

# Analyzing Log File Data to Evaluate Computer-Assisted Language Learning Exercises



**Mirsa Febrina Ivana Lateka**

S4583299

Master's Program in General Linguistics

Radboud University Nijmegen

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*Supervised by*

Dr. Helmer Strik

*Second reader*

Prof. dr. Roeland van Hout

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## **Abstract**

There has been an increasing interest in monitoring students' behavior using log file data. However, most studies of log file data did not focus on how to evaluate the quality of the exercises. This study aimed at evaluating the appropriateness of a CALL system's exercises and examining the relationship between exercise types and difficulty level by analyzing log file data. There were 233 participants and 5 exercise types (graphic choice, inline speech choice, inline text choice, text choice, and speech choice) in this study. Based on placements tests, the language levels of the participants are A1, A2, and B1. The appropriateness of the exercises is determined by using two criteria. [1] The proportion of learners who answered a given question correctly (the P-values) should be between .20 and .80. And [2] the percentage of correct responses of B1 learners should be larger than the percentage of correct responses of A2 learners, which in turn should be larger than the percentage of correct responses of A1 learners. The results show that 203 out of 976 exercises meet both criteria. As for the relation between exercise types and difficulty level, the graphic choice type is generally easy, the text choice exercises (text choice and inline text choice) are moderately difficult, and the speech choice exercises (speech choice and inline speech choice) are most challenging. Suggestions are made for improving the quality of the exercises.

## **Chapter 1**

### **Introduction**

The implementation of technology as a tool that assists the teaching and learning process has caused education to develop in many different ways. For instance, Computer-Assisted Language Learning (CALL) systems have been introduced, which enable learners to learn a language without a classroom and with minimal or even no guidance from a teacher (Chapelle, 2008).

Recent developments in CALL such as Automatic Speech Recognition (ASR), automatic corrective feedback, interactive role plays (Bodnar, Cucchiarini, & Strik, 2011), and virtual world (Duncan, Miller, & Jiang, 2012) provide new opportunities for learners to practice speaking the target language.

NovoLanguage is a company that develops CALL systems. They provide tailored-made courseware which supports spoken interaction and gamified learning experience. The main target learners of this courseware are those who work in the hospitality sector, as they generally do not have enough time to learn a language in a classroom (Widyastuti, 2015). Prior to the course, a placement test is administered to the learners to assess their level of language ability so they can be placed in an appropriate course (Carr, 2011). Since the learners have different language levels, it is important to evaluate whether the CALL tasks match their levels or not. CALL tasks that are too easy presents less possibilities for learners to improve their language knowledge. If the tasks are too difficult, learners may give up (Chapelle, 2001).

With regard to the difficulty level of CALL tasks, Chapelle (2001) refers to it as “learner fit”. She offers the following question to guide the appropriateness of CALL tasks: “What evidence suggests that the targeted linguistic forms are at an appropriate level of difficulty for the learners?” (p. 68). Hubbard (2006) proposes five ways to gain evidence for appropriate difficulty, namely “observation”, “tracking systems”, “student surveys”, “pre- and post-testing”, and “student journals” (p. 17). He considered tracking systems are the best way to gain evidence for appropriate difficulty. This view is supported by Bruckman (2006) and Fischer (2007) who concluded that log files can provide rich information about behaviour and learning in an online community. However, most studies related to tracking systems focus on monitoring students’ behaviour in CALL, and not on exercises (Hwu, 2003; Bruckman, 2006; Fischer, 2007; Pérez-Paredes, Sánchez-Tornel,

Calero, & Jiménez, 2011). This study, therefore, set out to assess the quality of the exercises through log file data. Thus, this study makes a contribution to CALL research on the use of log file data to evaluate the quality of CALL exercises.

The thesis is organized as follows: the first chapter presents an introduction to the study. The second chapter contains the relevant literature on Computer-Assisted Language Learning (CALL), tracking systems, and evaluation of CALL exercises. Research questions are also presented in the second chapter. Chapter three consists of participants, materials, and procedure. Chapter four presents the results and chapter five contains a discussion and conclusion of the results.

## Chapter 2

### Literature Review

This chapter provides an overview of the theoretical perspectives on Computer-Assisted Language Learning. The chapter begins by formulating what CALL is, and proceeds to discuss previous studies on tracking technologies and evaluation of exercises. Research questions are formulated and presented at the end of the chapter.

#### 2.1 Computer-Assisted Language Learning (CALL)

CALL as a field of study has its own history. There have been different views on its origin. For instance, Warschauer & Healey (1998) proposed three historical phases:

1. *Behaviorist phase* (1950s-‘70s). In this phase, drill-type exercises are extensively used and the lessons focus on grammar.
2. *Communicative phase* (1970s-‘90s). This is based on communicative approaches in language teaching. It focuses on using forms rather than on the forms themselves.
3. *Integrative phase* (‘90s-onwards). Technology is integrated with language learning and the internet and multimedia play a major role.

Bax (2003) proposed another three different phases, namely *restricted*, *open*, and *integrated* CALL. In the first phase, technology is not integrated into the syllabus. Open CALL includes games and simulations which visualize open interactions. In the integrated CALL, technologies are integrated into the syllabus by means of Computer Mediated Communication or e-mails.

What is CALL? Various definitions of CALL have been proposed, such as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1) and “any process in which a learner uses a computer and, as a result, improves his or her language” (Beatty, 2003, p. 7).

The aforementioned definitions of CALL are broad (Torsani, 2016). The former concentrates on technology applications that includes diverse uses of computers in teaching, such as “linguistic activities, testing, tools for research on learning, applications for the creation and organization of contents, and access to resources” (p. 2). The latter seems to focus on the use of

technology in learning process. In the same vein, Hubbard (2009) states that the aforesaid CALL definitions are broad. What does ‘computer’ mean? It includes not only desktop and laptop devices but also embedded computer chips (DVD players and interactive whiteboards), mobile devices (cell phones, personal digital assistants, and MP3 players), and networks (Levy and Hubbard, 2005).

For the purpose of the present study, the definition of CALL is as follows: the process of learning a language by using devices that are connected or not connected to an online network, such as laptops, personal computers, smartphones, and tablets.

## **2.2 Evaluation in CALL**

According to Hubbard (2006), evaluation in CALL is the process of selecting the right CALL software for the learners. A part of CALL software that was evaluated in this study is exercises. There are two analyses that can be used to make the right selection of CALL software: judgmental and empirical analysis. The former is based on SLA (Second Language Acquisition) principles, and the latter is based on the gathered data. This study is based on empirical analysis in which log file data containing information on learners’ performance on exercises were collected and analyzed.

Chapelle (2001) proposes six criteria in determining the appropriateness of CALL software, namely “language learning potential”, “learner fit”, “meaning focus”, “authenticity”, “impact”, and “practicality” (p. 59). Since this study aimed at evaluating the appropriateness of CALL exercises, “learner fit” is selected to be the core criteria of this study. The empirical question that is used to guide the evaluation concerning learner fit is: “what evidence suggests that the targeted linguistic forms are at an appropriate level of difficulty for the learners?” (p. 68).

As mentioned before, Hubbard (2006) proposes five methods to gain evidence for the criteria, namely “observation”, “student surveys”, “pre- and post-testing”, “student journals”, and “tracking systems” (p. 17). The five methods and studies that applied these methods are described below.

### **1. Observation**

The method involves instructors watching the learners as they use the software. The instructors walk around and take note of the progress of the learners. This is useful if the class is small or if the class has a sufficient number of instructors.



## 2. Student surveys

Another approach to gather information on learners' perception of appropriate difficulty is to ask them by using a survey or questionnaire. Most studies related to the effectiveness of CALL applied this method (Sagarra and Zapata, 2008; Ayers, 2009; Widyastuti, 2015).

Sagarra and Zapata (2008) examined students' attitudes toward an online workbook by using a survey after eight months of exposure to the workbook. Their studies found a significant improvement in grammar scores, and revealed that students found it useful to complete the online workbook, particularly in the area of grammar and vocabulary acquisition.

Ayres (2009) investigated student attitudes towards the use of CALL. A questionnaire used in the study was designed to gather information about learners' views of the software and the usefulness of the time spent in the CALL laboratory. He found that 80% saw CALL is relevant to their needs, 77% said that computer tasks provide them with useful information, and 60% agreed to use CALL more.

Widyastuti (2015) examined attitudes towards CALL software in the workplace. The questionnaires in her study were classified into four parts, namely attitude towards Computer-Assisted Learning (CAL), attitude towards learning English, general perception on learning English using CALL, and perception on learning English for specific purposes using CALL. She found that the participants enjoyed using CALL software.

According to Hubbard (2006), when using student surveys: learners should not know that their responses are tied to an assessment, because if they do, these responses will be compromised. A study by Fischer (2004) found inconsistencies between students' answers and their actions recorded in log file data, which suggests that students' answers may not always correspond to their actions even if they try to answer the questions honestly. Thus, using student surveys alone is not enough. Combining it with log file data will provide objective results.

### 3. & 4. Pre- and post-testing and student journals

Pre-and post-testing is an assessment administered at the beginning and at the end of a course. Student journals provides teachers with information about how students are progressing and using the software. The journals can contain time and description of the material students work on or technical difficulties. Nielson (2011) administered pre-and post-test and student journals in her study. She evaluated the effectiveness of using Rosetta Stone and Auralog's TELL ME MORE in the workplace. The most striking finding of her study was that the lack of support for autonomous learning in the workplace resulted in severe participant attrition. She suggested that software used in the workplace should be designed according to learners' needs (related to their jobs) in order for it to be effective.

### 5. Tracking systems

Tracking systems provides a comprehensive record of learners' interactions, which is known as log file data. Several studies have been carried out to track students' use of courseware. Hwu (2003) used WebCT's tracking system to record data in order to study students' behaviours in input activities. Two groups participated in the study: beginner Spanish learners and advanced Spanish learners. The results of the study show that making course materials accessible outside the classroom benefits motivated students in the two groups but not unmotivated students.

Bruckman (2006) presented examples of the use of log file data to understand users' behaviours in an online environment, MOOSE Crossing. MOOSE Crossing is a text-based virtual reality environment which enables learners to learn object-oriented programming and practice their creative writing. Bruckman's qualitative findings suggested that girls have a higher level of programming achievement than boys. Nevertheless, quantitative analysis of her findings shows that boys and girls do not differ in using the environment. The study highlights the importance of using both qualitative and quantitative approaches in understanding learners' behaviours. Similarly, a study by Fischer (2007) shows that tracking data should not be used alone. Combining it with other research procedure such as interviews or student journals helps researchers to understand students' interactions better.

Pérez-Paredes, Sánchez-Tornel, Calero, & Jiménez (2011) collected log file data from learners using Fiddler logs. Fiddler is a free web debugging proxy which logs all Hyper Text Transfer Protocol Secure (HTTPS) traffic between computer and the Internet (Telerik, 2017). Fiddler enables the tracking of web-browser actions and captures all the visited web pages including actions occurring on each page. The researchers investigated the use of logs to study learners' use of a corpus-based resource. They analyzed the number of events performed by the learners, the number of visited web pages, the number of completed activities, the number of searches performed on the British National Corpus (BNC), and the number of words per BNC search under two different conditions: guided and non-guided consultation. Their findings show that learners in the two different conditions behaved differently and provide empirical evidence supporting the use of tracking methodologies in revealing learners' behaviours.

In summary, the aforementioned methods each have their own advantages and disadvantages. The present study administers log file data because it serves as a rich source of information about interaction between humans and computers, such as who has been using the computer, how long they have spent using it, and what activities they have completed. Thus, with respect to the current study, log file data can also be used to provide information on the quality of CALL exercises.

## **2.3 Evaluation of CALL Exercises**

Carr (2011) states that “tests are tools” (p. 5). They are used to help language testers to make decisions. For instance, learners in this study took a placement test to decide which level of the language program they should follow. Exercises are also tools. They are used to help learners to understand lessons and to prepare them to go to the next level. Unlike tests, exercises may be accessed by learners several times. If they answer incorrectly, they can redo the exercises.

