TOWARD A DESCRIPTION OF FOREIGNER REGISTER: AN

ANALYSIS OF VARIATION IN THE SPEECH OF NATIVE

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

Armando Antonio Palmer-Leon

Ph.D.

University of Edinburgh

1981

DECLARATION

This thesis is my own work and composition.

A. A. Palmer-Leon
7th December, 1981.

ABSTRACT

This study attempts to provide a partial description of
Classroom Foreigner Register - the language spoken by Teachers
of English as a Foreign Language when they address non-native
speakers in the classroom. It examines the speech of sixteen
teachers interacting with students at four proficiency levels:
Elementary, Intermediate, Advanced and Native Speaker, the
latter serving as the Control Group.

Three basic research questions were asked in order to determine
whether there is any variation in the speech of these teachers:
1) What are the properties of the language addressed to the
non-native speakers?; 2) How does the language of the teacher
differ at each level and 3) What are the characteristics of
the pragmatic behaviour of the teachers when interacting with
native and non-native students?.

It was hypothesized (H_o) that the speech of the teachers would
not be affected by the level of proficiency of the students
being addressed.

Analysis revealed that five variables were consistently
different in the two registers: Mean T-Unit Length (MTUL),
Average Clause Length (ACL), Lexical Variation (LV), Checking
for Understanding and Feedback (CUF) and Metalingual Glosses
(MLG) all as a function of Lexical Choice. The null hypothesis
was therefore rejected in their case.

On the basis of the answers to the research questions, an
index was compiled which included these five variables
together with four others whose results, although not

significantly different from Native Register's, were never-theless consistently different enough to warrant inclusion in the index. It was concluded that the teachers' speech was affected by the level of proficiency of the students they were addressing with respect to these variables. Also that the features of Foreigner Register could be considered indicators of the use a simplified register.

Although the other twelve variables supported the null hypothesis, it is shown that they are nevertheless qualitatively different in the two registers since Native Register employs vocabulary which is richer in cultural allusions and the use of expressions and collocations than Foreigner Register.

ACKNOWLEDGEMENTS

CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

AIM OF THE STUDY

CHAPTER I

AIM OF THE STUDY

1.1 INTRODUCTION

This thesis attempts to shed some light on a most important
variable involved in the process of learning a foreign/
second language: The nature of the input data made
available to the learner in the classroom i.e. the language
used by the teacher to the learner and which the latter
tries to process as s/he[1] endeavours to create an internalized
representation of the language being studied. As the
learner acquires greater proficiency in the language, this
internalized representation will be progressively modified
in the direction of the version used by a native speaker.
It seems, then, that the teacher's language plays a crucial
role in the language-learning process since it is, in
part, these data that will serve initially as input for the
learner to process and use as a model for the progressive
refinement of his interlanguage.

---

1. 3rd person singular pronouns will be used as follows:
    a) "s/he" for subject with no indication of masculine
    or feminine to avoid identifying persons or favouring
    any particular sex. (read either "she or he" or
    "he or she", as preferred. b) The masculine for all
    other forms e.g. "him, himself etc..., to avoid the
    use of clumsy formulas such as "him/her, her/himself".

1.2 RATIONALE FOR THE STUDY

Most language teachers would probably have felt, at some time or other, the frustration engendered by the realization that 5-7 years' instruction in a foreign language at school only produces pupils with, at best, a limited knowledge of the foreign language they have so diligently tried to get them to learn; at worst, a total aversion to the subject and an intense desire to get through the final examination and forget the language as quickly as possible. This has certainly been the writer's experience both at High School and University levels during his teaching career in Maracaibo, Venezuela.

Research into the language teaching/learning process has consistently attempted to tackle this problem by observing the main interacting variables: the learner (OUTPUT), the teacher and teaching materials (INPUT). Output studies have been mainly concerned with the learner's difficulties or the strategies s/he employs while learning. Input studies have addressed themselves to either a) the pedagogical aspects of the process i.e. the techniques used by the teacher to communicate with/impart knowledge to his pupils; b) the simplification and gradation of language teaching materials or c) the learner's comprehension of particular grammatical distinctions.

All of these investigations, however, have largely ignored one of the most important variables in the teaching-learning process: The language used by the teacher. Since language

classes are by no means conducted in silence and language
is the vehicle through which the learner will achieve an
understanding of the foreign language, it occurred to the
writer that a study of this language in a natural classroom
would serve a useful purpose: provide an insight into the
characteristics of this language - one that might lead to a
greater understanding of the data on which the learner bases
his hypotheses while learning the language.

Since it aims to provide a description (with a view to
understanding its nature) of the data on which the student
bases his learning in the foreign/second language classroom,
the present thesis forms part of the theoretical study of
second language acquisition - the broader investigation into
the learning process and the circumstances under which
learning takes place.

1.3 PURPOSE OF THE STUDY

On the basis of the variables to be observed, this study
therefore attempts to provide a syntactic, lexical and
partially pragmatic description of one type of classroom
language - the language used by the teacher of English as
a Foreign/Second language when addressing pupils at
different levels. The teachers in this case are all native
speakers of English who are addressing non-native pupils at
three different levels of proficiency: Elementary,
Intermediate and Advanced. The study also examines, as
control data, the language used by the teacher of English
as a Foreign/Second language when addressing pupils who

are native speakers of English. All teachers have intelligible, educated English or Scottish accents. The term "partially pragmatic" refers to the fact that only some aspects of the pragmatic behaviour of the teacher are taken into consideration in the analysis since a fully pragmatic analysis is difficult to set up with respect to the behavioural variables (cf. Davy 1980: 279), and is therefore beyond the scope of the limited resources available for the thesis (in terms of time as well as money).

By comparing the syntactic and pragmatic properties present in the teachers' language output at each non-native level with those of the native-level output, the study tries to establish the differences and similarities between each level, with a view to providing an indication of the complexities or otherwise present in the language and in the pragmatic behaviour of the teacher that might lead to a reassessment of the ways in which teachers pitch their talk at different levels in their efforts to communicate with, and be understood by, their pupils.

In an effort to obtain as true a picture as possible, the language analyzed was produced under natural conditions, the only controlled variables being topic and level of proficiency. The teachers were free to express themselves as best they saw fit. Thus it was reasoned that if similar results to those of other studies were obtained under these natural circumstances, they would lend weight to the assumption that accommodation takes place in the speech of

teachers along syntactic and pragmatic lines, as a function of the level of proficiency of the learners/pupils they are addressing at the time.

1.4 DEFINITIONS

In the present thesis, use is made of certain terms that other investigators apply, with differing criteria, to the speech addressed by native speakers of a language (usually English) to non-native speakers of that language, the result being a rather confusing picture. Since it is essential that the sense in which they are used here be clearly understood, the following definitions are given as guidelines. (A fuller discussion of the issue between Foreigner Register and Foreigner Talk is postponed until Chapter II, Section 2.5).

1.4.1 Simplification

As used here, the term refers to that action on the part of a native speaker whereby s/he attempts to make his message clearer by modifying the language in which the message is couched in an effort to make himself understood.

1.4.2 Accommodation

This refers to the adaptation made by a native speaker - reflected in his use of linguistic forms - in response to the level of knowledge of his interlocutor.

1.4.3 Baby Talk

This is used in Ferguson's (1964) sense i.e. "...any special form of language which is regarded by a speech community as

being primarily appropriate for talking to young children
and which is generally regarded as <u>not the normal adult
use of language</u>." (p.114) (emphasis mine).

1.4.4 Motherese

This term is used following Newport's (1976) sense i.e. the
language used by mothers when interacting with their
children.

1.4.5 Adultese

Used to refer to other adults' speech to children (fathers,
caretakers) and also to older children's speech (since it
exhibits the same characteristics as the adults' (cf. Snow,
1972)).

1.4.6 Foreigner Talk

This term is used in the original sense employed by Ferguson
(1971/1975) i.e. to refer to a simplified grammatical system
or code in which formal elements, such as copulas and
articles, are omitted and others added, e.g. pronouns with
imperatives. The point to be borne in mind is that
Foreigner Talk is ungrammatical, a feature by no means
typical of the foreign/second language classroom. (cf.
Corder, 1979).

1.4.7 Foreigner Register

Following Arthur et al. (1980), the term is used to refer
to the language addressed by a native speaker to non-native
speakers of that language. This register makes use of the
standard code of the language i.e. it follows the normal

rules of grammar and remains within the bounds of those
rules. (cf. also Henzl, 1975/1979).

1.4.8 Native Register

The term is used here in a broad sense to refer to the
speech addressed by native speakers to one another.
(Freed's (1978) "Native Talk"). It will be used mainly
when making comparisons between it and Foreigner Register
in Chapter V.

1.5 THEORETICAL FRAMEWORK

In the present study, it is assumed that there is an effort
on the part of any speaker of any language to accommodate
and adjust his speech on a number of linguistic levels in
response to either cues from an interlocutor or to the
perceived image that the speaker has built up of the
interlocutor. The general principle underlying the work
has been well documented in the case of First/Second
Language Acquisition: whenever proficient speakers of a
language attempt to communicate with interlocutors whose
knowledge of that language is deficient in any respect,
the linguistically proficient partner in the interaction
will tend to adjust his language to fit the perceived needs
of the interlocutor(s), in an effort to achieve effective
communication (cf. Snow, 1972; Cross, 1976; Andersen, 1977;
Newport et al., 1975/1977; Henzl, 1974, 1975/1979; Corder,
1979; Ferguson, 1971,1975; Gumperz and Hernandez-Ch.,1972).

By   definition, teachers of English as a Foreign/Second
Language fall within this category, as it is their job to

present the language to their students in both a linguistic
and psychologically palatable form so that the latter can
easily understand and process the message being transmitted
by the teachers. However, the statement is equally true
of any linguistic activity in any language, so that a lawyer
explaining a case to his client and a doctor an illness to
a patient would both do so in totally different terms from
the ones they would use when discussing the same case with
a colleague. Should either use the "client/patient"
register to a colleague, the latter's reaction would most
likely be negative since s/he would consider that s/he was
being "talked down to".

Since adjustment, as we have seen, is present in any language
(cf. also Henzl: 1975, 1979), it is reasonable to expect,
mutatis mutandis, that the findings of the present study
would be generally useful, as background theoretical
knowledge, to any foreign/second language teacher in any
teaching/learning situation.

1.6 PEDAGOGICAL AIMS AND IMPLICATIONS

It is well known that the processes by which adjustments are
made in natural discourse are not under the conscious
control of the speaker. They are, as it were, the result
of linguistic negotiation during the interaction, in which
these unconscious adjustments are made by the speaker in
accordance with his perception of the interlocutor's
knowledge of the topic and, if applicable, proficiency in
the language.

It was stated in Section 1.2 that this thesis was inspired
by the desire to gain some insights into the nature of the
input addressed to learners in the English as a Foreign/
Second Language classroom. Sufficient care was taken to
ensure that the language to be analyzed in the thesis was
produced under natural classroom conditions (see 1.3 and
3.1), and that the subjects should not become aware of the
real purpose of the study (see 3.6), so it is not un-
reasonable to consider the speech as near as possible a
representative sample of natural discourse.

As such, it is likely to reflect the unconscious adjustments
(referred to above) made by the teachers when addressing
the students at the different levels of proficiency, indicating
the accommodation effected by, and the pragmatic behaviour
of, the teachers during the interaction.

Now, the aim of this study is to provide a description of this
speech - input - to the learner; and this description will
include the features of the speech that characterize the
unconscious adjustments made by the teachers and bring them
into conscious focus. In other words, the various linguistic
manifestations of the unconscious adjustments reflected in
the language samples may now be consciously examined.

In teacher training, as part of the study of the learning
process that teacher trainees are required to undertake,
it is desirable that an idea of the nature of these
unconscious processes be brought to the trainee teacher's
awareness. They could be told what the features are of the

speech that is believed to be easier for the learner to process (because the speaker would presumably have adjusted his speech in the interests of achieving effective communication i.e. s/he may unconsciously have tried to make processing easier for the learner).

It is conceivable that teachers could be trained to control their language by monitoring, in their speech, the features highlighted in the description of the language of teachers interacting with different types of students.

Experience could perhaps show them how to build in rhetorical features such as redundancy, the use of short utterances and slowing down, for example, when addressing low-proficiency students. It is generally believed that, through training, teachers could eventually consciously control these rhetorical features. There is no doubt, of course, that teachers can be instructed about teacher talk. It does not follow, however, that they will know how to produce this talk. What is being claimed here is not that the unconcious processes can be brought under conscious control but that teachers could be made consciously aware of the syntactic and pragmatic manifestations of these processes in speech. Although it has not been empirically proved that this modified speech is easier to process (cf. 2.2.4) nor that teachers can consciously control their rhetoric, common sense would suggest that knowledge of its features is an asset, rather than a liability, to a teacher's performance in the foreign/second language classroom.

1.7   THE STUDY AND RELATED RESEARCH

The present study deliberately set out to observe those
variables which other researchers have found to be significant
in First and Second Language Acquisition - on the measurement
of which there is high inter-researcher unanimity. (See
2.2.2, 2.3 and 3.2). A total of 21 variables were observed:
1 phonological, 4 pragmatic, 5 lexical, 11 syntactic. This
was done with a view to providing as full a description of
Foreigner Register as possible. The study is inevitably
similar to its predecessors in some respects since it is
observing variables that other researchers have already
studied, albeit from a different perspective. It may serve,
however, to confirm the results of previous investigations,
thus adding to their validity.

A confirmation of results in this respect is even more
important from the point of view of the present thesis since
it differs from its predecessors in the following four
significant aspects:

a)   The language analyzed is that produced by
     professionally trained <u>teachers</u> of English
     always talking to <u>students</u> at whatever
     level was being observed. In other studies,
     the native speakers addressed were either
     peers (Gaies, 1977); in different
     situations (Henzl, 1974, 1975); or not
     teachers (Arthur et al.,1980 ; Long, 1980).

It may therefore be legitimately claimed
that the language analyzed here is that
branch of Foreigner Register which has
been called "teacher talk".

b) The topic under discussion in all classes
at all levels was the same at all times.

c) The discussions took place under normal
classroom conditions, during a normal
period in the students' own classroom
i.e. in familiar surroundings.

d) The teachers and students all knew each
other as they had been in contact for
over two months.
This important factor would have
contributed to making both students
and teachers feel at home and thus
produce "normal" language from the
start.

Points b, c and d serve to highlight the fact that, besides
being a representative sample of Foreigner Register (see
Point a), the language analyzed was also as near as possible
a spontaneous product of classroom interaction between
teachers and students. Perusal of the texts shows that
some teachers were drawing on a certain amount of shared
knowledge between them and their students, building on
previous discussions in class and lessons taught on other
occasions. Teacher 8 (ADV), for example, referred to a

previous occasion on which s/he had talked about the Union of the Scottish and English Parliaments. Teacher 4 (ADV) referred to a previous discussion on political parties, specifically, to the Scottish National Party (SNP).

This section has shown the relationship existing between the present study and other research in the field, pointing out differences and similarities between them. Like all research, the study will review previous work (Chapter II), highlight the trends observed in the present (Chapters IV and V) and attempt to look forward to future work in the field in the light of the (present) findings (Chapter VI).

1.8 STRUCTURE AND PLAN OF THE THESIS

Chapter II presents a review of the literature on related research. As stated previously, there are inevitable repetitions since there are relatively few studies dealing with Foreigner Register. However, the focus here is on the development of thought in the field up to the present.

Chapter III presents the design of the experiment, the variables to be observed and the material to be analyzed (collection and segmentation). Excluded material is also indicated, with reasons for its exclusion.

In the light of the hypotheses, the results of the analysis

are presented in detail in Chapter IV. They are divided
into four categories, in order of importance. The
behaviour of all variables is analyzed in detail.

Chapter V discusses the implications of these results,
comparing them to the work of other investigators in the
field.

Finally, Chapter VI presents a set of conclusions arrived
at as a result of the analysis and discussion. After
looking at the implications for the teaching of English as
a Foreign/Second language, it then indicates areas in which
future research could lead to a greater understanding of
some of the issues raised in the present study.

CHAPTER II

A LOOK AT RELATED RESEARCH

CHAPTER II

A LOOK AT RELATED RESEARCH

2.1   INTRODUCTION

Researchers have in recent years increasingly turned their
attention away from the study of the mechanisms whereby
children initially acquire language to the language activity
in which adults and children are engaged. The scope has
been gradually widened to encompass any language activity
in which one of the participants is not equipped with the
full linguistic skills that would enable him to hold his
own in the interaction. The different types of language
(e.g. Motherese, Adultese, Baby Talk, Foreigner Talk and
Foreigner Register) therefore began to be studied for their
specific linguistic properties,and investigators began to
try to establish and identify differences and similarities
among these types. Through all of these linguistic
activities, there runs a common assumption: each type of
language is deemed to exhibit variation from ordinary usage
i.e. the language used in these interactions is considered
different from the one used when the participants are fully
proficient native/adult/ adult-like speakers, the argument
being that such situations invariably elicit simplification
from the native/adult/adult-like speaker.

This Chapter will only look at research that bears relevance
to the present thesis. Baby Talk and Foreigner Talk will

therefore not concern us further here (see 2.5, however).
There also exists a body of literature concerned with
Teacher Talk as a classroom management or socialization
language within the setting of native English-Speaking
classrooms, such as Bellack, Kliebard, Hyman and Smith Jr. (1966);
Flanders, 1970; Sinclair and Coulthard, 1975 and
Coulthard, (1977). Since these studies are not concerned
with the learning of English as a Foreign/Second Language,
they will not be taken into consideration either.

The relevant concerns of this Chapter, then, will be:
a) Studies dealing with the language spoken by adults to
children, since developmental parallels exist between them
and second language acquisition, and they served as the
springboard for research into child/adult second language
acquisition (cf. Burt and Dulay, 1974 a,b; 1975 a, b; Cook,
1976).

b) Studies dealing with the language addressed by native
speakers to learners of a foreign language, either in an
experimental, naturalistic or classroom setting.

2.2 ADULT-CHILD LANGUAGE STUDIES

2.2.1 Introduction

The spate of studies aimed at investigating the properties
of the speech addressed to children learning language was
started by what Bard (1979:3) terms "the signal for battle"

embodied in Chomsky's (1965) claim that children learn a
first or second language even though no special care is
taken to teach them or to monitor their progress; this, too,
in spite of the "deviant" and "degenerate" linguistic
enviroment that surrounds the child. Language behaviour,
Chomsky concluded, was therefore innate and attention
should be directed at its structure (as generated by the
language acquisition device (LAD)) rather than at its
provenance.

This conclusion ran counter to the empiricist view and
these studies therefore set out to question Chomsky's claim
and to try to show: a) that the speech addressed to young
children <u>does</u> exert an influence on their acquisition of
language and, b) that this language is by no means un-
grammatical and degenerate.

In the review that follows, the assumptions underlying the
study of the variables is that their presence/absence in
adult-child speech contributes in greater/lesser degree to
the psycholinguistic complexity of the utterances; and,
consequently, that short, complete sentences are
psychologically simpler input to the child, who would there-
fore find it easier to process and understand these
utterances. (The classification follows Bard (1979)).

2.2.2 <u>Motherese</u>

Even before Chomsky's pronouncement, Brown and Bellugi (1964)

found that, in the interactions of a mother-child dyad,
the mother's utterances were, on the whole, short and
grammatically simple and came

> "...in the form of a simplified, repetitive
> and idealized dialect." (p.136)

Certain characteristics of Motherese stand out when compared
to mother-adult speech:

2.2.2.1 Pitch

This was found to be higher and more variable in mother-
child speech than in mother-adult (Garnica, 1974, 1977;
Remick, 1971).

2.2.2.2 Rate of Speech

This was found to be significantly slower to child than to
adult (Remick, 1971; Broen, 1972; Ringler, 1973; Cross,
1977; Garnica, 1977). Maternal speech rate seems to vary
with the task being performed. Garnica found that mothers
pronounced more slowly for ten-year-olds than for adults
in the puzzle task she set them. The changes are typical
of those used when an adult is speaking emphatically.

2.2.2.3 Pauses

These are carefully inserted, almost always at utterance
boundaries (Broen, 1972; Dale, 1974) and not within
utterances.

Mothers do not appear to hesitate within sentences when speaking to their young children. Both studies found significant differences between mother-child and adult-adult utterances.

2.2.2.4 Amount of Speech

Snow (1972) found that the average amount of speech was significantly more for two-year-olds than for ten-year-olds. In this study, the speech to the latter is very similar to adult-adult. Snow found that the mothers' performance was affected not so much by task difficulty as by the child's indication to her of his problems with language, thus eliciting a greater amount of repetition. In this connection, Gleason (1977) suggests that the repetitions are triggered by the child's failure to produce the paralinguistic gestures which indicate to the mother that the child is following, and understanding, the explanations.

2.2.2.5 Syntactic Complexity

Most researchers found it was greater in adult-adult than in adult-child speech as expressed by:

2.2.2.5.1 Mean Length of Utterance (MLU)

This was found to be significantly shorter (Snow, 1972; Ringler, 1973; Phillips, 1973; Newport et al., 1975, 1977; Cross, 1975, 1977). Snow found a difference in MLU for the set task. For two-year-olds: 9.84 when the child was absent and 6.60 when the child was present. For the ten-year-olds:

11.25 (absent) and 9.63 (present), both significantly higher
than for the two-year-olds.

2.2.2.5.2   Compound and Complex Utterances

These were found twice as much in adult-adult as in adult-
child utterances, the ratio being lower in the latter
(Drach, 1969; Phillips, 1971, 1973; Remick, 1971; Snow,1972;
Ringler, 1973; Cross, 1975, 1977; Newport, 1976).   Ringler,
Remick and Snow found that there is less embedding in
Motherese.   In general, there seems to be an overall reduction
of constituent length.

2.2.2.6   Sentence Type

The relative frequency of the sentence type varies, but the
interrogative is reported as the most common (Ervin-Tripp,
1971; Blount, 1972; Newport, 1976, 1977; Sachs, Brown and
Salerno, 1976).   These are followed by imperatives and,
lastly by declaratives.   However, Snow (1971) reports half
of all utterances as declarations and Broen(1972) finds an
equal distribution of questions and declaratives.

2.2.2.7   Redundancy

Mothers use a more restricted vocabulary to their children
(Broen, 1972; Phillips, 1973; Ringler, 1973).   They also
paraphrase and repeat their utterances as well as those of

the child, which they also expand (Snow, 1972; Ringler, 1973; Newport et al., 1977; Cross, 1975; Harkness, 1977).

2.2.3 Adultese

The speech of other adults to children (fathers, caretakers, older children) was also found generally to exhibit the same properties as Motherese (Gleason, 1973, 1977; Brown, Salerno and Sachs 1972, 1976; Shatz and Gelman, 1973; Andersen, 1977). Gleason and Andersen found that as early as age four and certainly by age eight, children themselves modify their speech when addressing younger children. This lends weight to the argument that, in speech situations in which one of the interlocutors is a young child, linguistic simplification will invariably be elicited from the adult or adult-like speaker; also that the nature of these adjustments is perceived and learnt at a relatively early age.

2.2.4 General Overview and Conclusion

Most adult-child language studies then, suggest that adjustments in Motherese and Adultese reflect the syntactic complexity of the child's speech (Pfuderer, 1969; Phillips, 1970; Remick, 1971; Cross, 1975; Gleason, 1975; Moerk, 1976; Bynon, 1977; Snow, 1977). However, others point out that several other factors are at work, viz.: the child's age, cognitive ability and social status and the situational meaning of the utterances (Blount, 1972; Gelman and Shatz, 1975; Newport, 1976; Newport, Gleitman and Gleitman, 1977). They indicate that it seems more likely that adult speakers

respond to all of these perceived listener attributes.
The general picture that emerges is that of the existence
of a register that, broadly speaking, has the following
characteristic variables when compared to adult-adult
speech:

LEXICO-SYNTACTIC VARIABLES: Fewer grammatical (function)
words, more lexical (content) words, deliberate choice and
use of nouns, less use of pronouns, a greater amount of
redundancy features (such as reduced vocabulary, repetition,
paraphrases and expansions).

PHONOLOGICAL VARIABLES: Higher pitch, slower rate of speech,
exaggerated intonation, careful distribution of pauses,
generally at constituent boundaries.

Among others, Gleason (1975) and Snow (1977) claim that
this is an ideal teaching language. However, studies
(Harkness, 1977; Newport, 1977) have shown contradictions
in that some mothers do not always use simple language to
their children and sometimes invert the canonical order of
utterances. Further, some features correlate negatively
with the child's linguistic progress (Harkness, 1977) and
do not seem to be systematically graded or geared to the
child's development (Newport et al., 1977, Newport, 1976).

While it may not serve as a syntax teaching language, it
contains certain types that seem to serve the function of
language instruction. The large number of deictic forms

provide (just as they do for beginning language students)
a conventional label for the referents of English words.
It also undoubtedly provides the child with the opportunity
to practise and rehearse the language s/he is learning at
all stages of development. The studies by Ervin-Tripp (1971)
and Sachs and Johnson (1976) provide evidence that without
this register the child would not produce or understand any
language (Ervin-Tripp, 1971); or, with very little input,
would be able to understand and answer questions but not
process all the characteristics of normal speech (Jim, the
hearing child of deaf parents in Sachs and Johnson, 1976).
Furthermore, institutional children (who do not get the
normal, devoted parental attention) have been found to lag
behind their peers in speech and motor development
(Granowsky and Krossner, 1970). These children usually catch
up with their peers after three or four years' interaction
with these peers. Verbal interaction, then, is crucial to
language development, at least in the early stages of language
acquisition (Landes, 1975).

The existence of this simple register having been established,
researchers then began to look to that other interaction in
which linguistic unequals take part: native to non-native
speaker interaction. It is to these studies that we now
turn.

2.3   SPEECH OF NATIVE TO NON-NATIVE SPEAKERS

2.3.1 Classification

Studies on linguistic input to non-active speakers fall into four broad categories:

a)   Elicited or Indirect-Studies - The ones
        that produce Foreigner Talk (see 1.4 for
        definitions of the term as used in the
        present thesis).

b)   Experimental Studies - Those that have
        attempted to control variables in such
        a way as to produce speech that could
        reasonably unequivocally be said to be
        elicited by the variable or variables
        being manipulated.

c)   Naturalistic Studies - Those in which
        free-ranging speech is produced in
        natural settings such as the office,
        workshop or street, either in symmetric
        or asymmetric social situations.

d)   Classroom Studies - Those carried out
        in a classroom where instruction is being
        given in the foreign/second language.

2.3.2 Elicitation Studies

(These will be reviewed only briefly to make the picture of the field complete).

Meisel (1977: German, French and Finnish) and McCurdy (1980: English, reported by Long, 1980) both used Ferguson's (1975) elicitation procedures. In Meisel, the subjects were told that the addressee was a Turkish immigrant worker (i.e. of inferior status to the native speaker) but no such mention was made in McCurdy in order to see whether there would be any difference in the written output. No such difference was found. The resulting language was formally similar to the ungrammatical Foreigner Talk reported by Ferguson. In addition, Meisel reported avoidance of passivization and greater use of topicalization and extraposition (p.16).

Andersen (1977) also found these properties when she asked the children to imagine that the puppets were foreigners, and that thay were playing the role of teacher/student. The children observed the same behaviour for both roles, using a slower rate of delivery and speaking more loudly, with a higher pitch, "approaching a yell".

This speech is not actually addressed to foreigners except in asymmetrical situations (see 2.3.4.8).

2.3.3. Experimental Studies

These generally take the form of meetings of dyads or triads arranged between previously unacquainted native and non-native speakers (adult or child) who would then engage in conversation or perform a task involving instructions on

how it is to be carried out. Like the studies on adult-
child language, most findings have indicated shorter
utterances with predominance of questions, due, no doubt,
to the strangeness of the situation for the participants.

Note: It is to be remembered that what the source articles
call "Foreigner Talk" is being termed "Foreigner Register"
in this and subsequent sections.

2.3.3.1 Campbell, Gaskill and Vander Brook (1977)

These investigators analyzed the speech of six natives and
three non-native speakers (6 dyads). Subjects were asked
to choose one out of three topics provided, and conversation
was limited to five minutes. Campbell et al, found slower
speech, clear articulation, restatements and repetition but
no Foreigner Talk.

2.3.3.2 Scarcella and Higa (1980)

Scarcella and Higa had their subjects work on a block-building
task. There were 21 dyads: 7 adult native-speakers (NSS) to
a) 7 child non-native speakers (NNSS); and b) 7 adolescent NNS.

The control group: 7 adult NSS to 7 adult NSS. Scarcella
and Higa found that the speech addressed to both the children
and adolescent NNSS contained significant differences: more
questions and imperatives, fewer statements, relative

clauses and disfluencies and a shorter mean length of
utterance (MLU).

2.3.3.3 Arthur, Weiner, Culver, Lee and Thomas (1980)

In a very tightly controlled experiment, Arthur, Weiner,
Culver, Lee and Thomas (1980) asked NSS and NNSS (6 each)
to call twelve airline ticket agents. The subjects were
given a scripted dialogue. Each made ten calls, making a
total of 120 conversations. Instruction No.6 in the
script asked the subjects to remain completely silent while
the ticket agent answered; (No.7) to wait until the agent
asked the subject a question. If none was forthcoming,
then the subject was to end the conversation politely.
In general, similar results to the two preceding studies
were obtained, in spite of the absence of visual feedback.
Speech to the NNSS was simpler as measured by response
length, mean length of T-Unit (see 3.2.2.1 for definition)
type-token ratio (TTR) and schwa fillers (filled pauses),
all of which were significantly lower. These results also
bear out Hatch et al.'s (1975) findings (see 2.3.4.1).

There was a non-significant tendency for agents to use more
subordinate clauses, give more information bits and produce
more false starts when addressing native speakers, whereas
they used more appositives with the non-natives. This is
presumably to avoid the added complexity of subordination
since appositives are simply a juxtaposition of noun phrases.

Contrary to their expectations, speech tempo (words per minute (WPM)) was found to be non-significant, since

> "...virtually all the native speakers
> we questioned thought they spoke more
> slowly when addressing non-native
> speakers". (p.119)

2.3.3.4 Long 1980, 1981a, 1981b.

By far the most extensive work in these experimental studies has been done by Long (1980, 1981a, 1981b) He has looked not only at input but at interaction and its effect on native speakers' output. Again, Long's findings are in agreement with previous ones as to the nature of input. The basic line of his research is in the 1980 study and it is this which will occupy most of our attention here.

Long (1980) randomly selected 32 adult NSS controlled for sex and prior experience with talking to foreigners. With 16 adult NNSS, he then formed 32 dyads (16 NS-NS and 16 NS-NNS). Each dyad was asked to perform the same six tasks in the same order. Three demanded mutual exchange of information for successful completion: Group 1: viz: Task 1: Informal conversation; Task 4: Playing game No.1; Task 5: Playing game No.2. The other three in Group 2 could also, but not obligatorily, be done in that way: Task 2: Vicarious narrative; Task 3: Giving instructions for two communication games (i.e. Tasks 4 and 5); Task 6: Discussing the supposed nature of the research.

Long found that 10 out of 11 interaction variables attained significance in contrast to only 1 out of 5 input variables. In order to assess whether the type of task affected the modification of input and interaction features, the results of the two sets of taks were contrasted (Group 1 vs. Group 2).

On interaction features, the differences between NS-NS and NS-NNS were greater in Group 1 than in Group 2 in 7 out of 9 cases. Differences in the same direction were found for the two input variables (average length of T-Units and number of S-Nodes per T-Unit). As previously stated, these are in agreement with other studies.

In most studies, the NS-NS baseline data is usually produced under different circumstances from the actual NS-NNS interaction. As such, comparisons are being made of data that are not, strictly speaking, comparable. In Long's case, since he controlled for the NS-NS baseline data, he claims that his findings may be considered to strengthen claims that differences between NS-NS and NS-NNS conversation are due more to interaction rather than to input. In other words, Long is claiming that interaction is more instrumental than input in second language acquisition.

It must be remembered, however, that interaction and input are inseparable, concomitant parts of any process of two-way communication - in the present instance, between the NS-NS and NS-NNS dyads. As such, interaction cannot exist without

input in conversation. Basically, the utterance is input -
the phonic substance that is transmitted during the
interaction. Without it, there would not be any interaction
and hence, communication.

Take the following exchange from Long (1981a).

    NS   : Do you wanna hamburger?

    NNS : Uh?

    NS   : What do you wanna eat?

    NNS : Oh! yeah, hamburger   (p.15)

The fact that the NNS did not understand made the NS modify
his original question. Contrary to expectations, the
simplification in this case involved the use of a WH question -
the type usually considered more difficult to process.
However, the use of the more frequent 'eat', as opposed to
'hamburger' triggered the NNS's understanding or recall of
'hamburger'. Input then, was modified by the interaction,
but it can plainly be seen that without the input there
would have been no interaction. What Long is really saying
is that modifications in speech are triggered by the feed-
back from the interlocutor in the interaction.

It might perhaps be more accurate to claim, therefore, that
interaction is instrumental in shaping both the form and
type as well as the understanding of the input. In all
studies, utterances (i.e. input) are measured by mean
length: either of utterance (MLU) or T-Unit. It is

significant that all studies (Arthur et al., 1980; Scarcella
and Higa 1980; Freed, 1978; and the many adult-child studies
reviewed in section 2.2.) have found this to be the only
variable that is consistently significantly different.   In
Long's own words:

> "In this study, only one difference,
> the average length of t-Units in
> words, was statistically significantly
> different in the two kinds of
> interaction, T-Units to NNSS being
> shorter".   (p.167)

2.3.3.5 CONCLUSION

Care must be exercised in the interpretation of results from
experimental studies since the artificial controls (time,
topic, setting, conditions) they exercise on variables may
affect the language produced on such occasions.   As
Scarcella and Higa put it:

> "....confronted with the task of
> obtaining comparable samples of
> data, we were forced to use a
> task which, in addition to
> eliciting only semi-naturalistic
> data, also constrained the
> language used".   (p.21)

Several findings emerge forcibly from these studies.   First,
there is never any instance of Foreigner Talk, in spite of
time constraints (cf. 2.3.4.1).   The native speaker's
utterances are always well-formed.

Second, utterances to non-native speakers are consistently

shorter throughout all the studies. Third, most studies have reported a preponderance of questions in the native speaker's utterances in these interactions.

Bearing in mind the above-mentioned caveats, the following ideas could be entertained with respect to these three findings: The first could be interpreted as a possible indication that, at least under experimental conditions, native speakers will tend to use grammatically correct speech (i.e. Foreigner Register) perhaps in deference to their non-native interlocutor or the investigator, or simply as one of the by-products of the experimental situation. Exceptions will be seen in 2.3.4.1 but, as will be argued later, these situations are totally different from the experimental ones now under consideration.

In conjunction with the known trend in Adult-Child speech, the second general finding could be interpreted as a strong indication that native speakers control the length of their utterances and modify their output as a result of the interaction with the non-native interlocutor.

With respect to the third finding, it would seem that perhaps too much stress is being laid by investigators on questions being the predominant form of verbal behaviour in the NS-NNS interaction. Questions are the normal way of eliciting information from any interlocutor (cf. Goody, 1975), especially in a situation in which none of the participants

is known to the other(s), as is the case in these studies.
It is, therefore, expected behaviour. The type of question
is usually WH, again expected, since they are the type that
elicit information from the NNS interlocutor,and serve to
keep the conversation going. Their lesser frequency of
occurrence in NS-NS speech is to some extent explained by
the fact that both are linguistic peers and there is
therefore no need for probing or "keeping the conversation
going", but simply of stating facts and opinions once the
topic has been established. It would be interesting to see
whether the preponderance of questions would persist if
the members of the dyads were known to each other before-
hand. One would hazard a guess that the proportion would
drop to the NS-NS level.

In spite of their limitations, then, experimental studies
serve the useful purpose of providing a description of the
characteristic language behaviour of native speakers
addressing non-native speakers they have met for the first
time. Though their scope is limited, these descriptions
provide a useful basis for comparison with language
produced under more natural circumstances. Attention will
now be turned to these studies in the following section.

2.3.4   NATURALISTIC STUDIES

2.3.4.1 Hatch, Shapira and Gough (1975)

Hatch, Shapira and Gough (1975) analyzed the speech of Rina

(Shapira) to her friend Zoila, an untutored learner, and then compared it with Ferguson's Foreigner Talk data (1975). They found, unlike Ferguson, many cases of "it" deletion. Although some copulas were deleted, most were correctly supplied, as were progressive -ing and possessives. Like Ferguson, tense marking was absent and negation was characteristically affected by the use of no + verb. Rina's Foreigner Talk reflected errors in Zoila's speech but she also used much morphology that was absent from Zoila's output i.e. though she was influenced by Zoila, she was not copying her speech. Interestingly enough, the reverse was not the case - Rina's speech did not seem to influence Zoila's in the production of correct forms.

In another part of this same study, Hatch et al. studied the speech of George, a teacher, when conversing with, rather than teaching, a group of beginners, the majority of which were Spanish speakers. (This part is reviewed here, rather than under classroom studies, because George's is not strictly classroom talk).

George used Foreigner Register when doing drill practice but lapsed into Foreigner Talk for the talk session. Basically, his speech was similar to Rina's except for copula deletion when it was not auxiliary for the progressive. He also did not mark verbs for tense, although there were several uses of "will" for the future. Unlike Rina, he did not mark plurals.

The question that comes immediately to mind is: Why do these native speakers use Foreigner Talk rather than Foreigner Register? Before attempting to answer it, however, it will perhaps be better to look at other naturalistic studies and get a fuller picture of the phenomenon. The answer will then be attempted at the end of this section.

2.3.4.2 Clyne (1977, 1978)

In a study of the speech of seven Australian factory foremen to workers of differing language backgrounds, Clyne (1977, 1978) found that their Foreigner Register contained formal features of Foreigner Talk. He found ellipsis, deletion (auxiliary, copula, article, subject and object pronoun) and a profusion in the use of infinitival forms. The latter occured in by far the greatest number in context (23.07%), followed by subject-pronoun deletion (18.92%), ellipsis (17.57%) and copula deletion. There were relatively fewer auxiliary and article deletions (9.46% and 8.11%, respectively). In addition, Clyne found that two of the foremen had recourse to phonological patterns of the worker's mother tongue in their efforts to make themselves understood.

2.3.4.3 Heidelberger Forschungsprojekt (1978)

This research project on Pidgin German reports that native speakers of German used phonologically distorted speech (hypercorrections) i.e. speakers ignored obligatory

phonological rules and followed the underlying forms when
addressing the foreign workers (gastarbeiter).

This same phenomenon is reported by Kazazis (1969) in his
study of the language used by visiting Greek lecturers in
a Modern Greek class. He refers to it as "spelling
pronunciation" (p.199). Henzl (1974) also refers to it as
the "pedantic differentiation of phonologically relevant
features" (p.218) made by the teachers of Czech in their
efforts to produce clear speech to their students.

2.3.4.4   The Dutch Workgroup on Foreign Worker's Language (1978)

This group found a greater incidence of Foreigner Talk
features in the speech of municipal workers when they were
engaged in long conversation with foreigners than in the
brief exchanges on the street when the foreigner requested
directions to the post office.

2.3.4.5   Ramamurti (1977)

The same tendency was noticed by Ramamurti (1977), herself
a foreigner. She approached native speakers in different
situations (department stores, offices, buses). She reports
that when she pretended not to understand the native speakers'
directions, they would slow down their delivery and produce
shorter utterances, sometimes deleting articles and plurals.
They also omitted the auxiliary when framing yes-no questions.

2.3.4.6 Freed (1978)

Freed (1978) analyzed the speech of 11 NS-NNS dyads in free conversations. The non-native speakers were of differing language backgrounds. She compared this native speaker output with the one she obtained from the same native speakers in spontaneous conversation with herself; she also compared it to the speech of 15 mothers to children obtained by another investigator (Newport, 1976). Each of the conversation dyads was recorded at least twice and 8 of them three to five times over a period of 10 weeks, in settings of their own choosing. Internal comparisons were made of the speech addressed at early and late meetings to the "high" and "low" non-native speakers (Freed's terms for their proficiency levels).

Freed is among the first to apply statistical analysis to her results (in 1979). Unlike the studies reviewed so far, she found no Foreigner Talk in her corpus. What she did find, though, was a similarity between Motherese (the Newport data) and Foreigner Register. Both shared many properties: utterances were shorter and less complex, articulation clear, with more questions in the NS-NNS than in the NS-NS interaction. There was no significant difference between the speech of the early meeting and that of the late one. However, Freed found it differed as a function of NNS proficiency: utterances to the "high" NNS were more complex, both propositionally and lexically.

2.3.4.7 Fillmore (1976) and Katz (1977)

Two studies have examined child NS speech to child NNS:
Fillmore (1976) and Katz (1977). Fillmore found very little
Foreigner Talk. The child NS used short   and less complex
structures to the NNS than to the adult observer. The
ungrammatical output seemed to be triggered when the NS
child felt that understanding was of overriding importance
in the situation e.g. in competitive play. Likewise, Katz
found that Lisa's speech to Tamar, the Hebrew child, also
contained a low proportion of Foreigner Talk which was
marked by morphosyntactic features such as deletion of
constituents, articles, prepositions and copulas. Lisa
also used simplified negation and accusative pronouns as
subjects. These morphosyntactic features decreased over
time, as Tamar's proficiency increased. Somo phonological
features persisted in Lisa's speech, attributed by Katz to
their continued presence in Tamar's speech.

2.3.4.8 AN ANSWER AND CONCLUSION

An attempt will now be made to answer the questions posed
in 2.3.4.1 viz.: Why do native speakers use Foreigner Talk
rather than Foreigner Register? A second question could be:
When is the one preferred over the other?
A global look at all the naturalistic studies reveals the
presence and use of Foreigner Talk in all but the study by
Freed (1978). One is immediately struck by the fundamental

difference between it and the others: the participants in the Freed study were social peers at their leisure, free to engage in normal conversation. On the other hand, the other studies were constrained by the situation.

A message had to be transmitted in the quickest and most efficient way in the case of the workers (Clyne 1977, 1978); of Ramamurti (1977) and Fillmore (1976). In these cases there is lack (or pretended lack) of proficiency and therefore the native speakers fell back on Foreigner Talk for expediency. In the case of George and Rina (Hatch et al., 1975) and Lisa (Katz, 1977) empathy with the non-native speakers triggered off the Foreigner Talk, the native speakers perhaps feeling that they were moving closer to expressing solidarity with their interlocutors by using speech that would not show up the linguistic gap that existed between them. Rina's and George's "errors" were the typical ones made by Spanish speakers when using English. When a Spanish speaker says "is good" for "it is good", it is not that s/he is deleting "it", s/he is simply traslating "es bueno" into English and that expression uses no subject in Spanish.

From the data, then, the following answer to the two questions may reasonably be proposed: There are two possible situations (both created by the non-native speaker's lack of proficiency) when Foreigner Talk is likely to be triggered:

1)   To transmit an urgent message (workshop,
        street, directions, office),

2)   To express solidarity with the non-native
        speakers and move linguistically closer
        to him.

Situation 1 would seem to be the most common. The literature
shows that when the NS-NNS conversation is task-oriented
there is generally an incidence of Foreigner Talk (for a
discussion, see Long, 1980: 44ff.). In this type of
conversation, it is essential to get the task done and
therefore the necessary modifications will take place,
ranging from simplification to Foreigner Talk in accordance
with the urgency of the situation. Nowhere is this greater
than on the shop floor, so the foreman therefore even avails
himself of the foreigner's phonology in order to achieve
efficient transmission of the message (Clyne 1977: Dutch
WFWL, 1978; Heidelberger F. 1978).

2.4   CLASSROOM STUDIES

2.4.1 INTRODUCTION

This category is the most directly relevant to the present
thesis as it falls within the area of language instruction
within a classroom, as opposed to the untutored naturalistic
ones reviewed in the last section. Very little work has
been done in this area because the very nature of the

activity seems to militate against research. There is, understandably, a characteristic reluctance on the part of the teachers to expose themselves to public view, as it were, especially when the groups concerned are at the low proficiency level. In the present case, the original design of the experiment had to be abandoned because it proved impossible to obtain the cooperation of everyone concerned at all the proposed levels. (See 3.4)

2.4.2 Henzl (1974, 1975/1979)

To the writer's knowledge, Henzl was the first investigator to carry out an analysis of the classroom speech of EFL/ESL teachers to students. In the 1974 study, Henzl asked native speakers of Czech to retell stories to American students and then to other native speakers of Czech. Comparison of the two versions showed that words per minute (WPM), pauses, pitch and phonological differentiation were all more marked in the version to the non-native speakers. Utterances were also shorter and contained less subordination; verbs were used with fewer tenses, moods and voices than in the native speaker version. The latter, as well, contained colloquial Czech, whereas the non-native version contained only standard Czech.

In the 1975/1979 Study, Henzl used 11 professional teachers: 5 Czech, 3 German, 3 English - all native speakers. They were asked to tell two stories based on pictures (a political

anecdote and a street event) three times each: to beginners, to advanced students and, informally, to other native speakers outside the classroom.

Again, <u>Henzl</u> found the same characteristics as in the 1974 study. In addition, she found that low frequency lexical items "stylistically coloured" (p.162) in the NS-NS version were replaced by more general ones; compound words were replaced (Czech demonstrative "tendleten" was reduced to "ten"); idiomatic expressions were avoided, a paraphrase being preferred (German "<u>eine fratze schneider</u>" became "lachen" to laugh); speakers used neutral vocabulary to the non-native speakers whereas to the native speakers they used

> "...expressions that were either socially,
> regionally or emotionally marked." (p.162)

In describing the opening scene in Story I, for example, the NS-NS version used 55 words. These were reduced to 16 in the NS-NNS version, of the latter, two ("little girl") are repeated. From elaborate and indeterminate to the NS, the same speech became succint and concrete. The teachers created an atmosphere around the incident for the NS but simply gave the NNS the bare facts, words being used with heavy semantic loads.

Henzl found no instances of Foreigner Talk since the social rules of the classroom allow the teacher to reduce complexity

>   "...only to the point where simplification
>   was still admissible by the native speaker
>   grammar."   (p.165)

Henzl's (1975/1979) contribution is significant. Her study
shows that simplification is not culture-dependent but,
rather, seems to follow basically similar patterns across
the three cultures: Language to non-native speakers
contains only the basic facts essential to communication of
the message while that addressed to native speakers is more
elaborate and both socially and culturally referenced.
More needs to be done, of course, but there is no logical
reason to suppose that similar results would not be forth-
coming from studies on other cultures.
Henzl did not carry out any statistical analysis but later
studies confirmed her findings, as will be seen below.

2.4.3 Gaies (1977b)

Gaies compared the speech of eight teacher trainees
obtained during their verbal interactions with linguistic
peers (8 recordings of weekly practicum meetings) with the
same trainees' classroom speech while teaching students at
four levels: Beginners, Upper Beginner, Intermediate and
Advanced. The recordings were done at the beginning, middle
and end of a 10-week course. In all, there were 24
recordings: 3 from each subject. There were 2 subjects at
each level. Gaies does not seem to have controlled topic.

Six variables were under examination: Clauses per T-Unit,

word per clause, words per T-Unit, together with nominal, relative and adverbial clauses. For all six variables, Gaies found that the NS-NS speech was significantly more complex than the NS-NNS. In addition, he found that complexity was a function of proficiency level, the speech of each of the two teachers at one level being more/less complex than the one immediately below/above. This statistical analysis broadly confirms Henzl's findings i.e. that native speakers use simpler speech when addressing non-native speakers than when they address fellow native speakers. Like Henzl, Gaies found no instances of Foreigner Talk.

2.4.4. Steyaert (1977)

Steyaert used Gaies' six variables to analyze the output of ESL teachers retelling stories to ESL students and to native speakers (a sort of cross between Henzl and Gaies). Although she found that NS-NNS speech was slower and contained more repetitions, unlike Gaies, she failed to find any statistically significant difference in complexity between the two types of discourse. This is probably due to the fact that the native speakers in Gaies' study had verbal interaction with the students whereas Steyaert's did not, so the process of modification was not stimulated. (cf. Long 1980, 1981: Snow 1972). However, there were no instances of Foreigner Talk in the study.

2.4.5 Chaudron (1978, 1979, 1980)

In a study that comes closest in design to the present one, Chaudron (1978, 1979) recorded seven teachers' classes in various subjects at three different levels of instruction: reception, high school and University. Chaudron attempted, wherever possible, to obtain recordings of the same teacher teaching different subjects and teaching both ESL and non-ESL students in order to compare the degree of the syntactic and lexical complexity in their speech. Like Steyaert, Chaudron used Gaies' measures and compared his results with Gaies'.

Though he noticed fluctuations even across subject matter for the same teacher/teachers at the same level, Chaudron nevertheless found a similar trend to Gaies': increase of syntactic complexity for more advanced learners and for native speakers.

Chaudron's practicing teachers did not seem to simplify so much as Gaies', nor did their noun clauses reflect Gaies' finding of increase in complexity with increase in level. Chaudron however, did not apply statistical tests.

With respect to vocabulary, Chaudron found that implicit or explicit elaboration was effected by means of apposition, parallelism, topicalization, paraphrase and reiteration, this last being particularly marked at the lower levels and

in the ESL classes. Like all the other investigators of
classroom interaction, Chaudron reported no instances of
Foreigner Talk either.

2.4.6 Schinke (1981)

The final study to be reported here is in the ESL (English
as a Second Language) category. Schinke (1981) designed the
study to characterize the interactional linguistic
enviroment experienced by limited-English proficient (LEP)
students (non-native speakers who have varying degrees -
from zero to fluency - in English) in all English content
classes. She also wanted to identify features of Foreigner
Register peculiar to an instructional context i.e. where
English is the medium but not the target. The study covered
a six-week period at the end of the academic year in four
public schools in the Chicago area. The subjects were 12
monolingual English-speaking classroom teachers: 4 in 5th
grade; 4 in 6th grade and 4 in 5th and 6th grade combination
classes. All LEP students were Spanish speaking.

Schinke found that the teachers generally exhibited
differential treatment of LEP students by virtue of their
perceived inability to function in the content classroom -
a perception which a subsequent part of her study suggests
is most probably mistaken. The adjustment of speech in
such situations was indicative of Foreign Register - Schinke
makes no mention of Foreigner Talk features (i.e. of
ungrammaticality) in her data.

Schinke found significant differences in the teacher's treatment of LEP and non-LEP students (p = 0.005). Two types of interaction (managerial and instructional) were significantly shorter for LEP students (p = 0.001). Schinke noticed a trend: Any teacher-LEP student interaction was generally managerial; if instructional, it was briefer i.e. overall Teacher-LEP student interaction was less than that of Teacher-non-LEP. This lack of interaction, she suggests, could retard acquisition and affect mastery of the subjects. Moreover, the erroneous assessment of the LEP student's proficiency suggested by the other part of Schinke's study could have serious consequences for the student. As she quite rightly points out, this misjudgement may not be serious in a conversation, but would be detrimental in an instructional situation.

With all its social implications, this last seems to be the most important issue raised by the on-going study. It implies that a more objective assessment of linguistic proficiency is called for (Schinke states that the level system was changed with the 1980 census in Illinois) and that teachers do not seem to be using their perceptive powers to full capacity when it comes to dealing with LEP students.

2.4.7 CONCLUSION

The classroom studies reviewed here, like those in the naturalistic and experimental studies, again present evidence

that native speakers modify their speech when addressing
non-native speakers of their language - always in the
interest of achieving effective communication.

Some modifications become Foreigner Talk when there is an
urgency to communicate and time is essential (e.g. Clyne
1977, 1978; Fillmore, 1976) but Foreigner Register seems
to prevail when phatic communion is the goal (Freed, 1978)
or when the native speaker is a teacher, (George in Hatch
et al. excepted). Even George, though, stuck to Foreigner
Register when teaching, only lapsing into Foreigner Talk
during the talk session.

The main point to emerge here, as well as from all the other
studies, is that while other modifications behave irregularly
from study to study, length of utterance or T-Unit Length
observes a consistently uniform behaviour throughout them
all and always in one direction: from short to longer (or
simple to more complex) as non-native speaker proficiency
increases - a finding not unlike the one for the speech of
adults to children as they become more linguistically
sophisticated.

2.5   FOREIGNER REGISTER vs. FOREIGNER TALK

It is now time to take up the issue of the indiscriminate
use of the term "foreigner Talk" by investigators to refer
to the version of language a native speaker imagines a
foreigner would use (such as Ferguson's, 1975) or that the
same native speaker would use to mock the foreigner as well as

to the formally correct version addressed to the majority
of non-native speakers. The prevalent idea among investigators
would seem to be that "Foreigner Talk" is the equivalent of
"Talk to Foreigners".

What Ferguson describes, however, is very far removed from
the speech that native speakers use to foreigners, and it
is obvious from the article that his subjects' idea was
equally far removed. Asked how they <u>thought</u> speakers would
communicate with a foreigner, many expressed disapproval of
the language they submitted and claimed that they themselves
<u>would not use it</u>. From this we must gather that Foreigner
Talk is not normally addressed to foreigners by native
speakers, who disapprove of its use, as Arthur et al. also
point out.

Essentially, Ferguson's Foreigner Talk is <u>imagined</u>, produced
by the same faculty that makes a writer use it for effect
or entertainment, written not spoken (except for mimicking
or "talking down"). Its use in circumstances other than
those described in 2.3.4.8 would almost certainly offend
a non-native speaker of the language in question. In
Ferguson's own words,

> "The general attitude seemed to be that
> Foreigner Talk was not a good thing -
> it sounds too condescending or would
> hinder learning good English - but
> could be used if necessary." (pp 10-11)

It is surprising, then, that in spite of this, and of
Ferguson's warning as to the limitations of his data
("...ten sentences elicited under highly artificial
conditions...from a total of 36 University students..."),
that such wide currency should have been given to the term
as to have it embrace two totally different aspects of
language.

Some investigators have intuitively felt this difference.
Long (1980), for example, refers to teachers' classroom
speech as not being

> "FT in Ferguson's sense of ungrammatical input
> to NNSs."   (p.36)

Elsewhere (p.42) he refers to

> "...two qualitatively different kinds of speech
> to NNSS."

Likewise Freed (1978) felt that

> "The indirectly obtained results of Ferguson's
> sentence rewriting study display another level
> of speaker potential, quite different from
> those revealed in this study...In some sense,
> then comparisons between these two sources of
> Foreigner Talk data are not applicable, for
> they address themselves to different questions
> and access different levels of speakers'
> potential." (p.246)   (emphasis mine)

Gaies (1977b) seems to feel that another name could be used
when he says

> "In other words, Foreigner Talk...or however
> one wishes to label this simplified form of
> speech...is a linguistic means chosen for use
> not only on a single, finite occasion for the
> transmission of information from a fluent
> speaker of a language to a non-fluent interlocutor..."
> (p.128)

The quotations show quite clearly that the writers feel there is a different type of language besides Foreigner Talk, but they do not make the distinction. To the writer's knowledge, the only study to do so is Arthur et al.'s (1980). Most have simply used the term ambiguously to refer to all speech addressed to foreigners, regardless of the obvious differences that can be seen between them (see Arthur et al. p.112).

It is essential then, that a theoretical distinction be made between Foreigner Register and Foreigner Talk. The two phenomena serve different purposes:

Foreigner Talk is used to give an idea of how the native speaker imagines a foreigner would express himself in the language. As Freed says, it is at another level of speaker potential (p.246). In this case, it is the formal properties that are under inspection. It is a simplified code, Widdowson's "text" (1978) or Beaugrande et al.'s (1980) "virtual language".

When Foreigner Talk is used, language is not activated in any communicative sense but simply constitutes a text manifestation. In some ways, one could liken its use to going through a grammar or a dictionary, selecting items from it and then proceeding to distort them. What the speaker who uses infinitival forms exclusively is really doing is taking the dictionary (text) form of, for example, "go" and, instead of realizing it in the required form, for example, "went" or "going", uses "go" in all instances. This is what is meant here by "distort".

Foreigner Register, on the contrary, is used in actual communication with the non-native speaker, in which case it is the functional aspects of the language that are under inspection, since the register uses the standard code and follows the normal rules of grammar. It is Widdowson's "discourse" or Beaugrande et al's "actual language".

It should now be quite clear that Foreigner Talk is not discourse or actual language. As such, the continued use of the term, when really referring to discourse, i.e. to Foreigner Register, would seem to put the study of the language spoken to foreigners on an unsound theoretical basis since an important point is being missed, namely, that there exist two completely different phenomena, both of which are being treated as one and the same.

It is to be hoped that the theoretical distinction being made in the present thesis will be instrumental in clearing up the ambiguity that at present exists in the literature with respect to Foreigner Register and Foreigner Talk and that a difference will be firmly established between them.

Finally, the two varieties of Foreigner Register that have surfaced in the foregoing review of the literature would suggest that it could be subdivided into:

1) Classroom Foreigner Register - generally grammatical
    in character (cf. Henzl, 1974, 1975; Gaies, 1977b;
    Steyaert, 1977; Chaudron, 1978, 1979).

2)   <u>Conversational Foreigner Register</u>. This can be
       either grammatical (Freed, 1978) or ungrammatical
       (Clyne, 1977, 1978; Ramamurti, 1977), according
       to the situation. When it is the latter, it
       generally exhibits <u>formal</u> properties of
       Foreigner Talk.

2.6 <u>SUMMARY</u>

This chapter has presented a review of the work done in
adult-child language studies and in the study of the speech
of native to non-native speakers under experimental,
naturalistic and classroom conditions. A common finding
emerged from both fields: the speech to linguistically
inferior interlocutors (native child or non-native speaker)
is generally simple, well formed and clearly articulated.
In addition, when the interlocutor is a non-native speaker
of very low proficiency, s/he elicits from the native
speaker modifications that, according to the urgency of
the situation, incorporate properties of Foreigner Talk into
the Foreigner Register being used. No such manifestations
appear in the classroom situation. A theoretical distinction
was made between Foreigner Register and Foreigner Talk,
evidence being presented that the two are completly
different phenomena and, as such, should be kept apart.
Finally, a subdivision of Foreigner Register is suggested
into 1) Classroom and 2) Conversational, Foreigner Register.
It was seen in the review that most of the studies on

naturalistic, experimental or classroom data used control data that was collected from a totally different situation from the one in which the conversation/experiment/class took place. Indeed, Long (1980) was the only one to avoid this shortcoming. It was this point that was uppermost in the present investigator's mind when the experiment for this study was designed, as will now be explained in the following chapter.

CHAPTER   III

DESIGN OF THE STUDY

CHAPTER III

DESIGN OF THE STUDY

3.1   INTRODUCTION

The present study was undertaken especially to analyse and
provide a descriptive statement about the language used by
teachers of English as a Second or Foreign Language to non-
native students at Elementary, Intermediate and Advanced
levels on a pre-determined topic entitled "Devolution for
Scotland". A topic, rather than, say, a grammar lesson,
was chosen as the basis of discussion as being the most
likely to provide teachers as well as students with a wider
range of opportunities for the spontaneous expression of
ideas. "Devolution for Scotland" was chosen because a
referendum was going to be (and subsequently was) held to
see whether the people of Scotland were in favour of having
a form of self-government or not. Moreover, the controversial
nature of the topic was expected to generate lively and
animated discussion at all times, as it was a subject with
which most students were familiar through the media, and
would thus be able to take a reasonably active part in the
discussion following the teacher's exposition.

The topic was held constant at all levels. By so doing,
it was expected that the main theme (devolution) would
manifest itself in different forms at the different levels.
However, although the topic was controlled, no rules were

laid down at to what the teacher should say or how s/he should say it. Total freedom of expression was essential as it was "real" classroom conditions that the writer was trying to obtain and therefore any constraint would have distorted the language in some way.

In an effort to maintain the speech event, setting and task as similar in each instance as a natural situation would ever allow (and in order to avoid Gumperz's (1972) and Long's (1980) criticism with respect to the data analyzed for NS-NS interaction being from different speech situations and events, (see 2.3.3.4)), all teachers were asked to perform their task under normal circumstances during normal class periods in their usual classroom, with whatever level of students they were supposed to be teaching at the time. In this way, the incidence of distorting factors such as unfamiliar surroundings or unknown interlocutors would be reduced to a minimum. The argument behind it all was that if the analysis revealed a pattern emerging in spite of the wide variety of treatment of the topic, it would be some form of evidence that accommodation of rhetoric or register was taking place and that it occurs regardless of the approach taken by the teachers.

Audio recordings were made of the teachers addressing the three levels of non-native speakers. In addition, audio recordings were made of teachers of English addressing native speakers on the same topic. The same set of measures was applied to the output at all four levels in

order to ascertain whether there were any differences in the language used at each level and, if so, wherein lay the difference. In all, a set of six comparisons were made: 1) Elementary with Intermediate; 2) Elementary with Advanced; 3) Elementary with Native Speakers; 4) Intermediate with Advanced; 5) Intermediate with Native Speakers and 6) Advanced with Native Speakers.

It must be pointed out here that the study has of necessity ruled out a phonological analysis of the phonic substance. From the logistics point of view, it was impossible to analyze everything in a restricted amount of time unless a team of workers was involved. Even if that had been possible, since the recordings were made under normal classroom conditions and not in a laboratory, the background noises would not have allowed any precise instrumental measures without distortion being introduced into the results, arrived at after much time-consuming effort. Under the circumstances, it was decided to measure only words per minute (WPM) as its application did not require the use of any delicate laboratory equipment.

The measures to be applied will now be enumerated so that, when the research questions and hypotheses are enunciated, the reader will have become familiar with both the measures and the criteria governing their selection.

3.2   ANALYTIC MEASURES

3.2.1   Rationale for Choice of Measures

The measures outlined in this section were chosen for
application to the corpora because their use in research
on writing, teacherstalk and second language acquisition
has to date demonstrated their efficacy as indicators of
the syntactic complexity of speech or writing (Hunt, 1966, 1970;
Gaies, 1977b;   Chaudron, 1978, 1979; Arthur et al., 1980; Long,
1980). Moreover, setting up and computing the measures is
a straightforward process on which most researchers appear
to have reached a consensus. Since the aim of this thesis
is to provide a descriptive statement of the linguistic
complexity or otherwise of Foreigner Register, special care
has been taken to select only those measures on which a
reasonably high degree of inter-researcher unanimity has
been attained with respect to their computation and
application. In this way, the measures could quite reliably
be applied to any other corpus in the event of any replication
of, or comparison with, the present experiment.

Since the teacher is not acting in a vacuum but <u>interacting</u>
with a set of students, if we are to get a true picture of
his behaviour in the classroom, it is necessary to examine
it from two different angles: Firstly, we must analyze
his linguistic output in order to determine its syntactic
complexity. Secondly, and perhaps even more importantly,
we must observe his pragmatic behaviour during the interaction

in order to identify any salient features of that behaviour
and try to find out what their role is in the interactive
process. To that end, the following two sets of measures
were applied to the corpora: 1) Syntactic, lexical and
phonological measures to determine the complexity of the speech.
2) Measures of pragmatic behaviour to determine how the
teacher reacts to the on-going situation in the classroom.

