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The Correlation between Implicit Grammatical Knowledge and the Length of EFL Learners' Utterances

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A B S T R A C T

This research explains the correlation between implicit grammatical knowledge and the length of learners' utterances among EFL university students at Tikrit university. A quantitative research design is adopted to measure the degree of correlation between implicit grammatical knowledge and the length of learners' utterances. Using a correlation analysis. A sample of 35 third year college students at English department is randomly selected from 65 students. Data collection involves two tests: the first one is Timed Grammaticality Judgment Test (TGJT) to assess implicit grammatical knowledge and the second diagnostic test is to examine the length of learners' utterances. Tests are scored based on predefined scoring schemes. The results of the correlation analysis utilizing person correlation coefficient, reveal that there is a correlation coefficient between Iraqi EFL university students' implicit grammatical knowledge and the length of utterances.

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العلاقة بين المعرفة النحوية الضمنية وطول المقطع الكلامي لدى الطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية

زبيدة سمير عايد/ كلية الآداب/جامعة تكريت

الخلاصة:

هذا البحث يوضح العلاقة بين المعرفة النحوية الضمنية وطول الجمل المنطوقة لدى طلبة اللغة الإنجليزية لغة أجنبية في جامعة تكريت. تم تبني تصميم بحث كمي لقياس درجة الترابط بين المعرفة النحوية الضمنية وطول الجمل المنطوقة باستخدام تحليل الارتباط. تم اختيار 35 طالبًا وطالبة من السنة الثالثة في قسم اللغة الانكليزية بشكل عشوائي من بين 65 طالبا وطالبة مجتمع الطلبة. وكانت طرق جمع البيانات باستخدام اختبار (TGJT) لقياس المعرفة النحوية الضمنية. واختبار تشخيصي لقياس طول الجُمل المُنتجة شفوياً من قبل المتعلم. وتم تسجيل درجات الاختبارين وفق أنظمة تقييم مسبقة ومحددة

جيدًا. وكانت نتائج تحليل الارتباط (معامل ارتباط بيرسون) قد أظهرت وجود علاقة معنوية بين المعرفة النحوية الضمنية وطول الجُمل المنطوقة لدى طلبة اللغة الإنجليزية في جامعة تكريت.

الكلمات المفتاحية: الارتباط، المعرفة النحوية الضمنية، وطول المقطع الكلامي.

Section One: Introduction

Grammatical knowledge is a cornerstone of second/ foreign language acquisition, and researchers often distinguish between explicit and implicit grammatical knowledge. While explicit knowledge refers to a conscious awareness of grammatical rules, implicit grammatical knowledge is unconscious, intuitive, and automatically accessible during language use. Implicit knowledge is typically developed through extensive exposure and practice in meaningful communicative contexts, rather than through rote rule memorization (Ellis, 2009).

Among English as a Foreign Language (Hence fore, EFL) learners, utterance length measured through the number of words, clauses, or idea units produced in spontaneous speech or writing can be a valuable indicator of linguistic competence and fluency. Longer utterances often suggest a greater ability to organize language structures and express complex thoughts, which in turn may rely on the automatic use of grammatical forms that is, implicit knowledge (Skehan, 1998).

Despite years of grammar instruction, many EFL learners struggle to produce extended, fluent, and grammatically accurate utterances. This suggests a gap between formal grammar instruction and its actual use in real-time communication. Traditional teaching often focuses on explicit knowledge, yet implicit grammatical knowledge developed through exposure and natural use may be a stronger predictor of language performance, especially in terms of utterance fluency and complexity (Ellis, 2009).

However, little empirical research has focused specifically on how implicit grammar knowledge correlates with utterance length, which can serve as an indicator of a learner's ability to produce coherent and spontaneous language. The problem lies in the limited understanding of whether greater implicit knowledge facilitates more extended utterances and whether this relationship holds across different EFL contexts (Bowles, 2011). This study therefore addresses the following question: To what extent is there a statistically significant correlation between EFL learners' implicit grammatical knowledge and the length of their spoken utterances? This research **aims** at:

1- Finding out the correlation between implicit knowledge and the length of learners' utterances.

2-Identifying the level of EFL university students' implicit grammatical knowledge.

3- Calculating the mean length of learners' oral utterances of EFL university students.

4- Comparing the differences between male and female EFL university students' in implicit grammatical knowledge and the length of utterances.

These aims are supposed to be achieved through answering the following **questions:**

1-Is there any correlation between implicit knowledge and the length of learners' utterances ?