While researchers have focused intensively on evaluating the appropriateness of tests (Kyle, Crossley, & McNamara, 2016; Risdiani, 2016; Lee & Anderson, 2007), there has been a lack of evaluation of exercises. Why is it important to evaluate exercises? As stated by Chapelle (2001), CALL needs to be developed to fit closely to learner needs. Beginner exercises should not be assigned to intermediate learners because they present no chance for the intermediate learners

to improve their language level. Wang (2014) revealed the importance of the appropriate difficulty. She investigated the learner perceptions of a CALL component. 52 Taiwanese college students participated in the study. To measure their learning performance, assessments were conducted at the mid-point and final part of the semester. Her findings show that the students did not enjoy doing challenging exercises.

In summary, previous studies using tracking technologies paid little attention to how to evaluate the quality of the exercises. It remains unclear what kind of evidence is required to assess the quality of the exercises. The general principle is clear, but how to precisely use log file data to evaluate exercises is not. Thus, this study will address this gap by showing how to quantitatively assess the quality of the exercises using log file data and item difficulty.

## **2.4 Research Questions**

Based on the previous studies, three questions are formulated as follows:

1. Are the difficulty levels of the exercises appropriate?
2. Is there any relationship between types of exercises and difficulty level?
3. Do the levels of the exercises match the levels of the learners?

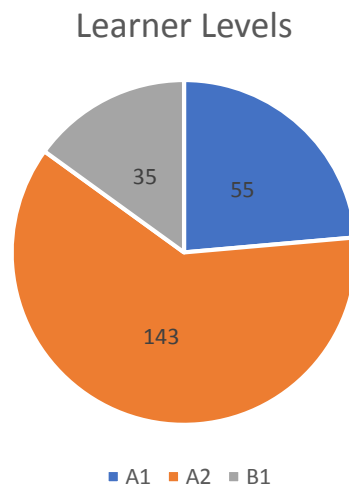
## Chapter 3

### Methodology

This chapter describes the participants, the materials, and the procedure for the study. The procedure states how data was collected and analyzed.

#### 3.1 Participants

There were 233 participants in this study. They work in hotels in China, Indonesia and Vietnam. Based on placements tests, their levels are A1, A2, and B1. Figure 1 presents information on the number of the learners and their levels. There were 55 A1 learners, 143 A2 learners, and 35 B1 learners.



*Figure 1.* Distribution of learner levels

#### 3.2 Materials

The material of this study was based on language learning courseware made by NovoLanguage. This section provides a description of the courseware and log file data.

##### 3.2.1 Courseware

NovoLanguage is a Computer-Assisted Language Learning company with a speech technology platform based in Nijmegen, the Netherlands. They provide English and Mandarin

courses which are tailored to daily reality and learning levels. The lessons can be accessed everywhere, anytime, through apps on a smartphone, tablet or computer (NovoLanguage, 2016). Currently their main target markets are people who work in hotels in China, Vietnam, and Indonesia. Thus, their contents are tailored to the needs of various departments in hotels such as Front Office, Food & Beverage (F&B) Restaurant, F&B Bar, F&B Banqueting, Room Service, and Concierge.

The most prominent feature of NovoLanguage's software is Automatic Speech Recognition (ASR), which provides a chance for the learners to speak with avatars. Avatars are virtual guides who provide learners with instructions, prompts or questions. The avatars have various accents: British English, Australian English, and American English. The learners' voices are recorded, and analyzed by the system. Learners receive immediate feedback on their answers and pronunciation. Generally, the course consists of three large parts, namely a placement test, exercises, and a progress test. First, learners take the placement test which aims at placing them into the right courses. Then, they do exercises and progress tests.

Referring to the Council of Europe (2001) which classifies users into 6 different levels, namely A1 and A2 (Basic Users), B1 and B2 (Independent Users), and C1 and C2 (Proficient Users), NovoLanguage has designed its courses according to learners' levels.

### **3.2.2 Description of Log File Data**

The log file data contained information on learner IDs, learner levels, timestamps, responses, true or false, exercise IDs, exercise types, exercise levels, and course names.

There were 233 different learners and 3 levels (see Figure 1). Timestamps gave information on when learners did the exercises and how many times they did them. Responses contained learners' answers for the exercises. True or false showed whether the answer given by the learner was true or false.

In total, there were 189170 observations, which included learners' multiple attempts at doing the exercises. Then, the data was sorted. Only the first attempt counted. The total number of observations after discounting the multiple attempts was 99062, and there were 2663 different exercises. Then, they were sorted according to the number of learners ( $N > 30$ ). In other words, exercises done by 30 or fewer learners were eliminated.

After the elimination of exercises with 30 or fewer learners, the total number of observations which included learners' multiple attempts was 148650. Since only the first attempt was analyzed, the final first-attempt data consisted of 77290 observations. Out of this, there were 976 different exercises, 3 levels of exercises, 233 learners, 3 levels of users, 5 types of exercises, and 8 courses. A summary of the data is presented in Table 1.

Table 1

*Summary of data description*

<b>Data</b>	<b>Observation</b>	<b>Different Exercises</b>
All	189170	2663
First attempt	99062	2663
N > 30	148650	976
First attempt	77290	976

The 976 exercises were part of General Hospitality and Speciality English courses (see Table 3). General Hospitality English aims at people who work in the tourism industry in general. Speciality English is intended for people who wish to communicate in English in a professional work environment. For instance, English courses intended for learners who work in the Front Office covers how to confirm reservation details and to process check-out requests. English courses intended for F&B include subjects on how to take orders and explain the menu. The distribution of the exercises is described in Table 2.

There were a total of 250 A1-level exercises, 282 A2-level exercises, and 444 B1-level exercises completed. The rows of the table provide information on the number of each exercise level by exercise type.

Table 2

*The number of exercise levels by exercise type*

	Exercise Level			Total
	A1	A2	B1	
Type Graphic choice	0	0	41	41
Inline Speech Choice	36	47	112	195
Inline Text Choice	72	93	65	230
Text Choice	45	43	142	230
Speech Choice	97	99	84	280
Total	250	282	444	976

Table 3

*Number of courses*

Course Name	Frequency
General Hospitality (Elementary) – Old format	72
General Hospitality (Starters)- Old format	37
General Hospitality English: Elementary	210
General Hospitality English: Intermediate	206
General Hospitality English: Starters	213
Speciality English: F&B Restaurant 1	78
Speciality English: Front Office 1	80
Speciality English: Housekeeping 1	80
Total	976

### 3.2.3 Exercise Types

With respect to types of exercises, NovoLanguage has 6 types, namely speech choice, inline speech choice, text choice, inline text choice, graphic choice, and audio choice. However, in the present study, audio choice was not present. The five remaining types are described below. The exercises are mostly in the form of multiple choice. Learners need to choose one of the right options. If they answer the question incorrectly, they can redo the exercise.



## 1. Speech Choice

This type of exercise requires learners to say the right response options. There are usually 3 response options. Learners read and listen to an avatar's question. Then, they are required to respond to the question by uttering one of the three available options. The options are presented in the form of sentences. The aim of the exercise is to improve learners' speaking skills. In Figure 2, the avatar asks, 'Does your daughter have an allergy?'. The learners read and listen to the question at the same time. Then, they are required to respond to the question by uttering one of three options: (1) *Yes, she does. She gets sick if she eats peanuts*, (2) *Yes, she does. She getting sick if she eats peanuts*, and (3) *Yes, she does. She got sick if she eats peanuts*. The correct answer is option (1).

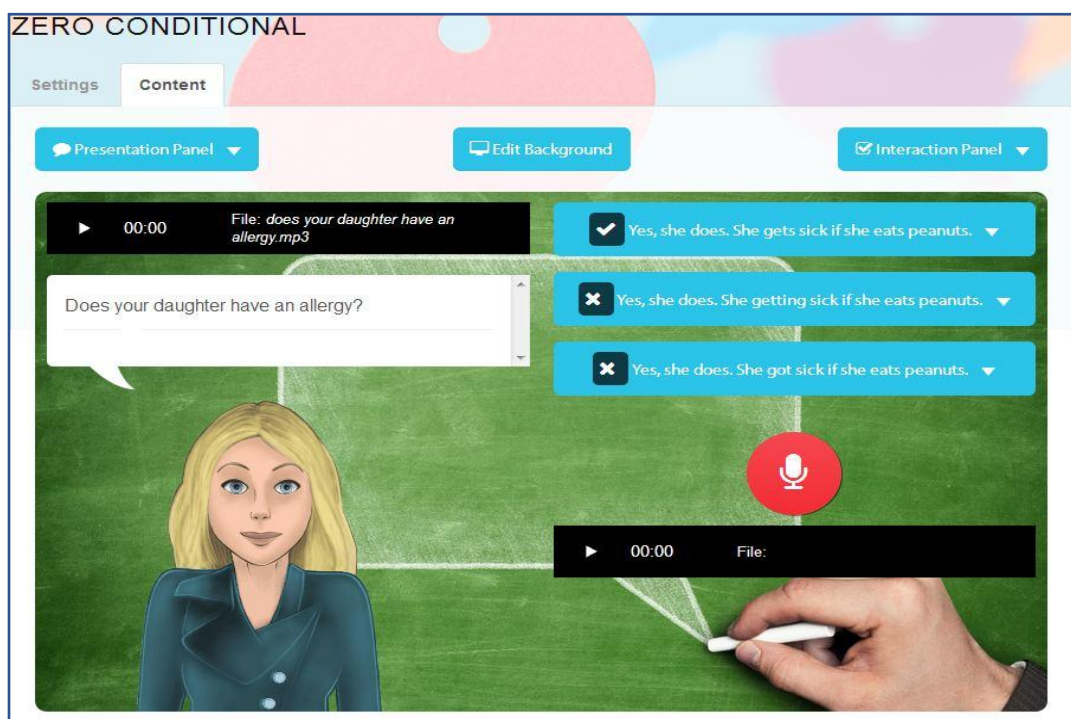


Figure 2. Example of speech choice, NovoLanguage.com (2017)

## 2. Inline Speech Choice

Similar to speech choice, this type of exercise requires learners to choose the right answer between two options. Learners read an incomplete sentence and are required to fill the gap by uttering the right answer. In the following example, learners need to utter the right answer for: *If I had listened to your advice, I\_\_\_in my finals.* There are two options: (1) *would have succeeded* and (2) *have succeeded*. They are supposed to utter option (1).

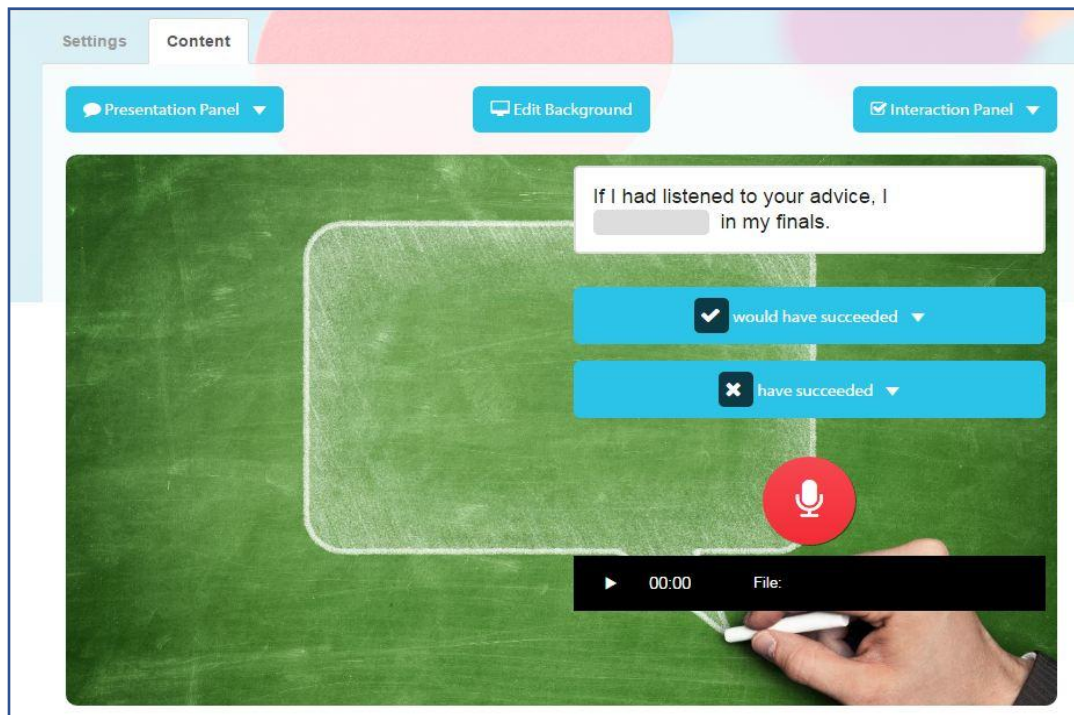


Figure 3. Example of inline speech choice, NovoLanguage.com (2017)

### 3. Text Choice

This exercise requires learners to click on the right option based on the situation that appears on the left side. In the following example it is, *'I need a pen.'* They are required to read and response to it by clicking on the right option between 2 response options: (1) *Can I use your pen?* and (2) *I can use your pen?* The options are presented in the form of sentences. The right answer is option (1).