3.2.2 Syntactic, Lexical and Phonological Measures

3.2.2.1 Mean T-Unit Length (MTUL) (Average Number of Words
         per T-Unit)

Calculated by dividing the total number of words in the texts
selected in each corpus by the total number of T-Units
contained in the texts.

$$\text{MTUL} = \frac{\text{Total number of words}}{\text{Total number of T-Units}}$$

As defined by Kellog Hunt (1966:189) a T-Unit is "...one
main clause plus whatever subordinate clauses are attached
to that main clause." Hunt devised the T-Unit in order to
measure the syntactic maturity of the writing of school-
children (grades 4,8, 12). He found that coordination gave
way to subordination as the children progressed to the
higher grades, where they produced more succinct sentences
that were in essence similar to those produced by professional
writers in magazines such as Harper's or Atlantic weekly.
T-Units have subsequently been used successfully to measure

the syntactic complexity of teachers' speech to foreigners (Gaies 1977b.) (Chaudron 1978, 1979; Long 1980).[1]

The aim of this study is to look at the adaptation or modification of the input to the learner which may be triggered as a function of the level of proficiency of the students being addressed by the teachers. In other words, do the simpler and shorter T-Units occur consistently in the speech of the teachers addressing the Elementary levels and the longer and more complex at the Advanced and Native Speaker levels? By comparing MTUL at each level, it should be possible to get a picture of the syntactic properties present in them.

3.2.2.2. Subordinate Clause Index (SCI)

The ratio for this index is calculated by dividing the total number of clauses (both main and subordinate) by the total number of T-Units in the texts. It is also known as the ratio of clauses to T-Units.

$$SCI = \frac{\text{Total number of Clauses}}{\text{Total number of T-Units}}$$

Since the minimum ratio of clauses to T-Units is 1:00, a higher ratio per T-Unit indicates that a more complex and

---

1. In 1974, Scott and Tucker introduced the concept of "error" free T-Unit for analyzing learner language. It was later used by Larsen-Freeman (1975, 1977, 1978) to gauge the proficiency of non-native speakers/writers: the higher the percentage of error-free T-Units, the better the command of English.

sophisticated system is being used. Conversely, a lower
ratio indicates the use of simpler syntax.

3.2.2.3 Average Clause Length (ACL)

ACL is calculated by dividing the total number of words by
the total number of clauses in the text. Like SCI, it
reveals grammatical power in the language user's system.

$$ACL = \frac{\text{Total number of words}}{\text{Total number of clauses}}$$

3.2.2.4 Words Per Minute (WPM)

Calculated only from stretches of thirty seconds' or more
duration. Computed from the total number of words in
stretches divided by the total number of minutes.

$$\frac{\text{Total number of words in 30" + stretches}}{\text{Total number of minutes}} = WPM$$

For example: 5 stretches of 30" = 2' 30" 300 wds

                   2 stretches of 1' = 2   200   "

                   1 stretches of 2' = 2   150   "

                      TOTAL   = 6' 30" 650 wds

$$\frac{650}{6.5} = WPM\ (100)$$

This is not a wholly reliable indicator, as rate of delivery
can vary widely from speaker to speaker. Nevertheless, it
could serve to indicate whether teachers slow down their
rate of delivery when addressing different interlocutors.

3.2.2.5 Lexical Density (LD)

This is a measure used by Ure (1971) in order to find out
the relative proportion of lexical words to the number of
words in the whole corpus. A high lexical density does not

necessarily indicate a wide vocabulary, but could be due to excessive repetition of a limited vocabulary. As such lexical density should not be taken as a true reflection of a large vocabulary.

$$LD = \frac{\text{Total number of lexical words (i.e. exclude grammatical)}}{\text{Total number of orthographic words (i.e. include grammatical)}} \times 100$$

3.2.2.6 Lexical Variation (LV)

Linnarud (1976) developed this measure to act as a check on Lexical Density. In other words, if a text has a high LD, LV will indicate whether LD is a true measure of a wide ranging vocabulary or of a multiple repetition of a restricted vocabulary.

$$LV = \frac{\text{Total number of lexical types}}{\text{Total number of lexical tokens}} \times 100$$

This is a more reliable indicator of a rich vocabulary. In the present thesis a high/low lexical variation will indicate whether the teacher is placing less/more semantic load on lexical items as a function of the level s/he is addressing at the time. In other words, is s/he using less specific and more general terms or vice versa in accordance with the level being addressed?

3.2.2.7 Modifier Variation (MV)

This is a measure devised by the writer along the lines of Lexical Variation in order to measure the amount of modifiers (adjectives and adverbs) used by the teachers at each of the levels.

$$MV = \frac{\text{Total number of modifier types}}{\text{Total number of lexical tokens}} \text{ (i.e. exclude repetitions)} \times 100$$

The measure would show whether there is any tendency for the teachers to use, or avoid the use of, modifiers at any given level.

3.2.2.8 Pre-Verb Length (PVL)

The number of words placed before the main verb in any clause. Expressed as a proportion of the total number of clauses.

$$PVL = \frac{\text{Number of pre-main verb words}}{\text{Total number of clauses}}$$

It is reasoned that, since less words before the main verb in a clause indicate less self-embedding and left-branching, the load on the students' short-term memory would be considerably lightened (cf. Kuno 1974, Snow 1972). This in turn promotes ease of processing and comprehension, especially at the lower levels (where the students may not have completely mastered the subject-verb-object rules).

3.2.2.9 Type/Token Ratio (TTR)

This measure is used to indicate the size of the speakers'/ writer's active vocabulary. The minimum ratio, in theory, would be 1 but this, of course, is never the case as some words, especially function words, will always tend to be repeated. The closer the ratio is to 1, however, the more active the vocabulary of the speaker.

$$TTR = \frac{\text{Total number of types}}{\text{Total number of tokens}}$$

3.2.2.10 Hapax Legomena (HAP)

This is a simple and straightforward count of all the words

that appear in the text once and once only. The measure is expressed as a percentage of the total number of words in the text. Both HAPAX and TTR express basically the same phenomenon. TTR, however, uses words of all frequencies while HAPAX uses only words of frequency 1.

$$HAP = \frac{Total\ HAP}{Total\ Tokens}\ X\ 100$$

Note: The criteria outlined in Quirk et al. (1972) (henceforth GCE) have been followed for measures 3.2.2.11 - 16.

3.2.2.11   Simple Sentences (SS) (G.C.E. 7.1)

Sentences consisting of one clause only. Calculated as a percentage of the total number of sentences.

$$SS = \frac{Total\ number\ of\ Simple\ Sentences}{Total\ number\ of\ Sentences}\ X\ 100$$

3.2.2.12   Complex Sentences (CX) (G.C.E. 11.1-3)

Sentences consisting of a main clause with subordinate clauses attached to it. Calculated as a percentage of the total number of sentences.

$$CX = \frac{Total\ number\ of\ Complex\ Sentences}{Total\ number\ of\ sentences}\ X\ 100$$

3.2.2.13   Compound Sentences (CD) (G.C.E. 9.39)

Sentences consisting of two or more main clauses joined by "OR", "AND", or "BUT". Calculated as a percentage of the total number of sentences.

$$CD = \frac{Total\ number\ of\ Compound\ Sentences}{Total\ number\ of\ Sentences}\ X\ 100$$

3.2.2.14   Nominal Clauses (NOM) (G.C.E. 11.14, 16.25)

Calculated as a percentage by dividing the total number of nominal clauses by the total number of T-Units in the text

and multiplying by 100.

$$\text{NOM} = \frac{\text{Total number of nominal clauses}}{\text{Total number of T-Units}} \times 100$$

3.2.2.15 Relative Clauses (REL) (G.C.E. 13.8-15)

Calculated as a percentage by dividing the total number of relative clauses by the total number of T-Units in the text and multiplying by 100.

$$\text{REL} = \frac{\text{Total number of relative clauses}}{\text{Total number of T-Units}} \times 100$$

3.2.2.16 Adverbial Clauses (TIME,REA) (G.C.E. 11.5, 26-51)

Two main types were looked at: Time and Reason, these being the only two that seemed to appear with any regularity in the speech of the teachers. As with the two preceding measures (NOM and REL), they were calculated as percentages by dividing the total number of each type by the total number of T-Units in the text and multiplying by 100.

$$\text{TIME} = \frac{\text{Total number of Time clauses}}{\text{Total number of T-Units}} \times 100$$

$$\text{REA} = \frac{\text{Total number of Reason clauses}}{\text{Total number of T-Units}} \times 100$$

Measures 3.2.2.14-16 are more precise in that they identify exactly the type of embedding occurring in the texts. As such, they could serve as possible indicators of the syntactic preferences of teachers at different levels.

NOTE: In the case of clauses introduced by WHEN, WHERE,
WHY, HOW, it is the function rather than the form
that determines its classification, as seen in
the following examples (clauses underlined).

a) T-8(A)-11: James the Sixth of Scotland...became King of Scotland <u>when Queen Elizabeth the First died</u> (Adverbial-Time)

b) T-4(A)-75: ...you remember, that was <u>when the SNP were very successful</u> (Nominal-Subject complement)

c) T-4(A)-125: ...at the moment you have a situation <u>where one man...has a lot of power</u> (Relative)

d) T-15(NS)-24A: ...it could be argued that you should have an assembly <u>where there are = far more people</u> (adverbial - Place)

3.2.3 MEASURES OF PRAGMATIC BEHAVIOUR

In general, these measures are concerned with the concomitant activity of the teacher during interaction. As stated in the introduction, these four measures are considered the least controversial and ones on which inter-subjective unanimity is most likely to be reached, given their ease of identification. Because of the difficulties involved in formulating behavioural variables in a precise way (cf. Davy 1980:279), it is not intended to measure <u>behaviour</u> per se, but those linguistic manifestations in the output which can unequivocally be ascribed to one of the four categories outlined below:

3.2.3.1 Checking for Understanding and Feedback (CUF)

This typically manifests itself when the teacher introduces a new vocabulary item or has given an explanation or sees blank faces. CUF subsumes confirmation and comprehension checks as well as clarification requests (cf. Long, 1980).

Typical Expressions: a) (Do)you understand?; b) OK?;

c) All right?; d) Right? and e) Do you see what I mean?

3.2.3.2 Metalingual Glosses (MLG)

As the name indicates, these are glosses of vocabulary items

the teacher considers the students do not know. MLG subsumes

repetition and expansion/elaboration (cf. Long, 1980; Chaudron,

1978, 1979).

Example: T-13(E): The landlord tells the tenants, <u>the people</u>
                   <u>who lived on the land</u>, to get off the land
                   (MLG underlined)

3.2.3.3 Teacher Supplies/Corrects Word (TSW)

Occurs chiefly when a student is "stuck" for a word s/he can

not remember or simply does not know.

3.2.3.4 Change of "Tack" (COT)

Indicated by a percentage sign (%) in the texts. Refers

chiefly to when the teacher restructures or rephrases part

of his utterance, couching it in different terms, possibly

because the teacher has either used the "wrong" word (slip

of the tongue) or decided to use an altogether different

word or expression (false start) maybe because s/he feels

it could be difficult for the students.

Example:

a) T-5(E)-31: If that % if you think that = Why do you think Scottish
              people obviously didn't think that?

b) T-14(NS)-42: ...and the programmes are going to be issued in the
                 national effort, that at the moment there two % there
                 are two per year.

3.3   RESEARCH QUESTIONS AND HYPOTHESES

3.3.1   Research Questions

As was stated in Section 1.5, whenever adult speakers of a language engage in any verbal interaction, a process of adjustment or accommodation is initiated during which each participant assesses the other(s), generally with respect to knowledge of the topic and amount of shared knowledge, until the level is found at which they can successfully carry on the interaction. In Sociolinguistics, Giles (1977) refers to the dynamic element embodied in social psychological phenomena such as attitudes, motives and intentions which shape our linguistic behaviour. Giles developed the Accommodation Theory, which is concerned with determining why people shift their speech towards or away from others (convergence or divergence) in varying degrees and how their interlocutors interpret these speech modifications and act accordingly.

Referring to the modification of rhetoric, Corder (1979) regards this ability of adult speakers to accommodate their language as inherent in their linguistic competence, something to which they have recourse especially when the interlocutors are either infants or foreigners. This accommodation of rhetoric or register could be viewed as a process during which the adult (native speaker) "tunes in" to the child/foreigner until s/he obtains the "best reception" and both are on the same "wave length" i.e. the child/foreigner is able to understand and hold up his end of the linguistic activity that is being carried out.

In the specific case of interaction with infants or foreigners, Corder (ibid) sees certain similarities in the two registers and says the registers arise because

> "...of an overriding necessity in their speakers to communicate successfully with interlocutors who are defective in their knowledge of the language system."

In other words, their main objective is to make the listener's task, while processing the input, as simple as possible and thus facilitate comprehension of the message being transmitted. This was seen to a large extent in the results of the studies reviewed in Chapter II.

It is to this accommodation of rhetoric or register in the case of teachers' speech to foreign learners that the research questions in the present thesis are addressed:

1) What are the syntactic properties of Foreigner Register as encountered in the corpus to be analyzed?

2) How does the language used by the teachers

    a) to the native speakers and,

    b) to the non-native speakers, differ in syntactic complexity when compared each to the other?

3) (i) What are the characteristics of the pragmatic behaviour of the teachers when addressing,

    a) native speakers,

    b) non-native speakers?

(ii) Are these characteristics present at all levels?

3.3.2 HYPOTHESES

The following hypotheses were set up in an attempt to find
the answer to the preceding questions:

$H_O 1$:   As measured by Words per Minute (WPM), Pre-Verb
Length (PVL), Modifier Variation (MV), Lexical
Density (LD), Lexical Variation (LV), Type-Token
Ratio (TTR), Mean T-Unit Length (MTUL),
Subordinate Clause Index (SCI), Average Clause
Length (ACL), Hapax Legomena (HAP), Simple
Sentences (SS), Complex Sentences (CX),
Compound Sentences (CD), Nominal Clauses
(NOM), Relative Clauses (REL), Time Clauses
(TIME) and Reason Clauses (REA), the level
of proficiency of the students has no effect
on the speech of the teachers addressing them.

$H_O 2$:   As measured by Checking for Understanding and
Feedback (CUF), Metalingual Glosses (MLG),
Teacher Supplies/Corrects Word (TSW) and
Change of Tack (COT), the level of proficiency
of the students has no effect on the pragmatic
behaviour of the teachers addressing them.
Significance level = 0.01

Since the probability of getting "chance" significance
increases in inverse proportion to the sample number, this
most stringent level of significance was chosen as the most
appropriate in the present study, given the relatively
small size of the samples (4 cases per level).

3.4   DESIGN

As already observed, the overriding concern in designing the experiment was that the collection of data should not suffer the same shortcomings of other studies with respect to the collection of the native speaker baseline data (See 2.3.3.4 and 3.1).

A total of sixteen (16) teachers were recorded addressing three groups of non-native speakers and one of native speakers on a pre-determined topic: "Devolution for Scotland".   The four groups of students were addressed by the teachers as follows:

      1)   Elementary   - 4 different teachers

      2)   Intermediate   - 4 different teachers

      3)   Advanced   - 4 different teachers

      4)   Native Speakers - 4 different teachers

None of the teachers addressed more than one group nor more than one level. This design meant that inter-group comparisons could be made without running the risk of obtaining skewed results because one teacher may have been being compared with himself.

Each teacher was asked to give an introduction of the topic and then to throw the subject open to discussion with the class.   They were told to endeavour to draw out all the students as the main aim of the study was to observe the classroom processes and to see in what way the information given by the teacher was grasped by the students.

As already mentioned (2.4.1), a more ambitious design -
the same five teachers addressing all four different
levels - had to be abandoned for practical, administrative
and logistic reasons. This design would no doubt have
produced more interesting results but "laboratory" designs
do not work well in natural situations where real-world
problems are usually impossible to solve. In the case of
the present thesis, it was the "Winter of Discontent" of
1978/79 with its many strikes, lockouts and snowbound
roads (due to the gritters' strike) that helped in part
accelerate the demise of the five-teacher design.

The final blow was dealt by some teachers choosing not to
participate. A similar experience was reported by Chaudron
(personal communication) who was essentially trying to do
the same for his (1978, 1979) studies. As he put it, "it
was rather difficult to obtain the right teacher and
conditions, especially when several teachers chose not to
participate." It would seem that for "real" classrooms one
is to be forever destined to take what comes and make the
best of it ..... or do without!

3.5 LOCATION

The search for subjects entailed visiting four different
language schools in Edinburgh: The Edinburgh Language
Foundation, Basil Paterson College, The Edinburgh School of
English and Stevenson College of Further Education.

After due consideration, Stevenson College (henceforth Stevenson) was chosen as the one most suited to the purpose of the study. Whereas the other institutes visited are dedicated exclusively to EFL, Stevenson not only offers a wide range of EFL classes at Elementary, Intermediate and Advanced levels but also classes for native students who receive instruction in subjects ranging from History and Geography to Mathematics and Computer Science, leading to the award of a certificate such as the Scottish Certificate of Education (SCE) at Ordinary ("O") or Advanced ("A") level. This wide diversity of academic activities made Stevenson ideal for collecting data from teachers addressing native as well as non-native speakers - in keeping with the stated purpose of this study - all "under one roof". There also exists a close link of cooperation between Stevenson and the Department of Linguistics at Edinburgh University.

At the time of data collection (February and March 1979), students were allocated to levels on the basis of their results in the English Language Battery Test (ELBA). This test consists of two parts: Part I, Listening Comprehension (on tape) and Part II, Structure and Reading Comprehension. Maximum number of points: 270. The students' raw scores in both parts were then averaged and ranked. Then students were assigned to levels as follows:

        Elementary   -   0 to   80
        Intermediate -   81 to   120
        Advanced   - 121 and over.

ELBA was originally designed for testing non-native speakers
at postgraduate level in order to predict whether they would
encounter language difficulties. It has its weak points,
among which feature prominently:

1) Its inability to discriminate at the lower end,

2) It does not test production and

3) The Listening Comprehension is limited to minimal pairs
   and is not meaning-related.

The students at Stevenson receive English classes for a
whole academic year. At the start of the year, the inevitable
problems of misplacement were solved by means of interviews
with questionnaires and production tests. By the time the
data was collected, however, all these small problems had
already been solved and the groups had settled in and
become more homogeneous.

(Note: Stevenson stopped using ELBA one year later. They
now use exclusively: the interview with questionnaire,
reading and writing).

3.6 SUBJECTS

The subjects who took part in the experiment were sixteen
native speakers of English who had all had teacher training.
Although not all had received training in Teaching English
as a Foreign Language (TEFL), their experience in TEFL/TESL
ranged from two years to twenty-five and among them they
had accumulated an average of twelve years' experience in
TEFL. No specific choice was made of any teacher in

particular, they were simply the ones who agreed to participate. Some flatly refused to discuss the topic with elementary classes as they argued that it was beyond the grasp of the students and that language production at that level would be a very laboured and trying affair. Although this was the ideal sort of data for the study, since it would show the greatest amount of simplification, the investigator did not insist, so as to avoid awkward questions that might have arisen about the true nature of the experiment.

In the non-native groups, the students were young adults (ranging in age from 18 to 25) of varying language back-grounds: Arabic, French, German, Greek, Chinese, Italian, Polish, Portuguese and Spanish (Latin American and Peninsular). They were learning English in order to be able to enter either University or one of the Colleges of Further Education. It was the second term of a full year they spend at Stevenson College of Further Education, so the teachers knew them all by name. As already stated in 1.7, it is in this aspect that the present study differs from others in the field. In Long (1980), Arthur et al. (1980), Henzl (1975/1979) the interlocutors were unacquainted - a factor which may have accounted for the great amount of variation present in these studies.

In the native speaker groups, the ages ranged from 17 to 30. Two of the groups were training for Nursery Nurses (caretakers); the other two were studying for the Scottish Certificate of Education 'O' Levels.

As is the custom in studies like the present one, the true nature of the study was not disclosed to the subjects. In the introductory talk, it was explained to them that the object of the exercise was to observe classroom processes and interaction and to measure the extent to which a topic was learnt by the students after it had been introduced by the teacher. To that end, each teacher was asked to:

1)   Give a short, five-minute talk to the students on "Devolution for Scotland" and

2)   Throw the subject open to discussion with the class, answering any questions the students might ask for clarification.

With these instructions, a reasonably long sample of teacher language was likely to be produced, with modifications (if any) being made whenever necessary.

3.7   DATA COLLECTION

A National 686 D portable stereo cassette recorder with two Canon lapel microphones was used to record the data. One microphone was placed near the teacher, the other facing the students. Although made under classroom conditions, there are very few instances of total incomprehensibility in the recordings. These were mostly due to spontaneous participation by several students all talking simulteneously.

The ESL staff at Stevenson are not unaccustomed to being observed, but in order to minimize the observer paradox (Labov, 1969), and in an effort to reduce the effect of

extraneous factors to a minimum, the investigator opted to
stay away from the classroom altogether. The teachers would
then feel less constrained and - most important for language
production - address themselves to the students and not to
the observer (as so often happens). An impartial evaluation
of the language used, and of the opinions expressed in the
class, have led the investigator to conclude that the
presence of the tape recorder had little or no effect on
either the teachers' or the students' performance. On the
whole, it could be said that his absence, rather, served to
set the teachers completely at their ease. One actually
confessed to the investigator that s/he had an "observer
hangover" from teacher training days and that s/he would
take part only if he were absent from the classroom.

Recordings

The data were recorded on BASF C-90 cassettes. There were
no special seating arrangements. No "dry" runs were made
because the nature of the experiment demanded spontaneous
speech, and it was therefore essential to get the first output-
any other would have been "rehearsed". Under the
circumstances prevailing at the time (See 3.4), the writer
considered himself lucky when he was able to do a recording
at all.

It may be argued that the writer's absence from the scene
would not allow for a correct interpretation of the events
in the class and the exact identification of each and every
participant. Had the objective pursued been an analysis

of the total teacher-student output, the argument would
doubtless be valid. However, it will be agreed that in
foreign language classes it would be rather unusual to confuse
the teacher's voice with any other. Since it is the teacher's
language that was the object of the investigation, the
question does not arise.

3.8 TRANSCRIPTION OF THE DATA

Before going into the details of the transcription of the
data, it is first necessary to establish the criteria whereby
the units comprising the corpus were arrived at.

3.8.1 The Spoken Sentence: Criteria

The basic unit used in the present study is the spoken sentence
(henceforth Sentence), synonymous with what Lyons (1977)
terms 'spoken text sentence'. Sentence here is defined,
under the following criteria, as:

> "A string of words in which grammatical (syntactic
> and semantic) structure simultaneously combines
> with prosodic features (stress and intonation)
> in speech to produce an entity which, in the
> great majority of cases, native speakers would
> non-arbitrarily recognise as a sentence in English."
> (p.624)

The difficulties are greater in segmenting a spoken, rather
than a written, text into sentences. In the latter, as
Lyons points out, authors can, within certain limits, insert
their own sentence boundaries. The fact that there exists
intersubjective unanimity as to where these boundaries may
be set,

> ".....shows that it is far from being a matter
> of arbitrary decision how a written text is
> segmented into sentences" (ibid)

For a spoken text, on the other hand, segmenting is less straightforward because "there is no single prosodic feature that serves as a sentence boundary marker in the phonic medium in quite the same way that a full stop, a question mark or an exclamation mark serves to mark the end of a text sentence in the graphic medium ... but, up, to a point, it can be done non-arbitrarily by native speakers" (ibid).

In the present study, a sentence boundary was inserted whereever grammatical structure (syntactic and semantic) combined with prosodic features (stress and intonation) to produce a string that a native speaker might generally agree could be called a sentence. In order to obtain an objective idea of the agreement between this segmentation and that of a native speaker, random samples of the recordings were presented to ten randomly selected native speakers - all postgraduate students at Edinburgh - with deliberately vague instructions as to the punctuation of the selections (See Appendix II). Each was played three times, but subjects were told they were at liberty to repeat the selections as many times as necessary. Table 3-1 shows the agreement between the punctuation of the native speakers and that of the investigator (Raw Scores. See Appendix II for Spearman-Rank Correlation results). A T-Test was run on individual and pooled results in order to see whether there was any significant difference between the judges' punctuation and that of the investigator. No significant difference was found.

S/J	1	2	3	4	5	6	7	8	9	10	INV
1	2	3	3	2	2	2	2	2	3	2	2
2	4	4	4	2	3	3	3	3	2	3	3
3	4	3	3	3	3	4	2	3	4	3	3
4	2	3	2	2	2	1	1	3	2	2	2
5	4	4	4	4	4	4	3	4	4	3	4
6	5	7	7	3	5	5	2	5	6	4	6
7	3	3	3	2	3	3	3	3	3	3	3
8	3	4	4	2	3	2	2	5	3	3	3
9	1	1	1	2	1	1	1	1	1	1	1
10	2	3	3	2	2	1	2	2	3	2	2
rho	.9513	.8567	.8742	.7165	1.000	.9129	.6396	.8684	.7698	.9663	-
sig	.001	.002	.001	.020	.001	.001	.046	.001	.009	.001	-

TABLE 3-1   RESULTS OF PUNCTUATION EXPERIMENT   (S = Selection; J = Judge

INV = Investigator)

3.8.2   TRANSCRIPTION OF THE DATA AND CONVENTIONS

Both teacher and student utterances were transcribed, as the
latter were considered essential for the analysis of teacher-
student interaction. The recordings were transcribed in
ordinary script with suprasegmentals not shown. However,
as explained in the preceding section, they were taken into
account when establishing the presence of a sentence boundary.

a)   Teachers were identified by numbers thus:

        X T-1(I)-5 where "X" is used to avoid

        problems with the computer; T=teacher;

        the numeral after the "T" is the teacher

        number; the letter in brackets indicates

        the level (in this case "Intermediate");

        the final numeral is the utterance number.

b)   Students were identified either as "MS"/

        "FS" (male/female student) or "MSID/FSID"

        (Id=Idem) if the same M/F student continued

        speaking at the next turn. All student

        utterances are enclosed in square brackets.

c)   Hesitation Phenomena (filled pauses) all

        hesitation phenomena ("UHM, UH, ER, ERM")

        were included in the transcription.

d)   Lexical Pauses (thinking pauses before a

        lexical item) and "unscheduled pauses" i.e.

        those that do not occur at constituent

        boundaries, are both signalled by an equals

        sign (=) each sign representing approximately a

        one-second pause. So " = = " would indicate a two-

        second   pause, and so on.

e)   "Scheduled" pauses are indicated by the
        usual comma (,) or a colon (:) in the
        case of direct speech.

f)   A hash (#) is used to indicate a sentence
        boundary and a double hash (##) a turn boundary
        (i.e. where there is a change of speaker).

g)   A turn that continues accross speakers
        (i.e. even though another speaker intervenes)
        is signalled by "... " at the end of the current
        speaker's turn and at the beginning of that
        speaker's next. The number of the previous
        turn is repeated, but with A,B,C etc......
        post-scripted thus: X T-8(A)-17 / X T-8(A)-17A.

h)   Whenever a speaker breaks off and starts
        rephrasing or restructuring, the exact place
        is signalled by a percentage sign (%) (COT)
        (See 3.2.3.4).

i)   A series of initials were used, in brackets,
        to signal interactive functions (See Appendix
        I for the whole list of abbreviations).

3.9   DATA EXCLUDED FROM THE ANALYSIS

3.9.1   INTRODUCTION

Although it may be highly desirable to include the total
volume of a corpus in an analysis, it is not usually a
practical proposition, chiefly because of the amount of

time and energy it would consume. In the present case,
for logistic and administrative reasons, it was decided to
exclude that part of the output that in no way affected the
aim of the study: the analysis of the syntactic properties
of the teachers' language. The decision was taken on the
grounds that the excluded material in no way upset the
syntactic balance of the samples selected for analysis.

In order to provide a verifiable basis for a quantitative
analysis, and for any subsequent replication, it was there-
fore decided to exclude any material that would also be
unlikely to produce intersubjective unanimity when submitted
to a previously defined set of criteria (cf. 3.2.1). The
following material, for some of which Quirk et al.'s(1972)
nomenclature has been followed, was therefore not included
in the syntactic analysis:

3.9.1.1. Dialogues and Monologues

At the very outset, the teacher output was divided into two
parts - Dialogues and Monologues - in accordance with the
following criterion: A Monologue was classified as that
stretch of speech which has a duration of thirty seconds or more. Stretches
of less than thirty seconds were considered part of a dialogue and were
therefore excluded from the analysis. This division into monologues
and dialogues was made for logistic and administrative
reasons. By confining the analysis to stretches of thirty
seconds' or more duration, a reasonable basis for comparison
was established that would not have been practicable had
all stretches been taken - of no matter what duration. In

that case, a team would have been needed to carry out the analysis, as the time needed by one investigator would have been far more than resources (time and money) could ever allow.

Within the monologues, the following material was excluded:

3.9.2 Comment Clauses

These are parenthetical in nature and their exclusion in no way detracts from the meaning of the sentence.

Examples: I think, I believe, in fact, you know, you see.

3.9.3. Reaction Signals and Initiators

These are the expressions that often preface a teacher utterance.

Examples: Right, well, mhm, uhuh, OK.

3.9.4 Repeated Items

Wherever the teacher repeats exactly the same preceding words, the subsequent repetition is omitted.

Note: The omitted material is bracketed in the examples given in this and all the following sections.

Examples:

X T-13(E)-46 But you could-(you could) apply to stay longer.
X T-5(E)-87 But they want-(they want) independence?

3.9.5 Partial Repetition of Student Utterances

(cf. Bowman's (1966) Class A and Class B minor dependent sentences pp.38-62).

These are of several types:

a)   Those intended to elicit the correct response
       or further elaboration from the student on what
       the latter has said.

Example 1:

< MS > [good enough % not - not good enough for the country]
< X T-6(E)-69 > Not good enough?

Example 2:

< MS > [I don't know = point er all of the propaganda, you know]
< X T-6(E)-73> Propaganda?

In both cases, the teacher seems to be asking the student
. to explain or expand what the student himself has just said.

b)   Those offering encouragement (reassuring the student).

Examples:

< FS > [if he bought the land = er the land?]
< X T-13(E)-35> if the buyer buys the land, yes.
                (reassures student that "land" is correct)

Example 2:

< FS >[er so now they say it's er belong him - belong? er
< T-13(E)-38B > belongs to them, mhm.
                (confirms that "belongs" is correct)

c)   Those intended to supply the correct response or to
       correct an error or errors in the student's
       previous utterance.

Example 1:

< MS > [...because the people Basque eh = they don't want eh = the politic
        Spanish]

< X T-13(E)-18C >Spanish politics (correcting an error)

Example 2:

< FS > [I think the - the Conservative Party is for capitalist and er -
    and not for - for people that is poor ....]
< T-13(E)-36 > That are poor (correcting an error)

3.9.6 Unrelated Material

Within this category are included the following:

a) Material not related to the topic (devolution) T-8(A),
    for example, was side-tracked into religion.

b) Utterances not addressed to the students but to others,
    e.g. to the investigator (before leaving the room or
    when returning at end of class)

c) Material from lesson tapes or read from a textbook or
    other source.

3.9.7 Restructuring (Rephrasing or False Starts)

(cf. Bowman (1966), Gaies (1977b)).

This usually occurs when the teacher stops in mid-sentence
and changes tack. The final structure is counted only if
it complies with the requisites for a T-Unit. As stated in
3.9.4., the material in brackets is omitted. The percentage
sign (%) indicates the place at which the change of tack
(COT) is made.

Examples:

< X T-6(E)-63 > You think that Scotland (should be = governed by %)
    should govern itself?
< X T-13(E)-4 > (There's no % the p - the - the) the parliament doesn't
    decide the law.

3.9.8 Expansions (Underlined in the Examples)

These are usually found in apposition to the constituent to
which they refer. As such, they occupy the same position

in the constituent structures as the modified constituent -
which is their <u>raison d'être</u>.

<u>Examples</u>:

< X T-13(E)-46 >(I mean) you look at a map of Scotland and you see
about three or four = cities, (big cit % Edinburgh,
Glasgow, Aberdeen) and - (and) then = there's nothing!

< X T-43(E)-1 > Last weekend - (last Saturday and Sunday) I went to
stay with some cousins.

3.9.9   Fragments

3.9.9.1 Unfinished Sentences

a)   Interrupted by Student(s):

<u>Examples</u>:

< X T-5(E)-17> (well, it's not quite ...)
< X T-5(E)-32> (yes, they did have a peaceful way of ...)

b)   Idea not completed by teachers:

<u>Examples</u>:

< X T-13(E)-24 > (Do you know what the name of the = government in = it
was going to be Edinburgh %) === Do you know what it
was going to be called?

< X T-5(E)-79 > (Do you think we should have a % as if % = you know,
people looking in at us = Scots from the outside =)
Do you think we should have a devolved government?

3.9.9.2 Verbless Sentences (cf. Bowman 1966, pp.38-62)

Within the context, these are perfectly logical sentences
that tie in with the rest of the discourse, generally, but
not always depending on the previous utterance for message
clarification. However, their formal (surface) structure
(absence of subject and/or predicate) does not meet the
requirements for a T-Unit (i.e. they do not contain a main

verb) and therefore disqualifies them for inclusion in the analysis.

Examples:

< X T-13(E)-64A > (Ruben, how about you?)

< X T-13(E)-66 > (Esther? Oh! Always so-so!)

< X T-2(A)-12 > (Not an independent government = no) I thought you said you'd talked about this?

Their dependence on previous utterances for a full clarification of the message typically confines these verbless sentences to utterance-initial or final position. Bowman (1966) too, found that examination of the monologues in her corpus revealed that

> "....nearly half of the minor sentences (sc. verbless sentences) are dependent on major ones and many of the latter are uttered by another speaker." (p.64)

In the present study, their occurence, if any, in a monologue is generally confined to initial or final position i.e. when the teacher is reacting to a student's previous utterance or is about to initiate a teacher-student exchange.

A great similarity may be observed between these verbless sentences and partial repetitions (See 3.9.5). It is somewhat difficult to draw an unequivocally distinguishing line between the two. However, partial repetitions may range from one word to a full subordinate clause (i.e. containing a verb) - all depending on the previous utterance for their meaning. They are also bounded by a terminal juncture because the teacher has no intention of holding the turn, only of supplying the repeated item as encouragement or

correction or eliciting a fuller response (See 3.9.5).
Verbless sentences, on the other hand, generally either have
self-contained meaning or need only the insertion of the
missing verb and/or subject in order to acquire full sentence
status.

In order to highlight the differences between them, two
examples of each type now follow. The full context is given,
with the structure in question underlined. In the case of
verbless sentences, the possible item(s) needed for completion
are given in brackets at the end, with a query (?).

(i)   Verbless Sentences

a)< MS> [....it will not be a Scottish government, really]

  < X T-4(A)-63> Not completely, no. That's right.   (?) (it will....be)

b)< X T-11(A)-23>But = the housing situation down there - ...the rates
                  in England are going up just as they are in Scotland.
                  (?) (take or let's take)

(ii) Partial Repetitions

a)< MS > [... it (i.e. devolution) is going to - to generate more =
       economical expense and also more = bureaucrats? I don't know]

  < X T-8(A)-22>Bureaucrats, yes
             (Teacher confirms student query).
b)< MS > [Yes or no England]
  < FS > [They want to be something separate from the = mm]

  < X T-2(A)-7> Something separated from England, yes
        (Synthesized both student utterances)

3.9.10 Student Output

The student output was not taken into consideration except
where it serves the teacher output.

After all the extraneous material had been excluded, the
corpus was ready for segmentation into T-Units prior to the
application of the analytic measures.

3.10   SEGMENTATION PROCEDURES

The extraneous material having been removed, the corpus was
then subjected to T-Unit segmentation. As stated in 3.8.1.,
the corpus had been transcribed using sentences. These
were now identified as: Simple (SS) if they consisted of
one clause only; Complex (CX) if they consisted of a main
clause with subordinate clauses attached to it; Compound
(CD) if they consisted of two or more main clauses joined
by "OR", "AND" or "BUT".

For T-Unit segmentation, a simple or complex sentence counted
as one T-Unit, since it will be remembered that a T-Unit
("minimal terminable unit, as Hunt called it) is defined as
a main clause together with all subordinate clauses attached
to it (See 3.2.2.1). A compound sentence, on the other
hand, counted as two T-Units or more if two or more main
clauses were conjoined. The conjunction was counted as the
first word of the following clause, in accordance with
previous research (Hunt, 1965; O'Donnell et al, 1967; Gaies,
1977b, Loban, 1976).

Gaies (1977b) reports that some investigators interpolated
one word (Mellon, 1967; O'Hare, 1973) or words (Perron,
1974) in order to convert fragments into T-Units. Gaies
himself follows Mellon and O'Hare. In the present study,
no words are interpolated.

For the purposes of T-Unit word counts, the following criteria
were applied in view of the fact that the study deals with
spoken, not written samples:

a)   <u>Acronyms</u> counted as one word if they were so pronounced; otherwise they were counted as as many as letters were pronounced. E.g. "SCE" was taken as three words, ASLEF as one.

b)   <u>Contractions</u> counted as one word.

c)   <u>Hyphenated</u> Nouns counted as two words.

In addition to these Gaies' (1977b) procedure was followed in counting tag questions as part of the same T-Unit. The alternative - regarding them as fragments - was rejected on the grounds, as Gaies puts it

> ".....that question tags are generated by a transformational rule operating on a particular underlying structure" (p.75)

(the sentence to which it is attached) and must therefore form part of it.

In conformity with other segmentation procedures, <u>one-word</u> imperatives were classified as fragments; those of more than one word were counted as a T-Unit.

During segmentation, the following subordinate clauses were identified: Nominal, Relative and Adverbial. The Adverbial clauses were further subdivided into Reason, Time and Place. However, the only ones appearing consistently in the corpora were <u>reason</u> and <u>time</u>, in that order.

When all the segmentation had been done, all of the measures outlined in 3.2.2 and 3.2.3 were applied and the results of each measure for each teacher tabulated. These raw data

were then prepared for analysis by the SPSS ONEWAY and T-TEST computer program, brief details of which will be given in Chapter 4.

3.11 SUMMARY

This Chapter has presented the design for the analysis of the linguistic properties of the language used by teachers of English to Foreign students at Elementary, Intermediate and Advanced levels and also to Native students.

Easily definable and applicable measures with high inter-researcher reliability were used to try and determine the syntactic complexity of the language samples obtained at Stevenson College of Further Education, Edinburgh, after these samples had been duly segmented in accordance with a strict set of criteria. In addition, measures were applied to the linguistic manifestations of the teacher's pragmatic behaviour.

Full details of the method and results of the analysis will be presented in Chapter IV, also a sample analysis of two passages that will permit the reader to verify the accuracy of the present investigator's results.

CHAPTER IV

ANALYSIS AND RESULTS

CHAPTER IV

ANALYSIS AND RESULTS

4.1 INTRODUCTION

This chapter first gives a brief description of the computer
programs used in the analysis of the sixteen texts obtained
from the teachers. It then describes how the analysis was
done and includes a sample analysis of two passages in order
to allow the reader to verify the procedure. Finally, it
presents the results, commenting on each of the variables
measured.

4.2 Computer Programs Used in the Analysis

Edinburgh University has access to the facilities of the
Edinburgh Regional Computing Centre (ERCC), by means of the
Edinburgh Multiple Access System (EMAS). The computers are
the 2980 and 2972. A number of programs and packages are
available which perform swift and accurate analyses as
requested, of which the following were used:

4.2.1 Concord

Devised originally by Neil Hamilton-Smith (1969) to assist
in the compilation of the dictionary of The Older Scottish
Tongue at Edinburgh University, CONCORD is a program that
accepts ordinary written text as input and, according to
the OPTION chosen - CONTEXT or FREQUENCY - will either:

a)   Count every word in the text as well as
        print it in context in the centre of the
        page (CONTEXT) (See Appendix II).

b)   List every word in the text with its
        frequency in alphabetical as well as
        descending order of frequency (FREQUENCY)
        (See AppendixⅠII). It also produces a
        frequency profile of all the words with
        percentages of types and tokens.

4.2.2. SPSS (Statistical Package for the Social Sciences)

4.2.2.1 Subprogram NONPACORR (Non-Parametric Correlations)

This program was used to establish the correlation between
the judges' and the investigator's results on sentence
boundary insertion (punctuation exercise).

4.2.2.2 Subprogram ONEWAY (Analysis of Variance)

The program carries out a one-way Analysis of Variance - used
because there was only one criterion or dependent variable:
the group of teachers addressing the different levels of
students. It will be referred to as VARIANCE in the analysis
and discussion.

The program also provides facilities for testing for trends
between groups. By using the keyword POLYNOMIAL = 1, SPSS
partitions the between-group sum of squares into linear
components. This involves a polynomial regression of
group means on the category values of the independent variable.
The procedure thus treats the independent variable as if it
were measured on an interval scale. In conjunction with
the DEVIATION FROM LINEAR (DEVLIN), the resulting LINEAR
TERM (LINTERM) serves to indicate whether there is any trend
between groups.

Finally, the program uses the $\underline{t}$ statistic to test $\underline{a\ priori}$ contrasts between groups, to see whether the results are in accordance with the investigator's idea of the trends and differences between groups. In the following specification of the ten group contrasts, a <u>dash</u> (-) between groups is to be read as "CONTRASTED WITH"; a <u>slash</u> or <u>stroke</u> (/) is to be read as "AND". E.g. ELEM/INT-NS = Elementary <u>and</u> Intermediate contrasted with Native Speakers (See Appendix IV).

<u>CONTRASTS</u>:

1)	ELEM	-	INT	2)	ELEM	-	ADV
3)	ELEM	-	NS	4)	INT	-	ADV
5)	INT	-	NS	6)	ADV	-	NS
7)	ELEM/INT	-	NS	8)	INT/ADV	-	NS
9)	ELEM/INT	-	ADV	10)	ELEM/ADV	-	NS

The output for each CONTRAST list includes: the difference between means, the Standard Error (SE) of the difference, and the two-tailed probability. In the results, reference will be made only to this probability as significant or non-significant with respect to the groups contrasted.

4.2.2.3 <u>Subprogram T-Test</u>

This was used to establish which variables were significantly different between groups - after ONEWAY was run.

<u>NOTE</u>: The statistical tests outlined above were chosen carefully after duly consulting with the Statistics and Computer Staff at Edinburgh University. It will be remembered that the main aim of this thesis is to try to establish

whether or not the language of teachers changes as a function of the level at which they are performing. It is therefore essential to be able to establish whether there are any differences between the output at one level and that at a different level. The statistical tests chosen are designed to do precisely that: ONEWAY indicates whether VARIANCE is significant between groups; LINEAR TERM whether there is a trend, the direction of which, if any, will be indicated by the GROUP MEANS; and DEVIATION FROM LINEAR whether the points are close to the line or widely divergent. (By definition, if LINTERM is significant, DEVLIN will not be and vice versa). T-TEST shows which groups are different, this difference being confirmed by CONTRAST. References will be made to the results in this order: VARIANCE, LINEAR TERM, DEVIATION FROM LINEAR, T-TEST and CONTRAST. It is hoped that this short explanation will help to make interpretation clearer and easier to follow.

4.3 ANALYSIS PROCEDURES

All sixteen files (texts) were run through with FREQUENCY and CONTEXT. The output was then used jointly for calculating Type/Token Ratio (TTR), Lexical Variation (LV), Lexical Density (LD), Modifier Variation (MV) and Hapax Legomena (HAP) as follows:

a)   For Lexical Variation (LV) only lexical
        items   are used, excluding all function
        (grammatical) words (See Bolinger 1975:117-22
        for criteria used). CONTEXT therefore

indicated the sense in which a word was
used in the text. Thus the word "deal"
was excluded as grammatical if the context
was "a great deal of" but included in the
count if the context was e.g. "a body that
would deal with Scottish affairs."

b)   For Lexical Density (LD) function words were
also omitted when counting the lexical items.
However, they were then included in the total
orthographic word count which is used as
divisor (Lexical items ÷ total number of
orthographic words (tokens) X 100).

c)   For Modifier Variation (MV), as the name
implies, only modifiers were counted
(cf. Bolinger, 1975, loc. cit.).

d)   For Type/Token Ratio (TTR) all words in
FREQUENCY.

e)   For Hapax Legomena (HAP) only words used
ONCE in the text.

The remaining measures were then applied manually.

4.3.1   Sample Analysis of Two Short Passages

There now follow two samples, duly analyzed, so that the
reader may get an idea of how the measures were applied.
Both passages contain problem sentences. Sample 1 is
from Intermediate, Sample 2 from Elementary. All measures

are indicated by different sets of brackets, abbreviations
or numbers, as indicated in the following key:

( )	Nominal Clauses	SS	Simple Sentence
⫟ ⫠	Relative Clauses	CX	Complex Sentence
⊦ ⊣	Reason Clauses	CD	Compound Sentence
< >	Conditional Clauses	CUF	Checking for Understanding and Feedback
=	Pause (roughly 1 second per symbol)		
#	Utterance boundary	MLG	Metalingual Gloss
##	End of turn	TSW	Teacher Supplies/corrects word
[ ]^{15}	T-Units (15 = No. of words in preceding unit.		
{ }	Enclosed words excluded	%	Change of Tack (COT)
		$3/$	Pre-verb Length (PVL)

FIGURE 4.1   Key to Symbols used in Sample Analyses I and II

NOTE: For PVL (Pre-Verb Length), "I'm, there's (Sample II,
lines 1, 10, 11) were taken as two units (Example 2) but
counted as one for T-Unit length. A similar procedure was
adopted throughout the 16 texts i.e. when "be" is the only
verb. "___'s" = is or has was counted as one when used as
auxiliary. (Example 1)

Example:

1) T15(NS)-3 (Line 9) ...Everyone's been talking about it
                                1

2) T14(NS)-42(Line 21)...that's exactly what they did
                          1   2

Sample Analysis 1

‹X T-12(I)-2A›{ I've been asked to speak to you for a few minutes   1

about Devolution which is a long and rather complicated word - which   2

= (WBB) which = % many people in this country = don't really under-   3

stand what it means either} ##/25 secs./   4

‹X T-12(I)-3› {(almost whispered) hardly any = good! } #   5

‹X T-12(I)-3A› { Uhm } =   (CX) [Scotland has always ^{3}/ liked = (to   6

think   (that it's = a little different from England))$\int^{20}$#(⸉S) [And = for 7

= many hundreds of years Scotland has ^{8}⸍ had the same Parliament as   8

England =]^{14}#   (CX) [But it's ^{2}⸍ had a separate system of law, a   9

separate system of education = and for the last = /30 secs./{I think} 10

= about fifty years = a separate = lot of government servants ⸤ known 11

as "Civil Servants" = ⸤ who work here in Edinburgh ⸥ ⸥]^{40} # (CX)   12

[And the idea was recently ^{5}⸍ = brought forward = (that = Scotland   13

should have a small Parliament = or Assembly of its own)]^{19} #   14

/ 1 min./ { Now Scotland } % (⸉S) [with this = Scotland would   15

not ^{5}⸍ be completely separate =]^8 # (CX) [It would simply ^{3}⸍ have = 16

an Assembly = in Edinburgh = ⸤ that would deal with some Scottish   17

affairs ⸥]^{15} = #(⸉S) [and = What did we ^{4}⸍ have on March the   18

first?]^9 ## /1 min. 22 secs./   19

FIGURE 4.2 Sample Analysis I

Note: Lines 1-4 are included only to show what is excluded
      in the study and why. The first three lines would not
      be analyzed as the sense is not complete, thereby not
      satisfying the criteria for T-Units. The whole turn
      would not be counted as elapsed time is under 30
      seconds and the passage therefore, falls into the
      "dialogue" category (See 3.9.1.1).

Sample Analysis II

< X T-5(E)-2X >(SS) [I ⌐'m Scottish]² { Yes, yes # uhm} (SS) [I   1

didn't ⌐² want to vote]⁵ # (laughter) (SS) [I ⌐ voted "No"]³ # {ahm} 2

(CX) [I didn't ⌐² want it ɬ because = I thought (it would cost too   3

much money) ɬ]¹⁹ # {and I don't believe = that = by = having what   4

was called a "devolved government" that = means = like a deputy = as   5

it were (MLG) = a small unit of people who could make decisions on =   6

certain aspects of Scottish life mhm # }/ 30 secs./ (CX) [I didn't ⌐²   7

believe = {really} = (that those decisions would honestly help   8

us to have a better Scotland ⌐)]¹⁵ # (CX) [I ⌐ believe (that in a   9

small = country like = the United Kingdom we ought to be = (what it's 10

called) = a United Kingdom)]²⁴ # (CX) [and I really do ⌐² think   11

(we { we } should be = all one)]¹⁰ # { I mean } (CX) [there ⌐'s a   12

lot of countries in Europe ɬ that have a devolved government ɬ]¹² = # 13

(CX) [but then there ⌐³'s a lot of struggles too ɬ that we can see   14

going on at the moment ɬ for example in Iran / 1 min./ = { with } ·   15

with the Kurds #]²⁴ { I mean I } (CX) [I ⌐ think = (we should be   16

avoiding all sorts of = wars and so on) #]¹³ (CX) [and I ⌐² think   17

(often we can = make a war come about < if we say = { you know }   18

{ we're } (we're up here and the English down there))>]# (CX) [I   19

don't ⌐² know (what you think) ##]⁶ / 1 min. 15 secs. /   20

FIGURE 4.3 Sample Analysis II

Note: 1)   Lines 4-7 excluded because the sense is not
            complete. The teacher lost the thread because of
            Metalingual Gloss (MLG). "Really"in line 8 excluded -
            Comment Clause (See also lines 12 and 16 (I mean) 18 (you
            know). "Really"in line 11 included - part of emphasis.

      2)   In line 1, "I'm" was taken as two for PVL, one for words
            in T-Unit. Idem "there's" (lines 12 and 14).

RESULTS OF THE SAMPLE ANALYSIS

MEASURE	SAMPLE 1	SAMPLE 2
Total Number of Words	128	177
Total Number of T-Units	7	12
Mean T-Unit Length (MTUL)	18.29	14.75
Subordinate Clauses	6	13
Average Clause Length (ACL)	9.85	7.08
Subordinate Clause Index (SCI)	1.86	2.08
Pre-Verb Length (PVL)	4.29	1.83
Simple Sentences (SS)	3	3
Complex Sentences (CX)	3	9
Compound Sentences (CD)	0	0
Nominal Clauses (NOM)	3	9
Relative (Adjective) Clauses (REL)	3	2
Reason Clauses (REA)	0	1
Conditional Clauses	0	1
Words per Minute	86	83
Lexical Density (LD)	46.79	37.19
Modifier Variation (MV)	14.10	5.53
Lexical Variation (LV)	73.00	67.89
Hapax Legomena (HAP)	44.23	33.17
Checking for Understanding (CUF) and Feedback	0	0
Metalingual Gloss (MLG)	0	1
Teacher Supplies/Corrects Word (TSW)	0	0
Change of Tack (COT)	0	0
Type/Token Ratio (TT)	43.40	33.17

FIGURE 4.4. Results of all the measures applied to Samples I and II

Sample 1 is Intermediate; Sample 2 Elementary

4.3.2 Problem and Ungrammatical Sentences

A striking feature of the data in the corpus is the almost total absence of problem sentences. (5 in all, a very small percentage (0.4%), out of 1,239 analyzed, but even smaller because we are dealing here with the whole corpus i.e. taking excluded material into account as well). The problems were referred to two native speaker colleagues. Two of the problems had arisen because a change of tack had gone unnoticed by the investigator, thereby producing a seemingly ungrammatical sequence (Sample I, line 1 - 4); one was excluded because the idea had not been completed by the teacher (Sample II, lines 3 -7); the other two fell within the category of <u>dialogue</u> (cf. 3.9.1.1), and were thus automatically excluded.

Another feature is the absence of ungrammatical sentences (cf. Freed,1978; Chaudron,1978, 1979). There are only performance lapses which resulted in:

1) T14(NS)-45 (Line 4) ...they are giving more money to English <u>qualifications</u> which are = inferior to ours - which <u>has</u> been superior

where there is lack of subject - verb agreement (<u>qualifications - has</u>)

2) T11(A)-23 (Line 2) ...many of the small towns and villages...had <u>its</u> squalor (lack of agreement of possessive)

Strictly speaking, these cannot be termed ungrammatical as the teacher <u>knows</u> what the correct word should be, but has only had a performance lapse.

Both of the phenomena referred to above are most probably
due to the fact that we are not dealing here with ordinary
conversations - with all the variations they entail - among
linguistic and social equals. Rather, we have here a set
of professionals, in full command of the situation,
addressing a group of their students. In the foreign/second
language classroom, there is an _ipso facto_ linguistic
inequality, the teacher being in the "dominant" role (cf.
Henzl, 1974). Therefore, since s/he can give or take away
the turn and there is no one vying to take it away (as
would be the case in normal interaction among linguistic
peers), the teacher's full command of the situation is
reflected in a more uniform output.

4.3.3 Application of Statistical Measures

Once all the measures had been applied, the raw scores were
tallied and some converted to percentages for compatibility.
Two files were then set up to serve as the raw input for
ONEWAY. Since ANOVA does not indicate which groups are
different but only that there _is_ a different between groups,
T-TEST was also run to ascertain where the differences lay
between the groups. CONTRAST results were also studied
for significance. The analysis was then complete.

4.4 RESULTS

The results are presented in the light of the hypotheses
enumerated in 3.3.2, repeated here for convenience:

H_o1:   As measured by Words Per Minute (WPM),
Pre-Verb Length (PVL), Modifier Variation
(MV), Lexical Density (LD), Lexical
Variation (LV), Type-Token Ratio (TTR),
Mean T-Unit Length (MTUL), Subordinate
Clause Index (SCI), Average Clause Length
(ACL), Hapax Legomena (HAP), Simple
Sentences (SS), Complex Sentences (CX),
Compound Sentences (CD), Nominal Clauses
(NOM), Relative Clauses (REL), Time Clauses
(TIME) and Reason Clauses (REA), the level
of proficiency of the student has no effect
on the speech of the teachers addressing them.

H_o2:   As measured by Checking for Understanding
and Feedback (CUF), Metalingual Glosses
(MLG), Teacher Supplies/Corrects Word (TSW)
and Change of Tack (COT), the level of
proficiency of the students has no effect
on the pragmatic behaviour of the teachers
addressing them.

Significance Level = 0.01

In order to set up a convenient framework for presentation
the results were grouped into four categories, using level
of significance as criterion. In this way, an overall
picture is seen of the behaviour of the variables. In
the description that follows, each category is defined in
order of importance. The variables that fall within that

category are then presented - singly or jointly - according
to whether they fall within the same significance level or
not. Statistical evidence is then presented to test the
relevant hypothesis with each variable in turn and a
decision made as to its acceptance or rejection on the
basis of that evidence, using the Native Speaker group as
control.

4.4.1 Category 1

Includes those variables whose VARIANCE and LINEAR TERM are
significant at the prescribed level. There is only one
variable in this category: MTUL (Mean T-Unit Length).

MTUL - ANOVA

(NOTE: Because of the marked overall significance evinced
by MTUL at all levels, all the relevant results of the
statistical measures have been presented here with a view
to giving the reader as complete a picture as possible of
the behaviour of the variable from level to level).

	VARIANCE	LINEAR T	DEVIATION FROM L	GROUP MEANS	
F. Ratio	8.959	23.283	1.797	ELEM	11.4450
F.Prob	0.0002	0.0004	0.2076	INT	11.3375
p.	.01	.01	n.s	ADV	12.7250
				NS	14.1700

TABLE 4.1 Analysis of Variance results for VARIABLE MTUL (Category 1.)

MTUL

| | T-TEST | | | CONTRASTS | |
GROUPS	T-VALUE	T-PROB		T-VALUE	T-PROB
1. E-I	0.19	0.854		0.172	0.867
2. E-A	-2.06	0.085 n.s.		-2.042	0.064
3. E-NS	-4.51	0.004		-4.348	0.001
4. I-A	-2.14	0.076 n.s.		-2.214	0.047
5 I-NS	-4.49	0.004		-4.520	0.001
6. A-NS	-2.11	0.080 n.s.		-2.306	0.040
7. E/I-A				-2.458	0.030
8. E/I-NS				-5.120	0.000
9. I/A-NS				-3.941	0.002
10. E/A-NS				-3.842	0.002

TABLE 4.2 Results of T-TEST and CONTRAST for variable MTUL. · Read
a dash between groups as "contrasted with", a slash (/)
as "and". (See 4.2.2.2 and Appendix IV).

4.4.1.1 Interpretation and Comments

a)   VARIANCE is highly significant between
        groups (p=0.01), indicating heterogeneous groups.
        The also highly significant probability
        (p=0.01) for the LINEAR TERM points to the
        existence of a marked trend, the direction
        of which is shown by the group means to be
        from low to high (ELEM: 11.4450; INT: 11.3375:
        ADV: 12.7250; NS: 14.1700). In other words,

MTUL gets longer as it progresses through the levels. DEVLIN is non-significant i.e. the points all lie somewhere near the line. The histogram shows their position.
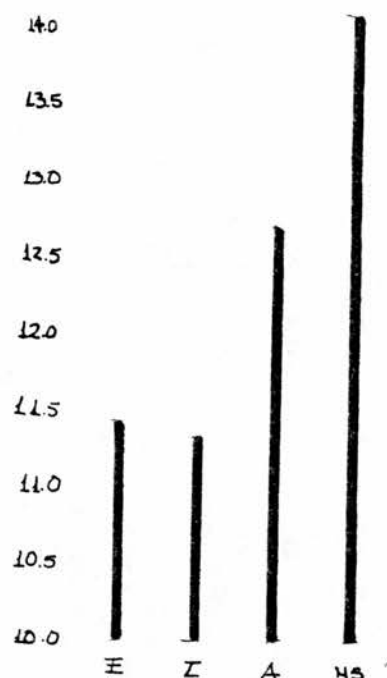
FIGURE 4.5 Histogram showing trend of MTUL group means: low to high from Elementary to Native Speakers.

b) Analysis of the T-TEST results shows quite clearly that both ELEM and INT differ significantly from NS (p.=0.01) and that there exists a difference between ADV and NS, even though it does not attain the prescribed level (p.=0.080). Again, a non-significant difference can be seen between ELEM/INT and ADV (p.=0.085 and 0.076, respectively). Such a difference, however, is absent from the ELEM-INT results (p.=0.854).

c)   Finally, a look at CONTRASTS confirms all

the differences indicated by ANOVA and

T-TEST. It would be redundant to analyze

in detail here again, but it is important

to point out that the clearest confirmation

of the differences can be obtained from

contrasts 7 to 10 where every NS-NNS

contrast is significant (E/I-NS p=0.000;

E/A-NS p=0.002; I/A-N p=0.002) and the

ELEM/INT-ADV does not attain significance

(p.=0.030) at the prescribed level.

These contrasts show, in the present

thesis, that there is a clear dividing

line between the NS and NNS levels.

In sum, then, the statistical analysis of the results for
Mean T-Unit Length (MTUL) shows quite clearly that, for
this variable, there exist significant differences between
the language used by the teachers at Elementary and
Intermediate levels and that used at Native Speaker level.
It has also shown that, although they are non-significant,
there also exist differences between the MTUL used at
Elementary levels and that used at Advanced, as well as
between the latter and Native Speaker levels.

4.4.1.3 Testing the Hypothesis

How do the above results affect the hypothesis? The evidence
has shown that, jointly and singly, both Elementary and
Intermediate differ markedly from Native Speakers. On the

basis of this evidence, then, we must reject the null
hypothesis and accept the alternative i.e.: As measured
by Mean T-Unit Length (MTUL) the level of proficiency of
the students at Elementary and Intermediate level has an
effect on the speech on the teachers addressing them.

As far as the Advanced level is concerned, since the
results were not significant at the prescribed level, the
null hypothesis cannot be rejected.

4.4.2 Category 2

This category is subdivided into two: a) This includes
those variables whose VARIANCE (VAR) does not attain the
level prescribed but whose LINEAR TERM does. This indicates
that a difference is present and that there is a significant
trend between groups.

The variables in Category 2a are:

CUF   (Checking for Understanding and Feedback)   (VAR = 0.02)

LV   (Lexical Variation)   (VAR = 0.04)

ACL   (Average Clause Length)   (VAR = 0.04)

MLG   (Metalingual Gloss)   (VAR = 0.04)

PVL   (Pre-Verb Length)   (VAR = 0.06)

b)   This includes those variables whose VARIANCE does not
attain the level prescribed but whose LINEAR TERM reaches
the 0.05 level.

There is only one variable in Category 2b:

HAP   (Hapax Legomena)   (VAR = 0.1 ; LINTERM = 0.02)

VARIABLE	VARIANCE		LINEAR TERM		DEV LINEAR		GROUP MEANS			
	F-Ratio	F-Prob	F-Ratio	F-Prob	F-Ratio	F-Prob	EL	INT	ADV	NS
a) CUF	4.610	0.0228	8.773	0.0119	2.529	0.1212	13.75	0.75	2.25	0.00
MLG	3.843	0.0387	11.388	0.0055	0.071	0.9322	3.25	2.00	0.75	0.00
LV	3.810	0.0396	11.261	0.0057	0.084	0.9197	33.65	36.31	41.67	45.31
ACL	3.764	0.0409	11.125	0.0059	0.083	0.9209	6.79	7.27	7.66	8.35
PVL	3.322	0.0567	8.070	0.0149	0.948	0.4147	2.40	2.56	2.52	2.79
b) HAP	2.662	0.0955	7.825	0.0161	0.080	0.9232	9.13	10.34	12.60	13.65

Table 4.3 : ONEWAY Analysis of Variance results for VARIABLES CUF, MLG, LV ACL, PVL, HAP (Category 2 (a + b))

4.4.2.1 Interpretation and Comments

Table 4.3 shows that although VARIANCE in this category
has not attained the prescribed level of significance of
any of the variables, it has nevertheless reached the
5% level for all but Pre-Verb Length (PVL), which has
reached the 10% level. The fact that the variables have
attained these levels, therefore, is enough to indicate
that there is undoubtedly some difference between the
groups even though it is not highly significant.

