PERSUASIVE STYLE: SOME VERBAL AND VOCAL CONCOMITANTS

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PREFACE

This study investigates some of the verbal and vocal stylistic differences between persuasive and non-persuasive conversation. The primary objective is to examine some of the motivationally determined stylistic choice differences evident in these two conditions.

Without the continuing interest, assistance, advice and support of Anne P. Sherblom this study would never have assumed its present form. Her programming knowledge, scientific ability and personal interest have had an impact on every stage of this study.

The author also wishes to express his appreciation to Dr. N. Lamar Reinsch, his major advisor, for the hours of discussion and for his constant attention and advice. Appreciation is expressed to the other committee members, Dr. Jim D. Hughey, Dr. Larry Hochhaus and Dr. Ronald D. Schaefer for their encouragement, ideas and suggestions.

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constantly in the dark about what would happen next. But his ability to be effective in this role and to stimulate group discussion was a necessary part of this experiment.

Finally, appreciation is expressed to the Department of Speech, and to Dr. Fred Tewell, its chairman, for producing the financial support necessary for the collection, transcription and analysis of the data, and the printing of this study.

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1	a	add,map
2	$\bar{a}$	ace,rate
3	$\hat{a}$(r)	care,air
4	$\ddot{a}$	palm,father
5	b	bat,rub
6	ch	check,catch
7	d	dog,rod
8	e	end,pet
9	$\bar{e}$	even,tree
10	f	fit,half
11	g	go,log
12	h	hope,hate
13	hw	whale
14	i	it,give
15	$\bar{i}$	ice,write
16	j	joy,ledge
17	k	cool,take
18	l	look,rule
19	m	move,seem
20	n	nice,tin
21	ng	ring,song

22	o	odd,hot
23	$\bar{o}$	open,so
24	$\hat{o}$	order,jaw
25	oi	oil,boy
26	ou	out,now
27	$\bar{oo}$	pool,food
28	$\breve{oo}$	took,full
29	p	pit,stop
30	r	run,poor
31	s	see,pass
32	sh	sure,rush
33	t	talk,sit
34	th	thin,both
35	$\breve{th}$	this,bathe
36	u	up,done
37	$\hat{u}$(r)	urn,term
38	y$\bar{oo}$	use,few
39	v	vain,eve
40	w	win,away
41	y	yet,yearn
42	z	zest,muse
43	zh	vision,pleasure
44	ə	above,melon
45	ər	mortar,brother

CHAPTER I

INTRODUCTION

Communication, Style and Persuasion

"Communication is one of our most pervasive, important, and complex clusters of behavior" (82, p.5). "It is not a thing it is a process" (7, p.202), " an activity which gains meaning and significance from consenually shared rules. . . [influencing] choices made in decoding and encoding messages" (27, p.217). Recent investigations indicate that these stylistic choices are affected by many aspects of the speaker's situation particularly the physical setting, the social setting, the speaker's communication apprehension, the mode of communication, and the speaker's motivational state (11, 12, 23, 38, 63, 99). There may be underlying rules of communication associated with each of these situational aspects which influence a communicator's decoding and encoding choices. This thesis is a report of an initial investigation of the effect of one of these situational aspects, the speaker's motivational state, upon stylistic choice. It is hoped that this study will offer a glimpse of some consenually shared rules of communication.

Communicating is a complex cluster of behaviors and fulfills many functions. Thayer suggests four: 1) the information function, 2) the command and instructive functions, 3) the influence and persuasive functions, and 4) the integrative function (124). The purpose of this investigation is to isolate and quantify some of the empirically measurable differences in style which distinguish two of these functions, the persuasive and the integrative, from each other. Some research has been done, and is currently being done which investigates different types of persuasive strategies (86, 92) and varieties of conversational techniques (3). It is not the purpose of this thesis to investigate these strategies, or ways of accomplishing the goals of either of these functions. The present research is focused upon the stylistic differences between the persuasive and integrative functions. It is, specifically, an examination of stylistic choices made at the verbal and vocal levels of communication.

Style and Stylistic Choice

Style (59, p.18) has been called the "most elusive of all aspects of the speaking act." It is an individual, personal element: dynamic, active, generative in nature, connected with ideas, inextricably associated with experience and related to a speaker's structuring of experience. It shapes and is shaped by the meaning of the content and involves

unconscious as well as conscious choice (12). Many scholars have attempted to identify and quantify aspects of style. Recently investigators have turned their attention to the examination of the situational influences which affect style. When "situation" is defined "to mean all motivational and contextually related influences," it can be said that the norms of the situation affect personal style (12, pp.88-89). "Verbal behavior . . . is in part a function of the interaction context in which speaker and listener find themselves" (63, p.294).

> Style in language evolves from individualistic ways of departing from idiomatic norms. But there is the intriguing possibility that style also will evolve in part from what Bitzer describes as the strong and clear context of the rhetorical situation (23, p.11).

"The encoder's choices are affected by . . . contextual and motivational influences" (12, p.89). The tendency of the individual is to adapt his language to "the milieu" and to reduce "idiolect", the individual idiosyncracies (12, p.89). "If unique language behavior has situation determinants . . . there should be noteworthy stylistic similarities among several speeches of the same rhetorical genre" (23, p.11).

Two of the main channels for the communication of these stylistic choices are the verbal and vocal channels. Soskin has described these as simultaneously operating channels transmitting simultaneous sets of cues. The verbal cues are

the pattern of sounds which result in words and phrases making up the content of speech. These are superimposed upon the vocal cues which act as a carrier for them (114, 115). Verbal measures of stylistic choice should be able to identify and quantify the effect of situational determinants such as a speaker's motivational intent. The extent to which the use of vocal sounds is open to stylistic choice and is affected by the situational factors, however, has been disputed. Blankenship (12, p.88) states that style involves choices "made on all levels, phonological, grammatical and lexical." DeVito, (38, p.249) however, while allowing for style to include choosing between rising and falling intonation, the use of a high or low pitch, and choices of intensity, rhythm and tempo, specifically excludes the phonemic level from the realm of stylistic choice. While there appears to be some disagreement over this issue little research has approached it. In fact not a great deal of work has been done which is relevant to the initial question of situationally and motivationally influenced choices of verbal style. This thesis will approach each of these issues: the possibility of verbal style being influenced by motivation in measurable ways and the possibility of phonemic choice.

On the verbal level Marwell and Schmitt (86), and Miller and his colleagues (92) have initiated work toward identifying and categorizing compliance gaining strategies.

Osgood and Walker (98) have analyzed suicide notes which appear to have been written with persuasive intent. But there seems to have been little study of the verbal style of persuasion.

In the vocal channel Mehrabian and Williams (90) have observed the nonverbal concomitants of perceived and intended persuasiveness. The results of their study indicate that motivational intent affects both the perceived persuasiveness of the message and the use of vocal cues. Vocal rate, volume and intonation were all shown to increase with increasing degrees of intended persuasion. From these results it appears that some vocal choices are influenced by situational determinants. It seems possible that not only the expression of sounds but the choice of the phonemic sound patterns used are open to such influences.

In a related area, the study of poetry, Logan (83) has undertaken an analysis of the use and effect of sound patterns. He suggests that "the use of patterns of sounds and sound-motifs occurring against the background of the phonological norms of the poem" are significant. Recurring patterns of sounds develop the motifs which unify the poem and impart the poetic effect. The patterns of individual sounds function beyond their normal linguistic roles and may even dominate the meaning of the poem. He argues, with initial supporting evidence, that poetry may be distinguishable from other types of communication on the

basis of sound alone. He suggests that sound patterns and frequencies may distinguish poetry from everyday speech and scientific or literary prose.

Certainly the poet uses sound patterns more explicitly and within more rigorous constraints than the everyday conversational communicator. But does the poet communicate differently or only with greater awareness? It seems reasonable to assume that the use of sound patterns and frequencies are modified, even for the everyday conversational communicator, by the stylistic influences of situational determinants such as motivation.

Persuasive Style

The present study is an initial examination of the effect of a situational influence, motivational intent, upon the verbal and vocal style of a speaker. The intent of this examination is to answer two specific questions: 1) Is there a verbal style specific to persuasion? 2) Is there a vocal style (pattern of phonemic use) specific to persuasion?

For this investigation two conditions were defined. In one, participants were instructed to be conversational; in the other persuasive. Persuasion can be defined as communication with the intent to change behavior or to influence it in a specified manner (10). This definition implies the presence of a directed intentionality on the part of the source. It also implies that the message must be

somewhat acceptable to the receiver so that the source's goals can be achieved. The source in a persuasive situation should have a heightened sense of purpose and a specific objective, and also wish to make his or her message acceptable to the hearer or hearers. These motives are, of course, somewhat contradictory since the source wishes simultaneously to disturb the receiver's equilibrium and to at the same time behave in a way acceptable to the receiver.

The source's verbal choices should reflect these motivational aspects of the situation. In particular, a heightened sense of purpose and a specific objective should cause a speaker's verbal output to become less diverse. The source should move (in a verbal sense) simply and directly (and perhaps repetitiously) toward his or her goal. Verbal meandering (in the form of less familiar or more complex verbal structures) should be reduced as the source trys to achieve that specific objective.

On the other hand, the source needs to secure the cooperation of his or her listener. Consequently he or she might proceed tentatively and somewhat cautiously in order to avoid any unnecessary loss of good will and in order to gain time in which to assess the effectiveness of his or her efforts.

Communication intended as persuasive should be characterized by directness and caution. From this analysis two hypotheses are suggested for the investigation of verbal style:

1. In comparison to non-persuasive conversation, verbal choices in persuasive conversation will be characterized by reduced diversity.

2. In comparison to non-persuasive conversation, verbal choices in persuasive conversation will be characterized by increased qualification.

On the vocal level it is expected that this directedness of intentionality will affect the frequency with which certain types of phonemic sounds are used. If the use of phonemes is open to stylistic choice and this choice is influenced by the motivational intent of the communicator, then differences in the use of phonemes should be evident when the motivational intent changes. The use of phonemes should vary with the intent. This reasoning leads to a third hypothesis:

3. Persuasive and non-persuasive conversations will be characterized by differing vocal (phonemic) choices.

CHAPTER II

MEASUREMENT TECHNIQUES

Verbal Style

The "diversity" of verbal behavior was measured in several ways. One operational definition was the type-token ratio (TTR). The TTR is obtained by dividing the number of different words (types) by the total number of words (tokens) in a message. The TTR ranges in value between 0 and 1, becoming smaller to the extent that a speaker is repetitious in word selection (84, pp.51-124 and 62, pp.258, 259, 500-503). This ratio was initially developed and described by Wendell Johnson (62, pp.258,500) as an indicator of vocabulary rigidity and flexibility and is considered a measure of vocabulary selection and diversity (84, p.82). The TTR has been shown to be a good index for differentiating between educational levels, telephone and ordinary conversations, written and spoken language use and different motivational intentions (55, 60, 98, 99, 122). It is a sensitive measure of stylistic choices made according to motivation and situation. Unfortunately the TTR is also known to vary according to sample size decreasing as the sample size increases (60, 122). Carroll (cited in 122) has

suggested a measure of vocabulary diversity based on a modification of the TTR, however, which is more independent of sample size. It is called Diversity and is derived as the number of different words (types) divided by the square root of twice the number of words (tokens) In this experiment the number of tokens was 150 in every case. Therefore it is expected that the TTR and Diversity measures will yield comparative results and are each used as a check for the other.

The second operational definition of "diversity" was the mean word length (MWL). The MWL is the average number of letters for words in a message segment. As rare words tend to be longer than common words this statistic reflects rareness of the words used in the passage (106). Rather than measuring the frequency with which the same words occur (TTR) the MWL indexes the relative rareness of the words which are used. Many measures similar to this one have been used in previous research. Mean length of thought unit (45), average length of independent segments (99), average sentence length, average number of syllable per 100 words (55), and mean word (type) length (106) have all been used. Each measure attempts to examine the average length of segments of a source's message. They differ largely in the size or level of the segment they measure: the letter, word, thought or sentence. The other major distinction is the amount of arbitrariness or objectivity inherent in each

measurement. This is particularly true when they are used in the analysis of recorded spoken language. In this analysis the larger the segment unit measured, seemingly the more arbitrary is the measure. How is a thought unit or the end of a spoken sentence determined? In the case of a discrepancy, is the number of syllables indicated in a dictionary, or the number actually spoken used? If the number spoken is used what criteria are clear-cut in determininng where one syllable ends and the next begins? The mean word length measure requires the fewest arbitrary decisions. With the exception of the few words which have alternate spellings it can be objectively applied. The MWL is also used as a measure of the relative rareness or commonality of the words used in the passage and should therefore correlate, to some degree, with the TTR (106, p.937). Use of the MWL and the presence of such a correlation provides an additional measurement check of lexical diversity.

The degree of "qualification" present in the Subjects' verbal behavior was measured in two ways. Each method required that words be categorized according to part of speech. This classification was done following Wepman and Lozar (129). The first measure of qualification was operationalized by deriving the Adjective - Verb Quotient and the Noun - Verb / Adjective - Adverb ratio. The ratio of adjectives and verbs is a measure which has taken many

forms and formulations. Verb - Adjective Ratios were used in early research and were generally agreed to be positively related to concurrent anxiety intensity (84, p.81). By dividing the number of verbs by the number of qualitative descriptions Busemann (cited in 15, pp.311-313) obtained another related measure which he called the Action Quotient. He used this measure to distinguish differences in childhood ages and between written and spoken language. Boder (15, p.317) inverted Busemann's procedure, taking the adjective as the numerator in order to obtain, as he says, a measure which varies positively with desirable traits. This measure was designated the adjective-verb quotient (AVQ) and indicates the number of adjectives per 100 verbs (p.317). Boder has shown this measure to vary in the writings of the same individual in diverse types of writing situations (p.318). Recently Osgood and Walker (98) have developed a variant of this measure called the Noun - Verb / Adjective - Adverb ratio (NV/AA). The NV/AA ratio is obtained by dividing the total number of nouns and verbs in a passage by the total number of adjectives and adverbs. It is similar to the earlier adjective - verb quotient but is more broadly based in the sense that it uses more of the available data (nouns and adverbs). It has been shown to be significantly related to psychological drive state and motivation (98, p.60), and to directly measure the tendancy toward modification of noun and verb forms. The NV/AA ratio

decreases with increased modification of assertions and increases with more qualification (98).

The second operational definition of "qualification" was the Verb/Auxiliary Verb ratio (VAV). This measure is an adatation of one used by Osgood and Walker (98, p.62). It was developed during the analysis of preliminary experimental results and then hypothesized and measured for the main experimental data. It is calculated by dividing the total number of auxiliary verbs (e.g. should, could, can) into the total number of main (non - auxiliary) verbs. The fewer auxiliary verbs used, the more direct is the statement and the larger the VAV ratio. The more auxiliary verbs used per main verb the more tentative is the statement and the smaller the ratio. A high VAV indicates flat, direct present or past tense verb statements. Smaller VAVs indicate the use of more qualified, tentative assertions.

Vocal Style

Phonemic feature analysis was developed by Bloch and Trager (14). They conceptualized the initial definition of language appropriate for this type of research. "A language is a system of arbitrary vocal symbols by means of which a social group cooperates" (14, p.5). They continued this conceptualization by developing the various aspects of the definition. One important aspect of their definition is the notion of language as a system of vocal symbols. This system

of symbols becomes important because: "A system cannot be observed directly; it is, in the last analysis, only an orderly description of observable features of behavior" (14, pp.5-6). Jakobson, Fant and Halle (61) devised the initial description of the observable vocal features. Attempting to find universal, discrete components of language they made articulatory, acoustical and perceptual measurements of speech (61, pp.1-15, and cited in 89, p.3). The bulk of their evidence

> was presented in acoustic terms, mostly utilizing the spectrographic representation of sounds. Through spectrograms they were able to present a three - dimensional picture of the distinct pairs of consonants and vowels and demonstrate that clear acoustic distinctions exist between the minimally distinct pairs of phonemes. After examining the systematic acoustic distinctions of the phoneme pairs, they presented the articulatory basis of their acoustic findings (cited in 112, p.34).

From this Jakobson, Fant and Halle (61, pp.16-52, and cited in 112, pp.35-40) concluded that distinctive features, amounting to twelve binary oppositions, underlie the entire lexical and morphological stock of language

The phoneme is the basic sound unit of a language conceived of in this way. English has about forty - five different phonemes. Although the phoneme is a symbolic entity, its external manifestations may be considered real. It is produced by a set of articulatory and phonetic maneuvers that have distinct articulatory and acoustic properties. Both of these, the articulatory and the

acoustic properties, are inputs for the perception of the phoneme as a unitary and distinct sound (112, pp.3-32). Jakobson, Fant and Halle classified these articulatory and acoustic properties according to their distinctive features. These features are defined in binary terms. A feature is either present or absent in a phoneme. If two phonemes differ from each other by only one feature that feature is linguistically relevant for distinguishing between them and is called a "distinctive feature" (89, 61).

Since the development of the Jakobson, Fant and Halle distinctive feature system there have been many attempts at reconceptualizing and reclassifying phonemic features. Miller and Nicely, Halle, Singh and Black, and Wickelgren have all developed successive distinctive feature systems (cited in 112, pp.41-55).

Recently, however, Chomsky and Halle (24, and cited in 112) have developed a feature analysis which surpasses the rest in classifactory distinctions and theoretical foundations. Chomsky and Halle have extracted a set of articulatory distinctive features which are well grounded in phonological theory and extensive research. This system consists of a universal set of features which represents man's total phonetic capabilities as they are demonstrated in all known languages. Some of the features included in this universal set are, however, not relevant for English. In English thirteen features are used to describe the

phonemes. On the classificatory level these features are binary. They are either present or absent in the phoneme. The features are termed: vocalic, consonantal, coronal, anterior, high, back, low, nasal, round, continuant, tense, voiced and strident (24, 89). Appendix A provides a description of these features and their classification categories.

