



UNIVERSIDAD DE SEVILLA

**BARACK OBAMA'S PRESIDENTIAL GOVERNING ON THE INTERNET: WEB 2.0
AND THE Pervasiveness OF POLITICAL LANGUAGE**

TESIS DOCTORAL

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To my mother Olga, my grandma Lidia and grandpa Valentin

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CONTENTS

LIST OF TABLES	v
-----------------------------	----------

LIST OF FIGURES	vii
------------------------------	------------

CHAPTER 1. INTRODUCTION.....	1
-------------------------------------	----------

1.1 INTRODUCTION	1
------------------------	---

1.2 RESEARCH QUESTION.....	4
----------------------------	---

1.3 OBJECTIVES OF THE DISSERTATION	6
------------------------------------------	---

1.4 OUTLINE OF THE DISSERTATION.....	9
--------------------------------------	---

CHAPTER 2. AN ANALYSIS OF BARACK OBAMA’S WEBSITE

ORGANIZING FOR AMERICA: A HUMAN-COMPUTER

INTERACTION PERSPECTIVE	13
--------------------------------------	-----------

2.1 INTRODUCTION	13
------------------------	----

2.2 THE INTERNET AND HUMAN-COMPUTER INTERACTION	15
-------------------------------------------------------	----

2.3 WEBSITE AS A MEANS OF ONLINE (POLITICAL) COMMUNICATION.....	20
-----------------------------------------------------------------	----

2.3.1. Website and hierarchy	20
2.3.2. Website and interaction models	23
2.3.3. Website and politics	28
2.4 METHODS AND MATERIALS	34
2.4.1. Research methods and objectives.....	34
2.4.2. Methods and materials to analyze the distribution of information	36
2.4.3. Methods and materials to analyze users' access to the information	38
2.5 DATA RESULTS	44
2.5.1. Descriptive analysis of OFA website.....	44
2.5.1.1. OFA website and HCI basic design principles	60
2.5.2. OFA usability test	62
2.5.2.1. Results for the pre-test questionnaire instrument	62
2.5.2.2. Results for the OFA usability test instrument.....	67
2.6 DISCUSSION	75
2.7 CONCLUSION.....	82

CHAPTER 3. BARACK OBAMA'S TWITTER

COMMUNICATION: A STUDY ON THE RHETORICAL SPACE AND DEIXIS FROM A CORPUS LINGUISTICS PERSPECTIVE

.....85

3.1 INTRODUCTION	85
------------------------	----

3.2 PRESIDENTIAL RHETORIC AND DEIXIS.....	88
3.2.1. Rhetoric.....	88
3.2.2. Presidential rhetoric.....	91
3.2.2.1. American presidential rhetoric in the 21 st century: the case of Barack Obama....	94
3.2.3. Rhetorical space.....	97
3.2.4. Deixis and rhetorical space.....	100
3.2.5. Deixis and political discourse studies.....	103
3.3 METHODS AND MATERIALS.....	107
3.3.1. Research methods and objectives.....	107
3.3.2. The <i>TweetObama</i> corpus: selection, compilation and description.....	109
3.3.3. Methodological issues applied for the analysis of Obama’s rhetoric and rhetorical space on Twitter.....	116
3.3.4. Methodological issues applied for the analysis of Obama’s deictic space on Twitter	118
3.4 BARACK OBAMA’S RHETORICAL SPACE ONLINE.....	119
3.4.1. Results.....	121
3.4.2. Discussion.....	130
3.4.3. Conclusion.....	136
3.5 BARACK OBAMA’S DEICTIC SPACE ONLINE.....	137
3.5.1. Personal deixis.....	137
3.5.1.1. First person references.....	139
3.5.1.2. Second person references.....	145
3.5.1.3. Third person references.....	146

3.5.2. Spatial deixis	151
3.5.2.1. Proximal level of spatial deixis: <i>this / these</i> and <i>here</i>	153
3.5.2.2. Distal level of spatial deixis: <i>that / those</i> and <i>there</i>	156
3.5.3. Time deixis.....	159
3.5.3.1. Proximal level of time deixis: <i>now</i>	160
3.5.3.2. Distal level of time deixis: <i>then</i> and <i>soon</i>	161
3.5.4. Discussion	162
3.5.4.1. Personal level.....	162
3.5.4.2. Spatial level	169
3.5.4.3. Temporal level	171
3.5.5. Conclusion	174
CHAPTER 4. FINAL REMARKS AND CONCLUSIONS.....	177
REFERENCES	187

Note: This book includes a CD with an electronic version of this dissertation and all the appendices mentioned throughout it

LIST OF TABLES

<i>Table 2.1.</i> A four-part typology of information traffic by Bordewijk and van Kaam (1986) adapted from McMillan (2002)	24
<i>Table 2.2.</i> Organizational communication model by Grunig and Grunig (1989) adapted from McMillan (2002)	25
<i>Table 2.3.</i> A four-part model of cyber-interactivity adapted from McMillan (2002)	27
<i>Table 2.4.</i> List of visited pages during a five-minutes session (OFA Usability Test Instrument)	70
<i>Table 3.1.</i> Pronominal scale for political referencing by Rees (Rees, 1983, p. 16)	104
<i>Table 3.2.</i> Preliminary <i>TweetObama</i> corpus	113
<i>Table 3.3.</i> Final <i>TweetObama</i> corpus	115
<i>Table 3.4.</i> An example of tag modification in the <i>TweetObama</i> corpus	117
<i>Table 3.5.</i> List of semantic groups in the <i>TweetObama</i> corpus	120
<i>Table 3.6.</i> Top ten words and their frequency in <i>TweetObama</i> , HERMES, COCA and CORPS	122
<i>Table 3.7.</i> Positive / negative categories in the SOCIAL ACTIONS, STATES AND PROCESSES group	124
<i>Table 3.8.</i> Positive / negative categories in the PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES group	125
<i>Table 3.9.</i> Positive / negative categories in the NUMBERS AND MEASUREMENT group ..	126
<i>Table 3.10.</i> Positive / negative categories in the MONEY AND COMMERCE IN INDUSTRY group	127
<i>Table 3.11.</i> Positive / negative categories in the LIFE AND LIVING THINGS group	127
<i>Table 3.12.</i> Positive / negative categories in the EMOTION group	128
<i>Table 3.13.</i> Personal pronouns selected from the <i>TweetObama</i> corpus (N=times in corpus)	137
<i>Table 3.14.</i> Second person pronouns selected from the <i>TweetObama</i> corpus (N=times in corpus)	138

<i>Table 3.15.</i> Classification of the first person plural deictic items in the <i>TweetObama</i> Corpus	.141
<i>Table 3.16.</i> Classification of non-personal pronoun <i>it</i> in the <i>TweetObama</i> corpus (Alexander, 1991)	148
<i>Table 3.17.</i> Categories of the deictic 3 rd person plural forms in the <i>TweetObama</i> corpus	149
<i>Table 3.18.</i> Two-way levels of spatial demonstratives and adverbs in the <i>TweetObama</i> Corpus	152
<i>Table 3.19.</i> Two-way level of time references in the <i>TweetObama</i> corpus	159
<i>Table 3.20.</i> Most frequent 3-grams for <i>you</i> in the <i>TweetObama</i> corpus	165

LIST OF FIGURES

<i>Figure 2.1.</i> Website hierarchy from a segmental perspective	21
<i>Figure 2.2.</i> Website hierarchy from a holistic perspective.....	21
<i>Figure 2.3.</i> OFA Usability Test.....	41
<i>Figure 2.4.</i> Screenshot of OFA main webpage	45
<i>Figure 2.5.</i> MyBO personal menu.....	46
<i>Figure 2.6.</i> OFA Logo.....	47
<i>Figure 2.7.</i> Screenshot of OFA main menu	48
<i>Figure 2.8.</i> Screenshot of <i>Join the organization</i> section in <i>About OFA</i> menu.....	49
<i>Figure 2.9.</i> Screenshot of <i>Economy issues</i> section.....	49
<i>Figure 2.10.</i> Screenshot of <i>Economy issues</i> section 2.....	50
<i>Figure 2.11.</i> Screenshot of <i>Volunteer</i> section	51
<i>Figure 2.12.</i> Screenshot of <i>OFA blog</i> section	52
<i>Figure 2.13.</i> Screenshot of <i>OFA store</i> section	53
<i>Figure 2.14.</i> Screenshot of <i>Donate Now</i> section.....	54
<i>Figure 2.15.</i> Screenshot of <i>OFA Main Issues</i> section	54
<i>Figure 2.16.</i> Screenshot of <i>2010 Strategy Sessions</i> section	55
<i>Figure 2.17.</i> Screenshot of the Democratic Party website	57
<i>Figure 2.18.</i> Screenshot of <i>my.barackobama.com</i> section.....	58
<i>Figure 2.19.</i> Screenshot of <i>Show Your Support</i> section.....	59
<i>Figure 2.20.</i> Distribution of online activities according to their popularity	63
<i>Figure 2.21.</i> The results for the Internet and Politics section of a pre-test questionnaire.....	64
<i>Figure 2.22.</i> The results for the subject's knowledge of the 44 th President of the United States section of a pre-test questionnaire	65
<i>Figure 2.23.</i> Potential User's Profile for OFA Usability Test.....	66

<i>Figure 2.24.</i> An example of OFA Site Levels.....	68
<i>Figure 2.25.</i> Distribution of Levels on OFA site	71
<i>Figure 2.26.</i> Distribution of Attention Areas on OFA site.....	71
<i>Figure 2.27.</i> OFA Interactivity Model	81
<i>Figure 3.1.</i> An example of tweet.....	110
<i>Figure 3.2.</i> Official Twitter account of Barack Obama during 2012 election campaign.....	112
<i>Figure 3.3.</i> Most popular tags with positive connotation from the GENERAL AND ABSTRACT TERMS group	134
<i>Figure 3.4.</i> Dispersion plots of the 1 st person pronouns in the <i>TweetObama</i> corpus.....	139
<i>Figure 3.5.</i> Frequency distribution of the groups for the 2 nd person plural pronominal items in the <i>TweetObama</i> corpus	144
<i>Figure 3.6.</i> Frequency distribution of the groups for personal pronouns <i>we</i> , <i>our</i> and <i>us</i> in the <i>TweetObama</i> corpus	144
<i>Figure 3.7.</i> Dispersion plots of the 2 nd person pronouns in the <i>TweetObama</i> corpus	145
<i>Figure 3.8.</i> Proximal-distal criteria for the spatial deixis classification in the <i>TweetObama</i> corpus	151
<i>Figure 3.9.</i> Dispersion plots of spatial deictic references (proximal level)	153
<i>Figure 3.10.</i> Quantitative distribution of categories for proximal spatial deictic items in the <i>TweetObama</i> corpus	154
<i>Figure 3.11.</i> Dispersion plots of spatial deictic references (distal level)	156
<i>Figure 3.12.</i> Quantitative distribution of categories for distal spatial deictic items in the <i>TweetObama</i> corpus	157
<i>Figure 3.13.</i> Barack Obama's pronominal scheme on Twitter	163
<i>Figure 3.14.</i> <i>I need</i> and <i>I hope</i> collocations in the <i>TweetObama</i> corpus	163
<i>Figure 3.15.</i> Word cloud for <i>you</i> as a subject concordance string	164
<i>Figure 3.16.</i> Word cloud for <i>you</i> as an object concordance string	164
<i>Figure 3.17.</i> <i>You can</i> collocations from the <i>TweetObama</i> corpus	165
<i>Figure 3.18.</i> Barack Obama's deictic space on Twitter	173

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The Internet is one of the greatest inventions of the 20th century. Nowadays, nearly everyone in the world can have access to the global network. It has become the means of getting and exchanging information. It is “the global computer network (which evolved out of ARPAnet) that provides a variety of information and communication facilities to its users, and consists of a loose confederation of interconnected networks which use standardized communication protocols; (also) the information available on this network” (Oxford English Dictionary). According to Encyclopedia Britannica “by the beginning of the 21st century, approximately 360 million people, or roughly 6 percent of the world’s population, were estimated to have access to the Internet.”

Being different from previous social phenomena such as radio and television, the Internet provides by- and multi-directional communication where the information is transferred by means of visual, audio or video channels, however, most part of communication online is carried out through written language. As Kilgarriff and Grefenstette (2003), put it,

language scientists and technologists are increasingly turning to the Web as a source of language data, because it is so big, because it is the only available source for the type of language in which they are interested, or simply because it is free and instantly available. (p. 333)

There already exists a number of attempts to describe and single out new linguistic features of the language used on the Internet. All of them belong to the field of studies in Computer-Mediated Communication (CMC). However, it is not that simple as “it is difficult to predict the future, with something so dynamic as the Internet” (Crystal, 1997, p.112). With the rapid development of technology and the Internet, it seems difficult, if not impossible, to describe the language used in them, as the results obtained might be out of date the next day.

The other obstacle on the way to describe linguistic features of the language used on the Internet lays in a great variety of communication types (email, chat, Instant Messaging, blog, etc.), as each of them has its own distinct features:

(...) CMC does not constitute a single register; rather, each electronic communication form (e.g. Internet Relay Chat, email, SMS, Instant Messaging, etc.) as well as each type of text (e.g. greetings, love messages, etc.) is characterized by its own linguistic features. (Frehner, 2008, p. 147)

Personal characteristics of a user, such as gender, age, ideological views also play an important role. That is why very often behind the broad notion of language of the Internet stand characteristic features of only one particular type¹. Crystal (2001) introduced the term “Netspeak”² - a global online language characterized by the use of emoticons, abbreviations

¹ For the analysis of IM, see Baron (2008). Email has been fully described by Frehner (2008).

² Schlobinski (2001) criticizes Crystal’s term Netspeak and concludes that “the handy term Netspeak seems to be non-felicitous from linguistic and communication theory perspectives, especially when it is brought into context with a concept of variety which is not defined further”. Dürscheid (2004) also disapproves of the term Netspeak saying that it does not exist. By using it Crystal tried to unite a medium which is very heterogeneous: there exist

and nonstandard spelling (Herring, 2007). It was the first attempt to give a general overview of the language used online. Later on, Baron (2002, p.63) added that “natural language usage on the Internet is anything but conventional or constrained. (...) We find language that is fragmentary, laden with typographical errors, often bereft of punctuation, and sometimes downright incoherent.” According to Graddol (1997),

The linguistic effect of the arrival of a new medium of communication are twofold: it initiates change in the formal character of the languages which use it; and it offers new opportunities for languages to use it: Of the two, it is the first which has attracted all the publicity with respect to the kind of language encountered on the Internet and in related technology, such as mobile phones (cell phones). The apparent lack of respect for the traditional rules of the written language has horrified some observers, who see in the development an ominous sign of deterioration in standards. (p. 80)

Thus, at first, the Internet was seen as a negative influence on language due its new grammar and spelling features developed with the extent use of computers and technologies. However, further studies demonstrated it was not quite true. Baron (2008) showed that American college students used more formal language in instant messages (IM), an informal type of CMC communication. Baron explained it as habit strength, the term introduced by the philosopher John Dewey. All their life students had been writing assignments for school, using academic language. That is why, getting used to spell properly, they also transferred this practice to IM chat. Language of the Internet was no longer a bad influence on writing practice. Rather, it was as broad as the Internet itself.

Nowadays, the problem of language on the Internet is in its “post-boom” phase.

Linguists are no longer trying to give its definition or investigate its characteristics;

very many text types written online, and it is not possible to generalize them in a sense of certain linguistic features occurring in them.

nowadays, they speak about the influence of the Internet on everyday English (Greiffenstern, 2010), and / or focus on textual component of email (Cho, 2010; Eklundh, 2010; Condon & Cech, 2010; Goldbark, 2009), instant messaging (Baron, 2010; Berglund, 2009), real-time chat (Anderson, Beard & Walther, 2010; Holmer, 2008), etc. as “a framework how to analyze (CMC and) language of the Internet in general does not exist yet” (Greiffenstern, 2010, p. 112).

1.2 RESEARCH QUESTION

The general aim of this thesis is to investigate Barack Obama’s online language during his governing period in 2009-2011. The thesis aims to go beyond the classic approach to the analysis of online language which up to these days has been limited to the study of sign system used online, i.e. the text used in different kinds of online technologies: emails, chats, forums, blogs, etc. In achieving this aim, the thesis takes a twofold approach, mainly, together with linguistic analysis it addresses Human-Computer Interaction (HCI) techniques as a means to uncover a new facet of Obama’s online language.

The boom of new technologies in human communication has brought further challenges into the analysis of language and the reasons why people use this form of communicative interaction to accomplish several objectives. It seems that political language is taking full advantages of the new technologies and that is attractive in itself, for political language deals with mass communication. Having access to people’s homes is very appealing and for us, linguists, it is a huge source of materials that can shed new light on how we

communicate and how much language can achieve in the 21st century. It is now, or so it seems, when we can analyse the power of language in the communication from one to many, and how the multiplication of interactions can better define the nature of language itself.

Classic approaches to language studies are being enhanced by new methods in this study. The research question in this dissertation is to discover how the visual component, on the one hand, combines with textual distribution and hyperlink structure in what I envisage as a new way to organize discourse information. This perspective lies in the realm of Human-Computer Interaction. In addition, the study aims at answering how this can connect with the ideas of space and time in human communication, taking into account a large corpus of tweets that interrelate well with both Computer-Mediated Communication and Corpus Linguistics. For that reason, the concepts of rhetorical space and deixis have been considered for deep analysis. All in all, methods inspired in Web Design, Human-Computer Interaction and Corpus Linguistics have been integrated into a holistic approach that I hope can help researchers in various fields understand and open the frontiers to the study of political language online. With this in mind, the next section explains the main objectives of the present thesis in more detail.

1.3 OBJECTIVES OF THE DISSERTATION

This dissertation gives a new perspective on the language of the Internet in the 21st century. In previous CMC studies this language stood for a system of signs employed for communication by means of information transmission from screen to a user. In most cases, this system was presented in the form of a written text, i.e. the term “language of the Internet” was limited only to its textual component. However, given the rise and development of Internet technologies in new millennium, I claim that “language of the Internet” is not only about words used during online communication, it is also about the flow of this communication. Being invisible, non-physical substance, this process occurs mostly at unconscious level, and up to these days, it was (and it is) part of Human-Computer Interaction, mainly, usability studies, which focus on the ease of information retrieval from a website as part of its pre-launch testing.

This dissertation proposes to extend the notion of “language of the Internet” that has overstepped its textual limits and comprises a broader meaning in the context of modern Internet technologies. This evolution of language on the Internet is demonstrated using Barack Obama’s presidential governing online. The choice is caused by his revolutionary election campaign in 2008 that converted him into “the first Internet President” of the United States. As Greengard, (2009) puts it: “Barack Obama’s presidential campaign utilized the Internet and information technology unlike any previous political campaign. How politicians and the public interact will never be the same” (p. 16). Thus, the main **aim** of this thesis is to give a description of Barack Obama’s presidential governing online from two different perspectives: Human-Computer Interaction and Corpus Linguistics, and their combination is

claimed to form Obama's discourse online. For the attainment of this goal, the thesis addresses the following main **objectives**:

1. To analyze and describe the structure, information distribution and its retrieval from Barack Obama's official website Organizing for America.
2. To analyze and describe Barack Obama's online language through the analysis of his main rhetorical appeals and deictic references on Twitter platform.

The first objective is achieved using Human-Computer Interaction theoretical background. The dissertation does not attempt to give a profound technical analysis of Obama's website neither it is aimed at comparing it with another site; rather, the purpose to study Obama's website is merely to demonstrate the other facet of language of the Internet. The dissertation analyzes how the text is distributed on a visually framework (the static approach) along with its hyperlink organization (the dynamic approach). In doing so, I believe we can understand better how the online discourse is structured. To discover whether this structure is effective, the dissertation has adopted a method inspired in Web Design and Computer Sciences which consists of experimentation in usability testing, both in a qualitative and quantitative measurement. On the one hand, I have applied a usability test in which potential users of Obama's site have given their impressions in what I consider a qualitative approach to the study. On the other hand, I have measured the users' moves throughout the different hyperlinks in the site to discover whether specific information-oriented tasks could be accomplished in a more or less effectively way. This is what I consider a quantitative approach to analyzing the information distribution on the site. The qualitative approach will give us good insight into user's acceptability and good reception of the information conveyed on the webpage. The quantitative approach will give us optimal understanding on how fluent the communication between the sender (Obama's office, in this case) and the receiver (the citizenship) is proved to be.

The second objective is achieved using Corpus Linguistics techniques such as semantic tagging of the corpus, compilation of its wordlist, concordance lists for the selected nodes, and statistical analysis of the corpus. The combination of these components will result in a new, revised notion of “language of the Internet” using political domain as an experimental instrument. In Chapter 3, a detailed presentation of the materials and methods is offered, together with the specific objectives, namely, rhetorical space and deixis. The main idea behind the study is to know, first, about the topics Barack Obama talks about. Then, the analysis of the deictic elements (*we* vs. *they*, *here* vs. *there*, *this* vs. *that*, *these* vs. *those*, *now* vs. *then*; etc.) will give us a good insight in how he delivers those topics to the public.

The recurrent framework along the dissertation will be space and time, contents and how these contents are presented, both visually on a web page, and in the discourse themselves. I will make reference to inclusive and exclusive language, structure of information and will finally give a deep discussion on how language on the Internet becomes more than just a collection of words to be complemented by visual elements, interaction in time and organization at the visual level.

A full description of the methods, results and discussion is offered in the following sections.

Thus, it is claimed that the Internet language of new millennium is treated as a tandem of linguistic and technological components which are closely interconnected and perceived as a single whole. The question under discussion now is not what spelling/grammar features characterize language used online; rather, the intention is to suggest a new approach to the notion of language of the Internet through its use by Barack Obama on his website and Twitter platform as far as it is possible. This is what the following thesis is about.

1.4 OUTLINE OF THE DISSERTATION

The thesis begins, in Chapter 2, with Human-Computer Interaction perspective on the analysis of Barack Obama's online language using his official website *Organizing for America (OFA)*. It argues that the flow of information retrieval from the (political) website presents a modern understanding of the language of the Internet. In this case, the president (politician) – citizen communication is organized around the information distribution on a given website, and the process of its retrieval is claimed to present a new understanding of political discourse in the 21st century. Mainly, the chapter looks at the OFA design, organization of information, and the ways its potential users look for the specific information on it. This, it argues, forms Obama's online language from the HCI perspective, which in its turn, forms part of his presidential governing online.

Following this line of research, Chapter 3 deals with Obama's online language from a linguistic perspective. It presents two sets of analysis based on the corpus of tweets collected from his official Twitter account especially for this thesis. The first set highlights Obama's main rhetorical appeals on Twitter as a platform of president's online communication. In particular, it singles out governmental and economic appeals as the most popular in Obama's Twitter rhetoric. In addition to that, this part of analysis reveals the quantitative advantage of positive lexis in the corpus, which is then considered to function as a general entourage for Obama's main rhetorical appeals on Twitter.

Further on, the second set of analysis deals with the corpus research into the deictic references of person, time and space, which, as argued, help understand Obama's self-positioning towards his main rhetorical appeals and his audience in Twitter. In so doing, this part of thesis outlines the argument that Obama organizes his digital rhetorical space on the

proximal rather than distal level through the deictic references *we*, *this / here* and *now*. This, in its turn, is argued to present Obama's discursive technique in constructing digital rhetorical space on Twitter.

Finally, Chapter 4 gives final remarks and conclusions for this thesis. In terms of methodology, it points out to a new approach to the analysis of online language by combining HCI and linguistic techniques. Mainly, the chapter addresses the notions of *time* and *space* and their role in organizing online communication both from HCI and linguistic perspectives. It then discusses the main contributions made by this research and how they complement general knowledge about human communication online, as well as previous studies in political communication. In conclusion, it gives some thoughts and suggestions for the possible future lines of research as a continuation and complementation of this dissertation.

CHAPTER 2

AN ANALYSIS OF BARACK OBAMA'S WEBSITE *ORGANIZING FOR AMERICA*: A HUMAN-COMPUTER INTERACTION PERSPECTIVE

2.1 INTRODUCTION

The following chapter deals with the first objective proposed to describe Barack Obama's governing online. Mainly, it presents a HCI perspective on the language on the Internet using Barack Obama's official website *Organizing for America (OFA)*. To achieve this goal, I start with a theoretical input on the notion of the Internet and HCI followed by the description of the website communication models in general and for political purposes in particular. Mainly, a special emphasis will be put on the definition and basic design principles in HCI (Dix et al., 2004; Travis, 1991; Preece, 1994; Nielsen, 2010; etc.). The chapter will also discuss a website as a means of online communication in general with a specific stress on its hierarchy (Djonov, 2007) and interaction models (Bordewijk & van Kaam, 1986; Grunig & Grunig, 1989; McMillan, 2002). Further on, it will present several approaches to study a website as a means for political communication (Gibson, Newell &

Ward, 2000; Jackson, 2007; Vaccari, 2008; etc). This theoretical input is believed to provide necessary background for the experimental study undertaken further in this chapter.

Thus, having done that, the chapter turns to the description of the methodological paths taken for the analysis of OFA website from the perception perspective to describe information distribution on it. This, in its turn, is further amplified with the description and justification of the experimental instrument applied to test the flow of communication between Obama and the citizenship through his official website. This flow is measured using two main methods (Sections 2.3.2., 2.3.3) across *space* and *time*. The first method, dealing with the descriptive analysis of the site, will provide a full picture of spatial distribution of its elements. This, in its turn, will correspond to the way Obama organizes information on his site for its further communication to the public. In this regard, a special attention will be paid to the type of information, and not to the technical ways of its organization, as this information will form content part of Obama's online discourse.

Furthermore, the second method will be employed to measure how this content part of Obama's online discourse is accessed by the public. For this purpose, a specially designed Usability Test will be run on OFA website. However, the main purpose of this test will be far beyond measuring usability of the site; rather, the test will focus on the temporal parameters of retrieving necessary information. This temporal parameter will be presented in the form of individual access schemes for each participant. In this case, the schemes will give a visual representation of citizen-Obama online discourse. The main focus in this part of the study will be given to the number of clicks / visited pages of the site (i.e. time spent) before accessing necessary information. Thus, the results obtained from this experiment will help understanding Obama's communication online through his website, his priority issues there and possible reasons to choose this particular strategy to organize website online discourse.

At the end of the chapter, a full discussion on the final results will give the reader a deep account of the most important conclusive remarks.

2.2 THE INTERNET AND HUMAN-COMPUTER INTERACTION

When computers became commercially available in 1950s, they were big, expensive and difficult to use (Preece et al., 1994). The appearance of personal computers in 1980s gave an access to their use by the general public. As Carrol (2009, para. 2) writes:

Personal computing, including both personal software (productivity applications, such as text editors and spreadsheets, and interactive computer games) and personal computer platforms (operating systems, programming languages, and hardware), made everyone in the developed world a potential computer user, and vividly highlighted the deficiencies of computers with respect to usability for those who wanted to use computers as tools.

These days computers and the Internet are no longer considered something exotic and difficult to get and / or to operate. According to WorldStats, by December, 31, 2011 there were 2,267,233,724 Internet users in the world, which represents 32.7% of the total world population (6,930,055,154). One of the main factors that influenced wide spread of computers in modern society is the global network. Nearly universal access to the Internet has enabled quite cheap communication from any distance and in a short period of time with only one condition - having a computer connected to it. It fulfills two basic human desires: to *communicate* with other human beings and to *get knowledge* (Plant, 2004). The study of

these processes is a complex one and has been analyzed by different disciplines. One of the possible approaches lies under the broad category known as Human-Computer Interaction (HCI) – the discipline that is concerned with “the design, implementation and evaluation of interactive computer systems for human use and with the study of major phenomena surrounding them” (ACM SIGCHI 1992, para. 2). Thus, HCI studies the way a user communicates with the machine (with or without connection to the Internet) to accomplish a certain task. Dix et al. in their book *Human - Computer Interaction* (2004) explicitly specify what is meant by human, computer and interaction in HCI:

By user we may mean an individual user, a group of users working together, or a sequence of users in an organization, each dealing with some part of the task or process. The user is whoever is trying to get the job done using the technology.

By computer we mean any technology ranging from the general desktop computer to a large-scale computer system, a process control system or an embedded system. The system may include non-computerized parts, including other people.

By interaction we mean any communication between a user and a computer, be it direct or indirect. Direct interaction involves a dialog with feedback and control throughout performance of the task. Indirect interaction may involve batch processing or intelligent sensors controlling the environment. (p. 4)

The main aim from the user’s part in the process of interaction with the computer is to get something done. Of course, there are special cases when a computer itself is the target of communication (e.g. while testing its system, software, etc), but being a technical issue, it is beyond the scope of this dissertation. The approach I take spots the machine merely as a mediator between a human and a future task, leaving aside the technical part of this process.

In other words, I concentrate on the user's steps towards the final task, and not on the way s/he uses the computer while doing it.

Moreover, taking into account the broad category of a computer in HCI given above by Dix et al. (2004), for this study I focus on a website as an interface between the human and the computer. Thus, in this dissertation HCI is actually referred to human-website interaction where its success depends to a great extent on the design of a user-friendly interface. The main aim for a system designer here is to make the user's life happier and easier while interacting with the machine. The future product should be developed for a user to perform his / her task better, i.e. it has to be adapted to the user's needs and not vice versa. In case it answers these requirements, the product is called user-friendly. Thus, usability is a chief rule in the process of HCI system design.

However, in order to actually develop these systems (in my case they are websites), it is necessary to follow basic graphic design principles which serve to efficiently organize the website. This will facilitate HCI by helping a user navigate through the website in search of necessary information.

Based on the previous research in this area, the following principles of graphic design³ are set up:

1. The principle of **clustering** means that similar information on the website should be organized in groups. That is, information that is somehow connected should be placed on the same area on the page or at the same level in the hyperlink structure. It will help a user retrieve necessary data within less time.
2. The principle of **utility and visibility** implies that the most frequently used elements should be visible and easily accessible, while the least used ones should be hidden or

³ For the purpose of this study I apply these principles to the design of websites.

compressed. This will help a user retrieve the information faster, and, furthermore, will make navigation through the site become more routine-like. There would be an adaptation of the recurrent user to the distribution of information on the page.

3. The principle of **intelligent consistency** serves to maintain one and the same format for each option regardless user's navigation through the site, e.g. if the menu box is placed in the left-top corner on the website, it cannot change its position during the process of navigation. So if an element is considered relevant, it should keep its visual and spatial position on the site throughout the hyperlink structure.
4. The principle of **economy of design** states that everything that does not provide information should be ignored. It is crucial to understand that the computer screen has a limited space and cannot include all information at the same time. This will result in a selection of topics, graphical elements, text, etc. that must include all necessary information for a successful visit on the page.
5. The principle of **color as a supplement** means that it should be used only when it is necessary and in a modest way. Travis (1991) suggests the following guidelines for the effective use of color:
 - Based on the principle of color being a useful coding mechanism for grouping, use different colors to distinguish layers, for example, front and back layers of a circuit board.
 - Based on the principle that color makes things stand out, use color to make features prominent, for example, currently active files could be colored in orange.
 - Based on the principle of figure/background, dark or dim backgrounds should be used, such as deep blue and bright colors for the foreground (Preece, 1994, p. 92).

- The principle of **order** states that following all these principles will result in a user-friendly interface that provides efficient HCI on the website.

Thus, if the information on the website with a minimum use of color is clustered into groups where the most frequently used elements are easily accessible, then, the interface is a benefit for the user to accomplish the task. However, as this interface is normally perceived through monitor screen, gaze distribution plays an important role for the design of HCI systems. Dibbern and Dibbern (2007, para. 4), web site creators, recommend web pages no longer than three full screen replacements. According to Nielsen (2010, para. 1) the results of his eye tracking study show that: “Web users spend 80% of their time looking at information above the page fold. Although the users do scroll, they allocate only 20% of their attention below the fold.” Nielsen also claims that the situation will be the same with a bigger monitor, “it would somewhat increase the percentage of user attention spent above the fold simply because more info would be available in the initially viewable space” (Nielsen, 2010, para. 20). That is why he suggests keeping all salient information within initially viewable area of the page.

Another Nielsen’s (2010, para. 1) study shows that “users spend 69% of their time viewing the left half of the page and 30% viewing the right half.” It means that people spend twice as much time looking at the left side of the page as they do at the right one. Nielsen (2010, para. 8) also adds that “With a bigger monitor, we might expect the viewing pattern to shift slightly to the right, simply because there would a wider space to look at. However, the general pattern would be the same.”

Taking into account that in HCI a “computer” includes any system (Dix et al., 2004), the next section is devoted to a website which acts as a means of online (political) communication.

2.3 WEBSITE AS A MEANS OF ONLINE (POLITICAL) COMMUNICATION

According to the research report published by Netcraft, there were 644,275,754 working websites on the Internet in March, 2012. Being a collection of related web pages and their contents, a website serves as a principal means of interaction between a user and the global network. A website is then defined as an interface where HCI on the Internet takes place. This section presents it as a means of online (political) communication using three facets: its hierarchy, interaction model and its role in the domain of political communication.

2.3.1 Website and hierarchy.

Given that a website normally consists of more than one web page, a prominent place is given to its homepage, which serves as a landmark for the future users. Djonov (2007) explains this special status of homepage by “its threefold purpose: to establish the identity and mission of the website; to show visitors its main parts and preview any popular or timely information; to reveal how the site is structured and what options for navigation it offers” (p. 145).

Other web pages of the site are organized in different sections / subsections / sub-subsections, etc. which constitute “website hierarchy”. This term has no widely accepted definition; however, Djonov (2007) gives an overview of its two main perspectives: segmental and holistic, adapted in Fig. 2.1 and 2.2.

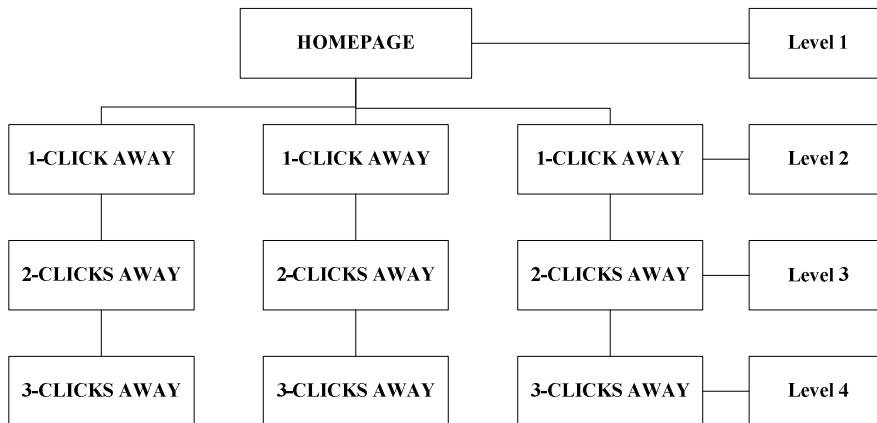


Figure 2.1. Website hierarchy from a segmental perspective.

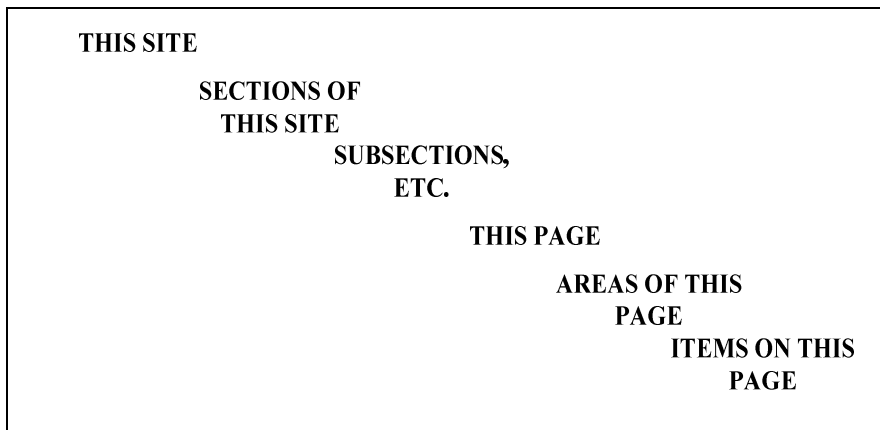


Figure 2.2. Website hierarchy from a holistic perspective.

The **segmental** perspective puts the homepage as a starting point. The level of all other web pages is determined by the number of clicks required to reach them, i.e. their distance from the homepage. As it is shown in Fig. 2.1, horizontal dimension, also called “breadth” or “width”, reflects the number of pages accessible from the main page; and vertical dimension, or “depth”, - the number of levels below it. This perspective is very popular in

usability studies as “it draws attention to the step-by-step, dynamic, interaction characterizing the use of websites by foregrounding the fact that users usually explore a website moving from one webpage to another” (Djonov, 2007, p. 148). However, it does not take into account the subordination of web pages, resulting in assigning the same level to the web pages that present website content and those that just give an overview of its section’s components.

From the **holistic** point of view, the top level of the website hierarchy belongs to the website as a whole. It is then followed by its sections, subsections, sub-subsections, etc. as it is shown in Fig. 2.2. The horizontal dimension here constitutes the number of information sections, while the vertical one – the number of subdivisions of these sections. This perspective is highly used to study information organization for the Web with the main focus on organization of information within a given website. Its main disadvantage though is a brief perspective on the website structure with no differentiation between main and auxiliary website content.

Thus, these perspectives describe general structure and information organization within a website as an isolated unit independent from its future consumer. That is why the next section is devoted to a website as a platform of information communication to a user. It deals with general interaction models proposed by Bordewijk and van Kaam (1986), Jensen (1998) and Grunig and Grunig (1989); and the one specially designed for cyber-interactivity and tested on websites by McMillan (2002).

2.3.2 Website and interaction models.

Due to the fact that a website as an online platform *a priori* assumes its interactivity, first of all, it is necessary to define what is meant by this concept. Rafaeli in 1988 gave its following definition based on interrelation of sequential messages:

An expression of the extent that, in a given series of communication exchanges, any third (or later) transmission (or message) is related to the degree to which previous exchanges referred to even earlier transmissions” (Rafaeli, 1988, p. 11).

The concept of interactivity has been additionally promoted with the evolvement of new technologies and the Internet, which provoked the appearance of a new term – “cyber-interactivity”, i.e. interactivity “associated with many different forms of computer-mediated communication and experience” (McMillan, 2002, p. 272). In his study of this kind of interactivity, Jensen defines it as “a measure of a media’s potential ability to let the user exert an influence on the content and/or form of the mediated communication” (Jensen, 1998, p. 201). He proposes that it can be represented using the same concepts as in a four-part typology of information traffic by Bordewijk and van Kaam (1986):

Table 2.1

A four-part typology of information traffic by Bordewijk and van Kaam (1986) adapted from McMillan (2002)

Control of time and choice of subject	Control of information source	
	Central	Individual
Individual	Consultation	Conversation
Central	Allocution	Registration

The principal element in this typology is control. On the one hand, it is the control of information source; on the other – of time and choice of a subject. According to Bordewijk and van Kaam (1986), it can be included either in a central source or in an individual. Thus, Table 2.1 can be explained as follows:

1. **Allocution** refers to the process of simultaneous information transmission from the center to many receivers. It is a one-way communication with very little feedback option.
2. **Consultation** implies user's search for information at a central information source.
3. **Registration** is the opposite to **consultation**, and occurs when central organization receives information from a user. It usually happens without knowledge of the latter.
4. Finally, **conversation** stands for direct interaction of individuals without central control as a mediator. They also choose their partners, time, place and topic of communication.

In this respect, McMillan (2002) gives a good overview of Jensen's (1998) typology of information traffic in CMC:

“Transmissional” (or “allocutional”) interactivity is a measure of a medium’s potential to allow the user to choose from a continuous stream of information in a one-way media system. “Consultational” interactivity is a measure of a medium’s potential to allow the user to choose, by request, from an existing selection of pre-produced information in a two-way media system. “Registrational” interactivity is a measure of a medium’s potential to register information from, and thereby also adapt and/or respond to, a given user’s explicit choice of communication method.

“Conversational” interactivity is a measure of a medium’s potential to allow the user to produce and input his/her own information in a two-way media system. (p. 274)

Further on, unlike Bordewijk and van Kaam (1986) and Jensen (1998), Grunig and Grunig (1989) suggest an organizational communication model based on the concept of communication direction.

Table 2.2

Organizational communication model by Grunig and Grunig (1989) adapted from McMillan (2002)

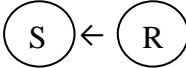
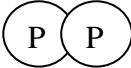
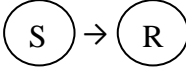
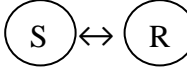
Goals of Communication	Direction of Communication	
	One-way	Two-way
Symmetric	Public information	Two-way symmetric
Asymmetric	Press agency	Two-way asymmetric

Grunig and Grunig (1989) claim that the most effective organizations are those that establish a dialogue with their public. Thus, in **press agency** type organizations try to persuade their public using **allocution** techniques from Bordewijk and van Kaam (1986); in **public information** their primary purpose is information dissemination which resembles **consultation**; and **two-way asymmetric** type, also called scientific persuasion, may employ **registration** techniques. However, “to achieve the Grunings’ ideal of **two-way symmetric** [bold font – *mine.*] communication, organizations often have to develop a more conversational approach to communicating with their publics” (McMillan, 2002, p. 275).

McMillan (2002) recognizes the importance of the world wide web and CMC in the process of “organization-public” communication, and proposes a model of cyber-interaction, which was tested on health-related websites. It is based on two main dimensions: direction of communication and control over the communication process. The first one was a core aspect in Grunig and Grunig’s (1989) model, and the second – in Bordewijk and van Kaam’s, both described above. Thus, Table 2.3 presents this model where “control is illustrated with circles indicating individuals’ role in communication. Direction of communication is illustrated with arrows or overlapping circles” (McMillan, 2002, p. 276).

Table 2.3

A four-part model of cyber-interactivity adapted from McMillan (2002)

	Direction of communication	
	One-way	Two-way
High	Feedback	Mutual discourse
		
Level of receiver control	<hr/>	
Low	Monologue	Responsive dialogue
		

Note. The abbreviations used in the table stand for: S=sender, R=receiver, P=participant (sender / receiver roles are interchangeable)

Monologue (resembles **allocation** and **press agency** from Bordewijk and van Kaam (1986) and Grunig and Grunig (1989) respectively) provides one-way communication and low receiver control over the communication process. The senders create and spread content to attract audience, promote / build the brand, or produce any other kind of persuasive communication, e.g. corporate websites.

Feedback (resembles **consultation** and **public information** from Bordewijk and van Kaam (1986) and Grunig and Grunig (1989) respectively) is also one-way communication, only here the receivers can have restricted participation in communication process using feedback tools such as, e.g., email links. However, there is no guarantee that the sender will respond to this feedback.

Responsive dialogue (resembles **registration** and a **two-way asymmetric** model from Bordewijk and van Kaam (1986) and Grunig and Grunig (1989) respectively) is a two-way communication with sender's predominating control over the process of communication, e.g., online customer support websites.

Mutual discourse (resembles **conversation** and a **two-way symmetric** model from Bordewijk and van Kaam (1986) and Grunig and Grunig (1989) respectively) permits a two-way communication with receiver's considerable control over the process of communication. The boundary line between the sender and the receiver becomes virtually not clear, and all users have equal opportunity to send and receive information, e.g. in chat rooms.

2.3.3 Website and politics.

Although the Internet use for political purposes is not a major online activity, a considerable number of Americans use it with this intention. The latest research by Pew Internet & American Life Project has shown that 54% of U.S. adults went online to get information about 2010 midterm elections. These individuals are referred to as "online political users." As defined above, a website is an interface where HCI in the Internet takes place. That is why a website stands as a mediator in the process of information retrieval from the Internet. Speaking about political domain, the leading role belongs to news websites leaving candidates' ones far behind, e.g., Pew Internet & American Life Project's statistics results for using CNN.com and candidates' websites as sources of online political news are 22% and 2% respectively. However, due to the research interest of this dissertation, the latter ones, i.e. politicians' websites, are under the scope of this study.

Layne and Lee (2001, p. 122) define the creation of a state website as the first stage of e-government model, i.e. a model of the government that has gone online and uses the Internet to provide public services to its citizens. The majority of previous research in this area has been devoted to the use of political websites by parties, candidates, or general impact of the Internet on political process (Gibson, Newell & Ward, 2000; Agre, 2002; Foot & Schneider, 2002; Ward & Gibson, 2003; Conway & Dorner, 2004; Tisinger et al., 2005; Vaccari, 2008; Strandberg, 2009; etc). Gibson and Ward (2000) distinguish five basic **goals** of political party websites:

1. Information provision – dissemination of information about the party, its identity and policy.
2. Campaigning – recruitment of voters on the website.
3. Resource generation – fundraising and registering new members.
4. Networking – building and strengthening internal and external links of the party.
5. Promoting participation – promoting public participation in political process through opportunities of interactive communication and / or through offering more information about events and issues.

The inherent Internet property, reaching a large audience in a short period of time, can be of additional benefit for political parties. However, research shows that possible options are not being used and the Internet serves mainly to disperse information about political parties (Jackson, 2007). This explains the results obtained by Tisinger et al. (2005) in their study of people responses to political websites. They conclude that the public prefers a simpler format that presents political information to a more sophisticated one with a higher level of interactivity (such as issue grid with elimination option, links to additional information, etc.) and / or more in-depth political information. However, the authors admit

that these results are not generalizable outside the study due to the population restrictions (participants were not randomly selected) and a limited number of websites tested.

A **framework** to study political party websites was proposed by Gibson and Ward in 2000. It consists of 43 evaluation criteria with main focus on *functionality* and *delivery* of websites. *Functionality* means broad direction of information and communication flow (ICF), which can be of four types, where numbers 1, 2 and 3 are one-way IFC, and number 4 is two-way:

1. Downward – from the organization to the user.
2. Upward – from the user to the organization.
3. Lateral – outward: from the organization to other bodies, or inward: from the organization to internal bodies.
4. Interactive –from the organization to the user and vice versa with a high response expectation from the other side.

Delivery monitors how effectively these functions are delivered using six main criteria: presentation and appearance, accessibility, freshness, responsiveness and visibility.

This framework and its versions have been used for a variety of studies (Gibson et al., 2003; Conway & Dorner, 2004; Oates, 2008; etc.). In one of them Vaccari (2008) proposes the evaluation of political party websites using three main criteria groups:

1. Information - includes user- and party-initiated information supply.
2. Participation - includes online interaction, resource mobilization and decentralization of communication.
3. Professionalism - from the point of view of design, multimedia features, accessibility, navigability and update frequency.

