


## Analyzing the Regular Grammar Mistakes of Chinese Students While Assessing Speaking During an IELTS Speaking Test

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### ABSTRACT

**Keywords:** IELTS speaking test; Grammar mistakes; Analysis; Chinese University Students

This research was done to determine the validity and dependability of the IELTS speaking test questions received by the four Chinese applicants, as well as the total number of grammatical errors committed by the four candidates and the frequency with which each error occurred. The research included a reasonably in-depth examination of the grammatical errors made by four Chinese IELTS test participants. Although the study did not address all components of speaking errors, more research might be undertaken on the remaining areas.

### 1. Introduction

Today, an increasing number of Chinese college seniors are eager to study overseas in order to acquire a different education system from the one they were taught in China. However, the result of related language examinations is a crucial factor in determining whether a student is eligible to study abroad. In addition, as there are few opportunities for pupils to engage and converse with one another in the classroom, their IELTS speaking scores are not particularly satisfactory. As a consequence, I opted to evaluate their performance on the IELTS speaking exam, as it is the most direct factor in determining their ratings. And the applicants' grammatical errors are the primary factors determining their ratings. Therefore, my primary interest in their performance is on their grammatical errors. This research analyzes the quantity, kinds, and frequency of each grammatical error produced by Chinese EFL (English as a Foreign Language) students during an IELTS speaking examination. At the start of the data collecting and discussion section, the IELTS speaking test questions were examined to see if they accurately reflected the applicants' real speaking ability. The performances of the four Chinese pupils were then recorded and evaluated. This research employed both qualitative and quantitative tools. By answering the following research questions, we'll know how often each candidate's mistake types occur :

RQ1: To what extent do grammar mistakes occur in the selected videos?

RQ2: What kinds of grammar mistakes are made by the candidates in the selected video?

RQ3: What is the frequency of each grammar mistake in selected videos?

## 2. Literature review

### 2.1. Framework of Grammar Mistakes

This study's framework of grammatical errors is based on Brown's theory (2010)'s which offers "clearly stated core concepts for evaluating and constructing assessment processes of all types and a succinct but complete discussion of assessing speech" (Brown, 2010). According to Brown (2010), there are primarily four kinds of grammatical errors in everyday communication: Tag question errors, slip-of-the-tongue errors, Subject-Verb agreement errors, and errors with the agreement between indefinite articles and the following word. Tag question errors and slips of the tongue are examples of structural flaws. In spoken language, tag inquiries such as "is it?" are often used to inquire about the exact attitude of the speaker's remark; slip-of-the-tongue errors are prevalent and frequently accidental. There are often pronunciation issues, the most common of which is the incorrect usage of "than" and "then." Subject-Verb Agreement Mistakes and faults in the agreement between the indefinite article and the word after it is examples of non-structural errors. Errors in subject-verb agreement show that the number and person of the subject and verb are incorrect. When an indefinite article is followed by a word whose pronunciation starts with a vowel sound, "an" must be used in place of "a" to avoid problems in the agreement between the two words.

### 2.2 Validity and Reliability of a Test

#### 2.2.1. Test Validity

If a test is legitimate, it may be certain that the linguistic points it wishes to evaluate have been presented properly to the test applicants. Consequently, since most academics agree with this approach, "construct validity" is often referred to as "test validity" (Brown, 2010). According to Hughes (2010), construct validity has two subcomponents: content validity and criterion-related validity.

Whether or not a test has content validity relies on the test's specifications. This is due to the fact that the specification may provide direction for test item identification, i.e., whether the test's content corresponds to its intended scope. According to Hughes(2010) and Thompson(1992), a comprehensive test specification should include the following elements: "1. Content; 2. Test structure; 3. Timing; 4. Medium/channel; 5. Techniques to be employed; 6. Performance criteria; and 7. Scoring processes."

Thompson (1992) finds that test content is the link between instruction and evaluation. He asserts that instruction and testing were reflected heavily in test content. According to him, test material may be split into two categories: Text/task content explains the circumstances of language use. After determining the test's content, its organization, time, medium/channel, and methodologies should be defined. Assessors must choose the number of sections and the number and kind of questions to be included in each section, as well as the length of the test and the medium (e.g., pen and pencil) in which the test will be administered. In the meanwhile, the performance requirements should also be stated. In this section, the expected performance of test takers at various levels is calculated. And last, the evaluators provide the scoring techniques in detail, particularly for things that must be rated subjectively.

#### 2.2.2. Test Reliability

A test is considered trustworthy if it has the least amount of luck or chance components. Livingston(2018) comes to the conclusion that: The scores of examination applicants would not be impacted by time or date; The test takers' results would not be impacted by certain types of questions, such as multiple-choice questions. The scores of the test takers would not be altered

by the replies of the evaluators, since certain things would be subjective and the rating would rely on the rater's own judgment. The significance of test reliability is mostly attributable to the fact that it is the primary method for determining the language proficiency of test applicants.

### *2.3. Brief Description of the IELTS Speaking Test*

IELTS is regarded to be both an intense speaking assessment and an interactive speaking assessment based on Brown' explanation (2010)'s multiple speaking examinations. Before doing this research and producing more compelling findings, it is necessary to examine the efficacy of IELTS.

According to Brown(2010), there are five fundamental forms of speech evaluations: the imitative speaking evaluation, the intense speaking evaluation, the responsive speaking evaluation, the interactive speaking evaluation, and the extended speaking evaluation. During the IELTS speaking examination, the examiner will first ask the applicant questions about his or her everyday life, then demand him or her to describe an event, and then ask follow-up questions regarding the candidate's responses. In this evaluation, there are several little talks, and the majority of the things are given as requests. Consequently, the IELTS speaking test is a kind of responsive speaking test, which often consists of short discussions that imitate real-world settings. The purpose of such examinations is to determine whether or not the examinee might adapt to everyday life in English-speaking countries. The assignments might be offered as requests, remarks, daily greetings, etc.

## **3. Methods**

In order to answer the three research questions, data was collected. To answer RQ1, all grammatical mistakes made by Chinese EFL (English as a Foreign Language) students and students from other EFL countries were recorded. To respond to RQ2, all grammatical errors were classified according to the types of grammatical errors described in Chapter 2 (Tag question errors, Slip-of-the-Tongue errors, Subject-Verb agreement errors, and errors regarding the agreement between indefinite articles and the following word) and their percentage differences were discussed. To respond to Question 3, the total number of mistakes made by applicants and the frequency of grammatical errors were reported.

### *3.1. Material Selection*

The selected videos depict the performance of four Chinese students taking the IELTS speaking examination. All four applicants are women between the ages of 26 and 30, which is extremely close, therefore their English-learning durations are comparable within the Chinese educational system. In addition, they all have job experience relating to English use. The exam consists of three sections: The first consists of an introduction and interview lasting three to four minutes. The applicant must next do an "individual long turn," which requires him or her to prepare and then talk about a subject printed on a card. There is finally a two-way conversation. The examiner will ask the applicant certain questions on the part two response (IELTS Test Format).

The maximum score on the IELTS speaking exam is 9, and all four candidates scored between 6.5 and 7.0, indicating that they can "produce basic sentence forms with reasonable accuracy; And use a limited range of more complex structures, but these typically contain errors and may cause comprehension issues" (IELTS Speaking Band Descriptors).

### *3.2. The Detailed Methods of Answering the Research Questions and Data Collection*

To answer RQ1 (How prevalent are grammatical errors in the chosen videos? ), the total number

of phrases containing grammatical errors by all four contestants was tallied. Such a strategy has been frequently used in comparable research, such as BAOZ (2011)'s work such that it may serve as "the foundation for developing a taxonomy of errors and ranking the categories according to the frequency of occurrence and comprehensibility," The words between two periods constitute one phrase. In addition, the total number of phrases candidates said was also tallied. The proportion of grammatical errors in the candidate's responses was then determined. Consequently, the incidence of grammatical errors was evident. After analyzing these factors, a table was given to make the findings more understandable. The table was shown in the following format:

Table 1

Example of The Frequency of Grammar Mistakes that Appear in the Selected Videos.

