipe // and ah he is ah worked	3	3	1.49	4.55	2	1	2	1	1		1	1	4	tc 65
		4	aah this is nn this is nn black hat aah top hat // and ah this is ah only for men	3	3	1.95	4.64	2					1	2	1	6	
		5	ah this is the ah household tool . // ah this ah gathers ah small dust and ah small ah	3	3	1.81	3.02	2		1			1	1	1	6	
		6	ah this is ah nn special car and . ah instrument car instrument	2	2	1.35	5.94	1					1	1	2	6	
		7	this is ah bag for personal computer a portable personal computer // and this aah .. aah a lot of pockets	4	4	1.95	3.16	2							1	4	
		8	ah this is ah ... ah emergency car ah .. to fire ah	2	2	1.44	5.06	1					1	1	2	6	
		9	he is asan Asian doctor . // and he uses needles / to cure patients // and .. he aah he cures	5	5	0.98	2.97	3	1	3	1		1	1	1	6	
		10	this is aah a wheelchair // ah this is ah ... this is ah move moving chair ah ..	3	3	1.35	2.69	2					1	2	1	6	
		11	ah this is a insect // ah this insect aah usually aah appear for ah on summer	3	3	1.58	2.79	2		1	1				1	4	
		12	nn this is aah ... ah office tool office tool // ah this aah this nn unable	2	2	1.81	5.16	2		1	1		1	1	2	6	
		13	ah this is kitchen tool // oh this is ah a lot of holes this has a lot of holes ... ah and	3	3	1.77	2.18	2		1			1	1	1	6	
		14	ah this is aah nn ... special person / to make a ceremony	3	3	2.04	8.22	1	1	1	1	1		1	1	6	
		15	ah this is ah ... nn shirts // ah ah this aah unable us / to rough ah be comfortable	1	1	1.72	5.25	2	1	1	1	1			1	4	
		16	ah this ah a small animal . // aah these have aah colorful ah colorful fur and .. nn this cute	3	3	0.88	1.95	2		1			1	1	1	6	
		17	ah this is a carpenter . ah . ah he is a carpenter // and he ... he is aah person / to make	2	1	1.53	3.48	2	1	1	1	1			1	4	
		18	ah this is a animal // ah this animal is fast this animal is fast // and has has ah two legs and	2	2	1.63	2.51	3		1					1	4	
		19	ah this is ah tree ah ah a lot of nn a lot of ... aah plant ah	1	1	1.53	2.51	1							1	4	
		20	ah this is a gardening tool // ah this this aah this ha i has and a lot of holes // and spolt water	3	3	1.30	2.23	3		2	1			1	1	6	
34	3	1	. this is . hiking boots . // un . this is a . un. train shoes	1	1	1.67	3.99	2							2	4	To: 179
		2	. this is a kind of ships // this is very large ships ... this can ha?	2	3	1.95	4.18	2						1	1	6	tf 12
		3	. he is .. he is a person / which fix water pipe	4	4	2.55	6.04	1	1	1	1	1			1	4	tc 63
		4	. this is a . top hat // this is a black hat / which ... which is worn by men.	3	3	1.53	3.67	2	1	1	1		1	2	1	6	
		5	this is a cleaning tool . / which has . which has .. fur . // this is long . tool	3	3	1.39	2.18	2	1	1	1		1	1	1	6	
		6	. this is a big vehicle / which .. un .. which .. make a	2	2	1.63	2.69	1	1	1	1	1		1	1	6	
		7	this is a kind of bag eh the .. pa .. n?	2	2	1.63	3.53	1						1	1	3	
		8	this is a red truck .. // un .. this move fire place . big and big siren	3	3	1.35	2.37	2		1	1		1	1	1	6	
		9	. he is a doc . kind of doctor with a needle // he is an Asian doctor ...	4	4	2.28	5.20	2		1		1	1	1	1	6	
		10	. this is a chair with two wheels . // this is a wheelchair	3	3	2.00	3.07	2		1	1				2	4	

11	this is an insect . / which. have. two fins . // this is a large .. the	3	2	1.25	2.18	2	1	1	1	1	1	1	1	1	4		
12	this is a scale // this is a .. tool . office tool . // this is a . long or short type	2	2	1.25	1.90	3						1	2	1	6		
13	this is a kitchen tool . / which have. un . net	3	3	1.02	1.90	1	1	1	1	1	1	1	1	1	6		
14	.. this is a un .. the rece. ptionists?	1	1	3.20	9.61	1						4		2			
15	. this is a shirts // and . this is a white shirts . // and worn by men.	4	4	2.00	3.95	3		1				1	1	1	6		
16	this is a small cute animal / which . used by medical . ed ...	3	3	1.35	2.18	1	1	1	1	1	1	1	2		6		
17	. he is a person works. workers . // he major	1	1	2.09	3.86	2		1	1				2		4		
18	this is a big bird . // this ha . this leg are .. this have large. legs	3	3	1.67	2.55	2		1	1			1	1	1	6		
19	this is a big tree .. / which made a made a nuts in autumn	3	3	1.07	2.28	1	1	1	1	1	1	1	1	1	6		
20	this is a watering can // this is a gardening tool which .. un wa	2	2	0.88	1.63	2						1	2	2	6		
35	2	1	this is a kind of shoes . // and ... this used / in hiking .. // aah .. this is long shoes	4	4	0.93	2.88	3	1	2	1	1	1	1	6	To: 177	
	2	.. this is a large, large ship .. // nn .. this is nn . this has many ... <nandaroo?> .. passengers	3	3	1.30	2.09	2		1			1	1	1	6	tf 11	
	3	... this is a plumber .. he is plumber . the plumber .. // aah .. he fix ... aum	1	2	2.42	3.16	2		1	1			2	2	4	tc 54	
	4	. nn.. this is a kind of hat .. // nn. this color is black ...	3	3	2.60	4.78	2					1	1	1	6		
	5	. this is . this is .. this is used . / to clean .. // this has	1	1	1.44	7.15	2	1	3	1				1	5		
	6	. this is a kind of car .. // mm this is this is used ... in ... <nandaroo kore?> .. to use	2	2	1.25	2.46	2		1				1	1	2	6	
	7	. this is a kind of bag .. // umm this form is .. ah long shape	2	2	1.21	3.25	2						1	1	1	6	
	8	. ah this is a fire truck . // um this is used at fire place .. an ...	2	3	2.42	2.88	2		1					2	1	4	
	9	... he is a ... special doctor . // umm he he cures patients	3	3	2.55	6.46	2		1			1	1	1	6		
	10	.. this is a kind of vehicle .. // umm this is used / to help handicapped, the handicapped	3	3	0.98	3.90	2	1	2	1			1	1	1	6	
	11	.. this is a kind of .. uhh bees . // this has two wings	3	3	1.30	7.15	2		1				1	1	1	6	
	12	.. this is used .. / to ... measure things measure things // this ... this made plastic	2	2	1.44	7.15	2	1	3	1	1				1	5	
	13	. this is used ehh / to cook umn .. // this is .. made	1	1	0.56	6.41	2	1	3	1				1	5		
	14	.. umn . this is a master of ceremony .. this is this is ... <aah nanda kore?>	1	1	3.02	4.83	1						2	2	4		
	15	... this is white shirts // this has no sleeves .. umn ..	3	3	2.65	3.11	2		1			1	1	1	6		
	16	.. this is used .. in experiment um // these are... these are these has	1	0	1.81	5.53	2		2	1				1	5		
	17	.. nn he is .. he is a .. professional . um . // he is he makes	0	1	2.51	7.38	2		1			1		2	6		
	18	. this is a kind of animal // n this has long neck and long .. legs . umm ..	3	3	0.79	3.11	2		1				1	1	1	6	
	19	. this is a kind of tree . // this has eh ... <nanda?> ...	2	2	1.25	1.90	2		1				1	1	2	6	
	20	... this is used to yard .. gardening ... // uh ... this get hut?? on	1	1	3.95	5.06	2							1	5		
36	3	1	(Recording failure) eh / which eh very hard and tough // and . mainly worn on / when an hiking or an an	2	3	1.25	2.42	2	2	3	1	2	1		5	To: 220	
	2	an it is an an.. hah a ship ah / when . ah which eh carries ah passenger and . t of	3	3	0.65	5.81	1	1	1	1			1	1	4	tf 20	
	3	an he is an an . tto. ah he's a person / who an repair an for water pipe and an .gaa!	3	3	1.49	7.29	1	1	1	1	1	1	1	1	4	tc 87	
	4	an it is an .. hat .. hah hat / which an pro. black and large ah large high ah / when worn in a	2	2	0.84	3.62	1	2	1	1	1	1		1	2	4	
	5	an it is a kind of un to oh when using a clean an ha clean a house ... or oh	1	1	1.30	6.78	1		1	1			1	1	1	6	
	6	an it is a .. un ku it is a truck ah with an clean mixer a concrete mixer . ah to .. uu.	3	2	1.30	4.74	1		1		1			1	1	4	
	7	an it is an an side a side bag ah / which carry up personal computer or an an mechanical things to . oh	4	4	1.77	3.53	1	1	1	1	1	1	1	1	6		
	8	it is a fire truck . an which an aua with a long hose / to extings . tinguish a fire. and	4	4	0.65	1.21	1	1	1	1	2			2	1	4	
	9	ah he is a kind of doctor / who ah cures people / to use needles . // and . uunto . an an Asian doctor doctor	5	5	1.07	2.09	2	2	2	1	2	1	1	1	1	6	
	10	an it is a hoi, wheelchair / to . ah use aah aah carry ah carry right aah disabled person....	3	3	0.70	1.21	1	1	1	1				2	1	4	
	11	an this is a kind of insect / which ah cries very loudly / and living in ah living in summer // and very short lives . life	5	5	1.02	1.90	2	2	2	1	2	1		1	1	1	6
	12	an it is an . kind of office tool / to write an line .. and and major ah length	4	4	0.98	2.65	1	1	1	1				1	1	2	6
	13	an a <shimatta> it is a strainer ah / which ah used / to make a tea . // and it has a an net	4	4	2.93	3.34	2	2	3	1	2	1			2	1	4
	14	an he is a person ah / who . who leads a event like a wedding wedding party	4	3	2.42	2.88	1	1	1	1				1	1	4	
	15	an it is an t sh . an T- shirts // and uh mainly worn by man and and ah worn on a hot season	3	3	0.79	5.20	2		1					3	1	4	
	16	an it is a guinea pig ah / which eh using a medical ex experiment .. // ah it has a brown a long brown fur	4	3	0.93	1.67	2	1	2	1	1	1			2	1	4
	17	an he is a plaster aah / which aah who made a ah block .. / to make a block / which ah make a wall	3	2	0.79	1.30	1	3	3	2	3	1			4	1	4
	18	an it is a ostrich an / which an run runs very fast and and // but eh can't fly	5	4	0.98	1.39	2	1	2	1				2	1	4	
	19	an it's a chestnut tree and ah / which ah ... which make a an seeds ah in autumn	3	2	0.53	1.25	1	1	1	1	1	1			2	1	4

	20	a it is a watering can ah / which use in a . ah a use to use . eh .. t garden garden t.	2	2	0.49	0.91	1	1	1	1	1	1	1	2	2	4	
37	4	1 .this is a hiking boots // this is use / to. climbing or. hiking.. // this. is made of rubber	4	4	0.70	1.16	3	1	3	2	1	1		2	1	4	To: 190
	2	.this is a big ship. this is	2	2	0.98	1.67	1						1	1	2	6	tf: 14
	3	.he is a person. / who repair water pipes.. // he is a plumber	4	4	1.35	2.69	2	1	1	1	1	1		2	1	4	tc: 65
	4	.this is a top hat. // this is. worn by. special occasions. etc.this.	3	3	0.98	1.58	2		1					2	1	4	
	5	..this is a tool. / to clean. window and . walls. // this. this is end	3	3	2.42	3.30	2	1	1	1				1	1	4	
	6	.this is a special car.. // this is.... this. this car is yellow	2	2	1.44	2.42	2						1	1	1	6	
	7	..this is a bag // this is.... put in . personal computer	3	3	1.86	2.79	2		1					1	1	4	
	8	.. this is a . red truck // this is ..t. put out.	2	2	2.18	4.60	2		1	1			1	1	2	6	
	9	. he is an Asian doctor. // he. is using needles. // he is. cure the patients..	5	5	1.44	2.14	3		2	1			1	1	1	6	
	10	. this is a wheelchair. // this is used / to. help disable people . and. sick people	4	4	1.12	2.00	2	1	2	1				2	1	4	
	11	.. this is a insect // this.. this has two fins.. this. this i.	2	2	1.95	2.60	2		1					1	1	4	
	12	.this is a type of measure // this is... this is. used to. me-	1	1	2.09	4.41	2		1					1	1	2	6
	13	. this is a kitchen tool .. // this is used / to pour, the tea .. // this is this has a net .	5	5	1.35	1.95	3	1	3	1			1	1	1	6	
	14	...he is a person // he is.. he. is he hold holds	1	1	3.81	5.67	2		1					1	2	4	
	15	.. this a is a shirts. // this is... made of co. q this made. s made	1	2	2.93	4.09	2		1					1	2	4	
	16	.. this is. this is like a rat. // this is used to. ex experiment.	3	3	3.02	6.83	2		1					1	1	2	6
	17	... he is a person. / to.. construct. wall	3	3	3.76	4.41	1	1	1	1	1			1	1	4	
	18	.this is animal. // this is a big bird.. // this. lives in Africa..// this is a. this has	4	4	2.00	2.83	4		2				1	1	1	6	
	19	.. this is a chestnut tree. this	1	1	2.51	3.25	1							1	2	2	6
	20	. this is a gardening tools. // this is... a watering can. // this. has long. hose.....	3	3	1.25	2.04	3		1				1	1	1	6	
38	5	1 . this is .. boots // when . u . when you .. climb . the mountain . / you use this .	4	4	1.67	4.32	2	1	2	1			1	1	1	4	To: 94
	2	. this is big ship .. // many . passeng-	2	2	2.04	9.24	2						1	1	2	6	tf: 12
	3	... thi he is ... uhh .. he is ..	0	0	3.39	15.00	0					1				1	tc: 31
	4	... this is .. black .. ha hat	2	2	3.62	6.41	1						1	1		3	
	5	... when you clean room / we use this	1	1	3.67	5.67	1	1	2	1					1	5	
	6	... this is a car. ee . ii we uh .. / to make cement	2	2	3.48	4.18	1	1	1	1				1	1	4	
	7	.... this is a bag .. ee .. personal computer case ..	3	3	4.37	5.06	1						1	1		3	
	8	... oh .. fire man . ri .. ride this .. car	1	2	6.87	6.87	1		1	1				1	1	4	
	9	.. he is a .. doctor // ah ... he use	1	1	1.95	4.51	2		1	1				1	2	4	
	10	. uh? when you . broke .. foot .. uh?..	0	0	6.27	7.62	1		1	1		1		2		1	
	11	.....this is ... this is ..	0	0	6.46	15.00	0					1				1	
	12	.... when you line. / you use this .	1	1	4.78	10.91	1	1	1	1		1		1		1	
	13	..... uh you .. use this when	0	0	9.85	15.00	1		1			1		2		1	
	14	.. this is a ee	0	0	3.07	15.00	0					1				1	
	15	.... this is a ... under . shirts uh.	1	1	3.62	7.43	1							1		5	
	16	..... the these are .. uh ...	0	0	8.17	15.00	0					1				1	
	17	.... uh? .. he is uh.	0	0	5.02	15.00	0					1				1	
	18	.. this is . kind of . this is a kind of bird . uhh .. this is ..	2	2	2.55	8.50	1						1	1		3	
	19	.. this is a .. tree. this... aah.	1	1	2.97	6.97	1							1	2	4	
	20	...when you .. uh .. uh this is water. tank . and	1	1	3.20	11.41	1							3		2	
39	5	1 .. this is um boots // it is used / to climb mountains.	3	3	1.44	2.32	2	1	2	1			1	1	1	4	To: 127
	2	.. this is a foreign ship... // it is in the part // and it's big	2	2	1.39	2.55	3					1	1	1		6	tf: 12
	3	.. he is engine um? // he is fixing the	1	1	1.67	2.46	2		1					4	2	4	tc: 42
	4	it's a black hat. um .silk hat .. // um . it is used by men	3	3	0.88	1.67	2		1			1	1	1		6	
	5	.. um? it's a brush .. // um ..um it is used / to clean	2	2	2.14	2.51	2	1	2	1				1	1	4	
	6	um? .. it is a ... mix um . // it is car .. um	1	1	3.07	5.90	2							1	2	4	
	7	um? it's a .. computer . on the bag . um	0	1	2.65	4.78	1							4	1	4	
	8	.. it's a car . um .. red .um . for .. um . pi-	1	1	1.77	2.69	1							1	1	4	
	9	.. he is massage the people	1	1	1.90	2.30	1					1		1		1	
	10	um? ... it's a ... bi- . um	0	0	4.69	15.00	0					1				1	
	11	it's an insect in the summer. um	2	2	1.21	1.46	1							1	1	4	
	12	. it's a ruler um / to use / to write line.	2	2	1.12	1.42	1	2	2	1	2	2		2	1	4	
	13	um. it's a .. um um	0	0	1.63	15.00	0					1				1	
	14	um... um.... um	0	0	15.00	15.00	0					0				0	
	15	um. it's a clothes. um .i- ah? // . underwear?	2	1	1.02	1.67	2							1	2	4	
	16	it's like a .. mouse . // um . it's a long hair . um	3	3	1.21	4.46	2						1	1	1	6	
	17	... he is a ... ?? to block um blo?	0	0	3.44	9.01	1					1		2		1	
	18	um? . it's a bird um . [J- dacho] in Japanese. // it's a . it has a black hair and long legs	2	2	1.58	2.04	2		1					1	1	4	
	19	.. um . um? it's a tree.. um... it's	1	1	4.27	4.67	1							1		2	
	20	.. it is used / to water the plants um?	2	2	1.90	4.74	1	1	2	1				1		5	
40	4	1 this is a shoes.. // this is used / for hiking	3	3	0.56	2.42	2	1	2	1			1	1		4	To: 183
	2	this is a vehicle // this is a kind of ships	2	2	1.49	3.30	2						1	1		4	tf: 15
	3	.. he is a worker he.....	1	1	2.18	3.72	1						1	2		4	tc: 60
	4	.. it is a black hat // this is worn by magicians	4	4	2.46	3.34	2		1			1	1	1		6	
	5	.this is a .. this is used / for cleaning the room this is one of the	2	2	1.21	7.85	1	1	2	1				1		2	
	6	. this is a ..truck ... // this is used for construction	2	3	1.07	4.55	2		1					1	1	4	

	7	this is a mobile... this we can	0	0	1.86	3.76	1					1			2	1	
	8	. this is a ... truck // this is used / for ... stopping the fire. // this is red truck	4	4	0.88	3.95	3	1		2	1		1	1	1		6
	9	he is a doctor. // he uses needles. // he cares patients with needles. // he is an Asian doctor	5	5	0.60	1.35	4			2			1	1	1		6
	10	this is a moving chair. // this has two large wheels. // this is used by in...	3	3	1.16	2.14	3			2			1	1	1		6
	11	.. this is a this has a ..	0	0	2.46	15.00	1					1					1
	12	.. we use this / to draw straight lines	3	3	3.76	10.17	1	1		2	1				1		5
	13	this is a kitchen tool.... // this is small	2	2	1.63	2.55	2						1	1	1		6
	14	.... he is.....	0	0	4.27	15.00	0					1					1
	15	.. this is a . white shirt. // this has no sleeves // this is usually worn	3	3	2.46	5.99	3			2			1	1	1		6
	16	this is a kind of small pigs. // this is like a rat. // this is usually used by medical experiment	5	5	1.49	3.99	3			1			1	1	1		6
	17	.. he is a worker. // he is . he makes wall of houses	3	3	1.72	3.20	2			1				1	1		4
	18	.. this is a kind of bird. // this has long legs and long noses. // this can run fast	4	4	1.63	3.76	3			2				1	1	1	6
	19	.... this ..has nuts... // this is a tree	2	2	3.90	9.06	2			1					1	1	4
	20	. this is a household equipment. // this is used for for	2	2	1.16	3.30	2			1			1	1	2		6
41	3	1 .. this is hike- hiking shoes . // it's a thick .. long boots / which is used on	3	3	1.72	3.16	2	1		1	1		1	2	1		6 To: 181
		2 .. this is a large .. large boat ... / to carry many passengers	4	4	2.28	3.67	1	1		1	1		1	1	1		6 tf 20
		3 .. this is a nn he he fixes broken water pipes	3	3	2.28	10.87	1			1					1		5 tc 69
		4 . this is a hop- hat .. // it's a stiff . tall . black hat / which is worn by men	4	4	1.07	1.77	2	1		1	1		1	2	1		6
		5 ... this is a household tool .. // it is used / to clean	3	3	2.23	4.51	2	1		2	1		1	1	1		6
		6 .. this is a kind of truck or vehicle ... // mm this this mix this mix is	2	2	2.60	6.18	2							1	1	2	6
		7 .. this is a bag ... / to ... mm to carry computers	5	5	2.51	4.51	1	1		1	1				1	1	4
		8 .. this is a fire truck // it's a .. it runs fast with siren and	4	4	1.90	3.62	2			1					2	1	4
		9 this is a he is a ... a Asian doctor ... // he use needles	3	3	1.18	9.36	2			1	1		1	1	1		6
		10 .. this is a move- this is a ma moving chair .. for disabled people	3	3	1.44	4.30	1		1		1		1	1	1		6
		11 .. this is a small insect // mm it it's .. it live in	2	2	1.88	3.14	2			1	1		1	1	2		6
		12 .. this is a this is .. eh office item .. this	1	2	1.37	11.22	1						1	1	2		6
		13 .. this is a strainer . // it's a small kitchen tool with net	4	3	1.05	3.00	2		1		1		1	2	1		6
		14 .. this is a a person who ... who	1	1	3.20	7.41	1							1	2	4	4
		15 .. this is a kind of shirts .. // mm it is and it is worn under the clothes	4	4	1.67	3.67	2			1				1	1	1	6
		16 .. this is a guinea pig . // it's a small brown . cute animal // and it is used for midi-	3	3	1.09	2.67	3							1	2	2	6
		17 .. this is a ah he is an a worker . he is ... he	1	1	2.72	6.34	1								1	2	4
		18 . this is a ... big bird // and it it's it can't fly and it	3	3	2.49	6.06	2			1			1	1	1		6
		19 this is a chestnut tree .. // it is used nn? this has a ... nut in ?	2	2	1.18	2.00	2			1					2	2	4
		20 this is a watering can // this it it's a house gardening tool // and ... we can water flowers with it	5	5	0.67	1.65	3			1			1	2	1		6
42	3	1 uh.. this is a hiking boots. // this shoes is very thick and strong and heavy. // we can use its / to climb the mountain	5	5	2.95	3.37	3	1		2	1			2	1		4 To: 281
		2 ohhh this is very big ship // and maybe two hundred three hundred passengers can aah ride this on this ship	5	5	2.04	3.16	2			1			1	1	1		6 tf 21
		3 ah he's a plumber. // he fixes pipes.. ah.....needs professional.	2	2	1.25	1.63	2			1				2	1		4 tc 99
		4 ah.. top- hat // this is tall black and stiff hats. // and sometimes magician use this hat	5	5	2.93	2.93	3			1	1			2	1		4
		5 ahhh this is kind of cleaning tool / I think... // and uhhh this clean ... on?? window	3	3	4.53	6.20	2	1		2	1	1		1	1	1	6
		6 this is very big truck // and uh this is used and construction for used for construction	4	4	0.88	1.90	2			1			1	1	1		6
		7 this is .. aah this is bag for laptop computer, notebook computer, // and this is used / to carry	4	4	1.51	6.94	2	1		2	1		1	1	1		6
		8 this is fire truck // uhhh this is red truck // and use siren / to go faster to the place it's it is need its	5	5	0.40	0.88	3	1		2	1	1		1	2	1	6
		9 aah he is acupuncturist. // he use needles / to cure people. // and this way .. is Asian, some Asian way of	4	4	1.77	3.39	3	1		2	1	1			2	1	4
		10 this is wheelchair. // this has two big wheels // and this is used used by disabled pa people	5	5	0.21	0.63	3			2					2	1	4
		11 aah this is insects in summer. // we.. now we very hear its sound often	3	3	0.84	1.44	2			1					1	1	4
		12 this is scale. // this is used to uhhh <hakar>... // we use. / to know how it length or draw lines	4	3	0.49	0.77	3	1		3	1				2	1	4
		13 this is strainer. // this used to uhhh this has net // and we use in... some kind of tea ceremony we drin-	3	3	0.26	0.63	3			2					2	1	4
		14 uh? aah he conducts or un.. leads the ka some kind of ceremony	3	3	3.48	4.11	1			1					1		5
		15 ah? this is shirts. a under shirts. // this can... ah <kanwasuru>... / to remove remove sweats	3	3	2.28	2.76	2	1		2	1				1	1	4
		16 these are guinea pig. // they are used ahhh this kind of animal is used for medical experiment.	4	4	2.32	4.64	2			1				1	2	1	6
		17 oh? uhhh he makes some brick bricks and... un?	2	2	4.27	5.46	1			1					1		5
		18 ahhh this is some kind of animal and this ha, some kind of bird / I think // and has long neck and long aah legs strong legs	4	5	1.74	2.60	2	1		2	1			1	1	1	4