The Chomsky and Halle (24) distinctive feature system was used in the present investigation. A phonetic, or linguistic, method of data analysis was undertaken in the examination. This method is considered the appropriate approach to an investigation of the communication process at the phonemic level, as it examines what Chomsky and Halle (cited in 89, p.4) call the target phoneme. The interest in this analysis is in the internalized phonetic shape (24, p.24) at the linguistic level (33), not in the properties of the acoustic sound wave. As Peterson and Shoup (103, p.17) indicate: "a very complicated set of transformations is required to convert the physiological form of speech into acoustical waves."

> There is not a one - to - one correspondence between the physical production of a feature and its description. The articulating organs do not attain their target configuration in speech. . . . Because no two productions are the same, the physical and acoustical characteristics of phonemes in utterances do not match the characteristics of the target phonemes, as they are described in discrete terms. The attributes of a phoneme, when produced by a speaker, are actually at some point on a continuum in terms of the specifics used to describe the target (89, p.4).

> The speaker produces acoustic signals whose characteristics are of course a function of the phoneme to be currently transmitted, but which are also greatly affected by a variety of other factors such as the individual articulatory characteristics of the speaker, the phonetic environment of the sound to be produced, linguistic relationships, etc. As a result, the acoustic characteristics of the sound produced do not identify a particular phoneme uniquely, and the listener resolves the ambiguities of the acoustic signal by making use of his own knowledge of the various linguistic and contextual constraints (32, p.892).

> Chomsky and Halle do not view phonetic transcription as a device for recording observable attributes in actual language utterances. Instead, they view it as a representation of what the listener concludes the phonetic properties are. In this sense, the phonetic transcription represents the hearer's interpretation, rather than observable properties, of the signal (89, p.9).

In this study of the communication process the concern is with probing what the speaker intends and the hearer hears rather than "the ambiguities of the acoustic signal" (32, p.892). In addition to this theoretical consideration, methodologically speaking a phonetic transcription is more practical and experimentally sound. An acoustical transcription of passages requires the "use of a staff of trained phoneticians to transcribe them; i. e., to write down the phoneme sequences recorded. In practice, such a procedure presents many difficulties" (32, p.293). A phonetic transcription can be done with the aid of a computer, making it more practical and eliminating the possibility of rater bias and the high dependence on inter - rater reliability. In a research design such as this one

involving the comparison of two situations a procedure which eliminates the possibility of rater bias and low inter - rater reliabilities is an important consideration. For these two reasons: theoretical and methodological, a phonetic transcription of phonemes was done. A phoneme was defined as any one of the forty - five distinct sounds considered common to the English language and represented by a phonetic symbol (53). Types of phonemic sounds were operationally defined, and measured, as the set of phonemes designated by Chomsky and Halle (24) as sharing a distinctive feature (and cited in 89, 112). The frequency of occurrence of these distinctive feature categories was determined by dividing the number of times the feature occurs by the total number of phonemes used. Presuming that these distinctive feature categories are valid groupings of phonemes, then differences in phonemic use should be reflected in the frequency with which elements of the distinctive feature category occur.

CHAPTER III

METHOD AND PRELIMINARY RESULTS

Method

Subjects were 24 undergraduate volunteers enrolled in the basic speech course at Oklahoma State University. They received extra credit for partipating in the experiment. Subjects were divided into five groups (n = 4 or 5) and each group was asked to role - play two situations. In each situation the subjects played the roles of telephone repairmen interacting with their fellow workers.

The experiment was conducted in the University audio - visual studio. Each group of subjects was allowed into the studio and seated around a table by a confederate. The confederate (who did not know the nature of the research) initiated introductions and led a general discussion for approximately ten or fifteen minutes. This allowed participants to become familiar with the surroundings. Then the confederate informed the particpants that they would be doing some role - playing. He instructed them to "accept the facts as given as well as assuming the attitude supplied in your specific role" and to "let your feelings develop in accordance with the events that occur in the role - playing process."

Two role - playing situations followed. These were variations of Maier and Hoffman's new truck problem (85). In one situation the participants were given their role information and told that they were sitting around with the crew on a Friday afternoon discussing their trucks, the job and the events of the past week. In this situation they were instructed to be conversational. In the other situation each participant was told that the crew would receive one new service truck, was given the reasons why he should get the truck, and was instructed to be persuasive in his appeals for it. Each situation was allowed to continue for approximately twenty minutes. Walt, the foreman (the confederate), took a passive, non - directive role, stimulating the interaction with such remarks as "Well, what do you think, George?"

Each group role - played both situations. Three groups (n = 14) participated in the conversational situation first and then in the persuasive one. The other two groups (n = 10) role - played the persuasive situation first.

These situations involved role - playing and have limitations as such. However, the dynamics of the groups appeared authentic and the persuasive attempts seemed genuine. Participants became involved in their roles and, on occassion, quite emotional in their appeals. It was evident that they were "playing themselves" and reacting to each situation as real one.

The entire interaction of each group was audio taped. The first one hundred fifty words each participant spoke in each situation were transcribed and were considered the experimental data. Following the suggestion of Wepman and Lozar (129) contractions were expanded.

The data from each Subject was typed into VSBASIC stream oriented computer files and analyzed by a set of VSBASIC programs designed to derive measures of verbal style and phonemic content (see Appendix D). The TTR and Diversity were computed by a program which matched each word with every other word in the text. Consequently this measure was derived from the complete transcribed text. The MWL (Mean Token Length), AVQ, NV/AA ratio and VAV ratio were calculated by a program which matched the words of the text against an internal lexicon. The lexicon was based on a list compiled by Wepman and Lozar (129). In the present experiment their list was expanded to ensure that more than 95% of all the words used in each Subject's text matched the lexicon. (In fact the only words not matched were colloquial expressions and proper nouns used by a single participant only once.)

This lexicon also identified each word by the phonemes it contained. The phonemes identifying each word on the list were from Funk and Wagnalls Standard College Dictionary (53). In the case of optional pronunciations the one listed first, indicating it was more preferred, was taken.

The lexicon program was applied to each data file. The printout consisted of the number of words matched, the percentage matched, the MWL, AVQ, NV/AA ratio, VAV ratio and numbers of times each word, phoneme and feature occurred. In addition, the values for phoneme and feature use were normalized by the total number of phonemes used to provide percentages of use. The ratios and percentages output by this and the TTR program were used in the statistical analyses. Each of the statistical measures of verbal style and the percent use of each of Chomsky and Halle's (cited in 89, pp.31-32) distinctive feature categories was analyzed with a three - way, repeated measures ANOVA. The experimental variables were Order (conversation - persuasion, persuasion - conversation), Sex (male, female) and Condition (conversation, persuasion). Order and Sex were treated as variables in order to control for variance possibly originating from differences in sequence of manipulation or sex of respondents. The SAS General Linear Models procedure with type two sums of squares was used (8, p.127-144). Significance was set at $p < 0.05$.

Preliminary Results

A preliminary experiment was designed and conducted to assist in the development of specific research questions. Three female participants were chosen and a role - playing situation was developed to allow the comparison of verbal

and vocal styles used in conversational and persuasive conditions. Each subject proceeded through the experiment individually, rather than in a group, and each went through the conversational setting first and then through the persuasive one. The subjects received written instructions at the beginning of each setting. These instructions described the setting and prescribed the appropriate intent. The results of the TTR, Diversity, AVQ, NV/AA ratio and MWL measures for each of these participants in each setting are presented in Table I

These results are based on 80 to 100% of the total words used by the subjects and demonstrate that while there is considerable variation in the verbal style of the individuals there are also some definite trends in the verbal and vocal usage when examined in terms of condition. The TTR and Diversity measures show consistent decreases in vocabulary variety in the persuasive condition. The MWL does not provide as clear - cut a shift between the two conditions, but it does show a slight decrease in the persuasive condition. This is an appropriate trend if it is assumed that when the participant's usable vocabulary shrinks in size it is the more common, hence shorter words which are used and the less commonly used ones which are not retained. The results of the AVQ and NV/AA ratio are not as immediately interpretable. The results of the AVQ show that these three subjects consistently increased, in the

TABLE I

PRELIMINARY MEASURES OF VERBAL STYLE

MEASURE	CONDITION	Conversation	Persuasion
Type-Token Ratio	Participant 1	.433	.426
	Participant 2	.513	.506
	Participant 3	.520	.500
Diversity	Participant 1	3.75	3.69
	Participant 2	4.44	4.38
	Participant 3	4.50	4.33
Mean Word Length	Participant 1	3.60	3.27
	Participant 2	3.13	3.15
	Participant 3	3.32	3.21
Adjective-Verb Quotient	Participant 1	50.00	51.28
	Participant 2	22.58	25.00
	Participant 3	54.16	67.85
Noun-Verb/ Adjective-Adverb Ratio	Participant 1	1.81	1.85
	Participant 2	2.26	1.66
	Participant 3	1.18	1.71

persuasive condition, the number of adjectives they used per one hundred verbs. The NV/AA ratio does not, however, demonstrate the same consistency in trend. There is one relatively large decrease in the persuasive condition and two comparatively small increases. This inconsistency may be due to the small number of subjects. A larger sample might yield more consistent results. It is expected that the AVQ scores will increase in the persuasive condition while the NV/AA ratio scores will decrease.

The VAV ratio as applied to this preliminary data indicated, as shown in Table II, that subjects consistently used more complex verb forms in the persuasive condition than in the conversational one.

TABLE II

VERB AUXILIARY VERB RATIO

CONDITION		Conversation	Persuasion
MAIN VERBS	S1	24	12
	S2	17	16
	S3	9	18
AUXILIARY VERBS	S1	18	17
	S2	16	16
	S3	14	10
VAV RATIO	S1	1.33	.70
	S2	1.06	1.00
	S3	.64	.55

This measure will be used in the present experiment to get at differences in the complexity of verb use in the two conditions. It is expected that in the present experiment consistently lower VAV ratios will be found in the persuasive condition.

The phonemic frequency analysis demonstrated consistent trends, for the three subjects, in six of the classifications of distinctive features. These six are the vocalic, consonantal, rounded, coronal, low and anterior features (Table III). The frequency of vocalic sounds used increases in the persuasive condition. The other major class feature, consonantal decreases. The other observable distinctive feature trends generally follow the directions of these two. Rounded and low, both distinctive features primarily characterizing vowels, increase in the persuasive condition. Coronal and anterior, both primarily consonantal features, decrease. From these results it is speculated that phonemic choice does occur and is affected by situational determinants: notably the speaker's motivational state. Noticeable differences in phonemic feature frequencies are expected in the present experiment. Based on this preliminary data the strongest influence contributing to these shifts is expected to be the major class features.

The following hypotheses and operational definitions summarize the predictions of this study:

1. In comparison to non - persuasive conversation, verbal choices in persuasive conversation will be characterized by reduced diversity.

   a. Participants' TTR and Diversity will be smaller in the persuasive condition.

   b. Participants' MWL (Mean Token Length) will be shorter (smaller) in persuasion.

2. In comparison to non - persuasive conversation, verbal choices in persuasive conversation will be characterized by increased qualification.

   a. Participants' AVQ scores will be larger and their NV/AA ratios will be smaller in the persuasive condition.

   b. Participants' VAV ratio scores will be smaller in the persuasive condition.

3. Persuasive and non-persuasive conversations will be characterized by differing vocal (phonemic) choices. (In the preliminary results the persuasion condition yielded increased use of vocalic, rounded and low features and decreased use of consonantal, anterior and coronal features.)

TABLE III

PHONEMIC FEATURE ANALYSIS
PRELIMINARY PERCENTAGES

FEATURE	CONDITION	PARTICIPANT		
		1	2	3
Vocalic	Conversation	45.13	44.81	43.17
	Persuasion	47.24	45.22	48.71
Consonantal	Conversation	58.79	59.94	60.95
	Persuasion	58.53	55.61	56.16
Rounded	Conversation	10.41	9.24	11.11
	Persuasion	15.48	11.79	13.75
Tense	Conversation	14.35	13.44	17.14
	Persuasion	16.79	12.64	12.89
Nasal	Conversation	11.57	10.08	12.69
	Persuasion	13.38	14.32	7.73
Continuant	Conversation	22.68	21.28	22.53
	Persuasion	22.68	21.28	22.53

TABLE III (Continued)

FEATURE	CONDITION	PARTICIPANT		
		1	2	3
Strident	Conversation	8.10	11.48	8.57
	Persuasion	8.13	5.89	10.60
Coronal	Conversation	39.58	41.45	42.53
	Persuasion	38.05	38.48	39.25
High	Conversation	24.07	28.57	21.90
	Persuasion	26.77	23.03	24.35
Low	Conversation	9.49	10.08	11.42
	Persuasion	11.81	15.73	15.75
Back	Conversation	22.91	23.24	25.71
	Persuasion	25.98	26.40	24.35
Anterior	Conversation	43.28	42.57	45.07
	Persuasion	41.73	41.57	41.54
Voiced	Conversation	34.95	32.49	39.68
	Persuasion	38.32	36.51	32.95

CHAPTER IV

RESULTS

Verbal Results

This chapter contains a report of the results of the study. ANOVAs were performed with the SAS General Linear Models procedure (8, pp.127-144). Type two sums of squares were used and significance was set at 0.05.

Hypothesis One: Diversity

As can be seen in Table IV, the ANOVA of TTR data yielded results showing a single significant main effect for condition. Inspection indicated that the TTR was lower in the persuasion condition (M = .509) than in the conversation condition (M = .573). This indicates that there was greater variety or diversity in the conversational verbal behavior than in the persuasive verbal behavior and supports Hypothesis 1.

The results of the diversity measure also demonstrated a significant decrease occurring in the persuasive condition, as shown in Table V. This decrease in diversity from conversation (M = 4.96) to persuasion (M = 4.41) further supports Hypothesis 1.

TABLE IV

TYPE-TOKEN RATIO THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	.590	.520
	Female (8)	.592	.495
2) Persuasion - Conversation	Male (7)	.538	.514
	Female (3)	.571	.515

Source	df	SS	F	PR > F
Between				
Order (A)	1	.0032	1.07	.3122
Sex (B)	1	.0000	.00	.9641
A * B	1	.0021	.71	.4082
Subject (A * B)	20	.0604		
Within				
Condition (C)	1	.0486	21.49	.0002
A * C	1	.0053	2.35	.1408
B * C	1	.0023	1.02	.3249
A * B * C	1	.0000	.01	.9303
Subject * C(A * B)	20	.0452		

TABLE V

DIVERSITY THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	5.11	4.50
	Female (8)	5.12	4.28
2) Persuasion - Conversation	Male (7)	4.66	4.45
	Female (3)	4.95	4.47

Source	df	SS	F	PR > F
Between				
Order (A)	1	.2345	1.04	.3202
Sex (B)	1	.0004	.00	.9684
A * B	1	.1647	.73	.4031
Subject (A * B)	20	4.5150		
Within				
Condition (C)	1	3.6465	21.68	.0002
A * C	1	.3961	2.36	.1405
B * C	1	.1684	1.00	.3290
A * B * C	1	.0011	.01	.9349
Subject * C(A * B)	20	3.3640		

Results from the ANOVA of MWL data are reported in Table VI. There were no significant results. Two effects did approach statistical significance: a main effect for Condition ($p < 0.10$) and an Order by Condition interaction ($p < 0.07$). The Condition main effect was in the expected direction with MWL decreasing from the conversational condition ($M = 3.73$) to the persuasion condition ($M = 3.63$). The form of the Condition by Order interaction was that the effect described above did not occur in the persuasion - conversation order with the same strength as in the conversation - persuasion order. In fact, the women (but not the men) in the persuasion - conversation order actually used longer words in the persuasion condition. These results failed to support Hypothesis 1.

Hypothesis Two: Qualification

As shown in Table VII, the AVQ results were not significant. Hypothesis 2 was not supported by them.

The NV/AA ratio results are reported in Table VIII. There were no significant effects. Two main effects did, however, approach significance, Order ($p < 0.07$) and Condition ($p < 0.11$). The near significant Order effect is due to higher NV/AA ratio scores in the persuasion conversation order ($M = 2.40$) than in the other order ($M = 2.03$). The pattern of results for the Condition main effect is for the NV/AA ratio to be higher in persuasion ($M = 2.34$)

TABLE VI

MEAN WORD LENGTH THREE-WAY
ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	3.79	3.61
	Female (8)	3.80	3.63
2) Persuasion - Conversation	Male (7)	3.68	3.61
	Female (3)	3.53	3.75

Source	df	SS	F	PR > F
Between				
Order (A)	1	.0398	.98	.3338
Sex (B)	1	.0004	.01	.9163
A * B	1	.0019	.05	.8314
Subject (A * B)	20	.8107		
Within				
Condition (C)	1	.1131	3.16	.0905
A * C	1	.1330	3.72	.0681
B * C	1	.0328	.92	.3496
A * B * C	1	.0543	1.52	.2318
Subject * C(A * B)	20	.7150		

TABLE VII

ADJECTIVE-VERB QUOTIENT THREE-WAY
ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	47.88	46.80
	Female (8)	45.03	45.93
2) Persuasion - Conversation	Male (7)	49.84	41.52
	Female (3)	51.26	48.05

Source	df	SS	F	PR > F
Between				
Order (A)	1	5.2547	.02	.8809
Sex (B)	1	1.4039	.01	.9383
A * B	1	88.6260	.39	.5401
Subject (A * B)	20	4562.7823		
Within				
Condition (C)	1	93.9680	.50	.4881
A * C	1	96.6627	.57	.4820
B * C	1	27.7223	.15	.7053
A * B * C	1	6.3525	.03	.8561
Subject * C(A * B)	20	3766.0193		

than conversation (M = 2.03). This trend is in the direction opposite to that predicted as it shows a relatively decreased use of adjectives and adverbs in the persuasion condition. These results do not support Hypothesis 2.

The results of the ANOVA of VAV ratio data are reported in Table IX. A single significant main effect for Condition was noted. There was a relatively greater use of complex verb forms in the persuasive condition (M = 1.21) than in the conversation condition (M = 1.56). This finding supports Hypothesis 2. Inspection of the means revealed that the shift in the ratio was due both to an increase in the use of auxiliary verbs in persuasion (c = 16.04, p = 18.25) and to a decrease in the use of main (non - auxiliary) verbs in persuasion (c = 22.54, p = 20.75).

