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A STUDY OF EXTRALINGUISTIC FACTORS INFLUENCING
THE SPONTANEOUS SPEECH STYLE OF BILINGUALS

by Guy Dumas

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CHAPTER ONE

INTRODUCTION

Is highly abstract thinking possible without the knowledge of a sophisticated linguistic code? If not, to what extent does language influence one's thoughts and capacity to solve complex problems? How tenable is the hypothesis that the lexicon, syntactic patterns and internalized grammatical rules of one's language tend a) to dictate the form and ordering of ideas, and b) to strongly influence the manner in which one perceives the world? If language does indeed play this vital role, can we postulate that a multilingual who is equally proficient in three languages possesses three distinct sets of criteria for thinking, communicating and interpreting reality? Although some psychologists and linguists are becoming increasingly concerned with the metacommunicational aspects of language, we still know very little about the actual relationship between thought and speech. Freud, Vygotsky, Piaget, Russell, Carroll and Chomsky among many others have devoted considerable attention to the relation between language and the mind. Provocative as their contributions are, they remain conjecture and are accordingly of limited use to the empirical researcher. The lack of reliable evidence is not particularly difficult to explain when reviewing some of the contemporary approaches to the study of language.

With some notable exceptions, linguists in the past have chosen to ignore the processes which account for the individual's ability to extract meaning from a message coded in a symbolic form. Likewise, most have not expressed more than casual interest in the human's

capacity to learn and utilize language which is comprehensible to others. Questions like these were left for the most part to psychologists, semanticists and philosophers in order to preserve the "objectivity" of linguistic science. Only recently, within the last fifteen years in fact, have we witnessed a growing awareness in the discipline of the need to go beyond the comfortable confines of language description. In a thought-provoking paper delivered at the University of California in 1967, Noam Chomsky remarked:

"It has, I believe, become quite clear that if we are ever to understand how language is used or acquired, then we must abstract for separate and independent study a cognitive system, a system of knowledge and belief, that develops in early childhood and that interacts with many other factors to determine the kinds of behaviour that we observe." (Language and Mind, 1968, p. 4)

While such statements are encouraging, especially with respect to future research, they by no means reflect the current preoccupations of linguistic study. Chomsky himself would be the first to admit that, with respect to generative theory, for example, the positing of an innate ability in humans to acquire and use language contributes little to our knowledge about the encoding and decoding processes. Similarly, he would more than likely concede that his theories are essentially no closer to psychological realities than are those of his predecessors.

Where linguists categorically refused to become involved with mentalistic concerns, twentieth century psychologists were no less eager to dispense with the thorny problems of language as a highly complex and creative form of human behaviour. Proponents of the Behavioural school conveniently classified language as an acquired set of habits. Speech was, and unfortunately still is, considered by

some to be a not overly complex form of behaviour which is analyzable in much the same way as other forms of behaviour. B. F. Skinner, in his controversial book, Verbal Behavior, states:

"The basic processes and relations which give verbal behavior its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proven surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behavior without serious modification. Quite apart from the possibility of extrapolating specific experimental findings, the formulation provides a fruitful new approach to human behavior in general, and enables us to deal more effectively with that subdivision called verbal."
(page 3)

Reactions of linguists and psychologists alike to these ideas abound in the literature, ranging from cautious approval to scornful denunciation. Although it is not the aim of this paper to take up these arguments in detail, one cannot help wondering about the nature of the "basic processes and relations" to which Skinner alludes. In spite of his seemingly objective and systematic approach, nowhere in his book does he go beyond supposition in terms of the internal processes which account for language production and reception. His theories are interesting and merit very serious consideration; however, they hardly justify the claim that the complex operations which result in overt verbal behaviour are "fairly well understood".

Although mechanistic or probabilistic approaches to the study of language and verbal behaviour are still frequently encountered, they no longer receive the support they once had. One need only glance at the principal contributions of psycholinguistic research in the 1960's to get an idea of the new character and orientation of current study.

Instead of confining their investigations to the purely physical aspects of language, that is, to finite corpora of utterances actually produced by individuals over a given period of time, linguists have extended their inquiry to the yet unspoken utterance: Could a person actually say this? Or: Can the rules set forth account for all possible statements in the language? Psychologists interested in verbal behaviour likewise recognize the inadequacies of operant conditioning constructs as models for language acquisition and usage. They no longer, for example, insist on viewing grammaticality in terms of habit strength, reinforcement and generalization.

The emphasis in nearly all of the literature maintains normative language as its model. Indeed, it might be argued that in light of the goals of current research, study of idiosyncratic behaviour might only serve to confuse matters. On the other hand, if psychologists or psycholinguists are genuinely interested in the factors which are operating to cause a speaker to say a particular thing at a particular time, one might just as convincingly argue for the study of spontaneous speech where the emphasis would be upon differences rather than similarities of style and content. Such study is, in fact, imperative if we are to find answers to the questions posed earlier in this paper. To more clearly understand the composite picture resulting from the study of normative behaviour, we must examine the individual elements which comprise it. In this study, then, we will not concern ourselves with the means by which individuals acquire language; we will rather focus our attention upon some of the possible extralinguistic or psychological factors which may influence an individual's

use of language.

The problem which motivated this study can be stated as follows: What accounts for the fact that native speakers of a language within a given community exhibit distinguishable stylistic differences in their speech? Can all of these differences be explained in terms of sociolinguistic factors such as use of appropriate register, or are there other factors, not directly related to environment or to the language itself, which influence style of expression? Why will siblings of approximately the same age who have lived in very similar circumstances often display striking dissimilarity in speech characteristics? How is it that even within one register numerous sub-varieties can be easily discerned? Conditioning does not appear to be an adequate explanation. Our conclusion that psychological factors also influence speech style is based on more than intuition. Grummon, Newman and Mather, in addition to others, have found that certain psychological disorders can be tentatively diagnosed by analyzing the spontaneous speech of patients under observation. Those interested in a more complete listing of studies in this area should consult the general bibliography at the end of this paper. While most of the research has dealt with pathological language, there is no reason to dismiss the possibility that many of the factors operating in pathological cases are also present to some degree in normal language. This in fact is the underlying assumption of this investigation. Our principal hypothesis is that there exist extralinguistic and/or psychological factors which influence the style and content of spontaneous speech. We postulate that average sentence length,

choice of quantifying terms, specificity of expression and general sentence complexity, for example, are more related to personality traits than to linguistic or social factors.

To test our first hypothesis, we decided to use a rather unusual technique which enabled us to test yet a second. Instead of relying upon the results of personality inventories, we determined to use samples of spontaneous speech in English as our control and compare these samples to the spontaneous utterances in French collected from our bilingual Subjects. In this manner, we hoped to avoid the pitfalls of self-report-type questionnaires and projective-type tests which are difficult to interpret and are highly questionable as to appropriateness and validity. If we were correct with respect to our theory about the existence of extralinguistic or psychological factors as influencers of spontaneous speech in the first language, we might expect to detect their influences in the second language as well. Our second hypothesis, then, is that the extralinguistic or psychological factors referred to above remain relatively constant from language to language in the spontaneous speech of bilinguals.

The chief problem of the study as we saw it was to clearly distinguish between extralinguistic and linguistic factors. It was clear that likeness of speech patterns in English and French might occur for purely linguistic reasons. It would not be surprising to find that bilingual individuals living in Montreal, for instance, tend to use much the same types of qualifying terms in English and French, particularly where both languages are frequently alternated. We presupposed, however, that where significant variation of

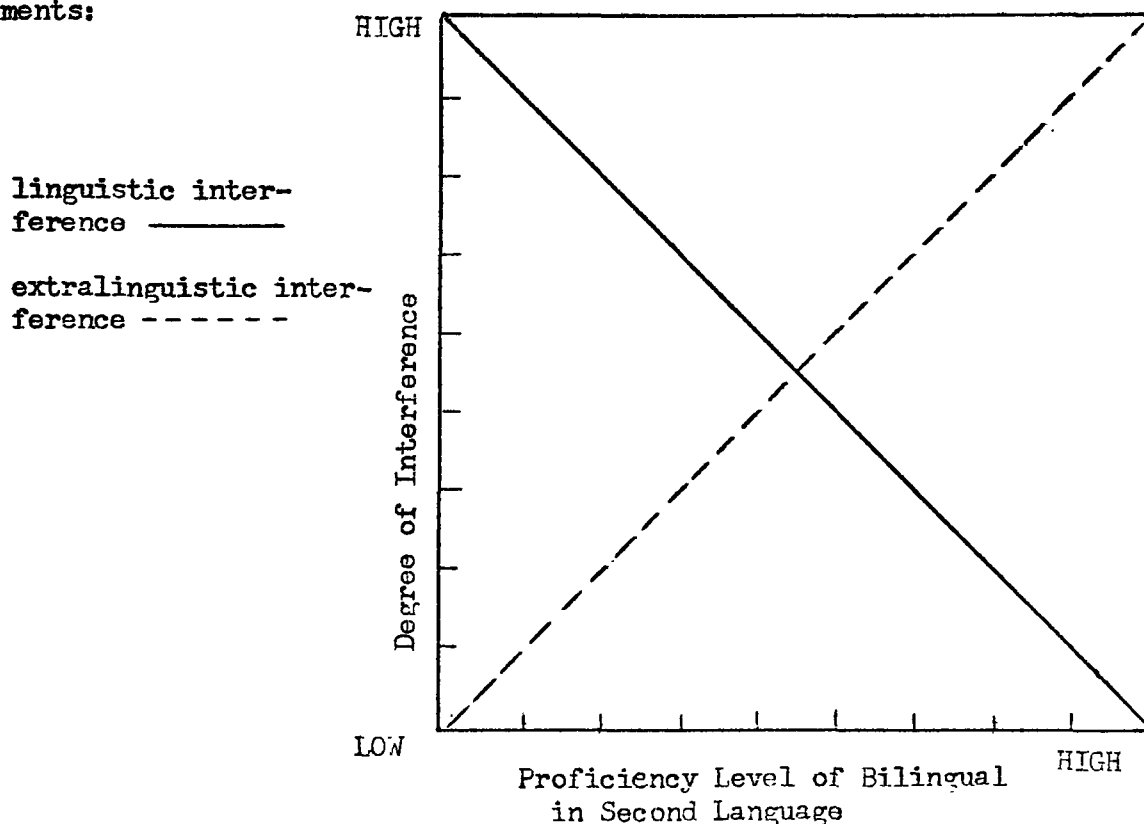
style in English speech was discernible, especially where the differences could not be attributed to disparate socio-economic backgrounds, we could postulate the presence of extralinguistic factors as an explanation for that variation of style. In our opinion, this hypothesis would be strengthened where the patterns in French approximated those in English. If, for example, Subject One's speech in English and French were analyzed as highly A, B and C, Subject Two's as B, D and E, and Subject Three's as A, F and G, we would then be in a position to posit other than purely linguistic or social influences. As will be explained in more detail later, we decided to consider as significant only those criteria which, when used in the analysis of the corpora, demonstrated notable variation from Subject to Subject in English speech style.

Apart from the questions already discussed, we were also very interested in the phenomena of "linguistic interference" in the spontaneous speech of bilinguals. To what degree is choice of vocabulary and complexity of message, for instance, the result of lexical or syntactic interference? We could not help concurring with U. Weinreich's observation that

"not all potential forms of interference actually materialize. The precise effect of bilingualism on a person's speech varies with a great many other factors, some of which might be called extra-linguistic because they lie beyond the structural differences of the languages or even their lexical inadequacies." (Languages in Contact, 1968, p. 3)

The presence of extralinguistic factors as set forth in our second hypothesis would partially explain a phenomenon which becomes increasingly obvious as one studies the speech of bilinguals. Contrary to

common opinion, it would appear that bilinguals tend to express themselves in much the same way in both languages, even where little or no phonological, lexical, syntactic or semantic interference is detectable. It is quite plausible and indeed likely that when the first and second languages are very different in structure, similarity of usage would be less evident, particularly where the languages are used in very different contexts. We anticipated that proficiency level in the second language would also play a role with respect to usage. We decided to include this variable in the project, as is explained in Chapter Two. Briefly stated, the more proficient a bilingual is in the second language, the smaller will be the degree of linguistic interference between the two languages. On the other hand, the more "balanced" the bilingual is, the more similar will be his speech in both languages. (For a definition of similarity, see Chapters Three, Four and Five, description of criteria). The following figure illustrates these statements:



Originally, we had conceived of these extralinguistic or psychological factors as mediators operating between thought structures and linguistic structures. As the study progressed, this premise became increasingly difficult to defend. While our data in general support our hypotheses, they tell us nothing whatsoever about the actual nature of the extralinguistic factors under consideration; nor, in fact, do they contribute in any meaningful way to our knowledge about thought structures or processes. We are confident that future research in this area will substantiate our findings and will enable us to pursue the elusive question about the essence of these extralinguistic phenomena.

CHAPTER TWO

THE PROBLEM

Restatement of Hypotheses:

This pilot project is the first of a planned series of studies to test the validity of two related hypotheses:

first, that there exist extralinguistic and/or psychological factors which influence the style of spontaneous speech;

second, that these factors remain relatively constant from language to language in the spontaneous speech of bilinguals.

As has already been seen in Chapter One, the first hypothesis is not our own. However, unlike most of the previous studies in this area, the emphasis here is upon normal rather than pathological language. We believe that the factors under consideration result from personality traits, temperament, capacity for abstract reasoning and so forth. It would be naive to presume that extralinguistic factors account for all of the deviation in style, form and content of spontaneous speech. Nevertheless, degrees of specificity, redundancy and verbosity, for example, which very probably reflect the psychological make-up of the individual, play a significant role in verbal behaviour. This has already been established in other papers of this kind. (See Grummon, 1950; Sanford, 1941, 1942.) This study seeks to identify the extralinguistic factors which influence the style of spontaneous speech and to establish when possible the relative importance of each. An unorthodox approach was adopted as an extra means of verification. Instead of using monolingual subjects, where only the verbal output of one language could be analyzed, bilinguals -

anglophones fluent to varying degrees in French - were selected.

The second hypothesis is essentially an extension of the first. The underlying assumption is that the personality and general outlook of a bilingual or a multilingual will not change significantly when he is switching from one language to another. Although there are instances where the opposite might be true, it is our opinion that such cases represent the exception and not the rule, especially where bilinguals frequently switch from one language to the other and where these languages do not radically differ in their structure. Consequently, the extralinguistic and psychological factors mentioned above which appear to influence the output of spontaneous speech in the first language might be expected to function in much the same way in the second. It is anticipated that the influence of these factors is directly related to the proficiency level in the second language. For instance, if a person's knowledge of French is restricted to the most common daily expressions and is also limited with regard to qualifiers, as well as being inadequate for theoretical discussion, his free spontaneous speech will be restricted and awkward. Where such an individual is very specific and verbose in his first language, he may be forced by an inadequate mastery of the second language to confine his speech to social amenities and casual conversations. On the other hand, for someone who is equally at ease in both languages, the degree of specificity and the redundancy of expression are, in our opinion, unlikely to vary significantly from one language to the other, particularly where these languages are used in similar situations.

Selection of Subjects:

Since one of the main goals of this study is to provide some tentative guidelines for future research, it was decided to include a brief discussion of the alternative approaches that we considered when planning the project.

At first, we had hoped to derive some results that would enable us to make some definitive statements concerning the verbal behaviour of bilinguals in general. As the project took shape, we realized that a large-scale investigation at that point would be unduly complicated and unwarranted because of the number of uncontrolled variables. In addition to the problems posed by testing for bilinguality, the risks of using new and essentially untested quantitative criteria had to be considered. Our goals would have been much more ambitious had there been available a reliable and sophisticated measure of proficiency in spoken French and had we been certain as to the appropriateness of our quantitative criteria. As it was, we decided to look for tendencies rather than statistics.

Four native speakers of English who ranged from barely fluent to highly fluent in spoken French were selected for the project. These Subjects were ranked in increasing order of proficiency in French and were assigned numbers from one to four. Samples of French interviews recorded on tapes were rated by five judges concerning mastery of prosodic features, spontaneity, richness of expression, et cetera. (Appendix XVIII contains a detailed discussion of evaluation criteria and results for each Subject.)

Selection of Corpora:

The problem of eliciting free spontaneous speech in English and

French, and recording it on tape, generated numerous hours of debate. The main obstacle was the need for contextual similarity of verbal stimuli for interviews in French and English. A comparison of the verbal behaviour of an individual who speaks first in English and then in French requires that the situations that generated the spontaneous speech in both languages be as similar as possible. If, for example, while conversing in English, a Subject were discussing the probability of a future event, and later, in French, the same person were relating something which had happened in the past, his degrees of specificity or hypotheticality in the two languages would obviously be difficult to assess. We also had to face the difficulty of creating an atmosphere conducive to spontaneity. The need for control for verbal stimuli and contexts precluded any genuinely informal or uncontrived setting. We therefore adopted a technique, often used in other studies of this kind, whereby all subjects responded as they saw fit to the same series of predetermined questions and statements. (See Appendices I through VIII.) Although the items in the English set differ in numerous ways from those in French, the matters discussed in both languages were similar. There was some doubt regarding the minimally acceptable length of spontaneous speech samples. We hypothesized that the characteristics measured by our criteria would probably not change from day to day. Accordingly we abandoned our original intention of using three samples collected at different times for each Subject. Seven items constituted the original set of questions and statements in both English and French. A random selection of responses of each Subject was analyzed and,

as we had anticipated, Subjects showed rather little difference in style and form from question to question. Therefore, we chose four of the seven original items for final analysis. With these samples, we obtained approximately ten minutes of actual response time for each Subject.

Despite the congenial and informal atmosphere that prevailed throughout the interviews, it is obvious that the responses of the Subjects cannot be called entirely free and spontaneous. As may be seen by examining the corpora (see Appendices I through VIII), the language is somewhat formal and calculated. Whether such speech can be called spontaneous or not is essentially a question of definition. For our purposes, we take spontaneous speech to mean unrehearsed utterances. While we believe that our final results would have been similar had the character of these corpora been informal and relaxed, this remains to be verified in future research.

Selection of Quantitative Criteria:

It is difficult to appreciate the complexity of evaluating all the utterances in a sample of spontaneous speech without actually having tackled the problem. Even after studying carefully some previous projects in the same field, quantitative analysis did not appear unusually difficult. Where in these past studies most traditional linguistic techniques of language description had been discarded, we intended to approach the task from a linguistic perspective. It became obvious at the outset, however, that a purely structural analysis was not at all adequate for our purposes. One by one we abandoned textbook definitions and conventional descriptive

techniques and found ourselves returning, in spite of our inclinations, to the approaches of our predecessors. We discovered that for the evaluation of the verbal output in terms of most of our criteria, we needed to formulate new rules. Admittedly, the validity and appropriateness of these rules or concepts are questionable; we considered them nevertheless functional where all our raters apply them in exactly the same way in the analyses of the French and English corpora.

We realized that it would be impossible to evaluate or quantify every facet of all the sounds, words or statements in the corpora and still remain within the scope of the study. It was necessary to choose criteria which we thought would correspond closely to the factors discussed in Chapters Three, Four and Five. The selection was inevitably arbitrary since it was impossible to be sure of the precise character of these factors or of the most effective way to evaluate them. We relied heavily upon the contributions of previous studies for the majority of our criteria. The remainder were either considerably modified versions or entirely new ones of our own. We tried to include as many objective criteria as possible to facilitate the analysis of the corpora. Clearly, some of our criteria or categories are subjective and thus questionable. To offset these weaknesses, the final analyses were accepted only where all raters were in accord as to interpretation. This was often difficult, particularly with factors such as specificity of nouns and degrees of actionness of verbs which raised many problems with reference to definitions and interpretations. (Details

on this can be found in Chapter Four.) In many cases, we had to reject criteria which we had first thought useful, because of the diversity of the opinions of the raters. Degree of negativity of statements, concreteness or abstractness of words and expressions, and activeness or passiveness of statements were impossible to deal with. The adjective "happy" was for some very concrete and real; for others, it was quite imprecise and had very little meaning. No one, it seemed, could agree upon a definition of negativity in statements. "He denied him the bread" was considered positive by some; for others, it was a negative statement since something was denied, therefore implying a negative concept. In purely linguistic terms, such a problem is very difficult to approach.

As has already been mentioned in Chapter One, it was necessary to distinguish in some manner between extralinguistic and linguistic factors. To accomplish this, we chose to consider as significant only those aspects of speech style which appeared to markedly vary from Subject to Subject in their first language. The problem with this approach, as might be anticipated, was to arrive at an acceptable definition for "significant variation". After much discussion, we decided to focus most of our attention on the criteria where at least 10% variation was observed in the English corpora of our Subjects. Notwithstanding these restrictions, other criteria referred to as insignificant are discussed in Chapters Three, Four and Five, since we recognize that our restricted sample size precludes categorical discarding of any of our criteria.

In the following chapters, criteria are discussed individually;

each is examined in detail from various perspectives. As has been already stated, these criteria are by no means standardized or widely accepted. They represent only a beginning, to be expanded or rejected with additional tests in future research.

Selection of Raters:

Circumstances more or less determined who was chosen to analyze the corpora. Some of our assistants who had already worked on similar studies participated in the project. Their background in the area facilitated analysis procedures since little instruction was necessary. To accurately compare behaviour in both languages, it was essential that all raters be thoroughly familiar with French and English. All work was checked and rechecked to verify consistency of interpretation and correctness of mathematical calculations.

CHAPTER THREE

PROSODIC AND PARAPROSODIC CRITERIA

In the first section of this chapter, each criterion is described in detail with illustrative examples. In the second, the actual analyses along with the results are discussed. The final section contains a summary.

DESCRIPTION OF CRITERIATempo:

From experience, it is clear that some people speak more quickly than others and that in certain circumstances we all change the rate of our speech production or tempo. Normally, when a person is annoyed or anxious, he will speak faster; when he is uncertain, his tempo will likely decrease. Accordingly, emotional factors can be said to influence one's rate of speech production. (Goldman-Eisler, 1958; Pittenger, in Markel, 1969.)

Although it is possible to measure tempo in words or syllables per unit of time, it seems more accurate to rely on syllables as they have a more constant temporal value. Since it was not our purpose to measure the influence of affective states on the rate of speech production, we considered neither the fluctuation in tempo at various intervals nor the variation which might have resulted from stimulus content. We rather took the mean tempo (average number of syllables per second) for all responses in each language.

Rapidity of Continuous Speech:

We thought it useful to include this criterion as well to give a more complete picture of tempo. The difference between the two is that

here we measure tempo in actual speaking time, leaving out all pauses. For our purposes, continuous speech was defined as uninterrupted sequences of four or more words. In shorter sequences, the tempo is quite irregular and it is doubtful that such speech could be called continuous. Furthermore, a series of four or more words can be timed more accurately than a shorter sequence. We also measured the mean length in syllables of the sequences of continuous speech, as defined above, as an additional point of reference for tempo.

Pause Time - Speech Time:

Pause time is obtained by totalling all types of pauses as outlined below. Speech time is derived by subtracting total pause time from the figures representing total time of response. For example, total response time: 300 seconds; pause time: 140 seconds; speech time: 160 seconds.

In her book, Psycholinguistics: Experiments in Spontaneous Speech (1968), Frieda Goldman-Eisler uses the ratio of total pause time to total speech time to express relative hesitancy in "verbal assignment: interpretation and description". In our study, the same type of ratio is used but expressed in terms of percentages of pause time and total speech time over the total time of responses. The aim is not to discuss relative hesitancy in verbal tasks but rather to see whether the pause characteristics exhibited in the speech of the second language parallel those in the first.

Pitch Range:

Variation in pitch range of individuals can be of significant importance in examining clinical cases of depression, dissatisfaction and

manic syndromes.(Newman, 1944.) Here we are less interested in accounting for change in pitch than we are in determining whether an individual varies significantly in range of pitch over the entire response. The samples of English speech were compared with those in French to ascertain degree of similarity in pitch range. This criterion resulted in only a general picture, since specific instances within responses were not isolated and analyzed.

A squeezed pitch register giving a monotone effect is referred to as narrow; a spread register, characterized by stretched intervals between pitches is termed wide. When the pitch range is neither narrow nor wide, it is called normal.(Pittenger and Smith, 1969.)

Continuity:

Not all differences in speech rhythm or cadence can be explained by language or dialectal usage alone. Although the mother and father of a family may be from the same geographical region and speak English in very much the same way, the rhythm of the spontaneous speech of their children may be dissimilar in several distinctive ways. One child, for example, may speak rather slowly, tending to draw out his speech and carefully pronounce every syllable. His sibling, on the other hand, may speak in rapid spurts characterized by contraction of syllables or their complete deletion in some cases. The third child's speech may fall somewhere between these extremes and thus be considered normal. It would appear that such differences are more closely related to psychological than to linguistic factors, therefore we have included this criterion in the study. The following examples graphically illustrate the manner in which we have assessed continuity of speech:

Continuous: "The specification happened to be incorrect."

Clipped: "Th- spec-fication -app-n t- be inc-rrect."

Average: "Th- specification happen- t- be incorrect."

Continuous: "Ce n'est pas toujours facile de trouver de bons exemples."

Clipped: "C'est pas t-jours facile d- trouver d- bons`exemples."

Average: "C'est pas toujours facile de trouver d- bons exemples."

Hesitation Phenomena:

Perusal of the literature dealing with hesitation phenomena of all kinds may produce the impression that these phenomena occur mainly in the speech of abnormal subjects since many of the writings on the matter discuss pathological speech. However, Frieda Goldman-Eisler, a prominent authority on spontaneous speech, has written many articles on hesitation phenomena in the speech of normal subjects. Others who have contributed in this area are listed in the bibliography.

In all spontaneous speech, there is a certain amount of hesitation which manifests itself in many ways: silence, stuttering, filled pauses and so forth. Hesitation phenomena are defined here as all breaks in a spoken message which either have no particular semantic value in themselves or contribute nothing to the basic content of the message. Included in such a definition would be throat-clearing, stuttering and repeats. In this study, various types of hesitation in verbal output are considered and are classified in the following subcategories: prosodic pauses, non-prosodic pauses and stuttering.

Prosodic pauses are the natural, rhythmic pauses which fall when speech is broken into word groups; they occur at the boundaries of syntactic units. They are often used by speakers to facilitate

comprehension in places where commas or other punctuation marks would appear in writtern language. For example:

- Même si on est riche/ on risque le danger de devenir malade
- If I lived in a commune/ I'd be willing to share my belongings

The non-prosodic pauses examined here are of four types: silent pauses, one-word filled pauses, repeats and false starts.

By silent pauses we mean all pauses which are not prosodic pauses and in which there is a complete silence of at least .25 seconds. This minimum length helps to differentiate between silent pauses and "phonetic stoppages". (Goldman-Eisler, 1968.) For example:

- I was (SILENT PAUSE) talking to him yesterday
- Elle adore les (SILENT PAUSE) pêches

One-word filled pauses are pauses containing sounds, word fragments or actual words which are not intended to carry meaning. The examples below illustrate various types of filled pauses ranging from sounds to short expressions:

- Je pense que MM je finirai mon travail demain
- The more I think about it UHM the more it makes sense
- This is for because she's so short
- Je ne suis pas d'accord pour avec toi
- I think you know the government....
- Je me suis trompé mais j' sais pas c'est pas de ma faute

Although clearing of the throat is often nothing more than a simple physiological reflex, it is also frequently used, consciously or unconsciously, as a technique to fill an awkward silence. In some cases, it is even used in place of conventional prosodic markers.

Raters were instructed to categorize incidents of throat-clearing as hesitation phenomena wherever the noise appeared to be used as a means of pausing. Evaluation of this criterion is highly subjective; if it is to be included in future research, superior means of measurement will have to be found. The following examples taken from the actual recorded corpora illustrate this phenomenon:

- Il y a moyen d'arriver à des états (THROAT-CLEARING) assez heureux par l'alcool
- Most things I would be willing to share (THROAT-CLEARING) things like clothes....

Repeats are short utterances of from one to five words in length which are reiterated without adding to the actual content of the message. MacLay and Osgood (1959) illustrate repeats as follows:

"In the utterance I I saw the very very big boy, I is repeated but very is not, since in the latter case the repetition intensifies big and thus changes the meaning, while this is not the case for I. We assume that the utterance with or without the repeated I would be judged the "same" in meaning by English speakers, while utterances with one as against two occurrences of very would be judged "different".

An example of a repeat in French would be "j'ai" in the following:

- Voyez-vous, j'ai j'ai une mauvaise idée de l'espace au Canada

False starts are essentially incomplete or self-interrupted statements after which the speaker may or may not continue the idea he began to express. Despite their name, false starts do not necessarily occur at the beginning of a sentence or right after a pause. The series of examples below illustrates various occurrences of false starts:

- Certainly my time would I'd be willing to share my time
- Il se sent on se sent envahi par les autres

- If a person tells a lie thinking that he's saving the
per the other person from....
- If I knew the whole country was looking for us for me....
- Les gens qui disent ça ce sont les gens qui ont peur
que le reste du Canada deviendra un une partie des
Etats-Unis
- Je trouve que c'est ridicule en fait c'est ils peuvent
pas le prouver
- It's hard to d it's hard to decide

Where the reutterance of a sound, word or expression occurs without a significant change in the tempo of the message, it is categorized as a repeat as outlined above. If a sound, syllable or word is repeated two or more times in rapid succession, it is defined here as stuttering. An example of this would be:

- Y y you can go home

Stuttering was included as a criterion because of its relation to psychological factors. (Goldman-Eisler, 1968.) Although it is quite simple to recognize an instance of stuttering in light of the above definition, to identify its cause is more difficult. Stuttering may occur, for example, when a speaker attempts to crowd too many syllables into an inadequate time interval; in this case, the reasons are no longer psychological, but phonetic. It also occurs frequently in certain neurological disorders which are not directly related to the temperament or personality traits of an individual. More detailed discussions of the psychological and neurological implications of stuttering can be found in Development and Disorders of Speech in Childhood by I.W. Karlin, D.B. Karlin and L. Gurren (1965).

ANALYSES AND RESULTS

It is useful to recall here that Subject One can be considered fluent in French although interference is present at all levels of speech: phonological, lexical, semantic, syntactic and prosodic. The overall fluency in French of Subject Two is good though noticeably non-native in character. Subject Three speaks French very well with only occasional signs of interference. Insofar as we were able to measure, we considered Subject Four to be equally proficient in spoken English and spoken French. (A definition of fluency can be found in Chapter Two.)

Overall Tempo:

The overall tempos in English and French for each Subject, as shown in Figure 1 below, tend to support the idea that the more proficient a person is in his second language, the more similar will be the tempos of both languages. For example, the dissimilarity between tempos in French and English decreases from Subject One to Subject Three, while between Subjects Three and Four it remains nearly the same. Differences in overall tempo between both languages for each Subject were found to be as follows:

Subject One:	1.35 syllables/second
Subject Two:	.83
Subject Three:	.50
Subject Four:	.52

The slight difference in overall tempo between first and second languages indicate the tendency stated in our second hypothesis in Chapter Two. However, we had expected that the difference for Subject Four would be smaller than for Subject Three who is slightly inferior

in French. Nevertheless, for all practical purposes, Subjects Three and Four can be considered identical with respect to tempo, as the difference between them is only .02 syllables/second.

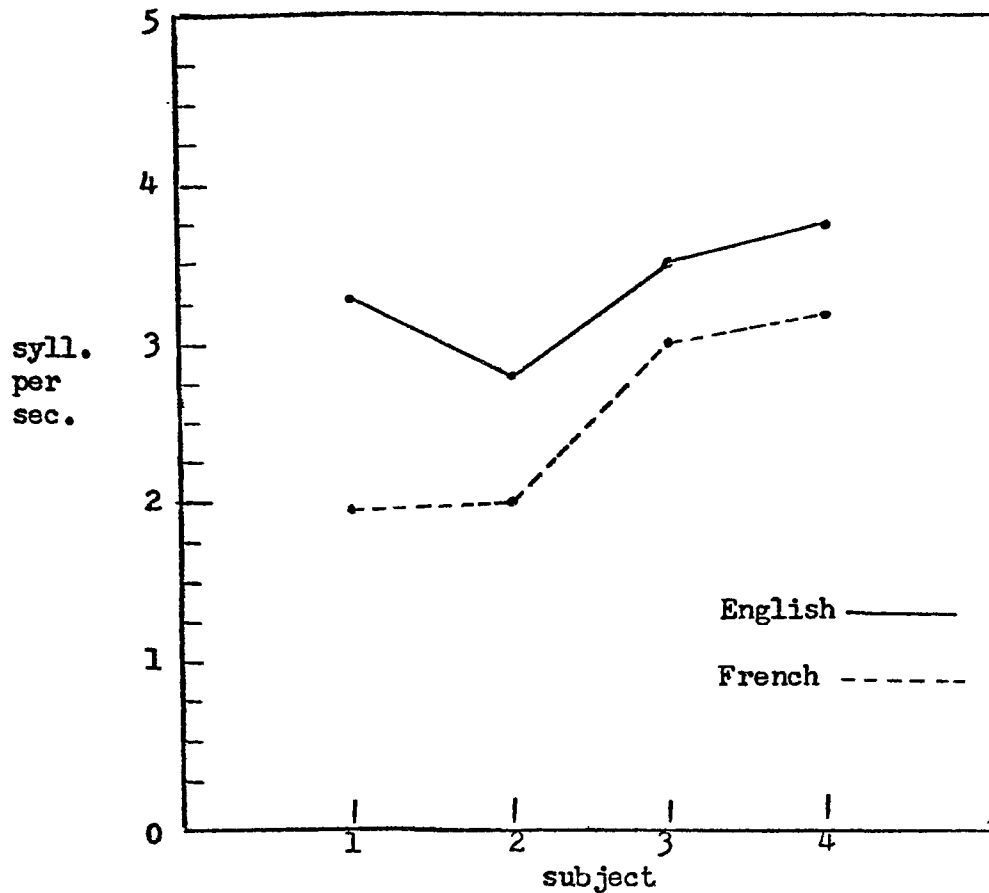


Fig. 1 Overall Tempo in English and French For All Subjects

It appears that proximity of tempos in first and second languages may be somewhat proportionally related to proficiency level in the second language. If this is so, such factors as lack of confidence, inadequate vocabulary, necessity to translate and so on may also play a role in influencing the average tempo of a second language.

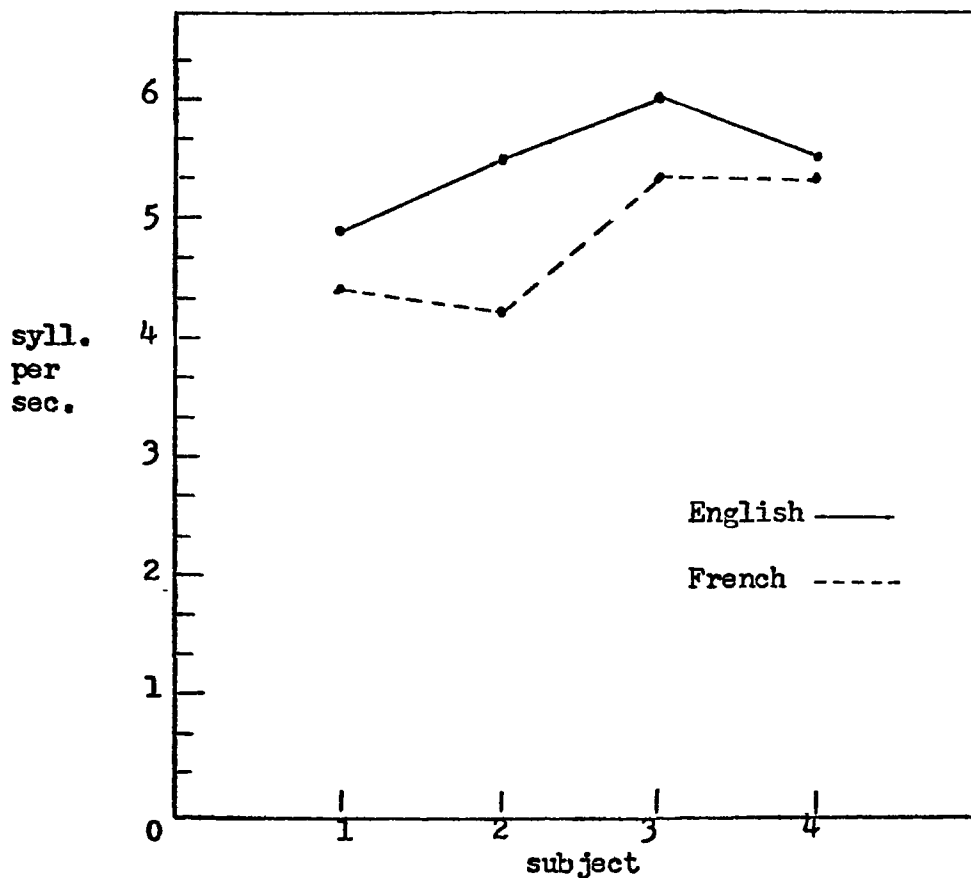


Fig. 2 Average Tempo of 4 or More Word Sequences

Tempo for Continuous Speech:

The average tempo for continuous speech, as defined above, differs from that for total response time. As can be seen in Figure 2, the tempo in French is slower for all Subjects. The following table shows a gradual decrease in the difference of tempos of French and English from Subject Two to Subject Four:

	<u>English</u>	<u>French</u>	<u>Difference</u>
Subject One:	4.88 syll/sec	4.38 syll/sec	.50 syll/sec
Subject Two:	5.49	4.27	1.22
Subject Three:	6.03	5.35	.68
Subject Four:	5.52	5.34	.18

Our second hypothesis was supported with respect to this criterion in three out of the four cases. The exception is Subject One who shows a difference of .50 syllables/second. Throughout the analyses, this Subject has proven to be the least predictable of the four.

In summary, the results, as illustrated in Figures 1 and 2, show a tendency for tempos in the two languages, in both overall response time and continuous speech, to approach each other as proficiency level in the second language increases.

Length of Continuous Speech:

Since we wanted to calculate the tempo for sequences of four or more words, we needed a unit of measure that could be applied effectively to both languages. Over the word we chose the syllable because it represented a more constant temporal value.

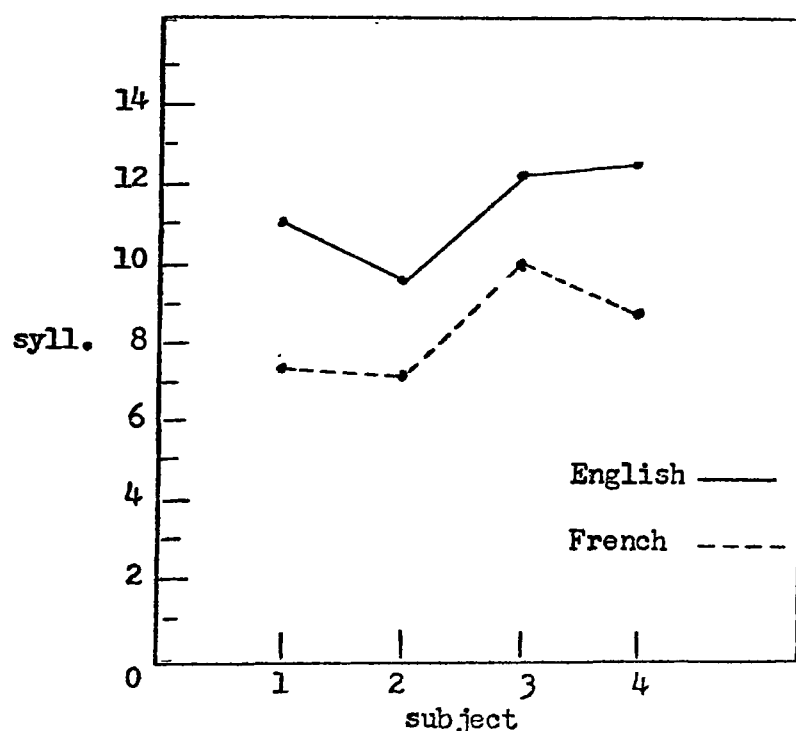


Fig. 3 Average Length in Syllables of
4 or More Word Sequences

The average lengths of sequences of four or more words for each Subject in each language are shown in the following table:

	<u>English</u>	<u>French</u>	<u>Difference</u>
Subject One:	11.07 syll	7.33 syll	3.74 syll
Subject Two:	9.64	7.18	2.46
Subject Three:	12.33	10.01	2.32
Subject Four:	12.54	8.88	3.66

The only useful information we have been able to derive from these results, shown graphically in Figure 3 above, was that the sequences are syllabically shorter in French than in English for all Subjects.

Speech Time:

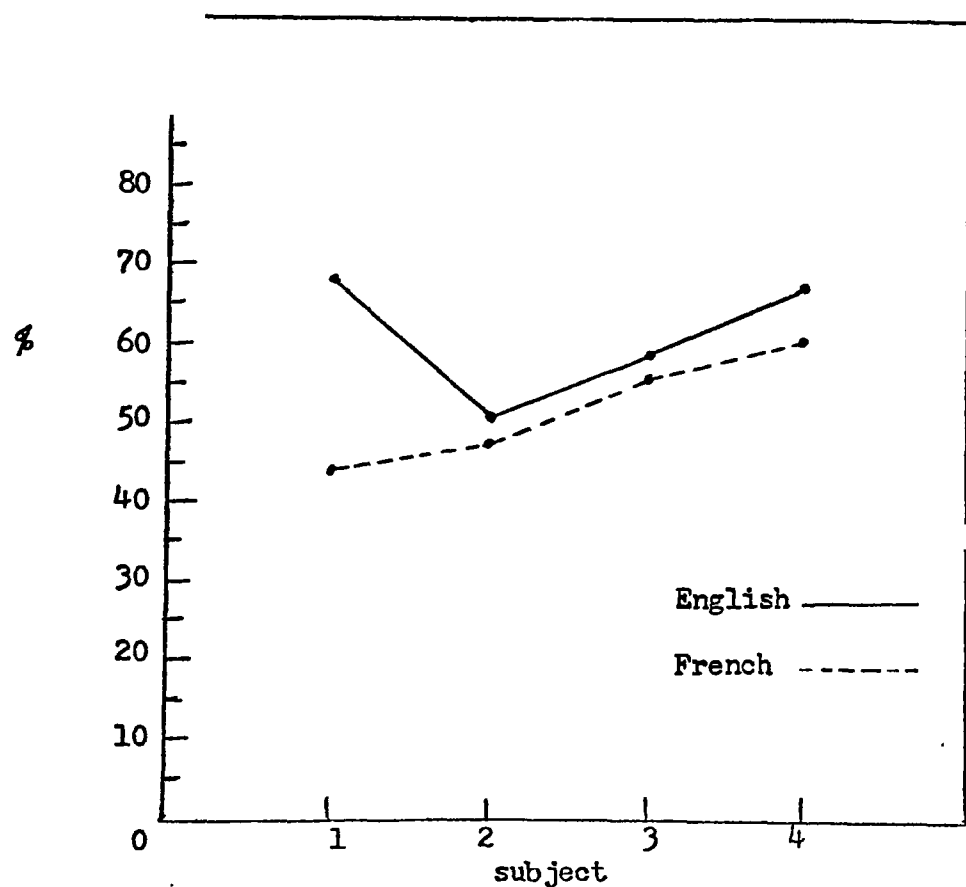


Fig. 4 Percentage of Actual Speech Time over Total Time of Response.

As will be noted in Figure 4, there is very little disparity between English and French for Subjects Two through Four. This is illustrated in the table below:

	<u>English</u>	<u>French</u>	<u>Difference</u>
Subject One:	68.14%	44.99%	23.15%
Subject Two:	56.26	47.03	4.23
Subject Three:	59.05	56.82	2.23
Subject Four:	67.75	60.14	7.61

These figures suggest that the more proficient one is in a second language, the closer will be the proportion of speech time to total time of response for the two languages. The same trend is evident for the proportions of pause time to total speech time. In light of the

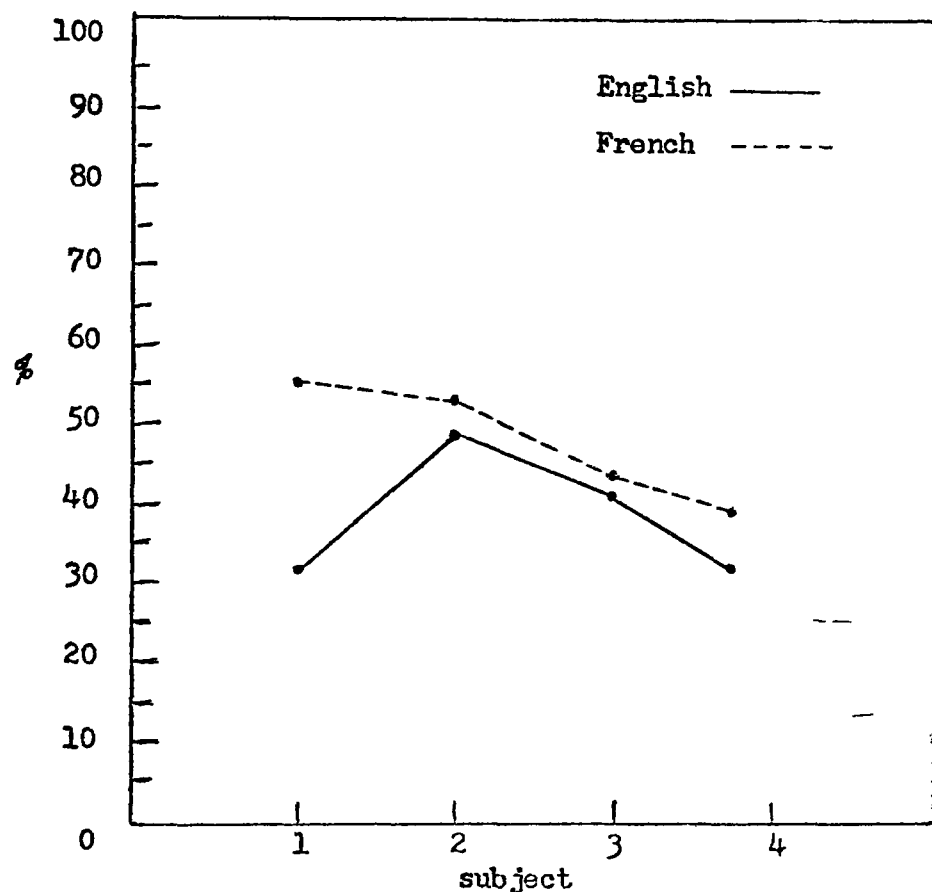


Fig. 5 Percentage of Total Pause Time over Total Time of Response

similarity of speech times in both languages for Subjects Two, Three and Four, it would seem that the lower proficiency in French of Subject One accounts for the wider gap between his speech times in French and English.

Pitch Range and Continuity:

Caution must be observed in interpreting the results obtained from the criteria pitch range and continuity, as our method of evaluating these was very subjective and consequently allowed only approximations.

Figure 6 below shows that Subjects Three and Four exhibit a normal pitch range which does not vary from first to second language. (For definitions of types of pitch range, see Description of Criteria).

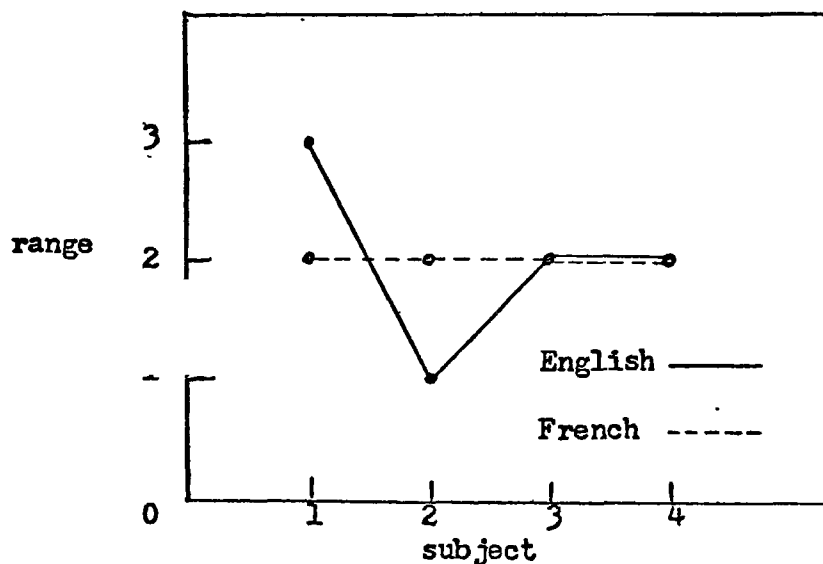


Fig. 6 Pitch Range

On the other hand, Subjects One and Two have, respectively, a wide and a narrow range in English while in French both are normal. It is not inconceivable that pitch range, as we define it, is a purely linguistic

factor. Had we examined pitch variation within sentences or phrases rather than aiming at an overall impression for the entire response, however, our data would probably have reflected striking differences from Subject to Subject in both English and French. We intend to use this approach in future research.

Figure 7 below, showing speech continuity, also reveals some interesting results. Indeed, three of the four Subjects maintain identical speech continuity in both languages; the exception again is Subject One, the least proficient of the four in French.