However, the most part of final conclusions show considerable limitations in the Internet use by political parties whose websites mainly serve as an additional one-way information tool, and do not exploit the full capability of the channel (Gibson et al., 2003). Crossland and Chigona (2010) find that “most of the South African political parties are using their websites exclusively for information provision rather than encouraging participation in the political process via the Internet.” Vaccari (2008) states: “Italian parties have not scratched the surface of the Internet’s potential in mobilizing and organizing supporters” (p. 75). Strandberg (2009) after the analysis of Finnish parliamentary candidates’ websites adds: “the majority of those who did have websites [which] did not make full use of the possibilities of the new communication technology” (p. 851). Gibson et al. (2003) conclude for the USA and the UK that: “Web-based communication is largely a party-led and top-down phenomenon rather than two-way dialogue”, and Conway and Dorner (2004) for New Zealand:

New Zealand political parties are not using the Internet effectively. Most of the political parties are using their sites extensively for providing information, yet they are not making available the tools required to make this information as accessible as possible nor are they promoting upward flows of information or the interactive features possible on the Internet.

I believe that, in this type of scenario (communication between a political institution and the citizens through a website), it is necessary to begin with a more general approach to study the interaction that takes place and how the flow of information takes shape. In this respect, one should be cautious with the terminology in use when analyzing language through a website, as the real focus is on an exchange of information between the political entity (sender) and the final reader (receiver). This exchange is, by nature, unidirectional, because information is posted to be read. Websites can of course include communicative tools (email

and social networks) and they usually do. However, it is crucial to differentiate between the mere publication of information on a structured and hierarchical construct (the website itself) and the incorporation of bidirectional communication through the use of different communicative tools (email and social networks).

This is, in my opinion, a necessary preliminary study that has to be done prior to any other analysis of HCI in the area of political language on the Internet. One has to differentiate, as stated above, between information exchange and communication exchange. Regarding information exchange, special attention should be paid to the type of material under investigation. Furthermore, the very nature of information flow on websites should be taken into account. Textual information is not plain on a website, but extremely structured and hierarchical, distributed spatially along a dynamic page that can be scrolled up and down (visual impact) and in a multidimensional way through the hyperlink structure (textual network).

Focusing now a reader's attention on my own research in this area (as a website, Barack Obama's Organizing for America has been chosen), I should stress out that the main goal for my study will not be the analysis of interaction that may take place by means of using different communicative tools, i.e. to analyze how effective the unidirectional publication of information is done on a particular website. I have not taken into account any type of communicative tool that are in fact available on the site. Nor have I attempted to interpret whether the information published effectively reaches the receiver. That is, the results cannot say whether the users have understood the message transmitted by the textual component of the site. I believe, however, that, by analyzing the structure in which the website is constructed, one could find recurrent patterns of accessing that information, and determine how effective the distribution of information is which, in turn, could be interpreted as a successful presentation of that information.

In order to investigate the way potential users access the information and also analyze the distribution of that same information on the website, I have adapted a popular technique in the field of web design. This technique is known as the “Usability Test” (with no “Accessibility Test” incorporated). In addition, web design principles based on visual and spatial perception have been also applied. Therefore, the **objectives** of this study will be the following:

1. To test how the information is distributed along the site in order to check the following visual and spatial perception principles: clustering, utility and usability, intelligent consistency, economy of design, color and order. In doing so, we will get a picture of the internal structure of the website, how information is distributed along the different pages and how visual elements can contribute to the dissemination of this information given by the owners of the site.
2. To test whether potential users of the web page can access different pieces of information easily and effectively. As stated in the section Methods below, I do so by running a Usability Test on a group of volunteers.

2.4 METHODS AND MATERIALS

2.4.1 Research methods and Objectives.

There are certain difficulties regarding the research of political websites and their characteristics. Studies dealing with them normally have a restricted number of samples and tested features. This makes it difficult to establish what exactly political websites have and, thus, to define their general properties. Political websites can represent individuals and political parties, governments and its departments, with different goals and ideologies behind. As mentioned above, political websites do not fully employ Internet technologies, thus, provide unidirectional ICF. This study does not provide a general overview of political websites either. The data is taken from a particular website and gives a specific overview of its features. However, taking into account that for this study a website is considered not just as an online place to store information, but as a platform which enables HCI, the results can contribute to a new approach to deal with the language of the Internet.

Thus, the main **hypothesis** of this study is:

H=The implicit component of Barack Obama's language on the Internet takes place on his official website *Organizing for America*, and is made of the user-website interaction flow on it.

This hypothesis is tested on Barack Obama's official website *Organizing for America*, which is then considered the **subject** of the study. To prove / deny the above hypothesis, it is proposed to accomplish the following **objectives**:

1. To give a descriptive analysis of elements distribution both in horizontal (on each page) and vertical (from page to page) directions.
2. To apply HCI basic design principles to this distribution to evaluate website cooperation in interaction with a user.
3. To conduct "usability test" to track information retrieval process from the site. The obtained schemes will demonstrate user-website interaction process, which in its turn will constitute Barack Obama's implicit language on the Internet.

Together with qualitative and quantitative approaches taken in the course of the study, the first part uses descriptive method as a primary tool to define website elements general distribution in horizontal (on each page) and vertical (from page to page) dimensions taking into account their position on the screen (above / under page fold; left / right side – Appendix 2.1). As drawing a website hierarchy is not an objective in this study, I do not provide a detailed description of all website elements. However, both segmental and holistic perspectives on website hierarchy are used in the second part of this study while describing user-website information retrieval schemes. Further on, HCI basic design principles are applied to give general characteristics of the website from a HCI perspective.

The second part of the study combines descriptive and direct observation methods to construct user-website information retrieval schemes which will shape implicit language of the Internet. To facilitate future analysis, video- and audio-tapings accompanied by content analysis of their transcriptions are employed. Further on, following the principles of the segmental perspective on website hierarchy, visual demonstration of information retrieval

schemes is done using special graphic tools (Appendix 2.2). The segmental perspective is chosen due to my research interest in this study, mainly, I am more interested in step-by-step interaction process with the site than in its information architecture.

2.4.2 Methods and materials to analyze the distribution of information.

From the HCI point of view, certain perception principles of site elements can be applied to check the distribution of information. These principles (fully covered in Section 2.2) favor efficient organization of the website and, by extent, its cooperative interaction with a user. They are the following (Nielsen, 1999):

- 1) The principle of **clustering**.
- 2) The principle of **utility and visibility**.
- 3) The principle of **intelligent consistency**.
- 4) The principle of **economy of design**.
- 5) The principle of **color as a supplement**.

A consequence of all these principles is that the visual impact of the website is directly related with how information is going to reach the user. Many website usability tests employ techniques that rely on perception cues that try to state to what extent these principles are applicable to that site. As a preliminary analysis of the OFA website, a visual inspection was carried out to check whether this site follows the chosen web design principles. No quantitative study was designed, by using, for example, full screen measurements or eye-tracking techniques. Instead, the selected site was observed by checking out each principle and how (if so) they were elaborated on the site.

Starting from the first principle, the page was opened and printed when necessary. The approach was analytical in the sense that notes were taken of all that was visually observable and matched with the features that characterize the aforementioned principles. A typical task would consist in dividing the page on its several parts: menus, top and bottom areas, color distribution, etc. This session took 3 hours during which the researcher took several breaks. A list of items was followed in order to check the application of each principle. Notes were taken by the researcher on a qualitative analysis, as follows.

Menus, submenus, top area and bottom area were observed to state whether the same information was in the same area and no overlapping would exist. Overlapping here would mean having the same link available on different sections on the same page. These items were particularly important to investigate on the principle of clustering.

The same task was repeated to check the principle of consistency. The observation of the recurrent distributional pattern was studied throughout all of the pages that are part of this website. By checking on the information distribution above the page fold (one full screen placement), it was possible to analyze the application of the principle of utility and visibility. The principle of economy was checked by looking into repeated elements and the number of sections. The principle of color was observed in its use in the foreground, background, menus, fonts, pictures and other sections.

2.4.3 Methods and Materials to analyze users' access to the information

Usability tests are widely used in the field of web design. For this study a version of what is known as “self-reporting log” was applied. The tests that are commonly used in the field of web usability can be divided into those that are specific to measure usability in generic software, and those specialized in web based applications.

Some of the most frequent tests used to validate usability in software is, e.g., SUMI (McNamara & Kirakowski, 2008). SUMI (Software Usability Measurement Inventory) is a questionnaire that is used to evaluate the quality of a group of software from the point of view of the final user. This questionnaire can be used to evaluate new products, make comparisons between old and new versions and also to set up a series of objectives in order to improve the latest version. There are a total of 50 items that the user answers with “yes”, “no”, or “I don't know”.

An example of a very well-known test used to validate and evaluate web based application is WAMMI (Website Analysis and Measurement Inventory) (Claridge, 2003). This questionnaire is helpful to measure the ease of use of a particular website. In this respect, WAMMI can be employed in three directions, namely:

- 1) Before launching the site the conduction of the WAMMI test can provide a helpful guidance on the reaction of future users of a particular web site.
- 2) When the site is already on the Internet, it can help monitor specific user-behavior such as, e.g., the degree to which the users come back to a particular web site.
- 3) As a referential test, in order to compare design features between different websites as being tested by users.

Other types of tests are the following:

- ASQ (after-scenario questionnaire)
- CSUQ (computer system usability questionnaire)
- CUSI (computer user satisfaction inventory)
- Ergonorm questionnaire
- IsoMetrics
- ISONORM 9241/10
- PSSUQ (poststudy system usability questionnaire)
- PUEU (perceived usefulness and ease of use)
- PUTQ (purdue usability testing questionnaire)
- QUIS (questionnaire for user interaction satisfaction)
- USE (usefulness, satisfaction, and ease of use)

In this respect, the present study combined different techniques. The following features characterize the type of test which was carried out in a lab setting:

- 1) Participants volunteered, filled in a pre-test questionnaire and sat down in a private environment in lab conditions.
- 2) Tests were given one at a time. So no group approach was considered for this experiment.
- 3) Participants had to complete several tasks by visiting the website which means that the test was a task-based self-reporting log questionnaire. However, at the beginning of the test, participants also had to give their opinion / impression on the general layout for the website. Self-reporting log tests have the flaw of leaving too much autonomy to the participant. This was counteracted by the continuous monitoring by a researcher.

- 4) Participants were also automatically monitored using the software *Camtasia Studio*© (TechSmith Corporation, Michigan, USA).
- 5) Each test would typically last 30 minutes.

Thus, the conducted test is presented in Fig. 2.3.

OFA Usability Test

1. This is the homepage of Organizing for America website. Please, give me your initial reactions to this page. Feel free to explore it as you normally do. You can scroll around with the mouse, but please don't click on anything.

Have you ever seen this site before?

- yes
- no

Please, give me your initial impressions about the layout of this page: what do you think about the colors, pictures?

Without clicking on anything, please, describe the options you see and what you think they do. You can move around the page, but don't click on anything.

If you were allowed to explore this page, what would you click on first?

What do you think is the purpose of this site?

What do you think this site is intended for?

Whose web site is this?

2. Now you have five minutes to freely explore this website. You may go anywhere you would like, but, please, speak aloud as you do so. I will tell you when the time is up.

3. Create your own account on the site.

4. Now, show your support to Obama on Facebook.

5. Find Obama's last tweet. Copy and paste it in Document 1 below on the working panel.

6. Now, you need to find general information about Organizing for America. Please, do it. When it is done, print the page in PDF.

7. Your friend is interested in current Education Policy of the US president. You want to help him. Please, find this information and print the page you have found in PDF.

8. Now, find Obama's education policy during his campaign. Your friend will definitely like it! But this time, be more specific and look for information about Higher Education only. When it is done, please copy and paste your information in Document 2 below on the working panel.

9. Now, please, find the information about the latest OFA blog post. Share it on your Facebook account, so that your friends could read it too.

10. You have to go to the Democratic Party website now. How would you do it?

Now, when you are here, find the latest news of the party concerning Hispanic people. Please, print what you have done in PDF.

11. Now, from the Democratic Party website go back to Organizing for America through the link and not using the backwards arrow of the browser.

12. Now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

13. Finally, you want to call OFA organization to thank them for the information on their site. Please, find their phone number, copy and paste in into Document 3 below on the working panel.

Figure 2.3. OFA Usability Test.

Regarding the delivery of this test, a speak-out-loud technique was employed, i.e. the subjects were asked to comment on every step they take. All of them were also video- and audio-taped with specialized software (*Camtasia Studio*©). The contents of these recordings were then later manually transcribed to facilitate further analysis (Appendix 2.7). Participants would sit down in front a computer and given detailed instructions by the researcher. The researcher played the role of facilitator and monitor. Before taking the test, participants were provided with special instructions including the tasks they had to perform. These tasks consisted in retrieving special kind of information from the website (examples are “find Obama’s Education politics”, “create your account to enter the website”, etc.). The instructions also remarked that all tasks had solutions, but that there were no right or wrong ways to find them.

The main research interest in this study laid in tracking down the process of completing each task from the beginning to the end, and see how many links / steps subjects had to go through on the site in search for the necessary information. The observer’s role was limited to giving oral instructions on each task, making notes while having minimum interaction with the participant during the test, staying away from the camera and computer screen at all times. Thus, the present usability test combined both a subjective approach and specific task accomplishment in a progressive way:

- 1) Participants had to give their subjective opinion / impressions on how the web page was designed. At this point they were not allowed to click on any hyperlink, instead, they were only able to visualize the main page. Their responses were orally recorded by the tracking program (*Camtasia Studio*©) as specified in the instructions. The objective of this task was to get a qualitative measurement of the website as a construct to see whether participants could identify the nature of the site and to get to

know the central structure. In other words, the study adopted a top-down approach: from the main page to the secondary links.

- 2) Further on, they would continue speaking out loud their impressions and steps they were taking to surf the website. It was useful, as seen in results, to account for the links that were more attractive for the participants, and to outline the paths they were following.

Participants were also given specific tasks that were divided into two types: information retrieval (tasks 5-9, 11, 13) and performing action (tasks 3, 4, 10, 12).

General impressions part (Fig. 2.3, #1) served as an introduction to the site. It included open questions on subjects' first impressions about the site: its design, purpose, possible audience, and owner. The subjects were not supposed to click on anything, thus, their impressions were based only on the OFA home page.

In the **explore** part (Fig. 2.3, #2) the subjects were given five minutes to freely surf the website, i.e. their actions were not restricted as in the previous part and they could click on anything they liked. It served as a preparation set to learn main sections of the site, its structure and organization before passing to the specific tasks part.

Finally, the next part of OFA usability test formed the basis of this study, and its findings serve as practical evidences to form Barack Obama's political communication online. This part consisted of a set of twelve **specific tasks** on information retrieval from the website (Fig. 2.3, #3-13). The starting point for each task was OFA homepage. The tasks were randomly composed and did not have any ideological character behind. Rather, the research interest was in the structure of the website and not in its contents. That is why the advantage of this test is that it did not have any time restrictions, thus, it could be conducted at any period. Further on, each task was coded into a scheme using spacial graphic tools as it was

mentioned in Section 2.3.1. The schemes then present visual demonstration of information retrieval from the website, i.e. president-user interaction.

In the following section I present the results obtained during this case study.

2.5 DATA RESULTS

2.5.1 Descriptive analysis of OFA website.

As stated in the Methods section, a descriptive analysis of OFA website elements was the first step to define Barack Obama's implicit language on the Internet. Thus, in this section I give a general description of elements distribution on OFA main page (Appendix 2.3). These elements are divided into two broad groups: elements above and below OFA page fold⁴.

1) Elements above page fold.

Fig. 2.4 presents a screenshot of OFA main webpage above page fold, i.e. without scrolling down. It consists of⁵:

- invitation to create MyBO account;
- OFA logo; Barack Obama's quote; Get Email Updates section;
- OFA main menu; Donate Now button;

⁴ Screen resolution: 1280 x 1024 pixels.

⁵ The list has top-bottom, left-right organization.

- main issues section [last visited: 06/07/2010];
- OFA blog; 2010 strategy sessions [last visited: 05/31/2010]



Figure 2.4. Screenshot of OFA main webpage [last visited: 05/31/2010].

In the upper right corner of the OFA main webpage there is a section to create MyBO account. First, it is necessary to enter email address and zip code, then a name, choose your own password and in three steps a user can create his/her own account on OFA website. When the registration is over, the top right corner changes to your personal menu as it is shown in Fig. 2.5.

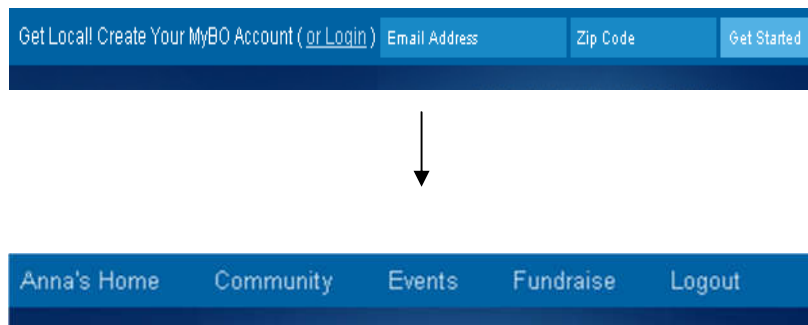


Figure 2.5. MyBO personal menu [last visited: 05/31/2010].

MyBO personal menu consists of five sections:

1) X's Home⁶ includes:

- My Dashboard - indicates all user's actions in MyBO;
- My Blog - a place to write personal blog;
- My Messages - a place to store messages.

2) Community:

- My Neighborhood - shows local groups, people and events in a user's area according to the zip code;
- My Groups - shows user's groups;
- Find groups - search service for groups;
- My Friends - shows user's friends;
- People near me - search service for people.

3) Events:

- Find Local Events - search service for events;
- Host an Event - service to create user's own OFA event;

⁶ Depends on the name a user has indicated.

- Manage my events - displays all user's events ;
- Fundraising - displays user's personal fundraising;
- Logout button - shuts down a user's MyBO menu.

On the contrary, in the upper left corner of the webpage there is the OFA logo followed by Mr.Obama's quote and Get Email Updates section. Initially, the OFA logo was designed for the presidential campaign of Mr. Obama. When he won the elections, it became the OFA logo.



Figure 2.6. OFA Logo.

It was designed by Sender LLC, as Sol Sender said for New York Times:

When we received the assignment, we immediately read both of Senator Obama's books. We were struck by the ideas of hope, change and a new perspective on red and blue (not red and blue states, but one country). There was also a strong sense, from the start, that his campaign represented something entirely new in American politics — “a new day,” so to speak. (Heller, 2008, para. 15)

Sender also added for Speak Up website: “We were looking at the “O” of his name and had an idea of a rising sun and a new day. The sun rising over the horizon reminds of stripes in the US flag, where they “emulate the sun’s rays”; it evoked a “new sense of hope” (Armin, 2008, para. 3). Technically, the OFA logo serves as a home button: no matter where you are on the web site, you will be re-directed right to the main page by clicking on it.

The lead quote next to the logo was taken from Mr. Obama’s campaign advertisement during the fall of 2007: “I’m asking you to believe. Not just in my ability to bring about real change in Washington ... I’m asking you to believe in yours.” Finally, by entering an email and a zip code, a user can get email updates on the work of the government.

The next layer of the page is devoted to OFA main menu which is the navigation section of the site:



Figure 2.7. Screenshot of OFA main menu [last visited 05/31/2010].

Clicking on each section, a user is redirected to a certain page, i.e. *About OFA* section provides general information about OFA organization and invites a user to join OFA email list:

JOIN THE ORGANIZATION

The best way to get involved in Organizing for America is to join our email list. We'll let you know about local events, and send you all the information you'll need to organize around President Obama's agenda in your neighborhood.

Email:

Zip Code:

[Get Involved](#)

Figure 2.8. Screenshot of *Join the organization* section in *About OFA* menu [last visited: 05/31/2010].

Issues or Organizing on the issues section presents core issues to deal with by the government. The text of each topic is hidden under the cut as, e.g., in “Economy” issue:

Economy

We will not rebuild our economy on the old model of bubbles and busts. We'll only climb out of the current crisis by creating a new, sustainable foundation for our economy's future -- and make the tough choices to put our economy back on the road to long-term prosperity.

[LEARN MORE](#)

Figure 2.9. Screenshot of *Economy issues* section [last visited: 05/31/2010].

Clicking on *learn more*, the section expands to a separate web page:

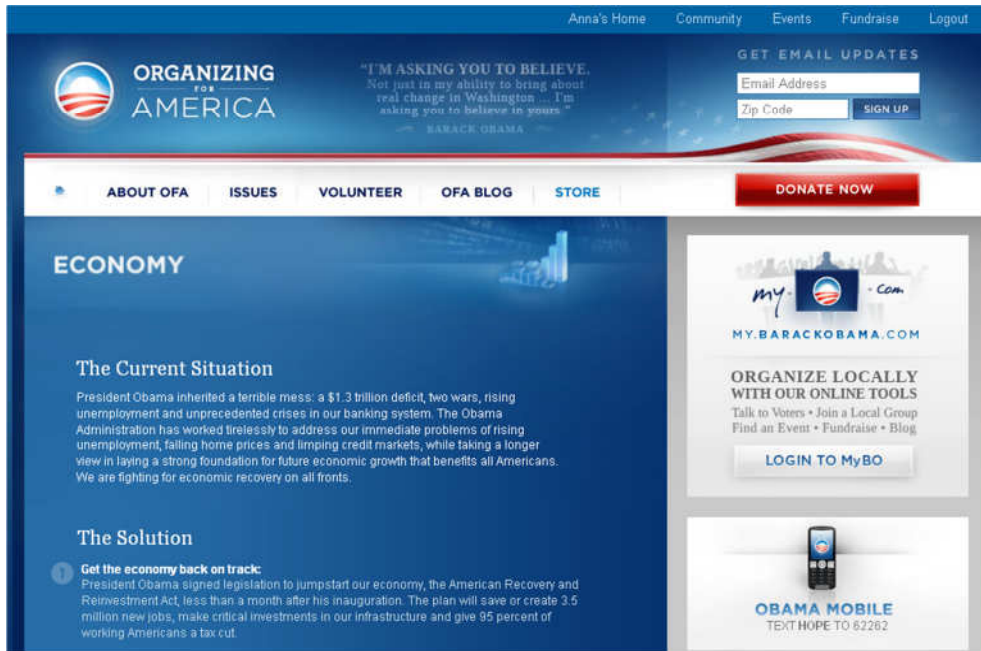


Figure 2.10. Screenshot of *Economy issues* section 2 [last visited: 05/31/2010].

Using volunteer section, one may sign up as a volunteer for OFA. The section also includes a set of photos organized in a slide show and a small piece of text about the importance of the volunteer movement for OFA:

Get Local! Create Your MyBO Account (or Login) Email Address Zip Code Get Started

ORGANIZING for AMERICA

"I'M ASKING YOU TO BELIEVE.
Not just in my ability to bring about
real change in Washington ... I'm
asking you to believe in yours."
— BARACK OBAMA

GET EMAIL UPDATES
Email Address
Zip Code SIGN UP

ABOUT OFA ISSUES VOLUNTEER OFA BLOG DONATE NOW

Volunteer for Organizing for America

"This victory alone is not the change we seek. It is only the chance

Sign Up Now!

Email: *

First Name: Last Name:

Zip / Postal Code: *

Phone:

Sign me up for text message updates:

Anything we should know about you:

Figure 2.11. Screenshot of *Volunteer* section [last visited: 05/31/2010].

The OFA blog was started in 2007 as part of a presidential campaign, and it was also transferred after Obama won the elections. Obviously, it is not written by the president himself, rather it is a compilation of articles about OFA actions written by online journalists on a daily basis.



Figure 2.12. Screenshot of OFA blog section [last visited: 05/31/2010].

Interestingly, it is duplicated on the page above the fold: one can access it from the main menu or just start reading it by scrolling down the page⁷. The whole process of presenting the information about OFA is organized in the form of blog, and not just in the usual “news” section. As a Web 2.0 technology, the blog goes far beyond a traditional one-way channel of sharing information. Due to its interactive tools, the OFA blog provides a maximum interactivity with its readers. This format of presenting news creates a 100% user-computer-president communication channel, where a user and the president play central roles and a computer is simply a medium of their communication.

Thus, the OFA blog serves two main functions: communicative and informative, i.e. to provide a user with recent news about political life in the country. The posts are organized in a reverse chronological order where the most recent entries appear first. This distribution gives more value to the latest information, while the old one becomes out of date. From the

⁷ Depends on the size of the screen.

technical point of view, the blog provides RSS feed which facilitates getting its automatic updates. One may also share each post through email to a friend function or Web 2.0 platforms: Digg, Facebook, Newsvine, Stumble and del.icio.us. Permalink serves to point to a specific post after it has passed from the front page to the archive. For the registered users there is an option of leaving a comment to each post, reply to the comment and / or report to admin.

Store section serves as an online shop of all kinds of goods with OFA symbolic:

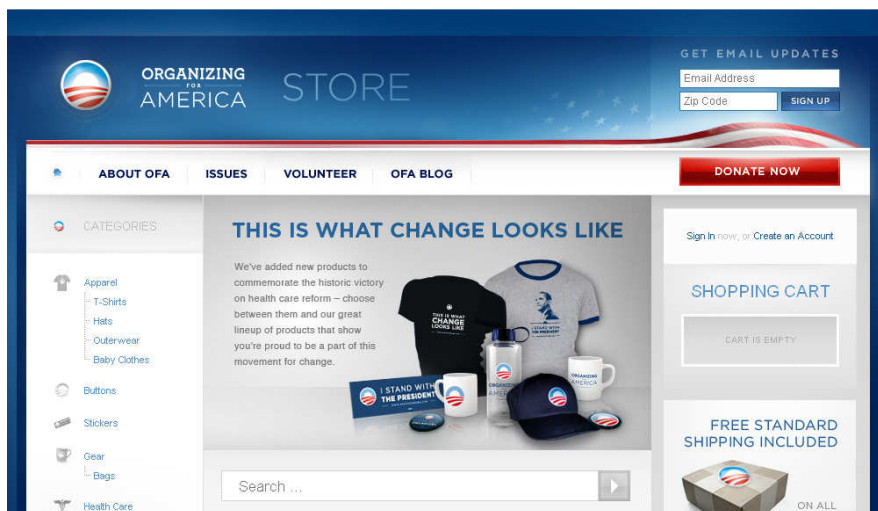


Figure 2.13. Screenshot of OFA store section [last visited: 05/31/2010].

To support OFA with donation, one may press *Donate Now* button and submit his/her contribution:

Support Organizing for America with a Donation

This movement was built by ordinary citizens from the bottom up. You elected a President, but now we need the resources to make sure the change you made possible becomes real.

Organizing for America will continue to organize in neighborhoods and communities across America. We'll stand up for the millions of Americans who demanded change during the election.

Please make a contribution and keep this movement going.

Already have an existing monthly contribution that you need to edit? [Click here to do so.](#)

Contributor

FIRST NAME LAST NAME

ADDRESS

CITY STATE ZIP

EMAIL ADDRESS

PHONE NUMBER

Employment

Federal law requires us to use our best efforts to collect and report the name, mailing address, occupation, and employer of individuals whose contributions exceed \$200 in a calendar year.

Figure 2.14. Screenshot of *Donate Now* section [last visited: 05/31/2010].

However, the central part of the page above the fold is devoted to the latest news and / or political events in the country:

**REPEAL
DON'T ASK
DON'T TELL**

President Obama pledged to repeal "Don't Ask, Don't Tell." Now, we have a chance to help make good on that promise.

ADD YOUR NAME

**VOTE
2010**

FIND AN EVENT

Road to Recovery | Add Your Name | Senate Passes Wall Street Reform | Kagan for Justice Action Center

Figure 2.15. Screenshot of *OFA Main Issues* section [last visited: 05/31/2010].

This section takes the most prominent place on the screen. It is organized in a form of four slides which change automatically each ~7 sec and a big Vote 2010 section on the right. The information component of this section is not static; it changes as soon as new events and state issues come up. From Fig. 2.15 one can see that for the period of May, 31st 2010 they were:

- Road to recovery,
- Add your name,
- Senate passes wall street reform,
- Kagan for justice action center,
- Vote 2010.

Finally, the last elements above the fold on the page are the OFA blog (see above) and 2010 strategy sessions, which serve to help the user localize OFA strategy session event in his / her neighborhood. As the OFA blog, this section also continues below the fold.



Figure 2.16. Screenshot of 2010 Strategy Sessions section [last visited: 05/31/2010].

Thus, all OFA sections above the page fold except for the information component of the main issues (and the blog), and 2010 strategy sessions, stay permanently on the page.

They do not deal with the contents of the site; rather they serve as a template, which is filled in with new information on a regular basis.

2) Elements below page fold.

After scrolling down the OFA main page, the following elements appear on the screen:

- OFA blog;
- 2010 strategies;
- OFA products advertisement;
- The Democratic Party section;
- My.barackobama.com section;
- Obama mobile section;
- Show your support section;
- Obama everywhere section;
- Volunteer, privacy policy, terms of service, contact us section.

The OFA blog takes more than 50 per cent of webpage space from left to right, while the rest of the sections below the fold are placed in the column on the right. This distribution gives more value to the blog as a core component of the site; sections 3-9 can be seen as less important (Nielsen, 2010). They do not have strong informative function; rather, they serve as secondary Web 2.0 tools.

Clicking on OFA products advertisement, a user is automatically transferred to the Store page (see its description above).

The Democratic Party section icon takes a user to the external website

<http://www.democrats.org/>:

THE DEMOCRATIC PARTY Get Updates **SIGN-UP**

★ Home Blog Our Party Action Agenda Local People Press Contact Español

THE ROAD TO RECOVERY

JOB LOSS | GROWTH

BUSH ADMINISTRATION OBAMA ADMINISTRATION

Contribute

THE BENEFITS OF HEALTH REFORM
SEE WHICH REFORMS BEGIN THIS YEAR

LEARN MORE

SHOW YOUR SUPPORT

Barack Obama en Facebook
Me gusta 8,717,126

VOTE 2010 Democratic Party en Facebook
Me gusta 92,156

THE DEMOCRATIC PARTY STORE

Add Your Name: Limit Corporate Influence in Elections
Following the Citizens United Supreme Court ruling earlier this year, which overturned years of hard-fought campaign finance law, corporate

Mark Critz Wins: Where is the Republican Wave?
While the pundits called Pennsylvania special election a "must win" for Republicans, Democrat Mark Critz turned out a strong victory and cast doubt

Figure 2.17. Screenshot of the Democratic Party website [last visited: 05/31/2010].

After logging in, a multipurpose platform my.barackobama.com helps a user find and integrate into OFA community in his / her neighborhood.

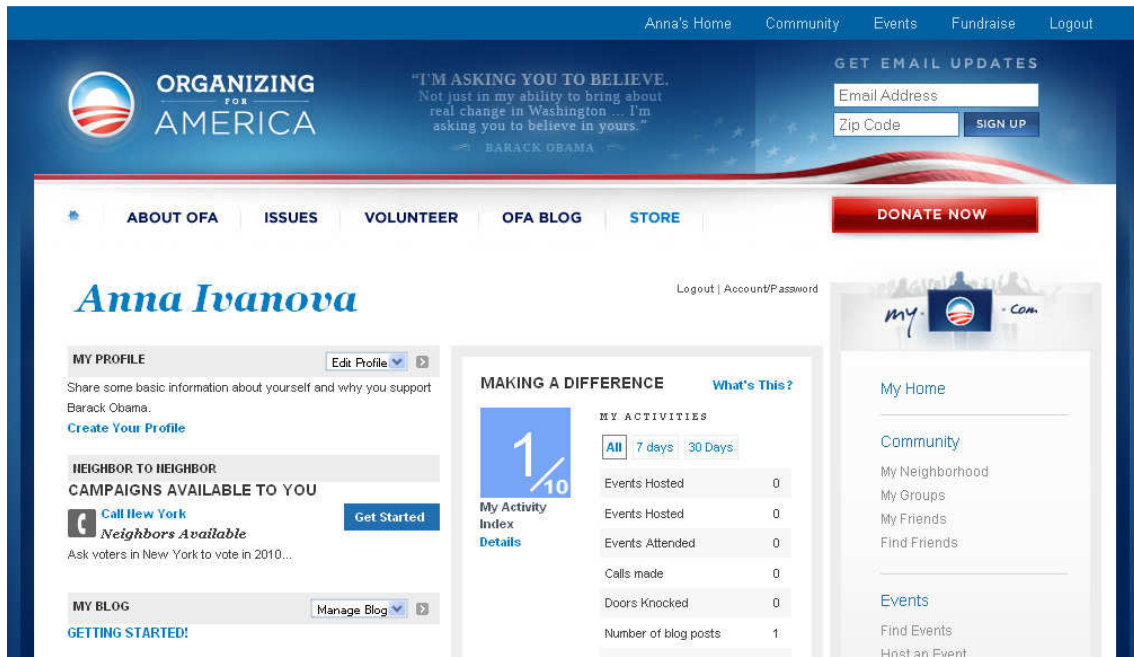


Figure 2.18. Screenshot of *my.barackobama.com* section [last visited: 05/31/2010].

Obama mobile service allows a user sign up for OFA alerts. They promise to send 1-2 messages per month, “and when important news or events take place”, a user “will be one of the first to know” (OFA website).

One can support Barack Obama or / and the Democratic Party on Facebook website by pressing “I Like⁸⁸” in Show your support section:

⁸⁸ In this case it is in Spanish - “Me gusta”.



Figure 2.19. Screenshot of *Show Your Support* section on OFA website [last visited: 05/31/2010].

Finally, the bottom of the page includes:

- volunteer section which duplicates the one from OFA main menu;
- privacy policy rules;
- terms of service;
- contact us section.

All these sections stay permanently on the page.

2.5.1.1 OFA website and HCI basic design principles.

However, the description of website elements does not give its full picture from HCI point of view, which applies certain distribution principles of site elements. These principles favor efficient organization of the website and, thus, its cooperative interaction with a user. That is why, next step after giving general descriptions of OFA website elements was to test how well it follows HCI basic design principles:

- 1) The principle of **clustering** works on OFA website by organizing similar information in groups where:
 - all main sections are included on the main menu;
 - latest news and/or events are organized in the form of slides;
 - Web 2.0 links to Obama's pages are all collected under *Obama Everywhere* section;
 - all minor information is grouped together (at the right part of the screen below the page fold).
- 2) The principle of **utility and visibility** is realized by placing the most important information and its icons above the page fold which makes them easily visible and accessible.
- 3) The principle of **intelligent consistency** is proved by the fact that each section preserves its own format no matter where a user is on the site, e.g., compare the screenshot of the main page (Fig. 2.4) and of Issues section (Fig. 2.10), the format is the same.
- 4) The principle of **economy of design** works because each section deals with its own issue excluding all kind of non-relevant information, e.g., the main page does not contain many elements, there are no ads on the site, etc.

- 5) The colors of the site represent the colors of the US flag, where “white stands for purity and innocence. This patriotic combination produces an important positive effect on the public. Mainly, red represents valor and hardiness, while blue signifies justice, perseverance, and vigilance” (Verlodt, 2001, para. 7). On OFA site blue stands for the primary color, as it is used as a website background, and white is a secondary color. It is represented through a text on the blue background. This contrast receives higher ratings in readability (Hall & Hanna, 2004); red is a highlight color and it is modestly used in its emphatic role, e.g. *Donate Now* button.

The accomplishment of all these principles fulfills the principle of **order**, which in its turn, characterizes the interface of OFA site as user-friendly which then favors successful HCI on it. Having done this, my next objective is to prove it empirically. That is why, the following section presents the results obtained from the empirical testing of the OFA site by real users with the materials described in Section 2.3.3.

2.5.2 OFA Usability Test.

2.5.2.1 Results for the pre-test questionnaire instrument.

As the eligibility of a potential subject for the main test directly depended on the results from the pre-test questionnaire (Appendix 2.4), each of them was carefully studied and analyzed. Thus, the results for four main sections are:

- 1) 0.6 of the participants were currently enrolled at the Department of English Language; 40% were graduates. It was considered it as a sufficient justification for the language level, so no additional language test was conducted.
- 2) All of the subjects used the Internet on a daily basis for a period of 5-13 years (mean: 9) with the frequency of connection 3-10 times a day (mean: 4) and spending 1-12 hours online (mean: 4.5). Fig. 2.20 shows the distribution of online activities according to their popularity:

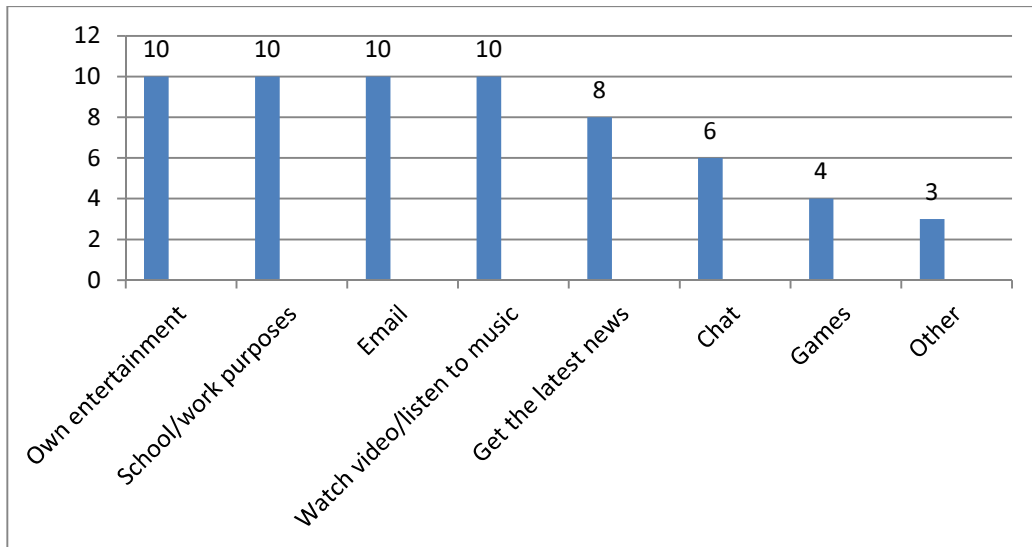


Figure 2.20. Distribution of online activities according to their popularity.

Note. Facebook, YouTube, Gmail and Elpais.es are the most visited sites⁹. 0.6 of all the subjects had high level of Internet use; 0.3 – medium and 0.1 had a low level.

⁹ For the complete list of the sites mentioned in a pre-questionnaire see Appendix 2.5.

Fig. 2.21 demonstrates the results for the Internet and Politics section. From this diagram one can see that most of the participants used the Internet to get news about politics:

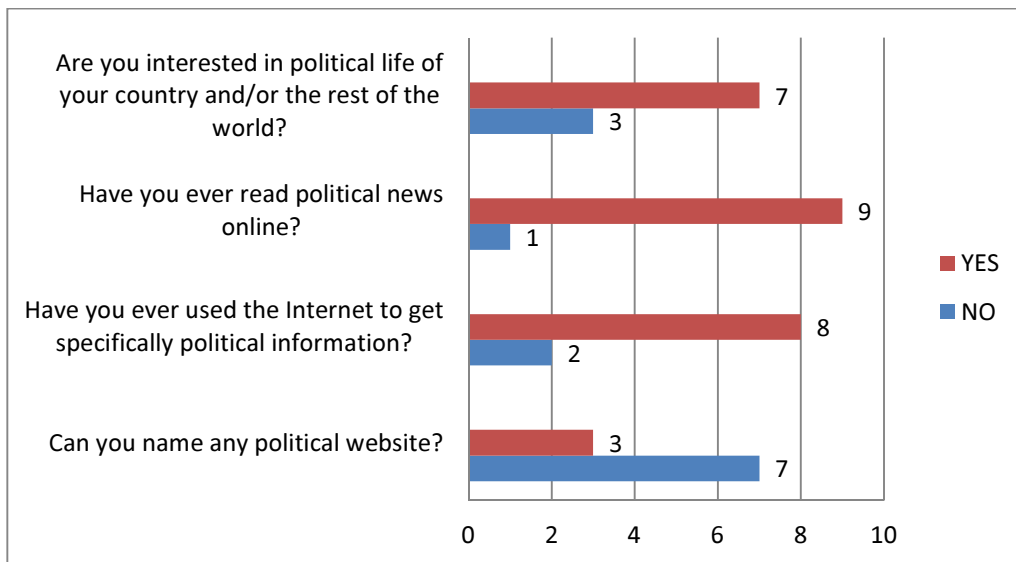


Figure 2.21. The results for the Internet and Politics section of a pre-test questionnaire.

Similarly, Fig. 2.22 presents the results for the section about the current U.S. President. It shows that most of the subjects knew the name of the president of the U.S., came across information / used the Internet to get news about him; knew the popular slogan of the president of the U.S; did not know the website of the U.S. President.

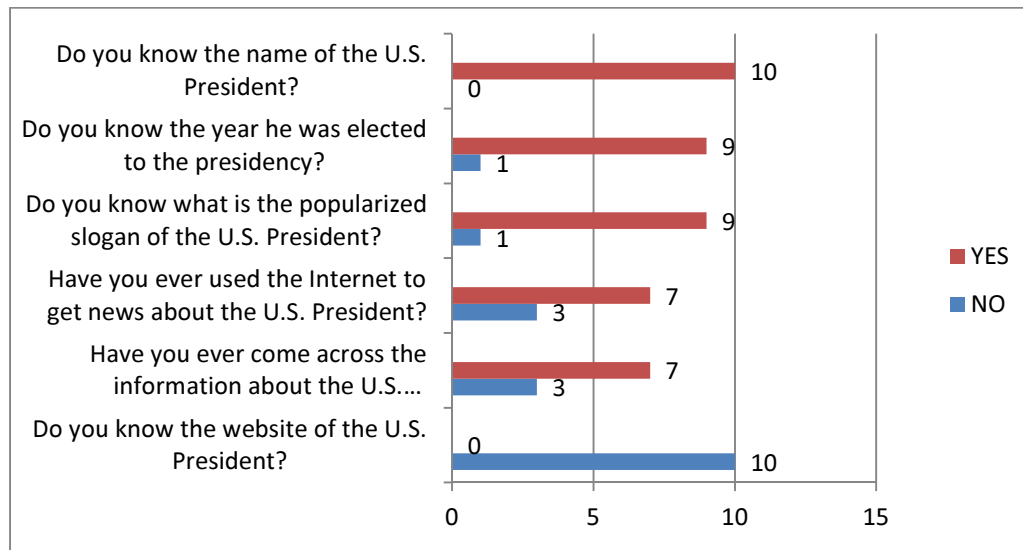


Figure 2.22. The results for the subject's knowledge of the 44th President of the United States section of a pre-test questionnaire.

Thus, basing on the results from the pre-test questionnaire, a profile of a potential subject for the final test looks like the following:

OFA USABILITY TEST
A POTENTIAL SUBJECT'S PROFILE
<u>Age:</u> 27
<u>Gender:</u> Female
<u>Education:</u> Undergraduate student
<u>Linguistic background:</u> student at the Department of English Language
<u>The use of the Internet:</u> nine years for four and a half hours every day with frequency of connecting= four times a day. High level of Internet use.
<u>Purpose to use the Internet:</u> own entertainment (Facebook, YouTube, Gmail and Elpais.es are the most visited websites); school/work assignments; email; watch video/listen to music.
<u>The Internet and Politics:</u> interested in political life with an experience of searching for and reading political information in the Internet. No knowledge of specific political websites.
<u>The user's knowledge of the 44th President of the United States of America:</u> knows the name, election year and slogan; has seen and read relevant information in the Internet.

Figure 2.23. Potential User's Profile for OFA Usability Test.

2.5.2.2 Results for the OFA usability test instrument.

Based on the results obtained from the pre-test questionnaire instrument, a total of 10 subjects (6 female; 4 male. Mean for age: 27 year old) were chosen for this study¹⁰. It was conducted at the Phonetic Laboratory of the Department of English Language, University of Seville (Spain) during the period of October, 5th 2010– October, 22nd 2010. Below I present the results for the three main sections of the OFA usability test: general impressions, free exploration and specific task:

As mentioned above, the **general impressions** part was designed to introduce a subject to the tested website and get his / her first personal opinion about it. Thus, a content analysis of audio-transcripts¹¹ showed that:

- No one of the selected subjects saw the OFA website before.
- The OFA site was described as clear, well-organized, and with bright American colors.
- Most of the participants (N=4) chose *About OFA* section to click on first.
- The purpose of the site was defined as: “to inform people what Obama is doing.”
- The site was intended for: “everybody who is interested in Obama and his policy.”
- The site belonged to: “Barack Obama”.

Further on, the participants were encouraged to **freely explore** OFA website for about five minutes. Using content analysis of video-recordings and audio-transcripts, this part is presented through graphic schemes to visually demonstrate participant’s interaction with the site (Appendix 2.8). Each scheme was organized in a hierarchical way where the first visited

¹⁰ Each participant signed Informed Concerned Form before the test (see Appendix 2.6).

¹¹ See Appendix 2.7.

page appeared at the top of the scheme and the last one at the bottom. Due to the open nature of the task, there were no identical schemes found: some of them demonstrated a complex interaction process (Appendix 2.9) and vice versa (Appendix 2.10). For quantitative analysis I registered every participant's click and placed it into the scheme. In case when one page was visited more than once during the session, each time was counted separately; thus, the mean for visited pages per participant was 7 (range: 12-2).

Table 2.4 below (p. 70) presents a chart for all visited pages with their click frequency and position on the screen (see Appendix 2.1). Although at first sight, it is organized from a holistic perspective, i.e. the pages are grouped (when possible) under the broader names, e.g.: *Health Care, Education, Wall Street Reform, Comprehensive Immigration Reform* which are all parts of *Issues* section, it is done so only for esthetic purpose to present information. Thus, as mentioned above, the study was more interested in interaction with the site than in its information organization. Hence, the pages are organized following the segmental hierarchy of the site, i.e. level 1 pages are accessible from the home page; level 2– from level 1; level 3 – from level 2, etc. E.g. look at the *Issues* section in Fig. 2.24. It is accessible from the OFA home page; that is why it is assigned level 1. Then, clicking on it, a user is transferred to another page which includes different issues such as, e.g., *Health Care*, which is assigned level 2. Further on, after clicking on *Health Care* s/he gets on level 3 of the site, which in this case is *Choose your state*:

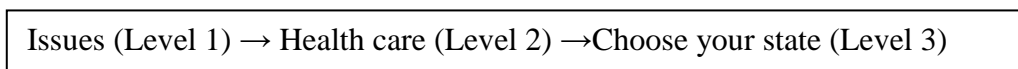


Figure 2.24. An example of OFA Site Levels.

Thus, looking for these three pages in Table 2.4, one gets:

Issues (AL) 8. It means that it is accessible from the left side of the screen above page fold, and it was clicked on eight times during the free exploration part;

Health care (UL) 2. It means that is accessible from the left side of the screen under page fold, and it was clicked on twice during the free exploration part. Also, its position in the second column of the table indicates that it belongs to level 2 pages;

Choose your state 2. It means that it is accessible from the central part of the screen, and it was clicked on twice during the free exploration. Also, its position on the third column of the table indicates that it belongs to level 3 pages.