Again, the highly significant LINTERM points to the existence
of a marked trend, the direction of which is indicated by
the group means. It is interesting to note the reverse
trend, in the case of the pragmatic variables, from ELEM
to NS, where the mean is 0.00. This is, of course, the
expected trend since both variables are concerned with
those aspects of the teachers' pragmatic behaviour which
would produce an unfavourable reaction in a native speaker -
who would feel that s/he is being "talked down to" or
considered ignorant. DEVLIN shows that there is no
significant deviation from the line, as can be seem quite
clearly from the histograms on the following page.
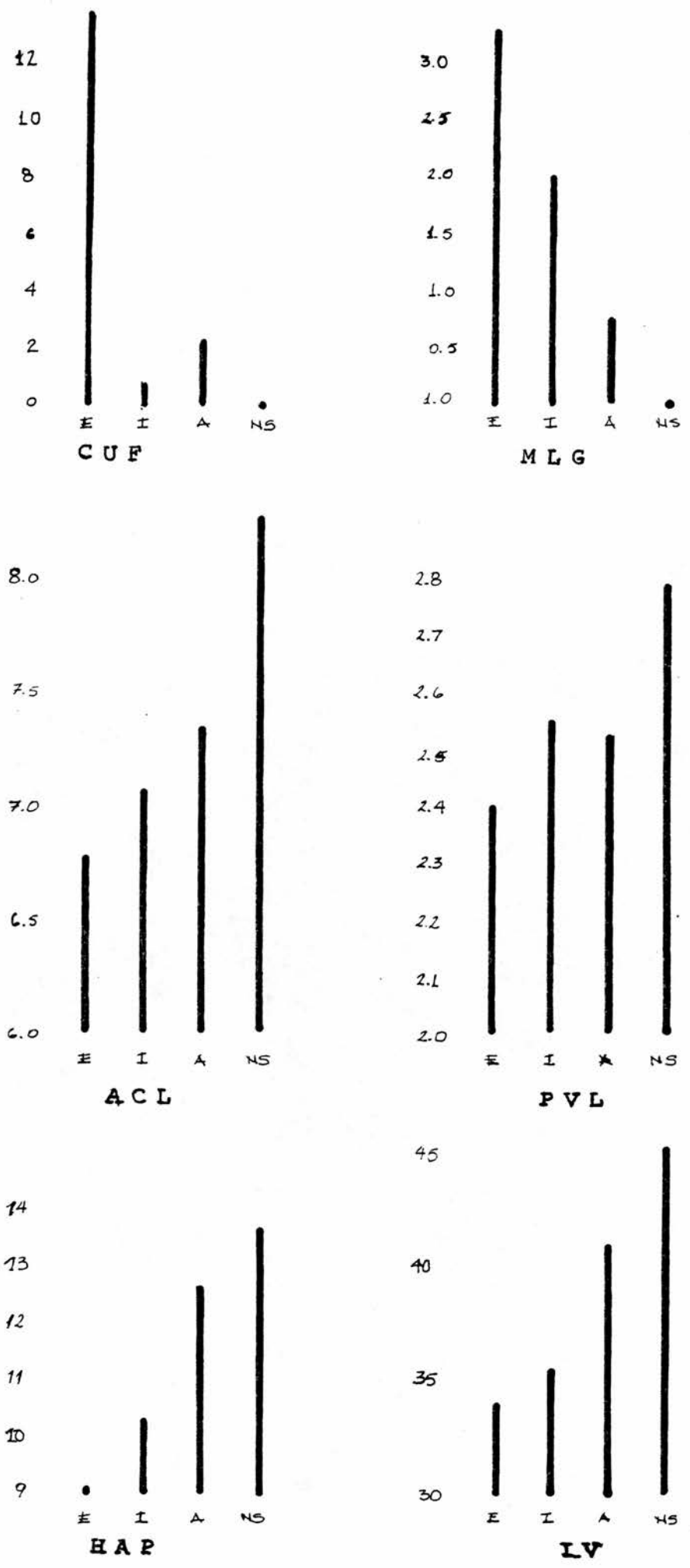
FIGURE 4.6   Histograms showing group means for CUF, MLG, ACL, PVL, HAP and LV

VARIABLE/ TESTS		G R O U P S									
		1	2	3	4	5	6	7	8	9	10
		E-I	E-A	E-NS	I-A	I-NS	A-NS	E/I-A	E/I-NS	I/A-NS	E/A-NS
a)											
CUF	T-Test	0.01	0.02	0.01	0.15	0.21	0.02				
	Contrast	0.01	0.02	0.01	0.73	0.22	0.06	0.20	0.09	0.02	0.08
MLG	T-Test	0.40	0.02	0.01	0.40	0.20	0.17				
	Contrast	0.42	0.02	0.01	0.40	0.20	0.22	0.06	0.02	0.11	0.00
LV	T-Test	0.55	0.12	0.02	0.28	0.07	0.37				
	Contrast	0.55	0.12	0.02	0.28	0.07	0.37	0.15	0.00	0.03	0.01
ACL	T-Test	0.39	0.16	0.01	0.52	0.06	0.20				
	Contrast	0.39	0.16	0.02	0.52	0.06	0.20	0.25	0.00	0.03	0.01
PVL	T-Test	0.10	0.25	0.06	0.78	0.94	0.72				
	Contrast	0.20	0.31	0.07	0.60	0.20	0.15	0.54	0.10	0.18	0.09
b)											
HAP	T-Test	0.38	0.09	0.16	0.43	0.35	0.60				
	Contrast	0.51	0.11	0.03	0.31	0.11	0.59	0.15	0.03	0.18	0.09

Table 4.4   Results of T-TEST and CONTRAST for variables CUF, MLG, LV, ACL, PVL and HAP. (For reasons of space, only the significance levels are given. For CUF and MLG, the contrasts and T-Test were taken from the pooled variance estimate because of the zero values at NS level).

Having seen that (albeit non-significant) there is a difference between the groups, a look at Table 4.4 will show how this difference can be more precisely determined.

The first thing that strikes one quite forcibly is the consistent difference exhibited by all variables (excepting HAP T-TEST) in the ELEM-NS comparison (Column 3). This difference is significant at the prescribed level for CUF (Checking Understanding/Feedback) and MLG (Metalingual Gloss) in both tests but only so in T-TEST for ACL (Average Clause Length), CONTRAST reaching only the 5% level. This same level is reached in both tests by LV (Lexical Variation) while PVL (Pre-Verb Length) reaches 10%.

Another striking feature is that, with the exception of CUF (which is highly significant) all ELEM-INT comparisons are non-significant. It will be remembered that this was also the pattern for ELEM-INT comparisons with MTUL (Mean T-Unit Length) (4.4.1.2). However, while the INT-ADV comparison reached the 5% level for MTUL, it fails to do so for any of the variables under consideration here. Indeed, the INT-NS and ADV-NS comparisons fail in this respect as well, whereas the first was highly significant for MTUL, the second attaining the 5% level.

Finally, as with MTUL (Mean T-Unit Length), there also seems to be a marked difference in the behaviour of the variables according to whether they are in the NS or NNS contrasts, though the line is not so clearly defined here because some results fail to achieve significance. None of the E/I-A

comparisons is significant, showing that the three NNS groups are reasonably homogeneous with respect to the variables being considered. The NS-NNS contrasts on the other hand, reveal the following:

- LV (Lexical Variation) and ACL (Average Clause Length) are significant at the prescribed level for E/I-NS and E/A-NS.

- MLG (Metalingual Gloss) significant for E/A-NS.

- CUF (Checking Understanding/Feedback), LV (Lexical Variation) and ACL (Average Clause Length) attain the 5% level for I/A-NS while MLG (Metalingual Glosses) does the same for E/I-NS.

- The other contrasts are non-significant.

Summing up the results of the statistical analysis, it can be seen, but not quite so clearly as with MTUL, that there exist some significant differences between the language used by teachers at Elementary and Intermediate level and that used at Native Speaker level; the same being applicable to that between Advanced and Native Speaker levels. However, the tangible differences that we found for MTUL between Elementary, Intermediate and Advanced levels would seem to have disappeared for CUF, MLG, LV, ACL, PVL and HAP, the NNS groups now showing a certain degree of homogeneity.

4.4.2.2 Testing the Hypothesis

The statistical analysis has thrown up the following evidence:

a)   CUF (Checking for Understanding and Feed-
        back) is significantly different between
        ELEM and INT and between ELEM and NS.
        Most importantly, although the ELEM-ADV
        and ADV-NS results did not reach the
        prescribed level, they nevertheless show
        a marked difference (p = 0.02). On the
        basis of this evidence, the null
        hypothesis must be rejected and the
        alternative accepted i.e. As measured
        by CUF, the level of proficiency of the
        students at all levels has an effect on
        the pragmatic behaviour of the teachers
        addressing them.

b)   MLG (Metalingual Glosses)is significantly
        different between ELEM and NS and between
        ELEM/ADV-NS. As was the case with CUF,
        MLG does not attain significance between
        ELEM and ADV, but the result shows a marked
        difference (p = 0.02). No difference is
        shown for ELEM-INT, which, as stated before,
        seem to be homogeneous. If this is the case
        and the difference between ELEM and NS is
        significant, we can dispense with the
        statistic in this case and reject the
        null hypothesis, accepting the alternative i.e.

As measured by MLG, the level of proficiency
of the students at all levels has an effect
on the pragmatic behaviour of the teachers
addressing them.

c)   LV (Lexical Variation) and ACL (Average
        Clause Length) are significantly different
        between EL/INT/ADV-NS (table 4.4, cols. 8
        and 10) but not between ELEM-INT, ELEM-ADV
        or INT-ADV. The null hypothesis must
        therefore be accepted. However, one
        could argue that, since the Native
        Speaker group is the control, if all the
        non-native speaker groups differ
        significantly from it, the teachers' speech
        must have been affected.

d)   PVL (Pre-Verb Length) and HAP (Hapax
        Legomena) have not attained significance.
        The null hypothesis is therefore accepted.

4.4.3 Category 3

Includes those variables whose VARIANCE and LINEAR TERM are
not significant but whose DEVIATION FROM LINEAR is significant
at the 0.05 level. There is only one variable in this
category: SS (Simple Sentences).

SS

VARIANCE		LINEAR T		DEV LIN		GROUP MEANS			
F-Ratio	F-Prob	F-Ratio	F-Prob	F-Ratio	F-Prob	EL	INT	ADV	NS
2.76	0.09	0.01	0.94	4.13	0.04	38.50	51.00	37.00	42.75

TABLE 4.5 Results of Analysis of Variance for Variable SS

SS	Groups	1	2	3	4	5	6	7	8	9	10
		E-I	E-A	E-NS	I-A	I-NS	A-NS	E/I-A	E/I-NS	I/A-NS	E/A-NS
T-Test	0.05	0.82	0.47	0.07	0.13	0.40					
Contrast	0.05	0.82	0.47	0.07	0.13	0.40	0.23	0.67	0.80	0.35	

TABLE 4.6 Results of T-Test and Contrast for Variable SS

4.4.3.1 Interpretation and Comments

In Table 4.5, VARIANCE shows that there may be a slight
suggestion of a difference between groups, but only just.
However, the LINEAR TERM is not significant and DEVLIN
evinces the existence of a wide deviation from linear
(i.e. a total absence of a trend) as the group means duly
show. From 38.50 for ELEM there is a jump upwards to
51.00 for INT. The mean then plunges downwards to 37.00
for ADV and jumps up again to 42.75 for NS. It is this
erratic behaviour that has made DEVLIN more towards
significance, wiping out any trend, as can be seen from
the histogram.

E: 38.50
I: 51.00
A: 37.00
NS: 42.75
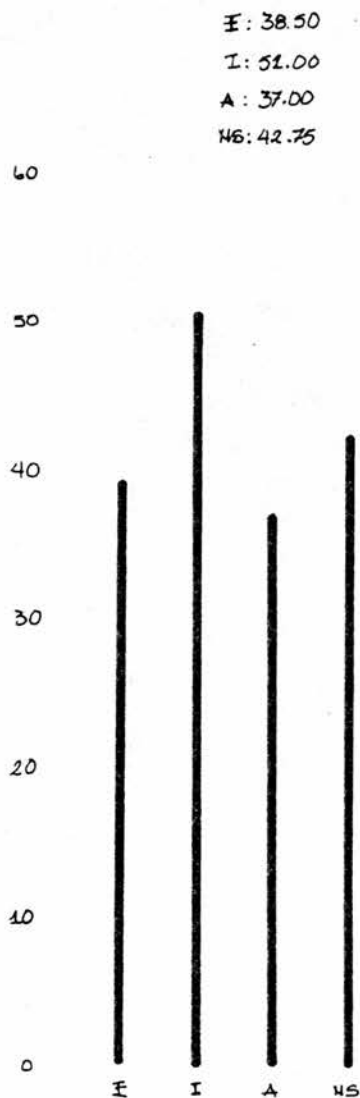
FIGURE 4.6 Histogram showing group means for SS

A look at Table 4.6 confirms that there is only the slightest hint of a difference between ELEM-INT both for T-TEST and CONTRAST. None of the comparisons attains the prescribed level of significance.

4.4.3.2 Testing the Hypothesis

From the statistical evidence presented in the preceding Section, the null hypothesis has to be accepted as there is no evidence of any effect on the teachers' speech by the level of knowledge of the students i.e. they use simple sentences in their speech without regard to level of proficiency.

4.4.4 Category 4

Includes those variables none of whose statistic attained any level of significance. The variables within this category are: WPM (Words per Minute), MV (Modifier Variation), LD (Lexical Density), TTR (Type/Token Ratio), SCI (Subordinate Clause Index), CX (Complex Sentences), CD (Compound Sentences), NOM (Nominal Clauses), REL (Relative Clauses), REA (Reason Clauses), TIME (Time Clauses), TSW (Teacher Supplies/Corrects Word) and COT (Change of Tack).

	VARIANCE	LINEAR T	DEV. LINEAR	GROUP MEANS			
	F-Prob	F-Prob	F-Prob	EL	INT	ADV	NS
WPM	0.36	0.50	0.25	145.75	126.00	150.00	145.75
MV	0.30	0.11	0.59	7.35	7.60	6.96	5.93
LD	0.67	1.00	0.48	39.72	40.99	40.91	39.74
TTR	0.38	0.10	1.00	20.64	22.07	24.79	26.13
SCI	0.55	0.71	0.39	1.70	1.56	1.68	1.70
CD	0.66	0.53	0.56	6.25	5.00	7.25	3.25
CX	0.19	0.81	0.10.	55.25	44.00	53.25	53.50
NOM	0.64	0.56	0.52	57.25	55.00	61.50	49.00
REL	0.68	0.56	0.56	21.75	19.75	17.75	27.75
REA	0.68	0.28	0.87	14.00	11.50	6.25	7.25
TIME	0.29	0.09	0.68	7.00	13.75	14.50	16.00
TSW	0.20	0.07	0.51	5.00	2.50	3.50	0.00
COT	0.45	0.43	0.37	16.75	25.75	20.00	10.75

TABLE 4.7   Results of Analysis of Variance for Variables WPM, MV, LD, TTR, SCI, CX, CD, NOM, REL, REA, TIME, TSW and COT. (Only F-Prob is included).

	COL 1	COL 2	COL 3	COL 4	COL 5	COL 6	COL 7	COL 8	COL 9	COL 10
	E-I	E-A	E-NS	I-A	I-NS	A-NS	E/I-A	E/I-NS	I/A-NS	E/A-NS
WPM										
T-TEST	0.35	0.60	0.88	0.19	0.28	0.65				
CONTR	0.35	0.60	0.88	0.19	0.28	0.65	0.17	0.36	0.48	0.91
MV										
T-TEST	0.82	0.72	0.21	0.47	0.08	0.14				
CONTR	0.82	0.72	0.21	0.47	0.08	0.14	0.51	0.04	0.04	0.08
LD										
T-TEST	0.49	0.33	0.98	0.97	0.49	0.31				
CONTR	0.49	0.33	0.98	0.97	0.49	0.31	0.68	0.52	0.25	0.37
TTR										
T-TEST	0.68	0.23	0.13	0.47	0.30	0.71				
CONTR	0.68	0.23	0.13	0.47	0.30	0.71	0.29	0.16	0.41	0.28
SCI										
T-TEST	0.21	0.89	0.96	0.38	0.11	0.85				
CONTR	0.21	0.89	0.96	0.38	0.11	0.85	0.71	0.39	0.36	0.87
TSW										
T-TEST	0.31	0.63	0.08	0.70	0.06	0.22				
CONTR	0.31	0.63	0.08	0.70	0.06	0.22	0.93	0.03	0.07	0.03
COT										
T-TEST	0.50	0.65	0.35	0.65	0.27	0.10				
CONTR	0.50	0.65	0.35	0.65	0.27	0.10	0.87	0.16	0.12	0.08
NOM										
T-TEST	0.83	0.65	0.35	0.57	0.59	0.22				
CONTR	0.83	0.65	0.35	0.57	0.59	0.22	0.55	0.40	0.29	0.22
REL										
T-TEST	0.83	0.58	0.50	0.83	0.45	0.29				
CONTR	0.83	0.58	0.50	0.83	0.45	0.29	0.66	0.43	0.32	0.34
REA										
T-TEST	0.79	0.41	0.46	0.40	0.44	0.85				
CONTR	0.79	0.41	0.46	0.40	0.44	0.85	0.31	0.33	0.71	0.61
TIME										
T-TEST	0.20	0.20	0.09	0.89	0.62	0.77				
CONTR	0.20	0.20	0.09	0.89	0.62	0.77	0.41	0.17	0.64	0.22
CX										
T-TEST	0.13	0.78	0.80	0.06	0.04	0.96				
CONTR	0.13	0.77	0.80	0.06	0.04	0.96	0.45	0.38	0.21	0.87
CD										
T-TEST	0.70	0.78	0.40	0.52	0.60	0.30				
CONTR	0.70	0.78	0.39	0.52	0.60	0.30	0.61	0.43	0.36	0.28

TABLE 4.8   Results of T-Test and Contrast for Variables: WPM, MV, LD, TTR, SCI, TSW, COT, CX, CD, NOM, REL, REA, TIME

4.4.4.1 Interpretation and Comments

Although they do not reach the prescribed level of
proficiency, there are certain interesting features that
could be pointed out with respect to some of these
variables:

a) The LINEAR TERM for TIME (Adverbial Clauses)
and TSW (Teacher Supplies Word) faintly
suggests a trend from ELEM to NS, a trend
confirmed by the group means (TIME: E=7.00;
INT=13.75; ADV=14.50; NS=16.00).
Note, too, the "reverse" trend for TSW
(E=5.00; INT=2.50; ADV=3.50; NS=0.00),
an activity in which a teacher would
indulge more at NNS than at NS level.
(See Appendix VI for histograms of
all variables).

b) As far as T-TEST and CONTRAST are
concerned, there is no difference
between the NNS groups themselves
nor between the individual NNS groups
and NS. It is interesting to note,
however, that when the NNS contrasts
are taken jointly (cols.8-10) a
difference tends to crop up between
the NNS groups and the NS. So we do
not find any differences in cols. 1,
2, 4 and 7 - i.e. all NNS groups

compared with each other. However,
when it comes to columns 8 to 10
(i.e. NNS groups compared with NS groups)
we find the following results for MV
(Modifier Variation) and TSW (Teacher
Supplies/Corrects Word):

Column 8 (E/E-NS)	Column 9 (I/A-NS)	Column 10 (E/A-NS)
MV 0.04	0.04	0.08
TSW 0.03	0.07	0.03

It may be noted in passing that TSW and MV have two values
that are significant at the 5% level. In other words,
there seems to be a consistent difference, thrown up by
analysis, between the language addressed to the NNS groups
singly or collectively and that addressed to the NS groups.
we shall go further into the implications of this trend in
the discussion of the results. (Chapter V).

4.4.4.2 Testing the Hypothesis

Since none of the variables has reached the prescribed level
of significance, the null hypothesis cannot be rejected.
In other words, as measured by the variables in Category 4
(See p.120), the level of proficiency of the students has
no effect on the speech of the teachers addressing them.

4.5 JUSTIFICATION OF STATISTICAL ASSUMPTIONS

Underlying the foregoing results is the assumption that the
samples analyzed are representative of the parent population.
However, the question may arise as to whether these results

are really those of a representative sample from the true
population or not. In other words, are the pooled results
from the four teachers at each level valid indicators of
the linguistic behaviour of all teachers at those levels
in the parent population? In the following passage,
Sprent (1977) provides what could be considered an answer
to the above question in statistical terms:

> "For children of a given age, say 11 years,
> there is a wide spread of recorded heights,
> but it is fairly well established that
> within the age range from 6 to 12 years
> the average heights of children vary
> linearly with age. The heights of a group
> of children of the same age represent a
> sample of all children of that age; but
> taking samples at different ages and
> fitting a straight line as best we can
> to the height means for each age we
> obtain an estimate of the population
> mean height at any other age within the
> range of our observations." (p.135)
>
> (emphasis in the original).

If we examine this passage in the light of the present
experiment, we see that for teachers of any given level
there is indeed a wide spread of variability within each
level, as the results for MTUL show:

EL :   12.29   11.83   10.64   11.02   Mean 11.45   Range 1.67

INT: 10.38   11.91   12.15   10.91   Mean 11.34   Range 1.77

ADV: 13.00   13.97   12.26   11.67   Mean 12.73   Range 2.30

NS :   15.10   13.10   14.82   13.66   Mean 14.17   Range 2.00

Investigators in this field (Gaies, 1977; Chaudron, 1978,
1979; Henzl, 1979) have established that the language of
the same subject varies as s/he progresses from one level
to another, becoming increasingly complex from Elementary,

through Intermediate and Advanced, to Native Speaker level. In the present case, the results show the same tendency reported by the above mentioned investigators. In other words, the pooled results of the group at each level in the present study behave in the same manner as the separate results of the same subject in the other investigations. Or, to put it another way, the pooled results here are representative of the individual variability exhibited by each subject in the other investigations, insofar as these have been established, since the trend exhibited by the other investigations is similarly noticeable in the present work.

Of course, the true means for the different levels have not yet been empirically verified, as is the case with age-height correlation in children. Nevertheless, all the evidence produced so far does point to a tendency to greater complexity as one moves from the Elementary towards the Native Speaker level. This being precisely the tendency noted in this thesis it is not unreasonable to consider the samples as representative of the parent population as those of the other investigations. By taking samples, as Sprent says, at the different levels and fitting a straight line (LINEAR TERM) as best we can to the group means for each level, we shall obtain an estimate of the true population mean for all levels within the range of our observations. Much more research is needed in this area, but the important thing to note is that all the evidence, including the present one, points consistently to a trend to increased complexity as teachers move from the lower to the upper levels of proficiency.

4.6 SUMMARY

This Chapter has presented an analysis of the results of
the investigation by means of the application of statistical
measures (ONEWAY ANOVA, T-TEST, CONTRAST) to these results.
A sample analysis of two short passages was included to
allow the reader to verify the investigator's measures.
The statistical results were divided into four categories
in accordance with the level of significance   each
variable attained. The hypotheses were then tested for
acceptance or rejection on the basis of the statistical
evidence presented. The null hypothesis was rejected in
the case of MTUL (Mean T-Unit Length), MLG (Metalingual
Glosses, and CUF (Checking for Understanding and Feedback),
it was accepted for the other variables. There is, however,
an indication that LV (Lexical Variation) and ACL (Average
Clause Length) at all NNS levels do vary significantly from
the native speaker level, though not at the level prescribed
in the present thesis. Finally, statistical and empirical
evidence was presented to show that the sample is, as nearly
as possible, representative of the parent population.

Some of the variables presented in this Chapter, notably
MTUL (Mean T-Unit Length), have behaved in a way similar to
that of previous studies. Some however, have not followed
a similar pattern, e.g. SS (Simple Sentences). The
results, no doubt, hold implications for the study of
Foreigner Register and these will now be considered in the
following Chapter.

CHAPTER   V

DISCUSSION

CHAPTER V

DISCUSSION

5.1   INTRODUCTION - BRIEF REVIEW OF THE STUDY SO FAR

The guiding principle of this study is to examine the
nature of the input to the learner in the EFL classroom
(1.1) or what was termed Classroom Foreigner Register in
this study (2.5).   Thus, the study was designed with a view
to examining the syntactic, lexical and pragmatic properties
of the speech of the subjects at four levels (Elementary,
Intermediate, Advanced and Native Speaker).   In this
connection, three basic research questions were posed
(3.3.1), reformulated here for convenience:

Question No.1: What are the properties of Foreigner Register
               as identified by the variables to be observed?

Question No.2: How does the language used by teachers a)
               to the native speakers and b) to the non-
               native speakers, differ when each level is
               compared to the other?   In other words, how
               does Foreigner Register differ from Native
               Register at each level?

Question No.3: i)   What are the characteristics of the
                    pragmatic behaviour of the teachers when
                    addressing a) native speakers; b) non-
                    native speakers?

               ii) Are these characteristics present at
                    all levels?

These questions refer to the modification of rhetoric (Corder, 1979) which is triggered when a native speaker is engaged in interaction with a low proficiency non-native speaker or a child acquiring language (cf. 3.3.1). Since the students in this study are of differing linguistic ability, if the behaviour turns out to be different at each level, the difference in speech could then reasonably be said to have been prompted by the level of the students being addressed by the teachers.

Two hypotheses were formulated to test this assumption (3.3.2) and a set of measures devised that would provide an indication of the syntactic, lexical, and pragmatic properties present in the discourse, with a view to establising differences and similarities between the different levels. This information would then provide the basis for a descriptive statement about the properties of Foreigner Register as measured by the variables in this study.

Having presented the results of the analysis in Chapter IV, it now remains to attempt to identify the different properties of Foreigner Register as gleaned from the measures applied to the data, and to seek to determine whether these properties characterize it as a simple or a complex register. The discussion will attempt to answer the research questions drawing on the results of the analysis done in this study, as well as on those of previous studies in this and related fields. The answer would simultaneously provide a tentative description, and an index of the different features of

Foreigner Register. Attempts will be made, during the discussion, to explain why some variables may have exhibited a different behaviour from the one observed for the same variables in other studies.

It has been pointed out elsewhere (1.7; 2.4.1) that very little work has been done in this field - especially studies that have applied statistical analysis to their results. This will explain the seemingly very frequent references made to Henzl (1974, 1975/1979); Gaies (1977b); Freed (1978/ 1979); Chaudron (1978, 1979, 1980) and Long (1980). In one form or another, these investigators have studied similar variables to the ones in this study. Most importantly, they are among the first to apply statistical analysis to their results.[1]

One final point must be made with regard to the discussion. The results of the analysis were presented in four categories (Section 4.4. et seq.), this gave an instant picture of which variables were significant and which were non-significant. It is now proposed to regroup them under their linguistic categories for the purposes of the discussion.

---

1. Except for Henzl and Chaudron; the latter intends to do so in the near future, though. (personal communication).

5.2 BEHAVIOUR OF THE VARIABLES: SYNTACTIC

5.2.1 MTUL (Mean T-Unit Length) (See Tables 4.1 and 4.2)

This is the only variable to have achieved significance at the prescribed level for both VARIANCE and LINEAR TERM i.e. there is both a significant difference and a marked trend to greater length in the direction of the native speaker groups. The T-TEST revealed that there was a significant difference between ELEM-NS and INT-NS (both p=0.00). The difference between the other groups was not significant: ELEM-INT (0.854); ELEM-ADV (0.085); INT-ADV (0.076); ADV-NS (0.080). Though the last three are not significant at the prescribed level, there certainly is a difference (0.10) between them as shown by the means: ELEM: 11.45; INT: 11.34; ADV: 12.73; NS: 14.17. The very small difference between them (0.11) explains the non-significance of the ELEM-INT result (0.854).

However, it is by looking at CONTRASTS that we see the full significance of the results for Foreigner Register. As explained in 4.2.2, CONTRASTS use the t statistic to test a priori contrasts between groups to see whether the results are in accordance with the investigator's idea of the trends and differences between groups - in this case that the manifestations of language go from simple to complex, in accordance with the group being addressed.

In the case of MTUL, the NS-ELEM and NS-INT contrasts were significant (0.01) while the NS-ADV reached the 5% level (0.04). The most interesting point to be noted is that all

the NS-NNS contrasts (cols. 8, 9, 10) were significant at
the prescribed level. This indicates that, in the present
study at least, the teachers are making a consistent
distinction between the NS and the NNS groups with respect
to MTUL.

The findings of this study serve to confirm those of the
other studies described in Chapter II. Mean Length of
Utterance (MLU) in Adult-Child studies and T-Unit Length
in NS-NNS studies were mentioned in all as showing consistent
differences between the speech addressed by the native
speaker to the linguistically inferior interlocutors, MLU
or TU increasing in length in pace with the proficiency
of the interlocutor. To go through them again here would
be redundant, but it is necessary to point out that in the
most relevant findings to the present ones, Gaies (1977b)
statistically confirmed Henzl's (1974) findings. He found
that T-Unit Length varied as a function of the level his
trainee teachers were addressing, so a shorter/longer
T-Unit was addressed to the level immediately below/above
the one being observed. Thus, for Beginner, Upper
Beginner and Intermediate, Beginner got shorter TU's than
Upper Beginner, and Intermediate got longer TU's than
Upper Beginner. Chaudron's (1978, 1979) study also used
Gaies' variables. He reports similar findings to Gaies'
but presents no statistical evidence.

5.2.2 ACL (Average Clause Length), SCI (Subordinate Clause Index (or ratio of Clauses to T-Units)) in relation to MTUL (Mean T-Unit Length) (Tables 4.3, 4.4, 4.7 and 4.8).

SCI and ACL are both directly related to MTUL. ACL is more sensitive in that it uses the number of words per clause whereas SCI uses the number of clauses per T-Unit (See 3.2.2.2-3 and Gaies, 1977b:100, 103). The non-significant results for the subordinate clause index (SCI) show that in the speech analyzed there is no significant difference as to the amount of subordination at each level. However, the Average Clause Length (ACL) and T-Unit Length (MTUL) show that there is indeed a significant difference between the subordinate clauses at Elementary and Intermediate and those at Native Speaker level (0.00 and 0.04 respectively). MTUL also shows a difference (albeit non-significant) between the Advanced and Native Speaker levels, ACL does not. (For full results, see Appendix V and VI).

These results support Gaies' (1977b) findings. He found that the teachers' use of subordinate clauses increased significantly with increase in student proficiency level, although he reports that there was an "extremely slight tendency" for the subjects' classroom language to decrease in syntactic complexity over the ten-week period. This tendency, incidentally, was not detected by his subordinate clause index either (p.100, 103).

Long (1980), who also confirmed Freed's (1978) and Henzl's (1974, 1975/1979) results, likewise found that the average length of T-Units was shorter in speech addressed to non-native speakers than to native speakers.

In sum, the present study has presented evidence confirming the results of studies in other related fields: Classroom (Gaies, Chaudron); experimental (Long, Arthur et al.); naturalistic (Freed); Adult-Child (Newport (1976), Cross (1977), inter alia). These studies all found that MTUL (or MLU for Adult-Child) was a reliable index of syntactic simplicity/complexity. As in the other studies, the trend found in the present one is toward an increase in length with increase in proficiency.

It must be pointed out, however, that longer utterances (T-Units) do not automatically entail complex language and vice versa. There is, after all, only a probabilistic - not a simple cause-and-effect relationship between length and complexity (cf. Hunt 1965, 1970). In the search for a possibly more reliable guide to complexity, attention will now be turned to the variables that comprise T-Units: Main and Subordinate Clauses.

5.2.3 Sentences: SS (Simple), CX (Complex), CD (Compound)

Subordinate Clauses: NOM (Nominal), REL (Relative), REA (Adverbial-Reason), TIME (Adverbial-Time).

The first thing that strikes the eye is that all but one of these variables (SS) fall under Category 4 and that all are statistically non-significant. Each will now be taken in turn.

5.2.3.1 <u>SS (Simple Sentences) (See Tables 4.5 and 4.6)</u>

In accordance with previous studies, one would have predicted that this variable would have yielded significant results. In fact, the variable behaves in an erratic fashion. VARIANCE shows a faint difference at 0.09 but DEVIATION FROM LINEAR (DEVLIN) is significant at the 0.05 level. It will be remembered that it shows that there is <u>no</u> linear relationship between groups. This is in fact evident in the <u>group means</u>: (ELEM: 38.50; INT: 51.00; ADV: 37.00; NS: 42.75) with the irregular jump between groups being quite notable. The T-Test shows a difference between ELEM and INT (p:0.05) and between INT and ADV (p:007) but not between ELEM and ADV (0.82) nor, most strkingly, between ELEM and NS (0.47) nor between INT and NS (0.13). The results seem counter-intuitive.

In his study, Long (1980) had predicted a lower number of S-Nodes per T-Unit (i.e. more simple sentences) to non-native speakers (Hypothesis 13). Like Steyaert's (1977), Long's results did not support the hypothesis. As Long explains, however,

> "....of those few studies which have reported significant findings, most were based on a comparison of teachers' classroom speech <u>during second language instruction</u> and NS-NS interaction <u>in informal</u> (non-instructional) conversation." (pp.154 - 155) (emphasis mine)

In other words, comparisons were being made of speech from non-comparable situations. The very nature of language <u>instruction</u> demands short utterances for comprehension -

if processing by the learner's short term memory is not to be overtaxed. On the other hand, an <u>informal conversation</u> between native speakers suffers no such constraints. The reader is reminded of the great amount of elaboration employed by Henzl's (1975/1979) native speakers when addressing fellow native speakers as opposed to the paucity of comment and bare-fact presentation they made to the non-native speakers in the classroom.(2.4.2).

In the present study, the teachers, by design, are all engaged in the same activity, in the same situation. It is not an instructional situation but rather one of exchange of information and discussion at each level, and the results are non-significant between all groups: both NS-NS and NS-NNS. These results parallel Long's and Steyaert's whose data, also by design, were produced under identical conditions, although in Steyaert's case there was no speaker-hearer interaction - also by design. On the basis of this evidence, then, a possible explanation for the erratic behaviour of this variable might be that the nature of the discourse determines the distribution of sentence types and that it is non-significant between levels if the nature of the discourse is kept constant.

5.2.3.2 <u>CD (Compound Sentences) (See Tables 4.7 and 4.8)</u>

These were not very numerous in the data. Since they are basically two simple sentences, it is not surprising that they produced null findings as well. No more mention will be made of them here.

5.2.3.3 <u>CX (Complex Sentences) and Subordinate Clause</u>
<u>measures: NOM (Nominal), REL (Relative), REA</u>
<u>(Adverbial-Reason), TIME (Adverbial-Time) (See</u>
<u>Tables 4.7 and 4.8)</u>

These are all taken together because of their intimate

relationship - the subordinate clause forming part of the

complex sentence. As in the case of SS (Simple Sentences),

the null findings for these variables at first seem to be

counter-intuitive.   One would expect to find significantly

more complex sentences in the speech addressed to native

speakers. The results do not in fact meet this expectation.

There is no evidence of any kind of difference in VARIANCE

for any of the variables (CX:0.19; NOM:0.64; REL:0.68:

REA:0.68; TIME:0.29). There is a faint hint of a trend to

a greater use of TIME progressively from ELEM to NS as

evidenced by the (non-significant) LINEAR TERM (0.09). This

trend is borne out by the group means (ELEM:7.00; INT:13.75;

ADV:14.50; NS:16.00) which, as can be seen are higher at

each level. On the other hand, the other three types of

clauses show that proportionately more <u>NOMINAL CLAUSES</u>

(<u>Means</u>: ELEM:57.25; INT: 55.00; ADV:61.50; NS:49.00) and

<u>REASON CLAUSES</u> (<u>Means</u>: ELEM:14.00; INT:11.50; ADV:6.25;

NS:7.25) are addressed to the non-native speakers, while more

<u>RELATIVE CLAUSES</u> are addressed to the native speakers,

(<u>Means</u>: ELEM:21.75; INT:19.75; ADV:17.75; NS:27.75).

While these results confirm Gaies' (1977b) findings with

respect to relative and nominal clauses, they do not contribute

any information as to the <u>complexity</u> of the complex sentences

(<u>Means</u>: ELEM:55.25; INT:44.00; ADV:53.25; NS:53.50), since they show no difference between NS-NS and NS-NSS groups. It may be in order, then, to take a closer look at Gaies,who did in fact find significant differences between levels for nominal (noun), relative (adjective) and adverbial clauses. (Gaies' Mean Length of T-Unit, Mean Length of Clause and Ratio of Clauses to T-Units are, respectively, MTUL, ACL and SCI in this study).

With respect to the Ratio (SCI), Gaies comments:

> "Because the ratio of clauses to T-Units is the ratio of all clauses (both main and subordinate) to T-Units, <u>this measure does not perhaps suggest how considerable a decline there was in the subjects' use of subordinate clauses</u> over the duration of the ten-week course." (pp.100 - 103)
> (emphasis mine)

In other words, Gaies' Ratio (or SCI) behaved similarly to the present study's: it did not show up the differences. His mean Length of T-Unit and Clause (or MTUL and ACL here) <u>were</u> highly significant. In the present study only Mean T-Unit Length (MTUL) reached the prescribed level of significance, but Average Clause Length (ACL) was so at the 5% level (0.04).

So the apparently counter-intuitive result is not really such, after all. What has actually happened, according to these results, is that the <u>number</u> of clauses used (i.e. of NOM, REL, REA or TIME - in other words, the Subordinate Clause Index) is not significantly different, but rather, the <u>length</u> of the clauses, as borne out by MTUL and ACL).

5.2.3.4 PVL (Pre-Verb Length) (See Tables 4.7 and 4.8)

When extracting meaning from an utterance, the listener has
to combine and process information from several levels, of
which research has identified a range from the phonetic to
the semantic (Fodor et al. 1974; Freund 1975). Following
Kuno (1974) and Snow (1972), it was reasoned (3.2.2.8)
that the lesser the number of words before the main verb in
a sentence, the lesser would be the degree of embedding
and, consequently, the lesser the load on the students'
short-term memory. In its turn, this would possibly lead
to a greater ease of processing and comprehension of the input.

Although Pre-Verb Length (PVL) did not achieve significance
at the prescribed level, there nevertheless is an indication
not only of a difference between groups (VARIANCE = 0.057)
but also of a significant tendency for PVL to increase from
the lower to the higher levels (LINEAR TERM: 0.01) as borne
out by the group means: ELEM:2.40; INT: 2.56; ADV: 2.52;
NS: 2.79. In other words, like Snow's (1972) mothers, the
teachers in this study tended to use less words before the
main verb (i.e. shorter subjects) when addressing the less
proficient students. Judging from the null findings for
the subordination index (SCI), one could not speak of less
embedding since, as has been seen, the measure was non-
significant. It might perhaps be more accurante to say
less length of embedding, as the Average Clause Length
(ACL) was significant (at the 0.05 level).

5.2.3.5 Summary of the behaviour of the Syntactic Variables

A review of the syntactic variables discussed in this section
reveals a close relationship between them all: the Abstract
T-Units (Main and Subordinate Clauses) are realized as either
Simple, Complex or Compound Sentences. Complex Sentences
in their turn, contain nominal, relative and adverbial
clauses. Since each sentence has a main verb, Pre-Verb Length
features in all.

Of the syntactic variables, no significant difference was
found in the use of sentences (SS, CX, CD) or types of
clauses (NOM, REL, REA, TIME) to either native or non-native
groups i.e. in their use in Native or Foreigner Register.
The subordination Index (SCI) was found not to be sensitive
enough to detect differences between the two registers.

In accordance with other studies, Mean T-Unit Length (MTUL)
and Average Clause Length (ACL), together with Pre-Verb
Length (PVL) have shown consistent differences between Native
and Foreigner Register in this study (cf. Gaies, 1977b;
Chaudron, 1978, 1979; Long, 1980; Snow, 1972). These three
variables are the ones that provide an indication of greater
length becoming a feature of the speech as one moves from
Elementary, through Intermediate and Advanced, to Native
Speakers.

The issue raised at the end of 5.2.2 with respect to length
and complexity has not yet been satisfactorily resolved, but
further discussion will be postponed until a full picture
of the behaviour of all variables has been drawn.

5.2.3.6 Answer to Research Questions Nos. 1 and 2

Both questions can be fused, and answered as follows:
With respect to the syntactic variables observed in the
corpora analyzed in this study, the (syntactic) properties
of Foreigner Register identified in them and the differences
between Foreigner Register and Native Register at each
level are:

1) A shorter MTUL (Mean T-Unit Length)
2) A shorter ACL (Average Clause Length)
3) A shorter PVL (Pre-Verb Length)
4) A tendency to use more nominal clauses
5) A tendency to use more reason clauses
6) A tendency to use less relative clauses
7) A tendency to use less time clauses

With respect to the other variables, Foreigner Register does
not exhibit differences from Native Register in:

1) Subordination (SCI - Subordination Clause
    Index)
2) The use of Simple (SS), Complex (CX) or
    Compound (CD) Sentences.

In these respects, then, Foreigner Register and Native
Register share the same syntactic properties in the present
study.

5.3   BEHAVIOUR OF THE VARIABLES: PHONOLOGICAL

5.3.1 WPM (Words per Minute) (See Tables 4.7 and 4.8)

Contrary to other research findings and to expectations,
the variable produced null findings in this study. Neither
VARIANCE nor LINEAR TERM show any difference or even trend.

Arthur et al. (1980) were also surprised by similar results:

> "....since it runs counter to the common
> wisdom: virtually all the speakers we
> questioned thought that they spoke more
> slowly when addressing non-native
> speakers." (p.119)

The only significant difference that surfaced was when

male/female native speakers (primarily female) were addressing

other native speakers of their own sex.

In contrast, other studies (e.g. Henzl, 1975/1979; Freed,

1978/1979) found that speech tempo to non-native speakers

was characteristically slower, as was also the case in

adult-child speech.

It could be that ticket agents, being a harassed and busy

lot, have little time and inclination to decelerate for

the sake of a foreign voice at the other end of the phone,

especially if that voice does not contribute to the flow

of speech but maintains a stony silence instead. It is

no wonder that some ticket agents sounded ill at ease and

ended conversations abruptly,

> "....not enquiring whether the non-native
> caller wished to purchase a ticket" (p.118)

Hatch et al.'s (1975) findings, in part, lend support to

this explanation. They found that the non-native speakers

who got the most sympathetic treatment were those who

proffered sympathetic comments while the native speaker

was addressing them.

In the case of the present study, individual teacher

variation was extremely great. In fact, one of the

elementary teachers (T-13), shared the highest individual

score (164) with one of the native speaker group, T-14.

The null findings may be due to the fact that teachers

and students knew each other well. The students were

therefore accustomed to the teachers' voices and way of

speaking (cf. Brodkey, 1972). The teachers, too, were

"at home" and would not have had to feel their way as much

as those in the studies which produced significant results.

5.3.2 Answers to Research Questions Nos.1 and 2

Based on the null findings in this study, Speech Tempo

(Words per Minute) in Foreigner Register is not significantly

different from that of Native Register. As stated in

3.2.2.4, however, WPM is not a wholly reliable indicator

as rate of delivery may vary widely from speaker to speaker.

Slowing down could, for instance, be achieved by more

frequent pauses on the part of one speaker, who might

nevertheless achieve a higher rate simply because s/he

speaks more rapidly than another.

5.4   BEHAVIOUR OF THE VARIABLES - PRAGMATIC

5.4.1 CUF (Checking for Understanding and Feedback) MLG (Metalingual Gloss) and TSW (Teacher Supplies/Corrects Word) (See Tables 4.3, 4.4, 4.7 and 4.8)

None of these three pragmatic variables found a place in

the NS-NS output. This is not unexpected behaviour since

it is not the usual custom for a native speaker to be

checking to see whether his fellow native speaker has

understood, or needs the meaning of a word clarified or

explained. This, of course, could be the case in <u>content</u>
classrooms, but, in the context of the present study, the
behaviour would probably be considered "out of order" by
the native speakers.

The "reverse" trend in the results (from <u>greater</u> to <u>smaller</u>
to <u>zero</u>) is also expected since teachers tend to explain,
elaborate, and clarify or supply vocabulary as well as to
check for understanding when the students are of low
proficiency. Thus for <u>CUF</u> there is a group mean of 13.75
for ELEM as opposed to ADV and INT (2.25 and 0.75) and 0.00
for NS. Similarly <u>MLG</u> exhibits 3.25 for ELEM, 2.00 for
INT, 0.75 for ADV and 0.00 for NS. Finally, TSW shows
5.00 for ELEM, 2.50 for INT, 3.50 for ADV and 0.00 for NS.

Similar behaviour was reported by Long (1980). He found
that on all tasks combined, the native speakers in NS-NNS
interaction used significantly more (p=0.005) confirmation
and comprehension checks and clarification requests (i.e.
CUF) and repetition of both the interlocutors' and the
native speakers' own utterances (i.e. TSW). He also found
more expansion of the interlocutors' utterances (i.e. MLG)
(Long's Hypotheses 5 to 11 and 20 to 26). Long suggests
that the presence of the variables in NS-NNS interaction
is due primarily to a desire on the part of the native
speaker to avoid a communication breakdown or to repair
the discourse if a breakdown did occur.

In the present study, the three variables appear in greater
numbers at the elementary level, which is where the teacher

would have the greatest occasion to try to avoid breakdowns. Of the three, CUF (Checking for Understanding and Feedback) occurs the most.

The lower mean for MLG is also reported by Chaudron (1979). He suggests that this implies that a great deal of vocabulary is clarified only minimally in ESL classes. He wonders,

> "....whether the students comprehend such cases or are able to acquire the proper meanings for these words and expressions through these elaborations (as) very few of even explicit elaboration instances required extensive productive use by the learners." (p.8)

Long (1980) however, quite rightly points out that,

> "....this could also have been due to the ESL teachers' initial choice of more lexical items with which they knew their students to be familiar, thereby obviating the need for as much vocabulary explanation, explicit or implicit." (p.41)

The present study supports Long's idea, since most of the instances in which the three variables were used were typically when the teacher introduced a vocabulary item which s/he thought might not be familiar to the students. This ocurred mostly at the Elementary level. In the following examples, CUF and MLG are underlined (the sign = indicates a pause. See Appendix I):

T-5(E)-1: And I don't believe = that = by = having

what was called a "devolved government"

that = means = like a deputy = as it were

(MLG) = a small unit of people who could

make decisions on certain aspects of

Scottish life, mhm."

Here we have an example of Chaudron's explicit elaboration,
spontaneously offered by the teacher because s/he thought
the students were unfamiliar with the items "devolved
government". The prefaced phrase "what was called" surfaces
regularly before vocabulary items or expressions the teacher
will expand or believes the students do not know. (Other
forms: what is/were called; what we/they called).

T-5(E)-34: But it's always true, though, that you
have extremists, isn't it? === # Do you
know what I mean by "extremists"? ## (CUF)

T-5(E)-35: Somebody who has = a very strong point
of view in one direction = the strongest
= point of view = in the most ===
diverted way = # (MLG)

The example provides an instance of both CUF and MLG. The
long pause before the checking for understanding (i.e. the
silence) may have indicated to the teacher that "extremists"
had not been understood, hence the check and subsequent
Metalingual Gloss (MLG) when the students answered in the
negative. During the further elaboration of "extremists",
the search for "the right word" is indicated by the pauses
before the lexical items, notably longest before "diverted".

In many cases Checking (CUF) and Metalingual Gloss (MLG)
interacted spontaneously and automatically during the
teacher's explanation. This is best exemplified by
T-10(EL). (The reader is referred to Appendix VII for
the full texts, especially Turns 23 to 24D).

T-10(E)-18: ....foreign policy = would not be separate
<u>you understand what I mean by "foreign policy"</u>? (CUF) # <u>That means if = if England wants to say there will be war with = Japan and % = Scotland has to do the same</u>." (MLG)

In sum, then, the study has shown that CUF, MLG and TSW featured prominently in the speech of the teachers who were addressing the less proficient groups. Their use became progressively less frequent with increase of proficiency and disappeared altogether at the native speaker level.

5.4.2 <u>COT (Change of Tack) (See Tables 4.7 and 4.8)</u>

This variable refers to that occasion when a teacher restructures or rephrases all or part of his utterance, probably because s/he feels the student will not understand it or because s/he wants to hedge what is being said. The variable occurred both in NS-NS and NS-NNS speech.

The following seems to be evidence of a change to what the teacher considered an easier structure:

T-8(ADV)-2: Did you uhm expect % = Do you think that Scotland would benefit from an assembly in Edinburgh? ##

The change is undoubtedly from past to present. For the rest, one could speculate that s/he would have finished the question with:

1) ...Scotland to benefit ... that Scotland would benefit ...

but there is no telling what it could have been.

T-4(ADV)-86:   Oh yes! It was % A lot of people said it was
                ridiculous #

Here T-4 seems to have been about to say "It was ridiculous.",
but this seemed too committed, therefore the rephrasing to
avoid the full responsibility. However, this is only
speculation.

The results were non-significant, there being no evidence
of either a difference or of a trend. This would indicate
that teachers are liable to rephrase and restructure and
hedge their utterances at whatever level they are performing.

5.4.3 Summary of the behaviour of the Pragmatic Variables

The pragmatic variables observed revealed that when the
teacher is addressing non-native speakers his pragmatic
behaviour is characterized by Checking for Understanding
and Feedback (CUF), by explanation and elaboration of
vocabulary (MLG) and supplying or correcting missing,
unknown or wrongly used words (TSW) on the part of the
non-native student. The behaviour of these three variables
is not manifest at the native speaker level and exhibits
a "reverse" trend i.e. it declines, rather than increases,
with increase in proficiency level.

The fourth variable, COT (Change of Tack), is present at
all levels, there being no difference between the native
and non-native speaker levels.

5.4.4 <u>Answer to Research Question No. 3</u>

With respect to the pragmatic variables observed in the
corpora analyzed in this study, the pragmatic characteristics
of the teachers' linguistic behaviour when using Foreigner
Register are:

1) Checking to see if student understands and to avoid a communication
breakdown (CUF).

2) Explanation and elaboration of vocabulary (MLG).

3) Helping the student by supplying/correcting words s/he does not
know or has used wrongly (TSW).

These characteristics are present only at the non-native
speaker level i.e. only when Foreigner Register is being
used and follow a "reverse" trend from Elementary (where
they are most active) to Advanced (where there is very
little manifestation).

One pragmatic variable COT (Change of Tack) is common to
both Foreigner Register and Native Register i.e. it is
present at all levels, both native and non-native.

5.5 <u>BEHAVIOUR OF THE VARIABLES - LEXICAL</u>

5.5.1 <u>LV (Lexical Variation) and LD (Lexical Density)</u>
<u>(See Tables 4.3, 4.4, 4.7 and 4.8)</u>

Linnarud (1975) found that Lexical Density (LD) did not
give a true reflection of the width and range of an
individual's vocabulary since it takes every single word
in the corpus and uses that total to divide only the
lexical items. She therefore developed Lexical Variation
(LV) as a check on LD. Since it uses only lexical items,

it gives a truer picture of a person's use of vocabulary
(cf. 3.2.2.5-6).

The results show that Lexical Density may indeed not be
reflecting as true a picture as Lexical Variation. In
the rest of this discussion, attention will be focused
only on LV as a more valid indicator of richness/paucity
of vocabulary. (See further 5.6.2.7 ff).

VARIANCE shows that there is a definite difference between
groups (0.0396) with a marked trend indicated by the highly
significant LINEAR TERM (0.0059). The group means indicate
the direction of the trend (ELEM: 33.65; INT: 36.31; ADV:
41.67; NS: 45.31) clearly as a progressive increase in
the number of lexical items beginning at the elementary
and going towards the native speaker groups.

The higher lexical variation in the native speaker groups
shows that less semantic load is being placed on the
lexical items used to the native speakers. The teachers
here are probably using more specific terms, and a look
"backwards" (at the means) shows a decrease in specificity
as proficiency decreases. There is a total difference in
means between the NS and NNS groups of 11.66, 9.00 and
3.64 for ELEM, INT and ADV respectively.

These results support Chaudron (1980) who found that
teachers used more circumlocutions when addressing non-
native speakers while they used a more precise word or
expression for the identical content to the native
speakers. The following examples are from Chaudron. The speaker

in all cases is the same university lecturer addressing,
on the same day, a) native speakers and b) non-native
speakers on the <u>same</u> topic and expressing the <u>same</u> context.

      1 a) .... clinging ....
      1 b) .... hold on very tightly....

      4 a) .... if you worked hard, you would <u>make</u> it.
      4 b) .... if you could <u>work</u> hard, you would be <u>rewarded</u>.
      (emphasis by teacher as he spoke)

a) items to native-speakers; b) items to non-native speakers.

Chaudron (1980:8)

The most conclusive indication of the vast lexical difference
found between Foreigner Register and Native Speaker in the
data for the present study is provided by T-TEST and
CONTRAST (Table 4.4). It can be seen that NONE of the
T-TEST or CONTRASTS between the non-native groups is
significant, so there seems to be a homogeneity in the use
of lexical items among the groups. On the other hand, ALL
of the CONTRASTS between the NS and NNS groups <u>taken together</u>
(columns 8, 9 and 10) are significant: E/I-NS=0.00;
I/A-NS=0.03 and E/A-NS=0.01. Taken <u>singly</u>, however, the
A-NS CONTRAST shows <u>no difference</u> while the E-NS and I-NS
still do.

If it is remembered that the speech being addressed to the
non-native and native groups is what is being termed here
Foreigner Register and Native Register respectively, these
results show that <u>on the whole</u>, Foreigner Register is
significantly different from Native Register. However,
when each level of Foreigner Register is compared

individually to Native Register, the _Advanced_ level is sufficiently

near to the native speaker level in lexical variation for there not

to be any _significant_ differences with regard to the _quantity_ of

lexical items in both registers. (The issue of _quality_ will be

taken up in 5.6.2).

5.5.2   HAP (Hapax Legomena) and TTR (Type/Token Ratio)

   (See Tables 4.3, 4.4, 4.7 and 4.8)

Although TTR produced null findings, the group means indicate

a gradual increase in ratio from elementary to native

speakers (20.64; 22.07; 24.79 and 26.13).   Nevertheless, by

showing this tendency, it serves to confirm Henzl (1975/

1979) who also found a lower type/token ratio (TTR) in the

speech to the non-native speakers.   As with Lexical Variation,

TTR shows that the teacher is using less words _more_ when

addressing, especially, the elementary level.   In this

respect, TTR could be taken as confirming the results

obtained by LV (Lexical Variation).   (See Histograms Appendix VI).

HAP (Hapax Legomena) did not attain significance either,

although the figure (0.0955) suggests a faint difference.

The LINEAR TERM shows quite clearly that the trend observed

in both LV and TTR is also present here.   A look at columns

8, 9 and 10 of Table 4.4, however, shows that the differences

for HAP are not so clear as for LV.   This is probably due

to the fact that HAP measures words that are used only

ONCE in a text.   As such, it may also include

grammatical or function words.   In LV (Lexical Variation)

only lexical items are used.

These results generally confirm Linnarud's (1975) findings in her comparative study of the lexical texture of Swedish students' written work (essays) with that of native speakers writing on the same subject. She found that the native speakers' use of the language followed a much more varied pattern than did the Swedish students' (p.20). Strictly speaking, the results are not comparable, since the data are from different modes. There is, however, a common underlying assumption in both studies, borne out by the results, that the native speaker's greater command of the language puts him in a position to make more varied use of lexical items. In this study this was reflected by LV (Lexical Variation), HAP (Hapax Legomena) and TTR (Type/Token Ratio).

5.5.3 MV (Modifier Variation)

Designed to test whether teachers had a greater preference for the use of modifiers at particular levels, the measure produced no significant results. VARIANCE and LINEAR TERM are non-significant, suggesting homogeneity of modifier use between the groups. The group means suggests that modifiers were used in greater quantity to the non-native speakers (ELEM: 7.35; INT: 7.60; ADV: 6.96; NS: 5.93).

However, no great store should be set by these results since the presence or absence of modifiers, to a certain degree, is not indispensable for the communication of meaning. What did emerge from the study, however, is the existence of a "common core" set of high frequency modifiers

(e.g. good, big, little) which featured in the speech of all teachers at all levels and a fringe set of low frequency ones which was used chiefly at the native speaker and advanced levels (e.g. ridiculous, personally, purely, beneficial, illustrative, multiple).

5.5.4   Summary of the behaviour of the Lexical Variables

As it did with the syntactic variables, a review of the lexical variables shows that they are also closely inter-related.   LV (Lexical Variation) gives a clear indication of the scope of the vocabulary being used by the teacher. HAP (Hapax Legomena) and TTR (Type/Token Ratio) also give an indication of the scope, but with decreasing sensitivity, TTR being the least sensitive.   The two measures, however, serve as a "double check" on Lexical Variation. LD (Lexical Density) proved the least sensitive of the measures for vocabulary.   MV (Modifier Variation) showed a homogeneity of modifier use at all levels.

5.5.5 Answers to Research Questions Nos. 1 and 2

With respect to the lexical variables observed in this study, the lexical properties of Foreigner Register identified in the data and the differences between Foreigner Register and Native Register at each level are:

1) A lower LV (Lexical Variation)
2) A lower TTR (Type/Token Ratio)
3) A lower HAP (Hapax Legomena)

With respect to the other variables, Foreigner Register does not exhibit differences from Native Register for:

1)   LD (Lexical Density)

2)   MV (Modifier Variation)

5.5.6   Summary - Behaviour of ALL variables

Having now discussed the behaviour of all the variables in the data, the picture that has emerged of Foreigner Register is that of a syntactically and lexically simpler register with the concomitant pragmatic features of checking for understanding and elaboration, as well as supplying of vocabulary, decreasing in inverse proportion to proficiency. These features are detailed in an index built up by means of the answers to Research Questions Nos. 1, 2 and 3. (See 5.2.2.6; 5.3.2; 5.4.4 and 5.5.5).

5.6   FOREIGNER REGISTER AND THE SIMPLE - COMPLEX ISSUE

This issue was first raised at the end of 5.2.2 and touched briefly upon in 5.2.3.5 and 5.5.1, but postponed until all the variables had been discussed. It was stated in 5.2.2 that shorter/longer utterances do not automatically entail simple/complex language since it is only a probabilistic, and not a cause-and-effect, relationship. If it is asserted that Foreigner Register is simpler because it has a shorter MTUL (Mean T-Unit Length) and ACL (Average Clause Length) as well as a lower LV (Lexical Variation), the implication would be that Foreigner Register utterances are simpler because they are shorter.

That this equation (SHORT = SIMPLER) is not ipso facto valid was ably demonstrated in a lecture by Donaldson (1980).

Taking two of her examples:

1) We can but try
2) The rot set in

and comparing them with the following:

3) The teacher asked Helen what she wanted
4) I see what you mean now

one could hazard a guess that 3 and 4 would be more easily understood than 1 or 2 by an Intermediate student even though 1 and 2 have <u>shorter</u> T-Units and clauses than 3 or 4. By the implication referred to above, 1 and 2 would be classified as <u>simpler</u> than 3 and 4, when in fact they are not.

Clearly, a question still remains to be answered which could be formulated thus:

Why, in the case of Foreigner Register should a shorter MTUL and ACL as well as a lower LV imply <u>simpler</u> language?

The key to this question clearly lies in LV (Lexical Variation) since it provides the <u>sine qua non</u> for utterances/sentences (i.e. T-Units and Clauses): VOCABULARY. Before an asnwer is attempted, however, a look will be taken at this most important component of both Foreigner and Native Register.

5.6.1 <u>Use of Vocabulary - General Issues - Frequency Lists</u>

Vocabulary is a little known area and very difficult to deal with objectively. There exists no "personal vocabulary index" against which an individual's productive and receptive vocabulary may be objectively measured. Personal vocabulary choice is very much a matter of idiosyncracy, and a person is just as likely to choose highly specific

or highly general terms during a conversation. It is difficult to say exactly what is the level of generality/ specificity of a word as shown by frequency lists such as West's (1936/1953), Paivio et al. (1968) or Kučera and Francis (1967), since the generality or specificity (coverage) of a term varies with the universe of discourse.

There are certain words which occur in a wide range of different discourses with a relatively low frequency, and others which occur with high frequency in a limited number of discourses and virtually not at all in others. "Taw", "kite" and "dolly" are words of low coverage in that sense since they occur very frequently under certain circumstances (children's games) but rarely otherwise. Unless one happened to fall in that particular circumstance (e.g. parent /adult playing with small children) one is not ever likely to hear the words again after childhood.

The present study deals with words that presumably have both a wide coverage and high frequency. These are the words the teacher has assumed the learner will know (cf. Chaudron (1979, 1980), Long (1980)). Each individual teacher chose what vocabulary s/he believed s/he could communicate and explain. There may be, then, a certain degree of self-centredness and a consequent lack of uniformity in the words they chose to use at each level or maybe even to each class or perhaps, each teacher to each class at each level. Common sense suggests that when speaking to foreigners one might use "commoner" words. It was just pointed out,

however, that their use is unpredictable and dependent on the universe of discourse. Therefore terms like "commoner", "frequent", "general" and "specific" are subject to qualification.

In the light of the foregoing, it was decided not to use frequency lists for comparisons (other than those generated by the corpora themselves), since they would probably not reflect the true frequency and use of vocabulary in this particular universe of discourse. This does not mean to say, of course, that these lists do not have their uses, as demonstrated by Williams (1970).

5.6.2   Study of Vocabulary in the present thesis

5.6.2.1   Introduction

It has been shown in previous sections (5.2.1 and 5.2.2) that MTUL (Mean T-Unit Length) and ACL (Average Clause Length) are important indicators of the difference between Foreigner Register and Native Register. When these are realized, however, what the speaker uses is lexical items to form his utterances. The study has shown (ibid) that in so doing the teacher modifies his language in accordance with the level of proficiency of the students s/he is addressing, with the distinctive characteristics described in 5.2.3.5; 5.4.4 and 5.5.5. This, it will be recalled, is the assumption underlying the present thesis: that a speaker modifies his language in the interests of effective communication (1.5).

5.6.2.2 Problems Encountered

The design of the experiment for the present study was not aimed
at controlling vocabulary since it is very difficult, if
not impossible, to determine objectively (cf. 5.6.1) how
simple or complex is the use of vocabulary in any
spontaneous conversation or classroom discussion. As
Chaudron (1980) puts it,

> "Short of an accumulated measure of
> commonness of all words used in a
> given lesson, it is difficult to
> determine the simplicity of vocabulary
> use in that entire classroom." (p.4)

It is a daunting prospect indeed.

Even if one were to manage to compile an objective assessment
of the vocabulary on one lesson, there does not seem to be
a way of effectively and objectively comparing it with an
objective assessment of another lesson by another investigator
since subjective criteria generally creep in.

In the classroom, a teacher's choice of lexical items is,
as already stated, highly idiosyncratic, and there is no
objective way of foretelling what vocabulary a given
teacher is likely to use in a given situation. Each
individual chooses what s/he believes s/he could put
across and explain. If s/he sees (or is told) that the
item is not understood, s/he then proceeds to try and
explain the item.

5.6.2.3 Procedures followed in the present thesis

The absence of objective measures has obliged investigators

to fall back on <u>subjective</u> comparisons (Chaudron 1980).
Under the circumstances, it is a legitimate procedure, the
assumption being that there exists a reasonable possibility
of intersubjective agreement, among educated native speakers,
with respect to the use of, for example, idiomatic
expressions, collocations and cultural references in the
discourses that are being compared.

The present study will follow three procedures:

a)   Take an example from each level and then comment
        briefly on the vocabulary used in each;

b)   a partially objective measure, devised with
        the aid of the CONCORD frequency lists, will
        then be applied to each example;

c)   finally, reference will be made, subjectively,
        to some of the idiomatic and other expressions
        in the corpora.

These three procedures should give a general idea of the
type of vocabulary used in the selections and the corpora
as a whole.

5.6.2.4   Material chosen for vocabulary comparison

This study did not have Chaudron's good fortune: same lecturer,
same topic, same day to <u>both</u> native speakers and ESL students.
In order to obtain what could perhaps be the most
"comparable" material in the four teachers' output, it was
decided to take as a sample that part of the teacher's
speech when s/he introduced the subject to the students, as
the most likely to produce language common to all four.

Two teachers were chosen at random: T-1 (INT), T-8 (ADV).
The other two were chosen because they were the ones who
shared the highest words per minute score: T-13 (EL),
T-14 (NS).

T-13 (EL)

1   < X T-13 - 1 >   Right now then # I suppose you all saw in the

2   newspapers last week that all the Scottish people had to =

3   vote in an election, like an election, OK ? (CUF) # it

4   was called a referendum and it was about = devolution

5   OK ? (CUF) devolution #

FIGURE 5.1   T-13 (EL)'s Introduction

T-1 (INT)

1 < X T-1 - 2 > the % not an election, the referendum, the

2   referendum # that's right, about devolution in

3   Scotland # or your ideas on devolution in - in er % =

4   to do perhaps with other places, not only with

5   Scotland = but starting with Scotland and we can

6   work to other = things #

FIGURE 5.2   T-1 (INT)'s Introduction

T-8 (ADV)

```
1    < X T-8 - 2A > Right no doubt most of you have read the

2    newspapers and read about the devolu - = devolution

3    referendum # uh = Do you think the result % = were

4    you surprised by the results ? #

5    <X T-8 - 3> Did you uhm expect % = Do you think

6    that Scotland would benefit from an assembly in

7    Edinburgh ? ##
```

FIGURE 5.3 T-8 (ADV)'s Introduction

T-14 (NS)

```
1    Now the idea is that = you all do some toping %

2    talking - toping ! #  the subject under discussion is

3    devolution # this is  er  what he thought would be

4    an entertaining and  er  =  maybe an illustrative  uhm =

5    vehicle to get you talking to - to have something going

6    in the classroom situation #   what I have done is

7    I have  =  noted one or two features here on  =

8    devolution and I'll put them on the board and they

9    will be good  =  discussive points  uhm  and I think

10   if you don't know anything about it  =  take you into

11   it  #  and I'd be very surprised if you'd be able

12   to avoid anything on - on devolution in the last

13   little while # so I'll put these on the board and  =

14   in the meantime if you can think about it  =  think

15   of the whole issue of devolution from any angle

16   at all #
```

FIGURE 5.4 T-14 (EL)'s Introduction

5.6.2.5 Comment on the Samples

Immediately strking is the amount of language T-14 (NS) uses
to introduce the topic and the quantity of information s/he
gives the students. One is reminded forcibly of Henzl's
(1975/1979) native speakers (2.4.2). T-14 assumes that
some students may not know but that the points s/he puts
on the board will give them a start and "take you into it"
(lines 10 and 11). Note the use of the expression.