19	this is chestnut tree // and this... uhhh has [W- prick- ricase] // its nuts isn't [W- prickricase] // and we can save in autumn	3	3	0.56	1.37	4									2	1		4	
20	aah this is watering can, // this is used / to uhh give water to plants	4	4	1.56	2.37	2	1		2	1					2	1		4	
43	3	1	.. it is boots / which is used used / in hiking // and it is strong boots ... this is	4	4	1.49	2.79	2	2		2	1	2	1	1	1	1	6	To| 203
	2	.. this is a big boat / which . which carries a pa , which carries passengers	3	3	0.79	1.49	1	1		1	1				1	1	1	6	tf| 17
	3	. this is a mechanic who is ... this is mechanic who he is mechanic / who repairs . the water pipe	3	3	1.02	1.60	1	1		1	1				1	1		4	tc| 74
	4	. this is black hat / wear worn in formal occasions // this i. this round is . to . top is round	5	5	0.88	1.37	2	1		1	1				1	1	1	6	
	5	. this is a brush / which is used used in used / to clean the room and / to clean top the doors?? top	4	4	0.98	1.46	1	3		3	3					1	1	4	
	6	this is a big . big truck . / to to carry concrete ...	4	4	1.07	1.63	1	1		1	1				1	1	1	6	
	7	. this is a bag .. / to . to carry computer . // this . this bag has computers in	4	4	0.56	1.09	2	1		2	1					1	1	4	
	8	this is a red truck which . which is ... this is a red truck / to extinguish fire extinguish	4	5	0.44	0.88	1	1		1	1				1	1	1	6	
	9	. he is un Asian doctor .. to .he is an Asian doctor // he uses needles	3	4	0.86	2.07	2			1					1	1	1	6	
	10	. this is a wheelchair // this is used . by ... disabled people	3	3	0.79	1.37	2			1						2	1	4	
	11	.. this is a insect .. this is a insect / which which lives in summer .. // this is cries loudly	5	5	1.60	2.53	2	1		2	1					1	1	4	
	12	.. this is a measure / to .. to .. to write a line and measure ...	2	3	1.32	2.67	1	1		1	1					1	1	4	
	13	this is a kitchen tool small kitchen tool / to .. to cook .. to pour the / to make a powder	3	2	0.56	2.21	1	2		1	1				1	1	1	6	
	14	.. he is the man / who .. who speeches in formal ceremony .. wedding wedding	3	4	1.97	3.25	1	1		1	1	1	1			1	1	4	
	15	. this is a shirt . / worn by men .. // this is made of cotton	4	4	1.05	1.72	2	1		2	1					1	1	4	
	16	. thi ... they are cute animal / used .. used in medical experience . // they are cute brown animal	5	4	3.14	3.83	2	1		1	1				1	1	1	6	
	17	. he is the man / who .. who make .. who makes block .. who makes blocks / to build our house	3	3	1.49	3.04	1	2		2	2					1	1	4	
	18	. this is a .. bird ... // but he is he don't fly .. // he this is very tall fla tall bird	4	4	0.88	3.23	3			1	1				1	1	1	6	
	19	. this is a tree / which has . which has a many nuts in autumn	3	3	0.81	2.14	1	1		1	1					1	1	4	
	20	. this is a gardening tool / which have a water / to ... to .. to make a plant	4	4	0.51	1.49	1	2		2	1	2	1		1	1	1	6	
44	5	1	.. these are boots	1	1	2.97	4.39	1							1		2	To| 78	
	2	.. this is cruiser	1	1	2.00	3.67	1								1		2	tf| 16	
	3	.... when ??	0	0	4.99	15.00	0						1				1	tc| 24	
	4	. this is long hat	2	2	2.18	3.46	1							1	1		3		
	5	. when you want / to remove dust // you . should use this	1	2	1.77	4.11	2	1		3	1					1	5		
	6	.....	0	0	15.00	15.00	0						0				0		
	7	this is .. un . [J- note- pasocn]	0	0	1.42	5.41	1						1		3		1		
	8	.. when ... the house in fire / we call	1	1	2.97	8.78	1	1		1	1	1	1				1		
	9	he is massagise	1	1	1.97	2.90	1									2	5		
	10	..... uu.....	0	0	15.00	15.00	0						0				0		
	11	.....	0	0	15.00	15.00	0						0				0		
	12	.. when you want / to write straight line / you use it	2	2	2.35	4.67	1	2		3	2					1	5		
	13	.....	0	0	15.00	15.00	0						0				0		
	14	.. he this .. this is	0	0	3.60	15.00	0						1				1		
	15	this is [J- running- shirts]	1	1	1.37	2.30	1								3		2		
	16	. these are used .. when . experiment	1	1	2.49	11.73	1		1							2	5		
	17	.....	0	0	15.00	15.00	0						0				0		
	18	... this is . n? bird . // but it can't fly	2	2	3.18	6.85	2		1						1	1	4		
	19	.... this is sweet and delicious	1	0	5.18	6.80	1									1	5		
	20	. when you want / to give water to . plant / you use it	2	2	2.25	4.37	1	2		3	2					1	5		
45	5	1	.. it's . a shoes . / that uh , used .. / when . you climb up the mountain	3	3	1.72	3.27	1	2		2	1	2	1		1	1	4	To| 103
	2	. this is ... ship .. very .. big ship	2	2	1.07	2.74	1							1	1		3	tf| 15	
	3	... he is .. he .. he is person . / who mend .. um .. wa	1	1	2.37	7.15	1	1		1	1	1	1			1	2	4	tc| 30
	4	.. this is a . this is a hat.	1	1	2.23	6.50	1								1		2		
	5	.. this is . tool . / that . that clean .. clean .. the window	2	2	1.44	3.58	1	1		1	1	1	1			1	1	4	
	6	.. this is a car / that ... that ... that use . used . to	1	1	1.58	2.14	1	1		1	1	1	1			1	2	4	
	7	.. this is a bag .. / that . can .. can ho, hold .. pe, pa, pi, picy ?? person computer	2	2	1.95	2.65	1	1		1	1					1	1	4	
	8	.. this is a ... car that ... that .. um	1	1	1.77	5.06	1									1	2	4	

9	.. he is . he is a ... um ... Doctor	1	1	1.86	9.52	1							1		2		
10	.. this is this is uym	0	0	1.63	15.00	0							1		1		
11	.. this is a .. spi, species, species ... // that it .. always in the summer	0	1	1.77	5.29	2		1					2	2	4		
12	.... this is a ... this is a tool, tool / that ... used when . us-	1	1	2.93	7.20	1	1	1	1	1	1			1	2	
13	.... this . this is this is	0	0	2.83	15.00	0							1		1	
14	..... this	0	0	6.92	15.00	0							1		1	
15	... this is a .. sho, shirts .. // it ...no . it is no s. sleeve	1	2	2.23	4.46	2								1	1		
16	.. this is .. they are animals like a .. like a .. cat	2	2	2.37	4.78	1							1	1	3		
17	.... he is	0	0	3.58	15.00	0							1		1	
18	.. this is .. this is a bird .. // i, . it can't, can't fly	2	2	1.58	4.51	2		1						1	1		
19	.. this is a tree .. um . [J- marron] .. [J- marron] tree	1	1	2.37	3.90	1								1	2		
20	... this is a ... tool .. / that used when	1	1	2.83	6.92	1	1		1	1	1	1			1		
46	5	1	..this is . these are boots.. uh. / for.. for. climb mountain..	3	3	2.18	5.36	1	1	1	1	1	1	1	4	To: 88	
		2	... this is . ship for... for.. many. people	2	2	3.27	5.02	1						1	1	4	tf: 9
		3	...the he is . he is ...fi . fix..	1	1	2.74	10.82	1		1	1				2	tc: 23	
		4	... thi this is, hat.. for ...for formal	1	1	3.58	6.13	1						1	2	4	
		5	...this is thi this is, tool for.. for cle-	1	1	2.37	9.33	1						1	2	4	
		6	.. this is .. this is .. this is . the... bigger	0	0	2.18	12.59	1					1		2	1	
		7	.. this is the personal computer. and.. the...	0	0	2.60	4.69	1						4	1	4	
		8	. this is, fire car ... thi this is.. this is..	1	1	1.12	3.11	1						2	2	4	
		9	... he he... he.... he.	0	0	2.93	15.00	0					1			1	
		10	..this is .. this is, a uh. bi. uh	0	0	3.16	15.00	0					1			1	
		11	..uh thi. thi this is, uh. this is...	0	0	2.23	15.00	0					1			1	
		12	...this is . this is a tool .. that ..uh.people	1	1	3.16	6.08	1						1	2	4	
		13	...thi.. this is	0	0	4.78	15.00	0					1			1	
		14	...thi.. this is.. this is a .person for....	1	1	4.46	8.82	1						1	2	4	
		15	..this is .. a. T- shirt... for...	1	1	1.90	5.90	1						1	2	4	
		16	. this is a animal... // that . the these are animals. that . th-	1	1	2.28	3.07	2						1		2	
		17	.. he is ..a .. he is a....	0	0	2.32	15.00	0					1			1	
		18	. this is a bird... // this is long foot. or long. neck.	3	3	1.12	2.65	2						1	1	4	
		19	..this is a .tree. uh this .. this ha..	1	1	2.32	4.69	1						1	2	4	
		20	.. this is a tool .. this is... this you this is ...	1	1	1.49	2.93	1						1	2	4	
48	5	1	this is boots .. // we use this . / for .. claim. climbing mountain .. mountain . n // mountain shoes, climbing shoes	3	3	0.65	1.21	3	1	2	1		1	1	1	6	To: 160
		2	this is big ship.. // many passenger... can get in this this ship. // this is . ferry.	4	4	0.74	1.28	3		1			1	1	1	6	tf: 13
		3	..she . he is. he repairs. the ...s. he. he. repairs. what a	1	1	2.86	4.09	1		1					2	5	tc: 63
		4	.. silk hat... // a man wearing a silk hat and taxide suits..	3	3	3.07	3.07	2	1	1	1		1	1	1	6	
		5	. this is cleaner. // we, we use this / for .. cleaning to cleaning . in // we can not reach.	1	1	2.11	2.44	3	1	3	1			1	1	4	
		6	.. this is a car.. concrete this this car take concrete.	2	2	4.13	5.02	1		1	1			1	1	4	
		7	this is bag / for carrying carry carrying no. personal computer....	4	4	1.35	1.83	1	1	1	1			1	1	4	
		8	.. this is a car . // this car can.... this.can . am fire	1	2	3.37	3.92	2		1					1	2	4
		9	.... he can he is a doctor / for use main....	1	1	6.46	7.64	1	1	1	1	1		1	2	4
		10	. this car .. can this car can.. can move mo-	1	1	3.39	4.02	1		1					2	5	
		11	... in summer this insect.. insect cries cried ??	2	2	3.74	3.97	1		1				1	1	4	
		12	. we use this / for ... write a straight line. and ... it can.	1	2	2.35	6.92	1	1	2	1	1	1		1	5	
		13	.n. when we drinks . tea / we use this / for .. put in this. a hot water	3	3	3.09	4.07	1	2	3	1	2	1		1	5	
		14	yeah, this narrator. this is narrator. for. wedding party.	2	2	2.28	2.49	1						1	1	4	
		15	.. this is undershirts... // n . it can easy / for cleaning.	2	2	2.95	3.69	2	1	2	1	1	1		2	1	4
		16	.. this .. this animal... // some people . this animal is pet.	2	2	2.23	4.55	2							1	1	4
		17	... he make .d. he.. he make a block	1	1	4.78	5.13	1		1	1				1	5	
		18	. this is bird // but . it cannot fly.. // this bird can.. running very fast.	4	4	1.74	2.18	3		2	1				1	1	4
		19	. yeah, in the autumn in autumn a tree is tree drops a	2	1	1.81	3.04	1		1					2	5	
		20	. we use this / for. putting water for some plants..	2	2	2.18	4.98	1	1	2	1				1	5	
49	5	1	. uh people when people arrives take off and .. bring	0	0	3.60	5.81	1		1			1		2	1	To: 121
		2	this is ship. uhhh	1	1	2.32	3.23	1						1		2	tf: 13
		3	.. he is . he is / to repair water can	1	1	2.14	5.41	1	1	1	1	1			1	5	tc: 43
		4	this is silk hat, high tall hat.....tall hat	2	2	1.58	3.46	1					1	1		3	
		5	... this is clean mop mop mop / to clean.... / when people use people use clean	2	2	3.11	4.02	1	2	2	2				1	2	4
		6	this is car / to bring .. concrete	2	2	1.58	2.60	1	1	1	1				1	1	4
		7	this is bag / to put [J- paso- com] computer	2	2	1.93	2.86	1	1	1	1				1	1	4
		8	this is siren car..... / to . to ...fi... fi stop fire	1	2	2.28	2.95	1	1	1	1		1	1	1	6	
		9	he he is massa massage... pro.....use	1	1	2.23	5.20	1					1		2	1	
		10	this is ... car .. people to....	1	1	3.46	6.83	1							1	2	4
		11	this is this is ... when when summer many many	0	0	2.51	9.01	1					1		2	1	
		12	.. we use when we use this / when when... picture drawing??	1	1	4.23	13.91	1	1	1	1				1	2	4
		13	... we use this / when when... cook .. to	0	1	3.81	11.91	1	1	2	1	1	1		2	5	
		14	this is man manager.... / when when wedding spea	0	0	2.11	2.55	1	1	1	1	1	1		4	1	1
		15	this is shirts..... // an old man use	1	1	2.42	3.76	2		1	1				1	1	4
		16	these are these are animal. like like mouse	2	2	2.55	7.92	1						1	1	3	
		17	..... he.. he is.. he is..	0	0	6.46	15.00	0					1			1
		18	.. this is bird, big foot // and can't fly but	3	3	2.69	3.81	2		1			1	1	1	6	

19	this is a tree.... autumn... / to make...	1	1	1.83	2.86	1	1	1	1	1	1	1	1	2	4	
20	this is water can / when we use when we use give a water to plant	3	3	2.30	3.23	1	1	1	1	1	1	1	1	1	4	
50	2	1	1	1.05	1.95	2	1	1	1	1	1	1	1	1	6	To 248
2	. this is a very big . ship . / to across the ocean . // this is like . Titanic . // this ship has two	5	5	2.04	3.25	3	1	2	1	1	1	1	1	1	6	tf 14
3	he is a worker . / to prepare ... umm ... um ...	1	1	1.60	2.18	1	1	1	1	1	1	1	1	4	tc 82	
4	this is a hat .// this is this hat is for . man . // this hat is worn . / when the special	2	3	1.56	2.65	3	1	1	1	1	1	1	1	6		
5	this is a / to . to clean the room ... // this is a tall tool .. like braah	2	3	1.42	2.32	2	1	1	1	1	1	1	1	6		
6	this is a truck . // un this carries a concrete. // this is a yellow car	3	3	1.02	3.07	3	1	1	1	1	1	1	1	4		
7	. this is a personal computer // we can use . this computer anywhr. everywhere . // this computer can be carried .	2	2	2.09	2.79	3	1	2	1	1	1	1	1	4		
8	this is a red truck . // this truck mo .un .works / when there is a fire . // this truck has siren	4	3	0.88	1.65	3	1	2	1	1	1	1	1	6		
9	he is a Asian doctor . // he uses needles .. // un .he is a kind of medical person ..	4	3	1.86	2.55	3	1	1	1	1	1	1	1	6		
10	this is a chair // this is a moving chair. // disabled people use this chair . // the chair has two big wheel	5	5	0.74	1.86	4	1	2	1	1	1	1	1	6		
11	this is a insects . // this insects . ex . un . exist especially summer . // this insects can't .	3	3	0.42	1.28	3	1	2	1	1	1	1	1	4		
12	this is a small tool .. / to scale something / or ... uh . draw a line	5	4	1.23	2.32	1	2	2	1	1	1	1	1	6		
13	. this is a kitchen tool // we use this / when we drink tea . // this is made of metal	4	4	2.04	3.11	3	1	3	1	1	1	1	1	6		
14	. uun . he's a person / to presentation?	1	2	5.81	10.05	1	1	1	1	1	1	1	1	4		
15	this is a . a. shirt for men . // this is a white no- sleeve shirt very thin clothes	5	4	1.81	2.81	2	1	1	1	1	1	1	1	6		
16	this is a . a. small animal . // this animal is used for . un ... <jikkenntte nandakke?>	2	2	1.49	3.46	2	1	1	1	1	1	1	1	6		
17	he is a .. worker like carpenter. // un . he is a man . // uun .he makes a house	3	3	2.04	3.99	3	1	1	1	1	1	1	1	6		
18	this is a bird . // this bird is very tall . // this bird runs very fast . uh . // we can see this animal in zoo	5	5	1.23	2.35	4	1	2	1	1	1	1	1	4		
19	this is a tree ... // this tree has ... ah . food	1	2	1.30	2.42	2	1	1	1	1	1	1	1	4		
20	ah . this is a tool / for gardening . // we .. use this / when we pour the water water	4	3	2.95	3.69	2	2	3	2	1	1	1	1	4		
51	4	1	1	4.30	4.99	2	2	3	1	1	1	1	1	4	To 204	
2	. this is a big ship // it carries people and things	3	3	0.88	1.90	2	1	1	1	1	1	1	1	6	tf 16	
3	. he is plumber . // he fixes a pipe .. // he . is working	3	3	0.93	2.69	3	1	2	1	1	1	1	1	4	tc 76	
4	. this is a .. top- hat .. // it is wear it is worn when	1	2	0.74	4.13	2	1	1	1	1	1	1	1	4		
5	. this is a cleaning brush . // it has long stick // and its end has nnn..	4	4	1.51	3.30	3	1	2	1	1	1	1	1	6		
6	. this is a truck // it has large tank on its body	3	3	0.98	2.65	2	1	1	1	1	1	1	1	4		
7	. this is a carry bag .. // usually it carries note personal computer	4	4	0.79	2.35	2	1	1	1	1	1	1	1	4		
8	. this is a fire truck // its body is red // and it umm ... is used in fire	4	4	0.93	2.16	3	1	1	1	1	1	1	1	4		
9	.. he is a ... a... he is a like doctor // he uses needle .. // Asian doctor	3	3	1.58	6.97	3	1	1	1	1	1	1	1	6		
10	. this is a wheelchair .. // it is used by disabled people or injured people . // it has two wheels	5	5	0.56	1.58	3	1	2	1	1	1	1	1	4		
11	.. this is an insect // it can live six years ... // and the its life is very short	4	4	1.02	2.86	3	1	1	1	1	1	1	1	4		
12	. this is a scale // people use it / when people write ... ah .. line straight line	3	4	0.72	1.58	2	1	2	1	1	1	1	1	4		
13	. it's a strainer . // it is used / when people make tea	3	3	0.46	2.07	2	1	2	1	1	1	1	1	4		
14	.....	0	0	15.00	15.00	0	1	0	0	0	0	0	0	0	
15	it's [J- running- shirt] . // it is made of cotton .. nn .. // nn . it sweats? . very well	2	2	1.05	1.63	3	1	2	1	1	1	1	1	4		
16	... this is a guinea pig . a small animal ... its ...	2	2	1.83	3.72	1	1	1	1	1	1	1	1	3		
17	.. he is he is making . ah houses	1	1	1.83	7.18	1	1	1	1	1	1	1	1	5		
18	. this is a big bird . // it has long neck and legs .. // it can't fly	5	5	1.12	2.02	3	1	1	1	1	1	1	1	6		
19	.. this is a chestnut tree . // it has .. it is four	1	1	1.28	2.28	2	1	1	1	1	1	1	1	4		
20	. this is a instrument ... // it is watering can .. // people use it / when people give a plant a water	5	5	1.14	2.49	3	1	2	1	1	1	1	1	4		
52	5	1	1	2.83	3.30	1	1	1	1	1	1	1	1	4	To 222	
2	.. this is a large ship..... // large ship often use / for sightseeing	3	4	1.49	2.04	2	1	1	1	1	1	1	1	6	tf 16	
3	... he is a man / to fix a ..pumps for. water supply	4	4	2.88	4.04	1	1	1	1	1	1	1	1	4	tc 88	
4	. this is a hat .. // it is used / to be.. worn by English men.. or some western coun. in some western countries. // it's traditional hat	4	4	1.77	2.28	3	1	2	1	1	1	1	1	4		
5	..... this is some kind of cleaner / to clean something... / which should not be.. cleaned by	2	2	4.41	5.43	1	2	2	2	1	1	1	1	6	
6	... this is a large car.. truck / to make concrete... or preserve concrete	4	5	3.11	3.72	1	1	1	1	1	1	1	1	6		
7	.. this is a bag for computer carry bag. and computer... // this bag protect computer.. / when we carry computer	5	5	1.86	2.37	2	1	2	1	1	1	1	1	4		
8	... this is a siren.. // this siren ... tells us .. / this car is running for emergency trouble	2	2	2.93	4.13	2	1	2	1	1	1	1	1	2		
9	..he is a . he. he. he's doing some kind of massage... / for relaxing a party	1	1	2.23	8.08	1	1	1	2	1	1	1	1	5		
10	... this chair is a special chair.. / because we often use this chair for.. a person / who is not .. who is trouble	2	2	3.34	3.90	1	2	1	1	2	1	1	1	6		
11	.... this is a..... this living often appear just on summer	1	1	4.37	11.19	1	1	1	1	1	1	1	1	4	
12	.. ruler. // we use this / for..... for write a straight line... and calculate	2	2	1.07	1.07	2	1	2	1	1	1	1	1	4		
13	..... put. put this we put on tea . on it and ..flu, fluid . hot water	2	2	5.39	5.39	1	1	1	1	1	1	1	1	5	
14	.. eh. to to manage marriage party or some party	1	2	12.07	12.07	1	1	1	1	1	1	1	1	5		
15	.. this is underwear. / to protect.. protect our body. // keep warm	3	3	1.58	2.42	2	1	2	1	1	1	1	1	4		
16	.... these are, these are ... often this is a mouse. // we use this to	1	1	6.97	7.94	2	1	1	1	1	1	1	1	4	
17	... he has a special skill / to put a .. stone... put a stone..	2	2	3.30	3.67	1	1	2	1	1	1	1	1	5		
18	.... this is a bird... // but can't fly. // and maybe on ground... they're on ground	3	3	3.53	4.83	3	1	1	1	1	1	1	1	4	
19	..... um. this is a tree... // can we often see this on fall	2	2	6.69	7.34	2	1	1	1	1	1	1	1	4	
20	... put a water in it. // and pull a water to plants..... // this tool spreads water	3	3	3.11	3.48	3	1	3	1	1	1	1	1	4		
53	2	1	1	5.29	6.04	2	1	2	1	1	1	1	1	6	To 143	
2	... this is big ship // this is this ticket is expensive	2	2	3.67	4.13	2	1	1	1	1	1	1	1	3	tf 10	
3	.... he repair .. the house	1	1	5.16	6.13	1	1	1	1	1	1	1	1	5	tc 43
4	... this is .. silk hat ... // this is often used for men	2	2	4.18	5.76	2	1	1	1	1	1	1	1	6		
5	..... this is used / for cleaning . // this cleans wall .. // this is made of	2	2	6.27	8.82	3	1	4	1	1	1	1	1	5	
6	... this is big .. vehicle. ...this	2	2	3.25	4.27	1	1	1	1	1	1	1	1	6		
7	... this is bag . // this carries ... note [J- pasokon].	2	2	4.41	4.88	2	1	1	1	1	1	1	1	4		

8	.... this is vehicle . // this car is red . // this stops fire	4	4	4.51	4.97	3		1				1	1	4	
9	.. he is like a doctor .. he is	1	1	4.18	6.50	1						1	1	2	6
10	... this is chair vehicle .. // this is used for	2	2	3.76	4.32	2		1			1	1	2	6	
11	... this is an insect ... // this flies . this is this fly is	1	1	3.44	3.99	2						1	2	4	
12	..... this is .. made of plastic	1	1	9.38	12.86	1		1					1	5	
13	.... this is .. Japanese traditional tool	2	2	5.85	9.38	1					1	1		3	
14	..... this is leader of	1	1	11.42	12.21	1							1	2	4
15	... this is shirts.... // this is man's shirt . // this use	2	2	1.95	2.37	3		1	1		1	1	1	6	
16	... these are like .. rat ... // these color is	2	2	4.37	9.10	2						1	1	2	6
17	..... he is .. Japanese	0	0	8.82	11.52	1					1		2	1	
18	.... this is an animal .. // this is like a bird	2	2	5.53	6.08	2						1	1	3	
19	. this is tree ah // this have ...	1	1	1.30	1.77	2		1	1				1	2	4
20	.. this is made of plastic .. // this have in .. this is in water .// this is used for	1	1	3.20	4.23	3		2					1	5	
54	5	1	1	9.57	10.26	1						1	2	4	To: 73
	2	1	1	1.12	1.49	2		1				1	2	4	tf 11
	3	0	0	15.00	15.00	0					0			0	tc 29
	4	3	3	3.30	3.76	2					1	1	1	6	
	5	0	0	6.22	12.82	1					1		2	1	
	6	1	1	1.72	2.37	1						1		2	
	7	1	1	1.72	2.32	2		1	1				1	2	4
	8	0	0	15.00	15.00	0					0			0	
	9	1	1	6.50	7.11	1						1		2	
	10	1	1	4.09	4.60	1						1	1		
	11	1	1	3.62	4.18	1						1		2	
	12	1	2	1.72	4.41	1	1	1	1				1	5	
	13	0	0	15.00	15.00	0					0			0	
	14	0	0	15.00	15.00	0					0			0	
	15	2	2	1.95	2.42	2		1			1	1	2	6	
	16	2	2	5.76	8.92	1						1	1	2	6
	17	0	0	15.00	15.00	0					0			0	
	18	1	1	1.44	2.14	1							1	2	4
	19	1	1	2.79	5.11	1							1	2	4
	20	0	0	15.00	15.00	0					0			0	
55	5	1	0	4.23	7.01	1	1	1	1			1	2	4	To: 93
	2	2	2	2.97	3.58	1					1	1		3	tf 11
	3	2	2	7.66	8.55	1						1	1	4	tc 29
	4	1	1	4.60	12.73	1						1		2	
	5	2	2	5.85	8.73	1		1					1	5	
	6	2	2	8.59	9.71	1						3		2	
	7	4	4	2.09	2.93	1						1	1	4	
	8	2	2	7.43	9.75	1						1	1	4	
	9	2	2	4.55	4.88	2		1	1				1	4	
	10	0	0	4.83	15.00	0					1			1	
	11	0	0	5.39	15.00	0					1			1	
	12	1	1	1.63	2.28	1						2		2	
	13	2	2	6.46	7.29	1						1	1	4	
	14	0	0	9.24	11.52	1					1	4		1	
	15	2	2	3.72	4.13	1					1	1		3	
	16	1	2	10.73	11.42	1						1		2	
	17	0	0	6.78	15.00	0					1			1	
	18	1	1	3.58	6.50	1						1		2	
	19	1	2	5.67	6.41	1						1		2	
	20	0	1	3.20	10.59	1	1	1	1				2	5	
56	4	3	3	2.32	2.74	2		1				2	1	4	To: 118
	2	1	1	3.16	4.37	2		1				1	2	4	tf 10
	3	1	1	5.71	7.15	1		1	1		1		2	1	tc 39
	4	1	1	1.25	4.32	1						2		2	
	5	1	1	4.74	11.10	1	1	2	1	1	1		1	5	
	6	2	2	4.27	6.32	1					1	1	2	6	
	7	1	1	4.74	6.18	1						1		2	
	8	1	1	1.77	2.83	2		1	1			1	1	4	
	9	1	1	1.35	6.92	1						1	1	6	
	10	2	3	1.81	2.04	2		1				2	1	4	
	11	1	1	1.63	2.46	1						1		2	
	12	1	1	6.18	7.29	1						1	2	4	
	13	2	2	1.63	2.04	2	1	2	1	1	1	1	1	6	
	14	0	0	15.00	15.00	0					0			0	
	15	1	1	4.74	5.67	1						1		2	
	16	2	2	3.76	7.99	2					1	1		3	
	17	0	0	7.15	15.00	0					1			1	