	Candidate One	Candidate Two	Candidate Three	Candidate Four
Number of sentences which contain grammar mistakes				
Number of sentences which are produced by the candidates				
Percentage				

To answer RQ2 (What sorts of grammatical mistakes are committed by students in the chosen video? ), all grammar errors were classified as Tag question errors, Slip-of-the-Tongue errors, Subject-Verb agreement errors, and errors involving the agreement between indefinite articles and the following word. Some examples were provided to illustrate the most common errors made by candidates for each sort of grammatical error. If the data for certain types of grammatical errors is insufficient, the various causes for this situation were also addressed. In addition, if the cause relates to the test's designation, approaches to enhance the evaluation were also considered.

To answer RQ3(What is the frequency of each grammatical error in chosen videos? ), the total number of each error committed by candidates was tallied. The frequency findings were then computed as percentages using the total number of grammatical errors that arose while responding to RQ1. The most prevalent sort of grammatical error was identified, and potential causes for its prevalence were briefly explored in conjunction with the candidates' video responses. Following the debate, a table was shown to facilitate comprehension of the conclusion. The following example of the table was provided:

Table 2 Example of the Frequency of Each Kind of Grammar Mistake Appear in the Video

Grammar Mistake Types	Number of Mistakes	Percentages
Tag question mistakes		
Slip-of-tongue mistakes		
Subject-Verb agreement mistakes		
Mistakes about the agreement between indefinite articles and the following word		
Total		

### 3.3. Brief Introduction of the IELTS Speaking Assessment Test Topics

Each of the four contestants has been assigned the same issue. In the first round of the evaluation, applicants are asked if they are currently employed or enrolled in school. If the applicant is still a student, the examiner will ask her two or three questions on her major and school. If the applicant is at work, the examiner will ask her three to four questions about her employment and duties. After confirming the candidate's personal details. The examiner will next ask her four to five questions concerning the Internet, such as the frequency with which she uses it and her ability to envision life without it. Then, at the conclusion of the first section, the examiner will ask two or three questions regarding television shows in China, including the name of the most-watched program and the changes in television programming over the last few years.

In the second section, which is the personal statement, applicants are asked to prepare for one minute before describing a destination they most like to visit and the reason why. Then, in the third and final section, the examiner will provide questions based on their responses. Normally the questions come from three aspects:

1. The pros and cons of getting knowledge of the destination before the candidate’s departure.
2. The pros and cons of having a guide to travel with the candidate after arriving at the destination.
3. The policies that the government could offer to protect the local tourist sites.

After evaluating the whole topics and establishing that the test has adequate validity and reliability to accurately reflect the applicants' English-language skills, the candidate's performance will be evaluated and RQs will be answered. Listed below are the precise techniques for answering these RQs.

## 4. Results/Findings and discussion

### 4.1. Introduction

After defining and summarizing all the theories and frameworks employed in the research study, as well as the techniques of data collection and analysis, this chapter will describe the data's outcomes. In the section that follows, the IELTS speaking exam questions received by all four applicants are evaluated. After then, each of the three research topics was addressed individually. Finally, the limitations of this research were discussed.

### 4.2. The Analysis of the IELTS Speaking Test Questions

#### 4.2.1. The Validity of the IELTS Speaking Test Questions

We can only declare that a test's content is legitimate if it meets the test specification (Hughes,2010). For this information, the IELTS speaking examination criteria were given as follows. The specification comprises a "speaking test description" (Table 3); and the particular phases of the speaking evaluation, which include "Introduction and Interview" (Table 4), "Long Turn" (Table 5), and "Discussion" (Table 6). (Table 6). (IELTS examination formats, 2020).

Table 3. Speaking Test Description

<b>Paper format</b>	The Speaking test consists of an oral interview between the test takers' and an examiner. Speaking tests are recorded.
<b>Timing</b>	11–14 minutes
<b>Task types</b>	There are three parts to the test, and each part 5 fulfils a specific function in terms of interaction pattern, task input, and test-takers output.

Table 4. Introduction and Interview

<b>Task type and format</b>	In this part, the examiner introduces him/herself and checks the test takers' identity. They then ask the test takers general questions on some familiar topics such as home, family, work, <u>studies</u> and interests. To ensure consistency, questions are taken from a script.  Part 1 lasts for 4–5 minutes.
<b>Task focus</b>	This part of the test focuses on the ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions.
<b>No. of questions</b>	Variable

Table 5. Long Turn

<b>Task type and format</b>	<p>Part 2 is the individual long turn. The examiner gives the test takers a task card which asks the test takers to talk about a particular topic, includes points to cover in their talk and instructs the test takers to explain one aspect of the topic. Test takers are given one minute to prepare their <u>talk</u>, and are given a pencil and paper to make notes. The examiner asks the test takers to talk for 1 to 2 minutes, stops the test takers after 2 minutes, and asks one or two questions on the same topic.</p> <p>Using the points on the task card effectively, and making notes during the preparation time, will help the test takers think of appropriate things to say, structure their talk, and keep talking for 2 minutes.</p> <p>Part 2 lasts 3–4 minutes, including the preparation time.</p>
<b>Task focus</b>	This part of the test focuses on the ability to speak at length on a given topic (without further prompts from the examiner), using appropriate language and organizing ideas coherently. It is likely that the test takers will need to draw on their own experience to complete the long turn.
<b>No. of questions</b>	Variable

Table 6. Discussion

<b>Task type and format</b>	<p>In Part 3, the examiner and the test takers discuss issues related to the topic in Part 2 in a more general and abstract way and, where appropriate, in greater depth.</p> <p>Part 3 lasts 4–5 minutes.</p>
<b>Task focus</b>	This part of the test focuses on the ability to express and justify opinions and to analyse, discuss and speculate about issues.
<b>No. of questions</b>	Variable

According to the test questions I transcribed from the film (see attachment one), each of the four examinations will last between 12 and 13 minutes. And all four tests followed the following order: Interaction is examined first, followed by task input, then candidate output.

In the first section, titled "Introduction and interview," the four applicants are asked if they are currently working or attending college. The examiner would next ask the applicants other questions based on their responses in order to determine their capacity to create everyday conversation. Each of the first four sections of the examination lasts no more than five minutes and no less than four minutes.

In the second stage, all four applicants are asked to speak for one minute on the theme "Describe a location you would most want to visit." Then, after a two-minute presentation, the examiner would ask all four applicants the identical question: "Would your friends or family be interested in visiting the location?" All of these features may indicate that this portion of the speaking

assessment has a high level of content validity; nevertheless, there may be certain factors that reduce content validity. The sole phrase on the exam card in the video is "to describe a location you would want to visit." If the inquiry range could be defined, for instance, "Where is this location?" "What is the purpose of this location?" and "Why do you want to visit this location?" then the content validity of this section of the exam would be much greater. This is due to the fact that the command "describe" is rather ambiguous and does not mention particular elements that the candidate must offer.

Since the second section focuses mostly on the candidate's most desired trip destination, it is appropriate that questions about travel and tourism are asked in the third section. Some of the questions in section three were quite detailed, and all four applicants spent somewhat more than 5 minutes on section three, which may reduce the content validity. However, the time limit also indicates that the applicants' responses are detailed and specific, demonstrating that their abilities to defend ideas and evaluate themes have been properly shown. Consequently, the content validity of section three is likewise enhanced.

Given that the exam questions are all likely to be encountered in the everyday lives of students in English-speaking nations, the candidates' responses may be indicative of their conduct in a comparable circumstance. Therefore, this test's criterion-related validity is good. The test has shown very high content validity and criterion-related validity; thus, its construct validity is likewise strong. The exam was created to be as valid as feasible.

#### *4.2.2. The Reliability of the IELTS Speaking Test Questions*

As indicated in section 2.2.2, a test's high reliability indicates that its results are unlikely to be altered by chance or other variables other than the test itself. Creating effective exam questions is a crucial step in reaching this objective. According to the IELTS website, the procedures through which examiners construct speaking exam questions are as follows: (Table 7). In addition, while the topic in part two is likely to reduce the content validity, it increases the test's dependability. It is unlikely that the applicant will be required to recite scripted plays prior to the test. The candidate's speaking level would be more accurately reflected if she were required to formulate her responses at a certain time.

