

Age Factor and Learning English as a Foreign Language at the Elementary and Intermediate Levels at Jarash Province Schools in Jordan

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Abstract

The main aim of this study is to investigate the consequence of age on studying English at the elementary and intermediate levels at Jarash province schools in Jordan. The process of teaching English as a foreign language has always been a challenging task, especially in the Arab countries. English being extremely important for technological as well as social development, its teaching, particularly in Arab countries, has captured the attention of many researchers. In most of the Arab countries, English learning begins at the elementary and Intermediate school level; however, in spite of the good overall planning, qualified teachers, integrated textbooks, and a purposive curriculum, the expected achievement is still below the expectations. The study established that learning English as a foreign language is affected by age since early exposure to various language instructions constantly ensures improved outcome in performance. The results illustrate that English learning at an earlier age is one of the most important factors that improve the skills of various English language learners, save for other variables such as motivation to learn, learning opportunities, attitude, and individual differences.

Keywords: English as a foreign language, Critical Period Hypothesis, English learning, Proficiency.

Introduction

Age is one of the greatest concerns that affect learning English as a foreign language in Arab countries. There has always been a widespread belief that younger individuals have got a better chance in acquiring foreign or second language, partly based on several observations of lots of experts and teachers all over the world. In order to prove this, a research was performed on a majority of children who were enrolled in some schools and therefore began learning English at an early age (Alcantara, 2005). It was noted that individuals who began learning the English language at an early age in their lives generally obtained higher levels of proficiency than their counterparts who opted to begin learning at later stages. Though it was assumed in the other studies that the age at which students begin to acquire English as a foreign language will have the same influence on students who are only exposed to one speaker of that language, in only a particular setting, and specifically during a restricted amount of time.

The Critical Period Hypothesis suggests in its definition that there is a time period, probably between child birth and the time when one enters puberty, when second language acquisition can be easily and rapidly accomplished, than times possibly falling outside this period. In this study, the focus is on age factor and the acquisition of English as a foreign language in Arab countries. The researcher considered the starting period for learning English as a foreign language of different age groups. The settings of the research are both private and public schools involving both males and females bounded by their indigenous Arabic environment (Cunningham & Reich, 2009).

Age has been considered as one of the greatest factors that affect learning English as a foreign language in Arab countries. Acquisition of English language in most schools and colleges in the Arab countries serves two purposes; for strengthening English foundation, and for using it in later years during the students' specialties that include health, business, and computers. Some researchers have stated that most learners of English do encounter certain problems in speaking and writing the language. An earlier researcher purported the Critical Period Hypothesis, which suggested that there is a period when learning a foreign language is more successful and efficient than any other time in an individual's life (Mehdi, 2003)

Problem Statement

The problem of this research is the age factor and learning English as a foreign language in Jordan. Most of students, in the past, began learning English language at intermediate secondary schools in the age of 13 up to 18 years. They dedicated their time and study for four periods weekly on an average school year calendar that extends from 30 to 32 weeks, for a period of six years. It is expected that by the end of the six years the students should have been able to learn the language successfully. However, their achievement is below expectation as they still perform weakly (Benmamoun, 2002). The general belief is that the younger learners have certain advantages over their older counterparts in the acquisition of English language. The main acknowledgement is that younger learners are able to learn English as a foreign language easily and quickly as compared to the older children.

Audience

This study is intended to serve a diverse audience who may be directly or indirectly affected, ranging from the teachers who are engaged in teaching individuals the English language, students who strive to acquire English as a foreign language, parents who should assess and

encourage their children to do their best in learning English language, and the government which should encourage its citizens to readily learn the English language at an early stage of their lives.

Limitations of the Study

- A lot of money is required to sufficiently carry out the whole research as it involves lots of travelling between Saudi Arabia where I currently work and the research which was carried out in Jordan.
- The researcher was faced with some obstacles in dealing with the female students who were learning English as a foreign language and the female supervisors concerned with English learning.
- There is much of time spending during the research as it involves a lot of communications and dealing with various individuals, some of whom are not sufficient enough in the English language.
- This study is exclusive carried out at Jarash province schools in Jordan.