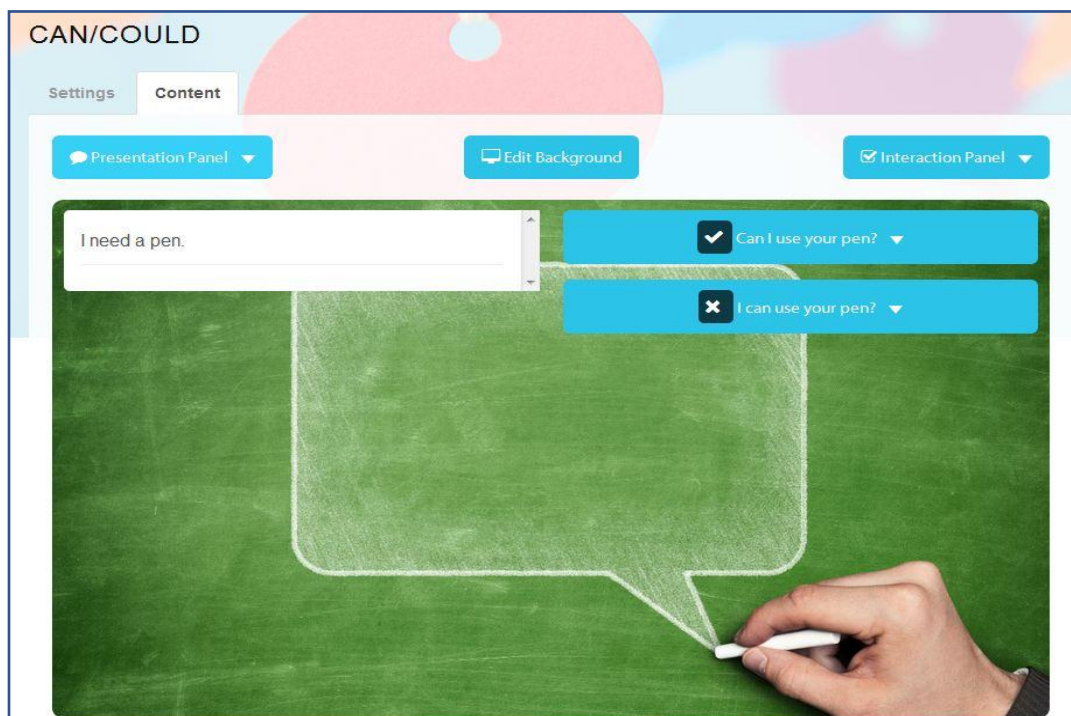


Figure 4. Example of text choice, NovoLanguage.com (2017)

#### 4. Inline Text Choice

This exercise requires learners to click on the right option based on the situation given: *I need your phone number.* Learners read the situation presented on the left side and are required to fill in the gap of an incomplete sentence: \_\_\_\_ *I get your phone number?* by clicking on the right answer. There are usually 2 response options. In the following example the options are (1) *can* and (2) *can't*, and the right answer is option (1). Unlike text choice, the options are presented in the form of words or phrases.

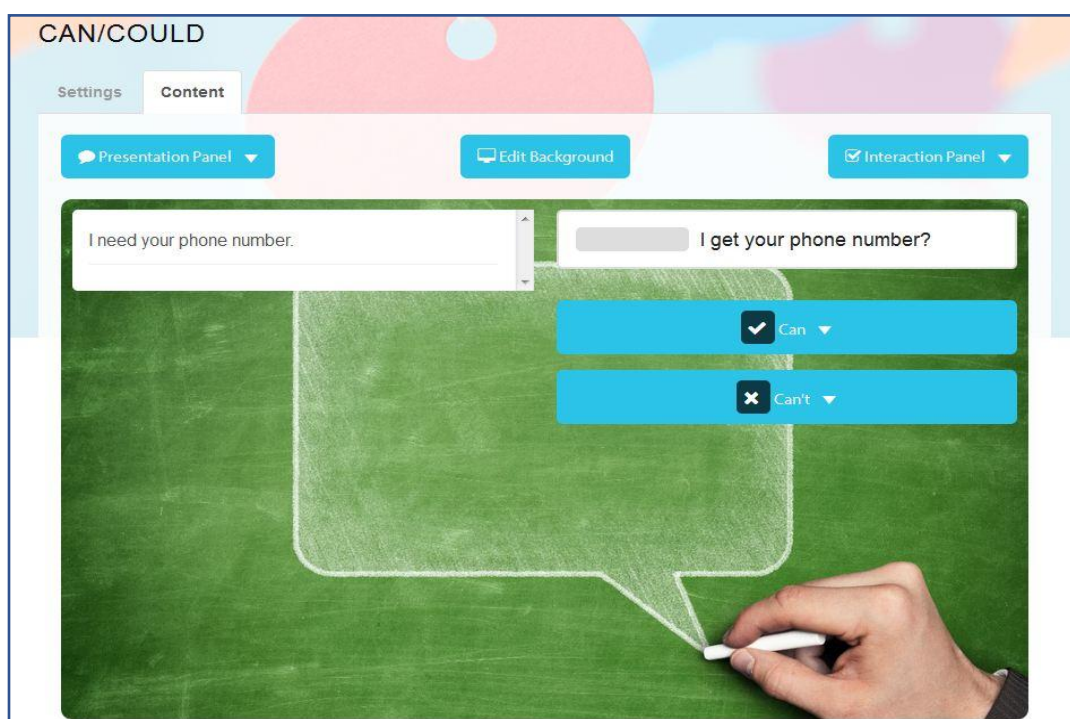


Figure 5. Example of inline text choice, NovoLanguage.com (2017)

## 5. Graphic Choice

In this exercise, learners listen to an audio and respond to it by clicking on the right option. The options are presented in the form of images. There are usually 4 options available. Graphic choice is used mostly to introduce new words to the learners by using images following the technique proposed by previous studies (Cohen, 1987; Ma & Kelly, 2006). In the following example, learners listen to a word (*receipt*) and they have to choose the right picture that represents the audio. The right answer is picture 1.

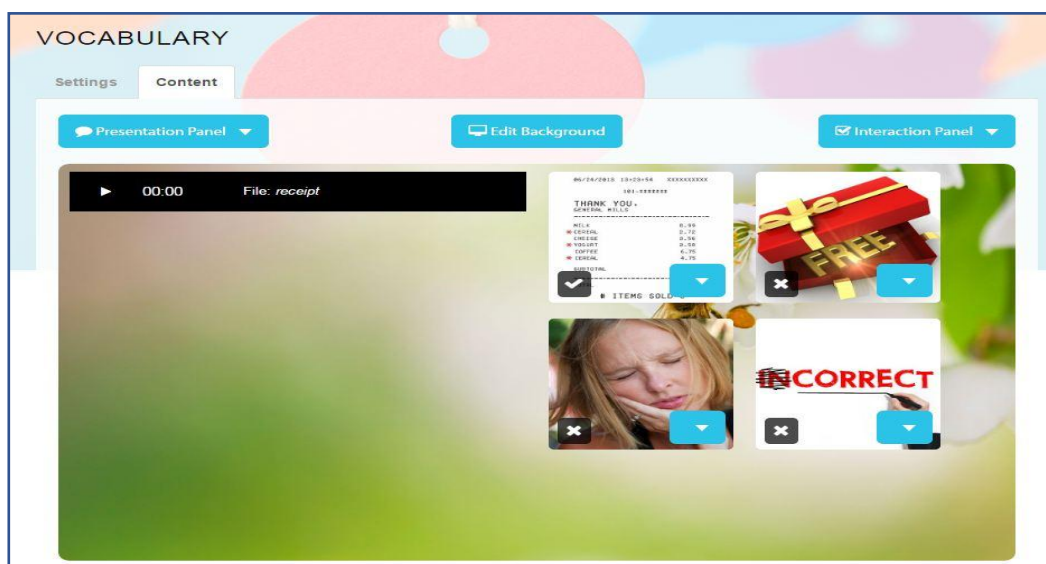


Figure 6, Example of graphic choice, NovoLanguage.com (2017)

### 3.3 Procedure

The log file data were collected from February 2016 to January 2017. As mentioned before, there were 189170 observations in total, which included learners' multiple attempts at doing the exercises. Then, the data was sorted using R, a free software environment for statistical computing and graphics which can be downloaded from <https://www.r-project.org/>. Only the first attempt counted. The total observations after discounting the multiple attempts was 99062, and there were 2663 different exercises. Then, they were sorted according to the number of learners ( $N > 30$ ). In other words, exercises done by 30 or fewer learners were eliminated.

After the elimination of exercises with 30 or fewer learners, the total number of observations which included learners' multiple attempts was 148650. Since only the first attempt



was analyzed, the final first-attempt data consisted of 77290 observations. Out of this, there were 976 different exercises, 3 levels of exercises, 233 learners, 3 levels of users, 5 types of exercises, and 8 courses which have been described in the previous sections.

The data was analyzed quantitatively using Statistical Package for the Social Science version 23 (SPSS 23). In order to find out whether the exercises are appropriate, two conditions should be fulfilled. Firstly, items should fall between a range of P-value of .20 and .80 (Bachman, 2004; Van der Slik & Weideman, 2005). P-value or Item Difficulty refers to “the proportion of test takers (in this case learners) who answered a given question correctly” (Carr, 2011, p. 271). A P-value ranges from 0 (none of the learners answer the item correctly) to 1 (all of the learners answer the item correctly). An exercise with a P-value below .20 is deemed difficult, and one with a P-value above .80 is easy. A P-value was calculated for each exercise by dividing the number of learners answering the exercise correctly by the total number of learners answering the exercise.

Secondly, the percentage of correct responses of A2 learners should be higher or equal to that of A1 learners, and the percentage of correct responses of B2 learners should be higher or equal to that of A1 and A2 learners. The description of the second condition is shown in Table 4. Each exercise that met the condition was given the criteria of 1.

Table 4

*The condition of criteria*

Condition	Criteria
<b>If mean correct responses of:</b>	
B1 $\geq$ A2 $\geq$ A1	1

To find the relationship between types of exercises and difficulty level, cross-tabulation analysis is used. Cross-tabulation is a table that provides information on the cross-classification of two or more categorical variables (Field, 2013).

## Chapter 4

### Results

#### 4.1 Item Difficulty

With regard to the first research question, of whether the levels of exercises are appropriate or not, the results show that most of the exercises are fairly easy. Table 5 provides the distribution of the number of exercises based on their difficulty level. 58.3 percent of the exercises were higher than .80, 41.1 percent were within the range of .20 and .80, and the 0.6 percent were lower than .20.

Table 5

*Distribution of difficulty level*

Difficulty Level	Frequency	Percent
Easy (P-value > .80)	569	58.3
Moderate ( $.20 \leq \text{P-value} \leq .80$ )	401	41.1
Difficult (P-value < .20)	6	.6
Total	976	100

Figure 7 depicts the visual representation of the distribution of the P-value ( $M = .79$ ,  $SD = .17$ ). The graph shows that the P-value is not uniformly distributed, but negatively skewed. Ideal exercises should have a P-value between .20 and .80. The list of easy, moderately difficult and difficult exercises is presented in Appendix A.