Table 7. Stages of Test Development

Commissioning	Teams of language specialists based in English-speaking countries are regularly commissioned to write test questions. The writers work on how to approach the item writing process, including material selection and the questions' development.
Pre-editing	Pre-editing is the first stage of the editing process and takes place when item writers initially submit commissioned materials. It ensures that submitted material conforms to the specifications in every respect.
Editing	Based on pre-editing feedback, materials are revised and submitted for editing. Materials are then approved for pretesting or are sent back to a writer for further revision.
Pretesting	New materials are pretested on representative groups of test takers from around the world. The Validation team collates and analyses resulting data to determine how difficult the items are, and how well they distinguish between stronger and weaker test takers.
Standard fixing	Standards fixing is to gauge the difficulty of new Listening and Reading tests in order to ensure that band scores on IELTS Listening and Reading tests indicate the same measure of ability.



In addition to the speaking assessment questions, the examiners' training and the speaking test's method are equally crucial. If an examiner lacks training, he or she may offer applicants imprecise instructions or display a negative attitude, so affecting the candidates' actual level. Unplanned speaking examination procedures may have the same impact. The IELTS-speaking test authorities have established a framework for strengthening these components of the test's dependability in order to avoid the issue from occurring. The structure was described as follows: (Table 8).

Table 8. Ways of Improving Test Reliability

Writing and certificated examiners assess speaking tests
Examiners are qualified English language specialists, with substantial relevant teaching experience, working to defined criteria and subject to quality control procedures
Selected Speaking performances are second marked by a team of IELTS principal examiners/assistant principal examiners who provide feedback to each examiner
Where there is a significant difference between a test taker's Speaking score, double marking is carried out
A routine analysis is conducted on each test version to ensure that the performances of test materials, test takers and examiners are in line with expected standards
Test takers who feel that their scores do not reflect their performance may apply to have their tests re-marked by a senior examiner.

Lastly, the level of authenticity may also indicate the test's dependability. All of the subjects and questions on this examination are based on real-world scenarios. Ultimately, the purpose of the whole examination is to evaluate the applicants' speaking and everyday communication abilities. Therefore, this test's authenticity is high. In conclusion, both the validity and dependability of this examination may be guaranteed. This examination may test what the examiners wish to assess and accurately reflects the candidate's actual speaking abilities. In the subsequent chapters, individual research issues were addressed.

#### *4.3. To What Extent Do Grammar Mistakes Occur in the Selected Videos?*

Throughout the whole examination, the four applicants delivered a total of 268 sentences. Nonetheless, 106 of these statements have at least one grammatical error, indicating that around 40 percent of candidate responses contain grammatical errors. Some sentences include many grammatical errors.

The first applicant responded to 14 questions with 67 sentences. In her responses, thirty phrases exhibit grammatical errors. This indicates that around 45 percent of her responses are erroneous (see appendix one). Among the four applicants, the quantity of grammatical errors in her responses is not the greatest. Nonetheless, a few of the errors were sufficient to impede the examiner's comprehension of the response; hence, her final grade is lower than that of others. The thorough and precise categories of errors committed by the applicants were elaborated upon in Chapter 4.4.

The second applicant responded to 16 questions with 61 sentences. Twenty-one of her responses have some degree of grammatical error (see appendix two). This suggests that just roughly 34% of her responses included contradictory information. Her grammatical errors are more prevalent

in response 9, which is the personal statement. The outcome is likely to indicate that the applicant has advanced conversational abilities, but her capacity for self-statement or presentation may be inferior to her talents in a spontaneous discussion.

The third applicant responded to 20 questions with 67 sentences. There are a total of 33 grammatical errors in her responses. This indicates that approximately half of her responses include grammatical errors. The proportion of grammatical errors in her responses is the greatest among the four contenders. However, the majority of her errors are slips of the tongue (such as pronunciation errors, forgetting words, and adding extraneous words) that do not impact the message. In addition, the applicant is adept at employing complex phrases; more than 70 percent of her responses include compound sentences, demonstrating her advanced linguistic proficiency. It might be the reason why the applicant still received a score of 7.0, which was even higher than the previous candidate.

The final contender responded to 15 questions with 73 sentences. There are just 22 sentences with grammatical errors in her responses. Consequently, just thirty percent of her responses include errors. This candidate's response is more precise than those of the other three candidates, as shown by the total number of phrases in her response. In addition, her responses include very few complex phrases, reducing the likelihood of grammatical errors.

Table 9. The Frequency of Grammar Mistakes that Appear in the Selected Videos

	Candidate One	Candidate Two	Candidate Three	Candidate Four	Total
Number of sentences which contain grammar mistakes	30	21	33	22	106
Number of sentences which are produced by the candidates	67	61	67	73	268
Percentage	45%	34%	49%	30%	40%

In the next chapter, this report would detail the exact sorts of grammatical errors that each applicant committed, along with instances of them.

#### *4.4. What Kinds of Grammar Mistakes are Made by Students in Selected Videos?*

##### *4.4.1. Data of the Performance of the First Candidate*

The first applicant among the four received a score of 6.5, indicating that she could "employ a mix of basic and complicated structures, but with limited flexibility, and may make frequent errors with complex structures, albeit these errors seldom create comprehension issues." (IELTS Speaking Exam Description) Two appendices provide the first candidate's complete responses.

The applicant is noted to make several slips of the tongue. As the two primary types of slip-of-the-tongue errors, both pronunciation errors and sentence boundary errors were present in her speaking evaluation technique.

Some pronunciation mistakes the candidate made include:

1. In the fourth chat, in response to a question about why she enjoys her university, she said that she may get information through her "license," which should be "lessons."
2. In the seventh chat, while answering the question about the last time she used the internet, she stated "prolems" instead of "problems" and "at the moment" as a single word, which sounds like "atimate."
3. In discussions 14 and 15, when she was responding to questions about the benefits and drawbacks of traveling with a guide, she mispronounced "few of guides" as "funny people" and "independent tourist" as "turret," both of which might lead to some confusion.

According to the IELTS speaking evaluation criteria, a candidate who achieves a score of 6-7 is more likely to mispronounce certain words or sounds, and as a result, their clarity is occasionally diminished. However, it is also important to confirm that the candidate has shown a diversity of pronunciation features and that her general ideas can be comprehended.

The bulk of the candidate's blunders involves sentence boundaries. In conversation 11, she used the word "seat" ("a seat of study") to refer to Cambridge University, which is a location. Furthermore, when she told the examiner how much time has passed since she first heard her mother's definition, she said "Then 10 flies" without including the most crucial definition word "years."

According to Hughes (2010), slip-of-the-tongue errors, even if accidental, are indicative of the candidate's anxiousness and lack of self-confidence. In comparison to the other three contenders, the first candidate makes the most slips of the tongue. Although not visible in the text, the data reported in Appendix 1 demonstrates that her responses were less fluent and coherent than those of the other participants. For instance, in discussion three, when she was asked why her institution was wonderful, she stumbled. In addition, the applicant is fond of utilizing conjunctions repeatedly, as seen by the frequent use of "and" in talks 7, 8, and 9, and even more frequent use of "so" in discussion 11. Although these situations scarcely constitute grammatical errors, they somehow reflect the candidate's anxiety and prompt her to make more slips of the tongue than others. Her grade would have been better if she had avoided pronunciation errors such as "two pies(should be "pieces") should undergo" and tense-related sentence boundary errors.