Research Questions

- Is there any difference between students who start learning the English language at the age of five years compared with those who begin their learning at 12 years?
- What are the best ways to develop speaking and reading skills with ESL learners?
- How do adults learn to speak and read English as a second language?

Significance of the Study

The main objective of this study is to provide findings that can be of help to various education ministries and various concerned individuals in improving English education amongst individuals. The study aims at targeting English students, teachers, syllabus designers, and the decision makers.

Literature Review

This section will aptly review issues affecting age factor and learning English as a foreign language in Jordan and Arab countries in general. Age has been one of the major issues in the Arab countries when exploring English language acquisition and learning amongst individuals ever since; and therefore the age issue has received lots of attention and research since it is a very controversial factor (Alcantara, 2005). It is argued that children find the acquisition of English language skills easier and faster than the adults, hindering the adults from attaining the appropriate native like proficiency. However, there is still a great debate as to whether learners of the same age group are able to pursue a similar pattern of English language acquisition (Battle, 2012).

It is of wider belief that younger individuals have got a variety of advantages over the older learning individuals, in English language learning. The shared view is that those who start learning at an earlier age are in a better position of acquiring the second language more easily and quickly than the individuals who begin learning after the puberty stage. Despite being complicated in nature, the association between the success in acquisition of English language and age can be related to the Critical Period Hypothesis. This period is defined as the time when a child is able to acquire a new language more perfectly, easily and rapidly, without several instructions (Haviland, Prins, Walrath, & McBride, 2010). The Critical Period Hypothesis

proposes that there is a time period, probably between childbirth and just when the child gets into puberty, when learning a second language can be achieved easily and quickly than learning after the puberty period.

However, a few researchers argued that older learners were in a better position to acquire new language skills than their younger counterparts, as the older learners had got a higher level of metalinguistic abilities and problem solving capabilities. It was noted during the research that learning also depended on the individual characteristics and the environment, as the length of residence and the extent of instructions given, also being related to the age factor. From the study it was identified from the students' English skills test that entailed vocabulary learning, conversation, grammar, and writing, that the students who began learning English at an earlier age performed significantly better than the individuals who began at a later age (Hilsenroth, Segal, & Hersen, 2003).

Even when the research was narrowed down to male individuals, from the findings of the study, there were significant statistical differences probably at a level of 0.01 or even less, between most of the Arab male students who began learning English as a foreign language at about five years and those who began learning at an older age in vocabulary, writing, grammar, and conversation skills, in support of the younger students (Ong & Van Dulmen, 2007). In accordance to the Critical Period Hypothesis, there exists neurological period that ends at 13 years of age, after which the complete mastery of words and pronunciation becomes exceedingly difficult to achieve. From the study, it can be proposed that the students in Arab countries should be ready to acquire the English language just before the puberty period ends, so as to ensure that they gain the appropriate skills and the native like proficiency.

Strategies Affecting Teaching of English

The students face learning problems due to the fact that they are not exposed to English learning at the early stages of their lives and they do not apply the English language frequently as a medium of communication except when pursuing certain courses in higher education. Environment and the family background of individuals also play an important function in the success and achievement of the early learning process in the Arab countries. Inadequate family income of most of the families may prevent the parents from giving good education to their children at an earlier stage (England, 2006).

The teachers are striving their best by applying every appropriate mechanism which would help them cope with the issues such as age that are affecting English learning in Arab countries. There are several innovative strategies employed in modern teaching that are required to deal with the daily challenges faced during teaching and learning, in order to achieve the aimed target (Boroweic, 1998). Strategies such as the early start method is being encouraged in various Arab countries as individuals are being encouraged to enroll in English learning classes early enough when they are still young so as to be able to gain the English language skills and proficiency early enough before they become older. Parents are also encouraged to support their children and to take them to schools when they are still able to acquire language skills easier and faster (Kharkhurin, 2012).