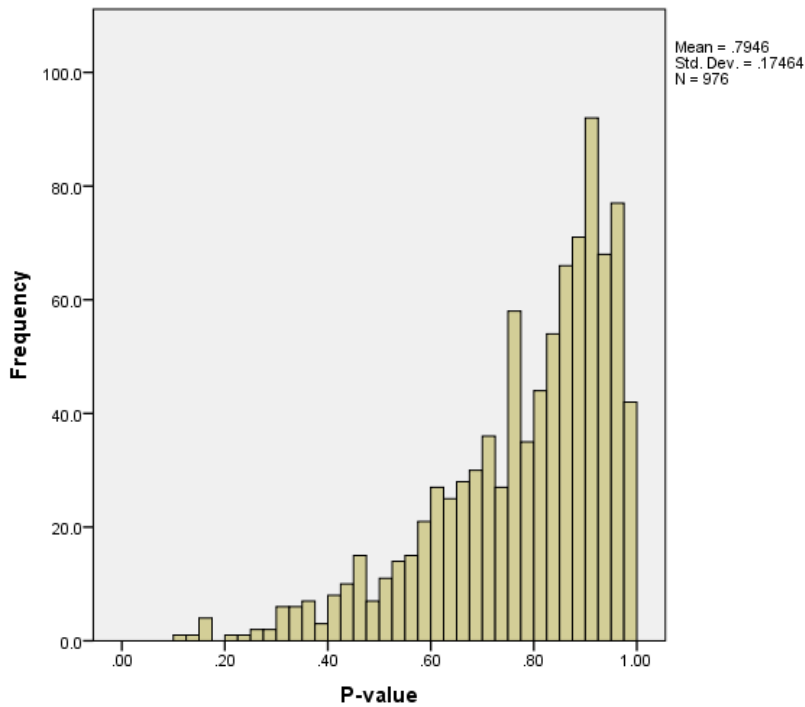


Figure 7. The distribution of P-value

#### 4.2 Relation Between Types of Exercises and Level of Difficulty

Overall, graphic choice was easy, text choice and inline text choice were moderately difficult, and speech choice and inline speech were challenging. Table 6 provides the cross-tabulation of types of exercises and difficulty level.

There were 41 exercises that were classified as graphic choice. 2.4% of the exercises were moderate, 97.6% were easy, and none was classified difficult.

Similar to graphic choice, Inline text choice had zero items that were classified as difficult. 36.1% were classified as moderate and 63.9% as easy, out of the total number of 230.

37% of text choice exercises were classified as moderately difficult, 0.4% were difficult, and 62.6% were easy.

Speech choice and inline speech choice were difficult. Respectively, 1.4% and 0.5% of the exercises fell within the range of a difficult item.



Table 6

*A cross-tabulation of difficulty level by exercise type*

		Difficulty Level			Total
		Easy	Moderate	Difficult	
Graphic Choice	Count	40	1	0	41
	% within exercise type	97.6%	2.4%	0.0%	100.0%
	% of Total	4.1%	0.1%	0.0%	4.2%
Text Choice	Count	144	85	1	230
	% within exercise type	62.6%	37.0%	0.4%	100.0%
	% of Total	14.8%	8.7%	0.1%	23.6%
Inline Text Choice	Count	147	83	0	230
	% within exercise type	63.9%	36.1%	0.0%	100.0%
	% of Total	15.1%	8.5%	0.0%	23.6%
Speech Choice	Count	134	142	4	280
	% within exercise type	47.9%	50.7%	1.4%	100.0%
	% of Total	13.7%	14.5%	0.4%	28.7%
Inline Speech Choice	Count	104	90	1	195
	% within exercise type	53.3%	46.2%	0.5%	100.0%
	% of Total	10.7%	9.2%	0.1%	20.0%
Total	Count	569	401	6	976
	% within exercise type	58.3%	41.1%	0.6%	100.0%
	% of Total	58.3%	41.1%	0.6%	100.0%

### 4.3 Exercise Levels and Learner Levels

Table 5 shows that there were 401 exercises that fell within the range of .20 and .80, so the difficulty level of these exercises is considered moderate or appropriate. The next step is to determine whether the moderately difficult exercises match the levels of the learners. As has been previously mentioned in the methodology section, a good exercise should fulfil two conditions: have P-values that fall within the range of .20 and .80, and have the criteria of 1.

Table 7 provides descriptive statistics of exercises that fulfilled the two conditions. There were 203 exercises ( $M = .65$ ,  $SD = .12$ ), with minimum and maximum P-values of .21 and .80 respectively.

Table 8 provides the numbers of moderately difficult exercises that had the criteria of 1. The exercises are presented according to the five types. Out of 401 exercises, 203 had the criteria of 1, which means that the 203 exercises were good exercises. Their P-values were within the range of .20 and .80 and they matched the levels of the learners. The list of the 203 exercises is presented in Appendix B. The 203 exercises comprised 1 graphic choice, 39 inline speech choice, 34 inline text choice, 82 speech choice, and 47 text choice.

Table 7  
*Descriptive statistics of good exercises*

Criteria	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
1	203	100.0%	0	0.0%	203	100.0%

Criteria 1		Statistic
Mean		.65
Variance		.01
Std. Deviation		.12
Minimum		.21
Maximum		.80
Range		.59

Table 8  
*The total criteria of the five exercise types*

		Criteria		
		0	1	Total
Type	Graphic Choice	0	1	1
	Inline Speech Choice	51	39	90
	Inline Text Choice	49	34	83
	Speech Choice	60	82	142
	Text Choice	38	47	85
Total		198	203	401

## **Chapter 5**

### **Discussion and Conclusion**

This study examined log file data to evaluate the appropriateness of CALL exercises. Appropriate in this study means that the exercises are moderately difficult (P-values are within the range of .20 and .80) and have the criteria of 1 (the percentage of correct responses of B1 learners  $\geq$  the percentage of correct responses of A2 learners  $\geq$  the percentage of correct responses of A1 learners).

With respect to the first question, the results show that 58.3% of the exercises are easy and 0.6% of the exercises are difficult. This outcome should be considered by material developers when creating exercises in the future, because exercises that are easy do not provide sufficient possibilities for learners to improve their language knowledge (Chapelle, 2001) and exercises that are difficult may make the learners give up.

As for the relation between exercise types and difficulty level, graphic choice type is rather easy, text choice and inline text choice are moderately difficult, and speech choice and inline speech choice are most challenging. 40 out of 41 graphic choice exercises (97.6%) had a P-value higher than .80, and 23 out of 41 (56.09%) had a P-value = 1 (see Appendix A), indicating that the exercises are easy. This is surprising because the assumed level of the 41 exercises was B1 but most of A1 and A2 learners were able to answer them correctly. As mentioned before, graphic choice exercises require learners to listen to an audio and respond to it by clicking on the right option. The options are presented in the form of images. Probably, the audios are not challenging enough. On the other hand, the technique of using images to learn new words is good, and should be maintained. It supports the idea of integrating mnemonic techniques in CALL to learn new words (Cohen, 1987; Ma & Kelly, 2006). The graphic choice exercises can be made more challenging for B1 learners, e.g. by requiring them to listen to a conversation and asking them to respond to a question related to the word mentioned in the conversation by clicking on the right picture.

Another surprising finding is displayed in Table 9. Exercise numbers 1-3 are difficult exercises, 4-6 are moderately difficult exercises, and 7-9 are easy. The level of exercise number 1 is B1. Thus, we would expect B1 learners to score higher than A1 and A2 learners but the results

show the opposite. The percentages of correct responses of A1 (14) and A2 learners (13) were higher than that of B1 (7). Similar to exercise number 2, the percentage of correct response of A1 learners (40) was higher than that of B2 (13). Exercise number 3 was aimed at A1 learners. We would expect B1 to score higher than A1 and A2 but it was unexpected to find that none of the B1 learners answered the item correctly (0).

Table 9

*Examples of Exercises*

No	Exercise ID	Section	Course Name	Type	Level	A1	A2	B1	P-value
1	Drca9fPMg0	Articles	General Hospitality English: Intermediate	Inline Speech Choice	B1	14	13	7	.12
2	77Ucn9zETp	Might/may will probably	General Hospitality English: Intermediate	Speech Choice	B1	40	11	13	.14
3	4n2Eu5c7cj	Possessive adj	General Hospitality English: Starters	Speech Choice	A1	15	19	0	.16
4	2ZBbMKXt27	Second Conditional	General Hospitality English: Intermediate	Speech Choice	B1	45	69	52	.62
5	3mlMfgX1jU	Can/Could	General Hospitality English: Starters	Text Choice	A1	89	92	50	.88
6	4SYVWn2pMk	Vocabulary	Speciality English: Housekeeping 1	Text Choice	B1	100	56	100	.67
7	53MDVAV5iH	Much and Many	General Hospitality English: Elementary	Speech Choice	A2	90	94	86	.93
8	c9EebCI Mht	Vocabulary	Speciality English: F&B Restaurant 1	Graphic Choice	B1	100	96	100	.97
9	wLOgIoYcbb	Comparative: use of 'more'	General Hospitality English: Elementary	Inline Text Choice	A2	100	94	100	.95

This mismatch also occurred with moderately and easy difficult exercises (4-9). Only 203 out of 976 exercises had P-values within .20 and .80 and had the criteria of 1. A possible explanation for these results is that the learners are not properly placed at the right level. For instance, the B1 learners who did exercise number 3 should have been placed at level A1 or A2, and learners A1 who did exercise number 1 should have gone up to the next level, A2. Maybe, the placement tests that they took did not always yield the correct results or their language knowledge has changed over time (either improved or deteriorated).

These results provide further support for the benefits of tracking systems (Hwu, 2003; Bruckman, 2006; Fischer, 2007; Pérez-Paredes, Sánchez-Tornel, Calero, & Jiménez, 2011). Log file data can help the material developers to improve the quality of the exercises. For instance, the result analysis of exercise number 1 revealed that the lesson on the use of articles in English is difficult for A1, A2, and B1 learners. Thus, the material developers can focus on the improvement of the lesson.

There are some limitations of this study that should be considered in the future when using log file data to evaluate the quality of the exercises:

1. Log file data provides a wealth of information. A comprehensive record of all learners' ages, gender, origins and interactions can be collected. This study could not provide complete information on participants' details such as ages, gender, and origins (the exact number of their respective origins is unknown). Future research could take this into account, particularly if the aim of the research is to investigate the effect of gender or native language on language learning.
2. Computer programs can make errors, particularly when using ASR. ASR can inaccurately score the learners' responses, especially when it does not take accents into account. Thus, combining it with other research procedures, such as interviews to see learners' perceptions of types of exercises and difficulty level will help to shed light on the aforesaid findings.
3. Future research can further explore the reasons for a mismatch between learner levels and exercise levels as this study could not provide a sufficient explanation for the mismatch.