The majority of the subject-verb agreement errors the applicant committed occurred in discussion 7, when the examiner questioned the candidate when she last used the internet. This section contains several incorrect tense usages. The whole interaction should be written in the past tense since the paragraph begins with "One hour ago." However, in the phrase "My phone just has some issues (issues), and I am unable to connect it to the internet. At that moment, I cannot do anything since I cannot locate the location I want to visit, nor can I contact my friends, who might assist me. Then I just borrow someone's phone and contact the individuals who can tell me how to get here." None of the verbs, including "can," "has," "am," "ask," and "require," were altered to the past tense. Misuse of orientation terms such as "here" and "there" and "this" and "that" was another sort of subject-verb error found in the candidate's responses. This kind of error includes statements such as "I believe the Internet is really beneficial because anytime I want to discover someone or research a topic, I can do it online, thus it's very handy." The orienting terms "this" and "that" seem to relate to the same topic — Internet — in the same sentence. However, as I just noted, the candidate's primary error in the subject-verb agreement was a tense error.

The number of errors about the agreement between the indefinite article and the next word in

the candidate's responses is rather low. However, her use of the article "the" is quite problematic. In candidate responses, the article is often misused. For example, in discussion 4, when asked to describe the courses offered at her institution, she said "politics, international relations, and sometimes economics." If "Politics and International Relations" is a topic name, then "the" should be omitted. Moreover, in discussion 8, when she was obliged to discuss the benefits of television shows, she responded "the television is strong" without naming a specific television. To illustrate that "television programs are potent," the article "the" must also be eliminated. However, there are situations when the article "the" is not in the correct location. In lines such as "I would like to visit Cambridge University," there is no article. Since there is only one "Cambridge University" in the globe, the article "the" must precede the term and it must be stated as "the Cambridge University." Generally, errors in the agreement between indefinite articles and the next word are minor linguistic concerns. Occasionally, they may be so minute that even the examiner might overlook them. However, even little issues would impact the score on the speaking evaluation.

#### *4.4.2. Data of the Performance of the Second Candidate*

The second applicant had a score of 7, indicating that she could employ a variety of pronunciation characteristics and maintain flexible usage of features, although her response is impacted by a little L1 accent. The second candidate's complete responses may be found in Appendix Three.

This candidate has made less pronunciation mistakes, which are a kind of slip of the tongue, than the first candidate. The applicant makes the most significant meaning-altering pronunciation mistake in conversation nine, when she is asked to explain the area she most desires to visit. When she said "after our wedding," she said "our wedding" together, making it seem like "already." In chat number 13, she mispronounced "view" as "will" while speaking the phrase "point of view." Despite the fact that the applicant made few pronunciation errors and her intended message was clear, her final grade may be affected by these little errors.

Although the performance of the second candidate is superior, she has also committed several sentence boundary errors. I have seen that the applicant has difficulty with conjunction use. In talks 9, 10, and 16, the applicant misapplied the conjunction "and." She said that she "would and travel there with my family," in which "and" is entirely superfluous. Also in discussion 10, she said that she has informed her friends about Zhenjiang, but that few of them are interested in visiting. The word "and" should be substituted with "but" to show the disparity between her enthusiasm for suggesting her favorite city to her friends and their lack of interest. However, in discussion 16, the statement "so that they might carve their names into the wall" should be preceded by "and," since it is an example of the phrase "some visitors are not properly behaved."

The applicant has also committed several types of sentence boundary errors. It looks that she has difficulty with a few verbs. For example, in discussion 3, she said that she would "deliver tasks to my pupils through email" when "send" or "publish" would be more appropriate. In conversation 14, the applicant stated that when she visits to a small town, she can easily "wander" about and explore on her own. The word "go" denotes to go to a certain location, hence it cannot be used here. It could be a good idea for her to connect the verb "explore" with the phrase "do so."

In addition, the applicant has shown insufficient command of verb tenses. For example, in discussion 5, when the candidate was asked how life would be without the internet, she said, "It would make our lives more difficult," which is incorrect since it is not a reality. The word "become" should be "becoming" in discussion 7, when she responded to the question "What are

the most popular TV shows in China?" with "Entertainment programs are becoming more popular." "enjoy to do anything." is a fixed collocation, thus the word "wandering" should be changed to "wander" in conversation number nine, when she was explaining her husband's habit when visiting Zhenjiang city.

There are a lot of word usages that might confuse the examiner. For instance, in discussion 9, when she presented her daughter's age as "she was only two and a half years old at the time," she should have added "years old" after "two and a half" since "two and a half" might also represent quantity.

Subject-verb agreement mistakes are rather infrequent. This kind of inaccuracy is especially widespread during the candidate's final speaking assessment stages. Therefore, a tour guide would make my trip more enjoyable. "tour guide" and "are" were incompatible in this sentence. Since "tour guide" is singular, the "be" verb "are" should be changed to "is"; she also used "a vast nation" to describe the United Kingdom, which is a country. Consequently, "countries" should be changed to "country"; In conversation number 15, she said, "I feel both of us are essential to the experience." There are two obvious faults in this assertion. First, the fixed collocation should be "both of us" since "we" should be in the objective case. The second issue is that "we both" refers to two people, thus "be" should be changed with "are."

The agreement between the indefinite article and the next word has a single error. In discussion 15, she said, "I will seek assistance without a translator." Given that "translator" is a countable noun, the phrase should read "without the assistance of a translator." Compared to other contenders, this applicant has shown composure and provided highly rational responses.

#### *4.4.3. Data on the Performance of the Third Candidate*

The third candidate received a score of 7, suggesting that she was able to apply a range of pronunciation characteristics and retain flexible use of features, despite a little L1 accent. During the interview, the applicant committed a total of 29 grammatical mistakes, including 18 slips of the tongue, eight faults in subject-verb agreement, and just three problems in the agreement between the indefinite article and the following word. Appendix four contains the entire replies of the third candidate.

Several of the candidate's replies include pronunciation problems, which should also be classified as slips of the tongue. In conversation 5, when she wanted to say "send an email," she pronounced "send" as "said"; And in conversation 10, when she was introducing the British Museum, she said the British Museum is updated by "their advanced technology," in which the word "their" is separated into two words "there are"; And in conversation 19, when she was describing the advantages and disadvantages of unlimited tourists touring into historical places of interest, she said she "thinks boast of" is the correct phrase. The bulk of her poor score might be linked to her improper use of verbs and tenses, as opposed to her pronunciation mistakes.

As she was unlike the other three finalists, some of her verbal expressions made the talks unclear. For instance, in discussion 3, while describing her profession, she said that it is "up to" her to teach others to develop their skills. It seems that the term "up" should not be used here; In discussion 6, in response to a question about living without the internet, she said that "it would be really difficult to connect with people to express what you feel, where you are in life, and your frustrations." The phrase "to our share" is entirely useless and difficult to comprehend. In addition, in discussion 10, when asked to explain the British Museum, she said that via the museum, we might learn "what we have gained from our Asian ancestors." In this context, "Asian" refers to a geographical region and cannot in any way be interpreted as "time" In discussion 12, when asked to describe the advantages of reading before a trip, she said that she

would "make" herself well-prepared, which should have been "appear" or "look" Last but not least, in discussion 20, when she was asked whether there is any way to increase the quality of tourist attractions in China, she said that the government may create alternative "industries" and then offered "fruit or vegetable harvesting" as an example. The term "tour venues" may be preferable than "fruit and vegetable picking"

Even without words, her responses include some unclear phrases and sentences. For instance, "In the words" in discussion 6 is most likely "In brief" or "In summary" And in discussion 8, to characterize the program she cited in her response, we might say that it selects high-caliber vocalists; nevertheless, she used the nonsensical term "the program is kind of a selection nothing or a selection."

In addition to improper word use, her replies include other forms of sentence boundary errors, such as incorrect tense usage. For instance, in discussion 2, in response to the question of whether she enjoys her workplace, she said, "I grew up in Beijing, I study here, and I also work here" Because "grew up" is in the past tense, the verbs "study" and "work" must also be altered. In discussion 15, when asked whether she wanted a guide while traveling, she said, "The routine established by others restricts your independence." The word "limits" should be changed to "limiting" because to the presence of the preposition "is." Also in discussion 17, where she said, "Perhaps in the past, they didn't (see the significance of safeguarding sites of interest)," the phrase "don't" should be replaced with "didn't," since the time period is "in the past." The greatest issue with her responses is that she often muddles the idea she intends to convey by misusing words and tenses.