2- What is the level of EFL university students' implicit grammatical knowledge ?

3- What is the mean length of learners' oral utterances of EFL university students.?

3- 4-Are there any differences among EFL university students between male and female in implicit grammatical knowledge and the length of utterances?

The present research is **limited to:**

1-The correlation between university students in implicit grammatical knowledge and the length of utterances.

2- EFL third year university students at English department/ college of Art /university of Tikrit during the second course of the academic year 2024-2025.

3- "An Introductory English Grammar" book, for Norman ,4th edition.

The **steps** of the research are as follows:

1-Presenting a general theoretical survey about implicit grammatical knowledge, the length of utterances. Two related studies are presented also in chapter two.

2-The tool is test (two tests the first one is Timed Grammaticality Judgment Test (TGJT) to assess implicit grammatical knowledge by Ellis(2009) and the second diagnostic test(picture-based) is to examine the length of learners' utterances. The researcher obtain their validity and reliability.

3-A sample is selected from third grade university students from Tikrit University.

4-The researcher constructs the two tests . Then applied them to the sample of the research to measure the students' implicit grammatical knowledge and the length of utterances.

5-Applying the prepared tools to the selected sample of students.

6-Using the appropriate statistical means to analyze the collected results

to calculate the correlation between implicit grammatical knowledge and the length of utterances since the Pearson Product Moment Correlation Coefficient Formula will be applied.

Section Two: Theoretical Background and Previous Studies

2.1Implicit Knowledge

2.1.1 Concept of Implicit Knowledge

Implicit knowledge refers to the unconscious understanding and internalization of language rules without deliberate instruction. This type of knowledge enables speakers to produce and comprehend language automatically and fluently (Ellis, 2005). It is typically intuitive, fast, and used in real-time communication without conscious reflection (Ellis, 2009)

Learners often develop implicit knowledge through exposure and interaction rather than formal instruction. It reflects what learners "know how to do" rather than what they "know about" the language (Rebuschat, 2013). Implicit knowledge is central to communicative competence, especially in spontaneous spoken contexts (Hulstijn, 2002).

2.1.2 Implicit Grammatical Knowledge

Implicit grammatical knowledge is the subconscious mastery of grammar that allows learners to apply rules without being aware of them. This form of knowledge is typically acquired through repeated exposure to language in context, rather than explicit instruction (Ellis, 2005).

Unlike explicit grammatical knowledge, which involves conscious awareness of grammatical terms and rules, implicit grammatical knowledge operates automatically in fluent speech (Ellis,2005). It plays a critical role in the accuracy and fluidity of utterances in second language communication (Paradis, 2009).

Implicit grammatical knowledge can be observed in learners' ability to produce grammatically correct structures during real-time speaking tasks, even if they cannot explain the rules involved (DeKeyser, 2003).

2.1.3 Types of Implicit Grammatical Knowledge

While implicit knowledge is generally unified and subconscious, researchers distinguish types based on linguistic subsystems:

1- Implicit Morphological Knowledge: Automatic use of correct inflections like tense endings or plural forms in speech (DeKeyser, 2003).

2- Implicit Syntactic Knowledge: Subconscious application of word order rules and sentence structures (Ellis & Loewen, 2007) .

3-Implicit Functional Knowledge: Use of grammar to fulfill communicative functions (e.g., asking, apologizing) without awareness of the forms used (Bowles, 2011).

4- Implicit Error Detection: Ability to intuitively sense when a sentence "sounds wrong" without knowing the grammar rule violated (Rebuschat, 2013).

2.1.4 Characteristics of Implicit Grammatical Knowledge

Implicit grammatical knowledge can be observed in learners' attitude as:

1-Unconscious: Learners apply grammar rules automatically, without being aware of them. They "know how" to use language, but not necessarily "why" (Ellis, 2005).

2-Fast and automatic: It operates in real-time speech with little processing delay (Rebuschat, 2013).

3-Non-verbalizable: Learners cannot explain the rules they apply; they just use them intuitively (Paradis, 2009).

4-Acquired implicitly: Through exposure and communication, not through formal grammar instruction (Hulstijn, 2002).

5-Context-sensitive: It adapts to communicative situations and is more evident in natural conversation than in grammar tests (Ellis, 2009).