Several of these verbal style results support the experimental hypotheses. The situation is considerably clearer concerning Hypothesis 1, however, than Hypothesis 2.

Vocal Results

The frequency of phonemic feature use was analyzed according to the Chomsky - Halle categories of distinctive features. ANOVAs were performed for each feature category. Significant differences were found for features in the source and cavity categories. The presence of these differences were considered support for the third hypothesis.

TABLE VIII

NOUN-VERB ADJECTIVE-ADVERB RATIO
THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	1.97	2.03
	Female (8)	1.98	2.11
2) Persuasion - Conversation	Male (7)	2.23	2.77
	Female (3)	1.79	2.54

Source	df	SS	F	PR > F
Between				
Order (A)	1	1.2850	3.67	.0699
Sex (B)	1	.1150	.33	.5731
A * B	1	.3845	1.10	.3074
Subject (A * B)	20	7.0084		
Within				
Condition (C)	1	1.1439	2.84	.1076
A * C	1	.7738	1.92	.1811
B * C	1	.0427	.11	.7482
A * B * C	1	.0119	.03	.8653
Subject * C(A * B)	20	8.0590		

TABLE IX

VERB AUXILIARY RATIO THREE-WAY
ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	1.42	1.40
	Female (8)	1.47	1.24
2) Persuasion - Conversation	Male (7)	1.94	1.04
	Female (3)	1.16	1.12

Source	df	SS	F	PR > F
Between				
Order (A)	1	.0151	.03	.8642
Sex (B)	1	.3197	.64	.4340
A * B	1	.2228	.44	.5127
Subject (A * B)	20	10.0328		
Within				
Condition (C)	1	1.4630	5.02	.0366
A * C	1	.5641	1.94	.1794
B * C	1	.1026	.35	.5596
A * B * C	1	.7670	2.63	.1204
Subject * C(A * B)	20	5.8279		

Hypothesis Three: Frequency of Phonemic Feature Use

Two source features, voiced and strident, were analyzed. Voiced showed a significant condition effect (Table X). Participants used significantly more phonemes having the voiced feature in the persuasive condition (M = 34.85) than in the conversational one (M = 33.23). These results supported the third hypothesis. No significant differences were found, however, for the strident feature (Table XI).

Seven cavity features were examined. These were low, high, back, coronal, anterior, nasal and rounded. The analysis of the low feature (Table XII) showed significantly greater use in persuasion (M = 13.21) than in conversation (M = 11.19). The hypothesized difference was further supported by these results. The high results (Table XIII) produced an order by sex by condition interaction. This interaction provided indirect support for the hypothesis but indicated that the effects of source intent may interact with the effects of other aspects of the situation. Back (Table XIV), coronal (Table XV), anterior (Table XVI) and nasal (Table XVII) all produced nonsignificant condition effects which did not support the third hypothesis. The rounded results (Table XVIII), however, produced a significant sex by condition interaction. This supported the hypothesis but indicated that the use of the rounded feature in the conditions may be sex specific. In other words, the

males and females may have used the feature differently. The males increased in their use of the rounded feature from conversation (M = 11.48) to persuasion (M = 12.69). The females decreased their use from conversation (M = 12.98) to persuasion (M = 11.90).

No significant differences were found in the vocalic (Table XIX) or consonantal (Table XX) major class features. Nor were significant differences found for the tense (Table XXI) or continuant (Table XXII) manner of articulation features. These results did not support the third hypothesis.

TABLE X

VOICED THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	33.99	35.02
	Female (8)	33.67	34.10
2) Persuasion - Conversation	Male (7)	32.35	35.91
	Female (3)	32.56	34.01

Source	df	SS	F	PR > F
Between				
Order (A)	1	2.3198	.54	.4704
Sex (B)	1	5.4914	1.28	.2710
A * B	1	.1328	.03	.8620
Subject (A * B)	20	85.7148		
Within				
Condition (C)	1	31.4442	6.85	.0165
A * C	1	9.9457	2.17	.1567
B * C	1	3.7728	.82	.3756
A * B * C	1	1.4940	.33	.5748
Subject * C(A * B)	20	91.8615		

TABLE XI

STRIDENT THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	10.40	9.12
	Female (8)	10.46	9.75
2) Persuasion - Conversation	Male (7)	9.84	10.29
	Female (3)	11.29	11.42

Source	df	SS	F	PR > F
Between				
Order (A)	1	5.1051	2.74	.1137
Sex (B)	1	5.4761	2.94	.1021
A * B	1	2.3125	1.24	.2788
Subject (A * B)	20	37.3143		
Within				
Condition (C)	1	1.9764	.85	.3677
A * C	1	5.0479	2.17	.1564
B * C	1	.0150	.06	.8024
A * B * C	1	.5084	.22	.6453
Subject * C(A * B)	20	46.5423		

TABLE XII

LOW THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	11.21	13.18
	Female (8)	10.94	12.73
2) Persuasion - Conversation	Male (7)	11.07	14.61
	Female (3)	12.06	11.29

Source	df	SS	F	PR > F
Between				
Order (A)	1	1.0971	.25	.6220
Sex (B)	1	4.9168	1.12	.3018
A * B	1	1.6904	.39	.5413
Subject (A * B)	20	87.5103		
Within				
Condition (C)	1	49.1872	10.58	.0040
A * C	1	.0266	.01	.9404
B * C	1	8.4177	1.81	.1936
A * B * C	1	11.0895	2.38	.1382
Subject * C(A * B)	20	93.0193		

TABLE XIII

HIGH THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	23.36	25.26
	Female (8)	26.01	25.69
2) Persuasion - Conversation	Male (7)	26.34	24.32
	Female (3)	25.80	27.46

Source	df	SS	F	PR > F
Between				
Order (A)	1	9.2060	2.94	.1017
Sex (B)	1	23.1520	7.40	.0132
A * B	1	.1431	.05	.8328
Subject (A * B)	20	62.5748		
Within				
Condition (C)	1	.0027	.00	.9788
A * C	1	6.4003	1.71	.2056
B * C	1	.0009	.00	.9875
A * B * C	1	22.6226	6.05	.0231
Subject * C(A * B)	20	74.7757		

TABLE XIV

BACK THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	23.99	26.71
	Female (8)	26.75	27.90
2) Persuasion - Conversation	Male (7)	27.22	27.26
	Female (3)	25.56	26.66

Source	df	SS	F	PR > F
Between				
Order (A)	1	4.3773	.62	.4421
Sex (B)	1	6.9957	.98	.3333
A * B	1	25.2252	3.54	.0744
Subject (A * B)	20	142.3259		
Within				
Condition (C)	1	17.7147	2.36	.1398
A * C	1	7.1091	.95	.3417
B * C	1	.9220	.12	.7294
A * B * C	1	4.4902	.60	.4479
Subject * C(A * B)	20	149.8551		

TABLE XV

CORONAL THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	39.73	38.37
	Female (8)	37.24	37.32
2) Persuasion - Conversation	Male (7)	38.79	38.37
	Female (3)	38.45	36.24

Source	df	SS	F	PR > F
Between				
Order (A)	1	.7014	.13	.7214
Sex (B)	1	27.2700	5.08	.0355
A * B	1	.7523	.14	.7119
Subject (A * B)	20	107.2572		
Within				
Condition (C)	1	6.1204	1.59	.2219
A * C	1	.3670	.10	.7607
B * C	1	.1203	.03	.8615
A * B * C	1	6.7790	1.76	.1995
Subject * C(A * B)	20	76.9915		

TABLE XVI

ANTERIOR THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	43.10	41.03
	Female (8)	41.21	40.94
2) Persuasion - Conversation	Male (7)	40.60	42.18
	Female (3)	41.51	42.37

Source	df	SS	F	PR > F
Between				
Order (A)	1	.0325	.01	.9322
Sex (B)	1	1.8141	.41	.5271
A * B	1	6.1067	1.39	.2515
Subject (A * B)	20	87.5756		
Within				
Condition (C)	1	.0184	.00	.9510
A * C	1	18.7771	3.96	.0606
B * C	1	1.9322	.41	.5307
A * B * C	1	4.1071	.87	.3634
Subject * C(A * B)	20	94.9446		

TABLE XVII

NASAL THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	10.62	10.70
	Female (8)	10.98	9.72
2) Persuasion - Conversation	Male (7)	9.40	10.51
	Female (3)	8.80	11.34

Source	df	SS	F	PR > F
Between				
Order (A)	1	3.0774	.98	.3328
Sex (B)	1	.2423	.08	.7835
A * B	1	.4686	.15	.7026
Subject (A * B)	20	62.4897		
Within				
Condition (C)	1	.7154	.24	.6325
A * C	1	12.5524	4.14	.0554
B * C	1	.2187	.07	.7910
A * B * C	1	4.9637	1.64	.2154
Subject * C(A * B)	20	60.6520		

TABLE XVIII

ROUNDED THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	10.75	12.90
	Female (8)	12.91	12.02
2) Persuasion - Conversation	Male (7)	12.10	12.50
	Female (3)	13.17	11.58

Source	df	SS	F	PR > F
Between				
Order (A)	1	.6610	.08	.7797
Sex (B)	1	1.9982	.24	.6275
A * B	1	.8482	.10	.7514
Subject (A * B)	20	164.4947		
Within				
Condition (C)	1	.3008	.08	.7809
A * C	1	4.7107	1.24	.2777
B * C	1	19.2920	5.10	.0353
A * B * C	1	.6963	.18	.6725
Subject * C(A * B)	20	75.6769		

TABLE XIX

VOCALIC THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	44.98	44.82
	Female (8)	44.03	45.88
2) Persuasion - Conversation	Male (7)	43.56	45.43
	Female (3)	43.97	43.01

Source	df	SS	F	PR>F
Between				
Order (A)	1	7.4773	1.27	.2733
Sex (B)	1	1.3473	.23	.6377
A * B	1	2.9202	.50	.4896
Subject (A * B)	20	117.8528		
Within				
Condition (C)	1	12.0500	2.26	.1483
A * C	1	.0120	.00	.9626
B * C	1	.0798	.01	.9038
A * B * C	1	15.2325	2.86	.1064
Subject * C(A * B)	20	106.5948		

TABLE XX

CONSONANTAL THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	52.20	51.68
	Female (8)	50.80	51.49
2) Persuasion - Conversation	Male (7)	51.53	52.29
	Female (3)	51.47	51.89

Source	df	SS	F	PR>F
Between				
Order (A)	1	.4215	.15	.7041
Sex (B)	1	3.7543	1.32	.2638
A * B	1	.8345	.29	.5937
Subject (A * B)	20	56.7980		
Within				
Condition (C)	1	1.6912	.84	.3694
A * C	1	1.1805	.59	.4520
B * C	1	1.0522	.52	.4773
A * B * C	1	1.5583	.78	.3886
Subject * C(A * B)	20	40.1188		

TABLE XXI

TENSE THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	12.28	14.06
	Female (8)	13.31	13.05
2) Persuasion - Conversation	Male (7)	13.12	12.93
	Female (3)	13.41	13.87

Source	df	SS	F	PR > F
Between				
Order (A)	1	.1028	.03	.8725
Sex (B)	1	.6318	.16	.6913
A * B	1	.9609	.25	.6247
Subject (A * B)	20	77.8637		
Within				
Condition (C)	1	1.5265	.64	.4344
A * C	1	2.1159	.88	.3589
B * C	1	2.8626	1.19	.2877
A * B * C	1	4.7327	1.97	.1755
Subject * C(A * B)	20	47.9795		

TABLE XXII

CONTINUANT THREE-WAY ANALYSIS OF VARIANCE

ORDER	SEX (n)	CONDITION	
		Conversation	Persuasion
1) Conversation - Persuasion	Male (6)	24.21	23.16
	Female (8)	21.83	23.56
2) Persuasion - Conversation	Male (7)	21.43	23.92
	Female (3)	23.18	23.87

Source	df	SS	F	PR > F
Between				
Order (A)	1	.7867	.13	.7241
Sex (B)	1	.9472	.15	.6987
A * B	1	8.7989	1.43	.2453
Subject (A * B)	20	122.8138		
Within				
Condition (C)	1	15.1200	2.59	.1231
A * C	1	7.7268	1.32	.2633
B * C	1	2.9717	.51	.4836
A * B * C	1	13.6349	2.34	.1419
Subject * C(A * B)	20	116.6547		

CHAPTER V

DISCUSSION AND CONCLUSIONS

Verbal Discussion

Chapter IV presented the results of this study. In the present chapter those results are discussed and conclusions based upon them are drawn.

Hypothesis One: Diversity

Hypothesis 1 expressed the expectation that Subjects would exhibit less diversity in their verbal choices in the persuasive condition. The TTR and Diversity data supported this prediction while the MWL data were consistent with the prediction but fell short of statistical significance.

In previous research the TTR has been shown to be negatively correlated with measures of anxiety and high drive states (106). The findings suggest that a persuasive situation also heightens arousal with consequent stylistic effects. Two possible mechanisms suggest themselves. First, heightened arousal may inhibit the performance of less - well - learned behaviors (i.e. less frequently used words) causing a temporary reduction in usable vocabulary and a reduced TTR (98, p.60). Second, the desire to persuade may

make a speaker reluctant to yield the floor. In an attempt to retain the speaking role an advocate may fall back on repetition of previous ideas and reasons when she or he runs out of new ones. Such repetition would reduce TTR and Diversity.

It is probable that both vocabulary reduction and repetition occur. The reduction in MWL, although not statistically significant, is consistent with the first explanation since more frequently used (and thus better learned) words tend to be shorter (98, pp.59-60). Inspection of the transcripts seems to indicate a good deal of repetition also. Speakers would begin an appeal with a general statement. This would be followed by supporting reasons. Then, before yielding the floor, the advocate would repeat the opening statement.

Both vocabulary reduction and repetition would seem to be helpful to the advocate. The use of simpler, more familiar words would appear to increase an advocate's chances of having ideas understood and accepted. Repetition, on the other hand, has been shown to be a determinant of opinion change by Wilson and Miller (131). They indicate that the persuasive impact of a repeated argument decays less rapidly than the nonrepeated argument.

Hypothesis Two: Qualification

The support for Hypothesis 2 is less clear. The VAV ratio data is consistent with predictions. Results suggest the use of more tentative verb forms. "Do this" is softened to "you could do this." But the AVQ does not support the hypothesis and the NV/AA ratio, while not statistically significant, reveals a pattern contrary to predictions. It had been expected that persuasion would call forth relatively more adjectives and adverbs but the results were the reverse. Subjects appear to have become more tentative in their verb forms. But there is no evidence of increased reliance on adjectives and adverbs.

The inital prediction was that advocates would qualify their statements in an attempt to avoid offense. This seems to have happened but in a lexically restricted way. It was expected that they would adopt more qualifiers (adjectives and adverbs). Instead they used approximately the same (or fewer) numbers of qualifiers and altered the verb forms.

In retrospect this pattern of responses can be understood as the Subject's response to the conflicting motives inherent in a persuasive situation. An advocate must simultaneously ask for change from the hearer and also remain acceptable to the hearer. The use of an increased number of adjectives and adverbs might qualify the advocate's statements (as predicted). But the use of adjectives might also intensify the message. And the use of

more complex grammatical structures may be inconsistent with reliance on a restricted vocabulary. Subjects may have resolved this conflict by not using adjectives and adverbs, relying on simpler noun - verb sentences (thus yielding an increased NV/AA ratio), and by achieving the desired tentativeness through softened verb forms (decreased VAV ratio). Such an explanation seems consistent with the observed results.

It would appear that the results support the basic ideas presented. In conversational persuasion, advocates appear to adopt verbal behavior patterns less diverse but more tentative than in non - persuasive conversations.

Vocal Discussion

Several results were found to support the hypothesized difference in feature use between the conversational and persuasive conditions. These were the results of the voiced, low and rounded features.

Hypothesis Three: Frequency of Phonemic Feature Use

An inspection of the phonemes having the voiced feature revealed that the difference found for the voiced was primarily due to a shift in the use of two phonemes: /v/ and /th/ (53, p.xxvi). A review of the raw data showed that these two sounds were used most frequently in the words

"have" and "the", repectively. Paired comparison t -tests were done for the use of each of these words in the two conditions. The use of both "have" ($\overline{D}$ = 2.25, df = 23, t = 3.771, $p < 0.05$) and "the" ($\overline{D}$ = 2.08, df = 23, t = 2.287, $p < 0.05$) increased significantly in the persuasive condition. It appears likely that much of the increased use of the phoneme /v/ and /th/ takes place in the form of an increased use of the words "have" and "the".