Table 2.4

List of visited pages during a five-minute session (OFA Usability Test Instrument)

Section name	Frequency (click times)
OFA blog ¹² (AR; UL)	10
Issues (AL)	8
Health care (UL)	2
Choose your state	2
Education (UL)	2
Wall Street Reform (UL)	1
Comprehensive immigration reform (UL)	1
Volunteer (AL)	7
About OFA (AL)	6
Join the President Live (S) (AR)	3
Store (AR)	3
Apparell (AL)	1
Hats (AL)	1
60-70\$ (AL)	1
Host a house party (S) (AL)	2
Double your impact (S) (AL)	2
Call voters (AR)	2
Commit to vote (AR)	2
Connect with your state (UL)	2
Obama mobile (UR)	2
Update from David Plouffe (S) (AL)	1
Vote 2010 (S) (AL)	1
Commit to vote (UL)	1
Attend an event (S) (AL)	1
Ohio (AR)	1
Hope over fear (S) (AL)	1
Donate now (AR)	1
State highlights (AR)	1
Raise your vote (UR)	1
Choose your state (AL)	1
Votar antes del día de las elecciones (AR)	1
Video (AR)	1

¹² The location of OFA blog section is quite ambiguous. It is presented twice on the main page: from AR and UL (ratio AR: UL is 6:4) parts of the screen. Although, at the same time, it is between AR and AL. Thus, in this study I stick to AR position.

As it is seen in Fig. 2.25, the tendency line goes down from level 1 to level 3 meaning that participants were surfing mainly the first level, i.e. homepage of the site. The second level was accessed less frequently, and the third one was not popular at all.

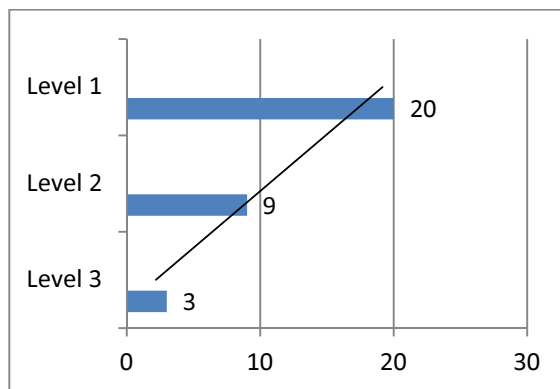


Figure 2.25. Distribution of Levels on OFA site.

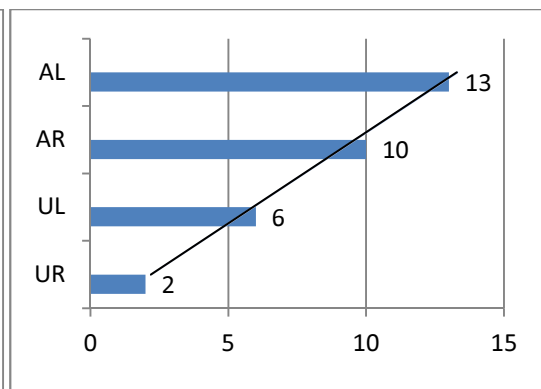


Figure 2.26. Distribution of Attention Areas on OFA site.

As for the attention distribution areas, the most popular were AR and AL as 13 and 10 of all visited pages were accessed from these parts of the screen. UL and UR, with 6 and 2 pages respectively were less “clickable” areas.

Thus, the results for a five-minute session of free website surfing show that:

- Communication with OFA site was restricted to its main page, where 0.63 of all visited pages belonged to level 1; 0.28 – to level 2; and 0.09 – to level 3.
- Mean for visited pages per participant was 7 [range: 12-2].
- Attention areas were distributed between AR and AL with a minor advantage of the last.

- The most visited pages belonged to the OFA main menu and included *OFA blog*, *About OFA*, *Issues* and *Volunteer*. All of them were in the AL attention area.

Finally, after free exploration which served as an introduction to the OFA website, the participants were asked to complete a set of twelve **specific tasks** aimed to search for certain information on OFA site. Although each task could be considered independent and easily replaced or deleted, they were logically interconnected with each other to fit a general scenario of the test. The results are explained using the same methods of content analysis and graphic schemes as in the previous part (Appendix 2.11). They are also classified as correct / incorrect to make further conclusions about the information they contain.

Task 1 is presented by three schemes: one successful and two failed. All of them are limited to level 1; the first one is followed by eight out of ten participants and consists in using the log in menu at the top of the page. It was the only possible way to complete this task. In two other cases an email subscription, not a private account, was created; thus, they are considered failed. The mean for time was one minute and 54 sec.

Task 2 includes six schemes– five of them are successful. All of them refer to level 1 of the site; the most popular one is followed by five participants. It employs *Show Your Support* section on OFA main page - the easiest way to fulfill this task. In total, nine out of ten subjects did it correctly during one minute and 36 sec.

Task 3 is presented by one level 1 scheme using *Obama Everywhere* section on the OFA main page. It was the only possible way to complete the task. All of the participants managed to find the link to Obama's Twitter. However, two of them found the latest but one tweet, and not the latest one as was asked. Thus, they are not accepted, although, technically, the web page was correct. In total, there were eight successful answers; the mean for time was one minute and 7 sec.

The process of information retrieval for Task 4 is represented by two schemes, both of them are correct. The most popular one is used by eight people who directly used *About OFA* section on OFA main page. Two other participants first went to *OFA blog*, and then to *About OFA*. As can be seen, necessary information for this task was retrieved in a simple way, i.e. the subjects did not go further than level 1 of the site. The mean for time to complete this task was one minute and 10 sec.

Task 5 is presented by four schemes, three of them are correct. The information could be retrieved from level 2 of the site; the results show that nine participants managed to do it. The mean for time to complete this task was 54 sec.

Task 6 is presented by ten different schemes, none of which are correct. Mostly they are concentrated on level 1 of the site, although all of them also included level 2 *Issues, Education* section which was a right place to search. Unfortunately, nobody noticed *Barack Obama's presidential campaign issues* link at the bottom of the *Issues* section, which was the correct answer. Mean for this task was two minutes and 7 sec.

Task 7 was successfully done by nine subjects; the one who failed shared Obama's Facebook page and not the OFA latest blog post. In total, the task is completed using seven different schemes. All of them include *OFA blog* section on OFA main page. The main difference in completing this task lies in the way to share information on Facebook. The first part of the participants did it directly through OFA site, i.e. using "share on Facebook" option after the text of the post. While others did it by copying and pasting *OFA blog* post link on their Facebook. Both ways led to the same results; however, the first one was more popular. The process of information retrieval was carried out mostly on level 1 and lasted for one minute and 6 sec.

Task 8 is presented by a unique scheme restricted to level 1, which was the only way to complete this task. Mean for time was 30 sec.

In Task 9 the process of information retrieval was not carried out on OFA website, i.e. initially, it started on level 1, and the solution then was archived on level 4. However, the majority of people (five out of ten) followed the scheme which ended on level 3 and missed the last stage *Latest news*. The results show that only one participant did it correctly, six others were one step away from it and three of them failed to complete it. In total, the task is completed following six different schemes. Each session lasted for about one minute and 31 sec.

Six participants managed to complete Task 10 using four different (successful) schemes, while in total, eight different schemes were presented. The average time spent on this task was one minute and 4 sec.

Task 11 was completed by nine participants using four different schemes; three of them – successful. The most popular one was followed by seven subjects; the average time spent on it was one minute.

Finally, Task 12 was done by half of the participants following four successful schemes out of eight in total. The search for information was carried out mainly on level 1 and lasted for one minute and 40 sec.

Thus, the results for this part show that:

- Successful information retrieval was performed in 0.7 cases.
- Most of the information was retrieved from level 1 of the site.
- Total number of schemes for all tasks was 60; mean – 5.
- Total number for successful schemes for all tasks was 32; mean – 3.

- Mean for total time to complete the tasks was fifteen minutes and 39 sec.; mean for each task – one minute and 18 sec.

In the next sections I discuss these results and give general conclusions of this chapter.

2.6 DISCUSSION

The central point of this study was to present a different approach to study language of the Internet. Mainly, it was proposed that modern understanding of this term should not be restricted only to its textual component, but also imply the way people interact with the global network through interfaces, which in most cases are websites.

Barack Obama's OFA official website was chosen as a subject to study, which consisted of three main parts and followed three main objectives. First, a descriptive analysis of OFA elements distribution was performed; second, this distribution was tested with HCI basic design principles. The results demonstrated positive accomplishment of all principles on the website which was then characterized as user-friendly from HCI point of view, and, thus, cooperative for its interaction with a possible user. To prove this findings empirically, the experiment was conducted applying the OFA usability test. However, the purpose of this test was not just to prove OFA user-friendly nature from a HCI perspective, but also to demonstrate the essence of implicit component of language on the Internet as it happens in real-time user-website interaction.

Although this study dealt with already described part of HCI – usability tests, it went beyond a mere site features testing, rather it concentrated on the way information was

distributed and retrieved from website as a means of online political communication. The central point of the experiment was to create visual schemes of information retrieval process to understand how the discourse between a user and a site takes place. This discourse, in its turn, was claimed to constitute implicit component of Barack Obama's language on the Internet.

For this purpose OFA usability test instrument was applied; although, I repeat, usability itself was not the main aim. As stated above, no ideology was behind while compiling the tasks for this test; all of them were randomly created by me, thus, present my subjective view on the problem. This test gave further hints on users' general perception of the site, their navigation preferences and, finally, information retrieval schemes were obtained for a set of specific tasks. Due to the results for each part presented in Section 2.4.2, no one of the tested saw OFA website before. It was considered as a positive feature on the assumption that it would help to get more objective and valuable results. The lack of familiarity with the site structure excluded artificial scenario of the test, and put the participants into a real situation creating natural atmosphere of HCI.

In spite of being new to the site, participants managed to determine its main purpose, possible public and owner. It characterizes the site as a successful project starting from the introduction level. The site is then considered as generally recognizable, especially if one takes into account a non-US citizenship of participants. *About OFA* was chosen by the majority of people as a first place to click on. It is a predictable way to behave in an unknown situation; that is why, *About OFA* was placed in the most prominent place of the site – in an upper left corner next to a home sign. Being main human vision direction on the screen, this part is normally reserved for the most important buttons as menu or home, e.g. Gmail, Mozilla, Internet Explorer, etc. In OFA case general information about the organization equals in importance to home button; it serves as an introduction move from the part of the

site, and intuitively, participants followed this move as if transferring human-human interaction into HCI settings. I consider it as a first step in discourse between a user and a site. It is also true applying to any website in general - introduction and / or getting to know a new online platform usually starts with studying its menu.

As soon as the communication from the part of the site has been established correctly, it is very probable that a user will continue exploring it. It is the main aim for any website in general, not to mention political ones. On the contrary, if a site fails presenting itself at introduction level, I suspect that a user will quit. As one can see from the results, the OFA site belongs to the first option.

The second part of the OFA test instrument dealt with a five-minute session during which participants could freely surf the site. The session served as a transition move between introduction and actual discourse. As explained in Section 2.3.3, it was a preparation step before passing to specific tasks in the last part of the test. Apart from it, this section drew a picture of attention areas on the site and its most popular pages. The starting point of the test was OFA home page as the main connecting link between participants and the site. It means that the most part of the session was devoted to the pages that were directly accessible from the main page, and belonged to level 1 of the site. Thus, this process consisted in a back and forward transfer from OFA home page to page X. It shows that participants did not go “deep” into the site; rather, they preferred to stay on its “surface”.

It can be explained by the structure of the site where the information layers are not numerous, and all important issues are placed at an outer level. I think it is a suitable kind of information distribution for a presidential site where the main purpose is to give general explanations about president’s policy, his views on the main issues as long as to provide constant real time updates about president’s actions in a Web 2.0 format. The site itself then

functions as one big Web 2.0 platform which brings users the latest news about the president and his government.

According to Table 2.4, the most “clickable” pages were those of the OFA navigation menu: *OFA blog*, *Issues*, *Volunteer* and *About OFA*; thus, the most frequent attention area was AL, i.e. where all these pages belonged to. This finding proves Nielsen’s (2010) conclusions about gaze distribution areas on the screen, i.e. users do tend to spend more time looking at the left half of the page above the fold. On the contrary, if one looks at the pages from AR area, it is seen that they include mostly Web 2.0 links such as *Show Your Support* or *Obama Everywhere* sections, and do not have any important political information except for *OFA blog* which is placed quite ambiguously between AR, AL and UL, and a link to the Democratic Party.

However, *OFA blog* plays a central role in information organization on the site, and its ambiguous location, as defined before, is not actually ambiguous but rather omnipresent. The whole site is organized around *OFA blog* as the main source of news about the president. I think it is a modern updated variant of *News* section which nowadays includes not only reading but also reacting to it by means of Web 2.0 technologies such as leaving comments, sharing on social networks or emailing to a friend. This interactivity makes blog less formal and more intimate means of information representation than just news section. Thus, in this transmission move OFA site also collaborates in “user-president” communication process through gaze distribution on the screen, information organization and general Web 2.0 character of presenting the information on the site.

The last part of OFA test instrument consisted in a set of twelve tasks where participants had to look for specific information on OFA site. In spite of the fact that the main scenario was the same for all participants, the results do not show complete similarity in

their actions. The same happens in real life, e.g. at job interviews where an interviewer has a list of previously prepared questions, however, each conversation differs from the others. Judging from the number of schemes representing each task, participants' steps on the site can be characterized as mid divergent where the number of successful schemes is twice as less. While the first part of the test was referred to as introduction, the second – as transmission, this part presents an actual discourse between a user and a site, which is then defined as Barack Obama's implicit language on the Internet. According to the results, successful discourse with "online" president occurred in 0.7 cases; thus, the act of communication between participants and the OFA site took place. In the rest of 0.3 cases participants failed to retrieve necessary information and they are considered as incorrect.

However, this fact has certain implications concerning type of "failed" information, mainly, that its hard retrieval is directly proportional to its value. The results demonstrate high performance in tasks 1, 2, 3, 4, 5, 7, 8 and low in 6, 9 and 11. If one compares the type of information in these tasks, it is seen that the ones with high performance most of the time dealt with current state of affairs, e.g. tasks 5 and 7, or Web 2.0 technologies, e.g. tasks 1, 2, 3 and 7; while the ones with low performance asked either for "old", e.g. 6, or for secondary information, e.g. tasks 9 and 12. This kind of information organization arbitrary gives more validity to recent news; old information, being hidden, can be seen as less important, e.g. tasks 5 and 6.

Task 5 asked participants to look for Obama's current education policy, and task 6 – for Obama's higher education policy during his campaign. The results from Table 2 clearly demonstrate what information is more important: task 5 was successfully done by 9 participants, and task 6 by no one, thus, Obama's current, and not during his campaign, education policy is shown as more important. Thus, this principle of information "importance" explains the results for this part of the test, except for Task 9. It was nearly

done by five people who reached its last but one step, and, thus, failed to complete it. I consider it a result of misunderstanding as participants perceived instructions through an audio channel only.

This logical way to organize information characterizes the OFA site as cooperative in the process of message transmission to a user. The fact that in more than half of the tasks participants managed to establish successful communication with the OFA site, also characterizes it as cooperative from the point of view of HCI. This cooperation lies primarily in its design (see Section 2.4.1) and its principles of information distribution. The results have demonstrated that in most cases necessary information could be quickly¹³ retrieved from level 1, i.e. a potential user does not need to go through many website layers before reaching his / her aim. It is not considered as a drawback, on the contrary, taking into account quick, fast and efficient expectations about Internet opportunities today, this way of self-presentation turns out to be successful. Thus, all the objectives for this study are reported to be successfully accomplished, proving my main hypothesis for this part of the dissertation, i.e. the implicit component of Barack Obama's language on the Internet consists in user's interaction with his official OFA website, and can be visually expressed through graphical interaction flow schemes.

Special attention should be given to the fact that the OFA website has a high number of Web 2.0 options which permit a certain kind of bi-dimensional communication. As mentioned above, *OFA blog* is the key element in presenting latest news about the President and his government. It allows leaving comments to each post, share or email it to a friend. This is all part of Web 2.0 technologies where the main idea is that a user is able not just to read information on the Internet, but also to take part on it or even generate his / her own

¹³ Taking into account mean time for each task (one minute and 18 sec.)

content. Besides *OFA blog*, there is a whole *Obama Everywhere* section with all links to Obama's pages on the most popular social networks such as, e.g., Facebook and Twitter.

Thus, the OFA is defined as an open Web 2.0 online platform which provides information about Obama and his government. That is why, taking into account McMillan's (2002) four-part model of cyber-activity as the approach to describe user-website interaction (see Section 2.2.2), I suggest that the OFA interactivity model goes beyond the level of receiver control and direction of communication due to Web 2.0 character of the website. Nowadays, in the era of Web 2.0 technologies, the most important and expected thing from any web place has become the ability to share its contents with other people. As demonstrated in the usability test, this option is fully provided on the OFA website. Thus, the model of Obama's online interaction through his site is presented in Fig. 2.27 below:

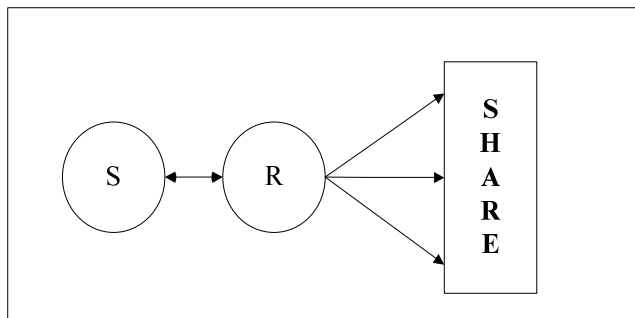


Figure 2.27. OFA Interactivity Model.

Note. S=Sender; R=receiver

In other words, there is a two-way communication sender-receiver, or website-user exchange where the latter is provided with the opportunity to share sender's information to external Internet platforms by sending an email to a friend, posting links to social networks, subscribing to updates, etc., i.e. to make online community aware of user's "Likes" in the Internet.

In the following section I briefly outline main conclusions for this chapter.

2.7 CONCLUSION

This chapter has been devoted to the implicit component of language on the Internet, mainly, to the general aspects of HCI with a specific concentration on a website as a means of "president-citizen" communication. OFA, the official website of the 44th U.S. President Barack Obama, was chosen as a sample for this study. In summary, this study gave a perceptual description of this website and its main characteristics according to the design principles of HCI. Thus, the site stands as generally recognizable by the public, and makes a good impression from the first sight.

Further on, the site was tested with OFA Usability Instrument to describe the process of information retrieval from it. It consisted of three parts which dealt with the general perception of the site, a five-minute session of free surfing and a set of tasks to look for specific information. On the whole, this instrument characterized the OFA site as cooperative in communication with a potential user. Visual representation of this communication helped understanding the nature of Obama's implicit language on the Internet, which then consisted

in his interaction with a user through the OFA website, mainly, through the information retrieval process from it.

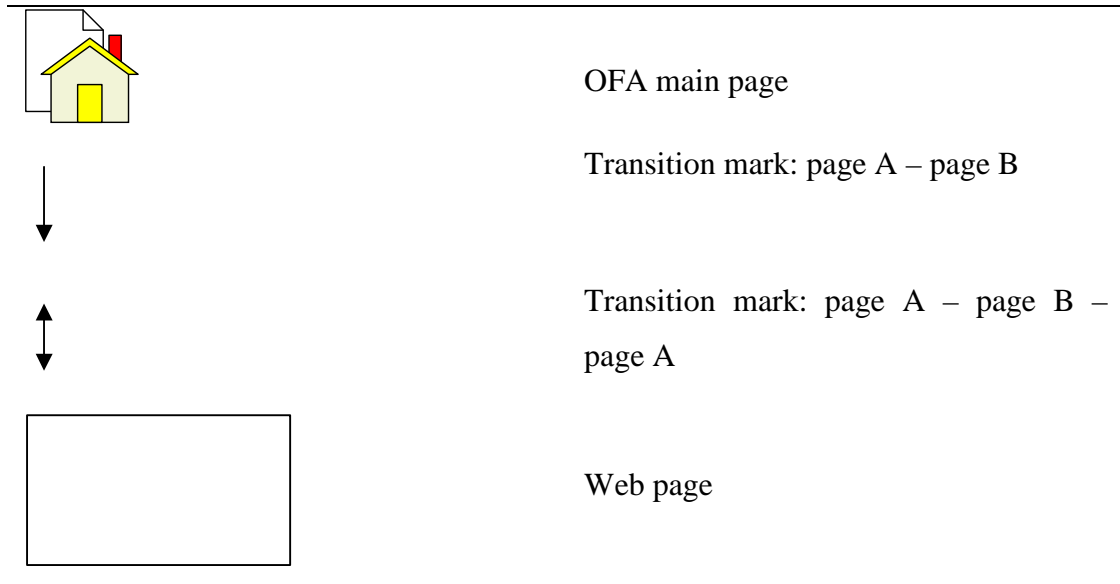
On the HCI level the site responded to the main design principles and its elements distribution favors successful interaction with the public. The information component was presented through an easy scheme where all important knowledge was accessible from the main page within one click with a certain prevalence of up-to-date information. I conclude it is a suitable way to organize information on a public political website. Thus, this kind of distribution is considered to favor cooperative interaction with the site.

The study also revealed Web 2.0 character of the site, where its interactivity model consisted in a two-way information exchange accompanied by sharing options and *Obama Everywhere* section. The last one serves as a catalogue with all links to Obama's social networks profiles. This omnipresence works as a huge online PR company for Obama who has become the first Internet President in the world. Thus, the importance of the new technologies on the Internet, their role in political world and specifically, Barack Obama's use of language as a means to construct his rhetorical space online, is the topic of the following chapter of this dissertation.

Appendix 2.1. Screen distribution for OFA Usability Test Instrument.

Above page fold. Left side (AL)	Above page fold. Right side (AR)
Under page fold. Left side (UL)	Under page fold. Right side (UR)

Appendix 2.2. Graphic tools employed to draw OFA-user interaction schemes (adapted from Microsoft Visio 2007).



Appendix 2.3. The screenshot of OFA main page.

The screenshot displays the Organizing for America (OFA) main page. At the top, there is a navigation bar with links for 'ABOUT OFA', 'ISSUES', 'VOLUNTEER', 'OFA BLOG', 'STORE', and 'DONATE NOW'. A 'GET EMAIL UPDATES' form is also present. The main content area is divided into several sections:

- ROAD TO RECOVERY:** Features a bar chart showing economic data and a 'LEARN MORE' button.
- VOTE 2010:** Promotes the 2010 election with a magnifying glass icon and a 'FIND AN EVENT' button.
- ORGANIZING FOR AMERICA BLOG:** Lists several articles, including:
 - 'Obama Administration Announces Opposition to the Murkowski Resolutions'
 - 'Keeping America's Promise to Seniors'
 - 'Today: Join President Obama's Tele-Town Hall for Seniors'
 - 'President Obama in the Gulf: "Using every tool at our disposal to respond to this crisis"'
 - 'Vote 2010: Back to Basics'
- 2010 STRATEGY SESSIONS:** Lists events such as '10th Congressional District OFA Strategy Session'.
- GET A COMMEMORATIVE HEALTH REFORM T-SHIRT:** Promotes a t-shirt with an 'OBAMA' logo and a 'GET YOURS TODAY' button.
- THE DEMOCRATIC PARTY:** Features a 'VISIT THE DNC' button.
- MY BARACKOBAMA.COM:** Promotes organizing tools with a 'LOGIN TO MyBO' button.
- OBAMA MOBILE:** Promotes a mobile app with a 'SIGN UP NOW' button.
- SHOW YOUR SUPPORT:** Links to Barack Obama's and the Democratic Party's Facebook pages.
- OBAMA EVERYWHERE:** A grid of social media icons including Facebook, MySpace, YouTube, Flickr, Digg, Twitter, Eventful, LinkedIn, BlogPlanet, Facebook, Email, Digg, MySpace, and Digg Party/Booker.

The footer contains the text 'MADE POSSIBLE BY ORGANIZING FOR AMERICA', the OFA logo, and 'POWERED BY HOPE'.

Appendix 2.4. Pre-test questionnaire.

Experiment Title: Organizing for America Website Usability Test

Pre-Experiment Questionnaire

Age

Gender

Education

1. Linguistic Background

2. The Use of the Internet

a. Do you use the Internet in your daily life?

yes

no

b. Years using the Internet:

c. How many times a day do you connect to the Internet?

d. How many hours per day do you spend online?

e. When you access the Internet, which of the following do you usually do? (check all that apply):

Own entertainment

School/work purposes

Email

Chat

Games

Watch video/listen to music

Get the latest news

- Other

f. Do you have certain websites that you visit regularly?

○ yes

○ no

If yes, please list your most popular websites.

g. Please, write “yes” if you understand very well the following terms:

Refresh or reload

Operating system

Internet browser cookies

JPEG file

Spyware or malware

Widget

3. The Internet and Politics

a. Are you interested in political life of your country and/or the rest of the world?

○ yes

○ no

b. Have you ever read political news online?

○ yes

○ no

c. Have you ever used the Internet to get specifically political information?

○ yes

○ no

d. Can you name any political website? (If yes, write its name)

○ yes

○ no

4. The user's knowledge of the 44th President of the United States of America

- a. Do you know the name of the current president of the United States of America?
(If yes, please, write it. If no, please, hand in your survey)
- yes
 - no
- b. Do you know the year he was elected to the presidency? (IF YES, PLEASE, WRITE IT)
- yes
 - no
- c. Do you know what is the popularized slogan of the US President? (If yes, please, write it)
- yes
 - no
- d. Have you ever used the Internet to get news about the US President?
- yes
 - no
- e. Have you ever come across the information about the US President in the Internet?
- yes
 - no
- f. Do you know the website of the US President? (If yes, please, write the name)
- yes
 - no

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

**YOU WILL BE INFORMED ABOUT YOUR ACCEPTANCE TO
THE EXPERIMENT IN A SHORT PERIOD OF TIME!**

Appendix 2.5. A complete list of websites regularly visited by the participats.

1. www.msn.com
2. www.yahoo.com
3. www.facebook.com
4. www.gmail.com
5. www.lemonde.fr
6. www.elpais.es
7. www.hotmail.com
8. WebCT (a virtual platform of the University of Seville)
9. www.us.es
10. www.mec.es
11. www.youtube.com
12. www.elmundo.es
13. www.dialnet.es
14. www.wikipedia.com
15. www.google.com
16. www.dealextreme.com
17. GoogleReader
18. www.twitter.com
19. www.wordreference.com
20. www.abc.es

Appendix 2.6. Informed Consent Form for OFA usability test.

UNIVERSITY OF SEVILLE, SPAIN

INFORMED CONSENT FORM

EXPERIMENT TITLE: ORGANIZING FOR AMERICA WEBSITE USABILITY TEST

You are invited to participate in a research study of Organizing for America (OFA) website. You were selected as a possible participant in this study because of your positive results of population survey. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by a PhD candidate Anna Ivanova at the Department of English Language, University of Seville (Spain).

STUDY PURPOSE

With this study, we hope to learn how OFA web site organizes and distributes information so that communication is effective between the organization and the user.

NUMBER OF PEOPLE TAKING PART IN THE STUDY

If you agree to participate, you will be one of 5 subjects who will be participating in this research.

PROCEDURES FOR THE STUDY

If you agree to be in the study, you will do the following things:

You will need to make judgments on the design and usability of one particular website by surfing it according to the scenario which you will be given before the session. You will be also asked to make voice commentaries while doing this task. A test session will last over a 60-minute period. The test stimuli will not cause discomfort, nor will they be harmful in any way.

All test will take place at the Phonetics Laboratory, English Language Department, University of Seville, Spain.

RISKS OF TAKING PART IN THE STUDY:

While on the study, the risks are:

No available scientific evidence suggests that there are risks that could result from these sessions. However, there is the potential to experience some fatigue. In order to lessen fatigue due to the long duration of the task, you may take brief breaks approximately every 10 minutes or more frequently if necessary.

BENEFITS OF TAKING PART IN THE STUDY:

You may not benefit from taking part in the study, but your evaluation may benefit others.

ALTERNATIVES TO TAKING PART IN THE STUDY:

An alternative to participating in the study is to choose not to participate. Participation in this study is voluntary. You may decline to participate. If you decide to participate, you may discontinue participation at any time. If you withdraw from the study prior to its completion, your data will be used if they are complete enough to be of scientific value.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published and databases in which results may be stored. Your rating sheets will be accessed by the principal investigator and will be kept for the duration of the study and will eventually be archived in a secure place as documentation of the research in case there are any questions about data analysis and will be destroyed 5 years after participation. Your name will not appear in tests or recordings. A numerical code will be used instead.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the IUB Institutional Review Board or its designees, the study sponsor, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) and the Food and Drug Administration (FDA), if applicable, the National Institutes of Health (NIH) [for research funded or supported by NIH], etc., who may need to access your medical and/or research records.

PAYMENT

You will not receive any payment for taking part in this study.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about this study or a research-related injury, contact the researcher Anna Ivanova at ivanova.re@gmail.com

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are

entitled. Your decision whether or not to participate in this study will not affect your current or future relations with the investigator(s).

SUBJECT'S CONSENT

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Subject's Printed Name: _____

Subject's Signature: _____ **Date:** _____

(must be dated by the subject)

Printed Name of Person Obtaining Consent: _____

Signature of Person Obtaining Consent: _____ **Date:** _____

Appendix 2.7. Audio-transcripts of the OFA Usability test.

1. Participant 0001

Researcher: This is the homepage of Organizing for America website. Please, give me your initial reactions to this page. Feel free to explore it as you normally do. You can scroll around with the mouse, but please don't click on anything.

User: Okay, so don't click on anything. So, I like the colors (laugh). It's very nice, yeah, blue, red, and white – like the flag. And ... let me see what they do here – login, get started – I think it's very well located up there; sip code and email address – oh, that's all you need? Oh, it's for email updates. Okay.

Researcher: Have you ever seen this site before?

User: No.

Researcher: Please, give me your initial impressions about the layout of this page. So, you like the colors, you said?

User: I do, it's not offensive to my eyes (laugh). And I think it's well organized.

Researcher: Without clicking on anything, please, describe the options you see and what you think they do. You can move around the page, but don't click on anything.

User: Okay, well, up there you have the email address and zip code. I guess, it's to log in or get email updates, it says. Then it says donate now, so, I guess, you can give some money for the campaign. Then, call voters – what is that? You can call? For what? To vote? To get information? I don't know what it is. In the 2010 elections commit to vote – well, I don't understand it either. Emm, democrats, check it out – well, I guess, they are gonna talk about what they think in there – here, change that matters check it out.

Researcher: If you were allowed to explore this page, what would you click on first?

User: (Cough) Well, what I click on first? I am looking at this thing – Commit to vote. I just wanna know what it is (laugh).

Researcher: What do you think is the purpose of this site?

User: I guess, it's to ... to tell voters, the possible voters what they do, what the president does, and all their campaign... they say volunteer... may be you can join and help them, all the causes whatever they are. They even have Michelle Obama I need your help, so probably it's talking about the population.

Researcher: Who do you think this site is intended for?

User: I think it's actually for Democrats.

Researcher: Whose web site is this?

User: Barack Obama.

Researcher: Now you have five minutes to freely explore this website. You may go anywhere you would like, but, please, speak aloud as you do so. I will tell you when the time is up.

User: Okay. Can I start now?

Researcher: Yes.

User: So, I am going to commit to vote (laugh), I wanna see what it is. Oh, I see. Will you commit to vote? We can't afford to go ... Oh ... you own promise to cast ... Oh, so you just write your name and say "yes, I will vote for you"? Okay. So, I can go back, right? Go back (note: using backwards arrow) Let's see. I am going to see what call voters is. I think I am going through big shiny things here. Attempting to determine your location. Please sign in your account on Facebook. Hm, should I do that? No (laugh). I am not gonna do that, I don't want to do that. Can I not do that? I don't Mix my Facebook with this. I am just Who's done event? Oh, you can host them too. Host the house party. Let me see what it is. Host a commit to vote house party. Volunteers nationwide organizing house parties. They'll gather with friends and neighbors to get involved in the elections (laugh) can we account on your help... no experience hosting ... an event is necessary ... we'll provide all the materials and guidance (laugh) This people know how to do things. This (cough) Hmm... Cool! Now I'm reading these headlines. Michelle Obama ... Oh, the blog is over there. First lady: I need your help. Send a message ... It's just, it amazes me how they do things. Michelle Obama giving this speech, well, the speech ... written letter asking voters [...] And this is [...] Connect with your state. Which one is my state? Ok, I am going to North Carolina, cause that's where I lived. So, here it tells you the news for every state about the Democrats. You can contact them, join them on Facebook, follow us on Twitter. Man! They have upcoming events. But this page is too long, I can keep on scrolling down, down and down – that's really what I don't like. You have to keep scrolling down to see everything. Obama Mobile?! (laugh) Stay in touch [...] One or two messages each month. Do they really do that? They are spending a lot of money on this.

Researcher: Create your own account on the site.

User: Oh, here? Okay.

Researcher: and speak out loud how you do it.

User: I get [...] Log in, no, create your [...] Yeah, I guess, I just have to write my email, right? Yeah. Email. And zip code. I am gonna write my North Carolina zip code. Okay. Get started. Nearly there! Provide your name. Okay. Continue. Almost done. Create a password. Log in. Remember? No. Maria's home. Ha!

Researcher: So, you are done?

User: Is this? Okay. Yeah, my name's there. Wow! (laugh) Oh, that's so nice. My profile. Share some basic information about yourself and why you support [...] Really?

Researcher: Okay, you are done?

User: Yeah, I am done.

Researcher: Good. Now, show your support to Obama on Facebook.

User: Really?! (laugh) Where was my page? Oh, here.

Researcher: No, you have to use Obama's site.

User: Connect with you Facebook home account. That? I guess, no? Connect with your Facebook, but that [...] is not going to support him, or what?

Researcher: This is not the main page.

User: Ah?

Researcher: This is not the main page of Organizing for America.

User: Oh! So, from here (sign) . Oh, like on Facebook, okay. I did already.

Researcher: Find the last Obama's tweet. Copy and paste it in Document 1 below on the working panel.

User: I am looking where it is Twitter. Obama everywhere. So here is Twitter and that will be him. Okay. Yeah. So, this is [...] We're putting Americans to work [...] I guess, it's his last twitter. The documents where? I don't remember. Oh, here. Yeah. No. Here. Copy and paste here, right? Pagar.

Researcher: You are done?

User: Uhu, close it?

Researcher: No, not close. Okay, yeah yeah, close it.

User: Saving or just leaving it.

Researcher: Leaving like that.

User: Okay.

Researcher: No, you go to the main page. Now, you need to find general information about Organizing for America. Please, do it. When it is done, print the page in PDF.

User: General information?

Researcher: General information about Organizing for America.

User: Okay.

Researcher: How you do it?

User: So, I went to about OFA, and that's what it tells you about Organizing for America blah blah blah, what they do, so I am going to Archivo (laugh), File, I am going to click on Print, PDF direct one page, yes, accept. And I guess, this is the page. Save, right? Okay. Saved. Okay.

Researcher: Right, so the next task will be that your friend is interested in current Education Policy of the US president. You want to help him. Please, find this information and print the page you have found in PDF.

User: Is that Education or Education Policy?

Researcher: Education Policy. How you do that?

User: Oh, I went to Issues, and they have several titles: economy, health care, so education is here. And, the current situation. So, I guess that's what it is. The solution, improve, expand [...] All right, I am going to print this one. I am going to file again, print, PDF, okay, accept, and save. All right, done.

Researcher: The next task. So, now, find Obama's education policy during his campaign. Your friend will definitely like it! But this time, be more specific and look for information about Higher Education only. When it is done, please copy and paste your information in Document 2 below on the working panel.

User: Okay, so I guess it's this. No? But I can't click on anything.

Researcher: You have to find Obama's education policy during his campaign.

User: During his campaign. Okay, well, blog.

Researcher: Where are you now?

User: I went to blog, but I (cough) don't see anything. I really don't know where to go. (laugh) During his campaign? I went to About again to see. I am scrolling down - nope. Ay. I don't know. Check it out, Democrats, change that matters - let me see. No. There are a lot of headlines here. Bringing voters this year [...] (cough) (laugh) I am lost! Elections? November, second elections? No, it is [...]

Researcher: All right, so you want to continue looking for information or you want to go to another task?

User: I don't [...] I am not [...] I don't think I am going to find this right now. I don't wanna keep looking.

Researcher: Right, so the next task will be - now, please, find the information about the latest OFA blog post. Share it on your Facebook account, so that your friends could read it too.

User: (laugh) Okay. OFA blog, so OFA blog, right? Michelle Obama: "I need your help" That is the latest one. Facebook, oh, share on Facebook. Share, ok. Everybody's gonna be like [...] Okay. (laugh)

Researcher: You are done?

User: Yeah.

Researcher: You have to go to the Democratic Party website now. How would you do it?

User: To the Democratic Party?

Researcher: Yes.

User: I am going to Organizing for America again, homepage. I think it's the Democrats Change that matters, check it out. Yeah, cause I am scrolling down, and the only place I see Democrats is there, so I am going there. Democrats. I'm guessing that's what it is.

Researcher: Now, when you are here, find the latest news of the party concerning Hispanic people. Please, print what you have done in PDF.

User: Okay, people. I'm going to people. Eh, African-Americans, Americans with disabilities, oh, Hispanics. Yeah, so I am printing this "We're Hispanics." Okay. Again going to File, Print, PDF, Accept, and Save.

Researcher: Now, from the Democratic Party website go back to Organizing for America through the link and not using the backwards arrow of the browser.

User: All right.

Researcher: What would you do?

User: I'm scrolling down. And I guess [...] I'm guessing this is the little symbol here. Here! (laugh)

Researcher: Now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Okay, so I'm looking at Fundraise here. Let me see if it is. Per [...] No. Okay, I'm going back. Mmm. Store! Okay, Maria. (laugh) Okay. So I have t-shirts here, baby clothes. You said for a baby, right?

Researcher: Right.

User: Future president, oh, this is cute.

Researcher: So, what choices you have and their prices?

User: I am only [...] I only see one. There is only one little baby clothing, it's twenty dollars and that's it. That's all I see. Right now.

Researcher: Okay.

User: Oh, view details. If I go to view details. But mmm, sizes, small, medium, large, extra large, quantity and then that's it, twenty dollars.

Researcher: Good, so, finally, you want to call OFA organization to thank them for the information on their site. Please, find their phone number, copy and paste in into Document 3 below on the working panel.

User: Okay. So, I'm going to About again, (sign) and I am scrolling down to see if they have the number there, cause they usually have. Contact us. Yes. (sign) Support [...] Other thoughts and questions I'm guessing. Yes, they have the number here. Response [...] I guess [...]

Researcher: So, copy and paste it [...]

User: Document 3, right?

Researcher: Document 3, right.

User: (cough) And [...] Can I erase it?

Researcher: What?

User: End of the skype highlighting. You just want the number, right?

Researcher: Yes.

User: Uhu

Researcher: Now press F10, we're done. Thanks a lot!

2. Participant 0002

Researcher: This is the homepage for Organizing for America website. Please, give me your initial reactions to this page. You can feel free to explore it as you would normally do, you can scroll around with your mouse, but, please, don't click on anything.

User: Okay. It's colorful, but mmm it's [...] I don't know, it might be too simple may be, I don't know.

Researcher: In what sense?

User: Like everything is just here. I don't know. It's mmm like very basic, may be.

Researcher: Right. Have you ever see this site before?

User: No.

Researcher: Give me your initial impressions about the layout of this page: what do you think about the colors, the pictures?

User: Yeah, I like the colors and the pictures.

Researcher: Or may be the organization of information?

User: Yeah.

Researcher: All right. So, without clicking on anything, please, describe the options you see and what you think they do. You can move around the page, but, please, don't click on anything.

User: Okay. So, there is one section named About OFA. I think it's describing the website. Then Issues might be mmm, I don't know [...] some questions, or some problems, or [...] And Volunteer mmm may be if you want to participate in the website or something, I don't know. And OFA blog is a blog if you want to make a comment or something. And Store if you want to purchase or buy something.

Researcher: Uhu

User: And eh [...] You have a map to see which state, no? Name of the states, but I don't know [...] Ah, okay. If you want to connect to the states from the website. And you have a Facebook option. And eh [...] And you can have it on Youtube too, and MySpace, and all the social networks, and that's it, I think.

Researcher: If you were allowed to explore this page, what would you click on first?

User: About OFA

Researcher: What do you think is the purpose of this site?

User: Eh [...] may be to know what Obama is doing or something like this, I don't know.

Researcher: Who do you think this site is intended for?

User: Eh [...] Democratic people, I think.

Researcher: Whose website is this?

User: I don't know, may be Obama or his political party (laugh)

Researcher: All right. So, now you have five minutes to freely explore this website. You may go anywhere you would like, but, please, speak out loud. I will tell you when your time is up.

User: So, first I'm gonna click on About OFA, then I'm gonna read the text, well I will just scan the text because it's too long. Mmm [...] Okay. Now, I am gonna go to Issues. Okay, and then I see that the Issues are the main things Obama is focusing on, I think. Okay. And Volunteer, and [...] yeah, so, it's what I thought it was, if you want to participate to support Obama, I think. And, now I am on the blog, and there is a video, okay, and, they are long comments, may be, yes. People are commenting on videos. Yes. And if I get back to the home page, I think that's it. No, that's it. I'm done.

Researcher: Okay. Now you have to create your own account on this website.

User: Okay. So, there is a hm [...] Create your own account, so I'm gonna click on that. And no [...] yes? I have to write my email, I think. And I have to write my zip code, so and then Get Started. And then they'll have to send me an email? Probably, or not? No, may be not.

Researcher: Do you think you have created it? What is said?

User: Eh nearly there, provide your name, ah, my first name? Okay, yeah. Mmm Okay, and then my name, my surname, and continue. Almost done. Create you password. Mmm [...] and again. Okay. Here's Emilie's home. That's it. Okay (laugh).

Researcher: Now from the main page of Organizing for America, show your support to Obama on Facebook. How do you do this?

User: So, I go to the homepage, and it's eh [...] You have to get down a little bit, and there is Facebook "likes", I click on the "like", and then it asks me to go to my Facebook, so I'm logging on my Facebook. And now [...] My Facebook should be somewhere and it's not [...]

Researcher: I asked you to show your support to Obama and not to Democratic Party.

User: Ah, sorry! Yeah [...] Now ready.

Researcher: All right, so, find the last Obama's tweet from this page and copy and paste it in document one below. What do you do?

User: Ah [...] I'm not familiar with Twitter thing, so [...] I don't know. I can look [...] May be if I go to Twitter [...] May be [...] I click on Twitter. Okay, yes.

Researcher: So, find the last tweet, and copy and paste it into Document 1.

User: Okay. Here, and then I paste it. That's it.

Researcher: All right. So. Now you have to find general information about Organizing for America. When you do it, please, print the page in PDF.

User: Okay.

Researcher: How you do it?

User: I'm gonna go to About OFA, and I click on the section, and then I just select the whole thing, and I copy and paste it.

Researcher: No, you print it in PDF.

User: Ah, okay. So, then I go to File, and Print, and then I click on [...]

Researcher: Accept.

User: Accept.

Researcher: And then you click on Save.

User: Save.

Researcher: And then Exit.

User: Okay.

Researcher: Imagine, your friend is interested in current education policy of the US President. You want to help him, so, please, find this information, and print this page in PDF.

User: Okay. So, I think the information will be in the Issues section. And [...] Yes. So, there is a section on education. So, I go there and I click on Learn More. And here I have the texts: the current situation and the solution. So, I select the whole text. You told me to copy and paste [...]

Researcher: No, to print it.

User: To print? Okay. So, I do the same: File, and Print, and Accept, and then Save, and then Exit.

Researcher: Now, find Obama's education policy during his presidential campaign. But this time be more specific, and look for the information about higher education only. So, you need to find the information about higher education during his presidential campaign.

User: Ah [...] In the website?

Researcher: Yes.

User: Uhu [...] Mmm [...] There is a thing about higher education, but I don't know if it's when he was doing his campaign. But it should be here, it can't be anywhere else there. So, I'm gonna select just this. And I have to [...]

Researcher: To paste it in Document 2.

User: Okay, so I click on copy, and it's in Document 2. That's it.

Researcher: Now, please, find the information about the latest OFA blog post. Share it on your Facebook account so that your friends could read it too.

User: Okay. So, I go to OFA blog, and then I'm there. Ah [...] yeah, if I want to share it, I just click on Facebook, and since I'm connecting on my Facebook, I [...] well, I have it in Spanish, I click on Share, and yeah, that's it. It has been published.

Researcher: So, you have to go to the Democratic website right now. How would you do this? From this website go to the Democratic Party website.

User: Yeah. Mmm [...]

Researcher: What are you doing?

User: Eh [...] May be I click on Democrats? Change that matters? Yeah, I think it's this.

Researcher: So, now, when you are here, find the latest new of the party, concerning Hispanic people. And, please, print what you have done in PDF.

User: Okay. So, I'm gonna to People section, and there is a section for Hispanics, so I click on this, and there is a text, so you told me to print it?

Researcher: Yeah, in PDF. So, I do the same as before – I go to File, and click on Print, and on Accept, and then Save. I'm saving the file and now Exit.

Researcher: So, now from the Democratic Party website go to Organizing for America through the link and not using the backwards arrow.

User: Okay. Eh [...] I think I have to go back to home, and eh [...]

Researcher: What are you doing?

User: I am looking through I am going through the page. And there is a logo of the previous website, so I click on it and there is the website.

Researcher: Now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Okay, so, I click on Store, and eh [...] then there is different sections, and there is a section named Baby Clothes, so I click on this one, and there is a body may be, in English I don't know, like a baby thing, and so I click on Add to Cart, and yeah, it's twenty dollars. And the size, I'm gonna choose S. And I'll buy two. And I click on Add to Cart. And now, if I want to buy it – Continue Shopping. No, no. This what I have found to add, so again, I click on Add to Cart, and [...] Well, I have four now, but it isn't right.

Researcher: Okay, so, what choices you have?

User: What choices? Just one.

Researcher: And the price?

User: It's twenty dollars.

Researcher: Okay.

User: That's it?

Researcher: That's it.

Researcher: So, finally you want to call OFA organization to thank them for the information on their site. So, please find their phone number, copy and paste it into Document 3.

User: Okay, so, I go back to the homepage, and there should be [...] a section [...] eh [...] yeah, no, because usually [...] yeah, there is contact us. I click on this, and eh [...] there's two options, so I'm gonna click on Other Thoughts and Questions, and here is the number for other thoughts and questions, and they might have a different number for Volunteer section, so I copy and I paste it [...]

Researcher: In Document 3

User: Yeah.

Researcher: Okay. Good.

3. Participant 0003

Researcher: This is the home page for Organizing for America website. So, please, give me your initial reactions to this page. Feel free to explore it as you normally do, you can scroll around with the mouse, but please, don't click on anything.

User: Okay. Mmm [...] Personally speaking, I think the site has too many things. The first appearance [...] Yes, I think it is a little bit messy. It's not very visual, too much letters maybe. The page is too much long, to get to the end of the [...] of the webpage.

Researcher: Have you ever seen this site before?

User: No, I no. No.

Researcher: Okay. Please, give me your initial impressions about the layout of the page: what do you think about the colors, the pictures, the organization of the page?

User: Well, the colors I think, are very good, are not very ... [...] like a [...] How you say that in English [...]

Researcher: Bright?