	18	. this is animals ... // this ... stand up	1	1	1.44	2.23	2						1	2	4			
	19	... this is tree .. // an this .. have a .. tru? . uh .	1	1	3.11	3.86	2							1	2	4		
	20	. this is watering can // and this ... uh .. this can . wateri water	1	1	1.44	2.04	2							2	1	4		
57	4	1 this is a [W- treching] shoes .. // this is .. n? ... hiking shoes	2	2	1.21	1.90	2							2	1	4	To: 98	
		2 .. nn this is a large ship its ...	2	2	4.32	4.97	1						1	1	2	6	tf 10	
		3	0	0	15.00	15.00	0						0			0	tc 35	
		4 . this is a . top hat ... // it's wear it is wear at .. by men	2	2	2.42	3.60	2							2	1	4		
		5 ... nn	0	0	15.00	15.00	0						0			0		
		6 .. nn . this is a yellow car .. // this car .. carry . concrete	3	3	5.48	6.04	2						1	1	1	6		
		7 . this is a carrying bag . and notebook note . a PC ...	2	2	2.42	3.16	1						1	1	2	6		
		8 .. this is a .. fire truck .. // nn it's loud	2	2	3.32	6.64	2							2	1	4		
		9 .. he is a medicine . n? .. n- to it	0	0	3.41	4.83	1						1		2	1		
		10 this is a wheel . car .. wheelchair .. n ...	1	1	1.23	1.81	1							1	2	1	6	
		11 . nn this is a black insect ... // it's lives . in .. one year a mone	3	3	3.18	3.65	2							1	1	1	6	
		12 .. this is . measure . a measure	1	1	3.39	4.41	1								1	2		
		13 this is sto . n	0	0	6.53	15.00	0						1			1		
		14 n	0	0	15.00	15.00	0						0			0		
		15 .. thi is .. un .under sheat?? // this wear at .. by men	1	1	2.62	5.94	2								1	5		
		16 ... this is a [J- molmotto] .. // nn . this n . is used .. in medicine explain	0	1	4.06	8.96	2								3	1	4	
		17	0	0	15.00	15.00	0						0			0		
		18 .. nn this is a . nn [J- dachoo] nn very fast runner	1	1	3.09	6.48	1							1	1	1	6	
		19 .. nnto this is a chestnut . tree	1	1	3.79	4.27	1								2	2		
		20 this is a watering an .. ah	0	1	1.30	1.88	1							1				
58	5	1 .. there is a be . there is a <chau> . there are boots and pickel	2	2	2.14	9.61	1							1	2	4	To: 60	
		2 . this is a big ship	2	2	1.25	2.74	1						1	1	3	7	tf 7	
		3 he is a wo .. water pipe engineer	2	2	7.52	11.24	1						1	1	3	24	tc 24	
		4 .. uh? . this is bla . uh? this is black hat	2	2	2.23	5.71	1						1	1	3			
		5 this is cleaning blush	2	2	6.59	7.34	1						1	1	3			
		6	0	0	15.00	15.00	0						0			0		
		7 .. um eh this is a no . bag to .. um	1	0	6.92	8.73	1							1	2	2		
		8 ... this is a fire car	1	1	2.88	3.76	1						1	1	3			
		9 um?	0	0	15.00	15.00	0						0			0		
		10 this is a chair with two ... um two cycles	2	2	5.94	6.83	1							1	1	4		
		11 .....um .. this is a inse	0	0	11.05	15.00	0						1		1			
		12 .. this is a measure	1	1	1.86	2.37	1							1	2			
		13 um .. if	0	0	11.84	15.00	0						1		1			
		14 .....um	0	0	15.00	15.00	0						0			0		
		15 um . this is a shirts	1	1	4.64	5.29	1							1	2			
		16 um . this a um brown	0	0	7.43	12.86	1						1		2	1		
		17 this he is a .. red block [J- shokunin]	0	0	8.22	10.77	0						1		3	1		
		18 .....um	0	0	15.00	15.00	0						0			0		
		19 ... this is a [J- marron] ... um?	0	0	3.48	4.13	1						1		3	1		
		20 um . this is a / to ... to take water um?	1	1	6.22	9.75	1						1	1	1	5		
59	3	1 .. this is a boots .. // this is a strong boots hi-	2	2	1.39	2.32	2						1	1	1	6	To: 142	
		2 .. this is a large ship // this . there are in sea	2	2	2.51	3.34	2						1	1	2	6	tf 10	
		3 this is a worker .. / who fixes pipe.	4	3	6.36	7.15	1							1	1	4	tc 52	
		4 this is a hat .. // this is a black hat .. / whi- which wore	2	2	5.48	6.59	2						1	1	1	2	6	
		5 this is a tool . / which.. which is clean . a room	2	2	4.32	5.34	1							1	1	4		
		6 .. this is a this is a kind of vehicle	2	2	1.86	7.90	1							1	1	3		
		7 ... this is a black bag .. / which .which has .. which has computer	3	3	3.02	3.86	1							1	1	1	6	
		8 .. fire truck . // this is a red truck ... wi- with siren	2	2	2.60	2.60	2							1	2	1	6	
		9 he . he is an Asian doctor .. / who . who uses needles	4	3	4.13	6.36	1							1	1	1	6	
		10 wheelchair // this is a small chair / which uses ... person	2	2	1.81	1.81	2							1	1	1	6	
		11 this is a small insect in . tree	2	2	1.44	2.46	1							1	1	2	6	
		12 scale . // this is a .. tool . / which can . write ..line	2	2	3.53	3.53	2								2	1	4	
		13 . this is a kitchen tool	2	2	1.44	2.37	1							1	1	3		
		14 ... he is a ... person / who ... who speak .. in ceremony	3	3	3.02	6.04	1								1	1	4	
		15 this is a shirt / which have no sleeve.	2	2	3.81	4.64	1								1	1	4	
		16 . this is a small .. brown animal whi- which ha-	2	2	1.12	2.18	1							1	1	3		
		17 ... he is a worker	1	1	3.34	4.27	1								1	2		
		18 .. this is a kind of animal . / which have long legs . and long long neck	3	3	1.95	3.39	1								1	1	1	6
		19 ... this is a tree . / which have .. many nuts.	2	2	2.97	3.99	1								1	1	4	
		20 ..watering . can .. / which is a gardening tool // this is a gardening tool.	3	2	1.86	1.86	2							1	2	3		
60	1	1 this is a strong boots . // they are the boots . // ah they are used for hiking	3	3	1.39	2.74	3						1	1	1	6	To: 176	
		2 this is a large ship . // a .. it is used / for carrying passengers	3	3	1.81	2.55	2						1	1	1	6	tf 16	
		3 he is a kind person .. // he repairs water pipe	5	5	2.97	4.97	2							1	1	1	6	tc 56
		4 this is a black hat .. // a ... this is worn for formal	3	3	1.72	3.30	2							1	1	1	6	
		5 this is a kind of household // to .. ah .. is used for clean .. ah	2	2	1.86	3.95	2							1	1	1	7	
		6 this is a kind of construction machine // this make concrete . nn?	3	3	2.14	6.13	2							1	1	1	6	

17	he is ..like a carpenter // he is make a tto wall or road	3	3	2.65	7.29	2						1	1	1	6	
18	.. this is a bird // this runs very fast .. // this has two big and long legs	4	4	1.95	3.53	3		1					1	1	4	
19	this is a eeto chestnut tree // eeto this has .. the nuts // has very eeto is many needles	4	4	0.40	2.46	3		2					2	1	4	
20	this is a watering can ... // it used etto in the garden / to pour the plant plants	3	3	0.37	2.25	2	1	2	1	1	1		2	1	4	
64	4	1	we use hiking	1	1	12.77	13.56	1		1	1			2	5	To| 114
2	this is a large ship // we use traveller	2	2	3.39	4.18	2		1	1			1	1	2	6	tf | 10
3	... he is a mechanic .. // he works.. nn..	1	1	2.42	3.62	2		1					1	2	4	tc | 39
4	this is a black hat ... // this used .. this oh is often is used by men	3	3	3.81	4.64	2		1				1	1	1	6	
5	this is a tool. // this is a cleaning tool // this is about	2	2	2.28	3.07	2						1	1	1	6	
6	this is a truck . // this body is yellow	2	2	3.58	4.13	2							1	1	2	
7	this is a bag // this body is black	2	2	1.77	2.37	2							1	1	4	
8	.... this .. this .. large .. a ... at ...	0	0	7.25	9.15	1						1		2	1	
9	he uses needles .. // he is ah... a [W- campanist]	1	2	3.34	5.53	2		1					3	1	4	
10	this is a wheelchair .. // this has two wheels ...	2	2	2.88	3.48	2		1					2	1	4	
11	.... this has .. two ah .. flags	0	0	4.97	7.48	1		1				1		2	1	
12	.... this is a tool	1	1	4.78	5.39	1							1		2	
13	this is a ladle // this is a kitchen tool	2	2	2.09	2.60	2						1	1		3	
14	.... this is a .. person	1	1	8.68	10.12	1							1		2	
15	this is a tank top . // this is white .. // this is no sleeves	2	2	2.04	2.74	3							4	1	4	
16	these are small animal	2	2	5.67	6.50	1						1	1		3	
17	..... he .. he works on roof	1	1	4.51	7.71	1		1						1	5	
18	.... this has .. long	0	0	5.16	7.62	1		1				1		2	1	
19	... this is a tree.....	1	1	2.65	3.25	1								1	2	
20	..... this is a watering can .. // this body is green	2	1	5.11	6.27	2								2	1	4
65	5	1	..... this is a . shoes	1	1	8.41	10.68	1					1		2	To| 68
2	. this is a . ship . large ship	2	2	1.90	3.95	1						1	1		3	tf | 7
3	.. he is .. a . engineer	1	1	3.30	6.78	1							1		2	tc | 26
4	. this is a hat . black hat	1	2	1.53	3.11	1						1	1		3	
5	. this is a clean . cleaner	1	1	1.72	3.11	1							1		2	
6	.. this is . a truck	1	1	2.32	4.64	1							1		2	
7	this is a bag ... / carry . to carry computer	3	3	1.25	2.55	1	1	1	1				1	1	4	
8	.. this is .. a car / to . extinguish fire	3	3	2.74	5.67	1	1	1	1				1	1	4	
9	he is . a ... doctor	1	1	1.35	6.27	1							1		2	
10	this is . a vehicle	1	1	1.53	4.13	1							1		2	
11	this is . a insect in summer	2	2	1.81	4.74	1							1	1	4	
12	this is a ... stationery .. / to line	1	1	1.53	6.27	1	1	1	1				1	2	4	
13	.....	0	0	15.00	15.00	0						0			0	
14	.....	0	0	15.00	15.00	0						0			0	
15	. this is a running wear	1	1	1.86	3.90	1						1	1		3	
16	... these are .. animal of animal one of animal	2	2	3.72	7.15	1							1	1	3	
17	... he is	0	0	3.95	15.00	0						1			1	
18	.. this is .. animal	1	1	3.16	5.99	1							1		2	
19	. this is a tree	1	1	2.65	4.18	1						1	1		1	
20	... this is used	0	0	3.95	15.00	1		1				1		2	1	
66	2	1	... this is a boots	1	1	2.83	3.76	1					1		2	To| 69
2	... this is a ship um?	1	1	3.25	3.95	1							1		2	tf | 8
3	..... he ... um ...	0	0	5.81	15.00	0						1			1	tc | 26
4	... this is a .. hat ... for men	2	2	2.79	5.29	1							1	1	4	
5	..... this is a tool . / used . um? / to clean .	2	2	8.41	9.52	1	2	2	2				1	1	4	
6	.... this is a truck	1	1	4.23	5.57	1							1		2	
7	.. this is a bag ... / to carry . the computer	4	4	2.42	3.16	1	1	1	1				1	1	4	
8	... this is a car ... / to stop fire	2	3	2.88	3.86	1	1	1	1				1	1	4	
9	... he is a Asian doctor ... with needles?	3	3	3.30	4.27	1		1	1			1	1	1	6	
10	.... it . this is a ... chair	1	1	4.55	9.01	1							1		2	
11	..... it's fly	0	0	8.27	8.82	1		1	1			1		2	1	
12	.... it . this is a scale . um	1	1	5.62	6.87	1							2		2	
13	..... u . um . <nanda?>	0	0	15.00	15.00	0						0			0	
14	... <shikai>.....	0	0	15.00	15.00	0						0			0	
15	.. shirts for man	1	1	2.55	2.55	1							1	2	4	
16	..... this is a .. um? used for	0	0	6.83	15.00	1		1				1		2	1	
17	..... he is a carpenter	1	1	10.64	11.61	1							1		2	
18	. um he , he runs fast	1	1	9.47	10.54	1		1					1		5	
19	... this is a tree . um	1	1	2.65	3.67	1							1		2	
20	... it's a gardening tool	2	2	3.81	4.46	1						1	1		3	
67	5	1	.... this ... shoes and	1	1	4.13	7.20	1					1		2	To| 57
2	. this is	0	0	3.11	15.00	0						1			1	tf | 5
3	.. he is repair man.....	1	1	2.55	8.64	1						1	1		3	tc | 13
4	.. this is . hat // he wear	1	1	2.74	4.23	2		1	1				1	2	4	
5	.. this is	0	0	2.51	15.00	0						1			1	
6	... this is . car ... uh	1	1	3.34	5.16	1							1		2	

7	... this is ... note [J- pasokon]	0	0	3.58	6.92	1							3	2		
8	.. this is .. a car	1	1	2.51	6.46	1							1	2		
9	... he is	0	0	3.48	15.00	0						1		1		
10	... this is	0	0	3.16	15.00	0						1		1		
11	... this is a . a	0	0	4.27	15.00	0						1		1		
12	... this is . a measure	1	1	3.72	6.22	1							1	2		
13	... this is . a	0	0	3.39	15.00	0						1		1		
14	.....	0	0	15.00	15.00	0						0		0		
15	.... this is a	0	0	3.53	15.00	0						1		1		
16	... these are . animals	1	1	3.30	5.34	1							1	2		
17	... he is	0	0	3.81	15.00	0						1		1		
18	.. this is a . big animal // this animal . running fast ..	3	3	1.81	4.04	2		1	1			1	1	1	6	
19	... this is a tree	1	1	4.27	5.94	1							1	1	2	
20	..... this is	0	0	7.52	15.00	0						1		1		
69	1 a .. hiking shoes // ecto they is as . this is a shoes is a .. tto strong // and .. ecto .. climb the mountain	3	3	0.74	2.32	3		1	1				2	2	4	To: 165
2	.. eeto this is a .. large ... large ship ... // that people is i, entertainment on	2	2	1.95	3.44	2		1	1			1	1	2	6	if: 16
3	... um . eeto this i, this people is .. fix water pipe and	3	3	3.95	5.57	1		1					1	1	4	tc: 65
4	. hop- hat // .. eeto people worn, by worm for, formal ceremony .. and at top- hat	2	2	0.88	0.88	2		1	1				2	1	4	
5	.. this is a tool ah this too, // this has fur , like fur	1	1	1.21	2.14	2		1					1	2	4	
6	.. this , this c, car i, .. this is large car // and carry concrete	3	3	1.72	4.09	2		1	1			1	1	1	6	
7	.. this is a bag .. / that ... carry , computer .. // and .this color is black	4	4	1.58	2.83	2	1	1	1	1			1	1	4	
8	... appearance <jya nai> fire truck .. t, // this is a red car / that put out fire	3	3	3.90	3.90	2	1	1	1	1		1	2	1	6	
9	.. the .. people is Asian doctor / that .. eh cure with needles	3	3	2.18	3.95	1	1	1	1	1		1	1	1	6	
10	.. ?? eeto this is a ... eeto chair have . a .. wheels and	2	2	3.86	8.92	1							1	1	4	
11	. this is insect .. eeto .. // this is louder . in summer .. cry louder in summer	3	3	1.12	1.53	2		1	1				1	1	4	
12	ruler . // this is . office tool .. / that .. draw . the line	3	3	1.12	1.12	2	1	1	1	1		1	2	1	6	
13	.. this is cooking tool .. / have ... net .. eeto // this tool used to . tea tea	3	3	1.39	1.95	2	1	2	2	1	1	1	1	1	6	
14	... eeh . this is a person that	1	1	3.39	4.41	1							1	2	4	
15	um? ... this is a . clothes .. at under under	1	1	3.02	4.27	1							1	1	4	
16	.. eeto this . is .. brown . small brown animal .. that ... like a pig?	3	3	2.55	4.83	1						1	1	1	6	
17	... um . this is paasu?? .. worked .. work / to.. construct .. house	1	1	2.93	3.39	1	1	1	1				1	5		
18	<dachoo> . this as . this is a large bird // this bird has long ... leg and long	3	3	2.69	4.09	2		1				1	1	1	6	
19	.. eeto this is a large tree .. eeh // this tree is ... na, this is has nuts in autumn	3	3	2.23	2.79	2		1				1	1	1	6	
20	.. eeto watering can eeto .. // this is , this is used / to . eh . pull out, pull out water	2	2	1.81	1.81	2	1	2	1	1			2	1	4	
70	2 ahhh this is hiking boots // this this use ahhh / for climb climbing mountain ah...	3	3	1.95	2.42	2	1	2	1	1			2	1	4	To: 122
2	ah this is large boat ahh	2	2	1.90	2.46	1						1	1	3	if: 11	
3	eeh he is plumber // he mend ah pipe ah...	3	3	3.86	4.92	2		1	1				2	1	4	tc: 43
4	ah this is top hat // this this wore by men .. gentlemen ah ..	3	3	2.74	3.16	2		1	1				2	1	4	
5	eeh this this is used / for cleaning .. ahh ... ha??	1	1	3.11	6.04	1	1	2	1					5		
6	eh this this is used .. used / to carry ... ohh? concriito (concrete) haa?	1	1	2.79	9.01	1	1	2	1				1	5		
7	ah this is bag / to ah carry ... no personal computer note personal computer	4	4	3.48	3.81	1	1	1	1				1	1	4	
8	this is .. ah <nanda?>..... ah	0	0	1.77	15.00	0						1		1		
9	ah he is [W- acupuncrture] // he ... to riizu?? needles	2	2	2.14	4.92	2							3	2	4	
10	this is wheelchair ... // ah this this is used by injured person	3	3	0.98	1.81	2		1					2	1	4	
11	ah this this, this appear ah in .. in summer	1	1	3.07	8.36	1		1	1				1	5		
12	this use / to ah . write write line. hah? straight	1	1	2.14	8.13	1	1	2	1	1			1	5		
13	this is strainer . // yu... this is used for ah	1	1	4.74	5.34	2		1					2	2	4	
14	eh? eh? this ... this is ha?	0	0	5.67	15.00	0						1		1		
15	ah this is .. a shirt ah... // this is worn by man	2	2	2.79	5.53	2		1					1	1	4	
16	there are <nanya?> guinea pig . // ahh this these are used for	1	1	2.88	5.99	2		1					2	2	4	
17	nn? ah he is ... ah	0	0	7.25	15.00	0						1		1		
18	ahh this is a kind of ma bird . // this .. this can't fly	3	3	2.18	5.62	2		1					1	1	6	
19	ah this is chestnut tree . ah .. this	1	1	2.55	4.32	1							2	2	4	
20	ah? this is watering . can // this .. this is used for ah .. <nami? dameda>	1	1	2.88	3.30	2		1					2	2	4	
71	1 this is a strong shoes / that... use are hiking	3	3	1.67	4.04	1	1	1	1	1		1	1	1	6	To: 140
2	this is a . large ... boat / that ... use	2	2	1.21	3.34	1	1	1	1	1		1	1	2	6	if: 9
3	. this is a . worker / that ... fix . ah .. water pipe.	4	4	1.77	3.81	1	1	1	1	1			1	1	4	tc: 46
4	this is a long hat with .. a . that ...	2	2	0.98	3.48	1							1	1	6	
5	this is a tool / that	1	1	1.16	2.83	1	1	1	1	1			1	2	4	
6	this is a .. large truck / that ... use to .	2	2	0.88	4.18	1	1	1	1	1		1	1	2	6	
7	this is a black	3	3	1.63	2.65	1	1	1	1	1		1	1	1	6	
8	this is a .. red truck .. that ...	2	2	0.56	4.32	1						1	1	2	6	
9	this is a Asian doctor. / that .. use . the needle	3	3	1.21	2.21	1	1	1	1	1		1	1	1	6	
10	this is a chair / that .. moved the people	2	2	1.07	3.16	1		1	1				1	1	4	
11	this is a insect / that live in summer. in the summer. uh ..	3	3	0.98	2.69	1	1	1	1	1			1	1	4	
12	this is a .. office item / that can .. scale	3	2	2.09	6.27	1	1	1	1			1	1	1	6	
13	this is a kitchen tool ... like .. a. / that have a net	3	3	0.84	1.95	1	1	1	1	1		1	1	1	6	
14	. this is a person / that speech in the ceremony	2	3	1.95	3.76	1	1	1	1	1			1	2	4	
15	this is a .. shirts. // shirts have no sleeve.	2	2	1.63	5.62	2		1					1	1	4	
16	this is a medical .. // an this is a brown animal / that use to	2	2	1.67	3.81	2	1	1	1	1		1	1	2	6	

17	this is a worker / that use to [J- renga].	1	1	1.77	4.09	1	1	1	1	1	1	1	1	2	4			
18	this is a large bird .. / that ... can run .. in the ground	3	3	0.51	2.14	1	1	1	1				1	1	6			
19	this is a .. large tree that ..	2	2	0.84	3.95	1							1	2	6			
20	this is a watering can	1	1	2.32	4.69	1								2	2			
72	4	1	...	2	2	2.18	2.46	2					1	1	1	6	To: 80	
	2	...	1	1	3.16	3.86	1							1		2	tf: 7	
	3	.....	0	0	15.00	15.00	0						0			0	tc: 31
	4	.. this is a black hat ... // ee . this weared .. worn by worn in wedding	3	3	2.46	3.07	2		1	1			1	1	1	6		
	5	.... this is used by this is used with clean	1	1	4.32	8.68	1		1	1					2	5	
	6	..... this is used / with making concrete	1	1	6.13	10.03	1	1	2	1	1	1			1	5	
	7	.... this is a shoulder bag.....	1	2	3.95	4.37	1						1	1		3	
	8	..... this is a fire car..	1	1	6.87	7.48	1						1	1		3	
	9	..... he is a Asian doctor .. // he use needles	3	3	4.83	6.46	2		1	1			1	1	1	6	
	10	... this is a wheelchair .. // this is used for..	1	1	2.60	3.67	2		1					2	2	4		
	11	... this is a insect .. // this this has two wings	2	2	3.95	4.97	2		1					1	1	4		
	12	..... this is .. this is	0	0	12.17	15.00	0						1			1	
	13	.... this is a many holes ... // this is a cooking tool	3	3	5.11	7.25	2						1	1	1	6	
	14	.....	0	0	15.00	15.00	0						0			0	
	15	.....	0	0	15.00	15.00	0						0			0	
	16	....ee this is a animal / which has...	1	1	9.62	10.69	1	1	1	1				1	2	4	
	17	.....	0	0	15.00	15.00	0						0			0	
	18	..... this is a bug // which have which has two legs	1	1	8.36	8.97	2		1					4	1	4	
	19	.....	0	0	15.00	15.00	0						0			0	
	20	.....	0	0	15.00	15.00	0						0			0	
73	4	1	...this is a shoes. // this has this has strings.// this is used / for hiking or climbing mountain	5	5	1.35	2.04	3	1	3	1		1	1	1	4	To: 201	
	2	this is a large ship... // this.. can many people this	2	3	1.21	2.42	2		1				1	1	2	6	tf: 10	
	3	he is a man.. // he fixes the pipe water pipe	4	4	1.30	2.32	2		1					1	1	4	tc: 65	
	4	this is a black hat.. // this is used for formal occasion. // this hat for men.	5	5	0.88	1.81	3		1				1	1	1	6		
	5	this is a cleaning.. tool. // this has.. large fur // this clean	3	2	1.72	2.60	3		2	1			1	1	1	6		
	6	this is a truck... // this... have large oils.	1	1	1.02	5.39	2		1	1				1	1	4		
	7	this is a bag .. for note computers... // this bag is black	4	4	1.02	2.00	2							1	1	4		
	8	this is a truck.. // this is this has long hose // this is red	3	3	0.93	1.95	3		1					1	1	4		
	9	he is a doctor.. // he is a Asian doctor	2	2	2.09	2.93	2						1	1		3		
	10	this is a chair.. // this have large two wheels. // this is for...disabled people	5	5	2.60	3.53	3		1	1				1	1	4		
	11	this is the insect.. // this can often seen in summer.	3	3	1.02	1.95	2		1	1				1	1	4		
	12	this is a .. office tool.... // this can write a straight line.	3	3	1.35	3.72	2		1				1	1	1	6		
	13	this is a kitchen tool. // this is used for tea.	3	3	1.72	3.16	2		1				1	1	1	6		
	14	he is a man. // he is.... he.. introduce // he is in marriage	1	2	1.86	2.97	3		1	1				1	2	4		
	15	this is a shirt. // this is white shirt. // this shirt for men... // this has no sleeves	4	4	0.79	1.81	4		1				1	1	1	6		
	16	this is animal. // this is used for .. chemical experiment	3	3	1.25	2.08	2		1					1	1	4		
	17	he is a man. // he is like a carpenter. // he mix bri brick	2	2	1.90	2.59	3		1	1				1	1	6		
	18	this is a bird. // this has long foot..// this has .. nn long neck. // this can't fly	5	5	1.53	2.69	4		3					1	1	4		
	19	this is a tree, this haaa nn not in ??	1	1	0.88	1.77	1							1	2	4		
	20	this is the this is for garden tool // this can .. this is this .. give water	3	3	2.18	5.67	2							1	1	1	6	
74	1	1	it is .. thick heavy strong shoes	2	2	1.72	3.76	1					1	1		3	To: 102	
	2	.. it is huge boat	2	2	3.67	5.71	1						1	1		3	tf: 8	
	3	... he is a worker / that fixes water pipe	4	4	4.09	8.87	1	1	1	1				1	1	4	tc: 42	
	4	it is black tall hat	2	2	1.81	3.62	1						1	1		3		
	5	it is a cleaning tool	2	2	2.28	7.01	1						1	1		3		
	6	it is a large vehicle	2	2	2.79	4.32	1						1	1		3		
	7	it is a bag . that	1	1	2.09	2.69	1							1	2	4		
	8	it is a .. large vehicle ...	1	2	2.49	7.38	1						1	1		3		
	9	he is the doctor / that .. cure patients	2	2	1.58	3.39	1	1	1	1	1			1	1	4		
	10	this is moving chair	2	2	1.58	2.97	1						1	1		3		
	11	. it is insect that	1	1	1.81	2.37	1							1	2	4		
	12	it is office tool and convenient	2	2	1.90	3.30	1						1	1	1	6		
	13	. this is ... kitchen tool . this is small kitchen tool .	2	2	2.14	7.43	1						1	1		3		
	14	..... this is master of ceremony ...	1	1	6.64	7.99	1							2		2	
	15	.. this is thick wear . / using underwear	1	1	4.27	6.92	1	1	1	1	1		1	1	1	6		
	16	this is cute small brown animal	2	2	1.90	4.27	1						1	1		3		
	17	. this is . he is worker .. / using block	2	2	1.95	5.29	1	1	1	1				1	1	4		
	18	.. this is very large animal .. // and running fast ...	3	3	2.42	4.04	2		1	1			1	1	1	6		
	19	. this is .. large tree	2	2	2.04	4.83	1						1	1		3		
	20	. this is gardenin . gardening tool	2	2	2.18	3.39	1						1	1		3		
75	2	1	.. this is boots...// nnn we use them / when go / hiking	3	4	1.81	2.42	2	2	3	1	2	1		4	To: 140		
	2	this is big ship..nn...nn....	2	2	1.12	1.72	1						1	1		3	tf: 17	
	3	this is a .. he is a.. he prepare the pipe	1	1	1.67	9.10	1		1	1				2		5	tc: 52	
	4	this is a top- hat // this hat is black.. // and usually you often use	2	2	0.46	1.49	3		1					2	1	4		
	5	.. this is a.. tool nn.. / to clean the room	2	2	2.23	4.97	1	1	1	1				1	1	4		
	6	this is a kind of truck.. // this truck has big tank	3	3	1.35	2.97	2		1					1	1	1	6	