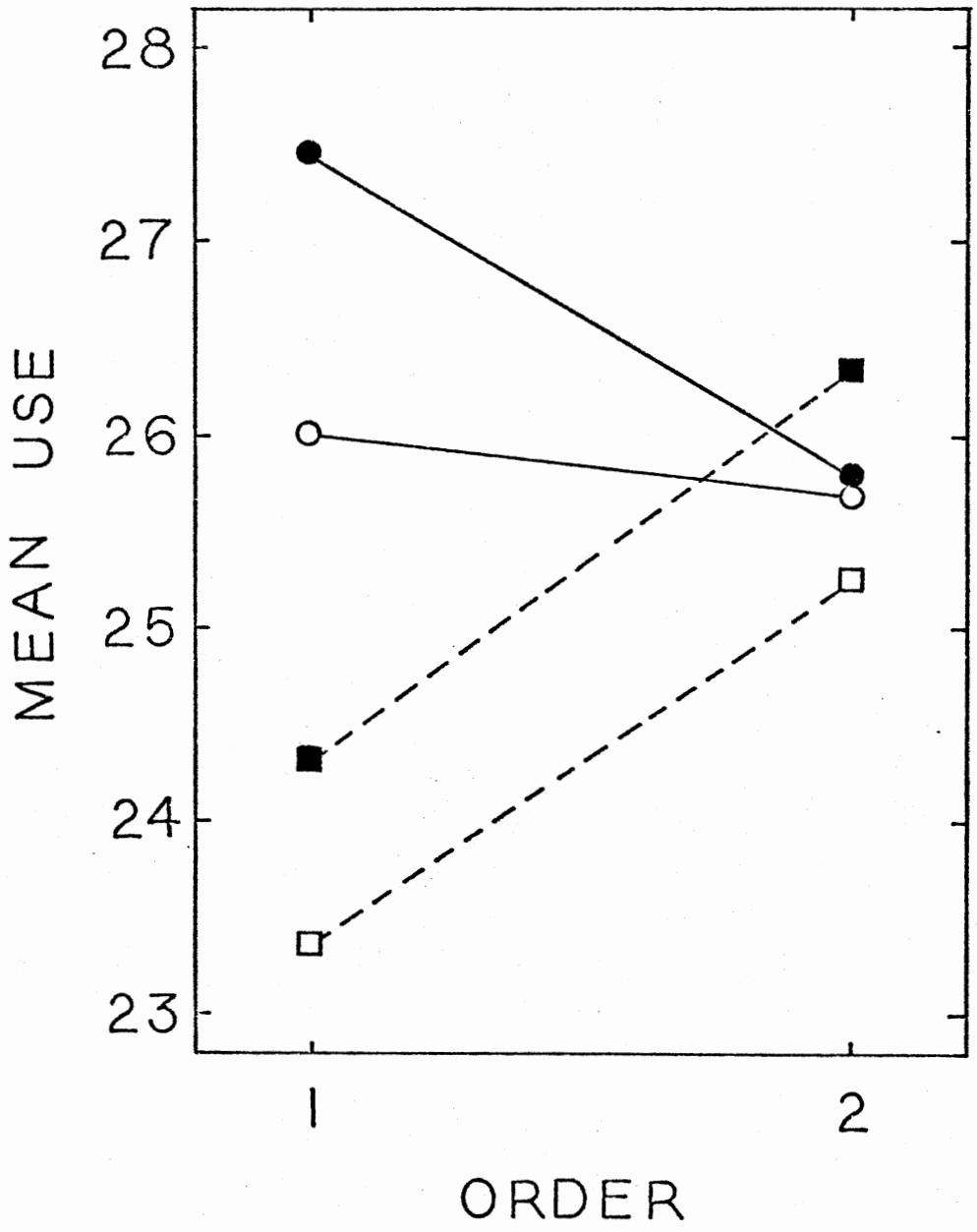
The phonemes in which the low feature is present were examined next. Major shifts were found for the phonemes /h/ and /a/. As both are present in "have", the shifts in use may be primarily attributable to the use of this word.

The Rounded phonemes were inspected. The sex by condition interaction appeared associated with trends found in the use of two phonemes: /ô/ and /ou/. Men increased their use of each in persuasion while women decreased. Examination of the raw data did not reveal an individual word or set of words that could account for these shifts. Shifts appeared to be attributable to small but consistent differences in the use of a large number of words.

The high results (Table XIII) indicate two significant findings: a sex effect and an order by sex by condition interaction. As Kerlinger (66, p.266) indicates that it is often very profitable to graph interactions this interaction is depicted graphically in Figure 1. As indicated in this figure, women generally used more high phonemes in the

initial settings than did men. An initial persuasive setting stimulated greater use of the high feature for both women and men than did an initial conversational one. As the group participation progressed across time, male and female participants converged in their use of high toward a group mean. This is perhaps due to the development of a group norm. Finally, women responded differently to the two combinations of sequence and condition. Women who participated in the persuasion condition first used high features more frequently than women who participated in the conversation condition first. The difference between the two groups of women was, however, much greater during which ever condition was encountered first than during the second. Both groups of men, regardless of the condition encountered first, showed proportional increased high use in the second condition.

There are, then, four sets of results (voiced, low, rounded and high features) which provide some support for hypothesis 3. Two of these effects (voiced and low) can be associated with the increased use of "have" and "the" in the persuasive condition. Why were these words spoken more in persuasion? Perhaps these words function in establishing the basis of a persuasive appeal. Typically "have" and "the" were used to help define the speaker's situation. "I have got the poorest truck in the crew," "I have been with the company for seventeen years," and "I have treated the



Each subject participated in two experimental conditions: conversation and persuasion. The order of these conditions was varied. Order 1 and 2 signify whichever condition the subject encountered first and second, respectively. The mean use of high phonemes is plotted for women who encountered conversation first (○,—), women who encountered persuasion first (●,—), men who encountered conversation first (□,--), and men who encountered persuasion first (■,--).

Figure 1. Use of High Phonemes in Two Conditions

company fair, I think the company should treat me fair also" are examples of this type of case building. The use of "have" and "the" appeared to function as part of the persuasive strategy in the establishment of an argument. It is interesting to note that Miller and his colleagues (92) suggest, as common to this type (long - term, interpersonal) group, compliance - gaining strategies which depend upon explaining relevant situational information. Strategies dependent upon internal feeling, self - feeling and esteem, are considered unlikely. The use of "have" and "the" may play a part in this strategy development.

The question is then open. Does the use of "have" and "the" follow as necessary from the choice of strategies? Does the use of the strategy follow from the choice to use "have" and "the"? Are two independent, collaborative choices made? The present data may be interpreted to support either semantic necessity or phonemic choice.

The rounded results, however, appear more consistent with the idea of phonemic choice. There does not appear to be a semantic explanation which would account for the results. The shift in feature usage is broadly based and not attributable (at least not easily attributable) to increased selection of a few specific words.

The high feature results are not easy to interpret. If the three - way interaction is assumed to be a valid experimental result, it suggests that use of high phonemes

may be affected by the motivation of the source. Such effects appear to interact with other variables including the sex of the source. But, given the complexity of the high findings, it does not seem possible at this point to attempt an interpretation which would support either the notion of semantic choice or phonemic choice.

In general then the data support the experimental hypothesis. There do appear to be phonemic differences attributable to the intent of the source. It was expected that such differences would indicate that speakers make choices at the phonemic level as well as choices at other levels. The assumption of phonemic choice seems to provide the most parsimonious explanation of the results. But in at least two cases (voiced and low) it is possible that the phonemic differences observed are consequences of semantic or strategic choice.

Several sex effects were also noted in the data. In the rounded data, for example, sex and source intent interacted to a statistically significant degree. In the following paragraphs the implications of the data with regard to sex based differences in style are discussed.

It has been previously suggested that the sex of a source may be related to the style of his or her verbal output. The recent increased research in this area has noted many sex differences in communication behavior. Differences in communicative strategy, conformity and verbal

and nonverbal interaction have all been observed (6). The present results suggest a new level for investigation of these differences.

The coronal results (Table XV) indicate a significant main sex effect. Male participants (M = 38.80) used the coronal feature more often than the female participants (M = 37.30). An inspection of the coronal phonemes revealed that five phonemes, /d/, /j/, /l/, /n/ and /r/, contributed relatively equally to this difference. Further inspection did not yield any particular word or set of words responsible for the use of these phonemes. The data indicate that the men simply used a greater variety of words containing the coronal feature than did women.

The previously discussed rounded results also indicate possible sex - based differences. In those data women appeared to use more rounded phonemes than men during the early stages of the group interaction. The effect faded, however, with time as women decreased and men increased their use of rounded phonemes.

The present results, particularly coronal and rounded, indicate sex differences in the frequency with which phonemic features are used. These differences are not directly attributable to the use of specific words. They must be considered tentative because of the nature of the role - playing situation. (They are not conclusive evidence.) But they do appear consistent with Blankenship's

notion that style involves all levels, including the phonological (12, p.88).

The present phonemic data, as evident in both the condition and sex findings, suggest the need to further examine phonemic attributes. It cannot be assumed that the use of sound is wholly subordinate to meaning. Choices made in each may well complement the other. Choice differences in the use of sound patterns can be and should be examined. These results, while tentative and exploratory, are an initial examination. They do not decide the issue of whether or not there is phonemic choice. But they do provide evidence indicating such choice is possible.

Conclusions

There appear to be measurably different stylistic choices made by a speaker when he or she is attempting to be persuasive rather than conversational. Verbally, a speaker is likely to be more repetitious and more tentative. He or she is also likely to make different vocal (phonemic) choices. There are interesting indications of significant sex differences affecting phonemic choice as well.

There are probably other stylistic differences between persuasive and non-persuasive conversation. The purpose of this thesis was to examine two expected differences of verbal style and to explore the possibility of vocal stylistic differences. Further research developing both of these levels of stylistic choice is desirable.

Based on these results three directions for further research are suggested. 1) Use the stylistic measures applied in this study for an examination of persuasive and non-persuasive verbal and vocal behaviors in real life (not role-playing) situations. This type of study would be valuable for replication of results and as a check to remove any possible contamination effects of the role - playing situation. Specifically, any contamination of results as an effect of the roles given to subjects or of having females play male roles could be checked by this method. 2) The measures of diversity, particularly TTR and MWL, could be applied to individual parts of speech. This more specific analysis would answer the question of where most of the repetition in word use and reduction in word diversification is occurring. One might suspect that it occurs in the use of nouns the most to some extent in the use of adjectives and adverbs. But this speculation should be checked. 3) A systematic examination of the phonemic use of males and females in everyday conversational situations is suggested by these results. This examination could be done by recording everyday interactions (male - male, male - female, female - female). The present results suggest that an analysis and comparison of their phonemic content would be fruitful.

Definite conclusions in this area of study must await additional research. This study is limited by its reliance

on a small number of college students in a role-playing situation. The results of this study, however, suggest that more extensive research examining verbal and vocal style would be fruitful.

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APPENDIX A

CHOMSKY AND HALLE FEATURE ANALYSIS CATEGORIES

The distinctive features are divided into five major categories. These are: 1) major class features, 2) cavity features, 3) manner of articulation features, 4) source features, and 5) prosodic features. The first two features, vocalic and consonantal, are the major class features. They define the categories of speech sounds. Most English phonemes are either vocalic or consonantal. Which one a phoneme is, is defined by the opening and closing of the vocal tract during speech. The only exceptions to being either consonantal or vocalic are the sonorant consonants which involve spontaneous voicing and include the glides /w,j/, and the liquids /l,r/ . The glides are classified as neither vocalic nor consonantal while the liquids are both (112, pp.57-58, 89, pp.11-12).

Cavity features are the second set of universal features. In English its subclassifications include seven features: coronal, anterior, high, low, back, nasal and round. The term coronal describes the use of the tongue. Coronal sounds are produced with the blade of the tongue

raised from its neutral position such as: /r,l,t,d/. Anterior describes the sounds produced in the front part of the oral cavity. The division between the front and the back is, in English, between the alveolars and the palatals. The consonants produced with constriction between the alveolar ridge and the lips, such as the labials /p,b,f/ and the alveolars /t,d,s,n/ are anterior. The consonants produced with the constriction between the palate and the velum, such as the palatals /r,j/ and the velars /k,g,h/ are nonanterior. Vowels do not involve constriction anywhere in the oral cavity. Therefore they do not involve the quality of being anterior and are labeled nonanterior (89, p.12, 112, pp.59-60). The next three features: high, low and back refer to the placement of the tongue's body. The high sound is produced by raising the tongue body above its neutral position as with /w,k,g/. The /h/ sound is the only English consonant considered, as the rest of the low sounds are vowels. This sound is produced by placing the body of the tongue in a position lower than neutral. By moving the body of the tongue back from the neutral position back consonants such as /k,g,w/ are produced. The nasal sound feature is present when the velum is lowered to allow air to be directed through the nose as in /m/ and /n/. The round feature is characterized by a narrowing of the lip orifice or the rounding of the lips to form an oval or another variable round shape such as those which occur in the articulation of the sounds /u,ou,o/ (112, 89).

The manner of articulation category includes the continuancy and tenseness features. For continuant consonants the primary constriction in the vocal tract is never narrowed to the point where complete blockage of the air flow occurs. For noncontinuants, such as plosives, this blocking occurs. Hence, an /f/ is continuant while /p,t,b/ are noncontinuant. The tenseness feature describes vowels in English. For consonants it is identical to the voicing feature. Consonants which are voiceless are tense while the ones which are voiced are nontense.

The source feature category describes the voiced and strident features. Voiced sounds involve the vibration of the vocal folds when the sound is produced as in /r,l,b,d,g,m,n/. A strident sound is characterized by noisiness produced when air is passed over a rough surface at a rapid rate and with an adequate angle of incidence. This noisiness is evident in /f,v,s,z/ (112, 89).

APPENDIX B

THE ROLE PLAYING SITUATION

Partcipants were instructed to "accept the facts as given as well as assuming the attitude supplied in your specific role" and to "let your feelings develop in accordance with the events that occur in the role - playing process."

Each group role - played both situations. Three groups (n = 14) participated in the conversational situation first and then in the persuasive one. The other two groups (n = 10) role - played the persuasive situation first. The roles information was modified slightly for each situation to accomodate the order in which the situation appeared. The roles for the five repairmen in each situation for each order follow. Participants received these roles from the confederate at the beginning of each new individual situation. The roles were contained in plain white envelopes with the role - character's name on the front. These envelopes were passed around the table by the confederate to the person playing each role. Then participants had a few minutes to read their roles before the interaction began.

Conversation - Persuasion Order

Conversation:

George

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 17 years and drive a 2 year old Ford truck which you keep running well.

This is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I've had my Ford for 2 years."

and ad - lib from there.

Bill

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 11 years and drive a 5 year old you have taken excellent care of.

This is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened during the week.

Be Conversational.

Begin with the sentence: "I drive an old Dodge truck."

and ad - lib from there.

John

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 10 years and drive a 4 year old Ford truck.

This is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I have an old Ford."

and ad - lib from there.

Charlie

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 5 years and drive a 3 year old Ford truck.

This is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "My Ford's three years old."

and ad - lib from there.

Hank

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 3 years and drive a 5 year old Chevrolet truck.

This is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened during the week.

Be Conversational.

Begin with the sentence: "I drive a '73 Chevy."

and ad - lib from there.

Persuasion:

George

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You think that you should get the new Chevrolet truck because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got this Ford.

Be Persuasive.

Begin with the sentence: "I've had my Ford for 2 years." and ad - lib from there.

Bill

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You feel you deserve a new truck and it is certainly your turn. Your present truck is old, and since the more senior man has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge, and have kept it looking like new. A man deserves to be rewarded if he treats a company truck like his own.

Be Persuasive.

Begin with the sentence: "I drive an old Dodge truck."

and ad - lib from there.

John

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You have to do more driving than most of the other men because you work in the suburbs. You have a fairly old truck and you feel you should have the new one because you do so much driving.

Be Persuasive.

Begin with the sentence: "I have an old Ford."

and ad - lib from there.

Charlie

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

The heater in your present truck is inadequate. Since Hank backed into the door of your truck it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want to have a warm truck since you have a good deal of driving to do in the suburbs. As long as it has good tires, brakes, and is comfortable you don't care about its make.

Be Persuasive.

Begin with the sentence: "My Ford's three years old."

and ad - lib from there.

Hank

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You have the poorest truck in the crew. It is 5 years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it only seems fair the next one should be yours. You have a good accident record. The only accident you had was when you sprung the door of Charlie's truck when he opened it as you backed out of the garage. You had hoped that the new truck was a Ford since you prefer to drive one.

Be Persuasive.

Begin with the sentence: "I drive a '73 Chevy."

and ad - lib from there.

Persuasion - Conversation Order

Persuasion:

George

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 17 years and drive a 2 year old Ford truck which you keep running well.

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair. think that you should get the new Chevrolet truck because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got this Ford.

Be Persuasive.

Begin with the sentence: "I've had my Ford for 2 years."

and ad - lib from there.

Bill

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 11 years and drive a 5 year old Dodge truck which you have taken excellent care of.

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You feel you deserve a new truck and it is certainly your turn. Your present truck is old, and since the more senior man has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge, and have kept it looking like new. A man deserves to be rewarded if he treats a company truck like his own.

Be Persuasive.

Begin with the sentence: "I drive an old Dodge truck."

and ad - lib from there.

John

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 10 years and drive a 4 year old Ford truck.

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribuution. He called this meeting of the crew to present the rpoblem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You have to do more driving than most of the other men because you work in the suburbs. You have a fairly old truck and you feel you should have the new one because you do so much driving.

Be Persuasive.

Begin with the sentence: "I have an old Ford."

and ad - lib from there.

Charlie

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 5 years and drive a 3 year old Ford truck.

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

The heater in your present truck is inadequate. Since Hank backed into the door of your truck it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want to have a warm truck since you have a good deal of driving to do in the suburbs. As long as it has good tires and brakes and is comfortable you don't care about its make.

Be Persuasive.

Begin with the sentence: "My Ford's three years old."

and ad - lib from there.

Hank

You work for the telephone company as a repair person. Your job is to fix phones that are out of order. This requires knowledge and diagnostic skills as well as muscular ability. You ordinarily work alone and drive a small truck around to do several jobs in one day. You have worked for the company for 3 years and drive a 5 year old Chevrolet truck.

Every so often the crew gets a new truck to replace an old one. The foreman has just been allocated a new Chevrolet for distribution. He called this meeting of the crew to present the problem of who should get the new truck. He has decided to do what the crew thinks is most fair.

You have the poorest truck in the crew. It is 5 years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it only seems fair the next one should be yours. You have a good accident record. The only accident you had was when you sprung the door of Charlie's truck when he opened it as you backed out of the garage. You had hoped that the new truck was a Ford since you prefer to drive one.

Be Persuasive.

Begin with the sentence: "I drive a '73 Chevy."

and ad - lib from there.

Conversation:

George

The crew decided to give you the new truck. You got everything that you wanted and are feeling pretty good about the way you made out. You think that each of the other fellows got a fair deal as well and each of them appeared satisfied with the decision. In what seemed for a while to be an impossible situation everything turned out well.

Now it is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I had my Ford for 2 years."

and ad - lib from there.

Bill

You didn't get the new truck but you did get everything you really wanted. You were able to get George's 2 year old Ford. It is in real good condition annd has low mileage. You feel pretty good about the way you made out. You think that each of the other fellows got a fair deal as well, and each of them appeared satisfied with the decision. In what seemed for a while to be an impossible situation everything turned out well.