2.1.5 Measuring Implicit Grammatical Knowledge

Implicit grammatical knowledge is commonly measured using time-pressured tasks such as elicited imitation, timed grammaticality judgment tasks (TGJT), or oral narrative production. These tasks minimize learners' reliance on conscious reflection (Ellis, 2009).

TGJTs require learners to quickly judge whether a sentence is grammatically correct under time constraints, ensuring reliance on implicit knowledge (Bowles, 2011). Another approach is the use of reaction-time-based tasks that capture automatic language processing (R. Ellis & Loewen, 2007). Performance in such tasks is assumed to reflect learners' internalized grammatical competence rather

than memorized rules so the researcher chooses (TGJT) since it saves time and applicable with class environment (Godfroid, 2016).

2.2 Utterances

2.2.1 Oral Utterances

Oral utterances are spoken units of language produced in real-time communication, typically reflecting both cognitive and linguistic processing. They represent learners' ability to organize ideas, apply vocabulary, and use grammar in spontaneous interaction (Bygate, 2001).

Utterances vary in complexity, fluency, and accuracy, and are essential indicators of spoken language proficiency (Skehan, 2009). In language learning contexts, analyzing utterances helps assess communicative competence and spontaneous language use (Levelt, 1989).

2.2.2 Types of Oral Utterances

Oral utterances are different in the way are companying in , and are varying in way of measuring, so they classified as the following:

1- Quantitative: Measured in number of words, morphemes, clauses, or T-units (Hunt, 1970).

2-Developmental: Longer utterances generally reflect more advanced grammatical development and fluency (Wolfe-Quintero, Inagaki, and Kim, 1998).

3-Task-sensitive: The length can vary depending on the type of speaking task (e.g., storytelling vs. dialogue) (Skehan, 2009).

4-Linked to fluency: Longer utterances often show higher speech fluency, but must be balanced with accuracy and complexity (Kormos & Dénes, 2004).

5-Reflective of planning: Learners produce longer utterances when given time to plan speech (Yuan and Ellis, 2004).

2.2.3Length of Utterances

The length of oral utterances refers to the quantity of words, morphemes, or syntactic units spoken in a single verbal expression or across a speaking task. Longer utterances may indicate greater fluency or syntactic development in second language learners (Iwashita, Brown, McNamara, and O'Hagan, 2008)

Length is often associated with the speaker's control over linguistic resources and ability to sustain coherent speech (Skehan & Foster, 2005). However, length alone does not imply accuracy or grammatical sophistication (Lennon, 1990) . Analyzing utterance length helps to evaluate developmental aspects of spoken proficiency such as fluency, lexical variety, and syntactic complexity (Lu, 2010) .The length of oral utterances can be measured using Mean Length of Utterance , which calculates the average number of morphemes or words per utterance. It is widely used to assess syntactic development and speech fluency (Brown, 1973).

2.3 The Correlation Between Implicit Grammatical Knowledge and Length of Utterances in EFL Students

Implicit grammatical knowledge contributes to the automaticity and fluency of speech, allowing EFL students to produce longer, more cohesive utterances (Ellis, 2005). As learners internalize grammar subconsciously, they can speak with fewer pauses and greater syntactic range (DeKeyser, 2003). Thus, higher levels of implicit grammatical competence are often associated with increased length and complexity of oral utterances (Skehan, 2009)**.**

Furthermore, the relationship between fluency (as measured by speech rate and pause frequency) and implicit grammatical knowledge also was positive, since that fluency in oral performance is not merely a function of vocabulary size but is closely tied to how well learners have internalized grammatical structures. As learners become more fluent, their utterances naturally become longer and more syntactically diverse (De Jong et al,2013).

2.4 Previous Studies

2.4.1 Suzuki and DeKeyser (2015)

This study aims at finding out the effect of delayed feedback on implicit and explicit language knowledge. The sample of this study consists of 75 Japanese EFL learners, aged 18-22,.The instruments are a Timed Grammaticality Judgment Test (TGJT) and an Oral Imitation Task, both commonly used to tap into real-time grammar processing without conscious rule recall.

The result shows that learners who had higher scores on implicit knowledge tasks tended to produce longer and more grammatically complex utterances during speaking tasks.

2.4.2 Revesz, Michl and Gilabert (2016)

The aim of this study is that discovering the role of task complexity, modality, and the L2 proficiency. The sample is 87 advanced and intermediate-level EFL students at universities in Barcelona and Amsterdam. The tools are online reaction time tasks and oral output under time for implicit grammatical knowledge, and utterance length was quantified using Mean Length of Utterance.