The Advanced teacher (T-8) reminds the students of the
referendum and states the topic almost in the same breath.
S/he immediately starts to ask questions, assuming that
the students know all about devolution and the referundum
and what benefits, if any, it would bring to Scotland.
Note the two Changes of Tack (COT) and subsequent rephrasing
of the question.

The Intermediate teacher (T-1) follows along roughly similar
lines. S/he corrects the students' erroneous idea of
"election" instead of a referendum, states the topic of
discussion and announces a possible widening of the discussion
to other places besides Scotland. Note that all three
teachers so far assume the students know about devolution.

The Elementary teacher (T-13) also states the topic, first
reminding the students about the referendum in much the
same way T-8 (ADV) did. Three differences between T-13
and the others are immediately apparent:

1) S/he starts by almost defining the term i.e. s/he
    does not assume the students know it.

2) S/he repeats two words (election, devolution).
3) S/he keeps checking for understanding and feedback –
   to make sure they understand.

Note: None of this behaviour was apparent in any of the
other teachers.

5.6.2.6   The Quasi-Objective Comparison of the Vocabulary

In order to take a more "objective" look at the vocabulary
used by the teachers and compare them with each other, the
following measure was devised and applied: The lexical
items present in each teacher's introduction were listed
and the CONCORD frequency lists for each teacher checked
for the total number of times that that item was used in
each teacher's total output. In this way, it was hoped to
see the semantic weight each teacher placed on the items.
The basic vocabulary items referring to devolution were
then isolated in each output and checked against the others.

The procedure has been termed "quasi-objective" since the
choice of teachers was in part subjective, as was the
decision to choose their introduction to the topic. However,
a case may be made for objectivity if it is recalled that
all teachers received the same instructions and were there-
fore free to introduce their topic as they saw fit (See 3.1).
Bearing in mind, also, the idiosyncratic behaviour referred
to in 5.6.1, it could legitimately be said that they chose
their words in accordance with what they thought the
students would understand.
Tables 5.1 to 5.4 show the results of the quasi-objective
measure.

ITEM	T13(2948)	T1(3546)	T8(968)	T14(3298)
suppose	1	1	0	0
saw	1	1	0	0
newspapers	2	0	1	0
week	2	0	0	0
Scottish	19	3	6	15
people	72	40	11	13
vote	28	47	3	15
election	7	1	1	0
called	7	1	0	1
referendum	7	11	1	0
devolution	14	7	10	7

TABLE 5.1 Results of vocabulary measure on T13EL'S introduction (Numbers in brackets = total teacher output).

ITEM	T13(2948)	T1(3546)	T8(968)	T14(3298)
election	7	1	1	0
referendum	7	11	1	0
devolution	14	7	10	7
Scotland	39	14	7	24
ideas	1	11	0	2
places	1	4	0	1
starting	0	2	0	5
work	4	5	0	9
things	5	17	7	10

TABLE 5.2 Results of vocabulary measure on T1INT'S introduction (Numbers in brackets = total teacher output).

ITEM	T13(2948)	T1(3546)	T8(968)	T14(3298)
doubt	0	0	1	1
read	1	0	2	4
newspapers	2	0	1	0
devolution	14	7	10	7
think	35	39	22	35
result(s)	0	3	2	1
surprised	1	1	1	1
expect	0	0	1	0
benefit	0	0	3	0
assembly	4	1	2	7
Edinburgh	8	2	1	1

TABLE 5.3 Results of vocabulary measure on T8ADV'S introduction (Numbers in brackets = total teacher output).

ITEM	T13(2948)	T1(3546)	T8(968)	T14(3298)
idea	2	11	0	2
talking	1	1	0	4
subject	1	1	0	1
discussion	1	4	1	3
thought	3	6	0	2
entertaining*	0	0	0	1
illustrative*	0	0	0	1
vehicle*	0	0	0	1
going	12	24	0	11
classroom*	0	0	0	1
situation	3	0	0	1
done	0	14	0	1
noted*	0	0	0	1
features*	0	0	0	1
devolution	14	7	10	7
put	0	3	2	7
board	0	0	0	5
good	3	3	4	2
discussive*	0	0	0	1
points	1	10	0	6
know	16	18	12	8
surprised	1	1	1	1
able	4	0	0	2
avoid*	0	0	0	1
little	3	2	1	5
while	0	1	0	2
meantime*	0	0	0	1
whole	1	4	4	12
issue	0	0	0	3
angle	0	0	0	2
think	35	35	22	35

* Hapax Legomena

TABLE 5.4 <u>Results of vocabulary measure on T14NS'S introduction</u> (Numbers in brackets = total teacher output).

5.6.2.7 Comment on the Result of the Quasi-Objective measure

T-13 EL: Taking the basic vocabulary referring to devolution,
it is seen that T-13 is giving basically the bare facts.
The other items: suppose, saw, newspapers, week from part
of his reminder to the students about the referendum.
This teacher stuck to the basic vocabulary (Again cf. Henzl
1975/1979).

T-1 INT: This teacher also has the basic vocabulary for
devolution that T-13 used. However, other items feature
as well: ideas, places, starting, work, things. All also
refer to the basic topic - devolution.

T-8 ADV: The basic vocabulary also features here (doubt,
read and newspapers, being the same means T-13 elected to
use as a reminder). However, this teacher brings in six
additional items: think, surprised, benefit, expect,
Edinburgh, assembly.

Note that election and referendum figure in all three NNS
introductions but not in the NS one. All non-native speakers
had thought it was an election and T-13 chose it as the
vehicle for making his students inderstand the concept of
referendum.

T-14 NS: This teacher also has the basic vocabulary in his
output. In addition, however, s/he has twelve words, nine
of which not only do not figure in the non-native speaker
introductions, but occur in T-14's as Hapax Legomena! (Marked
with an asterisk in the tables).

Examination of each output frequency shows that both T-13 (EL) and T-1 (INT) are placing the heaviest semantic load on the basic items (Scottish, people, vote, referendum, devolution (See Table 5.1)), followed by T-8 (ADV). The figures may at first lead one to believe T-14 (NS) places more semantic weight than T-8 (ADV). One has only to see though, that T-14's output is almost 3½ times as large as T-8's to realize that this is not the case. Note, incidentally, that T-14 did not use the term "referendum" at all: s/he probably did not feel s/he had to state the obvious. These results, it would seem, indicate that the teachers at elementary level started with the basic facts, and that the teachers at each succeeding level added a little more information to these basic facts until the native speaker level, at which stage the teacher feels free to use as much and as varied a vocabulary as possible.

This analysis is based on a very limited set of data, part of which was subjectively chosen, and extreme care must therefore be exercised in the interpretation of the results. These results, however, support Arthur et al.'s (1980). They found that native speakers added more "bits of information" to the explanations they gave to native speakers in comparison to those they gave to non-native speakers. Much more research has to be done, of course, but meanwhile, it is interesting to note that the results seem to be suggestive of the same increase in length that was seen in MTUL (Mean T-Unit Length) and ACL (Average Clause Length) (See 5.2.1-2).

5.6.2.8   Idiomatic and Other Expressions and Low Frequency Items

Reference to these will be brief.   There are no instances
of such expressions in the speech to the non-native speakers
whereas there is an appreciable amount in the speech to the
native speakers.

Idiomatic and Other Expressions

As different as chalk and cheese	(T-16 (NS))
It's all monopoly money, anyway	(T-16 (NS))
The job is up for grabs again	(T-14 (NS))
It's been hacked, carved, butchered in the committee stages deliberately	(T-14 (NS))
It's the lack of eyelids being opened	(T-14 (NS))

Low-frequency Items (with respect to the data for this study only).

Thereabouts, eligible, peculiar, layers, lenient	(T-2 (NS))
Repealed, bill, committee, delve, misled	(T-16(NS))
Backsides, flights	(T-15 (NS))
Controller, Lallans, brokerism ignominy insularity, mating, perambulating warlords	(T-14 (NS))

These brief examples should serve to show that the vocabulary
used in the speech addressed to the Native Speakers (i.e.
Native Register) is considerably more varied and difficult
in comparison with the one used to the non-native speakers
(i.e. Foreigner Register).   This may account for the fact
that, in spite of the many lexical choices open to the
native speakers and of all the idiosyncratic differences
that may exist among them, as a group they were still
significantly different from the non-native groups in
Mean T-Unit Length (MTUL), Average Clause Length (ACL)

and Lexical Variation (LV). The results could also be taken
as an indication of the effectiveness of LV as a measure of
vocabulary.

One thing emerges from this vocabulary study: Although
Foreigner Register shares syntactic and pragmatic properties
with Native Register (See 5.2.3.6 and 5.4.4), it does not
share its semantic or stylistic properties. It has been
seen that lexical choice in Native Register has none of
the constraints that govern lexical choice in Foreigner
Register. That is why "shares syntactic properties" is
preferred here to "has similar syntactic properties."
Strictly speaking, one should not talk of similarities
between Foreigner and Native Register but, rather, about
more or less difference between them. E.g. Advanced level
was seen to be closer to NS level - one could say it
showed less differences than either INT or ELEM from NS.
(The reader is invited to confirm these impressions by
reading the texts in Appendix VII).

5.6.2.9 Resolving the Simple-Complex issue with respect to Foreigner Register

An answer can now be attempted to the question posed in 5.6:
In the case of Foreigner Register, a shorter Mean T-Unit
Length (MTUL) and Average Clause Length (ACL) indicates a
simpler form of language because of the concomitant lexical
choice made by the native speaker, the teacher in the case
of the present study.

Common sense would suggest that it is the teacher's choice
of lexical item that triggers off the modification process
and gives rise to the syntactic, lexical and pragmatic
features highlighted in the course of this discussion.
In other words, it seems to be the teacher's search for
what s/he thinks is the word or expression most likely to
be understood by the students that might cause the clause
to be longer or shorter. It has been shown in Chaudron
(1980), Long (1981a, 1981b) and in this study (5.4.1) that
a native speaker's use of unfamiliar words immediately sets
up an interactive modification process during which the
native speaker does his best to keep communication going,
thereby affecting the length of his utterance.

5.7 FOREIGNER REGISTER - AN INDEX OF ITS FEATURES

The answers given at various points in the discussion
(5.2.3.6; 5.4.4; 5.5.5) to the research questions posed in
5.1 have each provided a partial index to the properties
of Foreigner Register identified as different from Native
Register by the measures applied in the study. It now
only remains to bring them together to form the index of
Foreigner Register features.

As measured by the variables observed in this study, Foreigner
Register may be said to have the following features, as a
function of Lexical Choice:

1)	A shorter Mean T-Unit Length	(MTUL)
2)	A shorter Average Clause Length	(ACL)
3)	A shorter Pre-Verb Length	(PVL)
4)	A lower Lexical Variation	(LV)
5)	A lower Hapax Legomena	(HAP)
6)	A lower Type/Token Ratio	(TTR)

and a concomitant PRAGMATIC BEHAVIOUR characterized by the
following properties (which decrease in inverse proportion
to INCREASE IN PROFICIENCY):

7)	Checking for Understanding and Feedback	(CUF)
8)	Explanation/elaboration of vocabulary	(MLG)
9)	Supplying/correcting words for the non-native speaker	(TSW)

Throughout this discussion, it has been seen that it is
precisely these features that identify Foreigner Register
as one that is simpler than Native Register. They may
therefore be looked upon as <u>indicators</u> of a simplified
register. The pragmatic variables are of particular
interest here, since their presence was seen to increase
as proficiency level decreased: the greater the attempt at
simplification, the higher the incidence of checking for
understanding and of explanation and/or elaboration of
the lexical items chosen by the teacher.

5.8   SUMMARY

The discussion in this chapter has centred round three
research questions designed to elicit answers that would
provide a partial index of the properties (features) of

Foreigner Register as identified by the measures applied to the data in the study.

It was found that there are nine distinctive features which set Foreigner Register apart from Native Register, all being a function of lexical choice. These are:

a)   A SHORTER:

    1)   Mean T-Unit Length   (MTUL);

    2)   Average Clause Length   (ACL);

    3)   Pre-Verb Length   (PVL);

b)   A LOWER:

    4)   Lexical Variation   (LV):

    5)   Hapax Legomena   (HAP);

    6)   Type/Token Ratio   (TTR);

c)   A concomitant pragmatic behaviour characterized by the following properties (which decrease in inverse proportion to increase in proficiency)

    7)   Checking for Understanding   (CUF)
       and Feedback

    8)   Explanation/elaboration of (MLG)
       vocabulary

    9)   Supplying/correcting words (TSW)
       for the non-native speakers

These features may all be considered to be indicators of the use of a simplified register.

CHAPTER   VI

LIMITATIONS, CONCLUSIONS, IMPLICATIONS

AND   SUGGESTIONS FOR FURTHER RESEARCH.

CHAPTER VI

LIMITATIONS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR
FURTHER RESEARCH

6.1   INTRODUCTION

This study set out to analyze the variation in the speech
of Teachers of English as a Foreign Language - herein
termed Foreigner Register - to students at three levels of
proficiency: Elementary, Intermediate and Advanced.   In
so doing, it aimed to provide a tentative description of
the features of this register that stand out as distinct
from Native Register - the speech the teachers addressed
to a control group of native students. A. Null Hypothesis
was set up which stated, basically, that the speech of
the teachers would remain unaffected by the students'
proficiency level. Great care was taken to ensure that
the data were collected under natural circumstances and
that the subjects were unaware of the true purpose of the
investigation. A set of measures was then applied to the
data and the results of each level of Foreigner Register
were analyzed and compared with the Native Register control
group. The comparisons showed that there were definite
differences between the two registers, but only in some
cases. This indicated that the null hypothesis was only
in part being supported by the data. The study, however,
suffers from two limitations, and it is important that
these should be considered before coming to any conclusions
about these results or suggesting any implications thereof.

6.2   LIMITATIONS OF THE STUDY

6.2.1 Sample Size

The degree of generalization that can be made from the results of a study depends crucially on the size of the sample: the larger the sample, the greater the likelihood of the results' being statistically reliable and the lesser the probability of getting "chance" significance. In a study of the kind undertaken here, the use of samples large enough to claim statistical reliability would have taxed the resources of a team of workers, not to mention those of a single individual. Being a one-man study and limited in time and resources, it was necessary to take a sample of realistic proportions. Safeguards were then established as to its reliability by setting the most stringent level of significance: 0.01; and collecting a sufficiently large amount of data per teacher (average: 2,000 words). As was seen in 4.5, the fact that the results obtained herein parallel those of other studies with respect to some of the variables provides a certain amount of statistical evidence that the sample is representative of the parent population.

6.2.2 Design of the Experiment

Originally, the design had planned the use of five teachers only, each working across levels. It would then have been possible to observe the different ways in which each teacher put across the concepts by studying their linguistic manifestations at each level. This ideal design had to be

abandoned because of administrative reasons. It proved impossible to get enough teachers to agree, because some flatly refused to even think about it, since they did not consider their students capable of understanding a discussion. (This is, unfortunately, one of the hazards with which research into teacher language is fraught).

As a consequence, use had to be made of an alternative design, using four different teachers at each level. The use of four different teachers occasioned the loss of information on individual variation, since it is not reflected in the pooled results. The results, however, have shown that the group of four as a whole behaved in much the same way as the individuals in Henzl's (1975/1979), Gaies' (1977b), Steyaert's (1977) and Chaudron's (1978,1979) classroom studies, as well as in the various experimental and naturalistic studies, such as Scarcella and Higa's (1980) and Long's (1980). Taking into consideration the statistical evidence from Sprent referred to above (4.5), the fact that the study showed that differences do exist between the groups may be taken as evidence in favour of the assumption that, along general lines, a group of teachers at a given proficiency level behaves in much the same way as the individuals comprising it; and that, whoever they are, they are adapting their language differently to the different groups, individual variation not being sufficient to influence group variation (See 5.5.1).

6.3 CONCLUSIONS

Bearing in mind the limitations considered in the previous section, the following conclusions may be drawn on the basis of the results obtained in this study:

6.3.1 Support for the null hypothesis

Of the twenty-one variables observed, five did not support the null hypotheses, H_o1 and H_o2, as stated in this thesis (3.2.2). By attaining the prescribed level of significance (0.01), these variables showed that the level of proficiency of the students does indeed affect the speech of the teachers addressing them and the null hypotheses were therefore rejected in their case. These results confirm those obtained by other investigators, notably Henzl (1975/1979), Gaies (1977b), Freed (1978), Long (1980) and Chaudron (1978, 1979). The variables are identified as follows:

Syntactic Variables (H_o1)

MTUL (Mean T-Unit Length)

ACL (Average Clause Length)

Lexical Variables (H_o1)

LV (Lexical Variation)

Pragmatic Variables (H_o2)

CUF (Checking for Understanding and Feedback)

MLG (Metalingual Glosses).

The other sixteen variables fully supported the null hypotheses. No significant differences were observed between Native Register and Foreigner Register with respect to any of the following:

<u>Syntactic Variables</u> $(H_o 1)$

Nominal Clauses	(NOM)	Simple Sentences,	(SS)
Relative Clauses	(REL)	Complex Sentences	(CX)
Time Clauses	(TIME)	Compound Sentences	(CD)
Reason Clauses	(REA)	Pre-Verb Length	(PVL)
Subordinate Clause Index	(SCI)		

<u>Lexical Variables</u> $(H_o 1)$

Modifier Variation	(MV)	Type/Token Ratio	(TTR)
Lexical Density	(LD)	Hapax Legomena	(HAP)

<u>Phonological Variables</u> $(H_o 1)$

Words per Minute	(WPM)

<u>Pragmatic Variables</u> $(H_o 2)$

Teacher Supplies/Corrects Word	(TSW)
Change of Tack	(COT)

Although PVL, TTR, HAP and TSW did not reach the prescribed
level for the null hypotheses to be rejected, their
behaviour exhibited consistent enough differences from
Native Register to warrant their inclusion in the Foreigner
Register Feature Index (See 5.7).

The features in the Index, it will be remembered, are
indicators of the use of a simplified register, therefore
the behaviour of these variables lends weight to the
assumption underlying this thesis, as stated in Section 1.5:
that there is an effort on the part of any speaker of any
language to accommodate and adjust his speech on a number
of linguistic levels in order to achieve effective

communication with his interlocutor(s). Specifically, it
is proved herein that the teachers at each level made
adjustments to the perceived proficiency of the students
in broadly similar ways, with the variables in the Foreigner
Register Feature Index exhibiting significant differences
at each level. Since the topic was kept constant, the
cause of variation is ascribed to the proficiency level of
the students. As already stated, in spite of individual
variations in each group, as a group, the teachers exhibited
significant inter-level differences when it came to the
Native Speaker- · Non-Native Speaker comparisons.

6.3.2 Results Confirm the Existence of Foreigner Register

Under differing conditions, Henzl (1974, 1975/1979), Gaies
(1977b) and Freed (1978) each identified a register which,
typically, consists of a simpler use of language and is
used, characteristically, when addressing non-native
speakers of the language in question (English, German or
Czech). Other studies, notably Chaudron (1978, 1979) and
Long (1980), have also confirmed the existence of such a
register. The present study, which differs from all of
those just mentioned in the four important aspects indicated
in Section 1.7, has now confirmed the results they all
obtained under different situations and conditions. This
is fair proof that Foreigner Register is produced under
naturalistic (Freed), experimental (Long, Scarcella and
Higa, Arthur et al.) and classroom situations. In the
latter, it is either elicited i.e. teachers retelling stories

from pictures (Henzl, Steyaert) or natural, as used in
teaching and explaining (Gaies, Chaudron, Schinke).

Foreigner Register has distinctive features that identify
it as different from Native Register (See 5.7). These
include four of the variables that supported the null
hypotheses (See 6.3.1). As already stated, the decision
to include them was based on their consistently exhibiting
a sufficiently marked trend, progressing from simple to
complex, at each of the proficiency levels; and also
especially because the behaviour was in accordance with
the one observed in previous studies (Snow, 1972; Henzl,
1975/1979; Long, 1980).

6.3.3 Existence of a Common Core between Foreigner Register and Native Register

Foreigner Register and Native Register share eleven of the
twelve variables that produced null findings (10 syntactic
and 1 pragmatic). (The exception is WPM (Words per Minute)
which, although non-significant here, was found to be
significant by Henzl, Freed and the Adult-Child NS-NNS
studies). Though both registers share these syntactic and
pragmatic properties, they do not share their semantic
content, as shown by the vocabulary study (5.6.2.4-9). It
is found that both registers differ significantly with
respect to socio-cultural allusions, style and lexical
choice (idiomatic and other expressions, low frequency
items, as in 5.6.2.8) at least, as far as Classroom Foreigner
Register is concerned.

6.3.4 <u>Existence of at least two Types of Foreigner Register</u>

At least two types of Foreigner Register are established:

a) Classroom Foreigner Register, characterized by its
    inherent grammaticality (cf. Henzl).

b) Conversational Foreigner Register, which could
    become ungrammatical according to the situation
    in which it is being used. (See Long, 1980: 44 ff).

6.3.5 <u>Theoretical distinction between Foreigner Register
        and Foreigner Talk</u>.

A theoretical distinction is made between Foreigner Register
and Foreigner Talk in order to remove the ambiguity inherent
in the use of the latter term:

<u>Foreigner Register</u> is established as the language used by
a native speaker to communicate with a foreigner. As such,
it would, initially, make use of the normal rules of the
native speaker's code, although circumstances and the
urgency of the situation could subsequently affect its
grammaticality (See 2.3.4.8).

<u>Foreigner Talk</u> is established (as it originally was) as
Ferguson's (1975) ungrammatical elicitation-type of
imagined language, the type that, according to Freed (1978),
displays

      "....another level of speaker potential" (p.246)

Foreigner Talk in this sense has no communicative value,
it is only a representation of the way native speakers
<u>think</u> a foreigner would actualize their language.

6.4   IMPLICATIONS OF THE PRESENT STUDY

The main concern of this thesis has been to show that teachers
vary their language in accordance with their perception of
the level of proficiency of the students they are
addressing. The results of the present study lend empirical
support to previous studies which have found that linguistic
modification by native speakers was occasioned by lack of
proficiency in one of the interlocutors. This support has
greater validity in the present thesis for the following
important reasons:

a) The language used for analysis is actual language,
    spoken by trained teachers of English to students
    at all levels. Comparisons are therefore legitimate
    as the language was produced under the same normal
    classroom conditions. The description is therefore
    of authentic Classroom Foreigner Register, a
    spontaneous product of classroom interaction
    between the teachers and their students. In
    most of the previous studies, Chaudron excepted,
    the language is from different situations.

b) All teachers discussed the same topic at all levels.

c) The discussion sessions were not ad hoc - they
    formed part of the normal time-table activities
    and took place in the students' and teachers'
    own classrooms i.e. in familiar surroundings.

d) The teachers and the students were previously

acquainted - a factor that contributed to the

production of spontaneous language. The inter-

locutors did not have to "feel their way" while

a common basis was established between them,

as was the case in some studies (in which the

participants met for the first time on the

occasion of the experiment).

6.4.1 <u>Modification follows basically the same lines</u>

Since the results confirm these other studies, it seems

that modification follows basically the same pattern

whether the samples are taken on a one-to-one or one-to-many

basis in a naturalistic, experimental or classroom

situation. Though modification follows the same general

lines, some variables behaved differently in this and the

Long (1980) study. The reason for this, it was argued,

is that the language used for comparison in those studies

came from totally different situations (See 5.2.3.1).

More research is needed in this area to ascertain whether

results would be identical either way (i.e. to the former

studies or to the present one) if the samples analyzed

were produced under the same conditions.

6.4.2 <u>Adjustment is geared to the teacher's perception</u>
        <u>of level of proficiency</u>

The degree of adjustment is geared to the teachers'

perceived image of the level of proficiency of the students.

There is accommodation such that <u>individual</u> teacher variation

is not enough to influence group differences. The increase
in complexity as a function of level of proficiency indicates
that students hear more and more complex speech as their
level of proficiency rises.

6.4.3 Usefulness of the description for Teacher Training

The unconscious adjustments highlighted here could be
brought to the notice of teacher trainees in training
programmes. They could be encouraged to monitor their
speech for these features, to try and build in redundancy
at the lower levels and to apply these principles at least
to the preparation of drills and exercises for classroom
use at all levels i.e. use simpler language at lower, and
more complex at advanced, levels (cf. Stieglitz, 1973;
Darian, 1979; Barrett, 1972).

6.5 SUGGESTIONS FOR FUTURE RESEARCH

Now that some of the characteristics of Foreigner Register
have been highlighted, it may be useful to set up studies
to monitor whether the deliberate use of these features
helps the learner to process the input.

The accumulating evidence of variation and accommodation,
and of its directional trend from simple to complex as
higher levels of proficiency are achieved, would suggest
that a profitable and less time- and energy-consuming
approach to the study of individual variation might be
made by using a series of case studies of one or two persons
teaching at all levels - from elementary to native speaker,

with retrospective checks by the investigator with the
teacher in order to ask him directly what intentions s/he
had at particular points in the interaction. In this way,
it might be possible to gain insights into the mental
processes at work during the interaction.

Interesting and probably revealing results could be obtained
from studies using monolingual and bilingual teachers doing
the same task and then making comparisons of the performance
of each teacher according to language and accommodation.
The design could be along these lines, for example: A
teacher whose mother tongue is English and foreign language
Spanish and another vice versa: Spanish (MT) and English
(FL) and then comparing the results of their teaching
performance on a given topic under natural conditions.

6.6 OBSERVATIONS AND CONCLUSION

The following observations may be made with regard to the
results of this thesis and their relation to other work in
the field: Firstly, by providing a description of Foreigner
Register and highlighting its features as identified by the
variables observed, this thesis has, besides confirming
the results of previous studies, also provided proof that
teacher variation under natural classroom conditions in a
discussion situation follows basically the same pattern as
under experimental, naturalistic or elicited classroom conditions.

Secondly, by making a theoretical distinction between
Foreigner Register and Foreigner Talk, it has introduced

a greater precision into the study of either of the two registers, removing the ambiguity that was intuitively felt by some investigators to exist in the term "Foreigner Talk", (cf. Arthur et al., 1980).

Thirdly, the thesis has presented a quasi-objective measure designed to test vocabulary at each level of proficiency. By bringing vocabulary into the study of complexity in Foreigner and Native Register, a positive contribution has been made in the shape of proof that the existence of a shorter MTUL (Mean T-Unit Length) at the lower levels of proficiency does indeed imply less complex language because the lexical choices are made by the teachers at each level as a function of the student proficiency level. In other words, teachers generally choose the vocabulary they feel would be understood by the students, exhibiting a constant checking behaviour to ensure that communication is maintained throughout the interaction. If in the teacher's opinion, the lexical choice is such that it merits explanation or clarification, there may be restructuring, rephrasing and elaboration which could ultimately affect the length of the utterance or T-Unit (MTUL).

Arising out of the study of vocabulary, it has been shown that one could not really talk about similarities between Native Register and Foreigner Register at the Advanced level but, rather, of less difference, since Native Register was seen to be totally different from Foreigner Register with respect to idiomatic and other expressions, collocations, low-frequency items and socio-cultural allusions.

The study does not claim to have provided definitive answers to the problems in the area of variation in Classroom Foreigner Register, where so relatively little has been done to date. In spite of its limitations, the study has produced results similar to those obtained in other studies, conducted under widely varying conditions, with respect to Mean T-Unit Length (MTUL). It has therefore provided further proof of the efficacy of the T-Unit as a measure of syntactic complexity in the speech of teachers and other individuals. (Cf. Gaies, 1980).

The study has only lightly touched on the issue of vocabulary, but <u>lexical choice</u> is shown to affect the manner of presentation of the message in the speech of the sixteen teachers observed: the lower the level of proficiency, the greater the amount of checking to ensure that new lexical items are understood as they are introduced. In this respect, however, the thesis is to be regarded only as a pilot that could provide help in the difficult search for empirical verification of aspects of this complex issue.

APPENDICES

AND

BIBLIOGRAPHY

APPENDIX I

TRANSCRIPTION CONVENTIONS AND ABBREVIATIONS

Transcription of the audio tapes was done in minute detail including all hesitation phenomena but excluding supra-segmentals - all in standard orthography. Punctuation used: comma(,), colon(:), question mark(?) and exclamation mark(!).

Conventions

=   :   pause of one second (number of symbols indicates number of seconds).

%   :   indicates Change of Tack (COT) i.e. speaker is restructuring or rephrasing.

:   utterance boundary.

:   turn boundary (i.e. where there is a change of speaker).

...   :   at end of speaker turn and beginning of next turn of same speaker indicates utterance has not ended but continues across the interrupting speaker.

...   :   within the utterance indicates a pause for effect.

-       :   used between repeated words (e.g. the-the-the) when speaker is "stuck" or stutters.

(???)   :   unintelligible.

[ ]   :   (Square brackets) enclose all student utterances.

( )   :   (Parentheses) enclose on-going activity or feature e.g. (all laugh) (noise of train in background) (CUF).

< >   :   (angle brackets) enclose speaker designates e.g. <MS>;< X T-5(E)-1 >

.HESITATION PHENOMENA were transcribed as:

UH, UHM, ER, ERM, EH, EHM (Scottish), AH, AHM

ABBREVIATIONS

CUF   :   Checking for Understanding and Feedback.

CWT   :   Checks with Teacher (student on meaning/use
              of a word or expression).

IC   :   Induces student to correct (word or expression
              wrongly used or pronounced).

ISC   :   Inviting contribution by student (i.e.
              prompting).

LIH   :   Leaves item hanging (i.e. trails off/does not
              pursue idea).

MLG   :   Metalingual gloss.

NUP/UP   :   Non-use/use of pronoun(s).

PBB/WBB   :   Pulling/writing on, blackboard.

SBI/TBI   :   Student/Teacher breaks in.

SHO/THO   :   Student/Teacher holds on (to turn).

TSW/TSWC :   Teacher supplies and/or corrects word(s) or
              expression in student's utterance.

STUDENTS IN EXAMPLES

MS/FS   :   Male/female student.

MSID/FSID: Same male/female student (id=idem).

SS   :   All/several students at once.

NAME: _____   COURSE: _____

PUNCTUATION EXPERIMENT

The following are ten random selections from the speech of teachers
in EFL classrooms. You will hear each selection THREE times.

You are asked to listen carefully and punctuate each one according
to the sense, ignoring the odd student interjections ON THE TAPE

For later reference, please give the equivalence of the symbols
you use, eg: x= whatever you have used that particular symbol to
indicate.

Selection 1

so I think for a minute or two we'll just give you time
to think what what you'd like to say about it all right

Selection 2

right now I hope that you all know what has been going on
recently in Britain you all know that there has been a lot
of talk about the referendum do you know the result of the
referendum

Selection 3

oh the wasp's nest now I'll tell you what hoo hoo hoo I'll
tell **you** **what** eh little point to look out for when you're
you which language do you speak

Selection 4

close **your** books for a moment now some of you were going
to ask about what **happened** in Scotland a couple of weeks
ago

Selection 5

I wonder if you have any thoughts about devolution remember
devolution and you know that recently they have had uh a
devolution referendum do you know what a a referendum is
(The teacher writes on the blackboard (WBB)while saying "devolution
 referendum)

A.2.1 Selections for Punctuation Experiment

right now then I suppose you all saw in the newspapers
last week that all the Scottish people had to vote in
an election like an election OK it was called a
referendum and it was about devolution OK devolution

Selection 7

now the idea is that you all do some toping talking
toping the subject under discussion is devolution this is
er what he thought would be an entertaining and er maybe
an illustrative uhm vehicle to get you talking to to have
something going in the classroom situation

Selection 8

I'm sure it's something that er we've talked about before
I know we have it's about devolution and the referendum do
you remember the referendum
(Students break in after "devolution" and during the uttering of
 "referendum" until the end of the selection)

Selection 9

I've been asked to speak to you for a few minutes about
devolution which is a long and rather complicated word
which which many people in this country don't really
understand what it means either
(WBB while uttering "word which which")

Selection 10

I mean this is the whole thing isn't it th that the
yes people say well we don't get enough say and we they
don't understand not that they don't listen but they just
don't understand what makes us tick as a nation you know
'cause they see us a nation

Glossary of your symbols (continue overleaf)

-------- S P E A R M A N   C O R R E L A T I O N   C O E F F I C I E N T S --------

VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR		VARIABLE PAIR	
J1 WITH J2	0.8159 N(10) SIG .004	J1 WITH J3	0.8372 N(10) SIG .003	J1 WITH J4	0.7165 N(10) SIG .020	J1 WITH J5	0.9513 N(10) SIG .001	J1 WITH J6	0.9363 N(10) SIG .001	J1 WITH J7	0.6022 N(10) SIG .065
J1 WITH J8	0.7703 N(10) SIG .009	J1 WITH J9	0.7185 N(10) SIG .019	J1 WITH J10	0.9507 N(10) SIG .001	J1 WITH INV	0.9513 N(10) SIG .001	J2 WITH J3	0.9663 N(10) SIG .001	J2 WITH J4	0.4619 N(10) SIG .179
J2 WITH J5	0.8567 N(10) SIG .002	J2 WITH J6	0.6633 N(10) SIG .037	J2 WITH J7	0.4982 N(10) SIG .143	J2 WITH J8	0.8647 N(10) SIG .001	J2 WITH J9	0.5515 N(10) SIG .098	J2 WITH J10	0.8298 N(10) SIG .003
J2 WITH INV	0.8567 N(10) SIG .002	J3 WITH J4	0.4816 N(10) SIG .159	J3 WITH J5	0.8742 N(10) SIG .001	J3 WITH J6	0.7283 N(10) SIG .017	J3 WITH J7	0.6052 N(10) SIG .064	J3 WITH J8	0.7961 N(10) SIG .006
J3 WITH J9	0.6316 N(10) SIG .050	J3 WITH J10	0.8567 N(10) SIG .002	J3 WITH INV	0.8742 N(10) SIG .001	J4 WITH J5	0.7165 N(10) SIG .020	J4 WITH J6	0.7923 N(10) SIG .006	J4 WITH J7	0.2684 N(10) SIG .453
J4 WITH J8	0.5134 N(10) SIG .129	J4 WITH J9	0.8052 N(10) SIG .005	J4 WITH J10	0.5835 N(10) SIG .077	J4 WITH INV	0.7165 N(10) SIG .020	J5 WITH J6	0.9129 N(10) SIG .001	J5 WITH J7	0.6396 N(10) SIG .046
J5 WITH J8	0.8684 N(10) SIG .001	J5 WITH J9	0.7698 N(10) SIG .009	J5 WITH J10	0.9663 N(10) SIG .001	J5 WITH INV	1.0000 N(10) SIG .001	J6 WITH J7	0.5984 N(10) SIG .068	J6 WITH J8	0.6528 N(10) SIG .041
J6 WITH J9	0.7911 N(10) SIG .006	J6 WITH J10	0.8911 N(10) SIG .001	J6 WITH INV	0.9129 N(10) SIG .001	J7 WITH J8	0.3519 N(10) SIG .319	J7 WITH J9	0.3587 N(10) SIG .309	J7 WITH J10	0.6050 N(10) SIG .064
J7 WITH INV	0.6396 N(10) SIG .046	J8 WITH J9	0.5980 N(10) SIG .068	J8 WITH J10	0.8579 N(10) SIG .001	J8 WITH INV	0.8684 N(10) SIG .001	J9 WITH J10	0.7149 N(10) SIG .020	J9 WITH INV	0.7698 N(10) SIG .009
J10 WITH INV	0.9663 N(10) SIG .001										

A.2.2   Results of Punctuation Experiment

Word Count: Forward Index.

7	A	2	ABOUT	1	AFFAIRS
5	AND	1	ANY	2	AS
1	BEEN	1	BROUGHT	1	BUT
1	COUNTRY	1	DEAL	1	DEVOLUTION
2	EDINBURGH	1	EDUCATION	1	EITHER
1	FIRST	3	FOR	1	FORWARD
2	HAD	1	HARDLY	2	HAS
1	I	1	IDEA	3	IN
2	IT'S	1	I'VE	1	KNOWN
1	LITTLE	1	LONG	1	LOT
1	MINUTES	1	NOT	1	NOW
1	OWN	2	PARLIAMENT	1	PEOPLE
1	SAME	5	SCOTLAND	1	SCOTTISH
1	SIMPLY	1	SMALL	1	SOME
4	THE	2	THINK	2	THIS
1	WAS	1	WBB	1	WE
1	WHO	2	WITH	1	WORD
1	YOU				

1	ALMOST	1	ALWAYS	1	AN
1	ASKED	2	ASSEMBLY	1	BE
1	CIVIL	1	COMPLETELY	1	COMPLICATED
1	DID	1	DIFFERENT	1	DON'T
2	ENGLAND	1	FEW	1	FIFTY
1	FROM	1	GOOD	1	GOVERNMENT
3	HAVE	1	HERE	1	HUNDREDS
1	IS	2	IT	1	ITS
1	LAST	1	LAW	1	LIKED
2	MANY	1	MARCH	1	MEANS
5	OF	1	ON	1	OR
1	RATHER	1	REALLY	1	RECENTLY
4	SEPARATE	2	SERVANTS-	1	SHOULD
1	SPEAK	2	SYSTEM	3	THAT
3	TO	1	UHM	1	UNDERSTAND
2	WHAT	3	WHICH	1	WHISPERED
1	WORK	3	WOULD	2	YEARS

Frequency Profile.

Word Freq	Number Such	Vocab Total	Word Total	% of Vocab	% of Words
1	72	72	72	69.90	45.28
2	18	90	108	87.38	67.92
3	7	97	129	94.17	81.13
4	2	99	137	96.12	86.16
5	3	102	152	99.03	95.60
7	1	103	159	100.00	100.00

A.3.1   Sample 1: Page of FREQUENCY OUTPUT -
CONCORD

```
                                      2    ASSEMBLY
OULD SIMPLY HAVE =   AN ASSEMBLY = IN&EDINBURGH =  THAT
H AFF
 SMALL PARLIAMENT =   OR ASSEMBLY OF ITS OWN #&NOW SCOT
OULD


                                      1    BE
S = SCOTLAND WOULD NOT BE COMPLETELY SEPARATE =   #& I
EMBLY


                                      1    BEEN
                 I'VE BEEN ASKED TO SPEAK TO YOU FOR
ION W


                                      1    BROUGHT
HE IDEA WAS RECENTLY = BROUGHT FORWARD = THAT =   SCOT
LIAME


                                      1    BUT
IAMENT AS ENGLAND = # &BUT IT'S HAD A SEPARATE SYSTEM
 EDUC


                                      1    CIVIL
ENT SERVANTS KNOWN AS "CIVIL SERVANTS" = WHO WORK HER
IDEA W


                                      1    COMPLETELY
= SCOTLAND WOULD NOT BE COMPLETELY SEPARATE =   #& IT W
LY =


                                      1    COMPLICATED
H IS A LONG AND RATHER COMPLICATED WORD- WHICH =   WB
HIS C


                                      1    COUNTRY
=   MANY PEOPLE IN THIS COUNTRY = DON'T REALLY UNDERST
&    A


                                      1    DEAL
EDINBURGH = THAT WOULD DEAL WITH SOME SCOTTISH AFFAIR
VE ON


                                      1    DEVOLUTION
OR A FEW MINUTES ABOUT &DEVOLUTION WHICH IS A LONG AND
CH =


                                      1    DID
AIRS  =   #&AND = WHAT DID WE HAVE ON MARCH THE FIRST


                                      1    DIFFERENT
NK&THAT IT'S = A LITTLE DIFFERENT FROM ENGLAND # AND =
S SCO


                                      1    DON'T
OPLE IN THIS COUNTRY = DON'T REALLY UNDERSTAND &WHAT
 WHIS
```

A.3.2 Sample 1: Page of CONTEXT OUTPUT - CONCORD

197

(See page 95 for Explanation of Contrasts)

VARIABLE WPM

- - - - O N E W A Y - - - -

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	1342.2500	447.4165	1.190	0.3551
LINEAR TERM	1	180.0000	180.0000	0.479	0.5022
DEVIATION FROM LINEAR	2	1162.2500	581.1250	1.545	0.2529
WITHIN GROUPS	12	4513.4995	376.1248		
TOTAL	15	5855.7461			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	143.7500	19.9729	9.9864	122.0000	164.0000	111.9692 TO	175.5308
GRP02	4	126.0000	28.3666	14.1833	99.0000	159.0000	80.8630 TO	171.1370
GRP03	4	150.0000	9.7639	4.8819	137.0000	160.0000	134.4637 TO	165.5363
GRP04	4	145.7500	14.3382	7.1691	129.0000	164.0000	122.9351 TO	168.5649
TOTAL	16	141.3750	19.7581	4.9395	99.0000	164.0000	130.8467 TO	151.9033

CONTRASTS VARIABLE WPM

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
CONT 1(E - I)	17.7500	13.7136	1.294	12.0	0.220	17.3463	1.023	5.4	0.353
CONT 2(E - A)	-6.2500	13.7136	-0.456	12.0	0.657	11.1159	-0.562	4.4	0.604
CONT 3(E - NS)	-2.0000	13.7136	-0.146	12.0	0.886	12.2933	-0.163	5.4	0.877
CONT 4(I - A)	-24.0000	13.7136	-1.750	12.0	0.106	15.0000	-1.600	3.7	0.185
CONT 5(I - NS)	-19.7500	13.7136	-1.440	12.0	0.175	15.8922	-1.243	4.4	0.282
CONT 6(A - NS)	4.2500	13.7136	0.310	12.0	0.762	8.6735	0.490	5.3	0.645
CONT 7(E/I-A)	-15.1250	11.8763	-1.274	12.0	0.227	9.9527	-1.520	7.9	0.167
CONT 8(E/I-NS)	-10.8750	11.8763	-0.916	12.0	0.378	11.2525	-0.966	8.3	0.362
CONT 9(I/A-NS)	-7.7500	11.8763	-0.653	12.0	0.526	10.3752	-0.747	6.7	0.479
CONT 10(E/A-NS)	1.1250	11.8763	0.095	12.0	0.926	9.0712	0.124	6.2	0.905

- - - O N E W A Y - - -

VARIABLE PVL

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	0.3112	0.1037	3.322	0.0567
LINEAR TERM	1	0.2520	0.2520	8.070	0.0149
DEVIATION FROM LINEAR	2	0.0592	0.0296	0.948	0.4147
WITHIN GROUPS	12	0.3747	0.0312		
TOTAL	15	0.6859			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	2.4025	0.1846	0.0923	2.1700	2.5700	2.1087 TO 2.6963
GRP02	4	2.5550	0.0714	0.0357	2.4500	2.6000	2.4414 TO 2.6686
GRP03	4	2.5225	0.0922	0.0461	2.4500	2.6500	2.3759 TO 2.6691
GRP04	4	2.7875	0.2779	0.1389	2.4500	3.0300	2.3453 TO 3.2297
TOTAL	16	2.5669	0.2138	0.0535	2.1700	3.0300	2.4529 TO 2.6808

CONTRASTS VARIABLE PVL

CONTRAST	VALUE	POOLED VARIANCE ESTIMATE S. ERROR	T VALUE	D.F.	T PROB.	SEPARATE VARIANCE ESTIMATE S. ERROR	T VALUE	D.F.	T PROB.
OCONT 1(E - I)	-0.1525	0.1250	-1.220	12.0	0.246	0.0990	-1.541	3.9	0.198
OCONT 2(E - A)	-0.1200	0.1250	-0.960	12.0	0.356	0.1032	-1.163	4.4	0.309
OCONT 3(E -NS)	-0.3850	0.1250	-3.081	12.0	0.010	0.1668	-2.308	5.2	0.069
OCONT 4(I - A)	0.0325	0.1250	0.260	12.0	0.799	0.0583	0.558	5.6	0.597
OCONT 5(I -NS)	-0.2325	0.1250	-1.861	12.0	0.087	0.1435	-1.621	3.4	0.204
OCONT 6(A -NS)	-0.2650	0.1250	-2.121	12.0	0.055	0.1464	-1.810	3.7	0.145
OCONT 7(E/I-A)	-0.0438	0.1062	-0.404	12.0	0.693	0.0676	-0.647	6.9	0.538
OCONT 8(E/I-NS)	-0.3088	0.1082	-2.853	12.0	0.015	0.1475	-2.093	3.8	0.104
OCONT 9(I/A-NS)	-0.2488	0.1082	-2.299	12.0	0.040	0.1420	-1.752	3.3	0.178
OCONT 10(E/A-NS)	-0.3250	0.1082	-3.003	12.0	0.011	0.1482	-2.193	3.8	0.093

- - - - - - - - - - O N E W A Y - - - - - - - - - -

VARIABLE MV

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	6.5162	2.1721	1.379	0.2965
LINEAR TERM	1	4.7971	4.7971	3.045	0.1065
DEVIATION FROM LINEAR	2	1.7191	0.8595	0.546	0.5932
WITHIN GROUPS	12	18.9037	1.5753		
TOTAL	15	25.4198			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	7.3450	1.7459	0.8730	5.6600	8.9500	4.5669 TO 10.1231
GRP02	4	7.6000	1.3203	0.6602	6.0200	9.0400	5.4991 TO 5.7009
GRP03	4	6.9625	0.9856	0.4928	5.9300	8.0900	5.3942 TO 8.5308
GRP04	4	5.9250	0.7337	0.3668	5.2800	6.5900	4.7575 TO 7.0924
TOTAL	16	6.9581	1.3018	0.3254	5.2800	9.0400	6.2644 TO 7.6518

CONTRASTS VARIABLE MV

	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE T VALUE	D.F.	T PROB.	SEPARATE VARIANCE ESTIMATE S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-0.2550	0.8875	-0.287	12.0	0.779	1.0945	-0.233	5.6	0.824
0CONT 2(E - A)	0.3825	0.8875	0.431	12.0	0.674	1.0025	0.382	4.7	0.718
0CONT 3(E -NS)	1.4200	0.8875	1.600	12.0	0.136	0.9469	1.500	4.0	0.208
0CONT 4(I - A)	0.6375	0.8875	0.718	12.0	0.466	0.8238	0.774	5.6	0.468
0CONT 5(I -NS)	1.6750	0.8875	1.887	12.0	0.084	0.7552	2.218	4.7	0.077
0CONT 6(A -NS)	1.0375	0.8875	1.169	12.0	0.265	0.6144	1.689	5.5	0.142
0CONT 7(E/I-A)	0.5100	0.7686	0.664	12.0	0.520	0.7364	0.693	8.2	0.508
0CONT 8(E/I-NS)	1.5475	0.7686	2.013	12.0	0.067	0.6588	2.349	8.5	0.043
0CONT 9(I/A-NS)	1.3563	0.7686	1.765	12.0	0.103	0.5516	2.459	8.2	0.039
0CONT 10(E/A-NS)	1.2286	0.7686	1.599	12.0	0.136	0.6211	1.978	7.7	0.083

- - - - - O N E W A Y - - - - -

VARIABLE LD

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	5.9635	1.9880	0.527	0.6719
LINEAR TERM	1	0.0001	0.0001	0.000	0.9955
DEVIATION FROM LINEAR	2	5.9638	2.9819	0.791	0.4757
WITHIN GROUPS	12	45.2405	3.7700		
TOTAL	15	51.2045			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	39.7200	1.1101	0.5551	38.0900	40.4800	37.9536 TO 41.4864
GRP02	4	40.9925	3.1786	1.5893	38.6600	45.6900	35.9347 TO 46.0503
GRP03	4	40.5075	1.8720	0.9360	38.4100	42.9500	37.9288 TO 43.8862
GRP04	4	39.7400	0.4898	0.2449	39.3100	40.3900	38.9606 TO 40.5194
TOTAL	16	40.3400	1.8476	0.4619	38.0900	45.6900	39.3555 TO 41.3245

CONTRASTS VARIABLE LD

			POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-1.2725	1.3730	-0.927	12.0	0.372	-0.756	3.7	0.492
0CONT 2(E - A)	-1.1675	1.3730	-0.865	12.0	0.404	-1.091	4.9	0.325
0CONT 3(E -NS)	-0.0200	1.3730	-0.015	12.0	0.989	-0.033	4.1	0.975
0CONT 4(I - A)	0.0850	1.3730	0.062	12.0	0.952	0.046	4.9	0.965
0CONT 5(I -NS)	1.2525	1.3730	0.912	12.0	0.380	0.779	3.1	0.493
0CONT 6(A -NS)	1.1675	1.3730	0.850	12.0	0.412	1.207	3.4	0.314
0CONT 7(E/I-A)	-0.5513	1.1890	-0.464	12.0	0.651	-0.438	6.4	0.677
0CONT 8(E/I-NS)	0.6162	1.1890	0.518	12.0	0.614	0.703	4.3	0.521
0CONT 9(I/A-NS)	1.2100	1.1890	1.018	12.0	0.329	1.268	5.5	0.252
0CONT 10(E/A-NS)	0.5737	1.1890	0.483	12.0	0.538	0.962	6.5	0.368

- - - - - O N E W A Y - - - - -

VARIABLE   LV

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	330.3382	110.1127	3.810	0.0396
LINEAR TERM	1	325.4636	325.4636	11.261	0.0057
DEVIATION FROM LINEAR	2	4.8746	2.4373	0.084	0.9197
WITHIN GROUPS	12	346.8149	28.9012		
TOTAL	15	677.1531			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	33.6475	5.6732	2.8366	26.2500	38.2200	24.6202 TO	42.6748
GRP02	4	36.3050	6.0509	3.0255	31.3200	43.9700	26.6768 TO	45.9332
GRP03	4	41.6650	6.6162	3.3081	33.2600	47.8300	31.1373 TO	52.1926
GRP04	4	45.3075	1.7413	0.8706	43.2500	47.0100	42.5368 TO	48.0782
TOTAL	16	39.2312	6.7189	1.6797	26.2500	47.8300	35.6510 TO	42.8115

CONTRASTS VARIABLE LV

			POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-2.6575	3.8014	-0.699	12.0	0.498	4.1473	-0.641	6.0	0.545
0CONT 2(E - A)	-8.0175	3.8014	-2.109	12.0	0.057	4.3577	-1.840	5.9	0.115
0CONT 3(E -NS)	-11.6500	3.8014	-3.067	12.0	0.010	2.9672	-3.930	3.6	0.017
0CONT 4(I - A)	-5.3600	3.8014	-1.410	12.0	0.184	4.4829	-1.196	6.0	0.277
0CONT 5(I -NS)	-9.0025	3.8014	-2.368	12.0	0.036	3.1482	-2.860	3.5	0.065
0CONT 6(A -NS)	-3.6425	3.8014	-0.958	12.0	0.357	3.4207	-1.065	3.4	0.365
0CONT 7(E/I-A)	-6.6488	3.2921	-2.032	12.0	0.065	3.9043	-1.713	5.4	0.147
0CONT 8(E/I-NS)	-10.3313	3.2921	-3.138	12.0	0.009	2.2490	-4.594	7.8	0.002
0CONT 9(I/A-NS)	-6.3225	3.2921	-1.921	12.0	0.079	2.4046	-2.629	7.5	0.030
0CONT 10(E/A-NS)	-7.6513	3.2921	-2.324	12.0	0.038	2.3464	-3.261	7.5	0.012

- - - - - O N E W A Y - - - - - - - - - - -

VARIABLE TTR

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	75.1156	25.0385	1.110	0.3833
LINEAR TERM	1	73.6702	73.6702	3.266	0.0959
DEVIATION FROM LINEAR	2	1.4454	0.7227	0.032	0.9686
WITHIN GROUPS	12	270.6943	22.5578		
TOTAL	15	345.8098			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	20.6375	3.9892	1.9946	15.5000	23.9000	14.2898 TO 26.9852
GRP02	4	22.0675	5.2065	2.6033	16.5700	27.6800	13.7829 TO 30.3521
GRP03	4	24.7900	4.8529	2.4264	18.7100	30.3200	17.0681 TO 32.5119
GRP04	4	26.1275	4.8641	2.4320	21.6900	32.5300	18.3877 TO 33.8672
TOTAL	16	23.4056	4.8015	1.2004	15.5000	32.5300	20.8471 TO 25.9641

CONTRASTS   VARIABLE   TTR

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
CONT 1(E - I)	-1.4300	3.3584	-0.426	12.0	0.678	3.2795	-0.436	5.6	0.678
CONT 2(E - A)	-4.1525	3.3584	-1.236	12.0	0.240	3.1410	-1.322	5.8	0.234
CONT 3(E -NS)	-5.4900	3.3584	-1.635	12.0	0.128	3.1454	-1.745	5.8	0.132
CONT 4(I - A)	-2.7225	3.3584	-0.811	12.0	0.433	3.5587	-0.765	6.0	0.473
CONT 5(I -NS)	-4.0600	3.3584	-1.209	12.0	0.250	3.5625	-1.140	6.0	0.298
CONT 6(A -NS)	-1.3375	3.3584	-0.398	12.0	0.697	3.4355	-0.389	6.0	0.710
CONT 7(E/I-A)	-3.4375	2.9085	-1.182	12.0	0.260	2.9286	-1.174	5.7	0.285
CONT 8(E/I-NS)	-4.7750	2.9085	-1.642	12.0	0.127	2.9332	-1.628	5.7	0.155
CONT 9(I/A-NS)	-2.6987	2.9085	-0.928	12.0	0.372	3.0135	-0.896	6.2	0.405
CONT 10(E/A-NS)	-3.4137	2.9085	-1.174	12.0	0.263	2.8951	-1.179	5.5	0.283

- - - O N E W A Y - - -

VARIABLE MTUL

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	21.1118	7.0373	8.959	0.0022
LINEAR TERM	1	18.2882	18.2882	23.283	0.0004
DEVIATION FROM LINEAR	2	2.8236	1.4118	1.797	0.2076
WITHIN GROUPS	12	9.4256	0.7855		
TOTAL	15	30.5374			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	11.4450	0.7508	0.3754	10.6400	12.2900	10.2504 TO 12.6396
GRP02	4	11.3375	0.8342	0.4171	10.3800	12.1500	10.0102 TO 12.6648
GRP03	4	12.7250	0.9925	0.4962	11.6700	13.9700	11.1458 TO 14.3042
GRP04	4	14.1700	0.5473	0.4737	13.1000	15.1000	12.6626 TO 15.6774
TOTAL	16	12.4194	1.4268	0.3567	10.3800	15.1000	11.6591 TO 13.1797

CONTRASTS VARIABLE MTUL

		POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I) 0.1075	0.6267	0.172	12.0	0.667	0.5611	0.192	5.9	0.854
0CONT 2(E - A) -1.2500	0.6267	-2.042	12.0	0.064	0.6222	-2.057	5.6	0.085
0CONT 3(E -NS) -2.7250	0.6267	-4.348	12.0	0.001	0.6044	-4.509	5.7	0.004
0CONT 4(I - A) -1.3875	0.6267	-2.214	12.0	0.047	0.6482	-2.140	5.8	0.076
0CONT 5(I -NS) -2.6325	0.6267	-4.520	12.0	0.001	0.6311	-4.488	5.9	0.004
0CONT 6(A -NS) -1.4450	0.6267	-2.306	12.0	0.040	0.6860	-2.106	6.0	0.080
0CONT 7(E/I-A) -1.3337	0.5427	-2.458	12.0	0.030	0.5700	-2.340	5.0	0.066
0CONT 8(E/I-NS) -2.7787	0.5427	-5.120	12.0	0.000	0.5505	-5.047	5.2	0.004
0CONT 9(I/A-NS) -2.1388	0.5427	-3.941	12.0	0.002	0.5739	-3.726	5.8	0.010
0CONT 10(E/A-NS) -2.0850	0.5427	-3.842	12.0	0.002	0.5667	-3.679	5.6	0.010

204

VARIABLE   SCI

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	0.0502	0.0167	0.728	0.5547
LINEAR TERM	1	0.0033	0.0033	0.142	0.7133
DEVIATION FROM LINEAR	2	0.0469	0.0235	1.021	0.3894
WITHIN GROUPS	12	0.2757	0.0230		
TOTAL	15	0.3259			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	1.6950	0.1678	0.0839	1.4600	1.8300	1.4279 TO 1.9620
GRP02	4	1.5625	0.0574	0.0287	1.4900	1.6300	1.4712 TO 1.6538
GRP03	4	1.6750	0.2125	0.1062	1.4300	1.8900	1.3368 TO 2.0132
GRP04	4	1.7000	0.1236	0.0618	1.5200	1.8000	1.5034 TO 1.8966
TOTAL	16	1.6581	0.1474	0.0368	1.4300	1.8900	1.5796 TO 1.7367

CONTRASTS   VARIABLE   SCI

	VALUE	POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
		S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
CONT 1(E - I)	0.1325	0.1072	1.236	12.0	0.240	0.0887	1.494	3.7	0.209
CONT 2(E - A)	0.0200	0.1072	0.187	12.0	0.855	0.1354	0.148	5.7	0.887
CONT 3(E -NS)	-0.0050	0.1072	-0.047	12.0	0.964	0.1042	-0.048	5.5	0.963
CONT 4(I - A)	-0.1125	0.1072	-1.050	12.0	0.315	0.1101	-1.022	3.4	0.382
CONT 5(I -NS)	-0.1375	0.1072	-1.283	12.0	0.224	0.0681	-2.019	4.2	0.114
CONT 6(A -NS)	-0.0250	0.1072	-0.233	12.0	0.819	0.1229	-0.203	4.8	0.847
CONT 7(E/I-A)	-0.0463	0.0928	-0.498	12.0	0.627	0.1151	-0.402	4.0	0.708
CONT 8(E/I-NS)	-0.0713	0.0928	-0.768	12.0	0.458	0.0760	-0.937	5.7	0.385
CONT 9(I/A-NS)	-0.0813	0.0928	-0.875	12.0	0.399	0.0827	-0.982	6.2	0.364
CONT 10(E/A-NS)	-0.0150	0.0928	-0.162	12.0	0.874	0.0917	-0.164	8.3	0.874

- - - - O N E W A Y - - - -

VARIABLE ACL

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	5.1766	1.7255	3.764	0.0409
LINEAR TERM	1	5.1005	5.1005	11.125	0.0059
DEVIATION FROM LINEAR	2	0.0761	0.0380	0.083	0.9209
WITHIN GROUPS	12	5.5019	0.4585		
TOTAL	15	10.6785			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	6.7925	0.6854	0.3427	5.9200	7.5700	5.7018 TO	7.8832
GRP02	4	7.2725	0.7605	0.3802	6.3800	8.1500	6.0625 TO	8.4825
GRP03	4	7.6575	0.8162	0.4081	6.4900	8.2900	6.3587 TO	8.9563
GRP04	4	8.3475	0.3459	0.1729	7.8900	8.6300	7.7972 TO	8.8978
TOTAL	16	7.5175	0.8437	0.2109	5.9200	8.6300	7.0679 TO	7.9671

CONTRASTS   VARIABLE   ACL

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-0.4800	0.4788	-1.003	12.0	0.336	0.5119	-0.938	5.9	0.385
0CONT 2(E - A)	-0.8650	0.4788	-1.807	12.0	0.096	0.5329	-1.623	5.8	0.156
0CONT 3(E -NS)	-1.5550	0.4788	-3.248	12.0	0.007	0.3839	-4.051	4.4	0.015
0CONT 4(I - A)	-0.3850	0.4788	-0.804	12.0	0.437	0.5578	-0.690	6.0	0.516
0CONT 5(I -NS)	-1.0750	0.4788	-2.245	12.0	0.044	0.4177	-2.574	4.2	0.062
0CONT 6(A -NS)	-0.6900	0.4788	-1.441	12.0	0.175	0.4432	-1.557	4.0	0.195
0CONT 7(E/I-A)	-0.6250	0.4146	-1.507	12.0	0.158	0.4817	-1.297	5.4	0.251
0CONT 8(E/I-NS)	-1.3150	0.4146	-3.171	12.0	0.008	0.3089	-4.257	8.9	0.002
0CONT 9(I/A-NS)	-0.8525	0.4146	-2.128	12.0	0.055	0.3282	-2.689	8.8	0.025
0CONT 10(E/A-NS)	-1.1225	0.4146	-2.707	12.0	0.019	0.3177	-3.534	8.8	0.006

206

- - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - -

VARIABLE HAP

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	51.1486	17.0495	2.662	0.0955
LINEAR TERM	1	50.1178	50.1178	7.825	0.0161
DEVIATION FROM LINEAR	2	1.0307	0.5154	0.080	0.9232
WITHIN GROUPS	12	76.8610	6.4051		
TOTAL	15	128.0096			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN		
GRP01	4	9.1250	2.1451	1.0726	6.4000	11.1600	5.7117	TO	12.5383
GRP02	4	10.3425	2.7563	1.3781	7.7000	12.9700	5.9567	TO	14.7283
GRP03	4	12.5975	2.9332	1.4666	9.0600	15.9500	7.9302	TO	17.2648
GRP04	4	13.6500	2.1951	1.0975	10.8800	15.7800	10.1572	TO	17.1427
TOTAL	16	11.4287	2.9213	0.7303	6.4000	15.9500	9.8721	TO	12.9854

CONTRASTS   VARIABLE HAP

CONTRAST	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE T VALUE	D.F.	T PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	S. ERROR	D.F.	T PROB.
0CONT 1(E - I)	-1.2175	1.7896	-0.680	12.0	0.509	-0.697	1.7463	5.7	0.512
0CONT 2(E - A)	-3.4725	1.7896	-1.940	12.0	0.076	-1.911	1.8169	5.5	0.114
0CONT 3(E -NS)	-4.5250	1.7896	-2.529	12.0	0.026	-2.949	1.5346	6.0	0.026
0CONT 4(I - A)	-2.2550	1.7896	-1.260	12.0	0.232	-1.121	2.0125	6.0	0.305
0CONT 5(I -NS)	-3.3075	1.7896	-1.848	12.0	0.089	-1.877	1.7618	5.7	0.110
0CONT 6(A -NS)	-1.0525	1.7896	-0.588	12.0	0.567	-0.575	1.8318	5.6	0.586
0CONT 7(E/I-A)	-2.8638	1.5498	-1.848	12.0	0.089	-1.678	1.7068	5.2	0.154
0CONT 8(E/I-NS)	-3.9163	1.5498	-2.527	12.0	0.027	-2.792	1.4025	6.6	0.027
0CONT 9(I/A-NS)	-2.1800	1.5498	-1.407	12.0	0.185	-1.464	1.4890	7.5	0.181
0CONT 10(E/A-NS)	-2.7587	1.5498	-1.799	12.0	0.097	-1.957	1.4247	6.8	0.091

VARIABLE CUF

- - - - - - - O N E W A Y - - - - - - -

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	498.1875	166.0625	4.610	0.0228
LINEAR TERM	1	316.0125	316.0125	8.773	0.0119
DEVIATION FROM LINEAR	2	182.1750	91.0875	2.529	0.1212
WITHIN GROUPS	12	432.2499	36.0208		
TOTAL	15	930.4370			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	13.7500	11.8708	5.9354	1.0000	27.0000	-5.1389 TO 32.6389
GRP02	4	0.7500	0.9574	0.4787	0.0000	2.0000	-0.7735 TO 2.2735
GRP03	4	2.2500	1.5000	0.7500	1.0000	4.0000	-0.1368 TO 4.6368
GRP04	4	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000 TO 0.0000
TOTAL	16	4.1875	7.8759	1.9690	0.0000	27.0000	-0.0092 TO 8.3842

CONTRASTS VARIABLE CUF

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
OCONT 1(E - I)	13.0000	4.2439	3.063	12.0	0.010	5.9547	2.183	3.0	0.117
OCONT 2(E - A)	11.5000	4.2439	2.710	12.0	0.019	5.9826	1.922	3.1	0.150
OCONT 3(E -NS)	13.7500	4.2439	3.240	12.0	0.007	5.9354	2.317	3.0	0.103
OCONT 4(I - A)	-1.5000	4.2439	-0.353	12.0	0.730	0.8898	-1.686	5.1	0.153
OCONT 5(I -NS)	0.7500	4.2439	0.177	12.0	0.863	0.4787	1.567	3.0	0.215
OCONT 6(A -NS)	2.2500	4.2439	0.530	12.0	0.606	0.7500	3.000	3.0	0.058
OCONT 7(E/I-A)	5.0000	3.6753	1.360	12.0	0.199	3.0704	1.628	3.4	0.202
OCONT 8(E/I-NS)	7.2500	3.6753	1.973	12.0	0.072	2.9773	2.435	3.0	0.093
OCONT 9(I/A-NS)	1.5000	3.6753	0.408	12.0	0.690	0.4449	3.372	5.1	0.020
OCONT 10(E/A-NS)	8.0000	3.6753	2.177	12.0	0.050	2.9913	2.674	3.1	0.075

VARIABLE   MLG

- - - - O N E W A Y - - - -

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	24.5000	8.1667	3.843	0.0387
LINEAR TERM	1	24.2000	24.2000	11.388	0.0055
DEVIATION FROM LINEAR	2	0.3000	0.1500	0.071	0.9322
WITHIN GROUPS	12	25.5000	2.1250		
TOTAL	15	50.0000			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	3.2500	1.2583	0.6292	2.0000	5.0000	1.2478 TO	5.2522
GRP02	4	2.0000	2.4495	1.2247	0.0000	5.0000	-1.8976 TO	5.8976
GRP03	4	0.7500	0.9574	0.4787	0.0000	2.0000	-0.7735 TO	2.2735
GRP04	4	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000 TO	0.0000
TOTAL	16	1.5000	1.8257	0.4564	0.0000	5.0000	0.5271 TO	2.4729

CONTRASTS   VARIABLE   MLG

	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
			T VALUE	D.F.	T PROB.	T VALUE	D.F.	S. ERROR	T PROB.
OCONT 1(E - I)	1.2500	1.0308	1.213	12.0	0.249	0.908	4.5	1.3769	0.415
OCONT 2(E - A)	2.5000	1.0308	2.425	12.0	0.032	3.162	5.6	0.7906	0.020
OCONT 3(E -NS)	3.2500	1.0308	3.153	12.0	0.008	5.166	3.0	0.6292	0.014
OCONT 4(I - A)	1.2500	1.0308	1.213	12.0	0.249	0.951	3.9	1.3150	0.396
OCONT 5(I -NS)	2.0000	1.0308	1.940	12.0	0.076	1.633	3.0	1.2247	0.201
OCONT 6(A -NS)	0.7500	1.0308	0.728	12.0	0.481	1.567	3.0	0.4787	0.215
OCONT 7(E/I-A)	1.8750	0.8927	2.100	12.0	0.058	2.236	7.3	0.8385	0.060
OCONT 8(E/I-NS)	2.6250	0.8927	2.941	12.0	0.012	3.813	4.5	0.6884	0.019
OCONT 9(I/A-NS)	1.3750	0.8927	1.540	12.0	0.149	2.091	3.9	0.6575	0.105
OCONT 10(E/A-NS)	2.0000	0.8927	2.240	12.0	0.045	5.060	5.6	0.3953	0.002

- - - - - O N E W A Y - - - - -

VARIABLE TSW

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	53.0000	17.6667	1.828	0.1958
LINEAR TERM	1	39.2000	39.2000	4.055	0.0670
DEVIATION FROM LINEAR	2	13.8000	6.9000	0.714	0.5094
WITHIN GROUPS	12	116.0000	9.6667		
TOTAL	15	169.0000			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	5.0000	3.9158	1.9579	1.0000	10.0000	-1.2308 TO	11.2308
GRP02	4	2.5000	1.7320	0.8660	0.0000	4.0000	-0.2560 TO	5.2560
GRP03	4	3.5000	4.5092	2.2546	0.0000	10.0000	-3.6751 TO	10.6751
GRP04	4	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000 TO	0.0000
TOTAL	16	2.7500	3.3566	0.8391	0.0000	10.0000	0.9614 TO	4.5386

CONTRASTS   VARIABLE   TSW

		POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.