Now it is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I drove an old Dodge truck."

and ad - lib from there.

John

You didn't get the new truck but you did get everything you really wanted. You were able to get Bill's Dodge. This truck has been well cared for and is in excellent condition. It has very low mileage and looks like new. You always wanted a Dodge truck but never thought you had a chance to get one. You feel pretty good about the way you made out. You think that each of the other fellows got a fair deal as well, and each of them appeared satisfied with the decision. In what seemed for a while to be an impossible situation everything turned out well.

Now it is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I had an old Ford."

and ad - lib from there.

Charlie

You didn't get the new truck but you did get everything you really wanted. The crew decided to use Hank's truck for parts with which to fix yours. You got a new heater, new tires and brakes and a whole new paint job for your truck. You feel pretty good about the way you made out. You think that each of the other fellows got a fair deal as well, and each of them appeared satisfied with the decision. In what seemed for a while to be an impossible situation everything turned out well.

Now it is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "My Ford's three years old."

and ad - lib from there.

Hank

You didn't get the new truck but you did get everything you really wanted. You got John's Ford. It is in good condition and is the make you prefer to drive. You are glad that you were able to get a Ford rather than another Chevrolet. You feel pretty good about the way you made out and think that each of the other fellows got a fair deal as well. Each of them appeared satisfied with the decision. In what seemed for a while to be an impossible situation everything turned out well.

Now it is Friday afternoon and as usual you and the other members of your crew are sitting around congenially drinking coffee and chatting. You like the people on your crew and look forward to these Friday afternoon talks. During this time you talk about the job, your trucks and the things that have happened to you during the week.

Be Conversational.

Begin with the sentence: "I drove a '73 Chevy."

and ad - lib from there.

APPENDIX C

SAMPLE TRANSCRIPTS

Conversation - Persuasion

Conversation:

Bill

Boy I will tell you that thing just runs like a little gem. I will tell you I have that thing for five years I have not had a bit of trouble with it. Of course I keep it up real well, and everything, but man it just hums along all day. Well I do the same thing in mine except I put a lot, I put some dice around the rear view mirror it really makes it look sharp. Shag carpet on the dash, No you see that stuff is real hard to clean. You put that carpet on there and you can get one of those little hand vacuum cleaners and clean it off real easy instead of that white fur. I do not go in for that hippie stuff anyway. Say do not you know how to take care of your vehicles? You have got to have a little consideration for your vehicle, I mean you have got to take care of them.

Persuasion:

Bill

Doors in the back of the truck? Oh you drive a van? Ok. Ok. How old is your truck, George? How long you been here, John? How long you been here, Hank? Really, it is proven, you are guilty, you do not deserve it, Hank. We got time out here. I have got an excellent idea for this. How long you been here Charlie? Hey listen, now wait a minute. Now it is pretty evident that old George here does not need it, she has got, he has got a, a two year old truck, but . . . may I speak for a minute without being interrupted, please. George has a truck it is only two years old, right? And she, and he has been here the longest and that is why he got the other, he got the other new trucks, because he was here the longest and he got the new truck, now I have been here eleven years. I have got a five year old Dodge van and I think that I should get a new truck you know I mean only because I have taken such good care of it and I think that since I have treated company fair I think company should treat me fair also.

Persuasion-Conversation

Persuasion:

Charlie

Well, I was sortof thinking that I have worked for five years and I have had mine the last three, I have taken good care of mine too, but Hank backed into my truck, and it has nothing, I had nothing to do with this and, and, and to begin with, I have, I have had problems with my heater, my heater has not worked and he backed into it, it messed up the door. Air goes in to the door. I have colds all the time. I am always sick. It hurts my performance on the job. I think if I had another truck it would help, I would not get colds all the time, and I would do a lot better job on the job, a lot better work on the job.

Give you a truck you would wreck it. I think it is better for the company that you have an old one, so if you tear it up it would not be as much as a loss. You were driving. You, you should have looked, you should have looked. I had the door open.

Conversation:

Charlie

I am satisfied. I, I got everything fixed on mine. I got a new paint job and if I can stay away from Hank well, I am pretty satisfied. I think I, I think I am doing alright.

You have not had time to know how good it is, a week. I think since George got the best deal, he should buy us all coffee. Cheating Hank. Well he has been here for seventeen years. His life, his life is so boring the only thrill he gets is cheating at checkers.

Well, there is nothing wrong with that. I think about Bill, the reason Bill got such a good deal, he has got a deal with Walt, we do not know about.

Well my Ford was just when I got it. I have been working here there for two years, and it is now three years old. It is fixed, everything is fixed and I am satisfied with it. I am glad I got to keep my truck instead of getting a hand me down from someone else and I am pretty satisfied, pretty satisfied.

APPENDIX D

THE TEXT ANALYZING PROGRAMS

Four VSBASIC programs were used in the present analysis. These programs, used to create, edit and analyze the transcribed texts, were designed and written by J. C. and A. P. Sherblom. The programs were operated from a TSO computer terminal in an interactive mode.

The first program, MAKEFILE, allows the user to create files containing the text which are then stored in the computer. EDITFILE is used to make changes in the text length and to make corrections to the words of the text themselves (misspelled words, etc.). TTR and LEXICON can be run by giving the computer the file names under which the text has been stored. They are both designed to operate with three fifty word files. TTR compares the text with itself to produce the type - token ratio and diversity measures. LEXICON compares the text with a word list or lexicon. It produces the MWL, AVQ, NV/AA ratio, VAV ratio and phoneme and feature percentages.

MAKEFILE

```
00010DIM T$(200)
00020PRINT "FILE NAME"
00030INPUT F$
00040PRINT "TEXT LENGTH"
00050INPUT N1
00060PUT F$, N1
00070PRINT "ENTER THE TEXT : SEPARATE WORDS WITH SEMICOLONS"
00080FOR I = 1 TO N1
00090INPUT T$(I)
00100PUT F$, T$(I)
00110NEXT I
00120READ G$
00130DATA "THEEND"
00140PUT F$,G$
00150END
```

EDITFILE

```
00010DIM T$(200)
00020PRINT "ENTER THE FILE NAME IN SINGLE QUOTES"
00030INPUT F$
00040OPEN F$ IN
00050PRINT "ENTER THE WORD'S NUMBER IN THE FILE"
00060INPUT N8
00070GET F$, N1
00080PRINT N1
00090PRINT "ENTER NEW TEXT LENGTH"
00100INPUT N2
00110FOR I=1 TO N2
00120GET F$, T$(I), EOF 130
00130IF I .NE. N8 GO TO 150
00140PRINT T$(I)
00150NEXT I
00160CLOSE F$
00170OPEN F$ OUT
00180PRINT "ENTER THE NEW WORD"
00190INPUT W$
00200PUT F$, N2
00210FOR I=1 TO N2
00220IF I .NE. N8 GO TO 250
00230PUT F$, W$
00240GO TO 260
00250PUT F$, T$(I)
00260NEXT I
00270READ G$
00280PUT F$, G$
00290DATA 'THEEND'
00300END
```

TTR

```
00010DIM T$(200)
00020PRINT
00030PRINT "THREE FILE NAMES PLEASE"
00040INPUT F$,G$,H$
00050GET F$, N1
00060GET G$,N8
00070GET H$,N9
00080GET F$,T$(1)
00090GET F$,T$(2)
00100Q1= N1+N8+N9
00110FOR I= 3 TO Q1
00120IF I > N1 GO TO 150
00130GET F$, T$(I), EOF 190
00140GO TO 190
00150IF I > (N1+N8) GO TO 180
00160GET G$, T$(I), EOF 190
00170GO TO 190
00180GET H$,T$(I), EOF 190
00190FOR J= 1 TO (I-1)
00200IF T$(J) .NE. T$(I) GO TO 220
00210GO TO 240
00220NEXT J
00230T = T+1
00240NEXT I
00250PRINT
00260PRINT "TYPE","TOKEN","TTR","DIVERSITY"
00270PRINT
00280LET D= SQR(2*Q1)
00290PRINT (T+2), Q1, ((T+2)/Q1), ((T+2)/D)
00300PRINT
00310PRINT
00320END
```

LEXICON

```
00010DIM A$(950,2), R(950,18), T$(200), P(50), A(950)
00020PRINT "THREE FILE NAMES PLEASE"
00030INPUT F$,G$,H$
00040GET F$,N1
00050GET G$,N8
00060GET H$,N9
00070LET D8= N1+N8+N9
00080LET N2=948
00085PRINT
00086PRINT "UNMATCHED WORDS"
00087PRINT
00090FOR I= 1 TO N2
00100READ A$(I,1), A$(I,2)
00110FOR J = 1 TO 18
00120READ R(I,J)
00130IF R(I,J) = 0 GO TO 150
00140NEXT J
00150NEXT I
00160FOR I = 1 TO D8
00170IF I > N1 GO TO 200
00180GET F$, T$(I), EOF 240
00190GO TO 240
00200IF I > (N1 +N8) GO TO 230
00210GET G$, T$(I), EOF 240
00220GO TO 240
00230GET H$, T$(I), EOF 240
00240FOR J = 1 TO N2
00250IF A$(J,1) .NE. T$(I) GO TO 280
00260A(J) =A(J) + 1
00270GO TO 290
00280NEXT J
00285PRINT T$(I)
00290NEXT I
00295PRINT
00296PRINT
00297PRINT
00300FOR J=1 TO N2
00310IF A(J)=0 GO TO 470
00320Q= Q + A(J)
00330L= L+ A(J)*R(J,1)
00340IF A$(J,2) .EQ. 'Q' GO TO 360
00350IF A$(J,2) .NE. 'A' GO TO 380
00360A1= A1 + A(J)
00370GO TO 470
00380IF A$ (J,2) .EQ. 'X' GO TO 400
00390IF A$ (J,2) .NE. 'V' GO TO 420
00400V1 = V1 + A(J)
00410GO TO 470
00420IF A$(J,2) .NE. 'N' GO TO 450
00430V2 =V2 +A(J)
00440GO TO 470
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00450IF A$(J,2) .NE. 'D' GO TO 470
00460A2= A2 + A(J)
00470NEXT J
00480PRINT
00490PRINT "NUMBER MATCHED","TOTAL","PERCENT"
00500PRINT
00510PRINT Q,D8, ( (Q*100)/D8)
00520PRINT
00530PRINT
00540PRINT "AVQ","N-V/AJ-AD","MWL"
00550PRINT
00560PRINT ( (A1*100)/V1), ((V1+V2)/(A1+A2)), (L/Q)
00570PRINT
00580PRINT
00590PRINT "ADJECTIVES",A1
00600PRINT
00610PRINT "VERBS",V1
00620PRINT
00630PRINT "NOUNS",V2
00640PRINT
00650PRINT "ADVERBS",A2
00660INPUT Z4
00670PRINT
00680PRINT "WORD","PART","OCCURRENCE","PERCENT"
00690PRINT
00700FOR I = 1 TO N2
00710IF A(I) = 0 GO TO 730
00720PRINT A$(I,1), A$(I,2),A(I), ( (A(I)*100)/D8)
00730NEXT I
00740INPUT Z1
00750FOR I = 1 TO N2
00760IF A(I) = 0 GO TO 820
00770FOR J = 2 TO 18
00780IF R(I,J) = 0 GO TO 820
00790LET Z = R(I,J)
00800P(Z) = A(I) + P(Z)
00810NEXT J
00820NEXT I
00830PRINT
00840LET N3 = 45
00850FOR I = 1 TO N3
00860Q2 = Q2 + P(I)
00870NEXT I
00880PRINT "PHONEME","OCCURRENCE","PERCENT"
00890PRINT
00900FOR I = 1 TO N3
00910PRINT I, P(I), ( (P(I)*100)/Q2)
00920NEXT I
00930PRINT
00940PRINT
00950PRINT
00960PRINT "TYPE","OCCURRENCE","PERCENT"
00970PRINT
00980PRINT
```