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## Appendix

### A. List of Moderately Difficult, Difficult and Easy Exercises

Exercise ID	Type	P-value	Item Difficulty
3JgGbg8N7P	text choice	1.00	easy
AJR01LzP8P	text choice	1.00	easy
DPAcYUkRN6	text choice	1.00	easy
EBZejwHL2u	text choice	1.00	easy
epA3S0LehN	text choice	1.00	easy
gCq4wtG1SK	text choice	1.00	easy
gyFmxGPtNp	text choice	1.00	easy
HmEv7LvHf1	text choice	1.00	easy
hrt5YIyPPX	text choice	1.00	easy
iPfzUJRW89	text choice	1.00	easy
iphIEKDn7A	text choice	1.00	easy
LRT91Dxeas	text choice	1.00	easy
m0V5Auz5vN	text choice	1.00	easy
manNlytWdu	text choice	1.00	easy
MMLdCdazNS	text choice	1.00	easy
OfiFzSvApj	text choice	1.00	easy
pFubjUWHOa	text choice	1.00	easy
PKETYWSwBE	text choice	1.00	easy
S2C3LtAfoV	text choice	1.00	easy
SuYMuy9kM1	text choice	1.00	easy
TUz8VGFr6m	text choice	1.00	easy
V8nn046Fg8	text choice	1.00	easy
VzUpQpck74	text choice	1.00	easy
XTGcotCqFH	text choice	1.00	easy
YTS3HduKNx	text choice	1.00	easy
zDZKvEqWkq	text choice	1.00	easy
ZFnYwWrHzX	text choice	1.00	easy
0Uweya8AwQ	graphic choice	1.00	easy
4yJIOXXB60	graphic choice	1.00	easy
9EJCSU4Nlk	graphic choice	1.00	easy
bhC99Uuu8L	graphic choice	1.00	easy
eVQVItnMJz	graphic choice	1.00	easy
G2Wok0K6Gc	graphic choice	1.00	easy
gbhSp51o09	graphic choice	1.00	easy
gFlxDYfwCo	graphic choice	1.00	easy
GvRos5N8F3	graphic choice	1.00	easy
GyOUofzvwX	graphic choice	1.00	easy
KcFKOHEneG	graphic choice	1.00	easy
LPRB8uaB1z	graphic choice	1.00	easy
mDx3wI8T7s	graphic choice	1.00	easy
mMGkNsW3ZN	graphic choice	1.00	easy
MrEhYlduUR	graphic choice	1.00	easy
nXSGW5pQnP	graphic choice	1.00	easy
PD77Zwq6ei	graphic choice	1.00	easy
sqwgJ5Kd6P	graphic choice	1.00	easy
uOJxTVVRnp	graphic choice	1.00	easy

vajPJOYDSd	graphic choice	1.00	easy
WG3BnNSSvh	graphic choice	1.00	easy
WMvQdLl4JN	graphic choice	1.00	easy
ZRYKx0UsMk	graphic choice	1.00	easy
4415c8lflw	inline text choice	1.00	easy
hfQqENh9Qd	inline text choice	1.00	easy
HguiTqQatU	inline text choice	1.00	easy
kzngvQAlks	inline text choice	1.00	easy
NYkDQDYjmX	inline text choice	1.00	easy
cYVxzbzH7p	speech choice	1.00	easy
FToaYYuTJ3	speech choice	1.00	easy
JMz2M7hREr	speech choice	1.00	easy
vaCOWP9Nkf	speech choice	1.00	easy
H2dazv393b	inline speech choice	1.00	easy
xQILN2qDI3	inline speech choice	1.00	easy
pcpMkxfS8j	text choice	.99	easy
ETTiJjyCKf	inline text choice	.99	easy
BrXk3pw4tC	inline text choice	.99	easy
smlwarubTW	inline text choice	.99	easy
OQGCXOOyKY	inline speech choice	.99	easy
ZOCrAPgyIa	inline speech choice	.99	easy
1znnSbuFMX	inline speech choice	.99	easy
02Rti4rcvO	inline text choice	.99	easy
DqLOP7TEBo	inline text choice	.99	easy
vi3GbcSMDz	inline text choice	.99	easy
VsWWKXgqz4	inline text choice	.98	easy
10PatQEeqfa	inline text choice	.98	easy
qyqYlgUfRm	text choice	.98	easy
6SMOY0ZOsl	speech choice	.98	easy
aaerOwPLV6	inline speech choice	.98	easy
5HZcEf0vKz	text choice	.98	easy
L6scKWF2Yz	speech choice	.98	easy
vV9RpGh8lS	inline speech choice	.98	easy
72I66qLJYf	inline text choice	.98	easy
ApKHG47wOr	speech choice	.98	easy
ooDEp5l7ub	graphic choice	.98	easy
5SvYJMrQQF	graphic choice	.98	easy
AbVeqFFthd	text choice	.98	easy
ONAwkbWXrt	text choice	.98	easy
r4MymObLjD	text choice	.98	easy
1Gxlt8o9di	graphic choice	.98	easy
gNNAJhtxUz	inline text choice	.98	easy
z0txGZxOVb	graphic choice	.98	easy
UZa4RH6ppx	inline text choice	.98	easy
Hj6QPJquyT	inline text choice	.98	easy
7sgS39pkfj	inline text choice	.98	easy
uVsGLCrFjV	speech choice	.98	easy
foO6pFe6uc	text choice	.98	easy
VEeOp8bczR	text choice	.98	easy
YlvpgwOgTh	speech choice	.98	easy
tApFGe8z04	inline text choice	.98	easy
NCDErIUo50	text choice	.98	easy
J58HE2pG89	speech choice	.98	easy
pyeebqDmzv	speech choice	.98	easy
mky70DxNzs	graphic choice	.98	easy
c9EebClMht	graphic choice	.97	easy
uaOlth2cSC	speech choice	.97	easy

E62mRrmp8R	inline text choice	.97	easy
4VtnrMNENS	text choice	.97	easy
Ww3xRXpTlc	text choice	.97	easy
rx2QRsXs1V	graphic choice	.97	easy
kUgYWTnerY	inline speech choice	.97	easy
L5mSgdxOGq	inline text choice	.97	easy
PadzMKMezz	inline text choice	.97	easy
sKZQksdgcM	inline speech choice	.97	easy
Z0HQNa1YhV	speech choice	.97	easy
2j4HnldRcl	text choice	.97	easy
8JyUjegzV3	text choice	.97	easy
38KZaPbhB1	text choice	.97	easy
R45PMxIggC	text choice	.97	easy
tDoNJe3SEm	text choice	.97	easy
wZmBZDQdsq	text choice	.97	easy
bXvM3xUDuo	speech choice	.97	easy
fQnFmmXGeF	speech choice	.97	easy
F4hbTTVQRu	inline speech choice	.97	easy
ksgKiHGekQ	text choice	.97	easy
E3xbwRTUfJ	inline text choice	.97	easy
rLae6gAiw8	inline text choice	.97	easy
HiaRU5VSu2	graphic choice	.97	easy
Rsa5buUSdt	graphic choice	.97	easy
17v1Ea2OOb	graphic choice	.97	easy
J2050Pd7pX	text choice	.97	easy
qQ5y1ipJ8G	inline text choice	.97	easy
2V8SMtSCck	inline text choice	.97	easy
CxhjVM4qpb	text choice	.97	easy
WFd8Rvb4CI	text choice	.97	easy
3lQHWkutBS	text choice	.97	easy
HmkdQT3cfn	text choice	.97	easy
Yk0AldqQaA	text choice	.97	easy
cLffs4DlKx	inline text choice	.97	easy
74JFqYLnry	speech choice	.97	easy
qlxrcxFpek	speech choice	.97	easy
WYrKXJzb3E	speech choice	.97	easy
GjJunKYdPe	speech choice	.97	easy
cUd9bQCE96	inline speech choice	.97	easy
LtsFgiRFmX	inline speech choice	.97	easy
xxuXFP5NMn	inline speech choice	.97	easy
t4z1xHe4CW	inline text choice	.97	easy
5yHUTsIXiY	inline text choice	.97	easy
FPI6796q0g	inline text choice	.97	easy
yU7PF9aJ8s	inline text choice	.97	easy
wx9LbKSbnA	text choice	.97	easy
aMzHD9RHLP	inline text choice	.97	easy
WrP2OIXiTl	inline text choice	.97	easy
VOQr1NqVeT	text choice	.97	easy
yrkvznDJvi	text choice	.97	easy
6T8QuBcJLZ	speech choice	.96	easy
Ko9R0e6A89	speech choice	.96	easy
3Iut3qlvSU	speech choice	.96	easy
iaYEwfpVL6	speech choice	.96	easy
ik1BjyByYD	inline text choice	.96	easy
ViQ1RK0t02	inline text choice	.96	easy
jRampQXPUG	text choice	.96	easy
bn5YUnBu0p	graphic choice	.96	easy

g4DWGsCwse	inline speech choice	.96	easy
K82rd0yXec	inline speech choice	.96	easy
qp4XhkbhuP	graphic choice	.96	easy
RQzMWncw3r	inline speech choice	.96	easy
sSQYsJaA9c	text choice	.95	easy
GlHCBBrhBZ	inline speech choice	.95	easy
wLOgIoYcbb	inline text choice	.95	easy
lTC1VAYybC	inline text choice	.95	easy
mY0gPkA4le	graphic choice	.95	easy
qJSPZcu0ha	inline text choice	.95	easy
6SrXhrlLzQ	speech choice	.95	easy
Uw0KhfYuOu	speech choice	.95	easy
0H5dJ2f2gN	speech choice	.95	easy
KtrZ9LGG1Q	text choice	.95	easy
WWiI2sSwcm	inline text choice	.95	easy
Bf5dlZQyZq	inline text choice	.95	easy
TDZCmMUrYQ	inline text choice	.95	easy
GSQbpI7Yla	speech choice	.95	easy
wGngKmRuJT	inline speech choice	.95	easy
upynwyCDXD	text choice	.95	easy
nvqkYvSyg5	inline speech choice	.95	easy
vt10de9oPm	inline speech choice	.95	easy
piOPGobiJl	inline text choice	.95	easy
lHV1NrUOIe	speech choice	.95	easy
vQlRa09G0B	inline speech choice	.95	easy
AMsd5vy5Ny	speech choice	.95	easy
OjcgbwUT5F	inline text choice	.95	easy
2NxMlv0wH6	inline text choice	.95	easy
3uwfZvuOMM	inline speech choice	.95	easy
gP2BmBH7DL	inline speech choice	.95	easy
bBEyFOy94r	text choice	.95	easy
zLNh4wEWdf	text choice	.95	easy
KEBBs3IbvS	graphic choice	.95	easy
2i2Nib7pug	inline speech choice	.95	easy
2X4seNPp3S	inline speech choice	.95	easy
UP27Q3HXZh	inline speech choice	.95	easy
3sYdRWNhAW	text choice	.95	easy
Ja5Lc4ualB	text choice	.95	easy
iiozJqcQIp	inline text choice	.95	easy
t9Q9NJnmOh	text choice	.94	easy
PkBjTokS0l	graphic choice	.94	easy
Z69wRTWTmC	inline text choice	.94	easy
VxxJ2X9sM4	speech choice	.94	easy
XLUWH8SOu8	text choice	.94	easy
2GbLRrDzTU	text choice	.94	easy
pc2hvicw4v	text choice	.94	easy
rdC8EEuCF9	inline text choice	.94	easy
hy4t3XNnXs	text choice	.94	easy
QuXktnxBGn	speech choice	.94	easy
ylN3f37pAP	speech choice	.94	easy
lMdHzUCctQ	inline text choice	.94	easy
ygdtk6ujbH	inline text choice	.94	easy
HkH3PtnIo0	text choice	.94	easy
0CMb0iHfMn	inline speech choice	.94	easy
HyQTalFJNM	text choice	.94	easy
WAj7KsUjQv	inline text choice	.94	easy
FN0qqVOezJ	text choice	.94	easy