7	.this is a bag...// it is used / for.... remove computer	2	2	1.02	1.77	2	1	2	1	1	1	1	1	1	4		
8	this is a fire truck.... // this run fast to....	2	2	0.98	1.63	2		1	1				2	1	4		
9	this is a . [W- anpunctuarist] // he is a pun.. he is ah [W- anpunctuarist] he..	1	1	1.02	3.20	2							3		2		
10	this is a wheelchair. // it is used by injured people	3	3	0.19	0.88	2		1					2	1	4		
11	this is a .. it it.. it's crying cries very lovely	1	2	0.93	7.34	1		1					1		5		
12	this is a scale.. // we use them / when.. nn. stra when write straight line	2	3	0.56	1.16	2	1	2	1	1	1		2	1	4		
13	this is a strainer. // this is a small kitchen tool.... to...	2	2	0.28	1.02	2						1	2	1	6		
14	.....this is a .. condu....<eeee wakannee!>	0	0	5.39	15.00	1					1				1	
15	this is a shirt... // nn this is a . [J- running- shirts]...u	2	1	0.88	1.86	2							1		2		
16	...they.. guinea pig... // it has brown fur	2	2	2.97	5.67	2		1					2	1	4		
17	... he is a he .. ah	0	0	3.02	15.00	0					1				1		
18	.. this is animal with long.... long legs and long....	2	2	1.90	2.46	1	1		1				1	1	4		
19	this is a chestnut tree. // it grows....	2	1	0.65	2.28	2		1					2	2	4		
20	.. this is a watering can.. // it is u used / to water..	2	2	1.39	2.14	2	1	2	1				2	1	4		
76	3	1	a a this is . strong shoe .. // an this is . boots	2	2	1.86	3.69	2				1	1	1	6	To: 182	
2	. this is big ship . an this is	1	2	2.04	2.81	1						1	2		4	rf: 11	
3	. this is worker // he is maintenance water pipe	3	3	1.88	2.18	2		1	1				1	1	4	tc: 63	
4	this is . black hat // this used for man .. s .	3	3	1.49	3.23	2		1	1			1	1	1	6		
5	.. this is .. equipment // this used ... / clean the room	2	2	3.39	6.15	2	1	2	2	1	1		1	1	4		
6	. this is a kind of truck .. big truck . this is . this	2	2	2.04	4.88	1						1	1	1	6		
7	. this is a bag .. // an ... this used / take the notebook [J- pasocan]	2	2	2.02	2.55	2	1	2	2	1	1		1	1	4		
8	this is a red truck// this is running with siren ... fire .	3	3	0.74	1.16	2		1				1	1	1	6		
9	this is a doctor . // he an he is a doctor // he's Asian doctor // he use needle / to cure patient	4	4	0.63	1.12	4	1	2	1			1	1	1	6		
10	. this is nn.. wheelchair . // this is .. chair	1	1	1.56	7.22	2							2	1	4		
11	... this is insect small insect . // an this cry in summer // this is flying	3	3	2.58	3.67	3		2	1			1	1	1	6		
12	.. this is a rules . // this . used / to .line	1	1	3.62	3.97	2	1	2	1	1	1		4	1	4		
13	.. this is kitchen equipment // this is small // this has . net like net a kind of net	4	4	2.16	4.13	3		1				1	1	1	6		
14	... this use .. a person a kind of person this	1	1	3.90	10.54	1		1	1				1	2	6		
15	this is a shirts . // this underwear . white // this is a no- sleeve .. // this is shirt wear	3	3	0.93	1.35	4							1	1	4		
16	.. this is animal / for .. examine . small brown hair fur	2	2	3.14	3.55	1	1	1	1	1	1		1	1	4		
17	this is a man .. / for gardening ... he ... nn	1	1	1.02	1.35	1	1	1	1	1	1		1	1	4		
18	. this is a bird big bird . // un . this has two legs / to running very fast	4	4	1.32	1.81	2	1	2	1	1	1	1	1	1	6		
19	this is a tree // nn this has a nut . // we use needle	3	2	0.56	1.07	3		2					1	1	4		
20	this is watering .. can ... // this use / to . water . to plan? plant..	3	3	0.86	1.74	2	1	2	1	1			2	1	4		
77	1	1	. this is a eetto hiking boots. // n- to this is strong .. shoes .	3	3	2.00	4.18	2				1	2		3	To: 119	
2	... this is big .. big ship	2	2	4.09	8.78	1						1	1		3	rf: 10	
3	... he is .. he is worker . eeto. / fix . wa. water	1	1	4.46	8.36	1	1	1	1	1	1		1	2	4	tc: 49	
4	this is top hat ... // this . n this is .. eeto .. eh . black black hat	2	2	1.02	1.58	2						1	2		3		
5	... this is a n- to .. house household tool	2	2	5.02	9.29	1						1	1		3		
6	.. this is .. a contra. construction . truck	2	2	3.16	7.25	1						1	1		3		
7	. this is a bag / n- to to carry . to carry the personal computer	4	4	2.18	2.74	1	1	1	1				1	1	4		
8	.... fire. fire. fire truck . // this is a red large truck	2	2	5.48	5.48	2						1	2		3	
9	..... he. he is an Asian doctor with needle .	3	3	5.94	8.52	1	1	1				1	1	1	6	
10	wheelchair ... // this is a vehicle .. he for a . disable	2	2	1.24	1.24	2							2	1	4		
11	.. this is bug insect . nn he an this etto	1	1	3.02	3.76	1							1	2	4		
12	. measure .. // this . this is office tool, office item e- to, scale	3	2	2.32	2.32	2						1	1		3		
13	. strainer . // this is . kitchen tool .. eh ... kitchen tool	2	2	1.63	1.63	2						1	2		3		
14	.... he he is he is a person with	1	1	5.43	12.21	1	1		1				1	2	4	
15	this is shirts . an . with sports . or ... after bath . eh.	1	1	1.67	2.32	1	1		1	1			1	1	4		
16	. guinea pig .. // eh. this ani. this is animal eetto. / used medical	2	2	1.90	1.90	2	1	1	1	1	1		2	2	4		
17	this is. eh worker .. he is . he is a worker . nn e he is . n-	1	1	1.95	3.99	1							1	2	4		
18	.. this is large . animal	2	1	2.74	4.18	1						1	1		3		
19	. chestnut tree . // eh . nn this is big tree .. eh . n- to	2	1	2.09	2.09	2						1	2		3		
20	water can . // this is .. this is gardening tool . e- to . u- nto	2	2	1.21	1.21	2						1	2		3		
78	4	1	this is a hiking boots . // eh . this is a umm ... um leather shoes / when ...climbing	3	3	0.79	1.35	2	1	1	1	1	1	2	1	6	To: 172
2	.. this is a ferry .// eh this is a bi, large vehicle ... eh .. the eh passenger in	2	2	1.58	2.18	2						1	1	2	6	rf: 17	
3	.. this is a plumper ...// um a . he is a plam . he is a plember ..// eh he is a engineer .. eh	2	2	1.95	2.51	3							2		2	tc: 64	
4	this is hop- hat ... // this is black hat eh .. when . um . which men a <nanda?> which	2	2	0.70	1.30	2						1	2	2	6		
5	.. um .. this is cleaning ...clean to um.. this is a ..loto??	1	1	3.72	4.27	1							2		5		
6	.. um . this is a .....um lar large vehicle . // um . this body is yellow .. this	2	2	2.60	9.38	2						1	1	1	6		
7	.. this is a ... um . large bag eh . / which is .. personal computer .. in it	3	3	1.72	5.20	1	1		1			1	1	1	6		
8	this is a fire . fire truck / when eh fire fighter .. is ride on it	2	3	0.74	1.35	1	1	1	1	1	1		2	1	4		
9	.. he is ac- .. acupunctuarist . // eh . he is a . Asian . he is like Asian doctor ch . with many needle	3	3	1.95	4.69	2		1		1		1	1	2	6		
10	. this is a wheelchair ...// this is a ... eh . chair . with wheel . two large wheels	2	3	1.25	2.04	2							2	1	4		
11	.. um? . this is . a beetle . // eh . this ha this has large wing	1	1	3.67	5.29	2		1					1	1	4		
12	.. ruler // this is a measure .. eh ... ma .. / made of . made of plastic	2	2	1.58	2.46	2	1	1	1				2	1	4		
13	.. this is a strainer . eh.... / using ... um	1	1	1.72	2.37	1	1	1	1	1	1		2	2	4		
14	.... ah ... he is a um <shikai>	0	0	6.83	15.00	1					1				1	
15	this is a eh . inner shirt .. inner shirts // this is white clothes eh ... for men . for	3	3	1.49	3.30	2						1	1	1	6		
16	this is ... [W- geegek] guinea pig . guinea pigs, ahh these are guinea pigs and ... when um	1	1	0.84	2.93	1							2	2	4		

17	... this is plas, plaste, plaster .. // um he is . he is a kind of carpenter	2	2	3.44	4.18	2						1	1		3
18	. this is a la . big animal .. // eh ... this leg le ... this leg and a neck are very long	3	3	1.35	2.65	2						1	1	1	6
19	this is chestnut tree .. // um the chestnut have a .. many many needle um	2	2	0.70	1.30	2		1	1					2	4
20	this is a ... ch . waterings can . ceto / when .. water . um .. given water . to a plant . um <owatta>	2	2	0.84	3.72	1	1	1	1	1	1			2	4

Test 3 (Delayed post- test)

No. Gr.	Q	Transcription	意味		処理速度		文法能力						方略分析						語数						
			R1	R2	S1	S2	AS	←cl	prep	V	E	PM	UG	Av	PM	Ap	HN	Ph		De	CS				
2	2	1	this is a . cowboy hat	2	2	1.16	3.48	1						1					3	To	120				
		2	. . this . this is a . . Japanese	0	0	3.48	13.14	1						1					2	1	tf	11			
		3	this is a insect // and many . . many and legs this have many and legs	3	3	1.30	2.00	2			1	1							1	1	4	tc	47		
		4	this is a ship // this used by military	3	3	1.86	2.74	2			1	1							1	1	4				
		5	this is small machine .// this used / for ... cut the grass . grass?	4	4	1.25	1.77	2	1		2	2	1	1	1	1			1	1	1	6			
		6	this is a animal and covered . with su slip	2	2	1.35	2.32	1			1										2	4			
		7	this is a car . // . this is carries a broken car	3	3	1.86	2.83	2			1	1								1	1	4			
		8	. . . they are ... covered with needles // this is looks like rat	4	3	3.62	4.13	2			2										1	5			
		9	... this is a . . nn	0	0	5.02	15.00	0							1							1			
		10	. . this is . carries the . . ducks ducks??	1	1	3.25	5.11	1			1										2	5			
		11	. he is made the house .// he is a carpenter	2	2	3.90	5.02	2			1	1								1	1	4			
		12	. . . manager . . .	1	1	4.97	4.97	1							1						1	1	1		
		13	this is a wild flower .// this is a yellow	3	3	1.25	2.51	2							1					1	1	6			
		14	. this is an . . . gather the	1	1	2.51	11.70	1			1	1									2	5			
		15	. this ... baby's car . . .	2	2	2.32	3.02	1							1						1	3			
		16	. this is a bag // this carries anything // color is blue	2	2	2.46	3.16	3			1										1	4			
		17	. this is a car // this cleans the road	5	5	1.81	2.60	2			1										1	4			
		18	. . . she is the assistant the . . . mother ...	2	2	3.99	5.71	1													1	4			
		19	this is a white shirt . this . . .	2	2	2.00	3.02	1								1					1	3			
		20	this is a small kitchen tool , // this used / washing wash the bowl	4	4	1.39	2.00	2	1		2	2	1	1	1	1	1			1	1	6			
3	1	1	. . this is a hat / which used in Mexico	3	3	2.60	3.11	1	1	1	1	1	1					1	1	4	To	136			
		2	. . this is a . kind of shoes / which is made of wood	3	3	2.79	8.08	1	1		1	1							1	1	6	if	9		
		3	. . this is a insect / which has many legs	3	3	2.79	4.04	1	1		1	1								1	4	tc	37		
		4	. . . this is a kind of ship . . .	2	2	4.97	6.55	1												1	3				
		5	. . . this is . . instrument / which is used / to clean	2	2	5.48	10.26	1	2		2	1								1	4				
		6	this is kind of animal . . like snake	2	3	2.83	5.71	1												1	6				
		7	this is truck / which used / to . pull the car	3	3	3.58	5.06	1	2		2	1	2	1						1	4				
		8	. . . this is animal / which has many needles	3	3	3.20	3.86	1	1		1	1								1	4				
		9	. . this is a small tool . / which is used / to point . in the book	4	3	3.58	4.41	1	2		2	1				1				1	6				
		10	. this is a person . . / who throw away garbage	3	3	4.83	5.71	1	1		1	1	1	1							4				
		11	. . this is person . . / who make	1	1	5.85	7.15	1	1		1	1	1	1							2	4			
		12	. this is a person	1	1	3.53	4.18	1													1	2			
		13	. this is a kind of flower . . / which is round shape	3	3	2.42	4.32	1	1			1								1	6				
		14	this is a tool / which is used / to clean	2	2	3.07	5.02	1	2		2	1									4				
		15	. . . this is a kind of vehicle	2	2	4.88	6.27	1												1	3				
		16	. . this is a kind of bag . . .	2	2	3.81	4.92	1													1	3			
		17	. . . this is truck . . / cleaning	2	2	4.69	6.13	1	1		1	1	1	1							4				
		18	. . this is a kind of doctor / who help	2	2	3.62	5.16	1	1		1	1	1	1						1	6				
		19	this is a kind of shirt	2	2	3.90	7.11	1													3				
		20	. this is a kitchen tool . / to clean	2	3	4.41	5.43	1	1		1	1								1	4				
4	4	1	this is hat.. // this is used / to see in Mexico. // this has this shape is round	5	4	0.60	5.62	3	1		2	1	1	1					1	4	To	190			
		2	this is Japanese traditonal shoes // ... this has ... stripe .. this is	3	3	1.86	3.30	2			1									1	6	tf	14		
		3	this is insect // this has many many foot // and this shape is this shape color is black	4	4	1.53	2.14	3			1									1	4	tc	55		
		4	this is kind of ship. // this is used . we can see it in war // and this is a big shi.. ship	4	4	1.77	3.07	3			1									1	6				
		5	this is a machine . // this can remove we can use it / to remove	3	2	1.35	2.00	2	1		2	1								1	4				
		6	this is a insect. // this has four legs // and this.. this is like a snake	4	4	1.86	3.20	3			1									1	6				
		7	this is a car // this is .. this .. this can pull a car	3	3	1.58	2.60	2			1										4				
		8	this is an animal // this has this two ear and this has	2	2	2.55	3.53	2			1										4				
		9	this is pencease ... we can we can	1	1	3.34	5.34	1													4				
		10	who he is ... he is throwing away	1	1	3.02	9.15	1			1										5				
		11	he is .. he is like a carpenter.. // he draw a wall he	3	3	3.30	7.11	2			1	1								1	6				
		12	this is a manager . // he he manages building and	2	2	2.93	4.51	2			1										4				
		13	this is a kind of flower. // this . we can see it in spring // this is like a lion	5	5	2.14	4.69	3			1									1	6				
		14	we can use it / when we ...we put ... we gathered ...gu. we gathered	1	1	2.14	2.60	1	1		2	1	1	1							5				
		15	this is ..nann car ... // thi ...we can u.. a baby	2	2	2.28	5.06	2			1										4				
		16	this is kind of bag.. // we can . this has many pockets an this can	3	2	2.23	3.81	2			1									1	6				
		17	this is a car. // this is this clean the road this is	3	3	2.42	2.93	2			1	1									4				
		18	this is like a nurse. // she can she helps she helps woman to	3	3	1.21	5.16	2			1									1	6				
		19	this is shirt shirts // this the color is white // this has many buttons this is	2	2	2.00	4.18	3			1										4				
		20	this is brush. // this shape is this shape is round // we can use it ...	3	3	0.98	2.79	3			1										4				
5	1	1	this is a Mexican hat // uh. . this is big hat . and	3	3	1.72	2.42	2										1	6	To	146				
		2	this is shoes // un . and this is a Japanese traditional shoes // this is made of wood	5	5	2.42	2.97	3			1								1	6	tf	12			
		3	this is an insect . // this has many legs	3	3	2.14	4.18	2			1									4	tc	56			
		4	. this is a very big ship . . // and . this is a fighting ship	3	3	3.53	4.92	2												1	6				
		5	. this is a yard equipment . // this cuts grass	5	4	2.83	5.85	2			1									1	6				
		6	. . uh this is uh animal . // a . . people usually hate this	2	2	4.83	6.22	2			1										4				

7	. this is a vehicle . // this . remove . the illegal car	3	3	2.74	4.78	2			1	1				1	1	4		
8	. this is a small . animal . . the . .	2	2	2.28	4.09	1							1	1	2	6		
9	. . . this is an tool . . // it is used with book	2	2	4.37	5.76	2			1					1	1	4		
10	. . he . . gather garbage	2	3	4.55	7.94	1			1	1					1	5		
11	. . . he is an . construction person	2	2	4.60	7.62	1							1	1		3		
12	he is ah . ah . . . he is in mansion or apart	1	1	5.11	14.26	1									1	5		
13	. . this is a dandelion . // this is a wild plant	3	3	4.97	6.83	2							1	2	1	6		
14	. this is a tool . . // an we use this // we clean room	3	3	3.90	4.46	3			2					1	1	4		
15	this is the chair . . a baby in this chair	2	2	2.83	3.48	1								1	2	4		
16	this is a .daypack?? // this is used . . ah	0	1	2.09	9.10	2			1					4	2	4		
17	this is a truck . // this truck . clean roads	3	3	2.28	9.02	2			1	1					1	4		
18	. an she she helps pregnant woman	3	4	4.92	6.78	1			1							5		
19	. . this is a t- shirt . // and a . this is a formal t- shirt	1	1	3.53	4.18	2							1	4		3		
20	this is a kitchen tool . // this shaped is oval and a . .	3	3	2.28	2.97	2							1	1	1	6		
6	4	1											1	1		3	To 114	
2	this is Japanese shoes // this is made of wood	3	3	1.39	2.14	2			1				1	1	1	6	tf 8	
3	. . . . . this is . . ah	1	0	4.69	15.00	0							1			1	tc 39
4	this is a . ferry . . . // this is used for army . .	3	3	2.79	4.97	2			1						1	4		
5	. this is . . used to use / to cut grasses	3	3	5.20	8.50	1	1		2	1					1	5		
6	. . . . .	0	0	15.00	15.00	0							0			0	
7	this is . used / remove the car . . .	2	2	2.88	8.36	1	1		2	1	1	1				5		
8	. . . . this is . a kind of mouse . this has	2	2	5.62	9.85	1			1					1	1	2	6
9	. . . . this is paper // this is used / for check the page	3	3	5.81	6.50	2	1		2	1	1	1			1	4	
10	. . . . he is a .officer // he works / for . remove garbage	2	3	4.13	7.62	2	1		2	1	1	1			1	4	
11	. . . . he is a carpenter	1	1	4.88	5.43	1									1	2	
12	. . . . .	0	0	15.00	15.00	0							0			0	
13	this is dandelion	1	1	2.09	2.79	1									2	2		
14	. . . . this is a tool / for clean	2	2	3.95	4.64	1	1		1	1	1	1			1	4	
15	. . . . this is a car // this is use / for carry the baby	3	3	6.55	7.29	2	1		2	2	1	1			1	4	
16	this is a bag // this is a big bag	2	2	1.30	1.95	2							1	1		3		
17	. . . . this is a car . . // this has . long brush . . .	2	2	3.76	4.46	2			1						1	4	
18	. . she is . . a helper . . // she helps . . a maternity . lady . .	3	3	2.32	5.48	2			1						1	4		
19	. this is a shirt	1	1	2.79	3.48	1									1	2		
20	. this is a kitchen tool . // this is used / for clean	2	3	1.53	2.18	2	1		2	1	1	1			1	4		
8	3	1											1	1		3	To 112	
2	. this is a shoes / that Japanese . traditional	3	3	1.58	2.14	1	1		1	1	1	1			1	2	4	tf 10
3	. this is an insect . / that lives dark place . . .	2	2	2.32	3.95	1	1		1	1	1				1	4	tc 45	
4	. . . . this is a military ship	2	3	5.06	5.71	1							1	1		3	
5	. . this is . a . an equipment / to cut . . plant	2	2	2.74	4.78	1	1		1	1	1	1			1	4		
6	. this is an animal / live in . . in . . Amazon	2	2	2.09	2.79	1	1		1	1	1	1			1	4		
7	. . this is a truck / to carry . car	3	3	2.37	3.02	1	1		1	1					1	4		
8	. . this is an animal . . like . mouse	2	2	3.25	3.86	1								1	1	3		
9	. this is . a . . item . / to find out particular page	3	3	2.32	6.46	1	1		1	1	1				1	4		
10	. . he is a worker / to clean . . . city and . . .	2	3	2.93	4.58	1	1		1	1	1	1			1	4		
11	. he is a technician . to . . . construction . wall . . .	2	2	1.72	2.18	1									1	4		
12	. . . . .	0	0	15.00	15.00	0							0			0	
13	. this is an wild plant	2	2	2.00	3.67	1							1	1		3		
14	. . . this is an item / to clean . . clean . . and to keep	2	2	3.76	4.55	1	1		1	1					1	4		
15	. . this is a car / to carry baby	3	3	3.16	3.81	1	1		1	1					1	4		
16	. . . . this is a bag	1	1	5.76	6.41	1									1	2	
17	. this is a car / to clean road	3	3	1.49	2.14	1	1		1	1	1				1	4		
18	. . . . she is a . . . doctor / to hur . to help	2	2	4.46	8.92	1	1		1	1	1	1			1	2	4
19	. this is a white shirts . / to wear . formal place	4	4	1.58	2.28	1	1		1	1	1		1	1	1	6		
20	. this is a tool . . . / to use . . in kitchen	2	2	2.00	2.79	1	1		1	1	1				1	4		
9	1	1												1		2	To 106	
2	. this is . hat	1	1	2.14	3.44	1									1	2	4	tf 8
3	. . this is tool which is	1	1	2.97	3.76	1									1	2	4	tc 26
4	. . this is insect . . whih has . many . foots..	3	3	2.93	3.58	1			1						1	4		
5	this is .. boat?? . // it's it's big	2	2	1.53	3.90	2									1	4		
6	this is tool . . / which . we used . . to . .	1	1	0.74	1.49	1	1		1	1	1				1	2	4	
7	. .this is animal . / which .. live	1	1	3.72	4.37	1	1		1	1	1	1			1	2	4	
8	. this is car / which . carry .. car	2	2	2.14	3.11	1	1		1	1	1	1			1	4		
9	. this is animal . / who has .. which has	1	1	1.67	2.32	1	1		1	1					1	2	4	
10	this is tool . / which . used to	1	1	1.86	2.69	1	1		1	1	1	1			1	2	4	
11	. . this is a .. man . / who wor . work	2	1	2.74	3.76	1	1		1	1	1	1			1	2	4	
12	. this is a .. perosn . / who . works	2	2	1.67	4.55	1	1		1	1					1	2	4	
13	. this is a person / who .. tall?? .. building	1	1	2.65	3.39	1	1		1	1	1	1			1	2	4	
14	. this is a plant . which	1	1	1.72	3.11	1									1	2	4	
15	this is tool . . . which	1	1	1.53	2.32	1									1	2	4	
16	. this is vehicle . . . / to carry . baby	3	3	1.86	2.93	1	1		1	1					1	4		
17	. this is a bag	1	1	3.07	4.04	1									1	2		