The results revealed a significant correlation between high levels of implicit grammatical processing and longer utterances, especially under cognitively demanding conditions.

Section Three: Methodology

3.1 Research Design

The current research utilized a correlation research design to examine the correlation between implicit grammatical knowledge and the length of learners' utterances among EFL university students . Any research that determine the relationships between two or more variables are correlation relation. Also if it explore their implications for cause and effect this type of design is a correlation design (Creswell ,2012)

3.2Population and Sample

The population of the present research is 65 third year university students (male and female) while the sample consists of 35 students who are studying in morning

studies in the department of English / college of Art at Tikrit university during the academic year 2024/2025.

Table 1

The Population and Sample of the Students

College	Population	Involved in the Pilot Study	Involved in the Sample
College of Arts	65	20	35

3.3Research Instruments

3.3.1 Construction of the Test

Test is a tool that applied in this correlation design. It is very important to gather information about students' achievement in a given course (Al Juboury ,2014)

Two tests were employed to gather the necessary data for the research: the implicit knowledge and the length of utterances. These tests aimed to assess different levels of implicit knowledge and oral proficiency indicators.

1- Timed Grammaticality Judgment Test to measure implicit grammatical knowledge , it is used to evaluate the following criteria; correctness of judgment, speed of response, and consistency across items.

The test includes one question consists of 50 sentences, participants read a sentence and judge whether it is grammatically correct within a limited response time (e.g., 1 minute). This time constraint is used to reduce conscious (explicit) reflection and to better tap into implicit linguistic competence (Ellis, 2005; Ellis, 2009).

The test aims to achieve the three criteria correctness of judgment, speed of response, and consistency across items.

2-Oral Productive Test: to assess productive language ability and calculate the Mean Length of Utterance. The test involved one question, participants describe a picture sequence (cartoon strip). Their spoken responses are audio-recorded for later analysis . The test aimed to measure two criteria fluency and complexity level of Iraqi EFL university students in picture- based speaking test.

Table 2

The Specification of the Contents, Behavioral Objective, Bloom's Taxonomy , Items, and Marks of the Tests

Variable	Test	Content	Behavioral Objective	Bloom's Taxonomy	No. of Items	Marks
Implicit Grammatical Knowledge	1	Items related to general grammatical rules	Students' ability to apply implicit knowledge	Knowledge Apply	50	100
The Length of Utterances	2	One Question related to sequenced pictures	Students' ability to apply grammatical and communicative skills	Apply (Apply new knowledge in concrete situations)	1	20

3.4Validity and Reliability of the Research Instruments

The most important characteristic of good test is to be valid. This means that it measures the contents of the test that is suitable to the aims of the research and all the jury members are agree that it is valid and give their modification if it is needed (Ary, Jacobs, and Razavieh, 2010).

Another important characteristics of good test is reliability. The researcher apply the same test after two weeks or three and obtained the same results in this case it is reliable (Brown and Abeywickrama ,2010).

Chronbach's Alpha, which statistically measures the internal consistency, has been used to find the reliability of the test. Chronbach's coefficient for implicit grammatical knowledge test is 0.86 and oral productive test is 0.84 which indicates that the test is reliable. The difficulty level of the test items ranges from (0.45) to (0.77) and the discrimination power of the test items ranges from (0.29) to (0.73).

3.5The Components of Scoring Scheme of Implicit Grammatical Knowledge and The Length of Utterances

In Timed Grammaticality Judgment Tasks (TGJT), scores are based on:Correctness of judgment (correct/incorrect), Speed of response, and Consistency across items (Ellis, 2009). While scores of second test , where students describe a four-panel cartoon sequence. Audio recordings are transcribed, segmented into utterances, , using these criteria: MLUw = total words ÷ number of utterances, speech rate: clean words per minute, breakdown fluency: number of pauses per second, and repair fluency: self-corrections per second. A typical scoring system assigns:

Table 3

The Components of Scoring Scheme of Implicit Grammatical Knowledge Test

Criteria	**Quality** **Of each Item** **(50) items**	**Scores** **Q1** **(100)**
1- Correctness of judgment	correct,	1
	incorrect judgments	0
2- Speed of response	Fast responses under time limit	0.5
	slow/non-timed	0
3- Consistency across items	Regularity in making similar decisions over similar items	0.5
	Irregularity	0