The use of technology has led to the development of several language laboratories, which are fully furnished with numerous computer supported language learning, which aids in the provision of proper language skills. The learners become motivated during their studies as they enjoy every activity they are engaged in (Singleton, 1995). The learners are encouraged to attend various remedial courses during vacations so as to improve their skills and knowledge in the

English language, as the teachers are supposed to be fully equipped, updated and ready to encounter every kind of challenge during the teaching process. Teachers have got the most responsibility in the educational setting and therefore they should be updated and equipped with fresh knowledge and the appropriate use of technology in education (Marguardt, Berger, & Loan, 2004). The teachers of English should regularly attend for the development and essentials in service training. Every teacher should be research oriented in order to develop new skills, however, most of the teachers felt embarrassed and feared attending any of the training programs. However no matter how much experienced, knowledgeable and trained a teacher may be, professional advancement is always a necessity for every individual (Suleiman, 2011).

Problems Faced by English Learning Students

There are numerous problems that are faced by the Arab English learning students during the period of their learning. Some of the learners are able to fluently speak good English due to their personal efforts; however, they perform miserably when it comes to the actual writing of the language in paper. In this study it was discovered that most of the Arab students who were studying English as a foreign language lacked proper oral communication skills, as most of them committed simple vocabulary errors. After carrying out various tests in the study, several aspects and skills were identified to be giving the learners difficulties (Committee to Review the Title VI and Fulbright-Hays International Education Programs & National Research Council, 2007).

Pronunciation of the English words correctly was one of the major challenges that the Arab English learners faced. Most of the Arab students substituted the (t) or (d) consonant sounds, as others used the (s), (z), or even the (v) consonants. They failed to differentiate words such as pool and pull, fool and full, talk and take. The other grammatical problems were also experienced in capitalization and punctuation of sentences, tense usage, articles, prepositions, synonyms, spellings, use of suffixes, and in the use of prefixes (Law, Pelgrum, & Plomp, 2008).

Other Factors Affecting Learning of English Language in Arab Countries

Mother tongue influence also related to age in affecting learning of English as a foreign language in the Arab countries. Mother tongue, also referred to as the first language, is used by most of the individuals in the Arab countries in their daily lives for communicating with one another (Oxford, 1996). First language learners have got no difficulty in pronouncing most of the words in their mother tongue language even after the puberty age. The learners' minds are usually set to understand the one linguistic system that the individuals have always been exposed to all the time. However, in the acquisition of English as a foreign language, the first language features do collide with those of the foreign language. This therefore proves the fact that the native language phonology highly influences the word pronunciation of the second language (Conture & Curlee, 2007).

The Contrastive Analysis Hypothesis states that the foreign language elements that are similar to the students' native language will be easier and simpler for the student to relate, while the differing components will provide a great challenge for the student to relate (Grabe, 2008). The teachers concerned with teaching the English language and the students should therefore know and understand both the structures of the first language and the English language. Acquisition of this knowledge would help the teachers in identifying the influential areas of both the first language and the foreign language, and be able to acquire certain techniques to correct the obstacles (Committee to Review the Title VI and Fulbright-Hays International Education Programs & National Research Council, 2007).

Various non-linguistic aspects that are related to students learning and personality goals, the attitude towards English language, the type of motivation, culture and the native speakers have got certain roles in the advancement of pronunciation skills. The Arab individuals are encouraged to be exposed to the English language and to frequently use the language so as to improve their pronunciation skills. It was determined during the study that the students who were confident and readily outgoing easily interacted with the native speakers and was able to develop and practice the foreign language pronunciation skills (Knapp & Seidlhofer, 2009).

Some of the Arab students felt uncomfortable in trying out extra speech rhythm while the other students felt it to be stupid in pronouncing the English sounds which they termed to be weird, and as time went by, they made up their minds that it was impossible and futile to be able to learn appropriate English pronunciations. It is therefore believed that for one to change or not to change, the patterns of speech is influenced by the amount of responsibility that is taken by the learner and how much practice the learner does outside the class (Grabe, 2008). In conclusion, the factors that are discussed above should help the English language teachers to bear in mind what their learners might possibly encounter during their studying of English as a foreign language. Using these factors the teachers are able to easily identify the challenges faced by the Arab students in the pronunciation of the English language, and therefore help the students overcome the difficulties by providing proficient pronunciation instructions (Amin & Gher, 2000).