As for subject-verb agreement errors, she made one in discussion 10 when she said that we may learn "what our history develops and how it changes" at the British Museum. There should be a subject after "what" and "how"; the phrase should be rewritten as "what component of our history changes, how does our history evolve?" And in discussion 13, when questioned about her travel guide tools, she said, "books like Lonely Planet..." Since Lonely planet is not the sole source of travel information, the singular "book" should be replaced with the plural "books" Also in discussion 20, she said "the government is already to do so" and then used the pronoun "it" to refer to the government: "It does not simply attract guests today." Since "governments" is plural, the "be" verb "is" should be altered to "are," and "It" should be replaced with "They."

In addition to the errors in subject-verb agreement that have already been enumerated, there are more instances where subject-verb disagreement is possible. During discussion 14, when asked whether she would provide travel information to a friend, she said that her friends would know her "interests" and could recommend interesting sites and "restaurants." Since it would be more logical, it might be a good idea to make the two selected words plural (normally, individuals may have more than one interest, and there is the word "some" before "restaurant").

In conversations 5 through 10, each of the four errors in agreement between the indefinite article and the following word occurs. For example, in discussion 5, when asked about the last time she used the internet, she said that she "sent email" to her coworkers an hour ago. However, no article was needed prior to the countable word "email." It should be "sent an email" or "sent many emails" Additionally, in discussion 10, she omitted the article "the" before "human being"; The word "the" before "happy thing" is somewhat unsuitable in discussion 10 when she said, "And the pleasant thing I can see today is that the British Museum is really well maintained." It would be preferable if she mentioned "one of the cheerful things" or simply "a happy thing."

In conclusion, the third candidate has a viewpoint distinct from that of the first two candidates.

She is also capable of using certain professional verbs, phrases, and sentence structures. Nonetheless, her limits are clearly clear. In addition to her grammatical errors, she has a horrible tendency of repeating throughout the speaking evaluation. She often repeats the word she has just stated and corrects deliberate errors. Such a practice would impair the examiner's judgment and also hinder the candidate's own creative process.

#### *4.4.4. Data on the Performance of the Fourth Candidate*

The last applicant likewise received a score of 7, indicating that she had the same qualities as the second and third candidates. However, she deserves a higher grade in my opinion, since she has made fewer errors than other applicants and her pronunciation is much better. The fourth candidate's complete responses may be found in Appendix Four.

Regarding pronunciation errors, the most common sort of slip of the tongue, there are few in the candidate's responses. In discussion 5, when questioned about when she last used the internet, she said that five minutes earlier she was "checking in" with her pals on the Chinese chat program "WeChat." Therefore, the term "checking" should be substituted with "chatting"; and in discussion 6, when she was asked what she would do if there was no internet, she said, "I would go out and roam aimlessly." Actually, the term "emphasis" is unnecessary since there is nothing for her to emphasize; it should be "And aside," which suggests that she would continue to do other things in addition to reading books.

The remaining slip-of-the-tongue errors are all sentence boundary errors. She has the same difficulty with the correct use of verb tenses as other applicants. For instance, in discussion 3, when she was explaining why she left her prior institution, she said, "When she was there, they were not focused on the English-learning process." The "be" verbs "was" and "are" provide a boundary issue. It would be more accurate to say "they were not concentrating on the process of learning English" in chat number six, she said that she would be "doing" nothing, "wandering" about, and "thinking" about something that "occurred" to her mind. Since this is a vertical circumstance that does not occur in the actual world, the verbs "doing," "wandering," and "thinking," as well as "happened," should not be used in the continuous or past tenses. They should be altered to "do," "travel," and "think," respectively; Also in discussion 9, while describing the changes in Chinese television programming, she said, "the programs are becoming much more engaging than they formerly were." There is a clear tense use error here. She may say "the programs are getting more intriguing than they were in the past" or "the programs are becoming more interesting than they were in the past." Last but not least, in talk 14, she mentioned Jiuzhaigou, a popular tourist destination in China, as one of her trip experiences. If she wants to relate an event, the word "go" should be modified to "went" to reflect the past tense.

Although the quantity is smaller than that of the third candidate, there is still some meaning abuse in her replies that might cause confusion. For example, in discussion 11, while explaining the benefits of reading a handbook before reading, she said that "it is preferable to be prepared when everything you do before whatever you do," which may have confused the examiner. And in discussion 12, when she was asked to describe the downsides of reading a guidebook before traveling, she answered, "For me, I really want to be surprised in a location," which is another odd term. From my perspective and the next statement, "I want to discover something new on my own," it is probable that she means "I want to be astonished when I visit a new location" In discussion 15, when she was asked how the travel citations might be improved, an additional misspelled term was used. According to a strategy she suggested, the government should place a high priority on "education." She said, however, that the government should "teach" people to avoid "hot spots" and not follow the crowd. The word "educate" is inappropriate since it

refers to the acquisition of broad information and is often used to youngsters. She created an approach similar to "advocate."

Her comments also include several problems in preposition and conjunction use. False preposition used in discussion 1 lines such as "since I was in my last year of college" may mislead the examiner. Although she graduated more than three years ago, the preposition "in" before "university" suggests that the speaker is still a student. Therefore, it is better to use "of" for the phrase; Moreover, in presentation number 15, she said that the growth of tourist destinations depends on individuals who are "of" this kind of company. This preposition is redundant given that there is already a "in" before the object "this kind of industry" and "participate in" is a common fixed collocation. In conclusion, the candidate's minimal pronunciation faults suggested a lack of anxiety over the test itself. However, the precision of her word use may account for the most of her poor score.

Surprisingly, the applicant has made several subject-verb agreement mistakes. When asked why she wanted to be a teacher in discussion 2, she said that she loved her time as a student and that English is her favorite subject; nevertheless, these should be changed to their single forms, "student" and "subject." In discussion 4, she said, "and the second is because I want to look for information," as the second reason why the Internet is necessary. However, she removed the "be" verb "is" following "the second (reason)," leaving the phrase without a subject. And in discussion 10, while referring to the time she and her mother would go to Paris, she said, "The time we would travel to Paris may coincide with my graduation." The pronoun "it" is redundant after the subject "the moment" since the sentence already has a subject. Also in discussion 10, she said that traveling to Paris would save time and money, which should be worded as "problems" with "some" before the term. And in discussion 13, she used "are" before "the guide," and since the following words are "their duties," "the guide" should be changed to "the guides"; and in discussion 14, she said that letting too many tourists into the tourist site "had ruined the reputation of that region." Again, the "be" verb "is" is superfluous since the policy directly caused the result.

As for errors in the agreement between the indefinite article and the next word, there is just one in discussion 10, where the article "the" was inserted before the name of the city, "Paris." This statement violates the norms of the English language; no article should be before the name of a city.

In conclusion, the fourth applicant has shown an extensive command of vocabulary, phrases, and grammatical points. In addition, she has shown the capacity to formulate precise and comprehensive replies rapidly, and her L1 (mother tongue) accent is minimal. However, her score was diminished by the errors noted above. If these explicit slip-of-the-tongue errors and subject-verb errors could be fixed, her grade would probably increase.

#### *4.5. What is the frequency of each grammar mistake in selected videos?*

During the 13-minute interview, the first applicant made a total of 53 errors, including 24 slips of the tongue, 15 errors in subject-verb agreement, and 14 errors in the agreement between indefinite articles and the following word. No tag question errors have occurred.



Table 10. The Frequency of Each Kind of Grammar Mistake Made by the First Candidate

Grammar Mistake Types	Number of Mistakes	Percentages
Tag question mistakes	0	0%
Slip-of-tongue mistakes	24	45%
Subject-Verb agreement mistakes	15	28%
Mistakes about the agreement between indefinite articles and the following word	14	27%
Total	53	100%

The second applicant committed a total of 32 grammatical errors throughout the interview, including 16 slips of the tongue, 12 subject-verb agreement errors, and four errors with the agreement between indefinite articles and the following word.