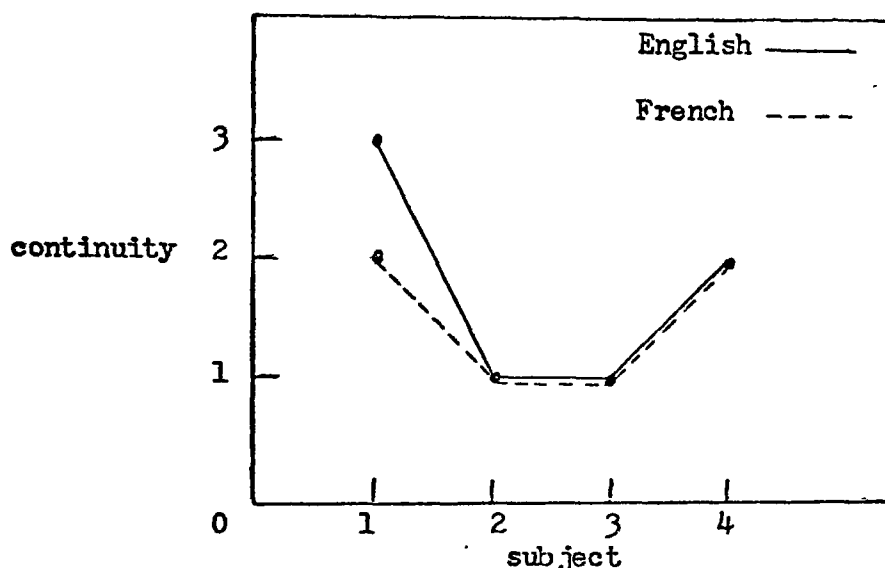


Fig. 7 Continuous vs. Clipped

Hesitation Phenomena:

Consideration of such complex facets of hesitation phenomena as the role of pauses in spontaneous speech, their distribution in the sentence, the length and significance of each type of pause, and so on, would have taken us well outside the scope of our project. We

decided instead to look at the numerical proportions of various types of pauses to the total number of pauses, and to calculate their frequency in each language. Of all the kinds of pauses we considered, only three - prosodic, silent and filled pauses - proved to be significant in accordance with our definition.

As can be seen in Figure 5, the percentage of pause time over total time of response is higher in the second language for all Subjects. Therefore, the various types of pauses are, on the whole, more frequent in the second language.

Prosodic Pauses:

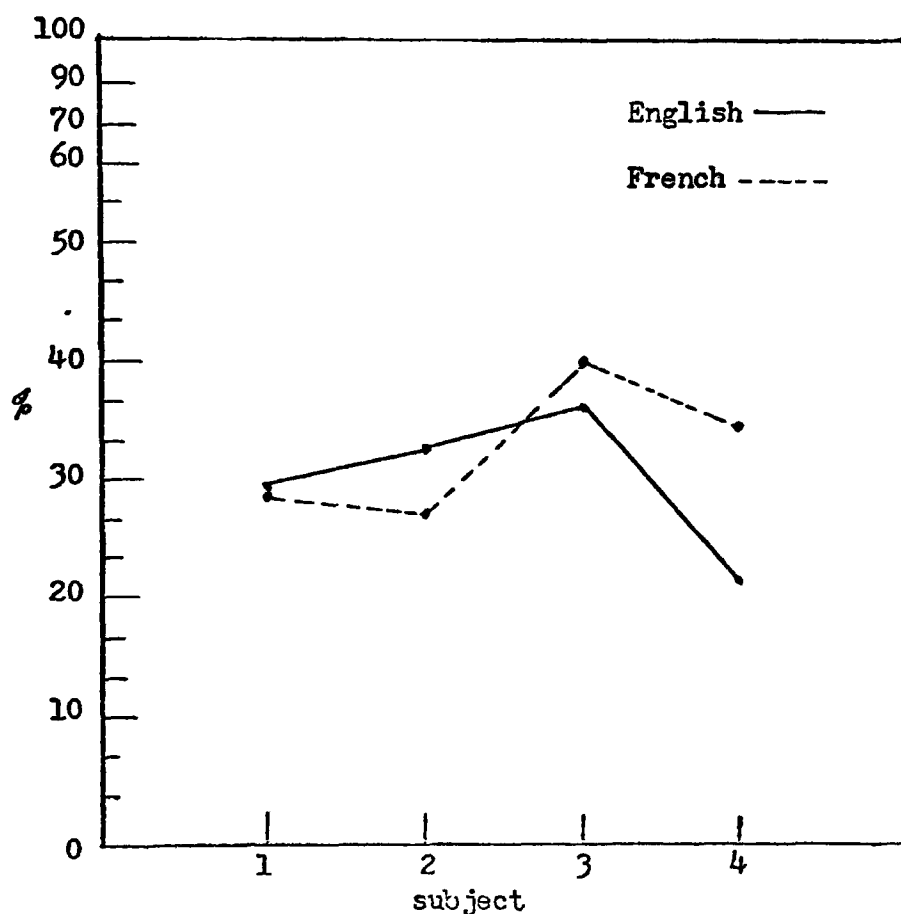


Fig. 8 Percentage of Prosodic Pauses over Total Number of Pauses

The difference in percentage of prosodic pauses between both languages changes considerably from Subject to Subject, as can be seen in Figure 8 above. Subject One has nearly the same percentage in both languages; Subject Two has a slightly higher percentage in English; both Subjects Three and Four have a higher percentage in French. No general pattern is discernible from these results. The figures below represent the average frequencies of prosodic pauses for each Subject in both languages:

	<u>English</u>	<u>French</u>
Subject One: 1 occurrence every	14th word	8th word
Subject Two:	11th	9th
Subject Three:	14th	9th
Subject Four:	18th	11th

For all Subjects, the frequency is higher in French than in English. Subject Three, for example, shows an average of one prosodic pause for every fourteen words in English whereas in French he shows one for every nine words. It is interesting to note as well that the range of frequencies of all Subjects is narrower in French (8-9-9-11) than in English (14-11-14-18).

Silent Pauses:

All Subjects exhibit a lower percentage of silent pauses in the second language. Again with the exception of Subject One, the difference between both languages increases from Subject Two through Subject Four. It is difficult to explain the gradual decrease in percentage of silent pauses in French, although it seems that it might be related to proficiency level in the second language. Silent pauses occur more

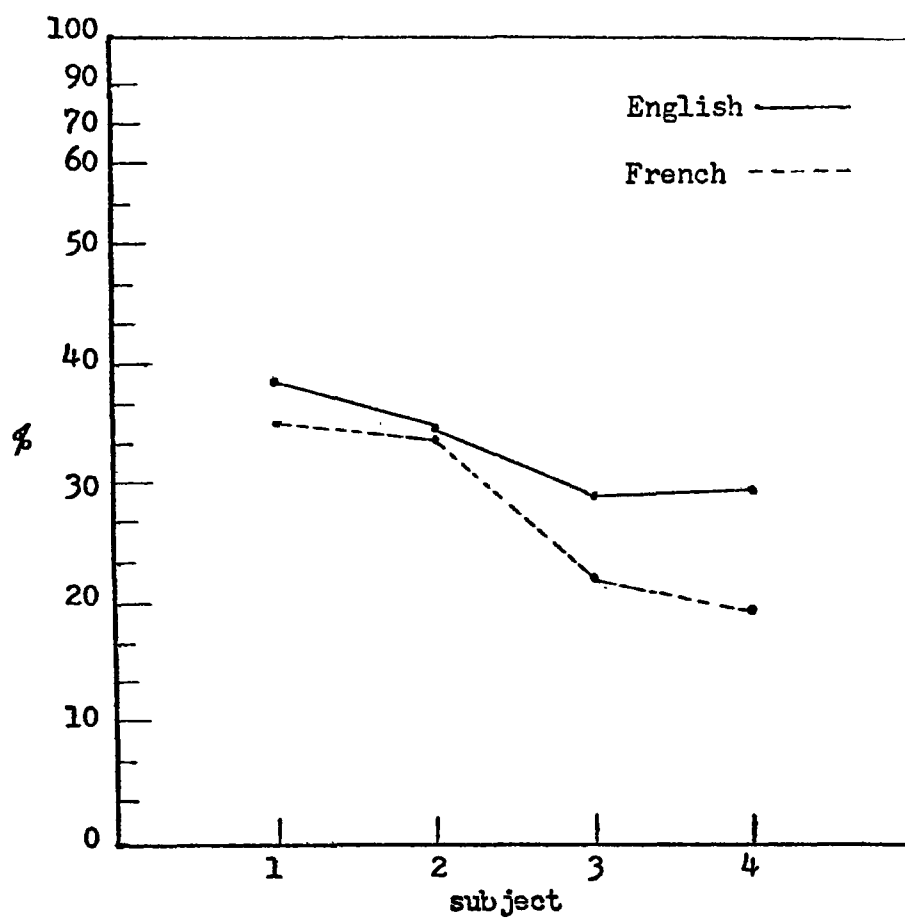


Fig. 9 Percentage of Silent Pauses over Total Number of Pauses

frequently in the second language than any other types of pauses we examined. For Subjects One, Two and Three, silent pauses are more frequent in French than in English. The following table illustrates that Subjects One and Two have substantially higher frequencies of silent pauses in French than in English, while Subjects Three and Four do not:

	<u>English</u>	<u>French</u>
Subject One: 1 occurrence every	11th word	7th word
Subject Two:	11th	7th
Subject Three:	18th	16th
Subject Four:	14th	19th

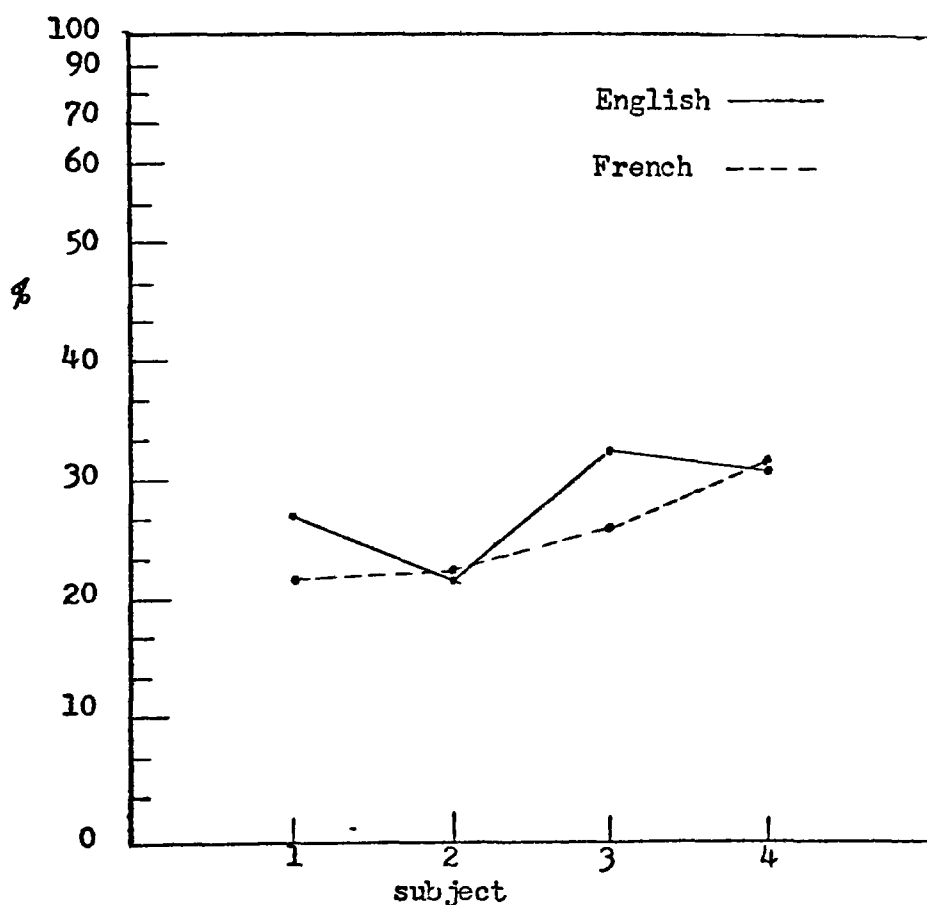
Filled Pauses:

Fig. 10 Percentage of Filled Pauses over Total Number of Pauses

The difference between percentages of filled pauses in both languages does not appear to be related to proficiency in the second language. As can be seen in Figure 10 above, Subjects One and Three manifest nearly identical gaps between both languages; on the other hand, Subjects Two and Four show almost no difference at all.

It is interesting to note that on the whole the frequency of filled pauses remains rather constant in each language and that for all Subjects it is higher in the second language. The table below reveals that the frequency of filled pauses in French does not vary

in proportion to the Subjects' proficiency level in that language:

	<u>English</u>	<u>French</u>
Subject One:	1 occurrence every 16th word	11th word
Subject Two:	16th	11th
Subject Three:	15th	14th
Subject Four:	13th	10th

Repeats:

From the figure below it is clear, with our small group of Subjects at least, that where "repeats" occur in the first language, so are they likely to occur in the second. Furthermore, the data strongly supports our hypothesis about the relatedness of proficiency level in French.

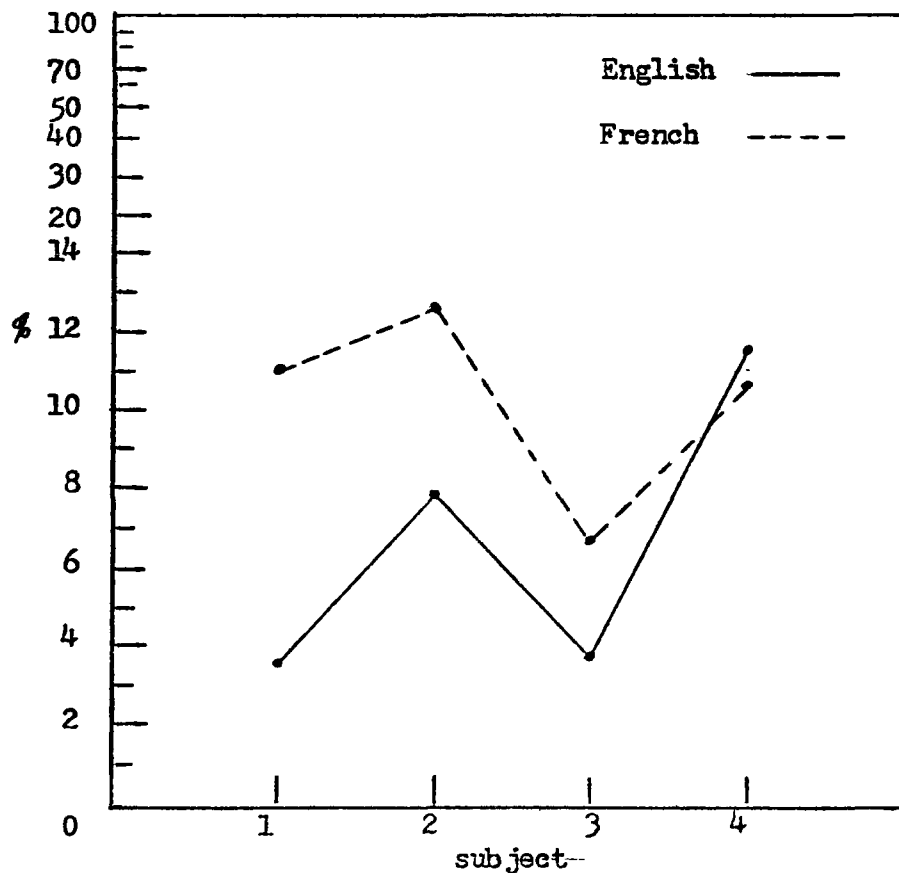


Fig. 11 Percentage of Repeats Over Total Number of Pauses

These results came as no surprise since it was evident that one's tendency to repeat syllables, words or short phrases could not be explained by structural differences in either language, assuming, of course, the absence of phonation problems. We expect to maintain this criterion, with little or no modification, in future studies. The following table shows that for repeats, there is a higher frequency in French for all Subjects:

	<u>English</u>	<u>French</u>
Subject One: 1 occurrence every	122nd word	22nd word
Subject Two:	46th	19th
Subject Three:	135th	52nd
Subject Four:	34th	31st

False Starts:

Although this criterion was considered significant because of the disparity between Subjects in English, we were unable to extract any meaningful information from the data. We had surmised that the results here would be much the same as those of the preceding criterion. Of particular interest to us was the substantially lower deviation in French than in English for all Subjects, as we had detected a similar trend in several other criteria in the analyses.

	<u>English</u>	<u>French</u>
Subject One: 1 occurrence every	169th word	60th word
Subject Two:	111th	72nd
Subject Three:	833rd	74th
Subject Four:	56th	101st

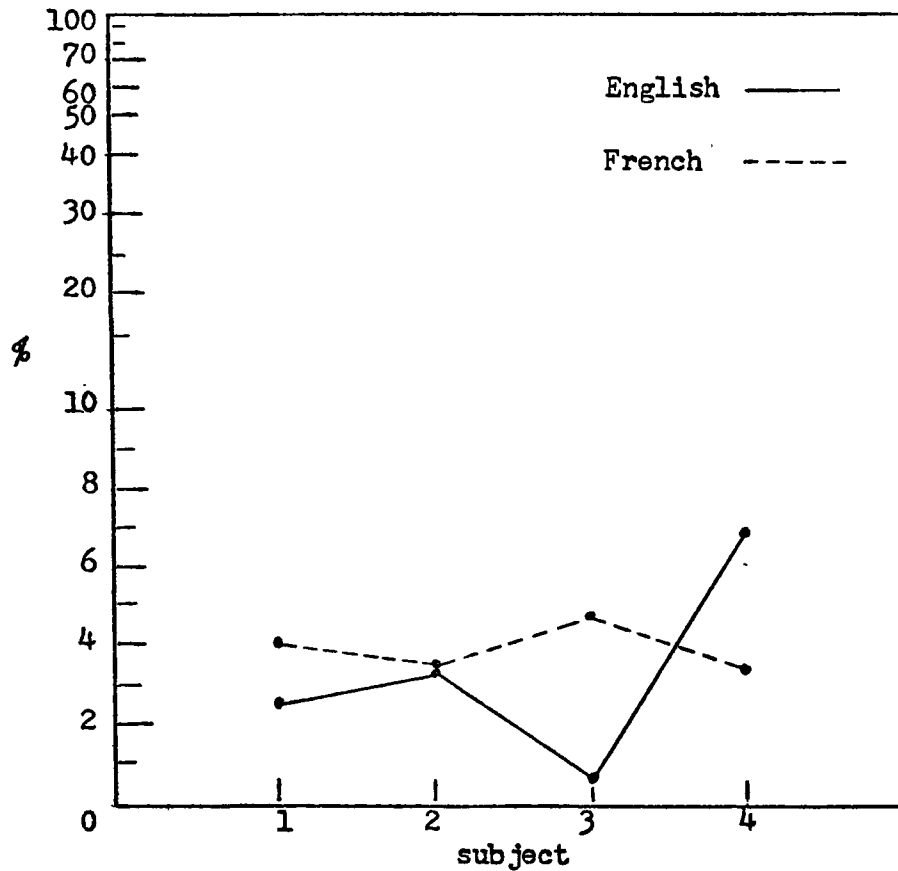


Fig. 12 Percentage of False Starts Over Total
Number of Pauses

Stuttering:

In this study, stuttering phenomena proved to be of minor importance. There were none in French, and only in several instances did they occur in English.

SUMMARY

For this section of our study, a list of prosodic and paraproscopic criteria to be used in the analysis of the spontaneous speech of our Subjects was compiled. The results of our analyses were as follows:

A. Findings or criteria which support our hypotheses.

1. Overall tempo.
2. Average tempo for continuous speech.
3. Pause time or speech time.
4. Continuity.
5. Repeats.

B. Significant criteria (Chapter 2) which did not support hypotheses.

1. Length of continuous speech.
2. Prosodic pauses.
3. Silent pauses.
4. Filled pauses.
5. False starts.

C. Criteria which were not considered because of insufficient variation in English or because of very low frequency of occurrence.

1. Stuttering.

Figures 11 through 14 below present for each Subject a prosodic and paraproprosodic "profile" for both languages. From these composite graphs, the relationship between French and English for each Subject can be more easily perceived than from the foregoing figures.

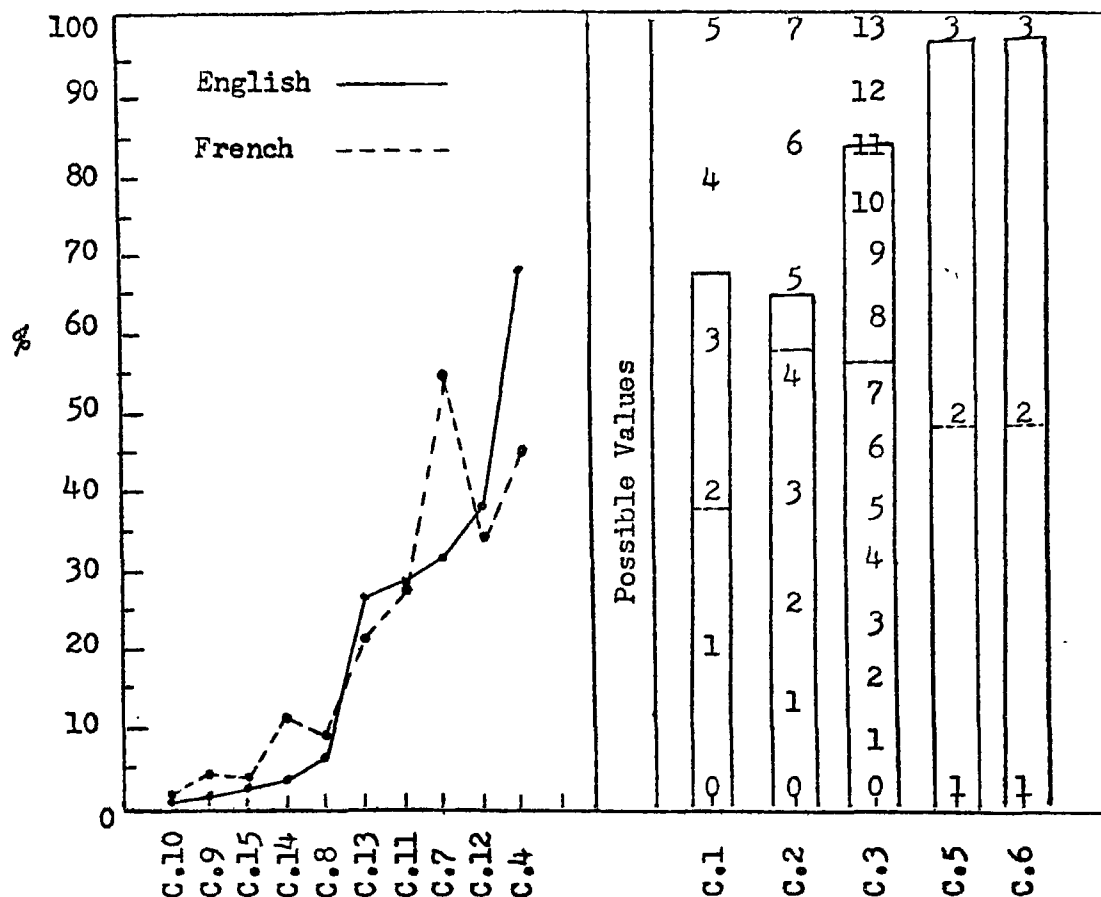


Fig. 13 Prosodic and Paraprosodic Breakdown for Subject One

CRITERIA

- C.1 - Overall tempo in English and in French
- C.2 - Average tempo of four or more word sequences
- C.3 - Average length in syllables of four or more word sequences
- C.4 - Percentage of actual speech time over total time of responses
- C.5 - Pitch range
- C.6 - Continuous vs. clipped
- C.7 - Percentage of total pause time over total time of responses
- C.8 - Percentage of filled pauses over total number of words
- C.9 - Percentage of repeats over total number of words
- C.10 - Percentage of false starts over total number of words
- C.11 - Percentage of prosodic pauses over total number of pauses
- C.12 - Percentage of silent pauses over total number of pauses
- C.13 - Percentage of filled pauses over total number of pauses
- C.14 - Percentage of repeats over total number of pauses
- C.15 - Percentage of false starts over total number of pauses

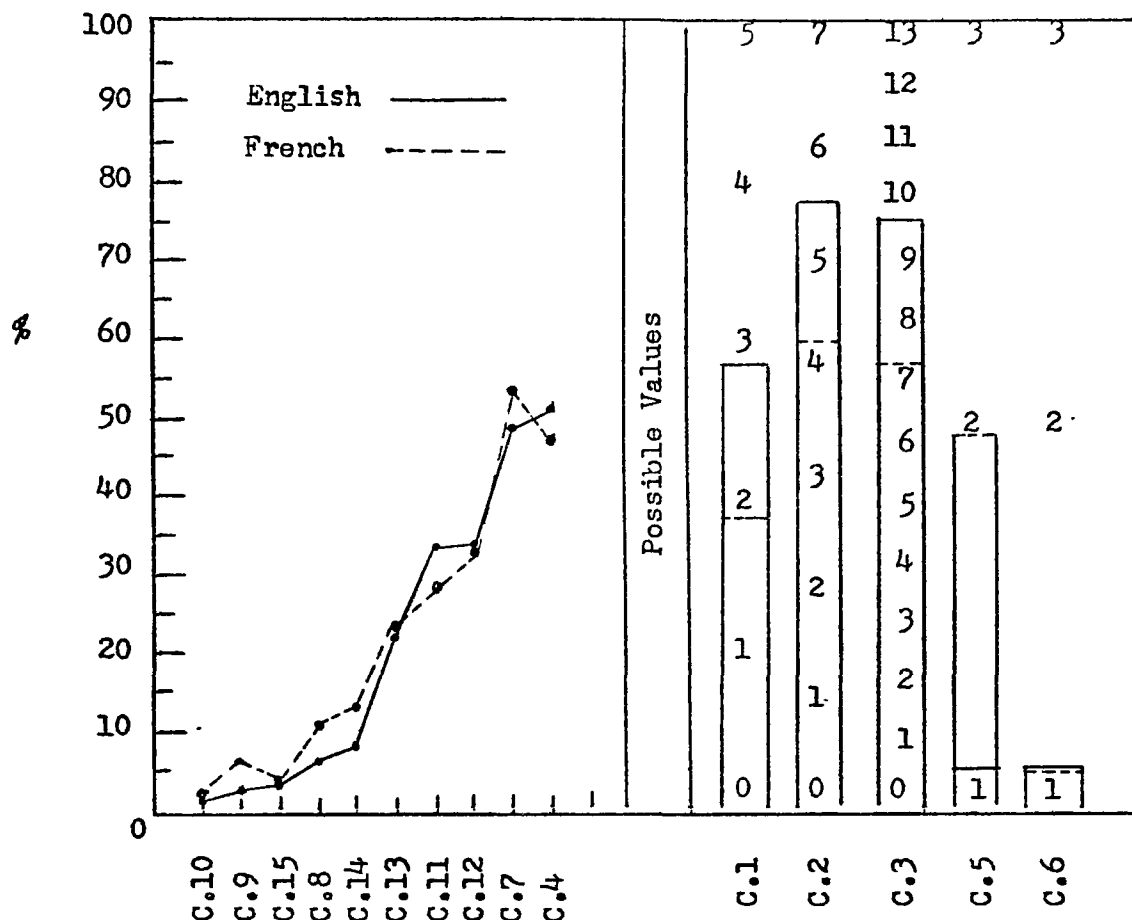


Fig. 14 Prosodic and Paraprosodic Breakdown for Subject Two

CRITERIA

- C.1 - Overall tempo in English and in French
- C.2 - Average tempo of four or more word sequences
- C.3 - Average length in syllables of four or more word sequences
- C.4 - Percentage of actual speech time over total time of responses
- C.5 - Pitch range
- C.6 - Continuous vs. clipped
- C.7 - Percentage of total pause time over total time of responses
- C.8 - Percentage of filled pauses over total number of words
- C.9 - Percentage of repeats over total number of words
- C.10 - Percentage of false starts over total number of words
- C.11 - Percentage of prosodic pauses over total number of pauses
- C.12 - Percentage of silent pauses over total number of pauses
- C.13 - Percentage of filled pauses over total number of pauses
- C.14 - Percentage of repeats over total number of pauses
- C.15 - Percentage of false starts over total number of pauses

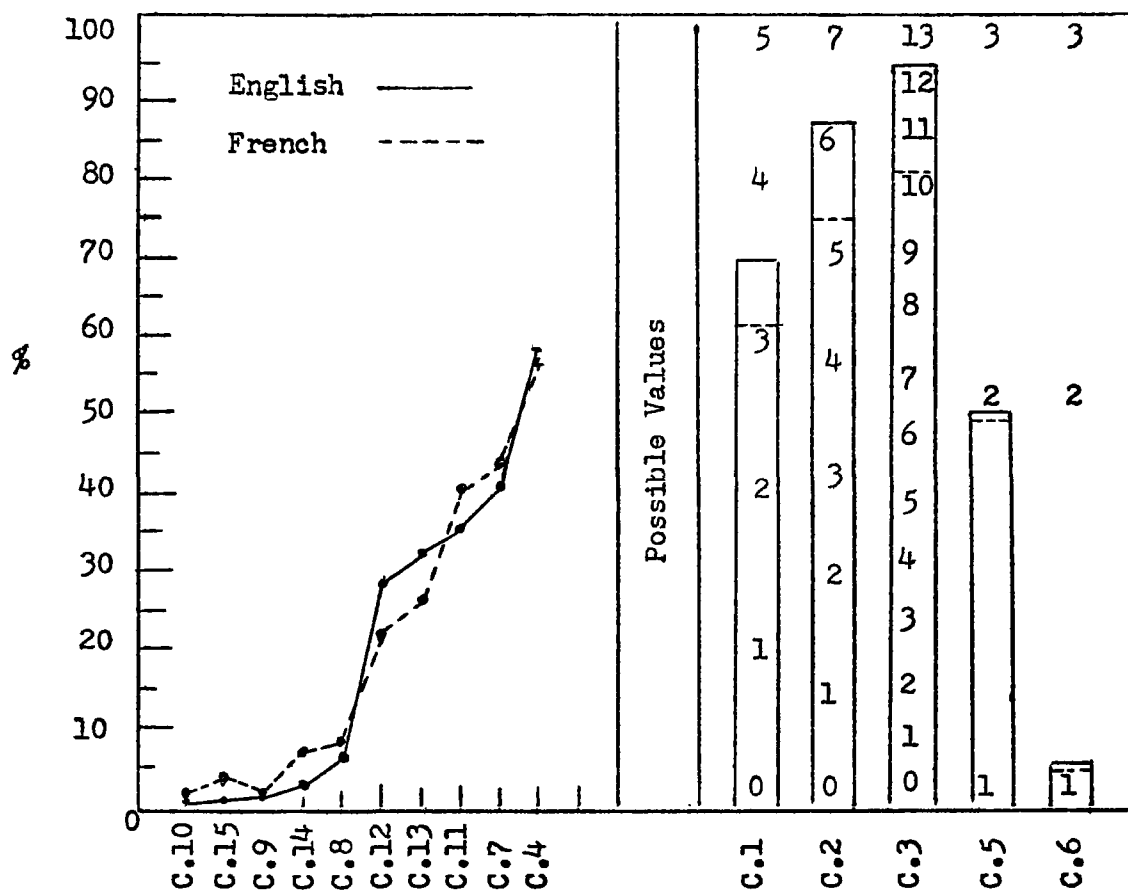


Fig. 15 Prosodic and Paraprosodic Breakdown for Subject Three

CRITERIA

- C.1 - Overall tempo in English and in French
- C.2 - Average Tempo of four or more word sequences
- C.3 - Average length in syllables of four or more word sequences
- C.4 - Percentage of actual speech time over total time of responses
- C.5 - Pitch range
- C.6 - Continuous vs. clipped
- C.7 - Percentage of total pause time over total time of responses
- C.8 - Percentage of filled pauses over total number of words
- C.9 - Percentage of repeats over total number of words
- C.10 - Percentage of false starts over total number of words
- C.11 - Percentage of prosodic pauses over total number of pauses
- C.12 - Percentage of silent pauses over total number of pauses
- C.13 - Percentage of filled pauses over total number of pauses
- C.14 - Percentage of repeats over total number of pauses
- C.15 - Percentage of false starts over total number of pauses

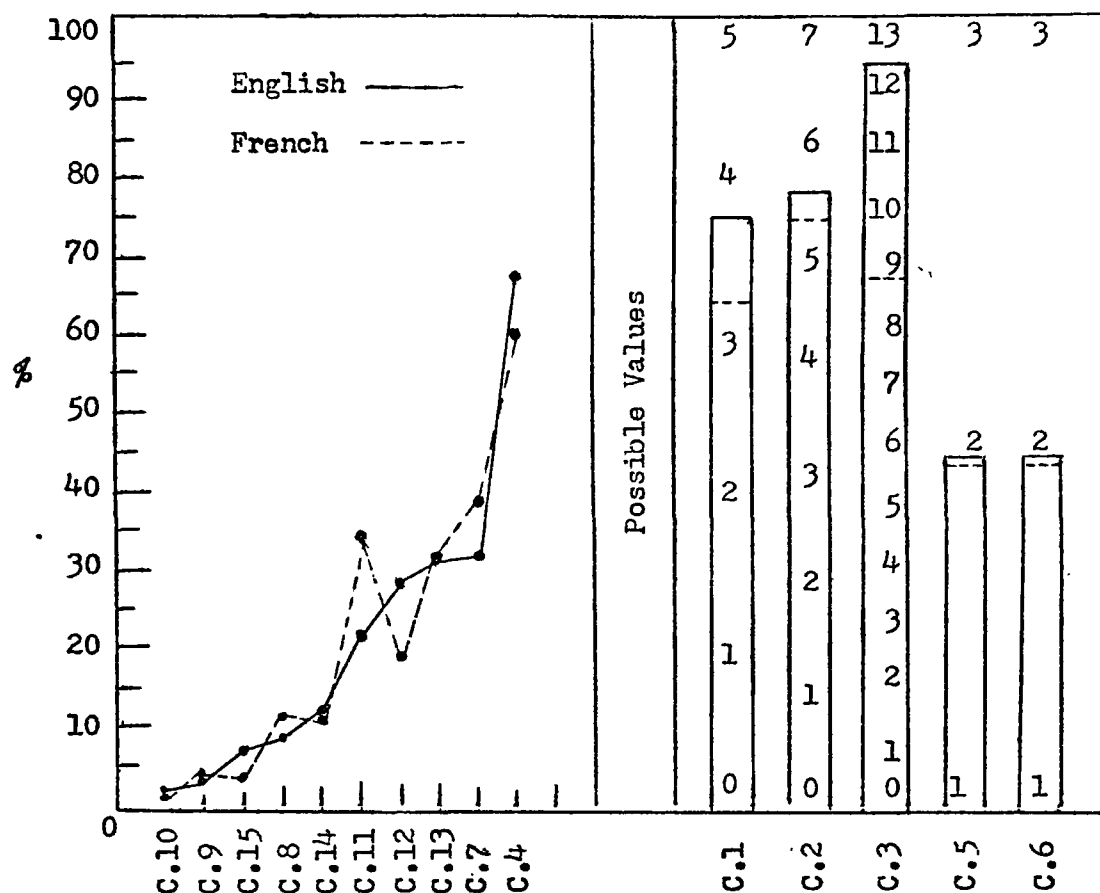


Fig. 16 Prosodic and Paraprosodic Breakdown for Subject Four

CRITERIA

- C.1 - Overall tempo in English and in French
- C.2 - Average tempo of four or more word sequences
- C.3 - Average length in syllables of four or more word sequences
- C.4 - Percentage of actual speech time over total time of responses
- C.5 - Pitch range
- C.6 - Continuous vs. clipped
- C.7 - Percentage of total pause time over total time of responses
- C.8 - Percentage of filled pauses over total number of words
- C.9 - Percentage of repeats over total number of words
- C.10 - Percentage of false starts over total number of words
- C.11 - Percentage of prosodic pauses over total number of pauses
- C.12 - Percentage of silent pauses over total number of pauses
- C.13 - Percentage of filled pauses over total number of pauses
- C.14 - Percentage of repeats over total number of pauses
- C.15 - Percentage of false starts over total number of pauses

CHAPTER FOUR

LINGUISTIC AND PSYCHOLINGUISTIC CATEGORIES

In Chapter Three we were concerned with aspects of spoken French and English which added colour or nuance to the message. Our second group of criteria, examined in this chapter, are more related to actual content and linguistic structure of the spontaneous speech we analyzed. Some of our criteria are nothing more than conventional classifications of sentence complexity, qualifying terms and the like, which we have called linguistic. Others, however, do not conveniently fit traditional definitions because of their unusual character. We were at pains to find an appropriate term to cover things like specificity of nouns, actionness of verbs and hypotheticality of statements. Previous researchers referred to such categories as "psychogrammatical" (Grummon, D., 1950). While this term might have been suitable for several of our criteria, it was by no means adequate for the majority of them. For the lack of a better word, we referred to the remainder as psycholinguistic.

DESCRIPTION OF CRITERIAAverage Sentence Length:

We obtained the average sentence length for each Subject by dividing the total number of words uttered in the responses by the total number of sentences. This criterion was used in several previous studies, in one of which it proved to be of relevance (Miller, G. 1969). We included it here because of its possible connection with psychological rather than linguistic factors. Even though average sentence length might be explained in purely physiological terms, we

reasoned that the criterion could not be rejected on those grounds since they remain extralinguistic.

Sentence Types:

One of the aspects of the study which interested us most, prior to the actual analyses, was whether one's sentence complexity in the first language would be maintained in the second; we were also interested in the possible relationship between this criterion and the preceding one. Sentence complexity, as outlined below, was found by Sanford (1942 b) to be of significance in the unrehearsed speech of schizophrenic patients.

Our definitions and examples of "sentence types" are as follows:

Simple Sentence: having only one clause with subject and predicate.

Example:- He went home

- Je n'ai jamais essayé de marijuana

Compound Sentence: having two or more independent clauses united by a conjunction. Example:

- I am busy and I cannot talk to anyone

- Je suis très pessimiste et c'est typique du Canada anglais

Complex Sentence: a sentence having at least one subordinate clause.

Example: - He likes to sing while he takes his morning shower

- Je crois qu'il sera en retard

Compound-Complex Sentence: Example: - As Paul was driving down the hill, his car started to slide but he didn't lose control

- Si on vit les uns sur les autres, on n'a jamais de temps libre et on n'est jamais seul.

Parenthetical and Subordinate Clauses:

Parenthetical: In addition to indicating sentence complexity, this criterion was included as one means of measuring continuity of expression. We defined parenthetical expression as a phrase or phrases which could be added or deleted from a sentence without modifying the meaning or structure of the basic sentence. We surmised that one's need for supplementary detail, flashbacks and mid-sentence correction, when speaking, could be more easily traced to psychological than linguistic factors. Examples of our interpretation and use of the term are:

- To succeed, unless a person is entirely unmotivated, all one need do is listen
- Mon amie, celle dont je t'ai parlé hier, viendra demain

Subordinate: As a further measure of sentence complexity, we added "subordinate clauses" defined simply as a dependent clause. We sought the average number of such clauses in the English and French corpora of our Subjects. Examples:

- I expect that he will be coming soon
- Je trouve que cette phrase est ridicule

Pronoun Usage:

Piaget, Vygotsky, Fairbanks and Sanford, to mention a few, have found that much can be learned about the stage of intellectual development or psychological state of an individual by observing his use of pronouns when speaking. We expanded our criteria beyond those employed by Sanford (1944) to include frequency of personal, definite and indefinite pronouns. We envisioned three patterns as possible prototypes, the first indicating high degree of egocentricity

(first person singular), the second exhibiting frequent use of "social pronouns" (second and third person), and third, characterizing impersonal speech with frequent use of third person pronouns like one, they, someone, anyone and so forth. For a more detailed picture of the pronouns and ratios we used, consult the data in the second section of this chapter and Appendix X.

Degree of Specificity of Nouns and Noun Phrases:

Of all the criteria incorporated in the study, "degree of specificity" was the most frustrating and difficult to analyze. We began, in our preliminary list, with "concreteness of nouns" used by Sanford (1942 b). His definitions and guidelines, however, proved to be impractical and far too subjective. What was concrete for some readers was seen as abstract by others. Only in rare cases were we able to arrive at anything close to unanimity. Accordingly, we discarded the model and fashioned another which, after much discussion and experimenting, we adopted. Raters were instructed to rank nouns and noun phrases according to a five-point scale ranging from "highly-specific" to "very general". To partially compensate for the subjectivity of this criterion, we once again accepted evaluations only where all raters independently arrived at the same conclusions. Particular care was taken in this section to check and recheck assessments. Despite these precautions, "degree of specificity", as a criterion, remains a question mark in our minds because of the continuous need for personal interpretation of the speaker's intent or meaning. In most of the cases, raters managed to classify nouns without referring to the context of the sentence or statement in which they appeared, as may be seen in Appendix XIII, however, conjecture was by no means absent in their

evaluations.

Psychologically-oriented Nouns:

This criterion is a modified version of Sanford's "cognitive, sensory and affective verbs" (1942 b). We first extracted all nouns in a given corpus which could be captioned as "psychological" and then re-classified them in the following six categories:

1. Affective: - love, happiness, bonheur
2. Cognitive: - knowledge, decision, memory, experience, avis, choix
3. Sensory: - hearing, touching, seeing, goût, vue
4. Motivational: - need, hope, besoin, espoir
5. Observable Behaviour: - nosiness, attitude, réaction, comportement
6. Psychological Miscellaneous: nouns not covered in above which relate to or describe psychological rather than physiological states, examples:
- curiosity, interests, personnalité

Despite the rather uncompromising and clear-cut appearance of these sub-criteria, they remain essentially untested and thus subject to error. It is obvious, for instance, that the above examples may be no more or less psychological than many other types of words not included here. At the risk of seeming repetitious and overcautious, we would reiterate our view of these criteria as an initial step in a direction which may radically change with future work.

Psychological Qualifiers for Nouns and Pronouns:

(See above classification procedure for this criterion.)

Indicative and Hypothetical Statements:

As the caption suggests, we were interested in the speaker's

"degree of hypotheticality of expression". For an approximation of this, we tabulated the number of "hypothetical" statements and "indicative" statements to obtain a meaningful ratio. We took the term "indicative" to mean those statements which were not predicated on something which could have happened or could have been true in the past, or on something which might happen or might be true in the future. Examples:

- I was not able to go to Europe last year
- A mon avis le Canada manque identité nationale
- He will surely be here tomorrow at eight
- Malgré le température aujourd'hui il va sûrement neiger demain

"Hypothetical" statements, to the contrary, were interpreted as implying that something could have happened or could have been true, had X taken place, or that something could happen or could be true were X to take place. Examples:

- Had I had the money, I could have gone to Europe
- S'il avait lu la conclusion du livre avant de lire le reste, il n'aurait pas perdu tant de temps

We also considered as "hypothetical" such statements as:

- It is possible that Quebec will leave the Federation

On the other hand, a statement like:

- We believe this to be true

was marked as "indicative".

Copula of Identity and Uncertainty:

We decided to include this criterion as an additional measure of "degree of hypotheticality". Here the focus is upon copular verbs (Sanford, 1942 b). Examples of copula of "identity" are:

- This is an interesting problem

- Il y en a six ici

Examples of copula of "uncertainty", as we defined them, are:

- It seems that you are having difficulty
- Cela me paraît raisonnable

Actionness of Verbs:

All verbs appearing in the English and French corpora were examined for "actionness". We wanted to ascertain the proportion of verbs used by our Subjects in the interviews which could be classified as "activity-oriented" or as conveying an idea of motion. As we expected, some words were very difficult to quantify with the criterion. A sort of continuum was observed, ranging from highly action-oriented verbs like eat, drink, and walk, to verbs which implied action only in an abstract sense like strengthen, support and avail. There were other verbs implying no action whatsoever (shine, cost) which were considered only when calculating ratios. To enable our raters to quantify degrees of actionness, we used the following guidelines:

Defined Action: a verb which, in itself, specifically describes the

action: -He ran to the store

-J'ai téléphoné au marchand

Undefined Action: a verb which is less specific about the nature of the

action: -He went to the store

-J'ai communiqué avec le marchand

Semi-Action: a verb which may imply action of some kind without

being at all specific: -He earned the award

-The example served him well as
a warning for the future

-La machine marche bien

-Ils se sont séparés

Psychological Verbs:

We followed much the same procedure for identifying "psychological verbs" (Grummon, 1950) as we did for "psychological nouns". Sanford (1942 b) spoke of psychological verbs as characteristic of "static speech" while action verbs, according to him, marked "active dynamic speech". No such evaluation was attempted here. We were interested mainly in the functional value of the criteria as previously used. In addition to Sanford's "cognitive, sensory and affective verbs" we used the sub-criterion "motivational", thus bringing the total to four. Verbs were scanned for their psychological character, were separated and reclassified according to these categories.

ANALYSES AND RESULTS

Mean Length of Sentences:

Not only did the analyses reveal that average sentence length in English closely approximated that in French, but also that proficiency level in the second language might be an influencing factor. Except for Subject Two, the pattern is unmistakable. Figure 17 also points to a fairly narrow gap between Subjects as to mean sentence length in English. It would be interesting to know to what extent register affects sentence length.

Sentence Types:

Figures 18, 19, 20 and 21 illustrate the proximity between English and French with respect to the sentence complexity of our Subjects. The disparity from Subject to Subject in English suggests that complexity is not so much dependent upon common usage or linguistic patterns as it is upon idiosyncratic differences. Proficiency level in

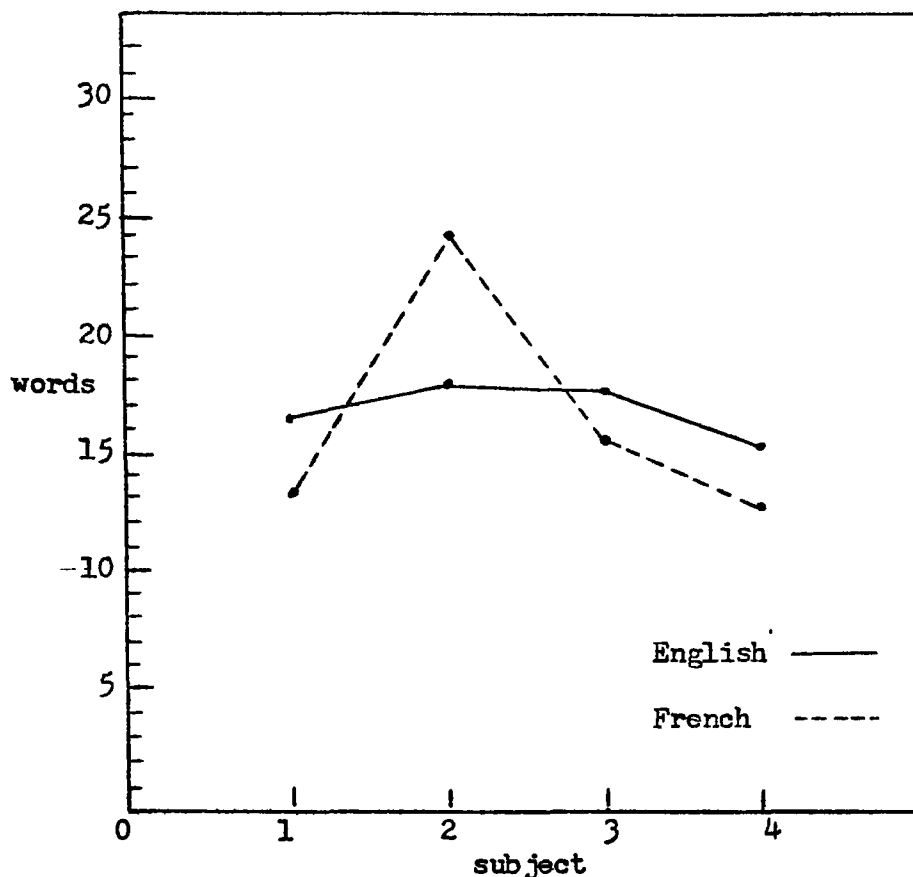


Fig. 17 Mean Length of Sentences (in words)

French does not appear to be of importance.

Subordinate Clauses:

The data as shown in the figure below (Fig. 22) was difficult to interpret. The only pattern, if it can be called such, that we could perceive concerning the frequency of subordinate clauses was the possible relevance of proficiency level in French. It is more than likely that varying reactions to the verbal stimuli in the interviews accounted for the lack of continuity.

Pronoun Usage:

Five of the eight original sub-criteria were significant in English and were of considerable interest with regard to French. The remaining three were also significant, but because of their infrequent occurrence (second person singular, third person singular, first person plural), they are not discussed here.