Table 4

The Components of Scoring Scheme of the Length of Utterances Test

Criteria	**Quality**	**Scores (20)m**
1-MLUw (Complexity)	More than 30 words per minute	5
	Less than 30 words per minute	2
	Few words	0
2-Speech Rate	More than 25 Clean words per minute	5
	Less than 18	2
	Few clean words	0
3- Breakdown Fluency	0-3 pauses per second	5
	4-6 pauses per second	2
	More than 7 pauses	0
4-Repaire Fluency	0-1 self-correction and repetition	5
	2-4self-correction and repetition	2
	More than 5 self-correction and repetition	0

Section Four: Discussion of the Results and Data Analysis

4.1 Data Analysis

4.1.1Data Analysis for the First Question

The result that relates to the first question is “Is there any correlation between implicit grammatical knowledge and the length of utterances?". And the aim which is related to this

question is "Finding out the correlation between implicit knowledge and the length of learners' utterances.". The researcher used the Pearson correlation coefficient

The results of the investigation of the correlation between implicit grammatical knowledge and the length of learner' utterances are that:

1-The number of the students is 35.

2- r- value is 0.878.

3-critical value is 0.195.

4-the level of significance is 0.05 .

The results show that there is a correlation between EFL university students' implicit grammatical knowledge and the length of learners' utterances.

Table (1)

The Correlation between Implicit Grammatical Knowledge and the Length of Utterances

Sample Size	**R-Value**	**Critical Value**	**Level of Significant**
35	**0.878**	**0.195**	**.769**

4.1.2 Result Related to Second Question

The result that relates to the second question which is "What is the level of EFL university students' implicit grammatical knowledge?" And the aim which is related to this question is " Identifying the level of EFL university students'

implicit grammatical knowledge ". The researcher used the T-test formula of one independent sample to obtain the result. The results of this investigation are:

1-the mean scores of students' level in implicit grammatical knowledge is (59.03) which is higher than the theoretical mean (50).

2-the standard deviation is (18.017) degrees.

3- The tabulated t-value which is (1.34)

4- The calculated t-value is (4.325) which is higher than the tabulated t-value.

5-the degree of freedom is (34)

6-the level of significance is (0.05).

The results show that "The university students have a higher level of implicit grammatical knowledge than the theoretical mean score". In other words there is a significant difference between students' level and the theoretical mean in implicit grammatical knowledge of EFL university students' achievement.

Table (2)

T-Test Value of the Student's Level in implicit Grammatical Knowledge

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
35	59.03	18.017	50	Calculated	Tabulated	34	0.05
				4.325	1.34		

4.1.3 Data Analysis for the Third Question

The result that relates to the third question is " What is the mean length of oral learners' utterances of EFL university students " And the aim which is related to the question is " Calculating the mean length of learners' oral utterances of EFL university students ". The researcher used the T-test formula of one independent sample to obtain the results.

The results of this investigation are that:

1-the mean scores of students' length of utterances is (12.08) higher than the theoretical mean (10).

2-the standard deviation is (1.04) degrees.

3-the tabulated t-value is (1.06).

4-the calculated t-value is (2.40) which are higher than the tabulated t-value.

5-the degree of freedom is (34).

6-the level of significance is (0.05).

The results show that" The university students have higher mean length utterances than the theoretical mean". In other words, there is a significant difference between students' performance and the theoretical mean length utterances of EFL university students.

Table (3)

T-Test Value of Calculating the Length of Utterances

N.	Mean	SD.	Theoretical Mean Score	T-Value		DF	Level of Sig.
35	12.08	1.04	10	**Calculated**	**Tabulated**	34	0.05
				2.40	1.06		

4.1.4 Result Related to Fourth Question

The results that relates to the fourth question which is " Are there any differences among EFL university students between male and female in implicit grammatical knowledge and the length of utterances?" And the aim which is related to the question is" Comparing the differences between male and female EFL university students' in implicit grammatical knowledge and the length of utterances". The researcher used the independent samples T-test statistics to obtain the results.

The results of this investigation are that:

A. Comparing the Differences between Male and Female EFL University Students' in Implicit Grammatical Knowledge

The results obtained is that :

1-Females mean scores in implicit grammatical knowledge is (58.22) and male mean scores in implicit grammatical knowledge are (51.34).

2- T-test formula for independent samples is used to show that the calculated t-value is (2.417).

3- The tabulated t- value is (1.98).

4-The degree of freedom is (33).

5-The level of significance is (0.05).

It is obtained that that there is a significant difference between male and female university students' implicit grammatical knowledge for the benefit of female.