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00990S1=P(14)+P(27)+P(2)+P(23)+P(15)+P(9)+P(39)+P(8)
01000G5=P(22)+P(30)+P(18)+P(1)+P(36)+P(24)+P(25)
01010G6=S1+G5
01020PRINT "VOCALIC",G6,(G6*100/Q2)
01030G7=P(18)+P(29)+P(5)+P(30)+P(39)+P(35)+P(34)+P(17)
01040G8=P(11)+P(19)+P(33)+P(7)+P(32)+P(16)+P(20)+P(31)+P(42)
01050G9=P(43)+P(21)
01060S2=G7+G8+G9
01070PRINT "CONSONANTAL",S2,(S2*100/Q2)
01080S3=P(27)+P(40)+P(39)+P(23)+P(24)+P(25)
01090PRINT
01100PRINT "ROUNDED",S3,(S3*100/Q2)
01110S4=P(9)+P(27)+P(2)+P(23)+P(15)+P(25)
01120PRINT "TENSE",S4,(S4*100/Q2)
01130S5=P(19)+P(20)+P(21)
01140PRINT "NASAL",S5,(S5*100/Q2)
01150PRINT
01160S6=P(18)+P(30)+P(10)+P(39)+P(34)+P(35)+P(31)+P(42)+
    P(32)+P(43)+P(12)
01170PRINT "CONTINUANT",S6,(S6*100/Q2)
01180S7=P(10)+P(39)+P(31)+P(42)+P(32)+P(6)+P(43)+P(16)
01190PRINT "STRIDENT",S7,(S7*100/Q2)
01200S8=P(30)+P(18)+P(33)+P(7)+P(34)+P(35)+P(20)+P(31)+
     P(42)+P(32)+P(6)
01210U1=P(43)+P(16)
01220U2=S8+U1
01230PRINT
01240PRINT "CORONAL",U2,(U2*100/Q2)
01250PRINT
01260G1=P(9)+P(27)+P(14)+P(39)+P(40)+P(41)+P(6)+P(16)+
     P(17)+P(11)
01270U3=P(32)+P(43)+P(21)
01280U4=G1+U3
01290PRINT "HIGH",U4,(U4*100/Q2)
01300G2=P(15)+P(25)+P(1)+P(24)+P(12)
01310PRINT "LOW",G2,(G2*100/Q2)
01320PRINT
01330G3=P(27)+P(23)+P(15)+P(25)+P(39)+P(36)+P(24)+P(40)+
     P(17)+P(11)
01340U5=P(21)+P(22)
01350U6=U5+G3
01360PRINT "BACK",U6,(U6*100/Q2)
01370U7=P(18)+P(29)+P(5)+P(10)+P(39)+P(19)+P(33)+P(7)
01380U8=P(34)+P(35)+P(20)+P(31)+P(42)+P(32)
01390G4=U7+U8
01400PRINT "ANTERIOR",G4,(G4*100/Q2)
01410PRINT
01420PRINT
01430PRINT "TOTAL",Q2
01440PRINT
01450PRINT
01470DATA ABLE,A,4,2,5,44,18,0,A,T,1,44,0
01490DATA ADVICE,N,6,1,7,39,15,31,0,ABOUT,0,5,44,5,22,36,
     33,0
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01510DATA AGAIN,D,5,44,11,8,20,0,AFRAID,A,6,44,10,30,2,7,0
01530DATA AGE,N,3,2,16,0,AGAINST,O,7,44,11,8,20,31,33,0
01550DATA ALMOST,D,6,24,18,19,23,31,33,0,ALL,O,3,24,18,0
01570DATA ALSO,D,4,24,18,31,23,0,ALONG,O,5,44,18,24,20,11,0
01590DATA ALWAYS,D,6,24,18,40,2,42,0,ALTHOUGH,C,8,24,18,35,
     23,0
01610DATA AN,T,2,1,20,0,AM,X,2,1,19,0
01630DATA ANIMAL,N,6,1,20,44,19,44,18,0,AND,C,3,1,20,7,0
01650DATA ANY,Q,3,8,20,9,0,ANOTHER,O,7,44,20,36,44,30,0
01670DATA ANYWAY,D,6,8,20,14,40,2,0,ANYTHING,I,8,8,20,14,
     34,14,21,0
01680DATA APPARENTLY,A,10,44,29,1,30,44,33,18,9,0
01700DATA ARE,X,3,4,30,0,APPEAR,V,6,44,29,14,30,0
01720DATA AROUND,O,6,45,22,36,20,7,0,ARM,N,3,4,30,19,0
01740DATA ASK,V,3,1,31,17,0,AS,C,2,1,42,0
01760DATA ATALL,D,5,1,33,24,18,0,AT,O,2,1,33,0
01770DATA AWAY,O,4,44,40,2,0
01780DATA BACKGROUND,N,10,5,1,17,11,30,22,36,20,7,0
01790DATA BAD,A,3,5,1,7,0
01810DATA BEAUTIFUL,A,9,5,38,33,44,10,44,18,0,BE,X,2,5,9,0
01830DATA BECOME,V,6,5,14,17,36,19,0,BECAUSE,C,7,5,14,17,
     24,42,0
01850DATA BEEN,X,4,5,14,20,0,BED,N,3,5,8,7,0
01870DATA BELIEVE,V,7,5,14,18,9,39,0,BEHIND,O,6,5,14,12,15,
     20,7,0
01890DATA BIG,A,3,5,14,11,0,BEST,A,4,5,8,31,33,0
01910DATA BIT,N,3,5,14,33,0,BIRD,N,4,5,37,30,7,0
01930DATA BOOK,N,4,5,28,17,0,BLANK,A,5,5,18,1,20,11,17,0
01950DATA BOY,N,3,5,25,0,BOTH,Q,4,5,23,33,12,0
01970DATA BRIGHT,A,6,5,30,15,33,0,BRIDGE,N,6,5,30,14,16,0
01990DATA BUILDING,N,8,5,14,18,7,14,21,0,BRING,V,5,5,30,14,
     21,0
02010DATA BY,O,2,5,15,0,BUT,C,3,5,36,33,0
02030DATA CAME,V,4,17,2,19,0,CALL,V,4,17,24,18,0
02050DATA CASE,N,4,17,2,31,0,CAN,X,3,17,1,20,0
02060DATA CEMETERY,N,8,31,8,19,44,33,8,30,9,0
02070DATA CHILD,N,5,6,15,19,7,0
02080DATA CHILDREN,N,8,6,14,18,7,30,44,20,0
02090DATA CLIMB,V,5,17,18,15,19,0
02110DATA COULD,X,5,17,28,7,0,COME,V,4,17,36,19,0
02130DATA COUPLE,N,6,17,36,29,44,18,0,COUNTRY,N,7,17,36,20,
     33,30,9,0
02150DATA DARK,A,4,7,4,30,17,0,CRY,V,3,17,30,15,0
02170DATA DAY,N,3,7,2,0,DAUGHTER,N,8,7,24,33,45,0
02190DATA DEATH,N,5,7,8,34,0,DEAD,A,4,7,8,7,0
02210DATA DEEP,A,4,7,9,29,0,DECIDE,V,6,7,14,31,15,7,0
02220DATA DEPRESSED,A,9,7,14,29,30,8,31,33,0
02230DATA DID,X,3,7,14,7,0
02240DATA DIFFERENT,A,9,7,14,10,45,44,20,33,0
02250DATA DO,X,2,7,27,0
02260DATA DOCTOR,N,6,7,22,17,33,45,0
02270DATA DOES,X,4,7,36,42,0
02290DATA DONE,X,4,7,36,20,0,DOLL,N,4,7,22,18,0
02310DATA DOWN,O,4,7,26,20,0,DOOR,N,4,7,24,30,0
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02330DATA EACH,Q,4,9,6,0,DRESSED,A,7,7,30,8,31,33,0
02350DATA ELSE,D,4,8,18,31,0,EITHER,C,6,9,35,45,0
02370DATA EVEN,D,4,9,39,44,20,0,ENOUGH,Q,6,14,20,31,10,0
02380DATA EVERY,Q,5,8,39,30,9,0
02390DATA EVERYTHING,I,10,8,39,30,9,34,14,21,0
02400DATA EVIDENTLY,A,9,8,39,44,7,44,20,33,18,9,0
02410DATA EXACTLY,A,7,14,11,42,1,17,33,18,9,0
02420DATA EXPECT,V,6,14,17,31,29,8,17,33,0
02430DATA EXPRESSION,N,10,14,17,31,29,30,8,32,44,20,0
02450DATA FACE,N,4,10,2,31,0,EYE,N,3,15,0
02470DATA FAR,D,3,10,4,30,0,FAMILY,N,6,10,1,19,44,18,9,0
02490DATA FATHER,N,6,10,4,35,45,0,FARM,N,4,10,4,30,19,0
02510DATA FEELING,N,7,10,9,18,14,21,0,FEEL,V,4,10,9,18,0
02530DATA FEW,Q,3,10,41,27,0,FELLOW,N,6,10,8,18,23,0
02550DATA FINALLY,A,7,10,15,20,44,18,9,0,FIELD,N,5,10,9,18,
    7,0
02570DATA FIRST,Q,5,10,37,30,31,33,0,FIND,V,4,10,15,20,7,0
02590DATA FOR,O,3,10,24,30,0,FLOWER,N,6,10,18,22,36,45,0
02600DATA FOREST,N,6,10,24,30,14,31,33,0
02620DATA FROM,O,4,10,30,36,19,0,FRIEND,N,6,10,30,8,20,7,0
02640DATA GET,V,3,11,8,33,0,FUTURE,N,6,10,38,6,45,0
02660DATA GIVE,V,4,11,14,39,0,GIRL,N,4,11,37,30,18,0
02680DATA GONE,V,4,11,24,20,0,GO,V,2,11,23,0
02700DATA GOT,V,3,11,22,33,0,GOOD,A,4,11,28,7,0
02710DATA GRAVEYARD,N,9,11,30,2,39,41,4,30,7,0
02730DATA GRIEF,N,5,11,30,9,10,0,GREAT,A,5,11,30,2,33,0
02750DATA GUN,N,3,11,36,20,0,GUESS,V,5,11,8,31,0
02770DATA HAD,X,3,12,1,7,0,GUY,N,3,11,15,0
02790DATA HAND,N,4,12,1,20,7,0,HAIR,N,4,12,3,30,0
02810DATA HAPPY,A,5,12,1,29,9,0,HAPPEN,V,6,12,1,29,44,20,0
02830DATA HAVE,X,4,12,1,39,0,HAS,X,3,12,1,42,0
02850DATA HEAD,N,4,12,8,7,0,HE,P,2,12,9,0
02870DATA HERE,D,4,12,14,30,0,HER,P,3,12,37,30,0
02890DATA HIGH,A,4,12,15,0,HERSELF,P,7,12,45,31,8,18,10,0
02910DATA HIMSELF,P,7,12,14,19,31,8,18,10,0,HIM,P,3,12,14,
    19,0
02930DATA HOLD,V,4,12,23,18,7,0,HIS,P,3,12,14,42,0
02950DATA HORSE,N,5,12,24,30,31,0,HOME,N,4,12,23,19,0
02970DATA HOW,R,3,12,22,36,0,HOUSE,N,5,12,22,36,31,0
02990DATA I,P,1,15,0,HUSBAND,N,7,12,36,42,5,44,20,7,0
03010DATA IF,C,2,14,10,0,IDEA,N,4,15,7,9,44,0
03020DATA IMAGINATION,N,11,14,19,1,16,44,20,2,32,44,20,0
03040DATA IN,O,2,14,20,0,IMAGINE,V,7,14,19,1,16,14,20,0
03050DATA INDICATE,V,8,14,20,7,44,17,2,33,0
03060DATA INTERESTED,A,10,14,20,33,45,14,31,33,14,7,0
03080DATA IS,X,2,14,42,0,INTO,O,4,14,20,33,27,0
03100DATA JUMP,V,4,16,36,19,29,0,IT,P,2,14,33,0
03120DATA KEEP,V,4,17,9,29,0,JUST,D,4,16,36,31,33,0
03140DATA KINDOF,D,6,17,15,20,7,44,39,0,KIND,N,4,17,15,20,
    7,0
03160DATA LADY,N,4,18,2,7,9,0,KNOW,V,4,20,23,0
03180DATA LAY,V,3,18,2,0,LAST,Q,4,18,22,31,33,0
03200DATA LEAVE,V,5,18,9,39,0,LEAN,V,4,18,9,20,0
03220DATA LESSON,N,6,18,8,31,44,20,0,LESS,Q,4,18,8,31,0
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03240DATA LIE,V,3,18,15,0,LET,V,3,18,8,33,0
03260DATA LIGHT,N,5,18,15,33,0,LIFE,N,4,18,15,10,0
03280DATA LISTEN,V,6,18,14,31,44,20,0,LIKE,V,4,18,15,17,0
03300DATA LOOK,V,4,18,28,17,0,LIVE,V,4,18,14,39,0
03320DATA MADE,V,4,19,2,7,0,LOT,N,3,18,22,33,0
03340DATA MAN,N,3,19,1,20,0,MAKE,V,4,19,2,17,0
03360DATA MAY,X,3,19,2,0,MANY,Q,4,19,8,20,9,0
03380DATA ME,P,2,19,9,0,MAYBE,D,5,19,2,5,23,0
03400DATA MEN,N,3,19,8,20,0,MEAN,V,4,19,9,20,0
03420DATA MIND,N,4,19,15,20,7,0,MIGHT,X,5,19,15,33,0
03440DATA MOTHER,N,6,19,36,35,45,0,MORE,Q,4,19,24,30,0
03450DATA MOUNTAIN,N,8,19,26,20,33,44,20,0
03470DATA MUST,X,4,19,36,31,33,0,MUCH,Q,4,19,36,6,0
03490DATA NEVER,D,5,20,8,39,45,0,MY,P,2,19,15,0
03510DATA NIGHT,N,5,20,15,33,0,NICE,A,4,20,15,31,0
03530DATA NOTHING,I,7,20,36,34,14,21,0,NOT,D,3,20,22,33,0
03550DATA OF,O,2,36,39,0,NOW,D,3,20,22,36,0
03560DATA OFCOURSE,D,8,36,39,17,24,30,31,0
03580DATA OH,J,2,23,0,OFF,O,3,24,10,0
03600DATA ON,O,2,22,20,0,OLD,A,3,23,18,7,0
03620DATA ONLY,Q,4,23,20,18,9,0,ONE,Q,3,40,36,20,0
03640DATA ORDER,N,5,24,30,7,44,30,0,OR,C,2,24,30,0
03660DATA OUT,O,3,26,33,0,OTHER,Q,5,36,35,44,30,0
03680DATA OWN,Q,3,23,20,0,OVER,O,4,23,39,44,30,0
03700DATA PASS,V,4,29,1,31,0,PART,N,4,29,4,30,33,0
03710DATA PEOPLE,N,6,29,9,29,44,18,0
03720DATA PERHAPS,D,7,29,44,30,12,1,29,31,0
03730DATA PERSON,N,6,29,37,30,31,44,20,0
03740DATA PICK,V,4,29,14,17,0
03750DATA PICTURE,N,7,29,14,17,6,45,0
03760DATA PLACE,N,5,29,18,2,31,0
03770DATA PLAY,V,4,29,18,2,0
03780DATA PLEASANT,A,8,29,18,8,42,44,20,33,0
03790DATA POSITION,N,8,29,44,42,14,32,44,20,0
03800DATA POSSIBLY,D,8,29,22,31,44,5,18,9,0
03810DATA POST,N,4,29,22,31,44,5,18,9,0
03820DATA PRACTICE,V,8,29,30,1,17,33,14,31,0
03830DATA PROBABLY,D,8,29,30,22,5,44,5,18,9,0
03840DATA PROBLEM,N,7,29,30,22,5,18,44,19,0
03860DATA QUITE,D,5,17,40,15,33,0,PUT,V,3,29,28,33,0
03880DATA READ,V,4,30,9,7,0,RATHER,D,6,30,1,35,45,0
03900DATA REALLY,D,6,30,9,44,18,9,0,READY,A,5,30,8,7,9,0
03920DATA ROAD,N,4,30,23,7,0,REMIND,V,6,30,14,19,15,20,7,0
03940DATA ROPE,N,4,30,23,29,0,ROOM,N,4,30,27,19,0
03960DATA SAD,A,3,31,1,7,0,RUN,V,3,30,36,20,0
03980DATA SAY,V,3,31,2,0,SAME,Q,4,31,2,19,0
04000DATA SCHOOL,N,6,31,17,27,18,0,SCENE,N,5,31,9,20,0
04020DATA SEEM,V,4,31,9,19,0,SEE,V,3,31,9,0
04040DATA SERIOUS,A,7,31,14,30,9,44,31,0,SEEN,V,4,31,9,20,0
04060DATA SHOULD,X,6,32,28,7,0,SHE,P,3,32,9,0
04080DATA SICK,A,4,31,14,17,0,SHOW,V,4,32,23,0
04090DATA SIDE,N,4,31,15,7,0
04100DATA SITUATION,N,9,31,14,6,27,2,32,44,20,0
04110DATA SHOW,N,4,31,20,23,0
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04120DATA SOME,Q,4,31,36,19,0
04130DATA SOMEBODY,I,8,31,36,19,5,22,7,9,0
04140DATA SOMEONE,I,7,31,36,19,40,36,20,0
04150DATA SOMETHING,I,9,31,36,19,34,14,21,0
04160DATA SOMEWHAT,D,8,31,36,19,13,22,33,0
04170DATA SON,N,3,31,36,20,0
04180DATA SOON,D,4,31,27,20,0
04190DATA SORRY,A,5,31,22,30,9,0
04200DATA SORT,N,4,31,24,30,33,0
04210DATA SORTOF,D,6,31,24,30,33,36,39,0
04220DATA SPEAK,V,5,31,29,9,17,0
04230DATA STAND,V,5,31,33,1,20,7,0
04240DATA START,V,5,31,33,4,30,33,0
04250DATA STAY,V,4,31,33,2,0
04260DATA STILL,D,5,31,33,14,18,0
04270DATA STORY,N,5,31,33,24,30,9,0
04280DATA SUCH,Q,4,31,36,6,0
04290DATA SUN,N,3,31,36,20,0
04300DATA SUPPOSE,V,7,31,44,29,23,42,0
04310DATA SURE,A,4,32,28,30,0
04320DATA SURPRISED,A,9,32,44,30,29,30,15,42,0
04330DATA TABLE,N,5,33,2,5,44,18,0
04340DATA TAKE,V,4,33,2,17,0
04350DATA TAKEN,V,5,33,17,44,20,0
04360DATA TALK,V,4,33,24,17,0
04370DATA TELL,V,4,33,8,18,0
04380DATA THAN,C,4,35,1,20,0
04390DATA THE,T,3,35,9,0
04400DATA THEIR,P,5,35,3,30,0
04410DATA THEM,P,4,35,8,19,0
04420DATA THEN,D,4,35,8,20,0
04430DATA THERE,D,5,35,3,30,0
04440DATA THESE,P,5,35,9,42,0
04450DATA THEY,P,4,35,2,0
04460DATA THING,N,5,34,14,21,0
04470DATA THINK,V,5,34,14,21,17,0
04480DATA THIS,P,4,35,14,31,0
04490DATA THOSE,P,5,35,14,42,0
04500DATA THROUGH,O,7,34,30,27,0
04510DATA TIME,N,4,33,15,19,0
04520DATA TO,O,2,33,27,0
04530DATA TOGETHER,D,8,33,28,11,8,35,44,30,0
04540DATA TOLD,V,4,33,23,18,7,0
04550DATA TOMBSTONE,N,9,33,27,19,31,33,23,20,0
04560DATA TOO,D,3,33,27,0
04570DATA TOP,N,3,33,22,29,0
04580DATA TREE,N,4,33,30,9,0
04590DATA TROUBLE,N,7,33,30,36,5,44,18,0
04600DATA TRY,V,3,33,30,15,0
04610DATA TURN,V,4,33,37,30,20,0
04620DATA TWO,Q,3,33,27,0
04630DATA UNDER,O,5,36,20,7,45,0
04640DATA UP,O,2,36,29,0
04650DATA US,P,2,36,31,0
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04660DATA USE,V,3,38,42,0
04670DATA VERY,D,4,39,8,30,9,0
04680DATA VIOLIN,N,6,39,15,44,18,14,20,0
04690DATA WAIT,V,4,40,2,33,0
04700DATA WALL,N,4,40,24,18,0
04710DATA WANT,V,4,40,22,20,33,0
04720DATA WAS,X,3,40,36,42,0
04730DATA WATCH,V,5,40,22,6,0
04740DATA WATER,N,5,40,24,33,45,0
04750DATA WAY,N,3,40,2,0
04760DATA WE,P,2,40,9,0
04770DATA WELL,J,4,40,8,18,0