Figure 23 shows a rather large disparity between subjects in the

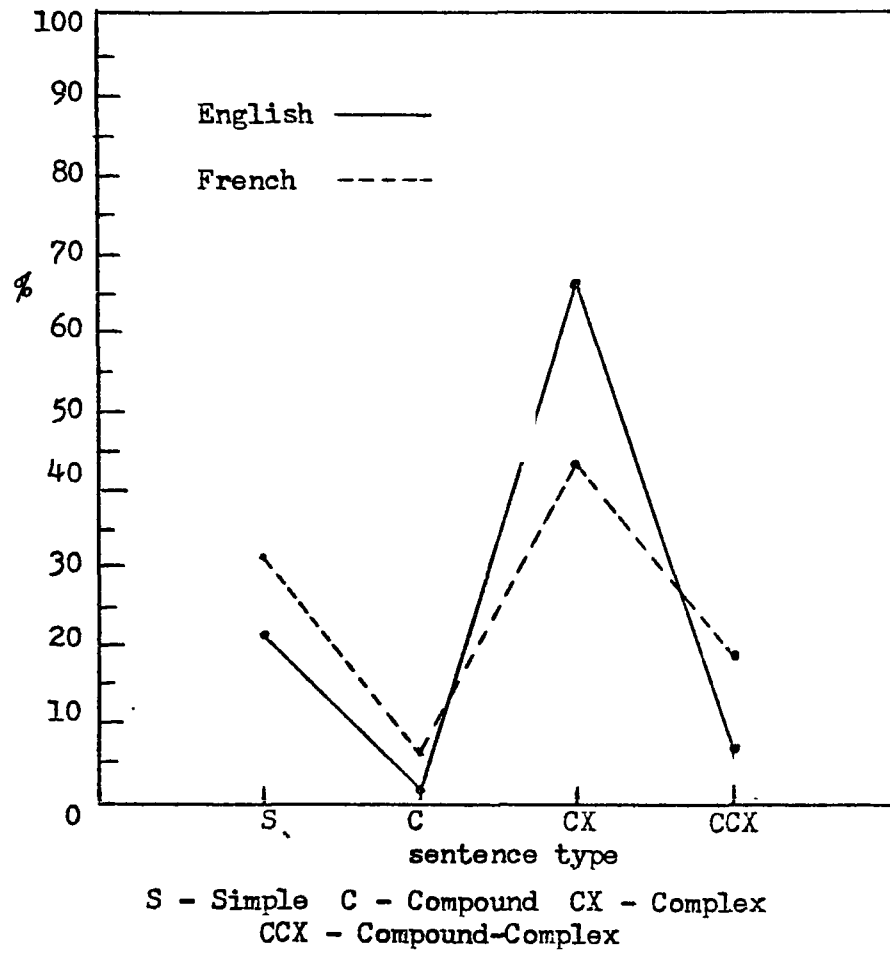


Fig. 18 Percentage of Sentence Types over Total
Number of Sentences for Subject One

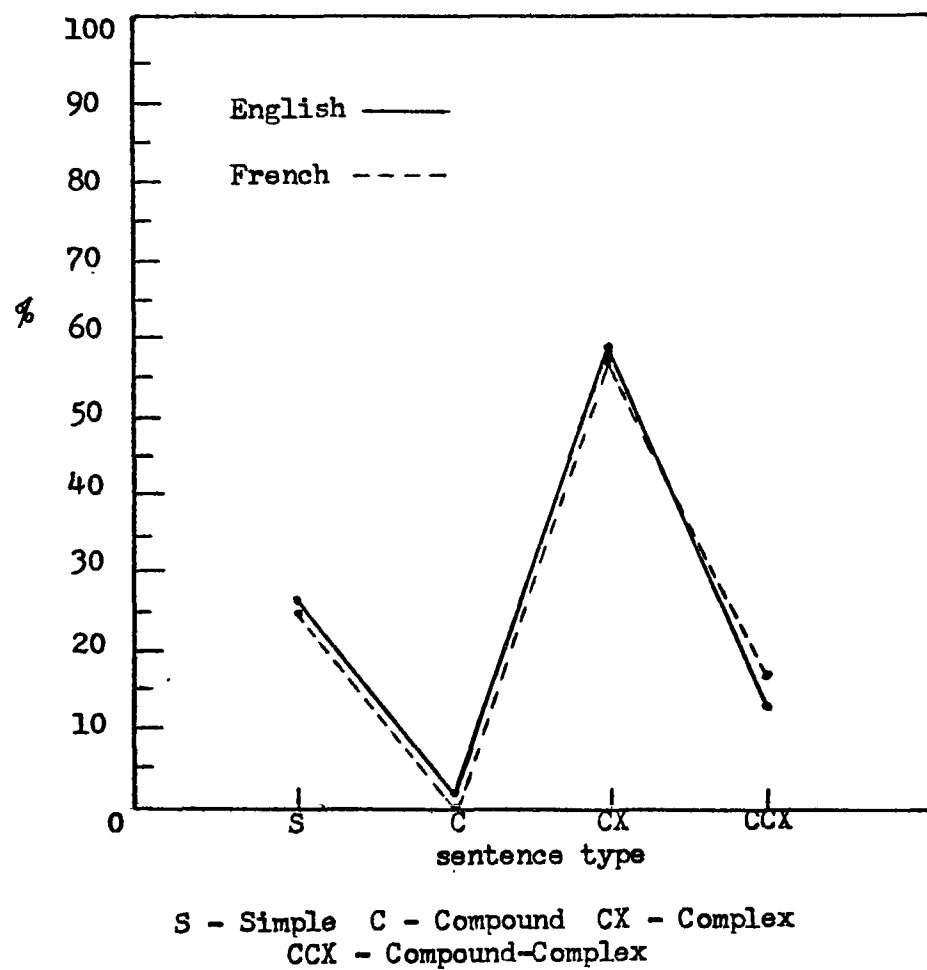
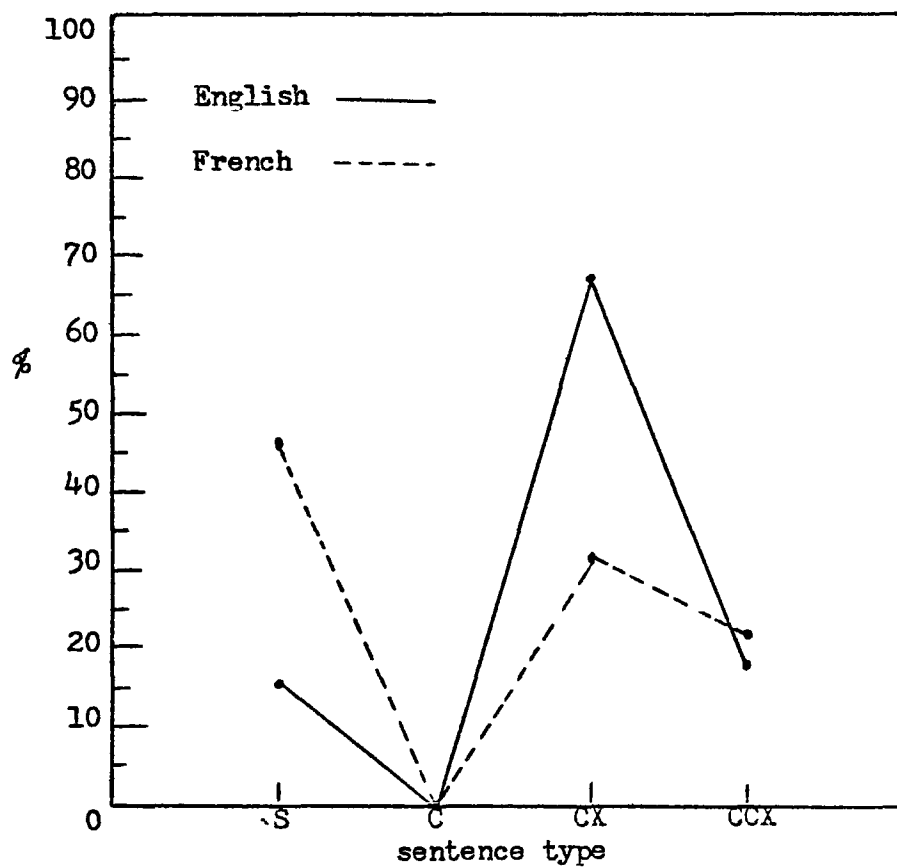


Fig. 19 Percentage of Sentence Types over Total
Number of Sentences for Subject Two



S - Simple C - Compound CX - Complex
CCX - Compound-Complex

Fig. 20 Percentage of Sentence Types over Total
Number of Sentences for Subject Three

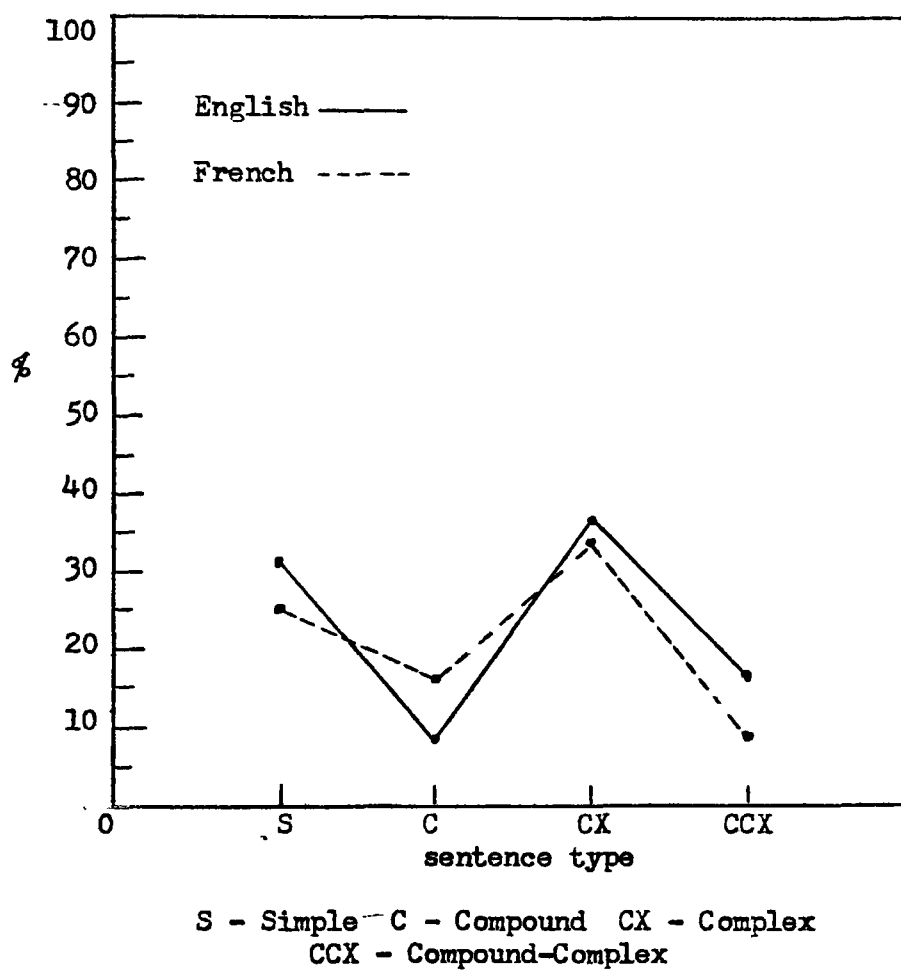


Fig. 21 Percentage of Sentence Types over Total Number of Sentences for Subject Four

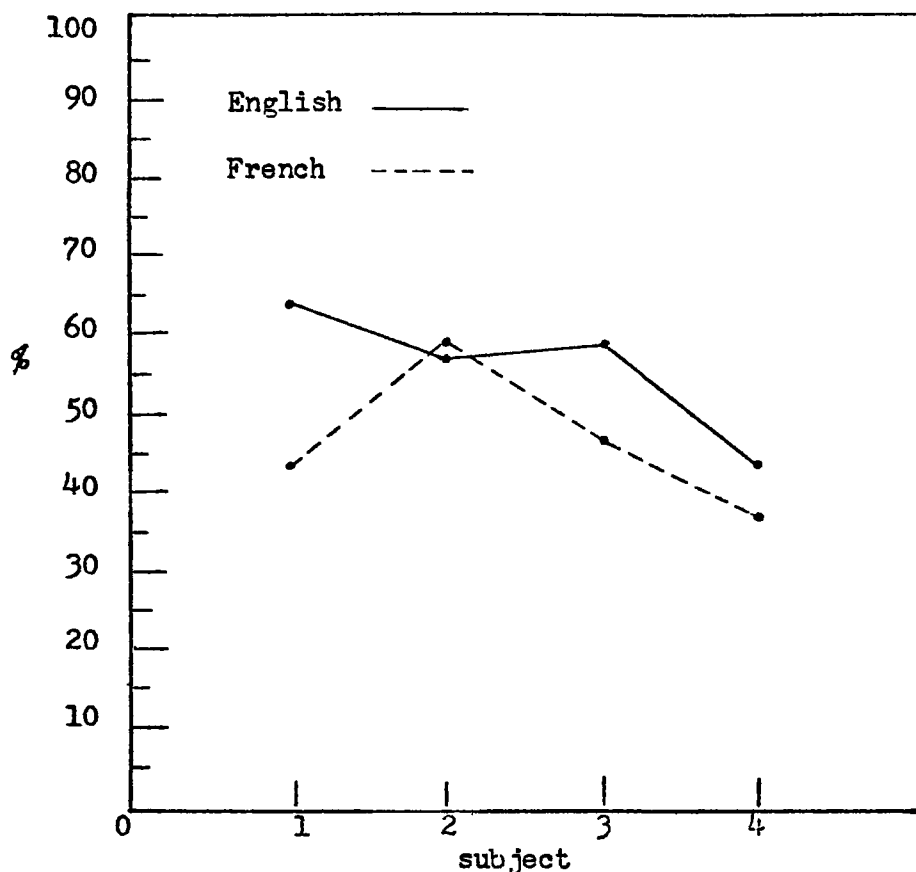


Fig. 22 Percentage of Subordinate Clauses over
Total Number of Clauses

proportion of first person pronouns used in English. While we were expecting this, we were somewhat surprised by the more erratic variation in French. Were the sample representative of a given population and larger, one might surmise that a bilingual who is weak in his second language would use more first person pronouns in that language than he normally would in his first, or, that as the bilingual becomes increasingly fluent in French, the more similar is likely to be the frequency of these pronouns in both his languages.

With the notable exception of Subject Two, third person plural pronoun usage in English and French did not differ radically. Once again, proficiency level may have some bearing upon the frequency of these pronouns in the second language.

When comparing the number of personal pronoun usage by each

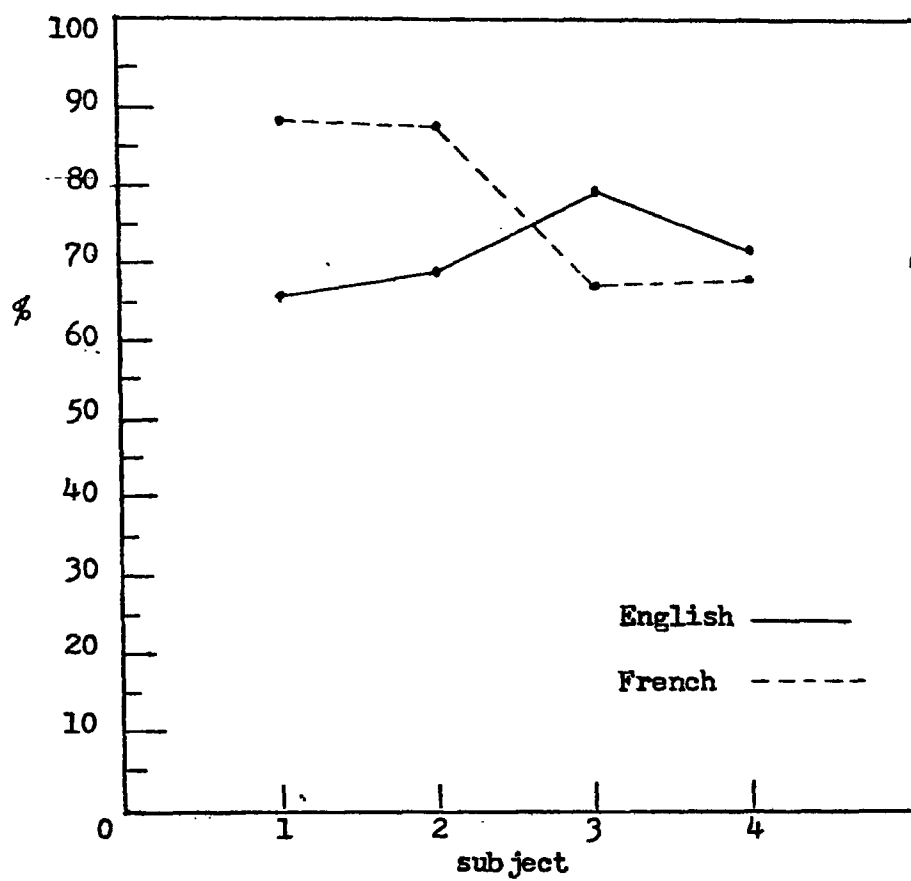


Fig. 23 Percentage of First Person Singular Pronouns
over Total Number of Personal Pronouns

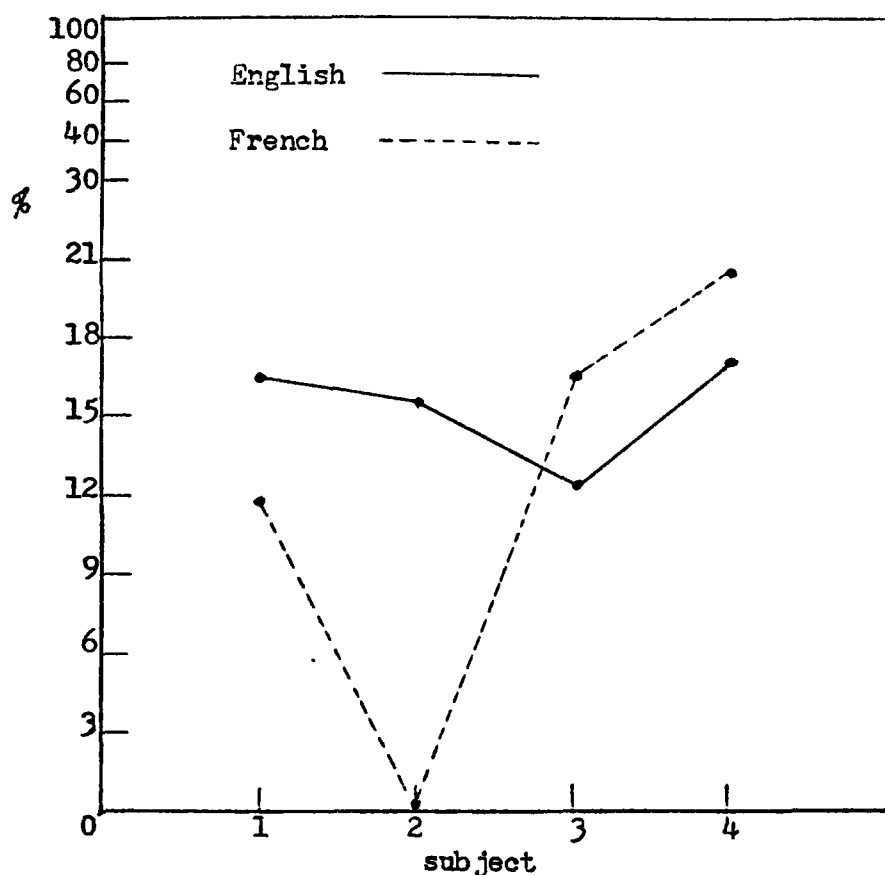


Fig. 24 Percentage of Third Person Plural Pronouns
over Total Number of Personal Pronouns

Subject with their total number of definite pronouns, a not unfamiliar pattern emerged as shown in Figure 25.

We were intrigued by the substantially lower number of personal pronouns used by our Subjects in French as compared to their speech in English. It is clear from the illustration that, despite this discrepancy, the frequency in English is reflected in French. Since the questions were of more or less the same nature in the English and French interviews, we tentatively concluded that the English responses were less formal in character than those in French.

Insofar as our sample is concerned, we concluded that first, pronoun usage in English varies substantially from Subject to Subject and accordingly qualifies as a criterion, and second, that speech in French is very likely to emulate the patterns in English with respect

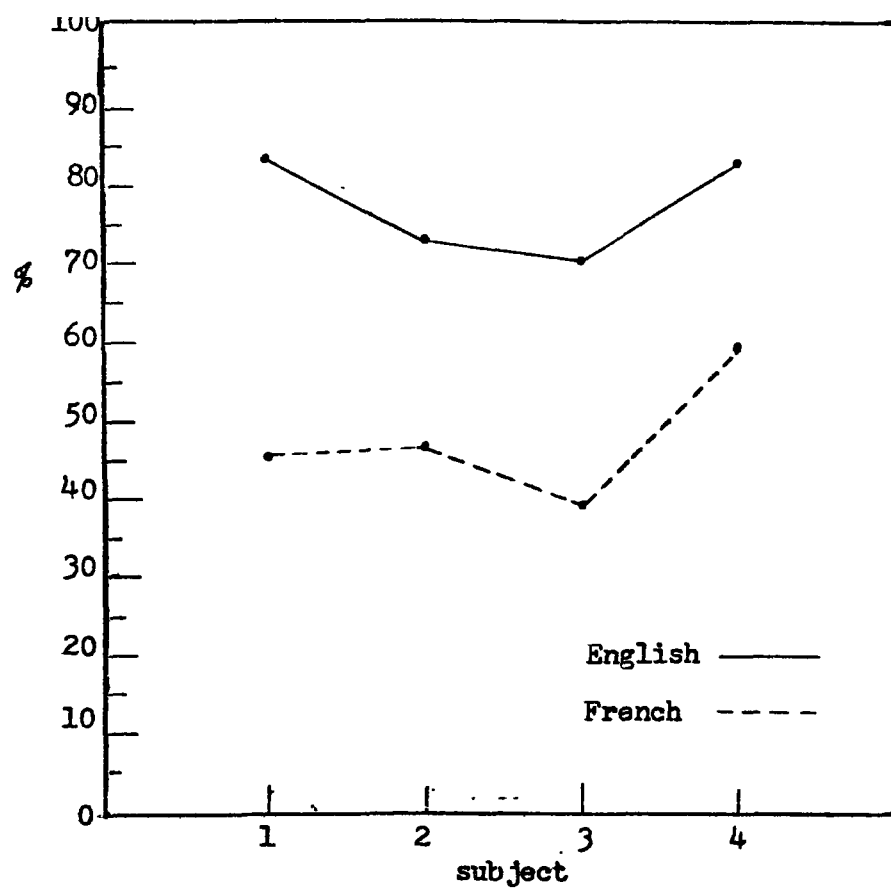


Fig. 25 Percentage of Personal Pronouns over
Total Number of Definite Pronouns

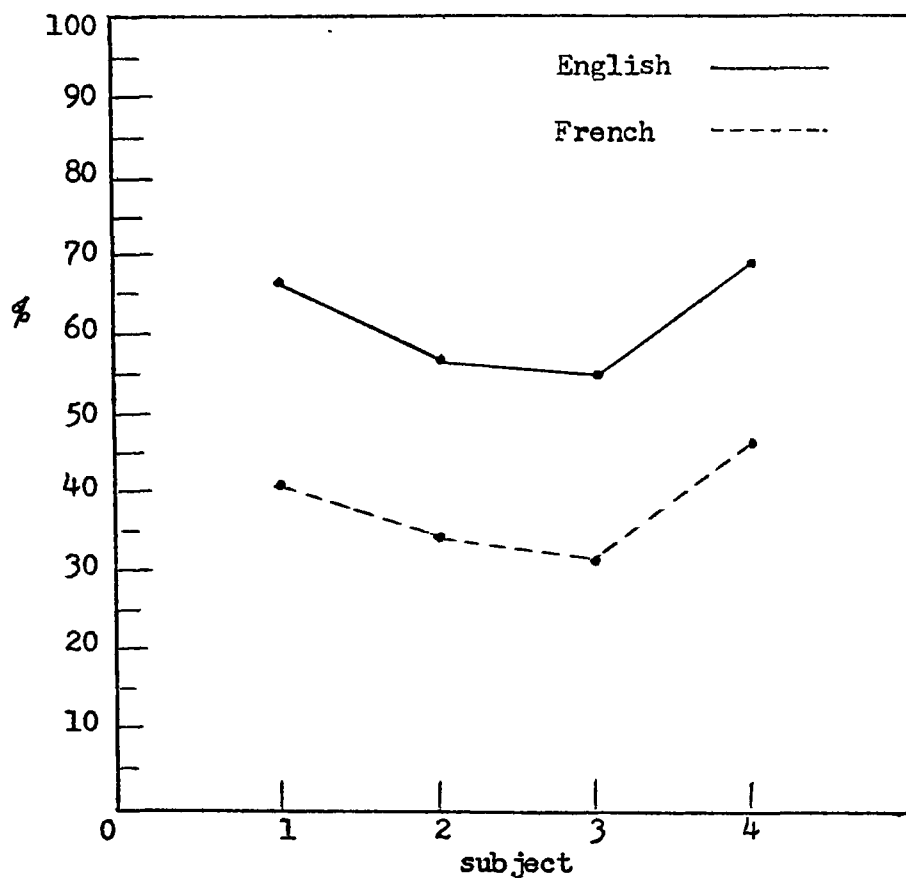


Fig. 26 Percentage of Personal Pronouns over Total Number of Pronouns

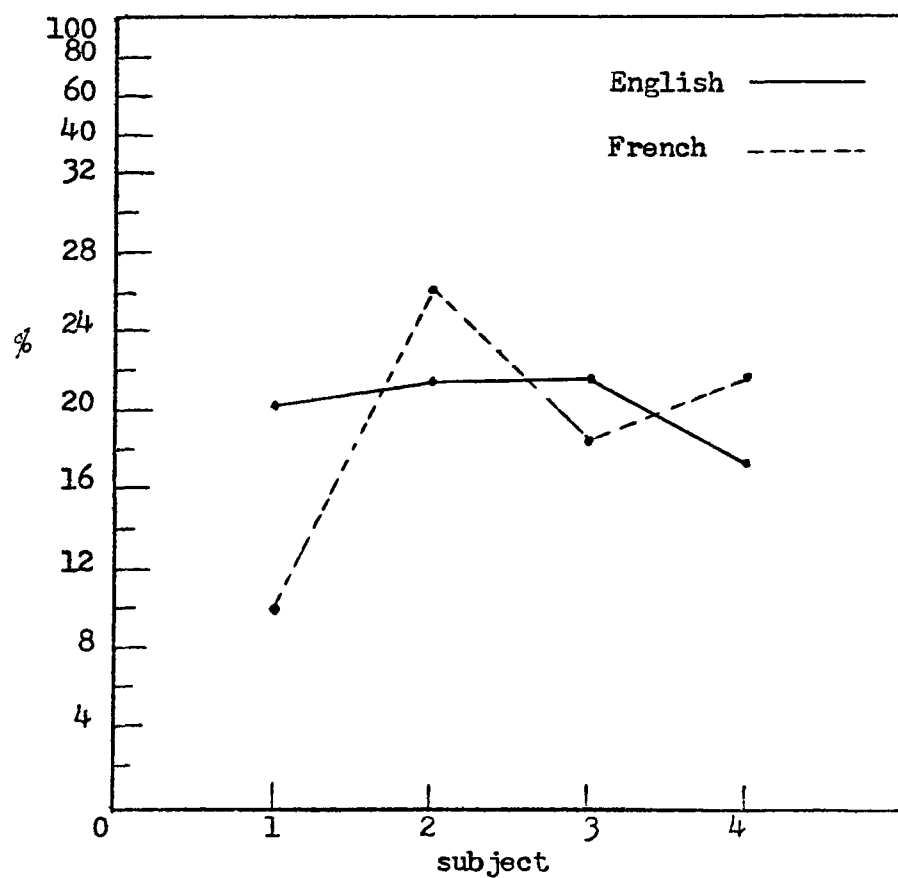


Fig. 27 Percentage of Indefinite Pronouns over Total Number of Pronouns

to pronoun usage.

Degree of Specificity for Nouns and Noun Phrases:

Our premonitions about the instability of this criterion were confirmed in the analyses of the data. There was neither significant variation in English nor were there any patterns supporting our hypotheses. The one redeeming aspect of this part of the study is that we found the criterion, with its complicated guidelines, to be functional with respect to its application by raters. This conclusion was based upon the apparent consistency of approach when making subjective evaluations. Had raters been inconsistent, it is doubtful that the figures for specificity for each Subject in English would have been so close. Variation in English for this criterion was just under the 10% minimum which we had set as our cutoff point. We remain convinced, however, that, with improved techniques, "specificity of expression" will prove to be significant as a criterion and further, that patterns similar to others uncovered in this study will be revealed. For this reason, a complete breakdown of the data and listing of examples has been included in Appendices XII and XIII as an aid to future research.

Psychological Nouns:

This criterion, which was subdivided into six categories, was significant and thus was analyzed for both languages. As was the case with several of the sub-criteria for pronoun usage, too few "psychological nouns" were used by our Subjects to justify the maintaining of the six categories. The figure below compares the frequency of all psychological qualifiers with all nouns for each Subject. We were unable to learn much from the data.

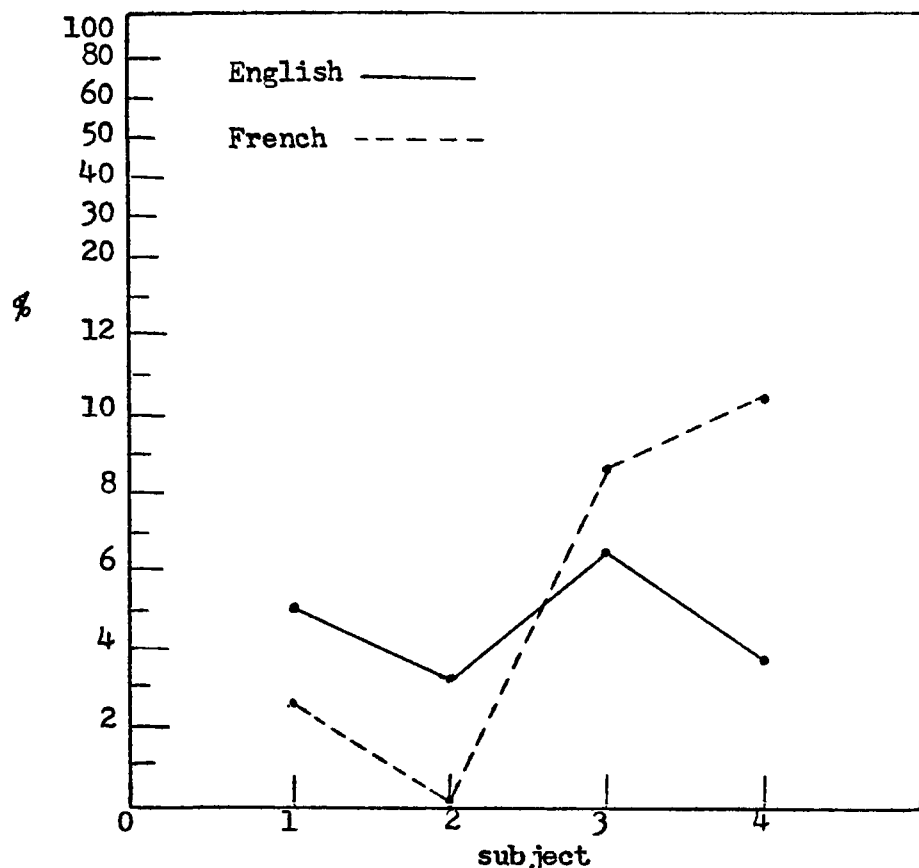


Fig. 28 Percentage of Psychologically-Oriented Nouns over Total Number of Nouns

Qualifiers for Nouns and Pronouns:

It is evident in Figure 29 that proficiency level in spoken French is related to the number of qualifiers used in that language. Of special interest is the higher frequency of these qualifiers in French, particularly with Subjects One and Two. It is conceivable that a speaker who is communicating in his weaker language experiences the need to qualify his statements to a greater extent. Although it is not the purpose of this study to analyze the behaviour of our Subjects, as has already been stated, it is difficult to refrain from conjecture

which might in some way contribute to future work in this area.

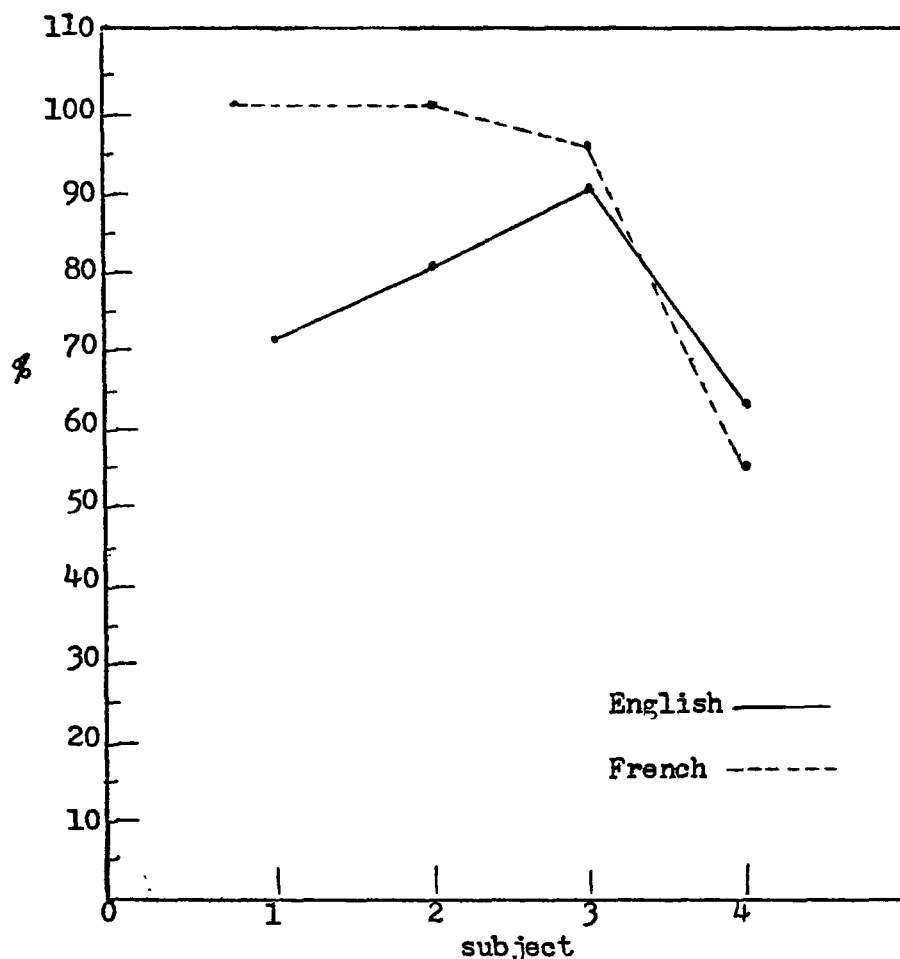


Fig. 29 Percentage of Qualifiers for Nouns and Pronouns over Total Number of Nouns and Pronouns

Verbs:

To get an idea of the relative importance of verbs in the statements of our Subjects, we added another criterion in the latter stages of our analyses. It consisted of comparing the number of verbs in a corpus to the total number of words in the responses, as shown in Figure 30. We were more confident about the relevance of our data with criteria like these where the frequency of occurrence for everyone in both languages is high. It is clear from the illustration that English usage closely parallels that in French, and that proficiency

level in the second language plays a role. In subsequent research, it would be worthwhile to obtain reliable data about the frequency of verbs used by English monolinguals along with similar information for speakers of French. We will then be in a much better position to assess the extralinguistic nature of this criterion.

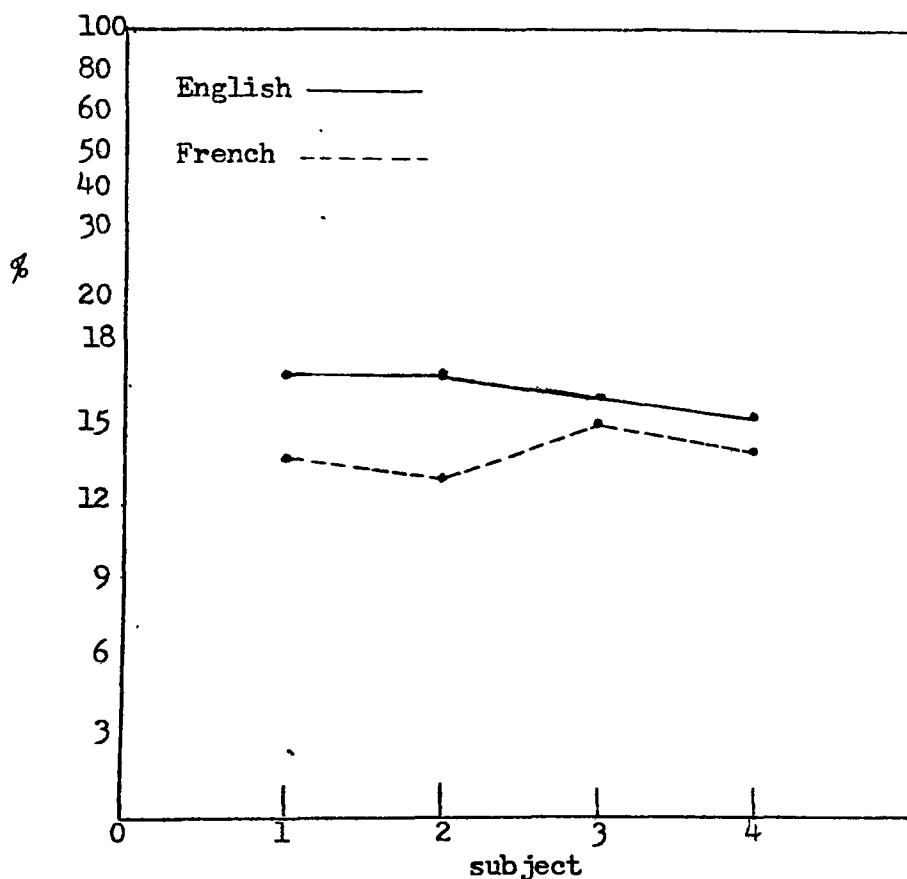


Fig. 30 Percentage of Verbs over Total Number of Words

Hypothetical Statements:

About the only discernible fact that resulted from our analyses with this criterion was that it was significant. We have not included a breakdown for indicative statements since it is, for all intents and purposes, the complement of "hypothetical" statements appearing in the figure below.

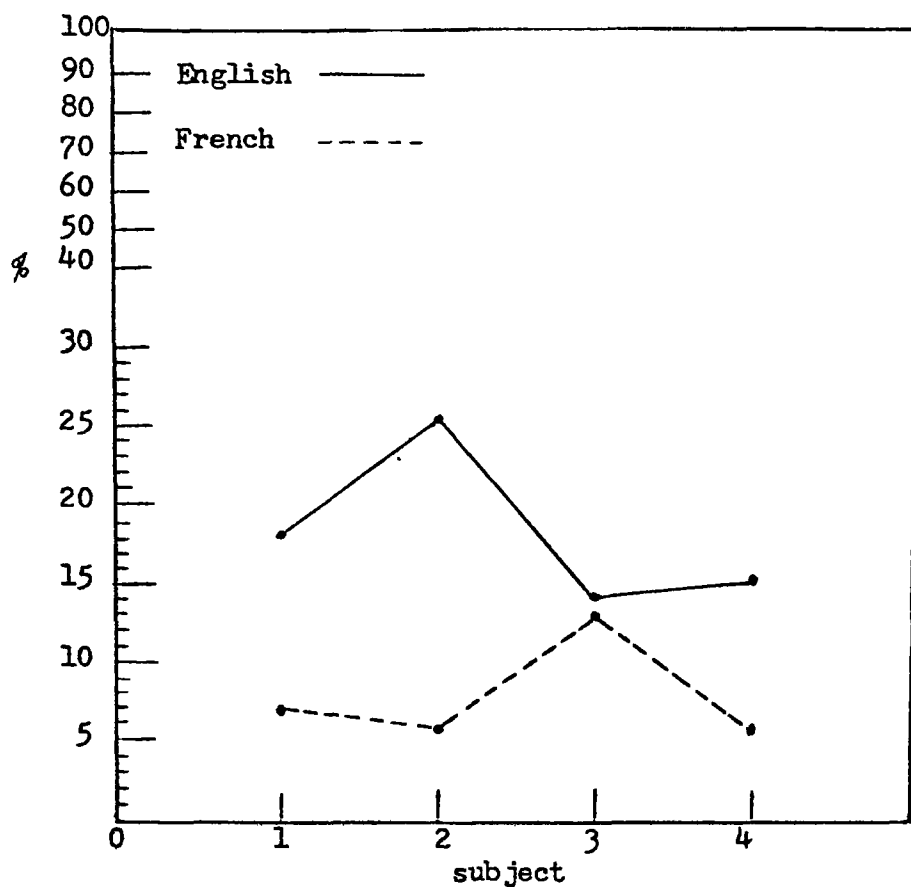


Fig. 31 Percentage of Hypothetical Statements
over Hypothetical and Indicative
Statements

Copulas of Uncertainty:

Much the same things can be said for this criterion. While the considerable variation in English qualified the category as a criterion, the data revealed little of interest.

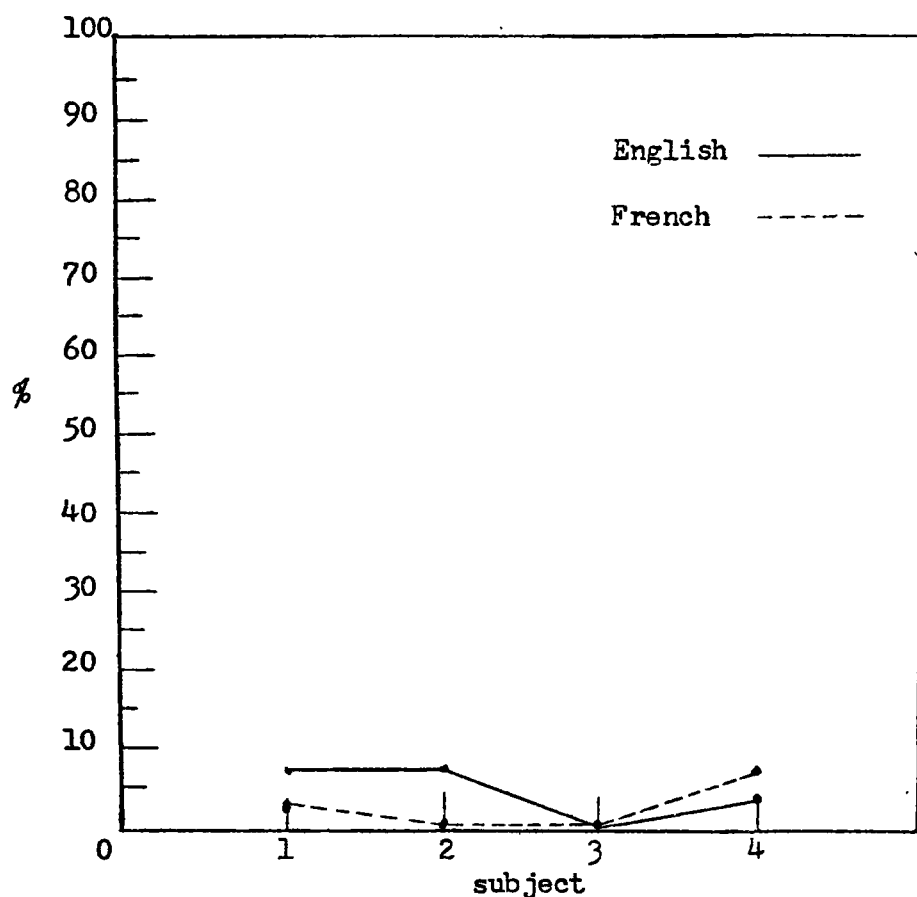


Fig. 32 Copulas of Uncertainty over Copulas of Identity and Uncertainty

Actionness of Verbs:

Although the number of verbs used by our Subjects proved to be of significance both as a criterion and as additional support for our hypotheses, the analyses with the subcriteria for verbs uncovered little information. The only thing that emerges from the data shown in Figures 33, 34 and 35 is that Subjects vary considerably in their use of various types of verbs in English and French. The explanation for the absence of continuity here probably lies in the somewhat subjective character of the subcriteria, as outlined in the first section of this chapter.

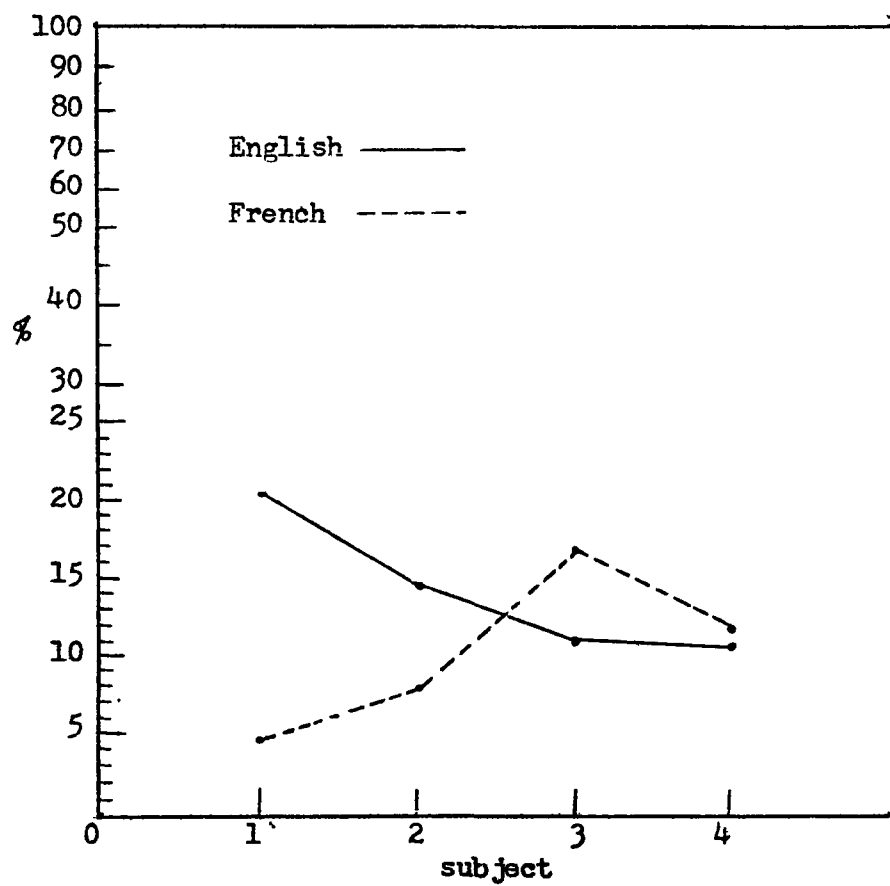


Fig. 33 Percentage of Action Verbs over Total Number of Verbs

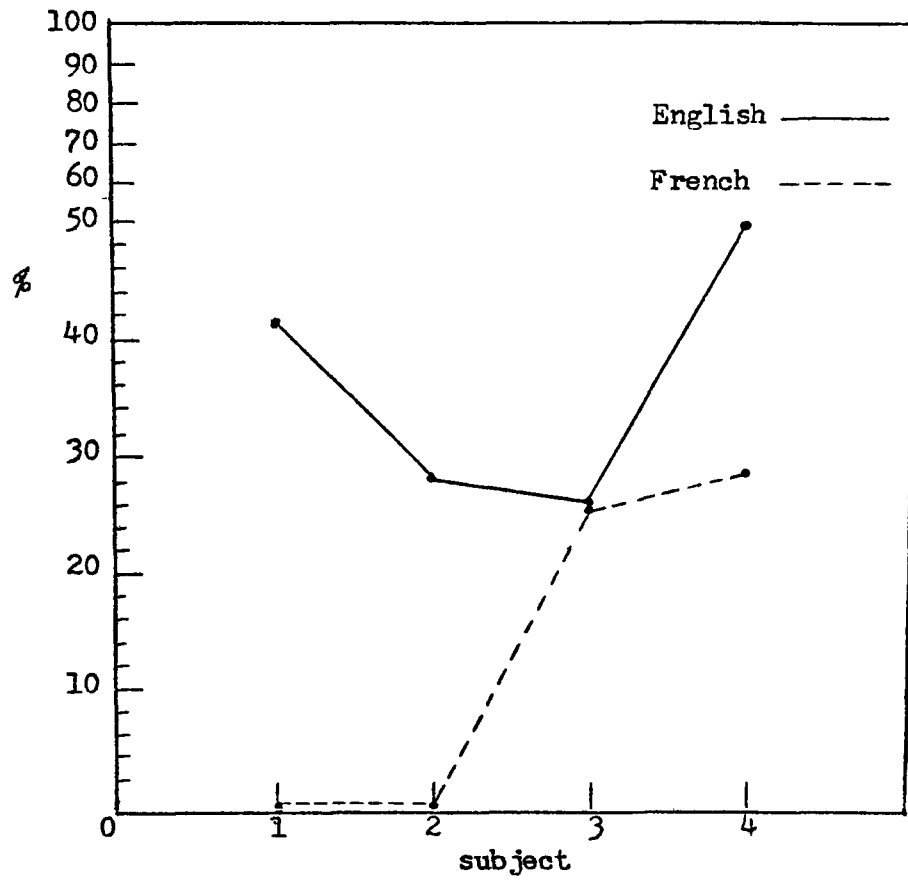


Fig. 34 Percentage of Defined Action Verbs over Total Number of Action Verbs

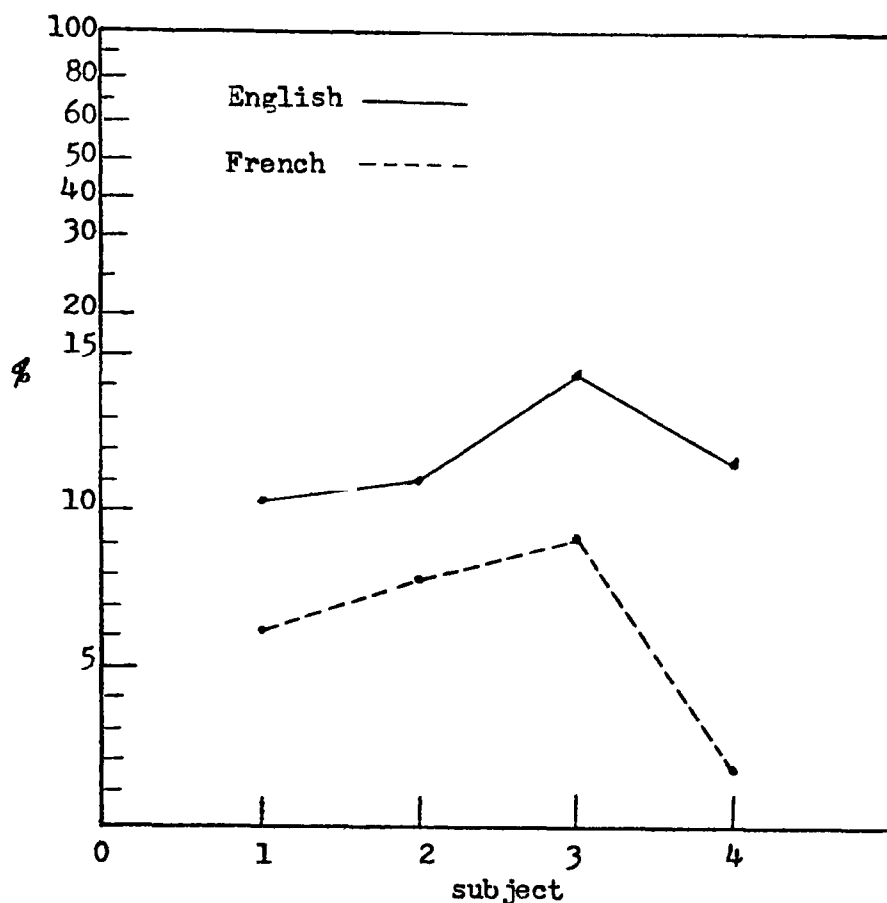


Fig. 35 Percentage of Semi-Action Verbs over Total Number of Verbs

Psychological Verbs:

Two of the original five subcriteria qualified for further analysis. Figures 36 and 37 show the relative proximity of English and French for all Subjects; beyond that, there is little that can be gleaned from the data. The situation is similar, as shown in Figure 38, where the number of "psychological verbs" is compared with the total number of verbs. Since we were unable to extract any really meaningful information from the data for this criterion, we have concluded that the concept of "psychologicalness" for verbs, as conceived by Sanford, Grummon and ourselves, is inappropriate in a study of this kind.