Table 11. The Frequency of Each Kind of Grammar Mistake Made by the Second Candidate

Grammar Mistake Types	Number of Mistakes	Percentages
Tag question mistakes	0	0%
Slip-of-tongue mistakes	16	50%
Subject-Verb agreement mistakes	12	37.5%
Mistakes about the agreement between indefinite articles and the following word	4	12.5%
Total	32	100%

The third applicant produced a total of 29 grammatical errors throughout the interview, including 18 slips of the tongue, 8 subject-verb agreement errors, and just three errors with the agreement between indefinite articles and the following word.

Table 12. The Frequency of Each Kind of Grammar Mistake Made by the Third Candidate

Grammar Mistake Types	Number of Mistakes	Percentages
Tag question mistakes	0	0%
Slip-of-tongue mistakes	18	62%
Subject-Verb agreement mistakes	8	27.5%
Mistakes about the agreement between indefinite articles and the following word	3	10.5%
Total	29	100%

The fourth applicant made a total of 27 grammatical mistakes, including 16 slips of the tongue, 10 subject-verb agreement problems, and one fault in the agreement between an indefinite article and the next word.

Table 13. The Frequency of Each Kind of Grammar Mistake Made by the Fourth Candidate

Grammar Mistake Types	Number of Mistakes	Percentages
Tag question mistakes	0	0%
Slip-of-tongue mistakes	16	59%
Subject-Verb agreement mistakes	10	37%
Mistakes about the agreement between indefinite articles and the following word	1	4%
Total	27	100%

In conclusion, there is not a single tag question error shared by all four candidates. Because there is no contact between the applicants and the examiner, this is the case. It would be preferable if the IELTS speaking examination had the examiner conversing with the applicant in order to evaluate the candidate's ability to formulate tag questions.

#### 4.6. *The Limitations of the Study*

First, since this article focuses primarily on the grammatical errors that candidates make, other types of errors that are likely to emerge in speaking evaluations are not examined or studied. In addition, only four forms of grammatical errors are discussed in this study. There are undoubtedly more sorts of grammatical errors, and the four categories discussed might likely be further subdivided.

The second constraint is that only the performance of four candidates is evaluated. Their forms of grammatical errors may not be typical. In addition, the first applicant received a score of 6.5, which is lower than the others' score of 7.0. This is owing to the minimal online resources I was able to locate.

All of the information comes from my dictation of the four videos. Some words and phrases in the video may change from the original version.

## 5. Conclusion

The research began with a quick examination of the IELTS speaking examination questions received by all four participants. After examining its validity and reliability, the test is deemed a good indicator of the candidate's actual speaking skills. The primary objective of this research was to examine the frequency, kinds, and total amount of grammatical errors committed by the four applicants. If I have the opportunity to do more research on the performance of Chinese students in IELTS speaking assessments, it would be preferable for me to witness and evaluate the performances of more students. In addition, several factors may impact the candidate's speaking exam outcomes. In addition to examining grammatical errors, additional errors, such as pronunciation errors, will be examined. In addition, possible approaches for enhancing the test outcomes of test applicants might be investigated in additional research. Su et al. (2021) emphasized the significance of using E-learning techniques such as computers and mobile phones. It may be of considerable advantage to test takers and society if more study is conducted on this topic.

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### **Biodata**

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## Appendices

### Appendix One

1. Now I want to ask some questions about yourself. Do you work? Or do you study?
2. Why did you choose your place of work? / What do you study? And why did you choose your place of study?
3. Do you like your current place of work? Why?/ Do you like your current place of study? Why?
4. Let's move on to talk about the Internet. How often do you use the Internet? Why?
5. When did you last use the Internet? Why?
6. Can you imagine life without the Internet now?
7. Let's talk about television programs. Do you watch a lot of TV? Why (not)?
8. What are the popular television programs in China?
9. Has television programs changed a lot since you were younger?
10. Now I am going to give you a topic, and I'd like you to talk about it for one or two minutes. Before you talk, you have one minute to think about what you're going to say, and you can make some notes if you wish. Understand? Okay, and your topic is, I might need you to describe a place you would like to visit.
11. Do your friends or family also want to visit the place?
12. Now I am going to move on to part 3 of the speaking test. We were talking about a place you would like to visit, and I'd like to discuss with you one or two more general questions related to this topic. Let's start with the topic of traveling to the less familiar places.  
  
Do you think it's important to read about a country before you visit it?
13. Where would you get the information from?
14. Do you think it's important to talk to friends as well who may have been there?
15. Some people who choose to go to unfamiliar places hire a guide. Do you think it improves the equality of the experience when you visiting places?
16. Do you think most people want to travel independently or travel in groups?
17. Let's talk about tourism in general. Do you think that the government should protect historical places of interests to encourage more tourists?
18. Do they protect historical places of interest in China?
19. Do you think there are any disadvantages of being a lot of tourists visiting historical places?
20. Do you think tourist places can be improved in China?

## APPENDIX TWO

1. 6.5

1. I'm a students 2 and I'm a 4 senior students in China's 2 Foreign Affairs University

2. I'm studying a major 4 in English and International Studies

3. Because I think this university is English major, that's very, ehh, it's very good for the students to study there 3. And the graduates from this university they 2 can find a very good job, and can also make a big contribution to this society. So I choose this place.

4. Yeah, I like it very much. Because I think what I can get from here is allowed and the teachers they are... they have very high level of their professionals English speaking. And I can also get some other knowledges 2 from here, such as the 4 politics and international relations and also sometimes economics, and I can also get all of these knowledge from my license(lessons). So I think this place is very wonderful.

5. I think is everyday. Because I can get information in this Internet. Such as I can chat with my friends, and also because sometimes I want to know what is the news today and a week I can check on the Internet 3. And sometimes when I want to look for somebody, look for some issues, I can also find it in here. So that 3 is very convenient.

6. I think half hours 2 ago. Checking where this place is on the street.

7. Well, that was a very good question because I thought it was just on the street. An hour ago my phone just has 3 some problems (problems) and I can't connect it to the Internet. At that time I'm 3 really, I can't 3 do anything because I cannot find the place I want to go. And I cannot connect with my friends and they can help me. And then I just ask somebody to borrow their phones and to connect with the people I need to know how to get here. So atimate(at the minute) thought how can live without Internet I think that is impossible in the future.

8. Yeah. Because the TV 4 has, the video is very powerful that you can get the correct information that is more vivid than on the internet. And because watching TV you can spending the 4 time with your parents and with your family. And we can talk about the same topic and connect with each other, and that is very good way4 to strengthen the bounds(bonds) in the family.

9. I think the problem(popular) program4 in China may be some talk shows. Today there are various types of talk shows, such as Take Me Out that is a program that's make boys and girls to make friends there. And also there are news talk shows. There are very famous journalists and experts they are talking about how to look at this issue today. And also some any other programs that can make the family to clear the air and to ease the misunderstanding with each other. So the talk shows actually so is a method that teach people and tell people how to do in today's society.

10. Yeah, it changed very very much. I think when I was a child I can only see some how to say, how some very simple problems such as some cartoons and the characters and the content were very very simple. But today that is totally different.

11. The place I'd like to visit is Cambridge University4. After the graduation along with my friends as the students who at married(admired) this prestigious university for a very long time. My mother used to visit there when I was a child. Her description of this great university actually give me the first definition of what a seat of learning should be. Then 10 flies when I became a teenager I got access to the 4 very famous Chinese poets Xu Zhimo. His verses of his masterpiece leave me on Cambridge give me a very deep impression and made the campus like a wonderland to me. This(this) turn(term) I have been longing for visiting this place and seen ayran(every) scene depicted in his life.

And such as plotting in a theme of lights and the Cambridge River, silence wick trailing behind Mac Nu. Furthermore, the romantic relationship between Xu Zhimo and Lin Huiyin, a greatest of 4 female architect and poet in China and their relationship was happened in the Cambridge University. And this story leaving a very known touching story on everyone's lips. So I hope that one day I can visit there with my boyfriend, wandering around the campus by the sunside, and reproducing the two lovers there. So overall in my mind the Cambridge University is not only academic but also historic,

romantic and full of stories. So I really need for experience by myself and also feeling the exclusive charm.