Methodology

The following method was employed to investigate the issue of age factor and learning English as a foreign language at Jarash province schools.

Participants

The participants of this study from which information was obtained include 100 students from Jarash province schools, pursuing English as a foreign language, and 50 English teachers who were in charge of teaching those students or their learning counterparts.

Instruments

The instruments that were used for the study included tests for the students and the questionnaires for the English teachers.

Procedures

The general approach used in the research was experimentally investigated, and it mainly examined one objective, which is age. The SPSS was used by the researcher to analyze the collected data in the questionnaire and the students' tests. The questionnaire instrument was used to gather data from the teachers in various schools. The main part of the questionnaire consisted of 30 items that were appropriately arranged in a format similar to a 5-Liker Scale that ranged from strongly agree to strongly disagree. The equation of Alpha which is a measure for the internal consistency was used by the researcher in order to determine the reliability. The questionnaire was found to be very dependable since its reliability coefficient based on the study extremely ranged between 0.78 and 0.80.

The used questionnaire was submitted to professors in various universities, arbitrators, and also to the Ministries of Education. Some few changes had to be made in the statements. The questionnaire had got internal validity calculated using the Pearson Correlation Coefficient. The Pearson correlation coefficient has got its values statistically substantial at level 0.01, which indicated the validity of their reliability with the subject matter.

Data Collection Procedures

The researcher obtained an official permission from the local authority. There was distribution of the two tests to two control groups by the researcher between 1st of January 2012 and 1st of March 2012. The first group consisted of 25 students who were at level four, learning English in an elementary school; while the second group consisted of 25 students who were at grade-three, learning English in an Intermediate school. Each of the tests took a supervision period of an hour and individuals were allowed to revise their answers.

The students were promised that their answers would be kept very confidential and no individual in the schools would be allowed to see or evaluate them. The subjects were made to know that there would be possible amendments to the English syllabus in response to the results of the study. The students were therefore urged to employ sincere efforts that could give the researcher a true image of their English competency.

Data Analysis

Various analyses were needed to effectively test the research proposal. Thorough comparison of the young students at level four in elementary schools' performance, with the older students who were at level three in intermediate schools' performance, was one of the analyses required. SPSS was used in data analyses since it was highly desired to assess hypothesis concerning the age of English as a foreign language instruction initiation.

A three-way analysis of discrepancy was employed. The starting age of learning English as a foreign language in private elementary school and public intermediate school was the independent variable, since it separated the students who managed to have early English as foreign language instructions in their private schools from those in public intermediate schools who have their English as a foreign language later. The conventional .05 Alpha level was used in all the analyses and comparisons that were conducted. This is to imply that the findings were said to be insignificant unless if they had been acquired based on chance alone, probably only in five out of a hundred times. There was calculation of means and standard deviations pertaining to each construct to be able to determine the probable effects of age variable.

Table 1. *Correlation results*

| <i>Variables</i> | <i>Correlation results</i> | <i>Strength</i> |
|--|-----------------------------------|------------------------|
| Grammar/Pauses due to hesitation | 0.24 | Weak |
| Grammar/repetition | 0.54 | Strong |
| Vocabulary/Pauses due to hesitation | 0.46 | Strong |
| Vocabulary/Word repetition | 0.82 | Strong |
| Pronunciation/Pauses due to hesitation | 0.15 | Weak |
| Pronunciation/Word repetition | 0.2 | Weak |

Table 2. *Comparative Analysis*

| Average Score | Late Learners/Adults | Young Learners |
|----------------------|-----------------------------|-----------------------|
| Grammar | 38.10% | 40.20% |
| Vocabulary | 38.40% | 39.10% |
| Pronunciation | 10.50% | 20.60% |

Methods of Statistical Treatment

In order to accomplish the aims of the study and evaluation of the collected data, various statistical approaches were employed such as the SPSS. The statistical analyses that were carried out in this study include the following:

The weighted arithmetic mean was calculated in order to determine how high or low the answers of individuals regarding every statement found in the basic variables.