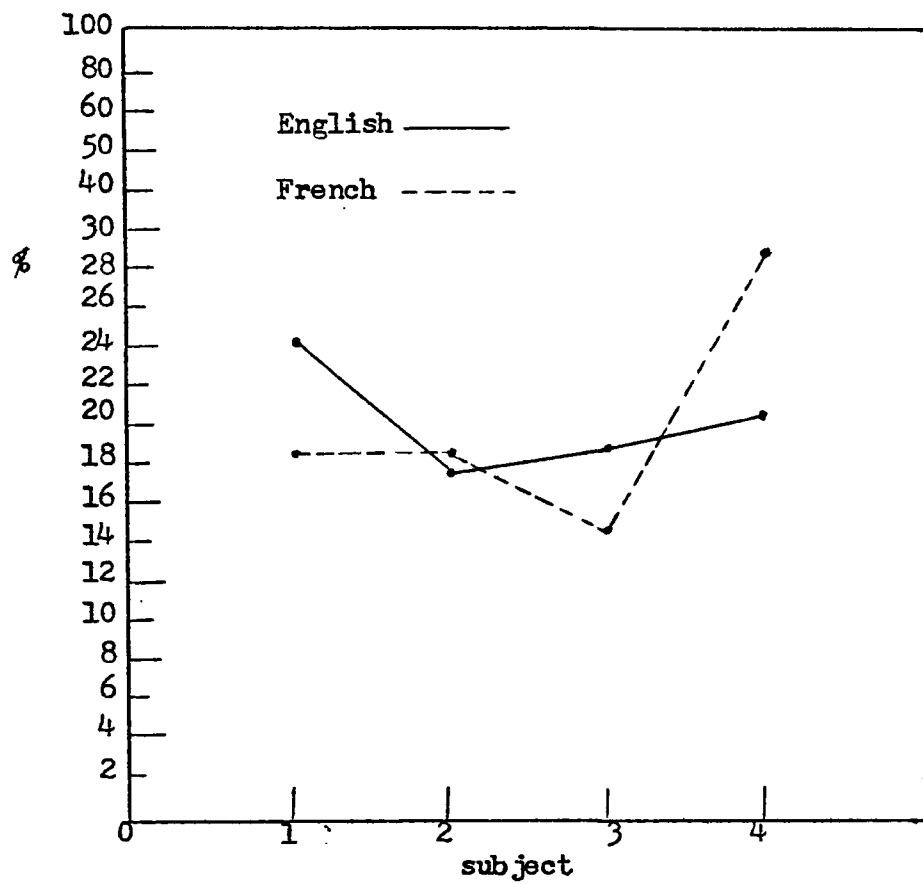


Fig. 36 Percentage of Cognitive Psychological Verbs over Total Number of Verbs

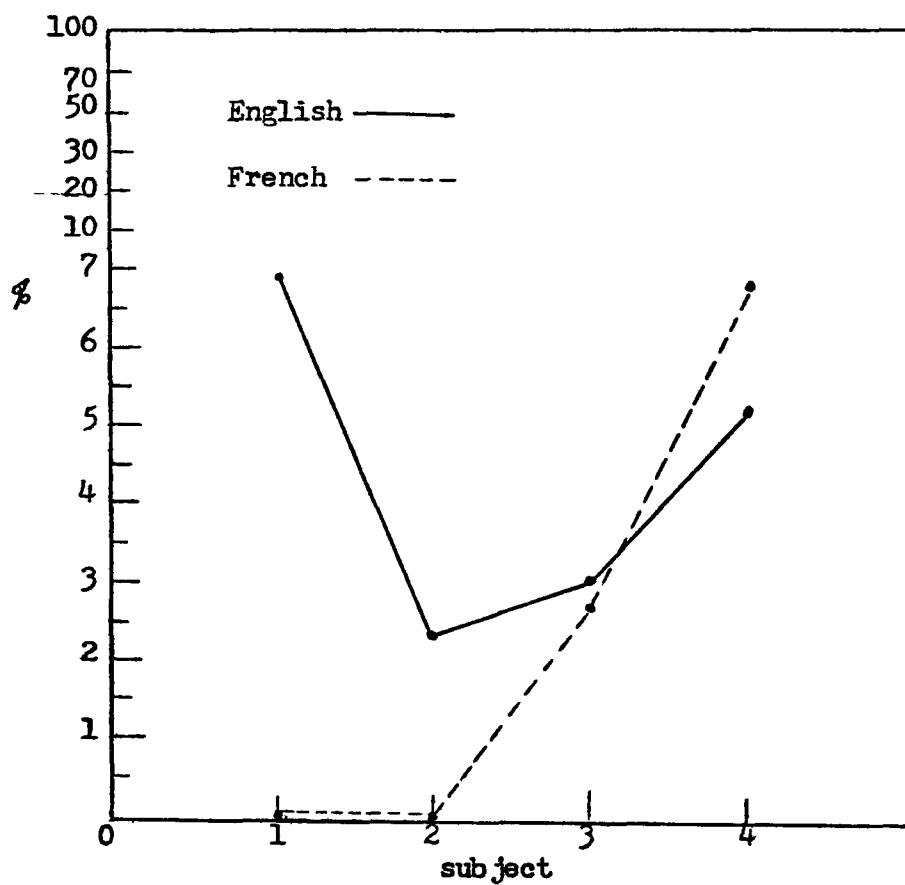


Fig. 37 Percentage of Affective Psychological Verbs over Total Number of Verbs

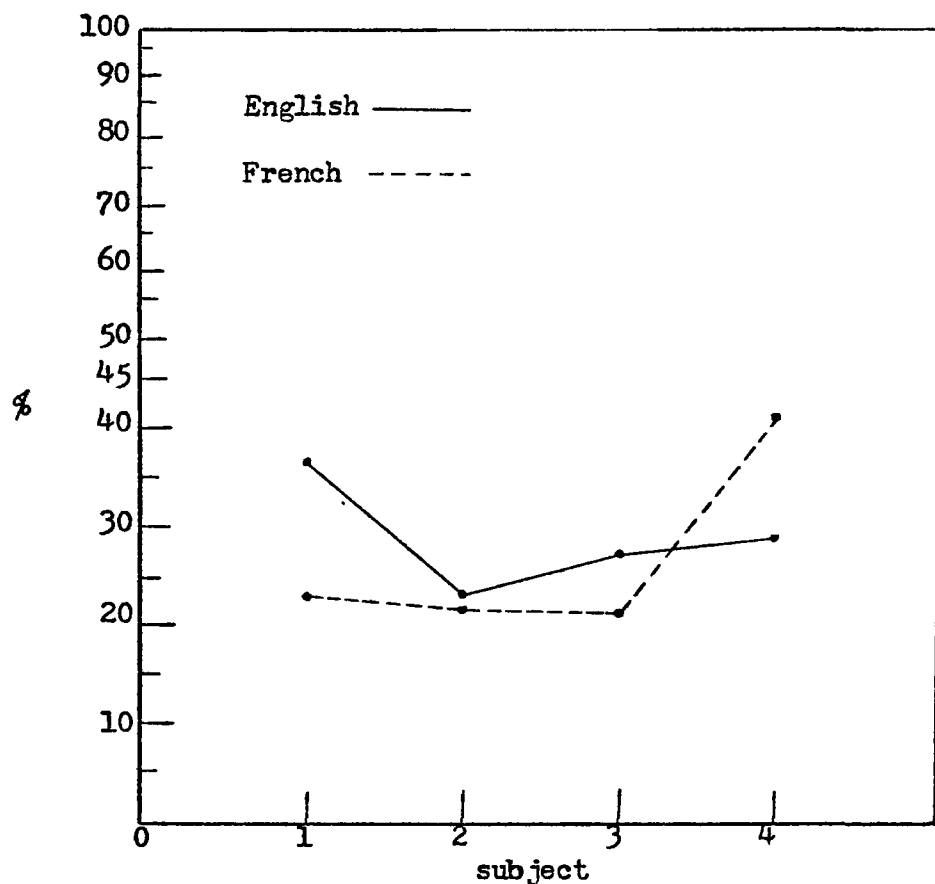


Fig. 38 Percentage of Psychological Verbs over Total Number of Verbs

Summary:

In general, the criteria examined in this chapter support either one or both of our hypotheses outlined in Chapters One and Two. Following is the list of criteria in their respective groups according to the results of the analyses. For a more complete picture of each Subject's performance in English and French, consult the composite graphs at the end of this chapter.

A. Findings or criteria which supported our hypotheses.

1. Mean length of sentences.
2. Simple sentences.
3. Compound sentences.
4. Complex sentences.
5. Compound-complex sentences.
6. Subordinate clauses.
7. First person singular personal pronouns.
8. Personal pronouns over definite pronouns.
9. Personal pronouns over all pronouns.
10. Indefinite pronouns.
11. Overall pronouns.
12. Psychologically oriented nouns over all nouns.
13. Qualifiers for nouns and pronouns over all nouns and pronouns.
14. Verbs over all words.
15. Hypothetical statements over indicative and hypothetical statements.
16. Copulas of uncertainty over copulas of identity and uncertainty.
17. Action verbs over all verbs.
18. Cognitive verbs over all verbs.

B. Significant criteria which did not support hypotheses.

1. Third person plural personal pronouns.
2. Defined action verbs over all action verbs.
3. Semi-action verbs over all verbs.
4. Affective verbs over all verbs.
5. All psychological verbs over all verbs.

C. Criteria which were not considered because of insufficient variation in English or because of very low frequency of occurrence.

1. Complete sentences.
2. Parenthetical clauses.
3. First person plural personal pronouns.
4. Second person personal pronouns.
5. Third person singular personal pronouns.
6. All definite pronouns over all pronouns.
7. Mean degree of specificity.
8. Affective nouns.
9. Cognitive nouns.
10. Sensory nouns.
11. Motivational nouns.
12. Observable behaviour nouns.
13. Psychological miscellaneous nouns.
14. Affective qualifiers for nouns and pronouns.
15. Cognitive qualifiers for nouns and pronouns.
16. Sensory qualifiers for nouns and pronouns.
17. Motivational qualifiers for nouns and pronouns.
18. Observable behaviour qualifiers for nouns and pronouns.
19. Psychological miscellaneous qualifiers for nouns and pronouns.
20. First person singular qualifiers for nouns and pronouns.
21. Second person qualifiers for nouns and pronouns.
22. Third person singular qualifiers for nouns and pronouns.
23. First person plural qualifiers for nouns and pronouns.
24. Third person plural qualifiers for nouns and pronouns.
25. Corulas of identity.

26. Motivational verbs.

27. Miscellaneous psychological verbs.

28. Qualifiers for verbs, adverbs and adjectives.

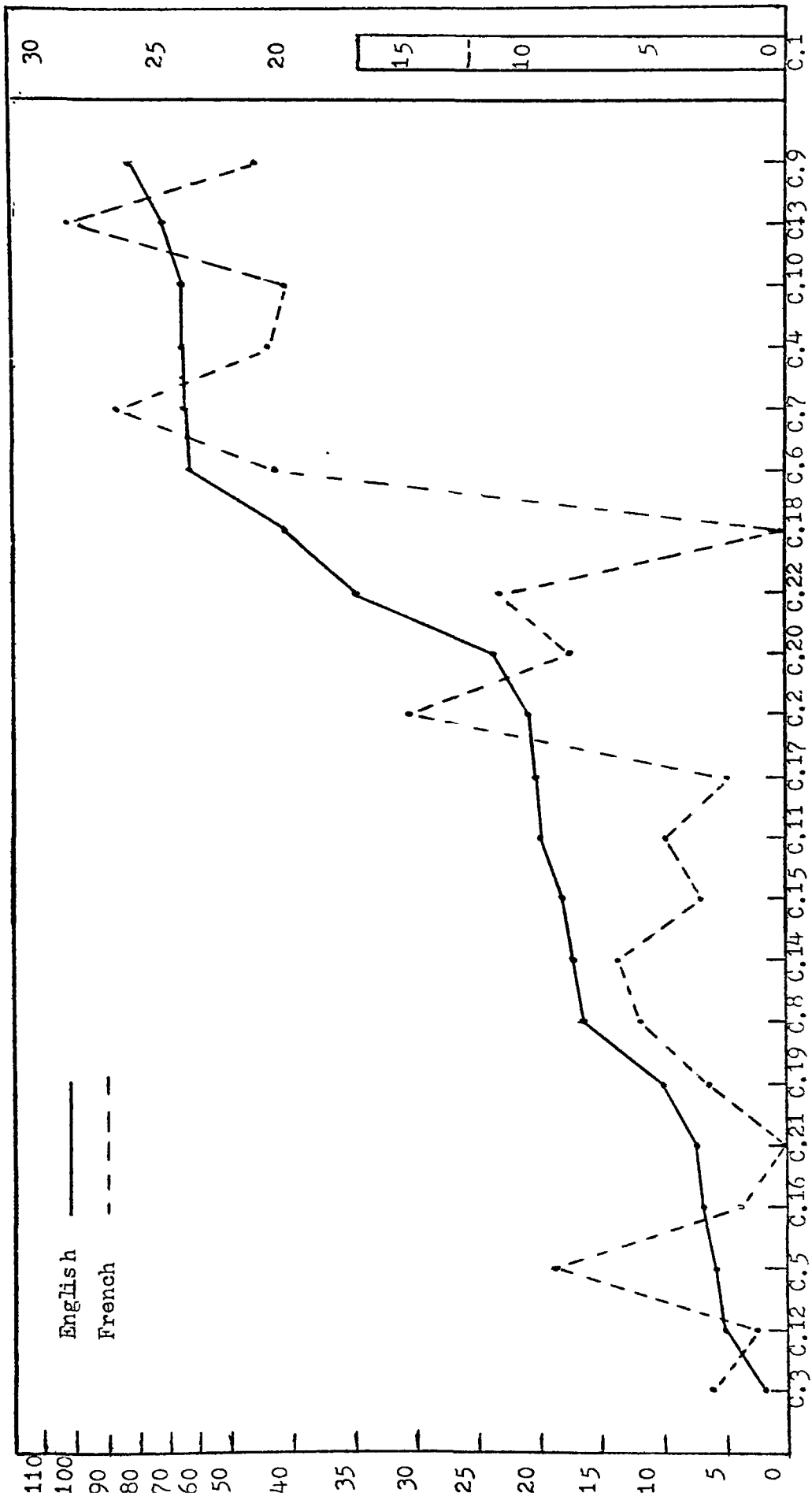


Fig. 39 Linguistic and Psycholinguistic Breakdown for Subject One

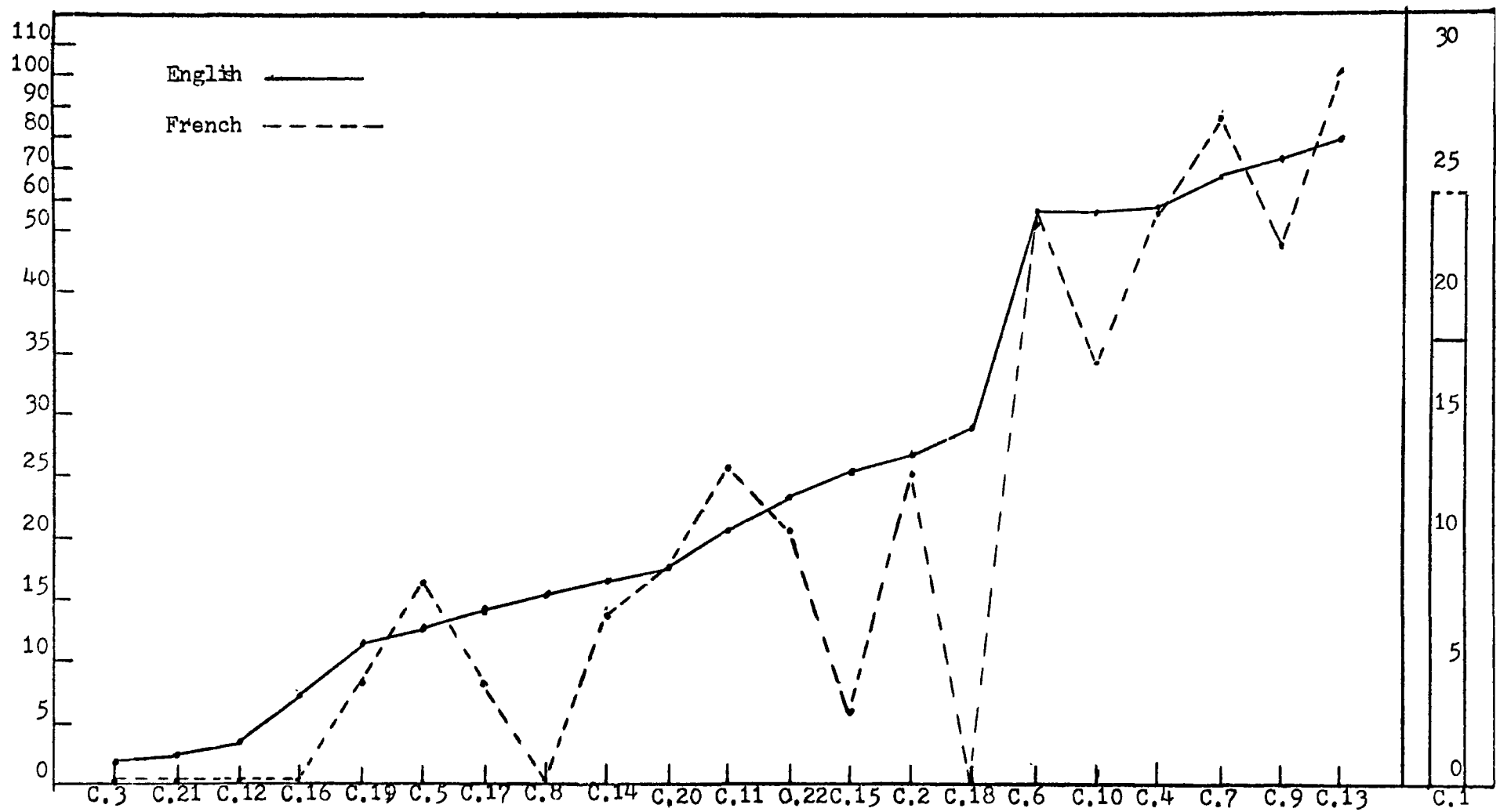


Fig. 40 Linguistic and Psycholinguistic Breakdown for Subject Two

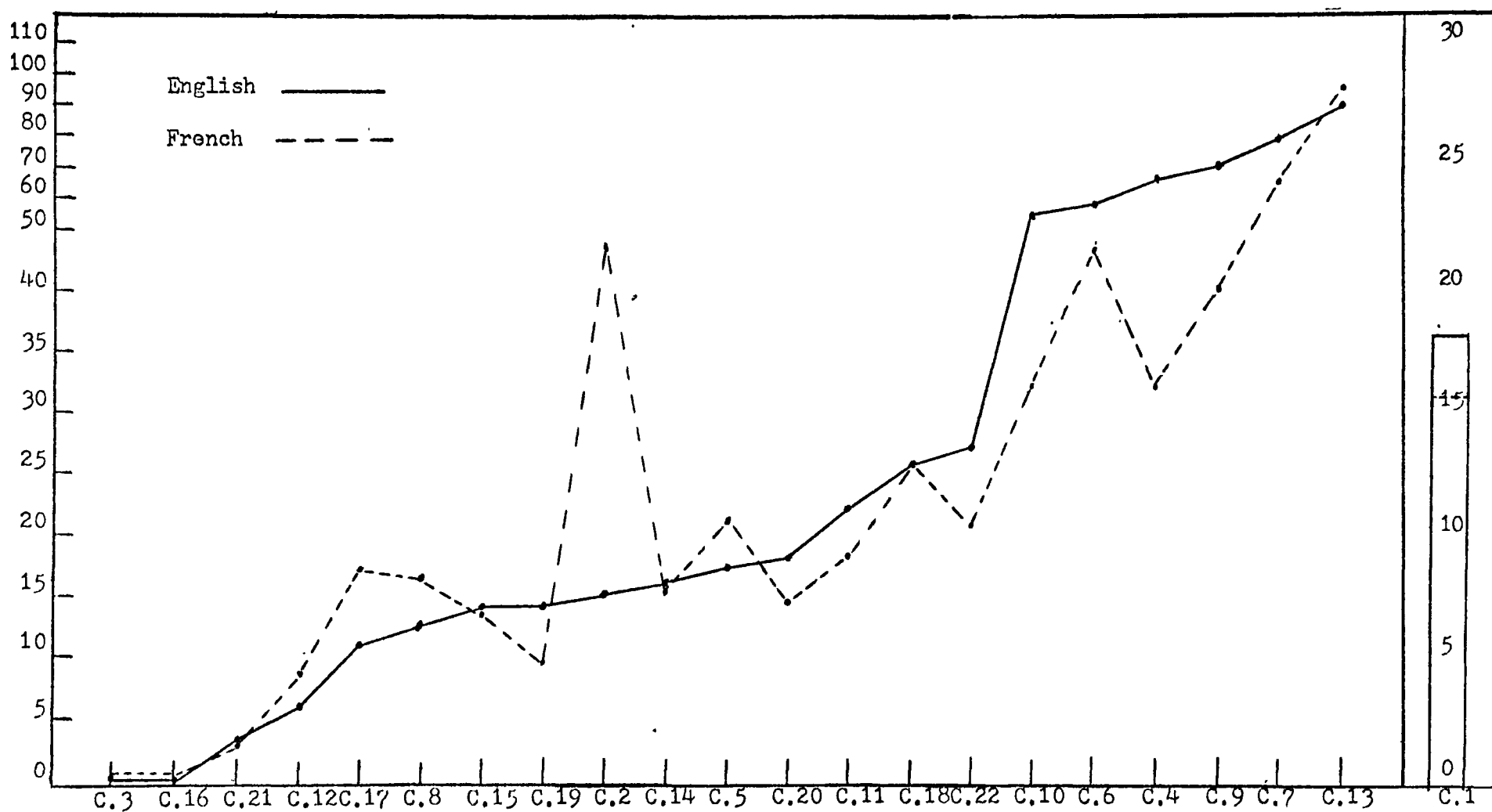


Fig. 41 Linguistic and Psycholinguistic Breakdown for Subject Three

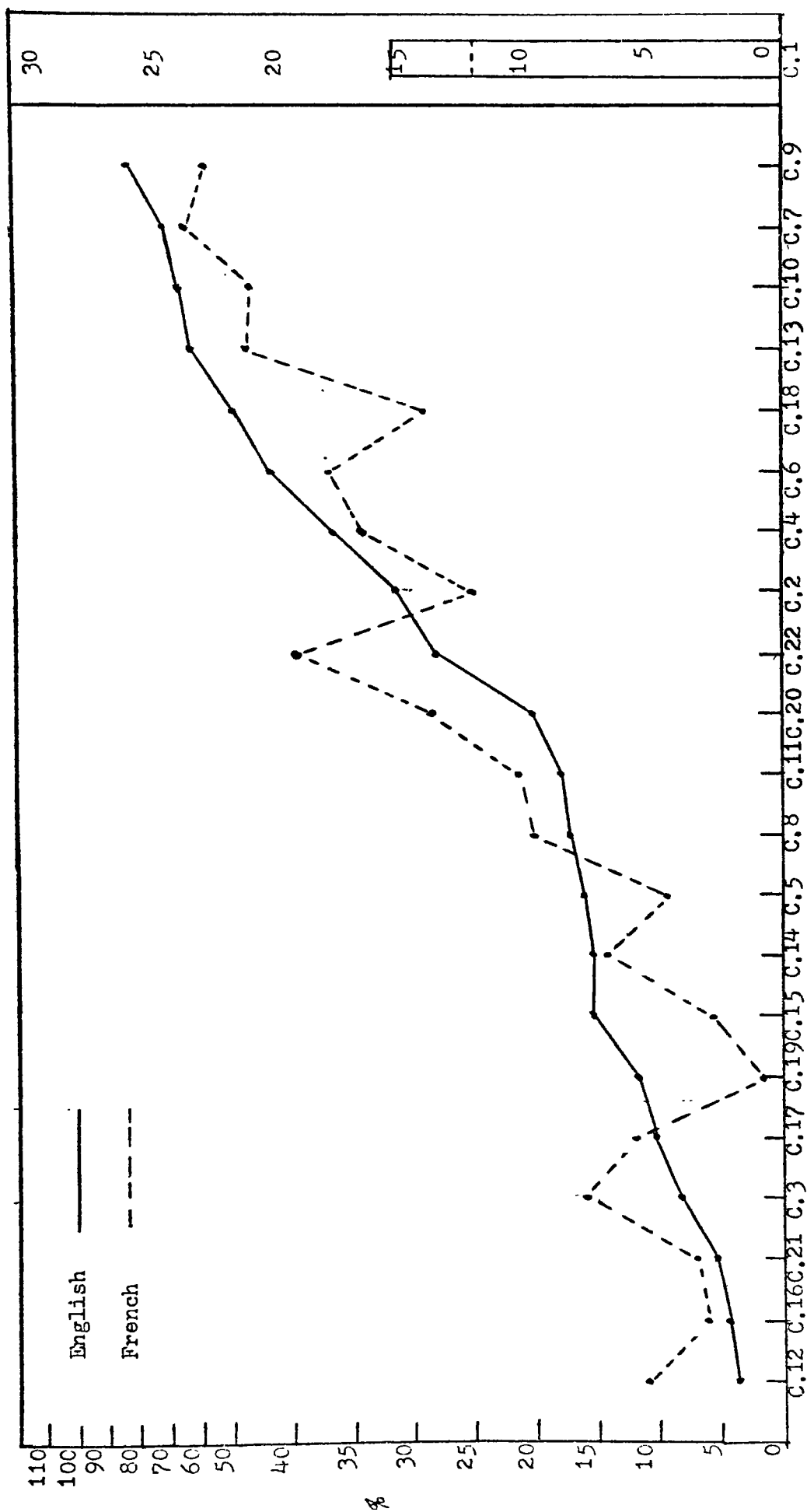


Fig. 42 Linguistic and Psycholinguistic Breakdown for Subject Four

CRITERIA

- C.1 - Mean Length of Sentences (in words)
- C.2 - Percentage of Simple Sentences over Total Number of Sentences
- C.3 - Percentage of Compound Sentences over Total Number of Sentences
- C.4 - Percentage of Complex Sentences over Total Number of Sentences
- C.5 - Percentage of Compound-Complex Sentences over Total Number of Sentences
- C.6 - Percentage of Subordinate Clauses over Total Number of Clauses
- C.7 - Percentage of First Person Singular Pronouns over Total Number of Personal Pronouns
- C.8 - Percentage of Third Person Plural Pronouns over Total Number of Personal Pronouns
- C.9 - Percentage of Personal Pronouns over Total Number of Definite Pronouns
- C.10- Percentage of Personal Pronouns over Total Number of Pronouns
- C.11- Percentage of Indefinite Pronouns over Total Number of Pronouns
- C.12- Percentage of Psychologically-Oriented Nouns over Total Number of Nouns
- C.13- Percentage of Qualifiers for Nouns and Pronouns over Total Number of Nouns and Pronouns
- C.14- Percentage of Total Number of Verbs over Total Number of Words
- C.15- Percentage of Hypothetical Statements over Indicative and Hypothetical Statements
- C.16- Percentage of Copulas of Uncertainty over Copulas of Identity and Uncertainty
- C.17- Percentage of Action Verbs over Total Number of Verbs
- C.18- Percentage of Defined Action Verbs over Total Number of Action Verbs
- C.19- Percentage of Semi-Action Verbs over Total Number of Verbs
- C.20- Percentage of Cognitive Verbs over Total Number of Verbs
- C.21- Percentage of Affective Verbs over Total Number of Verbs
- C.22- Percentage of All Psychological Verbs over Total Number of Verbs

CHAPTER FIVE

MISCELLANEOUS CATEGORIESDESCRIPTION OF CRITERIA

Miscellaneous criteria are those which we thought to be relevant but which could not be properly included in the two previous chapters.

Length-of Response:

The purpose of calculating the total length of response in words, i.e., total number of words in all responses for each subject in each language, is to establish a basis to be used as the denominator for ratios and percentages of various criteria such as mean length of sentences in words, percentage of verbs over total number of words, and so on. All items listed independently in Webster's Third New International Dictionary and in Le Petit Robert were counted as one word.

For example:

I'm = two words	c'est = two words
don't = one word	celui-ci = one word
j' sais pas = three words	ce cas-là = two words

Quantifying Terms:

This criterion was included as an additional measure of specificity. We refer to precise numerical expressions as "quantifying terms"; "pseudo-quantifying terms" are quantifiers which are loosely indicative of size, amount and so forth, or which quantify other pseudo-quantifiers. (See Fairbanks, 1944 and W. Johnson, 1944.) The following are some examples of these terms:

Quantifying: there were 64,000 people at the ball game

Pseudo-quantifying: there were thousands of people at the ball game
 there were many people at the ball game

Absolute terms:

Absolute or "allness" terms are superlative or extreme words such as completely, never, nobody, all and so on and their French equivalents. This criterion was also used in other papers. (Newman and Mather, 1938; Johnson, 1944; and Lorenz, 1953.) In these studies, neutral terms represent the opposite extreme of absolute terms. We found the concept of neutrality difficult to define and quantify and accordingly, restricted our analyses to absolute terms only.

Negativity and Positivity of Statements:

As can be seen by the examples below, this criterion proved very difficult to assess. A purely structural analysis of statements was inadequate because of the highly psychological nature of the concepts in question. In some cases, we were able to evaluate with sufficient accuracy the positivity or negativity of a statement by the presence of "favourable" or "unfavourable" words. For example:

- | | |
|---------------------|---|
| | - I <u>like</u> her new dress |
| positive statements | - I think they made the <u>right</u> move |
| | - It's a <u>pleasant</u> evening |
| | - I <u>dislike</u> their crocodile |
| negative statements | - It has a <u>putrid</u> smell |
| | - I <u>don't</u> want to see you any more |

But in other instances, it is difficult to assess this criterion. For example:

- I refuse to answer

- They denied him the right
- I think I don't want to see them
- I don't think I want to see them

In the last two instances, the speaker has the choice of using either form, and it seems almost impossible to tell whether the statement is positive or negative from his viewpoint. Because of the high incidence of disagreement between raters, we abandoned this criterion.

Neologisms:

For our definition of neologisms we referred to the entry in Webster's Third New International Dictionary, 1968 edition, Unabridged, which reads as follows:

"a new word, usage, or expression...a usually compound word coined by a psychotic and meaningless to the hearer"

There were scarcely any examples of such usages in either the English or French corpora; therefore, we did not consider this criterion in the final analyses.

Euphemisms:

We also referred to Webster for the conventional definition of euphemisms:

"the substitution of an agreeable or inoffensive word or expression for one that is harsh, indelicate or otherwise unpleasant or taboo: allusion to an offensive thing by an inoffensive expression...a polite, tactful or less explicit term used to avoid the direct naming of an unpleasant, painful, or frightening reality."

Because of the infrequent usage of euphemisms, this criterion was also deleted.

Pro and Con Statements:

We defined pro statements as those which express a belief that something is possible, probable or certain. Con statements were interpreted as representing expressions of impossibility, improbability or uncertainty. Pro and con statements are characterized by such expressions as: might, probably, likely, wonder whether, etc.

It was difficult to quantify all statements as to pro-ness and con-ness. For example, in the sentence "Paul refused to come and sing", there might be some dispute as to the number of statements it contains and whether they are pro or con. Since we were not able to identify and delimit all statements, we decided to calculate the ratios of identifiable pro and con statements as defined above over the number of clauses in the total response. The various types of pro and con statements are listed below with appropriate examples.

Pro statements

Possibility: - It might rain today

- Il se peut que vous le rencontriez

Probability: - It is expected that there will be a federal election in the fall

- Je crois qu'ils perdront l'élection

In pro statements we had also considered statements of certainty as those in which the speaker used words such as: positive, sure, inevitable. It was argued by some raters, however, that statements of certainty are not necessarily accompanied by indicators such as those mentioned above. The following sentences are examples of these:

-It's a problem worth discussing

-Ils ne se contenteraient pas de survivre

As a result it was impossible to quantify these statements. We therefore deleted the sub-criterion of certainty in the final analyses.

Con statements

Impossibility: -It is not even vaguely conceivable that we will reach the planets by the end of the decade

-Il est impossible que l'Ontario se sépare du Canada

Improbability: -It is not likely that they will come with us

-Je ne crois pas qu'il neige aujourd'hui

Uncertainty: -I wonder whether he will pass his exam

-Je ne sais pas si j'aimerais vivre au Lac St-Jean

A list of words and expressions which are indicators of pro and con statements can be found in Appendix XI.

Expressions of: Moral Obligation; Necessity; Ability; Permission; Volition:

We were also interested in the frequency of what we termed expressions of: moral obligation, necessity, ability, permission and volition.

Examples of these are listed below:

moral obligation: -ought, should

-devoir, falloir

necessity: -must, have to, to be forced, to find necessary

-falloir, avoir besoin de, être nécessaire

ability: -can, could

-pouvoir

permission: -may, can

-autoriser, permettre

volition: -want to, desire

-avoir envie de, aimer, vouloir

Implicit Usages:

In "Speech and Personality, a comparative case study" (1942) Sanford used this criterion to refer to major and minor implicit usages. We retained his dichotomy; for a more precise definition, however, we quantified implicitness in terms of the comprehensibility of the message rather than approaching it from a strictly structural point of view.

We defined major implicit as a sentence or part of sentence where the lack of information seriously hinders the comprehension in spite of context. For example:

-I think that Trudeau made political capital out of the whole situation not that the (MAJOR IMPLICIT) well my feelings toward Trudeau ...

-Qu'un gouvernement mette tous les poisons à la disposition de n'importe qui c'est (MAJOR IMPLICIT) il faut hésiter un petit peu

Minor implicits were identified as occurring where something was omitted and guessing was necessary for comprehension in spite of context.

For example:

-If I had enough money / could go to Europe
(Is the subject I, you or we?)

-I don't think Canadians really feel Canadians except vis-à-vis outsiders people from other countries this is just my own / what what I've found with people I've met (From the content we guess that "opinion" is implicit.)

Redundancy:

We have defined redundancy as a reiteration (in either the same or different words) of an idea just expressed. Here each occurrence of such repetitions were quantified as redundant, as in the examples below.

-I believe that the day Canada wishes to find some
sort of nationality, some sort of national identity ...

-Il y a beaucoup de pays sous-développés, en voie
de développement ...

ANALYSES AND RESULTS

Quantifying and Pseudo-quantifying Terms:

As may be seen in Figure 43, quantifying terms used by the Subjects in the English and French interviews account for only a small portion of all qualifiers for nouns, pronouns and verbs.

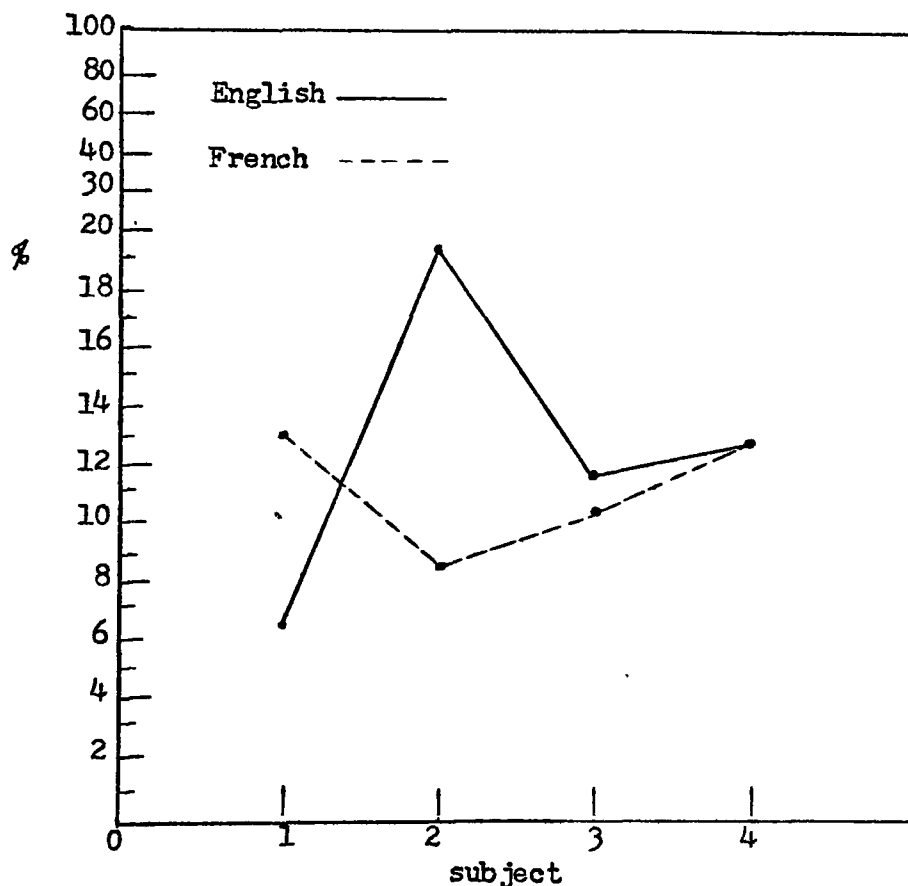


Fig. 43 Percentage of Quantifying and Pseudo-Quantifying Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs

This factor, nevertheless, proved to be significant because of the disparity in the English speech of Subjects One and Two. Although there

does not seem to be any proportional relationship between proficiency level in French and the actual frequency of quantifying terms used in that language, the results do suggest that the number of these expressions used by fluent bilinguals cannot be entirely explained in terms of linguistic factors. The precise nature of the variables, be they psychological, sociological or something else, which influence the frequency remain to be explored in future research.

When comparing usage of quantifying versus pseudo-quantifying terms, we also found considerable variation between Subjects in the English corpora. Figure 44 reveals some similarity in English and French for Subjects One, Two and Three.

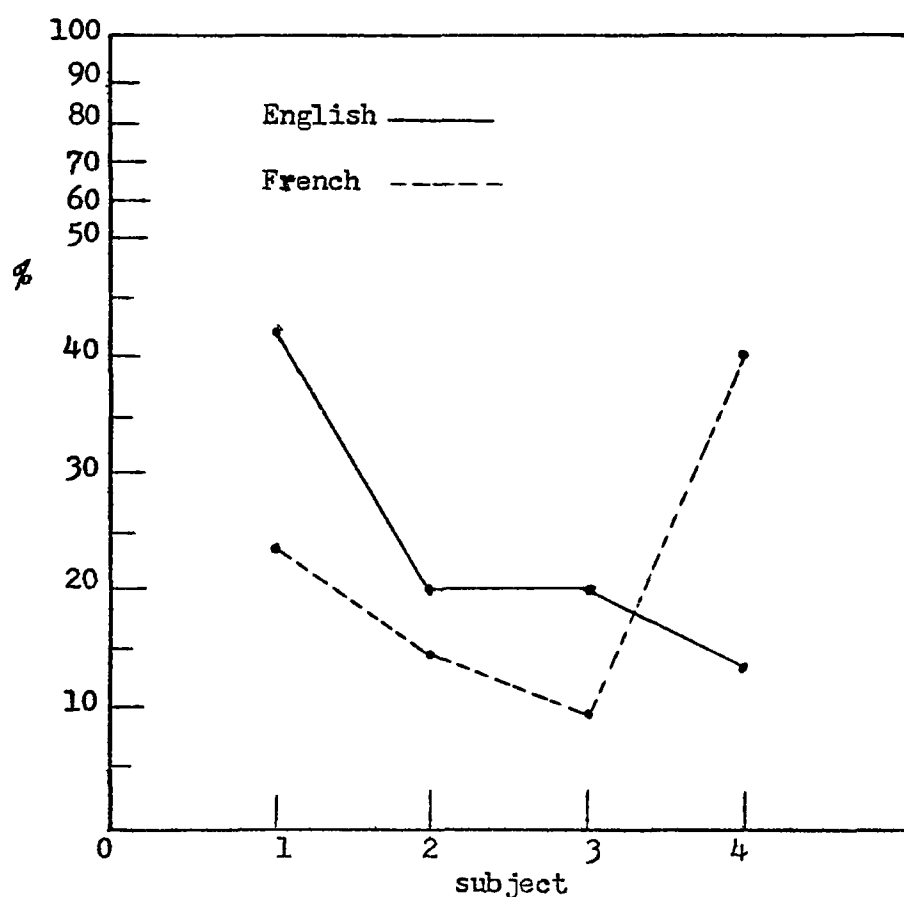


Fig. 44 Percentage of Quantifying Terms over Total Number of Quantifying and Pseudo-Quantifying Terms

The high number of quantifiers used by Subject Four in French compared to the much lower number in English led us to suspect that this slight pattern we observed was probably coincidental. Notwithstanding our efforts to maintain similar contexts in the English and French interviews, it is quite possible that the different character of each question may have influenced choice of quantifying and pseudo-quantifying terms. Whatever the reasons, nothing conclusive could be inferred from the data.

Absolute Terms:

Because of the importance attached to this criterion in other studies (Newman and Mather, 1938; Johnson, 1944; and Lorenz, 1953), we expected to find a substantial number of absolute terms in the spontaneous speech of our Subjects. As it turned out not many of these words appeared, as shown in Figure 45, although the criterion proved to be significant. It is interesting to speculate whether the ratios observed in our analyses would have remained the same had the speech samples been more extensive. There can be little doubt that the atmosphere and contexts of the interviews influenced the Subjects' selection of these extreme words. Another explanation for the lack of such terms in our corpora can be gleaned from other investigations. Apparently persons suffering from pathological disorders (severe neuroses or schizophrenia) tend to use more absolute terms in their speech. (Fairbanks, 1944.) These findings added to those in our study fully justify the inclusion of this criterion in future research.

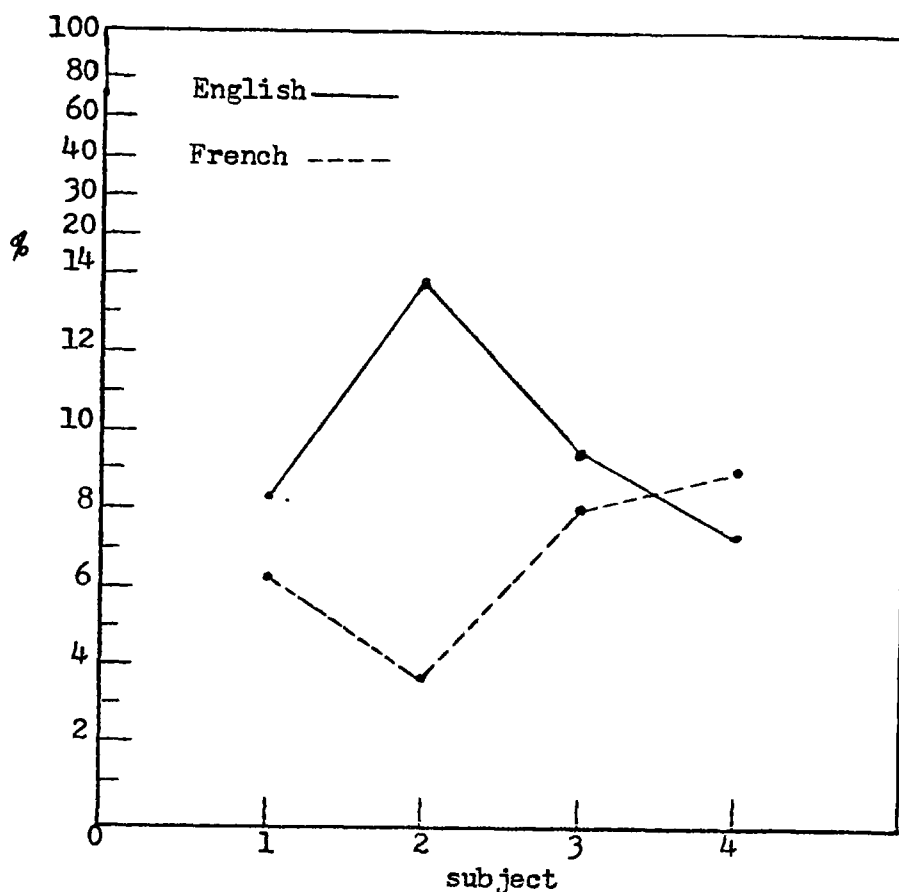


Fig. 45 Percentage of Absolute Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs

Pro and Con Statements:

As we stated in the first section of this chapter, pro-ness and con-ness were somewhat difficult to define. Of our original six sub-categories, we retained five (possibility, probability, improbability, uncertainty, impossibility) all of which qualified for significance as criteria. Although proficiency level in French does not appear to influence the frequency of these terms used in that language there is a striking pattern between English and French usage for these subcategories as shown in the figures below.