NIUEMBDA16	inline text choice	.94	easy
9ggesNVmgB	speech choice	.94	easy
HqmH12avkw	speech choice	.94	easy
x1cpxp10FG	speech choice	.94	easy
Nx5EXTRXSp	speech choice	.94	easy
fvmjf86WQB	speech choice	.94	easy
SWhnvoeWoq	text choice	.93	easy
wqBgRASuDm	inline speech choice	.93	easy
SHuwP5jXBm	text choice	.93	easy
6EBdqwmDR5	text choice	.93	easy
KTLULK54BA	text choice	.93	easy
53MDVAV5iH	speech choice	.93	easy
gObpnThqIc	text choice	.93	easy
dIyV0Foo6w	speech choice	.93	easy
exRMZkK8eR	inline speech choice	.93	easy
OJTF7pz7U3	speech choice	.93	easy
wjyp4UcgvF	inline speech choice	.93	easy
BcwkuBOLLK	inline text choice	.93	easy
95oCtQ5hgO	inline text choice	.93	easy
T0fTqSCFBU	speech choice	.93	easy
WOkrvDIbke	speech choice	.93	easy
6XdWqwQtTg	inline speech choice	.93	easy
1ys9DzYSEb	inline text choice	.93	easy
hzNRibhcb3	inline text choice	.93	easy
60NHUV0q3D	inline text choice	.93	easy
8rhhC9cQWD	text choice	.93	easy
vd8SxymA9I	inline text choice	.93	easy
VfYdvDU8ae	inline text choice	.93	easy
isqVL06wpA	inline speech choice	.93	easy
SWdLIOu5nf	text choice	.92	easy
haqhqtLOPS	inline speech choice	.92	easy
Wl9wEbc7n8	inline text choice	.92	easy
7xq3y93Uxr	text choice	.92	easy
ixwX1f79KY	text choice	.92	easy
dZYTcxb7qj	text choice	.92	easy
i4ONkPhs8k	text choice	.92	easy
kumgJexY2u	inline text choice	.92	easy
GVRv5N8YM4	text choice	.92	easy
f8mRIjzUu0	text choice	.92	easy
JcRP8biTxF	speech choice	.92	easy
jCPTJOikev	inline text choice	.92	easy
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LaHgPbQ2Md	inline text choice	.92	easy
uiTCI9dhBI	inline speech choice	.92	easy
1JY45v9N5W	speech choice	.92	easy
p5FT31NPiI	text choice	.92	easy
tSIOfZgLVd	inline text choice	.92	easy
1BOF2jQm40	inline text choice	.92	easy
iRGB7MIfAX	inline speech choice	.92	easy
IOJn93A70o	inline speech choice	.92	easy
8hAF7BuFWh	speech choice	.92	easy
y402AQK0D8	inline text choice	.92	easy
tXRXTJz2fv	inline speech choice	.92	easy
G79oUe7A8l	text choice	.92	easy
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OG3e11NOeD	text choice	.92	easy

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ZAGUwzrCzg	inline text choice	.92	easy
Ix5gtVnR4m	text choice	.92	easy
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EcyRd3H6hb	speech choice	.92	easy
naWpXuMoTJ	text choice	.92	easy
ycBnvsYiLp	graphic choice	.92	easy
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XkHPHSOHKm	speech choice	.91	easy
hJhnj5pXcS	inline text choice	.91	easy
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AqDHu53lzj	inline speech choice	.86	easy
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GGfUNN4o4x	inline speech choice	.86	easy
H3OKHbUBuS	inline speech choice	.86	easy
lszEliLluf	speech choice	.86	easy



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9UIFeBOxqU	text choice	.86	easy
wDdnZQ8cVA	inline text choice	.86	easy
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kmteZfab0M	inline speech choice	.85	easy
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k9H8HbdpwD	inline speech choice	.85	easy
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XwCjKpd7i4	inline speech choice	.85	easy
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INlxvg9RfL	speech choice	.85	easy
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CbEPiVHMZI	text choice	.85	easy
VWJjtvCXV0	text choice	.85	easy
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TWslhey4oo	inline speech choice	.84	easy
HDTaSMCy0x	speech choice	.84	easy

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BV9uAOiUPq	speech choice	.83	easy
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plC5SGJm5M	inline speech choice	.83	easy
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FbVnHpjYVc	text choice	.83	easy
qNrjCKX6tU	inline speech choice	.83	easy
v6u5Iab9KD	inline speech choice	.82	easy
vxr3dvD6C4	inline speech choice	.82	easy
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PHK8w5alca	inline speech choice	.82	easy
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EGzDCSrzzjn	inline text choice	.82	easy
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uK0nIerjcl	speech choice	.82	easy
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Q7DaWXRqAx	text choice	.82	easy
dCIYB292Ms	inline speech choice	.82	easy
6OZ3zoXX45	speech choice	.82	easy
QvL5JdF79S	speech choice	.82	easy
GQDrWmOY1W	inline speech choice	.82	easy
YJvGMwN5o6	speech choice	.82	easy
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JQYDKlG96y	inline speech choice	.81	easy

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FbvQR0esgz	inline text choice	.81	easy
E4yoIRm0I9	speech choice	.81	easy
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OSfT2XBdqP	text choice	.81	easy
0tvk07aKPn	inline speech choice	.81	easy
bwtcnS1Kqc	text choice	.81	easy
KUq8EVBBPQ	speech choice	.80	moderate
H9lm7Xx1lg	inline text choice	.80	moderate
vcICTcWcvA	speech choice	.80	moderate
zuteXKLoQx	inline speech choice	.80	moderate
21JqtOhtJr	speech choice	.80	moderate
MkiWeSu2sb	inline speech choice	.80	moderate
RRv0awRKuR	inline text choice	.80	moderate
hHApfILi2Q	inline speech choice	.80	moderate
tBr4LahJWE	inline text choice	.80	moderate
n3zqSS5Lnr	inline text choice	.80	moderate
Vg6JJiOSca	text choice	.80	moderate
XeWkXkUxwn	inline text choice	.80	moderate
l3hJc2h0mr	speech choice	.79	moderate
pU5K7SZaDy	inline text choice	.79	moderate
oWyC0YW3t3	speech choice	.79	moderate
Fbj8Y6qe2a	speech choice	.79	moderate
PV4siNTgJo	inline speech choice	.79	moderate
3wCSr5Ikap	speech choice	.79	moderate
PULwMQLFbH	text choice	.79	moderate
1AUS2p6G4l	inline text choice	.79	moderate
LR8TrEA4Ew	speech choice	.79	moderate
tM6B6B85m0	text choice	.79	moderate
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a3PII4qc0i	text choice	.77 moderate
ttw7UeVNEj	text choice	.77 moderate
GxWlHTi00l	inline speech choice	.77 moderate
4udNOkBb5x	inline text choice	.77 moderate
gBbJ8sOWyF	inline speech choice	.77 moderate
XbWcpnUial	speech choice	.77 moderate
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q8WXdOIRrL	speech choice	.77 moderate
22qZZqfEAW	speech choice	.77 moderate
4V9BCAEr78	inline speech choice	.77 moderate
srvVVOem0T	text choice	.77 moderate
w5oe5GgcH	speech choice	.77 moderate
g4PeehBrn2	inline speech choice	.77 moderate
rHfZlqbQNC	inline speech choice	.77 moderate
wwhlHpsi0U	text choice	.77 moderate
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NGKdZtwnm	text choice	.76 moderate
7ytiND9ahs	inline text choice	.76 moderate
lpxxvzpyoH	speech choice	.76 moderate
2HZpSsHoxJ	speech choice	.76 moderate
Zz5T4glNcB	speech choice	.76 moderate
cHwo0lHCar	speech choice	.76 moderate
AczC5IsfKs	inline text choice	.76 moderate
FfeWAKDawt	speech choice	.76 moderate
aJEhkVYhG3	inline speech choice	.76 moderate
CHANqYgJyf	text choice	.76 moderate
vIXqFdrP9v	text choice	.76 moderate
fmeIrd2Dhs	graphic choice	.76 moderate
06Auuvt5iJ	speech choice	.76 moderate
ji7wKoS9J6	speech choice	.76 moderate
IbwvjpWhB7	inline text choice	.76 moderate
aXWhDgTEKO	speech choice	.75 moderate
ZlnYo8KyN6	speech choice	.75 moderate
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IWo9k70Lh8	speech choice	.75 moderate
5HVXsnlLq8	inline speech choice	.75 moderate
erwLeCzrdH	text choice	.75 moderate
XR9v1WDjAU	inline speech choice	.75 moderate
D3hif9X3mn	text choice	.75 moderate
wdXtiVfOeZ	speech choice	.75 moderate
esS1mPZoRO	inline speech choice	.75 moderate
vy8mTPfl7v	text choice	.75 moderate
Pm7uPcfQJ2	text choice	.75 moderate
o7tLxSmZo0	inline text choice	.75 moderate
hPmWaZl1Hh	speech choice	.75 moderate
SW9pTRNwFP	text choice	.75 moderate
sW4h24M1Ss	speech choice	.75 moderate
CtAzoh7cCh	speech choice	.74 moderate
HAzyrXfpxV	speech choice	.74 moderate
6mHuRV9OMB	speech choice	.74 moderate
rzZr68WRnb	speech choice	.74 moderate

oA048PFWlF	inline speech choice	.74 moderate
3SGargEHJu	inline speech choice	.74 moderate
H7yfwxRnry	inline speech choice	.74 moderate
QA2YfVH67i	inline text choice	.74 moderate
GnrIPQ5ji6	speech choice	.74 moderate
ValI3dGvUt	inline text choice	.74 moderate
NCFKF0hado	speech choice	.74 moderate
p2bEoGCvbJ	speech choice	.74 moderate
4vPcVCawtl	speech choice	.74 moderate
ajcowyg4bX	inline text choice	.74 moderate
hyHXWuN7C3	speech choice	.74 moderate
D3RmFI7PLw	speech choice	.74 moderate
bDiGI3TkLE	speech choice	.74 moderate
C4Lksn6o9O	text choice	.73 moderate
cl8LC0TTPE	inline speech choice	.73 moderate
nBxFo6L6Cf	text choice	.73 moderate
DdJHXMSPy9	speech choice	.73 moderate
YR65dqLxBX	speech choice	.73 moderate
cJJQTz1BwL	text choice	.73 moderate
YLPL2vzPN8	text choice	.73 moderate
EVQUf4FYfJ	text choice	.73 moderate
lRFJo1NnKr	inline speech choice	.73 moderate
GKxBCtoKOk	inline text choice	.72 moderate
Q6h0pwbFOC	speech choice	.72 moderate
nvQcIvnatf	inline speech choice	.72 moderate
na9xcSP2TX	inline text choice	.72 moderate
r1No2XQVwf	inline speech choice	.72 moderate
f4NsbDj2bk	text choice	.72 moderate
gi00KptNDu	speech choice	.72 moderate
qLjYJTob4u	text choice	.72 moderate
OZHFei0VnD	inline speech choice	.72 moderate
xiOt4SK7Vy	inline text choice	.72 moderate
MGROFN8kXY	inline speech choice	.72 moderate
HnWzhUL0fH	speech choice	.72 moderate
LZgN5Shqsz	speech choice	.72 moderate
EF9CnGOukZ	speech choice	.71 moderate
lpfyLi8Zmh	speech choice	.71 moderate
B0EAVLN0H1	speech choice	.71 moderate
qUw0x9VAfq	inline text choice	.71 moderate
sSNaGi4R8z	speech choice	.71 moderate
u1LTjrd39z	speech choice	.71 moderate
2FTrXzVP5G	inline speech choice	.71 moderate
vq960Wbtsh	text choice	.71 moderate
NzXqVzWrI3	inline text choice	.71 moderate
gGZEP8BR3K	inline text choice	.71 moderate
nAQF64Ey3m	inline text choice	.71 moderate
9F6V2yLdW0	speech choice	.71 moderate
Sp3bahiswH	speech choice	.71 moderate
K0h9jHg0M7	inline text choice	.70 moderate
MdPXbOHHJG	speech choice	.70 moderate
cmYLkk5cQL	speech choice	.70 moderate
fF7waB20SG	inline text choice	.70 moderate
N9ouwC2dTZ	inline text choice	.70 moderate
GWzHYvHzp9	text choice	.70 moderate
O6pDqobwwe	speech choice	.70 moderate
5AB4aaIcqK	speech choice	.70 moderate
S5n36yvLh9	inline text choice	.70 moderate