	17	. this is vehicle / which .. we used / to clean	2	2	2.55	3.95	1	2		2	1	2	1			1	1	4	
	18	. this is the person . / who ... help	2	2	1.95	2.83	1	1		1	1	1	1			1	2	4	
	19	.. this is . the . shirts . is sleeve	1	1	3.53	6.92	1									1	2	4	
	20	this is a tool .. which	1	1	0.93	2.18	1									1	2	4	
10	4	1 . this is a hat . which is ... // this is a traditional hat . traditional .	2	2	1.49	2.37	2								1	1	1	6	To 154
	2	this is a shoes .. // this shoes .. is .. made of wood	3	3	0.93	1.72	2		1							1	1	4	tf 13
	3	. this is a insect / which has a lot of foot? ...	3	3	2.00	3.16	1	1		1	1					1	1	4	tc 46
	4	. this . is a ship . . / used for . . a war . in a war	3	3	2.18	5.20	1	1		1	1	1				1	1	4	
	5	this is a ... machine . . / used / to cut down a crown??	2	2	1.49	5.57	1	2		2	2					1	2	4	
	6	.. this is ... a . nimal this is animal / which has a long	2	2	2.42	8.92	1	1		1	1					1	2	4	
	7	. this is a car . / used / to move a other car	3	3	1.95	2.74	1	2		2	1					1	1	4	
	8	. this is . . animal / which . has . which has	1	1	1.72	4.55	1	1		1	1					1	2	4	
	9	.. this is a paper . / used . / to . check a . pick up a page ..	3	2	2.74	3.30	1	2		2	2					1	1	4	
	10	. this is a person . to .. this is a person / who . works .. around	2	1	2.42	3.16	1	1		1	1					1	2	4	
	11	.. this is a carpenter . // he works .. a	2	2	2.83	3.39	2		1							1	2	4	
	12	.. this is the person .. / who .. who watch . es . building	2	3	2.97	3.48	1	1		1	1	1				1	1	4	
	13	this is a flower // this flower ... is . n? flo, this flower .. is watched in	1	1	1.07	1.72	2			1	1					1	2	4	
	14	.. this is . this is instrument / used .. for . clean ..	2	2	2.18	4.27	1	1		2	1	2	1			1	1	4	
	15	. this is a car ... to . it / which is used . / for baby	3	3	1.72	3.30	1	2		1	1					1	1	4	
	16	.. this is a bag . this bag is	1	1	2.55	3.25	1									1	2	4	
	17	.. this is a car . // this car cleans around the city	3	3	2.28	3.25	2		1							1	1	4	
	18	. this is a woman / who helps a . person . / who will give birth	5	4	1.90	2.74	1	2		2	2					1	1	4	
	19	. this is a suit . // see . shirt . . this suit . shirt is made of cotton . // this shirt is . a white	3	2	1.35	3.62	3		1							1	1	4	
	20	. this is a kitchen tools / to clean ... to	2	3	2.00	2.65	1	1		1						1	2	4	
12	1	1 ah . t . this is a hat . ah this is a large hat . // and . en . color is . red // and has er . colorful . col? un	3	3	1.58	2.28	3		1						1	1	1	6	To 207
	2	. a . this is a Japanese shoes . eh . Japanese traditional wooden shoes and ... elderly people usually eh . put on this	5	5	1.25	1.77	1		1						1	1	1	6	tf 19
	3	. ah . this is like a insect // and has so many . so many foots // and body is flexible	4	4	1.86	2.79	3		1						1	1	1	6	tc 71
	4	. ah . this is heavy heavy ship // an this has so many weapons ah . // and it used?	3	3	2.60	3.20	3		2	1					1	1	2	6	
	5	. eh . this is a machine // and . this cuts grasses in the yard . . // ah we can . . easily . cuts their grasses	5	5	1.86	2.46	3		2							1	1	4	
	6	. an . this is a . a this lives in . . etto water . . a rives . and . . this is . a	2	2	2.09	4.92	1		1							1	1	5	
	7	. ah . this is . this blue car is a . eh . . . a pulled a troubled car eh	4	4	1.77	3.76	1		1	1						1	1	4	
	8	. a this is a small animal // and this is furry ah . . // and this is covered with furry	3	2	2.23	3.76	3		1						1	1	1	6	
	9	. an . . this i- . this is a ah . paper and . uses ah . use on a .	2	1	4.55	9.29	1									1	2	4	
	10	. ah . this man wor.. this man worked . with a truck // and this man gathers so many garbage . . and .	4	4	1.86	2.28	2		2	1						1	1	4	
	11	. ah he is a worker // and he . make or repair the wall ah wi . a // he uses cement an	5	5	1.67	2.14	3		2	1						1	1	4	
	12	. . an . the a this is the man ah . who .. re .	1	1	2.93	5.16	1									1	2	4	
	13	. an this is a plant . // and this I- this has so many seeds // and seeds are flying	4	4	0.84	1.44	3		2							1	1	4	
	14	. an . . this is a cleaning tool // and this gathers eh . garbages with eh	3	3	3.02	4.46	2		1						1	1	2	6	
	15	. ah . this is a . eh . baby car // and . . mother . . ride on this car . a	3	3	2.18	5.02	2		1	1					1	1	2	6	
	16	. un . this I- . this is like a bag and . an . we can	2	2	3.07	6.50	1								1	1	2	6	
	17	. oh . this is a truck with large brush // and this clean . the . ah . roads . ah . road an	5	5	2.42	2.97	2		1	1	1	1				1	1	4	
	18	. . ah she . she is a assistant . an for the eh . woman / who has eh . baby	4	4	1.81	4.41	1	1		1	1					1	1	4	
	19	. . u . oh . this is a white formal shirt // . eh . has . six buttons	3	3	4.23	5.90	2		1						1	1	1	6	
	20	. a . this is a kitchen tool // and . . when we . want / to clean a heavy	3	3	0.88	1.39	2	1		2	1				1	1	2	6	
14	3	1 .. this is a hat . // u . this is shaped . ah this is over . shaped hat . // this is red hat .	3	2	2.55	3.39	3								1	1	1	6	To 199
	2	.. this is wooden shoes // .. this is Japanese wooden shoes . / shaped shaped square .	5	5	1.72	2.14	2	1		1	1				1	1	1	6	tf 16
	3	. this is an insect . // this insect has a lot of legs // uh this is long insect .	5	5	1.00	1.72	3		1						1	1	1	6	tc 60
	4	. this is a lig ship ... this is ... re?	2	2	1.16	1.77	1								1	1	3		
	5	.. this is ma . machine . / for cutting weeds .	3	3	2.32	3.92	1	1		1	1					1	1	4	
	6	.. this is a . small animal . like alligator . lut .	3	3	2.79	5.85	1								1	1	1	6	
	7	.. this is ah .. truck? . for ... parked on roads or	2	2	1.77	5.13	1									1	2	4	
	8	this is a small animal .. // this has a large of needle . in .. its back .	4	5	1.44	2.04	2		1						1	1	1	6	
	9	... this is . post- it .. // this is ah we use this / for marking?	3	3	2.51	4.53	2	1		2	1					2	1	4	
	10	this is garbage , garbage truck ah . // this car in gathering .	2	1	1.51	2.02	2		1	1					1	1	2	6	
	11	.... this is a person . / made . block . block?	2	2	5.90	6.76	1	1		1	1	1	1			1	1	4	

12	.... eh the people . / who .. checked ...	1	1	4.64	4.81	1	1	1	1	1	1	2	4					
13	... this is a flower . yellow flower // it has a lot of seeds // the seeds are flowing	4	4	2.55	3.39	3		2	1			1	1	6				
14	. this is / for cleaning // .. this is an . item / for cleaning // this is / for gathering the gabege for	3	3	2.88	3.95	3	3	3	3			1	1	4				
15	this is a wheel chair ... // we lay baby's ... thin wheel chair .	3	3	1.58	1.95	2		1				4	2	4				
16	.... this is ah ... this is a lay we . when	0	0	3.39	10.03	1						2		5				
17	... this is a truck .. // we uses . / for clean?	2	2	2.37	3.48	2	1	2	2	1	1		1	4				
18	.. she is ah .. person .. / who . help . the pregnant woman.	4	4	2.14	4.37	1	1	1	1	1	1		1	4				
19	... this is a shirt . we we on thin shirt for formal cerermony.	4	4	3.20	3.86	1						1	1	4				
20	.. this is a tool / for cleaning for cleaning . the kitchen tools . like pots . pans // . this is shaped oval.	5	5	2.79	3.90	2	1	2	1			1	1	4				
15	2	1	..this is a hat // this has very large .. large courve Mexican hat	3	3	2.04	2.69	2		1		1	1	1	6	To	189	
	2	2	.. this is a sandals. // this is a kind of Japanese shoes / made of wood this is	4	4	2.65	5.11	2	1	1	1		1	1	1	6	tf	16
	3	3	.. this is a kind of worms // this have very many many many legs this is	4	4	3.07	5.29	2		1	1		1	1	1	6	tc	58
	4	4	.. this is ship of military. // this has . a pistols or	3	3	3.07	4.64	2		1			1	1	4			
	5	5	.. this is a agricultural ... agricultural	1	1	3.07	5.34	1					2		5			
	6	6	... this is kind of .. this shape like snake // and this has a legs	3	3	2.88	10.73	2		1				1	5			
	7	7	... this is a car / which pull car. broken	3	3	3.99	6.64	1	1	1	1	1	1	1	4			
	8	8	.. this is a kind of animals // this has a very . a lot of needles . // this is like a mouse	4	4	2.04	3.20	3		1			1	1	1	6		
	9	9	.. this is a kind of paper tools this can . this can.. this can	2	2	2.14	3.76	1					1	1	2	6		
	10	10	.. he is a . person / who .. who clean garbage	3	3	2.42	4.92	1	1	1	1	1	1	1	4			
	11	11	.. he is a worker . / who can . who can make a walls .. and he can	3	3	2.14	2.69	1	1	1	1			1	1	4		
	12	12	... he is a ... he is a ...	0	0	4.27	15.00	0				1			1			
	13	13	this is a dengelion // this has this is this color is yellow .// and this is kind of plant	3	2	0.98	1.58	3					1	2	1	6		
	14	14	. this is a cleaning tools .. // this can gather . garbage on this tool..	3	3	1.39	2.04	2		1			1	1	1	6		
	15	15	.. this is a cart / which used for babies // mother can push this cart	5	5	2.46	3.39	2	1	2	1	1	1	1	4			
	16	16	..this is the backpack. // this can this can .. carry	2	2	2.60	4.09	2		1			2	2	4			
	17	17	..... this is a car // this has like a mops inside them	3	3	6.32	7.20	2		1			1	1	4			
	18	18	. she is the woman / who help mother. who ...	2	2	1.35	3.11	1	1	1	1	1	1	1	4			
	19	19	. this is the white shirt .. // this is put on this is putted on	2	3	2.04	2.30	2		1	1		1	1	2	6		
	20	20	.. this is a scouring scouring sponges // this is very hard // and this can clean the pans and.....	4	4	2.04	2.55	3		1			2	1	4			
16	2	1	. this is a hat . . . // this is wear by woman . // this is a European style	3	3	2.10	2.76	3		1	1		1	1	1	4	To	131
	2	2	. this is a kind of shoes . . // it is a old Japanese shoes	3	3	1.77	3.18	2				1	1	1	1	6	tf	11
	3	3	. this is a consect . consect . . // there are . many . .	1	0	3.27	4.02	2					4	2	4	tc	46	
	4	4	.. this is a big ship . . / this is used . when . .	2	2	1.83	2.65	1	1	1	1	1	1	1	2	6		
	5	5	.. this is a kind of cleaner . . // this cut plant . .	2	2	2.46	3.83	2		1	1		1	4	1	6		
	6	6	... this is a animal . . .	1	1	5.53	6.32	1					1		2			
	7	7	.. this is a truck . . // big car is . bring the small car	2	2	3.32	4.04	2		1	1			1	1	4		
	8	8	. this is a animal . // this live in forest . . live in . fore forest . . // this is a brown hair	2	2	1.56	2.21	3		1	1			1	1	4		
	9	9	. it used . used . textbook . .	0	0	7.66	7.99	1		1	1	1		2	1			
	10	10	... this car . is . . take garbage . .	2	1	5.69	6.04	1		1	1			1	1	4		
	11	11	... he is a carpenter . // he is work . workman	1	1	8.22	8.94	2		1	1			1	2	4		
	12	12	..... he	0	0	14.63	15.00	0				0			0			
	13	13	. this is ah flower . // this flower is . bloom . in spring	2	2	1.51	3.02	2		1	1			1	1	4		
	14	14	..... this is a tool . // it gather	1	2	7.92	9.68	2		1	1			1	2	4		
	15	15	.... baby ah . is it	0	1	5.92	5.92	1				1			1			
	16	16	. this is a bag . . // this is an useful bag	2	2	1.35	2.96	2				1		1	3			
	17	17	.. this is a car . // this can clean the road	3	3	4.41	5.22	2		1				1	1	4		
	18	18	... she is a nurse . . .	1	1	3.95	4.88	1						1		2		
	19	19	. this is a cloth . . // this . this . worn by man	2	2	4.74	5.46	2		1	1			1	1	4		
	20	20	. this is a cleaning tool . // this is used in kitchen	2	3	3.02	3.86	2		1			1	1	1	6		
17	1	1	this is a hat . // it's red and colorful hat . // nn it's western hat . nn .	3	3	4.78	4.41	3				1	1	1	1	6	To	181
	2	2	this is shoes . // its they're made of . wood // and . clothes it's they are Japanese shoes	3	3	0.93	1.35	3		1			1	1	1	4	tf	18
	3	3	. this is . insect // . its ha.. eh . it have many many feet. ie. legs and	3	3	1.72	3.62	2		1	1			1	1	4	tc	63
	4	4	this is ship // and . eh . it's ... it's like in or au. in war..	2	2	1.25	1.81	2					1	2	4			
	5	5	. this is electrical. ah machine // it cut grass . eh . yard grass	3	3	1.95	3.30	2		1	1		1	1	1	6		
	6	6	... this is . nn .. I don't like it. // this is an animal n? oh animal.	1	1	3.20	7.94	2		1				1	1	2		
	7	7	. this is car un trusk . //eh this is carry another car...	2	2	2.09	2.88	2		1	1			1	1	4		
	8	8	. this is . animals . // they are they have . un a lot of needles . an the needles like. mountain	3	3	1.67	2.97	2		1				1	1	4		
	9	9	.this is ... ha. we are . we are use this / a checked in book..	1	1	1.72	8.36	1	1	2	1	1	1	1	5			
	10	10	.. he is .. he is worker . // he .. he clean dusts..	2	2	2.60	5.90	2		1	1			1	1	4		
	11	11	he is a worker, // he un he make a wall. un strain?? the wall	2	3	1.58	3.25	2		1	1			1	1	4		
	12	12	. they he is .. nn live in a [J- bill] . un owner the owner the [J- bill's] owner	2	1	2.79	9.20	1		1	1				1	5		
	13	13	. this is a flower. // is seeds flow . e. by. by wind nn // the flower is yellow// and seed is white	5	5	1.53	2.18	3		1				1	2	4		
	14	14	this is clean this is item clean item. // its carry a dust carry dusts. un . nn	3	3	1.02	1.81	2		1	1		1	1	1	6		
	15	15	this is . wal?? tyu?? wal?? car eh they're in they this carry a baby...	2	2	1.07	2.69	1		1	1			1	5			
	16	16	. this is . s . nn bag. // they ha they use . n big bags . s. backpack. nn	2	2	1.35	3.76	2		1			1	1	1	6		
	17	17	. this is . car. // they this works. en . snow day an a . snow day	2	2	1.86	2.93	2		1				1	1	4		
	18	18	. she is . she is assistant. // and she take the baby, home on?? // the mother . ah ..get	1	1	1.25	3.44	3		2	2			1	1	4		
	19	19	this is shirts // .un this weared by this is weared by . en. office worker men	2	2	1.21	1.95	2		1	1			1	1	4		
	20	20	this is kitchen tool // . this ii this have many like needles .. like sponge....	3	3	0.70	1.44	2		1	1		1	1	1	6		
18	2	2	this is a hat // . . . this worries red . // this hat is . Mexican hat	3	3	0.70	1.30	3		1	1		1	1	1	6	To	183

2	this is a shoes . this is a Japanese shoes . // this is a made of woods	3	3	1.02	1.77	2		1			1	1	1	6	tf	12		
3	this is an insect // . . this has . many . . many feet . // this body is long	4	4	0.84	1.34	3		1				1	1	4	tc	62		
4	this is a ship // this used . / when . war	2	2	1.53	2.23	2	1	2	2	1	1		1	2		4		
5	. . . . this . . cut ple . pla . plan	1	1	3.53	5.57	1		1	1					2		5		
6	. . . . . this is an animal ? . . // this has long tool . . this	1	1	5.76	6.46	2		1					1	2		4		
7	. . . this is crash car . . // this pull . pull broken car	2	2	3.07	5.06	2		1	1				3	1		4		
8	. this is an animal // . . this has many . . needles // . . this is a small // . this looks like mouse	5	5	0.84	1.44	4		2					1	1		4		
9	. . . this is a this looks . note // . this is a tool . . gosha?? stationary // . this is a stationary	1	1	2.28	8.50	3		1					1	2		4		
10	. . this is a . . car // . this is a . ca. big car . special car . this has a	2	2	2.51	5.20	2							1	1		4		
11	. he is a worker	1	1	2.32	2.79	1							1			2		
12	. . . he is a . . ah . manage . // his view? he is a person	1	1	4.27	7.43	2							1	1		2		
13	. he is a flower // . this flower is yellow // . . this flower bloom in spring	3	3	1.44	2.18	3		1	1				1	1		4		
14	. this is a tool . u . // when we clean . . // we use it	2	2	1.16	2.69	3		2					1	1		4		
15	. . . this is a . college . a .<chiagu>. carrige . // this has a in baby	1	1	5.29	7.25	2		1					1	2		4		
16	. this is a bag // . this is . . this body is blue // . . this has many pocket	2	2	0.79	1.49	3		1					1	1		4		
17	this is a special car // . . this clean . on the road // . this is a big car // . this has a brush	5	5	1.02	1.57	4		2	1			1	1	1		6		
18	. she is a nurse // . . she . e . she help . . a . mother . when . . .	2	2	1.67	2.37	2		1	1				1	1		4		
19	this is a white shirt // . . this is a . woman wear it . . often . a . man	2	2	0.70	1.58	2		1	1				1	1	1	6		
20	this is a kitchen tool . . . when pan . . wash . . . eraser	2	2	1.72	4.27	1							1	1	2	6		
19	3	1	. . . this is a hat with . uh . this is a red hat . with u . . . beautiful edge	3	3	4.39	4.81	1		1		1	1	1	1	6	To	171
2	this is a Japanese shoes traditional shoes // . . it made of wood	5	5	1.63	2.25	2		1	1			1	1	1	6	tf	17	
3	. . . this is zu . . a kind of insect // . it has a lot of . . leg? and long? long . . .	3	3	3.62	5.97	2		1					1	1	1	6	tc	60
4	. . . this is a ship for fight . a lot of weapon	3	3	2.76	3.33	1							1	1		4		
5	. . . this is an instrument for a gardening // . . it . it we for a eat grass	2	2	2.04	2.69	2		1					1	1		4		
6	. . . . this is . an animal . with long	2	1	5.90	10.26	1		1		1			1	2		4		
7	. this is a truck . . / to pull . . a car . a damaged car	4	4	2.74	3.72	1	1	1	1	1			1	1		4		
8	this is an animal with a lot of hard fur // the fur is like needles	3	3	1.67	2.23	2	1	1	1	1	1		1	1		4		
9	. . . this is an . . . this is an item an . . an . . . / to remember page of book	3	3	1.44	5.16	1	1	1	1	1			1	1		4		
10	. . . this is an ah . he is a working person . ah he with	2	2	3.20	8.50	1						1	1	2		6		
11	. . . he is a . work person . // he made . a . ah	1	1	2.97	4.60	2		1	1				1	1	2	6		
12	. . hee . he mentenance the building	2	2	3.20	6.04	1		1	1				1			5		
13	. . this is . . . wild plant	2	2	2.14	5.53	1							1	1		3		
14	. this is a tool . / for . clean the room . . or clean the garden	3	3	1.21	1.77	1	1	1	1	1	1		1	1		4		
15	. . this is a car . / for carry cha . . . carrying baby carrying baby	3	3	2.97	4.41	1	1	1	1	1			1	1	1	4		
16	. . . this is a bag? // this is a green bag	2	2	2.93	4.04	2							1	1	1	6		
17	. . this is a eh . an this is a truck / to clean the road or street	4	4	0.98	5.85	1	1	1	1	1			1	1		4		
18	. these are worker at . oh . hospital // . she helps a . woman	2	2	2.14	2.79	2		1					1	1		4		
19	. this is a formal shirt . formal white shirt	3	3	3.48	4.23	1							1	1		3		
20	. this is a tool . / to clean the kitchen // . it has a lot of hand . a lot of fiber . // this is made of fiber	3	3	0.98	1.58	3	1	3	1				1	1		4		
20	3	1	this is an hat . . . this is an Mexican hat	2	2	1.07	1.86	1				1	1		3	To	108	
2	this is a . a. . this . this this li . like a shoes . // this is a Japanese	2	2	1.07	8.73	2						1	1	2	6	tf	10	
3	...thi . this this .. insect.. this is a . an insect // .. this has has a .	1	1	3.20	6.18	2		1					1	2		tc	39	
4	.... thi . this is a . big ship whi....	2	2	4.55	6.32	1						1	1		3			
5	this is a . an... n... i . equipment... whi	1	1	1.07	8.13	1							1	2		4		
6	. this is a . a. ins. in insect.... // this has . four legs	2	2	1.45	7.54	2		1					1	1		4		
7	this is a . a. vehicle..... / which . remove a car	3	3	1.90	4.04	1	1	1	1	1	1		1	1		4		
8	....they . they are . an they are an animal / which . have.. needle	3	3	4.51	8.31	1	1	1	1	1			1	1		4		
9	....this is a tool this is a small tool..	2	1	4.04	4.78	1							1	1		3		
10	....he is a . worker... / who ...n.. who.. collect the	2	2	3.86	5.29	1	1	1	1	1	1		1	2		4		
11	....he is a carpenter // .. n he is a painter....he..	2	1	2.97	3.99	2							1	2		4		
12	....the person / who.. manage.....n	1	1	4.23	4.47	1	1	1	1	1	1		1	2		4		
13	. this is a flower... this is a yellow flower.....	2	2	1.86	2.46	1							1	1		3		
14	. this is a tool... / which . used / in . cleaning...	2	2	2.14	3.30	1	2	2	1	2	1		1	1		4		
15	.. this is a vehicle this is a .. vehicle.... / to . move..	1	1	2.51	3.25	1	1	1	1				1	2		4		
16	this is a bag..... / which carry...things..	2	2	1.07	1.77	1	1	1	1	1	1		1	1		4		
17	this is a .. vi . vehicle.. vi big vehicle... / which...remove.	2	2	1.44	4.88	1	1	1	1	1	1		1	1	2	6		
18	. she is a .. assistant.....	1	1	1.81	4.60	1							1	1		2		
19	. this is a .shirts... this is a white shirts.. / which has long sleeve	2	2	1.30	2.83	1	1	1	1				1	1	1	6		
20	this is a kitchen tool ... this is a . this is . small kitchen tool.....	2	2	0.93	1.77	1							1	1		3		
21	2	1	this is a hat // this color is red // this .. this have many	2	2	0.79	1.39	3		1	1		1	1		4	To	162
2	. this is kind of . shoes // this is Japanese traditional item . . .	4	4	1.21	4.97	2						1	1	1	1	6	tf	15
3	. this is a kind kind of insect // this have so many legs . // this have a po- this have a poison	5	5	0.79	3.48	3		2	2				1	1	1	6	tc	51
4	this is this is . . big ship // this is use in war	3	3	0.60	6.64	2		1	1				1	1	1	6		
5	. . this is this is a kind of cleaner . // this cut the . .	2	2	2.97	6.78	2		1	1				1	4	2	6		
6	. . . this likes . . this likes .	0	0	3.81	15.00	1		1				1	1		1			
7	. . this is truck // this big the car	2	2	3.11	4.37	2							1	1	2	6		
8	. this is animal // this have . . this have so many needle in his body	4	4	1.21	2.00	2		1	1				1	1		4		
9	. this is a kind of marker . // this . this is used . when books	3	2	1.21	2.69	2		1					1	1	2	6		
10	. . he is worker // he collect the dust	2	2	2.93	5.48	2		1	1				1	1		4		
11	. he is . . he make he make a house // he build a house	1	1	1.53	7.76	2		2	2				1			5		