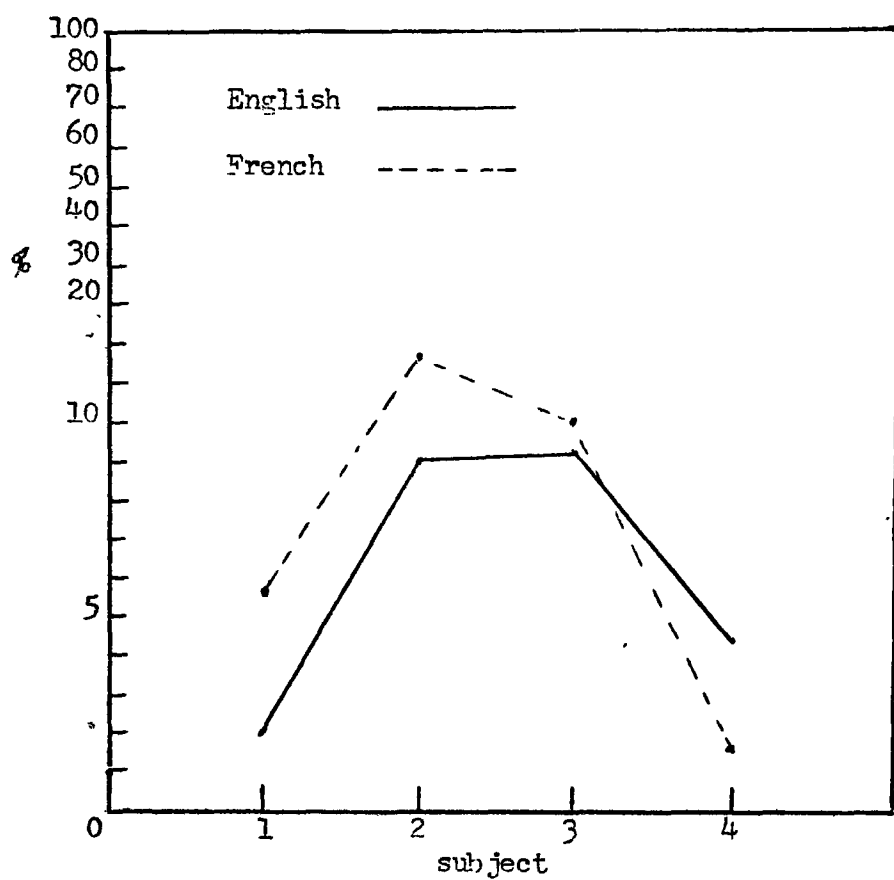


Fig. 46 Percentage of Statements of Possibility
over Total Number of Statements

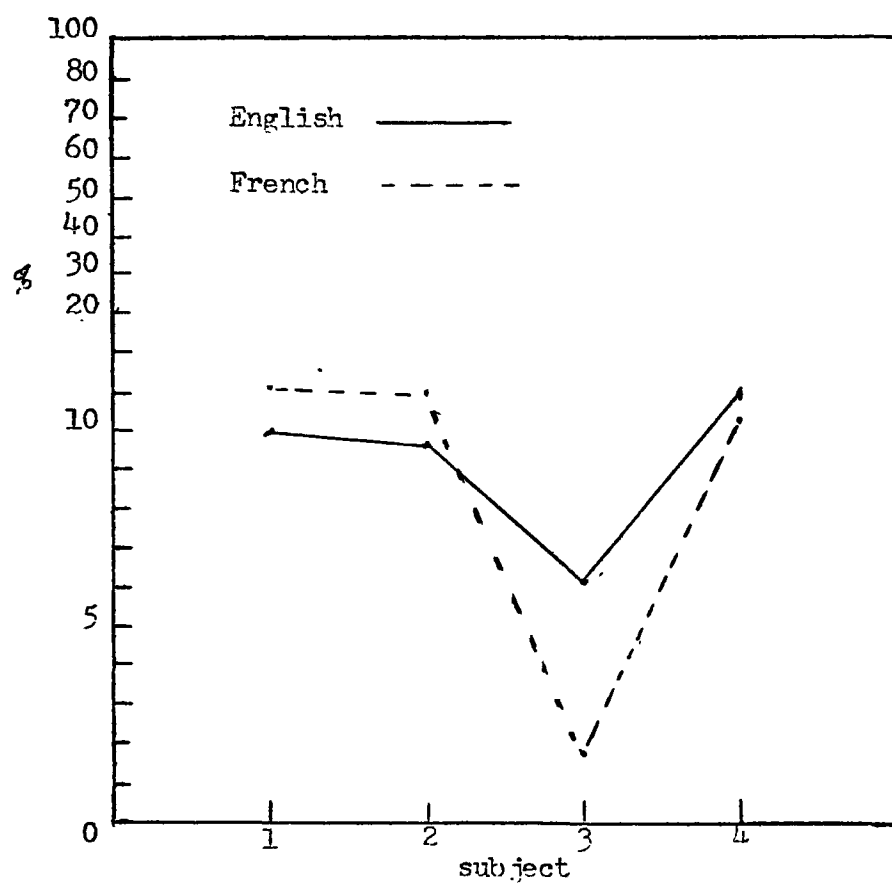


Fig. 47 Percentage of Statements of Probability
over Total Number of Statements

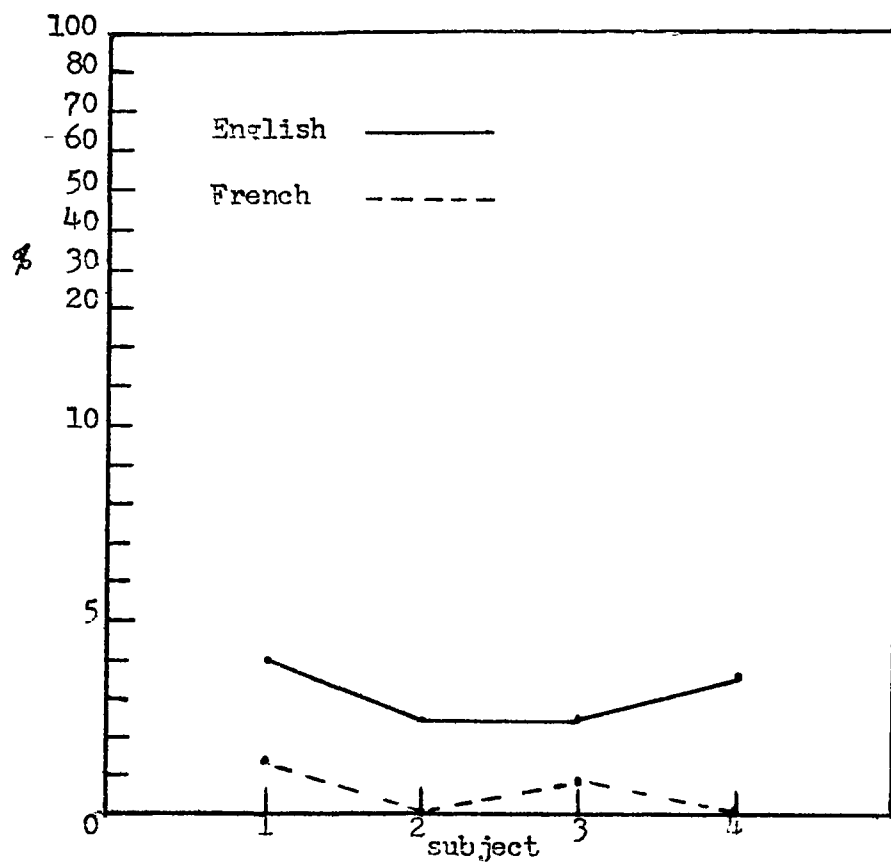


Fig. 48 Percentage of Statements of Improbability
over Total Number of Statements

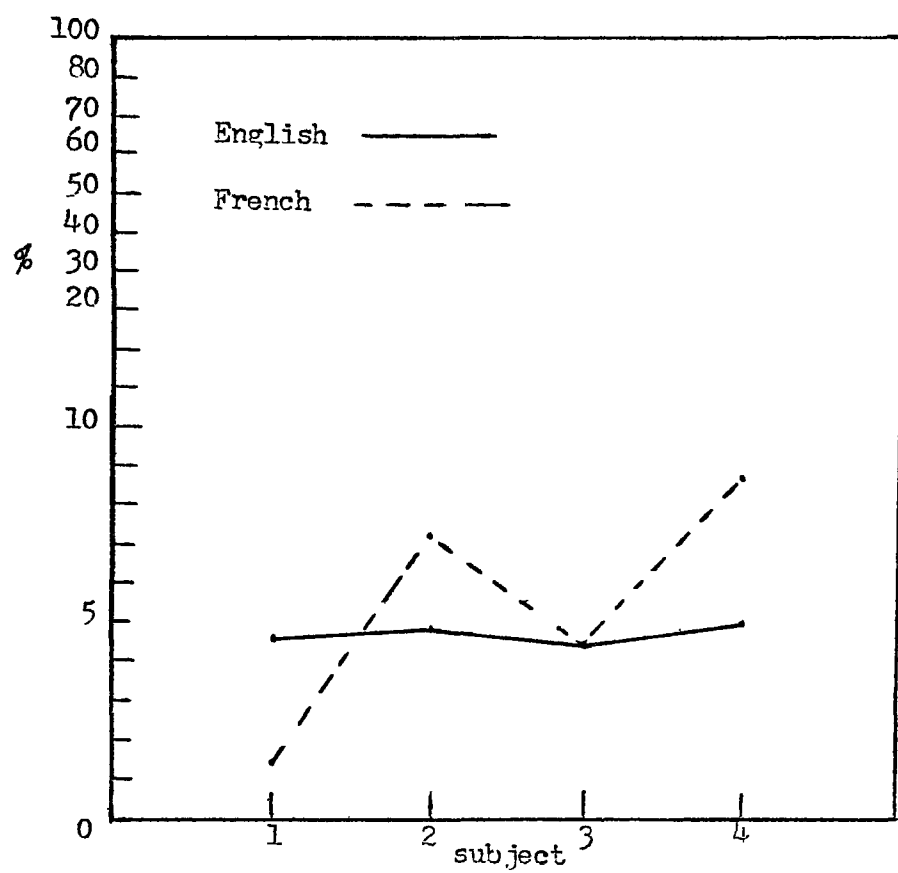


Fig.49 Percentage of Statements of Uncertainty
over Total Number of Statements

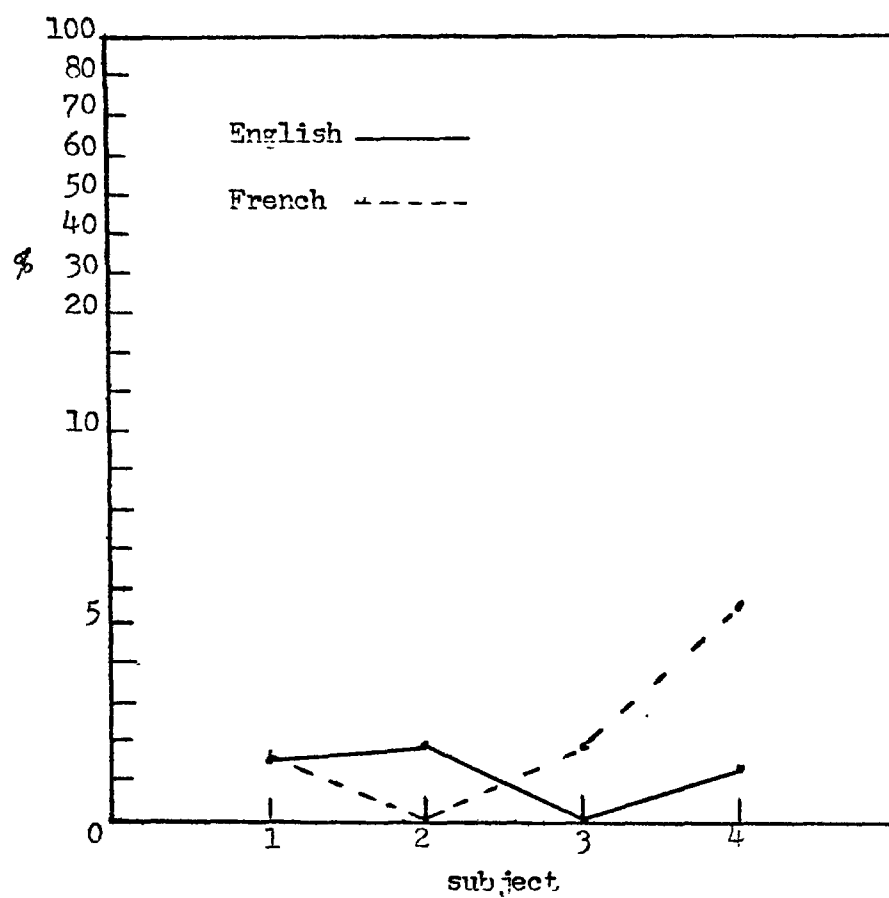


Fig. 50 Percentage of Statements of Impossibility
over Total Number of Statements

It is clear from the illustrations that there were more "pro" than "con" terms used in both languages. The nature of the topics discussed in the interviews may have induced the Subjects to be more positive than negative in their responses.

Expressions of: Moral Obligation; Necessity; Ability; Permission; Volition:

This criterion was not labelled as "modal auxiliaries" because several of the subcriteria did not comply with the conventional definition of the term. Restricted usage of these expressions in the interviews prevented us from drawing even tentative conclusions. Percentages or ratios were meaningless since we were often dealing with only two or three occurrences of a word or expression. Accordingly, we have not included any illustrations for this criterion. It is probable that with more numerous and extensive speech samples, valuable information would be gained, to judge from other studies where this criterion was used. (Sanford, 1942b.)

Implicit Usages:

When tabulating the results of our analyses, we were undecided about the denominator for implicit usages. Since occurrences of major implicits, as defined earlier in this chapter, ranged from 0 to 9 in the English speech of our Subjects, we chose to consider the criterion as significant. In other words, we did not compare the number of implicit usages in each Subject's English speech with the number of sentences for all responses but merely totalled the occurrences for each. In future studies we intend to calculate a ratio based on the number of major and minor implicits over the number of sentences. By this means, we expect to get a more complete picture of the importance

of this criterion, especially where more diverse samples can be analyzed.

From the data we were unable to perceive any relationship between French and English usage. The table below emphasizes a lack of patterns. Had we been examining pathological rather than normal language, our results might have been very different.

	<u>Major</u>		<u>Minor</u>	
	<u>English</u>	<u>French</u>	<u>English</u>	<u>French</u>
Subject One: no. of occurrences	4	5	1	0
Subject Two:	4	0	0	0
Subject Three:	0	6	1	0
Subject Four:	9	6	1	0

Redundancy:

It was simple enough to tabulate the number of redundant words, phrases or sentences for each Subject, but it was not so clear what to do with these figures once counted. We had no common denominator since our guidelines for identifying redundancy were of necessity very flexible. A redundant statement, for example, might consist of only one word, a phrase, a complete sentence or even a series of sentences. We therefore sought no ratios or percentages as with the previous criterion; we considered only the number of actual occurrences.

Figure 51 is interesting, for it implies that where frequent redundancy is evident in English, it is likely to be found in French as well. Subject Three, for instance, who is fluent in French exhibited a high number of redundant statements compared to the other Subjects, with almost an equal number in both languages. Subject One's speech in English and French, on the other hand, was almost free of redundancy.

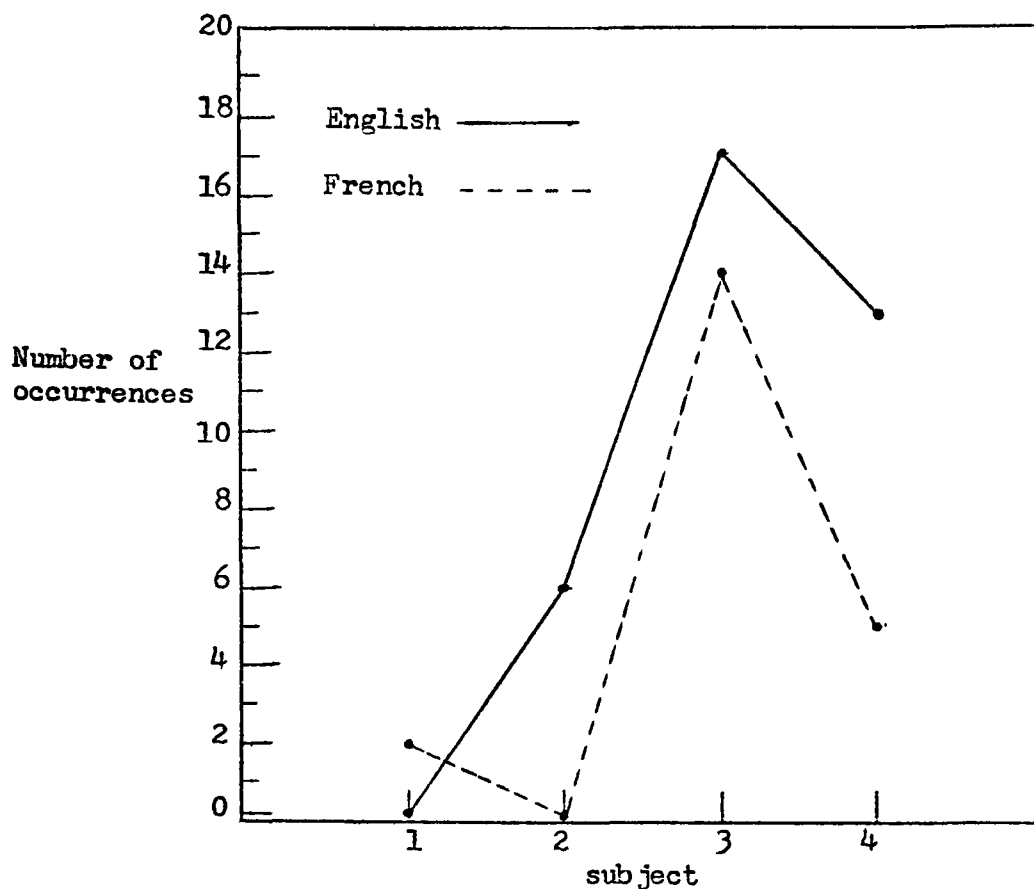


Fig. 51 Total Number of Occurrences of Redundancy

As shown in the figure, the results for Subjects Two and Four are less dramatic.

SUMMARY

This section consists of criteria which could not be included under prosodic-paraprosodic or psycholinguistic-linguistic categories. While some of the measures are questionable because of their subjective character, the analyses, nevertheless, yielded interesting results.

A. Findings or criteria which supported our hypotheses.

1. Quantifying and pseudo-quantifying terms.
2. Absolute terms.

3. Absolute terms.

4. Possibility.

5. Probability.

6. Improbability.

7. Uncertainty.

8. Impossibility.

B. Significant criteria which did not support hypotheses.

None

C. Criteria which were not considered because of insufficient variation in English or because of very low frequency of occurrence.

1. Pro and con statements.

2. Expressions of moral obligation, necessity, ability, permission, volition.

3. Implicit usages.

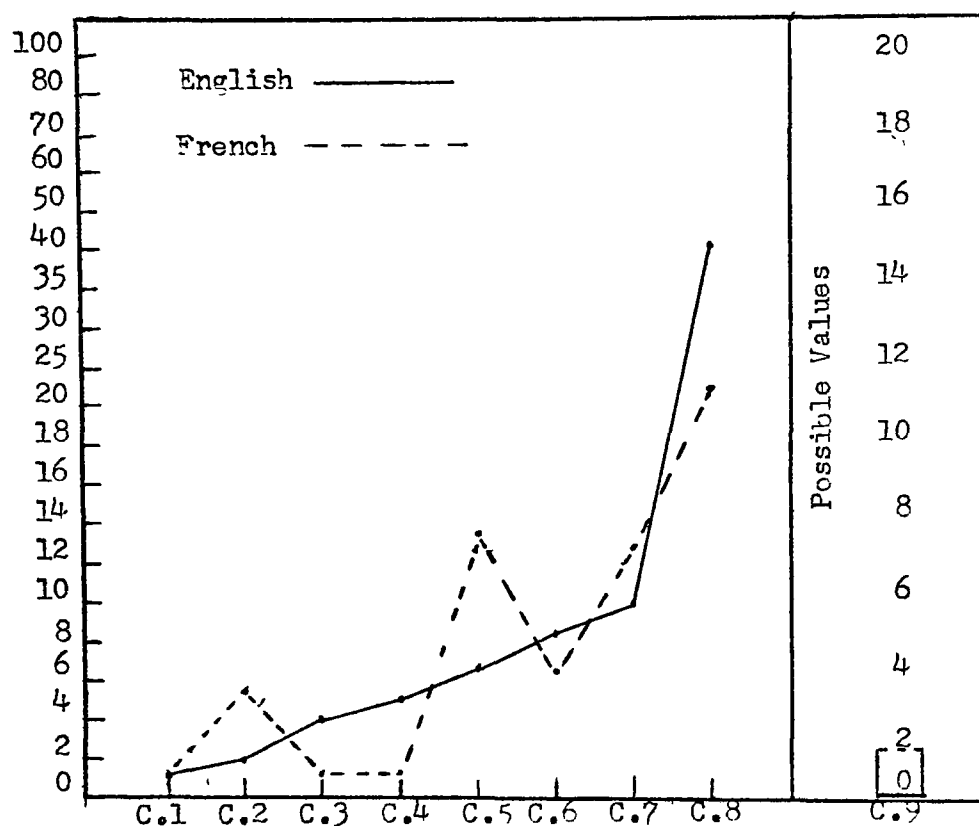


Fig. 52 Miscellaneous Breakdown for Subject One

CRITERIA

- C.1 - Percentage of Statements of Impossibility over Total Number of Statements
- C.2 - Percentage of Statements of Possibility over Total Number of Statements
- C.3 - Percentage of Statements of Improbability over Total Number of Statements
- C.4 - Percentage of Statements of Uncertainty over Total Number of Statements
- C.5 - Percentage of Quantifying and Pseudo-Quantifying Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.6 - Percentage of Absolute Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.7 - Percentage of Statements of Probability over Total Number of Statements
- C.8 - Percentage of Quantifying Terms over Total Number of Quantifying and Pseudo-Quantifying Terms
- C.9 - Total Number of Occurrences of Redundancy

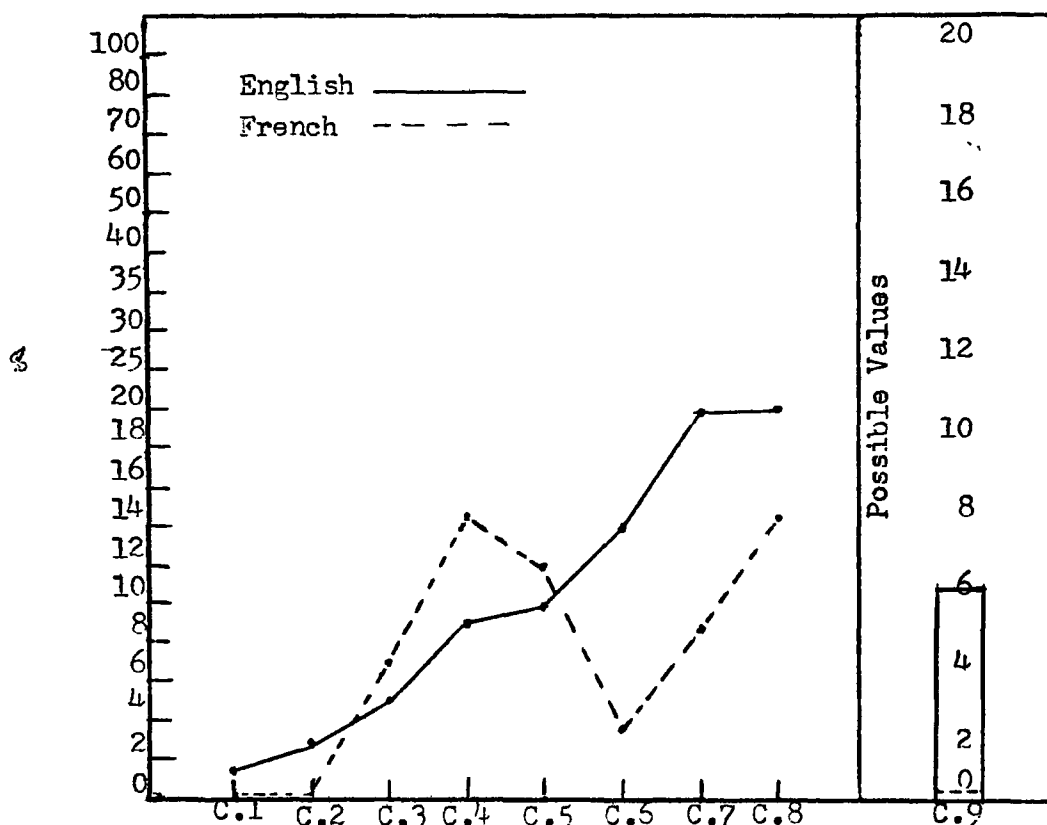


Fig. 53 Miscellaneous Breakdown for Subject Two

CRITERIA

- C.1 - Percentage of Statements of Impossibility over Total Number of Statements
- C.2 - Percentage of Statements of Improbability over Total Number of Statements
- C.3 - Percentage of Statements of Uncertainty over Total Number of Statements
- C.4 - Percentage of Statements of Possibility over Total Number of Statements
- C.5 - Percentage of Statements of Probability over Total Number of Statements
- C.6 - Percentage of Absolute Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.7 - Percentage of Quantifying and Pseudo-Quantifying Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.8 - Percentage of Quantifying Terms over Total Number of Quantifying and Pseudo-Quantifying Terms
- C.9 - Total Number of Occurrences of Redundancy

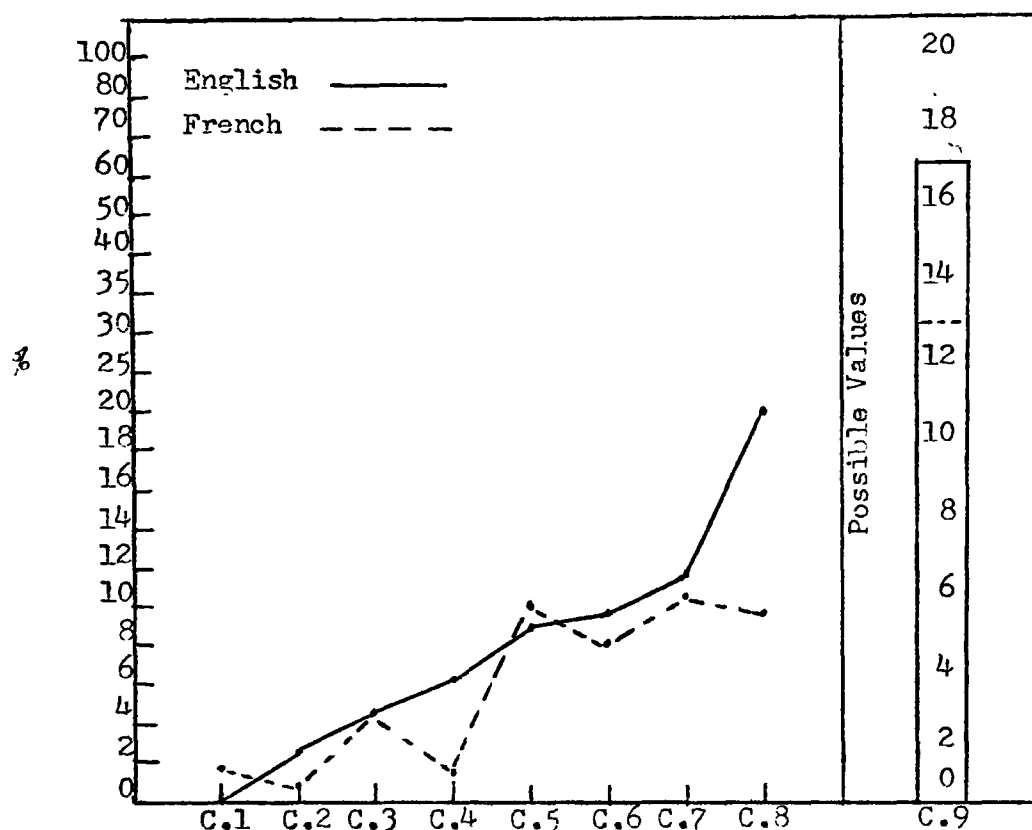


Fig. 54 Miscellaneous Breakdown for Subject Three

CRITERIA

- C.1 - Percentage of Statements of Impossibility over Total Number of Statements
- C.2 - Percentage of Statements of Improbability over Total Number of Statements
- C.3 - Percentage of Statements of Uncertainty over Total Number of Statements
- C.4 - Percentage of Statements of Probability over Total Number of Statements
- C.5 - Percentage of Statements of Possibility over Total Number of Statements
- C.6 - Percentage of Absolute Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.7 - Percentage of Quantifying and Pseudo-Quantifying Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.8 - Percentage of Quantifying Terms over Total Number of Quantifying and Pseudo-Quantifying Terms
- C.9 - Total Number of Occurrences of Redundancy

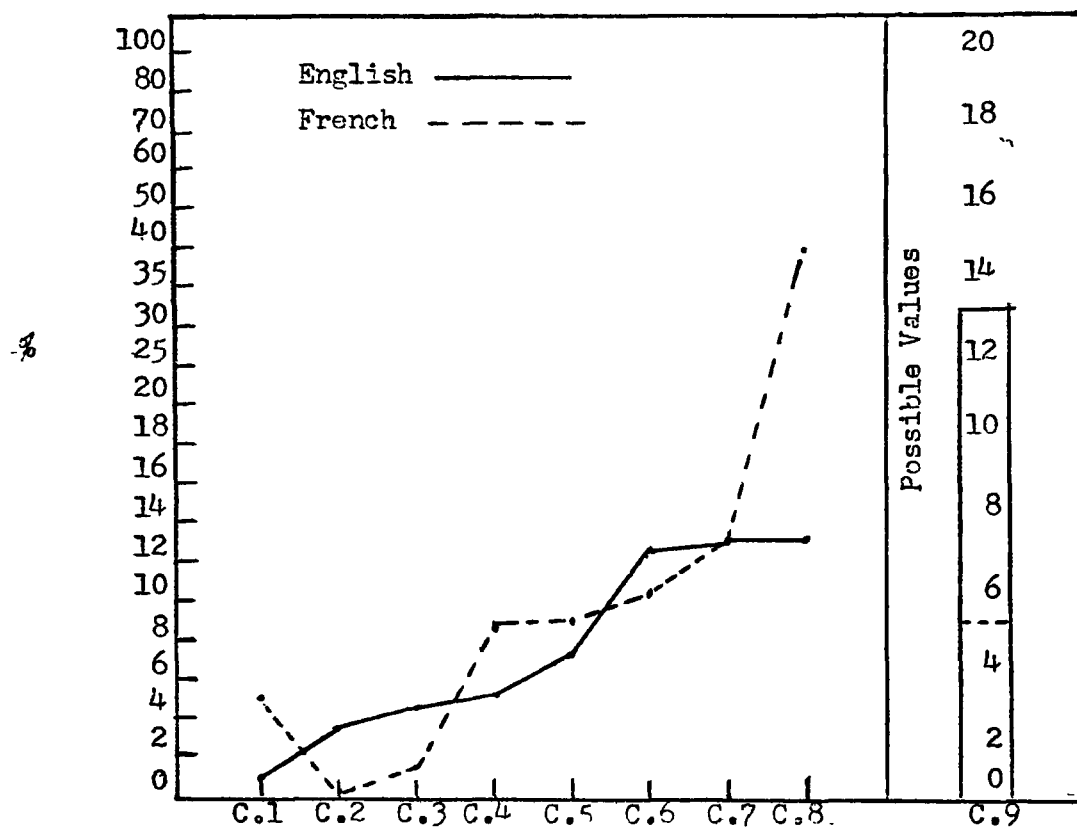


Fig. 55 Miscellaneous Breakdown for Subject Four

CRITERIA

- C.1— Percentage of Statements of Impossibility over Total Number of Statements
- C.2 - Percentage of Statements of Improbability over Total Number of Statements
- C.3 - Percentage of Statements of Possibility over Total Number of Statements
- C.4 - Percentage of Statements of Uncertainty over Total Number of Statements
- C.5 - Percentage of Absolute Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.6 - Percentage of Statements of Probability over Total Number of Statements
- C.7 - Percentage of Quantifying and Pseudo-Quantifying Terms over Total Number of Qualifiers for Nouns, Pronouns and Verbs
- C.8 - Percentage of Quantifying Terms over Total Number of Quantifying and Pseudo-Quantifying Terms
- C.9 - Total Number of Occurrences of Redundancy

CHAPTER SIX

CONCLUDING REMARKS

The goals of this study were: a) to see whether there exist extralinguistic factors varying from individual to individual which influence in some way the production of spontaneous speech; b) to ascertain whether such factors are dependent on or independent of the language or languages spoken; and c) to explore the relevance of proficiency level in the second language with respect to the first two aims.

Because of the pilot nature of this project, we are unable to state conclusively that we now have adequate support for our original hypotheses. We are sufficiently confident, however, that the striking patterns which emerged from the analyses of our corpora will be verified in future research. The chief value of this study does not lie in the results of our data themselves, but rather in the theoretical implications and problems they raise. It is hoped that future investigators will find this paper to be useful as a tentative set of guidelines for quantifying the spontaneous speech style of bilinguals.

APPENDIX I

Subject 1 English

1. Q. Are there situations in your opinion where a lie is preferable to the truth and if so when

A. Most definitely MM I think the most obvious one is when someone's feelings are at stake and it's some ticklish issue where the it's not the truth or the lie that that's important it's the fact that this person can be MM hurt terribly by MM such a the truth for example if MM if MM if I've heard some gossip about someone a good friend or a relative or something and if they ask me have you heard any of this gossip as have you heard people talking about this and MM if I figure that they'll be upset about it I'd say no and just completely forget about the whole thing that I ever heard it and MM in situations like that I think where people's feelings take precedence over the the issue itself I think that a lie serves a purpose I

Q. What about the question of confidence though in other words if someone says to you look I would prefer to tell the truth all of the time because that way at least when I say something someone will be able have you know integrity and confidence in what I tell them

A. MM well you have a point there MM I don't think lies should be carried to any great extreme but I think you know for your friends or something like that where there's no point in in MM just hurting the person for no reason MM you know if like in a in in the example I gave before if the person should know that people are talking or that this such and such a rumor is going around then they should be told but MM if they know that the rumor is going around they just want to know if I've heard it then you know MM you know it's MM it seems that you can inspire confidence in people and still maintain your little lies here and there

2. Q. If you had been in the government's position during the FLQ crisis kidnappings that took place what would you have done what was your general reaction

A. oh well MM well from my point of view which I guess is an English Canadian MM I think they did the right thing I at the at the time I don't know about the MM after the the prisoners were released and found dead and so forth the continuation of the whole thing I don't know if that was good I'm sure that the War Measures Act was greatly abused used as a an excuse to round up all sorts of suspicious people that they couldn't have otherwise hauled in but I think that the the government acted fairly quickly and MM you know it it did something rather than flounder and MM it didn't give in to the kidnappers but MM I I don't think their methods of looking for these fellows it took them what a month or so or more to find them in Montreal there seemed to be a lack of cooperation among the police and the RCMP and so forth trying to find them but I think the government acted all in all quite well

Q. You don't think there's any problem of you know once you justify this kind of thing why it gives rise to to another thing when you somewhat desensitize the people do you find that

A. You mean they might become too prone to call in this sort of MM measure oh no I don't think so I think people were MM upset enough about it that the government certainly wouldn't hurry to do it again unless they were extremely provoked

Q. Were they upset enough it seems to me there was what ninety ninety-five percent support there was phenomenal support

A. Sure they supported it but they didn't like it I mean it it was the thing to do in that situation but MM you know I'm sure everyone felt that they'd just as soon not have to bother at all and I think also it serves as a warning to people who might feel that they want to MM pull

that kind of trick again get out of hand and well I think it was a silly thing on the part of the FLQ anyways I don't know what they were thinking of

3. Q. Under what conditions could you live in a commune what would you be willing to share and not willing to share in terms of yourself and your personal property

A. Okay MM if I lived in a commune I would insist on having my own private bedroom I would be willing to share with others MM as far as my own personal belongings my books any furniture that I might have not my clothes I don't like sharing my clothes I wouldn't like people to be wandering in my room and borrowing things without asking anything that I keep in my room would be things that I would want for myself and if people wanted to use them MM they would ask me I would hope MM let's see MM I'd be willing to do my part cleaning cooking being quiet when necessary making noise when necessary and MM I don't know whether I'd be a good candidate for living in a commune I much prefer living alone having had a rather bad experience living with people at one time

4. Q. Are you troubled by the notion that Canada is nothing more than as some of the American senators have said an extension of the United States to the north are you bothered at all by the notion that Canada could be more and more dependent upon the U.S. to the point that it would eventually be nearly impossible to extract themselves from American political policy economic policy

A. MM most definitely MM I don't know why because I think it's well as everyone except Canadians seem to think Canadians and Americans are identical there's just no difference at all except we have some different expressions when we speak that's all we talk with a funny accent but MM I don't see any way that Canada could be separate from the States MM our interests are practically the same we're in a strategic position as far as they're concerned I mean they need us they need to have some sort of control over us and since we have such a small population com-

pared to theirs and so many resources that we just can't handle or won't handle MM I think I'd almost prefer to have the Americans in there than some other foreign interests

APPENDIX II

Subject 1 French

1. Q. Etes-vous pour ou contre la légalisation des drogues comme la marijuana

A. oui je suis pour la légal légalisation des drogues MM MM comme marijuana pas comme heroin ou LSD c'est tantant je pense qu'il n'y a pas de de harm MM avec ces drogues-là sur MM même parmi les les jeunes gens MM dans les écoles secondaires je je ne crois pas que les les drogues comme ça mènent à aux drogues plus hard je pense que c'est MM c'est une bonne idée lég légalisation

2. Q. On dit souvent que le Québec ne survivrait pas un an s'il quittait la fédération c'est un peu pessimiste il me semble

A. pour qui un Québécois ou qui dit ça les Anglais je pense que oui c'est vrai le Québec MM comme le Québec indépendant ne pourrait pas durer mais je pense que le Québec deviendrait une partie des Etats-Unis bien vite pas pas à cause de leur choix mais à cause de la la nécessité de d'avoir MM de l'argent de pouvoir ce cas-là

Q. Et pensez-vous que vous verrez le jour où le Québec deviendra indépendant

A. MM oui oui je pense que oui pas à ce moment mais dans une dizaine une vingtaine d'années MM je pense que oui mais de l'autre côté MM il y a MM une quel est le mot beaucoup de d'éducation qui qui monte au Québec ce moment il y a de plus en plus MM de personnes qui vont à l'université MM peut-être c'est MM l'influence de l'éducation va influencer les é les idées radicales MM et le Québec ne va pas vouloir séparer se séparer du Canada mais je pense que c'est MM bien possible

3. Q. Quels sont selon vous les dangers de vivre dans un pays surpeuplé

A. Surpeuplé MM MM il y a des dangers de ne pas avoir assez de de

nourriture pour les enfants pour les pour les vieux pour tout le monde puis MM les les malaises les comme MM quel est le mot plague MM comme ça des c'est MM c'est un problème très très grande puis MM MM l'argent il me semble qu'il n'y a jamais assez d'argent pour les pour les pays MM sur surpeuplés tout le monde sauf quelques-uns sont très très pauvres y a une manque d'éducation une manque de MM de bonheur parmi tous les gens presque il y a aussi le danger de MM le danger politique MM des dictateurs qui aiment MM avoir beaucoup de monde sous leur leur main je pense qu'il y a beaucoup de dangers dans ce cas-ci

4. Q. J'ai entendu dire récemment qu'il y a à peu près cinquante millions d'Américains qui viennent au Canada au moins une fois par an pour faire du camping et je me demande des fois si ce ne serait pas prudent d'établir certaines restrictions quant au nombre de touristes permis venant des Etats-Unis

A. c'est MM ce doit être des restrictions je pense que non MM j'ai travaillé il y a quatre ans dans un hôtel dans l'ouest et presque t MM tous les les hôtes étaient des Américains ils avaient tous beaucoup d'argent ils aimaient tous le le dépenser sur n'importe quoi je pense que c c'est un une bonne chose avoir des Américains qui viennent ici et dépensent leur argent MM et il y a beaucoup de place ici au Canada c'est pas MM c'est pas le problème comme ça si MM si les Emer MM si les Américains prenaient la place que les Canadiens pourraient prendre c'est pas bon comme ça mais MM maintenant MM les touristes américains sont quelque chose de de bon pour le Canada

APPENDIX III

Subject 2 English

1. Q. Are there situations in your opinion where a lie is preferable to the truth and if so when

A. In most situations MM the truth is MM is the best because if the person tells a lie thinking that he's MM saving the per the other person from hurt in the long run he usually is not MM there are very few cases in which a lie might be preferable to the truth MM some of these might be if a person is MM on his deathbed I would think that you a person would say anything MM just to make the last person's MM you know the person's last minutes happier if he's just about to die or MM can't think of any other situations MM the the excuse usually given for for white lies is is to save the other person from feeling hurt usually when this person who is being saved this hurt finds out then he is hurt even more I believe

Q. Do you see a clear dichotomy between lies and truth are there any partial lies partial truths

A. What I consider to be the truth is is what one actually believes to be true it could be a lie I mean I could believe the the world is flat and to me that's the truth and I'll tell somebody the world is flat in all sincerity and it really isn't true but for me it's very true

2. Q. If you had been in the government's position during the FLQ crisis kidnappings that took place what would you have done what was your general reaction

A. The government was put into a it was backed up against the wall because there were a rash of killing MM killings and kidnappings in Central America and it seemed as if the the more kidnappings and MM killings that succeeded the more they would continue to increase and since it had

started in Canada the only thing the government could do was something very drastic and MM I can't see what else the government could have done at that time

Q. Do you think the War Measures Act was any kind of a I don't know I think the War Measures Act for example was a kind of a ruse to to clamp down on the FLQ and particularly to put the squeeze on the PQistes

A. who are the PQistes

Q. the Parti Québécois

A. oh oh I see I thought that was more just to clamp down on the FLQ and to MM to speed up the search for for Cross

Q. You seem to be taking the position of the average Anglophone

A. well I am an Anglophone I don't know I guess I'm average

Q. Would you approve of the legalizing or the banning of the FLQ

A. I don't know if that would do that much because if you ban it the party will still exist only you won't know about it they'll hold their meetings in secret more than now I think they should just be allowed to exist as a as a party just like any other party easier for the police to keep track of MM the members and MM when their meetings are being held in case they they do want to check up on them

Q. And if you were put in the position of the kidnappers yourself what would you have done with Laporte

A. MM if I were the kidnappers and I had Laporte and I knew the whole country was looking for us for me MM it would be very difficult to say MM I've never been in a position of being MM hunted or searched for it it must be a terrible feeling because you you'd be thinking that there's no place to go no place to hide for long because the police will eventually MM come across your hiding place I would've tried to MM maybe hide him some place MM not kill him just hide him some place and try and get out of the country before they found him

3. Q. Under what conditions could you live in a commune what would you be willing to share and not willing to share in terms of yourself and your personal property

A. Communes usually fail because the people can't get along with each other and it's hard to say you would have to try and find a group of people who are very compatible to you and that MM there are no personality clashes or MM things like that I don't know MM the hardest thing about living in a commune would be MM lack of privacy and everybody needs a little bit of time to themselves just to be alone I think this is why people go out in the woods go out on lakes and things just to be get away from other people and MM to be living in a commune would be hard on everybody even if you did get along with somebody very well to live all the time with them MM would this commune be MM isolated or would it be in the middle of a city or anywhere any particular commune MM what would I be willing to share MM most things I would be willing to share MM things like clothes no maybe not I get sort of personally attached to my clothes MM especially clothes I like but MM belongings let's see things that aren't very personal like MM books MM equipment the MM the TV or hairdryer things like that personal things I'd be reluctant to share them with people MM suppose it's something that has a lot of sentimental value and they break it I I'd feel badly if I broke it but if someone else did it it would be even worse

4. Q. Are you troubled by the notion that Canada is nothing more than as some of the American senators have said an extension of the United States to the north are you bothered at all by the notion that Canada could be more and more dependent upon the U.S. to the point that it would eventually be nearly impossible to extract themselves from American political policy economic policy

A. I guess MM Canadians have to accept the fact that MM the United States does dominate us economically and to a large extent culturally but I feel very nationalistic about it too in that I wouldn't be happy

being a part of the United States I think there's something different about Canada I'm not sure what it is exactly but I notice it when I'm in the States something different the MM the general atmosphere perhaps in that MM our police will not MM not go to the extremes that the American police will and until MM the War Measures Act the government has really never done much in the way of MM pol what is the word policing the country I I think of a police force telling people that something is banned I don't think the communist party has ever been banned in Canada as it has been in the States

Q. Do you think the that Canada will become more nationalistic a bit more independent politically economically and socially

A. I don't know if they can but it seems to me that MM there is a growing nationalism it seems to be becoming more and more strong now MM that MM when I was in first year doing a sociology course I wa I was reading a bunch of articles on Canadian identity and no one seemed to know what it was or what a Canadian was now more and more people are saying they are Canadians I don't know if the identity question has been solved but MM it seems a lot more clear

APPENDIX IV

Subject 2 French

1. Q. Etes-vous pour ou contre la légalisation des drogues comme la marijuana

A. je crois que MM le marijuana c'est c'est un drogue comme le tabac et l'alcool et si les les deux MM l'alcool et le tabac MM est légal MM pourquoi pas le marijuana mais les autres drogues comme MM LSD MM STP sont sont plus dangereux et je crois qu'il faudra des des lois contre ces drogues dangereux qui qui puissent MM en dan MM mettre en danger les MM les jeunes gens

2. Q. On dit souvent que le Québec ne survivrait pas un an s'il quittait la fédération c'est un peu pessimiste il me semble

A. je crois que les les gens qui disent ça ce sont les les gens qui ont peur que le reste du Canada deviendra un une) partie des Etats-Unis si le Québec quitte la fédération MM mais je ne sais pas assez de l'économie du Québec pour dire si MM c'est possible ou non mais la question de l'économie c'est sûrement assurément la plus importante

3. Q. Quels sont les dangers selon vous de vivre dans un pays surpeuplé

A. MM c'est à dire un un pays comme le Japon ou ou l'Inde surtout quand il y a beaucoup de gens il y a MM la pauvreté et quand on a beaucoup de gens pauvres MM il y aura tout le temps des des maladies et même si on est riche on on risque le danger de de devenir malade MM par exemple en Inde à ce moment il y a MM un é épédémique je crois que de MM de choléra ce que nous n'avons pas jamais ici à au Canada

4. Q. J'ai entendu dire récemment qu'il y a à peu près cinquante millions d'Américains qui viennent au Canada au moins une fois par an pour faire du camping et je me demande des fois si ce ne serait pas prudent d'établir certaines restrictions quant au nombre de touristes permis venant des Etats-Unis

A. et pourquoi

Q. pour la conservation justement des ressources

A. MM MM je crois que l'industrie du du tourisme c'est important pour un pays cela va apporter beaucoup d'argent au Canada je crois qu'il ne faudra pas mettre des restrictions contre le nombre de touristes mais des restrictions contre MM le nombre de poissons qu'on peut attrapper ou MM les autres animaux il faut des des lois pour protéger les forêts pour protéger les animaux

APPENDIX V

Subject 3 English

1. Q. Are there situations in your opinion where a lie is preferable to the truth and if so when

A. well there is such a thing as a white lie I suppose in which on certain occasions you might hurt somebody or cause some sort of harm to somebody by telling the truth or at any rate the big truth MM I think it's very difficult to talk about the the truth and the lie as black and white MM there are occasions in which one should tell the truth the whole truth and nothing but the truth but it could happen and particularly of course one uses medical examples situations it could be MM harmful to a person to know the whole truth about his physical state MM it may even MM cause MM a a quicker death perhaps by shock of some kind MM in that case I think the doctor must use his discretion MM when it comes to personal relationships MM I'm not in favour of lies I prefer to have an open relationship MM I I think I try and explain everything MM with as much truth as possible

2. Q. If you had been in the government's position during the FLQ crisis kidnappings that took place what would you have done what was your general reaction

A. this again is an extremely tricky situation MM I don't think anybody seriously expected Laporte to be killed at least I didn't MM the government was lucky MM in what happened to Cross they took a firm line and they had the good fortune in seeing Mr. Cross liberated MM without any harm coming to him personally MM it's an extremely difficult situation very difficult decisions they have to make I certainly wouldn't have liked to have been in the Prime Minister's position in that case MM I think the MM War Measures were extremely heavy-handed heavy-handed means

of ducking the situation MM then again not being Canadian perhaps I'm not completely aware of what measures were at the government's hand and whether they had any alternative to them it's obvious that MM extreme measures had to be taken but that was a bit excessive there were far too many people thrown in jail for no particular reason and so on MM this is most unfortunate MM I think the government was quite lucky as far as Cross is concerned as far as Laporte is concerned I think it's a tragedy MM I think everybody feels it's a tragedy MM when you're dealing with fanatics and MM they are fanatics even if their ends are good whether you consider their ends good or bad the the people who captured Laporte and who murdered him are certainly fanatics and MM it's extremely difficult to know how far you can go how much trust you can put in their word and it's very easy to comply with their demands but never be sure that they're going to meet the MM their own obligations

3. Q. Under what conditions could you live in a commune what would you be willing to share and not willing to share in terms of yourself and your personal property

A. I don't think I'm a very good commune material I'm not MM the sort of person that MM very readily shares with one's strangers MM I prefer to have some perhaps my own individual privacy MM I'm the sort of person who likes to spend quite a lot of time on his own anyway I suppose I'm quite an introvert in one way and MM I find MM relationships with other people relatively difficult so I suppose I'd like to try the experience the experiment for a short time but MM I don't think I'd make very good commune material

4. Q. Are you troubled by the notion that Canada is nothing more than as some of the American senators have said an extension of the United States to the north are you bothered at all by the notion that Canada could be more and more dependent upon the U.S. to the point that it would eventually be nearly impossible to extract themselves from American political policy economic policy

A. I think that Canada has MM certain characteristics which separate it from the United States certain attitudes MM but they are extremely difficult to define personally MM being a European I hate nationalism we've suffered too much from nationalism in Europe and we are doing our best to try and overcome MM nationalism in particular its attitudes and MM I'm very much in favour of the MM progress which is being made in the countr MM being made in Europe to get rid of MM particularism MM when I see certain reactions in Canada people talking about nationalism MM whether it be Quebec nationalism or Canadian nationalism MM whether it be fear of the English-speaking majority or fear of the wealthy majority to the south of the border MM all this MM I find very disconcerting MM I would like to think of people being able to live together with greater ease rather than fighting for their individual MM peculiarities particularities I I believe that the day Canada wishes to find some sort of nationality some sort of national identity which in my opinion it hasn't yet got MM then it could do so by a reaction against the United States but MM as I said I'm not in favour of this kind of manoeuvre from an economic point of view there there is no doubt that Canada has spent its entire history in selling national resources to foreign countries MM presumably originally it was mainly to Britain MM now it's something like sixty seventy percent to the United States is it if you live by selling your natio your natural resources to other people and letting them develop it then you must expect some sort of dependence

APPENDIX VI

Subject 3 French

1. Q. Etes-vous pour ou contre la légalisation des drogues comme la marijuana

A. voilà une question qu'on discute énormément actuellement MM je n'ai jamais essayé de marijuana j'ai jamais fumé MM les drogues je fume même pas les cigarettes je MM peux pas parler de l'expérience personnelle MM je crois que c'est surtout pour les médecins et les physistes les effets des drogues sont vraiment néfastes et j'essaie de trouver si la légalisation de ces dro de ces drogues MM ne serait pas trop mauvais pour la santé des gens nous avons actuellement pas mal de drogues qu'on peut prendre légalement MM je suis fortement aise de l'accord personnellement j'adore le whisky j'adore MM les vins surtout MM il y a moyen de MM d'arriver à d'état à des états MM assez heureux par l'alcool MM et puisque ça peut aussi nuire à la santé à la longue MM c'est c'est aussi un problème à discuter mais je n suis pas contre la liberté en principe si quelqu'un envie MM de se tuer lentement à petit feu MM dans un sens c'est admis de choisir de le faire mais qu'un gouvernement autorise aux gens de d'avaler toutes les tous les poisons qui leur plaisent et que qu'un gouvernement les mette à la disposition de n'importe qui c'est MM il faut hésiter un petit peu et voir ce qu'on fait

2. Q. On dit souvent que le Québec ne survivrait pas un an s'il quittait la fédération c'est un peu pessimiste il me semble

A. oui tout à fait pessimiste MM le Québec pourrait survivre mais MM le Québec MM à mon avis est très américain c'est sur beaucoup d'aspects et ça m'étonnerait que les Québécois MM se contenteraient de survivre à mon avis ceux qui MM luttent pour l'indépendance du Québec le font

d'un point de vue tout à fait culturel et ne songent pas beaucoup aux effets économiques MM l'important pour eux c'est d'être indépendant de pouvoir MM protéger leur culture de l'influence des autres cultures qui les entourent et l'économie MM ils vont essayer de résoudre les problèmes économiques par après c'est MM tout dépendrait finalement je crois de de l'attitude des Canadiens anglophones si MM le Québec MM deviendrait indépendant à mon avis l'indépendance en soi n'est pas possible à mon avis le Canada n'est presque pas indépendant actuellement de toute façon MM qu'est-ce qu'on entend par indépendance qu'est-ce qu'on entend par survivre et cetera que la culture survive ça c'est très important mais MM survivre comme indépendant ça se fait mais c'est une autre chose