H2vJE2fl00	speech choice	.70 moderate
19JK7Bsk4F	speech choice	.70 moderate
BYyZVC8csQ	speech choice	.70 moderate
EibllEGGxt	inline speech choice	.70 moderate
WBU3kcV0v6	inline speech choice	.70 moderate
bZdR3WntJn	inline text choice	.70 moderate
ssdWJcG5js	speech choice	.69 moderate
PyGa86S6A0	inline speech choice	.69 moderate
jdoWvavZJr	speech choice	.69 moderate
umb0Arh5no	speech choice	.69 moderate
1c0p2VMx3Z	inline text choice	.69 moderate
wl1Ds6Ec8w	inline text choice	.69 moderate
WnY8z2QWmN	text choice	.69 moderate
rpGhAooRS3	inline speech choice	.69 moderate
h2Eyd3IDmz	text choice	.69 moderate
e0msZoVdWm	speech choice	.69 moderate
ZqXUglQaie	inline text choice	.69 moderate
6V23JvvLH3	inline speech choice	.68 moderate
fq48t78NQf	speech choice	.68 moderate
ZjM8MtEOlw	speech choice	.68 moderate
42O3PoqIhk	speech choice	.68 moderate
4bG3DuB9nU	text choice	.68 moderate
MIUizwlk4L	inline speech choice	.68 moderate
wkJcpIWvwr	inline text choice	.68 moderate
VQkZ999qv3	inline text choice	.68 moderate
WtY8UakTWx	text choice	.68 moderate
ekWBFJvzSP	text choice	.68 moderate
QSW1v0XDV2	inline text choice	.68 moderate
qiLbvZUlg7	text choice	.68 moderate
sasp09oQu4	speech choice	.68 moderate
EgH9EHya7b	inline text choice	.68 moderate
3Xn9VYoJYe	speech choice	.67 moderate
8Km0BoubhB	speech choice	.67 moderate
KDFF01WDaB	inline speech choice	.67 moderate
QQ47FfRt9E	inline speech choice	.67 moderate
OFxZju5tE5	speech choice	.67 moderate
4SYVWn2pMk	text choice	.67 moderate
o8OIzP2KIY	inline text choice	.67 moderate
SlTbT69300	speech choice	.67 moderate
XXKhQphDyD	speech choice	.67 moderate
0uCs5OvfKa	inline text choice	.67 moderate
u0m6iPCyKQ	speech choice	.67 moderate
QiJRMGP1X2	text choice	.67 moderate
F3qFlPkRnq	inline speech choice	.67 moderate
XrNoSSvx8u	speech choice	.66 moderate
8Rf6EYgk4b	inline text choice	.66 moderate
8FycsCj693	speech choice	.66 moderate
3o4wgUvsxw	inline speech choice	.66 moderate
NuYg8hBvnM	text choice	.66 moderate
vAfoha3DXs	text choice	.66 moderate
giflpxtvPX	inline text choice	.66 moderate
R3XYc6HJEa	speech choice	.66 moderate
pqqWjcD7lc	speech choice	.66 moderate
woZ5mVWFKC	text choice	.66 moderate
Ktcn1WArfI	speech choice	.66 moderate
NmyLvZZ19j	inline text choice	.65 moderate
57Z58Elm3u	text choice	.65 moderate

jMosq5ToGq	text choice	.65 moderate
2E3IknxfZd	speech choice	.65 moderate
50Ujq3somF	speech choice	.65 moderate
xSlupagJsg	text choice	.65 moderate
6GNhr3jfcN	text choice	.65 moderate
atVpl8axpj	inline text choice	.64 moderate
RN2FafBbfD	inline text choice	.64 moderate
pb0lWjrc5r	inline speech choice	.64 moderate
GP3tl56uCm	inline speech choice	.64 moderate
bluJI2ynr7	inline speech choice	.64 moderate
INflMJiz2n	inline text choice	.64 moderate
ryL4HU80l	inline speech choice	.64 moderate
XofQ43xk4C	speech choice	.64 moderate
sNfoVBHZ3k	speech choice	.63 moderate
b8Y7wFJDmB	inline speech choice	.63 moderate
wxsmPHl0Rh	speech choice	.63 moderate
pT9hBXvmfO	inline text choice	.63 moderate
GtempIKUpv	text choice	.63 moderate
ACrQq9u9lX	text choice	.63 moderate
MglVcBQteH	inline text choice	.63 moderate
olyJ2by44J	speech choice	.63 moderate
OgAjqFTNj1	inline speech choice	.63 moderate
lgkrI5RZPB	speech choice	.63 moderate
02Pj8lDirt	text choice	.63 moderate
VddF96CwPH	text choice	.63 moderate
nhkP7BMWRm	inline speech choice	.63 moderate
OqfzEBoBWu	text choice	.62 moderate
djrWlphlts	inline speech choice	.62 moderate
2ZBbMKXt27	speech choice	.62 moderate
PDppZTdrvO	speech choice	.62 moderate
oUR45dyRJQ	inline text choice	.62 moderate
ChrDbgdnmP	text choice	.62 moderate
9b4gjAoetv	speech choice	.62 moderate
mPw2G6YrN9	speech choice	.62 moderate
KX78NsDG4a	speech choice	.62 moderate
D408lcbApE	speech choice	.62 moderate
XnwnKVf97z	text choice	.61 moderate
RX6UyqYUN2	text choice	.61 moderate
akO9uwAULU	text choice	.61 moderate
phPj2TAwxJ	inline text choice	.61 moderate
k6qsKcLEGr	inline text choice	.61 moderate
9j5dmav334	inline speech choice	.61 moderate
0oWnYmKaO2	inline text choice	.61 moderate
touBa6sncV	text choice	.61 moderate
8IENh2Tz9Q	inline speech choice	.61 moderate
2Ss7Hm16mk	inline text choice	.61 moderate
ggT3djJ4G1	inline speech choice	.61 moderate
JijBkI9fRx	inline speech choice	.61 moderate
9nDdtIddEJ	inline text choice	.61 moderate
tKPTD5rFET	inline text choice	.61 moderate
ATDrnO6StF	text choice	.60 moderate
jOoZ0HFqhR	text choice	.60 moderate
bdUAuyevCX	speech choice	.60 moderate
wAZv7lJSI3	text choice	.60 moderate
lgcZFmbsiT	speech choice	.60 moderate
W6aHjWL18s	text choice	.59 moderate
Nldj1oQm6T	inline speech choice	.59 moderate

Y8lGTjfXaH	inline speech choice	.59 moderate
wEkW0zuqP0	speech choice	.59 moderate
hx44HLGK48	speech choice	.59 moderate
dcP5nBwiHH	inline speech choice	.59 moderate
QFRJYWcOQp	inline speech choice	.59 moderate
tbH0Fpnplz	text choice	.59 moderate
VgpC4c5Stj	inline speech choice	.59 moderate
YrLiQXAJZx	inline text choice	.58 moderate
R7rX43qfzB	speech choice	.58 moderate
QGWjHEMONd	speech choice	.58 moderate
gLmS4Hu4cP	speech choice	.58 moderate
DDUTduvEHR	inline speech choice	.58 moderate
IdWWYQ25Ur	text choice	.58 moderate
MmSgtLnqyC	inline text choice	.58 moderate
yLG8t9TlyA	inline speech choice	.58 moderate
lBg7yYhz9D	inline text choice	.58 moderate
OonE38gP7s	inline text choice	.58 moderate
W58LJhYgff	inline speech choice	.58 moderate
pRDURx2KGw	inline speech choice	.57 moderate
PFORLUCDhZ	inline speech choice	.57 moderate
3hNYfZeGfw	inline speech choice	.57 moderate
ro2NEDPAJ4	speech choice	.57 moderate
xsrqQ26ORD	inline speech choice	.57 moderate
Mp9AEphxvr	inline speech choice	.56 moderate
MK6QTeytj0	inline speech choice	.56 moderate
b3TEDyhECo	inline text choice	.56 moderate
EzMnNpk2rG	speech choice	.56 moderate
FnstwsfQVI	inline text choice	.56 moderate
drIXqU41GL	speech choice	.56 moderate
mixCCN39i4	speech choice	.56 moderate
008eRKGZmi	inline text choice	.56 moderate
qoRpAxo6BB	inline text choice	.55 moderate
hQDEFmxxel	speech choice	.55 moderate
TOk1VXhEM4	speech choice	.55 moderate
E1fme7WQqa	speech choice	.55 moderate
T707yQigAL	speech choice	.54 moderate
qQZjF88IM3	text choice	.54 moderate
vqauPdD5eZ	text choice	.54 moderate
2eOW5CC8RA	speech choice	.54 moderate
SiqcaIBrlw	text choice	.54 moderate
HPQQpa53kw	speech choice	.53 moderate
7aCicxQtDT	text choice	.53 moderate
gbLSG6Q2j3	inline speech choice	.53 moderate
MyMwee4Hnm	text choice	.53 moderate
4b7XZOpHha	text choice	.53 moderate
Hr3OhMgO3W	speech choice	.53 moderate
IWBj7K485V	inline text choice	.53 moderate
uv1YPSAOWW	inline text choice	.52 moderate
0evJvGqfbT	text choice	.52 moderate
SJsSLuINAU	inline text choice	.52 moderate
F7xwnhxxkQ2	text choice	.51 moderate
MDwpKg21r3	inline speech choice	.51 moderate
qlxEZXC7nR	speech choice	.51 moderate
CnzB4yfCdn	speech choice	.51 moderate
6wpCeRX9ma	speech choice	.50 moderate
BScQKjrf7u	speech choice	.50 moderate
Vh76dggJvo	text choice	.50 moderate



u8eJwlcM4b	speech choice	.50 moderate
2P5xI1k3nr	inline speech choice	.49 moderate
6vCv3vkYCI	inline text choice	.49 moderate
23hQHE87sP	text choice	.49 moderate
HlDDC20VVF	inline text choice	.49 moderate
Rqp0epfksL	speech choice	.48 moderate
OOC501Tom3	inline text choice	.48 moderate
omz0xSW2rf	speech choice	.48 moderate
StpIomhCgg	inline speech choice	.47 moderate
fjofDh4iTD	inline speech choice	.47 moderate
2LAomiZYKw	text choice	.47 moderate
GepWxhTZPt	inline speech choice	.47 moderate
ygJQ7xAR3R	inline speech choice	.47 moderate
gWlkCTmCJW	inline speech choice	.47 moderate
Tefd3nwlG1	inline text choice	.47 moderate
jyVjyTYfmf	inline speech choice	.47 moderate
LpwXJIyBAj	speech choice	.46 moderate
ttCmpOtQAL	speech choice	.46 moderate
EhZnXQ0nQV	speech choice	.46 moderate
EWlrVX2Sz0	text choice	.45 moderate
7kG6XmyNQn	inline text choice	.45 moderate
L9qb6TtxtR	text choice	.45 moderate
NGnmPJDUVo	inline speech choice	.45 moderate
xnpmtRQoxD	inline text choice	.45 moderate
fKzOxCxIAY	inline speech choice	.45 moderate
hEuSjzlp6S	inline speech choice	.44 moderate
NVPVPkCMnL	inline text choice	.44 moderate
uCeIEA2kZ	speech choice	.44 moderate
OU0GVmD8r4	inline speech choice	.44 moderate
RiIcWChMGH	text choice	.44 moderate
sTNtfe6nI7	inline text choice	.43 moderate
njXmLGd6oC	inline text choice	.43 moderate
R060Yxb8b8	text choice	.42 moderate
qnsCCi5NE5	inline speech choice	.42 moderate
3lyWw0aMCx	inline text choice	.42 moderate
CEzfnDYaZR	inline text choice	.41 moderate
z1Icutf3r5	inline speech choice	.41 moderate
VIMHEI1VVq	inline speech choice	.41 moderate
51pltgQxgj	speech choice	.41 moderate
XZoeqCUS3s	text choice	.41 moderate
RB5WFLXra9	inline text choice	.40 moderate
AM80bWIO7c	speech choice	.39 moderate
9xMHPVQg1H	inline speech choice	.39 moderate
zyB1kxDq2F	speech choice	.39 moderate
1WFSfAkuzW	inline speech choice	.37 moderate
9VjthYGUCe	speech choice	.37 moderate
eBzQEIf3UZ	inline text choice	.37 moderate
9ZxGMhceOR	text choice	.36 moderate
6NkfYFIHtw	inline text choice	.36 moderate
b6YNpWOybC	speech choice	.36 moderate
Z1o7o3TEN0	speech choice	.35 moderate
vnShMEMKUA	inline speech choice	.35 moderate
POCP4VWbYh	speech choice	.34 moderate
pwjOUps0fh	inline text choice	.34 moderate
5MBokL0Ke7	text choice	.33 moderate
piVoL80jEr	speech choice	.33 moderate
MpoVpVTHQ2	speech choice	.33 moderate

bphtVPt0V0	text choice	.32	moderate
nhBnSeLCDe	speech choice	.32	moderate
dOd0SNSfJ5	inline text choice	.32	moderate
qBwoPAUT09	inline speech choice	.31	moderate
fylATwBlzJ	speech choice	.30	moderate
Dqfughjfuf	speech choice	.30	moderate
BKRFEbtUIR	speech choice	.29	moderate
DQ08cTXrXo	inline speech choice	.29	moderate
3eYRnPteN2	inline text choice	.27	moderate
emRlW2qOjq	inline speech choice	.25	moderate
nusxxtPBYY	text choice	.23	moderate
AhnNBMoFtN	speech choice	.21	moderate
vrmlY78wWg	speech choice	.17	difficult
JQ10lfwCTe	text choice	.16	difficult
SwUJJuzK92	speech choice	.16	difficult
4n2Eu5c7cj	speech choice	.16	difficult
77Ucn9zETp	speech choice	.14	difficult
Drca9fPMg0	inline speech choice	.12	difficult