CONTRAST	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	2.5000	2.1985	1.137	12.0	0.278	2.1409	1.168	4.1	0.308
0CONT 2(E - A)	1.5000	2.1985	0.682	12.0	0.508	2.9861	0.502	5.9	0.633
0CONT 3(E -NS)	5.0000	2.1985	2.274	12.0	0.042	1.9579	2.554	3.0	0.084
0CONT 4(I - A)	-1.0000	2.1985	-0.455	12.0	0.657	2.4152	-0.414	3.9	0.700
0CONT 5(I -NS)	2.5000	2.1985	1.137	12.0	0.278	0.8660	2.887	3.0	0.063
0CONT 6(A -NS)	3.5000	2.1985	1.592	12.0	0.137	2.2546	1.552	3.0	0.218
0CONT 7(E/I-A)	0.2500	1.9039	0.131	12.0	0.898	2.4958	0.100	4.3	0.925
0CONT 8(E/I-NS)	3.7500	1.9039	1.970	12.0	0.072	1.0704	3.503	4.1	0.025
0CONT 9(I/A-NS)	3.0000	1.9039	1.576	12.0	0.141	1.2076	2.484	3.9	0.068
0CONT 10(E/A-NS)	4.2500	1.9039	2.232	12.0	0.045	1.4930	2.847	5.9	0.029

- - - - O N E W A Y - - - -

VARIABLE COT

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	471.1875	157.0625	0.939	0.4520
LINEAR TERM	1	112.8125	112.8125	0.675	0.4274
DEVIATION FROM LINEAR	2	358.3750	179.1875	1.072	0.3730
WITHIN GROUPS	12	2006.2495	167.1875		
TOTAL	15	2477.4368			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	16.7500	10.8436	5.4218	9.0000	32.0000	-0.5043 TO	34.0043
GRP02	4	25.7500	21.8384	10.9192	7.0000	48.0000	-8.9993 TO	60.4993
GRP03	4	20.0000	7.9582	3.9791	12.0000	31.0000	7.3369 TO	32.6631
GRP04	4	10.7500	3.3040	1.6520	7.0000	14.0000	5.4926 TO	16.0074
TOTAL	16	18.3125	12.8516	3.2129	7.0000	48.0000	11.4644 TO	25.1606

CONTRASTS VARIABLE COT

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-9.0000	9.1430	-0.984	12.0	0.344	12.1912	-0.738	4.4	0.501
0CONT 2(E - A)	-3.2500	9.1430	-0.355	12.0	0.728	6.7253	-0.483	5.5	0.646
0CONT 3(E -NS)	6.0000	9.1430	0.656	12.0	0.524	5.6679	1.059	3.6	0.349
0CONT 4(I - A)	5.7500	9.1430	0.629	12.0	0.541	11.6216	0.495	3.8	0.647
0CONT 5(I -NS)	15.0000	9.1430	1.641	12.0	0.127	11.0435	1.358	3.1	0.267
0CONT 6(A -NS)	9.2500	9.1430	1.012	12.0	0.332	4.3084	2.147	4.0	0.098
0CONT 7(E/I-A)	1.2500	7.9180	0.158	12.0	0.877	7.2794	0.172	7.1	0.869
0CONT 8(E/I-NS)	10.5000	7.9180	1.326	12.0	0.209	6.3155	1.663	5.0	0.157
0CONT 9(I/A-NS)	12.1250	7.9180	1.531	12.0	0.152	6.0411	2.007	4.4	0.115
0CONT 10(E/A-NS)	7.6250	7.9180	0.963	12.0	0.355	3.7465	2.035	7.7	0.076

VARIABLE   SS

- - - - O N E W A Y - - - -

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	473.6875	157.8958	2.755	0.0885
LINEAR TERM	1	0.3125	0.3125	0.005	0.9424
DEVIATION FROM LINEAR	2	473.3750	236.6875	4.130	0.0432
WITHIN GROUPS	12	687.7498	57.3125		
TOTAL	15	1161.4370			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	38.5000	7.8528	3.9264	32.0000	49.0000	26.0046 TO 50.9954
GRP02	4	51.0000	1.8257	0.9129	49.0000	53.0000	48.0949 TO 53.9051
GRP03	4	37.0000	10.1980	5.0990	27.0000	51.0000	20.7729 TO 53.2271
GRP04	4	42.7500	7.7621	3.8810	33.0000	52.0000	30.3990 TO 55.1010
OTOTAL	16	42.3125	8.7994	2.1998	27.0000	53.0000	37.6236 TO 47.0013

CONTRASTS	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE T VALUE	D.F.	T PROB.	SEPARATE VARIANCE ESTIMATE S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-12.5000	5.3532	-2.335	12.0	0.038	4.0311	-3.101	3.3	0.053
0CONT 2(E - A)	1.5000	5.3532	0.280	12.0	0.784	6.4356	0.233	5.6	0.823
0CONT 3(E -NS)	-4.2500	5.3532	-0.794	12.0	0.443	5.5208	-0.770	6.0	0.471
0CONT 4(I - A)	14.0000	5.3532	2.615	12.0	0.023	5.1801	2.703	3.2	0.074
0CONT 5(I -NS)	8.2500	5.3532	1.541	12.0	0.149	3.9870	2.069	3.3	0.130
0CONT 6(A -NS)	-5.7500	5.3532	-1.074	12.0	0.304	6.4080	-0.897	5.6	0.404
0CONT 7(E/I- A)	7.7500	4.6360	1.672	12.0	0.120	5.4829	1.413	3.9	0.230
0CONT 8(E/I-NS)	2.0000	4.6360	0.431	12.0	0.674	4.3732	0.457	4.5	0.667
0CONT 9(I/A-NS)	1.2500	4.6360	0.270	12.0	0.792	4.6659	0.268	5.3	0.799
0CONT 10(E/A-NS)	-5.0000	4.6360	-1.079	12.0	0.302	5.0415	-0.992	6.8	0.354

- - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - -

VARIABLE   CX

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	309.5000	103.1667	1.874	0.1877
LINEAR TERM	1	3.2000	3.2000	0.058	0.8135
DEVIATION FROM LINEAR	2	306.3000	153.1500	2.782	0.1017
WITHIN GROUPS	12	660.4997	55.0416		
TOTAL	15	969.9995			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	55.2500	11.3541	5.6771	42.0000	67.0000	37.1833 TO	73.3167
GRP02	4	44.0000	3.6515	1.8257	40.0000	48.0000	38.1898 TO	49.8102
GRP03	4	53.2500	6.7020	3.3510	48.0000	62.0000	42.5858 TO	63.9142
GRP04	4	53.5000	5.7446	2.8723	45.0000	57.0000	44.3593 TO	62.6407
TOTAL	16	51.5000	8.0416	2.0104	40.0000	67.0000	47.2150 TO	55.7850

CONTRASTS   VARIABLE   CX

	VALUE	POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
		S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	11.2500	5.2460	2.144	12.0	0.053	5.9634	1.886	3.6	0.132
0CONT 2(E - A)	2.0000	5.2460	0.381	12.0	0.710	6.5923	0.303	4.9	0.774
0CONT 3(E -NS)	1.7500	5.2460	0.334	12.0	0.744	6.3623	0.275	4.4	0.797
0CONT 4(I - A)	-9.2500	5.2460	-1.763	12.0	0.103	3.8161	-2.424	4.6	0.060
0CONT 5(I -NS)	-9.5000	5.2460	-1.811	12.0	0.095	3.4034	-2.791	5.1	0.038
0CONT 6(A -NS)	-0.2500	5.2460	-0.048	12.0	0.963	4.4135	-0.057	5.9	0.957
0CONT 7(E/I- A)	-3.6250	4.5432	-0.798	12.0	0.440	4.4855	-0.808	6.3	0.450
0CONT 8(E/I-NS)	-3.8750	4.5432	-0.853	12.0	0.410	4.1401	-0.936	6.6	0.380
0CONT 9(I/A-NS)	-4.8750	4.5432	-1.073	12.0	0.304	3.4483	-1.414	5.5	0.207
0CONT 10(E/A-NS)	0.7500	4.5432	0.165	12.0	0.872	4.3720	0.172	7.8	0.868

213

- - O N E W A Y - -

VARIABLE   CD

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	35.6875	11.8958	0.553	0.6560
LINEAR TERM	1	9.1125	9.1125	0.423	0.5275
DEVIATION FROM LINEAR	2	26.5750	13.2875	0.617	0.5556
WITHIN GROUPS	12	258.2500	21.5208		
TOTAL	15	293.9373			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	6.2500	4.5000	2.2500	0.0000	10.0000	-0.9104 TO 13.4104
GRP02	4	5.0000	4.0825	2.0412	0.0000	10.0000	-1.4960 TO 11.4960
GRP03	4	7.2500	5.1881	2.5941	1.0000	12.0000	-1.0053 TO 15.5053
GRP04	4	3.2500	4.7170	2.3585	0.0000	10.0000	-4.2557 TO 10.7557
TOTAL	16	5.4375	4.4267	1.1067	0.0000	12.0000	3.0787 TO 7.7963

CONTRASTS   VARIABLE   CD

		POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	1.2500	3.2803	0.381	12.0	0.710	3.0380	0.411	5.9	0.695
0CONT 2(E - A)	-1.0000	3.2803	-0.305	12.0	0.766	3.4339	-0.291	5.9	0.781
0CONT 3(E -NS)	3.0000	3.2803	0.915	12.0	0.378	3.2596	0.920	6.0	0.393
0CONT 4(I - A)	-2.2500	3.2803	-0.686	12.0	0.506	3.3009	-0.682	5.7	0.521
0CONT 5(I -NS)	1.7500	3.2803	0.533	12.0	0.603	3.1192	0.561	5.9	0.595
0CONT 6(A -NS)	4.0000	3.2803	1.219	12.0	0.246	3.5059	1.141	5.9	0.297
0CONT 7(E/I- A)	-1.6250	2.8408	-0.572	12.0	0.578	3.0061	-0.541	5.1	0.612
0CONT 8(E/I-NS)	2.3750	2.8408	0.836	12.0	0.419	2.8053	0.847	5.5	0.430
0CONT 9(I/A-NS)	2.8750	2.8408	1.012	12.0	0.331	2.8786	0.999	5.9	0.356
0CONT 10(E/A-NS)	3.5000	2.8408	1.232	12.0	0.242	2.9173	1.200	6.1	0.275

214

- - - - - - O N E W A Y - - - - - -

VARIABLE   NOM

ANALYSIS OF VARIANCE

SOURCE		D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS		3	325.6875	108.5625	0.587	0.6351
	LINEAR TERM	1	66.6125	66.6125	0.360	0.5596
	DEVIATION FROM LINEAR	2	259.0750	129.5375	0.700	0.5156
WITHIN GROUPS		12	2219.7493	184.9791		
TOTAL		15	2545.4368			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	57.2500	11.0567	5.5283	43.0000	70.0000	39.6565 TO	74.8434
GRP02	4	55.0000	16.7531	8.3765	30.0000	65.0000	28.3425 TO	81.6575
GRP03	4	61.5000	13.7719	6.8860	45.0000	78.0000	39.5861 TO	83.4139
GRP04	4	49.0000	12.1381	6.0690	38.0000	60.0000	29.6859 TO	68.3141
OTOTAL	16	55.6875	13.0267	3.2567	30.0000	78.0000	48.7460 TO	62.6289

CONTRASTS   VARIABLE   NOM

	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
			T VALUE	D.F.	T PROB.	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	2.2500	9.6171	0.234	12.0	0.819	0.224	5.2	0.831
0CONT 2(E - A)	-4.2500	9.6171	-0.442	12.0	0.666	-0.481	5.7	0.647
0CONT 3(E -NS)	8.2500	9.6171	0.858	12.0	0.408	1.005	5.9	0.354
0CONT 4(I - A)	-6.5000	9.6171	-0.676	12.0	0.512	-0.599	5.8	0.571
0CONT 5(I -NS)	6.0000	9.6171	0.624	12.0	0.544	0.580	5.5	0.587
0CONT 6(A -NS)	12.5000	9.6171	1.300	12.0	0.218	1.362	5.9	0.222
0CONT 7(E/I- A)	-5.3750	8.3287	-0.645	12.0	0.531	-0.631	6.0	0.551
0CONT 8(E/I-NS)	7.1250	8.3287	0.855	12.0	0.409	0.905	6.7	0.396
0CONT 9(I/A-NS)	9.2500	8.3287	1.111	12.0	0.288	1.137	7.3	0.293
0CONT 10(E/A-NS)	10.3750	8.3287	1.246	12.0	0.237	1.382	6.1	0.216

215

- - - - - - - - O N E W A Y - - - - - - - -

VARIABLE FEL

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	224.0000	74.6667	0.513	0.6807
LINEAR TERM	1	51.2000	51.2000	0.352	0.5639
DEVIATION FROM LINEAR	2	172.8000	86.4000	0.594	0.5675
WITHIN GROUPS	12	1744.9993	145.4166		
TOTAL	15	1968.9993			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	21.7500	9.3586	4.6793	13.0000	35.0000	6.8586 TO	36.6414
GRP02	4	19.7500	14.5230	7.2615	6.0000	40.0000	-3.3589 TO	42.8589
GRP03	4	17.7500	9.9121	4.9561	8.0000	31.0000	1.9779 TO	33.5221
GRP04	4	27.7500	13.5984	6.7992	11.0000	43.0000	6.1122 TO	49.3878
TOTAL	16	21.7500	11.4572	2.8643	6.0000	43.0000	15.6449 TO	27.8551

CONTRASTS   VARIABLE   REL

		POOLED VARIANCE ESTIMATE				SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
OCONT 1(E - I)	2.0000	8.5269	0.235	12.0	0.819	8.6386	0.232	5.1	0.826
OCONT 2(E - A)	4.0000	8.5269	0.469	12.0	0.647	6.8160	0.587	6.0	0.579
OCONT 3(E -NS)	-6.0000	8.5269	-0.704	12.0	0.495	8.2538	-0.727	5.3	0.500
OCONT 4(I - A)	2.0000	8.5269	0.235	12.0	0.819	8.7916	0.227	5.3	0.829
OCONT 5(I -NS)	-8.0000	8.5269	-0.938	12.0	0.367	9.9478	-0.804	6.0	0.452
OCONT 6(A -NS)	-10.0000	8.5269	-1.173	12.0	0.264	8.4138	-1.189	5.5	0.288
OCONT 7(E/I- A)	3.0000	7.3845	0.406	12.0	0.692	6.5741	0.456	6.9	0.662
OCONT 8(E/I-NS)	-7.0000	7.3845	-0.948	12.0	0.362	8.0551	-0.869	5.4	0.425
OCONT 9(I/A-NS)	-9.0000	7.3845	-1.219	12.0	0.246	8.0964	-1.112	5.5	0.317
OCONT 10(E/A-NS)	-8.0000	7.3845	-1.083	12.0	0.300	7.6055	-1.052	4.6	0.341

VARIABLE REA

- - - - - - - - - - O N E W A Y - - - - - - - - - -

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	158.5000	52.8333	0.518	0.6779
LINEAR TERM	1	130.0500	130.0500	1.274	0.2810
DEVIATION FROM LINEAR	2	28.4500	14.2250	0.139	0.8713
WITHIN GROUPS	12	1224.4997	102.0416		
TOTAL	15	1382.9995			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN
GRP01	4	14.0000	15.3623	7.6811	5.0000	37.0000	-10.4445 TO 38.4445
GRP02	4	11.5000	8.3467	4.1733	4.0000	23.0000	-1.7812 TO 24.7812
GRP03	4	6.2500	8.0156	4.0078	0.0000	18.0000	-6.5044 TO 19.0044
GRP04	4	7.2500	6.1847	3.0923	0.0000	15.0000	-2.5910 TO 17.0910
OTOTAL	16	9.7500	9.6021	2.4005	0.0000	37.0000	4.6334 TO 14.8666

CONTRASTS VARIABLE REA

CONTRAST	VALUE	S. ERROR	POOLED VARIANCE ESTIMATE T VALUE	D.F.	T PROB.	SEPARATE VARIANCE ESTIMATE S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	2.5000	7.1429	0.350	12.0	0.732	8.7417	0.286	4.6	0.786
0CONT 2(E - A)	7.7500	7.1429	1.085	12.0	0.299	8.6639	0.895	4.5	0.412
0CONT 3(E -NS)	6.7500	7.1429	0.945	12.0	0.363	8.2802	0.815	3.9	0.461
0CONT 4(I - A)	5.2500	7.1429	0.735	12.0	0.476	5.7861	0.907	6.0	0.399
0CONT 5(I -NS)	4.2500	7.1429	0.595	12.0	0.563	5.1941	0.818	5.5	0.444
0CONT 6(A -NS)	-1.0000	7.1429	-0.140	12.0	0.891	5.0621	-0.198	5.6	0.850
0CONT 7(E/I- A)	6.5000	6.1859	1.051	12.0	0.314	5.9301	1.096	7.5	0.305
0CONT 8(E/I-NS)	5.5000	6.1859	0.889	12.0	0.391	5.3541	1.027	7.5	0.334
0CONT 9(I/A-NS)	1.6250	6.1859	0.263	12.0	0.797	4.2347	0.384	7.6	0.711
0CONT 10(E/A-NS)	2.8750	6.1859	0.465	12.0	0.650	5.3224	0.540	7.4	0.606

217

- - - - - O N E W A Y - - - - -

VARIABLE TIME

ANALYSIS OF VARIANCE

SOURCE	D.F.	SUM OF SQUARES	MEAN SQUARES	F RATIO	F PROB.
BETWEEN GROUPS	3	190.6875	63.5625	1.403	0.2899
LINEAR TERM	1	154.0125	154.0125	3.399	0.0901
DEVIATION FROM LINEAR	2	36.6750	18.3375	0.405	0.6760
WITHIN GROUPS	12	543.7500	45.3125		
TOTAL	15	734.4373			

GROUP	COUNT	MEAN	STANDARD DEVIATION	STANDARD ERROR	MINIMUM	MAXIMUM	95 PCT CONF INT FOR MEAN	
GRP01	4	7.0000	6.6833	3.3417	0.0000	16.0000	-3.6345 TO	17.6345
GRP02	4	13.7500	6.3966	3.1983	7.0000	21.0000	3.5717 TO	23.9283
GRP03	4	14.5000	7.9373	3.9686	7.0000	24.0000	1.8702 TO	27.1297
GRP04	4	16.0000	5.7155	2.8577	9.0000	22.0000	6.9055 TO	25.0945
TOTAL	16	12.8125	6.9973	1.7493	0.0000	24.0000	9.0839 TO	16.5411

CONTRASTS VARIABLE TIME

			POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE			
	VALUE	S. ERROR	T VALUE	D.F.	T PROB.	S. ERROR	T VALUE	D.F.	T PROB.
0CONT 1(E - I)	-6.7500	4.7599	-1.418	12.0	0.182	4.6256	-1.459	6.0	0.195
0CONT 2(E - A)	-7.5000	4.7599	-1.576	12.0	0.141	5.1881	-1.446	5.8	0.198
0CONT 3(E -NS)	-9.0000	4.7599	-1.891	12.0	0.083	4.3970	-2.047	5.9	0.087
0CONT 4(I - A)	-0.7500	4.7599	-0.158	12.0	0.877	5.0970	-0.147	5.7	0.888
0CONT 5(I -NS)	-2.2500	4.7599	-0.473	12.0	0.645	4.2890	-0.525	5.9	0.619
0CONT 6(A -NS)	-1.5000	4.7599	-0.315	12.0	0.758	4.8905	-0.307	5.5	0.771
0CONT 7(E/I- A)	-4.1250	4.1222	-1.001	12.0	0.337	4.5934	-0.898	5.1	0.410
0CONT 8(E/I-NS)	-5.6250	4.1222	-1.365	12.0	0.197	3.6764	-1.530	6.8	0.170
0CONT 9(I/A-NS)	-1.8750	4.1222	-0.455	12.0	0.657	3.8290	-0.490	7.3	0.639
0CONT 10(E/A-NS)	-5.2500	4.1222	-1.274	12.0	0.227	3.8595	-1.360	7.4	0.216

APPENDIX V

GROUP 1 = TEACHG EG
GROUP 2 = TEACHG EG   1:(ELEMENTARY) 2:(INTERMEDIATE)

- - - - - - - - - - T - T E S T - - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
								T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	143.7500	19.973	9.986	2.02	0.579	1.02	6	0.346	1.02	5.39	0.353
	GROUP 2	4	126.0000	28.367	14.183								
PVL	GROUP 1	4	2.6075	0.557	0.279	1.59	0.714	-1.96	6	0.097	-1.96	5.71	0.097
	GROUP 2	4	3.4875	0.702	0.351								
MV	GROUP 1	4	7.3450	1.746	0.873	1.75	0.658	-0.23	6	0.824	-0.23	5.59	0.824
	GROUP 2	4	7.6000	1.320	0.660								
LD	GROUP 1	4	39.7200	1.110	0.555	8.20	0.118	-0.76	6	0.478	-0.76	3.72	0.492
	GROUP 2	4	40.9925	3.179	1.589								
LV	GROUP 1	4	33.6475	5.673	2.837	1.14	0.918	-0.64	6	0.545	-0.64	5.98	0.545
	GROUP 2	4	36.3050	6.051	3.025								
TTR	GROUP 1	4	20.6375	3.989	1.995	1.70	0.672	-0.44	6	0.678	-0.44	5.62	0.678
	GROUP 2	4	22.0675	5.207	2.603								
MTUL	GROUP 1	4	11.4450	0.751	0.375	1.23	0.867	0.19	6	0.854	0.19	5.93	0.854
	GROUP 2	4	11.3375	0.834	0.417								
SCI	GROUP 1	4	1.6950	0.168	0.084	8.56	0.111	1.49	6	0.186	1.49	3.69	0.209
	GROUP 2	4	1.5625	0.057	0.029								
ACL	GROUP 1	4	6.7925	0.685	0.343	1.23	0.868	-0.94	6	0.385	-0.94	5.94	0.385
	GROUP 2	4	7.2725	0.760	0.380								
HAP	GROUP 1	4	156.5000	17.137	8.568	11.00	0.080	-0.99	6	0.359	-0.99	3.54	0.377
	GROUP 2	4	186.0000	56.833	28.417								
CUF	GROUP 1	4	13.7500	11.871	5.935	153.73	0.002	2.18	6	0.072	2.18	3.04	0.117
	GROUP 2	4	0.7500	0.957	0.479								
MLG	GROUP 1	4	3.2500	1.258	0.629	3.79	0.303	0.91	6	0.399	0.91	4.48	0.415
	GROUP 2	4	2.0000	2.449	1.225								
TSW	GROUP 1	4	5.0000	3.916	1.958	5.11	0.213	1.17	6	0.287	1.17	4.13	0.308
	GROUP 2	4	2.5000	1.732	0.866								
COT	GROUP 1	4	16.7500	10.844	5.422	4.06	0.280	-0.74	6	0.488	-0.74	4.39	0.501
	GROUP 2	4	25.7500	21.838	10.919								

A.5.1   Results of T-Test: Elementary-Intermediate, WPM to COT

GROUP 1 = TEACHG EG   1:(ELEMENTARY) 3:(ADVANCED) - - - - - - T - T E S T - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
								T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	143.7500	19.973	9.986	4.18	0.270	-0.56	6	0.594	-0.56	4.36	0.604
	GROUP 2	4	150.0000	9.764	4.882								
PVL	GROUP 1	4	2.6075	0.557	0.279	2.75	0.428	-1.32	6	0.236	-1.32	4.93	0.245
	GROUP 2	4	3.3175	0.924	0.462								
MS	GROUP 1	4	7.3450	1.746	0.873	3.14	0.373	0.38	6	0.716	0.38	4.74	0.718
	GROUP 2	4	6.9625	0.986	0.493								
LD	GROUP 1	4	39.7200	1.110	0.555	2.84	0.414	-1.09	6	0.317	-1.09	4.88	0.325
	GROUP 2	4	40.9075	1.872	0.936								
LV	GROUP 1	4	33.6475	5.673	2.837	1.36	0.807	-1.84	6	0.115	-1.84	5.86	0.115
	GROUP 2	4	41.6650	6.616	3.308								
TTR	GROUP 1	4	20.6375	3.989	1.995	1.48	0.755	-1.32	6	0.234	-1.32	5.78	0.234
	GROUP 2	4	24.7900	4.853	2.426								
MTUL	GROUP 1	4	11.4450	0.751	0.375	1.75	0.658	-2.06	6	0.085	-2.06	5.59	0.085
	GROUP 2	4	12.7250	0.992	0.496								
SCI	GROUP 1	4	1.6950	0.168	0.084	1.60	0.708	0.15	6	0.887	0.15	5.69	0.887
	GROUP 2	4	1.6750	0.213	0.106								
ACL	GROUP 1	4	6.7925	0.685	0.343	1.42	0.781	-1.62	6	0.156	-1.62	5.83	0.156
	GROUP 2	4	7.6575	0.816	0.408								
HAP	GROUP 1	4	156.5000	17.137	8.568	10.10	0.089	-2.21	6	0.069	-2.21	3.59	0.092
	GROUP 2	4	219.5000	54.470	27.235								
CUF	GROUP 1	4	13.7500	11.871	5.935	62.63	0.007	1.92	6	0.103	1.92	3.10	0.150
	GROUP 2	4	2.2500	1.500	0.750								
MLG	GROUP 1	4	3.2500	1.258	0.629	1.73	0.665	3.16	6	0.020	3.16	5.60	0.020
	GROUP 2	4	0.7500	0.957	0.479								
TSW	GROUP 1	4	5.0000	3.916	1.958	1.33	0.822	0.50	6	0.633	0.50	5.88	0.633
	GROUP 2	4	3.5000	4.509	2.255								
COT	GROUP 1	4	16.7500	10.844	5.422	1.86	0.624	-0.48	6	0.646	-0.48	5.51	0.646
	GROUP 2	4	20.0000	7.958	3.979								

A.5.2   Results of T-Test: Elementary-Advanced, WPM to COT

GROUP 1 = TEACHG EQ 1; (ELEMENTARY SPEAKERS)
GROUP 2 = TEACHG EQ 4; (NATIVE SPEAKERS)

- - - - - - - - - - T - T E S T - - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	143.7500	19.973	9.986	1.94	0.600	-0.16	6	0.876	-0.16	5.44	0.877
	GROUP 2	4	145.7500	14.338	7.169								
PVL	GROUP 1	4	2.6075	0.557	0.279	1.03	0.978	-2.31	6	0.060	-2.31	6.00	0.060
	GROUP 2	4	3.5250	0.567	0.283								
MV	GROUP 1	4	7.3450	1.746	0.873	5.66	0.188	1.50	6	0.184	1.50	4.03	0.208
	GROUP 2	4	5.9250	0.734	0.367								
LD	GROUP 1	4	39.7200	1.110	0.555	5.14	0.212	-0.03	6	0.975	-0.03	4.13	0.975
	GROUP 2	4	39.7400	0.490	0.245								
LV	GROUP 1	4	33.6475	5.673	2.837	10.62	0.084	-3.93	6	0.008	-3.93	3.56	0.017
	GROUP 2	4	45.3075	1.741	0.871								
TTR	GROUP 1	4	20.6375	3.989	1.995	1.49	0.752	-1.75	6	0.132	-1.75	5.78	0.132
	GROUP 2	4	26.1275	4.864	2.432								
MTUL	GROUP 1	4	11.4450	0.751	0.375	1.59	0.712	-4.51	6	0.004	-4.51	5.70	0.004
	GROUP 2	4	14.1700	0.947	0.474								
SCI	GROUP 1	4	1.6950	0.168	0.084	1.84	0.627	-0.05	6	0.963	-0.05	5.51	0.963
	GROUP 2	4	1.7000	0.124	0.062								
ACL	GROUP 1	4	6.7925	0.685	0.343	3.93	0.291	-4.05	6	0.007	-4.05	4.43	0.015
	GROUP 2	4	8.3475	0.346	0.173								
HAP	GROUP 1	4	156.5000	17.137	8.558	52.48	0.009	-1.62	6	0.156	-1.62	3.11	0.203
	GROUP 2	4	258.2500	124.141	62.070								
CUF	GROUP 1	4	13.7500	11.871	5.935	0.00	1.000	2.32	6	0.060	2.32	3.00	0.103
	GROUP 2	4	0.0000	0.000	0.000								
MLG	GROUP 1	4	3.2500	1.258	0.629	0.00	1.000	5.17	6	0.002	5.17	3.00	0.014
	GROUP 2	4	0.0000	0.000	0.000								
TSW	GROUP 1	4	5.0000	3.916	1.958	0.00	1.000	2.55	6	0.043	2.55	3.00	0.084
	GROUP 2	4	0.0000	0.000	0.000								
COT	GROUP 1	4	16.7500	10.844	5.422	10.77	0.082	1.06	6	0.331	1.06	3.55	0.349
	GROUP 2	4	10.7500	3.304	1.652								

A.5.3 Results of T-Test: Elementary-Native Speakers, WPM to COT

GROUP 1 - TEACHG EQ 1:(INTERMEDIATE)
GROUP 2 - TEACHG EQ 3:(ADVANCED)

- - - - - - - - - - T - T E S T - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	126.0000	28.367	14.183	8.44	0.113	-1.60	6	0.161	-1.60	3.70	0.185
	GROUP 2	4	150.0000	9.784	4.882								
PVL	GROUP 1	4	3.4875	0.702	0.351	1.74	0.662	0.29	6	0.779	0.29	5.60	0.779
	GROUP 2	4	3.3175	0.924	0.462								
MV	GROUP 1	4	7.6000	1.320	0.660	1.79	0.643	0.77	6	0.468	0.77	5.55	0.468
	GROUP 2	4	6.9625	0.986	0.493								
LD	GROUP 1	4	40.9925	3.179	1.589	2.88	0.408	0.05	6	0.965	0.05	4.86	0.965
	GROUP 2	4	40.9075	1.872	0.936								
LV	GROUP 1	4	36.3050	6.051	3.025	1.20	0.887	-1.20	6	0.277	-1.20	5.95	0.277
	GROUP 2	4	41.6650	6.616	3.308								
TTR	GROUP 1	4	22.0675	5.207	2.603	1.15	0.911	-0.77	6	0.473	-0.77	5.97	0.473
	GROUP 2	4	24.7900	4.853	2.426								
MTUL	GROUP 1	4	11.3375	0.834	0.417	1.42	0.782	-2.14	6	0.076	-2.14	5.83	0.076
	GROUP 2	4	12.7250	0.992	0.496								
SCI	GROUP 1	4	1.5625	0.057	0.029	13.72	0.059	-1.02	6	0.346	-1.02	3.43	0.382
	GROUP 2	4	1.6750	0.213	0.106								
ACL	GROUP 1	4	7.2725	0.760	0.380	1.15	0.910	-0.69	6	0.516	-0.69	5.97	0.516
	GROUP 2	4	7.6575	0.816	0.408								
HAP	GROUP 1	4	186.0000	56.833	28.417	1.09	0.946	-0.85	6	0.427	-0.85	5.99	0.427
	GROUP 2	4	219.5000	54.470	27.235								
CUF	GROUP 1	4	0.7500	0.957	0.479	2.45	0.480	-1.69	6	0.143	-1.69	5.10	0.153
	GROUP 2	4	2.2500	1.500	0.750								
MLG	GROUP 1	4	2.0000	2.449	1.225	6.55	0.157	0.95	6	0.379	0.95	3.90	0.396
	GROUP 2	4	0.7500	0.957	0.479								
TSW	GROUP 1	4	2.5000	1.732	0.866	6.78	0.150	-0.41	6	0.693	-0.41	3.87	0.700
	GROUP 2	4	3.5000	4.509	2.255								
COT	GROUP 1	4	25.7500	21.838	10.919	7.53	0.131	0.49	6	0.638	0.49	3.78	0.647
	GROUP 2	4	20.0000	7.958	3.979								

A.5.4 Results of T-Test: Intermediate-Advanced, WPM to COT

GROUP 1 - TEACHG EB
GROUP 2 - TEACHG 2:(INTERMEDIATE) 4:(NATIVE SPEAKERS)

- - - - - - - - - - - - T - T E S T - - - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	126.0000	28.367	14.183	3.91	0.292	-1.24	6	0.260	-1.24	4.44	0.282
	GROUP 2	4	145.7500	14.338	7.169								
PVL	GROUP 1	4	3.4875	0.702	0.351	1.53	0.734	-0.08	6	0.936	-0.08	5.75	0.936
	GROUP 2	4	3.5250	0.567	0.283								
WN	GROUP 1	4	7.6000	1.320	0.660	3.24	0.360	2.22	6	0.068	2.22	4.69	0.077
	GROUP 2	4	5.9250	0.734	0.367								
LD	GROUP 1	4	40.9925	3.179	1.589	42.11	0.012	0.78	6	0.466	0.78	3.14	0.493
	GROUP 2	4	39.7400	0.490	0.245								
LV	GROUP 1	4	36.3050	6.051	3.025	12.08	0.070	-2.86	6	0.029	-2.86	3.49	0.055
	GROUP 2	4	45.3075	1.741	0.871								
TTR	GROUP 1	4	22.0675	5.207	2.603	1.15	0.914	-1.14	6	0.298	-1.14	5.97	0.298
	GROUP 2	4	26.1275	4.864	2.432								
MTUL	GROUP 1	4	11.3375	0.834	0.417	1.29	0.839	-4.49	6	0.004	-4.49	5.91	0.004
	GROUP 2	4	14.1700	0.947	0.474								
SCI	GROUP 1	4	1.5625	0.057	0.029	4.64	0.240	-2.02	6	0.090	-2.02	4.24	0.114
	GROUP 2	4	1.7000	0.124	0.062								
ACL	GROUP 1	4	7.2725	0.760	0.380	4.83	0.228	-2.57	6	0.042	-2.57	4.19	0.062
	GROUP 2	4	8.3475	0.346	0.173								
HAP	GROUP 1	4	186.0000	56.833	28.417	4.77	0.232	-1.06	6	0.331	-1.06	4.20	0.350
	GROUP 2	4	258.2500	124.141	62.070								
CUF	GROUP 1	4	0.7500	0.957	0.479	0.00	1.000	1.57	6	0.168	1.57	3.00	0.215
	GROUP 2	4	0.0000	0.000	0.000								
MLG	GROUP 1	4	2.0000	2.449	1.225	0.00	1.000	1.63	6	0.154	1.63	3.00	0.201
	GROUP 2	4	0.0000	0.000	0.000								
TSW	GROUP 1	4	2.5000	1.732	0.866	0.00	1.000	2.89	6	0.028	2.89	3.00	0.063
	GROUP 2	4	0.0000	0.000	0.000								
COT	GROUP 1	4	25.7500	21.838	10.919	43.69	0.011	1.36	6	0.223	1.36	3.14	0.267
	GROUP 2	4	10.7500	3.304	1.652								

A.5.6   Results of T-Test: Intermediate-Native Speakers, WPM to COT

GROUP 1 = TEACHG EG   4:(ADVANCED SPEAKERS)
4:(NATIVE SPEAKERS)

- - - - - - - - - - - - T - T E S T - - - - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
WPM	GROUP 1	4	150.0000	9.764	4.882	2.16	0.544	0.49	6	0.642	0.49	5.29	0.645
	GROUP 2	4	145.7500	14.338	7.189								
PVL	GROUP 1	4	3.3175	0.924	0.462	2.66	0.443	-0.38	6	0.715	-0.38	4.98	0.718
	GROUP 2	4	3.5250	0.567	0.283								
NV	GROUP 1	4	6.9625	0.986	0.493	1.80	0.640	1.69	6	0.142	1.69	5.54	0.142
	GROUP 2	4	5.9250	0.734	0.367								
LD	GROUP 1	4	40.9075	1.872	0.936	14.61	0.054	1.21	6	0.273	1.21	3.41	0.314
	GROUP 2	4	39.7400	0.490	0.245								
LV	GROUP 1	4	41.6650	6.616	3.308	14.44	0.055	-1.06	6	0.328	-1.06	3.41	0.365
	GROUP 2	4	45.3075	1.741	0.871								
TTR	GROUP 1	4	24.7900	4.853	2.426	1.00	0.997	-0.39	6	0.710	-0.39	6.00	0.710
	GROUP 2	4	26.1275	4.864	2.432								
MTUL	GROUP 1	4	12.7250	0.992	0.496	1.10	0.941	-2.11	6	0.080	-2.11	5.99	0.080
	GROUP 2	4	14.1700	0.947	0.474								
SCI	GROUP 1	4	1.6750	0.213	0.106	2.96	0.397	-0.20	6	0.846	-0.20	4.82	0.847
	GROUP 2	4	1.7000	0.124	0.062								
ACL	GROUP 1	4	7.6575	0.816	0.408	5.57	0.192	-1.56	6	0.171	-1.56	4.04	0.195
	GROUP 2	4	8.3475	0.346	0.173								
HAP	GROUP 1	4	219.5000	54.470	27.235	5.19	0.209	-0.57	6	0.588	-0.57	4.11	0.598
	GROUP 2	4	258.2500	124.141	62.070								
CUF	GROUP 1	4	2.2500	1.500	0.750	0.00	1.000	3.00	6	0.024	3.00	3.00	0.058
	GROUP 2	4	0.0000	0.000	0.000								
MLG	GROUP 1	4	0.7500	0.957	0.479	0.00	1.000	1.57	6	0.168	1.57	3.00	0.215
	GROUP 2	4	0.0000	0.000	0.000								
TSW	GROUP 1	4	3.5000	4.509	2.255	0.00	1.000	1.55	6	0.172	1.55	3.00	0.218
	GROUP 2	4	0.0000	0.000	0.000								
COT	GROUP 1	4	20.0000	7.953	3.979	5.80	0.183	2.15	6	0.075	2.15	4.00	0.098
	GROUP 2	4	10.7500	3.304	1.652								

A.5.6 Results of T-Test: Advanced-Native Speakers, WPM to COT

GROUP 1 - TEACHG EQ 1.(ELEMENTARY)
GROUP 2 - TEACHG EQ 2.(INTERMEDIATE)

- - - - - - - - - - - - T - T E S T - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	POOLED VARIANCE ESTIMATE					SEPARATE VARIANCE ESTIMATE		
						F VALUE	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS	GROUP 1	4	38.5000	7.853	3.926	18.50	0.039	-3.10	6	0.021	-3.10	3.32	0.053
	GROUP 2	4	51.0000	1.826	0.913								
CX	GROUP 1	4	55.2500	11.354	5.677	9.67	0.095	1.89	6	0.108	1.89	3.61	0.132
	GROUP 2	4	44.0000	3.651	1.826								
CD	GROUP 1	4	6.2500	4.500	2.250	1.21	0.877	0.41	6	0.695	0.41	5.94	0.695
	GROUP 2	4	5.0000	4.082	2.041								
NOM	GROUP 1	4	57.2500	11.057	5.528	2.30	0.513	0.22	6	0.830	0.22	5.20	0.831
	GROUP 2	4	55.0000	16.753	8.377								
REL	GROUP 1	4	21.7500	9.359	4.679	2.41	0.489	0.23	6	0.825	0.23	5.13	0.826
	GROUP 2	4	19.7500	14.523	7.261								
REA	GROUP 1	4	14.0000	15.362	7.681	3.39	0.343	0.29	6	0.785	0.29	4.63	0.786
	GROUP 2	4	11.5000	8.347	4.173								
TIME	GROUP 1	4	7.0000	6.683	3.342	1.09	0.944	-1.46	6	0.195	-1.46	5.99	0.195
	GROUP 2	4	13.7500	6.397	3.198								

A.5.7 <u>Results of T-Test: Elementary-Intermediate, SS to TIME</u>

---------- T - T E S T ----------

GROUP 1 - TEACHG EQ 1.(ELEMENTARY)
GROUP 2 - TEACHG EQ 3.(ADVANCED)

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
							T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS GROUP 1	4	38.5000	7.853	3.926	1.69	0.678	0.23	6	0.823	0.23	5.63	0.823
SS GROUP 2	4	37.0000	10.198	5.099								
CX GROUP 1	4	55.2500	11.354	5.677	2.87	0.410	0.30	6	0.772	0.30	4.86	0.774
CX GROUP 2	4	53.2500	6.702	3.351								
CD GROUP 1	4	6.2500	4.500	2.250	1.33	0.821	-0.29	6	0.781	-0.29	5.88	0.781
CD GROUP 2	4	7.2500	5.188	2.594								
NOM GROUP 1	4	57.2500	11.057	5.528	1.55	0.727	-0.48	6	0.647	-0.48	5.73	0.647
NOM GROUP 2	4	61.5000	13.772	6.886								
REL GROUP 1	4	21.7500	9.359	4.679	1.12	0.927	0.59	6	0.579	0.59	5.98	0.579
REL GROUP 2	4	17.7500	9.912	4.956								
REA GROUP 1	4	14.0000	15.362	7.681	3.67	0.314	0.89	6	0.405	0.89	4.52	0.412
REA GROUP 2	4	6.2500	8.016	4.008								
TIME GROUP 1	4	7.0000	6.683	3.342	1.41	0.784	-1.45	6	0.198	-1.45	5.83	0.198
TIME GROUP 2	4	14.5000	7.937	3.969								

A.5.8   Results of T-Test: Elementary-Advanced, SS to TIME

```
GROUP 1 - TEACHG   EQ   1.(ELEMENTARY)
GROUP 2 - TEACHG   EQ   4.(NATIVE SPEAKERS)
```

- - - - - - - - - - - - T-TEST - - - - - - - - - - - -

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	SEPARATE VARIANCE ESTIMATE T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS	GROUP 1	4	38.5000	7.853	3.926	1.02	0.985	-0.77	6	0.471	-0.77	6.00	0.471
	GROUP 2	4	42.7500	7.762	3.881								
CX	GROUP 1	4	55.2500	11.354	5.677	3.91	0.293	0.28	6	0.792	0.28	4.44	0.797
	GROUP 2	4	53.5000	5.745	2.872								
CD	GROUP 1	4	6.2500	4.500	2.250	1.10	0.940	0.92	6	0.393	0.92	5.99	0.393
	GROUP 2	4	3.2500	4.717	2.358								
NOM	GROUP 1	4	57.2500	11.057	5.528	1.21	0.882	1.00	6	0.354	1.00	5.95	0.354
	GROUP 2	4	49.0000	12.138	6.069								
REL	GROUP 1	4	21.7500	9.359	4.679	2.11	0.555	-0.73	6	0.495	-0.73	5.32	0.500
	GROUP 2	4	27.7500	13.598	6.799								
REA	GROUP 1	4	14.0000	15.362	7.681	6.17	0.169	0.82	6	0.446	0.82	3.95	0.461
	GROUP 2	4	7.2500	6.185	3.092								
TIME	GROUP 1	4	7.0000	6.683	3.342	1.37	0.803	-2.05	6	0.087	-2.05	5.86	0.087
	GROUP 2	4	16.0000	5.715	2.858								

A.5.9   Results of T-Test: Elementary-Native Speakers, SS to TIME

- - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - -

GROUP 1 - TEACHG EQ 2.(INTERMEDIATE)
GROUP 2 - TEACHG EQ 3.(ADVANCED)

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	F 2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
								T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS	GROUP 1	4	51.0000	1.826	0.913	31.20	0.018	2.70	6	0.035	2.70	3.19	0.074
	GROUP 2	4	37.0000	10.198	5.099								
CX	GROUP 1	4	44.0000	3.651	1.826	3.37	0.345	-2.42	6	0.052	-2.42	4.64	0.060
	GROUP 2	4	53.2500	6.702	3.351								
CD	GROUP 1	4	5.0000	4.082	2.041	1.61	0.703	-0.68	6	0.521	-0.68	5.69	0.521
	GROUP 2	4	7.2500	5.188	2.594								
NOM	GROUP 1	4	55.0000	16.753	8.377	1.48	0.755	-0.60	6	0.571	-0.60	5.78	0.571
	GROUP 2	4	61.5000	13.772	6.886								
REL	GROUP 1	4	19.7500	14.523	7.261	2.15	0.546	0.23	6	0.828	0.23	5.30	0.829
	GROUP 2	4	17.7500	9.912	4.956								
REA	GROUP 1	4	11.5000	8.347	4.173	1.08	0.949	0.91	6	0.399	0.91	5.99	0.399
	GROUP 2	4	6.2500	8.016	4.008								
TIME	GROUP 1	4	13.7500	6.397	3.198	1.54	0.731	-0.15	6	0.888	-0.15	5.74	0.888
	GROUP 2	4	14.5000	7.937	3.969								

A.5.10 Results of T-Test: Intermediate-Advanced, SS to TIME

- - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - -

GROUP 1 - TEACHG EQ   2.(INTERMEDIATE)
GROUP 2 - TEACHG EQ   4.(NATIVE SPEAKERS)

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
								T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS	GROUP 1	4	51.0000	1.826	0.913	18.07	0.040	2.07	6	0.084	2.07	3.33	0.130
	GROUP 2	4	42.7500	7.762	3.881								
CX	GROUP 1	4	44.0000	3.651	1.826	2.47	0.476	-2.79	6	0.032	-2.79	5.08	0.038
	GROUP 2	4	53.5000	5.745	2.872								
CD	GROUP 1	4	5.0000	4.082	2.041	1.34	0.818	0.56	6	0.595	0.56	5.88	0.595
	GROUP 2	4	3.2500	4.717	2.358								
NOM	GROUP 1	4	55.0000	16.753	8.377	1.90	0.610	0.58	6	0.583	0.58	5.47	0.587
	GROUP 2	4	49.0000	12.138	6.069								
REL	GROUP 1	4	19.7500	14.523	7.261	1.14	0.916	-0.80	6	0.452	-0.80	5.97	0.452
	GROUP 2	4	27.7500	13.598	6.799								
REA	GROUP 1	4	11.5000	8.347	4.173	1.82	0.635	0.82	6	0.444	0.82	5.53	0.444
	GROUP 2	4	7.2500	6.185	3.092								
TIME	GROUP 1	4	13.7500	6.397	3.198	1.25	0.858	-0.52	6	0.619	-0.52	5.93	0.619
	GROUP 2	4	16.0000	5.715	2.858								

A.5.11 Results of T-Test: Intermediate-Native Speakers, SS to TIME

- - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - -

```
GROUP 1 - TEACHG   EQ   3.(ADVANCED)
GROUP 2 - TEACHG   EQ   4.(NATIVE SPEAKERS)
```

VARIABLE		NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	F VALUE	2-TAIL PROB.	POOLED VARIANCE ESTIMATE			SEPARATE VARIANCE ESTIMATE		
								T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
SS	GROUP 1	4	37.0000	10.198	5.099	1.73	0.665	-0.90	6	0.404	-0.90	5.60	0.404
	GROUP 2	4	42.7500	7.762	3.881								
CX	GROUP 1	4	53.2500	6.702	3.351	1.36	0.806	-0.06	6	0.957	-0.06	5.86	0.957
	GROUP 2	4	53.5000	5.745	2.872								
CD	GROUP 1	4	7.2500	5.188	2.594	1.21	0.879	1.14	6	0.297	1.14	5.95	0.297
	GROUP 2	4	3.2500	4.717	2.358								
NOM	GROUP 1	4	61.5000	13.772	6.886	1.29	0.840	1.36	6	0.222	1.36	5.91	0.222
	GROUP 2	4	49.0000	12.138	6.069								
REL	GROUP 1	4	17.7500	9.912	4.956	1.88	0.616	-1.19	6	0.280	-1.19	5.49	0.288
	GROUP 2	4	27.7500	13.598	6.799								
REA	GROUP 1	4	6.2500	8.016	4.008	1.68	0.681	-0.20	6	0.850	-0.20	5.64	0.850
	GROUP 2	4	7.2500	6.185	3.092								
TIME	GROUP 1	4	14.5000	7.937	3.969	1.93	0.603	-0.31	6	0.769	-0.31	5.45	0.771
	GROUP 2	4	16.0000	5.715	2.858								

A.5.12   Results of T-Test: Advanced-Native Speakers, SS to TIME

APPENDIX VI

E : 13.75
I : 0.75
A : 2.25
NS : 0.00

E : 3.25
I : 2.00
A : 0.75
NS : 0.00

E : 5.00
I : 1.50
A : 3.50
NS : 0.00

E : 16.75
I : 25.75
A : 20.00
NS : 10.75

C U F

M L G

T S W

C O T

A.6.1   Histogram showing group means for Variables CUF, MLG, TSW and COT

E: 55.25
I: 44.00
A: 53.75
NS: 53.50

E: 6.25
I: 5.00
A: 7.25
NS: 3.25

E: 57.25
I: 55.00
A: 61.00
NS: 49.00

E: 21.75
I: 19.75
A: 17.75
NS: 27.75
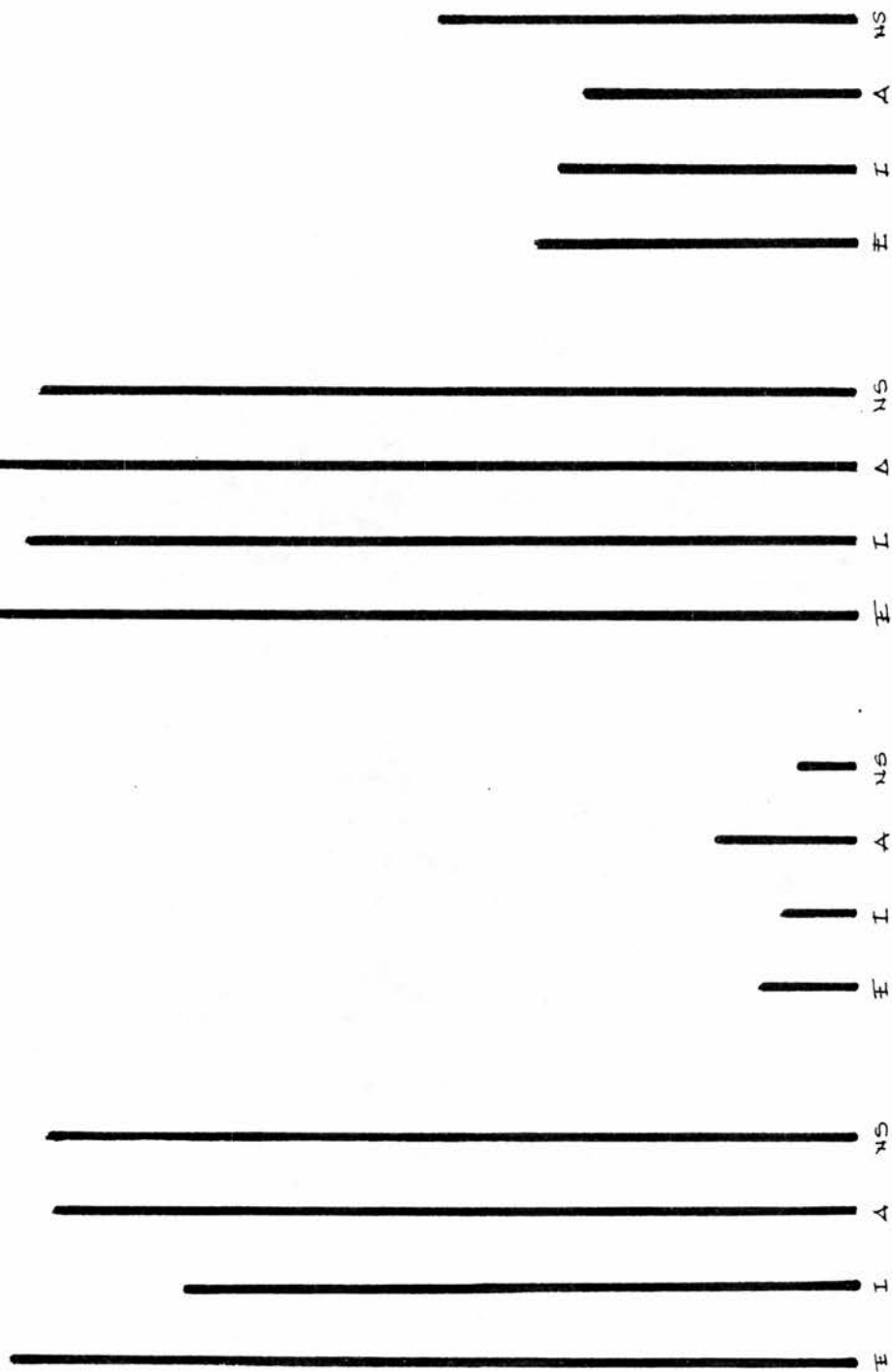
CX (N.S)

CD (N.S)

N O M

R E L

A.6.2   Histogram showing group means for Variables CX, CD, NOM and REL

MTUL

E: 11.45
I: 11.34
A: 12.73
NS: 14.17

14.5
14.00
13.50
13.00
12.50
12.00
11.50
11.00
10.50
10.00

E   I   A   NS

SCI

E: 1.70
I: 1.56
A: 1.68
NS: 1.70

2.00
1.90
1.80
1.70
1.60
1.50
1.40
1.30
1.20
1.10
1.00

E   I   A   NS

ACL

E: 6.79
I: 7.27
A: 7.65
NS: 8.34

8.50
8.00
7.50
7.00
6.50
6.00

E   I   A   NS
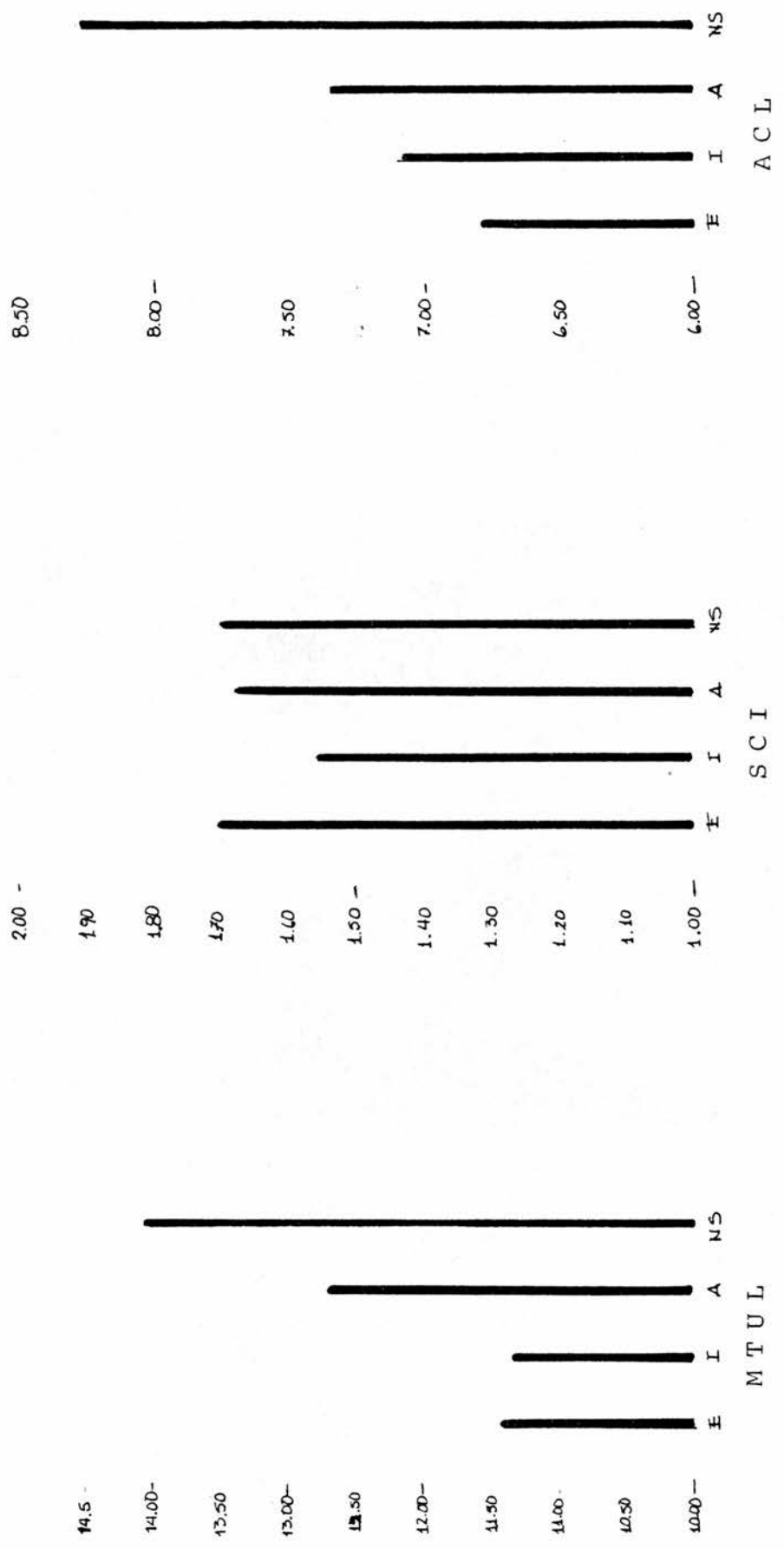
A.6.3   Histogram showing group means for Variables MTUL, SCI and ACL
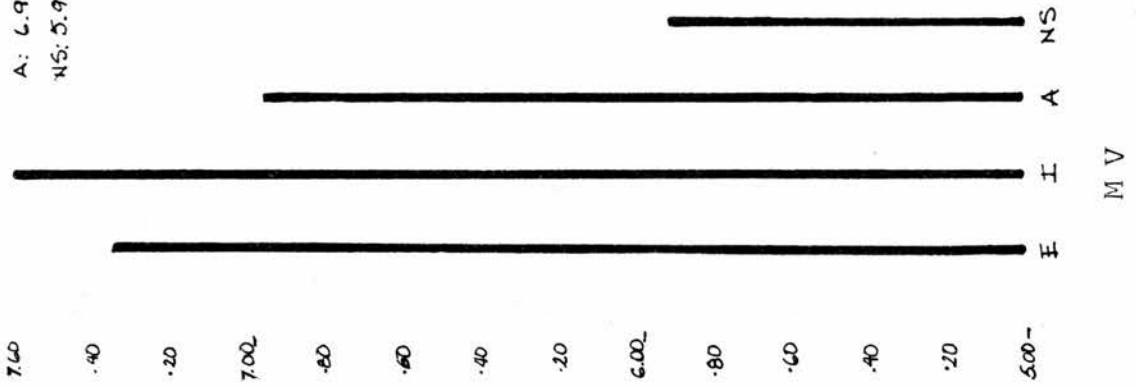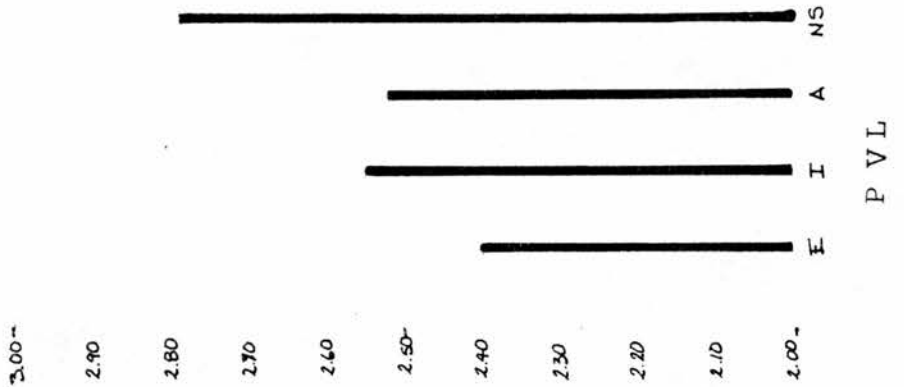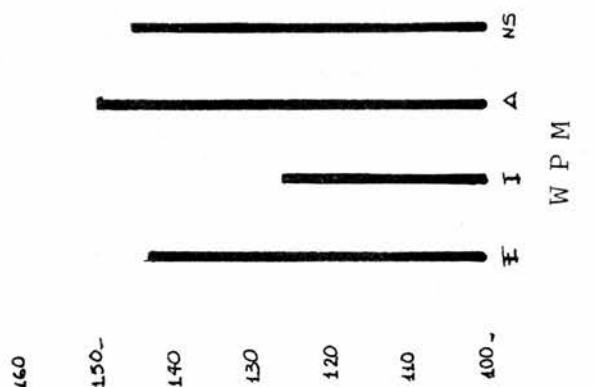
A.6.4 Histogram showing group means for Variables WPM, PVL and MV