12. I think that is important because you should firstly know about this country you should know about its culture, you should know about its customs, you should know about what its people like. And them you can go to there<sup>4</sup> because you can,, such as you can search on the Internet that's which place I want to go, what I can see in that country and you go there and you can check your points, and to check out the places step by step and that is more efficient and much more that is much better.

13. I think the only this one is maybe there will be live(less) surprise for you. Because you have know that and then you can say that that is a little boring sometimes

14. I think funny you(few of) guys(guides) know tourists of placing that is now the best way to visit there because the guides just lead the tourists in the same course every day and they just want to show you what they want to show you. So that is you should find out what you want to see by yourself. And you can regard it as an adventure and you can take it by yourself and your friends. And that is very good experience without guidance I think.

15. I think most people prefer to have a guide because sometimes we only want to rely on somebody and sometimes they feel the sense of insecurity and some times they want to choose to have a help around him. But personally I think independent turrett(tourist) is much more interesting.

16. I think they can undergo the two thing at the same time. Only one hand they can protect these places and they can help to protect the environment and help to rebuild these buildings as well. And on the other hand they can also encourage tourists to go there because this is the best way to make some culture, make your traditions, make your thinking, to travel around the world. So I think these two pies(parts) can be undergo at the same time.

17. I think in China the government has taken a lot of issues, taken a lot of measures to protect this place as interesting places and they can they also warn the tourists that you cannot do something you do harm to the buildings or the architects. Because this is our treasure and and you should protect that as well. So I think this is a good way. You can do what, you can do your obligation and then you can remind the tourists to do their obligations that is good way.

## Appendix Three

2 7.0

1. I'm working now. Actually I am a teacher, since I have a little child it was my dream to be a teacher because both of my parents are teachers. My mother is a primary school music teacher and my father is a middle school Chinese teacher, and I would like to be a language teacher. Doesn't matter which kind of language it is, because I really think language is amazing. It's a good way to communicate with people from different cultures.

2. Till now I'm quite satisfied with my work.

3. About once a day. Because I'm working and I need to use the computer to do some paperwork, such as to prepare my PPT for my students, and sometimes I will give 2 assignments through the email to my students and they will give me their feedback.

4. Last evening. Because yesterday I need to email some information to one of my colleague because they asked me to write a thesis about the program we are doing right now.

5. I don't think so. Because nowadays Internet is so common. Everyone use Internet to do things. Doesn't matter with 2 related with 2 work or with our life. So if there were no Internet I think probably we would lost many ways of communication, and it will 2 make our life more difficult.

6. Not very much. Because I 2 quite busy now. Quite a lot of time is related to my work and also I have a little girl who is only 5-year-old. So I need to spend a lot of time to play with her. It's very important I think.

7. From my point of view, nowadays because people are quite busy with their work or with their life, so most people prefer entertainment programs and these programs are become 2 more and more popular. And the producers try to entertain the audience, so they try to find out new ideas, and try to make new kinds of entertainment programs.

8. Yes I think so. When I was young there are much fewer programs that were provided to the audience but nowadays we have many people who are working in the field and the technology is developing very fast.

9. The place I would like to visit is called Zhenjiang which is a very small city in the southeast part of

China. Actually I have been there twice in the past few years. The first time I went there 3 with my husband just a few months after already(our wedding)2. Because it was the place where my husband worked for several years and till then I had never been there before. And my husband told me that he liked this small city very much because he is a person with a quiet personality and me too you know? And sometimes he just like to wandering 2 along the street beside the riverbank without thinking 2 anything just to look at the people doing their everyday work, and that will give him a peaceful mind. And I do 2 want to know what kind of city it is, so we went there. And the next time, it 3 was after the birth of my daughter, at that time my daughter is only two and a half 2. We brought her there because both of us have 2 a very good memory in the city. We would like our daughter to feel the same feelings as 2 us you know? I believe in the future I would and 2 go there with my family again and would like to enjoy.

10. I actually told them about this place, and 2 not many of them would like to go there.

11. I believe so. Actually that's my habit of travelling. I am a fan of travelling, and I went 2 to many places around China and some oversea places before. Especially for those foreign countries, before my trip, I would like to read the books both about the landscapes and also about people's experience living there.

12. You know, the more you know about the culture, you know about the people and the place, the better feeling you will get when you are 3 arrived there. Because you can communicate with the local people more easily and when you see their different ways of doing things, you won't be shocked, you will feel comfortable because you 3 know that's their way of doing it.



13. The disadvantages...sometimes, yes, you need to be very careful with choosing the books because some of the writers have the bias with the local people because they have their own point of will(view) 2, which is not generally accepted. If you choose this kind of book it's 2 tragic.

14. I think it depends. If it is a small place, I don't think I need any guide. I can explore it by myself. Because it's easy to go 2, and I can access the local transportation easily. But if it is a large countries 3 such as Britain, I need to travel for a long trip, and I can't manage the whole trip by myself. So if there are a 3 tour guide, it would make my trip more comfortable and convenient.

15. Yes, I think both of we 3 is very important for the trip, especially for the local people since I can speak English just enough to communicate. So I can get to know them more, and I can especially can 2 get help by myself without the help of 4 translator.

16. Actually this is something with two sides. Protection for the historical relics is good because those relics without any protection may be ruined in a few years. But the protection for the tourists is not a good thing, I'm afraid. Because if tourists tour into those historical sites it would be a disaster for those old buildings, and you know some tourists are not well behaved. So 2 they could cut their names on the wall or some very bad things for to 2 this kind of terrible places.

## Appendix Four

3 7.0

1. I'm working. I'm working in a multinational pharmaceutical company.

2. Of course. I grew up in Beijing, and I study 2 here, and I also work 2 here, it's just naturally 2.

3. Yes. Very much I think. I like my job as a HR manager and my responsibility is up 2 to train people to develop 2 talents in our company and I think it's a very good platform to grow for me and also to help others in the company.

4. Every day. Both for work and also for entertainment personally, and connect with my friends, my classmates, and also at work for emails, all kinds of business meetings, we use network every day.

5. Maybe one hour ago? Just before I came here. Because I said(send) 2 4email to my colleagues to discuss about the business that we are going to do, it's just the daily routine for us, and emails to my colleagues.

6. No, but I think it would be very boring, and it would be very difficult for you to connect with others to our share 2, what you feel, where you are with your frustration in life, in the words 2, I think it would be terrible.

7. Nowadays not a lot of, quite seldom actually. Cause I have a kid, he's just one year old, and after work I have to accompany with him, play with him and after he falls asleep, I will go on internet surfing for some news and maybe do some online shopping. So I don't have too much time watching TV.

8. Nowadays I know The Voice, is kind of a selection nothing or a selection 2, yeah.

9. Yes, I think it changed the people's lifestyle, and also it also the TV programs can help you change your vision and you 3 have a much broader vision to the whole world. You can visit a lot of places without going out, without leaving the country, you can just watch the TV programs about travelling, about culture, and it what I think it 3 widen our horizon.

10. The place I'd like to go is the British Museum, which is located in the center of London. Why I want to go to the British Museum is because I think it's one of the largest and most comprehensive museums in the world. And as far as I know, it has a history about 400 years, and it has about 700? 700 million objects collected in the British Museum. I think it's 4 very good place that you can feel,

you can feel the history, the whole history of **4** human **being** **2**. And it has 10 departments covering all kinds of objects collected from all the four continents from the whole world and also cover different kinds of columns like pottery, money, and the paintings, prints... I think it's a fantastic, fantastic place that you can know, you can know what **3** our history evolves, how the history evolves, and what we are, what we benefit from our our ancestors in Asian **times****2**. And another reason of course is that I want to, I want to go to the British Museum with my son. Although he's very, he's very small now, he's only one year old, but I think it, it's a very good place for children and for properly for all the other people in the world to know about the whole world. And **the** **4** happy thing that I can see now is that the British Museum is very well managed and updated by, there **are(their)** **2** advanced technology.