Findings of the Study

The performed study found out that; the students who opted to begin learning English language at an earlier age of about five years performed better than the individuals who decided to learn the language at a later age, probably after puberty. It was also determined that the younger students were faster and easier in acquiring the English language skills. The young learners were able to speak English language more fluently and with much ease than the older learners. It was determined that the most suitable age for any individual to begin learning English as a foreign language was between the ages of five and six years. Some of the students who began learning English at the age of 13 years were gauged and their performance was very weak as compared to their younger counterparts who were also gauged during the same period of time. The major finding of this research tend to be in support of the common notion that the students who began learning at an earlier age had got better chances of acquiring the language skills than the students who opted to begin studying at an older age.

Results of the Study

The results of the students' tests that majorly evaluated English skills that include reading, grammar, conversation, writing, and vocabulary learning, indicated that the individuals who began learning English at five years of age in the private schools, performed significantly better than the students who started learning at the age of 13 years in the public schools (Amin & Gher, 2000). In accordance to the study findings, there were considerable statistical differences, probably at level 0.01 or even less, between the male learners who began learning English as a foreign language at five years and the students who began studying English as a foreign language at thirteen years of age in vocabulary, writing skills, grammar, and conversation skills in support of the students who began studying English at a younger age of five years.

The results of this study are in support of the declaration that English as a foreign language learning is faster, complete, and easier when it is began at an earlier age than at the later ages in one's life. The study also agrees to the Critical Period Hypothesis which ascertained that children were capable of acquiring different languages easily before they attained nine years of age (Sara, 2009).

Recommendations of the Study

It is recommended that the number of future researches on English as a foreign language learning in the Arab countries should increase so as to explore most of the effects of age on learning English as a foreign language.

The Ministries of Education in various states should make great contributions with the aim of strengthening the ability of their students to learn English as a foreign language in the Arab countries.

There should be several establishments' of language workshops and seminars which should look at how to intensify the students' yearn to learn English as a foreign language.

There should be a conduction of similar studies at a higher level of education in the Arab countries particularly that of secondary school, in which the students would have begun English at different ages however, they would have a longer period of time exposed to English as a foreign language.

The concerned Ministries of Education in the Arab countries should highly encourage the learning of English as a foreign language mostly at early ages. The results showed that the individuals who were exposed to learning English at early ages were able to acquire the required skills of English language early enough.

The role of parents should be initiated as they would evaluate and assess the levels of their children in the acquisition of the English language.

It is recommended that English learning at six years should be introduced in public schools in the Arab countries. Similar studies should then be executed on the experimental schools and the results be compared with the students' academic achievements in the private schools.

It is recommended that there should be appropriate ways and methods to eradicate the obstacles that are faced by individuals in the field of learning English as a foreign language in the Arab countries.

The teachers of English in different stages should aptly motivate their students during the lessons acquisition of English as a foreign language.

It is proposed that there should be an increased pressure to build up awareness of the importance of studying English language amongst the students at various academic levels.

It is recommended that the governments should appropriately fund and provide support to various institutional programs that aim at providing English language to the students.

Further Studies Suggestions

The future researches should greatly focus on the female students because in most of the Arab countries, the researcher was faced with some obstacles in dealing with the female students who were learning English as a foreign language and the female supervisors concerned with English learning.

There should be a consideration of the foreign private schools for both the male and female students in future researches.

Time as a factor also has got various effects on learning English as a foreign language and therefore its effects should be looked into during the future researches as sometimes the learning process is affected by the length of study.

Conclusion

As observed in this study, age had got great effects on individuals who opted to learn English as a foreign language. The findings of this study resolved that the individuals who began learning English at an earlier age, probably at the age of six, were in a better position to learn English as a foreign language than the individuals who decided to learn the English language when older, probably past the puberty stage. The results of this study also tend to support the established studies which claimed that the earlier an individual acquired the first language learning, the better chance the individual had on the general fluency of the second language which perhaps would be English or any other language (Hinkel, 2011).