LV

E: 33.65
I: 36.31
A: 41.67
NS: 45.31

LD

E: 39.72
I: 40.99
A: 40.90
NS: 39.74

TTR

E: 20.64
I: 22.07
A: 24.79
NS: 26.13

HAP

E: 9.13
I: 10.34
A: 12.60
NS: 13.65
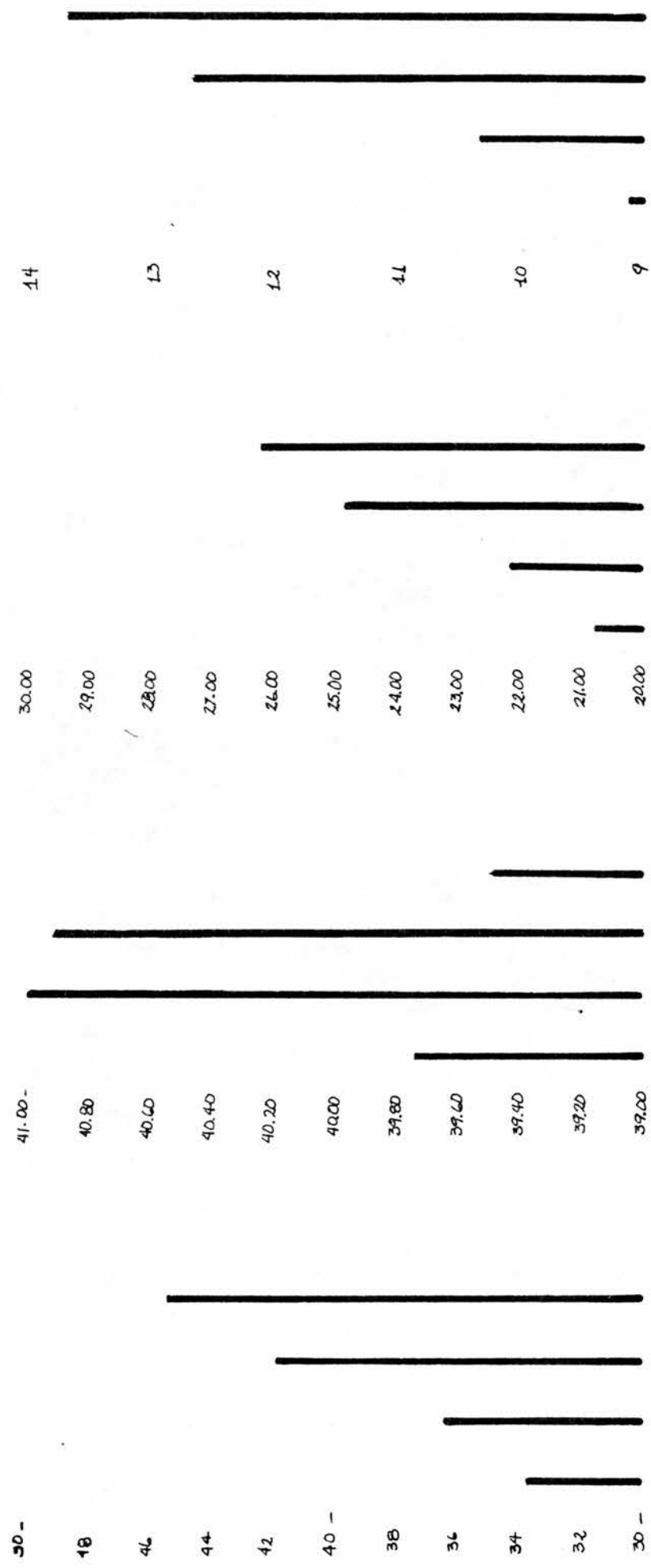
A.6.5 Histogram showing group means for Variables LV, LD, TTR and HAP

<Z 2>   T5ELP

<X T-5(E)-2> I'M SCOTTISH, YES, YES # AHM I DIDN'T WANT TO
VOTE # (LAUGHTER) I VOTED "NO"= # AHM I DIDN'T WANT IT
BECAUSE = I THOUGHT IT WOULD COST TOO MUCH MONEY = # AND I
DON'T BELIEVE = THAT = BY = HAVING WHAT WAS CALLED A
"DEVOLVED GOVERNMENT" THAT = MEANS = LIKE A DEPUTY = AS IT
WERE (MLG) = A SMALL UNIT OF PEOPLE WHO COULD MAKE
DECISIONS ON = CERTAIN ASPECTS OF SCOTTISH
<P 2> LIFE MHM # I DIDN'T BELIEVE = REALLY = THAT THOSE
DECISIONS WOULD HONESTLY HELP US TO HAVE A BETTER SCOTLAND
I BELIEVE THAT IN A SMALL = COUNTRY LIKE = THE UNITED
KINGDOM WE OUGHT TO BE = WHAT IT'S CALLED = A UNITED
KINGDOM # AND I REALLY DO THINK WE- WE SHOULD BE = ALL ONE
I MEAN, THERE'S A LOT OF COUNTRIES IN EUROPE THAT HAVE A
DEVOLVED GOVERNMENT = BUT THEN THERE'S A LOT OF STRUGGLES
TOO THAT WE CAN SEE GOING ON AT THE MOMENT, FOR EXAMPLE IN
IRAN = WITH- WITH THE KURDS # I MEAN I- I THINK = WE
SHOULD BE AVOIDING ALL SORTS OF = WARS AND SO ON # AND I
THINK OFTEN WE CAN = MAKE A WAR COME ABOUT IF WE SAY = YOU
KNOW, WE'RE WE'RE UP HERE AND THE ENGLISH ARE DOWN THERE #
I DON'T KNOW WHAT YOU THINK ##
<X T-5(E)-34> BUT = IT'S ALWAYS TRUE, THOUGH, THAT YOU
HAVE EXTREMISTS, ISN'T IT? === # DO YOU KNOW WHAT I MEAN
BY AN "EXTREMIST"? ## (CUF)
<P 12>
<X T-5(E)-35> SOMEBODY WHO HAS = A VERY STRONG POINT OF
VIEW IN ONE DIRECTION = THE
   STRONGEST = POINT IF VIEW = IN THE MOST === DIVERTED =
   WAY = # UHM THERE'S THE "YES" VOTERS AND THE "NO" VOTERS
   = OF BOTH OF THEM THERE WERE VERY STRONG POINTS OF VIEW
   = AND MAYBE ONE = OF THE "YES" VOTERS = WILL START = A
   REVOLUTION = NO? ##
   <P 24>
   <X T-5(E)-66> ACTUALLY, I'M NOT SURE HOW MUCH THE FIVE
   PENCE PER DAY = UHM COVERS # IT COVERS THE COST OF THE
   ASSEMBLY = # SO I TAKE THAT TO MEAN = THE SALARIES PLUS
   THE RUNNING OF THE ASSEMBLY # UHM THE TRUTH IS THAT THE
   ASSEMBLY WILL COST US A FEW PENCE PER PERSON PER WEEK IN
   SCOTLAND = # AND THE FIGURE MENTIONED = HAS BEEN = FIVE
   PENCE = # SO THAT MUST MEAN = I WOULD TAKE IT FROM THAT
   IT WOULD MEAN = SALARIES AS WELL AS = THE RUNNING OF THE
   THE BUILDING #

   <Z 3>   T6ELP

   <X T-6-30>BECAUSE WHAT? = YOU DON'T KNOW VERY WELL
   (ECHOING) # BUT WHAT ABOUT=IN SCOTLAND IN THE
   DEVOLUTION=UH ASSEMBLY=REFERENDUM VOTE RIGHT? (CUF)ON
   MARCH THE FIRST # REALLY, IT WAS ABOUT A THIRD WHO
   VOTED='YES'= A THIRD WHO VOTED 'NO', AND A THIRD WHO
   DID'NT VOTE RIGHT? (CUF)# NOW WHAT'S YOUR OPINION OF THE
   PEOPLE WHO DIDN'T VOTE? # DID THEY FEEL THAT THEY DIDN'T
   KNOW ENOUGH? ##
   <X T-6-35>NO, IT MEANS THAT THEN YOU'D% IT IS- IT'S
   NOT-ING # IF PEOPLE DON'T VOTE, IT SHOULD BE NOTHING,

RIGHT? (CUF)# BUT THE INTERESTING THING IS THE DIVISION,
RIGHT? (CUF) # THE WAY IT'S DIVIDED (MLG) THAT IN FACT
IT'S THE THIRD=AND=THE THE BETWEEN A "YES - NO" ANSWER
YOU FIND THAT YOU GET A DIVISION OF THREE:
"YES"AND"NO"AND"DON'T KNOW", OR OR OR "DON'T KNOW
ENOUGH" OR "NOT SURE "# LIKE YOU'RE SAYING THAT=PROBABLY
YOU WOULDN'T VOTE BECAUSE YOU WOULDN'T=YOU WOULDN'T KNOW
ENOUGH ##
<X T-6-53>YES BUT TH% WE% =THERE IS A SYSTEM OF
PARLIAMENT IN THIS COUNTRY WHERE% =THERE ARE SEVENTY-ONE
= ABOUT SEVENTY-ONE SCOTTISH = MPS IN PARLIAMENT WHO
DECIDE ABOUT THE WHOLE COUNTRY= AS WELL # YOU KNOW IT IS
NOT THAT SCOTLAND=DOES NOT HAVE ANY POWER = AT ALL THAT
WAY # BUT YOU THINK THERE'S SOME JEALOUSY # WHAT WOULD
YOU SAY ABOUT TALKING TO SCOTTISH PEOPLE, # DO YOU THINK
THAT'S THE% = IN-IN-IN THE- IN YOUR EXPERIENCE IS THAT
AT ALL TRUE THAT SCOTTISH PEOPLE ARE JEALOUS OF ENGLISH
PEOPLE? ##
<X T-6-R2>YES=BUT ANY GOVERNMENT NEEDS MONEY, RIGHT? #
(CUF) WELL THIS= THIS ASSEMBLY WOULDN'T HAVE HAD= ANY
POWER=TO RAISE MONEY, RIGHT? (CUF)# SO THAT WAS ONE OF
THE THINGS ABOUT IT THAT SOME PEOPLE MIGHT HAVE THOUGHT
ABOUT # THERE'S NO POINT IN HAVING AN ASSEMBLY UNLESS IT
HAS=REAL POWER AND IT HAS TO=TO HAVE ITS OWN MONEY 13C
HAS TO RAISE ITS OWN MONEY, 13C HAS TO GETS ITS OWN
MONEY,# THERE'S ANOTHER THING ABOUT IT ##
<X T-6-90>WELL, I THINK THAT THERE'LL ALWAYS BE ERM
SOMETHING BECAUSE IT= IT'S NOT AIMED AT INTERNATIONAL
POLITICS- THAT IS BEING LEFT TO THE=THE WHOLE OF GREAT
BRITAIN AT THE MOMENT # =UHM IT'S ONLY FOR
HOME=AFFAIRS=(MLG) FOR MATTERS WHICH CONCERN PEOPLE
LIVING IN THIS COUNTRY THAT=DEVOLUTION WAS REALLY=UHM AN
IMPORTANT ISSUE # NO, INTERNATIONAL AFFAIRS, AT THE
MOMENT, SEEM AS THOUGH THEY WOULD ALWAYS BE=DONE FROM
LONDON# AND YOU WOULD HAVE SCOTTISH REPRESENTATIVES FOR
THAT AS WELL, BECAUSE=WHAT THE WHOLE COUNTRY DOES WILL
ALSO AFFECT THE PARTS-ALL THE PARTS OF THE COUNTRY, NOT
JUST SCOTLAND, BUT ALL=THE REST=OF THE BRITISH ISLES #
ANYWAY IT'S INTERESTING TO KNOW THAT YOU WERE SURPRISED
BY THE RESULT AND THAT YOU IN SOME
<P 15> WAYS FEEL THAT=IT WAS =% THAT SCOTLAND HAS
PERHAPS THROWN ITS CHANCE AWAY # I DON'T THINK IT
HAS(CTT) SPECIALLY=BUT IF YOU CONSIDER IT TO BE LIKE
THAT   # YOU
THINK IT IS A DEAD ISSUE NOW, IT'S FINISHED WITH= OR
NOT? ##

<Z 4>   T10ELP

<X T-10(E)-18> YES, BUT ONE THING WHICH WOULD NOT BE
SEPARATE = AND THIS IS IMPORTANT = FOREIGN POLICY =
WOULD NOT BE SEPARATE # YOU UNDERSTAND WHAT I MEAN BY
FOREIGN POLICY? (CUF)THAT MEANS IF = IF ENGLAND WANTS TO
SAY THERE WILL
<P 6>
<X T-10(E)-18> BE WAR WITH = JAPAN AND% = # SCOTLAND HAS
TO DO THE SAME(MLG) = THERE IS NO DIFFERENCE = IN

FOREIGN POLICY # THE ONLY DIFFERENCE IS IN = ER DOMESTIC
= (WBB) = DOMESTIC AFFAIRS YOU UNDERSTAND? (CUF)
<X T-10(E)-23> WELL ALRIGHT BECAUSE% = (LIH)OK LOOK,
BECAUSE = IN SEVENTEEN*FORTY = FIVE* = THE PARLIAMENT IN
LONDON PASSED LAWS = YOU UNDERSTAND? (CUF) ## THE LAWS
SAID = YOU MUST NOT WEAR THE KILT = # YOU
<X T-10(E)-23A> MUST NOT SPEAK = GAELIC = THE SCOTTISH
LANGUAGE = (MLG)YOU MUST NOT = COME(EXPANSION) TOGETHER
= IN MORE THAN THREE PEOPLE = # YOU MUST NOT = ORGANIZE
YOURSELVES #
<X T-10(E)-24> ALLRIGHT, YES. ALLRIGHT # YOU MUST DO
WHAT WE TELL YOU = # WE NOW WILL
<P 8>
<X T-10(E)-24A> GIVE YOU = THE LAWS WHICH WE SAY =
ALLRIGHT? (CUF) # THAT WAS THE FIRST REASON = OK?
(CUF)THE FIRST REASON WAS THAT THERE WAS NO POSSIBILITY
= TO ORGANIZE PEOPLE = BECAUSE YOU COULD NOT SPEAK YOUR
LANGUAGE = # YOU COULD NOT COME TOGETHER = # AND BECAUSE
THERE WERE SOLDIERS = ALL OVER = THE HIGHLANDS OF
SCOTLAND(RECAP) = ALLRIGHT? (CUF) # THEY STOPPED YOU =
THEY% YOU WERE PUNISHED IF YOU = DIDN'T = FOLLOW THE LAW
# THEN THERE WAS ANOTHER REASON: AFTER SEVENTEEN FORTY =
FIVE = THAT IS THE PERIOD = OF THE BEGINNING = OF =
(WBB)AND I SAY IT = VERY CAREFULLY = ENGLISH IMPERIALISM
= # NOW = THAT WAS THE PERIOD = WHEN AMERICA,
CANADA,(SF;MHM) THEN NEW ZEALAND AND AUSTRALIA = AND ALL
THE NEW COUNTRIES = WHERE THEY NOW SPEAK ENGLISH =
ALLRIGHT? (CUF) = THAT WAS THE PERIOD WHEN = LONDON =
BEGAN TO SEND PEOPLE = AND TO SUGGEST THAT PEOPLE WENT
TO THE COLONIES #
<P 9>
<X T-10(E)-24B> NOW = WHAT HAPPENED? # DO YOU KNOW WHO
WENT TO AUSTRALIA? # [SS:NO] DO YOU KNOW WHO WENT TO
AUSTRALIA? ALL THE PRISONERS(WBB)
<X T-10(E)-24C> UHUH! ALL THE CONVICTS FROM LONDON =
WENT TO AUSTRALIA # AND DO YOU KNOW WHO WENT TO CANADA?
# I'LL TELL YOU(WBB)ALL THE PEOPLE = NOT ALL THE PEOPLE
BUT = A LOT OF THE PEOPLE = FROM THE HIGHLANDS OF
SCOTLAND # WHY? BECAUSE = LONDON DECIDES:IT IS IMPORTANT
FOR US TO HAVE SHEEP IN THE HIGHLANDS = SHEEP = FOR WOOL
= THAT'S WHY SCOTTISH WOOL IS GOOD # ALLRIGHT?
(LAUGHS)(CUF)IT'S IMPORTANT UH US% FOR US TO HAVE SHEEP
AND BECAUSE WE WANT THE SHEEP = WE WANT THE LAND = AND
SO THE PEOPLE WHO ARE ON THE LAND = MUST GO # AND
<P 10>
<X T-10(E)-24C> SO THE PEOPLE WHO WERE ON THE LAND = HAD
THEIR HOUSES BURNT = AND THEY WERE PUT ONTO SHIPS = AND
THEY WERE SENT = TO CANADA = ALLRIGHT? (CUF) # 13A TO
CANADA AND TO NORTH AMERICA, MAINLY = TO CANADA # SO
THAT UNTIL = THE END OF THE NINETEENTH CENTURY = YOU THE
TH- THE ENGLISH GOVERNMENT WERE TRYING TO = SEND PEOPLE
AWAY = YOU UNDERSTAND? (CUF) # AND THEREFORE 2E PEOPLE
WERE GOING = BECAUSE THE LAND WAS POOR AND THEY HAD NO
LAND = BECAUSE THE LAND WAS TAKEN FROM THEM # AND =
BECAUSE = EVERYTHING GOT POORER AND POORER AND POORER =
ALLRIGHT? (CUF) # AND THE HIGHLANDS ARE STILL VERY POOR
= VERY POOR INDEED- SOME PARTS OF THE HIGHLANDS IF

YOU'VE BEEN THERE OK? (CUF) # AND THAT IS THE REASON =
BECAUSE 2E PEOPLE ONLY NOW = ARE A LITTLE BETTER = AND
CAN = ORGANIZE THEMSELVES = AND BECAUSE 2E OF =
COMMUNICATIONS, TELEVISION, RADIO ALLRIGHT? (CUF) # WHEN
PEOPLE ARE = SEPARATE AND DON'T KNOW WHAT'S GOING ON,
THEY DON'T ARGUE AMONGST THEMSELVES = # YOU
<P 11>
<X T-10(E)-24D> UNDERSTAND? (CUF)YES MAKTAB WHAT IS IT?
##
<X T-10(E)-28> I AGREE, YES (WBB)FORTY- FOUR PERCENT
DIDN'T VOTE # = NOW DO YOU THINK THAT THE FORTY- FOUR
PERCENT DIDN'T VOTE BECAUSE THEY WANTED "NO" OR BECAUSE
THEY WEREN'T SURE? #
<P 12>
<X T-10(E)-29> THEY WEREN'T SURE = YES # AND A LOT OF
PEOPLE = I KNOW = VOTED LIKE THAT = BECAUSE% = NOT
BECAUSE THEY DIDN'T WANT = DEVOLUTION = BUT BECAUSE THEY
DIDN'T LIKE THE ACT = YOU UNDERSTAND? (CUF) # DIFFERENCE
= BECAUSE YOU WERE VOTING ON(WOBB)THE ACT = WHICH = THE
GOVERNMENT = WANTED = TO BECOME LAW = # THEY DIDN'T LIKE
THE ACT = BUT THEY STILL WANT = DEVOLUTION - YOU
UNDERSTAND? (CUF) # THERE'S A- THERE'S A SLIGHT
DIFFERENCE HERE = BUT = THAT'S NOT ALL OF THEM = THAT'S
ONLY SOME OF THEM # YES, FARID, YES ##
<X T-10(E)-38> SCOTLAND YES YES BECAUSE I THINK THAT IS
VERY IMPORTANT AND WILL STOP # THIS IS = THE MAIN REASON
WHY THIS HAS HAPPENED NOW, AND THAT ANSWERS MARIAN'S
QUESTION, I HOPE, IS THAT = FOR INSTANCE WHEN I WAS AT
SCHOOL = RIGHT? = (CUF)
<P 15>
<X T-10(E)-38> EVERYTHING SCOTTISH = WE THOUGHT
EVERYTHING SCOTTISH WAS BAD(WOB) # THIS THIS = THIS WAS
ONLY TWENTY YEARS AGO = # EVERYTHING WE HAD A SENSE OF-
YOU UNDERSTAND(CUF) = A FEELING(MLG)THAT = WE WEREN'T =
VERY GOOD OR VERY INTELLIGENT OR VERY ANYTHING = BUT
EVERYTHING THAT WAS ENGLISH WAS VERY VERY GOOD # (?)
AND THIS IS = PSYCHOLOGICAL(MLG)THIS IS IN THE MIND, OK?
(CUF) # THAT IS WHY I SAY TO YOU THAT = I LEARNT ENGLISH
LIKE YOU = AS A FOREIGN LANGUAGE = BECAUSE = TWO HUNDRED
YEARS AGO = ENGLISH WAS NOT THE LANGUAGE OF MY FAMILY =
YOU UNDERSTAND? (CUF) # MY FAMILY TWO HUNDRED YEARS AGO
DID NOT SPEAK ENGLISH (RESTATE)OKAY? (CUF) # SO I
LEARNED ENGLISH = BECAUSE I HAD TO LEARN ENGLISH BECAUSE
IT WAS IN SCHOOL = BUT REALLY I DON'T THINK IT IS MY
LANGUAGE ##

<Z 8>   T13ELP

<P 1>

<X T-13(E)-1> RIGHT # NOW THEN # I SUPPOSE YOU ALL SAW
IN THE NEWSPAPERS LAST WEEK THAT ALL THE SCOTTISH PEOPLE
HAD TO = VOTE IN AN ELECTION, LIKE AN ELECTION, OK?
(CUF) #IT WAS CALLED A REFERENDUM AND IT WAS ABOUT =
DEVOLUTION OK?(CUF) DEVOLUTION #BECAUSE = IN THIS
COUNTRY WHICH IS CALLED GREAT BRITAIN WE HAVE ENGLAND,
IRELAND, SCOTLAND AND WALES, OK? (CUF)AND THE GOVERNMENT

IS IN = LONDON #THE GOVERNMENT OF ALL GREAT BRITAIN IS
IN LONDON, OK? (CUF) #   BUT =   THE WELSH PEOPLE,
THE IRISH PEOPLE AND THE SCOTTISH PEOPLE WANT TO HAVE
GOVERNMENTS IN THEIR COUNTRIES, SEPARATE GOVERNMENTS
WHICH ARE SPECIALLY, ESPECIALLY FOR =UHM SCOTTISH =
BUSINESS OR IRISH BUSINESS OR WELSH BUSINESS #AND SOME
PEOPLE FEEL VERY =ANGRY THAT THE GOVERNMENT IN LONDON
DOESN'T DO ANYTHING FOR THE PEOPLE IN SCOTLAND # THEY
THINK THAT THE GOVERNMENT IN LONDON FORGETS ABOUT PEOPLE
IN SCOTLAND, JUST AS IF THEY WEREN'T THERE, OK? (CUF) #
AND NOW, BECAUSE OF ALL THE OIL -YOU KNOW THE OIL? (CUF)
- THAT'S BEEN COMING IN = FROM ABERDEEN ALL ALONG THE
COAST OF THE NORTH SEA (SBI)
<X T-13(E)-2> YEAH IN THE NORTH SEA - SCOTLAND IS
BEGINNING TO FEEL QUITE = IMPORTANT AND SCOTLAND HAS GOT
SOME MONEY #SO THE S - SCOTTISH PEOPLE WANT TO BE ABLE
TO SAY: "WE WANT TO DO THIS WITH OUR MONEY #OR WE WANT
TO BUILD A FACTORY WITH OUR MONEY # OR WE WANT TO = HAVE
NEW HOSPITALS WITH OUR MONEY" # BUT NOW ALL THE MONEY
FROM THE OIL GOES DOWN TO LONDON - TO THE GOVERNMENT IN
LONDON # AND IT'S THE GOVERNMENT (NUP)
<P 2> IN LONDON WHO DECIDE WHAT HAPPENS IN SCOTLAND =
YOU SEE?# (CUF) # SO =OVER THE LAST =THREE YEARS IN
PARLIAMENT = THEY HAVE BEEN DISCUSSING = DEVOLUTION #
AND "DEVOLUTION"MEANS(MLG) TO = % INSTEAD OF HAVING ALL
THE GOVERNMENT IN ONE PLACE WHICH IS A CENTRAL, A
CENTRAL GOVERNMENT, THEY WANT TO HAVE === BRANCHES,
DIFFERENT PARTS OF THE GOVERNMENT, ONE IN SCOTLAND FOR
EXAMPLE AND ONE IN WALES # D'YOU SEE? (CUF)# AND THAT'S
CALLED "DEVOLUTION" ## (MLG)
<X T-13(E)-3> YES, TO SEPARATE % NOT TO SEPARATE THE
COUNTRIES COMPLETELY, NOT TO SAY THAT THIS IS A
DIFFERENT COUNTRY FROM ENGLAND, AND =BUT% TO KEEP THE
UNITED KINGDOM OF GREAT BRITAIN TOGETHER = BUT TO GIVE =
SCOTLAND AND WALES SOME POWER = SOME, SOME, SOME =CONTROL,
SO THEY CAN CONTROL = THEIR OWN BUSINESS, YOU SEE? (CUF)
SO ANYWAY THEY = SPENT ABOUT FOUR YEARS, THREE OR FOUR
YEARS IN PARLIAMENT DISCUSSING IT, THIS AND CHANGING IT
AND TALKING ABOUT IT AND ON AND ON AND ON AND ON #AND
EVENTUALLY,THEY DECIDED TO HAVE A REFERENDUM AND A
REFERENDUM IS WHAT YOU HAVE IN SWITZERLAND, ISN'T IT
REGINA?   # A
"REFERENDUM" IS THAT = ALL THE PEOPLE IN THE COUNTRY
VOTE 'YES' OR 'NO',(MLG) = OK? (CUF) # IN FACT -SO IN
COUNTRIES LIKE SWITZERLAND = YOU DO THIS ALL THE TIME,
DON'T YOU?   ##
<X T-13(E)-4> THERE'S NO -   THE P -   THE -   THE
THE PARLIAMENT DOESN'T DECIDE THE LAW, THE PEOPLE IN
SWITZERLAND DECIDE THE LAW (NUP) # AND EVERY TIME =UHM
THE GOVERNMENT WANTS TO CHANGE A LAW IT MUST ASK THE
PEOPLE = AND ALL THE PEOPLE VOTE 'YES' OR 'NO' #
<P 3> THIS ISN'T THE SYSTEM IN BRITAIN, IN BRITAIN WE
DON'T HAVE THAT SYSTEM USUALLY, BUT FOR THIS = SUBJECT
"DEVOLUTION", =   THE GOVERNMENT DECIDED TO ASK
THE PEOPLE, OK? (CUF)   # TO ASK THE PEOPLE WHAT
THEY THOUGHT, NOT TO ASK THE =   THE PEOPLE IN THE
GOVERNMENT, NOT TO ASK THE PRIME MINISTER AND THE M% =AND

THE MPS, BUT TO ASK THE PEOPLE WHAT THEY THOUGHT # AND
THE SAME IN WALES:ON THE SAME DAY THERE WAS A - A
REFERENDUM AND PEOPLE HAVE TO GO AND = VOTE, HAVE TO
WRITE DOWN *YES* OR *NO*(MLG) # *YES* IF THEY WANTED =
DEVOLUTION AND *NO* IF THEY DIDN*T WANT DEVOLUTION (NUP)
OK? (CUF) # AND THE SAME IN WALES # BUT THE PROBLEM =
REALLY = WAS THAT THEY NEEDED A VERY LARGE PERCENTAGE =
OF VOTERS TO SAY *YES* BEFORE THEY COULD PASS THE BILL #
YOU ALL KNOW WHAT A PERCENTAGE IS, DON*T YOU? (CUF) #
<X T-13(E)-5> FOR EXAMPLE = (WBB) A HUNDRED - THAT*S A
HUNDRED PERCENT, OK? (CUF) # BUT THE - THE GOVERNMENT
SAID THAT IN SCOTLAND THERE MUST BE (WBB) FORTY PERCENT
OF THE POPULATION, FORTY PERCENT OF ALL THE PEOPLE WHO
CAN VOTE, OK? (CUF) = HAD TO VOTE *YES*, === OK? (CUF)#
THEY WANTED FORTY PERCENT OF THE PEOPLE TO VOTE *YES* #
IF, SAY, THIRTY - NINE PERCENT(WBB) OF THE PEOPLE VOTED
YES THEN =   IT WOULD BE =   IT
WOULD BE FINISHED -THERE WOULD - THERE WOULD NOT BE
DEVOLUTION, OK? (CUF) # FOR DEVOLUTION TO HAPPEN YOU HAD
TO HAVE FORTY PERCENT VOTING *YES* AND IT WASN*T = % #
YOU KNOW IN A COUNTRY YOU HAVE SOMETHING WHICH IS CALLED
"AN ELECTORATE" # (WBB) NOW IN ANY COUNTRY, AN
ELECTORATE, OR AN ELECTORAL ROLE, ARE ALL THE PEOPLE WHO
ARE QUALIFIED TO VOTE IN AN ELECTION(MLG) # AND IN THIS
COUNTRY = TO QUALIFY TO
<P 4> VOTE IN AN - IN AN ELECTION YOU MUST BE =OVER =EIGHTEEN
YEARS OLD AND YOU MUST LIVE = IN THE = IN THE - IN THE
COUNTRY = OF THE ELECTION, OK? (CUF) # YOU MUST BE
EIGHTEEN YEARS OLD # SO OF ALL THE PEOPLE IN SCOTLAND
WHO WERE OVER EIGHTEEN, THEY HAD TO HAVE FORTY PERCENT
OF THOSE PEOPLE VOTING *YES*, WHICH IS A LOT OF PEOPLE,
REALLY, OK? (CUF) # BECAUSE USUALLY = WHEN THERE IS AN
ELECTION ONLY SAY =SEVENTY = (WBB) SEVENTY PERCENT OF
THE = SEVENTY PERCENT OF THE ELECTORATE ACTUALLY VOTE #
SOME PEOPLE =   WHEN THERE IS AN
ELECTION THEY - THEY SIT AT HOME AND WATCH THE
TELEVISION # THEY ARE NOT INTERESTED # DO YOU SEE WHAT I
MEAN? (CUF)   ##
<X T-13(E)-6> I MEAN, YOU DON*T HAVE TO VOTE # IF YOU
DON*T WANT TO VOTE, THEN YOU CAN SIT AT HOME AND = WATCH
THE TELEVISION OR GO OUT TO THE CINEMA # NOT EVERYBODY
VOTES,YOU SEE # ANYWAY,IN THE END THEY DIDN*T HAVE FORTY
PERCENT # THERE WAS NOT FORTY PERCENT OF THE PEOPLE =
THERE WASN*T A FORTY PERCENT VOTE OF "YES" OK? (CUF)# SO
NOW =IT*S A V - IT*S A VERY.VERY DIFFICULT
SITUATION,BECAUSE IT WAS NEARLY FORTY PERCENT, THE
DIFFERENCE WAS NOT VERY BIG # = BUT UHM =THE - THE - THE
IN LONDON THE GOVERNMENT SAYS:"WE SAID FORTY PERCENT AND
YOU DIDN*T GET FORTY PERCENT SO - NO" # BUT THE =
POLITICAL PEOPLE IN SCOTLAND SAY "WELL, COME ON, YOU
KNOW IT WAS NEARLY FORTY PERCENT AND MOST OF THE PEOPLE
IN SCOTLAND WANT DEVOLUTION" # SO THIS IS = A BIG
PROBLEM FOR THE PRESIDENT% FOR THE PRIME MINISTER, OK?
(CUF) # THE PRIME MINISTER IN = UH ## (SBI)
<P.5>
<X T-13(E)-6A> IN LONDON YES # BUT I WONDERED IF ANY OF
YOU ER = WHAT% DO YOU - DO YOU THINK THAT THE PEOPLE OF

SCOTLAND WANT DEVOLUTION OR DO YOU THINK THEY DON'T WANT
IT?   = # WHAT DO YOU
THINK?   ===   HAS ANY - ANY OF YOU EVER TALKED TO ANY =
UHM SCOTTISH PEOPLE ABOUT IT?##
<X T-13(E)-23> SO IT'S% YEAH, WELL I SEE WHAT YOU MEAN,
SO YOU THINK THAT UHM THI% WELL THIS IS EXACTLY HOW
SCOTLAND FEELS # IT FEELS THAT IT IS BEING NEGLECTED,
THAT UH THAT WHILE IN ENGLAND YOU HAVE BIG FACTORIES AND
INDUSTRY AND = THERE IS % =UHM =PEOPLE HAVE JOBS, HERE
IN SCOTLAND THERE IS =UNEMPLOYMENT, AN AWFUL LOT OF
UNEMPLOYMENT, PEOPLE WITHOUT JOBS, (MLG) BECAUSE =THE
GOVERNMENT IN LONDON HAS NOT THOUGHT ABOUT SCOTLAND #
AND THEY SAY "OH WELL SCOTLAND,YES,WELL WE'LL TALK ABOUT
SCOTLAND TOMORROW AND THEN THEY TALK ABOUT, WELL WE'LL
TALK ABOUT SCOTLAND NEXT WEEK" # THE SCOTTISH PEOPLE
FEEL THAT # DO YOU UNDERSTAND? (CUF) ##
<X T-13(E)-24> THEY FEEL THAT UH =   THAT IN LONDON THEY
ARE ONLY INTERESTED THAT THE PU% =THE B% THE =
GOVERNMENT IN LONDON IS INTERESTED IN ENGLAND AND MAYBE
WALES AND IRELAND BUT NOT IN SCOTLAND =# AND SO THEY
WANT TO BE A LITTLE BIT INDEPENDENT # THEY WANT TO BE
INDEPENDENT OF ENGLAND # THEY WANT TO HAVE THE POWER TO
DECIDE THEIR OWN =   BUSINESS # DO YOU SEE WHAT
I MEAN? (CUF)   # THEY WANT TO BE ABLE TO - THE
<P 9> SCOTTISH PEOPLE SAY THAT THEY WANT TO BE ABLE TO -
DECIDE =   WHAT IS GOOD FOR THEM # NOT =   PEOPLE IN
ENGLAND DECIDE WHAT IS GOOD FOR THEM # BUT DOES = DOES
ANYBODY KNOW WHAT THE POWERS OF THE% DO YOU KNOW WHAT
THE NAME OF THE =   GOVERNMENT IN =   IT
WAS GOING TO BE EDINBURGH # DO YOU KNOW WHAT IT WAS
CALLED? #   = DO YOU KNOW WHAT IT WAS GOING TO BE
CALLED? # =   NO? # DO YOU NOT READ THE NEWSPAPERS? ##
<X T-13(E)-25> IT WAS GOING TO BE CALLED AN ASSEMBLY,
THE SCOTTISH ASSEMBLY # DO YOU REMEMBER, REGINA? #YOU
REMEMBER THAT? # BUT THE POWERS OF THE SCOTTISH ASSEMBLY
WERE GOING TO BE VERY =LIMITED, =VERY LIMITED = SO THAT
THEY COULDN'T DEC% THEY COULD ONLY DECIDE CERTAIN THINGS
= FOR SCOTLAND # = YOU KNOW THEY COULD ONLY DECIDE
ABOUT ER =   EDUCATION AND ER UHM =   IN
GENERAL, THEY HAD TO DO THE SAME AS THE LONDON
GOVERNMENT = BUT THEY WOULD HAVE MORE LOCAL POWER, #
THEY WOULD HAVE MORE POWER TO DECIDE ABOUT LOCAL THINGS
DO YOU SEE WHAT I MEAN? (CUF) # IT WOULD HAVE MORE
POWER TO DECIDE ABOUT THE OIL, # IT WOULD HAVE MORE UHM
= THEY WOULD BE ABLE TO DECIDE ABOUT =BUILDING A FACTORY
= IN SCOTLAND = WITHOUT HAVING TO ASK THE PEOPLE IN UHM
=## (LIH)
<X T-13(E)-47> BECAUSE I THINK =   WHEN % PEOPLE SAID
"OH WELL, YOU KNOW IF - IF YOU HAVE A - A GOVERNMENT IN
SCOTLAND YOU HAVE TO PAY MORE MONEY TO PAY THE PEOPLE TO
WORK IN THE OFFICES" #DO YOU SEE WHAT I MEAN? # (CUF)TO
- TO WORK IN THE OFFICES, TO DO ALL THE ADMINSTRATION #
BUT I THINK THAT ER OK MAYBE THAT IS TRUE BUT UHM =I
THINK THAT SCOTLAND IS ER =   IS VERY = NEGLECTED BY THE
BRI% THE ENGLISH PARLIAMENT #   I THINK IT IS TRUE #I
THINK THAT THEY -   =   YOU KNOW THEY ARE A
LONG WAY AWAY AND PEOPLE FORGET ABOUT THEM # I THINK

THAT THE - THE BRITISH, THE - THE PARLIAMENT IN ENGLAND
TENDS TO FORGET ABOUT THEM #THERE IS =MORE A B% LARGER
PERCENTAGE OF UNEMPLOYMENT IN SCOTLAND THAN ANYWHERE IN
THE WHOLE OF BRITAIN # IRELAND, ENGLAND = IRELAND, WALES
AND ENGLAND HAS =   LESS UNEMPLOYMENT
THAN SCOTLAND # DO YOU -   DO YOU UNDERSTAND WHAT I
MEAN?# (CUF) THAT THERE ARE MORE PEOPLE IN SCOTLAND WHO
HAVE NO JOBS, WHO CANNOT FIND WORK, THAN THERE ARE IN
ENGLAND = AND WALES BECAUSE SCOTLAND IS NOT = THERE
ISN'T - THERE IS NOTHING! ##I MEAN YOU LOOK AT A MAP OF
SCOTLAND AND YOU SEE ABOUT THREE OR FOUR = CITIES, BIG
CITY EDINBURGH, GLASGOW, ABERDEEN AND - AND THEN =
THERE'S NOTHING # THERE'S JUST THE HIGHLANDS, THERE'S
ALL UP, COUNTRYSIDE, THERE'S NOTHING ON IT, THERE'S NO
ANIMALS ON IT, THERE'S NO INDUSTRY, THERE'S NOTHING,
JUST NOTHING #   AND THEN YOU GO UP
NORTH, THEN YOU HAVE ALL THESE LITTLE ISLANDS, WITH
SMALL FISHING INDUSTRY AND = THE OIL NOW COMING IN OFF
ABERDEEN BUT YOU'VE A THIRD OF% =   THERE'S
<P 16> BEEN NO MONEY =THE THE PARLIAMENT IN ENGLAND HAS
NOT SPENT ANY MONEY ON SCOTLAND #DO YOU SEE WHAT I MEAN?
(CUF)   # BUT SCOT - THE SCOTTISH PEOPLE HAVE TO
PAY THE SAME TAXES AS THE ENGLISH PEOPLE AND YET IN
ENGLAND =   IF THEY DO =   THEN, THEY HAVE TO PAY THE
SAME # I MEAN I PAY HERE EXACTLY THE SAME AMOUNT OF TAX
AS I PAID WHEN I WAS WORKING IN ENGLAND, JUST THE SAME #
AND YOU HAVE TO PAY THE SAME - THE SAME AMOUNT OF MONEY
TO GO TO SCHOOL AND ER = TO TO BUY # EDINBURGH I THINK
IS ONE OF THE MOST EXPENSIVE CITIES AFTER LONDON BECAUSE
ER WHEN I CA -   FIRST CAME
HERE, I WAS VERY VERY SURPRISED HOW EXPENSIVE EDINBURGH
IS AS A CITY TO LIVE IN ##
<X T-13(E)-48> IT'S THE SAME AS LONDON (TSWC) # LONDON'S
EX -WELL, OK, LONDON'S EX -## (SBI)
<X T-13(E)-49> THE SAME YES # YES EXACTLY BECAUSE THERE
ISN'T = YOU KNOW THERE - IT'S ONE I MEAN -IT'S THE
PROBLEM OF = SUPPLY AND DEMAND # THERE IS A - A LIMITED
NUMBER OF ER = HOUSES, FOR EXAMPLE IN EDINBURGH AND
THERE ARE MANY PEOPLE WHO WANT TO LIVE IN EDINBURGH SO
THE = UP - THE PRICE GOES UP # BUT IT IS VERY EXPENSIVE
HERE AND I THINK THAT UH = = I DON'T =YOU KNOW I THINK
IT'S =   I THINK THAT UHM THE
BRITISH GOVERNMENT THINK THE SCOTTISH PEOPLE ARE THE
SAME AS THE ENGLISH PEOPLE AND THAT THE ENGLISH PEOPLE
ARE THE SAME AS THE WELSH PEOPLE,
<P 17> THAT WE ARE ALL THE SAME SORT OF PEOPLE, BUT WE
ARE NOT AT ALL # AND I THINK THAT SCOTTISH PEOPLE ARE
VERY VERY DIFFERENT FROM ENGLISH PEOPLE IN THE SAME WAY
THAT GERMAN PEOPLE ARE DIFFERENT FROM FRENCH PEOPLE AND
THAT ER BASQUE PEOPLE ARE DIFFERENT FROM SPANISH PEOPLE
THEY ARE DIFFERENT = I MEAN THE%
PEOPLE TALK ABOUT IRELAND AND THE PROBLEMS IN IRELAND
AND THEY DON'T UNDERSTAND BECAUSE THEY THINK "I DON'T
UNDERSTAND BECAUSE IF IT WAS ME I COULDN'T = DO THESE
THINGS" # BUT THEY DON'T UNDERSTAND THAT IRISH PEOPLE
ARE = DIFFERENT FROM ENGLISH PEOPLE # THEY HAVE A
DIFFERENT HISTORY, =THEY HAVE A DIFFERENT CULTURE, THEY

HAVE DIFFERENT TRADITIONS # THE SCOTTISH PEOPLE HAVE A
DIFFERENT HISTORY = THAN ENGLAND, THEY HAVE DIFFERENT
IDEAS, THEY HAVE DIFFERENT WEATHER, THEY HAVE DIFFERENT
=   COUN% UHM ENVIRONMENT, THEY HAVE
DIFFERENT COUNTRYSIDE = AND ER THEY ARE JUST DIFFERENT #
AND I THINK THAT IF YOU ARE GOING TO ER =   IF YOU'RE
GOING TO % I THINK IT IS BETTER = THAT PEOPLE SHOULD BE
DIFFERENT # I MEAN IT WOULD BE AWFUL BORING IF EVERYBODY
IN THE WORLD WAS THE SAME, I MEAN, NOT INTERESTING AT
ALL (MLG) # AND I THINK THAT THE DIFFERENCES BETWEEN THE
ENGLISH = AND ER =   AND THE SCOTTISH, AND
THE ENGLISH AND THE IRISH ARE IMPORTANT AND WE SHOULD
KEEP =   KEEP THE DIFFERENCES BUT AT THE SAME TIME
UNDERSTAND THAT THEY ARE DIFFERENT # AND WHEN =WHEN GOV%
WHEN THE GOVERNMENT IN ER =   IN
ENGLAND = MAKES A LAW, PASSES A LAW, THAT LAW IS FOR ALL
THE COUNTRY, FOR ENGLAND, IRELAND, SCOTLAND AND WALES
RIGHT? (CUF) # AND UH THEY DON'T THINK THAT MAYBE =
<P 18> YOU COULD CHANGE IT A LITTLE BIT TO SUIT SCOTLAND
TO = UHM TAKE SOMETHING OUT OR TO ADD SOMETHING WHICH
WOULD BE BETTER FOR THE IRISH PEOPLE, IT'S JUST = FOR
EVERYBODY # AND THEY DON'T, THEY DON'T UNDERSTAND THAT
PEOPLE ARE DIFFERENT HERE # SCOTLAND NEEDS SPECIAL =
THINGS:IT NEEDS SPECIAL LAWS, IT NEEDS MORE =MONEY, IT
NEEDS MORE INDUSTRY, IT NEEDS MORE JOBS # THERE IS =I
MEAN SCOTLAND ALTHOUGH THE WEATHER IS PRETTY HORRIBLE(FS
LAUGHS) (???)ENJOY, I MEAN FOR TOURISTS, THERE ARE MANY
TOURISTS COME TO EDINBURGH IN THE FESTIVAL IN THE SUMMER
TIME # EDINBURGH IS JUST FULL REALLY OF
TOURISTS,TOURISTS, TOURISTS EVERYWHERE! # AND ER =YOU
KNOW IF - IF THE GOVERNMENT SPENT MORE (KNOCK ON DOOR)
MONEY =   THEY COULD MAKE =   AN INDUSTRY FROM = FROM
TOURISM REALLY ## [I THINK IT'S STOPPED ACTUALLY] (TO
INTERVIEWER WHO'D JUST COME IN)

<Z 9>   T1INTP

<X T-1(I)-5> ARMANDO, WELL HE SAYS CALL - HIM ARMANDO ER
HE IS DOING RESEARCH AT THE UNIVERSITY AND ER HE IS
FINDING OUT THE RELATIONSHIP [ER IS THIS THE THE IDEA?]
OF THE - THE CLASS TO TEACHER AND HOW DISCUSSIONS GO,
HOW THE LANGUAGE IS USED, ALL THIS TYPE OF THING # [IS
THAT A CORRECT PICTURE ARMANDO, I'M GIVING?] AND HE IS
GOING NOT ONLY TO ASK, WE ARE NOT SPECIAL, SO DON'T
THINK THAT YOU ARE ANYTHING IN PARTICULAR # YOU'RE JUST
ONE OF ALL THE OTHER CLASSES # (ALL LAUGH)
<P 2> SO HE IS GOING ROUND THE DIFFERENT CLASSES AND =
TAPING = TO = YOUR VOICES AND MY VOICE, THE TEACHERS'
VOICES AND GETTING AN ER AN IDEA OF THE USE OF THE
LANGUAGE, HOW THE STUDENTS REACT, HOW THE TEACHER
·REACTS, HOW THE STUDENTS REACT TO SOMETHING THE TEACHER
SAYS AND SO ON # THIS ·TYPE OF THING # PURELY FROM THE
POINT OF VIEW OF LANGUAGE = REALLY # NOT, NOT TO
CRITICISE YOUR- YOUR ## (SBI)
<X T-1(I)-19> WELL, WHY SHOULD IT% LONDON IS THE CAPITAL

CITY OF BRITAIN = # YOU SEE IF YOU THINK OF YOURSELF AS
BRITAIN, THEN YOU DON'T HAVE ANY FEELING OF DOMINATION
OF ENGLAND # YOU SEE THIS IS ER THIS IS SOMETHING THE
SCOTTISH NATIONALISTS HAVE BEEN = PUSHING LET US SAY, AS
NATIONALISTS ALL OVER THE WORLD ARE ALWAYS DOING # THEY
ARE CREATING = A- A- A STATE OF UHM MIND FOR THE PEOPLE
== WHICH REALLY HAS NOT EXISTED PERHAPS # THERE ARE A
FEW PEOPLE WHO SAY 'OH YES, WE SHOULD% THIS, THAT AND
THE OTHER = THAT- THAT THEY ARE DOMINATED = THESE ARE
NATIONALISTS # NOW THE NATIONALISTS ARE A SMALL MINORITY
NOW = HOW MANY OF YOU SAW THE RESULTS OF THE
DEVOLUTION REFERENDUM? ##
<X T-1(I)-39> YOU SEE HAVE YOU BEEN TO LIVERPOOL? # HAVE
YOU BEEN TO SOME OF THE PLACES WHERE THERE WERE THE-
MINES? (CMLG) # WHERE THERE WERE BIG FACTORIES = WHICH
HAVE HAD TO CLOSE DOWN? # = YOU SEE THIS IS THE THING, =
I MEAN PEOPLE ARE ALWAYS % IN SCOTLAND TOO, THEY'RE
ALWAYS SAYING: "OH CLYDEBANK, IT'S- IT'S SO DERE(LICT) -
BUT THERE ARE PLACES IN ENGLAND, ALSO, YOU SEE = THAT
ARE HAVING THESE PROBLEMS # LIVERPOOL IS HAVING A VERY
BIG PROBLEM # ANOTHER POINT IS = ER HAVE - ER DO ANY OF
YOU THINK % WHY IS THIS? # DO ANY OF YOU HAVE ANY
THOUGHTS = OR = WHAT IS THE REASON FOR THIS? #=== WHY IS
THERE SO MUCH = PERHAPS UNEMPLOYMENT IN GLASGOW? # NOW
YOU SEE GLASGOW WAS A VERY BIG = SHIPBUILDING = CITY #
IT DEPENDED% MUCH OF THE LABOUR FORCE WAS IN THE
SHIPBUILDING YARDS = NOW = ANY IDEAS ON THIS? #
<X T-1(I)-42> BECAUSE THEY GET ON WITH IT AND THEY DO IT
WHAT HAPPENED AT CLYDESIDE WAS = THEY WERE% THEY HAD
THE ORDERS THEY WERE DELIVERING THEM TWO AND THREE YEARS
LATE! # SO OF COURSE PEOPLE ARE NOT GOING TO ORDER SHIPS
IF THEY ARE NOT GOING TO GET THEM DELIVERED ON THE DATE
THAT IT'S PROMISED! # THIS I AM NOT SAYING IS THE WHOLE
ANSWER BUT IT HAS A GREAT DEAL TO DO WITH IT # THEY WERE
GOING ON STRIKE, THEY WERE- THE THE TRADES% THE MEN WERE
SAYING "THAT'S NOT MY JOB, THAT'S HIS JOB" # THIS
BUSINESS WITH THE TRADE UNIONS NOT ALLOWING ONE MAN TO
WORK, TO DO ANOTHER MAN'S WORK, SO WHAT HAPPENED?= # IT
TOOK TWO MEN TO DO THE JOB THAT ONE MAN USED TO DO AND
WHICH HE GOT ON WITH AND DID # SO OF COURSE JAPAN
STEPPED IN, TOOK THE ORDERS AND FULFILLED THEM AND
DELIVERED THEM ON TIME # THIS ORDER THAT CLYDESIDE GOT
FROM POLAND = IT'S BEEN SUBSIDISED BY THE GOVERNMENT #=
THE GOVERNMENT PAID SO MUCH TOWARDS THAT POLISH ORDER
(CMLG)(LAUGHS) SO THAT CLYDESIDE WOULD HAVE # (LIH) =
THIS IS NO WAY = REALLY TO RUN A BUSINESS, LET'S FACE
IT! # = ER
<P 10> I MEAN I'M NOT UH S% RUNNING DOWN NATIONALISATION
- I DON'T APPROVE OF IT MYSELF # I DON'T THINK
NATIONALISATION IS A GOOD IDEA - BUT ONCE ER ANYTHING IS
NATIONALISED, IT JUST GOES BOOM! IT DROPS (CMLG) # THIS
WAS PROVED IN FRANCE = THIS HAPPENED IN FRANCE = A LONG
TIME AGO BEFORE THE WAR WHEN I WAS LIVING THERE # THIS
HAPPENED. THERE WERE STRIKES, EVERY DAY THERE WERE
STRIKES FOR THIS AND STRIKES FOR THAT # THEY HAD
NATIONALISED LOTS OF THINGS AND THE REST OF THE PEOPLE
WERE - WERE NOT = ER PLEASED WITH IT, YOU SEE, THIS IS

HAPPENING # JAPAN HASN'T NATIONALISED YET, HAS IT? ##
<X T-1(I)-43> THAT'S RIGHT, YES # THEY THEY- THERE ARE
TO % THERE ARE = JOBS AND PEOPLE ARE GLAD TO HAVE THE
JOBS # THEY CAN'T JUST SAY "OH WELL WE'LL GO ON STRIKE"
THEY KNOW THEY'VE GOT TO KEEP THEIR JOB, THAT'S REALLY
IT # AND ER = WHAT WE REALLY WANT IS A HAPPY MEDIUM
BETWEEN THESE TWO = BETWEEN THE - ON THE ONE HAND PEOPLE
HAVING TO WORK AT LOW
<P 11> WAGES AND LONG HOURS AND PEOPLE = IN A
NATIONALISED INDUSTRY STRAIGHT LET'S FACE IT - LAZING
THROUGH THE DAY, AS MANY DO! ## (SBI)
<X T-1(I)-46> BECAUSE SO MANY ER = THINGS HAVE BEEN
NATIONALISED # OUR RAILWAYS HAVE BEEN NATIONALISED # OUR
= ER DOCKYARDS HAVE BEEN NATIONALISED # MOST OF OUR
INDUSTRIES, THE STEEL INDUSTRY HAS BEEN NATIONALISED #
THE MOTOR INDUSTRY = IS = HALF AND HALF, WE'RE POURING %
= THE GOVERNMENT IS POURING MONEY- INTO LEYLAND AND
GETTING NOTHING BACK FOR IT # THEY'VE PUT MILLIONS OF
POUNDS INTO LEYLAND AND THEY HAVE NOT HAD THAT MONEY
BACK, YOU SEE? (CMLG) # SO THAT THIS IS PARTLY THE
ANSWER ##
<X T-1(I)-53> IT- IT'S A GENERAL THING ALL OVER THE
WORLD, OF COURSE # AND HERE = THERE = ARE MORE =
OPPORTUNITY FOR PEOPLE TO = TO LET THEMSELVES BE HEARD #
I-IN THIS COUNTRY THERE ALWAYS HAS BEEN THIS IDEA THAT
PEOPLE CAN ER = ARE = I-INDEPENDENT THEY- THEY WANT%
THEY ARE MORE INDIVIDUAL AND PARTICULARLY IN SCOTLAND #
AND THIS IS GETTING BACK TO THE- THIS = ER FEELING OF
UHM INDEPENDENCE # THE- THE SCOTS HAVE ALWAYS HAD THIS
FEELING THAT THEY- THEY ARE INDIVIDUALS, THEY- THEY ARE
APART YOU SEE AND = IT- IT CAN BE A GOOD THING BUT AGAIN
IT CAN BE A BAD THING ## (SBI)
<X T-1(I)-59> YOU SEE THE% = NOW THAT'S ANOTHER POINT #
YOU SEE, THIS IS WHAT THE 'NO' PEOPLE ARE SAYING; THAT
THERE WAS A LOT OF PUBLICITY PUT OUT BY THE 'YES' PEOPLE
= SAYING IF YOU DON'T VOTE IT IS A 'NO' ANSWER #
<X T-1(I)-59A> YOU SEE, # = SO THAT MANY SAID WELL, "I
WON'T VOTE AND MY ANSWER IS 'NO'" # THIS ER = OF COURSE
IS ER ## (SBI)
<X T-1(I)-64> YES NOW GOING BACK FROM THAT POINT- THAT
THE PEOPLE = DIDN'T KNOW = WHY DO YOU THINK THEY DIDN'T
KNOW? # IS THERE ANY REASON PERHAPS FOR THIS, APART FROM
THE FACT THAT THEY DIDN'T FIND OUT? # THEY MAY HAVE BEEN
WATCHING TV, THEY MAY HAVE BEEN READING PAPERS, THEY MAY
HAVE BEEN LISTENING TO THE RADIO, THEY MAY HAVE BEEN
LISTENING TO DISCUSSIONS, BUT MANY OF THEM, THEY DIDN'T
KNOW = BECAUSE THEIR% THE GOVERNMENT, WHEN IT EVOLVED
THIS DEVOLUTION IDEA, DID NOT PRODUCE A CLEAR-CUT = YE%
THE = THE- UH- NOW THIS IS WHAT'S GOING TO HAPPEN AND
THIS IS WHAT'S NOT GOING TO HAPPEN # THE WHOLE THING IS
LIKE THIS, IT- IT'S NOT CLEAR, = # AND THIS IS WHY
PEOPLE DIDN'T KNOW VERY OFTEN # DO YOU THINK THIS IS WHY
PERHAPS YOU COULDN'T UNDERSTAND IT? ##
<X T-1(I)-65> THAT'S RIGHT AND UH = ALSO YOU SEE THE =
IT WASN'T MADE CLEAR = WHAT IT% RIGHTS EXACTLY SCOTLAND
WAS GOING TO HAVE # AND MANY PEOPLE ER WANTED
DEVOLUTION, THEY WANT SCOTLAND TO HAVE THEIR OWN

PARLIAMENT, BUT THEY DIDN'T WANT THE TYPE OF THING THAT
WAS BEING GIVEN TO THEM # THIS IS WHAT HAPPENED IN WALES
= # NOW YOU SEE IN WALES YOU GOT A CLEAR-CUT 'NO' # THEY
SAID THAT'S IT # IN SCOTLAND, YOU SEE, THERE WERE ALL
THESE POLITICAL THINGS WITH THE NATIONAL, THE SCOTTISH
NATIONAL PARTY, THEY WERE WORKING VERY HARD # = AND ER =
BECAUSE THEY- THEY WANTED DEVOLUTION JUST% IT'S PART OF
THEIR- THEIR = PROGRAMME, I SUPPOSE YOU SEE # BUT,
REALLY, I THINK THE NON-SUCCESS OF THE REFERENDUM WAS
SIMPLY THAT THERE WAS NOTHING REALLY CLEAR-CUT # I KNEW
WHAT I WAS VOTING = SOME TIME AGO WHEN THEY WERE
DISCUSSING THIS IN PARLIAMENT # AND I SAID THEN, "WELL
IF THAT'S WHAT THEY ARE GOING TO OFFER, US I DON'T WANT
IT" YOU SEE AND I KNEW I WAS GOING TO VOTE 'NO' # I
THOUGHT,"WELL MAYBE I'LL CHANGE MY MIND, I'LL LISTEN" #
BUT THE (LAUGHINGLY) MORE I LISTENED, THE MORE DECIDED I
BECAME ON WHAT I WAS GOING TO VOTE BECAUSE THEY DIDN'T
<P 17> REALLY = KNOW WHAT THEY WERE = TALKING = ABOUT -
WHAT THEY WERE GIVING THE PEOPLE # IT WAS A KIND OF
POLITICAL PACKAGE MADE UP TO SUIT DIFFERENT PEOPLE AND
DIFFERENT PARTIES == # AND BUT IT WASN'T REALLY THINKING
OF SCOTLAND = AND AND THIS WAS MY VIEW ##
<X T-1(I)-74> OH THE PEOPLE THAT DIDN'T? 13C # YES, YES
##
<X T-1(I)-75> WELL, YOU SEE THERE THAT'S A GOOD POINT
BUT THERE WERE SOME INTELLIGENT PEOPLE WHO DIDN'T VOTE #
<X T-1(I)-75A> ER I- I WAS SURPRISED ACTUALLY = BY SOME
PEOPLE # I KNEW THAT THEY DIDN'T VOTE # AND ER THEY SAID
THEY DIDN'T WANT TO HAVE ANYTHING TO DO WITH THE
REFERENDUM #
<P 20> THEIR IDEA WAS THAT THERE- THAT ER IF NOBODY
VOTED, IT WOULD BE SEEN THAT THE REFERENDUM WAS NOT,
SHOULD NEVER HAVE BEEN OFFERED IN THE %= ON THE
CONDITIONS THAT WERE OFFERED # SO YOU SEE, YOU GET THAT
ER TYPE OF THING AS WELL #= GABY WHAT DO YOU THINK? ##
<X T-1(I)-81> YES, WE DON'T REALLY KNOW
PERHAPS(CHUCKLING) # THAT'S REALLY WHAT IT IS, ISN'T IT?
WELL IT'S- IT'S INTERESTING ANYWAY TO SEE,ISN'T IT?
AND TO BE HERE WHEN SOMETHING LIKE THIS HAPPENED # BUT
YOU SEE THE DIFFERENCE BETWEEN WHAT WALES VOTED AND HOW
SCOTLAND VOTED? # AND ER I THINK ON THE WHOLE IT WAS A
VERY BIG BLOW BECAUSE ALREADY THEY
<P 21> WERE PREPARING = THEY'VE BEEN PREPARING THE
ASSEMBLY = PLACE # THEY'VE SS% ALREADY SPENT WHAT - WHAT
= WHAT IS IT ABOUT TWO AND A HALF MILLION POUNDS, SO YOU
SEE ## (SBI)
<Y 13>   T9INTP
<P 1>
<X T-9(I)-1> ER, NOW WE'RE GOING TO TALK ABOUT
DEVOLUTION NOW ALL RIGHT? (CUF) NOW ER THE TAPE'S GOING
ALL RIGHT? (CUF) # NOW, = MAYBE YOU ALL KNOW THAT EH
SCOTLAND USED TO HAVE ITS OWN GOVERNMENT = AND ER, THERE
USED TO BE A PARLIAMENT IN SCOTLAND, A SCOTTISH
PARLIAMENT # AND ER IT USED TO BE HERE IN EDINBURGH, ALL
RIGHT(CUF)? # A LONG TIME AGO NOW # BUT IN 1707, THERE
WAS WHAT THEY CALL A TH% AN% THE ACT = OF UNION AND THAT
MEANT = THAT EH ENGLAND AND = AND SCOTLAND = HAD JUST