04780DATA WENT,V,4,40,8,20,33,0
04790DATA WERE,X,4,40,37,30,0
04800DATA WHAT,R,4,13,22,33,0
04810DATA WHATEVER,R,8,13,22,33,8,39,45,0
04820DATA WHEN,R,4,13,8,20,0
04830DATA WHERE,R,5,13,3,30,0
04840DATA WHETHER,C,7,13,8,35,44,30,0
04850DATA WHICH,R,5,13,14,6,0
04860DATA WHO,R,3,12,27,0
04870DATA WHOLE,Q,5,12,23,18,0
04880DATA WIFE,N,4,40,15,10,0
04890DATA WILL,X,4,40,14,18,0
04900DATA WINDOW,N,6,40,14,20,7,23,0
04910DATA WISH,V,4,40,14,32,0
04920DATA WITH,O,4,40,14,35,0
04930DATA WOMAN,N,5,40,28,19,44,20,0
04940DATA WONDER,V,6,40,36,20,7,45,0
04950DATA WORLD,N,5,40,37,30,18,7,0
04960DATA WOULD,X,5,40,28,7,0
04970DATA WRONG,A,5,30,24,21,0
04980DATA YEAH,J,4,41,3,0
04990DATA YEAR,N,4,41,14,30,0
05000DATA YES,J,3,41,8,31,0
05010DATA YET,D,3,41,8,33,0
05020DATA YOU,R,3,38,0
05030DATA YOUNG,A,5,41,36,21,0
05040DATA YOUR,P,4,41,24,30,0
05050DATA UNTIL,O,5,27,20,33,14,18,0
05060DATA BACKED,V,6,5,1,17,33,0
05070DATA GARAGE,N,6,11,44,30,4,42,12,0
05080DATA NEW,A,3,20,27,0
05090DATA TRUCK,N,5,33,30,36,17,0
05100DATA SPRUNG,V,6,31,29,30,36,21,0
05110DATA THAT,A,4,35,1,33,0
05120DATA ESPECIALLY,D,10,8,31,29,8,32,44,18,9,0
05130DATA WASTE,V,5,40,2,31,33,0
05140DATA REAL,A,4,30,9,44,18,0
05150DATA LOSE,V,4,18,27,42,0
05160DATA FIXED,V,5,10,14,17,31,33,0
05170DATA FIX,V,3,10,14,17,31,0
05180DATA SEVEN,N,5,31,8,39,44,20,0
05190DATA NO,D,2,20,23,0
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05200DATA GOING,V,5,11,23,14,21,0
05210DATA DANGEROUS,A,9,7,2,20,16,45,44,31,0
05220DATA HANDS,N,5,12,1,20,7,42,0
05230DATA GETTING,V,7,11,8,33,14,21,0
05240DATA TRUCKS,N,6,33,30,36,17,42,0
05250DATA NECESSARY,A,9,20,8,31,44,31,8,30,9,0
05260DATA REPLACE,V,7,30,14,29,18,2,31,0
05270DATA SOUNDS,V,6,31,26,20,7,42,0
05280DATA PRETTY,A,6,29,30,14,33,9,0
05290DATA FUNNY,A,5,10,36,20,9,0
05300DATA GOTTEN,V,6,11,22,33,20,0
05310DATA USED,V,4,38,42,7,0
05320DATA CONSIDERING,O,11,17,44,20,31,14,7,45,14,21,0
05330DATA GIVING,V,6,11,14,39,14,21,0
05340DATA NEED,V,4,20,9,7,0
05350DATA WORSE,A,5,40,37,31,0
05360DATA CARE,V,4,17,3,0
05370DATA SOUND,N,5,31,22,36,20,7,0
05380DATA ATTACHED,V,8,44,33,1,6,33,0
05390DATA THINGS,N,6,34,14,21,0
05400DATA ADD,V,3,1,7,0
05410DATA WORKS,V,5,40,37,17,42,0
05420DATA HEATER,N,6,12,9,33,45,0
05430DATA FINE,A,4,10,15,20,0
05440DATA GIVES,V,5,11,14,39,42,0
05450DATA FELLOWS,N,7,10,8,18,23,42,0
05460DATA CONTINUALLY,D,11,17,44,20,33,14,20,38,44,18,9,0
05470DATA LETS,V,4,18,8,33,42,0
05480DATA KNOWS,V,5,20,23,42,0
05490DATA LOW,A,3,18,23,0
05500DATA GAS,N,3,11,1,31,0
05510DATA MILE,N,4,19,15,18,0
05520DATA MILES,N,5,19,15,18,42,0
05530DATA EXTRA,A,5,8,17,31,33,30,44,0
05540DATA HEALTH,N,6,12,8,18,34,0
05550DATA SHAPE,N,5,32,2,29,0
05560DATA DOING,V,5,7,27,14,21,0
05570DATA SUBURBS,N,7,31,36,5,37,5,42,0
05580DATA COLD,A,4,17,23,18,7,0
05590DATA THREE,Q,5,34,30,9,0
05600DATA YEARS,N,5,41,14,30,42,0
05610DATA DRIVE,V,5,7,30,15,39,0
05620DATA DRIVING,V,7,30,15,39,14,21,0
05630DATA WORK,V,4,40,37,17,0
05640DATA JOB,N,3,16,22,5,0
05650DATA MONEY,N,5,19,36,20,9,0
05660DATA DEPENDING,V,9,7,14,29,8,20,7,14,21,0
05670DATA DENT,N,4,7,8,20,33,0
05680DATA OPEN,V,4,23,29,44,20,0
05690DATA BRAND,N,5,5,30,1,20,7,0
05700DATA ACCIDENT,N,8,1,17,31,44,7,44,20,33,0
05710DATA BACKS,V,5,5,1,17,42,0
05720DATA TAKES,V,5,33,2,17,42,0
05730DATA LOOKED,V,6,18,28,17,33,0
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05740DATA REPAIR,V,6,30,14,29,3,0
05750DATA ALREADY,D,7,24,18,30,8,7,9,0
05760DATA TAKING,V,6,33,2,17,14,21,0
05770DATA WEEK,N,4,40,9,17,0
05780DATA GETS,V,4,11,8,33,42,0
05790DATA ITS,P,3,14,33,42,0
05800DATA OIL,N,3,25,18,0
05810DATA CHANGE,V,6,6,2,20,16,0
05820DATA FORD,N,4,10,24,30,7,0
05830DATA TYPE,N,4,33,15,29,0
05840DATA TRIP,N,4,33,30,14,29,0
05850DATA STARTS,V,6,31,33,4,33,42,0
05860DATA GIVES,V,5,11,14,39,42,0
05870DATA SO,D,2,31,23,0
05880DATA STAYS,V,5,31,33,2,42,0
05890DATA FLAT,A,4,10,18,1,33,0
05900DATA TIRE,N,4,33,15,30,0
05910DATA ACCIDENTS,N,9,1,17,31,44,7,44,20,33,42,0
05920DATA AGO,D,3,44,11,23,0
05930DATA AFTER,O,5,1,10,33,45,0
05940DATA AIRCONDITIONING,N,15,3,17,44,20,7,14,32,44,20,14,
    20,21,0
05950DATA ALRIGHT,D,7,24,18,30,15,33,0
05960DATA ANYBODY,P,7,8,20,14,5,22,7,9,0
05970DATA ANYDAY,P,6,8,20,14,5,7,2,0
05980DATA ANYONE,P,6,8,20,14,40,36,20,0
05990DATA BACK,N,4,5,1,17,0
06000DATA BACKING,V,7,5,1,7,14,21,0
06010DATA BANG,V,4,5,1,21,0
06020DATA BASH,V,4,5,1,32,0
06030DATA BEAT,V,4,5,9,33,0
06040DATA BEING,V,5,5,9,14,21,0
06050DATA BENT,V,4,5,8,20,33,0
06060DATA BESIDES,D,7,5,14,31,15,7,42,0
06070DATA BET,V,3,5,8,33,0
06080DATA BETCHA,V,6,5,8,33,6,44,0
06090DATA BETTER,A,6,5,8,33,45,0
06100DATA BIGGER,A,6,5,14,11,45,0
06110DATA BILL,N,4,5,14,18,0
06120DATA BLAME,V,5,5,18,2,19,0
06130DATA BLEW,V,4,5,18,27,0
06140DATA BLOW,V,4,5,18,23,0
06150DATA BOYS,N,4,5,25,42,0
06160DATA BRAKES,N,6,5,30,2,17,42,0
06170DATA BREAKING,V,8,5,30,2,17,34,14,21,0
06180DATA BREAKS,V,6,5,30,2,17,42,0
06190DATA BUCKET,N,6,5,36,17,14,33,0
06200DATA BUY,V,3,5,15,0
06210DATA CAR,N,3,17,4,30,0
06220DATA CARPET,N,6,17,4,30,29,14,33,0
06230DATA CHANCE,N,6,6,1,20,31,0
06240DATA CHARLIE,N,7,6,4,30,18,9,0
06250DATA CHEVROLET,N,9,32,8,39,30,23,18,2,0
06260DATA CHEVROLETS,N,10,32,8,39,30,23,18,2,42,0
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06270DATA CHEVY,N,5,32,8,39,9,0
06280DATA CLEAN,A,5,17,18,9,20,0
06290DATA CLEANER,A,7,17,18,9,20,45,0
06300DATA CLUTCH,N,6,17,18,36,6,0
06310DATA COFFEE,N,6,17,24,10,9,0
06320DATA COMPANY,N,7,17,36,19,29,44,20,9,0
06330DATA CONDITION,N,9,17,44,20,7,14,32,44,20,0
06340DATA CONTROL,N,7,17,44,20,33,30,23,18,0
06350DATA CONVERSATION,N,12,17,22,20,39,45,31,2,32,44,20,0
06360DATA CONVERSATIONS,N,13,17,22,20,39,45,31,2,32,44,20,
     42,0
06370DATA COST,V,4,17,24,31,33,0
06380DATA COURSE,N,6,17,24,30,31,0
06390DATA CREW,N,4,17,30,27,0
06400DATA CRUISE,V,6,17,30,27,42,0
06410DATA CRUISES,V,7,17,30,27,42,44,42,0
06420DATA CUSTOMERS,N,9,17,36,31,33,44,19,45,42,0
06430DATA DASH,N,4,7,1,32,0
06440DATA DAILY,A,5,7,2,18,9,0
06450DATA DAYS,N,4,7,2,42,0
06460DATA DEAL,N,4,7,9,18,0
06470DATA DECIDED,V,7,7,14,31,15,7,14,7,0
06480DATA DEDICATED,A,9,7,8,44,17,2,33,14,7,0
06490DATA DESERVE,V,7,7,14,42,37,39,0
06500DATA DEVOTED,A,7,7,14,39,23,33,14,7,0
06510DATA DICE,N,4,7,15,31,0
06520DATA DODGE,N,5,7,22,16,0
06530DATA DOG,N,3,7,24,11,0
06540DATA DOLLARS,N,7,7,22,18,45,42,0
06550DATA DOORS,N,5,7,24,30,42,0
06560DATA DRIVEN,V,6,7,30,14,39,44,20,0
06570DATA DRIVER,N,6,7,30,15,39,45,0
06580DATA DRIVERS,N,7,7,30,15,39,45,42,0
06590DATA DUAL,A,4,7,27,44,18,0
06600DATA DUMB,A,4,7,36,19,0
06610DATA EASY,A,4,9,42,9,0
06620DATA EAT,V,3,9,33,0
06630DATA END,N,3,8,20,7,0
06640DATA ENGINE,N,6,8,20,16,44,20,0
06650DATA EXCELLENT,A,9,8,17,31,44,18,44,20,33,0
06660DATA EXCEPT,O,6,14,17,31,8,29,33,0
06670DATA EXPENSE,N,7,14,17,31,29,8,20,31,0
06680DATA EXTRAS,N,6,8,17,31,33,30,44,42,0
06690DATA EVER,A,4,8,39,45,0
06700DATA EVERYONE,P,8,8,39,30,9,40,36,20,0
06710DATA EVIDENT,A,7,8,39,44,7,44,20,33,0
06720DATA FAIR,A,4,10,3,0
06730DATA FAULT,N,5,10,24,18,33,0
06740DATA FEE,N,3,10,9,0
06750DATA FIFTY,Q,5,10,14,10,33,9,0
06760DATA FIVE,Q,4,10,15,39,0
06770DATA FIXING,V,6,10,14,17,31,14,21,0
06780DATA FLOOR,N,5,10,18,24,30,0
06790DATA FOOT,N,4,10,28,33,0
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06800DATA FORDS,N,5,10,24,30,7,42,0
06810DATA FORWARD,D,7,10,24,30,40,45,7,0
06820DATA FOUR,Q,4,10,24,30,0
06830DATA GEM,N,3,16,8,19,0
06840DATA GEORGE,N,6,16,24,30,16,0
06850DATA GOES,N,4,11,23,42,0
06860DATA GRIPING,V,7,11,30,15,29,14,21,0
06870DATA GUILTY,A,6,11,14,18,33,9,0
06880DATA GUYS,N,4,11,15,42,0
06890DATA HANG,V,4,12,1,21,0
06900DATA HANK,N,4,12,1,21,17,0
06910DATA HARD,A,4,12,4,7,0
06920DATA HAVING,V,6,12,1,39,14,21,0
06930DATA HEAR,V,4,12,14,30,0
06940DATA HELP,V,4,12,8,18,29,0
06950DATA HEY,J,3,12,2,0
06960DATA HIT,V,3,12,14,33,0
06970DATA HOPE,V,4,12,23,29,0
06980DATA HOURS,N,5,26,30,42,0
06990DATA HUMS,V,4,12,28,19,31,0
07000DATA HUNDRED,Q,7,12,36,20,7,30,0
07010DATA HUNT,V,4,12,36,20,33,0
07020DATA HUNTING,N,7,12,36,20,33,14,21,0
07030DATA INSTEAD,D,7,14,20,31,33,8,7,0
07040DATA INTERRUPTED,A,11,14,20,33,45,36,29,33,14,7,0
07050DATA JOBS,N,4,16,22,5,42,0
07060DATA JOHN,N,4,16,22,20,0
07070DATA KEEPS,V,5,17,9,29,42,0
07080DATA KEPT,V,4,17,8,29,33,0
07090DATA LEMON,N,5,18,8,19,44,20,0
07100DATA LITTLE,A,6,18,14,33,18,0
07110DATA LOAD,N,4,18,23,7,0
07120DATA LOADED,A,6,18,23,7,14,7,0
07130DATA LONG,A,4,18,24,21,0
07140DATA LONGER,A,6,18,24,21,45,0
07150DATA LONGEST,A,7,18,24,21,8,31,33,0
07160DATA LOOKS,V,5,18,28,17,42,0
07170DATA LOVE,V,4,18,36,39,0
07180DATA LUNCH,N,5,18,36,20,6,0
07190DATA MAKES,V,5,19,2,17,42,0
07200DATA MATERIALS,N,9,19,44,33,14,30,9,44,18,42,0
07210DATA MEAT,N,4,19,9,33,0
07220DATA MILEAGE,N,7,19,15,18,14,16,0
07230DATA MINE,P,4,19,15,20,0
07240DATA MINUTE,N,6,19,14,20,14,33,0
07250DATA MIRROR,N,6,19,14,30,45,0
07260DATA MISTREAT,V,8,19,14,31,33,30,9,33,0
07270DATA MUFFLER,N,7,19,36,10,18,45,0
07280DATA MUFFLERS,N,8,19,36,10,18,45,42,0
07290DATA MYSELF,P,6,19,15,31,8,18,10,0
07300DATA NEWCOMER,N,8,20,27,17,36,19,45,0
07310DATA NEWCOMERS,N,9,20,27,17,36,19,45,42,0
07320DATA NEWS,N,4,20,27,42,0
07330DATA NEXT,A,4,20,8,17,31,33,0
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07340DATA NOBODY,P,6,20,23,5,22,7,9,0
07350DATA OK,J,2,23,17,2,0
07360DATA OLDEST,A,6,23,18,7,0
07370DATA ONCE,Q,4,40,36,20,31,0
07380DATA ONES,N,4,40,36,20,42,0
07390DATA OPENED,V,6,23,29,44,20,7,0
07400DATA OPENING,N,7,23,29,44,20,14,21,0
07410DATA OUGHT,V,5,24,33,0
07420DATA OUR,A,3,26,30,0
07430DATA OUTSIDE,N,7,26,33,30,15,7,0
07440DATA PAINT,N,5,29,2,20,33,0
07450DATA PARKING,N,7,29,4,30,17,14,21,0
07460DATA PAYING,V,6,29,2,14,21,0
07470DATA PERFORMANCE,N,11,29,45,10,24,30,19,44,20,31,0
07480DATA PHONES,N,6,10,23,20,42,0
07490DATA PICK-UP,N,6,29,14,17,36,29,0
07500DATA PLEASE,V,6,29,18,9,42,0
07510DATA POOREST,A,7,29,28,30,44,31,33,0
07520DATA POWER,N,5,29,26,45,0
07530DATA PREFER,V,6,29,30,14,10,37,30,0
07540DATA PRESIDENT,N,9,29,30,8,42,44,7,44,20,33,0
07550DATA PROMISED,V,8,29,30,22,19,14,31,33,0
07560DATA PROSPER,V,7,29,30,22,31,29,45,0
07570DATA PROVED,V,6,29,30,27,39,7,0
07580DATA PROVEN,A,6,29,30,27,39,44,20,0
07590DATA PUTS,V,4,29,27,33,42,0
07600DATA QUIT,V,4,17,40,14,33,0
07610DATA REALIZE,V,7,30,9,44,18,15,42,0
07620DATA REARVIEW,A,8,30,14,30,39,38,0
07630DATA RECORD,N,6,30,8,17,45,7,0
07640DATA REGULAR,A,7,30,8,11,41,44,18,45,0
07650DATA REMEMBER,V,8,30,14,19,8,19,5,45,0
07660DATA REPAIRING,V,9,30,14,29,3,30,14,21,0
07670DATA REPAIRED,V,8,30,14,29,3,30,7,0
07680DATA REPAIRS,N,7,30,14,29,3,30,42,0
07690DATA RETIRE,V,6,30,14,33,15,30,0
07700DATA RIGHT,A,5,30,15,33,0
07710DATA ROLLED,V,6,30,23,18,7,0
07720DATA ROOKIE,N,6,30,28,17,9,0
07730DATA ROTTEN,A,6,30,22,33,20,0
07740DATA ROUGH,A,5,30,36,10,0
07750DATA RUNNING,A,7,30,36,20,14,21,0
07760DATA RUNS,V,4,30,36,20,42,0
07770DATA SAID,V,4,31,8,7,0
07780DATA SATISFIED,V,8,31,1,33,14,31,10,15,7,0
07790DATA SAVING,V,6,31,2,39,14,21,0
07800DATA SAW,V,3,31,24,0
07810DATA SAYS,V,4,31,8,42,0
07820DATA SEATS,N,5,31,9,33,42,0
07830DATA SEEMED,V,6,31,9,19,7,0
07840DATA SENIORITY,N,9,31,9,20,41,24,30,44,33,9,0
07850DATA SERVICE,N,7,31,37,30,39,14,31,0
07860DATA SEVENTEEN,Q,9,31,8,39,44,20,33,9,20,0
07870DATA SHARP,A,5,32,4,30,29,0
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07880DATA SHINES,V,6,32,18,20,42,0
07890DATA SHOP,N,4,32,22,29,0
07900DATA SHORT,A,5,32,24,30,33,0
07910DATA SHUT,V,4,32,36,33,0
07920DATA SINCE,A,5,31,14,20,31,0
07930DATA SIR,N,3,31,37,30,0
07940DATA SIX,Q,3,31,14,17,31,0
07950DATA SOMETIMES,A,9,31,36,19,33,15,19,42,0
07960DATA STARTED,V,7,31,33,4,30,33,14,7,0
07970DATA STEPPING,V,8,31,33,8,29,14,21,0