User: Yeah. Exactly. I think they help. The colors help the vision to focus on what you want to [...] to read. Mmmm [...] Organization is I think very visual. You can see at first sight wherever you want to go. Ah [...] I think that the pictures are good. It's Barack Obama's web page, so the pictures have to be based on him.

Researcher: So, without clicking on anything, please, describe what options you see and what you think they do. So, you can move around the page, but, please, don't click on anything.

User: Okay. The options are eh [...] I think, you can go to Facebook and Twitter, well, social web pages where you can connect. And the other options like Volunteer, Issues, Store, OFA blog, I think they are parts to surf and to investigate, to know more about Obama, and comment about him in the blog to knew the latest news about him or about the American society, I think.

Researcher: If you were allowed to explore this page, what would you click on first?

User: Eh [...] I think at Issues.

Researcher: Right. What do you think is the purpose of this site?

User: It's to inform people about Barack Obama's policies and about what he is doing in America. How's his policy going there and [...] I think that [...] yes, to inform.

Researcher: Who do you think this site is intended for?

User: Oh [...] Who?

Researcher: Who. The audience, the [...]

User: Yeah, I understand. Everybody. Everybody who is interested in him and his policy.

Researcher: Right. And you said whose website is this?

User: Sorry?

Researcher: Whose website is this? You already said this.

User: Yeah, it's Barack Obama's.

Researcher: Okay.

Researcher: Now, you have five minutes to freely explore this website. You may go anywhere you would like, but, please, speak out loud as you do so. And I will tell you when your time is up.

User: Okay.

Researcher: So, where you go?

User: I'm going to About OFA, i.e. about Organizing for America. Eh [...] Apparently, it speaks about ugh [...] about the task of that party, that Obama's party have, has, sorry. About the norms of organization of Obama's party. Now, I am going to Issues. And the Issues are economy, health care, new energy, Wall Street reform, education, comprehensive immigration reform. So, I guess, all these parts talk about different policies of Obama is developing in America now. And I'm going to Health Care. Okay, so I have to enter the state. Maybe Maryland. I don't like the music. No. Definitely not. I don't like web pages with music. It bothers me so much. So, I don't read webpages with that sound. I turn off the volume. So, I am going to Volunteer. And I guess, that is the part calling for volunteers to take part in the party. It says that there are lots of Americans that has joined to the political process and that these voices are allowed and new beginning in the American society. And now I am going to OFA blog. So, yeah, this part is eh [...] has different commentaries of different people talking about different issues and the policy. Eh [...] there is a message from President Obama talking about the [...] I think, the new thing that he has achieved. There is a video of Michelle Obama, different comments. Now, I am going to maybe Donate Now. Yes, this part you can enter your number and CV and you can [do not understand] with an amount of money. I think, that's for Obama's party. I'm coming back to beginning. I'm at the first web page, the beginning. I click on Continue Reading. News about the elections, Pennsylvania Democrats hold phone banks to rally for Obama. And it is a [...] part of an article, that talks about volunteers, volunteers of the party that are talking in favor of the party, and yes. It seems to me that there has been a meeting where different volunteers of the party are invited, and to talk about the OFA organization. And you can also connect with the organization in your state. I think I did previously, so [...] Oh, you can also join the President

live, no, it doesn't happen anything. Host a house party. Nothing. A blog that says change starts with you.

Researcher: Okay, your time is up. Thank you.

User: Okay.

Researcher: Now, you have to create your an account on the website. Your own account. How would you do it?

User: Okay. I go to the beginning of the web page where it says welcome, login to MyBO, or create your account. So, I click on create your account. Mmm [...] I guess, I have to provide my email address, and my zip code. I have now to provide my name. And now I have to create a password, and confirm it, and I click on login. It has been created now. Yeah, now login.

Researcher: Okay, you are done?

User: Okay.

Researcher: Now, from the main page of Organizing for America show your support to Obama on Facebook.

User: Oh (laugh). Ah, main page – I click on About Organizing for America. I go to the bottom of the page and I click on Facebook. I click on Like. And sign up [...] I have to sign in Facebook. I have already account [...] I login on Facebook. Oh, my Gog! Ah, I have [...] So, now I have to go back, I think, to the page of Organizing for America. And I click on Me gusta. Done.

Researcher: Okay.

Researcher: Okay. Now find the last Obama's tweet, copy and paste it in Document 1 below.

User: The last Obama's tweet [...]

Researcher: How you do it?

User: Ah, okay, I'm sorry. I go to the bottom of the page, and I click on Twitter. I copy [...] I think this is the last one. So, I copy the last tweet, I press Ctrl+C. I go to the first document. No, this is not the first document. Ah, here. And I press Ctrl+V. Done.

Researcher: Okay. Now you need to find general information about Organizing for America. When it's done, print the page in PDF.

User: Okay. General information?

Researcher: General information about Organizing for America.

User: So, I go to About Organizing for America. I click on it. And I go to Archivo, I press Imprimir, ah [...] yes, and I accept it. I think that's done.

Researcher: Save.

User: Okay, sorry. Save.

Researcher: And then press Exit.

User: Exit.

Researcher: So, imagine your friend is interested in current education policy of the U.S. president. You want to help him. So, please, find this information, and print this page in PDF.

User: Okay.

Researcher: How you do it?

User: I go to Issues, I click on it, and I go to Education, I click on it, and I think that is the part that is requested, so, I click on Archivo, Imprimir, and Aceptar. I save it, and Exit.

Researcher: All right. So, now find Obama's education policy during his campaign.

User: Oh. Okay, so, I go the beginning. Mmmm [...] I try to guess where it is. During his campaign [...] Maybe Issues? No. Events [...] No.

Researcher: Of you don't know how to do this, just say this – "I don't know." That;s it.

User: Oh, I don't find that part of the page.

Researcher: Okay, now, please, find the information about the latest OFA blog post. And share it on your Facebook account so that your friends could read it too.

User: Can you repeat it?

Researcher: Yes. The latest OFA blog post.

User: Ah, okay.

Researcher: How do you do it?

User: I go to OFA blog, and I select it. Oh, no, you said I have to publish it on Facebook?

Researcher: You have to share it on Facebook.

User: Okay. So, I go to OFA blog, and after the first, the latest commentary, I click on Facebook, and I click on Compartir.

Researcher: And it's done.

User: Yes.

Researcher: Okay, so, now you have to go to the Democratic Party website. How would you do it? From this website you have to go to Democratic one.

User: Okay, so, I have to search it in Google.

Researcher: No, you have to go through the link on this website.

User: Okay. I try to find the webpage, on Obama's webpage [...] I search in Community, Events [...] Ah, this is Facebook. I click on the part that says Democrats [...] Yes.

Researcher: Okay, so, now when you are here, find the latest news of the party concerning Hispanic people, and print this page in PDF.

User: Okay. Comprehending? Can you repeat the last part of the question?

Researcher: The latest news of the party concerning Hispanic people.

User: Hispanic people. Okay, so, I click on the part that says "People", and I click on "Hispanics", and I click on "Archivo", click on "Imprimir", and "Aceptar". I save it and exit. Yeah.

Researcher: All right. So, now from the Democratic Party website you have to go back to Organizing for America, but not through the arrow, backwards arrow, but through the link again.

User: So, I go to the home of the web page. And I try to find a link on the [...] at the bottom there is a symbol with the [...] organization of america web page.

Researcher: Now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Okay. I click on "Store", and I click on "Baby clothes", and there is like a t-shirt which says "Future President Onesie", it is twenty dollar. I click on it, and there is a size option: there is S, M, L and XL, and yes, it is twenty dollars.

Researcher: All right. So, finally, you want to call OFA organization to thanks them for the information on the website. So, please, find their phone number, copy and paste it into the Document 3.

User: Okay. I click on the home, so I'm at the first web page. And I try to go to the bottom, "Contact us", I click on "Contact us", and [...] I click on "Other thoughts and questions" maybe. Yes. And there is a number phone. So, I copy it.

Researcher: Document 3.

User: And I paste it. Okay.

Researcher: Okay. Thanks a lot. We are done.

4. Participant 0004

Researcher: So, this is the homepage of Organizing for America. Please, give me your initial reactions to this page. Feel free to explore it as you normally do, but, you can scroll around with the mouse, but don't click on anything.

User: Just scroll?

Researcher: Yes. And what do you think about this page?

User: It looks like it's HTML 5 or something.

Researcher: Have you ever seen this page before?

User: I've seen the logo. I think I saw the page like three years ago when elections and stuff like that, but not now. It's different, I think. I don't know (laugh)

Researcher: Ah, what do you think about the colors, the pictures?

User: Wel, they are pretty American colors though: all the blue, the red, the white and stuff like that. Actually they are quite cool patterns.

Researcher: Without clicking on anything, please, describe the options you see and what you think they do.

User: Well, "About OFA" – it might be about the actually Organizing for America thing. "Issues" – the problems they might have. "Volunteer" – probably people for volunteer for campaign. "OFA blog" – it might be actually Organizing for America blog. "Store" – one that I actually might see. "Attend the house party" – I'm not sure what the house party is, but it might be like some sort of reunion. It might actually change now, I;m not clicking on anything. Eh, "Double your impact" – might be like improving your skills to spread the messages, something like that. "Update from David Plouffe" – I don't know who that is. "Call voters" – to call people to convince them to actually vote. There is a map. Eh, "Democrats" – well, this might be their political website though. Ah, "My Barack Obama.com", "Obama Mobile" and then "Facebook" like, the Democratic party like. Oh, that's cool actually. They changed the logo of the

Democratic party. It's not the elephant any more? It is the elephant or the donkey? I don't remember, really (laugh).

Researcher: Okay, so, if you were allowed to explore this page, what would you click on first?

User: Ah, probably in the "About OFA"

Researcher: What do you think is the purpose of this site?

User: It's for promoting an election.

Researcher: Who do you think this site is intended for?

User: For American voters.

Researcher: And whose website is this?

User: It's Barack Obama's website.

Researcher: Okay. So, now you have five minutes to explore this site, you can go anywhere you want, but please speak out loud as you do so.

User: Cool. This is a [...] way too much text. Ah, "Issues" [...] stuff like actual Barack Obama's promising the thing. Volunteer for Organizing for America. (Caugh) Sorry. "Sign up now", well, I'm not American, so I can't sign. "Volunteer" again. "OFA blog" – guys doing this (shows the gesture) all the time. "Speak up. Organize. Vote". Voters everywhere. Barack Obama's events. Guy with telephone. I don't really understand why I cannot access the "Store" from the [...] "Join the President" – "Barack Obama live", it's Barack Obama to donate, just giving money to Michelle Obama to that stuff. "One month out" – I don't know who this guy is. Just, you can choose here "Connect with OFA in your state". I click on Hawaii. "Organizing for America. Vote early in Hawaii Primary Election!" Eh [...] "Summer organizer Mari-Lee" (mumbling) Facebook, Facebook. "Commit to vote. Call voters" "Please, sign up for your account" I'm not going to give you my account. Ah, "Store". Quite cool stuff, but quite expensive – 25 bucks for a t-shirt. 60 bucks for a fleece. Going home. Cool.

Researcher: Okay, you are done. Now, you have to create your own account on this website. How would you do it?

User: Eh [...] Creat your [...] I'm just writing my email here. What is said here? Zip code. I don't have a zip code.

Researcher: Try the Spanish one.

User: "Nearly there, provide your name." Continue. "Almost done! Create a password." Great! "Account successfully created. Now you are logged in." Great, I'm in.

Researcher: Okay, you are done?

User: Yeah.

Researcher: So, now, from the main page of Organizing for America, show your support to Obama on Facebook.

User: Okay, so I have to connect. Do I really have to give my support to Obama?

Researcher: Ah, you can delete it afterwards.

User: I know, this is not actually I'm against it. Actually, I have to write my email address, and yeah [...] it's quite sensitive information. It's not working? Okay. Apparently, my website is not working. Okay, not here it is.

Researcher: So, how you do it? How are you showing your support to Obama?

User: Eh

Researcher: You have to go to the main page of Organizing for America, and from that page [...]

User: Yeah, yeah. I just click on here, "yes, I like."

Researcher: Okay. Now, find the last Obama's tweet, and copy and paste it into Document 1 below.

User: The last treat.

Researcher: How you do it?

User: I'll be probably [...] Is there a search engine here? There should be one. [scanning the headlines of the menu, reading to himself] "About OFA", probably there's something here. Not here. "Attend an event" – nope, nope. Could you be more specific with treat?

Researcher: Tweet.

User: Well, the speech he gave or?

Researcher: No, the Twitter.

User: Ah, Twitter!

Researcher: Tweet, yeah.

User: Tweet, all right. Let's go to Twitter. Ah, loading. I thought treat, what?! Loading. All right. We need to find [...] You want me to copy it?

Researcher: Yeah, to copy and paste it into Document 1 below.

User: Done.

Researcher: Done? Okay. Now, you have to find general information about Organizing for America. When it is done, print the page in PDF under the name 1. So, where you go?

User: So, I go to "About Organizing for America", then I print, then "Accept", then I call it "1", and I save it. Eh [...] There you go.

Researcher: All right. So, your friend is interested in current education policy of the U.S. President. You want to help him. So, please, find this information and print the page you have found in PDF under the name “2”.

User: I go to “Issues”, “Education”, and then I print this page. Two. Save.

Researcher: All right. So, now, find Obama’s education policy during his campaign.

User: During his campaign [...]

Researcher: Yes, and when it is done, please, copy and paste your information into Document 2 below.

User: You mean on 2008 campaign?

Researcher: Yes.

User: Right. Eh [...]

Researcher: What are you doing?

User: Just looking for actual [...] Do I actually have to use the website or I can google?

Researcher: No.

User: I have to use the website?

Researcher: Yes.

User: It would be much easier googling it. All right. “Volunteer”, “OFA blog”, “Store”, “Attend a party”, I’ll probably go just to the blog, and then in the blog going to the first that was actually published, [mumbling] Here? No. “Issues”. No, “Volunteer”. It should be in the blog, but it has to be very very very old. Let’s see. It’s going to take me ages to find this without an actual search engine.

Researcher: You want to go on looking, or you want to [...]

User: I really want to use Google, actually.

Researcher: You can’t do this.

User: Ah, “my.barackobama.com” “Organize locally with our online tools”. Seems like here I can find actual tools, but “events, planning events, fundraising, phone calls, my profile, volunteer, OFA blog, volunteer, issues” Can’t find it.

Researcher: All right, so we go on to the next exercise. [02:58] Now, please, find the information about the latest OFA blog post. Share it on your Facebook account so that your friends can read it too.

User: My Facebook?

Researcher: Yes. What are you doing?

User: I just went to OFA blog, I'm going to click here on the actual thing. "Mail to a friend" [...] The only option I have is to mail it to a friend. So, I'm gonna click on "Mail to a friend". Eh [...] but you said Facebook, right?

Researcher: Yes, I said Facebook. You have to share it on your Facebook account.

User: All right. "Obama everywhere". All right, there it is. "Share on Facebook". It's not on the actual website, on the permalink of the article. I can share it.

Researcher: So, you are done?

User: Yeah.

Researcher: Okay. [1:28] So, now, from Organizing for America website, you have to go to the Democratic Party website. How would you do this?

User: Like that – just click on the actual Democrats [...]

Researcher: All right, so, now, when you are here, find the latest news of the party concerning Hispanic people, and, please, print what you have done in PDF.

User: Hispanic people, you said?

Researcher: Yes.

User: "Immigration reform" probably. I don't know. They might be Hispanic, but not really immigrants. Eh [...] "People, Hispanics" There you go. And click, print, and then number three right?

Researcher: Right.

User: Save.

Researcher: And exit.

User: Exit.

Researcher: So, now, from this website you have to go back to Organizing for America, but not through the backwards arrow, but through the link. How would you do this?

User: Through a link?

Researcher: Yes.

User: I will go to the home website, eh [...] look for an OFA eh [...] of there are any or possibly [...] "Blog, elections, people, who we are, contribute, vote 2010". Yes, this one, yes. Yeap. This is not OFA. It's Barack Obama.com. It's not the website. "Elections" Where is that? It's kind of hard though to find it. It actually should tell of there is any link to OFA, but there is not. No, I cannot go, there must be a way, but eh [...] If I go here, and then here. No. This is actually really frustrating. No, I can't.

Researcher: Okay, so, now you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Okay, I go to the actual shop. Then I go to "Baby clothes", and I have only one choice, which is "Future President Onesie" eh [...]

Researcher: How much is that?

User: Twenty bucks, which is a lot. (laugh)

Researcher: All right, so, finally you want to call OFA organization to thanks them for information on their website. So, please, find their phone number, copy and paste it into Document 3 below.

User: All right.

Researcher: Where do you go?

User: I went to "Contact us", and then, I'm gonna click here, and you have their phone number.

Researcher: Okay, we are done. Thanks a lot!

5. Participant 0005

Researcher: So, this is the homepage of Organizing for America. This is not. Here it is. Please, give me your initial reactions to this page. Feel free to explore it as you normally do, you can scroll around with the mouse, but don't click on anything.

User: Okay, so I don't have to click on anything?

Researcher: No, you can just scroll around with the mouse, but you cannot click on anything. So, what do you think?

User: Shall I give you my impression about it?

Researcher: Yes.

User: I think, you know, the most outstanding thing is that they have the U.S. colors all around: the blue, white and red. So, it seems very institutional.

Researcher: Okay, have you ever seen this page before?

User: No, I haven't.

Researcher: What do you think about the layout of this page? The pictures, the organization of information.

User: Mmm [...] Well, I think it's quite clear. You can see the picture of the President, first thing when you access this page. Then the printing is not [...] visible.

Researcher: So, without clicking on anything, please, describe the options you see and what you think they do.

User: Right. So, I don't know. Well, "Issues" – probably about political issues to deal with. "Volunteer" – I think, it's probably I you want to volunteer for campaigning. And eh [...] "OFA blog" is perhaps the President Obama has established to communicate with him. And "Store" could be from a shop to anything, I don't know. Probably you can buy some souvenirs or whatever. Then, in "Watch" you can watch the latest news about the President Obama. "Attend the house party" – I don't know. Could be a meeting perhaps. You can be at a meeting, or a party – I don't know. "Double your impact" – I have no idea. "Update from David Plouffe" – ah [...] I don't know who's David Plouffe, but probably someone from his press office, someone like that. "Join the President live" – could be eh [...] you can leave [...] I mean you can attend his daily life, the meetings he attends or the visits he pays to places. And then we can see here the blog. Okay, we can take part in blog here. And the different dates. You can go to different days there and see what people say about the news. In the map ah [...] well, probably you have connection with every single state, with the President office or the party office in all of the different states of the USA. More, "Commit to vote". I don't know, "in the 2010 elections". This could be [...] I don't know.

Researcher: If you were allowed to explore this page, what would you click on first?

User: Ah, some of the pictures, some of the images perhaps. Just to see the people speaking.

Researcher: What do you think is the purpose of this site?

User: Sorry, the?

Researcher: The purpose of this site.

User: Mmm [...] Well, probably to [...] eh [...] I think that it's probably to make people be in contact with the presidential policy.

Researcher: Who do you think this site is intended for?

User: Mmm [...] Well, I think it's propaganda.

Researcher: And whose website is this?

User: President's Obama.

Researcher: Okay. So, now you have five minutes to freely explore this site, you may go anywhere you would like, but please speak out loud, and I will tell you when your time is up.

User: Okay. Can I click on different things?

Researcher: Yes, you can click now.

User: All right.

Researcher: So, where do you go?

User: I'm just clicking on Obama's face to see what's going on. So, I think it's organizing a campaign for a [...] for next month. Eh [...] They are not presidential elections, but they maybe some minor elections, or the congress elections, or something like that. Okay, so different

activities are organized in different states, and I can sign up there for [...] to get information about these events. All right. [reading to himself] You can commit your votes. Let's see what we can see there. [reading from the screen] I suppose you can commit for the party there. How can I go back? Okay. "Attend an event" – let's see what it's here. "Find a house party". And [...] okay [reading to himself from the screen] And if I press on some of the places [...] Let's see here. In Columbus. You can see other place where the event is going to take place. "This is a house party where we will gather to commit to vote" – okay, right, let's go somewhere else. Now, I'm interested in the blog. So, I'll try to read something about it. [reading to himself from the screen] Well, the comments from people who admit the meetings and events. Okay. Let's go back and see for example what "double your impact is". I can't see anything else "Double your impact". "Join the President live" – let's see what it is. I can't see anything else. "View more" – this is the same thing. And "Issues" – [reading to himself] Let's go to a blog. Ah, this is the same. And these "State highlights". Well, these are comments from people as well. [reading to himself] There is "Obama mobile" here, so you can ring him or [...] ah, to get text messages. Okay, right.

Researcher: Okay, your time is up. Now, you have to create your own account on this website. How would you do it?

User: Eh [...] Let's see. You can get email updates, password, email address. "Create you account" here at the top. Okay. So, I press here. "Log in, get started" "Fill in the form with your email address and zip code" Okay, email address, and zip code. Right. "Nearly there. Provide your name". Okay. Ah [...] I have to create a password, now I confirm it. Okay. Now I am logged in. Right. "Edit my profile, manage blog, write a post". Okay. Then, shall I connect to Facebook or not?

Researcher: You have created your account?

User: Yes, I think.

Researcher: Okay, we are done then. So, now, from this main page of Organizing for America, show your support to Obama on Facebook.

User: How to support him on Facebook? Let's see. Okay. I have to log in probably. Let's go to my blog then. Let's see because I have seen it. Right, so, confirm my account, but I haven't got my email.

Researcher: Yeah, but you have to support Obama through the main page.

User: Yes, through the main page. So, I go back. "Volunteer", probably volunteer. [reading to himself] Let's see, volunteer. Right, here is my email. Okay. And "volunteer for Organizing for America". [reading to himself] I don't know. Let's try this. [reading to himself] No, I am not sure. I'm not sure

Researcher: Okay. So, find the last Obama's tweet, and copy and paste it into Document 1 below.

User: The last Obama's twist.

Researcher: Tweet.

User: Ah, tweet, sorry.

Researcher: His Twitter.

User: Facebook [...] Twitter, okay. Okay, and I have to copy it?

Researcher: Copy and past it. No, the last one.

User: Oh, the last one. Sorry.

Researcher: Do you think it's the last one?

User: No, because there are more here.

Researcher: The latest I mean.

User: The latest, okay. The latest than is from 19 hous ago, 8 of October, so, I think the latest should be this one. Right? [reading to himself] Yeah, probably this. Okay. Copy and I paste it here?

Researcher: In Document 1.

User: And Document 1 which is this one. Right, okay?

Researcher: Done? Okay. Now, you need to find general information about Organizing for America. When it is done, please, print this page in PDF under the name 1. So, where do you go?

User: "About OFA" probably. And then I have to copy and paste what?

Researcher: You have to print this page in PDF under the name 1.

User: Under the name 1. Right. So, print it in PDF. Is that okay?

Researcher: Yes, change the name. At the bottom.

User: Here? This one? And just say one, right?

Researcher: One, and save, and now exit.

User: And now I exit, okay?

Researcher: Thank you. Imagine your friend is interested in current education policy of the U.S. President. So, you want to help him. Please, find this information and print the page you have found in PDF under the name "2".

User: Okay, can you say that again about what issues?

Researcher: About education policy. So what do you do?

User: I go to "Issues", the energy, immigration, education. Okay, right, here we are. And then I'll press here to see what happens. Right, so this is the education site probably. And then I have to print it again?

Researcher: Yes. In PDF under the name 2.

User: Okay. Right, PDF, and then the name is 2. And save it?

Researcher: Uhu. And then exit. Okay, good.

Researcher: All right. So, now, find Obama's education policy during his campaign, but this time be more specific, and look for information about higher education only. When it is done, please, copy and paste information in Document 2 below. So, find Obama's education policy during his campaign. What are you doing?

User: I went to "Issues" now, and then I go to education again. Ah [...] During his campaign [...] Higher education, I've got "expand access to higher education" perhaps, which is here. Okay. In the second part of the solution. It doesn't say it's in his campaign. So, I'm not sure. Okay. Let's go back. Let's see, in his campaign. No, it must be there. This is the only thing I find about higher education. So, what shall I do?

Researcher: You have to copy and paste this information into Document 2.

User: Document 2 which is this one.

Researcher: Okay, you are done?

User: Yes.

Researcher: Now, please, find the information about the latest OFA blog post. Share it on your Facebook account so that your friends could read it too.

User: Right. Let me see. So, let's go to OFA blog. And you said I have to copy the latest one?

Researcher: Share the latest one.

User: Share the latest one. So this one, and then [...] I'm not sure about how to do this. So, let's copy it, and then I go to Facebook, and what shall I do? Share, okay. "What's in your mind?" I don't know. Share. So, this is what I have done.

Researcher: Okay. So, now, from this website go to the Democratic Party website. How would you do this?

User: Okay, let's see, let's see. To the Democratic party website [...] Let's click here "Democrats". Let's see what happens. Democrats, right. Now, what shall I do?

Researcher: So, now, when you are here, find the latest news of the party concerning Hispanic community, and, when you are done print this page in PDF.

User: So, you said the last what?

Researcher: Latest news of the party concerning Hispanic people.

User: Okay, let's see. "People, elections, Democrats, voters, who we are, people, African-American" [...] Okay, right, here in people. And I go to Hispanics, and I click on here, and then [...] Latest news, right, you said? Latest news [...] And then I have to copy this?

Researcher: You have to print this page in PDF under the name 3.

User: Print this page (twice). And save it?

Researcher: Right. And exit.

User: Exit.

Researcher: So, now, from this website you go back to Organizing for America not using backwards arrow

User: Okay.

Researcher: What are you doing?

User: I'm looking for a link where I can go to the [...] web page. I think it's this one, but I'm not sure. Okay, I'll try here. Yes.

Researcher: Okay, so, now you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Right, so I'll take on the store to see what they offer. And then I have to buy you said [...]

Researcher: Baby clothes.

User: Baby clothes (twice) Right. Baby clothes (twice) Okay, I click on here on "apparel", baby clothes in the categories. And then I have to see all the possibilities, but there's only one here, and they give it for something twenty dollars.

Researcher: Okay, so, finally you want to call OFA organization to thank them for information on their site. So, please, find their phone number, copy and paste it into Document 3 below.

User: Okay, so, I go back to the main web page. No, this is not it. I have to Organizing for America again. And I have to find the phone number to thank them.

Researcher: Right.

User: To thank them. I'll press here to see what happens. So, I have to sign in using my Facebook, right?

Researcher: You have to find their telephone number of the Organizing for America.

User: Okay, find the telephone number. I go to "About OFA", but it's not here. No, I can't find it.

Researcher: Okay, thanks

6. Participant 0006

Researcher: All right, here we go. So, this is the homepage of Organizing for America website. Please, give me your initial reactions to this page. Feel free to explore it as you normally do, ah [...] you can scroll around with the mouse but, please, don't click on anything.

User: Well, the page [...] the website seems to be very colorful. It draws your attention, as it is colorful. There are many details about the politics and the President of the United States of America, as well as some videos, and at the bottom of the page there is a map of the States with the different states.

Researcher: Have you ever seen this site before?

User: No, I've never seen it before.

Researcher: Give me your initial impressions about the layout of the page. What do you think about the colors, the pictures?

User: It seems to be very well arranged and organized and it is very easy to read.

Researcher: So, without clicking on anything, so, you cannot click on anything, please, describe the options you see, and what you think they do. You can move around the page, but, please, don't click on anything. What options do you see here?

User: Well, I'm afraid I don't see so many options. Eh [...] at the beginning of the page there are some little options, but at the bottom you don't find anything. I think there should be something also at the bottom.

Researcher: Okay. If you were allowed to explore this page, what would you click on first?

User: Let me see.

Researcher: You cannot click.

User: Okay, I will click on “Issues” or maybe “Volunteer”.

Researcher: All right. What do you think is the purpose of this site? The purpose.

User: Maybe it is to give to the [...] I don't know, to the people some information about the President of the politics he is following.

Researcher: Uhu. Who do you think this site is intended for?

User: Maybe it is intended for people all over the world apart from American people.

Researcher: Whose website is this?

User: To be honest, I don't know.

Researcher: All right. So, now you have five minutes to freely explore this website. You may go anywhere you would like, but ,please, speak out loud as you do so. And I will tell you when your time is up.

User: Okay. As I said before, I'm going to click on “Issues” in order to see what we can see. Here they seem to be talking about the economy, Wall Street, health care, new energy, education. Daily topics about life and so on. Now, I'm coming back in order to have a look to “Volunteer”. So, I click on “Volunteer”. And I'm still waiting. Ah, this is part of the website in which you can leave your email, your name in order to be a member of maybe the website, and also to give some money for the website. We see some pictures in which they make you aware of their houses. Yeah, so it seems to be related to politics and by means of slogans and people in the photos, you see the cause for which they are fighting for. Now, I go back again in order to have a look in other option which is OFA blog. I don't know what that means. So, ah, in this option we have a video about the President Obama's Town hall webcast at GWU. May I have a look? So, we can see different pictures, images about the maybe some meetings which were given by Obama. Also the backstage of the theatre or the building in which they seemed to be giving the speech. Maybe before or after the speech. So, we see all the viewers of the speech. Now, I go back again to the main page, and I click on “Store”. So, in this option you can buy a cup, a t-shirt, always with the initials of the President of the United States. And also you can get a cup, a glass, different things. At the bottom of each product you can see different prices. Then I go back again. And also I see on the main page, there is a phone in order to call, I guess, it's in order to donate some money. And, I'm going down along the page. You can register to vote and get the information to make your voice heard this November. There is something else about the Democrats. And also you can join by maybe giving your phone number. And also you can join by Facebook, Youtube, MySpace, Twitter, and all those linkers. At the bottom it is written “volunteer, privacy policy, terms of service, contact us” with them, and so on.

Researcher: Okay, your time is up. Now, you have to create your own account on this website.

User: Okay.

Researcher: How would you do this?

User: I think I have to click on “Volunteer”, and then give my email address, my first name, last name, my zip or postal code, and then my phone, and answer some questions. And also it is said “anything we should know about you”, maybe main worries, my main [...] I don’t know [...]

Researcher: Okay, do it. You have to do it.

User: So, email. I’m writing down my name and my email address, and my surname. But the main problem maybe as I’m not an American citizen, I cannot write my postal code.

Researcher: Can you get rid of this?

User: Yes.

Researcher: Just accept.

User: My phone number. I don’t know a prefix or the [...] from abroad in order to call to the States. Then I have to sign something, then I’m going to add some information about myself: “I’m a very optimistic person and I fight for what I truly believe in.” Then I would like to call [...] it is written I would like to call or canvass the neighbors. So, I click on this. “Host a house meeting or event”. Eh, no, I’m afraid. And then “Attend an event”. Why not? There is something missing. So, maybe this? Invalid phone number. This thing here is that I should write the prefix. Do you know the prefix?

Researcher: Try 034. 034. Just one 0.

User: Ah, just one 0?

Researcher: Uhu.

User: Invalid phone number. Well, should I go back?

Researcher: Try to delete the phone number.

User: Okay.

Researcher: And these messages.

User: These?

Researcher: “Sign me up for text messages”. Can you do this?

User: Then I click on again. Okay, now I have become a member.

Researcher: All right. Thanks! Now from the main page of Organizing for America, show your support to Obama on Facebook.

User: Okay. I go back to the main page. And I’m going to try to find out when can I give my support to Obama. So, now I’m on the main page. I click on OFA blog – there isn’t anything in order to give support to Obama, so, now I go back again, and may I’m going to click on “About OFA”. There is a big text giving some information about Obama, and there is a big slogan which

says that “This victory alone is not the change we seek – it is only the chance for us to make that change.” It is the slogan of Obama. I think there isn’t anything in order to give the support to Obama. Now I’m again in the main page, and I click on “Store”. No, there isn’t anything because it is only merchandizing. Ah, at the bottom, maybe I should click on Obama on Facebook in order to give him support. So, I’m going to write down my email address. I think I haven’t done it well.

Researcher: Can you get rid of this? Accept.

User: Yes. I don’t know how to give my support to Obama by Facebook.

Researcher: Okay, so, now, find the last Obama’s tweet, and copy and paste it into Document 1 below.

User: What do you mean by tweet?

Researcher: Tweet is from Twitter.

User: Ah, I get, but I am not familiarized with Twitter. So, I saw something at the bottom of the page. Maybe Twitter? And in Twitter you can see different testimonies, in which people write something about Obama. Most of them seem to be good things.

Researcher: So, copy and paste the latest tweet.

User: At the bottom? Ah, the latest? Latest is this one.

Researcher: Okay. Document 1.

User: Document 1. Then I paste it.

Researcher: So, now, you have to find general information about Organizing for America. When it is done, please, print the page in PDF under the name 1.

User: Okay. Now I’m again in the main page, and I click on the “About OFA”. And basically, I guess, everything about the main purposes of the organization are given throughout this page. And I’m going to copy it.

Researcher: No, you print it in PDF. You go to File.

User: I go to file.

Researcher: Print.

User: Print.

Researcher: And then Accept. And now change the name at the bottom. File name is 1.

User: File 1.

Researcher: 1, just 1. Then Save.

User: Then Save, and Exit.

Researcher: Yes. Thanks. Imagine your friend is interested in current Education Policy of the U.S. President. You want to help him, so, please, find the information and print the page in PDF again.

User: So, I basically going to the same thing I have done before. So, I click on File, then Print, then Accept, then [...]

Researcher: Name 2.

User: Two. I save it, and finally exit.

Researcher: So, now, find Obama's Education Policy during his campaign, but this time be more specific and look for information about Higher Education only. So, you have to find information about Obama's Education Policy, Higher Education Policy during his campaign.

User: Okay. Now, I'm in the page about Organizing for America, and I'm going to scan through the text if I can find something about the Obama's speech about the education during his campaign. I go back to the main page, and I click on "Double Your Impact", and now Michelle Obama appears. And then I look into "Backstage with Barack", and then again to "Join the President Live". I'm again in the main page looking for Obama's speech about the higher education. In a middle section of the page there are some dates and I'm going to scan through them in order to see if I can find something about that. I haven't found anything yet. I don't know where this information is given.

Researcher: Okay. So, now, please, find the information about the latest OFA blog post, and share it on your Facebook account so that your friends could read it too.

User: Okay.

Researcher: So, find the latest blog post of Organizing for America, and share it on you Facebook account. So, what are you doing?

User: So, I click on OFA blog, and then we copy the main link, we open my Facebook account. So, I write down Facebook, and I click on my account, and then I write it down, and then I send it.

Researcher: Okay. So, now, from this site, this website, you have to go to the Democratic Party website. How would you do this?

User: I go to the main page. And then I go to the link which is in the middle part of the web which is the Democrats, and then I click on it.

Researcher: Okay. So, when you are here, find the latest news of the party concerning Hispanic people.

User: Concerning the Spanish?

Researcher: Hispanic people, yes. And, please, print what you have done in PDF. What are you doing?

User: Sorry, I'm scanning through the page. I don't see anything about Spanish people. I want to have a look to the link "Find out how to make your voice heard this November". And it is written in Spanish. It is said that eh [...] how to vote if you are living in America or you are an American citizen. So, I'm going to go to File, and print it in PDF. I accept it.

Researcher: And the name 3.

User: Name 3. Save it and exit.

Researcher: Now, from the Democratic Party website you have to go back to Organizing for America through the link, and not using the backwards arrow of your browser, but through the link.

User: Through the link. Okay, without using the [...] So, I click this [...] how do you call this?

Researcher: Backwards?

User: Backwards.

Researcher: No, you cannot do this. You have to find the link on the website.

User: Okay. So, I have to click on "Home". I'm still on the page of the Democrats. There are different highlights at the top of the page, which is divided in several different options. It strikes me the fact that you can also find a job. And at the bottom, I'm going to see if I can go back by clicking on "Vote 2010". I think I have come back to the same page, although it has different color, which is grey.

Researcher: Okay. So, now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. Investigate what choices you have and their prices.

User: Okay, so, now, I'm again on the main page. So, I click on "Store", and there are some products, but I'm afraid there isn't anything for a baby. Ah, but now I see something on the left side of the page. So, I click on "Baby clothes", and now, there is only a t-shirt which is designed for babies, but it seems to be quite expensive for a baby.

Researcher: How much is it?

User: Eh, twenty dollars just for a t-shirt for a baby, I guess, it is a little bit expensive.

Researcher: Okay, so, finally, you want to call OFA organization to thank them for information on their site. Please, find their phone number, and copy and paste it into Document 3.

User: Okay. So, now, I go back to the main page. I'm trying to find out the phone number.

Researcher: Where do you go?

User: I have gone to OFA blog, but it isn't the phone number. So, now, in the main page, at the top of it you can find a link in which it says "Introducing the vote 2010. Call tool". So, I click on it. "Call the voters", but it isn't written anything about the phone number, so I decide to go back. Now, in the middle section of the page, there is a mobile, and it is written "Obama mobile. Sign up now". I click on it, but I'm afraid there isn't anything. So, "OFA phone App" [...] I click on

“Join the President Live”, but still there isn’t anything. I click on again, but I’m afraid I don’t know where the phone is.

Researcher: Okay, thanks a lot!

7. Participant 0007

Researcher: So, this is the homepage of Organizing for America website. Please, give me your initial impressions to this page. Feel free to explore it as you normally do. You can scroll around the page, but don’t click on anything.

User: Okay.

Researcher: Have you seen this page before?

User: No, I’ve never seen that before.

Researcher: So, what are your first impressions?

User: It’s nice. I like it. It’s very clear. I mean, the letters are big, so you can easily see everything.

Researcher: You cannot click on anything.

User: Yeah, I just scrolling down.

Researcher: Okay.

User: Yeah, so there’s new, so they are easily seen. They have the map of the states. I think it’s useful. It says “Democrats” for the Obama’s party maybe. There is a site in which you can vote,

to have the information to get the voice heard in this November for maybe some elections. I think it's easy web page.

Researcher: What do you think about the colors, the pictures?

User: They are white, blue and red like the flag of the United States.

Researcher: Okay, so without clicking on anything, please, describe the options you see and what you think they do. You can move around the page, but again don't click on anything.

User: There's "Hope over fear" – maybe it's some kind of news about what President Obama is doing, or about some ideas he has for improving or for make the States a better country. There is also saying "Backstage with Barack" – maybe it's his history about his life, how he became to be a President. And "Double your impact" – maybe it's about making sure about what you think or what you need in the web page, about the things they offer. There is also said "Issues" – maybe that's like FAQ page, maybe, I don't know about that. "Volunteer" – maybe it's for some work. I don't know if it's in the web page or it's in something related to activities the President Obama does. "OFA blog" – may be something related to news again, or some activities related to Obama. And "Store" – maybe, I don't know about that, but maybe you can buy something with the face. You know, American things [...] I don't know, I'm not sure about the store, I don't know how it works. Eh, what else [...] There are kind of headlines with the date of the day. I think they are shortcuts to the news or to the activity. You can also connect your state if you're living there, or if you want to know something related to any state. Yeah, I think that's all. There are kind of online tools. Maybe [...] I don't know what they are for. I don't know how that works. Eh, what else [...] Oh, yeah, there's a link to Facebook, for joining the Democratic Party, and there're a lot of links to different pages where you can find information about Obama: Facebook, Twitter, Youtube, or MySpace. I think it's a good web page.

Researcher: If you were allowed to explore this page, what would you click on first?

User: First? Eh [...] Maybe in "Double your impact".

Researcher: What do you think is the purpose of this site?

User: Maybe making sure about the things the web have, or, I mean, for you to be heard: what you think, or what you see Obama is doing in Politics.

Researcher: Who do you think this site is intended for?

User: For getting information about President Obama.

Researcher: I mean the audience. Who?

User: Oh, okay. Maybe for people who want to know about that.

Researcher: Whose website is this?

User: It's President Obama website.

Researcher: Okay, now, you have five minutes to freely explore this website. You may go anywhere you would like, but, please, speak aloud as you do so, and I will tell you when your time is up.

User: Okay, I'm clicking "Hope over fear" – and there's "See the progress in your community". I think it's really useful just for checking to see what the President is doing. The community and the progress of the States. And you can choose the region you want to check. Now, I'm going to "Volunteer". Yeah, there are some groups talking about some, I mean, you can see some information about volunteering in America, in the whole country. And you can sign up for receiving some information. Yeah, I think it's interesting. And you can submit a form for attending events, for hosting a house meeting. I think that's good. I'm going to the blog. Basically they tell what they are doing, some news related to the page, of course. I like it. And there are some sentences, some quotes by Obama. And they show you so many ways of getting vote. And you can join by email. I think it's easy to do in a comfortable way. You don't have to go to any place, you can do it from home. "Store" – yeah, you can buy things: t-shirt, bags, mugs, baby clothes. That's fun. I like it. "Issues" – they are talking about problems in the States: economy, health care, energy, education, immigration. I think that makes you be involved with the problems in the States. "Education" – they are talking about current situation of education, and some solutions. Yeah, like improving K-12. I don't know what K-12 is. And expand access to higher education, or make sure our children are prepared for kindergarden. Yeah, I think, they are some solutions to the problems related to education maybe.

Researcher: Okay, your time is up. So, create your own account on this website, please.

User: Okay.

Researcher: How would you do it?

User: I'm going to "Login". And then to "create a new account." My first name, my last name, postal code, email address, and password, and then I click here "sign up". "Account successfully created." Ah, here we are.

Researcher: Okay, you are done. Now, using the main page of Organizing for America, show your support to Obama on Facebook.

User: Okay.

Researcher: How are you doing it?

User: I'm looking for some link to Facebook in the main page. Yeah, there's a page Barack Obama on Facebook. I click. I have to sign in in Facebook. Here I am (laugh). And the password. Now, I join Barack Obama page. And then I should be able to write on his wall.

User: You have to show your support, not to write on the wall.

User: Oh, okay. How? I mean [...] Oh, yeah, I pressed I like it on the page.

Researcher: Okay.

User: So, now, I'm a member of this page.

Researcher: Okay. Now, find the latest Obama's tweet, copy and paste it into Document 1 below.

User: Okay. I'm looking for a Twitter link on the page. Here it is. I click on Twitter. Barack Obama. And then I copy. There is a link to the main page of Obama. And then here. That is.

Researcher: Okay. Thank you. Now, you have to find general information about Organizing for America. When it is done, please, print the page in PDF under the name 1.

User: Okay. General information about what?

Researcher: About Organizing for America.

User: Okay. Organizing for America.

Researcher: Where are you?

User: I'm in the blog actually. Organizing for America blog, but it's not what you ask me for?

Researcher: I'm asking for general information about this organization.

User: Okay. About OFA. And there are some things that are describing the organization.

Researcher: No, you print this page in PDF.

User: Oh, yeah, sorry.

Researcher: The name 1.

User: Eh [...]

Researcher: At the bottom. You change the name, just 1.

User: Just one?

Researcher: And then save, and then exit.

User: Okay.

Researcher: Okay, thank you. Imagine your friend is interested in current education policy of the U.S. President. You want to help him. So, please, find this information and print the page again in PDF but under the name 2.

User: Okay.

Researcher: How are you doing it?

User: I'm going to "Issues", cause I remember [...] And there is "Education", I click. And they explain something about the education. And now save.

Researcher: So, now your friend is interested in Obama's education policy during his campaign.

User: Sorry?

Researcher: During his campaign.

User: Okay.

Researcher: But this time be more specific and find the information about higher education policy.

User: Okay.

Researcher: So, you have to find the information about higher education policy of Barack Obama during his campaign.

User: Okay. Eh [...] I'm going to "Issues" maybe, I'm not sure about that. "Education". No, it's not here. Back to the main page. Maybe "Backstage with Barack". Nor really. Maybe "Progress in your area". I'm not sure about that. Eh [...] No. "Hope over fear". No, it's the same. "Backstage" again. "Double your impact" [...] I cannot find it. I don't how to do it.

Researcher: Okay, thanks. Okay, now, please, find the information about the latest OFA blog post, and share it on your Facebook account.

User: Okay. OFA blog. And what do I have to do?

Researcher: You have to share it on your Facebook account.

User: Okay. I copy the link. Now, I have to sign up to my Facebook. Just the link, or [...]? And I share. Here it is.

Researcher: Okay, thanks. Now, from this website you have to go the Democratic Party website. How would you do it?

User: Okay. I'm looking for some link to the Democratic Party. I think I've found it. Democrats. Change. Yeah. Here it is.

Researcher: So, now when you are here find the latest news of the party concerning Hispanic people.

User: Sorry?

Researcher: Concerning Hispanic people. The latest news of the party concerning Hispanic people, and you print this page in PDF.

User: Okay. Sorry, I forgot. What have you just said?

Researcher: The latest news of the party about Hispanic people.

User: Okay. People. I'm not sure of this. What do I do? What are you telling me to do?

Researcher: I'm telling you to look for the latest news on this site of this party about Hispanic people.

User: Okay.

Researcher: Where do you go?

User: To the main page again. Home. I'm looking for news again. Then I'm reading some of them. I'm looking for recent posts, but I cannot find anything related to that. I'm reading the blog post again. There's a link to Youtube. Oh, here it is. Spanish Language, maybe it's related to that. I here it is. I'm not sure about that. Now, I'm printing in PDF.

Researcher: Under the name 3.

User: Okay. Save, and then exit.

Researcher: Now from the Democratic Party website you have to go back to Organizing for America but not using the backwards arrow, but through the link.

User: Okay (laugh). So, I'm going to home. Democrats. And I'm looking for the link to the other page. I've seen this in the page, in the other page. No, that's not. Eh [...] I'm looking for some link. Going down the page. Eh [...] And there is a picture similar to the page we were before, so, I'm trying, and yes, here we are.

Researcher: Okay. Thank you. Now, you want to buy a piece of clothes with OFA symbolic for your friend's baby. So, investigate what choices you have and their prices.

User: Okay. I'm going to "Store", then "Baby clothes", and we've got "Future President Onesie", it's twenty dollars. I think that's the only thing they have.

Researcher: All right. So, finally, you want to call OFA organization to thank them for the information on their site. So, please, find their phone number, copy and paste it into Document 3.

User: Okay.

Researcher: What are you doing?

User: I'm going to the main page. "About OFA". And I cannot find any number here, any phone number. Then, "Contact us" at the bottom. And then I'm looking for the phone number. You can contact sign up to volunteer or other thoughts and questions. I'm checking that. Okay, here it is. And then print. No, copy and paste, yeah, sorry.

Researcher: Into Document 3.

User: Okay. Copy and then here paste.

Researcher: Okay, thank you very much. We are done.

User: You are welcome.

8. Participant 0008

Researcher: So, this is the homepage of Organizing for America website, so, please, give me your initial reactions to this page. You can feel free to explore it as you normally do, but, please, don't click on anything. You can scroll around with the mouse but don't click on anything. Have you ever seen this page before?

User: No, I've never seen it before.

Researcher: So, what do you think about this?

User: I don't know. I don't normally visit this kind of pages.

Researcher: What do you think about colors, pictures?

User: Blue, it could be kind of sad, but it's peaceful. I don't know, maybe in other colors like yellow or red it could attract more your attention, but blue is warm, peaceful, I don't know [...]