3. Q. Quels sont selon vous les dangers de vivre dans un pays surpeuplé
- A. il y a beaucoup de pays surpeuplés sous-développés en voie de développement et sur-développés MM les effets sont différents dans les les trois conditions si on vit en Europe MM il y a beaucoup de régions surpeuplées mais les conditions de vie sont nettement plus agréables sans doute qu'en Chine ou en Inde aux Indes où les conditions économiques sont beaucoup plus difficiles MM les dangers MM d'un pays sur-développé surpeuplé MM comme la Belgique c'est tous les poisons aussi MM qu'on jette dans l'air l'atmosphère MM toutes les problèmes de pollution MM les problèmes de de trouver de l'espace pour MM pouvoir respirer un peu d'air frais de de voir la nature de temps en temps ça c'est c'est un problème mais ce n'est pas si grave que le problème des pays qui n'ont pas suffisamment de nourriture pour alimenter MM tous ses MM tous ses habitants je crois que je pourrais vivre dans un pays surpeuplé mais industrialisé mais vivre dans un pays surpeuplé et terriblement pauvre en même temps MM c'est assez # #

4. Q. J'ai entendu dire récemment qu'il y a à peu près cinquante millions d'Américains qui viennent au Canada au moins une fois par an pour faire du camping et je me demande des fois si ce ne serait pas prudent d'établir certaines restrictions quant au nombre de touristes permis venant des Etats-Unis

A. oh je n sais pas si on pourrait si on devrait limiter le tourisme MM un touriste arrive avec ses devises MM il achète les produits il fait marcher le commerce et cetera un touriste en général c'est quelque chose à accueillir à bras ouverts il suffit de voir les réactions des pays de l'est en Europe MM ce qu'ils font ou ce qu'ils ne font pas pour avoir les touristes MM surtout des touristes qui amènent des devises américaines MM le Canada a beaucoup de beaucoup de place pour des terrains de camping MM il y a beaucoup de beaucoup d'endroits très retirés MM où les les Américains peuvent aller MM faire du camping et ça ne gêne personne je vois pas de raison pour limiter le tourisme ça fait connaître le pays ça fait des amitiés entre pays ça fait aussi des ennemis mais enfin en principe c'est positif je crois

APPENDIX VII

Subject 4 English

1. Q. Are there situations in your opinion where a lie is preferable to the truth and if so when

A. I think there's some situations MM when a small lie it depends on the extent of the lie I think when when a small lie would MM prevent someone from being hurt MM I would certainly use it in that under those conditions specific examples of that well obviously there's small examples really when a woman asks you MM how do you like my new dress you know she's happy with it MM you personally don't like it but she obviously feels happy about it in which case you tell a lie and say it's very nice or you know MM you may try and avoid telling a deliberate lie but I think you know in such a circumstance and in other circumstances too where you MM to try to avoid hurting someone MM you you tell a lie yeah and and MM I have done many times

2. Q. If you had been in the government's position during the FLQ crisis kidnappings that took place what would you have done what was your general reaction

A. I was satisfied with what the government did but MM nor do we know the truth of the whole matter MM Trudeau claimed that MM province of Quebec or the government of Quebec MM asked him for help asked him to come in MM this may or may not be the case I don't know exactly what happened but I think that Trudeau made political capital out of the whole situation that he well MM my feelings toward Trudeau on this matter are MM very coloured MM because of my own feelings about about the province of Quebec and because of Trudeau's attitude towards separatism in general and MM MM well as I say I think he made a great deal of political capital out of it and turned the rest of English Canada sort of

even more against Quebec than we had been before I think he did a lot of damage what I would have done had I been him I don't know MM it's there're too many ifs and in such a situation I really don't know because I don't know the truth of the whole the whole affair I don't think anyone does except perhaps Trudeau himself

3. Q. Under what conditions could you live in a commune what would you be willing to share and not willing to share in terms of yourself and your personal property

A. MM MM commune life doesn't really appeal to me in that MM and this is perhaps MM isn't the answering question if I had to live in one MM I think it would have to be a very small one because MM I can relate to very few people MM I'm I'm not a socialite at all I large groups of people don't just you know turn me off I I like people but MM I have a few friends a very few friends and those I you know I cherish very dearly but MM large groups of people I can't really relate to MM I don't know what probably my own personality MM I just don't like crowds so if if I had to live in a commune it would be a very very small one there would be MM there would certainly be more men than women MM because I I relate much better to men for some reason than to women MM the things I'd be willing to share MM with if they were all friends MM I'd be I'd be willing to share food MM I'd be willing to share MM clothes perhaps yes if if one's very very close to people MM bed probably MM depending not not with everyone MM certainly my time would I'd be willing to share my time with MM some of them it's hard to d it's hard to decide because MM I'd have to know the individual first some people I'd be willing to share time with spend a lot of time with others that I wouldn't but I would only MM spend the time I had to spend for such activities as meals et cetera and other people that I'd be willing to

talk for hours with MM ##

all the time

4. Q. Are you troubled by the notion that Canada is nothing more than as some of the American senators have said an extension of the United States to the north are you bothered at all by the notion that Canada could be more and more dependent upon the U.S. to the point that it would eventually be nearly impossible to extract themselves from American political policy economic policy

A. it's hard for me to say MM I'm very biased I I admit I don't know the whole of Canada I only know certain parts specifically the province of Québec since I'm a you know a new Canadian I've only been here four and a half years and I you know three of those four and a half years I spent in Québec City MM I have travelled a little bit but mostly to MM Nova Scotia I haven't been further west than MM Toronto and MM the people I've met a few people from the west but MM I I find it very hard be I I still can't see Canada as a nation MM this is perhaps MM sounds strange in the context of your question but MM my own views on it is that Canada is a nation only as regards other nations in the event of war Canada you know unites and they they they go to war MM but in terms of of Canada itself in in in peace time it seems to me much more sort of regions the Maritimes are very different from Québec which is very different from anywhere else MM the Prairies are different from British Columbia and so on MM obviously I I'm I'm not entirely worried about the nationalism I I just don't think there's enough of it if anything I don't think Canadians really feel Canadians except MM vis-à-vis MM outsiders MM people from other countries this is this is just my own what what I've found with the people I've met and then Québec is very diff Québec is very different there there is no problem of identity in in the province of Québec MM with francophones anyway MM they know who they are and they they know what their traditions and culture MM are MM English-Canadians this is what they seem to be looking for they seem to be looking for MM some something they can

say this is ours this is this is what makes us different from Americans
and I'm not surprised that they're worried because MM as a as a group
MM you know in the whole of Canada I don't think there there is very
much difference the they watch the same television programs they read
about the same things in the newspapers they share many things MM I I
re I really don't think there is all that much difference but there is
regionally MM Nova Scotians have got cer have got traditions and cul-
tures that they can cling to and say this is what makes us different
fr from anyone else MM I I don't know B.C. well enough to to know
about MM what they think but MM you know I think each little area does
have something but on the whole no and MM I think they should be a
little bit worried about making keeping themselves different

APPENDIX VIII

Subject 4 French

1. Q. Etes-vous pour ou contre la légalisation des drogues comme la marijuana

A. ah ben j suis pour pour la légalisation de la mari mais pas pour la légalisation des autres drogues comme LSD ou ça dépend j fais une différence entre la mari et des drogues comme l'héroïne par exemple j trouve que la loi est stupide MM à cet égard alors je trouve que ils devraient faire une différence entre MM la mari et MM le LSD ou bien l'héroïne les drogues comme ça

2. Q. On dit souvent que le Québec ne survivrait pas un an s'il quittait la fédération c'est un peu pessimiste il me semble

A. oui très pessimiste et c'est assez typique de de l'attitude du Canada anglais je pense que ils disent ça parce que ils comprennent pas les Québécois ils comprennent pas MM et ils veulent pas comprendre non plus et puis MM ben j trouve que c'est ridicule en fait c'est ils peuvent pas le le prouver d'abord et puis le Québec est une province assez assez riche et moi j suis pas d'accord enfin mais c'est une attitude de du Canada anglais je veux pas en discuter

3. Q. Quels sont selon vous les dangers de vivre dans un pays surpeuplé

A. les dangers ben disons j'ai jamais vécu dans un pays MM surpeuplé alors tout ce que je peux dire sur ça c'est ce que j'ai lu MM à quelque part MM les dangers d'abord c'est c'est que MM j'sais pas les des gens n'ont pas assez d'espace MM une personne a besoin de pas mal d'espace pour pour vivre si on on vit les uns sur les autres MM on n'a jamais d de temps libre et on n'est jamais MM seul MM je pense que ça a un mauvais effet sur la personnalité sur MM le caractère de l'individu MM il se sent on se sent MM frustré on se sent MM envahi par les

autres j sais pas je n'ai jamais vécu par là

4. Q. J'ai entendu dire récemment qu'il y a à peu près cinquante millions d'Américains qui viennent au Canada au moins une fois par an pour faire du camping et je me demande des fois si ce ne serait pas prudent d'établir certaines restrictions quant au nombre de touristes permis venant des Etats-Unis

A. ben je vois pas pourquoi MM si ils viennent ici tout simplement pour voyager pour MM faire du camping j'ai rien contre ça le Canada est assez vaste MM pour recevoir cinquante MM mille par année ben MM pardon cinquante millions MM non même ça pour moi enfin MM voy voyez-vous j'ai j'ai une mauvaise idée de l'espace au Canada parce que j je l'ai jamais vu pour moi le Canada c'est un pays vaste alors MM cinquante millions il me semble que non c c'est pas trop parce que évidemment on est quoi MM vingt millions au Canada puis il y a des des des grands places vastes où est-qu'il n'y a personne alors moi je vois rien contre ça non

APPENDIX IX

Prosodic and Paraprosodic Categories

subject no. _____

CRITERION

EXPLANATION/EXAMPLES

1. Tempo

(a) Overall tempo $\frac{\text{total number of syllables}}{\text{total time (in sec.) of response}}$

R.1 a) _____ syll. sec.	R.2 a) _____ syll. sec.	R.3 a) _____ syll. sec.
b) _____	b) _____	b) _____
c) _____	c) _____	c) _____
d) _____	d) _____	d) _____
e) _____	e) _____	e) _____
total _____	total _____	total _____
syll. per sec. _____	syll. per sec. _____	syll. per sec. _____

R.4 a) _____
b) _____
c) _____
d) _____
e) _____
total _____
syll. per sec. _____

Total

R.1 _____
syll. sec.
R.2 _____
R.3 _____
R.4 _____
total _____
mean syll. per sec. _____

1.(b) Rapidity of continuous speech syllables in utterances
(only sequences of four or total sec. actual speaking time
more words without pauses)

R. 1

no. of syllables of sequences of 4 words or more	time in seconds
1	1.0
2	1.0
3	1.0
4	1.0
5	1.0
6	1.0
7	1.0
8	1.0
9	1.0
10	1.0
11	1.0
12	1.0
13	1.0
14	1.0
15	1.0
16	1.0
17	1.0
18	1.0
19	1.0
20	1.0
21	1.0
22	1.0
23	1.0
24	1.0
25	1.0
26	1.0
27	1.0
28	1.0
29	1.0
30	1.0
31	1.0
32	1.0
33	1.0
34	1.0
35	1.0
36	1.0
37	1.0
38	1.0
39	1.0
40	1.0
41	1.0
42	1.0
43	1.0
44	1.0
45	1.0
46	1.0
47	1.0
48	1.0
49	1.0
50	1.0
51	1.0
52	1.0
53	1.0
54	1.0
55	1.0
56	1.0
57	1.0
58	1.0
59	1.0
60	1.0
61	1.0
62	1.0
63	1.0
64	1.0
65	1.0
66	1.0
67	1.0
68	1.0
69	1.0
70	1.0
71	1.0
72	1.0
73	1.0
74	1.0
75	1.0
76	1.0
77	1.0
78	1.0
79	1.0
80	1.0
81	1.0
82	1.0
83	1.0
84	1.0
85	1.0
86	1.0
87	1.0
88	1.0
89	1.0
90	1.0
91	1.0
92	1.0
93	1.0
94	1.0
95	1.0
96	1.0
97	1.0
98	1.0
99	1.0
100	1.0

no. of syllables of
sequences of less than
4 words

[illegible]

1.(b) Rapidity of continuous speech
(only sequences of four or
more words without pauses)

$$\frac{\text{syllables in utterances}}{\text{total sec. actual speaking time}}$$

R. 2

no. of syllables of sequences of 4 words or more	time in seconds
1	1.0
2	1.0
3	1.0
4	1.0
5	1.0
6	1.0
7	1.0
8	1.0
9	1.0
10	1.0
11	1.0
12	1.0
13	1.0
14	1.0
15	1.0
16	1.0
17	1.0
18	1.0
19	1.0
20	1.0
21	1.0
22	1.0
23	1.0
24	1.0
25	1.0
26	1.0
27	1.0
28	1.0
29	1.0
30	1.0
31	1.0
32	1.0
33	1.0
34	1.0
35	1.0
36	1.0
37	1.0
38	1.0
39	1.0
40	1.0
41	1.0
42	1.0
43	1.0
44	1.0
45	1.0
46	1.0
47	1.0
48	1.0
49	1.0
50	1.0
51	1.0
52	1.0
53	1.0
54	1.0
55	1.0
56	1.0
57	1.0
58	1.0
59	1.0
60	1.0
61	1.0
62	1.0
63	1.0
64	1.0
65	1.0
66	1.0
67	1.0
68	1.0
69	1.0
70	1.0
71	1.0
72	1.0
73	1.0
74	1.0
75	1.0
76	1.0
77	1.0
78	1.0
79	1.0
80	1.0
81	1.0
82	1.0
83	1.0
84	1.0
85	1.0
86	1.0
87	1.0
88	1.0
89	1.0
90	1.0
91	1.0
92	1.0
93	1.0
94	1.0
95	1.0
96	1.0
97	1.0
98	1.0
99	1.0
100	1.0

no. of syllables of
sequences of less than
4 words[illegible]

1.(b) Rapidity of continuous speech $\frac{\text{syllables in utterances}}{\text{total sec. actual speaking time}}$
 (only sequences of four or more words without pauses)

Total

no. of syllables of sequences of 4 words or more	time in seconds	no. of syllables of sequences of less than 4 words
R.1 _____	_____	_____
R.2 _____	_____	_____
R.3 _____	_____	_____
R.4 _____	_____	_____
Total _____	_____	_____

1.(c) Average length of continuous speech

$\frac{\text{total number of syllables of sequences of 4 words or more}}{\text{number of sequences of 4 words or more}}$

number of sequences of 4 words or more

R. 1	_____
R. 2	_____
R. 3	_____
R. 4	_____
Total	_____

Average length of continuous speech in syllables _____

1.(d) Pause Time/Speech Time	R.1	R.2	R.3	R.4	Total
A) Time in sec. of pauses in the conversation					
i) Total time in sec.	_____	_____	_____	_____	_____
ii) Time in sec. of sequences of four words or more	_____	_____	_____	_____	_____
Difference	_____	_____	_____	_____	_____
Initial pause	_____	_____	_____	_____	_____
Difference	_____	_____	_____	_____	_____
Time in sec. of sequences of less than four words	_____	_____	_____	_____	_____
Total	_____	_____	_____	_____	_____
B) Pause Time	R.1	R.2	R.3	R.4	Total
Initial pause	_____	_____	_____	_____	_____
Total from A)	$\frac{+}{+}$ _____	$\frac{+}{+}$ _____	$\frac{+}{+}$ _____	$\frac{+}{+}$ _____	$\frac{+}{+}$ _____
Total	_____	_____	_____	_____	_____
C) Speech Time	R.1	R.2	R.3	R.4	Total
Total time of response	_____	_____	_____	_____	_____
Pause time from B)	_____	_____	_____	_____	_____
Difference	_____	_____	_____	_____	_____
D) Ratios	R.1	R.2	R.3	R.4	Total
i) $\frac{\text{Speech time}}{\text{Total time of response}}$	_____	_____	_____	_____	_____
ii) $\frac{\text{Pause time}}{\text{Total time of response}}$	_____	_____	_____	_____	_____

CRITERION	EXPLANATION/EXAMPLES	
2. Pitch range wide vs. narrow	for whole response narrow: "squeezed register": monotone effect wide: "spread register": stretching of intervals between pitches, great variation in pitch	1.narrow____ 2.normal____ 3.wide____
3. Continuity continuous vs. clipped	clipped: compressed, discontinuous speech, minimal use of elision continuous: smooth transition from word to word: flowing quality	1.clipped____ 2.average____ 3.continuous____
4. Hesitation phenomena		
i) Prosodic pauses (/)	speech broken into word-groups forming syntactic units, e.g. subject/predicate, "John and Mary/ went to the store", "pour voyager/pour faire du camping"	
ii) Non-Prosodic pauses		
a) Pause (P)	not a prosodic pause, complete silence "I saw a _P tall man", "il me semble que _P non"	
b) One-word filled pause (F)	sounds or one-word fragments not nec- essary for meaning, e.g. A. "ah, umn, [æ, r, m, ə, ɛ] " B. "well, that is <u>for</u> because she..." "je ne suis pas d'accord <u>pour</u> avec toi" C. "you know, well", "ben, j'sais pas, voyez-vous" D. clearing of the throat	
c) Repeats (R)	any kind of repetition, semantically non-signi- ficant "I <u>I</u> saw a very very big boy" "ils ne peuvent pas le <u>le</u> prouver"	
d) False starts (S)	incomplete or self-interrupted statements "I saw a very...", "I saw a very big very small boy", "c'est...", "ils peuvent pas..."	
e) Total non-prosodic pauses (a -- d)		
iii) Total Hesitation Phenomena (i / ii)		

- iv) Ratio: Prosodic pauses/ Total number of pauses (i/iii)
- v) Ratio: Pauses (P)/Total number of pauses (ia/iii)
- vi) Ratio: One-word filled pauses/Total number of pauses (iib/iii)
- vii) Ratio: Repeats (R)/Total number of pauses (iic/iii)
- viii) Ratio: False starts (S)/Total number of pauses (iid/iii)
- ix) Ratio: Non-prosodic pauses/Total number of pauses (iie/iii)
- x) Stuttering rapid-fire repetition of segments of words or whole words
- xi) Ratio: Stuttering/Total number of words
- xii) Ratio: One-word filled pauses (F)/Total number of words
- xiii) Ratio: Repeats (R)/Total number of words
- xiv) Ratio: False starts (S)/Total number of words

R.1 i(/)_____	R.2 i(/)_____	R.3 i(/)_____
ia(P)_____	ia(P)_____	ia(P)_____
iib(F)_____	iib(F)_____	iib(F)_____
iic(R)_____	iic(R)_____	iic(R)_____
iid(S)_____	iid(S)_____	iid(S)_____
iie_____	iie_____	iie_____
(a--d)		
iii_____	iii_____	iii_____
(1 / ii)		
iv_____	iv_____	iv_____
v_____	v_____	v_____
vi_____	vi_____	vi_____
vii_____	vii_____	vii_____
viii_____	viii_____	viii_____
ix_____	ix_____	ix_____

x_____	x_____	x_____
xi_____	xi_____	xi_____
xii_____	xii_____	xii_____
xiii_____	xiii_____	xiii_____
xiv_____	xiv_____	xiv_____

R.4 i(/)_____	Total i(/)_____
ia(P)_____	ia(P)_____
ib(F)_____	ib(F)_____
ic(R)_____	ic(R)_____
id(S)_____	id(S)_____
ie (a--d)_____	ie_____
iii (i / ii)_____	iii_____
iv_____	iv_____
v_____	v_____
vi_____	vi_____
vii_____	vii_____
viii_____	viii_____
ix_____	ix_____
x_____	x_____
xi_____	xi_____
xii_____	xii_____
xiii_____	xiii_____
xiv_____	xiv_____

APPENDIX X

Linguistic and Psycholinguistic Categories

subject no. _____

CRITERION

EXPLANATION/EXAMPLES

green

5. Sentences where an idea or ideas are set off by pauses, falling intonation and balance: if the following clause can stand alone as a minor implicit, that clause is a separate sentence

a) complete | "it was a fine day/the sun was shining"
"pour moi le Canada c'est un pays vaste"

b) incomplete | "it was a very | the sun was shining"
"pour moi | enfin voyez-vous"

c) total number of sentences (a + b)

d) ratio: complete sentences/total number of sentences (a/c)

e) ratio: incomplete sentences/total number of sentences (b/c)

R.1 a) _____	R.2 a) _____	R.3 a) _____	R.4 a) _____	Total a) _____
b) _____	b) _____	b) _____	b) _____	b) _____
c) _____	c) _____	c) _____	c) _____	c) _____
d) _____	d) _____	d) _____	d) _____	d) _____
e) _____	e) _____	e) _____	e) _____	e) _____

6. Mean length of sentence $\frac{\text{number of words (miscellaneous 19)}}{\text{number of sentences (5.c)}}$

R.1 words _____	_____	R.2 _____	_____	R.3 _____	_____
sentences	mean		mean		mean
R.4 _____	_____	Total _____	_____		_____
	mean		mean		

CRITERION

EXPLANATION/EXAMPLES

7. Sentence Types

- a) Simple (S) "he went home", "je n'ai jamais essayé de mari-
juana"
- b) Compound (C) "she plays piano and she sings in the choir"
"je suis très pessimiste et c'est assez typique
du Canada anglais"
- c) Complex (CX) has at least one subordinate clause
"he likes to sing while he takes his morning
shower," "je pense qu'elle est arrivée en retard"
- d) Compound-Complex (CCX) "as there was no game that day he went home, but
his uncle stayed",
"si on vit les uns sur les autres on n'a jamais
de temps libre et on n'est jamais seul"
- e) Ratio: Simple/Total number of sentences (7a/5c)
- f) Ratio: Compound/Total number of sentences (7b/5c)
- g) Ratio: Complex/Total number of sentences (7c/5c)
- h) Ratio: Compound-Complex/Total number of sentences (7d/5c)

R.1 a)S	_____	R.2 a)S	_____	R.3 a)S	_____	R.4 a)S	_____	Total a)	_____
b)C	_____	b)C	_____	b)C	_____	b)C	_____	b)	_____
c)CX	_____	c)CX	_____	c)CX	_____	c)CX	_____	c)	_____
d)CCX	_____	d)CCX	_____	d)CCX	_____	d)CCX	_____	d)	_____
e)	_____	e)	_____	e)	_____	e)	_____	e)	_____
f)	_____	f)	_____	f)	_____	f)	_____	f)	_____
g)	_____	g)	_____	g)	_____	g)	_____	g)	_____
h)	_____	h)	_____	h)	_____	h)	_____	h)	_____

CRITERION	EXPLANATION/EXAMPLES
red	
8. a) Clauses ()	"(he plays)(while she works)" "(je trouve)(que c'est ridicule)"
b) Parenthetical Clauses (P)	"(my point of view)(which (I ^P guess) is an...)" "c'est)(que (je ^P sais pas) les gens n'ont pas...)"
c) Subordinate Clauses (S)	not the main clause of the sentence "he plays (while she works)", "je trouve (que c'est ridicule)"
d) Ratio:	Parenthetical clauses/Total number of clauses (b/a)
e) Ratio:	Subordinate clauses/Total number of clauses (c/a)
R.1 a) _____	R.2 a) _____ R.3 a) _____ R.4 a) _____ Total a) _____
b)P _____	b)P _____ b)P _____ b)P _____ b) _____
c)S _____	c)S _____ c)S _____ c)S _____ c) _____
d) _____ (b/a)	d) _____ d) _____ d) _____ d) _____
e) _____ (c/a)	e) _____ e) _____ e) _____ e) _____
9. Pronouns	all except impersonal pronouns such as " <u>it</u> 's snowing" and relative pronouns such as "who"
a)i. Definite (DEF)	definite pronouns except personal pronouns "this, that, all...", "ça, le, tout..."
ii. Personal	
1. first person singular (1s)	"I, mine, me, myself" "je, moi, moi-même, le mien"
2. first person plural (1p)	"we, us, ours, ourselves" "nous, nous-mêmes, le nôtre"
3. second person (2)	"you, yours,..." "tu, vous, le tien..."
4. third person singular (3s)	"he, she, her, himself..." "il, elle,..."

5. Third person plural (3p) "they, theirs,..."
 "ils, elles, eux,..."

6. Total (1...6)

iii. Total Definite (i / ii)

b) Indefinite pronouns (IND) "someone, anyone, anything, one,
 some, few, it"
 "on, personne, quelques-uns,
 certains"

c) Total pronouns (Definite a / Indefinite b)

d) Ratios:

- i) 1. first person singular (1s)/total personal pronouns (aii1/aii6)
- 2. first person plural (1p)/total personal pronouns (aii2/aii6)
- 3. second person (2)/total personal pronouns (aii3/aii6)
- 4. third person singular (3s)/total personal pronouns (aii4/aii6)
- 5. third person plural (3p)/total personal pronouns (aii5/aii6)
- ii) 1. definite pronouns excluding personal pronouns/total definite pronouns (ai/aiii)
- 2. total personal pronouns/total definite pronouns (aii6/aiii)
- iii) 1. definite pronouns excluding personal pronouns/total number of pronouns (ai/c)
- 2. personal pronouns/total number of pronouns (aii6/c)
- 3. indefinite pronouns/total number of pronouns (b/c)
- 4. total definite pronouns/total number of pronouns (aiii/c)

R.1 a)i.____	R.2 a)i.____	R.3 a)i.____	R.4 a)i.____	Total a)i.____
ii.1____	ii.1____	ii.1____	ii.1____	ii.1____
ii.2____	ii.2____	ii.2____	ii.2____	ii.2____
ii.3____	ii.3____	ii.3____	ii.3____	ii.3____
ii.4____	ii.4____	ii.4____	ii.4____	ii.4____
ii.5____	ii.5____	ii.5____	ii.5____	ii.5____

ii.6_____	ii.6_____	ii.6_____	ii.6_____	ii.6_____
iii. (i $\neq$ ii)	iii._____	iii._____	iii._____	iii._____
b)_____ (IND)	b)_____ (IND)	b)_____ (IND)	b)_____ (IND)	b)_____ (IND)
c)_____ (a $\neq$ b)	c)_____	c)_____	c)_____	c)_____
d)i. 1._____ (aii1/aii6)	d)i.1._____	d)i.1._____	d)i.1._____	d)i.1._____
i.2._____ (aii2/aii6)	i.2._____	i.2._____	i.2._____	i.2._____
i.3._____ (aii3/aii6)	i.3._____	i.3._____	i.3._____	i.3._____
i.4._____ (aii4/aii6)	i.4._____	i.4._____	i.4._____	i.4._____
i.5._____ (aii5/aii6)	i.5._____	i.5._____	i.5._____	i.5._____
ii.1._____ (ai/aiii)	ii.1._____	ii.1._____	ii.1._____	ii.1._____
ii.2._____ (aii6/aiii)	ii.2._____	ii.2._____	ii.2._____	ii.2._____
iii.1._____ (ai/c)	iii.1._____	iii.1._____	iii.1._____	iii.1._____
iii.2._____ (aii6/c)	iii.2._____	iii.2._____	iii.2._____	iii.2._____
iii.3._____ (b/c)	iii.3._____	iii.3._____	iii.3._____	iii.3._____
iii.4._____ (aiii/c)	iii.4._____	iii.4._____	iii.4._____	iii.4._____

CRITERION	EXPLANATION/EXAMPLES
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blue

10. Nouns and noun phrases

a) Degree of specificity

- | | |
|--------------------|--|
| 1. very general | "reading <u>books...</u> ", " <u>theories</u> are great, but"
"j'ai jamais fumé <u>les drogues</u> " |
| 2. non-specific | "you should find a <u>theory</u> to..."
"pas le marijuana mais <u>les autres drogues</u> " |
| 3. rather specific | " <u>theories</u> about language acquisition"
"des lois contre ces <u>drogues</u> dangereux" |
| 4. specific | "Newton's <u>theories</u> ", "these <u>relativity theories</u> ", "le Canada c'est un <u>pays</u> vaste" |
| 5. highly specific | "the <u>relativity theory</u> ", " <u>this theory</u> ",
"et puis le <u>Québec</u> " |

b) Total (a 1.---a 5.)

c)1. Ratios:

- i) very general/total (a.1/b)
 - ii) non-specific/total (a.2/b)
 - iii) rather specific/total (a.3/b)
 - iv) specific/total (a.4/b)
 - v) highly specific/total (a.5/b)
 - vi) very general and non-specific/total (a.1 + a.2/b)
 - vii) rather specific, specific and highly specific/total
(a.3, a.4, a.5/b)
2. Mean degree of specificity: weighted total/total b

R.1a)1.____	R.2a)1.____	R.3a)1.____	R.4a)1.____	Total a)1.____
2.____	2.____	2.____	2.____	2.____
3.____	3.____	3.____	3.____	3.____
4.____	4.____	4.____	4.____	4.____
5.____	5.____	5.____	5.____	5.____
b)____	b)____	b)____	b)____	b)____
c)1.i____	c)1.i____	c)1.i____	c)1.i____	c)1.i____
ii____	ii____	ii____	ii____	ii____
iii____	iii____	iii____	iii____	iii____
iv____	iv____	iv____	iv____	iv____
v____	v____	v____	v____	v____
vi____	vi____	vi____	vi____	vi____
vii____	vii____	vii____	vii____	vii____
c)2.____	c)2.____	c)2.____	c)2.____	c)2.____

d) Psychologically-oriented nouns

1. affective "love, happiness, bonheur"
2. cognitive "knowledge, decision, memory, idée, expérience, avis, raison, choix"
3. sensory "hearing, touching, goût, vue"
4. motivational "need, hope, besoin, espoir"
5. observable behavior i.e. terms which describe observable behavior of individuals or groups, "nosiness, réactions"
6. psychological miscellaneous i.e. terms not covered in above categories which relate to or describe psychological rather than physical states or activities of the individual, "curiosity, interests, personnalité, attitude"

7. Total (1...6)

8. Ratios:

- i) 1. affective nouns/total psychologically-oriented nouns (1/7)
- 2. cognitive nouns/total psychologically-oriented nouns (2/7)
- 3. sensory nouns/total psychologically-oriented nouns (3/7)
- 4. motivational/total psychologically-oriented nouns (4/7)
- 5. observable behavior/total psychologically-oriented nouns (5/7)
- 6. psychological miscellaneous/total psychologically-oriented nouns (6/7)

- ii) 1. affective nouns/total number of nouns (1/10b)
- 2. cognitive nouns/total number of nouns (2/10b)
- 3. sensory nouns/total number of nouns (3/10b)
- 4. motivational nouns/total number of nouns (4/10b)
- 5. observable behavior/total number of nouns (5/10b)
- 6. psychological miscellaneous/total number of nouns (6/10b)
- 7. total psychological nouns/total number of nouns (7/10b)

- iii) total psychologically-oriented nouns/total psychologically-oriented nouns and verbs (7/7 + 17)

R.1 1._____	R.2 1._____	R.3 1._____	R.4 1._____	Total 1._____
2._____	2._____	2._____	2._____	2._____
3._____	3._____	3._____	3._____	3._____
4._____	4._____	4._____	4._____	4._____
5._____	5._____	5._____	5._____	5._____
6._____	6._____	6._____	6._____	6._____
7._____	7._____	7._____	7._____	7._____
(total 1..6)				

R.1 i)1.	R.2 i)1.	R.3 i)1.	R.4 i)1.	Total i)1.
(1/7)				
2.	2.	2.	2.	2.
(2/7)				
3.	3.	3.	3.	3.
(3/7)				
4.	4.	4.	4.	4.
(4/7)				
5.	5.	5.	5.	5.
(5/7)				
6.	6.	6.	6.	6.
(6/7)				
ii)1.	ii)1.	ii)1.	ii)1.	ii)1.
(1/10b)				
2.	2.	2.	2.	2.
(2/10b)				
3.	3.	3.	3.	3.
(3/10b)				
4.	4.	4.	4.	4.
(4/10b)				
5.	5.	5.	5.	5.
(5/10b)				
6.	6.	6.	6.	6.
(6/10b)				
7.	7.	7.	7.	7.
(7/10b)				
iii)	iii)	iii)	iii)	iii)

orange

11. Qualifiers for nouns and pronouns (QN)

a) Total number

b) Ratio: total number/total number of nouns and pronouns
(total QN/10b / 9c)

R.1 a) _____ R.2 a) _____ R.3 a) _____ R.4 a) _____ Total a) _____

b) _____

c) Psychological qualifiers for nouns and pronouns
(see 10.d for description of categories)

- | | |
|--------------------|--|
| 1. affective (QNA) | "happy, lovable, upset, annoyed" |
| | "heureux, fortement aise" |
| 2. cognitive (QNC) | "decided, intelligent, thinking, knowledge-able" |
| | "intelligent, connaissant, réfléchi" |

3. sensory (QNS) "touched, felt"
"senti"
4. motivational (QNM) "needed, willing"
"requis"
5. observable behavior (QNB) "nosy" "curieux"
6. psychological miscellaneous (QNMI) "queer, interesting"
"pessimiste, tanant"
7. total c) (1...6)
8. ratios:

- i) 1. affective qualifiers/total psychological qualifiers (1/7)
2. cognitive qualifiers/total psychological qualifiers (2/7)
3. sensory qualifiers/total psychological qualifiers (3/7)
4. motivational qualifiers/total psychological qualifiers (4/7)
5. observable behavior qualifiers/total psychological qualifiers (5/7)

- ii) 1. affective qualifiers/total qualifiers (1/a)
2. cognitive qualifiers/total qualifiers (2/a)
3. sensory qualifiers/total qualifiers (3/a)
4. motivational qualifiers/total qualifiers (4/a)
5. observable behavior qualifiers/total qualifiers (5/a)
6. total psychological qualifiers/total number of qualifiers (c/a)

R.1 c)1.	R.2 c)1.	R.3 c)1.	R.4 c)1.	Total c)1.
QNA				
2. QNC	2.	2.	2.	2.
3. QNS	3.	3.	3.	3.
4. QNM	4.	4.	4.	4.
5. QNB	5.	5.	5.	5.
6. QNMI	6.	6.	6.	6.
7. total	7.	7.	7.	7.

Total c)8.i) 1. _____ (1/7) Total c)8.ii) 1. _____ (1/a)

2. _____ (2/7) 2. _____ (2/a)

3. _____ (3/7) 3. _____ (3/a)

4. _____ (4/7) 4. _____ (4/a)

5. _____ (5/7) 5. _____ (5/a)

6. _____ (c/a)

d) Possessive qualifiers for nouns

- | | |
|-------------------------------|---------------------------------------|
| 1. first person singular (1s) | "my", "mon, ma, mes" |
| 2. first person plural (1p) | "our", "notre, nos" |
| 3. second person (2) | "your", "ton, ta, tes, vos,
votre" |
| 4. third person singular (3s) | "his, her", "son, sa, ses" |
| 5. third person plural (3p) | "their", "leur, leurs" |
| 6. total (1...5) | |
| 7. ratios: | |

i) 1. first person singular/total possessive qualifiers for nouns (1/6)

2. first person plural/total possessive qualifiers for nouns (2/6)

3. second person/total possessive qualifiers for nouns (3/6)

4. third person singular/total possessive qualifiers for nouns (4/6)

5. third person plural/total possessive qualifiers for nouns (5/6)

6. total possessive qualifiers/total qualifiers (6/a)

ii) total number of possessive qualifiers and total number of personal pronouns/total number of words (6 + 9.a)ii/ miscellaneous 19)

CRITERION	EXPLANATION/EXAMPLES
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red

13. Verb Mood (in whole statements, not counting infinitives having same subject as main verb)

- a) Indicative statements (IND) "I will go", "je ne sais pas assez"
- b) Hypothetical statements (HYP) "I would have liked", "if I were a rich man", "si le Québec quitte"
"que les Canadiens pourraient prendre"
- c) Ratio: Indicative statements/Indicative and Hypothetical Statements ($a/a \neq b$)
- d) Ratio: Hypothetical statements/Indicative and Hypothetical Statements ($b/a \neq b$)

R.1 a)IND____	R.2 a)IND____	R.3 a)IND____	R.4 a)IND____	Total a)____
b)HYP____	b)HYP____	b)HYP____	b)HYP____	b)____
c)____	c)____	c)____	c)____	c)____
d)____	d)____	d)____	d)____	d)____

brown

14. Copulative Verbs

- a) Copulas of Identity(ID) forms of "to be": "is, am, were", etc.
"c'est, sont, deviendra"
(ID¹) "there is, there are", "il y a, il y aura"
- b) Copulas of Uncertainty (UNC) forms of "seem, appear", "il semble que"
(UNC¹) "there seems", "il semble que, il me semble"
- c) Total number ($a \neq b$)
- d) Ratio: Copulas of Identity/Total number (a/c)
- e) Ratio: Copulas of Uncertainty/Total number (b/c)

R.1 a)ID	R.2 a)ID	R.3 a)ID	R.4 a)ID	Total a)ID
ID ¹	ID ¹	ID ¹	ID ¹	ID ¹
b)UNC	b)UNC	b)UNC	b)UNC	b)UNC
UNC ¹	UNC ¹	UNC ¹	UNC ¹	UNC ¹
c)	c)	c)	c)	c)
d)	d)	d)	d)	d)
(a/c)				
e)	e)	e)	e)	e)
(b/c)				

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15. Action Verbs

a) Defined (D) states specifically how an action is done
"he ran", "j'ai lu"

b) Undefined (UD) uses a more general englobing term
"he went", "ils viennent"

c) Total Defined and Undefined Verbs (a + b)

d) Ratios: i. Defined/Total Action Verbs (a/c)

ii. Undefined/Total Action Verbs (b/c)

iii. All Action Verbs/Total number of verbs (c/12a)

R.1 a)D	R.2 a)D	R.3 a)D	R.4 a)D	Total a)D
b)UD	b)UD	b)UD	b)UD	b)UD
c)	c)	c)	c)	c)
d)i.	d)i.	d)i.	d)i.	d)i.
(a/c)				
ii.	ii.	ii.	ii.	ii.
(b/c)				
iii.	iii.	iii.	iii.	iii.
(c/12a)				

CRITERION

EXPLANATION/EXAMPLES

16. Semi-action Verbs (SA) "earn, finish my degree, serve a purpose,
take time off, maintain"
"de résoudre, de trouver, pour limiter,
qui vont à l'université, se séparer"

a) Total number

b) Ratio: Semi-action verbs/Total number of verbs (a/12a)

R.1 a) _____ R.2 a) _____ R.3 a) _____ R.4 a) _____ Total a) _____
b) _____

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17. Psychological Verbs

a) Cognitive

i. (COG) verbs of thinking, deciding, remembering, forgetting, knowing, etc.

ii. (X) external perception "I see, I hear, de voir"

b) Motivational (MOT) "need, want, desire, wish, would like"
"aimer, vouloir, se contenter"

c) Affective (AFF) verbs of all emotionality, loving, hating, feeling

d) Miscellaneous (MISC) "it bothers me, to get along, to inspire confidence"
"ça ne gêne personne, ça m'étonnerait"

e) Total Psychological Verbs (a...d)

f) Ratios: i. 1. Cognitive/Total Psychological Verbs (a/e)

2. Motivational/Total Psychological Verbs (b/e)

3. Affective/Total Psychological Verbs (c/e)

4. Miscellaneous/Total Psychological Verbs (d/e)

ii. 1. Cognitive/Total number of verbs (a/12a)

2. Motivational/Total number of verbs (b/12a)

3. Affective/Total number of verbs (c/12a)

4. Miscellaneous/Total number of verbs (d/12a)

5. Total Psychological Verbs/Total Number of Verbs (e/12a)

iii. Total Psychological Verbs/Total Psychological Verbs and
Psychological Nouns (e/e ÷ 10d)

R.1 a)i. _____	R.2 a)i. _____	R.3 a)i. _____	R.4 a)i. _____	Total a)i. _____
COG				
ii. _____	ii. _____	ii. _____	ii. _____	ii. _____
X				
b) _____	b) _____	b) _____	b) _____	b) _____
MOT				
c) _____	c) _____	c) _____	c) _____	c) _____
AFF				
d) _____	d) _____	d) _____	d) _____	d) _____
MISC				
e) _____	e) _____	e) _____	e) _____	e) _____
f)i.1 _____	f)i.1 _____	f)i.1 _____	f)i.1 _____	f)i.1 _____
(a/e)				
i.2 _____	i.2 _____	i.2 _____	i.2 _____	i.2 _____
(b/e)				
i.3 _____	i.3 _____	i.3 _____	i.3 _____	i.3 _____
(c/e)				
i.4 _____	i.4 _____	i.4 _____	i.4 _____	i.4 _____
(d/e)				
ii.1 _____	ii.1 _____	ii.1 _____	ii.1 _____	ii.1 _____
(a/12a)				
ii.2 _____	ii.2 _____	ii.2 _____	ii.2 _____	ii.2 _____
(b/12a)				
ii.3 _____	ii.3 _____	ii.3 _____	ii.3 _____	ii.3 _____
(c/12a)				
ii.4 _____	ii.4 _____	ii.4 _____	ii.4 _____	ii.4 _____
(d/12a)				
ii.5 _____	ii.5 _____	ii.5 _____	ii.5 _____	ii.5 _____
(e/12a)				
iii. _____	iii. _____	iii. _____	iii. _____	iii. _____

orange

18. Qualifiers for verbs, adverbs, adjectives (may be single words or phrases) "at the moment, quickly"

a) Total Number

b) Ratio: Total number of qualifiers/Total number of verbs (a/12a)

- c) Ratios: i. Total number of noun qualifiers/Total number of noun qualifiers and verb qualifiers (11a/a $\neq$ 11a)
- ii. Total number of verb qualifiers/Total number of noun qualifiers and verb qualifiers (a/a $\neq$ 11a)
- d) Ratios: i. Total number of nouns/Total number of noun qualifiers, verb qualifiers, nouns, pronouns, and verbs (10b/11a $\neq$ 18a $\neq$ 10b $\neq$ 9c $\neq$ 12a)
- ii. Total number of pronouns/Total number of noun qualifiers, verb qualifiers, nouns, pronouns, and verbs (9c/11a $\neq$ 18a $\neq$ 10b $\neq$ 9c $\neq$ 12a)
- iii. Total number of verbs/Total number of noun qualifiers, verb qualifiers, nouns, pronouns, and verbs (12a/11a $\neq$ 18a $\neq$ 10b $\neq$ 9c $\neq$ 12a)

R.1 a) _____	R.2 a) _____	R.3 a) _____	R.4 a) _____	Total a) _____
b) _____ (a/12a)	b) _____	b) _____	b) _____	b) _____
c)i. _____	c)i. _____	c)i. _____	c)i. _____	c)i. _____
ii. _____	ii. _____	ii. _____	ii. _____	ii. _____
d)i. _____	d)i. _____	d)i. _____	d)i. _____	d)i. _____
ii. _____	ii. _____	ii. _____	ii. _____	ii. _____
iii. _____	iii. _____	iii. _____	iii. _____	iii. _____

APPENDIX XI

Miscellaneous Categories

subject no. _____

CRITERION

EXPLANATION/EXAMPLES

19. Length of response in words

R.1 no. _____ R.2 no. _____ R.3 no. _____ R.4 no. _____ Total no. _____

red

20. a) Quantifying terms (Q) precise, numerical terms "a thousand",
"cinquante millions"b) Pseudo-quantifying terms (PSQ) loosely indicative of amount,
size, etc., quantify other pseudo-
quantifiers "much, many, last, very,
highly, very much, other, several",
"beaucoup, tout le temps, autres, assez,
suffisamment"c) Total Quantifying and Pseudo-quantifying terms ($a \neq b$)d) Ratios: i. Quantifying terms/Total Quantifying and Pseudo-
quantifying terms (a/c)ii. Pseudo-quantifying terms /Total Quantifying and
Pseudo-quantifying terms (b/c)e) Ratio: Total Quantifying and Pseudo-quantifying terms/Total
Noun Qualifiers and Verb Qualifiers ($c/11a \neq 18a$)

R.1 a)Q _____ R.2 a)Q _____ R.3 a)Q _____ R.4 a)Q _____ Total a)Q _____

b)PSQ _____ b)PSQ _____ b)PSQ _____ b)PSQ _____ b)PSQ _____

c) _____ c) _____ c) _____ c) _____ c) _____

d)i. _____
(a/c)ii. _____
(b/c)e) _____
($c/11a \neq 18a$)

CRITERION	EXPLANATION/EXAMPLES
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blue

21. Absolute Terms

- a) Absolute or Allness terms (AT) adjectives, adverbs & pronouns
 "never, always, all, nobody, terrible, wonderful, absolutely",
 "jamais, rien, personne, tout"
- b) Ratio: Absolute terms/Total Noun Qualifiers and Verb Qualifiers
 (a/18a ÷ 11a)

R.1 a) _____ R.2 a) _____ R.3 a) _____ R.4 a) _____ Total a) _____

b) _____
 (a/18a ÷ 11a)

brown

22. Pro Statements

- a) Possibility (POS) "this is possible, conceivable, it stands a chance, might, would, will, could",
 "il est possible que, cela pourrait arriver, pouvoir aux différents temps".
- b) Probability (PROB) "thinks likely, appears to be, to be expected,"
 "je crois que, je pense que, il me semble que"
- c) Ratios: i. Statements of Possibility/Total number of clauses
 (a/8a)
- ii. Statements of Probability/Total number of clauses
 (b/8a)

R.1 a) _____ R.2 a) _____ R.3 a) _____ R.4 a) _____ Total a) _____

b) _____ b) _____ b) _____ b) _____ b) _____

c)i. _____

ii. _____

23. Con Statements

- a) Impossibility (IPOS) "incredible, unthinkable, unimaginable, cannot",
 "c'est impossible, impensable, ne pas pouvoir"

- b) Improbability (PROB) "not likely, I don't think, chances are against",
"ça m'étonnerait, je ne crois pas que"
- c) Uncertainty or limitation "afraid to say, wonder whether, I don't know",
(UCRT) "je ne sais pas, il faut hésiter"
- d) Ratios: i. Statements of Impossibility/Total number of clauses
(a/8a)
- ii. Statements of Improbability/Total number of clauses
(b/8a)
- iii. Statements of Uncertainty/Total number of clauses
(c/8a)

R.1 a) _____ IPOS	R.2 a) _____	R.3 a) _____	R.4 a) _____	Total a) _____
b) _____ IPROB	b) _____	b) _____	b) _____	bb) _____
cc) _____ UCRT	c) _____	c) _____	c) _____	c) _____
				d)i. _____
				ii. _____
				iii. _____

green

24. Expressions of...

- a) Expressions of Moral Obligation (OBL) "ought, should",
"devoir, falloir"
- b) Expressions of Necessity (NEC) "must, have to, is forced, finds it necessary",
"falloir, nécessité d'avoir, avoir besoin de"
- c) Expressions of Ability (ABL) "can, could",
"pouvoir"
- d) Expressions of Permission (PER) "may, can",
"autoriser, admettre, permettre"
- e) Expressions of Volition (VCL) "want to, desire",
"avoir envie de, vouloir, aimer"

f) Total Expressions (a...e)

g) Ratios: i. Moral Obligation/Total Expressions (a/f)

ii. Necessity/Total Expressions (b/f)

iii. Ability/Total Expressions (c/f)

iv. Permission/Total Expressions (d/f)

v. Volition/Total Expressions (e/f)

R.1 a)	_____	R.2 a)	_____	R.3 a)	_____	R.4 a)	_____	Total a)	_____
	OBL								
b)	_____	b)	_____	b)	_____	b)	_____	b)	_____
	NEC								
c)	_____	c)	_____	c)	_____	c)	_____	c)	_____
	ABL								
d)	_____	d)	_____	d)	_____	d)	_____	d)	_____
	PER								
e)	_____	e)	_____	e)	_____	e)	_____	e)	_____
	VOL								
f)	_____	f)	_____	f)	_____	f)	_____	f)	_____
	total								
								g)i.	_____
								ii.	_____
								iii.	_____
								iv.	_____
								v.	_____

green

25. Implicit Usages

- a) Major Implicit (MAJ) sentence where the lack of information seriously hinders comprehension in spite of context
- b) Minor Implicit (MIN) sentence where something is omitted and guessing becomes necessary in spite of context "if I had enough money could go to Europe" N.B. preceded by husband and wife discussion
- c) Total Implicit Usages (a+b)

d) Ratios: i. Major Implicit/Total Implicit Usages (a/c)

ii. Minor Implicit/Total Implicit Usages (b/c)

R.1 a)	_____	R.2 a)	_____	R.3 a)	_____	R.4 a)	_____	Total a)	_____
	MAJ								
b)	_____	b)	_____	b)	_____	b)	_____	b)	_____
	MIN								
c)	_____	c)	_____	c)	_____	c)	_____	c)	_____
	total								
								d)i.	_____
									(a/c)
								ii.	_____
									(b/c)

blue

26. Redundancy (R) where the same idea is re-expressed in one form or another
 "the truth, the whole truth and nothing but the truth",
 "lentement, à petit feu"

R.1 _____ R.2 _____ R.3 _____ R.4 _____ Total _____

APPENDIX XII

Specificity of nouns in English

Quantifying Scale for Specificity

- (1) very general
- (2) non-specific
- (3) rather specific
- (4) specific
- (5) highly specific

accent

we talk with a funny accent (3) Appendix 1

Act

- 1. I'm sure that the War Measures Act was greatly abused (5) App. 1.
- 2. and until the War Measures Act the government has never really done much in the way of...(5) App. 3

activity

I would only spend the time I had to spend for such activities as meals et cetera (2) App. 7

affair

I don't know the truth of the whole affair (3) App. 7

alternative

whether they had any alternative (2) App. 5

America

because there were a rash of killing of killings and kidnappings in Central America (5) App. 3

American

- 1. everyone except Canadians seem to think Canadians and Americans are identical (2) App. 1
- 2. I'd almost prefer to have the Americans in there than some other foreign interests (2) App. 1