07980DATA STEERING,N,8,31,33,30,14,30,14,21,0
07990DATA STEREO,N,6,31,33,8,30,9,23,0
08000DATA STEREOS,N,7,31,33,8,30,9,23,42,0
08010DATA STICK,N,5,31,33,14,17,0
08020DATA STOPPED,V,7,31,33,22,29,33,0
08030DATA STUFF,N,5,31,33,36,10,0
08040DATA SUPER,N,5,31,27,29,45,0
08050DATA SYSTEM,N,6,31,14,31,33,44,19,0
08060DATA TANKS,N,5,33,1,21,17,42,0
08070DATA TELEPHONE,N,9,33,8,18,44,10,23,20,0
08080DATA TELLING,V,7,33,8,18,14,21,0
08090DATA TEN,Q,3,33,8,20,0
08100DATA THANKYOU,I,8,34,1,21,17,38,0
08110DATA TOWING,V,6,33,23,14,21,0
08120DATA TOWN,N,4,33,26,20,0
08130DATA THEREFORE,A,9,35,3,10,24,30,0
08140DATA THOUGH,C,6,35,23,0
08150DATA THOUGHT,N,7,34,24,33,0
08160DATA THOUSAND,Q,8,34,26,42,44,20,7,0
08170DATA TIRES,N,5,33,15,30,42,0
08180DATA TRAVELING,V,9,33,30,1,39,44,18,14,21,0
08190DATA TREAT,V,5,33,30,9,33,0
08200DATA TRUE,A,4,33,30,27,0
08210DATA TWENTYFIVE,Q,10,33,40,8,20,33,9,10,15,39,0
08220DATA TWENTYFOUR,Q,10,33,40,8,20,33,9,10,24,30,0
08230DATA TWICE,Q,5,33,40,15,31,0
08240DATA UNLOAD,V,6,36,20,18,23,7,0
08250DATA UNLOADING,V,9,36,20,18,23,7,14,21,0
08260DATA VAN,N,3,39,1,20,0
08270DATA VEHICLES,N,8,39,9,44,17,44,18,0
08280DATA WALT,N,4,40,24,18,33,0
08290DATA WANTED,V,6,40,22,20,33,14,7,0
08300DATA WANTS,V,5,40,22,20,33,42,0
08310DATA WARM,A,4,40,24,30,19,0
08320DATA WARRANT,N,7,40,24,30,44,20,33,0
08330DATA WEIRD,A,5,40,14,30,7,0
08340DATA WILLIAM,N,7,40,14,18,41,44,19,0
08350DATA WHY,D,3,13,15,0
08360DATA WINTER,N,6,40,14,20,33,45,0
08370DATA WITHOUT,O,7,40,14,35,26,33,0
08380DATA WONDERING,A,9,40,36,20,7,45,14,21,0
08390DATA WORKED,V,6,40,37,30,17,33,0
08400DATA WORKING,A,7,40,37,30,17,14,21,0
08410DATA WORN,A,4,40,24,30,20,0
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08420DATA YOURS,P,5,41,24,30,42,0
08430DATA AHEAD,D,5,44,12,8,7,0
08440 DATA AI,X,2,2,0
08450DATA ACTUALLY,D,8,1,17,6,27,44,18,9,0
08460DATA ADDING,V,6,1,7,14,21,0
08470DATA ADMIT,V,5,1,7,19,14,33,0
08480DATA AIR,N,3,3,0
08490DATA AMOUNT,N,6,44,19,26,20,33,0
08500DATA APART,D,5,44,29,3,33,0
08510DATA APPLY,V,5,44,29,18,15,0
08520DATA APPRECIATE,V,10,44,29,30,9,32,9,2,33,0
08530DATA AREA,N,4,3,9,44,0
08540DATA ARISE,V,5,44,30,15,42,0
08550DATA BABIES,N,6,5,2,5,9,42,0
08560DATA BASED,V,5,5,2,31,33,0
08570DATA BASHED,V,6,5,1,32,33,0
08580DATA BEER,N,4,5,14,30,0
08590DATA BEFORE,D,6,5,14,10,24,30,0
08600DATA BEGAN,V,5,5,14,11,1,20,0
08610DATA BEGIN,V,5,5,14,11,14,20,0
08620DATA BIGGEST,A,7,5,14,11,8,31,33,0
08630DATA BLOWING,V,7,5,18,23,14,21,0
08640DATA BLOW-OUTS,N,8,5,18,23,26,33,42,0
08650DATA BOMB,N,4,5,22,19,0
08660DATA BOOZE,N,5,5,27,42,0
08670DATA BORING,A,6,5,24,30,14,21,0
08680DATA BOSS,N,4,5,24,31,0
08690DATA BOTTLE,N,6,5,22,33,18,0
08700DATA BREAD,N,5,5,30,8,7,0
08710DATA BROKE,A,5,5,30,23,17,0
08720DATA BROUGHT,V,7,5,30,24,33,0
08730DATA BURN,V,4,5,37,20,0
08740DATA CHALLENGE,V,19,6,1,18,44,20,16,0
08750DATA CHANGED,V,7,6,2,20,16,7,0
08760DATA CARS,N,4,17,4,30,42,0
08770DATA CAUSE,N,5,17,24,42,0
08780DATA CHEAPER,A,7,6,9,29,45,0
08790DATA CHEAT,V,5,6,9,33,0
08800DATA CHEATING,V,8,6,9,33,14,21,0
08810DATA CHECK,N,5,6,8,17,0
08820DATA CHECKERS,N,8,6,8,17,45,42,0
08830DATA CHEVYS,N,6,32,8,39,9,42,0
08840DATA CITY,N,4,31,14,33,9,0
08850DATA CLOCK,N,5,17,18,22,17,0
08860DATA CLOSE,V,5,17,18,22,42,0
08870DATA COCKY,A,5,17,22,17,9,0
08880DATA CODGER,N,6,17,22,16,45,0
08890DATA COLDS,N,5,17,23,12,7,42,0
08900DATA COMES,V,5,17,36,19,42,0
08910DATA COMING,V,6,17,36,19,14,21,0
08920DATA COMPLAIN,V,8,17,44,19,29,18,2,20,0
08930DATA CONSIDER,V,8,17,44,20,31,14,7,45,0
08940DATA COOL,A,4,17,27,18,0
08950DATA COVER,V,5,17,36,39,45,0
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08960DATA CRABBY,A,6,17,30,1,5,8,0
08970DATA CRAP,N,4,17,30,1,29,0
08980DATA CRAWLING,V,8,17,30,24,18,14,21,0
08990DATA CRUMMY,A,6,17,30,36,19,9,0
09000DATA CURSE,N,5,17,37,31,0
09010DATA CUT,V,3,17,36,33,0
09020DATA DANG,A,4,7,1,21,0
09030DATA DEPENDS,V,7,7,14,29,8,20,7,42,0
09040DATA DIALS,N,5,7,15,44,18,0
09050DATA DIFFERENCE,N,10,7,14,10,45,44,20,31,0
09060DATA DIGITAL,A,7,7,14,16,44,33,44,18,0
09070DATA DOGS,N,4,7,24,11,0
09080DATA DORMITORY,N,9,7,24,30,19,44,33,24,30,9,0
09090DATA DRINK,V,5,7,30,14,21,17,0
09100DATA DRINKING,V,8,7,30,14,21,17,14,21,0
09110DATA DRIP,N,4,7,30,14,29,0
09120DATA DRIPPING,V,8,7,30,14,29,14,21,0
09130DATA DRIVES,V,6,7,30,15,39,42,0
09140DATA DROVE,V,5,7,30,23,39,0
09150DATA ELEVEN,Q,6,14,18,8,39,44,20,0
09160DATA ENTHUSIASM,N,10,14,20,34,27,42,9,1,42,44,19,0
09170DATA EQUIPMENT,N,9,14,17,40,14,29,19,44,20,33,0
09180DATA EVERYBODY,P,9,8,39,30,9,5,22,7,9,0
09190DATA EVERYDAY,A,8,8,39,30,9,7,2,0
09200DATA EXPLAINS,D,8,14,17,31,29,18,2,20,42,0
09210DATA FALL,V,4,10,24,18,0
09220DATA FALLING,V,7,10,24,18,14,21,0
09230DATA FAT,A,3,10,1,33,0
09240DATA FAITHFULLY,D,10,10,2,34,10,44,18,9,0
09250DATA FIGURE,V,6,10,14,11,41,45,0
09260DATA FILL,V,4,10,14,18,0
09270DATA FIT,V,3,10,14,33,0
09280DATA FLUID,A,5,10,18,27,14,7,0
09290DATA FOOTBALL,N,8,10,28,33,5,24,18,0
09300DATA FOREMAN,N,7,10,24,30,19,44,20,0
09310DATA FOUND,V,5,10,26,20,7,0
09320DATA FRIDAY,N,6,10,30,15,7,9,0
09330DATA FROZEN,A,6,10,30,23,42,44,20,0
09340DATA GAMES,N,5,11,2,19,42,0
09350DATA GAVE,V,4,11,2,39,0
09360DATA GLAD,A,4,11,18,1,7,0
09370DATA GOLLY,J,5,11,22,18,9,0
09380DATA GRIPE,V,5,11,30,15,29,0
09390DATA GRIPES,V,6,11,30,15,29,42,0
09400DATA GROUND,N,6,11,30,26,20,7,0
09410DATA HANDLE,V,6,12,1,20,7,44,18,0
09420DATA HANGING,V,7,12,1,21,14,21,0
09430DATA HAPPENED,V,8,12,1,29,44,20,7,0
09440DATA HARDLY,D,6,12,4,30,7,18,9,0
09450DATA HASSLE,N,6,12,1,31,44,18,0
09460DATA HEALS,V,5,12,9,18,42,0
09470DATA HEARD,V,5,12,37,7,0
09480DATA HECK,J,4,12,8,17,0
09490DATA HONEY,N,5,12,36,20,9,0
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09500DATA HOPING,V,6,12,23,29,14,21,0
09510DATA HOUSES,N,6,12,26,31,44,42,0
09520DATA HOWEVER,D,7,12,26,8,39,45,0
09530DATA HURT,V,4,12,37,33,0
09540DATA HURTS,V,5,12,37,33,42,0
09550DATA IMPORTANT,A,9,14,19,29,24,30,33,44,20,33,0
09560DATA INCREASE,V,8,14,20,17,30,9,31,0
09570DATA INSURANCE,N,9,14,20,32,28,30,44,20,31,0
09580DATA INVENTORIED,A,11,14,20,39,44,20,33,24,30,9,7,0
09590DATA IRRESPONSIBLE,A,13,14,30,14,31,29,22,20,31,44,5,
     44,18,0
09600DATA INTERESTING,A,11,14,20,33,45,14,31,33,21,0
09610DATA JOY,N,3,16,22,14,0
09620DATA JUDGE,V,5,16,36,16,0
09630DATA JUMPED,V,6,16,36,19,29,33,0
09640DATA KIDS,N,4,17,14,7,42,0
09650DATA KNEW,V,4,20,27,0
09660DATA LADIES,N,6,18,2,7,9,42,0
09670DATA LATELY,D,6,18,2,33,18,9,0
09680DATA LATER,D,5,18,2,33,45,0
09690DATA LAUGHED,V,7,18,1,10,33,0
09700DATA LEAKS,V,5,18,9,17,42,0
09710DATA LEARNED,V,7,18,37,20,7,0
09720DATA LEFT,V,4,18,8,10,33,0
09730DATA LINE,N,4,18,15,20,0
09740DATA LOCATION,N,8,18,23,17,2,32,44,20,0
09750DATA LOSING,V,6,18,27,42,14,21,0
09760DATA LUNCHBOX,N,8,18,36,20,6,5,22,17,31,0
09770DATA LUNCHES,N,7,18,36,20,6,8,31,0
09780DATA MAINTENANCE,N,11,19,2,20,33,44,20,44,20,31,0
09790DATA MAKING,V,6,19,2,17,14,21,0
09800DATA MANAGER,N,7,19,1,20,14,16,45,0
09810DATA MATTER,V,6,19,1,33,45,0
09820DATA MEASELY,A,7,19,9,42,18,9,0
09830DATA MEETING,N,7,19,9,33,14,21,0
09840DATA MEMBERS,N,7,19,8,19,5,45,42,0
09850DATA MESS,N,4,19,8,31,0
09860DATA MESSED,V,6,19,8,31,33,0
09870DATA METAL,N,5,19,8,33,18,0
09880DATA MISS,V,4,19,14,31,0
09890DATA MISSED,V,6,19,14,31,33,0
09900DATA MORNING,N,7,19,24,30,20,14,21,0
09910DATA MOST,A,4,19,23,31,33,0
09920DATA MOTIVATE,V,8,19,23,33,44,39,2,33,0
09930DATA NEAR,D,4,20,14,30,0
09940DATA NEEDS,V,5,20,9,7,42,0
09950DATA NEWER,A,5,20,27,45,0
09960DATA NEWEST,A,6,20,27,14,31,33,0
09970DATA NIPPING,V,7,20,14,29,14,21,0
09980DATA NUMBER,N,6,20,36,19,5,45,0
09990DATA OFFICE,N,6,24,10,14,31,0
10000DATA PACKS,V,5,29,1,17,42,0
10010DATA PAPER,N,5,29,2,29,45,0
10020DATA PENSION,N,7,29,8,20,32,44,20,0
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10030DATA PENSIONS,N,8,29,8,20,32,44,20,42,0
10040DATA PERSONALLY,D,10,29,37,31,44,20,44,18,9,0
10050DATA PIECE,N,5,29,9,31,0
10060DATA PISSED,V,6,29,14,31,33,0
10070DATA PNEUMONIA,N,9,20,27,19,23,20,41,44,0
10080DATA POLE,N,4,29,23,18,0
10090DATA POLES,N,5,29,23,18,42,0
10100DATA POOR,A,4,29,28,30,0
10110DATA PRACTICALLY,D,11,29,30,1,17,33,14,17,18,9,0
10120DATA PRIDE,N,5,29,30,15,7,0
10130DATA PROBLEMS,N,8,29,30,22,5,18,44,19,42,0
10140DATA RAN,V,3,30,1,20,0
10150DATA REASON,N,6,30,9,42,44,20,0
10160DATA REPAIRMEN,N,9,30,14,29,3,19,8,20,0
10170DATA REPORT,N,6,30,14,29,24,30,33,0
10180DATA RESPECT,V,7,30,14,31,29,8,17,33,0
10190DATA RESPONSIBILITY,N,14,30,14,31,29,22,20,44,5,14,18,
     44,33,9,0
10200DATA RESPONSIBILITYS,N,15,30,14,31,29,22,20,44,5,14,
     18,44,33,9,42,0
10210DATA REST,N,4,30,8,31,33,0
10220DATA REVERSE,N,7,30,14,39,37,31,0
10230DATA RID,V,3,30,14,7,0
10240DATA RIPPED,V,6,30,14,29,33,0
10250DATA ROMANCE,N,7,30,23,19,1,20,31,0
10260DATA ROUTES,N,6,30,27,33,42,0
10270DATA SACK,N,4,31,1,17,0
10280DATA SAVE,V,4,31,2,39,0
10290DATA SAVED,V,5,31,2,39,7,0
10300DATA SEEMS,V,5,31,9,19,42,0
10310DATA SEEPING,V,7,31,9,29,14,21,0
10320DATA SELL,V,4,31,8,18,0
10330DATA SENSE,N,5,31,8,20,31,0
10340DATA SENTIMENTAL,A,11,31,8,20,33,44,19,8,20,33,44,18,0
10350DATA SEPTEMBER,N,9,31,8,29,33,8,19,5,45,0
10360DATA SET,V,3,31,8,33,0
10370DATA SEVENTYTHREE,Q,12,31,8,39,44,20,33,9,34,30,9,0
10380DATA SHARE,V,5,32,3,30,0
10390DATA SHIFT,V,5,32,14,10,33,0
10400DATA SIMPLE,A,6,31,14,19,29,44,18,0
10410DATA SITTING,V,7,31,14,33,14,21,0
10420DATA SLOW,A,4,31,18,23,0
10430DATA SLOWING,A,7,31,18,23,14,21,0
10440DATA SNOW,N,4,31,20,23,0
10450DATA SOCKS,N,5,31,22,17,42,0
10460DATA SOGGY,A,5,31,22,11,9,0
10470DATA SOLUTION,N,8,31,44,18,27,32,44,20,0
10480DATA SORORITY,N,8,31,45,24,30,44,33,9,0
10490DATA SPEAKING,V,8,31,29,9,17,14,21,0
10500DATA SPRING,N,6,31,29,30,14,21,0
10510DATA STARTING,V,8,31,33,4,30,33,14,21,0
10520DATA STATE,N,5,31,33,2,33,0
10530DATA STOP,V,4,31,33,22,29,0
10540DATA STORIES,N,7,31,33,24,30,9,42,0
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10550DATA STUCK,V,5,31,33,36,17,0
10560DATA SUMMER,N,6,31,36,19,45,0
10570DATA SURELY,D,6,32,28,30,18,9,0
10580DATA TALKED,V,6,33,24,17,33,0
10590DATA TEA,N,3,33,9,0
10600DATA TEACH,V,5,33,9,6,0
10610DATA TEAR,V,4,33,3,30,0
10620DATA TERRIBLE,A,8,33,8,30,44,5,44,18,0
10630DATA THANK,V,5,34,1,21,17,0
10640DATA THAW,V,4,34,24,0
10650DATA THINKING,V,8,34,14,21,17,14,21,0
10660DATA THINKS,V,6,34,14,21,17,42,0
10670DATA THRILL,V,6,34,30,14,18,0
10680DATA THROWING,V,8,34,30,23,14,21,0
10690DATA THURSDAY,N,8,34,37,42,7,9,0
10700DATA TIRED,A,5,33,15,30,7,0
10710DATA TOOK,V,4,33,28,17,0
10720DATA TOTALLY,D,7,33,23,33,44,18,9,0
10730DATA TOWARD,O,6,33,24,30,7,0
10740DATA TOWARDS,O,7,33,24,30,7,42,0
10750DATA TRADE,V,5,33,30,2,7,0
10760DATA TRANSMISSION,N,12,33,30,1,20,31,19,14,32,44,20,0
10770DATA TRANSPIRE,V,9,33,30,1,20,31,29,15,30,0
10780DATA TRUTH,N,5,33,30,27,34,0
10790DATA TRYING,V,6,33,30,15,14,21,0
10800DATA TUNA,N,4,33,27,20,1,0
10810DATA TURNED,V,6,33,37,20,7,0
10820DATA TWELVE,Q,6,33,40,8,18,39,0
10830DATA UNFAIR,A,6,36,20,10,3,0
10840DATA UNREALISTIC,A,11,36,20,30,9,44,18,14,31,33,14,
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10850DATA VALUE,N,5,39,1,18,38,0
10860DATA WAITING,V,7,40,2,33,14,21,0
10870DATA WALKING,V,7,40,24,17,14,21,0
10880DATA WEAR,V,4,40,24,30,0
10890DATA WHEELS,N,6,13,9,18,42,0
10900DATA WHILE,N,5,13,15,18,0
10910DATA WOMEN,N,5,40,14,19,14,20,0
10920DATA WRECK,N,5,30,8,17,0
10930DATA YOUNGER,A,7,41,36,21,11,45,0
10940END
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VITA

John Charles Sherblom

Candidate for the Degree of

Master of Arts

Thesis: PERSUASIVE STYLE: SOME VERBAL AND VOCAL CONCOMITANTS

Major Field: Speech

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