Researcher: Without clicking on anything, please, describe the options you see and what you think they do. You can move around the page, but again don't click on anything.

User: "About OFA, Issues, Volunteer, OFA blog, Store" [...]

Researcher: So, what do you think they do?

User: I don't know what is that OFA thing.

Researcher: It's short for Organizing for America.

User: Okay. I've never heard anything about it. So, I have no idea what is that.

Researcher: If you were allowed to explore this page, what would you click on first?

User: Maybe "About OFA" just to know about it and to get some information. So, then I maybe click on "Volunteer".

Researcher: What do you think is the purpose of this site?

User: Just to inform.

Researcher: Who do you think this site is intended for?

User: To people to get information, some political information maybe [...]

Researcher: Yeah, but the audience of this site?

User: Ah, the audience. I don't know.

Researcher: Whose website is this?

User: Organizing for America.

Researcher: All right. So, now you have five minutes to freely explore this website, you may go anywhere you would like but, please, speak out loud as you do so, and I will tell you when your time is up. Okay? You can use the mouse.

User: Okay, so, as I've said I'm gonna click "About OFA" because I have no clue about what it is. So, just to know what is that site to be. Okay, so, about Organizing for America (reads the text from the page) That's what said President barrack Obama on election night, 2008. Okay, so [...] (reads the text from the page) Too American. (reads the text from the page) Okay, and that's for joining the organization. That's one thing I'm not gonna do. I don't know, it's just a political website which people can join just for routine, that kind of campaigns, I don't know. It's a way to support the President. So, can I click on another one? So, I'm gonna click on "Volunteer" cause I'm interested in it. I really wanna know what do they actually do. Okay, so, "Volunteer for Organizing for America". (reads the text from the page) Oh, that's again the same I've already read on the other one part. (reads the text from the page) That's the same [...] (reads the text from the page)

Researcher: Okay, your time is up. Now, you've got to create your own account on this website. How would you do this?

User: I don't know. I think I've read something about [...] when I clicked on "About OFA". Yes, "Join the Organization". (reads the text from the page) Okay, so, I'm gonna write my email, and then zip code. Whatever? I don't know what is a zip code. \

Researcher: Your.

User: My?

Researcher: In Spain. Write 41020.

User: I don't understand it. You mean I have to write my [...]

Researcher: Postal code. Just try 41020. This is mine.

User: Okay. (laugh) I think so. Then it says "Get involved". Okay. (reads the text from the page)

Researcher: All right, thanks. So, now, from the main page of Organizing for America, find the way how to show your support to Obama on Facebook.

User: Okay. So, I'm gonna look for some information on Facebook.

Researcher: No, you have to go from this web page Organizing for America.

User: Oh. Okay. Oh, I have no idea.

Researcher: You can explore this page, you can scroll down, scroll around this page and see how you can do that.

User: Okay. Can you repeat, sorry, because I haven't understand.

Researcher: You have to show your support

User: But with this page or with Barack Obama?

Researcher: From this web page.

User: From this web page, okay. I guess, it's over here. Oh, no, that's Democratic Party. Facebook. Maybe, I don't know. So, I've clicked on Facebook. I guess, it's in here. I don't know. I have no idea. So, I have to log in and maybe click Like?

Researcher: Maybe.

User: I don't know, because if I go back [...] oh, I can't. Oh, over here. MySpace [...] Yeah, I think. So, okay, I'm gonna log in, cause I'm not pretty sure about that. And that's all.

Researcher: Okay, you are done?

User: Yeah, I'm done.

Researcher: Okay, so, now, find the last Obama's tweet, and copy and paste it into Document 1 below.

User: Last Obama's [...]

Researcher: Tweet. Do you know what tweet is?

User: What he recently did.

Researcher: What he recently posted on Twitter.

User: Oh, my Gosh. Does Obama has to have Twitter?

Researcher: I don't know.

User: Me neither, I don't have Twitter. I don't know how it works.

Researcher: So, what are you doing?

User: I don't know. I've seen something here about Twitter, but I don't know if it means that I gotta use my own Twitter, or [...] Okay, I'm gonna click on it . Okay, I think, it's that. The whole article?

Researcher: The latest tweet.

User: The latest. Okay, that's it. About two hours ago. I think, it's that. I just close?

Researcher: No, you just minimize. Okay, thanks! So, now, you've got to find general information about Organizing for America, and when it's done, please, print that page in PDF. So, what are you doing?

User: (laugh) I don't know. I just clicked "Read more" about "OH-IO is Fired Up and Ready to go" – that's an article that is post on the page. And it talks about (reads the text from the page) I don't know what it's about.

Researcher: You have to find just general information about this organization.

User: General information. Okay. I'm gonna go back. General information about the page?

Researcher: About the page, about the organization.

User: Okay, so, this about organizing for America. That's what I've read at first. Okay, so [...]

Researcher: You go to File.

User: Yes, I go to File.

Researcher: Print.

User: Print, accept, that's it.

Researcher: Yeah, but at the bottom save the page under the name 1. Save again under the name 1, just change the name, please.

User: Over here?

Researcher: Yes. Just delete the whole thing.

User: Okay.

Researcher: And just [...] No.

User: I'm sorry.

Researcher: just delete the whole thing, and then write 1. Yes, now save.

User: That's all?

Researcher: Yes.

User: Okay. I'm sorry.

Researcher: No, no, okay. Exit. Okay, we are done. So, now, imagine you friend is interested in current education policy of the U.S. President. So, find this information, and save this page in PDF. Okay? You've got to find information about education policy of the U.S. President. So, where do you go?

User: I don't know, maybe in "Issues" it could be any information about that. I'm not pretty sure. Talks about economy, wall street reform, health care, new energy, education. Okay. I click on "Education." So, I got all information: the current situation, the solution, okay, so I gotta [...]

Researcher: Print this page in PDF.

User: Print this page, yeah yeah.

Researcher: Now, under the name 2.

User: Print, save.

Researcher: And then change the name 2.

User: Save and exit. Okay.

Researcher: So, now, you have to find information about Obama's higher education policy during his campaign.

User: Okay. So, I guess, it could be in "Issues" too, because here he talked about education. So, I'm gonna click on "Education" again and just read a little bit more. Okay, so, that says (reads the text from the page) Okay, I guess, that's what I'm looking for.

Researcher: During his campaign?

User: That's the solution. That's the campaign, no? If it's not, I don't know.

Researcher: Okay. So, copy and paste the information into Document 2.

User: Okay.

Researcher: Okay, minimize. Okay. So, now, find the latest post on OFA blog, and share it on your Facebook account.

User: okay, so, I'm gonna click on "OFA blog", and it's said "A shot at the American Dream". Okay, here is Facebook. I've got to write what I'm thinking about right now?

Researcher: You can do, you cannot.

User: Okay, I'm not, just to share it. Yes, and close the window.

Researcher: All right.

User: It doesn't work. I click on "Close the window".

Researcher: Okay. So, now, from this website you have to go to the Democratic Party website. So, you have to find the link on this website to go to the Democratic Party website.

User: Okay, I'm gonna start looking for the link, because I don't know where it could be. No, that's not over here. Not in "Issues", I don't think so. Democratic [...] I don't know, I'm gonna click on here, but I don't know. Okay, here it is. I found it.

Researcher: Now, when you are here find the latest news of the party, of the Democratic Party concerning Hispanic People.

User: Okay, so, I'm gonna click on "News", and it's said "Latest updates". (reads the text from the page) Here we have [...] I've already read it in the other page, in the OFA page, that in Ohio. Mmm [...] I don't know. Where can I find, so [...] (reads the text from the page) Recent posts? That's all the same. (reads the text from the page) I don't know.

Researcher: Okay. Now, again from the Democratic Party website you have to find the link how you can go back to Organizing for America website.

User: Okay. So [...] there are so many links. No, that's on Facebook. (reads the text from the page) No, that's not that. Maybe in "Vote 2010", because I think this is from that page. I'm gonna click on it. No. I don't think so, so I'm gonna close it and go back to the page, so, may be in here. Okay.

Researcher: Good. So, now, you want to buy a piece of clothes for your friend's baby with OFA symbolic. So, investigate what choices you have and their prices.

User: Okay, so, the "Store", I guess. But I can't find baby's clothes. Position name? But that's not that. Okay, I don't know how to find baby clothes over here. I don't even think there could be that kind of clothes for babies.

Researcher: Finally, you want to call OFA organization to thank them for the information on the website. So, you've got to find their telephone number.

User: Telephone number?

Researcher: Of Organizing for America.

User: Okay, so I'm gonna go back. "OFA blog". No, it's not over here, so I click on the main page again. No [...] "Connect OFA state", hm, the problem is that I'm not American. I don't know. It's clicking on it? I don't know. It says nothing about telephone number or whatever. "Obama mobile. Sign up now"? Mmm [...] Okay, I'm gonna click on "Obama mobile". (reads the text from the page) Okay, but that's about receiving messages, that's not a number. I don't know. So, I'm coming back to the main page. I can't find it. I can't.

Researcher: Okay. Fine.

9. Participant 0009

Researcher: So, this is the homepage of Organizing for America. Give me your initial reactions to this page, you can scroll down, scroll around but you cannot click on anything. Have you ever seen this page before?

Subject: I don't think so. I'm not sure actually.

Researcher: All right. So, what do you think about this?

Subject: Well, I think it's cool. Probably like [...] Yeah, it has no advertisement at all. That's cool, because some pages are very full of advertisements. It's disturbing, really. Eh [...] reminds me of like Facebook just over here at the top. It's kind of like too long.

Researcher: What do you think about colors?

Subject: They are very American: blue, red and white. I would not have expected another colors actually.

Researcher: Without clicking on anything, please, describe the options you see and what you think they do.

Subject: Well, the first one “About OFA”: it’s probably you can find some information about like the whole campaign and stuff, Organizing for America and all that. “Issues”: well, that’s clear. The problems concerning this organization. “Volunteer”: if you wanna get involved. “The blog”: of course, if you wanna check out news and stuff. “The Store”: if you wanna buy an Obama t-shirt or something. Then you can [...] Yeah, you can write your email address over there to get email updates. If you have already signed in, then you can just log in up here. Ah, what else.

Researcher: If you were allowed to explore this page, what would you click on first?

Subject: Probably, “About OFA”.

Researcher: What do you think is the purpose of this site?

Subject: May be try to inform people about Obama’s campaign and stuff. Well, I can’t say anything else.

Researcher: Who do you think is it intended for?

Subject: Who do I think what?

Researcher: The audience of this site. Who do you think it’s intended for?

Subject: Well, for everyone, I guess. Any American probably.

Researcher: Whose website is this?

Subject: Whose website? Obama’s website.

Researcher: Right. Now, you have five minutes to freely explore this website, you can go anywhere you would like, click on anything you would like, but, please, speak out loud as you do so. And I will tell you when your time is up.

Subject: All right. So, I just clicked on “About OFA”, and it’s yeah, what I expected – about the organization, campaign and stuff. (reads the text from the screen) Okay, so, I see. Eh [...] This is pretty much like Obama wanna people to get involved in Politics, I guess. Agenda of change – that’s what they call it. Do I have to tell you everything I say, or?

Researcher: No, if you are reading you read, but if you go somewhere you just say that.

Subject: Okay. I’ve just clicked on “Issues”. I just clicked on “Wall Street reform”. Well, it’s still thinking. Well, I would like to download this info sheet.

Researcher: Where are you?

Subject: Where? I just clicked on “Comprehensive Immigration Reform”. I click on “Education”. “Health care”, let’s go there. Please, select your state. My state back there was Oklahoma. (watches the video)

Researcher: Okay?

Subject: Yeah.

Researcher: So, now, you have to create your own account on this website. How would you do that?

Subject: Well, up here you can read create your own account. So, I'm just gonna click on it, and wait till [...] Okay, email address. Zip code – that should be like an American zip code?

Researcher: Whatever you like.

Subject: Okay. And password.

Researcher: Okay, so you have created it?

Subject: Yeah.

Researcher: Okay, so, now, from the main page of Organizing for America you have to show your support to Obama on Facebook.

Subject: Okay.

Researcher: How would you do that?

Subject: Here. So, I just have to log in.

Researcher: Okay, done?

Subject: Yeah.

Researcher: Okay, so, now, you have to find the latest Obama's tweet.

Subject: The what?

Researcher: Tweet from Twitter.

Subject: Yeah.

Researcher: And copy and paste it into Document 1.

Subject: Twitter twitter, I think I've seen it somewhere. Where is it? Twitter. I have to paste just the link, right?

Researcher: No, you have to paste the latest tweet.

Subject: All right.

Researcher: Right?

Subject: Yeah.

Researcher: Now, you need to find general information about Organizing for America. When it's done, print this page in PDF. What do you do?

Subject: I've just clicked on "About OFA", and [...] I saw PDF somewhere, but I can like just copy and paste it, right?

Researcher: No, you print this page in PDF, you go to file.

Subject: Oh, okay.

Researcher: And then PDF, yes, accept it and save under the name 1. At the bottom.

Subject: Yeah.

Researcher: Change the name. Just delete this, write 1. And save it and exit.

Subject: Exit?

Researcher: Exit, yeah. Right. So, imagine your friend is interested in current education policy of the U.S. President. So, find this information and print the page in PDF.

Subject: I have to find what kind of information you said?

Researcher: Obama's current education policy.

Subject: Yeah, that was in "Issues". Education. Yeah.

Researcher: Under the name 2.

Subject: Okay.

Researcher: So, now you have to find Obama's Higher Education Policy but during his campaign, presidential campaign.

Subject: That was actually what I've just done, right?

Researcher: You think what you did was during his campaign or his current education policy?

Subject: His campaign. I just [...] Wait a minute. I went to "Issues". Well, yeah, I should have selected like this part.

Researcher: You have to find information about higher education policy only. Higher education during his campaign, and when it is done, copy and paste it into Document 2.

Subject: That's what I just did.

Researcher: Okay, then do it again.

Subject: Okay.

Researcher: Now, copy and paste it into Document 2.

Subject: Oh, right. Okay. Now I got you.

Researcher: All right, so now, find the latest OFA blog post, and share it on your Facebook account. So, what do you do?

Subject: I click on “OFA blog”, and [...] Yeah, this is the last article, right? So I have to copy and paste it?

Researcher: No, you have to share it on your Facebook account.

Subject: Share on Facebook.

Researcher: Now, from this website, you’ve got to go to the Democratic Party website. How would you do that?

Subject: Well, I would scroll down and see if [...] It’s not here. Yeah, up here. [00:20]

Researcher: All right, now, when you are here, find the latest news of the party concerning Hispanic people.

Subject: Last news?

Researcher: Of the party concerning Hispanic people. And when it’s done, print this page in PDF under the name 2.

Subject: Was it the news?

Researcher: The latest news.

Subject: This is not the latest news. Well, cause that’s the only thing I can do though, because if I start like searching the blog and everything [...]

Researcher: So, where did you go?

Subject: I went back to the main page just to see if I can [...] Because I see here like “People. Hispanics” and stuff but [...] I don’t think this is what you asked me for. Let’s see, “Press” maybe. Still not. I think I’m just gonna print this.

Researcher: 3 right, because we had 2.

Subject: Yeah.

Researcher: Okay, now from the main page of Democratic Party, you have to go back to Organizing for America through the link but not through the backwards arrow. So, what are you doing?

Subject: I’m scrolling down and it’s down here. Yeah.

Researcher: Okay?

Subject: Yeah.

Researcher: So, now, imagine you want to buy a piece of clothes for your friend’s baby with OFA symbolic. So, investigate what choices you have and their prices.

Subject: Okay. I click on “Store” and look for baby clothes. You asked me for what?

Researcher: For choices and prices. What choices you have?

Subject: For babies only a onesie. I don't even know what that is. Oh, yeah. Yeah. So, I have to copy and [...]

Researcher: No, you just tell me what choices you have and their prices.

Subject: I only have one called "Future President Onesie" or something and it costs twenty dollars.

Researcher: All right. So, finally, you want to call OFA organization to thank them for the information on their website. So, find their telephone number and copy and paste it into Document 3. What are you doing?

Subject: I'm going back to the main page. And I think I've seen the phone somewhere. Yeah, over here. No, no, "Call voters" that's not. It's thinking. You asked me to call Democrats or Barack Obama?

Researcher: No, just the telephone of Organizing for America.

Subject: Okay. Then it's this one.

Researcher: Try to refresh it.

Subject: It's not working.

Researcher: Go back.

Subject: Okay. Attempting to determine your location. It's still thinking. Should I refresh it? I'm gonna keep on looking for something else while it thinks.

Researcher: Maybe it can't determine your location because you are not in the U.S.

Subject: Well, maybe. So, I can't call them.

Researcher: Right. Okay.

Subject: I think I can't. I can't.

Researcher: Okay.

10. Participant 0010

Researcher: So, this is the homepage of Organizing for America. Please, give me your initial reactions to this page, and feel free to explore it as you normally do, but don't click on anything.

Subject: Okay.

Researcher: You can scroll around, but don't click on anything. Have you ever seen this page before?

Subject: No, never. My first impression is the colors.

Researcher: What about them?

Subject: American. And the symbol here, symbol for Organizing for America kind of reminds of their flag.

Researcher: Without clicking on anything, please, describe the options you see and what you think they do.

Subject: You mean these eh [...]?

Researcher: Just any options you see and your guessing what they do.

Subject: There's "Get in the Game": I don't know what's that. "Campaign Update": I think will be all the campaign [...] I don't really know what that about. "Vote early": I don't know. "Progress in your area": I'm very well familiarized with this kind of political pages, so [...] There's also a blog, store: I suppose, it's kind of you know, items related to this web page. And "About OFA": I think it's an introduction to the home page. I don't know what else. I don't know. There's also a video with the President making a speech. Do you want anything else to comment about?

Researcher: Yeah, you can scroll around, scroll down the page.

Subject: Mmm [...]

Researcher: If you were allowed to explore this page, what would you click on first?

Subject: I think, the video.

Researcher: The video, right. What do you think is the purpose of this site?

Well, it's very clear they are calling people to vote. I mean, it's everywhere: vote early, vote, I don't know, it's everywhere: there's raise your vote.

Researcher: Who do you think this site is intended for?

Subject: Who do you think? Who do I think? The possible electors.

Researcher: And whose website is this?

Subject: Well, it's seems it's Barack Obama's website.

Researcher: Right. Now, you have five minutes to freely explore this page, you may go anywhere you would like, click on anything you would like, but, please, comment when you do so.

Subject: okay. Now, "About OFA", for example. There is a quotation from President Barack Obama, the election night two years ago. (reads from the screen) Okay. It's for people to get involved in different ways. And at the end there are some fields to fill in to get involved. I don't know, may be you receive that using your email or something like that. Let's see "Issues". (reads from the screen) Okay, important issues like economy, or health, health system, the education – the latest of big issues. Or you can also get Obama on Facebook or on Youtube. Okay, let's say "Volunteer". Volunteer for Organizing for America. Okay, it seems that eh [...] I have a feeling that they are trying to get people involved, like participating in different issues. Now, I go to "OFA blog", "Ready, set, commit". Ah, may be commit to vote. This is funny. I don't know, it says "the commit to vote challenge is easy and fun". It's curious that they describe something so important as fun. I don't know, like this is "visit our site and write your own reason for voting." (reads from the screen) I don't know, it's like trivialization a little bit of [...] seems like a trivialization of something I don't know, important. And let's go to the first page, the home page.

It also has a calendar days until the election. Okay, a map. So, you can connect with the organization in your state. Can I click anywhere?

Researcher: Yeah, you can click on anything you want.

Subject: I don't understand this part of raise your vote. Let's see what it is. Oh, it's in Spanish. "Votar es poder". Choose your state. Let's say California. Okay, it's just to check if you want to vote, I think. Oh, you can vote online? Let's see. I'm clicking on "Votar antes del dia de elecciones." Eh, okay, you can vote by mail. Okay, I'm going backwards. Home page again. Okay, I'm gonna click on the video. It's curious, I thought, it was a speech by the President and it's not. It calls my attention that the speaker is white and all the people at the background are black. Ah, it's for the civil rights.

Researcher: Okay, you are done. So, now you have to create your own account on this website.

Subject: okay, let's see if I can find where it is. It should be in menu somewhere. Oh, here it is "Create your account", at the very top. It's a little bit small for me. Okay, get started. It's not doing anything? Okay, so, I'm writing my email account and my zip code, and I click "get started". Okay, first name and last name. Continue. Create password, and confirm password, and log in. And that's my home.

Researcher: You are done?

Subject: Yeah, I'm done.

Researcher: Okay. So, now, from the main page of Organizing for America show your support to Obama on Facebook.

Subject: Show my support to Obama on Facebook. I think it's at the very bottom. I would click here, I don't know. But that's Obama's Facebook page. So, I don't think it's what I was looking for. I'm gonna back to the main page. Okay, you like it. So, I already did.

Researcher: Okay. So, now, find the latest Obama's tweet from Twitter, and copy and paste it into Document 1 below.

Subject: The latest Obama?

Researcher: Tweet from the social network Twitter.

Subject: Okay, let's see. It should be here, I don't know. At the end of the bottom of the page.

Researcher: Find his latest message and copy and paste it into Document 1.

Subject: I don't know if it's his Twitter page. I think so. Should be this one or not? I don't know. I don't really know if this is Barack Obama's Twitter page or not. I will say this is. Copy, open the first document and paste.

Researcher: Okay. Now, find general information about Organizing for America and print that page in PDF.

Subject: Okay, it should be in “About OFA”, and this is more or less what I saw at the beginning. So [...]

Researcher: Print.

Subject: Print and PDF, and I accept.

Researcher: Yes, and then at the bottom change the name, please.

Subject: That’s where it is?

Researcher: This one, yes.

Subject: What do I have to write?

Researcher: Just delete this and write just 1.

Subject: Okay. And save.

Researcher: And exit.

Subject: Okay.

Researcher: Right. So, now, imagine your friend is interested in education policy of Barack Obama. You want to help him, so, find that information, and also print that page in PDF.

Subject: Okay, I think, I saw that in “Issues”. And here is education, so, I click on education, and here it is. So, I print. It’s already marked PDF.

Researcher: And change the name 2.

Subject: Okay, 2. That was easy, I think.

Researcher: Okay, exit. Now, find Obama’s higher education policy but during his campaign, presidential campaign.

Subject: Okay. During his presidential campaign. Okay, I’m gonna try same place and education. And I’m gonna see if there’s another [...] No, this is the same. Eh [...] It doesn’t say anything about the presidential campaign. So, I don’t know. I think, I saw something earlier [...] I don’t know where. I’m click on the blog. I am not finding anything about the presidential campaign. Not here, I think. Okay, I go to the main page again. Campaign update is not [...] Progress in your area, maybe. Let’s see, but this is about states, I think. No, it is not. Okay, I’m gonna close this. Something about the education here, but it’s like the progress they’ve made. No idea, really, where that is.

Researcher: Okay.

Subject: Yeah, I don’t know.

Researcher: Now, find the latest Obama’s blog post and share it on your Facebook account.

Subject: Okay, so, latest blog post.

Researcher: So, where did you go?

Subject: I clicked on blog, the Organizing for America blog. And I'm looking for [...] I'm scrolling down. No, this is a video.

Researcher: I meant the OFA blog post.

Subject: The?

Researcher: The latest OFA blog post.

Subject: What do you mean?

Researcher: The latest post on this blog.

Subject: But by Barack Obama? Or by any?

Researcher: By anyone.

Subject: Oh, okay, so [...]

Researcher: And share it on your Facebook account.

Subject: Okay, so I click on Facebook. Yeah? That's it, I think. And share.

Researcher: All right.

Subject: Okay.

Researcher: Now, from the main page of Organizing for America go to the Democratic Party website.

Subject: The Democratic Party website. Okay. Let's see. I'm scrolling down and there's a menu that says Democrats Change that matters. I'm click on it. And, I think, this is it.

Researcher: So, now, when you are here, find the latest news of the party concerning Hispanic people.

Subject: Okay. Let's go for people. African-American. I'm click on people. African-Americans, Americans, Asians, Hispanics. Should be here. I'm click on Hispanics. And we are Hispanics. I think, that's what you asked.

Researcher: Yeah, I'm asking for the latest news.

Subject: Okay. Latest news. Here it is. Exposing tactics that have no place in a Democracy. Or, Democrats celebrate Hispanic heritage month. Yes, at the bottom of the page.

Researcher: So, yes, please, print the latest news in PDF.

Subject: Okay. I click on latest one, and I print in PDF, accept.

Researcher: Yes, and the name 3, right?

Subject: 3.

Researcher: Exit.

Subject: Yeah.

Researcher: So, now, from the Democratic Party website you have to go back to the Organizing for America not using the backwards arrow but through the link. You have to find how to go back.

Subject: Okay, there should be a link, right. I'm scrolling down. I don't know, I recognize all the logos. I've seen all the logos on that page, so, I'm going to click on "Moving America forward" just to try. No, it's not exactly the same how it looks like. I'm gonna click on "Vote" and that should be the same. Yeah. We're back. Yeah.

Researcher: Okay. So, now, imagine you want to buy a piece of clothes for your friend's baby with OFA symbolic. So, investigate what choices you have and their prices.

Subject: Okay, so, I click on "Store". And you tell me I want to buy a present for my friend's baby?

Researcher: Yeah.

Subject: And I have to look for?

Researcher: Choices and prices.

Subject: Choices and prices. Okay. So, let's see if there's something like baby's. I don't know. Gift ideas, maybe. Sort by price or by name, maybe. Well, we have one onesie, and that is for babies, twenty dollars. I don't know, the rest is like [...] Well, there's also a blanket. It's forty dollars. Maybe, you can use it for a baby.

Researcher: But it's not clothes.

Subject: Oh, that's right, it's not clothes. So, eh [...] Oh, here it is. I'm sorry. Baby clothes. There's a whole category. The only thing is onesie.

Researcher: Okay, how much is [...]

Subject: It's twenty dollars.

Researcher: So, finally, you want to call OFA organization to thank them for the information on their website. You've got to find their phone number and copy and paste it into Document 3.

Subject: Okay. I go back to the page.

Researcher: Where did you go?

Subject: To the main page. Let's see. It should be at the bottom, maybe. Contact us. Okay. It says sign up to volunteer or other thoughts and questions. I'm gonna click on other thoughts and questions. And here is the phone number. I have to copy and?

Researcher: Paste it into Document 3.

Subject: Okay. Only phone number, right?

Researcher: Yeah.

Subject: Document 3. That's it. So, paste.

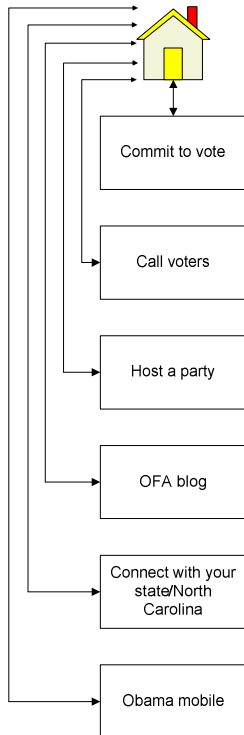
Researcher: Okay.

Subject: Oh, that's not necessary. Okay?

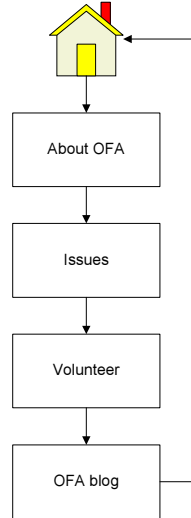
Researcher: Yes, thank you. We're done.

Appendix 2.8. Flow schemes for the free-surf section of the Usability Test.

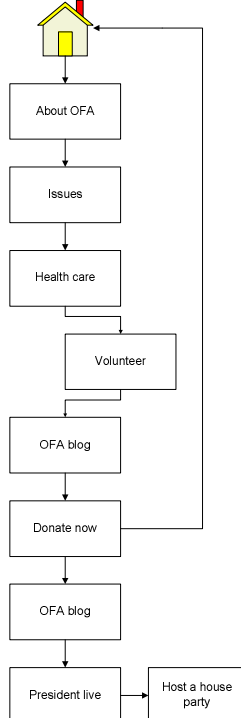
Participant 0001



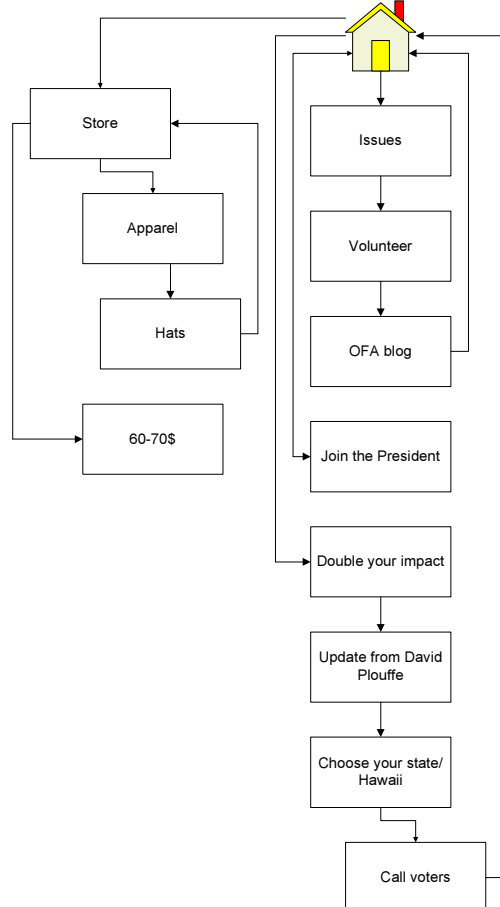
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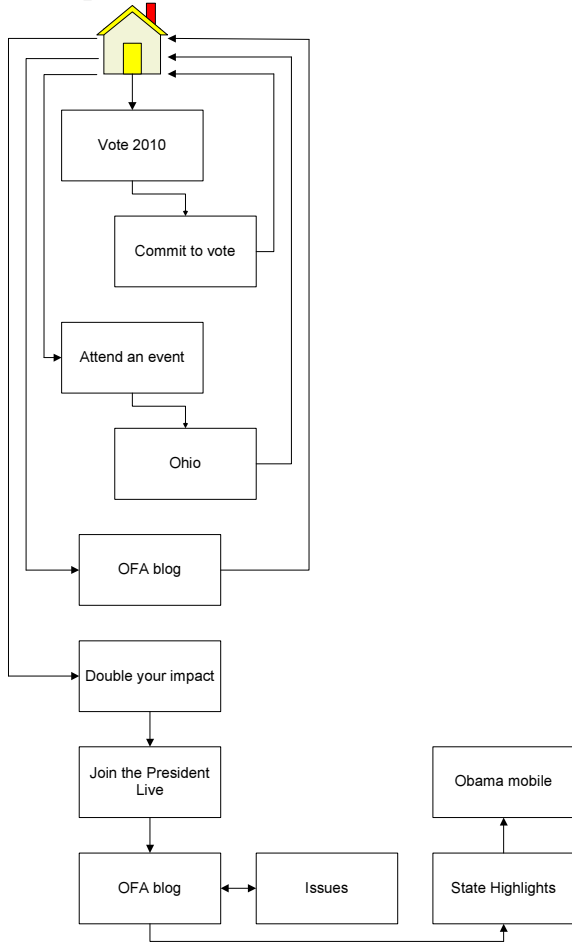
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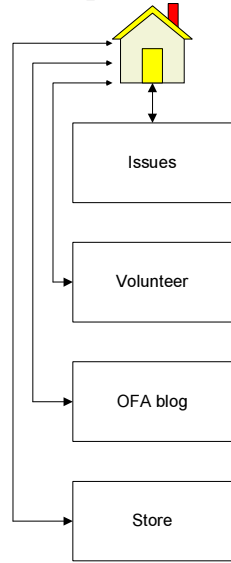
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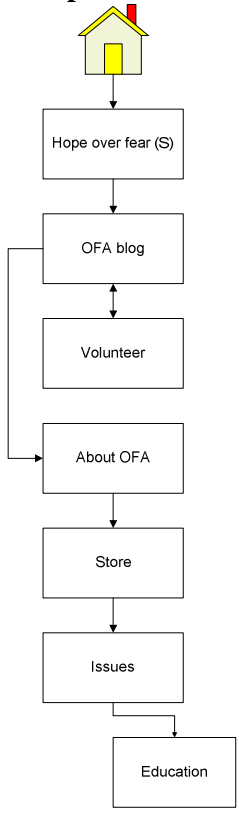
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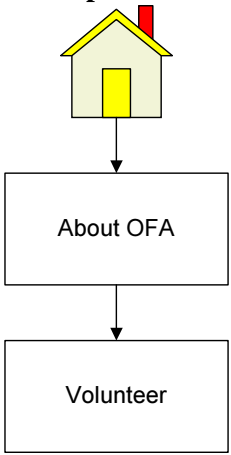
Participant 0006



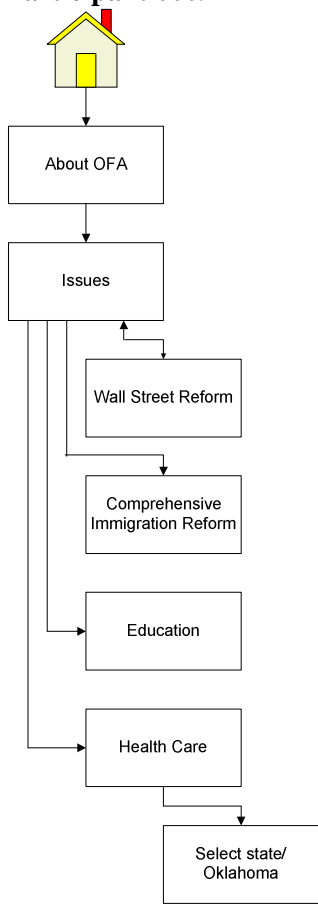
Participant 0007



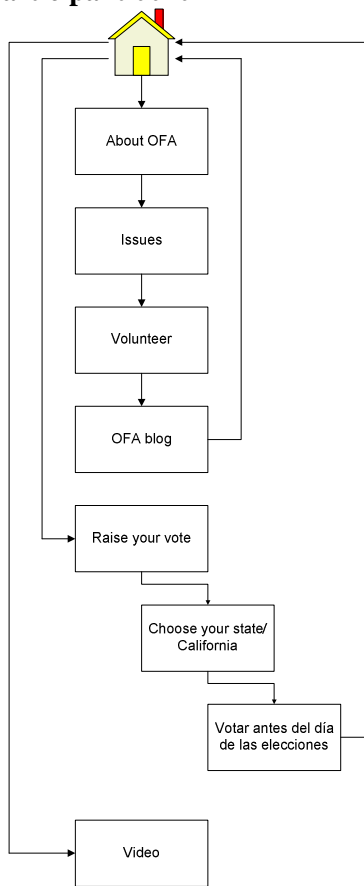
Participant 0008



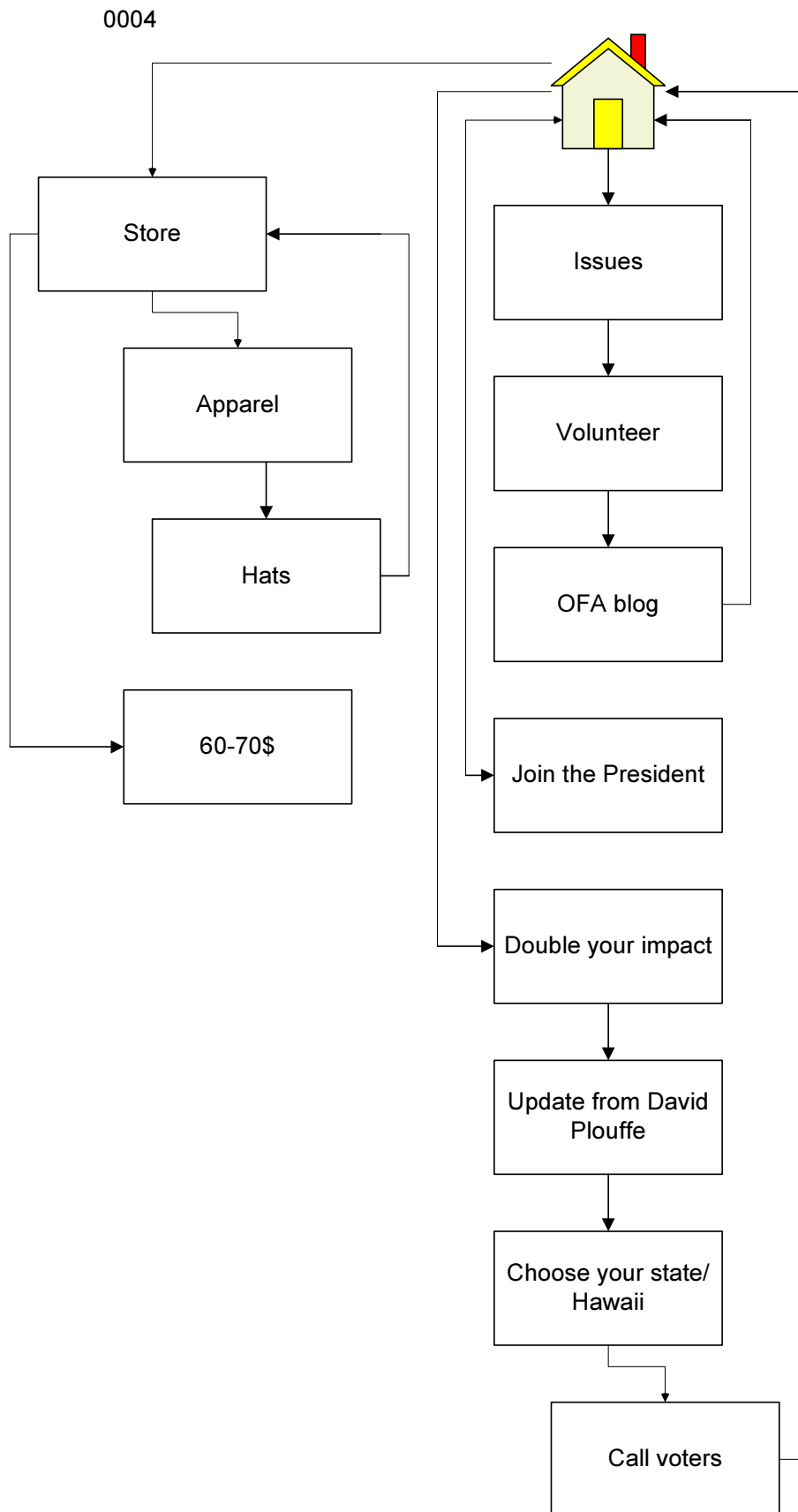
Participant 0009



Participant 0010

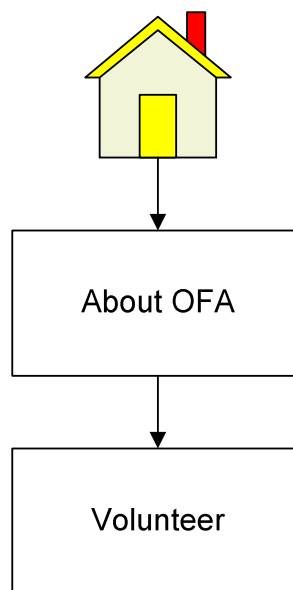


Appendix 2.9. An example of a complex interaction scheme.

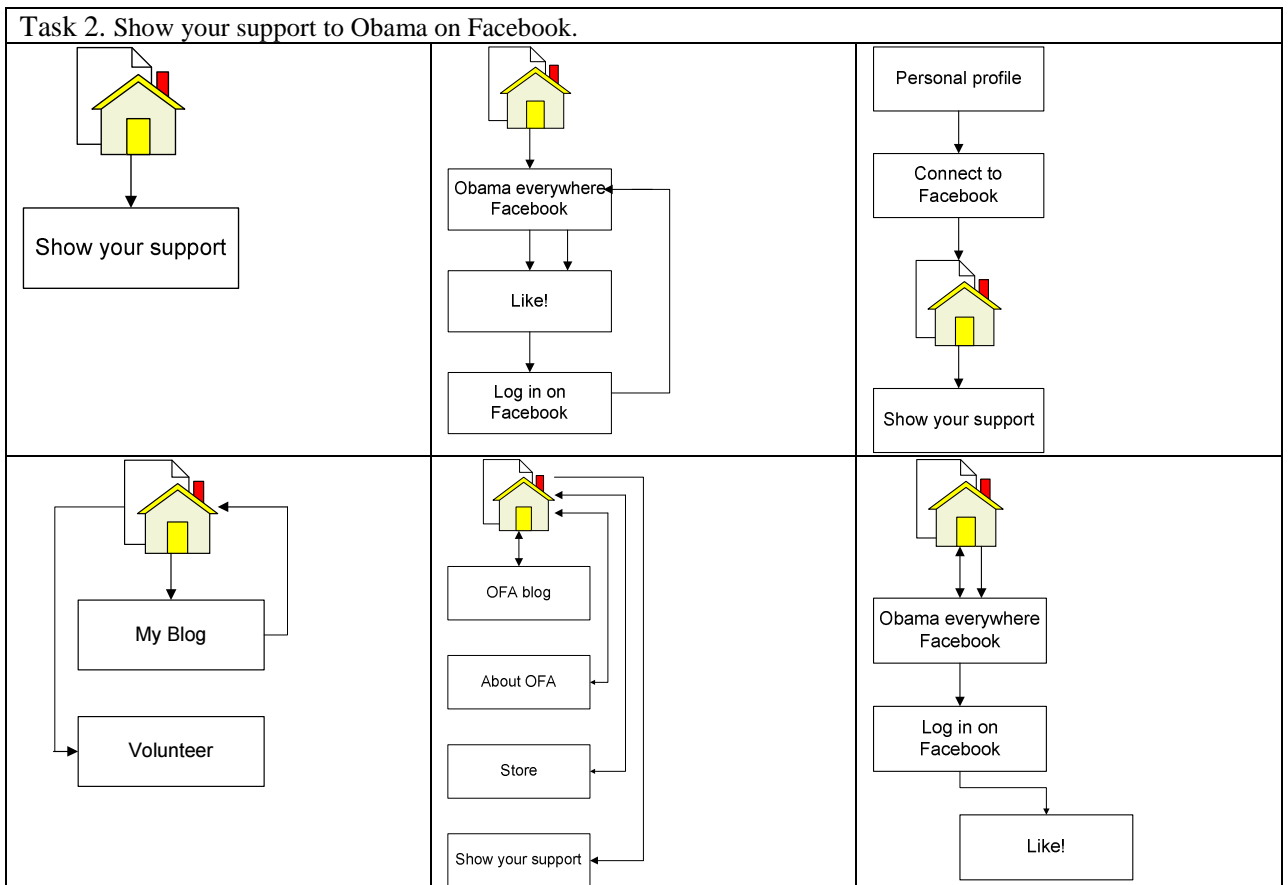
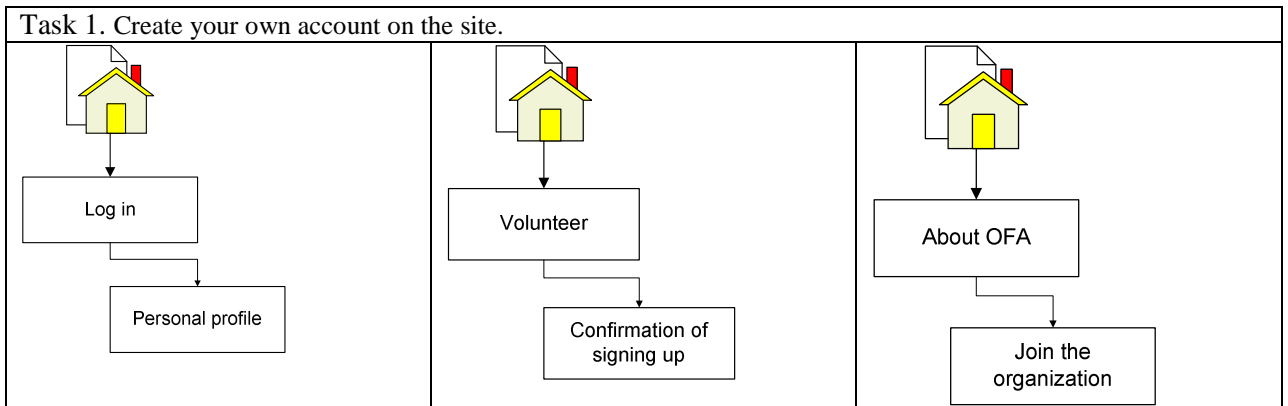


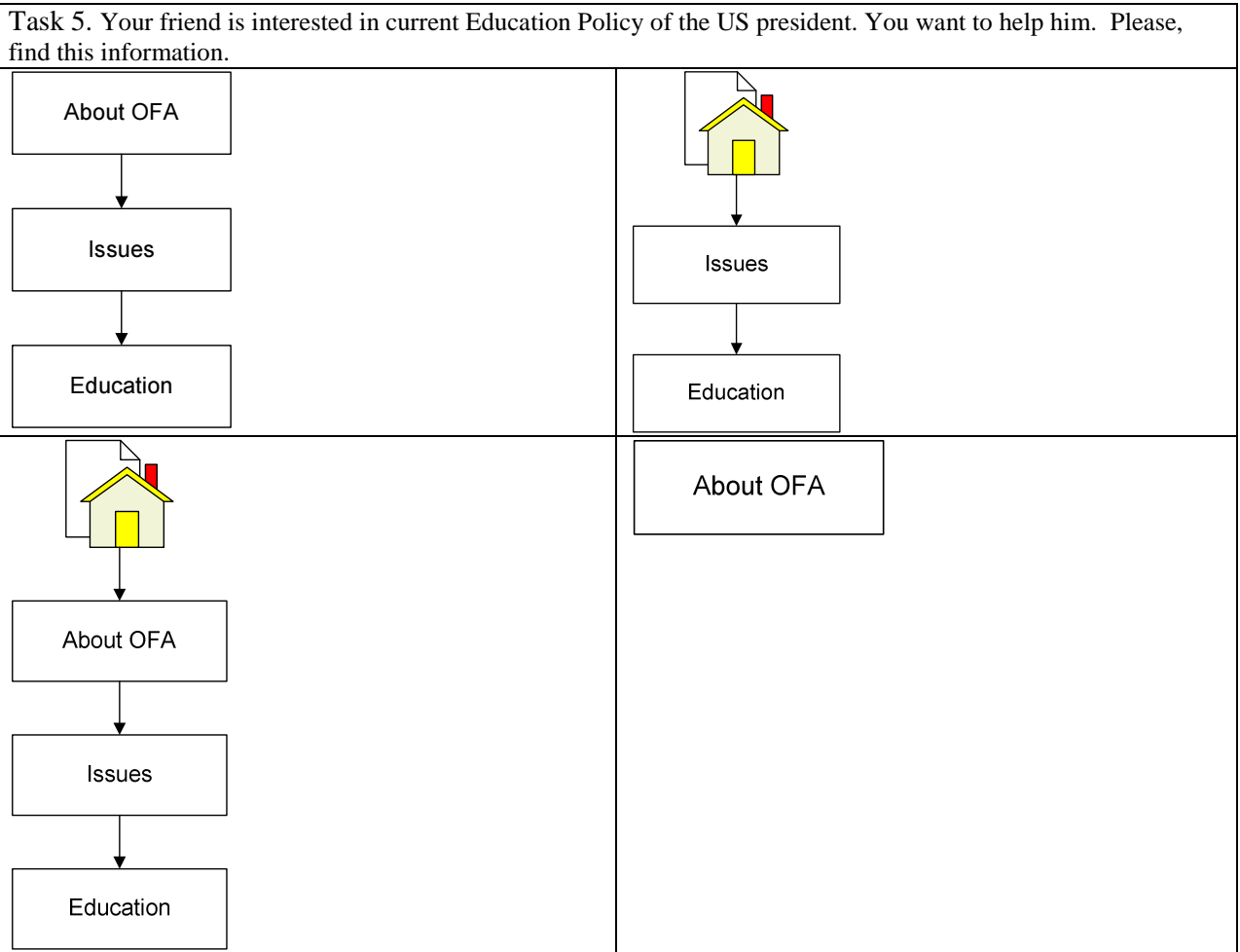
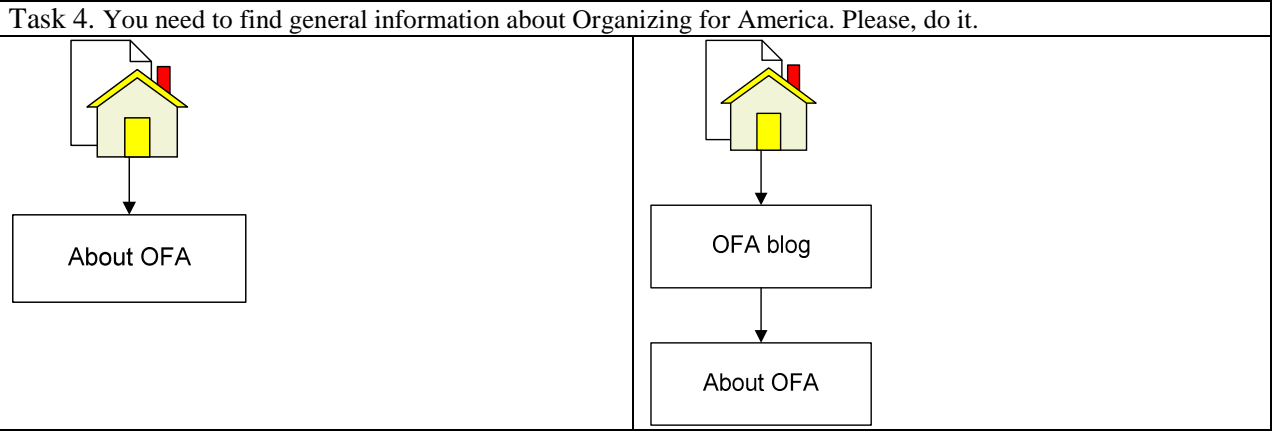
Appendix 2.10. An example of a simple interaction scheme.