ONE GOVERNMENT # THEY HAD JUST ONE GOVERNMENT AND THAT
GOVERNMENT WAS PLACED IN = LONDON, OF COURSE, IN
WESTMINSTER # THE% AND IT WAS CALLED THE BRITISH
PARLIAMENT # NOW, AND FROM = FROM 1707, TH% EH, IT'S JUST
BEEN THE ONE PARLIAMENT FOR THE WHOLE OF THE = UNITED
KINGDOM, ALL RIGHT(CUF)? # NOW, ON MARCH THE FIRST =
THIS YEAR, THERE WAS A REFERENDUM IN SCOTLAND = TO
DECIDE WHETHER THE SCOTTISH PEOPLE WANTED = MORE SELF-
GOVERNMENT OR NOT, # AND WHAT WE COULD CALL- WE COULD
CALL = EHM = DEVOLUTION, IS A KIND OF = SELF-
GOVERNMENT,(MLG) ALL RIGHT(CUF)? # IT'S A WHAT WE COULD%
WOULD CALL A MODIFIED = HOME RULE (MLG) # AND ER WHAT
HAPPENED - THE OUTCOME = OF THE REFERENDUM WAS THAT =
THIRTY- THREE = PERCENT OF THE SCOTTISH POPULATION =
VOTED "YES" = TO THE SCOTLAND ACT # THEY, IN OTHER - EH
IN OTHER WORDS, WANT = THEIR OWN GOVERNMENT, THEIR OWN
DEVOLUTION = OR THE BEGINNING OF THEIR OWN GOVERNMENT,
YOU COULD SAY # AND THIRTY- ONE PERCENT VOTED "NO" = TO
THE DEVOLUTION BILL OR TO THE SCOTLAND ACT # AND IT'S
STILL UNDECIDED = WHAT IS GOING TO HAPPEN = EVENTUALLY #
AND IF THERE'S GOING TO BE = ER IF THEY'RE GOING TO HAVE
THEIR = DEV % THE- THEIR OWN GOVERNMENT = AND% IT WOULD
BE PLACED IN EDINBURGH AND IT WOULD BE CALLED THE
SCOTTISH ASS- ASSEMBLY = AND WOULD BE PLACED IN THE
ROYAL HIGH SCHOOL IN EDINBURGH IF IT - IF- IF IT COMES
TO PASS # IT'S STILL UNDECIDED NOW # I WANT TO ASK YOU
SOMETHING ABOUT DEVOLUTION NOW # EHM, IF YOU THINK% IS
IT A GOOD = OR BAD THING FOR SMALL COUNTRIES = ER TO '
WANT TO BECOME INDEP% MAYBE NOT INDEPENDENT
<P 2> BUT WANT TO = TO START TO GOVERN THEMSELVES MORE #
WHAT D'YOU THINK, TAKASHI? ##
<X T-9(I)-10> I THINK SOME OF THEM DID # IT'S =
DIFFICULT TO SAY WHO ACTUALLY VOTED FOR DEVOLUTION #
ACTUALLY, WHAT% THEY THOUGHT THAT THERE WOULD BE A
STRAIGHT% A STRONGER "YES" VOTE THAN THERE WAS # EHR,
YOU KNOW, YOU KNOW THE PERCENTAGE YOU'VE GOT TO HAVE
REALLY = FOR THE SCOTTISH ASSEMBLY TO = TO ACTUALLY BE
FORMED? # HOW- HOW- HOW- HOW STRONG = HAS THE "YES" VOTE
GOT TO BE = REALLY FOR TH- FOR- A- FOR A SCOTTISH
ASSEMBLY TO BE FORMED IN EDINBURGH? ER, MR PRIETO? #
D'YOU REMEMBER HOW- HOW BIG A PERCENTAGE OF THE
POPULATION WOULD HAVE TO VOTE "YES" = FOR THE SCOTL% =
FOR DEVOLUTION TO TAKE PLACE? ##
<X T-9(I)-19> IT WOULDN'T - IT WOULDN'T HAVE ITS OWN
COMPLETE GOVERNMENT IT WOULD ONLY BE = PART GOVERN-
<X T-9(I)-19A> MENT, YOU COULD CALL IT # TH- THAT'S
RIGHT, YES THEY WOULDN'T BE COMPLETE ##(SBI)
<X T-9(I)-19B> THEY WOULDN'T BE COMPLETELY INDEPENDENT #
NOW THEY = THE SNP OR THE SCOTTISH NATIONALIST PARTY,
THEY = THEY WANT = COMPLETE INDEPENDENCE, OF COURSE #
AND THEY SAY THAT = THEY WANTED TO VOTE = OBVIOUSLY FOR
DEVOLUTION = BECAUSE THEY SAID = IF IT GETS = JUST A
LITTLE BIT OF INDEPENDENCE WE CAN GET MM POSSIBLY GET
MORE AND MORE # THIS IS JUST THE START, YOU SEE # WHAT
DO YOU THINK ABOUT THAT, CLARA? ##
<X T-9(I)-26> YES, THE QUALIFICATIONS YOU GET AT SCHOOL
- THEY'RE DIFFERENT FROM WHAT% THE QUALIFICATIONS YOU

GET IN AN ENGLISH SCHOOL,YES # AND ER IN THE C*N% IT CAN
BE MORE DIFFICULT FOR A SCOTTISH PERSON TO GO TO AN
ENGLISH UNIVERSITY THAN IT IS FOR AN ENGLISH PERSON TO
GO TO A SCOTTISH UNIVERSITY # SO IT DOESN'T ALWAYS %
IT'S NOT ALWAYS FAVOURABLE = TO HAVE A SEPARATE
EDUCATIONAL SYSTEM # I- I DON'T THINK IT = IS AND MANY A
TIME IT ISN'T # EH EUT% AND YOU KNOW, IT'S CALLED THE
SCOTTISH OFFICE # THERE IS A SCOTTISH OFFICE = AT ST
ANDREW'S HOUSE IN EDINBURGH, THAT DECIDE - THAT ALREADY
DECIDES ALL SCOTTISH AFFAIRS # FOR INSTANCE, THE
EDUCATIONAL SYSTEM IS DIFFERENT; AND, AS YOU SAY, THE
LEGAL SYSTEM # EHM, WHAT DO YOU KNOW ABOUT THIS EH-
ABOUT
<P 6>
    THE EH SCOTTISH LEGAL SYSTEM? # DO YOU KNOW ANYTHING
ABOUT THE SCOTTISH LEGAL SYSTEM? #
<X T-9(I)-60> EHM, WELL, I SUPPOSE IT W% WELL, I- I'M
NOT QUITE SURE ABOUT HOW- HOW DIFFICULT IT WAS # EH EHM
I THINK IT WAS VERY MUCH = THE SAME AS IN ENGLAND = WHEN
THE UNION TOOK PLACE # IT WAS VERY MUCH A POLITICAL
THING; # IT WASN'T SO MUCH THAT THEY NEEDED = ECONOMIC
HELP IN THOSE DAYS # OH, IT WAS VERY MUCH ER- WELL, IT
WAS A SORT OF% YOU COULD SAY IT WAS A RELI- GIOUS AND A
POLITICAL THING BECAUSE ER, = IN SCOTLAND = UH THEY HAD
A CATHOLIC = CATHOLIC DYNASTY = AND THE SCOTTISH PEOPLE
DIDN'T WANT CATH% EH STUARTS - THE CATHOLICS - TO GOVERN
SCOTLAND # THEY WANTED = A PROTESTANT TO GOVERN SCOTLAND
= YOU SEE? # AND EHM = WELL, THE- THE- THE PROTESTANT
KING ALREADY GOVERNED ENGLAND AND SCOTLAND AND THEY WERE
FRIGHTENED IN CASE THE STUARTS WOULD TAKE OVER AGAIN -
IN CASE IT BECAME CATHOLIC AGAIN, YOU SEE; # BECAUSE IT
W% N IT'S EH% IT WAS STRONGER = AS A POLI% AS A PROT% EH
THE
<P 11>
    PRO- PROTESTANT RELIGION WAS STRONGER THAN THE
CATHOLIC RE- RE- RELIGION, AND THEY WANTED IT TO STAY
PROTESTANT # THEY WANTED = TO MAKE SURE THAT A STUART
WOULDN'T = TAKE OVER ON THIS SIDE BECAUSE THE STU- THE
STUARTS WERE CATHOLICS, YOU SEE # AND IT WAS THAT SORT
OF THING- IT HAD TO DO WITH RELIGION = # AND- UHM ALSO =
SOME ER SCOTTISH POLITICIANS THEY = THEY REALLY =
(DRAWING BREATH) THEY GAINED THEMSELVES BECAUSE THE- THE
BRITISH - OR THE ENGLISH GOVERN- MENT, I SHOULD SAY -
GA% SEN% EH MORE OR LESS = GAVE THEM SOME MONEY, YOU SEE
THEY WERE GIVEN MONEY TO SE% TO SELL THEIR COUNTRY,
REALLY # IT WAS- IT WAS A% IT'S = ER IT WAS A VERY
DIFFICULT EHR = THING REALLY, WHAT ACTUALLY HAPPENED #
BUT I THINK THEY WERE- THEY WEREN'T ANY POORER IN
SCOTLAND THEN THEY WERE IN ENGLAND # SO IT WASN'T REALLY
ECONOMICAL, IT WAS POLITICAL AND RELIGIOUS, REALLY UHM
(SRI)
<X T-9(I)-62> YES, THERE'S ALWAYS BEEN A DIFFERENT
CULTURE HERE, YES # ER AND MAYBE ER THAT - THAT'S ONE OF
THE REASONS TOO OF COURSE EHM WHY- WHY SCOTLAND WANTS TO
BE INDEPENDENT BECAUSE THEY WANT TO FEEL THAT THEY ARE A
NATION ON THEIR OWN, THAT THEY DON'T BELONG TO ENGLAND;
AND PARTIC- ULARLY FOREIGN PEOPLE, VERY OFTEN THINK

THAT SCOTLAND IS PART OF ENGLAND; # BUT SCOTLAND IS VERY
MUCH A SS- A SEPARATE NATION FROM ENGLAND; # AND THEY
WANT OTHER PEOPLE% OR THEY WANT THEMSELVES- TO- TO FEEL
= THAT THEY HAVE NATIONHOOD, THAT THEY ACTUALLY = HAVE =
THAT THEY HAVE THEIR OWN COUNTRY, THEY DON'T HAVE TO
BELONG TO ANYBODY ELSE ##
<X T-9(I)-65> THEY SAID DEFINITELY"NO" = TO DEVOLUTION.
YES # ONLY THIRTEEN PERCENT SAID "YES" TO DEVOLUTION #
BUT AGAIN, THAT IS IS A SEPARATE NATION FROM ENGLAND
REALLY, WALES TOO # AND PARTICULARLY WHEN IT COMES TO
SS- EHM TO SPORTS = THEY- THEY PLAY AS SEPARATE
COUNTRIES # THEY DON'T% YOU DON'T PLAY FOR BRITAIN, YOU
PLAY FOR ENGLAND, FOR SCOTLAND, FOR WALES - PARTICULARLY
FOOTBALL = # AND THAT'S I THINK MM THE WORLD KNOWS THEN
THAT ACTUALLY THERE ARE THREE DIFFERENT COUNTRIES WHEN
IT COMES WHEN IT COMES TO SPORT === # EHM = YES I THINK
WE'VE HAD A %   = DOES ANYBODY WANT
TO SAY ANYTHING ELSE ABOUT DEVOLUTION? DO YOU FEEL QUITE
HAPPY?

<Z 10>   T12INTP

<X T-12(I)-3A> UHM = SCOTLAND HAS ALWAYS LIKED = TO
THINK THAT IT'S = A LITTLE DIFFERENT FROM ENGLAND # AND
= FOR = MANY HUNDREDS OF YEARS SCOTLAND HAS HAD THE SAME
PARLIAMENT AS ENGLAND = BUT IT'S HAD A SEPARATE SYSTEM
OF LAW, A SEPARATE SYSTEM OF EDUCATION = AND FOR THE
LAST = I THINK = ABOUT FIFTY YEARS = A SEPARATE = LOT OF
GOVERNMENT
<P 2> SERVANTS KNOWN AS "CIVIL SERVANTS" = WHO WORK HERE
IN EDINBURGH =' # AND = THE IDEA WAS RECENTLY = BROUGHT
FORWARD = THAT = SCOTLAND SHOULD HAVE A SMALL PARLIAMENT
= OR ASSEMBLY OF ITS OWN # NOW SCOTLAND% WITH THIS%
SCOTLAND WOULD NOT BE COMPLETELY SEPARATE = # IT WOULD
SIMPLY HAVE = AN ASSEMBLY = IN EDINBURGH = THAT WOULD
DEAL WITH 'SOME SCOTTISH AFFAIRS =# AND = WHAT DID WE
HAVE ON MARCH THE FIRST? ##
<X T-12(I)-6> ER WHAT'S THE DIFFERENCE? # ER,AN ELECTION
IS TO ELECT PEOPLE TO A BODY LIKE A PARLIAMENT = LIKE A
PARLIAMENT # A REFERENDUM IS TO COLLECT PEOPLE'S
<P 3> OPINIONS = AND WE DON'T = HAVE REFERENDUMS VERY
OFTEN IN THIS COUNTRY = # IN FACT, THIS IS THE SECOND
ONE == # THE FIRST WAS ON WHETHER WE SHOULD JOIN THE
COMMON MARKET OR NOT = AND THIS IS THE SECOND # = AND
THERE HAVE BEEN SOME PROBLEMS = BECAUSE THE VOTING IN
THE REFERENDUM FOR = THE ASSEMBLY IN SCOTLAND WAS VERY
CLOSE # = THERE WAS JUST TW% SOMETHING LIKE TWO PERCENT
DIFFERENCE = BETWEEN THE PEOPLE WHO WANTED AN ASSEMBLY =
THE PEOPLE WHO DIDN'T = AND THEN THE REMAINING THIRD
DIDN'T VOTE AT ALL # = SO THAT ONE THIRD = WANTED IT ONE
THIRD DIDN'T WANT = THE REMAINING THIRD DIDN'T KNOW =
BECAUSE THEY STAYED AT HOME # AND AT THE MOMENT WE DON'T
KNOW WHAT'S GOING TO HAPPEN = ##
<X T-12(I)-15> WHAT WERE THE ADVANTAGES AND THE (TSWC)
DISADVANTAGES? # THE ADVANTAGES WERE HAVING SOMEBODY UP
WHAT W% YOU'D CAL AN"ELECTED BODY" = WHICH IS NOT A BODY

LIKE = THIS ONE (POINTING TO HERS) BUT JUST A GROUP OF
PEOPLE(MLG) ACTUALLY IN SCOTLAND = IN EDINBURGH
THEREFORE MUCH CLOSER THAN LONDON WHO'D BE ABLE TO
UNDERSTAND SCOTTISH THINGS = MUCH BETTER THAN THE PEOPLE
IN LONDON CAN UNDERSTAND SCOTTISH THINGS(NUP) ==
TREMENDOUS ADVANTAGE = VERY BIG ADVANTAGE # ER =
DISADVANTAGE = IS THAT- I THINK IT WOULD MAKE = A LOT OF
PEOPLE WHO WANT TO BE IMPORTANT = RATHER TOO IMPORTANT =
AND THIS ALWAYS WORRIES ME ##
<X T-12(I)-16> THERE WERE ASO DISADVANTAGES IN THIS
PARTICULAR = IN THIS PARTICULAR FORM OF ASSEMBLY = IN
THAT = THERE WERE NO POSSIBILITIES TO COLLECT MONEY # =
THE MONEY WOULD STILL COME FROM LONDON == # AND = IT
WASN'T A VERY WELL == THOUGHT- OUT = ASSEMBLY # (SNEEZE)
ER ALSO I VOTED AGAINST BECAUSE FOR = MANY YEARS I'VE
BEEN LIVING IN ENGLAND == # AND TO ME IT LOOKS VERY
SMALL = ALL THE ARGUMENTS THAT HAVE BEEN GOING ON WITH
SCOTLAND ##
<X T-12(I)-26> NO, IT'S CONNECTED WITH% IT'S RATHER A
COMPLICATED THING TO EXPLAIN # UHM THE ISLANDS = WHERE =
WHICH ARE NEAREST TO MOST OF THE OILFIELDS = DON'T =
MIND BEING = BRITISH = BUT THEY DON'T WANT = TO BE =
SCOTTISH ONLY # THE REASONS FOR THIS = ARE = IN = THE
HISTORY = OF THESE ISLANDS 'COS THEIR CUSTOMS AND THEIR
CULTURE ARE NOT SCOTTISH = THEY ARE CLOSER TO THE
NORWEGIAN ##
<X T-12(I)-27> THE SHETLANDS AND THE ORKNEYS # = AND FOR
THIS REASON THEY VOTED AGAINST = A SCOTTISH ASSEMBLY. =
BECAUSE THEY DON'T WANT = TO HAVE = THE POWER FROM =
GLASGOW OR EDINBURGH = BECAUSE THAT IS = STRANGE FOR
THEM = IN THE SAME
<P 11> WAY THAT POWER FROM LONDON IS STRANGE FOR THEM =
AND THAT IS WHERE MOST OF THE OIL IS # = IT ISN'T REALLY
SCOTLAND'S OIL IT'S SHETLAND AND ORKNEY OIL # = SO THE
PROBLEM IS VERY COMPLICATED ##
<X T-12(I)-33> YES # DO YOU KNOW WHICH- UHM IN = THE
REFERENDUM = DOES ANYBODY KNOW = WHICH IS THE ONLY PART
= OF SCOTLAND WHICH VOTED = VERY CLEARLY = FOR A
<P 13> A REFERENDUM? # THERE WAS ONLY ONE PART WHICH
VOTED CLEARLY = FOR AN ASSEMBLY # DOES ANYBODY KNOW #
NOT EDINBURGH, NOT THE LOTHIANS ##
<X T-12(I)-34> NO, NOT THE NORTH = THEY WERE AGAINST ##

<Z 11>   T17INTP

<P 1>

<X T-17(I)-1> ER (SIGH) RIGHT! # I'VE BEEN ASKED TO TELL
YOU = JUST A LITTLE BIT ABOUT DEVOLUTION = WHICH IS A
LONG WORD === AND IT'S RATHER = COMPLICATED === #
SCOTLAND = HAS = FOR NEARLY ALL ITS HISTORY = FELT THAT
IT'S RATHER DIFFERENT FROM ENGLAND == # BUT = FOR = THE
LAST TWO HUNDRED AND FIFTY = YEARS = OR A LITTLE LONGER
THAN THAT = WE'VE HAD THE SAME = KING OR QUEEN = AS
ENGLAND = AND ALSO THE SAME PARLIAMENT # BEFORE THAT WE
HAD THE SAME KING OR QUEEN = FOR ABOUT A HUNDRED YEARS =
BUT A DIFFERENT PARLIAMENT # BUT SCOTLAND HAS DIFFERENT

= EDUCATION = DIFFERENT SYSTEM OF EDUCATION = AND = A
DIFFERENT SYSTEM OF LAW # AND FOR A LONG TIME = PEOPLE =
SOME PEOPLE HAVE FELT = THAT SCOTLAND SHOULD ALSO HAVE
SOMETHING LIKE A PARLIAMENT = # THAT THERE SHOULD BE A
PARLIAMENT IN LONDON = AND SOMETHING LIKE A
MINI-PARLIAMENT = CALLED THE ASSEMBLY = IN SCOTLAND = #
AND ON MARCH THE FIRST = WE HAD A REFERENDUM #
DOES-ANYBODY KNOW WHAT THE RESULTS OF THE REFERENDUM
WERE? ##
<X T-17(I)-21> YES, THAT'S A VERY GOOD QUESTION # AND I
THINK SOME PEOPLE WANT ONE, AND SOME PEOPLE WANT IT
BECAUSE OF THE OTHER # RIGHT, SOME PEOPLE FEEL SCOTLAND
= IS DIFFERENT FROM ENGLAND = ENGLAND IS DIFFERENT FROM
SCOTLAND # OTHER PEOPLE = YOU KNOW = FEEL THAT = THE
ECONOMIC DEVELOPMENT HAS BEEN TOO MUCH = IN ENGLAND =
THE POLITICAL = ALSO = HAS BEEN TOO MUCH IN ENGLAND =
RIGHT? (CUF)   AND NOT ENOUGH = NOT ENOUGH HERE # I
THINK EVERY PERSON HAS A DIFFERENT REASON WHY = THEY'RE
INTERESTED ##
<X T-17(I)-25> DO YOU KNOW ER DO YOU KNOW A HUNDRED
YEARS AGO = ERM ENGLAND, A BIG RICH COUNTRY, HAD TWO
UNIVERSITIES - AND SCOTLAND, A SMALL POOR COUNTRY, HAD
<P 9> FOUR = # AND MANY MANY SCOTS = EDUCATED SCOTS ==
WENT TO ENGLAND = AND HAVE BEEN GOING TO ENGLAND = FOR A
VERY LONG TIME == # AND, YOU KNOW, THEY GET POSITIONS OF
POWER THERE # I DON'T THINK IT'S ALWAYS THE FEELING OF =
YOU KNOW PUTTING PEOPLE UNDER = # IT'S NOT ALWAYS TRUE
##
<X T-17(I)-28> THERE IS ALREADY A MM = SS%   # BRANCH
OF THE CIVIL SERVICE = YOU KNOW = GOVERNMENT SERVANTS =
IN SCOTLAND = FOR SCOTLAND = # THEY SIT IN A BIG OFFICE
CALLED ST ANDREWS HOUSE WHICH IS NEAR THE MAIN STATION =
RIGHT? # AND THAT IS DONE IN SCOTLAND FOR SCOTLAND #
THERE IS% ARE ALSO A LARGE NUMBER OF PEOPLE IN THE
EDUCATIONAL SYSTEM = TOO MANY, I THINK # THERE ARE ALSO
A LARGE NUMBER OF PEOPLE IN THE LEGAL SYSTEM == ##
<X T-17(I)-30> NOW LISTEN = IT'S ER = THE = OIL =
BUSINESS = IS RATHER COMPLICATED =   # AND
= THE% IT DEPENDS ON THE QUALITY OF THE OIL = WHETHER
IT'S THICK = OR THIN = OIL = # WHETHER THEY CAN = DEAL
WITH IT IN THIS COUNTRY OR WHETHER THEY SEND IT ABROAD
TO ANOTHER COUNTRY # SO, JUST BECAUSE WE HAVE OIL FOR A
FEW YEARS == IS NOT A LOT OF OIL ##
<X T-17(I)-49> RIGHT =   SO STRIKES AREN'T IMPORTANT, NOT
FOR THIS ARGUMENT = OK FINE ##
<X T-17(I)-50> UHM = IS IT IMPORTANT IF A COUNTRY WANTS
TO FEEL = OR PART OF A COUNTRY WANTS TO FEEL SEPARATE =
IS IT IMPORTANT FOR THAT = COUNTRY TO HAVE = A
PARLIAMENT? # = BECAUSE IF YOU LOOK AT == (CLICKS) THE_
WHOLE OF GREAT BRITAIN == EACH PART = IS A LITTLE
DIFFERENT = IN CULTURE = IN CUSTOM # THE NORTH OF
SCOTLAND IS DIFFERENT FROM THE SOUTH OF SCOTLAND = # THE
NORTH OF ENGLAND = I CAN DIVIDE INTO TWO: THE NORTHEAST
AND THE NORTHWEST # THE MIDLANDS ARE VERY INDUSTRIAL AND
THEY ARE = DIFFERENT # THE SOUTH I CAN DIVIDE INTO TWO:
THE SOUTHWEST == AND THE SOUTHEAST WHICH IS NEAR LONDON
AND EACH == EACH IS DIFFERENT IN CHARACTER = # IF

SCOTLAND HAS A SMALL PARLIAMENT = DO YOU THINK THESE =
SMALL PLACES WILL ALSO WANT = PARLIAMENT?=== WHY NOT? #
<X T-17(I)-53> NO IF YOU LOOK AT THE RESULTS IN THE
DEVOLUTION = REFERENDUM = THE
<P 19> NORTH OF SCOTLAND AND THE ISLANDS VOTED "NO" = #
GLASGOW AND STRATHCLYDE VOTED VERY STRONGLY FOR "YES" =
VERY STRONGLY # EVERYWHERE ELSE = WASN'T SURE # AND THE
PEOPLE IN THE NORTH % IN THE ISLANDS AT THE NORTH OF
SCOTLAND = DON'T FEEL SCOTTISH ##
<X T-17(I)-54> MM? N-NO = THEY ARE = ORCADIANS = PEOPLE
FROM THE SH% ORKNEYS = OR THEY ARE FROM THE SHETLANDS #
THEY HAVE THEIR OWN - CUSTOMS == # AND THEY FEEL CLOSER
TO NORWAY THAN THEY DO TO SCOTLAND = IN MANY WAYS #
THERE IS A STORY TOLD (RALLENTANDO) OF A SOLDIER = WHO =
WHEN HE JOINED THE ARMY = HAD TO FILL IN A FORM = # AND
ON THE FORM IT PUT = CLOSEST = RAILWAY STATION = NEAREST
<P 20> RAILWAY STATION =# AND HE CAME FROM THE SHETLANDS
SO HE PUT "BERGEN, NORWAY" ##

<Z 15>   T4ADVP

<X T-4(A)-75> WELL, I - I THINK THERE'S THE - THE
HISTORY IS THAT FOR A LONG TIME PEOPLE HAVE BEEN ASKING
FOR UH DEVOLUTION # IN THE PAST IT WAS CALLED "HOME
RULE" # YOU REMEMBER THERE WERE PROBLEMS IN IRELAND =
THAT GOES BACK A LONG TIME - A HUNDRED YEARS # AND SINCE
THE BEGINNING OF = THIS CENTURY PEOPLE HAVE BEEN ASKING
FOR HOME RULE OR SOME DEVOLUTION IN SCOTLAND AND WALES #
AND OTHER ATTEMPTS HAVE BEEN MADE THIS CENTURY # SO IT'S
NOT THE FIRST TIME IT'S HAPPENED
<P 13> BUT THERE WERE REAL PROBLEMS THIS TIME BECAUSE IN
THE 1974 GENERAL ELECTION, YOU REMEMBER, THAT WAS WHEN
THE SNP WERE VERY SUCCESSFUL # = AND IF YOU EXAMINE THE
UHM - WHERE THE LABOUR PARTY = MEMBERS OF PARLIAMENT
COME FROM = YOU WILL SEE THAT A LOT OF THEM CAME FROM
SCOTLAND # AND IN 1974 EVERYBODY = SAW THAT THE SNP WAS
BECOMING VERY POWERFUL # AND IT LOOKED AS IF - IF THERE
WAS ANOTHER ELECTION, THEN A LOT OF THE LABOUR MPS WOULD
LOSE THEIR SEATS, WOULD NO LONGER BE MPS AND SO THE
GOVERNMENT = WOULD = THE LABOUR GOVERNMENT = WOULD NO
LONGER BE IN POWER # SO IT WAS PARTLY DONE NOW, BECAUSE
IT WAS A WAY OF, IF YOU LIKE, FIGHTING AGAINST = THE SNP
##
<X T-4(A)-86> OH YES! IT WAS % A LOT OF PEOPLE SAID IT
WAS RIDICULOUS # THEY SAID THAT THE = THE - THE
PARLIAMENT WAS MAKING ONE RULE FOR SCOTLAND = AND THAT
WAS FORTY PERCENT AND ANOTHER RULE = FOR PARLIAMENT =
WHERE THERE MUST SIMPLY BE A MAJORITY # AND THEY WERE
MAKING ONE RULE FOR SCOTLAND IN A REFERENDUM AND ANOTHER
FOR A GENERAL ELECTION ##
<X T-4(A)-92> THEY DIDN'T - THEY COULD - THEY COULDN'T
VOTE "YES" = ALL RIGHT? (CUF) BECAUSE THEY % PERHAPS
THEY = THEY SUS- % THEY ARE SUSPICIOUS OR SOMETHING =
BUT IN THEIR HEARTS IT WAS IMPOSSIBLE
<P 16> FOR THEM = TO VOTE "NO" BECAUSE THAT SEEMS TO BE
VOTING AGAINST THE INTERESTS OF THEIR COUNTRY - AGAINST
SCOTLAND ## (SAID WITH SCOTTISH ACCENT) (CHUCKLES)

<<X T-4(A)-95> IF WE HAVE A REFERENDUM IN THIS CLASS -
HOW MANY ARE WE? - THREE, SIX, NINE # OH, WE CAN % YES!
WE'LL BE THREE, THREE, THREE, I EXPECT # IF WE HAD A
VOTE HERE, HOW MANY OF YOU WOULD VOTE "YES"? # IF YOU
WERE SCOTTISH AND YOU COULD VOTE, HOW MANY OF YOU WOULD
VOTE "YES"? # WELL, YOU SAID YOU WOULD, GUSTAVO, THAT'S
TWO # YOU WOULD VOTE "YES"? # AND HOW MANY OF YOU WOULD
VOTE "NO"? # THAT'S FOUR - FOUR AND TWO IS SIX # AND HOW
MANY PEOPLE WOULD ABSTAIN? # HOW MANY PEOPLE WOULD NOT
VOTE? # ONE - THAT STILL LEAVES SOME MORE PEOPLE -
THAT'S A "FOR" ##
<X T-4(A)-125> AND MEDICINE # YOU SEE, AT THE MOMENT YOU
HAVE A SITUATION WHERE ONE MAN, THAT IS, THE SECRETARY
OF STATE, HAS A LOT OF POWER # IT IS A VERY
EXTRAORDINARY SITUATION WHERE HE REPRESENTS ALL THE
INTERESTS OF SCOTLAND AND YOU HAVE IN SCOTLAND A
SCOTTISH OFFICE WHICH IS LIKE THE CI- THE CIVIL SERVICE
##
<X T-4(A)-126> WELL, THERE IS 13B, BUT THERE ARE NO
POLITICIANS TO QUESTION AND TO CONTROL THE CIVIL
SERVANTS # THAT IS THE ARGUMENT = = # WE HAVE THE CIVIL
SERVANTS, BUT WE DO NOT HAVE THE - THE DEMOCRATIC
CONTROL OVER THE CIVIL SERVANTS (NUP) AND THAT'S WHAT
DEVOLUTION WOULD HAVE DONE ##

<Z 16>   T7ADVP

<X T-7(A)-61> WELL DO YOU THINK - DO YOU THINK JOSE,
THAT POSSIBLY SCOTLAND IS IN THE SAME POSITION? # DO YOU
REMEMBER WHEN I TOLD YOU WHEN YOU F% OH, LAST TERM
PROBABLY - A LITTLE BIT ABOUT THE BACKGROUND? - #
THAT=SCOTLAND UP TO=THE BEGINNING OF THE SEVENTEENTH
CENTURY-(SOMEONE SNEEZES) SIXTEEN HUNDRED AND THREE -
WERE SEPARATE KINGDOMS # DO YOU REMEMBER? (CUF) AND THEN
= JAMES THE = SIXTH OF SCOTLAND
<X T-7(A)-61A> CAME DOWN AND BECAME JAMES THE FIRST OF
ENGLAND#
<X T-7(A)-61B> BUT THE GOVERNMENT WAS KEPT SEPARATE
UNTIL= THE BEGINNING OF THE EIGHTEENTH CENTURY, THAT'S
SEVENTEEN HUNDRED AND SEVEN, WHEN THE TWO GOVERNMENTS
WERE COMBINED IN WESTMINSTER IN LONDON # NOW THAT IS HOW
MANY YEARS AGO? # TWO HUNDRED AND (SBI)
<X T-7(A)-61C> TWO HUNDRED AND SEVENTY YEARS AGO# ER =
AND WE ARE, AS YOU KNOW, = THE UK# WHAT DOES "THE
UK"STAND FOR? ##
<X T-7(A)-61D> UNITED KINGDOM OF ## (IC)
<X T-7(A)-65> YES WELL = UHM BENNY IS A BRITISH CITIZEN
<X T-7(A)-65A> BECAUSE ORIGINALLY WE HAD A- THING KNOWN
AS "EMPIRE" AND ANYBODY WHO WAS WITHIN THAT EMPIRE(SBI)
<X T-7(A)-65B> IS ENTITLED - WAS GIVEN THE ENTITLEMENT
TO BECOME A BRITISH = SUBJECT (SBI)
<P 17>
<X T-7(A)-65C> AND HAVE A BRITISH PASSPORT ##
<X T-7(A)-65D> THAT IS WHY WE HAVE WHAT IS NOW CALLED "A
MULTI-RACIAL COUNTRY"#WE HAVE PEOPLE FROM BENNY'S
COUNTRY, FROM AFRICA, FROM THE WEST INDIES, FROM

PARLIAMENTS = EH UNITED # BUT IT HASN*T ALWAYS BEEN THIS
# BUT = UHM - DO - DO YOU THINK IT*S A GOOD THING = THAT
UHM THERE SHOULD BE A DIVISION OF POWER AT ALL? ##
<X T-8(A)-12> MHM = YOU KNOW = WELL LET - LET ME SAY A
LITTLE MORE # I - I HAVE HEARD = THAT = SOME PEOPLE = IN
THE NORTH OF ENGLAND = FEEL THAT THEY ARE ALMOST AS FAR
AWAY FROM LONDON AND THAT THEIR PROBLEMS ARE = AS
DISSIMILAR = TO THE PROBLEMS ROUND LONDON AS ARE THE
SCOTTISH ONES # THEY SAY "WHY SHOULD SCOTLAND GET
DEVOLUTION? # WHY SHOULD THEY DEAL = WITH THEIR OWN
PROBLEMS? (CMLG) = AND WE SHOULDN*T? 13B ##
<X T-8(A)-44> I VOTED "NO" # I- I AM NOT = TREMENDOUSLY
SURE WHY I VOTED "NO" # I THINK IT WAS MY HEART THAT WAS
VOTING, PERHAPS = RATHER THAN MY HEAD # EHM = I WASN*T
SURE THAT THE CHANGE = WOULD BE BENEFICIAL = # SO
PERHAPS I FELT IT WAS SAFER TO STAY AS WE WERE BUT IT =
I- I AM NOT VERY HAPPY, YOU KNOW, I AM NOT VERY HAPPY
ABOUT THE WHOLE THING # MY SON VOTED "YES" = UHM HE AND
I HAD AN ARGUMENT ABOUT IT BUT = I- I AM NOT = VERY SURE
ABOUT THE WHOLE THING # AND I THINK THERE ARE MANY, MANY
PEOPLE LIKE ME WHO REALLY FELT THAT THEY DIDN*T KNOW
ENOUGH # I FELT WE WERE NOT GIVEN ENOUGH FACTS = ABOUT
WHAT POWERS, OR WHAT CHANGES = THE ASSEMBLY WOULD BRING
ABOUT ##

<Z 19>   T11ADVP

<X T-11(A)-11> YEAH - MHM - YEAH - OH YES! #   NO-
OH WELL I WASN*T OFFERING IT SO YOU CAN*T THANK ME #
(COUGHS)AND EH THESE ARE JUST FACTS, YOU SEE AND YOU% WE
FIND THAT WE CORRECT OURSELVES MM? = WE CAN CORRECT
OURSELVES - CORRECTING EXPERIENCES WE CALL THAT - AND
WHEN WE
<P 12> COME BACK = AH THERE IS A PLACE HERE AFTER ALL #
SO THAT*S JUST = FEELING THOUGH #CAN YOU BASE VOTES ON
SUBJECTIVE FEELING OR OBJECTIVE ARGUMENTS? ##
<X T-11(A)-12> OBJECTIVE ARGUMENTS. FOR EXAMPLE NAPOLEON
IS NOT A FRENCHMAN # EH WELL I WOULDN*T SAY THERE ARE NO
SUCH THINGS AS OBJECTIVE ARGUMENTS BECAUSE THEY %WHAT
ABOUT PHYSICS? #   YOU CAN HAVE AN ARGUMENT, YOU SEE,
AS TO WHAT IS GOING TO HAPPEN IN AN EXPERIMENT WHICH HAS
BEEN PERFORMED DOZENS AND THOUSANDS OF TIMES THAT WE
KNOW THE PHYSICAL RULE # WELL IT*S LEADING
<X T-11(A)-12A> TO A CONCLUSION, YOU SEE #   IT*S, YOU
CAN DO IT BY EXPERIMENT, TO BACK UP YOUR ARGUMENT,
SHOWING THAT THE ARGUMENT, WELL, WE*LL ACCEPT THAT AS
OBJECTIVE # (COUGHS) SO === (COUGHS) RIGHT == WELL EH
ONE = THE THE BEST ARGUMENT I EVER HEARD FOR EH SCOTLAND
BEING INDEPENDENT WAS GIVEN ME BY AN OVERSEAS STUDENT=
FROM A % A NON- EUROPEAN # AND HE SAID WHEN HE WAS
MOTORING UP TO SCOTLAND = EHM HE KNEW WHEN HE WAS IN
SCOTLAND BY THE CONDITION OF THE ROADS # NOW THERE*S AN
ARGUMENT -   BY THE CONDITION OF THE ROADS #
EH THAT WAS NOT THIS YEAR BUT IN % ER ABOUT FIVE OR SIX
YEARS AGO # HE SAID WHEN YOU COME NORTH OF CARLISLE AND
UP TOWARDS = UHM BETWEEN EDINBURGH AND GLASGOW, THEN THE

PAKISTAN - ALL OF WHOM HAD BRITISH PASSPORTS, SO THEY
WERE ENTITLED TO COME HERE IF THEY WANTED TO# NOW DO YOU
THINK == THAT HAVING BEEN A UNITED KINGDOM = FOR = TWO
HUNDRED AND SEVENTY YEARS THAT % YOU WERE SAYING= BENNY
THAT HONG-KONG COULD NOT STAND ON ITS OWN - DO YOU
REALLY THINK THAT = SCOTLAND COULD STAND ENTIRELY = ON
HER OWN, AFTER THIS TIME? # HOW MANY - HOW MANY
INHABITANTS ARE THERE IN = THE WHOLE OF SCOTLAND? # DOES
ANYBODY KNOW? ===# ABOUT FIVE MILLION#
<X T-7(A)-65E> AND HOW MANY ARE THERE IN THE WHOLE OF =
ER GREAT BRITAIN? ##
<X T-7(A)-65F> YEAH, BETWEEN FIFTY AND FIFTY-FIVE
THOUSAND, I THINK, YEAH OH ER MILLION, I MEAN, YES # SO
IT'S A VERY SMALL PERCENTAGE # BUT YOU WERE TALKING UHM=
ABOUT THE = YEMEN TOO ##
<X T-7(A)-90> WELL WE DON'T THINK OF THIS IN THIS
COUNTRY AS-AS-AS % I DON'T THINK IT'S A CLASS # = UHM I
THINK MOST SCOTSMEN FEEL = THAT THEY ARE SCOTS - IT
DOESN'T = MATTER IF THEY ARE WORKING WITH THEIR HANDS IN
THE STREET OR WHETHER THEY ARE THE MANAGING DIRECTOR OF
A VERY BIG COMPANY# UHM = THE FEELING IN - IN THE
=REFERENDUM REALLY WAS = MORE : DO SCOTSMEN WANT TO HAVE
MORE=SAY IN THEIR OWN == GOVERNMENT, IF YOU LIKE, OR IN
THE GOVERNMENT OF THEIR OWN COUNTRY# THERE'S NOTHING TO
DO WITH = ER CLASS OR MONEY OR POSITION - ANYTHING AT
ALL# IT MAY BE DIF-DIFFICULT FOR YOU TO UNDERSTAND THAT
BUT
<X T-7(A)-90A> THIS QUESTION OF CLASS DIFFERENCES NEVER
CAME INTO IT##
<P 24>
<X T-7(A)-91> NO, IT WASN'T SO, IT WASN'T CLEAR# ERIT
WILL BE DEFINITELY MORE PEOPLE = EITHER SAID "NO"=OR
SAID NOTHING AT ALL = WHICH WAS VERY MUCH THE SAME
THING# NOW THERE WAS A LOT OF THEM WHO REALLY COULDN'T
BE BOTHERED TO VOTE = OR DIDN'T WANT TO = OR BELIEVED
THAT IT MEANT "NO"# WELL, GENTLEMEN AND LADY, YOU'RE
AGITATING FOR YOUR TEA, ARE YOU? ##

<Z 17>   T8ADVP

<X T-8(A)-9> SOME PEOPLE = SAID = THAT MR CALLAGHAN WAS
ONLY UHM OFFERING SCOTLAND = AND WALES, BUT IN
PARTICULAR SCOTLAND, DEVOLUTION IN ORDER TO GET THE
SUPPORT IN = TO GET SUPPORT IN THE NEXT ELECTION # =
MANY PEOPLE ARE RATHER CYNICAL, THEY THINK IT'S JUST % =
IT WAS JUST A POLITICAL MOVE IN ORDER TO KEEP IN POWER #
ER FOR MYSELF = UHM I JUST DIDN'T GET ENOUGH INFORMATION
= = AT ALL = = AS TO WHAT BENEFITS OR AS TO WHAT CHANGES
THERE WOULD BE IF DEVOLUTION WERE BROUGHT IN # I FELT
VERY UNEASY ABOUT IT = = YOU KNOW, WE ONLY % = DO YOU
KNOW WHEN THE PARLIAMENT DIVIDED? ##
<X T-8(A)-11> WELL, IN SIXTEEN*HUNDRED*AND*THREE THE KI-
% THE % JAMES THE SIXTH OF SCOTLAND, WHO WAS MARY QUEEN
OF SCOTS' SON = ER BECAME WHEN % = BECAME KING OF
ENGLAND, WHEN QUEEN ELIZABETH THE FIRST DIED #
<P 3> IN SIXTEEN*HUNDRED*AND*THREE THE TWO CROWNS UNITED
= BUT IT WAS SEVENTEEN*HUNDRED*AND*SEVEN BEFORE THE

ROADS COMPLETELY DETERIORATE, COMPARED WITH THE ROADS IN
ENGLAND RIGHT UP TO CARLISLE # AND HE ALSO SAID = WITH
REGARD TO ELECTRIFICATION OF THE RAILWAYS, YOU CAN GET
AN ELECTRIC TRAIN R%   ALMOST
DOWN TO LONDON FROM THE NORTH OF ENGLAND, LEC% ALL
ELECTRIC TRAINS # ALSO IN LIVERPOOL, ALSO IN 13A
NEWCASTLE AND ER - ER BIRMINGHAM, # AND THEN THE
<P 13> SOUTH IS ALL ELECTRIC, YOU GET RIGHT DOWN TO EHM
SOUTH- WHAT DO THEY CALL IT? - NEAR NEWHAVEN, NEWHAVEN
IN ENGLAND, YOU SEE, BETWEEN NEWHAVEN AND BRIGHTON,
THERE'S A TERMINUS, ALL ELECTRIC # THE BRIGHTON BELLE IS
A= FAMOUS ONE # NOW IN SCOTLAND APART FROM THE BLUE
TRAINS IN GLASGOW THERE'S NO ELECTRIFICATION OF RAILWAYS
NOW HE SAYS THE COMPARISON IS DREADFUL
<X T-11(A)-22> WELL TH- WELL THERE'S SOME INDEPENDENCE,
IS IT? #BECAUSE WHAT EH IS NEEDED IN SCOTLAND IS ONLY,
WELL I THINK, DE- CENTRALISATION# == I MEAN THINGS THAT
HAPPEN IN MIDLOTHIAN CAN BE SOLVED- NOT EVERYTHING BUT
MOST THINGS- CAN BE SOLVED IN MIDLOTHIAN, NOT WHITEHALL
THEY DON'T NEED TO GO AWAY DOWN THERE # NOW ANOTHER
PROBLEM IS= I FIND THAT THIS NEGLECT - RELATIVE NEGLECT
OF SCOTLAND- IS NOT ONLY IN SCOTLAND IT IS ALSO, I'M
AFRAID, IN THE NORTH OF ENGLAND # W% EH WE TOOK A BUS
RUN= ONE YEAR= FROM EDINBURGH TO BLACKPOOL, YOU KNOW
WHERE BLACKPOOL IS? (CUF) # I WASN'T GOING DOWN
<P 15> THERE FOR THE LIGHTS HOWEVER! # AND THE BUS
PASSED THROUGH DISTRESSED AREAS #NOW DO YOU KNOW WHAT
DISTRESSED AREAS ARE LIKE? ##
<X T-11(A)-23> OH, POVERTY! AND MANY OF THE T% SMALL
TOWNS AND VILLAGES THE BUS PASSED THROUGH EHM HAD ITS
SQUALOR, LIKE GLASGOW, AT ITS WORST, # AND MY%I WAS%MY
SON WAS WITH ME AND HE SAID "DAD" THAT'S ME! #I DON'T
WANT TO GO TO BLACKPOOL BY BUS EVER AGAIN!" #HE LEARNED
A BIGGER LESSON = IN- IN THE= DEPRESSED AREAS IN THE
NORTH OF ENGLAND THAN HE DID ER FROM LIVING IN EDINBURGH
# HE COMPARED IT IN MANY CASES WITH GLASGOW # NOW
COMPARE= WITH LONDON # NOW IT'S ALL VERY WELL WHITEHALL
THIS, WHITEHALL THAT, BUT LOOK AT THE ITV ER EFFORTS AT
= STOPPING THE= SQUALOR AND SUFFERING EH IN THE PLACES
IN EAST LONDON AND JUST OUTSIDE LONDON # CATHY GO HOME,
DID YOU SEE THE FILM? # THAT'S NOT SCOTLAND # I HOPE IT
- IT COMES BACK TO THE COLLEGE AND IT'S JUST ER A MATTER
OF= IF YOU HAVE A FAMILY, THE MAN LOSES HIS JOB, THE
WIFE HAS A FAMILY AND= TRYING TO FIND A HOUSE, AND ER
SOMETIMES IT REALLY IS DREADFUL, THE CONDITIONS THEY
HAVE! # THEY ARE NOT ANY BETTER DOWN THERE THAN THEY ARE
UP HERE BUT WE DON'T SEE THESE THINGS UNLESS WE STAY FOR
A LONG ENOUGH TIME AND KNOW WHERE TO GO TO LOOK FOR THEM
BUT = THE HOUSING SITUATION DOWN THERE- NOW THE RATES
IN ENGLAND ARE GOING UP JUST AS THEY ARE IN SCOTLAND #
ARE YOU WITH ME THERE? (CUF) SO THE RATES ARE GOING UP #
NO THIS% THERE'S NO SELECTION, THEY ARE NOT SAYING
SCOTLAND WILL PAY HIGHER RATES AND ENGLAND WILL PAY
LOWER
<P 16> RATES # THEY'RE NOT% = THERE'S NO PREJUDICE THERE
NOW IN ONE PLACE IN THE NORTH OF LONDON -- HOLD ON (FS
HAS BEEN HAVING A PRIVATE CONVERSATION- T'S CALLING TO

ORDER) QUESTION? QUESTION? ##
<X T-11(A)-24> NO? RIGHT ONE PLACE IN THE NORTH OF
LONDON THE RATES ARE SO HIGH- DO YOU KNOW WHAT THE
RATEPAYERS HAVE DONE? # THEY HAVE DEMANDED = FROM THE
GOVERNMENT= THAT THE BOOKS OF THE LOCAL AUTHORITY BE
INSPECTED, BY THE RATEPAYERS WHICH IS ALWAYS TURNED DOWN
BUT THEY WENT SO FAR WITH THEIR DEMANDS # AND THEY ARE
USING MONEY TO BUY, TO GREAT% = TO BUILD GREAT BIG NEW
TOWNS, WITH MONUMENTS AND ALL THAT= AND PEOPLE DON'T
HAVE THE MONEY= TO PAY ALL THAT # THEY PAY THE HIGHEST
RATES IN THE UNITED KINGDOM # NOW THIS IS NEAR LONDON
NOT SCOTLAND ##
<X T-11(A)-26> YEAH, POSSIBLY = THEY MAY NOT HAVE
REALISED THAT = ACTUALLY OIL%BRINGING OIL UP IS A VERY
UNPLEASANT JOB, IT'S A DIFFERENT JOB ER MECHANICALLY AND
THEY ARE LIVING ON THESE EH RIGS # NOW YOU ARE EXPOSED
TO ALL SORTS OF DANGERS ON THESE RIGS # AND TO GO BACK,
WHEN YOU GO BACK ON TO THE MAINLAND THEN YOU REALLY
<P 17> WANT SOME KIND OF COMFORT TO MAKE UP= FOR THE
RIGOURS #
<X T-11(A)-48> NOW IF SHE IS GOING TO BE ECONOMICALLY
INDEPENDENT THAT DEPENDS ON PRODUCTION= IN SCOTLAND #
SHE MUST BE ABLE TO PRODUCE FOOD, CLOTHING AND SHELTER
FOR HER POPULATION AND THE MONEY THE VALUE OF ANY MONEY-
(ASIDE- TO STUDENT) IS THAT= UH LATE SPRING, IS IT? -
THE VALUE OF (SBI)
<X T-11(A)-48A> THE VALUE OF ANY MONEY WILL BE NO HIGHER
THAN THE GOODS SHE PRODUCES # THERE'S NO USE HAVING
MONEY IF YOU
<P 20> CAN BUY NOTHING WITH IT ##
<X T-11(A)-52> UHUH WELL THIS IS%   THE ONLY TROUBLE
HERE IS= IF YOU ARE A MEMBER OF THE LABOUR PARTY, FOR
EXAMPLE = YOU MIGHT FEEL YOU'VE TO VOTE WHAT THE PARTY
WANTS YOU TO VOTE AND THAT MIGHT BE AGAINST YOUR
CONVICTIONS # THIS HAS BEEN THE TROUBLE WITH A LOT OF
THE VOTERS- NOT WITH ME, I'VE NO PROBLEM # BUT EH THIS
HAS BEEN THE TROUBLE WITH SOME OF THE VOTERS # AND
THEY'VE CALLED IT A POLITICAL VOTE, RATHER THAN A
GEOGRAPHICAL ONE, AND THEY HAVEN'T FELT IT'S VERY HONEST
THIS IS WHAT SOME OF THEM ARE ARGUING ABOUT ON THE
TELEVISION ##

<Z 21>   T2NSP

<X T-2(NS)-20> THAT THE MAJORITY WINS # THE MAJORITY OF
== OF = NOT JUST THE VOTERS == THE VOTERS ARE ALL THE
PEOPLE WHO ARE ELIGIBLE TO VOTE AS SOMEBODY SAID A
MINUTE AGO (MLG) === OF THE PEOPLE WHO ACTUALLY GO OUT
AND VOTE = WHICH IS RATHER A DIFFERENCE # === UHM = WHY
DO YOU THINK THEY INTRODUCED THIS FORTY PERCENT% RULE?
##
<X T-2(NS)-25> SO IT'S FOR THAT REASON THAT THEY
INTRODUCED THE FORTY PERCENT RULE # NORMALLY IN THE
RULES UHM OF ANY SOCIETY = YOU% = IF YOU ARE GOING TO
CHANGE THE CONSTITUTION OF THE SOCIETY = IT IS QUITE
NORMAL TO HAVE TWO THIRDS OF THE PEOPLE = HAVING TO VOTE

FOR THE CHANGE = # AND THIS ACTUALLY IS TRUE EVEN FOR
THE SCOTTISH NATIONALIST PARTY = IF THEY WANT TO CHANGE
THEIR CONSTITUTION THEY HAVE TO HAVE TWO THIRDS = VOTING
= FOR THE CHANGE ##
<P 7>
<X T-2(NS)-26> OF THE PARTY # IF YOU HAVE A CLUB = THAT
WANTS TO CHANGE ITS CONSTITUTIONAL PROCEDURE YOU HAVE TO
HAVE TWO THIRDS OF THE PEOPLE = CHANGING IT ## SO THAT
THE FORTY PERCENT RULE APPEARED TO BE QUITE === AAA =
LENIENT ONE # ER WHAT ARE THE SCOTTISH NATIONALISTS
SAYING AS A RESULT = OF = ER THE REFERENDUM WHICH IS
QUITE OBVIOUS THAT THEY WILL SAY? ##
<X T-2(NS)-33> WELL = THERE IS% HAVE YOU EVER TRIED = IT
AFFECTS EVEN THE SIMPLEST THINGS LIKE TRYING TO LOOK
SOMETHING UP IN THE TELEPHONE BOOK = # HAVE YOU EVER
TRIED TO FIND A PARTICULAR SWIMMING POOL = IN THE PHONE
BOOK TO FIND OUT IF IT*S OPEN OR NOT? = # OR A PUBLIC
LIBRARY? # SOMETIMES YOU HAVE TO LOOK UNDER "LOTHIAN" =
SOMETIMES YOU HAVE TO LOOK UNDER "CITY" = OR "CITY OF
EDINBURGH" # NEVER CAN YOU LOOK IT UP UNDER THE NAME OF
THE SWIMMING POOL OR THE NAME OF THE LIBRARY OR EVEN
UNDER "S" FOR SWIMMING POOL OR "L" FOR LIBRARY == # UHM
WHAT HAPPENED A FEW YEARS AGO IS THAT = UHM = AND I
CANNOT COMPLETELY UNDERSTAND IT = UHM = WE USED TO HAVE
= LOCAL GOVERNMENT IN EDINBURGH = AND THEN LOCAL
GOVERNMENT IN = DISTRICT OUTSIDE EDINBURGH == AND THEY
REORGANIZED IT = #THEY MADE IT = YOU NOW HAVE A THING
<P 12> CALLED "THE LOTHIAN REGION" = WHICH IS DIVIDED
INTO THREE SECTIONS = # (COUGHS) AND THERE*S A BIT OF
THIS = INSIDE IT WHICH APPLIES TO = THE CENTRAL REGION =
% MIDLOTHIAN = AND THEN THERE IS A BIT WHICH IS SOMEHOW
EITHER SEPARATE OR NOT QUITE SEPARATE WHICH APPLIES TO
THE CITY OF EDINBURGH = # AND = I FIND IT VERY DIFFICULT
= TO UNDERSTAND WHICH = PART OF ALL THIS BIG BODY
GOVERNS WHAT = # NOW IF I FIND IT DIFFICULT, I CANNOT
UNDERSTAND HOW IF% SOMEBODY ELSE = WOULD BE ABLE TO
UNDERSTAND = WITH AN ASSEMBLY # WHAT IS DONE BY THE
ASSEMBLY? = # WHAT IS DONE BY THE REGION? # WHAT IS DONE
BY THE DISTRICT? # WHAT IS DONE BY THE CITY? # FOUR
DIFFERENT LAYERS AND YOU*VE GOT A COMPLAINT = # WHERE DO
YOU TAKE THE COMPLAINT? ## (NUP)

<Z 24>T14NSP

<P 1>

<X T-14(NS)-1> I THINK IT IS WORKING, YES IT IS WORKING
AND HE SAYS THAT THIS WILL = PICK UP EVERYTHING THAT IS
= SAID # NOW THE IDEA IS THAT = YOU ALL DO SOME TOPING %
TALKING - TOPING! # THE SUBJECT UNDER DISCUSSION IS
DEVOLUTION # THIS IS ER WHAT HE THOUGHT WOULD BE AN
ENTERTAINING AND ER MAYBE AN ILLUSTRATIVE UHM = VEHICLE
TO GET YOU TALKING TO- TO HAVE SOMETHING GOING IN THE
CLASSROOM SITUATION # WHAT I HAVE DONE IS I HAVE = NOTED
ONE OR TWO = FEATURES HERE ON = DEVOLUTION AND I*LL PUT
THEM ON THE BOARD AND THEY WILL BE GOOD = DISCUSSIVE
POINTS UHM AND I THINK - IF YOU DON*T KNOW ANYTHING

ABOUT IT = TAKE YOU INTO IT # AND I'D BE VERY SURPRISED
IF YOU'D BE ABLE TO AVOID ANYTHING ON - ON DEVOLUTION IN
THE LAST LITTLE WHILE # SO I'LL PUT THESE ON THE BOARD
AND = IN THE MEANTIME = IF YOU CAN THINK ABOUT IT = #
THINK OF THE WHOLE ISSUE OF DEVOLUTION FROM ANY ANGLE AT
ALL # AND AS I PUT THIS = MATERIAL ON THE BOARD, IT WILL
PROBABLY SPARK OFF SOMETHING IN YOUR MINDS # I HOPE SO,
ANYWAY # AND ER THEN WE CAN LOOK AT IT FOR FIVE OR TEN
MINUTES # THAT SHOULD BE SUFFICIENT, I THINK # UHM ON
THE FIRST OF MARCH ER SCOTLAND - PEOPLE IN SCOTLAND -
HAD TO, OVER THE AGE OF ... # (IC)
<X T-14(NS)-1A> ...OVER THE AGE OF EIGHTEEN HAD TO VOTE
UHM = WHETHER THEY WOULD VOTE "YES" OR "NO" IN AGREEMENT
WITH = ER = WHETHER THERE SHOULD BE A SEPARATE ASSEMBLY
IN EDINBURGH = ER FOR THE BETTER CARE OF SCOTS
GOVERNMENT # NOT BREAKING AWAY FROM THE = ENGLISH OR
BRITISH PARLIAMENT ALTOGETHER BUT = UHM TO LOOK AFTER
<P 2> SCOTS AFFAIRS THROUGHOUT SCOTLAND # ONE FEELING
THAT ER WAS ROUSED RIGHT AWAY WAS THAT = WE IN SCOTLAND
WOULD HAVE TOO MUCH GOVERNMENT BY ALL THIS # THAT WE
WOULD HAVE = ANOTHER LAYER OF GOVERNMENT CREATED BY =
THIS SCOTTISH ASSEMBLY = EHM WHICH WOULD LIE ON TOP OF
THE REGION = ER DEVELOPMENT STRUCTURE AND DISTRICT =
STRUCTURE GIVING FAR TOO MUCH GOVERNMENT AND FOR MANY
PEOPLE THIS WAS TOO MUCH # WELL THE ISSUES THAT HAD TO
BE DISCUSSED ON THE = = ER THAT HAD TO BE DISCUSSED
BEFORE THE FIRST OF MARCH = WERE = I THINK,
PERAMBULATING ROUND ABOUT SOME OF THESE = VIEWS, POINTS
THAT WE'VE PUT ON THE BOARD HERE = # EHM = FIRST OF ALL
= THIS IDEA OF A FEELING OF NATIONALISM - HOW STRONG DO
YOU THINK = EHM THIS FEELING OF NATIONALISM IS IN
SCOTLAND? # SCOTS CULTURE, SCOTS CUSTOMS, SCOTS
LANGUAGES - YOU GET THE GAELIC AND THE - AND THE (???)
AND THE SCOTS - LALLANS, OUR OWN CHURCH, OUR OWN LAWS,
OUR OWN DISTINCTIVE EDUCATION OUR OWN OUTLOOK ON LIFE
WHICH IS = MARKEDLY DIFFERENT FROM THE ENGLISH ONE #
WHAT DO YOU FEEL ON THIS ONE, MARY? # WHAT- WHAT'S YOUR
FEELING? # DO YOU THINK THIS HAD ANYTHING TO DO WITH HOW
PEOPLE VOTED OR DIDN'T VOTE OR WHAT THEY FELT ABOUT
DEVOLUTION? ##
<X T-14(NS)-26> YOU THINK THAT THE WAY IT BREAKS DOWN IS
= EH IS ACCORDING TO CLASS # THAT'S AN INTERESTING
OBSERVATION # YET MOST OF THE = IN MOST PEOPLE WITH
BRITAIN IN- IN THE CLASS DIVISION, IN SCOTLAND IN THE
CLASS DIVISION ARE WORKING CLASS THAT WOULD SEEM TO HAVE
ER PROMISED A BIGGER = A MAJORITY OF "YESES" # WHY DO
YOU THINK SO MANY = WORKING CLASSES THEN DID NOT VOTE OR
NOT % VOTED "NO" === ? # YOU'RE TAKING YOUR POINT ##
(SBI)
<X T-14(NS)-27> AH, YOU THINK WE WERE CONFUSED BY THE
TELEVISION? ##
<X T-14(NS)-28> TOO MUCH COVERAGE # 'CAUSE THE ISSUE IS
NOT PAINTED CLEAR ENOUGH # WHAT ABOUT THE WAY I'VE
PAINTED THEM ON THE BOARD HERE, THEN? # THAT THERE'S-
THERE'S POOR GOVERNMENT JUST NOW, THAT IT'S
NON-DEMOCRATIC # WHEN YOU HAVE ONE MAN WHO IS APPOINTED,
HE IS NOT ELECTED, HE IS SITTING THERE AND HE CONTROLS

EVERYTHING, HE CONTROLS MOST OF YOUR LIFE JUST NOW === #
EHM SCOTS PUBLIC BUSINESS WHICH IS NOT IN THE SCOTTISH
CHARACTER WHICH IS VERY DEMOCRATIC, WE ARE # CLYDESIDE
RIGHT THROUGH TO THE COMMUNIST = GRANT PARK(?) # WHAT
ABOUT THIS BUSINESS ABOUT = WHICH I FEEL VERY STRONGLY
ABOUT AS YOU SHOULD KNOW BY NOW # THAT EVERYTHING - JUST
EV-EVERYTHING IN- IN BRITAIN = HAS JUST GOT TO BE
DOMINATED BY LONDON # AND THE SOUTH-EAST IS A VORTEX
THAT PULLS ALL THE TALENT, KEEPS MOST OF THE MONEY, EVEN
YOUR BEEF AND YOUR FISH GOES DOWN TO LONDON BEFORE IT
COMES BACK UP HERE
<P 8> AGAIN WITH A GREATER PRICE UHM LOAD ADDED TO IT? #
DON'T YOU THINK THAT SOMETHING GENERAT- GENERATED -
CREATED IN SCOTLAND WOULD MAKE = A HECK OF A DIFFERENCE
EVEN FROM THAT ANGLE? # WELL, WHAT ABOUT THIS ONE,
NUMBER FOUR? # THEY WILL ONLY HAVE BRANCH OFFSHOOTS OF
INDUSTRY IN BRITAIN DUE TO AGAIN THIS SYSTEM WHICH HAS
DOMINATED THE CENTRAL OFFICES AND EVERYTHING IS
CONTROLLED FROM LONDON # AND IT'S QUITE NATURAL TO KEEP
= YOUR STRENGTH ROUND ABOUT YOU AND THE WEAKEST WILL BE
FURTHEST AWAY AND THEY WILL BE THE FIRST TO GO - WHICH
IS THE SYSTEM HERE # WORK FACTORIES ARE CLOSING DOWN IN
EAST KILBRIDE AND UH HONEYROOD, ALL THE REST ARE NOW =
CLOSING # THEY'RE THE FIRST TO GO UP HERE BECAUSE THERE
IS NOTHING = A CORE INDUSTRY HERE, CORE FACTORIES HERE #
EVEN IF THERE ARE, THEY ARE BOUGHT UP BY THE = MULTIPLE
GIANTS LOCATED PERHAPS ABROAD BUT MANY OF THEM IN LONDON
AND AGAIN THEY'VE BOUGHT THEM UP, THEY BUY THEM UP TO
CLOSE THEM OR IF THEY DON'T CLOSE THEM, THEY ARE THE
FIRST TO BE CLOSED # THIS ARGUMENT # WHAT ABOUT NUMBER
FIVE? - THAT THERE- THERE IS A SCOTS DESIRE = A MAN WITH
SCOTS IN THEM - THE MALE PREYING - THIS SORT OF RUBBISH
= BUT- B-BUT THE DESIRE IS VERY REAL = TO CONTROL YOUR
OWN AFFAIRS NOT TO HAVE SOMEBODY ELSE = EHM = = FROM THE
SOUTH OF ENGLAND = DOMINATING # THERE IS NO WAY IN WHICH
WE CAN GET = BEYOND A BUILT-IN ENGLISH MP DOMINANCE #
WHENEVER IT COMES TO A VOTE, WHATEVER MOST MPS WANT I.E.
DEMOCRACY, HAPPENS AND = IT HAPPENS, WHATEVER THEY WANT
HAPPENS # AND THE CASE IS = THAT YOU HAVE MOST PEOPLE
GOING TO THE BAR WHEN IT COMES TO SCOTS BUSINESS # WHEN
THEY VOTE = AGAIN IT'S DOMINATED BY HOW IT AFFECTS