3. this is what makes us different from Americans (2) App. 7

anglophone

well I am an anglophone (2) App. 3

area

I think each little area does have something (3) App. 7

article

when I was in first year doing a sociology course I was reading a bunch of articles on Canadian identity (3) App. 3

atmosphere

something different about Canada the general atmosphere perhaps (2) App. 3

attitude

1. because of Trudeau's attitude towards separatism in general (4) App. 7
2. Canada has certain characteristics which separate it from the United States certain attitudes (2) App. 5
3. we are doing our best to try and overcome nationalism in in particular its attitudes (3) App. 5

bed

bed probably MM depending not with everyone (2) App. 7

bedroom

if I lived in a commune I would insist on having my own private bedroom (4) App. 1

belonging

1. but belongings let's see things that aren't very personal (2) App. 3
2. I would be willing to share with others as far as my own personal belongings (3) App. 1

bit

everybody needs a little bit of time to themselves (3) App. 3

book

1. things that aren't very personal like books (1) App. 3
2. I would be willing to share with others as far as my own personal belongings my books any furniture that I might have (3) App. 1

border

whether it be fear of the English speaking majority or fear of the wealthy majority south of the border (3) App. 5

Britain

presumably originally it was mainly to Britain (5) App. 5

B.C. (British Columbia)

I don't know B.C. well enough (5) App. 7

British Columbia

much more sort of regions the prairies are different from British Columbia (5) App. 7

bunch

when I was in first year doing a sociology course I was reading a bunch of articles on Canadian identity (3) App. 3

Canada

1. and turned the rest of English Canada sort of even more against Quebec (5) App. 7
2. I don't see any way that Canada could be separate from the States (5) App. 1
3. and since it had started in Canada (5) App. 3
4. there's something different about Canada (5) App. 3
5. I don't think the communist party has ever been banned in Canada (5) App. 3
6. I think that Canada has certain characteristics (5) App. 5
7. when I see certain reactions in Canada (5) App. 5
8. I believe the day Canada wishes to find some sort of nationality (5) App. 5

9. there is no doubt that Canada has spent its entire history (5) App. 5
10. I don't know the whole of Canada (5) App. 7
11. I still can't see Canada as a nation (5) App. 7
12. my own views on it is that Canada is a nation (5) App. 7
13. in the event of war Canada you know unites (5) App. 7
14. but in terms of Canada itself in peace time (5) App. 7
15. they're worried because as a group you know in the whole of Canada (5) App. 7

Canadian

1. no one seemed to know what it was or what a Canadian was (2) App. 3
2. since I'm a you know a new Canadian (3) App. 7
3. I think it's well as everyone except Canadians seem to think (2) App. 1
4. everyone except Canadians seem to think Canadians and Americans are identical (2) App. 1
5. I guess Canadians have to accept the fact (2) App. 3
6. now more and more people are saying they are Canadians (2) App. 3
7. if anything I don't think Canadians really feel Canadians except vis-à-vis outsiders (2) App. 7
8. if anything I don't think Canadians really feel Canadians except vis-à-vis outsiders (2) App. 7
9. English Canadians this is what they seem to be looking for (3) App. 7

candidate

I don't know whether I'd be a good candidate for living in a commune (3) App. 1

capital

1. Trudeau made political capital out of the whole thing (3) App. 7
2. I think he made a great deal of political capital out of it (3) App. 7

case

1. it may even cause a quicker death perhaps by shock of some kind in that case (4) App. 5
2. this may or may not be the case I don't know exactly (4) App. 7
3. I certainly wouldn't have liked to have been in the Prime Minister's position in that case (3) App. 5
4. there are very few cases in which a lie might be preferable (2) App. 3

characteristic

I think that Canada has certain characteristics which separate it from the United States (2) App. 5

circumstance

1. avoid telling a deliberate lie but I think you know in such a circumstance (3) App. 7
2. I think you know in such a circumstance and in other circumstances too (2) App. 7

city

would it be in the middle of a city or where (2) App. 3

clash

and that there are no personality clashes or things like that (2) App. 3

clothes

1. most things I would be willing to share things like clothes no maybe not (2) App. 3
2. I'd be willing to share clothes (2) App. 7
3. I would be willing to share not my clothes (3) App. 1
4. I don't like sharing my clothes (3) App. 1
5. I get sort of personally attached to my clothes (3) App. 3
6. I get sort of personally attached to my clothes especially clothes I like (3) App. 3

commune

1. if I lived in a commune I would insist on having my own private bedroom (2) App. 1
2. I don't know whether I'd be a good candidate for living in a commune (2) App. 1
3. the hardest thing about living in a commune would be MM lack of privacy (2) App. 3
4. to be living in a commune would be hard on everybody (2) App. 3
5. would this commune be isolated or would it be in the middle of a city or anywhere (2) App. 3
6. would it be in the middle of a city or anywhere any particular commune (2) App. 3
7. if I had to live in a commune (2) App. 7
8. communes usually fail because the people can't get along with each other (1) App. 3

condition

I would certainly use it in that under those conditions (3)
App. 7

context

this is perhaps MM sounds strange in the context of your question
(4) App. 7

continuation

I don't know about the after the prisoners were released and found dead and so forth the continuation of the whole thing (4)
App. 1

control

they need to have some sort of control over us (2) App. 1

cooperation

there seemed to be a lack of cooperation among the police and the RCMP and so forth (2) App. 1

country

1. and I knew the whole country was looking for us for me (4)
App. 3

2. and try and get out of the country before they found him (4) App. 3
3. and until the War Measures Act the government has really never done much in the way of what is the word policizing the country (4) App. 3
4. Canada has spent its entire history in selling national resources to foreign countries (2) App. 5
5. except vis-à-vis outsiders MM people from other countries (2) App. 7

course

when I was in first year doing a sociology course (3) App. 3

Cross

1. I thought that was more just to clamp down on the FIQ and to speed up the search for Cross (5) App. 3
2. the government was lucky in what happened to Cross (5) App. 5
3. they had the good fortune in seeing Mr. Cross liberated without any harm (5) App. 5
4. I think the government was quite lucky as far as Cross is concerned (5) App. 5

crowds

I just don't like crowds (1) App. 7

culture

1. they know what their traditions and culture are (4) App. 7
2. Nova Scotians have got traditions and cultures that they can cling to (3) App. 7

damage

he did a lot of damage (2) App. 7

day

I believe that the day Canada wishes to find some sort of nationality (3) App. 5

death

it may even cause a quicker death (3) App. 5

deathbed

if a person is on his deathbed (3) App. 3

decision

it's an extremely difficult situation MM very difficult decisions
they have to make (3) App. 5

demand

it's very easy to comply with their demands (2) App. 5

dependence

then you must expect some sort of dependence (2) App. 5

difference

1. I don't think there is much difference (2) App. 7

2. I really don't think there is all that much difference (2) App. 7

3. there's just no difference at all (2) App. 1

discretion

in that case I think the doctor must use his discretion (3) App. 5

doctor

in that case I think the doctor must use his discretion (3) App. 5

dress

when a woman asks you how do you like my new dress (2) App. 7

ease

I would like to think of people being able to live together with
greater ease (2) App. 5

end

1. they are fanatics even if their ends are good (2) App. 5

2. even if their ends are good whether you consider their ends
good or bad (2) App. 5

equipment

things that aren't very personal like books MM equipment (2)
App. 3

Europe

1. we've suffered too much from nationalism in Europe (5) App. 5
2. I'm very much in favour of the progress which is being made in the countr MM being made in Europe (5) App. 5

European

personally MM being a European I hate nationalism (2) App. 5

event

in the event of war Canada you know unites (3) App. 7

example

1. if like in the example I gave before (4) App. 1
2. of course one uses medical examples (3) App. 5
3. specific examples of that well obviously there's small examples you can take (2) App. 7
4. obviously there's small examples you can take (2) App. 7
5. obviously there's small examples you can take or sort of unimportant examoles (2) App. 7

excuse

1. I'm sure that the War Measures Act was greatly abused used as an excuse (2) App. 1
2. the excuse usually given for white lies (3) App. 3

experience

1. I much prefer living alone having had a rather bad experience living with people (3) App. 1
2. I suppose I'd like to try the experience (3) App. 5

experiment

I suppose I'd like to try the experience the experiment (3) App. 5

expression

we have some different expressions when we speak (2) App. 1

extent

it depends on the extent of the lie (3) App. 7

extreme

1. I don't think lies should be carried to any great extreme (2) App. 1
2. our police will not go the extremes that the American police will (3) App. 3

fact

1. it's the fact (3) App. 1
2. I guess Canadians have to accept the fact (3) App. 3

fanatic

1. when you're dealing with fanatics (1) App. 5
2. when you're dealing with fanatics and they are fanatics (3) App. 5
3. the people who captured Laporte and who murdered him are certainly fanatics (3) App. 5

fear

1. whether it be fear of the English speaking majority (3) App. 5
2. whether it be fear of the English speaking majority or fear of the wealthy majority south of the border (3) App. 5

feeling

1. hunted or searched for it must be a terrible feeling (2) App. 3
2. I think the most obvious one is when someone's feelings are at stake (2) App. 1
3. in situations like that I think where peoples' feelings take precedence over the issue (2) App. 1
4. my feelings toward Trudeau on this matter are very coloured (3) App. 7
5. because my own feelings about the province of Quebec (3) App. 7

fellow

I don't think their methods of looking for these fellows (4) App. 1

FIQ

1. I think it was a silly thing on the part of the FIQ anyways (5) App. 1

2. I thought that was more just to clamp down on the FLQ (5) App. 3
food

I'd be willing to share food (2) App. 7

force

I think of a police force telling people that something is banned
(3) App. 3

fortune

they had the good fortune (3) App. 5

francophone

there is no problem of identity in the province of Quebec MM with
francophones anyway (3) App. 7

friend

1. if I've heard some gossip about someone a good friend (3) App. 1

2. but I think you know for your friends or something like that
(2) App. 1

3. I like people but I have a few friends a very few friends (2)
App. 7

4. I like people but I have a few friends a very few friends (2)
App. 7

5. if they were all friends (2) App. 7

furniture

I would be willing to share with others as far as my own personal
belongings my books any furniture that I might have (2) App. 1

gossip

1. for example if I've heard some gossip about someone (2) App. 1

2. and if they ask me have you heard any of this gossip (3) App. 1

government

1. I think the government acted fairly quickly (4) App. 1

2. I think the government acted all in all quite well (4) App. 1

3. I think people were upset enough about it that the government
certainly wouldn't hurry to do it again (4) App. 1

4. the government was put into a (4) App. 3
5. and since it had started in Canada the only thing the government could do was something very drastic (4) App. 3
6. I can't see what else the government could have done at that time (4) App. 3
7. and until the War Measures Act the government has really never done much in the way of what is the word policizing (4) App. 3
8. the government was lucky in what happened to Cross (4) App. 5
9. I think the government was quite lucky as far as Cross is concerned (4) App. 5
10. I was satisfied with what the government did (4) App. 7

government of Quebec

Trudeau claimed that MM province of Quebec or the government of Quebec asked him for help (5) App. 7

group

1. you would have to try and find a group of people who are very compatible to you (3) App. 3
2. they're worried because as a group you know in the whole of Canada (2) App. 7
3. large groups of people don't just you know turn me off (3) App. 7
4. but large groups of people I can't really relate to (3) App. 7

hairdryer

things that aren't very personal like MM books MM equipment the MM the TV or hairdryer (2) App. 3

hand

I'm not completely aware of what measures were at the government's hand (4) App. 5

harm

1. on certain occasions you might hurt someone or cause some sort of harm to somebody (2) App. 5
2. they had the good fortune in seeing Mr. Cross liberated without any harm (2) App. 5

help

the government of Quebec asked him for help (2) App. 7

history

there is no doubt that Canada has spent its entire history (4)
App. 5

hour

other people I'd be willing to talk for hours with (1) App. 7

hurt

this person who is being saved this hurt (3) App. 3

identity

1. the day Canada wishes to find some sort of nationality some
sort of national identity (2) App. 5
2. when I was in first year doing a sociology course I was reading
a bunch of articles on Canadian identity (3) App. 3

individual

it's hard to decide because I'd have to know the individual first
(3) App. 7

interest

1. our interests are practically the same (3) App. 1
2. I'd almost prefer to have the Americans in there than some
other foreign interests (3) App. 1

introvert

I suppose I'm quite an introvert in one way (2) App. 5

issue

1. and it's some ticklish issue (3) App. 1
2. where peoples' feelings take precedence over the issue itself
(3) App. 1

jail

there were far too many people thrown in jail for no particular
reason (1) App. 5

kidnapper

1. if I were the kidnappers and I had Laporte (3) App. 3
2. it didn't give in to the kidnappers (3) App. 1

kidnapping

1. because there were a rash of killing of killings and kidnappings in Central America (2) App. 3
2. killings and kidnappings in Central America it seemed as if the more kidnappings and killings that succeeded (2) App. 3

killing

1. because there were a rash of killing of killings and kidnappings in Central America (2) App. 3
2. because there were a rash of killing of killings and kidnappings in Central America (2) App. 3
3. in Central America it seemed as if the more kidnappings and killings that succeeded (2) App. 3

kind

1. it may even cause a quicker death perhaps by shock of some kind (1) App. 5
2. people who might feel that they want to pull that kind of trick again (3) App. 1

lack

the hardest thing about living in a commune would be MM lack of privacy (3) App. 3

lake

I think this is why people go out in the woods out on lakes and things (1) App. 3

Laporte

1. if I were the kidnappers and I had Laporte (5) App. 3
2. I don't think anybody seriously expected Laporte to be killed (5) App. 5
3. as far as Laporte is concerned I think it's a tragedy (5) App. 5
4. the people who captured Laporte (5) App. 5

lie

1. I think it's very difficult to talk about the truth and the lie as black and white (1) App. 5
2. it's not the truth or the lie that's important (1) App. 1
3. I think that a lie serves a purpose (2) App. 1
4. if the person tells a lie thinking that he's saving the other person from hurt (2) App. 3
5. there are very few cases in which a lie might be preferable to the truth (2) App. 3
6. it could be a lie (2) App. 3
7. there's some situations when a small lie (3) App. 7
8. it depends on the extent of the lie (2) App. 7
9. I think when a small lie would prevent someone from being hurt (2) App. 7
10. in which case you tell a lie and say it's very nice (2) App. 7
11. you may try and avoid telling a deliberate lie (3) App. 7
12. you tell a lie (2) App. 7
13. well there is such a thing as a white lie (3) App. 5
14. I don't think lies should be carried to any great extreme (1) App. 1
15. I'm not in favour of lies (1) App. 5
16. the excuse usually given for white lies is to save the other person from feeling hurt (3) App. 3
17. it seems that you can inspire confidence in people and still maintain your little lies here and there (3) App. 1

life

commune life doesn't really appeal to me (3) App. 7

line

the government was lucky in what happened to Cross they took a firm line (3) App. 5

majority

1. whether it be fear of the English speaking majority (3) App. 5
2. or fear of the wealthy majority south of the border (3) App. 5

man

1. because I can relate much better to men for some reason than to women (1) App. 7
2. there would certainly be more men than women (2) App. 7

manoeuvre

as I say I'm not in favour of this kind of manoeuvre from an economic point of view (3) App. 5

Maritimes

it seems to me much more sort of regions the Maritimes are very different from Quebec (4) App. 7

material

1. I don't think I'm very good commune material (3) App. 5
2. I don't think I'd make very good commune material (3) App. 5

matter

1. but nor do we know the truth of the whole matter (4) App. 7
2. my feelings toward Trudeau on this matter are very coloured (4) App. 7

meal

I would only spend the time I had to spend for such activities as meals et cetera (2) App. 7

means

I think the War Measures were extremely heavy-handed heavy-handed means of ducking the situation (4) App. 5

measure

1. you mean they might become too prone to call in this sort of measure (3) App. 1
2. I'm not completely aware of what measures were at the government's hand (2) App. 5

3. to them it's obvious extreme measures had to be taken (2) App. 5

Measures

I think the War Measures were extremely heavy-handed (5) App. 5

meeting

1. they'll hold their meetings in secret more than now (3) App. 3

2. easier for the police to keep track of the members and when their meetings are being held (3) App. 3

member

easier for the police to keep track of the members (3) App. 3

method

I don't think their methods of looking for these fellows (3) App. 1

minute

just to make the last person's MM the person's last minutes happier (4) App. 3

month

it took them what a month or so or more to find them in Montreal (2) App. 1

Montreal

to find them in Montreal (5) App. 1

nation

1. I still can't see Canada as a nation (2) App. 7

2. my own views on it is that Canada is a nation only as regards other nations (2) App. 7

3. Canada is a nation only as regards other nations (2) App. 7

nationalism

1. being a European I hate nationalism (1) App. 5

2. we've suffered too much from nationalism in Europe (1) App. 5

3. we are doing our best to try and overcome nationalism (1) App. 5

4. when I see certain reactions in Canada people talking about nationalism (1) App. 5

~~5.~~ there is a growing nationalism (2) App. 3

6. whether it be Quebec nationalism (3) App. 5

7. whether it be Quebec nationalism or Canadian nationalism (3) App. 5

8. I'm not entirely worried about the nationalism (3) App. 7

nationality

the day Canada wishes to find some sort of nationality (2) App. 5

newspaper

they read about the same things in the newspapers (2) App. 7

noise

being quiet when necessary making noise when necessary (1) App. 1

Nova Scotia

I have travelled a little bit but mostly to Nova Scotia (5) App. 7

Nova Scotian

Nova Scotians have got cer have got traditions and cultures (2) App. 7

obligation

and never be sure that their word can meet their own obligations (3) App. 5

occasion

1. there are occasions in which one should tell the truth (2) App. 5

2. on certain occasions you might hurt somebody (2) App. 5

opinion

some sort of national identity which in my opinion it hasn't got yet (3) App. 5

outsider

I don't think Canadians really feel Canadians except vis-à-vis outsiders (2) App. 7

part

1. I think it was a silly thing on the part of the FIQ anyways (3) App. 1
2. I'd be willing to do my part cleaning and cooking (3) App. 1
3. I only know certain parts specifically (2) App. 7

particularism

progress which is being made...to get rid of particularism (1) App. 5

particularity

people being able to live together with greater ease rather than fighting for their individual peculiarities particularities (3) App. 5

party

1.they should just be allowed to exist as a party just like any other party (2) App. 3
2.they should just be allowed to exist as a party just like any other party (2) App. 3
3. because if you don't ban it the party will exist (4) App. 3
4. I don't think the communist party has ever been banned in Canada (4) App. 3

peculiarity

people being able to live together with greater ease rather than fighting for their individual peculiarities (3) App. 5

people

1. have you heard people talking about this (1) App. 1
2. if the person should know that people are talking (1) App. 1
3. it seems that you can inspire confidence in people (1) App. 1
4. I wouldn't like people to be wandering in my room (1) App. 1
5. things that I would want for myself and if people would want to use them (1) App. 1
6. communes usually fail because the people can't get along with each other (2) App. 3 .

7. I think this is why people go out in the woods (1) App. 3
8. just to get away from other people (1) App. 3
9. personal things I'd be reluctant to share them with people (1) App. 3
10. I think of a police force telling people that something is banned (1) App. 3
11. I can relate to very few people (1) App. 7
12. large groups of people don't just you know turn me off (1) App. 7
13. I like people but I have a few friends (1) App. 7
14. but large groups of people I can't really relate to (1) App. 7
15. if one's very close to people (1) App. 7
16. I think people were upset enough about it (2) App. 1
17. I think also it serves as a warning to people who might feel (2) App. 1
18. I much prefer living alone having had a rather bad experience living with people at one time (1) App. 1
19. find a group of people who are very compatible to you (2) App. 3
20. now more and more people are saying they are Canadians (2) App. 3
21. there were far too many people thrown in jail (2) App. 5
22. I find relationships with other people relatively difficult (1) App. 5
23. when I see certain reactions in Canada people talking about nationalism (2) App. 5
24. I would like to think of people being able to live together with greater ease (2) App. 5
25. if you live by selling your natural resources to other people (2) App. 5
26. some people I'd be willing to share time with (2) App. 7
27. and the people I've met a few people from the west (2) App. 7
28. I've met a few people from the west (2) App. 7

29. except vis-à-vis outsiders MM people from other countries (2) App. 7
30. what I've found with the people I've met (3) App. 7
31. I'm sure that the War Measures Act was greatly abused used as a an excuse to round up all sorts of suspicious people (3) App. 1
32. the people who captured Laporte (3) App. 5

person

1. it's the fact that this person can be hurt terribly (3) App. 1
2. where there's no point in just hurting the person for no reason (3) App. 1
3. if like in the example I gave before if the person should know that people are talking (3) App. 1
4. if the person tells a lie (3) App. 3
5. thinking that he's saving the other person from hurt (3) App. 3
6. if a person is on his deathbed (2) App. 3
7. I would think that you a person would say anything (2) App. 3
8. the excuse usually given for white lies is to save the other person from feeling hurt (3) App. 3
9. it could be harmful to a person to know the whole truth (2) App. 5
10. I'm not the sort of person that very readily shares (3) App. 5
11. usually when this person who is being saved this hurt finds out (3) App. 3

personality

I don't know what probably my own personality (4) App. 7

place

1. because you'd be thinking there's no place to go no place to hide for long (2) App. 3
2. because you'd be thinking there's no place to go no place to hide for long (2) App. 3
3. I would've tried to maybe hide him some place not kill him (2) App. 3

4. just hide him some place (2) App. 3
5. the police will eventually come across your hiding place (3) App. 3

point

1. well you have a point there (1) App. 1
2. I'm not in favour of this kind of manoeuvre from an economic point of view (3) App. 5
3. well from my point of view (4) App. 1

police

1. there seemed to be a lack of cooperation between the police and the RCMP and so forth (3) App. 1
2. easier for the police to keep track of the members (2) App. 3
3. no place to hide for long because the police will eventually come across your hiding place (2) App. 3
4. our police will not go to the extremes that the American police will (3) App. 3
5. our police will not go to the extremes that the American police will (3) App. 3

population

we have such a small population compared to theirs (3) App. 1

position

1. I've never been in a position of being hunted or searched for (2) App. 3
2. we're in a strategic position as far as they're concerned (3) App. 1
3. I certainly wouldn't have liked to have been in the Prime Minister's position in that case (4) App. 5

PQiste

who are the PQistes (2) App. 3

Prairie

much more sort of regions the Prairies are different from British Columbia (4) App. 7

prisoner

I don't know about the after the prisoners were released and found dead and so forth (3) App. 1

privacy

1. the hardest thing about living in a commune would be MM lack of privacy (2) App. 3
2. I prefer to have some perhaps my own individual privacy (4) App. 5

problem

there is no problem of identity in the province of Quebec (3) App. 7

program

they watch the same television programs (3) App. 7

progress

I'm very much in favour of the progress which is being made (3) App. 5

province of Quebec

1. Trudeau claimed that MM province of Quebec or the government of Quebec asked him for help (5) App. 7
2. because my own feeling about the province of Quebec (5) App. 7
3. I only know certain parts specifically the province of Quebec (5) App. 7
4. there is no problem of identity in the province of Quebec (5) App. 7

purpose

I think that a lie serves a purpose (2) App. 1

Quebec

1. and turned the rest of English Canada sort of even more against Quebec (5) App. 7
2. it seems to me much more sort of regions the Maritimes are very different from Quebec (5) App. 7
3. and then Quebec is very diff (5) App. 7

4. Quebec is very different (5) App. 7

Quebec City

three out of those four and a half years I spent in Quebec City
(5) App. 7

question

1. I don't know if the identity question has been solved but it seems a lot more clear (3) App. 3
2. this is perhaps MM isn't the answering question (4) App. 7
3. this is perhaps MM sounds strange in the context of your question (4) App. 7

rash

because there were a rash of killing of killings and kidnappings in Central America (3) App. 3

RCMP

there seemed to be a lack of cooperation between the police and the RCMP and so forth (5) App. 1

reaction

1. then it could do so by a reaction against the United States (2) App. 5
2. when I see certain reactions in Canada (2) App. 5

reason

1. where there's no point in just hurting the person for no reason (2) App. 1
2. there were far too many people thrown in jail for no particular reason (2) App. 5

region

it seems to me much more sort of regions (2) App. 7

relationship

1. I prefer to have an open relationship (3) App. 5
2. when it comes to personal relationships (3) App. 5
3. I find relationships with other people (2) App. 5

relative

if I've heard some gossip about someone a good friend or a relative
(2) App. 1

resource

1. if you live by selling your natio natural resources to other people (3) App. 5
2. we have such a small population compared to theirs and so many resources (2) App. 1
3. Canada has spent its entire history in selling national resources to foreign countries (3) App. 5

room

1. I wouldn't like people wandering in my room (3) App. 1
2. anything that I keep in my room would be things that I would want for myself (3) App. 1

rumor

1. if the person should know that people are talking or that this such and such a rumor is going around (2) App. 1
2. but if they know that the rumor is going around (2) App. 1

search

I thought that was more just to clamp down on the FIQ and to speed up the search for Cross (4) App. 3

separatism

because of Trudeau's attitude towards separatism in general (2) App. 7

shock

it may even cause a quicker death perhaps by shock of some kind
(2) App. 5

sincerity

and I'll tell somebody the world is flat in all sincerity and it really isn't true (1) App. 3

situation

1. I think the War Measures were extremely heavy-handed heavy-handed means of ducking the situation (3) App. 5

2. Trudeau made political capital out of the whole situation (3) App. 7
3. and in such a situation I really don't know (3) App. 7
4. I mean it was the thing to do in that situation (3) App. 1
5. this again is an extremely tricky situation (4) App. 5
6. it's an extremely difficult situation (4) App. 5
7. in most situations the truth is the best (2) App. 3
8. can't think of any other situations (2) App. 3
9. I think there's some situations when a small lie (2) App. 7
10. completely forget about the whole thing that I ever heard it and in situations like that (3) App. 1
11. of course one uses medical examples MM situations (3) App. 5

sort

1. they need to have some sort of control over us (2) App. 1
2. you mean they might become too prone to call in this sort of measure (3) App. 1
3. I'm sure that the War Measures Act was greatly abused used as a an excuse to round up all sorts of suspicious people (1) App. 1

state

it could be harmful to a person to know the whole truth about his physical state (3) App. 5

States

1. I don't see any way that Canada could be separate from the States (5) App. 1
2. there's something different about Canada...I notice it when I'm in the States (5) App. 3
3. I don't think the communist party has ever been banned in Canada as it has been in the States (5) App. 3

stranger

I'm not the sort of person that readily shares with one's strangers (1) App. 5

thing

1. well there is such a thing as a white lie (2) App. 5
2. and just completely forget about the whole thing that I ever heard it (3) App. 1
3. I think they did the right thing (3) App. 1
4. I don't know about after the prisoners were released and found dead and so forth the continuation of the whole thing (3) App. 1
5. I mean it was the thing to do in that situation (3) App. 1
6. I think it was a silly thing on the part of the FIQ anyways (3) App. 1
7. and since it had started in Canada the only thing the government could do (4) App. 3
8. the hardest thing about living in a commune would be MM lack of privacy (4) App. 3
9. and that there are no personality clashes or things like that (2) App. 3
10. I think this is why people go out in the woods out on lakes and things (1) App. 3
11. I wouldn't like people to be wandering in my room and borrowing things without asking (1) App. 1
12. anything that I keep in my room would be things that I would want for myself (3) App. 1
13. most things I would be willing to share (1) App. 3
14. most things I would be willing to share things like clothes no maybe not (2) App. 3
15. but belongings let's see things that aren't very personal (3) App. 3
16. things that aren't very personal like books MM equipment the MM the TV or hairdryer things like that (2) App. 3
17. they read about the same things (2) App. 7
18. they share many things (1) App. 7
19. personal things I'd be reluctant to share them with people (3) App. 3
20. the things I would be willing to share (3) App. 7

time

1. some people I'd be willing to share time with (1) App. 7
2. some people I'd be willing to share time with spend a lot of time with (2) App. 7
3. but in terms of Canada itself in peace time (3) App. 7
4. I much prefer living alone having had a rather bad experience living with people at one time (2) App. 1
5. I'm the sort of person who likes to spend quite a lot of time on his own (2) App. 5
6. I suppose I'd like to try the experience the experiment for a short time (2) App. 5
7. certainly my time would I'd be willing to share my time (2) App. 7
8. I'd be willing to share my time with some of them (2) App. 7
9. I would only spend the time I had to spend for such activities (2) App. 7
10. I think they did the right thing at the time (4) App. 1
11. I don't see what else the government could have done at that time (4) App. 3
12. I have done many times (2) App. 7

Toronto

I haven't been further west than Toronto (5) App. 7

tradition

1. they know what their traditions and culture are (3) App. 7
2. Nova Scotians have got traditions and cultures that they can cling to (3) App. 7

tragedy

1. I think everybody feels it's a tragedy (2) App. 5
2. as far as Laporte is concerned I think it's a tragedy (2) App. 5

trick

people who might feel that they want to pull that kind of trick again (3) App. 1

Trudeau

1. Trudeau claimed that.... (5) App. 7
2. I think that Trudeau made political capital out of the whole situation (5) App. 7
3. I don't think anyone does except perhaps Trudeau himself (5) App. 7

trust

how much trust you can put in their word (1) App. 1

truth

1. I think it's very difficult to talk about the truth and the lie as black and white (1) App. 5
2. I think I try and explain everything with as much truth as possible (1) App. 5
3. it's not the truth or the lie that that's important (1) App. 1
4. this person can be hurt terribly by such a the truth (2) App. 1
5. in most situations the truth is the best (2) App. 3
6. there are very few cases in which a lie might be preferable to the truth (2) App. 3
7. what I consider to be the truth is what one actually believes to be true (2) App. 3
8. cause some sort of harm to somebody by telling the truth (2) App. 5
9. or at any rate the big truth (2) App. 5
10. one should tell the truth the whole truth and nothing but the truth (2) App. 5
11. one should tell the truth the whole truth and nothing but the truth (3) App. 5
12. one should tell the truth the whole truth and nothing but the truth (4) App. 5
13. I could believe the world's flat and to me that's the truth (4) App. 3
14. it could be harmful to a person to know the whole truth about his physical state (4) App. 5

15. but nor do we know the truth of the whole matter (4) App. 7

16. I don't know the truth of the whole affair (4) App. 7

TV

things that aren't very personal like books MM equipment the MM
the TV (2) App. 3

United States

1. I guess Canadians have to accept the fact that the United States
does dominate us economically (5) App. 3

2. I wouldn't be happy being a part of the United States (5)
App. 3

3. I think that Canada has certain characteristics which separate
it from the United States (5) App. 5

4. then it could do so by a reaction against the United States (5)
App. 5

5. now it's something like sixty seventy percent to the United
States (5) App. 5

value

suppose it's something that has a lot of sentimental value (3)
App. 3

view

...in the context of your question but my own views on it...(3)
App. 7

wall

the government was put into a it was backed up against the wall
(1) App. 3

war

1. in the event of war Canada you know unites (1) App. 7

2. and then they go to war (1) App. 7

warning

I think also it serves as a warning to people (2) App. 1

way

1. I suppose I'm quite an introvert in one way (2) App. 5

2. and until the War Measures Act the government has really never done much in the way of.... (3) App. 3

~~west~~

- I've met a few people from the west (3) App. 7

woman

1. when a woman asks you how do you like my new dress (2) App. 7
2. because I can relate much better to men for some reason than to women (1) App. 7
3. there would certainly be more men than women (2) App. 7

wood

- I ~~think~~ this is why people go out in the woods out on lakes and things (1) App. 3

word

1. and until the War Measures Act the government has really never done much in the way of what is the word policizing (4) App. 3
2. how much trust you can put in their word (3) App. 5
3. and never be sure that their word can meet their own obligations (3) App. 5

world

1. I could believe that the world is flat (3) App. 3
2. and I'll tell somebody the world is flat in all sincerity (3) App. 3

year

1. I've only been here four and a half years (3) App. 7
2. and I you know three out of those four and a half years I spent in Quebec City (4) App. 7

APPENDIX XIII

Specificity of nouns in French

accord

je suis fortement aise de l'accord personnellement (3) App. 6

air

1. c'est tous les poisons aussi qu'on jette dans l'air (1) App. 6
2. les problèmes de trouver de l'espace pour pouvoir respirer un peu d'air frais (3) App. 6

alcool

1. c'est un drogue comme le tabac et l'alcool (1) App. 4
2. et si les deux MM l'alcool et le tabac est légal (1) App. 4
3. il y a moyen d'arriver à d'état à des états assez heureux par l'alcool (1) App. 6

Américain

1. presque tous les hôtes étaient des Américains (2) App. 2
2. c'est une bonne chose avoir des Américains qui viennent ici (2) App. 2
3. si les Américains prenaient la place que les Canadiens pourraient prendre (2) App. 2
4. où les Américains peuvent aller faire du camping (2) App. 6

amitié

ça fait des amitiés entre pays (2) App. 6

Anglais

ou qui dit ça les Anglais (2) App. 2

animal

1. mais des restrictions contre le nombre de poissons qu'on peut attraper ou les autres animaux (2) App. 4
2. il faut des lois pour protéger les forêts pour protéger les animaux (1) App. 4

année

1. le Canada est assez vaste pour recevoir cinquante mille par année (3) App. 8
2. pas à ce moment mais dans une dizaine une vingtaine d'années (3) App. 2

an

j'ai travaillé il y a quatre ans (4) App. 2

argent

1. mais à cause de la nécessité de d'avoir de l'argent de pouvoir ce cas-là (1) App. 2
2. puis l'argent il me semble qu'il n'y a jamais assez d'argent (1) App. 2
3. puis l'argent il me semble qu'il n'y a jamais assez d'argent pour les pays surpeuplés (2) App. 2
4. ils avaient tous beaucoup d'argent (2) App. 2
5. des Américains qui viennent ici et dépensent leur argent (3) App. 2
6. cela va apporter beaucoup d'argent au Canada (2) App. 4

aspect

le Québec à mon avis est très américain c'est sur beaucoup d'aspects (2) App. 6

atmosphère

c'est tous les poisons qu'on jette dans l'air l'atmosphère (1) App. 6

attitude

1. enfin mais c'est une attitude du Canada anglais (2) App. 8
2. tout dépendrait finalement je crois de l'attitude des Canadiens anglophones (3) App. 6
3. c'est assez typique de l'attitude du Canada anglais (3) App. 8

avis

1. mais le Québec à mon avis est très Américain (3) App. 6

2. à mon avis ceux qui luttent pour l'indépendance du Québec (3)
App. 6
3. à mon avis l'indépendance en soi n'est pas possible (3) App. 6
4. à mon avis le Canada n'est presque pas indépendant actuellement (3)
App. 6

Belgique

les dangers d'un pays surdéveloppé/surpeuplé comme la Belgique (5)
App. 6

bonheur

il y a une manque d'éducation une manque de bonheur (1) App. 2

camping

1. où les Américains peuvent aller faire du camping (1) App. 6
2. si ils viennent ici simplement pour voyager pour faire du camping (1) App. 8

Canada

1. c'est assez typique du Canada anglais (5) App. 8
2. enfin mais c'est une attitude du Canada anglais (5) App. 8
3. le Québec ne va pas vouloir séparer se séparer du Canada (5)
App. 2
4. il y a beaucoup de place ici au Canada (5) App. 2
5. maintenant les touristes américains sont quelque chose de bon pour le Canada (5) App. 2
6. les gens qui ont peur que le reste du Canada deviendra une partie des Etats-Unis (5) App. 4
7. ce que nous n'avons pas jamais ici à au Canada (5) App. 4
8. cela va apporter beaucoup d'argent au Canada (5) App. 4
9. le Canada n'est presque pas indépendant actuellement (5) App. 6
10. le Canada a beaucoup de place (5) App. 6
11. le Canada est assez vaste (5) App. 8
12. j'ai une mauvaise idée de l'espace au Canada (5) App. 8
13. pour moi le Canada c'est un pays vaste (5) App. 8

14. on est quoi vingt millions au Canada (5) App. 8

Canadien

1. la place que les Canadiens pourraient prendre (2) App. 2
2. c'est tout dépendrait finalement je crois de l'attitude des Canadiens anglophones (3) App. 6

caractère

je pense que ça a une mauvaise effet sur la personnalité sur le caractère de l'individu (3) App. 8

cas

je pense qu'il y a beaucoup de dangers dans ce cas-ci (4) App. 2

Chine

les conditions de vie sont nettement plus agréables sans doute qu'en Chine (5) App. 6

choix

le Québec deviendrait une partie des Etats-Unis bien vite pas à cause de leur choix (3) App. 2

chose

1. mais survivre comme pays indépendant ça se fait mais c'est une autre chose (2) App. 6
2. c'est une bonne chose avoir des Américains (3) App. 2

cigarette

je fume même pas les cigarettes (1) App. 6

commerce

il fait marcher le commerce (1) App. 6

condition

1. les effets sont différents dans les trois conditions (3) App. 6
2. il y a beaucoup de régions surpeuplées mais les conditions de vie sont nettement plus agréables (3) App. 6
3. aux Indes où les conditions économiques sont beaucoup plus difficiles (3) App. 6

côté

mais de l'autre côté il y a (2) App. 2

culture

1. que la culture survive ça c'est très important (1) App. 6
2. de pouvoir protéger leur culture de l'influence des autres cultures (3) App. 6
3. de pouvoir protéger leur culture de l'influence des autres cultures qui les entourent (3) App. 6

danger

1. il y a aussi le danger de le danger politique des dictateurs (3) App. 2
2. il y a aussi le danger de le danger politique des dictateurs (3) App. 2
3. et même si on est riche on risque le danger de devenir malade (3) App. 4
4. il y a des dangers de ne pas avoir assez de nourriture (3) App. 2
5. je pense qu'il y a beaucoup de dangers dans ce cas-ci (2) App. 2
6. les dangers d'un pays surdéveloppé/surpeuplé comme la Belgique (2) App. 6
7. les dangers bon disons (2) App. 8
8. les dangers d'abord c'est que je sais pas (2) App. 8

devise

1. un touriste arrive avec ses devises (3) App. 6
2. surtout des touristes qui amènent des devises américaines (3) App. 6

dictateur

il y a aussi le danger de le danger politique des dictateurs qui aiment avoir beaucoup de monde sous leur(s) main(s) (3) App. 2

différence

1. je fais une différence entre la mari et des drogues (2) App. 8
2. je trouve que ils devraient faire une différence entre la mari (2) App. 8

disposition

et que qu'un gouvernement les mette à la disposition de n'importe qui (3) App. 6

drogue

1. j'ai jamais fumé les drogues (1) App. 6
2. les effets des drogues sont vraiment néfastes (1) App. 6
3. je suis pour la légalisation des drogues comme marijuana (3) App. 2
4. je ne crois pas que les drogues comme ça mènent à aux drogues plus "hard" (2) App. 2
5. mais les autres drogues comme LSD MM STP (3) App. 4
6. et j'essaie de trouver si la légalisation de ces drogues (3) App. 6
7. nous avons actuellement pas mal de drogues qu'on peut prendre légalement (2) App. 6
8. mais pas pour la légalisation des autres drogues comme LSD (3) App. 8
9. je fais une différence entre la mari et des drogues comme l'héroïne (3) App. 8
10. ils devraient faire une différence entre la mari et le LSD ou bien l'héroïne les drogues comme ça (3) App. 8
11. je pense qu'il n'y a pas de "harm" avec ces drogues-là (3) App. 2
12. je ne crois pas que les drogues comme ça (3) App. 2
13. je crois qu'il faudra des lois contre ces drogues dangereux (3) App. 4
14. je crois que le marijuana c'est un drogue comme le tabac (3) App. 4

école

il n'y a pas de "harm" avec ces drogues-là sur même parmi les jeunes gens dans les écoles secondaires (3) App. 2

économie

je ne sais pas assez de l'économie du Québec pour dire si (3) App. 4

education

1. il y a MM une quel est le mot beaucoup de d'éducation qui monte au Québec (1) App. 2
2. c'est l'influence de l'éducation (1) App. 2
3. y a une manque d'éducation une manque de bonheur (1) App. 2

effet

1. je pense que ça a une mauvaise effet sur la personnalité (2) App. 8
2. les effets des drogues sont vraiment néfastes (2) App. 6
3. et ne songent pas beaucoup aux effets économiques (3) App. 6
4. les effets sont différents dans les trois conditions (2) App. 6

égard

je trouve que la loi est stupide à cet égard (4) App. 8

endroit

il y a beaucoup d'endroits très retirés (2) App. 6

enfant

il y a des dangers de ne pas avoir assez de nourriture pour les enfants (2) App. 2

ennemi

ça fait aussi des ennemis (1) App. 6

épidémique

par exemple en Inde à ce moment il y a un épidémique (2) App. 4

espace

1. les problèmes de trouver de l'espace pour pouvoir respirer un peu d'air frais (1) App. 6
2. les gens n'ont pas assez d'espace (2) App. 8
3. une personne a besoin de pas mal d'espace pour vivre (2) App. 8
4. j'ai une mauvaise idée de l'espace au Canada (3) App. 8

état

il y a moyen d'arriver à d'état à des états assez heureux par l'alcool (3) App. 6

Etats-Unis

1. le Québec deviendrait une partie des Etats-Unis bien vite (5) App. 2
2. le reste du Canada deviendra une partie des Etats-Unis (5) App. 4

Europe

1. si on vit en Europe (5) App. 6
2. il suffit de voir les réactions des pays de l'est en Europe (5) App. 6

exemple

je fais une différence entre la mari et des drogues comme l'héroïne par exemple (4) App. 8

expérience

je peux pas parler de l'expérience personnelle (3) App. 6

fédération

si le Québec quitte la fédération (3) App. 4

forêt

il faut des lois pour protéger les forêts pour protéger les animaux (2) App. 4

gens

1. ces drogues dangereux qui puissent mettre en danger les jeunes gens (2) App. 4
2. mais qu'un gouvernement autorise aux gens de d'avaler toutes les tous les poisons (1) App. 6
3. il n'y a pas de "harm" avec ces drogues-là sur même parmi les jeunes gens (2) App. 2
4. une manque de bonheur parmi tous les gens presque (2) App. 2
5. je crois que les gens qui disent ça (3) App. 4

6. les gens qui disent ça ce sont les les gens qui ont peur (3)
App. 4
7. un pays comme le Japon ou l'Inde surtout quand il y a beaucoup
de gens (1) App. 4
8. et quand on a beaucoup de gens pauvres (2) App. 4
9. c'est que j'sais pas les des gens n'ont pas assez d'espace (1)
App. 8

gouvernement

1. mais qu'un gouvernement autorise aux gens de d'avaler toutes
les tous les poisons (2) App. 6
2. et que qu'un gouvernement les mette à la disposition de
n'importe qui (2) App. 6

habitant

des pays qui n'ont pas suffisamment de nourriture pour alimenter
tous ses habitants (3) App. 6

"harm"

je pense qu'il n'y a pas de "harm" avec ces drogues-là (2) App. 2

héroïne

1. je suis pour la légalisation des drogues comme marijuana pas
comme heroin ou LSD (1) App. 2
2. je fais une différence entre la mari et des drogues comme
l'héroïne (1) App. 8
3. ils devraient faire une différence entre la mari et le LSD ou
bien l'héroïne (1) App. 8

hôte

presque tous les hôtes étaient des Américains (3) App. 2

hôtel

j'ai travaillé il y a quatre ans dans un hôtel dans l'ouest (2)
App. 2

idée

1. je pense que c'est une bonne idée légalisation (3) App. 2
2. j'ai une mauvaise idée de l'espace au Canada (3) App. 8

3. l'éducation va influencer les idées radicales (3) App. 2

important

l'important pour eux c'est d'être indépendant (3) App. 6

Inde

1. c'est-à-dire un pays comme le Japon ou l'Inde (5) App. 4

2. par exemple en Inde à ce moment (5) App. 4

3. les conditions de vie sont nettement plus agréables sans doute
qu'en Chine ou en Inde aux Indes (5) App. 6

4. les conditions de vie sont nettement plus agréables sans doute
qu'en Chine ou en Inde aux Indes (5) App. 6

indépendance

1. ceux qui luttent pour l'indépendance du Québec (3) App. 6

2. qu'est-ce qu'on entend par indépendance (1) App. 6

industrie

je crois que l'industrie du tourisme c'est important (3) App. 4

influence

1. peut-être c'est l'influence de l'éducation (3) App. 2

2. de pouvoir protéger leur culture de l'influence des autres
cultures (3) App. 6

Japon

c'est-à-dire un pays comme le Japon ou l'inde (5) App. 4

légalisation

1. je suis pour la légalisation des drogues comme marijuana (3)
App. 2

2. je pense que c'est une bonne idée légalisation (2) App. 2

3. je suis pour la légalisation de la mari (3) App. 8

4. mais pas pour la légalisation des autres drogues (3) App. 8

liberté

mais je ne suis pas contre la liberté en principe (1) App. 6

loi

1. je trouve que la loi est stupide (3) App. 8
2. je crois qu'il faudra des lois contre ces drogues dangereux (2) App. 4
3. il faut des lois pour protéger les forêts pour protéger les animaux (2) App. 4

LSD

1. je suis pour la légalisation des drogues comme marijuana pas comme heroin ou LSD (1) App. 2
2. mais les autres drogues comme LSD MM STP sont sont plus dangereux (1) App. 4
3. mais pas pour la légalisation des autres drogues comme LSD (1) App. 8
4. ils devraient faire une différence entre la mari et le LSD (1) App. 8

main

des dictateurs qui aiment avoir beaucoup de monde sous leurs mains (3) App. 2

maladie

il y aura tout le temps des maladies (2) App. 4

malaise

puis les les malaises les comme quel est le mot "plague" (3) App. 2

mari

1. je suis pour la légalisation de la mari (1) App. 8
2. je fais une différence entre la mari et des drogues (1) App. 8
3. ils devraient faire une différence entre la mari et le LSD (1) App. 8
4. je suis pour la légalisation des drogues comme marijuana (1) App. 2
5. je crois que le marijuana c'est un drogue (1) App. 4
6. et si les deux l'alcool et le tabac est légal pourquoi pas le marijuana (1) App. 4

7. je n'ai jamais essayé de marijuana (1) App. 6

médecin

je crois que c'est surtout pour les médecins et les physistes (1)
App. 6

mille

le Canada est assez vaste pour recevoir cinquante mille par année
(2) App. 8

million

1. pour recevoir cinquante mille par année... pardon cinquante
millions (2) App. 8

2. le Canada c'est un pays vaste alors cinquante millions (2)
App. 8

3. on est quoi vingt millions au Canada (2) App. 8

moment

1. pas à ce moment mais dans une dizaine ou vingtaine d'années
(4) App. 2

2. ce moment il y a de plus en plus de personnes (4) App. 2

3. par exemple en Inde à ce moment il y a une épidémie (4) App. 4

monde

1. il y a des dangers de ne pas avoir assez de nourriture pour
les enfants pour les vieux pour tout le monde (2) App. 2

2. tout le monde sauf quelques-uns sont très très pauvres (2)
App. 2

3. des dictateurs qui aiment avoir beaucoup de monde sous leur(s)
main(s) (2) App. 2

mot

1. il y a MM une quel est le mot beaucoup de d'éducation (3)
App. 2

2. les malaises les comme quel est le mot "plague" (3) App. 2

nature

de voir la nature de temps en temps (1) App. 6

nécessité

le Québec deviendrait une partie des Etats-Unis bien vite pas à cause de leur choix mais à cause de la nécessité de d'avoir de l'argent (3) App. 2

nombre

1. pas mettre des restrictions contre le nombre de touristes (3) App. 4
2. mais des restrictions contre le nombre de poissons qu'on peut attraper (3) App. 4

nourriture

1. il y a des dangers de ne pas avoir assez de nourriture (2) App. 2
2. des pays qui n'ont pas suffisamment de nourriture pour alimenter tous ses habitants (2) App. 6

ouest

j'ai travaillé il y a quatre ans dans un hôtel dans l'ouest (3) App. 2

partie

1. je pense que le Québec deviendrait une partie des Etats-Unis bien vite (3) App. 2
2. le reste du Canada deviendra une partie des Etats-Unis (3) App. 4

pauvreté

il y a beaucoup de gens il y a la pauvreté (1) App. 4

pays

1. il n'y a jamais assez d'argent pour les pays surpeuplés (2) App. 2
2. c'est-à-dire un pays comme le Japon ou l'Inde (3) App. 4
3. l'industrie du tourisme c'est important pour un pays (1) App. 4
4. mais survivre comme pays indépendant (2) App. 6
5. il y a beaucoup de pays surpeuplés (2) App. 6

6. les dangers d'un pays surdévelo/surpeuplé comme la Belgique (3)
App. 6
7. je pourrais vivre dans un pays surpeuplé (2) App. 6
8. mais vivre dans un pays surpeuplé et terriblement pauvre (3)
App. 6
9. ça fait connaître le pays (3) App. 6
10. ça fait des amitiés entre pays (2) App. 6
11. j'ai jamais vécu dans un pays surpeuplé (2) App. 8
12. mais ce n'est pas si grave que le problème des pays qui n'ont
pas suffisamment de nourriture (3) App. 6
13. il suffit de voir les réactions des pays de l'est en Europe (3)
App. 6
14. pour moi le Canada c'est un pays vaste (2) App. 8

personnalité

je pense que ça a une mauvaise effet sur la personnalité (1)
App. 8

personne

il y a de plus en plus de personnes qui vont à l'université (2)
App. 2

physiste

je crois que c'est surtout pour les médecins et les physistes (1)
App. 6

place

1. il y a beaucoup de place ici au Canada (2) App. 2
2. si les Américains prenaient la place que les Canadiens pourraient
prendre (3) App. 2
3. le Canada a beaucoup de place pour des terrains de camping (2)
App. 6
4. puis il y a des grands places vastes (2) App. 8