12	. . he is . . care . care about one's mansion	2	2	3.16	7.80	1			1	1				1	5		
13	. this is dandelion // this is . . . this is looked in spring	2	2	2.04	2.65	2			1	1				2	4		
14	. this is kind of . clean item . . // this collect this collects by	2	2	0.88	4.37	2			1			1	1	1	2		
15	. this is . . this is cart // what . used / to bring	1	1	2.14	6.46	2	1		2	1	1			1	2		
16	. this is r[J- ruckknapsack] . . // this is used / when climb	1	2	1.35	2.28	2	1		2	1	1	1		3	4		
17	. this is a car . // this this is looked / when snow flows	2	2	1.95	3.76	2	1		2	1	1	1		1	4		
18	. this is a this is a he- she is a worker // she helps . baby and	2	2	1.39	6.08	2			1					1	4		
19	. this is white shirt // this is weard white by man	3	3	1.30	2.18	2			1	1			1	1	6		
20	. this is kind of clean item	2	2	1.44	3.76	1							1	1	3		
22	3	1	. this is a red hat . big hat . / which has . . wine?	2	2	2.81	3.07	1	1	1			1	1	2	6	
		2	. . this is . this are wooden shoes . . ah // this are shoes / which are made by woods	3	3	2.97	5.62	2	1	1	1		1	1	1	6	
		3	this is a kind of insect / which has many . . legs // and this has long body	4	4	2.51	4.32	2	1	2	1		1	1	1	6	
		4	. this is a kind of big boat . this has . . .	2	2	3.16	8.41	1					1	1	2	6	
		5	. . . this is . this is a kind of equipment . / which remove grasses	4	4	3.34	5.81	1	1	1	1	1		1	1	6	
		6	. . . this is a . kind of animal . ah . . which are	2	2	4.23	8.73	1			1	1		1	2	6	
		7	. this is a kind of truck . / ah which remove illega . illegal parked car	5	5	2.00	3.44	1	1	1	1	1		1	1	6	
		8	. this is a small animal brown animal . / who has ah . .	2	2	1.77	2.55	1	1	1	1	1		1	2	6	
		9	. this is a kind of item . // we use this put it between the book	3	3	3.16	5.99	2					1	1	1	6	
		10	. this is a truck . / which can . put many garbage	3	3	2.37	3.53	1	1	1	1			1	1	4	
		11	. he is a . person . ah . he is a person . / who takes the building	1	1	3.76	6.13	1	1	1	1			1	1	4	
		12	. he is a person . . / who own this building	2	2	2.04	3.44	1	1	1	1	1		1	1	4	
		13	. this is a yellow small . . this is a kind of yellow small . plants / who bloom in spring	4	4	2.42	3.99	1	1	1	1	1		1	1	6	
		14	. this is a . kind of . . item // can remove trashes	3	3	2.88	8.59	2					1	1	1	6	
		15	. this is a vehicle / who which brings baby	3	3	1.53	3.58	1	1	1	1			1	1	4	
		16	. this is a . kind of bag . this is a kind of large bag	3	3	3.86	6.50	1					1	1	1	3	
		17	. . this is a big van . // this is a kind of big this is a big truck / which removes truck	3	2	3.25	6.18	2	1	1	1		1	1	1	6	
		18	. she is an assistant . . / who assist the pregnant	2	2	2.04	4.32	1	1	1	1	1		1	1	4	
		19	. this is a white cloth . // we use this is a formal place	4	3	3.81	5.02	2					1	1	1	6	
		20	. this is . a kitchen tool . . // we use this / when we clean dishes	3	3	2.04	3.58	2	1	2	1		1	1	1	6	
23	3	1	. hat // . . this . . is so colorful it's so colorful	2	2	1.01	8.51	2						1	1	4	
		2	. . this is they are shoes . // they made . wood	2	2	2.30	4.85	2		1	1			1	2	4	
		3	. this is an insect . . // this has a lot of legs	3	3	2.74	3.58	2		1				1	1	4	
		4	. this is a big ship // and . this has . . .	2	2	2.55	3.30	2		1			1	1	2	6	
		5	. . . this is a tool . . // when I . cut grass / I use this	3	3	2.18	3.62	2	1	2	1			1	1	4	
		6	. this is an animal . // this has four legs and . . long body	3	3	2.42	3.48	2		1				1	1	6	
		7	. . this is a car . ah	1	1	2.18	2.65	1						1	1	2	
		8	. they are animal // . . they are cute and small	2	2	1.35	2.60	2						1	1	4	
		9	. . this is . paper . . colorful papers	2	2	3.48	6.46	1					1	1	1	3	
		10	. . this is a worker // . he . he drop . gar	1	1	3.67	6.13	2		1	1				1	2	4
		11	. this is a worker // . he . is like a carpenter	2	2	2.60	5.48	2						1	1	3	
		12	. . . this is . . mane manager? . about . of building	2	2	3.39	6.64	1						1	1	4	
		13	. this is a plant . this is a yellow plant . yellow flower	2	2	1.86	2.32	1					1	1	1	3	
		14	. this is a tool . . this is a small tool . // when I cleaned . I cleaning	2	2	1.90	2.65	2		1	1		1	1	1	6	
		15	. this is a . chair? // this use babies	2	1	3.62	8.82	2		1	1			1	1	2	4
		16	. . . this is . bag // . when I use this I	1	1	3.99	7.76	2		1				1	2	2	
		17	. . . this is a car // . this . this clean of road	2	3	4.13	5.11	2		1	1			1	1	4	
		18	. she is like a doctor // . she helped . . she helped she helps	2	2	2.83	4.18	2		1				1	1	2	6
		19	. this is a white shirt	2	2	3.44	4.13	1					1	1	1	3	
		20	. this is a small kitchen tool small kitchen tool // . this color is brown	3	2	1.58	2.00	2					1	1	1	6	
24	1	1	...this is a big and red / wearing to	1	1	4.74	7.76	1	1	1	1	1	1	1	5		
		2	.. they are traditional . shoes Japanese traditional shoes wooden shoes	4	4	3.39	5.20	1					1	1	3		
		3	... this is a black . insect // this has	2	2	4.32	6.73	2		1			1	1	2	6	
		4	.. this is a giant and... strong	0	0	2.39	3.67	1				1		2	1		
		5	.. this is a domestic tool.. // this is used for	2	1	2.95	5.18	2		1			1	1	2	6	
		6	.. this is this has a long.. long eh	0	0	2.97	6.92	1				1			1		
		7	.. this is big truck // this is used / for moving moving a car	4	4	2.72	5.02	2	1	2	1		1	1	1	6	
		8	...they are small and brown animals.. // they have strong	2	2	3.58	5.06	2		1			1	1	2	6	
		9	... this is a . used for to	0	1	3.34	9.54	1		1			1		2	1	
		10	. this is a big truck // this collects.. this collects	2	1	1.67	4.04	2		1			1	1	2	6	
		11	..this.. is this is a professional...	1	1	2.72	8.52	1						2	5		
		12	... he is . a guard man / to protect	1	1	3.86	8.54	1	1	1	1		1	1	2	6	
		13	.this is a small and yellow flower.....	2	2	1.70	3.76	1					1	1	3		
		14	.. this is a cleaning tool.....	2	2	2.32	6.57	1					1	1	3		
		15	.. this is a vehicle / for moving moving children	3	3	2.11	8.68	1	1	1	1			1	1	4	
		16	.. this is . a un un this is a bag / for moving	2	2	2.67	8.75	1	1	1	1			1	1	4	
		17	. this is a big truck . / for cleaning road	4	4	1.25	2.30	1	1	1	1		1	1	1	6	
		18	.. she is a professional woman.. / to help	2	2	2.04	5.16	1	1	1	1		1	1	2	6	
		19	.. this is a formal shirt.....	2	2	2.51	4.60	1					1	1	1	3	
		20	. this is a domestic tool. // this is used / when we wash the dishes	3	3	1.23	4.13	2	1	2	1		1	1	1	6	
26	1	1	this is a hat . . this is a Mexican hat	2	2	1.64	5.57	1					1	1	3		

2	... they are shoes . // that is used by Japanese	2	2	4.16	5.22	2			1				1	1	1	4	tf	12	
3	... this is . black . bug . // this has many legs	3	3	3.25	4.74	2			1			1	1	1	1	6	tc	39	
4	. this is a ship . // this is used for fight	2	3	2.67	3.14	2			1					1	1	4			
5	. this is a tool . // this is used . / to cut grass	3	3	2.55	3.18	2	1	2	1					1	1	4			
6	... this is an animal	1	1	4.44	5.99	1								1		2			
7	.. this is . truck . . // this is used . . to	1	1	1.95	2.37	2			1					1	2	4			
8	.. they are an animal // . they have . . many needle	3	3	1.88	2.79	2			1					1	1	4			
9	. this is a tool	1	1	2.55	3.20	1								1		2			
10	... . he is a man . . / who . gather . hata??	1	1	5.06	5.50	1	1	1	1	1	1			1	2	4		
11	. he is a person / who . work . . .	1	1	3.32	6.22	1	1	1	1	1	1			1	2	4			
12	. the person who is	1	1	4.74	4.99	1								1	2	4			
13	. this is . yellow flower . . .	2	2	2.93	5.34	1						1	1			3			
14	. this is a tool . / for cleaning . . .	2	2	1.65	2.28	1	1	1	1					1	1	4			
15	... this is a car . // that is used for baby	3	3	3.62	6.71	2			1					1	1	4			
16	. this is a blue bag . . .	2	2	2.32	4.97	1						1	1			3			
17	.. this is a special car . . // that is used . . / to remove snow	3	3	3.51	4.85	2	1	2	1			1	1	1	1	6			
18	. she is an assistant . . // she help	2	2	2.79	3.60	2			1	1				1	2	4			
19	.. this is a white shirt . // it worn by men	3	2	3.30	4.11	2			1	1			1	1	1	6			
20	. this is a kitchen tool . . // it is used . . / for washing . the dishes	3	3	2.97	3.43	2	1	2	1			1	1	1	1	6			
27	2	1	... this is a . . hat . / which is . ah . where is in Mexico	2	2	3.83	7.36	1	1	1	1	1	1	1	1	6	To	144	
2	.. they are Japanese shoes . . / which is made ah . from wood	3	3	3.88	5.54	1	1	1	1			1	1	1	6	tf	14		
3	ah . this is insect / which have . which has a lot of . legs	3	3	2.39	3.92	1	1	1	1					1	1	4	tc	51	
4	. this is a big ship . / which has ah . . some has . bazooka	2	2	1.39	2.35	1	1	1	1			1	1	1	6				
5	... this is a . kind of . a cleaner . / which eliminate . grass	3	3	2.16	7.66	1	1	1	1	1	1			1	4	1	6		
6	. this is . small animal . ah . . / which has a long body	3	3	3.25	7.64	1	1	1	1			1	1	1	6				
7	this is car . / which help . which helps . other car	2	2	3.67	5.11	1	1	1	1					1	1	4			
8	they are animal . / which . which have . ah douiu . many needle	3	3	1.81	3.32	1	1	1	1	1	1			1	1	4			
9	.. ah this is used ah . . for . . .	0	0	7.83	8.78	1					1				2	1			
10	.. ah . this is a person . ah . / who works ah . for ah	1	1	3.55	4.50	1	1	1	1					1	2	4			
11	... a this is a man . / who made . a wall	2	2	3.04	4.83	1	1	1	1	1				1	1	4			
12	.. this is a person . . / who . who keeps . . a building ah . .	2	3	3.55	4.97	1	1	1	1	1				1	1	4			
13	. <nante yuu> . . this is a flower . / which is . ah yellow . u	2	2	3.02	6.36	1	1			1				1	1	4			
14	. this is a tool . / which is used . an / when people are cleaning	2	2	2.51	4.04	1	2	2	1	2				1	1	4			
15	this is . a small car . / which carry . which carries a baby . . baby	3	3	0.98	2.72	1	1	1	1			1	1	1	6				
16	.. this is a bad . . ah . . which . .	0	0	5.48	6.50	1					1				2	1			
17	. ah . this is a big car . <nante yuukan> / which <nanya kore> which eliminate waters in road	2	2	1.42	2.81	1	1	1	1	1			1	1	1	6			
18	. ah . . su . . she is ah . . she is ah . . like nurse	1	1	3.62	11.73	1								1	1	3			
19	. ah . . this is a white shirt . . / which is called caller?? cutter shirt	2	2	1.60	3.11	1	1	1	1	1			1	1	1	6			
20	. this is used . . / when people . . ah clean . clean . clean . wash dishes	2	2	1.30	2.09	1	1	1	1	1				1	1	5			
28	1	1	. this is a hat // this is a very colorful // this is called Mexican hat	3	3	1.56	2.46	3			1			1	1	1	6	To	145
2	. this is a shoes // this is made unn wood // this is Japanese traditional shoes	5	4	1.35	2.44	3			1				1	1	1	6	tf	17	
3	.. this is unn unn insect..... // this body is	2	1	2.62	5.78	2								1	2	4	tc	47	
4	. this is a ship // this is use for un by by military..	3	3	1.56	2.44	2			1	1				1	1	4			
5	.... this is unn this is used in yard	1	1	5.41	9.99	1			1					1		5		
6	.. this is an animal.....	1	1	3.18	4.27	1								1		2			
7	. this is a truck.... // this truck is un	1	1	1.28	2.65	2								1	2	4			
8	. this is an animal // eeh this he this have a unn far high a window	1	2	1.65	3.11	2			1	1				1	1	4			
9	... this is an item.....	1	1	4.30	5.46	1								1		2			
10	... he is unn.. is a person // he collecting a those trash	3	3	3.37	6.78	2			1	1				1	1	4			
11	.. he is a worker // he making a wall	3	3	2.18	3.30	2			1	1				1	1	4			
12	.. he is a worker he.....	1	1	2.79	3.74	1								1	2	4			
13	. this is a plant // this is a yellow flower // and we called dangelion	4	3	0.95	2.18	3			1	1			1	1	1	6			
14	.. this is a tool // this is use use een? used. / cleaning	2	2	2.81	3.69	2	1	2	1	1	1			1	1	4			
15	.. this is a car.. // baby ride on it.....	3	3	2.14	4.11	2			1	1				1	1	4			
16	.. this is a bag // this is used / ee hiking or	3	2	1.83	2.79	2	1	2	1					1	1	4			
17	.. this ia a truck // .. this is used used / eeh cleaning of road	4	4	2.23	3.25	2	1	2	1	1	1			1	1	4			
18	.. she is an. assistant // .. she help..	2	2	2.46	5.97	2			1	1				1	2	4			
19	.. this is a shirt .. is a white shirt and	2	2	2.42	3.60	1							1	1	2	6			
20	. this is a kitchen tool. / use by used / to washing the...	2	2	0.98	1.95	1	2	1	1	2	1		1	1	2	6			
29	4	1	this is a. this is a hat. // this is used by. nn. this is used by American people	3	3	0.70	4.67	2			1			1	1	4	To	184	
2	this is a kind of shoes. // this.is traditional Japanese shoes // .ah . this is made by woods...	5	5	0.77	2.76	3			1				1	1	1	6	tf	11	
3	this is a small. a this is a. small . bag // this has long. this has many	2	2	1.02	2.32	2			1				1	1	2	6	tc	55	
4	. this is a kind of ship // this is used by . ah .this is used by.attack attacking. enemies	3	3	1.72	4.11	2			1					1	1	6			
5	. this is used by.. far, farming this is used by farming. this is ah	1	1	1.63	2.65	1			1					1		5			
6	. this is a small . animal // . this has four legs and long. tails long tail un	3	3	1.46	2.62	2			1				1	1	1	6			
7	. this. is used / by.. moving. cars // .nn . this moves	1	1	1.53	3.37	2	1	3	1	1	1			1	1	5			
8	. this is an animal this is animals // this have ah... this have...	1	1	1.72	4.20	2			1	1				1	2	4			
9	this is a kind of paper // . this is used . / by .. n .. checking. pages	3	3	1.35	3.72	2	1	2	1	1	1			1	1	6			
10	. this.. he is he is . n. gathering . gathering. u.	1	1	1.44	8.59	1			1						2	5			
11	. he is a kind of carpenters. // he is . he uses. n. cement and...	4	4	1.51	3.58	2			1					1	1	2	6		

12	. he is management. a he is manager of building and so on. he i.. he.. nn	3	2	1.81	2.58	1						1	1	4	
13	. this is a kind of flower. // this co. color is ye. this color is yellow.	3	3	1.67	5.53	2						1	1	6	
14	. this is used . this is used / by cleaning . a room and so on .. // this . gathers. . dust	2	3	1.60	2.55	2	1	3	1	1	1			5	
15	.. this is used.. / by. . moving . a baby.nn ...	1	2	2.42	2.97	1	1	1	1				1	5	
16	. this is the kind of bag this is used by . nn climbing a moutain and so on. nn	3	3	1.30	2.93	2	1	2	1	1	1		1	6	
17	. this is this is used / by nn. moving snow moving snow . nn it is	2	2	1.95	3.48	1	1	2	1	1	1			5	
18	. she is . a nurse // she assists . nn when . u . women. is..	2	2	1.21	3.92	2			1				1	4	
19	. this is a . shirt nn // this . is weared by people ...	2	2	1.72	3.79	2			1	1				4	
20	this is a . used / by washing dishes // this is very hard // nn this is made by ..nn ..	2	2	1.00	3.30	3	1	3	1	1	1			5	
30	3	1	. this is the hat . in Mexican hat . // this is very colourful and long ahh	3	3	1.00	2.46	2				1	1	6	To: 153
2	. this is shoes . uun Japanese shoes // and made of wood . . .	3	3	1.44	1.95	2		1				1	1	6	tf: 11
3	. this is insects // it is it has very many leg	3	3	1.67	2.25	2		1					1	4	tc: 45
4	. this is the big ship the big ship // it has . . bo??	2	2	1.72	3.16	2		1				1	1	6	
5	. this is equipment // . it remove the woo- weed	3	3	1.67	4.39	2		1	1				1	4	
6	.. this is animal // it . umm it is the black and long . tale	3	3	3.88	4.81	2							1	4	
7	. this is the ve- vehicle // . . and remove it remove a car	3	3	1.49	3.00	2		1	1				1	4	
8	. this is um . . an animal // he is it has needles // eeh .. it is small	3	3	2.23	6.39	3		1					1	4	
9	.. um this is the small paper ahh . . it . . uuu	2	2	4.06	4.78	1						1	1	6	
10	. he is the uum.. collect the um ba- ??	1	1	2.49	4.53	1		1	1					5	
11	.. who is the strongman who wo- worker who	1	1	3.18	5.43	1						1	1	6	
12	.. he is the person . / who . . umm . .live?? building	2	2	3.44	4.23	1	1			1	1			4	
13	. this is the plant wild plants . .	2	2	1.72	2.67	1						1	1	3	
14	. it is the tool / ahh we use / um cleaning um	2	2	1.97	2.90	1	2	2	1	2	1			4	
15	. it is the vehicle // . . it's it is it has small wheel the .. ??	2	2	1.70	3.04	2		1					1	4	
16	um it is the big bag um .. we um .. um umm	2	2	1.56	2.95	1						1	1	6	
17	. this is the . vehicle large vehicle // . . it is cleaning it is clean the road	3	3	1.58	4.13	2		1	1			1	1	6	
18	. she is . she is assistant // umm she is like a nurse and	2	2	1.93	6.15	2							1	6	
19	. this is the shirt // um this is um long . .	2	2	1.67	3.81	2							1	4	
20	. this is the tool kitchen tool // . . ee we use / cleaning um . . a	2	2	1.56	2.93	2	1	1	1			1	1	6	
31	4	1	this is a hat // this is weared in Mexico // this is red	3	3	0.70	2.21	3		1	1			4	To: 171
2	. . they are shoes // . they are made in Japan	2	2	2.81	6.41	2		1					1	4	tf: 14
3	this is an insect // this has many foot // this is black	4	4	1.74	4.20	3		1					1	4	tc: 54
4	this is a big ship // this is used in war	3	3	1.44	3.04	2		1				1	1	6	
5	this is a agricultural this is an agriculture tool // this is used / to cutting weed	4	4	1.42	3.07	2	1	2	1	1	1	1		6	
6	this has long tail // this . . in a animal	2	2	3.02	4.48	2		1					1	4	
7	this is a truck // this is used / for carrying damaged car	5	5	1.86	3.25	2	1	2	1				1	4	
8	they are not they are animal // they have many needles from their back // they live	4	4	1.51	4.02	3		2				1	1	6	
9	this is paper // this is used / for writing a	2	2	1.83	4.57	2	1	2	1				1	4	
10	. . he is a man // he is collecting a he is collecting a	2	2	2.81	5.25	2		1					1	4	
11	he is like a carpenter // he made . wall of a house	4	4	2.23	4.57	2		1	1				1	4	
12	he is a man // he is managing managing a building	3	2	2.69	5.22	2							1	4	
13	this is a flower // this bloom yellow flower // this lives	2	2	1.32	2.58	3		2	1				1	4	
14	this is . a cleaning this is a tool // this is used / for cleaning	2	2	1.00	5.55	2	1	2	1				1	4	
15	this is a small car // this carry carries a baby	3	3	1.05	3.90	2		1				1	1	6	
16	. this is a bag this is	1	1	2.21	3.34	1							1	4	
17	. this is a truck // this use this is used / for cleaning the road // this cleans	4	4	2.39	3.92	3	1	3	1				1	4	
18	she is . . . like a nurse she ee	2	2	1.97	7.11	1							1	6	
19	this is a white shirt // this wears by man // this is a formal wear	4	4	2.16	3.46	3		1	1			1	1	6	
20	this is a housold tool // this . has . this is brown	2	2	0.84	2.00	2						1	1	6	
32	1	1	.. this is hat . // th is used by Mexican // .. this is red this colour is red	4	4	1.23	1.81	3		1				4	To: 193
2	.. this is Japanese traditional shoes // .. this is these are weard by by men	4	4	1.83	2.49	2		1	1			1	1	6	tf: 15
3	... this is this has lots of legs // .. this name is [J- mukade] in Japanese // this is this disliked by people.	3	3	3.51	5.29	3		2					3	4	tc: 59
4	.. this is a big ship // this is used / when .. when wars when	2	2	2.83	4.32	2	1	1	1			1	1	6	
5	... this is vehicle this is a small vehicle // this is played by children	2	2	4.16	6.36	2		1				1	1	6	
6	..... this is . animal	1	1	8.38	11.65	1							1	2	
7	.. this is vehicle // this can this is used . by / to carry	2	2	2.67	4.11	2	1	3					1	4	
8	.. they are animals . // they are live in . live in mountains.	2	2	3.25	3.67	2		1	1				1	4	
9	.. this is paper // this is used / to seal to notebook or textbook.	3	3	3.11	3.65	2	1	2	1				1	4	
10	... who is person. he is person // he work to	2	2	4.23	4.67	2		1	1				1	4	
11	.. he is worker // he work / to build house	2	2	3.46	4.11	2	1	2	1	1			1	4	
12	.. he is person // . he protect the building ...	3	3	2.93	3.39	2		1	1				1	4	
13	. this is flower // this is dangelion // . this has ?? this has a lot of	2	2	1.72	2.28	3		1					2	4	
14	.. this is a tool // this is used / to gather trash	3	3	1.72	2.28	2	1	2	1				1	4	
15	.. this is car // this is used / to carry babies	3	3	2.21	3.86	2	1	2	1				1	4	
16	.. this is a bag // .. this is used / to carry . things	2	2	3.32	4.39	2	1	2	1				1	4	
17	.. this is vehicle // this is used / to clean clean the roads .. this is sh sh	3	3	2.60	3.16	2	1	2	1				1	4	
18	. she is a nurse // she she help the woman / who have children	4	4	2.35	3.09	2	1	2	1	1	1		1	4	
19	.. this is shirts this is white shirts // this is worn in formal ceremony	4	4	2.51	2.97	2		1				1	1	6	
20	. this is tool // this is used / to . brush the brush dirty things // . this is in kitchen	4	4	1.07	1.53	3	1	2	1				1	4	
33	1	1	. this is a hat // umm umm this hat is round and big	2	2	1.23	2.84	2					1	2	To: 177

2	.. they are they are shoes // they made of woods and un	3	3	4.90	6.87	2		1	1			1	1	4	tf	13
3	. this is an insect // this this has a lot of legs and strange	3	3	0.95	3.65	2		1				1	1	4	tc	56
4	.. this is a ship// this ship are ouu usually use uses in the war and	2	3	1.28	2.02	2		1	1			1	1	4		
5	.un this is a machine // this machine cut ah rouse?? and	2	2	1.86	2.42	2		1	1			1	2	4		
6	.un this is an insect // this insect has four legs and tales and	2	2	1.49	2.09	2		1				1	1	4		
7	. this is a car // this car this car directs accidented car	2	2	1.30	3.11	2		1				1	1	4		
8	un they are an animal // un they have ah they have uum ..	1	1	1.16	2.79	2		1				1	2	4		
9	.. this is a weight // this weight uses un uses notebooks for notebooks.	2	1	1.90	3.16	2		1	1			1	2	4		
10	.. he is he is a person / who ahh who who gathers dusts and carry	3	3	2.32	4.46	1	1	1	1			1	1	4		
11	. this is a person / who who who con, contracts walls	2	3	0.98	1.86	1	1	1	1	1		1	1	4		
12	.. ah this ah this is ahh this is a person / who who makes safety	2	2	2.79	10.82	1	1	1	1	1		1	1	4		
13	. this is .. this is a flower // this flower is yellow and	2	2	4.09	5.29	2						1	1	4		
14	. this is a tool .. this is a cleaning tool // this gathers dusts gathering dust	3	3	1.21	3.53	2		1	1			1	1	6		
15	un this is . baby car // this color is ahh pink // and four has four wheels capacity	3	3	0.88	3.58	3						1	1	6		
16	this is a bag a bag co, ah // this bag's capacity is large and usually mans	2	2	0.42	1.63	2						1	1	4		
17	this is . a ah traffic car // this car is cleaning roads this	3	3	1.25	5.99	2		1				1	1	6		
18	. she is a an assistant doctor // she helps she helps she helps baby	3	2	0.65	3.53	2		1				1	1	6		
19	this is T- shirt // this this color is white un // ah and this usually wear	2	2	1.16	1.77	3		1	1			3	1	4		
20	. this is a kitchen tool // this uses this usually calls to [J- tawash] in Japanese and	2	2	0.46	1.49	2		1	1			1	1	6		
34	3	1	. this a round . . hat . .	2	2	1.78	7.35	1				1	1	3	To	132
2	this is a Japanese shoes Japanese wooden shoes traditional Japanese shoes	4	4	1.95	2.55	1						1	1	3	tf	7
3	this is insect // this has many foot	3	3	2.04	2.60	2		1				1	1	4	tc	40
4	this is . army ship // this is big ship	3	3	2.14	4.55	2						1	1	6		
5	. this is in eq an equipment // this have . harvest	1	1	1.90	4.41	2		1	1			1	2	4		
6	. this is . an animal // this have four foot	2	2	2.60	5.67	2		1	1			1	1	4		
7	. this is a some of a car	1	1	2.46	4.55	1						1	1	3		
8	. this is . . . someone . ah animal // this has many igloo??	1	1	1.95	5.71	2		1				1	2	4		
9	this is some . some kind of tool // this have	2	1	2.74	4.32	2		1	1			1	1	6		
10	.. he is . cleaning man // he clean dusty	2	2	3.39	6.69	2		1	1			1	1	6		
11	. he is worker // he is some of someone worker . // he makes word	1	1	2.74	4.46	3		1				1	2	4		
12	he is	0	0	2.93	15.00	0						1		1		
13	. this is . a wild plant this .	2	2	2.51	5.81	1						1	1	6		
14	. this is someone someone someone something of to . thin have clean	1	1	2.04	2.97	1						1	1	6		
15	this is baby	1	0	2.55	4.46	1						1		7		
16	.. this is a something of tool . shoulder bag?	1	1	3.48	6.22	1						1	1	3		
17	. this is a something of car // . this have clean in the	2	2	3.07	4.04	2		1	1			1	1	6		
18	she is a someone of person // . she help	2	2	1.77	3.07	2		1	1			1	1	6		
19	.. this is something of shirt . . this clothes	2	2	3.39	5.11	1						1	1	6		
20	. this is something of tool . this is something of kitchen tool . // this have ??	2	2	2.00	2.88	2		1	1			1	1	6		
35	2	1	. ah . it's . it's a one was . the hats . . it's can . .	1	1	3.48	6.80	1				1	1	4	To	135
2	.ah . . . ah . . there's ah . . Japanese . . .	0	0	7.80	10.54	1					1		2	1	tf	13
3	.. ah it is . . this is a kind of . . <nanda kore> . . it . .	0	0	4.18	9.52	0					1	1		1	tc	44
4	. ah this is a kind of . ah .ships // . . this is from battle . . ah . this is ah . . .	2	2	0.93	4.23	2						1	1	6		
5	. ah . this is a tool . / cut grasses . . in American family . .	3	3	1.35	3.30	1	1	1	1	1	1	1	1	4		
6	ah . . . this is a . . ah . kind of . . ah <nanda kore>	0	0	3.99	11.75	0						1	1	1		
7	this is a car . this is a kind of cars // ah . . this bro crashed car and drag a car?	3	3	0.70	1.16	2						1	1	6		
8	and . . this is a animal . this is a kind of animal // . ah this has long four . ah . .	2	2	4.37	4.88	2		1				1	1	6		
9	<nanda korya> . . this is used for study // ah . this is a paper . ah . .	2	2	3.02	3.44	2		1				1	1	4		
10	. ah he is a <nanda> he works	0	0	8.96	13.93	1		1				1		1		
11	he uses ah <nante yuundaroo?> he is a worker.	1	1	3.67	14.44	1						1		2		
12	ah . . he protect . . ah building . . all night	2	2	3.99	5.02	1		1	1			1		5		
13	ah . this is a kind of flowers // . this called dandelion // . this has long .	2	2	1.90	3.34	3		2	1			1	1	6		
14	. this is used / to clean . . . this . this is used . . .	1	1	0.37	0.60	1	1	2	1			1		5		
15	. ah . this is ah car this is a kind of car // this is used / to carry baby ah . babies	3	3	1.44	3.25	2	1	2	1			1	1	6		
16	ah . . this is a bag . . <nandaroo> . . . ah . .	1	1	1.39	2.04	1						1		2		
17	.ah this is a kind of car // . . as . ah . . this move away snow . moves . moves away ka?	2	3	1.49	2.14	2		1	1			1	1	6		
18	.. she .she is a . . . probably nurse person	1	1	4.04	13.19	1						1		2		
19	ah . . this is a y- shirt // . . ah . . this is long sleeves this has a long sleeve	2	1	0.35	5.13	2		1				3	1	4		
20	. this is used / to clean dishes . ah cocking tool	2	2	1.58	1.95	1	1	2	1			1	1	6		
36	3	1	it's a ah Mexican hat red and very colorful // and they were worn white has a white un un	3	3	0.12	1.16	2		1	1	1	1	6	To	250
2	. ah it is a Japanese traditional shoes // and it made of woods and unn	4	4	1.02	1.53	2		1	1			1	1	6	tf	16
3	ah it is a centipede ah// it have a very ah many ah legs // and have a have a bit poison poison and ah	5	5	0.65	1.21	3		2	2			2	1	4	tc	80
4	ah it is a worship / which made in an war // and it has canon / to use ah	5	5	1.12	1.44	2	2	3	1	2	1	1	1	6		
5	. ah it is ah tool /ah which ah cut a grasses // and it has ah . wheeles and ah	3	3	1.33	3.02	2	1	2	1	1	1	1	1	4		
6	ah it is a kind of an animal /eeto which are live both under water and land // and it has a four legs and long tale	5	5	1.35	4.18	2	1	2	1	1	1	1	1	6		