Number of cases read: 976      Number of cases listed: 976

## B. List of Good Exercises

Exercise ID	Type	P-value	Criteria
Vg6JJiOSca	text choice	.80	1
PULwMQLFbH	text choice	.79	1
tM6B6B85m0	text choice	.79	1
zMdsOkU28L	text choice	.79	1
JsfMZC1QZW	text choice	.79	1
VHObNU870b	text choice	.78	1
PzwYLokBRu	text choice	.77	1
a3PII4qc0i	text choice	.77	1
wwhlHpsi0U	text choice	.77	1
NGKdZtwnm	text choice	.76	1
CHANqYgJyf	text choice	.76	1
D3hif9X3mn	text choice	.75	1
vy8mTPfl7v	text choice	.75	1
Pm7uPcfQJ2	text choice	.75	1
C4Lksn6o9O	text choice	.73	1
cJJQTzlBwL	text choice	.73	1
YLPL2vzPN8	text choice	.73	1
f4NsbDj2bk	text choice	.72	1
qLjYJTob4u	text choice	.72	1
h2Eyd3IDmz	text choice	.69	1
ekWBFJvzSP	text choice	.68	1
qiLbvZUlg7	text choice	.68	1
woZ5mVWFKC	text choice	.66	1
jMosq5ToGq	text choice	.65	1
GtempIKUpv	text choice	.63	1
VddF96CwpH	text choice	.63	1
OqfzEBoBWu	text choice	.62	1

ChrDbgdnmP	text choice	.62	1
RX6UyqYUN2	text choice	.61	1
touBa6sncV	text choice	.61	1
jOoZ0HFqhR	text choice	.60	1
W6aHjWL18s	text choice	.59	1
tbH0Fpnp1z	text choice	.59	1
IdWWYQ25Ur	text choice	.58	1
qQZjF88IM3	text choice	.54	1
vqauPdD5eZ	text choice	.54	1
7aCicxQtDT	text choice	.53	1
4b7XZOpHha	text choice	.53	1
Vh76dggJvo	text choice	.50	1
23hQHE87sP	text choice	.49	1
2LAomiZYKw	text choice	.47	1
EWlrVX2Sz0	text choice	.45	1
L9qb6TtxtR	text choice	.45	1
RiIcWChMGH	text choice	.44	1
R060Yxb8b8	text choice	.42	1
5MBokL0Ke7	text choice	.33	1
bphtVPt0V0	text choice	.32	1
fmeIrd2Dhs	graphic choice	.76	1
H91m7Xx1lg	inline text choice	.80	1
RRv0awRKuR	inline text choice	.80	1
tBr4LahJWE	inline text choice	.80	1
n3zqSS5LNR	inline text choice	.80	1
XeWkXkUxwn	inline text choice	.80	1
pU5K7SZaDy	inline text choice	.79	1
4udNOkBb5x	inline text choice	.77	1
0oKnKq27YF	inline text choice	.77	1
IbwvjpwWhB7	inline text choice	.76	1
QA2YfVH67i	inline text choice	.74	1
GKxBCtoKOk	inline text choice	.72	1
qUw0x9VAfq	inline text choice	.71	1
K0h9jHg0M7	inline text choice	.70	1
fF7waB20SG	inline text choice	.70	1
N9ouwC2dTZ	inline text choice	.70	1
1c0p2VMx3Z	inline text choice	.69	1
ZqXUglQaie	inline text choice	.69	1
wkJcpIWvwr	inline text choice	.68	1
QSW1v0XDv2	inline text choice	.68	1
EgH9EHya7b	inline text choice	.68	1
o8OIzP2KIY	inline text choice	.67	1
0uCs5OvfKa	inline text choice	.67	1
giflpxtvPX	inline text choice	.66	1
INflMJiz2n	inline text choice	.64	1
phPj2TAwxJ	inline text choice	.61	1
1Bg7yYhz9D	inline text choice	.58	1
b3TEDyhECo	inline text choice	.56	1
uv1YPSAOWW	inline text choice	.52	1
HlDDC20VVF	inline text choice	.49	1
7kG6XmyNQn	inline text choice	.45	1
xnpmtRQoxD	inline text choice	.45	1
CEzfnDyaZR	inline text choice	.41	1
eBzQEIf3UZ	inline text choice	.37	1
dOd0SNSfJ5	inline text choice	.32	1
2lJqtOhtJr	speech choice	.80	1
oWyC0YW3t3	speech choice	.79	1

3wCSr5Ikap	speech	choice	.79	1
LR8TrEA4Ew	speech	choice	.79	1
8wV3nLA2eI	speech	choice	.79	1
9FJhBrHFlo	speech	choice	.79	1
fASSRaWiqa	speech	choice	.79	1
Decq6aYApu	speech	choice	.79	1
PzdFz8MWU7	speech	choice	.78	1
zGmne0R5JV	speech	choice	.78	1
LP68pWtu9O	speech	choice	.77	1
XbWcpnUial	speech	choice	.77	1
q8WXdOIRrL	speech	choice	.77	1
22qZZqfEAW	speech	choice	.77	1
4hOAA4DYc	speech	choice	.77	1
lpxxvzpyoH	speech	choice	.76	1
cHwo0lHCar	speech	choice	.76	1
FfeWAKDawt	speech	choice	.76	1
06Auvvt5iJ	speech	choice	.76	1
ZlnYo8KyN6	speech	choice	.75	1
IWo9k7OLh8	speech	choice	.75	1
wdXtiVfOeZ	speech	choice	.75	1
hPmWaZl1Hh	speech	choice	.75	1
CtAzoh7cCh	speech	choice	.74	1
HAzyrXfxpV	speech	choice	.74	1
6mHuRV9OMB	speech	choice	.74	1
NCFKF0hado	speech	choice	.74	1
hyHXWuN7C3	speech	choice	.74	1
Q6h0pwbfOC	speech	choice	.72	1
gi00KptNDu	speech	choice	.72	1
HnWzhUL0fH	speech	choice	.72	1
LZgN5ShqsZ	speech	choice	.72	1
EF9CnGOukZ	speech	choice	.71	1
B0EAVLN0H1	speech	choice	.71	1
Sp3bahiwsH	speech	choice	.71	1
MdPXbOHHJG	speech	choice	.70	1
O6pDqobwwe	speech	choice	.70	1
5AB4aaIcqK	speech	choice	.70	1
H2vJE2f100	speech	choice	.70	1
19JK7Bsk4F	speech	choice	.70	1
umb0Arh5no	speech	choice	.69	1
e0msZoVdWm	speech	choice	.69	1
fq48t78NQf	speech	choice	.68	1
42O3PoqIhk	speech	choice	.68	1
sasp09oQu4	speech	choice	.68	1
8Km0BoubhB	speech	choice	.67	1
OFxZju5tE5	speech	choice	.67	1
S1TbT69300	speech	choice	.67	1
XKXhQphDyD	speech	choice	.67	1
XrNoSSvx8u	speech	choice	.66	1
8FyCsCj693	speech	choice	.66	1
R3XYc6HJEa	speech	choice	.66	1
Ktcn1WArfI	speech	choice	.66	1
2E3IknxfZd	speech	choice	.65	1
50Ujq3somF	speech	choice	.65	1
XofQ43xk4C	speech	choice	.64	1
sNfoVBHZ3k	speech	choice	.63	1
wxsmPH10Rh	speech	choice	.63	1
lgkrI5RZPB	speech	choice	.63	1

mPw2G6YrN9	speech	choice	.62	1
D408lcbApE	speech	choice	.62	1
wEkW0zuqP0	speech	choice	.59	1
hx44HLGK48	speech	choice	.59	1
R7rX43qfzB	speech	choice	.58	1
ro2NEDPAJ4	speech	choice	.57	1
EzMnNpK2rG	speech	choice	.56	1
mixCCN39i4	speech	choice	.56	1
hQDEFmxxel	speech	choice	.55	1
TOk1VXhEM4	speech	choice	.55	1
Elfme7WQqa	speech	choice	.55	1
2eOW5CC8RA	speech	choice	.54	1
HPQQpa53kw	speech	choice	.53	1
u8eJwlcM4b	speech	choice	.50	1
omz0xSW2rf	speech	choice	.48	1
LpwXJIyBAj	speech	choice	.46	1
ttCmpOtQAL	speech	choice	.46	1
uCeIEA2kZ	speech	choice	.44	1
AM80bWIO7c	speech	choice	.39	1
zyB1kxDq2F	speech	choice	.39	1
MpoVpVTHQ2	speech	choice	.33	1
nhBnSeLCDe	speech	choice	.32	1
AhnNBMoFtN	speech	choice	.21	1
MkiWeSu2sb	inline	speech choice	.80	1
hHApfILi2Q	inline	speech choice	.80	1
PV4siNTgJo	inline	speech choice	.79	1
u9ovccXqZ3	inline	speech choice	.78	1
5WmxZB7UBd	inline	speech choice	.77	1
GxWlHTiO0l	inline	speech choice	.77	1
XXJgeEk3lo	inline	speech choice	.77	1
rHfZ1qbQnc	inline	speech choice	.77	1
ouO0N1RMm3	inline	speech choice	.75	1
5HVXsn1Lq8	inline	speech choice	.75	1
oA048PFW1F	inline	speech choice	.74	1
3SGargEHJu	inline	speech choice	.74	1
H7yfwxRnry	inline	speech choice	.74	1
rlNo2XQVwf	inline	speech choice	.72	1
OZHFei0VnD	inline	speech choice	.72	1
2FTrXzVP5G	inline	speech choice	.71	1
WBu3kcV0v6	inline	speech choice	.70	1
PyGa86S6A0	inline	speech choice	.69	1
rpGhAooRS3	inline	speech choice	.69	1
6V23JvvLH3	inline	speech choice	.68	1
KDFF01WDaB	inline	speech choice	.67	1
QQ47FfRt9E	inline	speech choice	.67	1
F3qFlPkRnq	inline	speech choice	.67	1
pb01Wjrc5r	inline	speech choice	.64	1
GP3t156uCm	inline	speech choice	.64	1
bluJI2ynr7	inline	speech choice	.64	1
QFRJYWcoQp	inline	speech choice	.59	1
VgpC4c5Stj	inline	speech choice	.59	1
pRDURx2KGw	inline	speech choice	.57	1
PFORLUCDhZ	inline	speech choice	.57	1
3hNYfZeGfw	inline	speech choice	.57	1
Mp9AEphxvr	inline	speech choice	.56	1
gbLSG6Q2j3	inline	speech choice	.53	1
fjofDh4iTD	inline	speech choice	.47	1

ygJQ7xAR3R	inline speech choice	.47	1
qnsCCi5NE5	inline speech choice	.42	1
z1Icutf3r5	inline speech choice	.41	1
vnShMEMKUA	inline speech choice	.35	1
emRlW2qOjq	inline speech choice	.25	1

Number of cases read: 203      Number of cases listed: 203