From this study, it can be concluded that age is one of the factors that potentially influence the way in which a person is able to learn a second language. It is therefore one of the greatest factors that affects learning of English language as a foreign language in Arab countries. Young

learners are believed to have a higher potentiality of learning than the adults. The young learners are considered to be fluent in the communication of English language and are able to acquire native like accent than the older learners (Boroweic, 1998).

The individuals who begin learning a foreign language such as English after the puberty age in most cases fail to acquire the native like accent of the foreign language as they do have complex learning patterns. Various studies state that there is a difference in the developmental states between the children and the adults in their learning of English as a second language (Institute of Medicine, 2009). However, it should be noted that there are other factors linked to age that are also important in determining the rate of acquisition of English as a foreign language in various developmental stages of the learners such as; motivation to learn, learning styles, various learning opportunities, individual differences, and one's attitude towards learning the English language.

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Appendix

Number of Mistakes Committed by Second Language Speakers in English

| No of students | Language Proficiency | | Language Fluency | | |
|----------------|----------------------|---------------------|------------------------|--------------------------|-----------------|
| | Grammar Mistakes | Vocabulary Mistakes | Pronunciation Mistakes | Pauses due to Hesitation | Word Repetition |
| 1. | 6 | 5 | 2 | 7 | 3 |
| 2. | 5 | 5 | 1 | 9 | 9 |
| 3. | 4 | 3 | 3 | 3 | 3 |
| 4. | 2 | 4 | 0 | 16 | 7 |
| 5. | 6 | 5 | 2 | 7 | 3 |
| 6. | 5 | 5 | 1 | 9 | 9 |
| 7. | 4 | 3 | 3 | 3 | 3 |
| 8. | 2 | 4 | 0 | 15 | 7 |
| 9. | 6 | 5 | 2 | 7 | 3 |
| 10. | 5 | 5 | 1 | 9 | 9 |
| 11. | 4 | 3 | 3 | 3 | 3 |
| 12. | 2 | 4 | 0 | 13 | 7 |
| 13. | 6 | 5 | 2 | 7 | 3 |
| 14. | 5 | 5 | 1 | 9 | 9 |
| 15. | 4 | 3 | 3 | 3 | 3 |
| 16. | 2 | 4 | 0 | 14 | 7 |
| 17. | 6 | 5 | 2 | 7 | 3 |
| 18. | 5 | 5 | 1 | 9 | 9 |
| 19. | 4 | 3 | 3 | 3 | 3 |