7	. ah it is a cho- uun kind of truck and / which ah help help ah used / to remove a car which ah the the	4	4	1.44	4.32	1	2	2	1	2	1	1	1	1	1	1	1	1	6		
8	ah it is a heagogs?? /ah which is a animal and it has long ah which is a animal // it has long ah many needles and	4	4	1.58	2.09	2	1	2	1	1	1	1	1	1	1	1	1	1	4		
9	. ah it is a tools / which ah mark and ah mark // and ah look uun mainly are used / to study and	2	2	1.49	2.46	2	2	3	1	2	1	1	1	1	1	1	1	1	4		
10	. ah he is a man and / which un collect ah trash / and and eeto employed by government	4	4	1.30	1.72	1	2	2	2	2	1	1	1	1	1	1	1	1	4		
11	ah he is a carpenter /ah who who made a ah who use a block brick / to made a wall or kind of kind of kind of it	4	4	0.98	1.72	1	2	2	2	2	1	1	1	1	1	1	1	1	4		
12	. ah . he it is a ah ah men /ah which . check the and building to	2	2	2.42	4.97	1	1	1	1	1	1	1	1	1	1	1	1	1	4		
13	ah it is a dan- dangelion / ah which have a un white leaves and ah many seeds / to fly fly by wind	5	5	0.74	1.44	1	2	2	1	2	2	1	1	1	1	1	1	1	4		
14	ah it is a tool and / which use / in ah clean clean somewhere / and collect at trash / and ah use to / ah remove ah trash	4	4	0.70	1.49	1	5	5	4	3	3	1	1	1	1	1	1	1	4		
15	ah it is ah baby . . ah kind of car / which ah carry ah baby // and mainly use ah baby's mother	5	5	0.84	1.35	2	1	2	2	1	1	1	1	1	1	1	1	1	6		
16	ah it is a kind of ah ah kind of bag // and use mainly use in a an mountain ah	3	3	0.93	7.48	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
17	ah it is a kind of cart and / which ah clean a clean a road / to unnn to defend an either ?? car from traffic accident	2	2	0.70	1.58	1	2	2	1	2	1	1	1	1	1	1	1	1	6		
18	ah he is a kind of nurse / ah who helps un born born to ah born the baby / and helps baby's mother	5	5	0.70	2.04	1	2	2	1	1	1	1	1	1	1	1	1	1	6		
19	ah it is a white shirts and / which mainly eeto mainly use in a in a business	4	4	0.98	1.44	1	1	1	1	1	1	1	1	1	1	1	1	1	6		
20	ah it is a kind of tool / which clean the ah pan oo ah something like a funnige??	3	3	1.30	2.46	1	1	1	1	1	1	1	1	1	1	1	1	1	6		
37	4	1	. this is a Mexican hat . // this is beautiful . . this . . .	2	2	1.58	2.23	2	1	1	1	1	1	1	1	1	1	1	6 To	154	
2	this is Japanese shoes // . this is used / to . go . . . to public bath . // this a clogs . this is a clogs	4	5	1.58	2.23	3	1	2	1	1	1	1	1	1	1	1	1	1	6 tf	13	
3	this is a insect . // this . this have por this have a poison . . / this . is . where heavy	2	2	1.53	2.04	2	1	1	1	1	1	1	1	1	1	1	1	1	4 tc	53	
4	this is a military ship // . . . this is big ship . // this is . . used to . .	3	3	1.85	2.65	3	1	1	1	1	1	1	1	1	1	1	1	1	6		
5	. this is . a lawn mover . . // this is a . machine . this is a	2	2	1.25	3.07	2	1	1	1	1	1	1	1	1	1	1	1	1	4		
6	this is a . . . this is . like . like . like a . . .	0	0	2.46	15.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
7	. . . this is a car // this is a .. draw broken car	3	3	2.28	2.83	2	1	1	1	1	1	1	1	1	1	1	1	1	4		
8	. . this is a animal . . this is a small . animal // . this is a porcupine	2	2	2.79	3.39	2	1	1	1	1	1	1	1	1	1	1	1	1	3		
9	. . this is a pencease	1	1	3.20	5.11	1	1	1	1	1	1	1	1	1	1	1	1	1	2		
10	. . . . . this is a car // . this . is . . collecting garbage . .	2	2	4.32	4.97	2	1	1	1	1	1	1	1	1	1	1	1	1	4	
11	. he is . a carpenter // . he is . a worker	1	1	3.90	5.53	2	1	1	1	1	1	1	1	1	1	1	1	1	4		
12	. he . is he is . a worker	1	1	5.29	13.51	1	1	1	1	1	1	1	1	1	1	1	1	1	2		
13	. this . is a wild plant . // this is dandelion // .. bloom yellow flower	3	3	2.14	4.37	3	1	1	1	1	1	1	1	1	1	1	1	1	6		
14	. this is a small tool // . this is used . . . / to cleaning	2	2	4.27	5.11	2	1	2	1	1	1	1	1	1	1	1	1	1	6		
15	this is chair . in baby	1	1	6.32	7.80	1	1	1	1	1	1	1	1	1	1	1	1	1	4		
16	. this is a . bag // . when we . climb . . mountain / . . . we used it .	3	3	1.86	2.65	2	1	2	1	1	1	1	1	1	1	1	1	1	4		
17	. this is a car // . this have a big . branch on . the . bottoms	1	1	2.69	3.44	2	1	1	1	1	1	1	1	1	1	1	1	1	4		
18	. . . she . . she help . . mother she help . mother . . / to give birth	3	3	4.04	5.53	1	1	2	1	1	1	1	1	1	1	1	1	1	5		
19	. . . this is white shirt	2	2	4.27	5.16	1	1	1	1	1	1	1	1	1	1	1	1	1	3		
20	. . . this is small tool . / use use / to cleaning clean . . the pan clean pan	4	4	3.39	3.86	1	2	2	1	1	1	1	1	1	1	1	1	1	6		
40	4	1	. this is a . samboro? // this is usually . use in Mexico	2	2	2.10	4.08	2	1	1	1	1	1	1	1	1	1	1	5 To	140	
2	this is a Japanese traditional shoes // . this is made of wood	5	5	1.44	3.90	2	1	1	1	1	1	1	1	1	1	1	1	1	6 tf	12	
3	. . . this has a many many legs // . this is a black?? // this is a red head	2	3	5.06	7.66	3	1	1	1	1	1	1	1	1	1	1	1	1	5 tc	49	
4	. this is a kind of ship // . this is used in the war	3	3	2.09	3.81	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
5	. this is a . . . machine // this is used in yard or garden	3	3	1.90	7.66	2	1	1	1	1	1	1	1	1	1	1	1	1	4		
6	. . this . is . a long has a long tale	1	1	4.23	8.82	1	1	1	1	1	1	1	1	1	1	1	1	1	5		
7	. this is . carry . . this carries a car	1	1	1.49	6.78	1	1	1	1	1	1	1	1	1	1	1	1	1	5		
8	. . . this is a . dark brown animal // . this is like a rat	3	3	5.57	8.82	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
9	. this is a page marker // . this . . is used / when we check the pages	3	3	3.16	4.40	2	1	2	1	1	1	1	1	1	1	1	1	1	4		
10	he is a clean	1	1	2.09	11.42	1	1	1	1	1	1	1	1	1	1	1	1	1	5		
11	. he is . he . he . made a wall	1	1	2.55	11.52	1	1	1	1	1	1	1	1	1	1	1	1	1	5		
12	. he	0	0	5.43	15.00	0	1	1	1	1	1	1	1	1	1	1	1	1	1		
13	. this is a yellow flower // . this . is . looked in spring	2	3	2.23	3.16	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
14	this is used / when we clean the room	2	2	1.16	1.72	1	1	2	1	1	1	1	1	1	1	1	1	1	5		
15	. . this is a . baby . car . . in this	2	2	2.42	5.94	1	1	1	1	1	1	1	1	1	1	1	1	1	6		
16	. . . . . this is a [J- sack]	0	0	10.73	11.52	1	1	1	1	1	1	1	1	1	1	1	1	1	2	
17	. . tihs is a kind of truck // . this has big . . .	2	2	4.41	6.50	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
18	. she helps . . . the . she is a kind of doctor	2	2	1.77	2.32	1	1	1	1	1	1	1	1	1	1	1	1	1	3		
19	this is a white shirt // . this is used . this is worn by . man	3	2	1.81	3.11	2	1	1	1	1	1	1	1	1	1	1	1	1	6		
20	. this is . used in the kitchen	1	1	4.18	8.45	1	1	1	1	1	1	1	1	1	1	1	1	1	5		
41	3	1	. this is a . . . e ? an . large round hats / which wear which . is worn . in	3	3	1.49	7.06	1	1	1	1	1	1	1	1	1	1	1	1	6 To	173

2	this is an this is a Japanese traditional . . . shoes . wooden an . / made . . of . wood	4	4	1.30	3.34	1	1	1	1	1	1	1	1	6	tf	18				
3	. this is an insect . ui . / which has a lot of legs	3	3	1.30	2.60	1	1	1	1			1	1	4	tc	63				
4	. . . it is . a . large . vehicle . a . or . ship / which has a	2	2	3.20	6.32	1	1	1	1			1	1	2		6				
5	this is a yard equipment . nn . / which is which cuts the seed in the garden	4	4	0.98	2.32	1	1	1	1			1	1	1		6				
6	. this . it is a . . . it is an insect / . which has . long tail . and	2	2	1.90	7.80	1	1	1	1				1	1	1	4				
7	. thi . it is . ah . . it is a kind of truck . / which . pull . the . ee . cars	3	3	1.60	7.52	1	1	1	1	1	1		1	1	1	6				
8	. . they are . a animal . / which have . a lot . of needles // and it is small	4	3	2.46	4.88	2	1	1	1	1	1			1	1	4				
9	. . this is the the office . item . / whi . nn . which marks . . on the books	4	4	2.14	3.76	1	1	1	1			1	1	1		6				
10	. . it . it is a man / who collects . garbage . . .	4	4	4.04	5.76	1	1	1	1				1	1	1	4				
11	. . this . this is a . . nn wa . worker / who . . pay n? who	2	2	2.60	7.85	1	1	1	1	1	1			1	2	4				
12	. . this is a manager . an hu . / who managed the buildings or something	4	3	2.28	3.72	1	1	1	1	1	1			1	1	4				
13	this is a dangelion // . it is a . . small yellow plant / . which flowers in the spring	4	4	1.07	1.95	2	1	1	1			1	2	1	1	6				
14	. nn it is . a . . nn i . item / which is used . in the clean / for cleaning	3	3	2.09	8.36	1	2	2	2					1	1	4				
15	. thi . this is . nn . n? this is a . vehicle . nn to	1	1	2.42	9.24	1								1	2	4				
16	. this is a . . bag whi . n? . this is a bag . nn . wa or shoulder	1	1	2.69	5.94	1								1		2				
17	. . this is a large vehicle . /nn to clean the roads	4	4	2.60	4.60	1	1	1	1			1	1	1		6				
18	. she is . . nn a .she is an assistant . . /nn to assist pray pregnant woman	4	4	1.49	6.08	1	1	1	1					1	1	4				
19	. this is a . shirt . nn . / which is . . worn . in the wa . wa nn the working	3	3	1.86	3.44	1	1	1	1					1	1	4				
20	. . it is . a kitchen . equipment . u . // and its . . its shape is oval . and / to . clean pans?	4	4	2.88	5.90	2	1	1	1	1	1	1	1	1	1	6				
42	3	1	this is a hat um sombrero // this is a kind of um very ah colorful Mexican hat // . um . . this is very very la- large	5	5	0.46	1.07	3					1	1	2	1	6	To:	266	
		2	. this is kind of shoes /ah used in Japan Japanese shoes / made by wood	4	4	0.70	1.17	1	2	2	2			1	1	1	6	tf	22	
		3	.ah this is kind of insects // and it ah it has person it has poison . . um	3	3	1.58	2.46	2		1				1	1	1	6	tc	85	
		4	. um this is a ship . and as military ship // and as they many guns and missiles . . . so and very large ship	5	5	1.16	1.51	2		1	1			1	1	1	6			
		5	this is lawn mower // and . this um ah- ah this is used / for to remove weeds	4	4	0.63	1.09	2	1	2	1			2	1	4				
		6	this is kind of little animal . at it ah insects kind of insects I think // and this has a long tale // and its tale can recover itself	5	5	0.51	1.74	3		2				1	1	1	6			
		7	this is a car truck //ah this is truck / to remove . ah car / which is which had which had accidents	5	5	0.65	1.18	2	2	2	1	2			1	1	4			
		8	. um this is a . . . they are animal little animal // and they they have very sticky sticky, sticky? . . . fur	3	2	0.98	4.27	2		1				1	1	1	6			
		9	. . .oh this is bookmarker // and this is use / to . mark what the page what page important	3	3	1.21	1.56	2	1	2	1	1	1		1	1	4			
		10	oh this is garbage truck . . //ee ah who is ah he is an person work person worker / to collect the garbage	4	3	1.28	2.18	2	1	1	1	1	1		1	1	6			
		11	. this . this is a carpenter . . um kind of work // and make broke brick . um pail road bricks	4	4	2.37	3.55	2		1	1				1	1	6			
		12	. um this this is manager kind of manager . //um control the bil- . . um its building the building	4	4	3.86	4.34	2		1	1				1	1	6			
		13	um this is dandelion // and it's kind of plants // and it's yellow flowers and white fairly?? se, seeds	4	4	0.77	1.18	3							1	1	6			
		14	um this is kind of tool / to um co, collects trashes . . especially on the outside	4	4	0.95	2.44	1	1	1	1				1	1	6			
		15	this is kind of a ah vehicle // . and this has four wheels // and use . carry baby little baby	4	4	0.79	3.76	3		2	1				1	1	6			
		16	ah . . this is backpack . . // and use to this is kind of bag // and . . we can you can easily carry things	4	4	2.72	3.00	3		1					1	3	6			
		17	this is a kind of truck // . and professional ah? professional . . . kind of pro, professional truck and / to . clean the ro, road	4	4	0.72	1.81	2	1	1	1	1	1		1	1	6			
		18	. . ee she is um kind of assistant // and helps the pregnant	3	3	1.77	5.69	2		1					1	1	6			
		19	. . this is a shirt // and the oo ee business man use . . . wear usually wear this	4	4	2.39	5.04	2		1	1					1	1	4		
		20	. this is kind of tool // and . . um we we use at / to clean the pan. pans?	4	4	1.00	1.63	2	1	2	1				1	1	6			
43	3	1	it is a . . . thing . . . // it has a long red hat	2	2	1.25	4.23	2		1				1	1	6	To:	164		
		2	. . . this is a . wood shoes . . . / that . is a Japanese old thing	3	3	1.81	4.09	1	1		1			1	1	6	tf	12		
		3	this is it is an insect . . . is black . black insect and many . . many . hm?	2	2	0.79	2.18	1						1	1	6	tc	56		
		4	this is a big ship // . . it has a it has many . many bones	2	2	0.79	1.30	2		1				1	1	6				
		5	it is an electonical machine . . / used / to . cut . the weeves	3	3	0.51	1.12	1	2	2	2			1	1	6				
		6	. it is a insect . . . // look like . look like . . . it has a long e . four legs	2	2	1.49	2.79	2		1					1	1	4			
		7	. it . is a truck . / to carry a broken car	4	4	1.44	2.55	1	1	1	1				1	1	4			
		8	. this is a small animals // .ah . . small animals have a eh needles many needles	3	3	0.98	1.57	2		1					1	1	6			
		9	. this is a check sheet . / to use . . a to use . to put a textbook	2	2	1.53	2.97	1	1	1	1				1	1	6			

20	. this is household tool .. / to clean	2	2	2.11	2.69	1	1	1	1	1	1	2	6		
56	4	1	. this is a Mexican hat	2	2	1.58	2.09	1				1	1	3	To: 103
		2	.. this is a Japanese shoes // this made trees	2	2	2.51	2.95	2		1	1	1	2	6	tf: 6
		3	... this is insect // ... this is large large body long body	2	2	3.88	6.43	2				1	1	4	tc: 38
		4	... this is a ship this is a ship // ... this has a . rocket launcher	2	3	3.81	4.55	2		1		1	1	4	
		5	.. this is a machine // this cut grasses	3	3	2.58	3.02	2		1	1	1	1	4	
		6	... this is animal	1	1	3.25	3.74	1				1		2	
		7	.. this is a car	1	1	2.88	5.11	1				1		2	
		8	.. they are animal // ... they have .. um fa	1	1	3.90	4.32	2		1		1	2	4	
		9	..... this is mark ...	1	1	8.17	8.71	1				4		2	
		10	.... this is garbage car ...	1	1	5.34	6.76	1				1	1	3	
		11	..... he makes ... blocks	1	2	7.43	7.83	1		1			1	5	
		12	.... he is	0	0	5.99	15.00	0				1		1	
		13	. this is a flower // ... Japanese say [J- tanpopo]	1	1	1.77	2.39	2		1		1	1	4	
		14	. this is a tool // ... people use . / when people clean	2	2	1.88	2.39	2	1	2	1		1	4	
		15	... this is .um ..	0	0	5.27	15.00	0				1		1	
		16	.. this is a shoulder bag // ... this color is blue	1	1	2.18	2.72	2				1	1	6	
		17	. this is car // this this is snow car	1	1	3.18	3.65	2				1	1	3	
		18	... she is .. doctor // she helps um	1	1	4.48	8.34	2		1		1	2	4	
		19	.. this is a shirt // this color is white	2	2	2.90	3.37	2				1	1	4	
		20	. this is a kitchen tools	2	2	1.86	2.42	1				1	1	3	
57	4	1	. this is a hat	1	1	1.49	1.93	1				1	1	2	To: 56
		2	.....	0	0	15.00	15.00	0				0		0	tf: 8
		3	. this is a . nn	0	0	1.63	15.00	0				1		1	tc: 20
		4	... this is a . ship // it's attack . enemy .	2	2	3.32	4.25	2		1	1		1	4	
		5	.....	0	0	15.00	15.00	0				1		1	
		6	.. this is . lizard nn its tail .	1	2	2.49	3.67	1					2	4	
		7	.. this is a ... wrecker	1	1	2.90	7.25	1					2	2	
		8	. nn . they are hohedgocks?? // he have the needles	1	1	4.78	5.11	2		1	1		1	5	
		9	.....	0	0	15.00	15.00	0				0		0	
		10	.. he is a ... worker // ... he trashed the ..	1	1	3.34	6.97	2		1	1		1	4	
		11	..... nn	0	0	15.00	15.00	0				1		1	
		12	... nn	0	0	15.00	15.00	0				0		0	
		13	. this is a dangelion // this is a flower . yellow flower ..	2	2	2.09	2.62	2				1	2	6	
		14	nn . this is nn	0	0	4.34	15.00	0				1		1	
		15	.....	0	0	15.00	15.00	0				0		0	
		16	... this is a . d pack . . nn	0	0	3.88	5.16	1				1	1	1	
		17	... nn this car sweep . ing	1	1	11.26	11.44	1					1	4	
		18	..... nn	0	0	15.00	15.00	0				0		0	
		19	. this is a . a white shirt // she wear she's wear	2	2	1.95	3.88	2		1	1	1	2	6	
		20	. nn . this is a [J- tawashi] . n?	0	0	4.30	4.85	1				1	3	1	
59	3	1	this is a Mexican hat /.. which is red and round	3	3	1.02	2.00	1	1		1	1	1	6	To: 144
		2	this is a Japanese traditional shoes / which is made of wood	5	5	4.64	5.34	1	1	1	1	1	1	6	tf: 11
		3	this is an insect / which have many legs .. / which has poison	5	5	2.37	3.39	1	2	2	1	1	1	4	tc: 53
		4	this is a large ship // ... this is with. this is a military ship	3	3	2.04	2.83	2				1	1	6	
		5	.... this is a tool .. / which carve?? grass	2	2	5.48	6.27	1	1		1		1	4	
		6	. this is an animal / which has .. long tail	3	3	2.04	2.93	1	1	1	1		1	4	
		7	. this is a kind of truck ... / which take . which take regular car	2	2	2.23	3.81	1	1	1	1	1	1	6	
		8	this is an animal / which have which have many needles	3	3	2.18	3.16	1	1	1	1	1	1	4	
		9	... this is a tool ... // this tool can use / when we we study.	2	2	3.72	4.83	2	1	2	1		1	4	
		10	... this is a bi. big truck .. this	2	2	3.81	5.90	1				1	1	6	
		11	. he is a worker....	1	1	3.53	4.32	1				1		2	
		12	... he is a person .. / which saves security in... building	3	3	3.81	4.83	1	1	1	1		1	4	
		13	.. this is a plant ... which...	1	1	2.88	3.67	1					1	4	
		14	... this is a cleaning tool	2	2	2.55	3.39	1				1	1	3	
		15	.. this is small chair / which have two wheel..	2	2	2.83	3.53	1	1	1	1	1	1	6	
		16	.... this is a blue bag .. / which a can carry many thing	3	3	5.90	6.69	1	1	1	1	1	1	6	
		17	... this is a kind of truck / which can clean roads	4	4	3.86	5.25	1	1	1	1		1	6	
		18	... she is an assistant person	2	2	3.25	4.37	1				1	1	3	
		19	.... this is a white shirt / which have six button.	3	3	5.57	6.36	1	1	1	1	1	1	6	
		20	... this is a small kitchen tool / which is over .. which have.....	2	2	4.04	4.88	1	1	1	1	1	1	6	
60	1	1	. this is a kind of hat / which has big .. green . // this is a Mexican hat	3	3	1.93	3.07	2	1	1	1	1	1	6	To: 124
		2	.. they are kind of shoes . / which is made from wood	3	3	2.39	4.95	1	1	1	1	1	1	6	tf: 14
		3	. this is an insect / which has many legs	3	3	1.93	2.39	1	1	1	1		1	4	tc: 39
		4	. this is a kind of ship // . . it is used for fight	3	3	1.74	2.72	2		1			1	6	
		5	... this is a garden equipment . . which	2	2	4.71	5.46	1				1	1	6	
		6	.....	0	0	15.00	15.00	0				0		0	
		7	.. this is a truck / which drag . which drag . an illegal parked car	5	5	2.88	3.60	1	1	1	1	1	1	4	
		8	. they are kind of animal / which has . a needles	3	3	2.74	5.71	1	1	1	1		1	6	

9	.. this is . a office equipment / which is used for . mark	3	3	5.90	9.03	1	1	1	1	1	1	1	1	6	
10	. this is a kind of car . which . . .	2	2	2.37	4.16	1					1	1	2	6	
11	.. he is a person . / who . makes wall	3	3	3.62	4.04	1	1	1	1			1	1	4	
12	.. . this is a person men <nante yuun dattakana>	1	1	4.95	5.57	1						1		2	
13	this is a grand / which has a yellow flower	2	1	3.44	3.97	1	1	1	1			1	1	4	
14	. this is a housekeeping equipment	2	2	4.60	6.04	1					1	1		3	
15	this is a vehicle . and <chigaukana> this is	1	1	2.18	3.25	1						1	2	4	
16	this is a bag . . .	1	1	4.27	6.59	1						1		2	
17	. this is a vehicle / which clean the . roads	3	3	5.62	6.34	1	1	1	1	1	1		1	4	
18	she is person . / who helps	2	2	1.93	3.18	1	1	1	1				1	4	
19	this is a shirt . the white shirt	2	2	2.93	3.55	1					1	1		3	
20	.....	0	0	15.00	15.00	0					1			1	
61	3	1	2	0.93	3.67	1	1		1		1	1	1	6	To: 88
	2	2	2	4.97	8.96	1					1	1		3	if: 8
	3	1	1	5.81	8.22	1						1	2	4	tc: 23
	4	1	1	2.60	8.92	1						1	2	4	
	5	1	1	2.28	4.18	1						1		2	
	6	1	1	2.14	4.92	1						1	2	4	
	7	1	1	2.37	6.50	1						1		2	
	8	1	1	3.39	7.71	1						1		2	
	9	1	1	5.85	7.15	1						1	2	4	
	10	1	1	5.99	9.52	1						1	2	4	
	11	1	1	3.44	4.04	1						1		2	
	12	1	1	2.74	5.34	1						1	2	4	
	13	2	2	2.14	5.29	1					1	1		3	
	14	2	2	2.97	4.69	1	2	2	1	2	1		1	4	
	15	1	1	4.46	6.46	2						1	1	4	
	16	2	2	2.93	3.53	1	1		1			1	1	4	
	17	2	2	3.34	8.27	1					1	1		3	
	18	1	1	5.29	6.97	1						1		2	
	19	2	2	5.53	9.94	1					1	1	1	3	
	20	2	2	3.11	3.62	1					1	1	1	3	
62	2	1	2	0.74	2.46	2					1	1	1	6	To: 155
	2	3	3	1.21	2.09	2		1			1	1	1	6	if: 17
	3	2	2	0.98	3.62	1					1	1	2	6	tc: 59
	4	2	2	2.09	2.60	2	1	1	1		1	1	2	6	
	5	2	2	1.86	4.04	1		1				1		5	
	6	1	1	1.63	12.49	1						4		2	
	7	2	2	1.90	3.44	2		1	1			2	2	4	
	8	2	2	1.95	4.37	2		1	1			1		5	
	9	1	1	2.23	3.86	2						3	1	4	
	10	1	1	3.34	8.50	1		1	1			2	2	4	
	11	2	2	3.62	6.18	2		2	2			1		5	
	12	2	2	2.23	3.16	2		1				1	1	4	
	13	3	3	1.58	2.83	2		1	1			1	1	6	
	14	1	1	3.44	5.34	2		1	1			3	2	4	
	15	1	1	3.86	4.27	1		1	1			2		5	
	16	2	2	0.65	3.16	2	1	1	1			3	1	2	
	17	3	3	1.16	1.63	2	1	1	1		1	3	1	6	
	18	1	1	2.93	5.39	1		1				3	2	4	
	19	1	2	1.25	3.11	1					1	1	2	6	
	20	2	2	2.46	5.02	2		1	1		1	1	2	6	
63	2	1	1	0.93	3.67	2		1				1	2	4	To: 171
	2	3	3	3.07	5.20	2		1			1	1	2	6	if: 14
	3	4	4	1.12	2.46	3		2				1	1	4	tc: 58
	4	2	3	2.09	4.09	2		1				1	1	4	
	5	3	3	2.23	2.79	2	1	2				1	1	4	
	6	1	2	1.81	5.62	2		1				1	2	4	
	7	3	3	2.18	3.07	2		1	1			1	1	4	
	8	3	3	2.46	4.88	2		1				1	1	4	
	9	0	0	2.42	3.76	2		2			1	3	2	1	
	10	2	2	2.18	2.88	2	1	2	1	1	1	1	1	4	
	11	2	3	3.11	7.80	2		1				1	1	4	
	12	3	3	3.02	5.94	1	1	1	1	1	1	1	1	4	
	13	2	2	0.98	5.39	1					1	1		3	
	14	1	1	0.84	3.58	2	1	3	1			1		5	
	15	5	5	2.14	3.11	2	1	2	1	1		1	1	4	
	16	2	2	1.02	1.95	3		2				1	1	4	
	17	2	2	1.86	2.65	2		1	1			1	1	4	
	18	3	2	2.00	5.39	1	1	1	2			1	1	4	