"plague"

les malaises les comme quel est le mot "plague" (1) App. 2

point

ceux qui luttent pour l'indépendance du Québec le font d'un point de vue tout à fait culturel (3) App. 6

poison

1. mais qu'un gouvernement autorise aux gens de d'avalier toutes les tous les poisons qui leur plaisent (3) App. 6
2. les dangers d'un pays surdévelo/surpeuplé comme la Belgique c'est tous les poisons aussi qu'on jette dans l'air (3) App. 6

poisson

mais des restrictions contre le nombre de poissons qu'on peut attraper (3) App. 4

problème

1. les malaises ... c'est un problème très très grande (2) App. 2
2. il y a beaucoup de place au Canada ... c'est pas le problème comme-ça (3) App. 2
3. de voir la nature de temps en temps ça c'est un problème (2) App. 6
4. par l'alcool et puisque ça peut aussi nuire à la santé à la longue c'est aussi un problème à discuter (3) App. 6
5. c'est un problème mais ce n'est pas si grave que le problème des pays qui n'ont pas suffisamment de nourriture (4) App. 6
6. ils vont essayer de résoudre les problèmes économiques (3) App. 6
7. c'est tous les poisons qu'on jette dans l'air l'atmosphère toutes les problèmes de pollution (3) App. 6
8. les problèmes de trouver de l'espace pour pouvoir respirer un peu d'air frais (3) App. 6

produit

il achète les produits (1) App. 6

province

et puis le Québec est une province assez assez riche (3) App. 8

Québec

1. c'est vrai le Québec (5) App. 2

2. le Québec indépendant ne pourrait pas durer (5) App. 2
3. je pense que le Québec deviendrait une partie des Etats-Unis bien vite (5) App. 2
4. beaucoup de d'éducation qui monte au Québec (5) App. 2
5. et le Québec ne va pas vouloir séparer (5) App. 2
6. si le Québec quitte la fédération (5) App. 4
7. le Québec pourrait survivre (5) App. 6
8. mais le Québec à mon avis est très Américain (5) App. 6
9. ceux qui luttent pour l'indépendance du Québec (5) App. 6
10. si le Québec deviendrait indépendant (5) App. 6
11. et puis le Québec est une province (5) App. 8

Québécois

1. pour qui un Québécois (2) App. 2
2. et ça m'étonnerait que les Québécois se contenteraient de survivre (2) App. 6
3. ils comprennent pas les Québécois (2) App. 8

question

1. mais la question de l'économie est sûrement assurément la plus importante (4) App. 4
2. voilà une question qu'on discute énormément actuellement (4) App. 6

raison

je vois pas de raison pour limiter le tourisme (1) App. 6

réaction

il suffit de voir les réactions des pays de l'est en Europe (3) App. 6

région

il y a beaucoup de régions surpeuplées (2) App. 6

reste

les gens qui ont peur que le reste du Canada deviendra une partie des Etats-Unis (4) App. 4

restriction

1. c'est MM ce doit être des restrictions (1) App. 2
2. je crois qu'il ne faudra pas mettre des restrictions contre le nombre de touristes (3) App. 4
3. mais des restrictions contre le nombre de poissons (3) App. 4

santé

1. et puisque ça peut aussi nuire à la santé à la longue (1) App. 6
2. si la légalisation de ces drogues ne serait pas trop mauvais pour la santé des gens (2) App. 6

sens

si quelqu'un envie de se tuer lentement à petit feu dans un sens c'est admis de choisir de le faire (2) App. 6

STP

mais les autres drogues comme LSD MM STP sont sont plus dangereux (1) App. 4

tabac

1. je crois que le marijuana c'est un drogue comme le tabac (1) App. 4
2. et si les deux l'alcool et le tabac est légal (1) App. 4

terrain

le Canada a beaucoup de place pour des terrains de camping (3) App. 6

tourisme

1. si on devrait limiter le tourisme (1) App. 6
2. je vois pas de raison pour limiter le tourisme (1) App. 6

touriste

1. un touriste en général c'est quelque chose à accueillir à bras ouverts (1) App. 6

2. un touriste arrive avec ses devises (1) App. 6
3. maintenant les touristes américains sont quelque chose de bon pour le Canada (2) App. 2
4. ce qu'ils ne font pas pour avoir les touristes (1) App. 6
5. pas mettre des restrictions contre le nombre de touristes (2) App. 4
6. surtout des touristes qui amènent des devises américaines (3) App. 6

université

il y a de plus en plus de personnes qui vont à l'université (1) App. 2

vieux

il y a des dangers de ne pas avoir assez de nourriture pour les enfants pour les vieux (2) App. 2

vin

j'adore ça les vins surtout (1) App. 6

whisky

j'adore le whisky (1) App. 6

APPENDIX XIV

List of psychologically-oriented nouns, verbs and qualifiers in English

Key to psychological nouns (N), verbs (V), and qualifiers (QN)

- a) affective
- b) cognitive
- c) sensory
(for verbs, see "Cognitive, ii) external perception")
- d) motivational
- e) observable behavior
- f) psychological miscellaneous

accept (V)

I guess Canadians have to accept the fact (f) App. 3

admit (V)

I admit I don't know the whole of Canada (b) App. 7

appeal (V)

Commune life doesn't really appeal to me (d) App. 7

attached (QN)

I get sort of personally attached to my clothes (a) App. 3

attitude (N)

because of Trudeau's attitude toward separatism (f) App. 7

aware (QN)

I'm not completely aware of what measures were at the government's hand (b) App. 5

believe (V)

1. then he is hurt even more I believe (b) App. 3.
2. I mean I could believe the world is flat (b) App. 3
3. I believe that the day Canada wishes to find (b) App. 5

do (V)

I don't know the truth of the whole affair I don't think anyone
~~does~~ except perhaps Trudeau himself (b) App. 7

expect (V)

1. then you must expect some sort of dependence (f) App. 5
2. I don't think anybody seriously expected Laporte to be killed (f)
 App. 5

experience (N)

having had a rather bad experience living with people (f) App. 1

feel (V)

1. people who might feel that they want to pull that kind of
 trick again (a) App. 1
2. I'd feel badly if I broke it (a) App. 3
3. but I feel very nationalistic about it too (a) App. 3.
4. I don't think Canadians really feel Canadians (b) App. 7
5. but she obviously feels happy about it (a) App. 7
6. I think everybody feels it's a tragedy (b) App. 5
7. I'm sure everyone felt that they'd just as soon not have to
 bother at all (a) App. 1
8. the excuse usually given for white lies is to save the other
 person from feeling hurt (a) App. 3

feeling (N)

1. it must be a terrible feeling (a) App. 3
2. when someone's feelings are at stake (a) App. 1
3. where people's feelings take precedence (a) App. 1
4. my feelings towards Trudeau on this matter (a) App. 7
5. because my own feelings about the province of Quebec (a) App. 7

figure (V)

and if I figure that they'll be upset about it (b) App. 1

4. the truth is what one actually believes to be true (b) App. 3
 biased (QN)

I'm very biased (f) App. 7

bother (V)

they'd just as soon not have to bother at all (f) App. 1

cherish (V)

and those I you know I cherish very dearly (a) App. 7

cling (V)

traditions and cultures that they can cling to (a) App. 7

close (QN)

if one's very very close to people (f) App. 7

confidence (N)

it seems that you can inspire confidence in people (f) App. 1

consider (V)

1. What I consider to be the truth (b) App. 3

2. whether you consider their ends good or bad (b) App. 5

cooperation (N)

there seemed to be a lack of cooperation (e) App. 1

decide (V)

it's hard to decide because (b) App. 7

decision (N)

very difficult decisions they have to make (b) App. 5

disconcerting (N)

all this I find very disconcerting (a) App. 5

discretion (N)

I think the doctor must use his discretion (f) App. 5

find (V)

1. I find relationships with other people relatively difficult (b) App. 5
2. all this I find very disconcerting (b) App. 5
3. I find it very hard (b) App. 7
4. usually when this person who is being saved this hurt finds out (b) App. 3

forget (V)

- I'd say no and just completely forget about the whole thing (b) App. 1

get along (V)

1. communes usually fail because the people can't get along with each other (f) App. 3
2. even if you did get along with somebody very well (f) App. 3

guess (V)

1. which I guess is an English Canadian (b) App. 1
2. I guess I'm average (b) App. 3
3. I guess Canadians have to accept the fact (b) App. 3

happy (QN)

1. I wouldn't be happy being a part of the United States (a) App. 3.
2. you know she's happy with it (a) App. 7
3. but she obviously feels happy about it (a) App. 7
4. the person's last minutes happier if he's just about to die (a) App. 3

hate (V)

- being a European I hate nationalism (a) App. 5

hear (V)

1. if I've heard some gossip about someone (c) App. 1
2. if they ask me have you heard any of this gossip (c) App. 1
3. have you heard people talking about this (c) App. 1

4. just completely forget about the whole thing that I ever heard it (c) App. 1

5. they just want to know if I've heard it (c) App. 1

hope (V)

they would ask me I would hope (a) App. 1

hurt (N)

when this person who is being saved this hurt finds out (a) App. 3

hurt (QN)

1. the excuse usually given for white lies is to save the other person from feeling hurt (a) App. 3

2. when this person who is being saved this hurt finds out then he is hurt even more (a) App. 3

hurt (V)

1. this person can be hurt terribly by such a the truth (a) App. 1

2. on certain occasions you might hurt somebody (a) App. 5

3. when a small lie would prevent someone from being hurt (a) App. 7

4. where there's no point in in MM just hurting the person for no reason (a) App. 1

5. you try to avoid hurting someone (a) App. 7

inspire (V)

it seems that you can inspire confidence in people (f) App. 1

interest (N)

our interests are practically the same (f) App. 1

introvert (N)

I'm quite an introvert in one way (f) App. 5

know (V)

1. if the person should know that people (b) App. 1

2. but if they know that the rumor is going around (b) App. 1

3. they just want to know if I've heard it (b) App. 1

4. I don't know about the MM after the the prisoners were released (b) App. 1
5. I don't know if that was good (b) App. 1
6. I don't know what they were thinking of (b) App. 1
7. I don't know whether I'd be a good candidate (b) App. 1
8. I don't know why because (b) App. 1
9. I don't know I guess I'm average (b) App. 3.
10. I don't know if that would do much (b) App. 3
11. the party will still exist only you won't know about it (b) App. 3
12. I don't know MM the hardest thing (b) App. 3
13. I don't know if they can (b) App. 3
14. and no one seemed to know that it was (b) App. 3
15. I don't know if the identity question has been solved (b) App. 3
16. it could be harmful to a person to know the whole truth (b) App. 5
17. it's extremely difficult to know how far you can go (b) App. 5
18. but nor do we know the truth (b) App. 7
19. I don't know exactly what happened (b) App. 7
20. I don't know (b) App. 7
21. I really don't know because (b) App. 7
22. I don't know the truth of the whole affair (b) App. 7
23. I don't know what probably my own personality (b) App. 7
24. I'd have to know the individual first (b) App. 7
25. I admit I don't know the whole of Canada (b) App. 7
26. I only know certain parts specifically (b) App. 7
27. they know who they are (b) App. 7

28. they know what their traditions and culture are (b) App. 7
29. I don't know B.C. well enough (b) App. 7
30. I don't know B.C. well enough to know about what they think
(b) App. 7
31. and I knew the whole country was looking for us for me (b)
App. 3

like (V)

1. but they didn't like it (a) App. 1
2. I don't like sharing my clothes (a) App. 1
3. I wouldn't like people to be wandering in my room (a) App. 1
4. I get sort of personally attached to my clothes MM especially
clothes I like (a) App. 3
5. I would like to think of people being able to live (a) App. 5
6. how do you like my new dress (a) App. 7
7. you personally don't like it (a) App. 7
8. I like people (a) App. 7
9. I just don't like crowds (a) App. 7
10. I suppose I'd like to try the experience (d) App. 5
11. I'm the sort of person who likes to spend quite a lot of time (a)
App. 5
12. I certainly wouldn't have liked to have been in the Prime
Minister's position (a) App. 5

make (V)

very difficult decisions they have to make (b) App. 5

mean (V)

You mean they might become too prone to call in this sort of
measure (b) App. 1

need (V)

1. I mean they need us (d) App. 1
2. they need to have some sort of control (d) App. 1

3. and everybody needs a little bit of time to themselves (d)
App.3

notice (V)

but I notice it when I'm in the United States (b) App. 3

opinion (N)

which in my opinion it hasn't yet got (b) App. 5

personality (N)

I don't know what probably my own personality (f) App. 7

prefer (V)

1. I much prefer living alone (a) App. 1

2. I'd almost prefer to have the Americans in there (a) App. 1

3. I prefer to have an open relationship (d) App. 5

4. I prefer to have MM some perhaps my own individual privacy (d)
App. 5

relate (V)

1. I can relate to very few people (f) App. 7

2. but large groups of people I can't really relate to (f) App. 7

3. I relate much better to men (f) App. 7

relationship (N)

1. I prefer to have an open relationship (f) App. 5

2. when it comes to personal relationships (f) App. 5

3. I find relationships with other people relatively difficult (f) App. 5

satisfied (QN)

I was satisfied with what the government did (f) App. 7

see (V)

1. but I don't see any way that Canada could be spearate from the
States (b) App. 1

2. and I can't see what else the government could have done (b)
App. 3

3. Oh oh I see (b) App. 3

4. But belongings let's see things that aren't very personal (b) App. 3
5. I still can't see Canada as a nation (b) App. 7
6. when I see certain reactions in Canada (c) App. 5
7. and they had the good fortune in seeing Mr. Cross liberated (c) App. 5

sentimental (QN)

suppose it's something that has a lot of sentimental value (a) App. 3

sincerity (N)

I'll tell somebody the world is flat in all sincerity (f) App. 3

sound (V)

this is perhaps MM sounds strange in the context of your question (f) App. 7

solve (V)

I don't know if the identity question has been solved (f) App. 3

suppose (V)

1. suppose it's something that has a lot of sentimental value (b) App. 3.
2. I suppose in which on certain occasions (b) App. 5
3. I suppose I'm quite an introvert (b) App. 5
4. I suppose I'd like to try the experience (b) App. 5

surprised (QN)

I'm not surprised that they're worried (f) App. 7

trust (N)

how much trust you can put in their word (f) App. 5

think (V)

1. I think the most obvious one is when someone's feelings are at stake (b) App. 1
2. I think where people's feelings take precedence over the issue itself (b) App. 1

3. I think that a lie serves a purpose (b) App. 1
4. I don't think lies should be carried to any great extremes (b)
App. 1
5. but I think you know for your friends or something like that (n)
App. 1
6. I think they did the right thing (b) App. 1
7. I think that the the government acted fairly quickly (b) App. 1
8. I don't think their methods of looking for these fellows (b)
App. 1
9. but I think the government acted all in all quite well (b) App. 1
10. oh no I don't think so (b) App. 1
11. I think people were upset enough about it (b) App. 1
12. I think also it serves as a warning (b) App. 1
13. I think it was a silly thing on the part of the FLQ anyways (b)
App. 1
14. because I think (b) App. 1
15. ~~everyone~~ except Canadians seem to think Canadians and Americans
are identical (b) App. 1
16. I think I'd almost prefer (b) App. 1
17. I would think that you a person would say anything (b) App. 3
18. can't think of any other situations (b) App. 3
19. I think they should just be allowed to exist as a party (b) App. 3
20. I think this is why people go out in the woods (b) App. 3
21. I think there's something different about Canada (b) App. 3
22. I think of a police force telling people (b) App. 3
23. I don't think the communist party has been banned in Canada (b)
App. 3
24. I think it's very difficult to talk about the truth (b) App. 5
25. in that case I think the doctor must use his discretion (b)
App. 5

26. I think I try and explain everything (b) App. 5
27. I don't think anybody seriously expected Laporte (b) App. 5
28. I think the War Measures (b) App. 5
29. I think the government was quite lucky (b) App. 5
30. I think it's a tragedy (b) App. 5
31. I think everybody feels it's a tragedy (b) App. 5.
32. I don't think I'm a very good commune material (b) App. 5
33. I don't think I'd make very good commune material (b) App. 5
34. I think that Canada has certain characteristics (b) App. 5
35. I would like to think of people being able to live together (b) App. 5
36. I think if you live by selling (b) App. 5
37. I think there's some situations (b) App. 7
38. I think when a small lie would prevent someone (b) App. 7
39. I think you know in such a circumstance (b) App. 7
40. I think that Trudeau made political capital (b) App. 7
41. I think he made a great deal of political capital (b) App. 7
42. I think he did a lot of damage (b) App. 7
43. I don't think anyone does (b) App. 7
44. I think it would have to be a very small one (b) App. 7
45. I don't think there's enough of it (b) App. 7
46. I don't think Canadians really feel Canadians (b) App. 7
47. I don't think there is very much difference (b) App. 7
48. I really don't think there is all that much difference (b) App. 7
49. to know about what they think (b) App. 7
50. but you know I think each little area does have some thing (b) App. 7
51. I think they should be a little bit worried (b) App. 7

52. I don't know what they were thinking of (b) App. 1

53. if the person tells a lie thinking that he's saving the other person from hurt (b) App. 3

54. because you'd be thinking that there's no place to go (b) App. 3

55. I thought that was more just to clamp down (b) App. 3

turn (V)

large groups of people don't just you know turn me off (a) App. 7

upset (QN)

I think people were upset enough about it (a) App. 1

value (N)

suppose it's something that has a lot of sentimental value (a) App. 3

view (N)

but my own views on it is that Canada (b) App. 7

want (V)

1. they want to pull that kind of trick again (d) App. 1

2. things that I would want for myself (d) App. 1

3. in case they do want to check up on them (d) App. 3

4. if people wanted to use them (d) App. 1

watch (V)

they watch the same television programs (c) App. 7

willing (QN)

1. I'd be willing to do my part cleaning cooking (d) App. 1

2. I would be willing to share with others (d) App. 1

3. What I would be willing to share (d) App. 3

4. Most things I would be willing to share (d) App. 3.

5. I'd be willing to share (d) App. 7

6. I'd be willing to share food (d) App. 7

7. I'd be willing to share clothes (d) App. 7
8. I'd be willing to share my time (d) App. 7
9. I'd be willing to share time with... (d) App. 7
10. I'd be willing to share time with spend a lot of time with (d)
App. 7
11. I'd be willing to talk for hours (d) App. 7

wish (V)

the day Canada wishes to find some sort of nationality (d) App. 5

worried (QN)

1. I'm not entirely worried about the nationalism (a) App. 7
2. I'm not surprised that they're worried (a) App. 7
3. I think they should be a little bit worried (a) App. 7

APPENDIX XV

List of psychologically-oriented nouns, verbs and qualifers in French

adorer (V)

1. j'adore le whisky (a) App. 6
2. j'adore ça les vins surtout (a) App. 6

aimer (V)

1. le danger politique des dictateurs qui aiment avoir beaucoup de monde sous leur(s) main(s) (d) App. 2
2. ils aimaient tous le dépenser sur n'importe quoi (d) App. 2

aise (QN)

je suis fortement aise de l'accord personnellement (a) App. 6

attitude (N)

1. tout dépendrait finalement je crois de l'attitude des Canadiens anglophones (f) App. 6
2. c'est assez typique de l'attitude du Canada anglais (f) App. 8
3. mais c'est une attitude due Canada anglais (f) App. 8

avis (N)

1. le Québec à mon avis est très américain (b) App. 6
2. à mon avis ceux qui luttent pour l'indépendance (b) App. 6
3. à mon avis l'indépendance en soi n'est pas possible (b) App. 6
4. à mon avis le Canada n'est presque pas indépendant (b) App. 6

besoin, avoir (V)

une personne a besoin de pas mal d'espace (d) App. 8

bonheur (N)

une manque de bonheur parmi tous les gens (a) App. 2

caractère (N)

je pense que ça a un mauvais effet sur la personnalité sur MM
le caractère de l'individu (f) App. 8

choisir (V)

c'est admis de choisir de le faire (b) App. 6

choix (N)

pas à cause de leur choix mais à cause de la nécessité de d'avoir de l'argent (b) App. 2

comprendre (V)

1. ils comprennent pas et ils veulent pas comprendre (b) App. 8

2. ils comprennent pas les Québécois (b) App. 8

3. ils comprennent pas et ils veulent pas comprendre (b) App. 8

connaître (V)

ça fait connaître le pays (b) App. 6

se contenter (V)

et ça m'étonnerait que les Québécois se contenteraient de survivre (d) App. 6

croire (V)

1. je ne crois pas que les drogues comme ça mènent à aux drogues plus hard (b) App. 2

2. je crois que le marijuana c'est un drogue (b) App. 4

3. je crois qu'il faudra des lois contre ces drogues dangereux (b) App. 4

4. je crois que les gens qui disent ça (b) App. 4

5. à ce moment il y a un épidémie je crois que de choléra (b) App. 4

6. je crois que l'industrie du tourisme c'est important (b) App. 4

7. je crois qu'il ne faudra pas mettre des restrictions contre le nombre de touristes (b) App. 4

8. je crois que c'est surtout pour les médecins et les physistes (b) App. 6

9. c'est tout dépendrait finalement je crois de l'attitude des Canadiens anglophones (b) App. 6

10. je crois que je pourrais vivre dans un pays surpeuplé (b)
App. 6

11. mais enfin en principe c'est positif je crois (b) App. 6

différence, faire une (V)

1. j'fais une différence entre la marie et des drogues comme
l'héroïne (b) App. 8

2. ils devraient faire une différence entre la mari et le LSD (b)
App. 8

entendre (V)

1. qu'est-ce qu'on entend par indépendance (b) App. 6

2. qu'est-ce qu'on entend par survivre etc ... (b) App. 6

envahir (V)

il se sent on se sent frustré on se sent envahi par les autres (a)
App. 8

envier (V)

si quelqu'un envie de se tuer lentement à petit feu (d) App. 6

état (N)

il y a moyen d'arriver à des états assez heureux (a) App. 6

étonner (V)

et ça m'étonnerait que les Québécois se contenteraient (f) App. 6

expérience (N)

Je peux pas parler de l'expérience personnelle (f) App. 6

frustré (QN)

il se sent on se sent frustré on se sent envahi par les autres (a)
App. 8

gêner (V)

et ça ne gêne personne (f) App. 6

hésiter (V)

il faut hésiter un petit peu (b) App. 6

heureux (QN)

Il y a moyen d'arriver à des états assez heureux par l'alcool (a)
App. 6

idée (N)

j'ai une mauvaise idée de l'espace au Canada (b) App. 8

influencer (V)

l'éducation va influencer les idées radicales (b) App. 2

penser (V)

1. je pense qu'il n'y a pas de harm (b) App. 2
2. je pense que c'est une bonne idée légalisation (b) App. 2
3. je pense que oui (b) App. 2
4. je pense que le Québec deviendrait une partie des Etats-Unis
bien vite (b) App. 2
5. oui oui je pense que oui (b) App. 2
6. je pense que oui mais de l'autre côté (b) App. 2
7. mais je pense que c'est bien possible (b) App. 2
8. je pense qu'il y a beaucoup de dangers dans ce cas-ci (b) App. 2
9. des restrictions? je pense que non (b) App. 2
10. je pense que c'est une bonne chose avoir des Américains (b) App. 2
11. je pense que ils disent ça (b) App. 8
12. je pense que ça a une mauvaise effet (b) App. 8

personnalité (N)

je pense que ça a une mauvaise effet sur la personnalité (f) App. 8

pessimiste (QN)

Oui très pessimiste et c'est assez typique (f) App. 8

peur, avoir (V)

ce sont les gens qui ont peur que le reste du Canada (a) App. 4

plaire (V)

autorise aux gens d'avaler toutes les tous les poisons qui leur
plaisent (a) App. 6

raison (N)

je vois pas de raison pour limiter le tourisme (b) App. 6

réaction (N)

il suffit de voir les réactions des pays de l'est en Europe (e)
App. 6

rien, avoir (V)

simplement pour voyager pour faire du camping j'ai rien contre ça
(b) App. 8

savoir (V)

1. mais je ne sais pas assez de l'économie du Québec (b) App. 4
2. oh je n sais pas si on pourrait (b) App. 6
3. c'est que MM j'sais pas les des gens n'ont pas assez d'espace
(b) App. 9
4. (j) sais pas je n'ai jamais vécu par là (b) App. 8

se sentir (V)

1. il se sent on se sent frustré on se sent envahi par les autres
(a) App. 8

songer (V)

et ne songent pas beaucoup aux effect économiques (b) App. 6

tanant (QN)

c'est tanant je pense qu'il n'y a pas de harm (f) App. 2

trouver (V)

1. j'trouve que la loi est stupide (b) App. 8
2. je trouve que ils devraient faire une différence (b) App. 8
3. j'trouve que c'est ridicule en fait (b) App. 8
4. et j'essaie de trouver si la légalisation de ces drogues
ne serait pas trop mauvais (b) App. 6

voir (V)

1. il faut hésiter un petit peu et voir ce qu'on fait (b) App. 6
2. il suffit de voir les réactions des pays de l'est en Europe (b)
3. pour pouvoir respirer un peu d'air frais MM de voir la nature de temps en temps (c) App. 6
4. je vois pas de raison pour limiter le tourisme (b) App. 6
5. ben je vois pas pourquoi (b) App. 8
6. alors moi je vois rien contre ça (b) App. 8
7. pour moi enfin voyez-vous j'ai j'ai une mauvaise idée de l'espace au Canada (b) App. 8
8. j'ai une mauvaise idée de l'espace au Canada parce que je l'ai jamais vu pour moi (c) App. 8

vouloir (V)

1. le Québec ne va pas vouloir séparer se séparer du Canada (d) App. 2
2. je veux pas en discuter (d) App. 8
3. ils comprennent pas et ils veulent pas comprendre (d) App. 8

APPENDIX XVI

-List of action verbs in English

Key to verb classification

AD - Defined Action

AUD- Undefined Action

SA - Semi-Action

AMB- Ambiguous

abuse

I'm sure that the War Measures Act was greatly abused (SA) App. 1

act

1. ~~but~~ I think that the government acted fairly quickly (AUD)
App. 1

2. ~~but~~ I think the government acted all in all quite well (AUD)
App. 1

allow

I think they should just be allowed to exist as a party (SA) App. 3

ask

1. they would ask me I would hope (AD) App. 1

2. and if they ask me have you heard any of this gossip (AUD) App. 1

3. when a woman asks you MM how do you like my new dress (AD) App. 7

4. Trudeau claimed the province of Quebec or the government of
Quebec asked him for help (AUD) App. 7

5. asked him for help asked him to come in (AUD) App. 7

6. borrowing things without asking (AD) App. 1

avoid

circumstances too where you MM to try to avoid hurting someone
(SA) App. 7

back

the government was put into a it was backed up against the wall

ban

1. if you ban it the party will still exist (SA) App. 3
2. I don't think the communist party has ever been banned in Canada (SA) App. 3

become

there is a growing nationalism it seems to be becoming more and more strong (AMB) App. 3

be

1. I certainly wouldn't have liked to have been in the Prime Minister's position (AMB) App. 5
2. I've only been here four and a half years (AMB) App. 7
3. I haven't been further west than Toronto (AMB) App. 7

borrow

wandering in my room and borrowing things without asking (SA) App. 1

break

1. it's something that has a lot of sentimental value and they break it (AUD) App. 3
2. I'd feel badly if I broke it (AUD) App. 3

call

they might become too prone to call in this sort of measure (AUD) App. 1

capture

the people who captured Laporte (AUD) App. 5.

carry

I don't think lies should be carried to any great extreme (AMB) App. 1

cause

1. you might hurt somebody or cause some sort of harm to somebody (SA) App. 5
2. it may even cause a quicker death (SA) App. 5

check up

in case they want to check up on them (SA) App. 3

claim

Trudeau claimed the province of Quebec or the government of Quebec asked him for help (AUD) App. 7

clamp

I thought that was more just to clamp down on the FLQ (SA) App. 3

clean

I'd be willing to do my part cleaning cooking (AUD) App. 1

come

1. the government of Quebec asked him for help asked him to come in (AUD) App. 7
2. the police will eventually come across your hiding place (SA) App. 3
3. when it comes to personal relationships (AMB) App. 5
4. seeing Mr. Cross liberated without any harm coming to him personally (SA) App. 5

comply

and it's very easy to comply with their demands (AMB) App. 5

continue

the more kidnappings and killings that succeeded the more they would continue to increase (AMB) App. 3

cook

I'd be willing to do my part cleaning cooking (AD) App. 1

deal

when you're dealing with fanatics (SA) App. 5

define

certain attitudes MM but they are extremely difficult to define personally (SA) App. 5

depend

1. it depends on the extent of the lie (AMB) App. 7

2. my bed probably MM depending not not with everyone (AMB) App. 7

develop

by selling your' natio your natural resources to other people
rather than develop it (AUD) App. 5

die

last minutes happier if he's just about to die (AMB) App. 3

do

1. the government certainly wouldn't hurry to do it again (AUD)
App. 1
2. I'd be willing to do my part (AUD) App. 1
3. then it could do so by a reaction against... (SA) App. 5
4. I don't know if that would do that much (AMB) App. 3
5. when I was in first year doing a sociology course (SA) App. 3
6. we are doing our best to try and overcome nationalism (SA) App. 5
7. and you know it did something rather than flounder (AUD) App. 1
8. I'd feel badly if I broke it but if someone else did it
(AUD) App. 3
9. I think they did the right thing (SA) App. 1
10. I was satisfied with what the government did (SA) App. 7
11. ...Iaporte to be killed at least I didn't (AMB) App. 5
12. I think he did a lot of damage (AMB) App. 7
13. I can't see what else the government could have done at that
time (SA) App. 3
14. and until the War Measures Act the government has never really
done much... (SA) App. 3
15. to avoid hurting someone you tell a lie and I have done many
times (SA) App. 7
16. what I would have done had I been him (SA) App. 7

dominate

the fact that the United States does dominate us economically
(AMB) App. 3

duck

War Measures were extremely heavy-handed heavy handed means of ducking the situation (SA) App. 5

exist

1. if you ban the party it will still exist (AMB) App. 3
2. they should just be allowed to exist as a party (AMB) App. 3

fail

communes usually fail because the people can't get along with each other (AMB) App. 3

fight

rather than fighting for their individual peculiarities (AUD) App. 5

find

1. it took them what a month or so or more to find them in Montreal (AD) App. 1
2. the day Canada wishes to find some sort of nationality (AMB) App. 5
3. after the prisoners were released and found dead (SA) App. 1
4. and try and get out of the country before they found him (SA) App. 3

flounder

and you know it did something rather than flounder (AD) App. 1

get

1. just to be get away from other people (AUD) App. 3
2. they want to pull that kind of trick again get out of hand (SA) App. 1
3. to get rid of particularism (SA) App. 5
4. some sort of national identity which in my opinion it hasn't yet got (AMB) App. 5

give

1. and it didn't give in to the kidnappers (SA) App. 1
2. if like in the example I gave before (SA) App. 1

go

1. in the event of war Canada you know unites and they go to war (AUD) App. 7
2. I think this is why people go out in the woods (AUD) App. 3
3. why people go out in the woods go out on lakes (AUD) App. 3
4. in that our police will not go to the extremes that the American police will (SA) App. 3
5. it's extremely difficult to know how far you can go (SA) App. 5
6. ... in that our police will not go to the extremes that the American police will (SA) App. 3
7. or that this such and such a rumor is going around (SA) App. 1
8. but if they know that the rumor is going around (SA) App. 1
9. that there's no place to go (AUD) App. 3

handle

1. so many resources that we just can't handle or won't handle (AMB) App. 1
2. that we just can't handle or won't handle (AMB) App. 1

happen

1. but it could happen (AMB) App. 5
2. I don't know exactly what happened (SA) App. 7
3. the government was lucky in what happened to Cross (AMB) App. 5

have

1. MM well you have a point there (AMB) App. 1
2. I'd almost prefer to have the Americans in there than some other foreign interests (AMB) App. 1
3. I'm not in favour of lies I prefer to have an open relationship (AMB) App. 5
4. I prefer to have some perhaps my own individual privacy (AMB) App. 5
5. I much prefer living alone having had a rather bad experience living with people (AMB) App. 1
6. they took a firm line and they had the good fortune in seeing Mr. Cross liberated (AMB) App. 5

7. and whether they had any alternative to them (AMB) App. 5

haul

people that they doulnt' have otherwise hauled in (AD) App. 1

hide

1. I would've tried to maybe hide him someplace (AUD) App. 3

2. not kill him just hide him some place (AUD) App. 3

3. no place to hide for long (AUD) App. 3

hold

1. they'll hold their meetings in secret more than now (AMB) App. 3

2. and when their meetings are being held (AMB) App. 3

hunt

I've never been in a position of being hunted or searched for (AUD) App. 3

hurry

the government certainly wouldn't hurry to do it again (AUD) App. 1

increase

the more kidnappings and killings that succeeded the more they would continue to increase (AMB) App. 3

insist

I would insist on having my own private bedroom (SA) App. 1

keep

1. anything that I keep in my room (SA) App. 1

2. easier for the police to keep track of the members (SA) App. 3

3. they should be a little bit worried about making keeping themselves different (SA) App. 7

kill

1. hide him some place MM not kill him (AUD) App. 3

2. I don't think anybody seriously expected Laporte to be killed (AUD) App. 5

live

1. even if you did get along with somebody very well to live
- all the time (AMB) App. 3
2. people being able to live together (AMB) App. 5
3. if you live by selling your natio natural resources (AMB) App. 5
4. if I had to live in one (AMBO) App. 7
5. if I had to live in a commune (AMB) App. 7
6. if I lived in a commune (AMB) App. 1
7. I'd be a good candidate for living in a commune (AMB) App. 1
8. I much prefer living alone (AMB) App. 1
9. having had a rather bad experience living with people (AMB) App. 1
10. I don't know MM the hardest thing about living in a commune would
be lack of privacy (AMB) App. 3
11. to be living in a commune would be hard on everybody (AMB)

look

1. I don't think their methods of looking for these fellows (AUD)
App. 1
2. and I knew the whole country was looking for us for me (AUD)
App. 3
3. this is what they seem to be looking for they seem to be looking
for (SA) App. 7
4. looking for they seem to be looking for (SA) App. 7

maintain

it seems that you can inspire confidence in people and maintain
your little lies here and there (AMB) App. 1

make

1. that you a person would say anything just to make the last
person's (AMB) App. 3
2. I don't think I'd make very good commune material (AMB) App. 5
3. this is what makes us different from anyone else (AMB) App. 7
4. this is what makes us different from Americans (AMB) App. 7

5. being quiet when necessary making noise when necessary (AUD)
App. 1

6. they should be a little bit worried about making keeping
themselves different (SA) App. 7

meet

1. that their word can meet their own obligations (AMB) App. 5

2. I've met a few people from the west (SA) App. 7

3. what I've found with the people I've met (SA) App. 7

murder

the people who captured Laporte and who murdered him are certainly
fanatics (AUD) App. 5

policize

the government has really never done much in the way of what is
the word policizing (SA) App. 3

prevent

when a small lie would prevent someone from being hurt (AMB)
App. 7

provoke

the government certainly wouldn't hurry to do it again unless
they were extremely provoked (SA) App. 1

pull

as a warning to people who might feel that they want to pull
that kind of trick again (AUD) App. 1

put

1. how much trust you can put in their word (AMB) App. 5

2. the government was put into a ... (AMB) App. 3

read

1. they read about the same things in the newspaper (AD) App. 7

2. I was reading a bunch of articles (AD) App. 3

release

after the prisoners were released and found dead (AD) App. 1

round

the War Measures Act was greatly abused used as an excuse to round up all sorts of suspicious people (AUD) App. 1

save

1. the excuse usually given for for white lies is to save the other person (AMB) App. 3
2. usually when this person who is being saved this hurt finds out (AMB) App. 3
3. if the person tells a lie thinking that he's saving the other person from hurt (AMB) App. 3

say

1. I would think that you a person would say anything (AD) App. 3
2. it would be very diffiucflt to say (AD) App. 3
3. and it's hard to say you would have to try (AD) App. 3
4. but as I say I'm not in favour (AD) App. 5
5. in which case you tell a lie and say it's very nice (AD) App. 7
6. well as I say I think (AD) App. 7
7. it's hard for me to say (AD) App. 7
8. I'd say no and just completely forget (AUD) App. 1
9. they seem to be looking for MM something they can say this is ours (AUD) App. 7
10. cultures that they can cling to and say this is what makes us different (AUD) App. 7
11. more and more people are saying they are Canadians (AUD) App. 3

search

I've never been in a position of being hunted or searched for (AUD) App. 3

sell

1. Canada has spent its entire history in selling national resources to foreign countries (AUD) App. 5
2. if you live by seiling your natio natural resources (AUD) App. 5

separate

certain characteristics which separate it from the United States (AMB) App. 5

serve

1. I think that a lie serves a purpose (AMB) App. 1
2. I think it also serves as a warning to people (AMB) App. 1

share

1. I would be willing to share with others (SA) App. 1
2. what would I be willing to share (SA) App. 3
3. most things I would be willing to share (SA) App. 3
4. personal things I'd be reluctant to share them with people (SA) App. 3
5. the things I'd be willing to share (SA) App. 7
6. I'd be willing to share food (SA) App. 7
7. I'd be willing to share clothes (SA) App. 7
8. I'd be willing to share my time with (SA) App. 7
9. I'd be willing to share time with (SA) App. 7
10. they read about the same things in the newspapers they share many things (SA) App. 7
11. I'm not the sort of person that very readily shares with one's strangers (SA) App. 5
12. I don't like sharing my clothes (SA) App. 1

speak

we have some different expression when we speak (AD) App. 1

speed up

to clamp down on the FLQ and to speed up the search for Cross (SA) App. 3

spend

1. I'm the sort of person who likes to spend quite a lot of time on his own (AMB) App. 5

2. spend a lot of time with others (AMB) App. 7
3. but I would only spend the time I had to spend for such activities (AMB) App. 7
4. but I would only spend the time I had to spend (AMB) App. 7
5. some people... spend a lot of time with other that I wouldn't (AMB) App. 7
6. Canada has spent its entire history (AMB) App. 5
7. three out of those four and a half years I spent in Quebec City (AMB) App. 7

succeed

as if the more kidnappings and killings that succeeded the more they would (AMB) App. 3

suffer

we've suffered too much from nationalism in Europe (AMB) App. 5

support

sure they supported it but they didn't like it (SA) App. 1

take

1. obviously there's small examples you can take (SA) App. 7
2. I think where people's feelings take precedence over the issue itself (AMB) App. 1
3. it took them what a month or so or more (AMB) App. 1
4. they took a firm line (AMB) App. 5
5. extreme measures had to be taken (AMB) App. 5

talk

1. we talk with a funny accent (AD) App. 1
2. I think it's very difficult to talk about the truth (AD) App. 5
3. and other people I'd be willing to talk for hours with (AD) App. 7
4. have you heard people talking about this (AD) App. 1
5. if the person should know that people are talking (AD) App. 1
6. people talking about nationalism (AUD) App. 5

tell

1. and I'll tell somebody the world is flat (AD) App. 3
2. there are occasions in which one should tell the truth (AD) App. 5
3. in which case you tell a lie and say it's very nice (AD) App. 7
4. to avoid hurting someone you tell a lie (AD) App. 7
5. I think of a police force telling people that something is banned (AUD) App. 3
6. or cause some sort of harm to somebody by telling the truth (AD) App. 5
7. you may try and avoid telling a deliberate lie (AD) App. 7
8. if the person tells a lie (AD) App. 3
9. such and such a rumor is going around then they should be told (AUD) App. 1

throw

there were far too many people thrown in jail for no particular reason (AUD) App. 5

travel

I have travelled a little bit (AUD) App. 7

try

1. just hide him someplace and try and get out of the country (AUD) App. 3
2. you would have to try and find a group of people (AUD) App. 3
3. I think I try and explain everything with as much truth as possible (AUD) App. 5
4. we are doing our best to try and overcome nationalism (AUD) App. 5
5. I suppose I'd like to try the experience (SA) App. 5
6. where you MM to try to avoid hurting someone (AMB) App. 7
7. the police and the RCMP and so forth trying to find them (AUD) App. 2
8. I wouldn't've tried to maybe hide him someplace (AUD) App. 3

try and avoid

you know MM you may try and avoid telling a deliberate lie (AMB) App. 7

turn

and turned the rest of English Canada sort of even more against Quebec (SA) App. 7

unite

in the event of war Canada you know unites (SA) App. 7

use

1. and if people wanted to use them (AUD) App. 1
2. when a small lie would prevent someone from being hurt I would certainly use it (AUD) App. 7
3. I think the cotor must use his discretion (SA) App. 5
4. but it could happen particularly of course one uses medical examples (SA) App. 5.
5. I'm sure that the War Measures Act was greatly abused used as an excuse (AMB) App. 1

wander

I wouldn't like people to be wandering in my room (AD) App. 1

APPENDIX XVII

List of action verbs in French

accueillir

c'est quelque chose à accueillir à bras ouverts (AMB) App. 6

acheter

il achète les produits (AD) App. 6

alimenter

des pays qui n'ont pas suffisamment de nourriture pour alimenter tous ses habitants (AMB) App. 6

aller

1. où les Américains peuvent aller faire du camping (AUD) App. 6

2. il y a de plus en plus de personnes qui vont à l'université (SA) App. 2

amener

surtout des touristes qui amènent des devises américaines (SA) App. 6

apporter

du tourisme c'est important pour un pays cela va apporter beaucoup d'argent au Canada (AMB) App. 4

arriver

1. il y a moyen d'arriver à d'état à des états assez heureux par l'alcool (SA) App. 6

2. un touriste arrive avec ses devises (AUD) App. 6

attraper

le nombre de poissons qu'on peut attraper (AUD) App. 4

avalier

mais qu'un gouvernement autorise aux gens d'avalier toutes les tous les poisons (AD) App. 6

avoir

1. je pense que c'est une bonne chose avoir des Américains qui viennent ici (AMB) App. 2
2. ce qu'ils ne font pas pour avoir les touristes (AMB) App. 6
3. je pense que ça a un mauvais effet sur la personnalité (AMB) App. 8
4. un épédémique je crois que de MM de choléra ce que nous n'avons pas jamais ici à au Canada (AMB) App. 4

dépendre

1. mais pas pour la légalisation des autres drogues comme LSD ou ça dépend (AMB) App. 8
2. c'est MM tout dépendrait finalement je crois de l'attitude des Canadiens anglophones (AMB) App. 6

dépenser

1. ils aimait tous le dépenser sur n'importe quoi (SA) App. 2
2. c'est une bonne chose avoir des Américains qui viennent ici et dépensent leur argent (SA) App. 2

dire

1. je ne sais pas assez de l'économie du Québec pour dire si c'est possible ou non (AUD) App. 4
2. tout ce que je peux dire sur ça c'est ce que j'ai lu (AUD) App. 8
3. pour qui un Québécois ou qui dit ça (AUD) App. 2
4. je crois que les gens qui disent ça (AUD) App. 4
5. je pense que ils disent ça parce que ils comprennent pas les Québécois (AUD) App. 8.

discuter

1. c'est aussi un problème à discuter (AUD) App. 6
2. c'est une attitude de du Canada anglais je veux pas en discuter (AUD) App. 8
3. voilà une question qu'on discute énormément actuellement (AUD) App. 6

durer

le Québec indépendant ne pourrait pas durer (AMB) App. 2

entourer

de l'influence des autres cultures qui les entourent (AMB) App. 6

essayer

1. ils vont essayer de résoudre les problèmes économiques par après (AMB) App. 6
2. et j'essaie de trouver si la légalisation de ces drogues ne serait pas trop mauvais pour la santé des gens (AMB) App. 6
3. je n'ai jamais essayé de marijuana (AUD) App. 6

faire

1. si ils viennent ici simplement pour voyager pour faire du camping (AD) App. 8
2. dans un sens c'est admis de choisir de le faire (AUD) App. 6
3. où les Américains peuvent aller faire du camping (AUD) App. 6
4. il faut hésiter un petit peu et voir ce qu'on fait (SA) App. 6
5. mais survivre comme pays indépendant ça se fait (AMB) App. 6
6. il fait marcher le commerce etc (AMB) App. 6
7. ça fait des amitiés entre pays (AMB) App. 6
8. ça fait aussi des ennemis (AMB) App. 6
9. ceux qui luttent pour l'indépendance du Québec le font d'un point de vue tout à fait culturel (AUD) App. 6
10. qu'ils font ou ce qu'ils ne font pas (AUD) App. 6
11. ce qu'ils font ou ce qu'ils ne font pas pour avoir les touristes (AUD) App. 6

falloir

1. il faut des lois pour protéger les forêts (AMB) App. 4
2. je crois qu'il faudra des lois contre ces drogues dangereux (AMB) App. 4

fumer

1. je fume même pas les cigarettes (AD) App. 6
2. j'ai jamais fumé les drogues (AD) App. 6

jeter

les poisons aussi qu'on jette dans l'air l'atmosphère (SA) App. 6

limiter

1. je n sais pas si on pourrait si on devrait limiter le tourisme (SA) App. 6
2. je vois pas de raison pour limiter le tourisme (SA) App. 6

lire

c'est ce que j'ai lu MM à quelque part (AD) App. 8

lutter

à mon avis ceux qui luttent pour l'indépendance du Québec (AUD) App. 6

mener

je ne crois pas que les drogues comme ça mènent aux drogues plus "hard" (AMB) App. 2

mettre

1. je crois qu'il ne faudra pas mettre des restrictions contre le nombre de touristes (SA) App. 4
2. ces drogues dangereux qui puissent mettre en danger les jeunes gens (AMB) App. 4
3. et que qu'un gouvernement les mette à la disposition de n'importe qui (SA) App. 6

monter

il y a une quel est le mot beaucoup de d'éducation qui monte au Québec (AMB) App. 2

nuire

l'alcool MM et puisque ça peut aussi nuire à la santé à la longue (AMB) App. 6

parler

Je peux pas parler de l'expérience personnelle (AUD) App. 6

pouvoir

1. je n'sais pas si on pourrait si on devrait limiter le tourisme (SA) App. 6
2. si les Américains prenaient la place que les Canadiens pourraient prendre (AMB) App. 2

prendre

1. pas mal de drogues qu'on peut prendre légalement (AUD) App. 6
2. si les Américains prenaient la place que les Canadiens pourraient prendre (AMB) App. 2

protéger

1. il faut des lois pour protéger les forêts (AMB) App. 4
2. il faut des lois pour protéger les forêts pour protéger les animaux (AMB) App. 4
3. l'important pour eux c'est d'être indépendant de pouvoir protéger leur culture (AMB) App. 6

prouver

ils peuvent pas le prouver d'abord (SA) App. 8

quitter

si le Québec quitte la fédération (SA) App. 4

recevoir

le Canada est assez vaste pour recevoir cinquante mille par année (AMB) App. 8

résoudre

ils vont essayer de résoudre les problèmes économiques par après (SA) App. 6

respirer

les problèmes de trouver de l'espace pour pouvoir respirer un peu d'air frais (AD) App. 6

risquer

et même si on est riche on on risque le danger de devenir malade (AMB) App. 4

se séparer

et le Québec ne va pas vouloir séparer se séparer du Canada (SA)
App. 2

survivre

1. Québec pourrait survivre (AMB) App. 6
2. et ça m'étonnerait que les Québécois se contenteraient de survivre (AMB) App. 6
3. qu'est-ce qu'on entend par survivre etc (AMB) App. 6
4. que la culture survive ça c'est très important mais survivre comme pays indépendant (AMB) App. 6
5. que la culture survive ça c'est très important (AMB) App. 6

travailler

j'ai travaillé il y a quatre ans dans un hôtel (AUD) App. 2

trouver

les problèmes de trouver de l'espace pour pouvoir respirer un peu d'air frais (SA) App. 6

tuer

en principe si quelqu'un envie de se tuer lentement à petit feu (AUD) App. 6

venir

1. c'est une bonne chose avoir des Américains qui viennent ici et dépensent leur argent (AUD) App. 2
2. si ils viennent ici simplement pour voyager (AUD) App. 8

vivre

1. je pourrais vivre dans un pays surpeuplé (AMB) App. 6
2. mais vivre dans un pays surpeuplé et terriblement pauvre (AMB) App. 8
3. une personne a besoin de pas mal d'espace pour vivre (AMB) App. 8
4. si on vit en Europe (AMB) App. 6
5. si on vit les uns sur les autres (AMB) App. 8

6. disons j'ai jamais vécu dans un pays surpeuplé (AMB) App. 8

7. j' sais pas je n'ai jamais vécu par là (AMB) App. 8

voyager

si ils viennent ici simplement pour voyager (AUD) App. 8

APPENDIX XVIII

TEST FOR PROFICIENCY LEVEL IN SPOKEN FRENCH

The tape recorded interviews of the four Subjects who participated in the study were evaluated by five judges chosen by the research director for their knowledge and background as French language teachers. The guidelines for assessing proficiency level are in no sense comprehensive as there was no need for exactitude with respect to this variable. Subjects were ranked from 1 to 4 in order of proficiency, based upon the evaluations of the majority of the judges.

SPOKEN FRENCH PROFICIENCY LEVEL TEST

Instructions:

Please listen carefully to all four recorded samples at least twice before entering your evaluations in the spaces below. A five-point scale is to be used for marking as follows:

- (5) Native-like
- (4) Nearly native
- (3) Good, but notably foreign
- (2) Fair
- (1) Poor

SUBJECT NUMBER _____

I

- A. Pronunciation()
- B. Articulation()
- C. Intonation()
- D. Rhythm()

II

- A. Continuity()
- B. Speech rate()
- C. Spontaneity()

III

- A. Idiomatic usage()
- B. Grammatical correctness()

IV

- A. Vocabulary()
- B. Verb usage (tenses)()
- C. General style()

FINAL TEST SCORES

Subject One:	24
Subject Two:	36
Subject Three:	43
Subject Four:	50

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