| | | | | | |
|-----|---|---|---|----|---|
| 20. | 2 | 4 | 0 | 16 | 7 |
| 21. | 6 | 5 | 2 | 7 | 3 |
| 22. | 5 | 5 | 1 | 9 | 9 |
| 23. | 4 | 3 | 3 | 3 | 3 |
| 24. | 2 | 4 | 0 | 12 | 7 |
| 25. | 6 | 5 | 2 | 7 | 3 |
| 26. | 5 | 5 | 1 | 9 | 9 |
| 27. | 4 | 3 | 3 | 3 | 3 |
| 28. | 2 | 4 | 0 | 10 | 7 |
| 29. | 6 | 5 | 2 | 7 | 3 |
| 30. | 5 | 5 | 1 | 9 | 9 |
| 31. | 4 | 3 | 3 | 3 | 3 |
| 32. | 2 | 4 | 0 | 15 | 7 |
| 33. | 6 | 5 | 2 | 7 | 3 |
| 34. | 5 | 5 | 1 | 9 | 9 |
| 35. | 4 | 3 | 3 | 3 | 3 |
| 36. | 2 | 4 | 0 | 08 | 7 |
| 37. | 6 | 5 | 2 | 7 | 3 |
| 38. | 5 | 5 | 1 | 9 | 9 |
| 39. | 4 | 3 | 3 | 3 | 3 |
| 40. | 2 | 4 | 0 | 14 | 7 |
| 41. | 6 | 5 | 2 | 7 | 3 |
| 42. | 5 | 5 | 1 | 9 | 9 |
| 43. | 4 | 3 | 3 | 3 | 3 |
| 44. | 2 | 4 | 0 | 16 | 7 |
| 45. | 6 | 5 | 2 | 7 | 3 |
| 46. | 5 | 5 | 1 | 9 | 9 |
| 47. | 4 | 3 | 3 | 3 | 3 |
| 48. | 2 | 4 | 0 | 12 | 7 |
| 49. | 6 | 5 | 2 | 7 | 3 |
| 50. | 5 | 5 | 1 | 9 | 9 |
| 51. | 4 | 3 | 3 | 3 | 3 |
| 52. | 2 | 4 | 0 | 16 | 7 |
| 53. | 6 | 5 | 2 | 7 | 3 |
| 54. | 5 | 5 | 1 | 9 | 9 |
| 55. | 4 | 3 | 3 | 3 | 3 |
| 56. | 2 | 4 | 0 | 15 | 7 |
| 57. | 6 | 5 | 2 | 7 | 3 |
| 58. | 5 | 5 | 1 | 9 | 9 |
| 59. | 4 | 3 | 3 | 3 | 3 |
| 60. | 2 | 4 | 0 | 16 | 7 |
| 61. | 6 | 5 | 2 | 7 | 3 |
| 62. | 5 | 5 | 1 | 9 | 9 |
| 63. | 4 | 3 | 3 | 3 | 3 |
| 64. | 2 | 4 | 0 | 14 | 7 |
| 65. | 6 | 5 | 2 | 7 | 3 |
| 66. | 5 | 5 | 1 | 9 | 9 |
| 67. | 4 | 3 | 3 | 3 | 3 |
| 68. | 2 | 4 | 0 | 16 | 7 |
| 69. | 6 | 5 | 2 | 7 | 3 |
| 70. | 5 | 5 | 1 | 9 | 9 |
| 71. | 4 | 3 | 3 | 3 | 3 |
| 72. | 2 | 4 | 0 | 12 | 7 |

| | | | | | |
|------|---|---|---|----|---|
| 73. | 6 | 5 | 2 | 7 | 3 |
| 74. | 5 | 5 | 1 | 9 | 9 |
| 75. | 4 | 3 | 3 | 3 | 3 |
| 76. | 2 | 4 | 0 | 16 | 7 |
| 77. | 6 | 5 | 2 | 7 | 3 |
| 78. | 5 | 5 | 1 | 9 | 9 |
| 79. | 4 | 3 | 3 | 3 | 3 |
| 80. | 2 | 4 | 0 | 15 | 7 |
| 81. | 6 | 5 | 2 | 7 | 3 |
| 82. | 5 | 5 | 1 | 9 | 9 |
| 83. | 4 | 3 | 3 | 3 | 3 |
| 84. | 2 | 4 | 0 | 16 | 7 |
| 85. | 6 | 5 | 2 | 7 | 3 |
| 86. | 5 | 5 | 1 | 9 | 9 |
| 87. | 4 | 3 | 3 | 3 | 3 |
| 88. | 2 | 4 | 0 | 14 | 7 |
| 89. | 6 | 5 | 2 | 7 | 3 |
| 90. | 5 | 5 | 1 | 9 | 9 |
| 91. | 4 | 3 | 3 | 3 | 3 |
| 92. | 2 | 4 | 0 | 11 | 7 |
| 93. | 6 | 5 | 2 | 7 | 3 |
| 94. | 5 | 5 | 1 | 9 | 9 |
| 95. | 4 | 3 | 3 | 3 | 3 |
| 96. | 2 | 4 | 0 | 10 | 7 |
| 97. | 5 | 5 | 1 | 9 | 9 |
| 98. | 4 | 3 | 3 | 3 | 3 |
| 99. | 2 | 4 | 0 | 11 | 7 |
| 100. | 6 | 5 | 2 | 7 | 3 |