0008

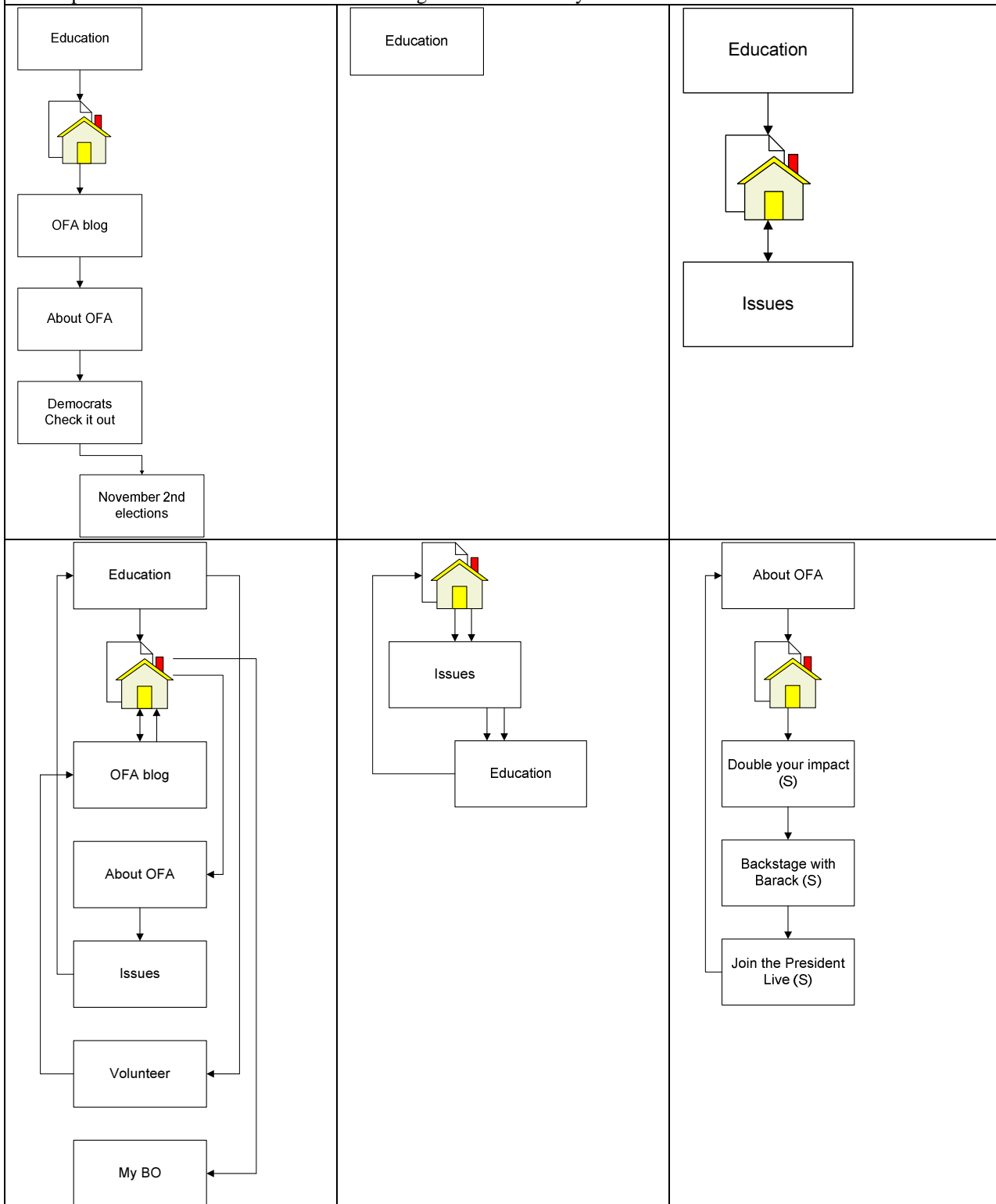


Appendix 2.11. Flow schemes for the specific tasks section of the Usability Test.









Task 6. Find Obama's education policy during his campaign. Your friend will definitely like it! But this time, be more specific and look for information about Higher Education only.





Task 7. Please, find the information about the latest OFA blog post. Share it on your Facebook account, so that your friends could read it too.

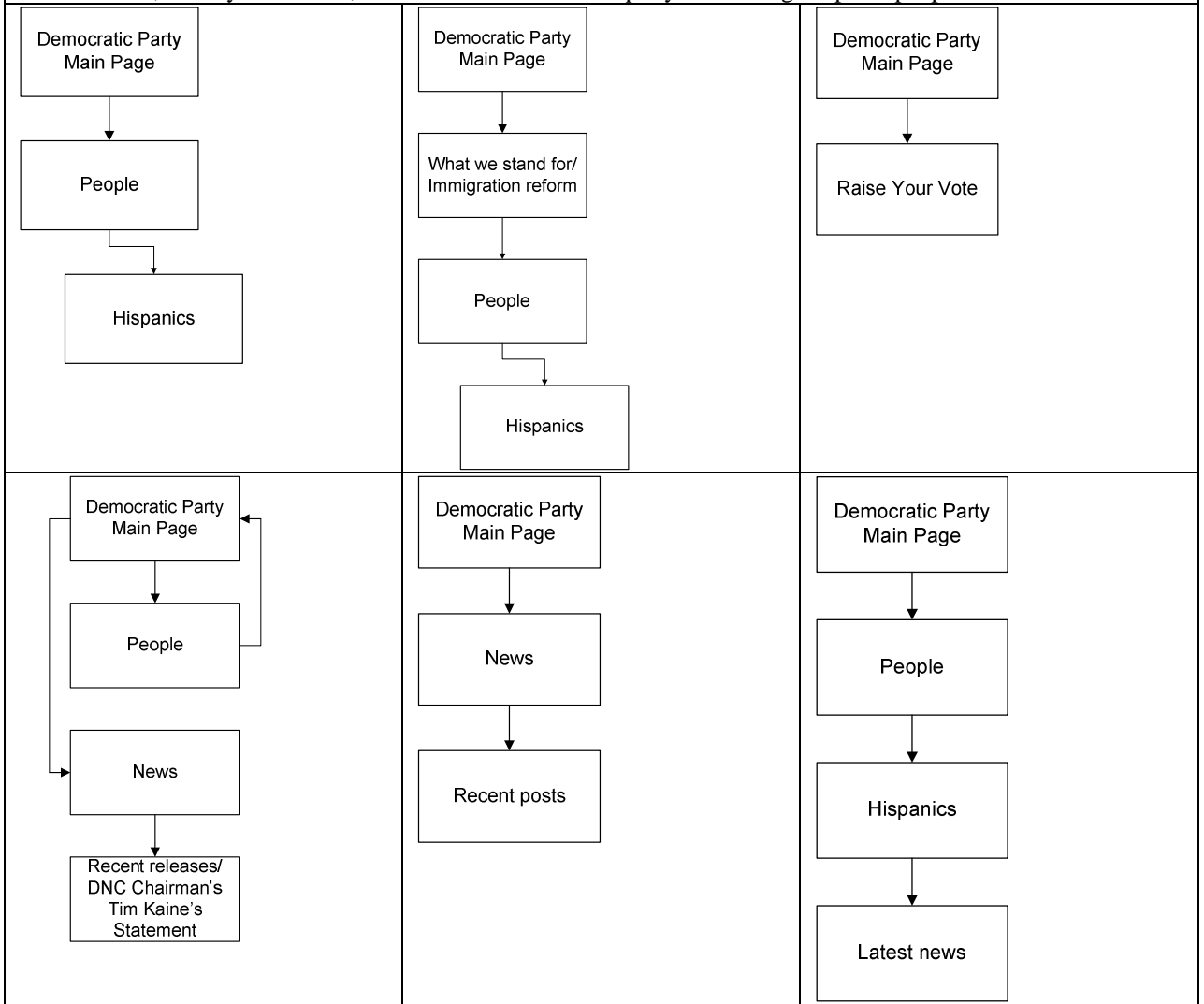
 <p>OFA blog/Share on Facebook option</p>	<p>Education</p> <p>OFA blog/Share on Facebook option</p>	<p>Democratic Party website</p>  <p>OFA blog/Share on Facebook option</p>
 <p>OFA blog</p> <p>User's Facebook account/Share option</p>	<p>About OFA</p> <p>OFA blog</p> <p>User's Facebook account/Share option</p>	<p>Personal Menu</p> <p>OFA blog</p> <p>Latest Post</p> <p>Email to a friend</p> <p>OFA blog/Share on Facebook option</p>
 <p>OFA blog</p> <p>Obama Everywhere/ Facebook</p> <p>Obama's Facebook page/Share option</p>		

Task 8. You have to go to the Democratic Party website now. How would you do it?

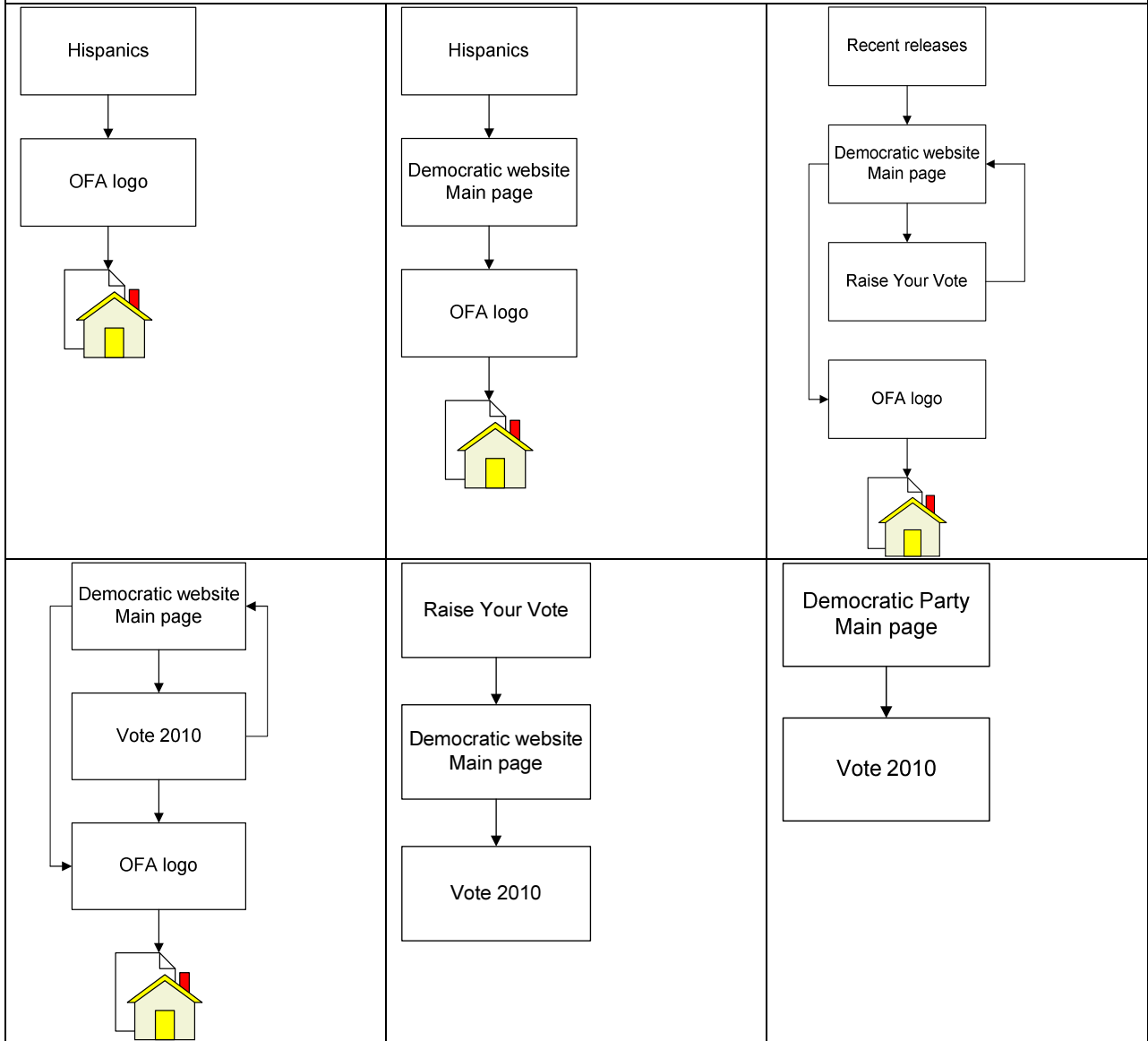


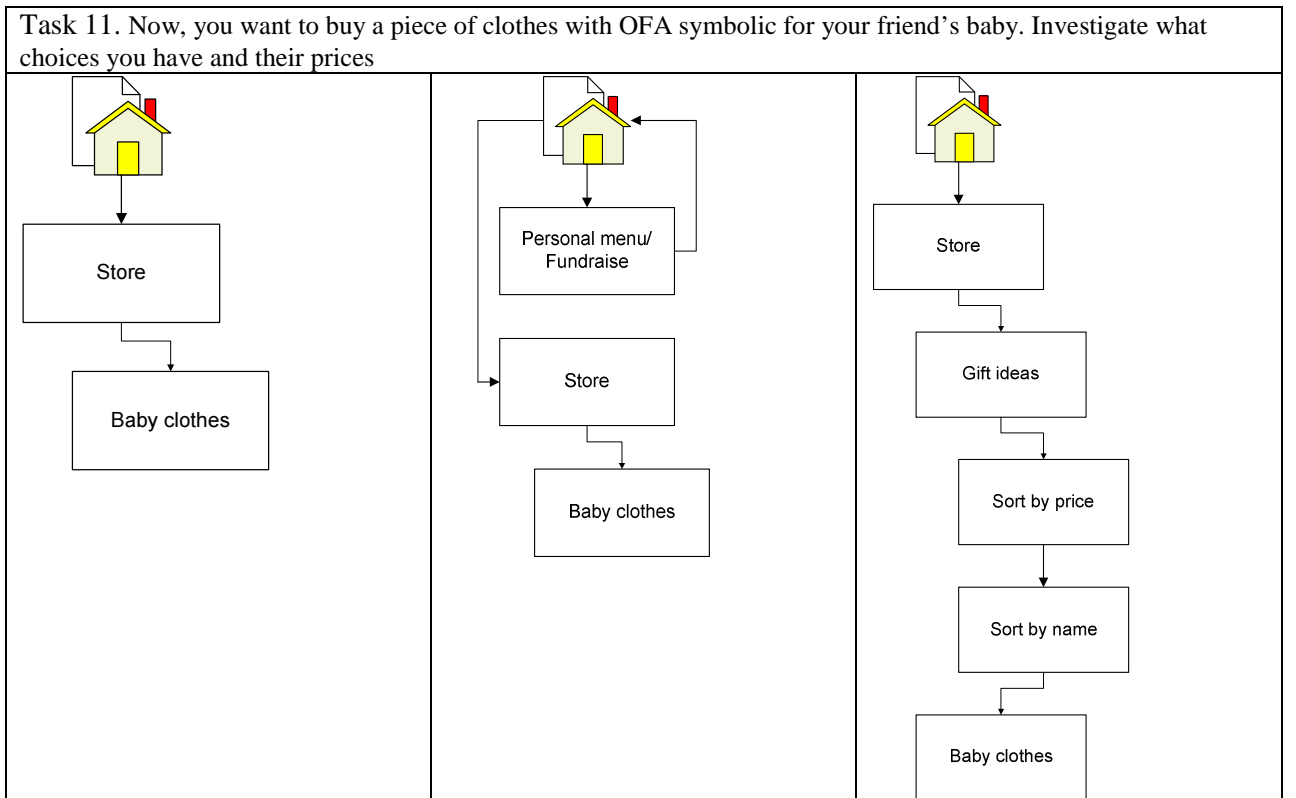
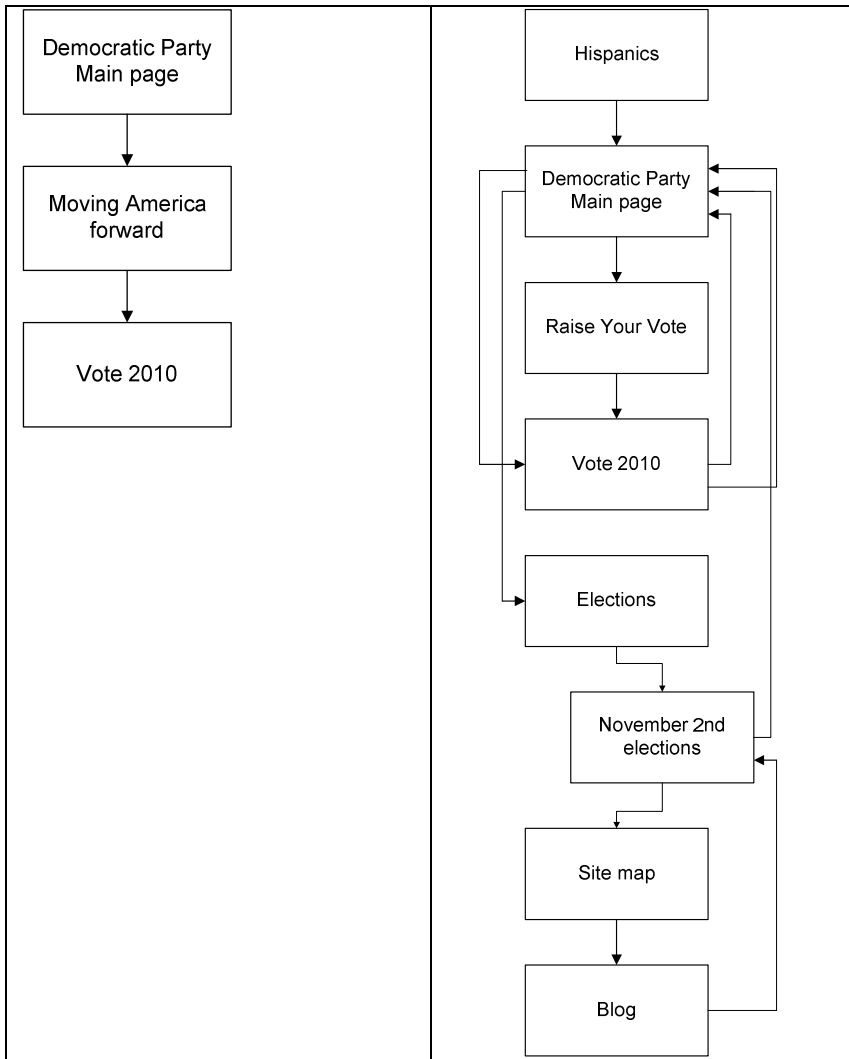
Democrats
Check it out

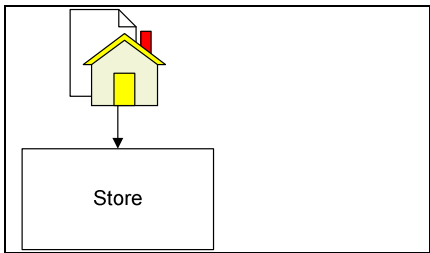
Task 9. Now, when you are here, find the latest news of the party concerning Hispanic people.



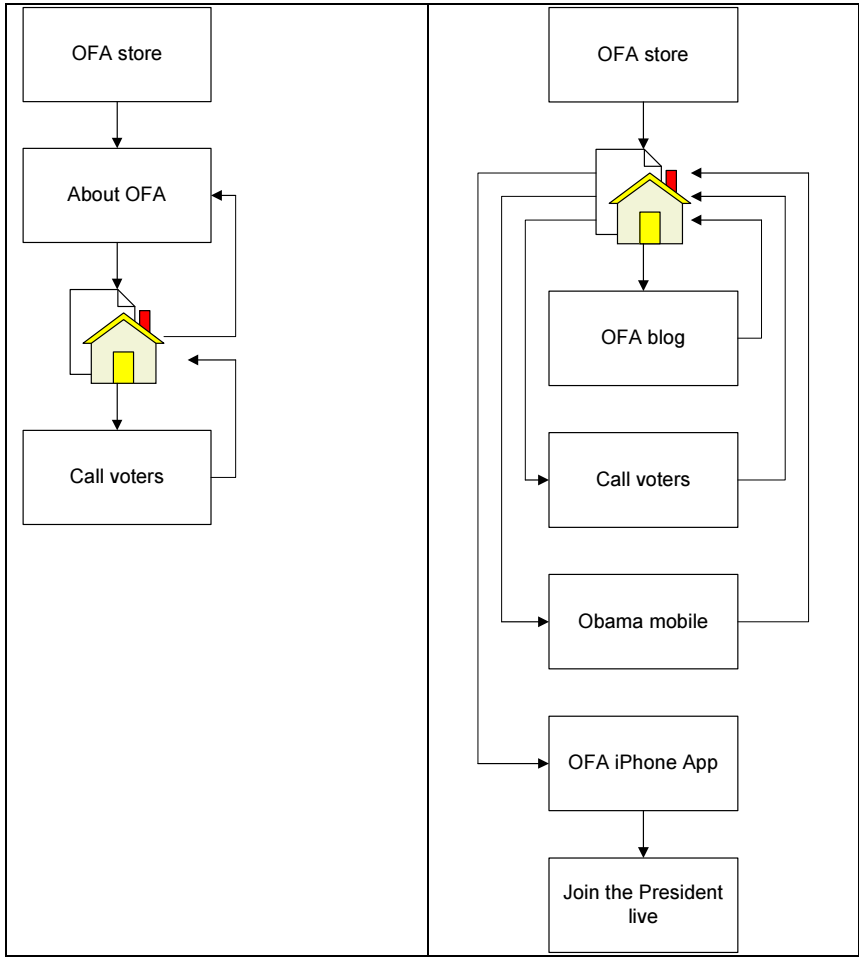
Task 10. From the Democratic Party website go back to Organizing for America through the link and not using the backwards arrow of the browser







Task 12. Finally, you want to call OFA organization to thank them for the information on their site. Please, find their phone number		
<pre> graph TD A[OFA store] --> B[About OFA] B --> C[Contact us] C --> D[Other thoughts and questions] </pre>	<pre> graph TD A[OFA store] --> B[House Icon] B --> C[Contact us] C --> D[Other thoughts and questions] </pre>	<pre> graph TD A[OFA store] --> B[About OFA] B --> C[House Icon] C --> D[Contact us] D --> E[Other thoughts and questions] </pre>
<pre> graph TD A[OFA store] --> B[Contact us] </pre>	<pre> graph TD A[OFA store] --> B[House Icon] B --> C[Call voters] </pre>	<pre> graph TD A[OFA store] --> B[OFA blog] B --> C[House Icon] C --> D[Obama Mobile] D --> C </pre>



CHAPTER 3

BARACK OBAMA'S TWITTER COMMUNICATION: A STUDY ON THE RHETORICAL SPACE AND DEIXIS FROM A CORPUS LINGUISTICS PERSPECTIVE

3.1 INTRODUCTION

This chapter is a continuation of the research into Barack Obama's communication online during his presidency in the United States. As briefly put at the end of the previous chapter, Web 2.0 and new technologies played an important role in Obama's presidential career which made him a pioneer and the best example in demonstrating the potential of the Internet for political communication. However, prior research into Obama's use of the Internet dealt mostly with its social dimension (Mejia, 2008; Greengard, 2009; Lipton, 2009; etc.) stating that:

The campaign's new-media strategy, inspired by popular social networks like MySpace and Facebook, has revolutionized the use of the Web as a political tool, helping the candidate raise more than two million donations of less than \$200 each and swiftly mobilize hundreds of thousands of supporters before various primaries.

(Stelter, 2008, para. 4)

That is why, it is of utmost interest to carry on the investigation in this area and look beyond a mere social aspect of president's use of new technologies. For this reason, the thesis intends to fill in this gap by expanding previous research on Obama's use of digital media through the investigation of his language online. In this respect, and in accordance with the approach to the language on the Internet in this thesis, the previous chapter dealt with its HCI perspective, while this one will focus on its linguistic side. In other words, I will now concentrate on the linguistic facet of Obama's language on the Internet, which in its turn will complement the general picture of Obama's presidential governing online as the topic of this dissertation.

To achieve this goal, I will resort to the corpus of messages posted by Barack Obama on Twitter, a popular social network, which permits publishing length-restricted messages of 140 characters. As a new type of communication, Twitter has drawn the attention both of press (Fildes, 2010; Cain Miller, 2010; etc.) and scholars. The most recent research in this area dealt with the collaborative nature of Twitter (Honeycutt & Herring, 2009), its use for educational purposes (Grossek & Hollorescu, 2008), its role for informal work communication (Zhao & Rosson, 2009), etc.

However, in spite of the textual character of Twitter, very little has been said about its linguistic side (Zappavigna, 2012), not to mention, its use in the domain of political language (Golbeck et al., 2010). Indeed, a Twitter text with its length restriction presents a rich source for linguistic research to unveil the kind of language used behind 140 characters. Moreover, to my knowledge, at the moment of writing this dissertation there have been few reported studies on Barack Obama's language on Twitter (Ivanova, 2011). All these considered, I find it challenging to contribute to the modern research community of (political) linguists and social network fellows by analyzing the linguistic side of Obama's Twitter as an online platform of president-citizenship communication.

The central place in this approach will take the concept of rhetorical space, a term that encompasses president's rhetoric online. Further on, the study will employ the notion of deixis, which is claimed to be the main component in the construction of Obama's digital rhetorical space. The reason to choose deixis as the core notion for the linguistic analysis lies in its essence, i.e., spatial, temporal and personal representation in a text (Fillmore, 1997). Thus, it is considered as a logical continuation of the previous chapter which measured Barack Obama's spatial and temporal organization of information from a physical perspective, where spatial organization was represented through the perception analysis of the OFA webpage, while temporal organization was the number of levels (or clicks) performed by a user to retrieve information from the OFA website. Therefore, the following chapter will explore the same parameters of space and time from a linguistic perspective, mainly, using the corpus analysis of deictic references, as well as their collocation patterns. What is more, the corpus is believed to shed light on "hidden" agenda in the president's own rhetoric, underpinning, thus, his intentions in the construction of special rhetorical space on his Twitter platform.

The chapter starts with the general overview of theoretical issues of rhetoric, rhetorical space and deixis, followed by the description of methods for the analysis, the obtained results and their discussion.

3.2 PRESIDENTIAL RHETORIC AND DEIXIS

3.2.1 Rhetoric.

Originally, the discipline of *rhetoric* (from Greek *techne rhetorike* “art of speech”) refers to “the skills of public speaking as a means of persuasion” (Wales, 1989, p. 405). In fact, rhetoric has its origins in natural eloquence, and in classical times it was concerned much more with speech (oratory). Other dictionary entries reiterate the underlying impact of communication stemming from a particular style of expressing ideas as: (i) “the art of using language effectively so as to persuade or influence others” (OED); (ii) “the art of speaking or writing effectively” or “the skill in the effective use of speech” (Merriam-Webster). In so doing, classical rhetoricians, such as, Aristotle (*The Art of Rhetoric*, circa 350 B. C. [1994]), Cicero (*De Oratore*, dated 55 B. C. [2007]), and Quintilian (*Oratoria*, circa 93-95 A. D. [1961]), stand out as the three masterpieces of relevance for the underpinnings of rhetoric.

Indeed, and broadly put, classic rhetoric involved, among other, the study of *dispositio* (Greek: “taxis”), arrangement, and *elocutio* (Greek: “lexis”), style. The former, Ronberg highlights (1992, p. 135), “dealt with style, and three main styles were commonly distinguished: the high [aiming at *deletare*], the middle [at *movere*] and the low [at *docere*]”. The latter entailed the arrangement of ideas, which stands for the form and function at the core of the communicative act, and requires using all the clues available including cohesion and rhetorical structure.

Nowadays, modern linguistics and literary theory use the term rhetoric, or *new rhetoric* (Carter & McRae, 1996; Clark, 1996; Durant, 2001) according more to a current

rather than to a traditional viewpoint. It indebted to (Sousa, 2009) structuralist insights shared by Saussure and Jakobson, early in the twentieth century, deemed enlightening in textual approach. These will open-up the text - inevitably requiring that attention will be paid to the meaning potential (Halliday, 1989; Widdowson, 1992) of the text, to borrow from Saussure's notion of arbitrariness (Holdcroft, 1991) between the signifier and the signified - and simultaneously exploit its features / layers of meaning.

For example, Leech (1983) perceives rhetoric as the set of conversational "principles" and "maxims", interpersonal and textual; Jordan (1984, in Wales, 1989), in his turn, advances that the rhetoric of everyday English texts refers to the principles of "information structure" and "signalling" strategies. In so doing, Cicero's apology for both organization and effective language (Frerichs, 1997, p. XV) "to match... (a) particular purpose and audience" is reassessed within the pragmatic framework underlying stylistic analysis.

At this point it seems worth referring to the role of stylistic analysis (Sousa, 2005) having a close relation with classic rhetoric, its predecessor, in as much as it also draws on the study of discourse and the persuasive and manipulation strategies, to borrow from Meyer (as cited in Carrilho, 1994, pp. 31-69). Rhetoric entails the analysis of three complementary levels: (1) the analysis of the propositional content on the enunciative plan (*ethos*); (2) of the discourse and (Meyer Ibid.) "the meaning effects", namely the literal and the figurative, the said/explicit and the implicit to be inferred from the context of the utterance (*logos*); (3) and the appeal to the hearer / addressee's emotional and cognitive involvement (*pathos*) [translation - *mine*]. From the pragmalinguistic stance, Hoey (2005, p. 163) reminds that "there seems to be two fundamental dynamic processes involved in the production of spoken and written interaction": (1) "every lexical choice starts off a series of options and predilections... in any situation in which the speaker has been primed to perform"; (2) the second concerns the discursive process which involves decision making towards the

propositional content, the discursive genre, domain / domains (interdiscursive genre), interlocutor, apart from specific features of the context which cumulatively account for and contribute to what has been traditionally referred to by syntax.

Two decades later, Medhurst (2008, p. 17) still argues that the art of rhetoric is often reduced to “the public delivery of a speech or press release”, but, as a matter of fact, it is involved at all stages starting from the discovery or invention of an idea, its judgment and decision making to actual prudential action. Thus, the rhetorical process includes “the analysis of what is needed to address a problem, the search for what the policy shall be, the internal debates over specific aspects of that policy, the final decisions as to how the policy shall be framed, the selection of the specific language in which the policy will be encompassed”. Finally, the last unit of this outline is “the articulation of the policy to various audiences, using various means, times, places, and emphases, as dictated by the characteristics of the audiences one is trying to reach” (Medhurst, 2008, p. 17). Indeed, most of the times when speaking about rhetoric, researchers refer to this end product defining “rhetorical leadership as a leadership exerted through talk or persuasion” (Dorsey, 2002, p. 3). This idea goes back to Aristotle and his investigation of “what is most likely to be persuasive to a given audience on a given occasion” (Beasley, 2006, p. 5). Interestingly, the very same investigation by Aristotle serves as a conceptual root for presidential rhetoric, “a specialization within the larger world of rhetorical studies” (Medhurst, 2008, p. 3).

3.2.2 Presidential rhetoric.

There are several studies on presidential rhetoric, some of which in the belief to describe what the presidency is about (Windt, 1984; Zarefsky, 2004; Medhurst, 2008). Zarefsky (2004), for instance, suggests that rhetoric “is a reflection of a president’s values and world view” (Zarefsky, 2004, p. 610), and that it defines political reality. It was not until the 1980s that the scientific world began to recognize and express a specific interest in the presidency and in presidential rhetoric. This is due to the publication, Theodore Otto Windt, Jr., "Presidential Rhetoric: Definition of a Field of Study," by Theodore Otto Windt Jr. in the *Central States Speech Journal* (1984) in which he identified presidential rhetoric as a distinct subfield within the discipline of rhetoric. According to Windt, one of the strongest traditions of studies in presidential rhetoric belongs to the American society. Among several studies, it is worth citing Medhurst’s state of the art (2008), given his chronological account. He distinguishes four main stages in the history of American presidential rhetoric, bearing the number of publications and completion of master’s and doctoral theses within this topic.

The first stage outlined by Medhurst (1914-1944) is marked with the setting up of *The National Association of Academic Teachers of Public Speaking*. It was a pedagogic association of public speaking, oral reading, debate and drama with no reference to presidential rhetoric. Its primary concern was to establish public speaking or speech as an academic discipline in American colleges and Universities. As a result, a separate journal called *Quarterly Journal of Speech* was launched together with the establishment of undergraduate and graduate programs at Universities. The professors who taught there being primarily from the fields of classical rhetoric, performance skills, psychology of language use, persuasion and speech science, were more interested in dramatic performance and oral reading. However, part of the teaching was based on the study of great speakers such as

British parliamentarians (Burke, Pitt, Disraeli), religious personalities (Edwards, Whitefield, Beecher), or legislative leaders (Henry, Webster, Clay) across periods. Yet, contemporary American presidents were not among them. The few publications from that period deal with the studies of Lincoln's and Wilson's speeches: "Lincoln – the speaker" by Mildred Berry (1931), or "Concerning the speech power of Woodrow Wilson" by Gladys Graham (1927). Three articles also covered Roosevelt's speech patterns (Voelker, 1936), "textual authenticity" in FDR's Second Inaugural Speech (King, 1937) and rhythm as an element of FDR's style (Zelko, 1942).

The second phase (1945-1964) is characterized by almost a threefold increase in the number of publications headed by Robert Gunderson's classic book *The Log Cabin Campaign* (1947) which examines the presidential election of 1840. Another fruitful source for publications of this period comprised doctoral dissertations. Their topics were expanded from mere presidents' studies to campaigning, for example, goes on Medhurst (2008) "presidential ghostwriting, the influence of radio and television on election campaigns, various types of presidential discourse, issues of textual authenticity, interviews with presidents and their aides, political conventions, presidential debates, and the role of presidential advance" (p. 9). In the process, there was also an increase in the number of presidents selected for the studies. While there were three presidents under scrutiny in the first period, the number rose to eight presidents for close analysis afterwards, namely Franklin Roosevelt, Abraham Lincoln, James Madison, Woodrow Wilson, Theodore Roosevelt, John Quincy Adams, Thomas Jefferson and Harry Truman.

Apart from studying presidential rhetoric with a focus on the texts of their speeches, the scholars of the second phase also implemented primary source documents. As a result, many studies were more historically-based than rhetorically-oriented having at its core the speaker, the speech and the occasion whereas the form and function at the heart of the

communicative act, i.e., the speech itself was not the object of close analysis. This is likely to ground the blended historical-rhetorical orientation underpinning the methodological framework in the study of public and presidential rhetoric back then. From 1945 up to 1964, it became a standard approach widely adopted by all researchers of presidential rhetoric. To illustrate the general idea of this approach, Medhurst (2008, p. 8) cites the main headings in Henderlinder's study of Woodrow Wilson (1946, in Medhurst, 2008), as follows: (1) the speaker's background; (2) the speaker's ideas and their support: premises and lines of argument, proofs and refutation; (3) speech composition: speech preparation; organization; language, and delivery. Indeed, as it is seen from this study, the historical-rhetorical approach of 1945-1964 American presidential rhetoric did not pay much attention to the language of the delivery, thereby concentrating mainly on its "background" scenery such as speaker's personality, beliefs and ideas, or pre-speech settings.

However, the "historic tradition" (Medhurst, 2008, p. 12) in the study of American presidential rhetoric comes to its decline during the third stage (1965-1984) of its development, while focusing rather on the contemporary scene of presidential rhetoric and its coverage by the media. When contrasting the aforementioned periods, there was an ever-increasing number of studies on presidential speeches, campaigns and movements, over these three decades. It is during this period that one evidences a most striking shift from the aforesaid briefly described unprincipled approaches towards presidential rhetoric, having rhetoric as the center rather than speech; from history to criticism as a type of research activity; from reporters and compilers of data to its interpreters and analyzers, from a focus on text or speaker to a focus on critics and their interpretations. Speech scholars did not do much textual analysis prior to this phase, however, after 1965 some of them concentrated on generic implications of presidential discourse, its linguistic and stylistic features.

Finally, the period from 1985 to 2005, still following Medhurst's stance, is called the renaissance of presidential rhetoric. It is characterized by a considerable number (more than 50) of published books on presidential rhetoric, the foundation of special book series on Presidential rhetoric, and especially *Texas A & M University Press* in 1996, journals, such as *Presidential Studies Quarterly* and *Rhetoric and Public Affairs*. The presidential rhetoric of this period took an interdisciplinary approach between communication and political science, likely to be linked, to one's mind, to the developments brought forth in linguistics and the new rhetoric as briefly touched upon in item 1 of this chapter.

In Medhurst's diachronic account, having covered the period up to 2005, there could not be a further reference to current American presidential rhetoric, of which Barack Obama has come to set a case, in the political scene of America (comprising the 44th President of the United States), and the whole world. His presidential rhetoric offers a research challenge while equally addressing wider contexts by means of computer-mediated communication and new media.

3.2.2.1 American presidential rhetoric in the 21st century: the case of Barack Obama.

The first Afro-American elected to preside in the White House, Barack Obama, also became famous for his outrageous rhetorical skills and in Coe and Reitzes' bearings (2010): "It was a speech that transformed Obama from little-known state senator into a nationally known political celebrity" (p. 391). The importance of the public address to his political life gave rise to a number of studies of Obama's rhetorical techniques, namely those by Elahi and Cos (2005); Rowland and Jones (2007); Frank (2009); Murphy (2009); Coe and Reitzes

(2010), to name but a few. However, it is surprising to note that most of those scholarly studies concentrated mainly on the analysis of Obama's single speeches on specific domains, making it difficult to explore and, drawing on the claims by Coe and Reitzes (2010) "generalize about Obama's rhetorical approach and impossible to understand the determinants of his rhetorical choices" (p. 391).

As a matter of fact, Elahi and Cos (2005), for example, studied Obama's 2004 address simply focusing on hope and unity as key concepts of his speech drawing on the use of his personal narrative. Rowland and Jones (2007) also focused on hope and unity in Obama's 2004 address. They argued that it was Obama's attempt to recast the American dream by means of a hopeful vision for the country based on shared identity. Frank (2009), in his turn, concentrated on Obama's emphasis on religious themes, while Murphy (2009) looked at Obama's discussion of the economic crisis by illustrating his view on the American economic situation as a constituent part of a broader historical progression.

Apart from the aforementioned research studies on Obama's individual speeches, Coe and Reitzes (2010) carried out an analysis of Obama's rhetoric over the course of the 2008 election campaign. Building their study on a computer-assisted content analysis, of exploratory kind, the authors flashed out four main rhetorical appeals in Obama's 2008 campaign, briefly pinpointed as follows: "policy", "thematic", "morality" and "factious"; in which policy and thematic appeals had a greater percentage of use over morality and factious¹⁴. Each of these appeals was then subdivided into different categories, thus, the final list comprised 18 categories constituting four rhetorical appeals. What is interesting in their approach is that the four categories of appeals were singled out, or decided upon by the

¹⁴ Policy appeals: 58.94 uses per 1,000 words; thematic appeals: 41.93; morality appeals: 6.73; factious appeals: 2.62.

authors *prior* to the study of the corpus. In other words, first, the appeals were named; second, the corpus was searched for the lexis that could fall under one of them¹⁵.

Finally, Coe and Reizes (2010) concluded that Obama's rhetoric during the 2008 campaign "varied by speaking context, geography and poll position, indicating a twofold rhetorical approach of emphasizing policy and thematic appeals while downplaying more contentious issues" (p. 391). In other words, location and context of speaking were the main determinants of Obama's rhetoric, and, thus, his speeches were "modified from day to day (...) to reflect the concerns and interests of the particular audience and also to reflect a changing major theme of the day" (Abramson, Aldrich, & Rohde, 2007, p. 43). These findings stand in the same line as Zarefsky's (2004) claim that the field of rhetorical studies "emphasizes contingency and choice rather than predictability and control" (p. 608). In other words, the rhetor, tagging along Mountford (2001, p. 41), meaning the speaker or writer chooses the best way to achieve their goal in the context of specific situation bearing an audience in mind. This situation is also referred to as "situatedness", "rhetorical situation", or sometimes "rhetorical space".

¹⁵ This information was confirmed through the private correspondence between Kevin Coe and the author of the current thesis.

3.2.3 Rhetorical space.

Going back to Aristotle's postulates, necessary to a further disambiguation of the all embracing term rhetoric, Zarefsky (2004) posits: "Aristotle defined rhetoric as the faculty of discovering the available means of persuasion in the given case. Those last four words emphasize that rhetoric is situational; it is grounded in particulars and resists easy generalization" (p. 610). Similarly, Beasley (2006) suggests that "one of the most important characteristics of all rhetoric is its "situatedness" (p. 5). This characteristic is often associated with Bitzer's (1980) notion of rhetorical situation, defined as "a natural context of persons, events, objects¹⁶, relations, and an exigence which strongly invites utterance".

In its turn, the term rhetorical situation is applied by rhetoricians to recognize the definition of *rhetorical space*, suggested by the feminist philosopher Lorraine Code, back in 1995. By resorting to the example of women's attempt to have "productive public debate about abortion in Vatican in 1995", Code (1995) noted that "the very possibility of an utterance counting as "true-or-false" or of a discussion yielding insight" depends on one's location" (p. X). This claim goes back to Aristotle's stance who suggested that "a rhetor must modulate his speech for the old, the young, and the middle-aged, groups whose habits of mind create an exigency that must be accounted for in the invention process" (Mountford, 2001, p. 41). Hence, Code (1995) named this phenomenon a rhetorical space defining it as:

fictive but not fanciful or fixed locations, whose (tacit, rarely spoken) territorial imperatives structure and limit the kinds of utterances that can be voiced within them with a reasonable expectation of uptake and "choral support" : an expectation of being heard, understood, taken seriously. (pp. IX-X)

¹⁶ By "objects" Bitzer has in mind "documents," rather than elements of a physical location (p. 8).

This definition was then effectively applied and re-shuffled in many studies. Koerber (2001), in her analysis of rhetorical spaces for feminist mothers on the Web, concludes that:

to speak of rhetorical spaces is to speak of the possibility of being heard; to create a rhetorical space is to create an environment where one's fears, desires, and problems, can be expressed, and, more importantly, listened and responded to, by other people who are capable of genuine empathy. (p. 222)

Mountford (2001) applies rhetorical space “more narrowly to the effect of physical spaces on communicative event” giving as an example “rooms, lecterns, auditoriums, platforms, confession booths, MOOs, classrooms, all of which are interpreted by participants through social expectations, but which also have material dimensions that affect what we do there” (pp. 41-42). She, thus, defines rhetorical space as “physical location in rhetorical situations”. McKie (2003), in her research of the evaluation of community health work, “adopts the concept of ‘rhetorical spaces’ as a tool for exploring the creation of dialogues between stakeholders that can enhance realistic participation by communities” (p. 307). The term rhetorical space was likewise applied to the study of the Web, mainly, of hyperlinks, by Burbules in 2002. In his article “Web as a rhetorical place” the scholar clearly points out the reason for choosing “place” over “space”, as he believes this terminology plays a crucial role in defining the Web:

Calling the Web a rhetorical space captures the idea of movement within it, the possibility of discovering meaningful connections between elements found there. (...) Calling the Web a rhetorical place suggests, then, that it is where users come to find and make meanings, individually and collectively (Burbules, 2002, p. 79).

Thus, the main difference between space and place, according to Burbules, lies in the notion of making the Web more familiar by each user(s), making it their meaningful “place”

in a virtual environment. It is worth mentioning that these actions do not necessarily need to express “persuasiveness” as one might infer from the name of the term¹⁷. On the contrary, the term rhetorical is used there in a broader sense expressing a certain activity. Similarly, the term rhetorical space in these studies denotes the notion of a place (virtual or physical) where a certain group of people performs a certain kind of actions. Having this in mind, one can draw a parallel line between rhetorical space in Rhetorical Studies and discourse in Linguistics, the latter one defined as “a combination of text and its relevant context” (Werth, 1999, p. 47). For a clear understanding of the preceding phrase, it is relevant to point out that a text refers to both oral and written discourse. In the first case, it takes the form of transcription of speeches, which are normally used for this type of studies. Interestingly, a text in presidential rhetoric “refers not only to the words the president speaks but to the entirety of the presidential performance” (Zarefsky, 2004, p. 609). In other words, it’s a language event, i.e. language together with the context that supports it.