11. Yes, my husband. He was a big fan of history. So we, we have them, you know, we share this the same interest so we want to go there.

12. Yeah. I think homework is very important before you do the travelling. And you can, you can know some experience or what comments from the, from the previous visitors and then

recently(read **some of their** **2** history, you will know that which kind of place **they** **2** were visiting in the country and what kinds of food, or what culture is there. And you will **make** **3** very well-prepared and you will not, you know, violate some customers there. Yeah.

13. Sometimes, both from the **book** **3** like Lonely Planet, and also from the Internet, some trip advisor or some PBS or forums in the website and you, the visitors that they share their experience there. It's very useful.

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14. Yeah, I think that's very vivid, very vivid suggestions you can get from your friends and probably he or she knows your hobby or your, your **interest** 3, and he can suggest or advice some good places or **restaurant** 3 that you can go in that country.

15. Personally, I won't do that of course. It's not that free of course, it limits your freedom sometimes. The routine set by others is **limits** 2 your freedom. So if I went to another country, I won't hire a guide.

16. Nowadays, I think it depends on the age, the age of people. Maybe for the older people and they will, they will hire the guide of course. They think it is safer, it's more secure, and they don't have very good language **skill** 3 in other countries like us. 2 For we can, we can speak English but I think for young people they won't, most of them they won't choose, you know, to choose to hire a guide in another country.

17. Yes, of course, I think it's very important, and I think a lot of government in many countries **they** 3 are doing the same thing of course. Maybe in the past they don't 2, they didn't realize that, that the importance to maintain the place of interest. But actually it's a kind of sustainable development for tourism **for** 2 country.

18. Yes. I am happy to say that more and more governments, or city government or provincial government **that they** 3 are doing so in China.

19. Of course, but I think **boast(both)** 2 of advantages and disadvantages exists for, for this kind of thing of course. If too many people, too many visitors visit the historical places it will damage the scenery or the environment there. Sometimes it will become too, the people there, local people there will become very money-driven, and they, they just don't protect, to protect the place of interest. They 2 just want to earn money from it. So I think it's a bad thing.

20. Yes, I think they can. They can develop more, more business around it, like culture, they can print more books, or they can, they can also develop other, other **industries** 2 like probably a fruit, or vegetable picking, and actually the governments **is** 3 or is already doing so. It not just **attract** 3 visitors to only visit today a place of interest, they can have various kind of activities to do.

## Appendix Five

4 7.0

1. Well I've been working as an English teacher for more than three years since I was in the last year **in** 2 the university.

2. Well first of all I choose to be a teacher first in the first place because I think I really enjoy the moment when I was **students** 3. Because they're so naïve and very cute and they make you laugh. The second is because I think I'm good at English. If I want to teach something or a subject I have to be good at it, so English is my best **subjects** 3, I THINK.

3. Yes, absolutely. I've just changed my job from one institution to another, and the reason why event( I abandoned) the formal one was that I, well, I was not really happy when I was there, because they are not **focused** 2 on the process for learning English but the skills itself. So, but the place I'm working now is completely different. They focused on the language itself and they just do not care that much about the skills. I think that's good for students to really live in a foreign country.

4. Well I have to say I use it every day, probably every moment for free. Because I do a lot of things on the internet. First of all, I chat with my friends, and sometimes I chat with my students, and the second **3** I want to look for information that I need when I work, and besides these stuff I think I pretty enjoy movies on internet and to be honest, I think 2 they're free and it's better than **to** 2 go to the cinema.

5. Well, like 5 minutes ago? I checked(chatted**2**) with my friends on the wechat, you know a program.

6. Well, I would probably read a book. I've been enjoyed reading books, especially the paper version. I don't really like the electronic books. Emphasize(And besides) **2** that, I would probably go out and sit there, **doing** 2 nothing, just wandering around and thinking about something that happened to my mind.

7. Yeah, but not using television. I watch a lot of TV shows by computers.

8. I think in this summer it should be some singer programs, make the voice of China, the best voice... I don't know their names, but I think they're super popular among people.

9. Yes, definitely. First of all, the television itself I think it has changed like from the very small one into a larger one, and there's like endless, you know, um it can be any kind of size right now and I

think the functions of the television has changed a lot, and they involved like you can plugged in the USB and enjoy the movies that you downloaded from the internet, and about the TV programs itself I think it has changed as well. First, we have black and white version, and now we have colour 2version ; And the second would be the programs 2 have become more and more interesting than it used to be. And I think , but I think the best side about it is that people spend less time on, in front of TV than before because they have so many options.

10. Okay, I've been, I was dreaming about going to Paris when I got time, so I would definitely go to the 4 Paris if I got the chance and the person I wanna bring with me is my mom because I think she deserves her rest after like 30 years devoting herself to our family, she deserves a rest when I graduate from the University of Edinburgh because I will go there next year and the reason why I want to go to Paris specifically is for three reasons I think. First of all, both of my mom and I are fans , big fans of Paris after hearing all the beautiful things about it and the second reason would be I've watched a lot of films or movies made or shoot in Paris or by the French directors so I think I

really want to go to that place and experience what it has been shown in the movies. I think it could be very different from what I do in front of, you know, seeing 2 the screen and looking what it is and I want to feel what it feels like when I actually be there and besides it 3 got great food there I think. I like their cuisines, and I want my mom to taste it as well. And the last reason would be I think it's more convenient to go to Paris because, since I study in Scotland, I think is very close to Paris and it would be very convenient to go there, and I think the price of the flight wouldn't be very high. So it's some time and money saving 3 problem I think.

11. Well, first of all, I think you will get a first image about that place you're going to visit. You can prepare about reading those books, like what you need to bring or the temperature there, or what you need to pay special attention to like the local customers so that you wouldn't, you know, be 3 dangerous in that place. And the second I think it's better to be prepared when whatever you do 2 before whatever you do . And so by reading something about the place, you could get familiar with in the first place. And second I think you will like encourage you 3 to go there even more because after you read those materials, which are really talking good about that place. It makes you want to go there more.

12. Yes, absolutely. It's like there's gonna be no surprise at all. Because everything good about that place is there really written in the books, so you can't really find something new by yourself and for me I really like to surprise me 2 in a place or I want to find something new by myself. So I don't want to be towed in advance.

13. Well, and actually I think it depends on how good or the quality of the guide himself or herself. Besides that I think if you are so lucky to have a good guide it will enhance the experience of visiting a place she know more about the places than you do, she would probably lead you to some great places that you've never been where you've never known if she didn't. But if you're so unfortunate, I think if the guide are 3 gonna their jobs you would have possibly wasted your time, wasted your money, and wasted your emotions like you want to experience something great, but they lead you to the opposite, it would be a disappointing stuff.

14. Yes, absolutely like we just had the national holiday and probably you have heard the news from the internet or wherever, like in Sichuan Province, every, almost every single person goes to Jiuzhaigou. I go,2 and it was like tons of people crowded there and I think most of them could not get off the hill after a day so I think it turned out to be a disaster, and it's quite, it's absolutely the opposite of what they thought of before they go there. So it's 3 ruined the image or an imagination about that place. The second I think to the tourist attractions itself, I think it could bring, it could bring damage as well, because they are natural places, especially for these natural places. If a lot of people go there without any control by the government or by the rules, the natural beauty would not be last 2 for long.

15. I think it depends on who are participated of 2 who are involved in this kind of industry. First of all, I think the government should take their responsibility to build some rules like I said. Control the

amount of people who can go in or to enter the place at the same time and second I think it should be about **education** 2. We educate people that even though those places are great, you can, you know, plan to go there in different times or you just don't go to the hot places because every place could be beautiful if you see the beauty of that, and do not follow the flow right? And the third I think would be the agencies that in charge of some certain areas of the tourist attractions. I think they should, should not umm you know, like exaggerate the beauty of a place in order to attract more people to go there. **This** 3 should be honest sometimes because people can be mislead by that, and disaster would happen.