B. Comparing the Differences between Male and Female EFL University Students' in Length of Utterances

The results obtained is that:

1-Females mean scores in length of utterances is (52.07) and male mean scores are (53.12).

Table (4)

Mean Scores, S. D., and T-Value of Male and Female in Implicit Grammatical Knowledge

Gender	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Male	20	51.34	17.788	2.417	1.98	33	0.05
Female	15	58.22	20.533				

2- The t-test formula for independent samples is used to show that the calculated t-value is (0.070).

3-The tabulated t- value is (1.08).

4-The degree of freedom is (33).

5-The level of significance is (0.05).

It is obtained that there is no significant difference between male and female university students' length of utterances.

Table (5)

Mean Scores, Standard Deviation, and T-Value of Male and Female in Length of Utterances

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Male	20	53.12	20.321	0.070	1.08	33	0.05
Female	15	52.07	19.965				

4.2 Discussion of Results

The following discussion explains the correlation between implicit grammatical knowledge and the length of utterances among EFL students. By interpreting the statistical findings in light of the research aims and hypotheses:

1. University students have a higher level of implicit grammatical knowledge than the theoretical mean score, where the mean score is 59.03 and the theoretical mean score is 50.

2. University students have a higher level in the length of utterances than the theoretical mean ,where the mean score is 12.08 and the theoretical mean score is 10.

3. There is a correlation between EFL university students' implicit grammatical knowledge level and the length of their utterances.

4. There is a significant difference between male and female university students' implicit grammatical knowledge level for the benefit of female , the mean score of the females is 58.22 and the mean score of males is 51.34. And there is no significant difference between male and female university students' in the length of utterances.

Section Five: Conclusions

The following conclusions of the current research:

1-It has been shown that the majority of EFL University in Tikrit university students has a high level in implicit grammatical knowledge and the length of their utterances.

2-There is a significant difference between male and female in implicit grammatical knowledge level , but there is no significant difference between male and female in the length of utterances.

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Test of Implicit Grammatical Knowledge (TGJT)

Q: Read the following sentences and put (T) if the sentence is grammatically correct and put (F) if it is grammatically incorrect. You have 10 seconds to read each sentence , each item (2m).

N	Sentences	T or F	N	Sentences	T or F
1	They has finished their assignments.		26	She speaks English fluently.	
2	If she was you, she would accept the offer.		27	He is the person whom we invited last week.	
3	The teacher whom I met yesterday were very helpful.		28	The children plays in the garden now.	

4	They had left before meeting started.		29	The project will reviewed next week.	
5	She has learnt lesson by heart.		30	The package delivered yesterday evening.	
6	He is the person which we invited.		31	She looking forward to meeting her colleague.	
7	If he had studied harder, he would have passed the exam.		32	I enjoys listening to classical music.	
8	If he didn't hurry he will miss the train.		33	She had been waiting since early morning.	
9	Jane often reads books in the evening.		34	He didn't speak to me about the issue.	
10	Jane often read books in the evening.		35	She goes to school every day.	
11	They are planning to move to a new house.		36	She go to school every day.	
12	They is planning to move to a new house.		37	They have finished their homework.	
13	he finish work, he goes home late.		38	If I were you, I would accept the offer.	
14	She is looking forward to meeting her colleague.		39	She don't speak English fluently.	
15	The children are playing in the garden now.		40	He had been studying for three hours before dinner	
16	The package was delivered yesterday evening.		41	The teacher whom I met yesterday was very helpful.	
17	The novel was written by a famous author.		42	She doesn't like spicy food.	
18	The novel was wrote by a famous author.		43	She don't like spicy food.	
19	They were told to be quiet in the library.		44	He will have completed project by Monday.	
20	We was told to be quiet in the library.		45	She has learnt the lesson by heart.	
21	The project will be reviewed next week.		46	After he finishes the work, he goes home late.	
22	He didn't went to the party last night.		47	After he finish the work, he goes home late.	
23	They have seen the new movie already.		48	He had been study for three hours before dinner.	
24	They having seen the new movie already.		49	They had left before the meeting started.	
25	I have never seen such a beautiful place.		50	We will have completed the project by Monday.	

Test of The Length of Utterances)

Q: Can you tell me a story from these scenes (20m)

1-Observe these 4 scenes in this picture .
2-Describe the sequence in English or retell the story in your own words.
3-Speak continuously for 1 minute.
4-Your response will be audio-recorded for analysis.