This relevant context, or as it is also called, common ground, expresses the same idea as “situatedness” in rhetorical space. The crucial point here is that previous research in rhetorical space concentrated on how “situatedness” defined, or shaped the rhetor’s (speaker’s or writer’s) actions in a certain situation. The opposite view on this issue was covered by Werth (1999) in his study of conceptual space in discourse. First of all, he defines discourse as (Werth, 1999): “a deliberate and joint effort on the part of a producer and recipients to build up a “world” within which the propositions advanced are coherent and make complete sense” (p. 51). Second of all, as it goes from the above definition, Werth’s approach to study discourse revolves around the term text world, defined as “a deictic space, defined initially by the discourse itself, and specifically by the deictic and referential elements in it” (Werth, 1999, p. 51). These elements, or deictic subset, denote personal, locative and temporal

¹⁷ As it was given before, originally, the term rhetoric refers to “the skills of public speaking as a means of persuasion” (Wales, 1989, p. 405).

features of language encoding in the context of utterance. Hence, this frame of deictic and reference items is believed to form “situatedness” in the speaker’s / writer’s rhetorical space.

The following section gives a closer snapshot on the term *deixis* and its constituent parts.

3.2.4 Deixis and rhetorical space.

The term *deixis* “refers to the way speakers orient themselves and their listeners in terms of person, time and space in relation to the immediate situation of speaking¹⁸” (McCarthy & Carter, 1994, p. 178). It can be characterized as “orientational” features of language which function to locate utterances in relation to speakers’ viewpoints” (Simpson, 1993, p. 13). This view was supported by Levinson (1983) who claimed that: “Deixis belongs within the domain of pragmatics because it directly concerns the relationship between the structure of language and the contexts in which they are used” (p. 55).

Similarly to this viewpoint, Zupnik (1994) calls deixis “a pragmatic phenomenon”, explaining it through “the relationship between the structure of languages and the contexts in which they are used” (p. 340). Bühler (1982) distinguishes between three dimensions (or, according to Fillmore, 1997, sub-categories) of deixis: personal, local, and temporal.

Personal deixis stands for “the identity of the interlocutors in a communication situation” (Fillmore, 1997, pp. 61-62). It “allows distinction among the speaker, the addressee, and everyone else” (Trask, 1999, p. 68) such as:

¹⁸ According to McCarthy & Carter (1994), deixis is more likely when people are doing things together, therefore, it is more typical for oral than written discourse.

- speaker - the sender of the message, what grammarians call “first person”;
- addressee – the message’s intended recipient, or “second person”;
- audience – intended audience, a person who may be considered part of the conversational group but who is not a member of the speaker / addressee pair.

Local deixis, also called place or spatial deixis, is “the linguistic expression of the speaker’s perception of his position in three-dimensional space” (Fillmore, 1997, p. 27). It denotes “the relationship of objects to a speaker”, or “how a speaker is situated in physical space” (Simpson, 1993, p. 13).

Temporal (or time) *deixis*, “concerns the ways in which the time of the events referred to in an utterance [reference time – *mine*] interacts with the time of the utterance itself [encoding time – *mine*]” (Simpson, 1993, p. 13), and the time when the message was received [decoding time – *mine*] (Fillmore, 1997). Thus, person, time and place are the three “major grammaticalized types of deixis” (Fillmore, 1997, p. 17).

In speech / writing deixis is realized through the use of special “linguistic pointers” (Werth, 1999) called *deictic expressions*, also classified as “indexical symbols” (Peirce in Burks, 1949), “indexical expressions” (Adentunji, 2006), “shifters” (Jacobson, 1957), or “textual references” (Halliday & Hasan, 1976, 1985). Their referents cannot be identified without an understanding of their actual context (Zupnik, 1994). In the case of person deixis, its indexical symbols belong to the grammatical category of personal pronouns, such as *I*, *you*, *we*, etc., and their variants *my*, *mine*, *your*, *our*, etc. The most obvious local deictic terms are the adverbs *here* / *there* and the demonstratives *this* / *these* and *that* / *those*, which are “the purest indicators of directionality and location” (Simpson, 1993, p. 13). The first words in each pair indicate proximal perspective as they express physical proximity to the speaker. On the contrary, the second words take a distal perspective as they denote a certain distance from

the location of the speaker. The same proximal / distal distinction is applied to the deictic adverbs of time *now* and *then*. The deictic *now* reflects proximal perspective meaning “at the time at which the speaker is speaking”, while its distal pair *then* “indicates that the events referred to took place at a time anterior to the time of speaking” (Simpson, 1993, p. 14).

The tense system may also have a deictic function, however, “it is still egocentric, being based on the temporal centrality of the speaker” (Werth, 1999, p. 168). It should be noted that apart from linguistic indexicals (i.e. demonstratives, adverbs and other kinds of reference), in oral speech deixis can be represented by non-verbal indicators¹⁹ such as pointing, nodding, etc., which might be termed as “non-linguistic pointers”.

The resolving of deictic expressions is performed by means of *deictic anchorage*, the term introduced by the Norwegian psychologist Ragnar Rommetveit in 1968. It consists in the contextualization of a deictic item through the establishment of cohesive ties between this item and the context in which it is used, as Lenz (2003) puts: “whenever the deictic is employed, the speaker refers to a certain entity” (p. VII). Regarding this process of establishing deictic anchoring between the deictic item and its referent, Fillmore (1997) singles out gestural, symbolic and anaphoric uses of a deictic expression.

The *gestural* use of a deictic expression occurs when “it can be properly interpreted only by somebody who is monitoring some physical aspect of the communication situation”. For example: “I want you to put it there.” In this case one has to know “where the speaker is pointing in order to know what place he is indicating.”

The *symbolic* use is that use “whose interpretation involves merely knowing certain aspects of the speech communication situation, whether this knowledge comes by current

¹⁹ This group of deictic references is beyond the scope of this study. Thus, further on by deictic references one is to assume those that are realized on verbal level only.

perception or not”, as in: “Is Johnny there?” In this example, one understands the deictic word *there* as meaning “in the place where you are”.

Finally, by the *anaphoric* use Fillmore means “that use which can be correctly interpreted by knowing what other portion of the same discourse the expression is *coreferential* with” (Fillmore, 1997, p. 62). In the sentence “I drove the car to the parking lot and left it there” the deictic *there* “refers to a place which had been identified earlier in the discourse, namely the parking lot.”

3.2.5 Deixis and political discourse studies.

Deixis has been attracting the attention of political discourse scholars for quite a time now. It has been studied “ranging from personal to political, from persuasive to manipulative”, taking into account “both the context of production and the speaker’s intentions” (Adetunji, 2006, p. 181). As a matter of fact, the major number of these studies is devoted to the use of person deixis by politicians. More precisely, their focus is on the role of first-person plural deictic pronouns. Thus, it has been argued that they may play a powerful persuasive role “since they have the potential to encode group memberships and identifications” (Zupnik, 1994, p. 340) by indexing different groups as included or excluded in the pronoun *we* (Seidel, 1975; Connor-Linton, 1988; Fairclough, 1989; Wilson, 1990).

Thereupon, Zupnik (1994) points out the crucial role in the analysis of vague deixis using the example of one interlocutor’s responses in a televised political speech event. She argues that “based on the cohesive ties among the various utterances of the discourse, there are several potential referents of the indexicals” and “hearers may choose to include themselves as members of the class of referents” (Zupnik, 1994, p. 340). Thus, it may

facilitate the achievement “of the main goal of political speech: to persuade listeners of the speaker’s viewpoint” (Zupnik, 1994, p. 340).

The problem of inclusion / exclusion of personal deictic pronouns in political discourse has been fully covered by Rees (1983) in his pronominal scale:

Table 3.1

Pronominal scale for political referencing by Rees (Rees, 1983, p. 16)

0	1	2	3	4	5	6	7	8
I	ME	YOU	ONE	YOU	IT	SHE	HE	THEY
		(direct)		(indefinite)				

→
distancing from self

Starting with the deictic centre *I* and finishing with the distant *they*, this scale shows “the movement from the proximal to the distal” (Adentunji, 2006, p. 180) in the use of pronominal references in political context. In his study of speeches by Casper Weinberger, (former United States Defense Secretary), Urban (1988) focuses on the use of the first-person plural pronoun *we*. As Arroyo (2000, p. 4) puts: “the ambiguous use of pronominal deixis is especially relevant in political language”. Thus, Urban isolates six different uses of *we* by Weinberger (Urban, 1986, pp. 8-9):

- the President and I *we*;
- the Department of Defense *we*;
- the Reagan Administration *we*;
- the U.S. government *we*;
- the United States *we*;
- the U.S. and the Soviet Union *we*.

Similarly, Maitland Wilson (1990) have investigated the use of personal pronouns in the speeches of three different British political leaders (M. Foot, N. Kinnock and M. Thatcher) with the object of “self-referencing”, “relation of contrast” and “other referencing”. Their results showed obvious similarity in the use of deictic pronominals between Kinnock and Foot (Labor Party leaders) and differences between Kinnock/Foot and Thatcher (Conservative Party leader), who is characterized to use inclusive *we*, putting the people, the government, and herself in the same boat (Fairclough, 2003)

Later on, in 1990, Wilson in his study of the United States presidential debates between Gerald Ford and Jimmy Carter in 1976 analyzes the shifting status of *I* and *we*. He concludes by anchoring it “on self-positioning the desire to spread the load of responsibility, and the fear of being misinterpreted, by the audience or co-debater” (Adentunji, 2006, p. 182).

In 2004, Íñigo-Mora published a paper in which she studied the strategic use of the first person plural pronouns (*we*, *our*, *us*) during five “Question Time Sessions” in the House of Commons (British Parliament) that took place between 1st December 1987 and 19th April 1988.

She distinguished four indexical meanings demonstrating “an approaching-distancing relationship, depending on the politician’s purpose” (Íñigo-Mora, 2004, p. 49):

- exclusive: I + my political group;
- inclusive: I + you;
- parliamentary community: I + parliamentary community;
- generic: I + all British people.

Similar approach was taken in the study of personal deixis in Spanish political-electoral debate between Felipe Conzález and José María Aznar during the 1993 general elections (Arroyo, 2000). As a result, the author distinguishes two major personal deictic references: the presidential *I* and the partisan *we*:

The presidential *I* distinguishes the speaker as the head of the ideological option that he represents and also gives him added weight as a social and political leader. (...) [partisan *we*] in which the other members of the same political side participate with the candidate. (pp. 7-8)

Apart from the aforementioned studies on personal deixis in political discourse, time and space deictic references have also been under the research scope. For example, Adetunji (2006) in his paper on Olusegun Obasanjo's speeches, turns his attention to personal, temporal and spatial deictic anchorage. Likewise, in Billig's (1995) study the deictic references *I*, *you*, *we*, *here*, and *now* are defined as those creating what Billig calls "banal nationalism." He argues that although these subtle ("banal") words do not deliver an obvious message, they serve to create a background for and "flag" nationalism.

Having this in mind, the following section presents the description of the materials used for the present research as long as the considerations on the methodological approaches underlying the several stages to be followed in this part of the thesis. In particular, it will start by the description of the corpus of Obama's messages (tweets) posted on his official Twitter platform, which is called "a legitimate communication channel in the political arena as a

result of the 2008 campaign” (Tumasjan et al., 2010, p. 178). Further on, it will give step-by-step methodological explanations to explore the president’s rhetoric, rhetorical space and deixis on Twitter based on the evidence from the abovementioned *TweetObama* corpus.

3.3 METHODS AND MATERIALS

3.3.1 Research methods and objectives.

Political (and presidential) rhetoric has become a popular direction in the modern research community. Moreover, the study of deictic references as a means of public address by politicians has received much attention in this area. Interestingly, Barack Obama, in spite of being a new figure on the political scene, has also been paid special attention by the linguists who have already published quite a few studies on his political rhetoric (Coe & Reizes, 2010; Tumasjan et al., 2010; etc.). However, one might evidence that less attention has been paid by linguistic community to the study of political talk on the Internet as a new emerging kind of communication.

Indeed, a great variety of Web 2.0 platforms and other new technologies have transformed into a powerful source for online communication not only among lay people, but also among politicians. As an example of these platforms, one might mention Twitter, a popular microblogging service that permits posting messages of less than 140 characters. This length restriction of Twitter text and its growing popularity on the Internet has motivated

a number of linguistic research in this area (Boyd, Golder & Lotan, 2010; Zapavigna, 2011, 2012).

However, there is a certain need for more reflection about its use in the domain of political discourse, where Barack Obama stands out as the first country leader in the world who started using this social platform. Thus, based on these assumptions, the thesis attempts at filling in this gap by conducting the study of (political) Twitter use by Barack Obama with the main **hypothesis** as:

The second component of Barack Obama's language on the Internet deals with its linguistic facet, and is realized through the concept of rhetorical space on his Twitter, a popular social network.

This hypothesis is tested on the corpus of messages posted by Barack Obama on his official Twitter account @BarackObama, which is then considered the **subject** of this study. To prove / deny this hypothesis, it is proposed to accomplish the following **objectives**:

1. To compile a corpus of messages posted by Barack Obama on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months).
2. To define Barack Obama's main rhetorical appeals on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months).
3. To define Barack Obama's self-positioning to his rhetorical appeals on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months) through the analysis of deictic reference in the corpus on personal, spatial and local levels.

To achieve these objectives, the study will resort to the quantitative and qualitative corpus analysis facilitated by the use of special software such as *Wmatrix*©, *WordSmith*© and *ConcGram*©.

The following sections describe in detail a step-by-step methodology for each of the above mentioned objectives.

3.3.2 The *TweetObama* corpus: selection, compilation and description.

Twitter is a social microblogging service that enables posting / reading length-constraint messages (tweets; or microposts – Zappavigna, 2012) via different kinds of technologies: web, cell phones, tablets, etc. One of the main characteristic features that singles out Twitter from all other services of this kind is its restriction in message length to 140 characters. The reason for choosing this particular number is explained by *Twitter*© (2011) as:

We like to keep it short and sweet! It also just so happens that 140 characters is the perfect length for sending status updates via text message. The standard text message length in most places is 160 characters per message. We reserve 20 characters for people's names, and the other 140 are all yours!

As Dom Sagolla (2009, para. 4) puts it: “this constraint has created a marketplace of ideas that may only be expressed in a short format of words, symbols, and hypertext links”. In this respect, Zappavigna (2012) claims that “because of the character limitations imposed on microposts, they are interesting data to observe how meaning can be made in constrained environments” (p. 27). At this point, it is necessary to mark out that 140 characters include both the linguistic data and metadata (Petrovic et al., 2010). While the linguistic data includes language component responsible for the content, metadata is formed by the linguistic markers which populate tweets to facilitate heteroglossia (Bakhtin, 1981), or, in other words, to bring other voices into tweets by addressing other users, republishing other tweets, and flagging

topics that may be adopted by multiple users. These markers are officially included by *Twitter*© into Twitter glossary²⁰, and, thus, are globally used regardless of the language of communication.

The dramatic popularity of Twitter has led it to serve as an effective platform for communication and, mainly: “Twitter supporters see it as a potential solution for many information sharing problems” (Golbeck, 2010, p. 1612). The basic condition to use it is to have an active Twitter account which can be easily created on the official Twitter webpage – www.twitter.com. Having completed that, a user is free to either post as many messages as (s)he wants, or / and read other people’s posts using follow option, or to put it in another way, to be subscribed to other people’s updates.

The messages, or tweets, appear in a reverse chronological order in the form of the so-called twitter stream. It should be clearly specified that each user has an access to two streams: (i) home-stream - tweets posted by the followed accounts as well as user’s own tweets. It is not visible to anyone but the user; (ii) profile-stream - only user’s own tweets. The last one can be freely accessed through Twitter or web search only if a user has not applied special privacy settings limiting public access to the list of previously approved people. Each twitter stream consists of a number of tweets. Normally²¹, a tweet (Fig. 3.1) includes: a username; a userpic; text space; date of posting; favorite, retweet and reply functions.

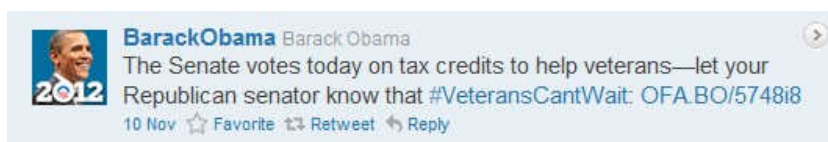


Figure 3.1. An example of tweet.

²⁰ <https://support.twitter.com/groups/31-twitter-basics/topics/104-welcome-to-twitter-support/articles/166337-the-twitter-glossary> [last visited: 1/11/2011]

²¹ This information is true to June, 2011.

It is necessary to point out that text space (restricted to 140 characters) together with language component can also include different kinds of metadata, such as, e.g., hyperlinks (URL addresses), mentions (marked with @ character), and hashtags (marked with #²² character). With their help Twitter users can share web links with each other, address (or reference) each other, or label the topic of their microposts. E.g., Obama's tweet in Fig. 3.1 is labeled with the topic "VeteransCantWait" followed by a URL address, which most probably redirects a user to the site with additional information on this topic. The hashtag name also means that "other users interested in helping veterans [- *mine*] can find the tweet even though this lexical item does not occur in the body of the tweet" (Zappavigna, 2012, p. 36). In respect to this study, designing Twitter corpus underpins certain challenges such as the selection and reshuffling of the data for its future use particularly in the linguistic domain, due to the fact that:

Internet data can be highly "noisy" in the sense that methods for automating text collection will retrieve results that were not intended by the linguist. In particular, most web documents will contain formatting and metadata that need some kind of processing before the main text can be included in a plain text file corpus (...)." (Zappavigna, 2012, p. 16)

These issues should be considered within the reference to general corpus design (Sinclair, 1991; Meyer, 2002; McEnery et al., 2006) as well as to the attempts to compile web- or Twitter-corpora (Kilgariff & Grefenstette, 2003; Sharoff, 2006; Zappavigna, 2011).

Thus, the *TweetObama* corpus presents a diachronic collection of messages (or tweets) retrieved from the official Twitter account of Barack Obama - @BarackObama²³. Although Twitter streaming API is the most popular collection method used for previous studies on

²² Both @ and # characters are conventional form of tagging on Twitter (Huang et al., 2010).

²³ <http://twitter.com/#!/BARACKOBAMA> [last visited: 11/01/2011]

Twitter (Golbeck et al. 2010; Petrovic et al, 2010; Zappavigna, 2011), the present research employed manually-retrieval method due to the research focus on the messages posted by a certain user²⁴ during January, 2009-May, 2011 (29 months). This collection strategy follows Popescu and Pennacchiotti's (2010, p. 1873) concept of "Twitter snapshot" – "a triple consisting of a target entity (here – Barack Obama), a given time period (here – 29 months) and a set of tweets about the entity (here – from the entity) from the target time period." The latter was selected due to the research interest of the present thesis, namely, Obama's online actions during his governmental period. In January, 2009 Obama assumed the office as the 44th president of the United States, and in June, 2011 according to the posted tweet, his Twitter account was officially transformed into the account of 2012 election campaign:

Welcome to a new @BarackObama. From now on, #Obama2012staff will manage this account; tweets from the President will be signed "-BO.

Further on, the same information was included under Obama's official name on Twitter:



Figure 3.2. Official Twitter account of Barack Obama during 2012 election campaign.

²⁴ In this respect, API stream will be retrieving all messages mentioning Barack Obama.

Thus, specifications for the preliminary *TweetObama* corpus are tabulated below:

Table 3.2

Preliminary TweetObama corpus

Preliminary Tweet-Obama Corpus	
No of tweets	1,094
No of words	20,466
No of characters	131,304
Average no of words per tweet	18,7
Average no of characters per tweet	120
No of hyperlinks	776
No of retweets	38
No of hashtags	234
No of mentions	177

The use of the corpus as it is above causes several problems while processing the text through the software tool: (i) it will not recognize hyperlinks breaking them into separate lexems; and (ii) it will include names of the mentions and hashtags into the final word list. This might produce – using the terminology of communication theory – lots of redundant noise specifically for the linguistic analysis as they belong to the metadata. They are rather used as a general trend in Twitter technology, and their presence in the word list will affect general frequency data of the corpus. Although they are transmitted through the language encoding, they do not present any “discursive” value, and thus are referred to as “non-linguistic” references (Werth, 1999, p. 156).

Along with hashtags, mentions and hyperlinks, retweets also fall under “noise” category for this study. In this case, the reason is their authorship which corresponds to other parties and not to Obama himself. Thus, these words do not present any research interest for this thesis due to its unidirectional “obamaist” orientation. That is why, links, mentions, hashtags and retweets are not included into the final corpus which has been reshuffled according to the following set of modifications:

- 1) hyperlinks are replaced by L, as in :

Original tweet

We’re going to keep fighting to advance our recovery and accelerate the transition to a clean energy economy. Watch:<http://j.mp/brnZMY>.

Modified tweet

We’re going to keep fighting to advance our recovery and accelerate the transition to a clean energy economy. Watch:L.

- 2) hashtags are replaced by H, as in:

Original tweet

The [#PatientsBillofRights](#) prevents insurance companies from canceling policies when the beneficiaries become sick.

Modified tweet

The H prevents insurance companies from canceling policies when the beneficiaries become sick.

- 3) mentions starting with the symbol @ are replaced by M, as in:

Original tweet

8 ways to follow the White House:
@whitehouse, @lacasablanca, @PressSec,
@billburton44, @petesouza, @macon44,
@whitehouseostp, @OpenGov #FF

Modified tweet

8 ways to follow the White House: M, M, M,
M, M, M, M, M H

- 4) retweets are completely excluded from the final corpus.

In the light of these modifications, the tweets (i) retain their syntactic structure, and (ii) are easier to be processed with the software tool²⁵. Thus, the final corpus compiled for this study consists of:

Table 3.3

Final TweetObama corpus

The <i>TweetObama</i> Corpus	
Number of tweets	1,023
Number of words	19,908
Number of characters	110,860

This “tailor-made²⁶” (Mauntner, 2009) corpus stands as the main object of the research into Obama’s rhetoric, rhetorical and deictic spaces on Twitter following the methodological paths described below.

²⁵ I.e. it is easier to keep track of single letters in the corpus word list than full names of hashtags and mentions.

²⁶ Mauntner (2009) uses this term to refer to the researcher’s own corpus.

3.3.3 Methodological issues applied for the analysis of Obama's rhetoric and rhetorical space on Twitter.

The first part of the research aimed to give a description of rhetorical appeals raised by Obama in his Twitter. For this purpose, a special software tool, *Wmatrix*©, was employed to automatically classify the *TweetObama* corpus into separate rhetorical categories.

Specifically, this tool assigned semantic tags for the *TweetObama* corpus following the UCREL semantic tagset²⁷. The list of tagged corpus was then automatically generated by the software according to the assigned tags. It should be strongly stressed out from the very beginning that as there is a certain risk of applying this kind of software, the corpus was also manually re-checked to avoid occasional machine mistakes²⁸. This procedure implemented content analysis, which consisted in consulting the corpus each time when the assigned semantic tag aroused suspicion. In case that suspicion was correct, the lexical item was assigned a new tag and inserted into an adequate list of the corresponding tag set as it is shown in Table 3.4.

²⁷ See Appendix 3.1.

²⁸ However, I still admit there might be a number of uncertainties on account of semantic categories assigned to words.

Table 3.4

An example of tag modification in the TweetObama corpus

Lexical item from the <i>TweetObama</i> corpus	Initially assigned semantic tag in <i>Wmatrix</i>©	Assigned semantic tag after proof-reading
Alabama	B1 Anatomy and physiology	21.2 Z2 Names and grammar: Geographical names
Programs	20.2 Y2 Science and technology: Information technology and computing	6.1 G1.1 Government and public: government

The initial tag assigned for “Alabama” by *Wmatrix*© was B1 Anatomy and physiology, which after proof-reading was changed to 21.2 Z2 Names and grammar: Geographical names. In this case, it was not necessary to consult the corpus due the obvious tag mistake. However, in case of “programs” the mismatching was less obvious, that is why it was required to check the corpus before doing any tag modifications. The same procedure was applied to all changes where they were necessary²⁹.

After the semantic tagging was done, the total frequency list of the semantic groups was built where the most “popular” semantic tags appeared at the top and less “popular” at the bottom. In addition to that, the semantic tags in each group³⁰ were divided according to their positive or negative connotation which was checked with *Wmatrix*©. These results permitted general discussion of Obama’s rhetoric on Twitter from the thematic point of view, where the most popular semantic tags were equaled to the most raised topics of his online discourse. These topics were then believed to form his online rhetorical space. Having this in mind, I

²⁹ See Appendix 3.2 for the full list of changes.

³⁰ Better put, in each group where it was possible.

then turn to the analysis of Obama's self-positioning in this rhetorical space through the examination of the deictic references in the *TweetObama* corpus.

3.3.4 Methodological issues applied for the analysis of Obama's deictic space on Twitter.

The second part of the research paradigm involves corpus-based approach to the analysis of deictic items and reference chains in the *TweetObama* corpus. Among the deictic items under scrutiny, stand out personal reference (i.e., *we / you / they*), demonstratives and locatives, particularly, time and space anchors, like *now* and binaries *here / there*. These seem to play a role in reconfiguring or disambiguating local and global rhetorical spaces thereby (dis)connecting the addressees with the message of political kind.

WordSmith© version 5.0 and *ConcGram*© were the main software applications used to investigate the chosen set of deictic references in the *TweetObama* corpus. For a better analysis of target words (deictic items) and matching contexts observed, concordance lines were retrieved to demonstrate "a list of all the occurrences of a particular search term in a corpus, presented within the context that they occur in" (Baker, 2007, p. 71). The concordance lines were then sorted by right and / or left collocates taking into account their syntactic function and given line numbering. These were included in Appendix 3.3 in the view that contexts might be later checked. This permitted to uncover the implicit anchorage of each deictic reference under the focus, which in its turn, led to the discussion of Obama's deictic use on three levels: personal, spatial and temporal.

Thus, all things considered, next sections present the results and their discussion following the order of methodological issues explained above.

3.4 BARACK OBAMA'S RHETORICAL SPACE ONLINE

The following investigation is based on the semantic tags automatically assigned by *Wmatrix*© tool for the *TweetObama* corpus. The results report an accurate work of the *Wmatrix*© semantic tagger, given the number of modifications done after proof-reading. As can be seen from Appendix 3.2, the major part of these modifications belongs to the proper names and time. It is also worth noting that although *Wmatrix*© recognizes Facebook as a proper name, it does not do so in case with Twitter and its terminology such as tweet, hashtag, re-tweet, etc.

After all the methodological issues described above were complete, the semantic tags found in the corpus were organized in 21 groups, or rhetorical appeals (Coe & Reitzes, 2010). Each of these groups was also divided into categories by the software. Thus, the final list of semantic tags in the *TweetObama* corpus comprises 21 groups further sub-divided into 295 categories (Appendix 3.4). Table 3.5 shows each of these appeals with their frequency in the corpus. The results from this table point out clear division and preferences of Obama's online rhetoric starting from names and grammar and finishing with food and farming.

Table 3.5

List of semantic groups in the TweetObama corpus

The name³¹ of the group	Frequency in the corpus
NAMES AND GRAMMAR ^[21]	8602
GENERAL AND ABSTRACT TERMS ^[1]	1988
TIME ^[17]	1569
SOCIAL ACTIONS, STATES AND PROCESSES ^[16]	1260
MOVEMENT, LOCATION, TRAVEL AND TRANSPORT ^[11]	819
PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES ^[19]	817
LANGUAGE AND COMMUNICATION ^[15]	693
GOVERNMENT AND PUBLIC ^[6]	687
MONEY AND COMMERCE IN INDUSTRY ^[8]	646
NUMBERS AND MEASUREMENT ^[12]	645
LIFE AND LIVING THINGS ^[10]	251
THE BODY AND THE INDIVIDUAL ^[2]	229
ARCHITECTURE, HOUSING AND HOME ^[7]	165
SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT ^[13]	157
EMOTION ^[4]	131
EDUCATION ^[14]	88
SCIENCE AND TECHNOLOGY ^[20]	84
WORLD AND ENVIRONMENT ^[18]	79
ENTERTAINMENT, SPORTS AND GAMES ^[9]	74
ARTS AND CRAFTS ^[3]	10
FOOD AND FARMING ^[5]	8

The next section gives a more detailed explanation of each semantic appeal.

³¹ The number in brackets stands for its sequence number in *Wmatrix*© semantic tagger.

3.4.1 Results.

The NAMES AND GRAMMAR^[21] group takes the first place in frequency of occurrences. The total number of times this semantic tag was assigned in the *TweetObama* corpus is 8,609. The fact that it is the number one in Obama's rhetorical appeals does not mean that his Twitter rhetoric is concentrated around this topic. Grammatical words, being the most frequent in this category, normally stand at the top of any word list³². According to Ahmad (2005, in Greaves, 2009, p. 24), "almost 40% of the English Language is made up of 50 grammatical words." Similarly, Stubbs (2002, p. 235) claims that "the words *the* and *of* are the two most frequent words in the language; *in*, *on* and *at* are usually in the top 20 words." Consider now as an example the first 10 words from the *TweetObama* corpus, HERMES³³, COCA³⁴ and CORPS³⁵:

³² Particularly here I speak only about English wordlists.

³³ HERMES is the 100 million words of tweets collected by Dr. Michele Zappavigna (University of Sydney) who kindly shared it with the author of this thesis.

³⁴ Corpus of Contemporary American English <http://corpus.byu.edu/coca/> [last visited: 03/20/2012]

³⁵ Corpus of Tagged Political Speeches <http://hlt.fbk.eu/corps> [last visited: 03/20/2012]

Table 3.6

Top ten words and their frequency in TweetObama, HERMES, COCA and CORPS

	TWEETOBAMA		HERMES		COCA		CORPS	
	Word	Frequency ³⁶	Word	Frequency	Word	Frequency	Word	Frequency
1	THE	50	#	39	THE	55	THE	54
2	TO	39	THE	33	BE	31	AND	38
3	L	38	TO	27	AND	27	TO	34
4	A	20	I	22	OF	26	OF	29
5	AND	19	A	16	A	25	IN	21
6	OF	18	HTTP	16	IN	17	A	20
7	IN	17	AND	15	TO	16	THAT	18
8	AT	15	OF	12	HAVE	11	WE	15
9	ON	14	YOU	12	TO	10	I	14
10	FOR	12	IS	11	IT	10	YOU	12
11	WE	12	IN	11	I	10	FOR	11
12	H	11	RT	10	THAT	9	IS	11
13	WATCH	11	ON	9	FOR	8	OUR	9
14	LIVE	10	FOR	9	YOU	8	IT	8
15	ET	10	THAT	8	HE	7	THIS	8
16	OUR	9	MY	8	WITH	7	HAVE	8
17	THIS	9	IT	8	ON	6	ARE	7
18	REFORM	9	LY	7	DO	6	ON	6
19	YOU	9	BIT	7	SAY	5	BE	6
20	IS	8	THIS	7	THIS	5	ALL	6

It includes such categories as GRAMMATICAL BIN^[21.5 Z5] (N=5,029), PRONOUNS^[21.8 Z8] (N=1,397), GEOGRAPHICAL NAMES^[21.2 Z2] (N=367), PERSONAL NAMES^[21.1 Z1] (N=165), etc. There is also an UNMATCHED^[21.9 Z99] (N=1,320) category, which includes all those lexical items which were not included by *Wmatrix*© into either of the categories (and groups). The close inspection of this category reveals that the most part of the lexical items are separate words read by the software as joint combinations, e.g.: actionjoin, aboutand, weekwith, etc. It is reasonable to mark the possible necessity of improvements for this category, mainly, to re-shuffle each joint combination into separate words and place them under corresponding

³⁶ The frequency in the table has been normalized per each 1000 words. As, according to Biber, Conrad & Reppen (1998, p. 263): “Normalization is a way to adjust raw frequency counts from texts of different length so that they can be compared accurately.”

category. However, guided by low occurrences (range: 1-3) of each of these unmatched items in the corpus, I left them untouched.

The GENERAL AND ABSTRACT TERMS^[1] group stands at the second place in the frequency list. It includes the major number of categories which denote various terms such as GENERAL ACTIONS / MAKING^[1.1 A1.1.1] (N=311), EXISTING^[1.31 A3+] (N=303), CHANGE^[1.27 A2.1+] (N=242), GETTING AND POSSESSION^[1.52 A9+] (N=160), etc. The close analysis of these categories shows that all of them can be further re-organized into two groups: with (1) positive and (2) negative connotations (Appendix 3.5), such as easy^[1.16 A12+] / difficult^[1.17 A12-]; true^[1.38 A5.2+] / false^[1.39 A5.2-]; authentic^[1.42 A5.4+] / unauthentic^[1.43 A5.4-]; etc. Thus, the total frequencies of categories with positive and negative connotations equal 1,747 and 255 respectfully. The most frequent positive categories are existing^[1.31 A3+] (N=303), change^[1.27 A2.1+] (N=242), getting and possession^[1.52 A9+] (N=160), and likely^[1.48 A7+] (N=133); while their popular negative variants are giving^[1.53 A9-] (N=60), different^[1.45 A6.1-] (N=34) and difficult^[1.17 A12-] (N=30).

The semantic tag TIME^[17] is assigned to lexical items 1,569 times in the Tweet-Obama corpus. Apart from general categories denoting PRESENT^[17.4 T1.1] (N=220), MOMENTARY^[17.6 T1.2] (N=214), FUTURE^[17.5 T1.1] (N=201), and PAST^[17.3 T1.1] (N=69), the rest of the categories in this group can be also divided into the ones with (1) positive and (1) negative connotations (Appendix 3.6), such as beginning^[17.10 T2+] (N=125)/ ending^[17.11 T2-] (N=61); old; grown-up^[17.13 T3+] (N=22) / new and young^[17.14 T3-] (N=67), etc. The positive label was assigned to 158 items, and negative to 137.

The SOCIAL ACTIONS, STATES AND PROCESSES^[16] group has the total frequency of 1,260 times, which places it on the fourth position in the list of semantic groups in the corpus. The categories from this group stand for HELPING^[16.31 S8+] (N=231), IN POWER

STATES^[16.24 S7] (N=157), STRONG OBLIGATION^[16.22 S6+] (N=141), BELONGING TO A GROUP^[16.20 S5+] (N=124), etc. However this group does not have a clear-cut distinction into positive and negative categories, the qualitative analysis of those which fall under this distinction reveals the following results:

Table 3.7

Positive / negative categories in the SOCIAL ACTIONS, STATES AND PROCESSES group

Positive category	Negative category
(N=58) ^[16.3 S1.1] PARTICIPATING	NON-PARTICIPATING ^[16.4 S1.1] (N=2)
(N=124) ^[16.20 S5+] BELONGING TO A GROUP	NOT PART OF A GROUP ^[16.21 S5-] (N=4)
(N=141) ^[16.22 S6+] STRONG OBLIGATION OR NECESSITY	NO OBLIGATION OR NECESSITY ^[16.23 S6-] (N=4)
(N=163) ^[16.24 S7; 16.24.1 S7.1++] IN POWER	NO POWER ^[16.25 S7] (N=5)
(N=38) ^[16.29 S7] ALLOWED	NOT ALLOWED ^[16.30 S7] (N=4)
Total: N=524	N=19

The MOVEMENT, LOCATION, TRAVEL AND TRANSPORT^[11] and PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES^[19] groups share the fifth place in the frequency chart of semantic groups with the equal number of occurrences (N=817) in the *TweetObama* corpus. Group 11 includes the categories whose semantic tags deal with any kind of movement and its associated actions: e.g., LOCATION AND DIRECTION^[11.6 M6] (N=373), PUTTING, PULLING, PUSHING, TRANSPORTING^[11.2 M2] (N=179), MOVING, COMING AND GOING^[11.1 M1] (N=174), etc. In its turn, group 19 contains the categories tagged as psychological actions, states and processes, such as SENSORY: SIGHT^[19.14 X3] (N=218), WANTED^[19.22 X7+] (N=141),

SENSORY: SOUND^[19.11 X3] (N=57), SUCCESS^[19.27 X9] (N=53), etc. Unlike the previous group of movement, this group consists of more categories which explicitly denote opposite polarity as in Table 3.8.

Table 3.8

Positive / negative categories in the PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES group

Positive category	Negative category
(N=1) ^[19.3 X2.2] KNOWLEDGE	NO KNOWLEDGE ^[19.5 X2.2-] (N=3)
(N=11) ^[19.17 X5.1+] ATTENTIVE	INATTENTIVE ^[19.18 X5.1-] (N=1)
(N=50) ^[19.19 X5.2+] INTERESTED / EXCITED / ENERGETIC	UNINTERESTED / BORED / UNENERGETIC ^[19.20 X5.2-] (N=3)
(N=11) ^[19.24 X9.1+] ABLE / INTELLIGENT	INABILITY / UNINTELLIGENCE ^[19.25 X9.1-] (N=7)
(N=53) ^[19.27 X9.2+] SUCCESS	FAILURE ^[19.28 X9.2-] (N=15)
Total: N=126	N=29

The categories in the LANGUAGE AND COMMUNICATION^[15] group belong to the semantic fields connected with language and communication (or the media), such as SPEECH ACTS (N=277), SPEECH: COMMUNICATIVE (N=223), TV, RADIO AND CINEMA (N=37), and the like.

The next group, GOVERNMENT AND PUBLIC^[6], refers to the semantic field of politics and state affairs. It includes such categories as POLITICS^[6.3 G1.2] (N=277), GOVERNMENT^[6.1 G1.1] (N=270), LAW AND ORDER^[6.3 G2.1] (N=70), WARFARE, DEFENCE AND THE ARMY^[6.9 G3] (N=30), etc.

The groups MONEY AND COMMERCE IN INDUSTRY^[8] (N=646) and NUMBERS AND MEASUREMENT^[12] (N=645) include quantitative type of lexis either from the general perspective, or from financial and business one. The NUMBERS AND MEASUREMENT^[12] group consists of such categories as: numbers^[12.1 N1] (N=182), linear order^[12.16 N4] (N=69), or size: big^[12.4 N3.2+] (N=39). The most part of these categories can be organized according to their connotation: positive or negative:

Table 3.9

Positive / negative categories in the NUMBERS AND MEASUREMENT group

Positive category	Negative category
(N=50) ^[12.4 N3.2] BIG	SMALL ^[12.5 N3.2] (N=25)
(N=2) ^[12.7 N3.3] FAR	NEAR ^[12.8 N3.3] (N=13)
(N=19) ^[12.14 N3.8+] FAST	SLOW ^[12.15 N3.8-] (N=1)
(N=72) ^[12.18 N5+] MANY / MUCH	LITTLE ^[12.19 N5-] (N=36)
(N=76) ^[12.20 N5.1] ENTIRETY / MAXIMUM	PART ^[12.22 N5.1-] (N=7)
(N=20) ^[12.24 N6; 12.25 N6+] FREQUENT	INFREQUENT ^[12.26 N6-] (N=4)
Total: N=239	N=86

The same principle can be applied to the categories in the MONEY AND COMMERCE IN INDUSTRY^[8] group:

Table 3.10

Positive / negative categories in the MONEY AND COMMERCE IN INDUSTRY group

Positive category	Negative category
(N= 9) ^[8.3 11.1+] AFFLUENCE	LACK ^[8.4 11.1-] (N=2)
(N=152) ^[8.10 13.1] WORK AND EMPLOYMENT	UNEMPLOYED ^[8.11 13.1-] (N=10)
Total: N=161	N=12

The LIFE AND LIVING THINGS^[10] group has the frequency of 251 times in the corpus, and consists of only four categories which at the same time have opposite connotations:

Table 3.11

Positive / negative categories in the LIFE AND LIVING THINGS group

Positive category	Negative category
(N=199) ^[10.1 L1+] ALIVE	DEAD ^[10.2 L1-] (N=7)
(N=36) ^[10.3 L2] LIVING CREATURES	PLANTS ^[10.4 L3] (N=9)
Total: N=235	N=16

Further on, the group that includes semantic tags connected with HEALTH AND DISEASE^[2.2 B2] (N=120), MEDICINES AND MEDICAL TREATMENT^[2.5 B3] (N=47), ANATOMY AND PHYSIOLOGY^[2.1 B1] (N=14), and the like is called the BODY AND THE INDIVIDUAL^[2] (N=229).

The ARCHITECTURE, HOUSING AND HOME^[7] (N=165) group consists of the categories tagged as ARCHITECTURE, HOUSING AND BUILDING^[7.1 H1] (N=76), RESIDENCE^[7.4 H4] (N=50), PARTS OF BUILDING^[7.2 H2] (N=25), etc.

The SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT^[13] (N=157) includes the semantic tags denoting OBJECTS^[13.5 O2] in general (N=40), their GENERAL APPEARANCE AND PHYSICAL PROPERTIES^[13.7 O4.1] (N=27), and judgment of appearance such as BEAUTIFUL^[13.8 O4.2+] (N=24) and UGLY^[13.9 O4.2-] (N=9). There is also a category expressing substances and materials as LIQUID^[13.3 O1.2], GAS^[13.4 O1.3] and SOLID^[13.2 O1.1], and the like.

The next group unites the categories that fall under the tag EMOTION^[4] (N=131). All in all, their most part can be organized according to the degree of connotation: positive or negative, as it is demonstrated in Table 3.12:

Table 3.12

Positive / negative categories in the EMOTION group

Positive category	Negative category
(N=6) ^[4.3 E3+] CALM	VIOLENT / ANGRY ^[4.4 E3-] (N=16)
(N=25) ^[4.5 E4.1+] HAPPY	SAD ^[4.6 E4.1-] (N=15)
(N=14) ^[4.7 E4.2+] CONTENT	DISCONTENT ^[4.8 E4.2-] (N=7)
(N=8) ^[2.9 E5+] BRAVERY	FEAR / SHOCK ^[4.10 E5-] (N=4)
(N=11) ^[4.11 E6+] CONFIDENT	WORRY ^[4.12 E6-] (N=3)
Total: N=64	N=45

The EDUCATION^[14] (N=88) group is presented by the single category which was semantically assigned as EDUCATION IN GENERAL^[14.1 P1], and, as it is evident from its name, includes lexical items connected with education, e.g., students, college, school, university, etc.

The SCIENCE AND TECHNOLOGY^[20] group (N=84) does not differ a lot from the previous one in frequency and number of categories. It includes two categories semantically tagged as SCIENCE AND TECHNOLOGY IN GENERAL^[20.1 Y1] (N=20) and INFORMATION TECHNOLOGY AND COMPUTING^[20.2 Y2] (N=67). It is worth mentioning, that the last category was considerably enriched by this corpus with the words connected to the Internet world, especially, to the new technologies such as Twitter and its terminology: hashtag, re-tweet, tweet, tweeting, etc. (Appendix 3.2).

The semantic categories in the WORLD AND ENVIRONMENT^[18] (N=79) group touch upon the issues connected with the universe and environment, such as GEOGRAPHICAL TERMS^[18.3 W3] (N=39), THE UNIVERSE^[18.1 W1] (N=18), WEATHER^[18.4 W4] (N=13), etc.

Different kinds of sports, games and other entertainment are united in the ENTERTAINMENT, SPORTS AND GAMES^[9] (N=74) group. Its semantic categories include ENTERTAINMENT^[9.1 K1] in general (N=31), SPORTS^[9.5 K5.1] (N=28), DRAMA, THEATRE³⁷ AND SHOW BUSINESS^[9.3 K4] (N=9), etc.

The ARTS AND CRAFTS^[3] (N=10) group is presented by one category of identical name which semantic tags refer to the field of art and design.

Finally, the last in frequency semantic group in the corpus is FOOD AND FARMING^[5] (N=8) introduced by two categories: FOOD^[5.1 F1] (N=6) and smoking and NON-MEDICAL DRUGS^[5.2 F3] (N=2).

³⁷ BE spelling is maintained as it appears in *Wmatrix*©.

In the light of these results, the next section gives a full discussion of Obama's online rhetoric.

3.4.2 Discussion.

The study aimed to offer something that the extant literature had thus far failed to provide: a broad, systematic analysis of Obama's online rhetoric. As all previous research concerned Obama's use of social media for his campaign and presidency, a few studies (to my knowledge) have been conducted into the language he is using online. This fact presents a great challenge for researchers, as we are now evidencing a new kind of political communication transmitted through the global network in real time. Twitter, in its turn, with the unique option of writing online using only 140 characters, presents a great source for the linguistic analysis to uncover what kind of language is being used there.

Unlike the previous study of Obama's rhetorical appeals by Coe and Reitzes (2010), this study takes a bottom-up methodology, i.e. first, the semantic tagging is conducted and second, the rhetorical appeals are singled out and classified for their further analysis. As it has been shown in the previous section, the semantic tagging of the *TweetObama* corpus singled out 21 semantic groups (or, following Coe and Reitzes' (2010) terminology, appeals), which were further classified into 265 different semantic categories (see Table 3.5).

The patterns of the semantic tagging found above give certain food for thought about Obama's rhetoric. First of all, Barack Obama's rhetoric on Twitter varies considerably in topics: from the expected GOVERNMENT AND PUBLIC to the less expected ARTS AND CRAFTS. What is more, from their distribution in Table 3.5, it is evidenced that apart from the general semantic groups such as NAMES AND GRAMMAR, SOCIAL ACTIONS, STATES AND PROCESSES, etc., the governmental, commercial, or architectural issues have been covered more often by

the president than the educational, scientific or environmental ones. This conclusion is based on the assumption that there is a direct relationship between the frequency of the semantic group and its importance in the scope of Obama's Twitter rhetoric. In other words, the more frequent a semantic tag has been assigned, the more frequent this topic has been raised by Obama, and, thus, the more representative it is as his rhetorical appeal on Twitter.

In the first case, it is predictable that the GOVERNMENT AND PUBLIC semantic tag has been assigned a considerable number of times (N=687) in the corpus, given its source and specifics as a politician's online platform. The most popular semantic categories, *politics* and *government*, clearly determine Obama's specialized rhetoric on Twitter. Interestingly, the politics category is headed by the words *vote* (N=70) and *voters* (N=37), even though, as explicitly mentioned in Section 3.3.2, the corpus was collected specifically during Obama's governmental and not electoral period. Still, the results show his pro-electoral³⁸ orientation while speaking about politics online. In this case, Twitter platform is used as an additional propaganda tool appealing to the voters for a vote (Ivanova, 2011).

To further prove this observation, the *TweetObama* corpus was run with *WordSmith*© tool to determine Obama's keywords, i.e. "words that appear statistically more often in one text than the other" (Baker, 2004, p. 346) using CORPUS³⁹ as a reference corpus. According to Tyrkkö (2010), "(...) keyword analysis, has come to be viewed as an effective and useful method for identifying the discourse topic and stylistic features of texts through statistical means" (p. 80). The results demonstrated that *watch*, *live*, *health* and *reform* are the words that appear more often in Obama's Twitter than in other political speeches. In this respect, these words reveal the "aboutness" (Scott & Tribble, 2006, p. 68) of Obama's Twitter, as Scott

³⁸ In this case, I might suggest that this pro-electoral orientation is concerned Obama's passing the laws in the Congress, or similar kind of electoral activity.