19	this is a white shirt // . . we wear . a . father wear father always wear it	3	3	1.53	2.83	2			1	1			1	1	1	6	
20	. this is a small tool / to clean the . bowl? or pan . . .	4	4	2.69	4.32	1	1		1	1			1	1	1	6	
64	4	1	. this is hat // . . . this is a red // . this wear	2	2	0.93	2.14	3		1	1			1	1	4	To: 108
	2	. . . . . this is made by wood // . . this wears foot- by foot	1	1	6.22	8.03	2		2	1				1		5	tf: 7
	3	. this this is a . . . this has a lot of foot	1	1	3.81	12.86	1		1					1		5	tc: 37
	4	. this is a . . ship // . this is a big . this lands sea	1	2	1.81	4.83	2							1	2	4	
	5	. . this have four wheels // . . this is a machanic	1	1	3.39	5.76	2		1	1				1	1	4	
	6	. . this has four foos // . . this has . a . .	1	1	3.02	3.86	2		2					1	1	5	
	7	. . . this is a truck // this has a four wheels	1	2	5.06	5.71	2		1					1	1	4	
	8	. . . . . this is a small animals	2	2	6.73	7.38	1						1	1		3	
	9	. . . . .	0	0	15.00	15.00	0						0			0	
	10	. . . this is a man . this this is big man this	1	1	3.48	4.13	1						1	1	2	6	
	11	. . he paint wall // . . he wears yellow shirts . .	2	2	3.90	4.74	2		2	1				1	1	5	
	12	. . he is a	0	0	3.58	15.00	0						1			1	
	13	. this is a dandelion	1	1	1.39	2.14	1							2		2	
	14	. . . this cleans . . . this use / to clean road	2	2	4.51	5.11	1	1	2	1	1			1		5	
	15	. . . . . this is a two wheels	1	1	9.47	11.56	1							2		5	
	16	. . this is a blue	0	0	3.30	4.13	1						1	1		1	
	17	. this is a car // . this has red silen . .	1	1	1.39	3.48	2		1					1	1	4	
	18	. . this is a woman . this . . .	1	1	2.55	3.16	1							1	2	4	
	19	. . this is white shirts // . . this has a leg ee <chigau?>	2	2	2.09	2.88	2		1				1	1	2	6	
	20	. . . . . this is a / to wash . kitchen tool	2	2	6.87	9.47	1	1	1	1	1	1		1	1	2	6
66	2	1	. . . this is a hat . nn ?? Mexican hat	2	2	3.16	4.13	1					1	1		3	To: 61
	2	. . . . . Japanese shoes	1	1	5.67	5.67	1						1	1		3	tf: 10
	3	. . . . . they are a lot . nn nnn ??	0	0	6.73	15.00	0						1		2	1	tc: 27
	4	. ship . . man	1	1	1.63	1.63	1							1		2	
	5	. . . . . cut the . green	0	1	6.59	15.00	1							2		5	
	6	. . . . . nnn	0	0	15.00	15.00	0						0			0	
	7	. . . . . that is a truck	1	1	5.99	7.29	1							1		2	
	8	. . . . . that is animal	1	1	6.18	7.57	1							1		2	
	9	. . <nani kore?> . eraser	1	1	7.25	15.00	1							4		2	
	10	. nn	0	0	15.00	15.00	0						0			0	
	11	. carpenter . he is a carpenter	1	1	2.83	15.00	1							1		2	
	12	. . . manager	1	1	3.44	15.00	1							1		2	
	13	. . that is . a flower . . nnn	1	1	3.67	6.97	1							1		2	
	14	nnn . . . that is a tool / that used / clean	2	2	7.34	8.22	1	2	2	2	2	1		1	1	4	
	15	. baby car . . nnn . .	2	2	3.86	15.00	1						1	1		3	
	16	. . . . . that is a bag . n .	1	1	4.92	5.94	1							1		2	
	17	nn that is a car / to clean the road	3	3	4.78	6.55	1	1	1	1	1			1	1	4	
	18	. . she is a woman / who help se? . . nnn	2	2	5.16	6.32	1	1	1	1	1	1		1	2	4	
	19	that is a white shirt	2	2	3.20	4.88	1						1	1		3	
	20	that is a kitchen tool	2	2	2.60	3.67	1						1	1		3	
69	1	1	eto. this is a Mexican hat with // . color is brown	3	3	1.67	3.53	2		1		1	1	1	1	6	To: 127
	2	this is Japanese / with made of wood	1	1	1.49	3.58	1	1	1	1	1	1		1		5	tf: 10
	3	this is . . nani? insect? // with it many foot	2	2	2.14	6.83	2							1	1	4	tc: 46
	4	this is war ship with have many	2	2	2.88	3.27	1	1		1	1		1	1	2	6	
	5	. this item is cut . . wood wood <jyanai> seed? <chigau>	1	1	3.32	3.53	1							1	2	4	
	6	. . E? this is <yabai> - e?	0	0	5.50	15.00	0						1			1	
	7	. this is truck . / that used / to do up crash car	2	2	2.14	2.62	1	2	2	2	2	2		1	2	4	
	8	this animal is . sm small // and . have . many needle	3	3	1.14	1.34	2		1	1				1	1	4	
	9	. . this item is . . . du . used book	1	1	4.34	4.51	1		1					1	2	4	
	10	. . . . . this man is . called <jyanai> garbage	1	2	6.41	6.69	1		1					1	2	4	
	11	. . . etto this man . maked house make house and wood	1	1	5.88	6.05	1		1	1				1	1	4	
	12	. e? . . . this this person . . .	1	1	7.52	8.92	1							1		2	
	13	. . this is small yellow flower . . .	2	2	3.04	3.55	1						1	1		3	
	14	. . etto this item is . used to . . nn? quick?	1	1	4.27	4.46	1		1					1	2	4	
	15	. . . etto this is . vehicle / that . . ride to child	1	1	6.71	9.64	1	1	1	1	1	1		1	2	4	
	16	this . this item is <wakannee> wear wear one's back	1	1	2.04	4.71	1		1	1	1			1	1	4	
	17	. . this can is cleaning the road . // and have .	1	1	2.42	2.65	2		2	1				1		5	
	18	. this person is the stant . . born . e? assistant the born the child?	2	2	1.88	2.14	1							1	2	4	
	19	this is clothes . // that that's color is white	1	2	1.05	2.00	2							1	1	4	
	20	this tool is . clean to the children used / to clean the	1	1	1.21	1.44	1	1	2	1				1	2	4	
70	2	1	an. this is a kind of hat . / an .. wearing weared by . Mexican	3	3	2.65	3.72	1	1	1	1	1	1	1	1	6	To: 63
	2	. this is. an. Japanese . shoes .. / made . wood	2	2	2.83	5.53	1	1	1	1	1		1	1	2	6	tf: 9
	3	a.eh .eh . this is a . . ah . kind . . insect	1	1	7.20	13.33	1						1	1		3	tc: 23
	4	... this is a large. large ship .. nn e..	2	2	4.18	5.48	1						1	1		3	
	5	. . nn	0	0	5.62	6.64	0						1			1	
	6	.eh .. this has . a .. ah . nn eh	0	0	5.11	5.43	1						1			1	
	7	..eh ... this use of . carry	0	0	8.82	9.13	1		1	1			1		2	1	

8	... this this is a kind of animal / . ha . having ahhn many.	2	2	4.60	6.69	1	1	1	1	1	1	2	6	
9	ahh this is a tool...	1	1	9.52	10.12	1					1		2	
10	... e. he is ah ca??	0	0	5.81	15.00	0				1			1	
11	..... eh. he's ... like	0	0	7.71	15.00	0				1	1		1	
12	... n .. he's n manager in a building	1	2	7.52	8.59	1						1	4	
13	.... this is a flower ... eh a	1	1	5.06	5.67	1						1	2	
14	. ah .. this use to... oh	0	0	4.51	5.62	1		1	1	1		2	1	
15	...eh ...this	0	0	7.76	15.00	0				1			1	
16	..ah this is a bag	1	1	12.45	13.10	1						1	2	
17	... aah	0	0	6.59	6.83	0				0			0	
18	..she. she help .. ah nn	0	1	3.81	5.85	0		1	1	1		2	1	
19	... ah this	0	0	6.13	15.00	0				1			1	
20	.. an this . this use / to clean . ah [J- frypan,frypan]	2	2	3.90	6.22	1	1	2	1	1	1		5	
71	1	1	1	1.21	1.90	1						4	2	To: 119
2	this is ah . Japanese shoes // and . this made of . trees . wood this made of wood	3	3	0.88	2.18	2		1	1		1	1	6	tf: 8
3	. this is ....ah telephone // this is a bug ah . this	1	1	2.32	6.97	2						1	2	tc: 36
4	this is ah . a rey?? boat .. this is a military boat.	2	2	1.12	4.95	1				1	1		3	
5	this is ah .. tool aand // . this can cut a	2	2	2.14	6.76	2		1				1	4	
6	this is ah this this have a long tail	1	1	0.86	10.84	1		1	1			1	5	
7	this is a truck // . and this . this truck is	1	1	2.86	5.85	2						1	4	
8	. this is ah brown animal //ah . . this has a . many needle	3	3	3.65	5.29	2		1		1	1	1	6	
9	this is tool and . . this is this	1	1	2.32	3.97	1						1	4	
10	. this is a . . work workman	1	1	2.95	6.39	1				1	1		3	
11	this is a worker // and . . . he works	1	1	2.11	4.32	2		1				1	4	
12	. . this is person ah . . . he	1	1	3.11	5.76	1						1	4	
13	. this is a yellow flower and . . . this	2	2	1.58	4.11	1				1		1	6	
14	this is a tool aand this . . use	1	1	2.02	4.71	1						1	4	
15	. this is ah . wheel // this is a car for	1	1	3.48	8.43	2						1	4	
16	this is a . . . this is a [J- knapsack]	0	0	2.62	11.70	1						3	2	
17	this is a car // and . this can use ah	1	1	2.32	4.95	2		1				1	4	
18	. . . she is a she is a helper and	1	1	6.94	11.42	1						1	4	
19	this is a shirt .. this a long shirt //ah this color is white	2	2	2.42	3.25	2				1	1	1	6	
20	this is a kitchen tool // and this can wash ah . .	2	2	1.49	2.51	2		1		1	1	1	6	
72	4	0	0	10.45	15.00	0				1			1	To: 82
2	..... this	0	0	8.87	15.00	0				1			1	tf: 11
3	... this is a this has ... out?? of legs...	0	0	3.58	5.71	1						2	5	tc: 24
4	.. this ... this is use for war	1	1	6.18	10.82	1		1	1			2	5	
5	.. this . used for . use / to cut lawn	2	2	5.71	7.15	1	1	2	1	1		1	5	
6	.. this has	0	0	2.69	15.00	1		1		1			1	
7	... this .. this carry a row ??	1	1	6.18	10.96	1		1	1			1	5	
8	... this is animal / which has a lot of	1	1	6.04	6.55	1	1	1	1	1		1	6	
9	.. this is a paper / which ... is used ..	1	1	5.99	6.78	1	1	1	1			1	4	
10	..... this is a truck . / which carry	1	1	7.94	8.82	1	1	1	1	1	1		4	
11	.. he he is a man who	1	1	12.45	13.24	1						1	4	
12	.....	0	0	15.00	15.00	0				0			0	
13	.. this is ... this is . the flower . / which has ..	1	1	2.32	9.06	1	1	1	1			1	4	
14	.... this is a tool / which use / for c eh, clean	2	2	7.66	8.36	1	2	1	2	1	1		4	
15	...	0	0	15.00	15.00	0				0			0	
16	this is a bag which ... nn	1	1	3.67	4.18	1						1	4	
17	this is a car . eh, / which clean the road	3	3	1.72	2.32	1	1	1	1	1	1		4	
18	.. she is .. a woman . / who help	2	2	5.29	8.87	1	1	1	1	1	1		4	
19	.....	0	0	15.00	15.00	0				0			0	
20	.. this is a tool / which . wash . wash the dish dish	2	2	2.65	3.62	1	1	1	1	1	1		4	
73	4	3	3	1.95	3.20	2		1	1			1	4	To: 182
2	. this is the hat . // this wear by . eee . Mexican men	4	4	1.16	2.44	2		1	1		1	1	6	tf: 13
3	. this is the Japanese traditional . shoes // this made of woods wood	3	3	1.28	3.30	2		1				1	6	tc: 55
4	. this is the kind of insect // this has a lot of legs	2	3	1.35	2.72	2				1		1	6	
5	. this is the ship this is a large ship . //ah this . . useful war	3	3	1.49	4.09	1	1	1	1	1	1		4	
6	. this is the machine / for cut . . umm ah clean garden	2	2	1.44	4.57	2		1				1	6	
7	. this is the kind of animals // this has long uun this lives in water	1	1	1.12	2.23	2		1	1			1	4	
8	this is the car // this car used for uum	3	3	0.70	1.65	2		1				1	4	
9	this is the animals // this has a lot . . um needles	2	2	1.49	4.88	1						1	6	
10	. this is the kind of book mark . this can ah . .	2	3	1.74	3.74	2		1	1			1	4	
11	. this ah he is a man // . he collect . garbage	2	3	1.77	2.53	2		1	1			1	4	
12	. he is a man // he . he his work is make walls	2	2	2.46	3.30	2		1	1			1	4	
13	um he is a man // he . . um . . se- . he security buildings	4	4	1.07	4.32	3				1	1	2	6	
14	. this is a kind of plant //um this is a dandelion // . . this is yellow flower	3	3	2.09	4.27	2		1	1			1	6	
15	.. this is a kind of cleaning tool // . . this is use with sweeper	2	2	1.42	6.85	1						1	4	
16	.. this is a . . vehicle for . . baby . . .	4	4	1.37	3.48	2	1	2	1	1		1	6	
17	. this is a kind of bags // this is use this used / for hiking	3	3	1.49	4.95	2	2	2	1	1		1	4	

18	. she is the woman // . she is this kind of doctor . she	2	2	1.56	2.74	2						1	1	2	6	
19	. this is the shirt // this shirt used for formal formal event // . this is the this has	3	3	1.58	3.02	3		2	1				1	1	4	
20	. this is the kitchen kind of kitchen tool // this used / for clean pan . . washing pans	3	3	1.05	4.16	2	1	2	2	1	1		1	1	1	6
74	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	... it is hat . / that a .. big red ...	2	2	4.34	5.20	1	1						1	2	4	To 94
2	... it is a shoe // . it this is a ... woody shoes ...	2	2	3.11	5.02	2						1	1	1	6	tf 6
3	.. this is a small insect	2	2	2.58	4.62	1						1	1		3	tc 36
4	.. this is a .. military heavy ship	3	3	1.97	5.22	1						1	1		3	
5	.. this is a electric . euipement	2	2	2.76	3.90	1						1	1		3	
6	..... this is a .. small . animal ..	2	2	7.34	11.31	1						1	1		3	
7	.... this is a large . truck ... / using . wrecker	2	2	5.27	6.34	1	1	1	1	1	1	1	1	2	6	
8	.... this is a small cute . animal	2	2	4.97	6.06	1						1	1		3	
9	.... this is a small convenient item	2	2	4.97	6.48	1						1	1		3	
10	..... this is a large car??	1	1	5.88	6.85	1						1	1		3	
11	..... he is worker	1	1	7.27	7.90	1							1		2	
12	.....	0	0	15.00	15.00	0						0			0	
13	..... this is . small plant	2	2	4.32	6.71	1						1	1		3	
14	..... this is small convenient item	2	2	7.38	12.70	1						1	1		3	
15	... this is small vehicle / ride a child .	2	2	4.23	10.45	1	1	1	1	1	1	1	1	2	6	
16	.... this is large .. blue bag	2	2	5.43	6.92	1						1	1		3	
17	.... this is . large . truck / that clean . town?	3	3	5.62	6.62	1	1	1	1	1	1	1	1	1	6	
18	... she is she is a assistant	1	1	4.51	10.31	1							1		2	
19	. this is . formal white . men's cloth	3	3	1.95	4.63	1						1	1		3	
20	.. this is . small kitchen item	2	2	2.74	5.32	1						1	1		3	
75	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	this is a hat // it it is red . . .	2	2	0.93	1.56	2							1	1	4	To 105
2	. this is a kind of shoes // . it made of wood . it made from wood	3	3	1.49	3.25	2		1	1			1	1	1	6	tf 11
3	. this it has many foot . . .	1	1	2.55	4.20	1		1					1	1	5	tc 35
4	this is a ship // it . and . it has many	1	1	1.79	2.30	2		1					1	2	4	
5	. it is a garden tool . with four	2	2	4.11	5.99	1	1		1			1	1	2	6	
6	this is . . . it has long . .	0	0	4.57	10.82	1		1				1			1	
7	. this is car . . used . . / removing car	2	2	2.51	3.18	1	1	2	1	1	1		1	1	4	
8	. this is they are they are . . nnn	0	0	4.37	15.00	0						1			1	
9	. . this is a stationery tool	2	2	2.81	6.01	1						1	1		3	
10	nn this is . person // he . . he removes the dust	2	2	2.93	7.04	2		1					1	1	4	
11	. . . he he made he make wall	2	2	4.57	6.18	1		1	1				1		5	
12	. . . . he he is the . . .	0	0	5.20	15.00	0						1			1	
13	. . . it has yellow flower .	2	2	5.64	6.85	1		1				1	1		3	
14	. . . this is a garden tool	2	2	3.86	5.41	1						1	1		3	
15	this is a . . . is a . . .	0	0	0.08	15.00	0						1			1	
16	. this is a bag // it has two bag / to hold shoulder	1	1	1.28	1.97	2	1	2	1				1	2	4	
17	this is a car // it makes . washes road	2	3	0.74	2.32	2		1					1	1	4	
18	. . this is a second wife . . nnn she is a second wife	0	0	1.93	3.11	1						1	4		3	
19	. this is a shirt . with to with long sleeve . .	2	2	1.21	2.02	1	1		1				1	1	4	
20	this is a kitchen tool // it washes this dishes	3	3	0.74	1.42	2		1				1	1	1	6	
76	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
1	. this is . hat . this is Mexican hat // . . this big hat // this is red	3	3	1.67	2.37	3						1	1	1	6	To 149
2	this is a shoes .. eeto Japanese shoe // . . it's made of wood an .	3	3	0.84	1.49	2		1				1	1	1	6	tf 12
3	. . this inset // . . this is danger // . . this has many foot	3	3	3.67	4.13	3		1					1	1	4	tc 50
4	this is ship. // ah . nn. this .use for army	3	3	0.98	1.49	2		1	1				1	1	4	
5	this is equipment // . this is .machine / for . cut cutting grass . grasses	3	3	1.21	1.63	2	1	1	1				1	1	4	
6	this is . . . animal small animal . . . nn	2	2	1.12	4.60	1						1	1		3	
7	. this is truck // . . . this . . . this can carry the car	2	2	1.77	2.14	2		1					1	1	4	
8	this is animal // . . . this wear . nn wade?? . . brown	1	1	0.79	1.16	2		1	1				1	2	4	
9	this is equipment . ah this	1	1	1.35	1.74	1							1	2	4	
10	. . . this is truck // . nn this use / for . . carry	2	1	3.72	5.29	2	1	2	2	1	1		1	2	4	
11	this is . worker // . he . is make . . . wall . with [J- renga]	2	2	0.40	1.35	2		1	1				1	1	4	
12	. . . this is person . an . he he .	1	1	3.34	3.69	1							1	2	4	
13	. this is . . flower // this flower is send	1	1	2.14	5.52	2							1	2	4	
14	this is .ah. equipment // . . this use / for . . . collect garbage	3	3	1.07	3.86	2	1	2	2	1	1		1	1	4	
15	. . . this is car . for baby	2	2	3.34	10.77	1							1	1	4	
16	this is bag . an wears shoulder // . . this is blue shoulder bag	1	1	0.93	1.25	2						1	1		3	
17	this is car cleans . nn . road // . . nn . . this has brush	4	4	0.84	1.23	2		2	1				1	1	4	
18	. she's assistant // . . nn . . she help to . . . mother	2	2	2.32	2.74	2		1	1				1	2	4	
19	this is shirts white shirts . ah . . . nn . . long shirts	2	2	0.46	1.02	1						1	1	2	6	
20	this is equipment // . . this use for . brush . the . . . flying pan or . bowl	3	3	0.88	1.25	2		1	1				1	1	4	
77	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	. this is a hat . e etto nn e this	1	1	1.35	6.32	1							1	2	4	To 111
2	this is . tool // . this is a shoes //eto Japanese traditional this is Japanese traditional	3	3	1.12	3.76	3							1	1	4	tf 6
3	. this is . bug . // we are hundred legs	2	1	2.14	4.27	2							1	2	4	tc 40
4	. this is . . war war ship // ship means	2	2	2.37	6.92	2		1				1	1	2	6	
5	this is equipment //etto we . grass cut	2	2	1.67	3.67	2		1	1				1	2	4	
6	this is . . . this is small animal with long ah	2	2	2.23	8.31	1	1		1			1	1	2	6	

7	this is truck . <nan dakke?> . this is	1	1	1.67	3.86	1						1	2	4		
8	. this is small animal with sting many sting	3	3	2.83	3.25	1	1		1			1	1	1	6	
9	.. this is this is work tool . . .	1	1	5.71	8.92	1						1	1	3		
10	this is big car . . .	2	1	1.49	3.67	1						1	1	3		
11	this is . worker . . etto . . . <doo dakke?>	1	1	1.86	5.57	1							1	2		
12	this is eee o this is worker with security	2	2	1.39	8.27	1	1		1				1	1	4	
13	this is <nante ieba iinda?> this is flower small small yellow flower eeto	2	2	1.30	7.57	1						1	1	3		
14	this is .. gardening garden tool	2	2	0.49	5.20	1						1	1	3		
15	this is chair . with small with baby	2	2	1.63	3.62	1	1		1				1	1	4	
16	.. this is . this is shoulder bag shoulder <jyanai>	1	1	4.69	9.94	1						1	1	3		
17	this is a car etto . / with cleaning road . from	3	3	0.84	1.53	1	1		1	1	1		1	1	4	
18	. she she she is assistant . . .	1	1	2.23	5.90	1							1	2	2	
19	this is white shirt with man	2	2	1.58	2.37	1	1		1			1	1	2	6	
20	this is kitchen tool with this is kitchen tool . . . washed . .	2	2	0.51	1.07	1						1	1	2	6	
78	4	1	. and this is a ten- gallon hat // . . and this color is red . . and very ah	2	2	1.53	2.79	2					2	1	4	To 177
2	.. this is Japanese .eh. shoes . . kind of Japanese shoes // . and this is made of wood	4	4	3.25	3.72	2		1				1	1	1	6	tf 15
3	.ah . . this is a . eeto . this is a kind of worm . kind of worm worms // . . eh . . . this has many	2	2	3.44	7.71	2		1				1	1	2	6	tc 57
4	.. this is a boat . large boat // . . and this has a many cand??	2	2	3.07	4.37	2		1				1	1	2	6	
5	. ah . . this is a . . . eee . <nandakke kore?> cut a grass . .	2	2	2.97	14.26	1		1	1				1	5		
6	. and . . this is a kind of lizard // . . this . ha . this skin is black and gold // . . tail is blue	3	3	2.51	4.60	3							1	2	1	6
7	. this sees . . a wrecker wrecker truck . . <nanda?>	2	2	3.95	11.05	1		1	1			1	2	3		
8	.ah . . . this is porcupine // . this is many needles . with . . with that ah this skin? . . his body that body?	3	3	4.41	4.88	2		1	1				2	1	4	
9	.. this is a paper . . ah <nanda?>	1	1	3.48	8.50	1							1	2		
10	and this is a trash car // . ah who is this? . this is a . . he is a trash car driver	2	2	1.30	1.81	2						1	1	1	6	
11	ah . . he is . . a kind of carpenter // . . he makes a . wall . it broke?	4	4	3.02	7.11	2		1				1	1	1	6	
12	he is . a . manager . building manager . he is a manager of . of buildings	2	2	3.16	4.83	1							1	1	4	
13	this is [W- tandelion] // . . that this flower is yellow . // and leaf is ... <gizagiza nandakke?>	2	2	1.72	2.28	3							3	1	4	
14	this is a [J- chiritori] // . . . this is green one . ah green <jyanai> clean <ka>	1	1	2.79	5.34	2							3	1	4	
15	. this is a baby car // . . and . . . this is ah . . on the baby	2	2	2.69	3.09	2						1	1	2	6	
16	.this is a . . . [W- ruck, ...rucksack] // . this body is green . and blue	1	1	1.30	4.87	2							3	1	4	
17	. this is a car // . this body is white // and eh . . under the this has brown under the bumper	2	2	1.77	2.37	3		1					1	1	4	
18	.. he is a . . she is a she helps the . . .	0	1	2.00	10.31	1		1					2	5		
19	. he is a white shirt // . and this is ah . many bottoms . jacket	2	2	1.95	2.42	2						1	1	1	6	
20	. this is a kitchen tool // . . eh . this is used / to wash the dish or	3	3	5.39	7.48	2	1	2	1			1	1	1	6	

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英語学習用コミュニケーション方略指導教材の
使用効果に関する実証研究

An Empirical Study on Effects of Teaching Communication Strategies (CS)
in Use of Materials Developed for Learning CS

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