<P 9> THE SOUTH OF ENGLAND, NOT EVEN THE NORTH OF
ENGLAND = THAT'S WHY THEY'RE RAGING # ABOUT THIS -
NUMBER SIX - THE PROPOSED ASSEMBLY # RATHER A MESS
(SOMEONE COUGHS) IN FACT, IT'S A MESS - DELIBERATELY A
MESS! # IT'S BEEN HACKED, CARVED, BUTCHERED IN THE
COMMITTEE STAGES DELIBERATELY = BY THE "NO" MEN = IN THE
BEGINNING OF THE WHOLE THING SO THAT YOU'RE LEFT WITH A
MESS # AND THEN THEY ASK YOU TO VOTE "NO" BECAUSE IT IS
A MESS WHICH HAS BEEN CREATED BY THE VERY PEOPLE = WHO
MADE IT A MESS # THAT = IS THE IGNOMINY OF THE WHOLE
THING AND THAT IS JUST NOT PLAIN FAIR # IN FACT, IT'S SO
BAD - IT'S THE LACK OF EYELIDS BEING OPENED TO THE WHOLE
THING THAT ANNOYS ME SO MUCH AND - CERTAINLY A PROPOSED
ASSEMBLY WOULD BE A START - LIKE EIGHTEEN*THIRTY TO
EIGHTEEN*SIXTY-SEVEN % EIGHTEEN*EIGHTY-FOUR - BACK TO

COMMON SENSE # IT'S ONLY COMMON SENSE TO HAVE AN
ASSEMBLY OF THIS NATURE # PARLIAMENT = WILL REFUSE
DEVOLUTION # THE VOTE HAS BEEN A- A MAJORITY = IN FAVOUR
OF IT, BUT THEY WILL REFUSE IT = ALTHOUGH IN FAVOUR I.E.
= DEMOCRACY IS AT WORK AT LOCAL LEVEL BUT IT'S BEEN SAID
THAT IT DOESN'T MATTER = DEMOCRACY WILL WORK AT
PARLIAMENTARY LEVEL AND MOST OF THEM WILL SAY "NO" #
WHAT ARE YOUR FEELINGS, THEN? # THERE WE HAVE ALL THESE
POINTS: THE NATIONALISTS' ARGUMENTS, THE HISTORICAL ONES
ARE BYGONE AND THE SEVENTEEN*OH*SEVEN UNION WAS
TREACHERY BUYING = THE WAY ENGLISH GOLD BOUGHT THE UNION
THEN WE HAVE THIS WHOLE = POST NINETEEN*FORTY-FIVE
DEVELOPMENT # IF YOU HEAR THE % READ = SCOTTISH
LITERATURE WHICH IS = NOT EVEN = THE - THE HEIGHT OF % =
THE WHOLE IGNOMINY OF IT! - SCOTTISH LITERATURE IS NOT
EVEN TAUGHT IN SCOTTISH SCHOOLS! # HOW MANY OF YOU
PEOPLE HAVE READ DUMAS? # HOW MANY OF YOU READ LEWIS
GRASSIC GIBBON? # GOOD! BECAUSE YOU'VE BEEN FORCED TO DO
IT FOR A TEXT OR FOR THE LOVE OF IT? ##
<P 13>
<X T-14(NS)-29> AS A TEXT, YES # IF IT HADN'T BEEN GIVEN
TO YOU AS A TEXT, WOULD YOU HAVE READ IT, DO YOU THINK?
WOULD YOU EVER HAVE HEARD OF HIM?
<X T-14(NS)-30> EXACTLY - THERE IS A NEW (STRAND?)
(NOISE) FOUND HERE BECAUSE OF THIS # SOME- SOME =
WONDERFUL STUFF HERE AND THIS SCOTS SQUARE AND SUNSET
SONGS ARE MARVELLOUS, IT REALLY IS GREAT # AS ARE "GREEN
SHUTTERS" AND GEORGE DOUGLAS BROWN # EVEN ECONOMICS =
FOR SCOTLAND - THERE IS NO DOUBT ABOUT IT: SCOTLAND IS
QUITE SELF-SUFFICIENT # ANY ARGUMENT THAT'S PUT TO YOU
OF THE OPPOSITE IS = RUBBISH # WE COULD FEED OURSELVES -
THE POPULATION IS SO SMALL - WE HAVEN'T = THE POPULATION
IT'S AS SIMPLE AS THAT: THERE IS ENOUGH FOOD, THERE IS
ENOUGH COAL, GAS, NEVER MIND THE OIL ARGUMENT,
HYDRO-ELECTRIC POWER, POWER FROM- FROM COAL, FISH,BEEF #
AND THE MONEY THAT WOULD BE MADE FROM THIS = IS MORE
THAN ENOUGH FOR SELF-SUFFICIENCY AND TO BE GOING ALONG #
IT'S ER - IT'S NONSENSE FOR ANYBODY TO SAY OTHERWISE #
AND THE SKILLS ARE HERE - ESPECIALLY IN THE AREA OF
SKILLS - CENTURIES OLD # AND ALSO THE SCOTTISH EDUCATION
IS FAR AND AHEAD OF THE ENGLISH ONE, AS MOST OF YOU
ENGLISH PEOPLE WOULD UHM - WOULD AGREE WITH === # EHM,
AFTER = SAYING ALL THAT = WOULD YOU LIKE TO KNOCK ME
DOWN ON ANY OF IT? # HOW DO YOU FEEL ANNE? ##
<X T-14(NS)-41> NO HE WAS NOT. HE'S A MAN CALLED =
HEATHERINGTON ##
<X T-14(NS)-42> AND HE WAS IN CONTROL OF THE SCOTTISH
TELEVISION AND HE WAS BEFORE THAT THE EDITOR OF THE
GUARDIAN - FIRST BY CHOICE, HE WAS GRADED BY SWANN ER
AND OTHERS ON BBC NORTHERN TO BECOME CONTROLLER OF
SCOTLAND # SO WHAT DID HE IMMEDIATELY START TO DO? # HE
STARTED TO BUILD UP THE WHOLE OF THE SCOTTISH CULTURE
THING, THE BIG WAY #
<P 13> AND WHAT DID THE BIG = WARLORDS IN LONDON DO WITH
HIM? # HE IS NOW HOLDING ANOTHER JOB IN INVERNESS AS A-
A (???), SO THE JOB IS UP FOR GRABS AGAIN # AND WHO WILL
BE MAKING THE APPOINTMENT? # THE SAME = CHIEFS IN LONDON

AND THEY ARE GOING TO GET A "YES" MAN # THEY ARE
CERTAINLY GOING TO GET A "YES" MAN AND THE PROGRAMMES
ARE GOING TO BE ISSUED IN THE NATIONAL EFFORT, THAT AT
THE MOMENT THERE ARE TWO PER YEAR - SCOTTISH ORIGIN -
BBC SCOTLAND OR SOMETHING LIKE THIS - THEY'RE GOING TO
BE EVEN LESS # THIS IS THE SAME SORT OF CONTROL THAT I
AM TALKING ABOUT - FROM SOUTH-EAST LONDON, FROM LONDON
SOUTH-EAST, FROM THAT VORTEX - THE CONTROL AND THE WAY
THEY CAN LIMIT OR CUT OFF ALTOGETHER = EHM =
DEVELOPMENTS HERE # YOU CAN'T GET A SCOTTISH PROGRAMME
ON THE NATIONAL NETWORK # OH THE REASONS: THEY'LL NOT BE
ABLE TO UNDERSTAND THE SCOTS ACCENT, THAT'S THE MAIN ONE
OR: IT IS A POOR SHOW, IT'S VERY BADLY EDITED # WHAT
ABOUT THE CULLING OF THE SEALS - SHOCKING BY ITSELF -
THE CULLING OF THE SEALS EPISODE? # A STORY DISCOVERED
BY SCOTLAND, THEY GOT THE WHOLE TEAM READY TO COVER IT
FLY OUT AND COVER IT AND ALL THE REST OF IT # ORDERS
FROM LONDON: CUT, YOU'RE NOT DOING IT, WE'RE DOING IT #
IT'S GOING ON THE NATIONAL NETWORK, SO WE'RE SENDING = A
TEAM FROM LONDON UP AND THAT'S EXACTLY WHAT THEY DID #
FINE, CULTURED, ENGLISH ACCENTS = GIVING ACROSS THE
NATIONAL NETWORK AND THE WHOLE PLACE IN GLASGOW - WHICH
OF COURSE IS A MONSTER IN ITSELF = COMPARED TO THE REST
OF SCOTLAND == THEY WERE NAEWHERE # THAT'S WHY YOUR
PREDOMINANT DISAFFECTION, WHY THEY ARE ALL LEAVING IT IN
SCORES - DROVES ==== (NOISE)
<P 14> WHAT ABOUT EDUCATION? # WHERE DO WE GET THE MONEY
TO RUN EDUCATION IN SCOTLAND? ##
<X T-14(NS)-43> OH NO NO NO NO NO NO NO! THE VERY
OPPOSITE! # IT'S ENGLAND THAT'S CUTTING ITSELF OFF FROM
SCOTLAND! # WE HAVE ALWAYS BEEN OPEN = ACCESSIBLE TO
FOREIGNERS # IF % DO YOU KNOW THAT IF YOU PEOPLE WANT TO
GO DOWN TO ENGLAND AND TO GET RESIDENCE = IN AN ENGLISH
= UNIVERSITY OR COLLEGE YOU WILL HAVE ON YOUR PASSPORT
THAT YOU ARE A FOREIGNER, THAT YOU ARE FROM OVERSEAS #
AND THE REASON? BECAUSE ALL THE ENGLISH AND WELSH LOCAL
EDUCATION AUTHORITIES PAY MONEY INTO A COMMON POOL WHICH
REDUCES THE RENT, THE COSTS OF LIVING IN A STUDENT
ACCOMMODATION # BUT IN SCOTLAND, SCOTLAND IS FOREIGN,
SCOTLAND DOES NOT PAY INTO THIS = POOL # (13A) NEVER
BEEN INVITED # SO YOU GOING DOWN HAVE TO PAY TWICE OR
THREE TIMES THE RENT WHICH ENGLISH AND WELSH PEOPLE WILL
PAY # NOW THAT'S TYPICAL OF THE SORT OF ATTITUDE # AH,
YOUR HIGHERS UP HERE, YOU TRY FLOGGING THEM IN AN
ENGLISH UNIVERSITY === IN AN ENGLISH POLYTECHNIC # THEY
ARE GETTING THEIR EYES OPEN A LITTLE BIT NOW BUT IT'S
NOT SCOTTISH = INSULARITY AND BROKERISM, JOHN, IT'S THE
OPPOSITE # IT'S ENGLISH BROKER=ISM - THAT THE WHOLE
WORLD RUNS ROUND ENGLAND, THAT WE SHOULD JOIN # CAN'T WE
SEE HOW KIND ARE THEY TO ALLOW = US TO JOIN # COME ON,
AREN'T YOU AGAINST ME? ##
<P 15>
<X T-14(NS)-44> NO WE- WE'RE, I THINK, LIVE AND LET
LIVE, AND I THINK THIS HAS ALWAYS BEEN THE SCOTTISH WAY
WE HAVE HAD NO - (FS COUGHS) HERE AS FAR AS I CAN
S-SEE AND I HAVE STUDIED EDUCATION - I'VE SEEN = NO =
RULE = OR REGULATIONS WHATSOEVER DISCERNING AGAINST =

EHM ANY ENGLISH EHM DIPLOMA OR WHATEVER # THERE WAS A- A
WHILE WHERE ENGLISH = FINAL EDUCATION = CERTIFICATES
WEREN'T ACCEPTED # QUITE RIGHTLY, BECAUSE THEY WERE ONLY
TWO YEARS AS AGAINST A THREE- OR FOUR-YEAR COURSE HERE #
BUT THAT'S BEEN CHANGED - NOW IT'S ON A % = THE SCOTTISH
AUTHORITIES HAVE PUT IT BACK # AND IN FACT NOW = WITH
THE ART QUALIFICATION, PEOPLE LIKE MELVIN AND JOHN WHO
HAVE AN RMS - % A D.A., DIPLOMA IN ART, WHICH IS THE OLD
SCOTTISH QUALIFICATION IS NOT RECOGNISED AS A DEGREE
HERE IN SCOTLAND, SO YOU ONLY GET PAY AS AN ORDINARY
GRADUATE # IN ENGLAND THEY DON'T GET A D.A., THEY GET A
DEGREE IN ART # THIS IS NOT AN EQUIVALENT ## (SBI)
<X T-14(NS)-45> EXACTLY, BUT THEY GET PAID MORE MONEY! #
THEY ARE THEN % - THEY ARE NOW LOOKED AT AS A = AN
HONOURS DEGREE AND THEY GET HONOURS DEGREE = SALARY # SO
THE RESULT IS IN FACT THE VERY OPPOSITE: THEY ARE GIVING
MORE MONEY TO ENGLISH QUALIFICATIONS WHICH ARE =
INFERIOR TO OURS - WHICH HAS BEEN SUPERIOR # THAT'S THE
EDUCATION THING # WHAT ABOUT THESE OTHER ARGUMENTS? #
WHAT ABOUT THE- THE ENGLISH REWARD? # OCH, WELL WE'VE =
SAID ENOUGH, I THINK WE'VE SAID ENOUGH # WHAT DO YOU
THINK? ##

<Z 22>   T15NSP

<X T-15(NS)-3> ROSE? YOU'RE THE ONLY ONE YOU'RE THE ONLY
ONE THAT VOTED ? ALLRIGHT # SO! THE REFERENDUM # WE = WE
HAD TO % = THE SCOTTISH PEOPLE = HAD TO DECIDE = ON
WHETHER THEY WANTED AN ASSEMBLY # THE ASSEMBLY WAS A
FORM OF GOVERNMENT WHICH WE WOULD USE TO GOVERN
OURSELVES # WE COULD = MAKE DECISIONS = USE THE MONEY =
THAT = WE WOULD BE GIVEN TO = DO THINGS FOR OURSELVES:
HOUSING, SCHOOLS, TRANSPORT, A NUMBER OF THINGS WHICH
THEY TOLD US WE NEEDED = TO DO FOR OURSELVES # AND IT
WAS THOUGHT THAT THE BRITISH = THE THE SCOTTISH PUBLIC =
WANTED TO GOVERN THEMSELVES # YOU KNOW, WHAT WAS%
EVERYBODY THOUGHT% EVERYONE'S BEEN TALKING ABOUT IT FOR
YEARS,HAVEN'T
<P 2> THEY? = THAT = WHAT THE SCOTTISH WANTED WAS THEIR
OWN WAY OF GOVERNING THEMSELVES # NOT INDEPENDENCE, NOT
SEPARATION, BUT JUST A WAY OF = USING = THE MONEY FOR
THEIR OWN GOOD # AND WHAT HAPPENED? # WELL, THE
REFERENDUM DIDN'T GO THROUGH, DID IT? # THE SCOTTISH
PEOPLE DIDN'T GO OUT AND VOTE AND = IT ENDED UP THAT THE
SCOTTISH PEOPLE (NUP) DIDN'T = WANT THE SCOTLAND ACT
WHICH WAS THE PROPOSALS FOR AN ASSEMBLY # SO = WHAT I'D
LIKE TO SAY TO YOU IS: WHY? # WHY AFTER ALL THIS TIME
DID THE SCOTTISH PEOPLE NOT-VOTE FOR AN ASSEMBLY? = WHEN
IT WAS SO WIDELY THOUGHT = THAT = WE DID? # ALLRIGHT, SO
WHAT WERE SOME OF THE = ARGUMENTS THAT WERE PUT = FOR AN
ASSEMBLY? # WHAT WERE THEY? # TELL ME WHAT THEY WERE? ##
(OPENING PAPER)
<X T-15(NS)-8> UHM = NATIONAL IDENTITY = (WEB)ALLRIGHT
NOW == IDENTITY (CORRECTING WHILE WRITING) # NOW == WHAT
IS THE OPPOSITE ARGUMENT OF THE NATIONAL IDENTITY =
ARGUMENT? # WHY DID THE "NO" VOTERS SAY "DON'T VOTE FOR

THE ASSEMBLY,THE ASSEMBLY = WILL DO US HARM BECAUSE ==
SEPARATION (WBB) ALLRIGHT? (CUF) # THEY WERE VERY = UHM
SCARED = THAT = THE CONCLUSION OF THE ASSEMBLY WOULD
LEAD US TO SEPARATION = AN INDEPENDENT SCOTLAND A
SCOTLAND COMPLETELY AWAY FROM ENGLAND = A SCOTLAND THAT
WOULD HAVE TO BE = COMPLETELY = SEPARATE IN ALL WAYS #
BUT THIS IS NOT, THE "YES" PEOPLE SAID, THIS WAS NOT
WHAT = DEVOLUTION WAS ALL ABOUT # THEY JUST WANTED A
LITTLE BIT POWER, A LITTLE BIT MONEY # THEY DIDN'T WANT
SEPARATION # AND HERE = WHERE = THEY HAVE TO SPEND THEY
HAVE% THEY GOT THIRTY-FIVE THOUSAND MILLION =
THIRTY-FIVE HUNDRED SORRY = MILLION POUNDS = TO SPEND- #
NOW THAT WAS
<P 5> WHAT THE ASSEMBLY COULD SPEND = ON THESE THINGS
AND MANY OTHER THINGS # WHAT WAS THE OPPOSITE ARGUMENT
FOR THAT? THAT THE"NO" CAMPAIGNERS SAID = ? # THE
ASSEMBLY WON'T WORK BECAUSE = IT COSTS TOO MUCH = IT
COSTS TOO MUCH" # (WBB) THEY THOUGHT THAT = WE WOULD BE
= UHM OVERTAXED = WE WOULD BE OVER-GOVERNED # WE WOULD
HAVE TO SPEND FAR TOO MUCH MONEY IN ORDER TO HAVE AN
ASSEMBLY WHO WOULD BE ABLE TO SPEND THIS # AND THE"YES"%
THE "NO" CAMPAIGNERS SAID UHM -"WE DON'T WANT AN
ASSEMBLY BECAUSE OUR = WESTMINSTER GOVERNMENT CAN STILL
SPEND THIS = MONEY # BUT THE "YES" CAMPAIGNERS SAID =
"AH, BUT = WESTMINSTER DOESN'T CARE ABOUT SCOTLAND #
THEY DON'T CARE THAT WE NEED HOUSES # THEY DON'T KNOW
THAT WE NEED HOUSES OR THEY DON'T KNOW WHAT KIND OF
HOUSES WE NEED # SO, THEY SAID; "WE NEED THE ASSEMBLY TO
SPEND = THIRTY-FIVE HUNDRED MILLION = POUNDS ON US
BECAUSE WE'RE THE ONLY PEOPLE THAT KNOW WHAT WE NEED " #
BUT = THE BIG ARGUMENT = IT'LL COST
<P 6> TOO MUCH = THE BIG ARGUMENT = SEPARATION = WERE
TWO THINGS = THAT THE "NO" CAMPAIGNERS = SAID # = THE%
SORRY = YES THE "NO" CAMPAIGNERS SAID = NO ASSEMBLY = #
WE DON'T WANT AN ASSEMBLY = # WE DON'T WANT A SEPARATE
SCOTLAND = # WE DON'T WANT TO OVERTAX = OUR PEOPLE #
ALLRIGHT (TURNING PAPER)IT'S A VERY GOOD IDEA IN THEORY
THAT UHM = WE SHOULD HAVE OUR OWN GOVERNING BODY = A
NUMBER OF = OTHER PLACES ALL OVER THE WORLD HAVE =
DEVOLVED GOVERNMENTS # WHY DON'T YOU THINK = THE
SCOTTISH PEOPLE IN THE END = SAID = "NO ASSEMBLY FOR US"
= BECAUSE WHAT HAPPENED OF COURSE WAS THAT = ABOUT A
THIRD OF THE PEOPLE DIDN'T VOTE = # I MEAN THEY JUST
DIDN'T EVEN GET UP AND VOTE! ##
<X T-15(NS)-10> YES, THEY GOT THIRTY-THREE PERCENT OF
THE VOTES # AND = THE THING IS WE CANNOT NOW CLOSE OUR
MIND TO THE QUESTION = # WE'RE GOING TO BE ASKED TO
CONSIDER THIS AGAIN # THIS ISN'T THE END OF IT = # THE
REFERENDUM FAILED, THE SCOTTISH PEOPLE SAID "NO" TO AN
ASSEMBLY = BUT = THAT DOESN'T MEAN TO SAY THAT IT = IT'S
AN ISSUE THAT'S = GONE AND FORGOTTEN # IT'S FAR FROM
FORGOTTEN ,CAUSE WE'VE STILL GOT TO SEE WHAT THE
GOVERNMENT IS GOING TO DO ABOUT IT = # THE GOVERNMENT IS
GOING TO BE PRESSURIZED WITHIN THE NEXT COUPLE OF WEEKS
= INTO MAKING A DECISION # WELL THEY'RE PRESSURIZED AT
THE MOMENT = BUT THEY'RE NOT% THEY'VE NOT MADE THEIR
DECISION = # WHAT WILL WE SAY IN THE FUTURE TO AN

ASSEMBLY? # I MEAN, WHAT DO WE REALLY FEEL? # DO WE FEEL
THAT = A NEED FOR AN ASSEMBLY IS THERE? #
<P 8> WHAT DO YOU THINK ABOUT HOUSING? # DO YOU THINK
THAT THE PEOPLE IN WESTMINSTER SHOULD SAY WHERE YOUR MUM
SHOULD LIVE # = D*YOU THINK WE SHOULD SAY =WHERE YOUR
MUM SHOULD LIVE # = AND = MAKE SURE THAT THERE ARE =
ADEQUATE HOUSES FOR EVERYBODY = AND THE RIGHT SORT OF
HOUSES? ##
<X T-15(NS)-20> A SLIPPERY SLOPE MHUH THIS = ASSEMBLY
THEY THOUGHT MIGHT BE THE FIRST STEP TOWARDS = AND DOWN
THE SLIPPERY SLOPE TO = SEPARATION # SO WHAT ARE WE
SAYING THEN? # ARE WE SAYING WE ARE A = QUITE A = UHM A
NATIO% WE DO HAVE QUITE A NATIO% STRONG NATIONAL
IDENTITY == THAT WE FEEL STRONGLY ABOUT = CARE FOR WANT
TO UHM = REINFORCE # OR ARE WE SAYING THAT WE*RE NOT =
WE DON*T HAVE THIS NATIONAL IDENTITY = AND WE*RE QUITE
HAPPY TO BE A PART OF ONE WHOLE = ISLAND? # ====== IN
FACT, MAYBE = THE VOTE AT THE REFERENDUM WOULD SUGGEST
THAT WE*RE QUITE HAPPY TO BE PART OF A WHOLE ISLAND #
WHAT ARE THE ADVANTAGES OF BEING = ONE HUGE = ISLAND
RATHER THAN TWO SEPARATE BODIES? # CAN YOU SEE ANY
ADVANTAGES? # WHAT HAPPENS IF WE*RE SEPARATE? # I MEAN
WHAT*S THE ONE OBVIOUS THING THAT = IF YOU*VE GOT TWO
PEOPLE ## (SEI)
<X T-15(NS)-27> MIGHT IT ALSO BE POSSIBLE TO TURN IT
ROUND THE OTHER WAY AND SAY THAT = THERE MIGHT BE A WAR
= IF WE DON*T = GET SEPARATION = IF WE DON*T GET AN
ASSEMBLY = # MIGHT THE EXTREMISTS = START SHOUTING
LOUDER AND =~WAR NOT = WAR AS SUCH IN THE BEGINNING BUT
ACTS OF VIOLENCE AND SO ON = # MIGHT THEY BE = UHM = A
POSSIBLILITY IN THE FUTURE IF = THE PEOPLE THAT WANT AN
ASSEMBLY DON*T GET AN ASSEMBLY AND IN PARTICULAR THE
SNPS? ##
<X T-15(NS)-28> HOW MANY DOES IT NEED? ## (LAUGHING)
<P 17>
<X T-15(NS)-29> YOU SEE NOW WE HAVE A SITUATION WHERE
THE SNPS ARE FIGHTING FOR THEIR LIVES, AREN*T THEY? #
[S: MHM]I MEAN, WE CAN SEE IT ALL THE TIME # I MEAN
    HERE = THEY WERE THE MOST EXTREME OF THE ONES WANTING
A DEVOLVED SCOTLAND = IN TERMS OF = POSSIBLY, ALTHOUGH
THEY WOULDN*T ALWAYS ADMIT IT = WANTING SEPARATION = #
AND = NOW WE HAVE A SITUATION WHERE THEY*VE LOST THAT
BATTLE = # THERE*S NO WAY THEY*RE GOING TO WIN THAT
BATTLE # THEY MAY STILL GET A DEVOLVED SCOTLAND = BUT
IT*S VERY UNLIKELY = THAT THEY*RE GOING TO GAIN SUPPORT
FOR SEPARATISM = # BUT ERM = WHAT DO YOU DO WITH = A
FACTION OF PEOPLE WHO STILL EXIST? ##
<P 18>
<X T-15(NS)-32> YES, WE WERE VOTING FOR THE SCOTLAND ACT
WHICH PROPOSED AN ASSEMBLY # AND THE ASSEMBLY = WAS A
WAY OF DEVOLVING SCOTLAND = # AND WHAT WE WERE NOT = UHM
VOTING FOR WAS SEPARATION # WE WERE VOTING FOR A
DEVOLVED SCOTLAND = # WE WERE VOTING FOR = A WAY OF
GOVERNING OURSELVES = IN PART = # AND = THE ARGUMENT
THAT IT COST TOO MUCH = WELL = I*LL PUT IT TO YOU THAT
IT WOULD COST US ONLY-ABOUT FIVE PENCE PER WEEK = PER
HEAD = TO = RUN THE ASSEMBLY # DO YOU THINK THAT*S A LOT

OF MONEY = CONSIDERING THE ASSEMBLY WOULD THEN BE ABLE
TO SPEND = NINE MILLION POUNDS PER DAY == # THAT'S THE
SPENDING POWER OF THE ASSEMBLY = THIRTY = FIVE HUNDRED
MILLION POUNDS PER YEAR = WHICH IS ABOUT NINE = NINE
MILLION POUNDS A DAY — FOR A CONTRIBUTION ON OUR PART OF
FIVE PENCE PER WEEK = APPROXIMATELY AND IT COULD BE LESS
THAN FIVE PENCE PER WEEK ##
<P 20>
<X T-15(NS)-33> (OPENING PAPER)WELL HERE'S THE = THE
LEAFLET THAT THE "YES" CAMPAIGN ISSUED = WITH BRUCE
MILLAN ON THE FRONT = # AND = WE'VE GOT THE PICTURE OF
SCOTLAND HERE = # AND THESE ARE ALL THE WAYS = IN WHICH
= THE ASSEMBLY = WOULD BE ABLE = TO SPEND MONEY =
HOUSING, LOCAL GOVERNMENT, TRANSPORT, THINGS LIKE AIR
FLIGHTS AND BOATS TO THE = THE ISLANDS, SCHOOLS # DO WE
NEED ANOTHER COLLEGE LIKE THIS? == # THE ARTS, DO WE
NEED MORE THEATRES" # DO WE NEED AN OPERA HOUSE? # LOTS
OF PEOPLE CAMPAIGNING FOR AN OPERA
<P 21> HOUSE # HOW MANY OF US WANT IT? # THERE ARE LOTS
OF PEOPLE THAT DON'T WANT IT # BUT THE ASSEMBLY COULD
MAKE DECISIONS ON = MATTERS SUCH AS THAT # THEY HAVE
LIMITED = UHM = AM — S %   AMOUNT OF SAY
IN LAW = BUT = DO YOU NOT = THINK THAT THOSE THINGS ARE
FUNDAMENTAL TO SCOTTISH LIVING? # OR DO YOU THINK THAT
THERE'S NO DIFFERENCE BETWEEN OUR HOUSING PROBLEMS AND
ENGLAND'S HOUSING PROBLEMS? ##

<Z 23>   T16NSP

<X T-16(NS)-6> I'M NOT QUITE SURE WHAT THE POSITION IS
ACTUALLY # IT'S VERY COMPLEX = # IT HAS TO BE REPEALED =
IT HAS TO BE REPEALED = SO WE'LL SEE — WHAT HAPPENS =
OBVIOUSLY MR CALLAGHAN'S STALLING FOR AS MUCH TIME AS
HE CAN GET SO THAT HE'LL — GET BACK SOME PUBLIC SUPPORT
IN CASE = IT GOES TO AN ELECTION = AND OBVIOUSLY HE
DOESN'T WANT TO LOSE AN ELECTION # WOULD YOU BE IN
FAVOUR OF A OF AN ASSEMBLY IF = THE CONDITIONS WERE
DIFFERENT? # I MEAN = THE BILL AS IT WAS = ER THAT WAS%
(PHONE RINGS) THAT WAS THE GREAT ARGUMENT = THE BILL AS
IT STANDS AT THE MOMENT WASN'T SATISFACTORY # (WALKING
AWAY TO PHONE) WE'RE GOING TO HAVE TO THINK OF IT AGAIN
##
<X T-16(NS)-7> I THINK POLITICS AT THE BEST OF TIMES ARE
VERY VERY DIFFICULT TO UNDERSTAND # AND I THINK THE
REFERENDUM = IS A PARTICULARLY COMPLEX ISSUE = BECAUSE
IT'S FUNDAMENTAL TO OUR CONSTITUTION = # I MEAN WE'RE
ASKING = FOR A COMPLETE CHANGE IN THE WAY THAT WE'RE
GOVERNED = # NOW THAT'S = NO SIMPLE THING, IS IT? # WE
ARE GOING TO HAVE TO THINK OF IT AGAIN, THOUGH; BECAUSE
= REGARDLESS OF WHAT HAPPENS AT THE MOMENT = IT'S GOING
TO REAR ITS HEAD = IN THE FUTURE = # MAYBE NOT THE
IMMEDIATE FUTURE = BUT IT'S CERTAINLY GOING TO COME UP
AGAIN IN OUR LIFETIME, THERE'S (LAUGHINGLY) NO DOUBT
ABOUT THAT AND I SUSPECT IT WILL COME UP A HM = (SBI)
<P 8>

<X T-16(NS)-8> I QUITE THINK A LOT SOONER THAN YOU THINK
=== # WHAT DO YOU KNOW ABOUT THE ASSEMBLY # DO YOU KNOW
ANY = FACTS AND FIGURES ABOUT = SPENDING POWER AND SO
ON? # WELL THEY SAY THEY WILL % THE ASSEMBLY WOULD HAVE
NINE MILLION POUNDS PER DAY = TO SPEND ON SCOTTISH
AFFAIRS = THINGS THAT WOULD BE ESSENTIALLY SCOTTISH =
NINE MILLION POUNDS A DAY = # AND IT WOULD ONLY COST US
= ABOUT = FIVE PENCE A WEEK = EACH = TO RUN AN ASSEMBLY
= *COS THE GREAT ARGUMENT WAS THAT IT WOULD COST FAR TOO
MUCH # D*YOU THINK THAT*S TOO MUCH TO PAY FOR AN
ASSEMBLY? # YOU SEE, THEY SAY ## (SBI)
<X T-16(NS)-12> THERE*S NOT MUCH DIFFERENCE, IS THERE? #
(GENERAL LAUGHTER) IT*S ALL MONOPOLY MONEY ANYWAY ==== #
DO YOU THINK WE SHOULD = THINK OF = IF% EVEN IF WE DON*T
HAVE A DEVOLVED GOVERNMENT AS = WE DON*T HAVE EP BUT DO
YOU THINK WE SHOULD THINK OF A WAY OF = GETTING MORE SAY
IN PARLIAMENT? # I MEAN THAT*S THE ARGUMENT ISN*T IT? #
THAT WE DON*T HAVE ENOUGH TIME = IN PARLIAMENT # D*YOU
THINK WE DON*T HAVE ENOUGH TIME? ##
<X T-16(NS)-21> YES IT ALLOWS FOR = ALL SORTS OF THINGS
I MEAN, IF, SAY, ONE PERSON*S OFF ILL = I MEAN IT
WOULD BE TERRIBLE IF = AN MP COULDN*T BE THERE BECAUSE
HE HAD ANOTHER COMMITMENT = AND YET HE WAS AN AUTHORITY
ON SOMETHING THAT AFFECTED THAT ISSUE = # I MEAN, IT
WOULD BE DREADFUL IF HE WASN*T ABLE TO = VOICE AN
OPINION = # SO = I SUPPOSE BY DELAYING IT = IT = COVERS
THAT === ## SEE WHAT I THINK IS THAT = YOU CAN*T REALLY
SAY = THAT SCOTLAND*S ANY DIFFERENT = -TO PARTS OF
ENGLAND # I MEAN YOU TAKE = THE INDUSTRIAL NORTH = AND
COMPARE THAT WITH LONDON = THE COMMERCIAL IF YOU LIKE =
THE COMMERCIAL
<P 14> SOUTH = # NOW, THEY ARE AS DIFFERENT AS CHALK AND
CHEESE, AREN*T THEY? # AND YOU TAKE AN AREA LIKE
CORNWALL = IT*S QUITE DIFFERENT TO = MANCHESTER OR(LIH)
= # AND SURELY IT*S NO DIFFERENT OR THEY ARE NO
DIFFERENT = THAN SCOTLAND IS TO LONDON OR ANY% = # THE
WEST WOULD SAY THAT THEY ARE COMPLETELY DIFFERENT TO
EDINBURGH, WOULDN*T THEY? # ANY OF YOU COME FROM THE
WEST? # WELL, I MEAN THE THE WEST = AND THEN IF YOU TAKE
THE ISLANDS *N*% THE HIGHLANDS AND ISLANDS, I MEAN,
THEY*RE ENTIRELY DIFFERENT AGAIN = # THEY*VE GOT FAR
MORE AGI% AGRICULTURE IN ONE = PART *N* FAR MORE = UHM
HARD INDUSTRIES IN IN ANOTHER = # AND THAT*S JUST THE
SAME AS IN ENGLAND # I THINK EVEN IF WE HAD A DEVOLVED
GOVERNMENT WE MIGHT VERY WELL = GET = SPLITS THERE
BECAUSE THEY*RE GOING TO SAY "AH BUT THE WEST DON*T HAVE
ENOUGH TIME TO = PUT THEIR POINTS FORWARD OR(LIH) #
D*YOU THINK EDINBURGH IS A GOOD PLACE TO HAVE IT, IF IT
= WAS TO BE HERE? ##
<X T-16(NS)-24> THE CLYDE, I SUPPOSE HAD A LOT TO DO
WITH IT, BUT THEN WE*VE GOT THE FIRTH OF FORTH, SO I
DON*T QUITE KNOW WHY THAT HAPPENED # BUT = = (LIH) I
DON*T KNOW, PRESUMABLY IT*S ALL SORTS OF THINGS THAT YOU
JUST DON*T = KNOW # I MEAN JUST THE FACT THAT SOMEBODY =
HAPPENED TO LIVE% I MEAN SOMEONE WITH (SHI)
<X T-16(NS)-24A> AN IDEA TO BUILD A FACTORY = LIVED
THERE SO HE BUILT IT THERE RATHER THAN HERE, I MEAN, #

AND THEN IT = JUST MUSHROOMED FROM THERE # BUT YOU SEE,
IT COULD BE ARGUED THAT YOU SHOULD HAVE = AN ASSEMBLY
WHERE THERE ARE = FAR MORE PEOPLE # I MEAN STRATHCLYDE
IS A HUGE REGION #
<P 17>
<X T-16(NS)-24B> AND IF YOU HAVE TWO, WHY NOT HAVE SIX?
WHY NOT HAVE ONE IN LIVERPOOL? # ONE UP IN THE
SHETLANDS? MMM? # WELL WHAT D'YOU THINK? # IS IT
GENERALLY FOR AN ASSEMBLY OR NOT? = = # YOU'RE SHAKING
YOUR HEAD = YOU'RE NOT FOR AN ASSEMBLY # WHAT ABOUT
JILL? ##
<X T-16(NS)-26> YES, I DON'T THINK YOU WOULD EVER GET A
REALLY = HARMONIOUS SITUATION, WOULD YOU? # WELL,
LINDA'S POINT'S A VERY REAL ONE. YOU SEE BECAUSE = THE
ARGUMENTS AGAINST HAVING AN ASSEMBLY WERE: THAT =
ALLRIGHT, FINE, IF WE HAVE AN ASSEMBLY = WE MAY BE ABLE
TO SPEND SOME MONEY THE WAY WE WANT TO = BUT WHEN WE'VE
GOT TO GO BACK TO WESTMINSTER WHICH = INDEED THEY HAVE
<P 20> TO = WELL, IN FACT, THEY WOULD HAVE TWO LOTS OF
MPS = WHEN OUR MPS ARE IN ENGLAND = IN-IN PARLIAMENT =
HAVING TO DISCUSS THE THINGS WHICH ENGLAND DOES HAVE A
SAY OVER, THE ARGUMENT WAS THAT = WE PROBABLY WON'T BE
LISTENED TO THERE = BECAUSE WE'RE ASKING FOR OUR CAKE
AND TO EAT IT = #
<X T-16(NS)-26A> BECAUSE WE WANT TO HAVE OUR SAY ABOUT
SCOTLAND UP HERE AND WE DON'T WANT ANY OF THE ENGLISH =
TO SAY ANYTHING ABOUT WHAT'S HAPPENING IN SCOTLAND = #
BUT WE WANT TO GO DOWN = TO ENGLAND = AND SEE WHAT CAN
HAPPEN IN ENGLAND = # YOU KNOW AND THIS WAS REALLY THE
ARGUMENT THAT = IF WE GO BACK TO WESTMINSTER = ARE WE
GOING TO BE LISTENED TO = AND HOW MUCH ARE THEY GOING TO
TRY AND PUSH THROUGH THINGS = AGAINST OUR = OUR WILL =
AND OUR WISH # BUT WE WEREN'T = SUPPOSED TO BE SEPARATE
= # AND = I DON'T KNOW IF
<P 21>
<X T-16(NS)-26B> THAT'S ALTOGETHER FAIR TO SAY THAT THEY
DON'T LISTEN TO US # I MEAN, THIS IS THE WHOLE THING,
ISN'T IT? # THE% ,THE "YES" PEOPLE SAY "WELL WE DON'T
GET ENOUGH SAY AND WE% THEY DON'T UNDERSTAND = #   NOT
THAT THEY DON'T LISTEN BUT THEY JUST DON'T UNDERSTAND =
WHAT MAKES US TICK = AS A NATION = YOU KNOW, 'CAUSE THEY
SEE US AS A NATION # YOU SEE, I SEE US ALL AS JUST ONE
NATION: ENGLAND, IRELAND, WALES, SCOTLAND # I THINK WE
SHOULD STICK TOGETHER = BECAUSE I THINK THAT QUITE OFTEN
WE GET WARS = # I MEAN, THAT THAT'S TAKEN TO ITS = ITS
EXTREME = BUT I DON'T THINK YOU CAN DISCOUNT IT # YOU
JUST NEED TO LOOK AT IRELAND TO SEE = HOW EASILY IT CAN
HAPPEN = # AND IT'S HAPPENING ALL OVER THE WORLD # I
MEAN YOU TAKE IRAN AND KURDISTAN AT THE MOMENT =
FIGHTING IS GOING ON THERE # IT'S MUCH = THE SAME ISSUE
= # I MEAN, IT'S DIFFERENT IN TERMS OF CULTURE AND
BACKGROUND BUT = I THINK THAT = IN A
<P 22> WORLD AS SMALL AS WE ARE = SINCE WE SEEM TO GET
SMALLER EACH DAY WITH = TECHNOLOGY, PHONES, PLANES 'N',
YOU KNOW% WE'RE SUDDENLY = A MUCH SMALLER UNIT THAN WE
USED TO BE = # I THINK WE SHOULD BE STRENGTHENING THAT
UNIT, NOT DIVIDING IT # THAT'S MY OPINION # DO YOU THINK

THAT'S = A FAIR COMMENT? # OR YOU - YOU CAN DISAGREE
WITH ME ON THIS ## (LAUGHTER)

BIBLIOGRAPHY

NOTE: Whereever an author has two dates after his name, the first refers to the year in which the book/article was published, the second to the edition consulted.

Alatis, J. E. (1972). Studies in Honor of Albert H. Marckwardt. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Andersen, E. S. (1977). Young Children's Knowledge of Role-Related Speech Differences: A Mommy is not a Daddy is not a Baby. Papers and Reports on Child Language Development, No. 13. Stanford University, California.

Arthur, B., R. Weiner, M. Culver, Y. J. Lee, D. Thomas (1980). The Register of Impersonal Discourse to Foreigners: Verbal Adjustments to Foreign Accent, in Larsen-Freeman D. (Ed.): Discourse Analysis in Second Language Acquisition, 111-124, Rowley, Mass.: Newbury House Publishers.

Bard,E. (1979). Motherese and otherese. A cold look at a warm register. Unpublished manuscript. University of Edinburgh.

Barrett, R.P. (1972). The Presentation of Low-Frequency Patterns to the Advanced ESOL Student, in Alatis, J. E. (Ed.): Studies in Honor of Albert H. Marckwardt, Washington, D. C.: Teachers of English to Speakers of Other Languages, 31-41.

Beaugrande, R. de (1980). Text, Discourse, and Process: Toward a Multidisciplinary Science of Texts. London: Longman Group, Ltd.

Beaugrande, R. A. de and W. Dressler (1981). Introduction to Text Linguistics. London: Longman.

Bellack, A. A., H. M. Kliebard, R. T. Hyman and F. L. Smith, Jr. (1966). The Language of the Classroom. New York: Teachers College Press.

Bever, T. G. (1970) The Cognitive Basis for Linguistic Structures, in J. R. Hayes (Ed.): Cognition and the Development of Language. New York: Wiley and Sons.

Blount, B. G. (1972). Parental Speech and Language Acquisition, some Luo and Samoan Examples. Anthropological Linguistics, 14, 119-130.

Blount, B. G. (1977). Ethnography and Caretaker-Child Interaction, in Snow, C. E. and C. A. Ferguson (Eds.): Talking to Children: Language input and Acquisition. Cambridge: Cambridge University Press, 297-308.

Brodkey Dean (1972). Dictation as a Measure of Intelligibility: A pilot study. Language Learning 22/2, pp.203-220.

Bolinger, D. (1968/1975). Aspects of Language. New York: Harcourt Brace Jovanovich, Inc.

Bowman, E. (1966). The Minor and Fragmentary Sentences of a corpus of spoken English. Bloomington: Indiana University.

Broen, P. (1972). The Verbal Environment of the Language-Learning Child. American Speech and Hearing Association Monograph, No. 17.

Brown, H.D., C. A. Yorio, and R. H. Crymes (Eds.) (1977). On Tesol '77: Teaching and Learning English as a Second Language: Trends in Research and Practice. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Brown, R., R. A. Salerno and J. Sachs (1972). Some Characteristics of Adults' Speech to Children. Report No. 6, Language Acquisition Laboratory University of Connectient.

Brown, R. W. and U. Bellugi, (1964). Three Processes in the Acquisition of Syntax. Harvard Educational Review, 34, 133-151.

Bynon, J. (1977). The Deviational Processes Relating Berber Nursery Words to their Counterparts in Normal Inter-Adult Speech. Snow C. E. and C. A. Ferguson: Talking to Children, Cambridge: Cambridge University Press, 255-270.

Campbell, C., W. Gaskill, and S. Vander Brook. (1977). Some Aspects of Foreigner Talk. In C. R. Henning (ed.). Proceedings of the First Los Angeles Second Language Research Forum, University of California, Los Angeles.

Chaudron, C. (1978). English as a Medium of Instruction in ESL Classes: An Initial Report of a Pilot Study of the Complexity of Teachers Speech. Unpublished Paper, Ontario Institute for Studies in Education, Toronto.

Chaudron, C. (1979). Complexity of ESL Teachers' Speech and Vocabulary Explanation/Elaboration. Modern Language Centre, Ontario Institute for Studies in Education, University de Toronto and Centre for English Language and Orientation Programs, Boston University.

Chaudron, C. (1980). Foreigner Talk in the Classroom - An Aid to Learning?, in Seliger, H.W. and M. H. Long (Eds.): Classroom Language Acquisition and Use: New Perspectives Rowley, Mass.: Newbury House Publishers, (in press).

Chomsky, N. (1965). Aspects of the Theory of Syntax. Cambridge, Mass.: M.I.T. Press.

Clark, H. and E. V. Clark. (1977). _Psychology and Language,_
     An Introduction to Psycholinguistics. New York:
     Harcourt Brace Jovanovich, Inc.

Clyne, M. (1977). Multilingualism and Pidginization in
     Australian Industry. _Ethnic Studies_ 1, 40-55.

Clyne, M. (1978). Some Remarks on Foreigner Talk. In N.
     Dittmar, H. Haberland, T. Skutnabb-Kangas and U.
     Teleman (Eds.), _Papers from the First Scandinavian_
     German Symposium on the Language of Immigrant Workers
     and their children. Roskilde, 19-23 March, 1978,
     Lingvistgruppen.

Cook, V. (1969). The Analogy between First and Second
     Language Learning, in _IRAL_ Vol. 7/3, 1969.

Corder, S. P. (1978). Learner Language and Teacher Talk.
     Audio-Visual Language Journal, 16/1, 5-13.

Corder, S. P. (1979/1981). Formal Simplicity and Functional
     Simplification in Second Language Acquisition, in
     Corder, S. P.: _Error Analysis and Interlanguage._
     Oxford: Oxford University Press.

Coulthard, M. (1977). _An Introduction to Discourse Analysis._
     London: Longman Group, Ltd.

Cross, T.G. (1977). Mothers' Speech Adjustments: The
     Contributions of Selected Child Listener Variables,
     in Snow, C. E. and C. A. Ferguson (Eds.): _Talking_
     to Children, 151-188.

Crystal, D. (1980). _A first Dictionary of Linguistics and_
     Phonetics. London: Andre Deutsch Limited.

Dale, P. S. (1974). Hesitations in Maternal Speech.
     Language and Speech, 17/2, 174-181.

Darian, S. (1979). The Role of Redundancy in Language and
     Language Teaching, in _System_ Vol. 7, No. 1, March,
     1979, 47-59.

Dato, D. P. (Ed.) (1975). _Developmental Psycholinguistics:_
     Theory and Applications. Washington, D. C.:
     Georgetown University Press.

Dil, A. S. (Ed.) (1971). _Language Structure and Language_
     Use: Essays by Charles A. Ferguson. Stanford, Cal.:
     Stanford University Press.

Donaldson, M. (1980). Children's Minds. Lecture given to
     M.Sc. in Applied Linguistics Students, Edinburgh
     University.

Drach, K. (1969). The Language of the Parent: A Pilot Study. Working Paper No. 14, Language Behavior Research Laboratory, University of California, Bekerley.

Dulay, H. C. and M. K. Burt (1974a). Errors and Strategies in Child Second Language Acquisition. TESOL Quarterly, Vol. 8, 129-136.

Dulay, H. C. and M. K. Burt (1974b). Natural Sequences in Child Second Language Acquisition, in Language Learning 24, 1, 37-53.(reprinted in Working Papers in Bilingualism No. 2, Toronto, Canada: Ontario Institute for Studies in Education).

Dulay, H. C. and M. K. Burt (1974c). A New Perspective on the Creative Construction Process in Child Second Language Acquisition, in Language Learning 24, 2, 253-278.

Dulay, H. C. and M. K. Burt (1975a). A New Approach to Discovering Universal Strategies of Child Second Language Acquisition, in Dato, D. P. (Ed.): Developmental Psycholinguistics: Theory and Applications, 209-233. Washington, D. C.: Georgetown University Press.

Dulay, H. C. and M. K. Burt (1975b). Creative Construction in Second Language Learning and Teaching, in Burt, M. K. and H. C. Dulay (Eds.): On TESOL '75: New Directions in Second Language Learning, Teaching and Bilingual Education. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Dulay, H. and M. Burt (1978). Some Remarks on creativity in Language Acquisition, in Ritchie, W. C. (Ed.): Second Language Acquisition Research: Issues and Implications, 65-89. New York: Academic Press.

Dutch Workgroup on Foreign Workers' Language (1978). Nederlands Tegen Buitlenlanders. (Dutch addressed to Foreigners). Publication No. 18, Institute for General Linguistics, University of Amsterdam.

Ervin-Tripp, S. (1964). An Analysis of the Interaction of Language, Topic and Listener. American Anthropologist 66 (No. 6 pt. 2: The Ethnography of Communication), 86-102.

Ervin-Tripp, S. (1971). An Overview of Theories of Grammatical Development in Slobin, D. (Ed.) The Ontogenesis of Grammar. New York: Academic Press.

Farwell, C. (1973). The Language Spoken to Children. Papers and Reports on Child Language Development No.5, 31-62. Stanford University, Stanford, California.

Ferguson, C.A. (1964). Baby Talk in Six Languages. American Anthropologist 66 (6 part 2), 103-104. Also in Dil, A. S. (1971) (Ed.): Language Structure and Language Use. Essays by Charles A. Ferguson. Stanford, Cal.: Stanford University Press.

Ferguson, C. A. (1971). Absence of Copula and the Notion of Simplicity: a Study of Normal Speech, Baby Talk, Foreigner Talk and Pidgins, in D. Hymes (Ed.): Pidginization and Crealization of Language, 141-450. Cambridge: Cambridge University Press. Also in Dil, A. S. (Ed.).

Ferguson, C. A. (1975). Toward a Characterization of English Foreigner Talk. Anthropological Linguistics 17, 1-14.

Fillmore, L. W. (1976). The Second Time Around. Unpublished Doctoral Dissertation. Stanford University.

Flanders, N. A. (1970). Analyzing Teaching Behavior. Reading, Mass.: Addison Wesley Publishing Co.

Fletcher, P. and M. Garman (Eds.) (1979). Language Acquisition: Studies in First Language Development. Cambridge: Cambridge University Press.

Freed, B. F. (1978). Foreigner Talk: A Study of Speech Adjustments made by Native Speakers of English in conversation with Non-Native Speakers. Unpublished Ph D. Dissertation, University of Pennsylvania.

Freed, B. F. (1979). Foreigner Talk and Conversational Interaction. Revised Version of a Paper Presented at the 1979 TESOL Convention, Boston Mass.

Freed, B. F. (1978/1980). Talking to Foreigners vs. Talking to Children: Similarities and Differences, in Scarcella, R. C. and S. D. Krashen (Eds.): Research in Second Language Acquisition, 19-27.

Freund, A. (1975). Word and Phrase Recognition in Speech Processing, in D. Massaro (Ed.): Understanding Language: An Information Processing Analysis of Speech Perceptions, Reading and Psycholinguistics, 357-389. New York: Academic Press, Inc.

Gaies, S. J. (1977a). The Nature of Linguistic Input in Formal Language Learning: Linguistic and Communicative Strategies in ESL Teachers Classroom Language, in Brown, Yorio and Crymes (Eds.): On TESOL '77, 204-212. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Gaies, S. J. (1977b). A comparison of the Classroom Language of ESL Teachers and Their Speech among Peers: An Exploratory Syntactic Analysis, Unpublished Doctoral Dissertation, Indiana University.

Gaies, S. J. (1980). T-Unit Analysis in Second Language Research: Applications, Problems and Limitations. TESOL Quarterly, Vol. 14, No. 1, 53-60.

Garnica, O. (1977). Some Prosodic and Paralinguistic Features of Speech to Young Children, in Snow, C. E. and C. A. Ferguson, Talking to Children, 63-88.

Gelman, R. and M. Shatz (1977). Appropriate Speech Adjustments: The Operation of Conversational Constraints on Talk to Two-year-olds, in Lewis, M. and L. Rosenblum (Eds.): Interaction, Conversation and the Development of Language. New York: John Wiley and Sons.

Giles, H. (1977). Social Psychology and Applied Linguistics: Towards an Integrative Approach, in ITL, Review of Applied Linguistics, 1977 No. 35, 27-42.

Gleason, J. B. (1973). Code-switching in Children's Language. In Moore, T. E. (Ed.): Cognitive Development and the Acquisition of Language. New York: Academic Press.

Gleason, J. B. (1975). Fathers and Other Strangers: Men's Speech to Young Children, in Dato, D. P. (Ed.): Developmental Psycholinguistics Theory and Applications, 289-297. Washington, D. C.: Georgetown University Press.

Gleason, J. B. (1977). Talking to Children: Some notes on Feedback, in Snow C. E. and C. A. Ferguson, Talking to Children, 199-205.

Goody, E. N. (Ed.) (1978). Questions and Politeness: Strategies in Social Interaction. Cambridge: Cambridge University Press.

Gough, J. W. and E. Hatch (1975). The Importance of Input in Second Language Acquisition Studies. Language Learning, 25/2, 297-308.

Granowsky, S. and W. Krossner (1970). Kindergarten Teachers as Models for Children's Speech. The Journal of Experimental Education, 38, 23-28.

Gumperz, J. J. (1972). Introduction in Gumperz, J. J. and D. Hymes (Eds.): Directions in Sociolinguistics. New York: Holt, Rinehart and Winston.

Kazazis, K. (1969). Distorted Modern Greek Phonology for Foreigners. Glossa, 3, 198-209.

Kučera, H. and W. N. Francis (1967). Computational Analysis of Present-day American English. Providence, R. I.: Brown University Press.

Kuno, S. (1974). The Position of Relative Clauses and Conjunctions, in Linguistic Inquiry 5 No. 1, 117-136.

Labov, W. (1969). Contraction, Deletion and Inherent Variability of the English Copula. Language 45, 715-762.

Landes, J. E. (1975). Speech Addressed to Children: Issues and Characteristics of Parental Input. Language Learning 25/2, 355-379.

Larsen-Freeman, D. (1980). Discourse Analysis in Second Language Acquisition. Rowley, Mass.: Newbury House.

Linnarud, M. (1975). Lexis in Free Production: An Analysis of the Lexical Texture of Swedish Students' Written Work. Swedish-English Contrastive Studies, Report No. 6, Lund University, Sweden.

Linnarud, M. (1975). Vocabulary and Sentence Connection in Written Free Production: Some Comparisons between Student Performance in Swedish and English. Swedish-English Contrastive Studies Nr. 19/76, Lund University, Sweden.

Loban, W. (1976). Language Development: Kindergarten through Grade Twelve. Urbana, Ill.: National Council of Teachers of English.

Long, M. H. (1980). Input, Interaction and Second Language Acquisition. Unpublished Ph. D. Dissertation, University of California, Los Angeles.

Long, M. H. (1981a). Input, Interaction and Second Language Acquisition. Paper presented at the New-York Academy of Sciences Conference on Native Language and Foreign Language Acquisition, New-York, January 15-16, 1981.

Long, M. H. (1981b). Questions in Foreigner Talk Discourse. Language Learning 31/1, 135-157.

Lyons, J. (1968). An Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press.

Lyons, J. (1977). Semantics Vol. I, II. Cambridge: Cambridge University Press.

Gumperz, J. J. and E. Hernandez-Ch. (1972). Bilingualism, Bidialectalism and Classroom Interaction, in Cazden, C. B., V. P. John and D. Hymes (Eds.): Functions of Language in the Classroom. New York: Teachers College Press.

Gumperz, J. J. and E. Herasimchuk (1972). The Conversational Analysis of Social Meaning. A study of Classroom Interaction, in R. W. Shuy (Ed.): Sociolinguistics: Current Trends and Prospects. Georgetown University Monograph Series on Languages and Linguistics, 25,99-134.

Hamilton-Smith, N. (1969). Concord Computer Program. Edinburgh: Edinburgh Regional Computing Centre.

Harkness, S. (1977). Aspects of Social Environment and First Language Acquisition in Rural Africa, in Snow, C. E. and C. A. Ferguson: Talking to Children, 309-316.

Hatch, E. M., R. Shapira, J. Gough (1975). Foreigner Talk Discourse, in ITL, Review of Applied Linguistics, 1978, 39-60.

Heidelberger Forschungsprojekt "Pidgin Deutsch"(1978). The Unguided Learning of German by Spanish and Italian Workers. A Sociolinguistic Study. Paris: UNESCO.

Henzl, V. M. (1974). Linguistic Register of Foreign Language Instruction. Language Learning, 23/2, 207-222.

Henzl, V. M. (1975). Speech of Foreign Language Teachers: A Sociolinguistic Register Analysis. Paper read at the Fourth International Congress of AILA, Stuttgart, August 25-30, 1975.

Henzl, V. M. (1975/1979). Foreign(er) Talk in the Classroom. International Review of Applied Linguistics, Vol. XVII/2, May 1979.

Hunt, K. W. (1965). Grammatical Structures written at three grade levels. NCTE Research Report No. 3, Champaign, Urbana, Ill.: National Council of Teachers of English.

Hunt, K. W. (1966/1970). Recent Measures in Syntactic Development. Lester, M. (Ed.): Readings in Applied Transformational Grammar. New York: Holt, Rinehart. 187-200.

Hunt, K.W. (1970). How Little Sentences grow into big Ones. In Lester, M. (Ed.): Readings in Applied Transformational Grammar. New York: Holt, Rinehart. 187-200.

Hymes, D. (Ed.) (1971). Pidginization and Creolization of Language. Cambridge: Cambridge University Press.

Katz, J. T. (1977). Foreigner Talk Input in Child Second Language Acquisition: Its form and Function over Time. In C. A. Henning (Ed.), Proceedings of the First Los Angeles Second Language Research Forum, University of California, Los Angeles.

Massaro, D. W. (1975). Understanding Language: An Information-Processing Analysis of Speech Perception, Reading and Psycholinguistics. London: Academic Press.

Mellon, J. C. (1969). Transformational Sentence-combining: A Method for Enhancing the Development of Syntactic Fluency in English Composition. Urbana, Ill.: National Council of Teachers of English.

Moerk, E. L. (1976). Processes of Language Teaching and Training in Interaction of Mother-Child Dyads. Child Development, 47, 1064-1078.

Newport, E. L. (1976). Motherese: The Speech of Mothers to Young Children, in Castellan, N. J., D. B. Pisoni and G. R. Potts (Eds.): Cognitive Theory, vol. 2. Hillsdale, N. J.: Lawrence Erlbaum Associates.

Newport, E. L., L. R. Gleitman and H. Gleitman (1975). A Study of Mothers' Speech and Language Acquisition. Papers and Reports on Child Language Development, No. 10, Stanford University, California.

Newport, E. L., L. R. Gleitman and H. Gleitman (1977). Mother, I'd rather do it myself: some Effects and Non-Effects of Maternal Speech Style, in Snow C. E. and C. A. Ferguson, Talking to Children, 109-149.

Nie, N. H., C. H. Hull, J. G. Jenkins, K. Steinbrenner, D. H. Bent (1970/1975). Statistical Package for the Social Sciences (SPSS) (Second Edition). New York: Mc Graw-Hill, Inc.

O'Donnell, R. C., W. J. Griffin, R. C. Norris (1967). Syntax of Kindergarten and Elementary School Children: A Transformational Analysis. Urbana, Ill.: National Council of Teachers of English.

O'Hare, F. (1973/1976). Sentence Combining: Improving Student Writing without Formal Grammar Instruction. Urbana, Ill.: National Council of Teachers of English.

Paivio, A., J. C. Yuille and S. Madigan (1968). Concreteness, Imagery and Meaningfulness Values for 925 nouns. Journal of Experimental Psychology 76, 10-25.

Pfuderer, C. (1969). Some Suggestions for a Syntactic Characterization of Baby-Talk Style. Working Paper No. 14, Language Behavior Research Laboratory, University of California, Berkeley.

Phillips, J. (1970). Formal Characteristics of Speech which
    Mothers address to their Young Children. Ph. D.
    Dissertation, John Hopkins University.

Phillips, J. (1973). Syntax and Vocabulary of Mothers'
    Speech to Young Children: Age and Sex Comparisons.
    Child Development, 1973, 44, 182-185.

Quirk, R., S. Greenbaum, G. Leech and J. Svartvik (1972).
    A Grammar of Contemporary English. London: Longman
    Group, Ltd.

Ramamurti, R. (1977). How do Americans Talk to me?
    Classroom Paper, Spring 1977, University of
    Pennsylvania.

Remick, H. (1971). The Maternal Environment of Linguistic
    Development. Unpublished Ph. D. Dissertation,
    University of California, Davis.

Ringler, N. M. (1973). Mothers' Language to their Children
    and to Adults over Time. Ph. D. Dissertation, Case
    Western University.

Ritchie, W. C. (Ed.) (1978). Second Language Acquisition
    Research: Issues and Implications. New York: Academic
    Press.

Sachs, J., R. Brown and R. Salerno (1976). Adults' Speech
    to Children, in W. Von Raffler-Engel and Y. Lebrun
    (Eds.): Baby Talk and Infant Speech. Lisse: Swets
    and Zeitlinger.

Scarcella, R. C. and C. A. Higa (1980). Input and Age
    Differences in Second Language Acquisition, in
    Krashen, S., R. Scarcella and M. H. Long (Eds.):
    Child-Adult Differences in Second Language
    Acquisition. Rowley, Mass.: Newbury House Publishers,
    (in press).

Scarcella, R. C. and S. D. Krashen (Eds.) (1980). Research
    in Second Language Acquisition: Selected Papers of
    the Los Angeles Second Language Acquisition Research
    Forum. Rowley, Mass.: Newbury House Publishers.

Schinke, L. A. (1980). Foreigner Talk in Content Classrooms,
    in Seliger, H. and M. H. Long (Eds.): Classroom
    Language Acquisition and Use New Perspectives. Rowley,
    Mass.: Newbury House Publishers,(in press).

Shatz, M., R. Gelman (1977). Beyond Syntax: The Influence
    of Conversational Constraints on Speech Modifications,
    in Snow C. E. and C. A. Ferguson (Eds.) (1977):
    Talking to Children, 189-198.

Shuy, R. W. (1972). Sociolinguistics: Current Trends and Prospects. Georgetown University, Monograph Series on Languages and Linguistics, 25.

Sinclair, J. McH., and R. M. Coulthard (1975). Towards an Analysis of Discourse: The English Used by Teachers and Pupils. London: Oxford University Press.

Snow, C. E. (1972). Mothers' Speech to Children Learning Language. Child Development 43, pp.549-565.

Snow, C. E. (1977a). Mothers' Speech Research: From Input to Interaction in C. E. Snow and C. A. Ferguson (Eds): Talking to Children, 31-49. Cambridge: Cambridge University Press.

Snow, C. E. (1977b). The Development of Conversation between Mothers and Babies. Journal of Child Language 4, pp.1-22.

Snow, C. E. (1979). Conversations with Children in P. Fletcher and M. Garman (Eds). (1979): Language Acquisition: Studies in First Language Development, pp. 363-375. Cambridge: Cambridge University Press.

Snow, Catherine and Charles A. Ferguson (1977): Talking to Children: Language Input and Acquisition. Cambridge: Cambridge University Press.

Sprent, Peter (1977). Statistics in Action. Harmondsworth: Penguin Books Ltd.

Steyaert, M. (1977). A Comparison of the Speech of ESL Teachers to Native Speakers and Non-Native Speakers of English in Minnesota Papers in Linguistics and Philosophy of Language 5, (1978).

Stieglitz, Francine B. (1970). Teaching a Second Language: Sentence Length and Syntax. NCTE Research Report No. 14. Urbana, Ill.: National Council of Teachers of English.

Ure, Jean (1971). Lexical Density and Register Differentiation. Perren, G. E. and J. L. M. Trim: Applications of Linguistics, 443-452. Cambridge: Cambridge University.

Vorsten, J. (1975) Mommy Linguist: The Case for Motherese. Lingua 37, 281-312.

West, Michael (1936/1953). A General Service List of English Words. London: Longmans, Green and Co.

Widdowson, H. G. (1978). Teaching Language as Communication. Oxford: Oxford University Press.

Widdowson, H. G. (1979). Explorations in Applied Linguistics. Oxford: Oxford University Press.

Williams, C. B. (1970). Style and Vocabulary: Numerical Studies. London: Charles Griffin and Company Ltd.