³⁹ According to Scott (2008), the choice of the reference corpus can influence the results. This choice was justified by the political orientation of both corpora to determine which lexical items stand out from Obama's Twitter in comparison with other politicians' talks.

(*WordSmith*© 5.0) puts it: “Keywords usually give a reasonably good clue to what the text is about”. Along with this, the GOVERNMENT semantic category is headed by *president* (N=33) and *country* (N=32), thus, making clearly logic Obama’s self-determination in front of the virtual public.

In the second case, i.e., the MONEY AND COMMERCE IN INDUSTRY group (N=646), Obama’s rhetoric concentrated around business (*economy*, N=52) and work and employment (*jobs*, N=35) (cf. semantic categories BUSINESS: GENERALLY; WORK AND EMPLOYMENT: GENERALLY in Appendix 3.4), which are also rather predictable issues to read about from the country leader, especially during the times of economic crisis.

However, one will expect education, science and environment to be more presented in the president’s rhetoric than, e.g., housing and home. In practice, Obama’s Twitter reveals the contrary situation where housing and home issues receive a fuller coverage than education, science or environment, which are almost at the end of the semantic groups list together with entertainment, arts and crafts, and food and farming. Thus, as can be evidenced, Obama’s rhetoric on Twitter is concentrated around governmental and economic topics leaving aside such state issues as education or environment. In other words, the president is appealing to the virtual public for government and economic reasons, thus, positioning them as the most important topics for himself. This result can be partially explained by the restricted number of the available space on Twitter (140 characters), which probably does not permit to cover more than one issue per message. Furthermore, considering the number of tweets per month (N=38), one can see that the president did not make an excessive use of Twitter service posting a bit more than one message per day. Thus, in this case, the choice of the topic to talk about falls in favor of the most central ones (from the president’s point of view), predominantly, the government and the economy of the country - the topics Obama

wants his followers (as long as all other Internet users) to read and get constant updates about from his Twitter.

Second of all, the lexical component of Obama's Twitter is used as a hidden tool to perform a positive impression on the reader. This is very important for a politician; however, it becomes a more delicate business on the Internet, which lacks personal charisma of a politician and face-to-face communication characteristics such as e.g., face expressions, gestures, etc. The situation gets even more complicated on Twitter, where the space for the speech is restricted to only 140 characters. That is why a politician needs to be more careful in choosing not only the topics, but also the words to write about these topics.

As described above (see Section 3.4.1), in the groups where it was possible to divide the categories according to their positive / negative connotation, the first one always prevailed. In other words, according to the results of the semantic tagging, the semantic categories with positive connotation such as *lucky, good, safe*, etc. are more frequent in the corpus, which is therefore likely to obtain a favorable reception of the audience. Similar results were obtained by Zappavigna (2012) in her study of Obama win corpus where she found that "positive evaluative language is highly frequent", and "prosodies of positive value are generally associated with Obama" (pp. 184, 187).

It is necessary to underline at this point that the quantitative advantage of the semantic tags with positive connotation implicitly functions as a positive entourage of Obama's words online. At the same time, it may also act as a loose fill to soften the impact of the main themes of Obama's Twitter rhetoric, i.e. government and economy. The crucial point here is that this entourage is not explicit, it is hidden behind the scene, and the lay public is not conscious of this trick.

Moreover, the names of the most popular positive tags, e.g., in the SOCIAL ACTIONS, STATES AND PROCESSES group, arouse the feelings of help, power, obligation and belonging in

the possible audience; while in the general and abstract terms group they might be summed up as:

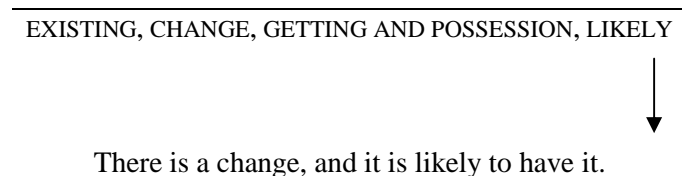


Figure 3.3. Most popular tags with positive connotation from the GENERAL AND ABSTRACT TERMS group.

Interestingly, “change” was a core term in Obama’s 2008 campaign with its slogan “Change we can believe in” (apart from “Yes we can”). In her study of Obama’s win Twitter corpus, Zappavigna (2012) concludes that the term “change” “is involved in a positive evaluative prosody that preferences positive judgment of Obama” (p. 181). Similarly, Coe and Reitzes (2010) in their study of Obama’s 2008 campaign rhetoric have found that:

Obama gave soaring rhetoric a considerable amount of play. Hope, change, and the problems with the establishment all received a good deal of attention, with change ending up second only to the economy as Obama’s most used rhetorical appeal. (p. 405)

Interestingly, although Coe and Reitzes (2010) and this study have used different corpora, they partially coincide in the results showing Obama’s stress on change and economy during his 2008 campaign and his government period. It may have a twofold explanation: on the one hand, and supported by the headwords in the politics semantic category (*vote* (N=70) and *voters* (N=37)), Obama is using Twitter as an elections-oriented platform to promote his laws and reforms to the global audience. Here, the study contradicts Zappavigna’s (2012) argument about the impact of time on the language found on Twitter, mainly, that “the time at

which the snapshot occurs impacts on the kind of language retrieved from the Twitter stream” (p. 177). Thus, in the case of a politician’s Twitter, one might claim that it is not “time-sensitive text” (Cataldi et al., 2010, p. 2); rather, it is constant in lexis related to one and the same fields.

On the other hand, this partial similarity might lead to a certain permanence of contents in Obama’s discourses. In other words, he points out the same rhetorical appeals on Twitter during his governing as in speeches and debates during his 2008 presidential campaign. It might further lead to understanding these coincided appeals as the most important ones for Obama throughout his political career both as a candidate for the presidency and the president of the United States.

Thus, taking everything mentioned above into consideration, Obama’s rhetorical appeals on Twitter can be figuratively represented in the form of a cell where the nucleus is his main rhetorical appeals, i.e. change, government and economy, surrounded by the cytoplasm of the positive connotation of all the semantic tags in the corpus processed by *Wmatrix*© tool. In other words, and following biological rules, the state of the nucleus depends on the cytoplasm around it. As such, the state (or, better put, impression) of the main topics Obama appeals for on his Twitter is supported by the positive connotation of the rest of his words there. The president is not only attentive in choosing the topics for his Twitter rhetoric, but he is also cautious about the words, which describe and support these topics. This can be defined then as the Obama’s formula of making public appeals on Twitter, where each character matters.

3.4.3 Conclusion.

In the light of the beliefs summed up in the above discussion, the present study concludes by stating its pioneering approach into the Twitter use by politicians, which is claimed to be important given the wide spread of the Internet technologies in general, and for political use, in particular. A vivid illustration of Obama's online rhetoric is provided by the *TweetObama* corpus which shows a considerable variety of rhetorical appeals raised by the president on Twitter, of which political and economic topics have qualitative advantage, and, thus, determine Obama's discourse online. Consequently, the study also reveals quantitative advantage of the semantic categories with positive connotation which is concluded to create a positive entourage of Obama's words online. As such, Obama's formula of rhetoric online is defined as a combination of thoroughly thought number of topics and words to describe them.

With this in mind, it seems fair to underpin how Obama is placing himself and the possible audience towards his appeals online. That is why, I will now concentrate on Obama's spatio-temporal orientation on Twitter platform as a way of self-positioning, "situatedness" (Beasley, 2006), or rhetorical space on Twitter. Mainly, Obama's use of deictic references will help understand the way he constructs his digital rhetorical space on personal, spatial and temporal levels. For the attainment of this goal, the next section resorts to the notion of deixis and the analysis of its items on Obama's Twitter. Particularly, the analysis will consider personal, spatial and temporal deictic references, their use, distribution and disambiguation in the corpus. These results are believed to further understand Obama's rhetoric online as long as his techniques of (dis)connecting the virtual public with the message of political kind.

3.5 BARACK OBAMA'S DEICTIC SPACE ONLINE

3.5.1 Personal deixis.

The first set of analyses focuses on personal deixis in the Obama's selected corpus. For this purpose, the pronominal forms including possessive adjectives in a total of 26 unique words out of 1,141 tokens were selected from the general corpus word list (19,908). The forms were then organized according to the syntactic function, person, number and gender, in case of the 1st and third pronominal references, as displayed in Table 3.13.

Table 3.13

Personal pronouns selected from the TweetObama corpus (N=times in corpus)

Singular					Plural				
	Subject	Object	Reflexive	Pos s. adj	Subjec t	Object	Reflexive	Poss. adj	Poss. pron
1 st	<i>I</i> N=102	<i>me</i> N=14	-	<i>my</i> N=17	<i>we</i> N=238	<i>us</i> N=35	<i>ourselves</i> N=1	<i>our</i> N=188	<i>ours</i> N= 1
3 rd	m <i>he</i> N=1	<i>him</i> N=1	-	<i>his</i> N=5	<i>they</i> N=42	<i>them</i> N=34	<i>themselves</i> N=2	<i>their</i> N=42	-
	f <i>she</i> N=4	<i>her</i> N=2	-	<i>her</i> N=9					
	n <i>it</i> N=43	<i>it</i> N=43	<i>itself</i> N=1	<i>its</i> N=5					

The sort of occurrences of the 2nd person reference as presented in Table 3.14 only points to its syntactic form, either as a personal pronoun (subject or object) or as a possessive adjective because the category of number is reported (Quirk et al., 1990) as “neutralized in current standard English” (p. 343). Yet, there are a couple of instances in the *TweetObama* corpus co-locating with “guys”. Irrespective of the necessary pragma-linguistic analysis to be presented further on the overriding occurrence of the plural form of the pronoun, the term of address “you guys”, explicitly targeted at the larger audience by the speaker / writer, chiefly stands for a North American and Australian collocation of the informal 2nd person plural form (cf. 1.190.000.000 Google entries – last checked: 20/12/2011).

Table 3.14

Second person pronouns selected from the TweetObama corpus (N=times in corpus)

Subject	Object	Poss. adj	Poss. pron
<i>you</i> N=111	<i>you</i> N=60	<i>your</i> N=137	<i>yours</i> N=3

It is thus somehow evidenced from both tables that the set of the 1st person references is more frequent than the other two sets: 2nd and third person reference. The results for each set of items are presented below in separate sections followed by their discussion

underpinning point of view, implied public /collective and individual stances, as they occur in strings, as well as their collocational⁴⁰ meaning in utterances.

3.5.1.1 First person references.

The most representative group of personal deictic items in the corpus is the first person pronoun reference. As can be seen from their dispersion plots⁴¹ (Fig. 3.4) automatically generated by *WordSmith*©, these references are traceable throughout the entire corpus.

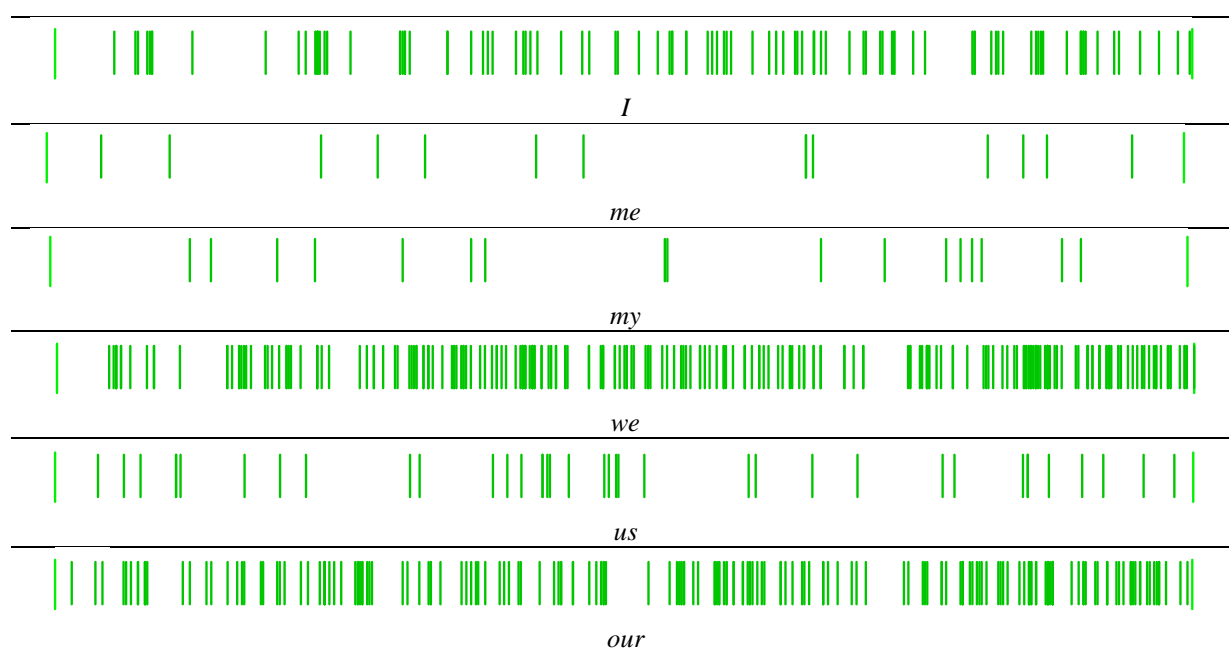


Figure 3.4. Dispersion plots of the 1st person pronouns in the *TweetObama* corpus.

⁴⁰ The concordance strings were generated using the “classical” span of ± 4 on either side of the node, i.e. the word one is interested in (Sinclair, 1991).

⁴¹ Pronominal forms *ours* and *ourselves* were not included due to their rare frequency in the *TweetObama* corpus.

Their singular forms found in the corpus are: *I*, *me* and *my*. The subject form, *I*, is used 102 times, whereas the object and possessive forms occur 14 and 17 times respectively (see Table 3.13). All of them refer to Obama as an individual sharing his personal experience, beliefs, forthcoming courses of action, personal opinions on current issues involving the country, among other.

⁴²*I* send *my* best wishes for peace, prosperity, and good health to all who celebrate the Lunar New Year across the U.S. and around the world.

While *I* stay focused on the job you elected *me* to do, the work of laying the foundation for our campaign must start today.

The plural deictic pronouns / adjectives are not only the most frequent in the corpus, but they are also fully deployed in all their possible forms: *we*, *us*, *our*, *ours* and *ourselves* (see Table 3.13). However, as put by Wilson (1990), “when one looks at language use, the pronouns of English do not form neat categorical division” (p. 76). In other words, there is a potential ambiguity of assigning participant roles to these deictic items unlike in the case of the singular pronoun references underpinning unique Obama’s voice. The close reading of the strings and larger units (tweets) is employed to determine the linguistic environment of the deictic items under scrutiny. It consists in tracking down the reference chains in order to restore the corresponding antecedent elements for each deictic pronoun / adjective. Thus, three main groups of the first plural pronominals are defined based on the implied exclusiveness / inclusiveness of the possible audience (Seidel, 1975; Connor-Linton, 1988; Wilson, 1990; Fairclough, 2003; Íñigo-Mora, 2004):

⁴² From here and on, the emphasizing of deictic references is mine.

- 1) **inclusive;**
- 2) **exclusive;**
- 3) **multiple-indexing.**

These groups are further divided into subcategories according to their implied participating bodies as demonstrated in Table 3.15:

Table 3.15

Classification of the first person plural deictic items in the TweetObama corpus

Group	Subcategories
Inclusive	Obama + Nation (I-ON) ⁴³ General (I-G)
Exclusive	Obama + his cabinet (E-OC) Obama + US government (E-OG) Obama + his family (E-OF)
Multiple-indexing	Obama + (?)Nation + (?)Government (A-ONG)

Inclusive group of the first person pronouns seems to include a possible reader into the discourse:

- as a part of the American nation (I-ON):

America prevailed because we chose to move forward as one nation. Again, we are tested. And again we must answer history's call.

⁴³ See Appendix 3.3 for the full list of concordance strings.

If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child—become a teacher.

- on a general basis (I-G):

We're putting Americans to work producing clean energy that will lower our reliance on foreign oil and protect our planet.

Today we celebrate the 40th anniversary of Earth Day—a milestone in the ongoing fight to protect our environment.

Whereas in **exclusive group** deictic pronouns stand for the speaker and / or other entities excluding the hearer from the discourse act. Instead, they refer to:

- the president and / or his cabinet (E-OC):

We will continue to work hand in hand with state & local authorities on every front until we put this tragic ordeal in the Gulf behind us.

Almost 1 million public supporters of health insurance reform. Help us get there.

- the president (and / or his cabinet), and the government (E-OG):

I am proposing that starting this year, we freeze annual domestic spending for the next five years.

We are not going to give up now. We are going to get this done, and show the American people that govt can work for them.

- the president and his family (E-OF):

Michelle and I cast our ballots early.

Finally, in “**multiple-indexing**” (Adetunji, 2006) group plural deictic forms are fuzzy and ambiguous while binding them to the intended antecedent element. Consider the following examples:

We’ve got to keep fighting for every job, for every new business, for every opportunity to get this economy moving.

We are not going back - we are moving forward.

In respect to their participant roles in the discourse, the above “multiple-indexing” deictic *we* can be anchored to Obama, the American government, the Americans or even the supra-national audience with equal success. This is so due to the fact that each tweet presents a separate discourse unit, therefore, the antecedent of the deictic reference has to be tracked down only within this unit. Furthermore, the restricted space of the textual component on Twitter (see Section 3.3.2) yields that the supporting context in the tweets does not provide much help in retrieving the implied reference, which is, thus, assigned as ambiguous, or as Adetunji (2006) calls it – “multiple-indexing”.

Interestingly, the frequency data of the 2nd plural pronominal elements (Fig. 3.5) shows nearly equal distribution of inclusive and multiple-indexing groups in the *TweetObama*

corpus, where the first one occurs 33% of times, and the second – 36,6% respectively. Further on, the results from Fig. 3.6⁴⁴ indicate a clear trend in the use of *we* as an ambiguous (MI=20%) and exclusive (E-OG=13%; E-OC=9%) reference in the corpus vs. as inclusive one (I-ON=10%). Similar results are also obtained for the pronoun *us* with major references of multiple-indexing and Obama + his cabinet, thus, excluding the potential audience from the discourse. Contrary to this, the occurrences of inclusive *our* (I-ON=24%) prevails over its exclusive (E-OG=3%; E-OC=3%) and ambiguous (MI=11%) instances.

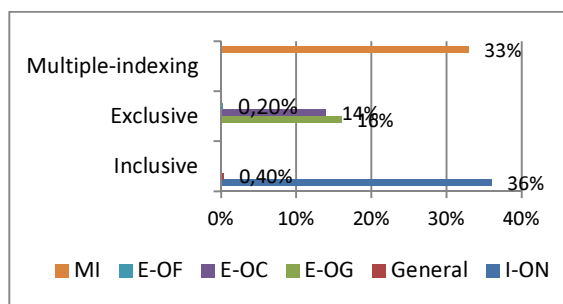


Figure 3.5. Frequency distribution⁴⁵ of the groups for the 2nd person plural pronominal items in the *TweetObama* corpus.

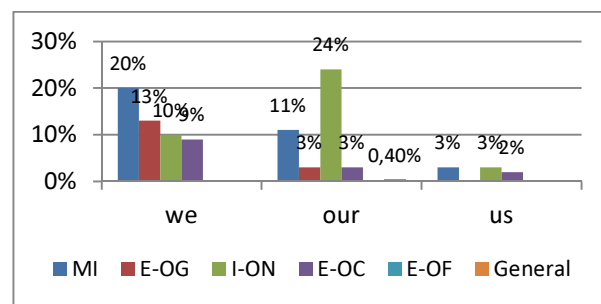


Figure 3.6. Frequency distribution of the groups for personal pronouns *we*, *our* and *us* in the *TweetObama* corpus.

⁴⁴ The results for *ours* and *ourselves* are not included into Fig. 3.5, 3.6 due to their rare occurrence in the *TweetObama* corpus.

⁴⁵ The percentage for both diagrams is expressed in round numbers, therefore, there is a certain degree of mismatching when calculating the sum total.

3.5.1.2 Second person references.

The group of the 2nd person pronouns is also highly representative in the *TweetObama* corpus (Table 3.14): *you* as a subject occurs 111 times; as an object – 60 times; as a possessive adjective – 137 times; and as a possessive pronoun – 3 times. The results for the dispersion plots⁴⁶ also demonstrate their equal distribution in the corpus:

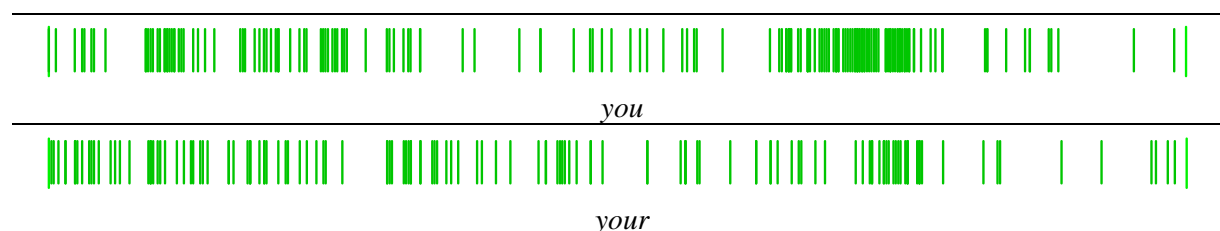


Figure 3.7. Dispersion plots of the 2nd person pronouns in the *TweetObama* corpus.

The close reading of the tweets indicates their inclusive character (regardless of their form and syntactic function), i.e. directed to the potential reader of Obama's Twitter:

How many of your friends can you inspire to commit to vote this November? (subject)

It's up to you to show that you care too much about this country to let it fall backward. (object)

Tweet your questions for this afternoon's town hall. (possessive adjective)

⁴⁶ Pronominal form *yours* was not included due to its rare frequency in the *TweetObama* corpus.

From my family to yours — Happy Thanksgiving.” (possessive pronoun)

Regardless of the neutralized category of number for this group of pronominal references, the corpus reveals two instances of their clear use in plural sense. Each of these instances comes accompanied by a co-collocation “guys”, typical for North American and Australian English of the informal second person plural form (as it was mentioned in Section 3.5.1):

You guys give me confidence. You guys give me hope.

3.5.1.3 *Third person references.*

Finally, the group of third personal pronouns⁴⁷ is represented in the corpus by its singular and plural pronominal forms: *he*, *she*, *it* and *they* (see Table 3.13). These pronominal references are characterized by the exclusive character, i.e. they do not explicitly include a possible reader of Obama’s Twitter, and are directed to / speak about “third parties” – those, “not directly involved in the origination or reception of the utterance in which they occur” (Quirk et al., 1990, p. 340): politicians, companies, state issues, reforms, etc. It can be read from the data in the strings (Appendix 3.3) that masculine and feminine forms of the 3rd person pronouns in the corpus refer to specific people involved in Obama’s online discursive practice. In other words, they are explicitly defined by the writer and do not present any difficulty or ambiguity for the reader. On the syntactic level, they are also unambiguous and characterized by a direct association between form and its function in the sentence (see Table

⁴⁷ Unlike in the results for the previous groups of pronouns, this group was not represented by the dispersion plots due to the relatively few occurrences of its form in the *TweetObama* corpus.

3.13). Further analysis shows that all masculine forms occur in anaphoric position, while for the feminine ones the results are: 83% - in anaphoric position, 13% - in cataphoric one.

Vice President Biden shares why **he** thinks **his** old friend and colleague is "an inspired choice for the Supreme Court.

She's a trailblazing lawyer who has dedicated her life to public service. Today **Elena Kagan** began hearings to become a Supreme Ct. justice.

However, what is interesting for the non-personal pronoun *it* is that its syntactic functions are not limited to those mentioned in Table 3.16. Following the classification by Alexander (1991), *it* is presented in the *TweetObama* corpus as a subject (19%), as an "empty subject" (10%), as a "preparatory subject" (21%), as an object (47%) and as a "preparatory subject" (3%) in the *TweetObama* corpus:

Table 3.16

Classification of non-personal pronoun it in the TweetObama corpus (Alexander, 1991)

Type of <i>it</i>	Example from the <i>Tweet-Obama</i> corpus	Frequency in the <i>Tweet-Obama</i> corpus (% of total N for <i>it</i>)
<i>it</i> as a subject	The world has changed. The competition for jobs is real. But this shouldn't discourage us. <i>It</i> should challenge us.	19%
<i>it</i> an "empty subject"	<i>It's</i> time to get in the game.	10%
<i>it</i> as a "preparatory subject"	<i>It's</i> my hope that together we can move closer to the day when we eliminate HIV/AIDS from the face of the earth.	21%
<i>it</i> as an object	In case you missed <i>it</i> last night, watch the address that lays out the way forward in Afghanistan.	47%
<i>it</i> as a "preparatory object"	OFA is using technology to make <i>it</i> easier than ever to talk to voters in your community.	3%

The results also show that 80% of *it* as an object are used anaphorically, while 20% occur in cataphoric position:

If you missed *it*, watch the State of the Union here." (*it* cataphoric position)

DADT will end & *it* will end on my watch." (*it* anaphoric position)

Finally, the 3rd person plural group is represented in the corpus by the subject form *they* 42 times, by the object form *them* 34 times, by possessive adjective *their* 42 times and by reflexive *themselves* twice (Table 3.13). In order to assess the implied antecedents of this

deictic group, a close reading of the concordance strings and larger items (tweets) is done, and according to it, there are four main categories⁴⁸ of the 3rd person plural forms in the corpus as it is demonstrated in Table 3.17:

Table 3.17

Categories of the deictic 3rd person plural forms in the TweetObama corpus

Category of 3rd person plural in TweetObama corpus	Example from <i>TweetObama</i> corpus	Frequency in <i>TweetObama</i> corpus
USA, i.e. the Americans	<u>Americans</u> who are fighting to find good jobs and support <i>their</i> families will get the support <i>they</i> need during these tough economic times.	54%
Opposition	<u>If the other side</u> wins, <i>they</i> 'll try <i>their</i> hardest to give free rein back to insurance companies, credit card companies & Wall St. banks.	19%
Supporters	<u>Supporters</u> are fired up. <i>They</i> 've reached out to 500,000 voters so far—keep calling, and keep knocking.	15%
Other	It's time to hold the <u>big banks</u> accountable to the people <i>they</i> serve. Show your support for Wall Street reform.	12%

This table illustrates that the plural deictic forms of the 3rd person pronouns are anchored to the Americans in most of their occurrences in the corpus (54%). *They* and its

⁴⁸ Full list of the categories for each 3rd person plural pronoun is available in Appendix 3.7.

forms is also referred to the opposition (19%), supporters (15%) and other participating bodies (12%). It is also observed that the major part of these forms also belong to anaphoric use except for 2.5% of times (3 times of all 3rd person plural) which are used cataphorically, and one stance that is not possible to define due to a zero antecedent:

We measure progress by the success of our **people**. By the jobs **they** can find and the quality of life those jobs offer.” (**they** in anaphoric position)

For the character **they** build, the doors *they* open, and the love **they** provide, **our fathers** deserve our unending appreciation and admiration.” (**they** in cataphoric position)

With gratitude for the lives **they** led: L” (impossible to define the antecedent)

Thus, the results for personal deixis in Obama’s Twitter discourse report a high occurrence of the first person plural and second person pronouns *we* and *you* (and their derived forms), followed by the third person ones *he*, *she*, *it*, *they* (and their derived forms). The close reading of the concordance strings for each of the pronominal reference evidence:

- 1) easy disambiguation of the referents for the second person and third person pronouns, who turn out to be the intended audience of Obama’s Twitter (in the case of the second person pronouns), or other third parties, including American people (in the case of the third person pronouns);
- 2) inclusive and multiple-indexing character of the first person plural pronouns, where the general distribution for each derived form report:
 - quantitative prevalence of exclusive and multiple-indexing uses of *we* reference;
 - quantitative prevalence of inclusive and multiple-indexing uses of *our* reference;

- equal number of inclusive, exclusive and multiple-indexing uses for *us* reference.

All the same, in the belief that the results for the deictic references on the personal level of Obama’s rhetorical space have been reported, the next section presents the results for the deictic references on the spatial level.

3.5.2 Spatial deixis.

The second set of analyses deals with the spatial (or local) deictic references based on the bimodal “distance” criterion: distal vs. proximal. Placing the speaker as a referent point of this criterion, the proximal level is the one where the referent is closer to the speaker, while the distal one – where the referent is further away from the speaker (Collins & Hollo, 2000):

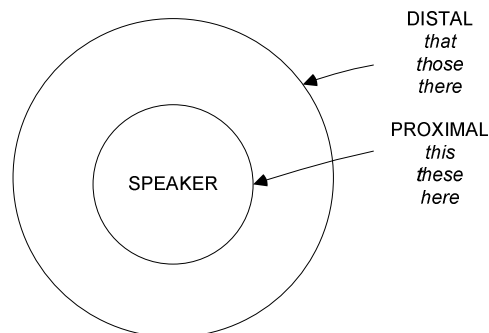


Figure 3.8. Proximal-distal criteria for the spatial deixis classification in the *TweetObama* corpus.

Hence, the following set of deictic demonstratives and adverbs of place has been selected from the *TweetObama* corpus for the future analysis:

Table 3.18

Two-way levels of spatial demonstratives and adverbs in the TweetObama Corpus

Proximal	Distal
<i>this</i> N=184	<i>that</i> N=11
<i>these</i> N=7	<i>those</i> N=24
<i>here</i> N=35	<i>there</i> N=7
Total: 226	Total: 42

The next two sections give a detailed overview of the deictic elements for each level.

3.5.2.1 Proximal level of spatial deixis: **this / these and here.**

The results shown in Table 3.18 report a nearly five times quantitative advantage of proximal deictic items over the distal ones. Furthermore, the dispersion plots (Fig. 3.9) demonstrate their equal distribution in the corpus:

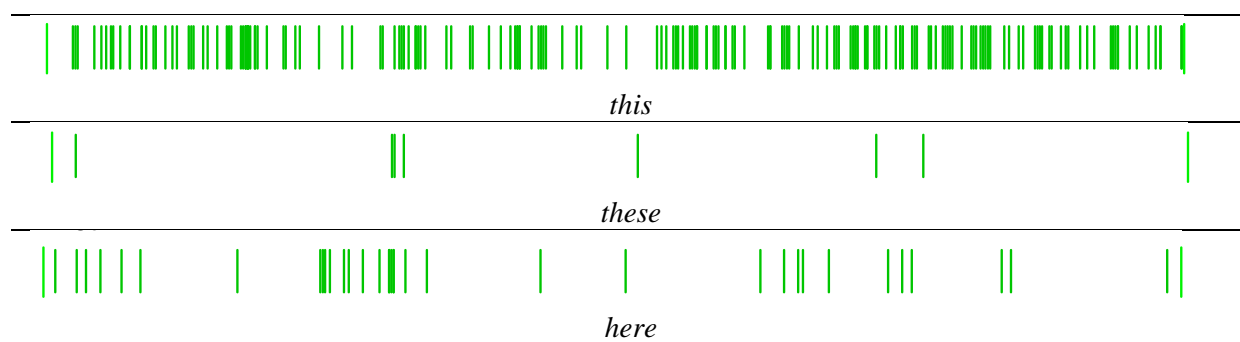


Figure 3.9. Dispersion plots of the spatial deictic references (proximal level).

The close reading of concordance strings together with larger units (i.e. tweets) points out four main categories for proximal deictic items according to their main referents in the corpus:

- 1) **time;**
- 2) **situational;**
- 3) **communicative;**
- 4) **indefinite.**

The quantitative analysis for each category indicates that the major number of proximal deictic items occurs with time ($N^{49}=43\%$) and situational ($N=30\%$) referents, followed by indefinite ($N=13\%$) and communicative ($N=13\%$) ones:

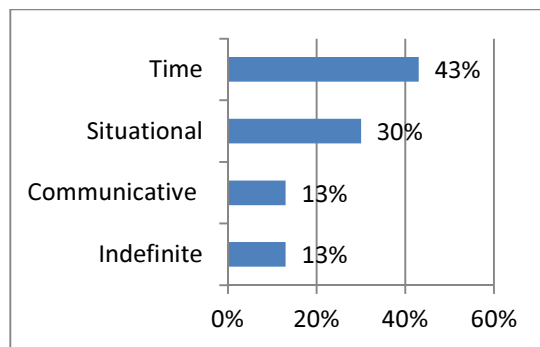


Figure 3.10. Quantitative distribution of categories for proximal spatial deictic items in the *TweetObama* corpus.

The first category of proximal locative deixis indicates the **time** reference. This category is introduced by the demonstratives *this / these*, which, as can be deduced from its name, point out to a period of time, e.g., afternoon, weekday, week, month, season, year, etc.: *this afternoon, this Tuesday, this week, this November, this summer, this year, etc.* Additionally, the period of time can be supplied by the reference to the current situation, as in *this year's election*, or by the reference to the communicative even as in *this week's episode*.

The second category of spatial deictic references stands for the items that reflect general **situational** context of communication, mainly:

⁴⁹ The percentage for both diagrams is expressed in round numbers, therefore, there is a certain degree of mismatching when calculating the sum total.

- Obama's / reader's tacit knowledge on the shared topic mediated by the demonstratives *this / these*: *this* decision, *this* administration, read *this*, etc.
- Obama's physical location mediated by place adverb *here*:

I've come here to Cairo to seek a new beginning between the United States and Muslims.

The spatial deictic items in the **communicative** category refer to a supra-textual content (e.g. photo, video, link, etc.): *this* link, *these* photos; *this* video, *this* account, you can watch online *here*, etc. In this case, Obama explicitly prompts his audience to perform an action that lies beyond reading textual component: check out a link, video, another Twitter account, etc.

Finally, the **indefinite** group includes all those cases where it is not possible to clearly identify the referent item of the deictic *this / these* and *here* due to the lack of context:

This was never just about putting a president in the White House. It was about building a movement for change that endures.

I want everybody to remember that this has never been easy.

I'm here for the small businesses who are forced to choose between health care and hiring.

3.5.2.2 Distal level of spatial deixis: *that* / *those* and *there*.

The distal spatial deictic items under the scope in the *TweetObama* corpus are the demonstrative pronouns *that* (N=11) / *those* (N=24) and adverb of place *there* (N=7), which are equally distributed in the corpus:

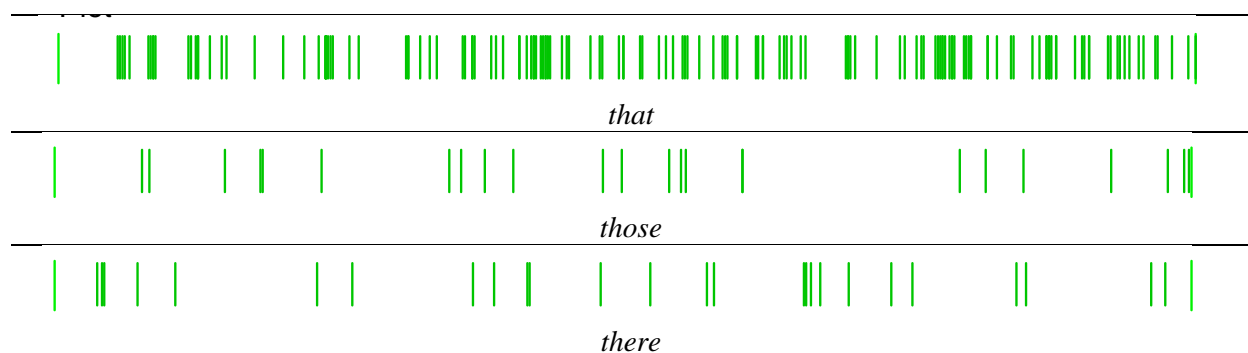


Figure 3.11. Dispersion plots of spatial deictic references (distal level).

Regarding quantitative data in the previous section (Table 3.13), these items occur nearly five times less in the corpus than the proximal ones. Thus, applying close reading method of the concordance strings and larger units (i.e. tweets), distal spatial deictic items in the *TweetObama* corpus can be divided into the following categories according to their corresponding referent:

1. **situational;**
2. **indefinite.**

The quantitative analysis in the whole corpus places situational category (N=95%) in the forefront as the most representative one by both the demonstratives *that / those* and the locative adverb *there*. On the contrary, indefinite (N=5%) category is represented only by distal locative *there*:

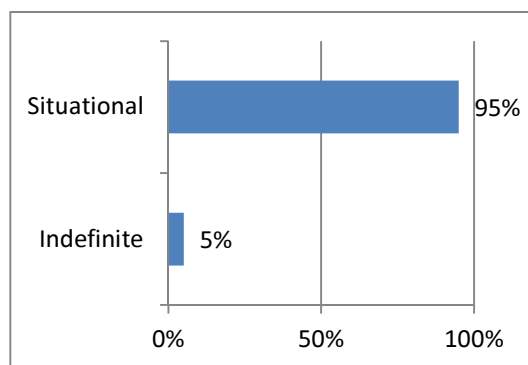


Figure 3.12. Quantitative distribution of categories for distal spatial deictic items in the *TweetObama* corpus.

Similar to the **situational** category of proximal deictic items (see Section 3.5.2.1), this category stands for those distal spatial deictic references that refer to the general situational context in Obama's Twitter, mainly:

- Obama's / reader's tacit knowledge on shared topic mediated by the demonstratives *that / those*: *that nation, that spirit, those jobs, etc.*

- indication of location mediated by the adverb of place *there*:

As we mark the end of America's combat mission in Iraq, a grateful nation pays tribute to all who have served *there*.

Unlike similar description for the proximal deictic *here*, distal locative adverb *there* does not correspond to the speaker's physical location per se, rather, it encodes less precise spatial dimension and the involved parties:

The future is ours to win. But to get *there*, we can't just stand still.

The **indefinite** category is represented by two single occurrences of the locative deictic adverb *there*. Similar to the indefinite category of the proximal spatial deictic references, the main reason of failure to determine their antecedents is the lack of context in each single tweet:

Halfway *there*—you've already made 50,000 calls to Congress. Help us reach 100,000.

Lots of disinformation on health insurance reform out *there*.

Thus, the results for space deixis report a quantitative advantage of the proximal deictic references *this / these* and *here* over the distal ones *that / those* and *there* in the corpus. The proximal references are further associated mainly with time and situational contexts of communication denoting the exact period of time or general events respectively, followed by the communicative and indefinite contexts underpinning either supra-textual, or vague content of their antecedents.

Having said that, the next section reports the results for the deictic items of time in Obama's Twitter discourse.

3.5.3 Time deixis.

Finally, last set of deictic data deals with time references⁵⁰ *now*, *then* and *soon*⁵¹ based on the same proximal-distal scheme applied for spatial deictic items (see Section 3.5.2):

Table 3.19

Two-way level of time references in the TweetObama corpus

Proximal	Distal
<i>now</i>	<i>then</i>
N=30	N=1
<i>right now</i>	<i>soon</i>
N=3	N=2

⁵⁰ Given that on Twitter each message presents a separate act of communication, there is no topic management there, thus, tense deixis was not taken into account.

⁵¹ Due to their rare occurrences in the corpus, the author decided not to create dispersion plots for them.

3.5.3.1 Proximal level of time deixis: **now**.

From the data in Table 3.19 it is seen that the proximal level of time deictic items is reported more frequent than the distal one. In spite of the fact that the deictic *now* can be disambiguated by checking time and date directly in the tweet, the close reading of the concordance strings together with larger units (i.e. tweets) underpins two main categories of *now*:

1. **immediate;**
2. **indefinite.**

The **immediate** *now* is accompanied by a verb in an imperative mode and / or in progressive tense followed by a supra-textual marker, or “non-linguistic reference” (Werth, 1999, p. 156) - a hyperlink. These indices are subjectively assigned as explicit markers to perform immediate actions on Twitter: (i) read the tweet, and (ii) click on the hyperlink *now*, i.e. at the decoding time of the utterance (Fillmore, 2005):

Watch live <u><i>now</i></u> : L

However, the quantitative analysis for the corpus shows that *now* mostly occurs as a vague time reference (N=22), i.e. it does not correspond to its primary meaning of immediacy - “at the present time or moment” (Merriam-Webster), or encoding / decoding time (Fillmore, 1995) of the utterance; rather it stands for **indefinite**, vague time span - “under the present circumstances” (Merriam-Webster):

The time for health reform is <u><i>now</i></u> .

Interestingly, the combination *right now* (N=3), which stands for *right away*, *immediately* and *without hesitation* (Merriam-Webster), also falls under indefinite category of proximal time deictic references. Alongside the indefinite *now*, *right now* does not correspond to immediate time reference either, standing for fuzzy time span in the corpus:

You do incredible work -- and ***right now*** is the perfect time to remember where we came from.

3.5.3.2 Distal level of time deixis: *then* and *soon*.

Distal level of time deixis in the *TweetObama* corpus is represented by adverbs *soon* (N=2) and *then* (N=1). It has the lowest frequency rank of all selected deictic references, and, thus, is not subjected to further categorization:

Speaking on the economy and taking questions from workers in Buffalo, New York, ***soon***.
Listen live: L

Touring ZBB Energy Inc. in Menomonee Falls, WI, and ***then*** speaking to workers.

The close reading of the concordance strings together with larger units (i.e. tweets) of both adverbs does not disambiguate the implied time period behind them. However, the tweet metadata (i.e. date and time of tweet publication) can be used to infer the approximate time period for *then* which logically follows the one indicated in the tweet.

In the belief that these results fully evidence the use of the deictic references in the *TweetObama* corpus, the next section presents their discussion in the attempt to characterize Obama's deictic space in his online discourse.

3.5.4 Discussion.

The study of the deictic references has been at the core of many political discourse studies with the main focus on the use of personal pronouns (Wilson, 1990; Arroyo, 2000; Íñigo-Mora, 2004; Proctor & Wen Su, 2011; etc). In its turn, their combination with spatial and temporal anchorage has been employed, e.g., to explore the politician's inclusion / exclusion from the act of speech (Adetunji, 2006), or to appeal for nationalistic views from the citizenship (Billig, 1995). The approach chosen for this study departs from the notion of rhetorical space and the way it is constructed in the digital environment, particularly, in the domain of online political discourse embedded into 140 characters.

Therefore, this section attempts to describe the way Barack Obama constructs his rhetorical space online on three different levels: personal, spatial and temporal.

3.5.4.1 Personal level.

The personal level of Obama's rhetorical space is conveyed by the personal pronoun references, which are equally distributed throughout the corpus, and score 5.7% of the total Obama's word output on Twitter. Having Rees' (1983) pronominal scale as an example, and basing on the quantitative results from our analysis, Obama's pronominal reference scheme on Twitter can be presented as following:

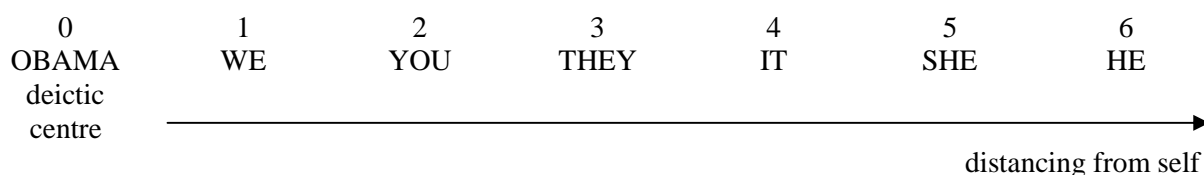


Figure 3.13. Barack Obama's pronominal scheme on Twitter.

The results for each of the pronominal form demonstrate that the first person singular pronoun *I* is not deictic in this corpus given its single authorship. It refers to Obama as an individual and underpins his unique voice through his classic phrases such as “*I need*” and “*I hope*” obtained by *ConcGram*©:

66	r all the way to the ballot box on November 2." "I <u>need</u> everybody here to commit to vote. I need you
67	in Philadelphia right here on M. "On November 2, I <u>need</u> you as fired up as you were in 2008." "It's u
68	an you inspire to commit to vote this November? L I <u>need</u> you fired up, because in just nine days, you
69	. Take time today to call voters in your state. L I <u>need</u> you to help get out the vote—if everybody who
70	ith your help, we're going to make this happen. L I <u>need</u> you to help us finish the fight on health ref
71	on doors & make phone calls & talk to neighbors. I <u>need</u> you to keep fighting. L It's time to dig deep
72	ters reached out to more than 1.1 million voters. I <u>need</u> you to keep fighting—make calls tonight. L Re
73	d them to vote on Nov. 2. L In these last 3 days, I <u>need</u> you to knock on doors & make phone calls & ta
74	er 2." "I need everybody here to commit to vote. I <u>need</u> you to talk to friends, neighbors, co-workers
40	of 2010. As the tax-cuts bill moves to the House, I <u>hope</u> both parties come together in a spirit of com
41	structure investment and meeting with students. L I <u>hope</u> to see you backstage in Las Vegas next week.

Figure 3.14. *I need* and *I hope* collocations in the *TweetObama* corpus.

In respect to the second person pronoun *you* (and its derived forms), which excludes Obama's voice, the results evidence that this form of public address is the second one in frequency (after the first person plural pronouns) chosen for his Twitter discourse. There has been no difficulty in assigning its referents, who turn out to be the potential audience of Obama's Twitter. At this point, *you*-reference, as a “direct appeal to the audience” (Wilson, 1990, p. 73), enables the establishment of a direct president-reader tie. In so doing, this direct address creates an intimate bound between them, thus, making an illusion of a president's

direct appeal to a reader as a unique addressee of his Twitter discourse. Further on, the close reading of *you* (and its derived forms) concordance strings (see Appendix 3.3) demonstrates that Obama resorted to these pronominal forms to appeal for help, vote, support, reform, or to thank his supporters. Consider as an example two word clouds of the concordance strings for *you* as a subject, and as an object:



Figure 3.15. Word cloud for *you* as a subject concordance string.



Figure 3.16. Word cloud for *you* as an object concordance string.

According to *Wordle*®, used to create these clouds, the bigger the word is, the more frequent it is in the corpus, or, in our case, in the concordance string. Thus, one can see that for *you* as a subject, the most common collocations are: *you vote*, *you make*, *you help*, *you watch*; while for *you* as an object they are: *thank you*, *need you*. Moreover, the 3-grams for *you* suggest similar results:

Table 3.20

Most frequent 3-grams for “you” in the TweetObama corpus

Cluster	Frequency
I NEED YOU	8
NEED YOU TO	7
THANK YOU THANK	6
TO HEAR FROM	6
YOU THANK YOU	6
HEAR FROM YOU	6
L IF YOU	6
MAKE A DIFFERENCE	6
NEED TO HEAR	5

However, as these clouds do not include grammar words⁵², the concordance strings also evidence *you can* collocation for you as a subject:

680	promise. L/The simplest thing you <u>can</u> do before the November
719	out to 300,000 voters today. You <u>can</u> do your part—from home
414	on H's plan for 2010 and how you <u>can</u> get involved. L/H's 20
687	cutting back on education. L/You <u>can</u> have a direct effect on
534	David Plouffe explains how you <u>can</u> help get us over the finish
116	calls to Congress for reform. You <u>can</u> help—host a call party
227	about relief efforts and how you <u>can</u> help: L/The insurance industry
768	Watch live at 4:15pm ET. L/You <u>can</u> help get out the vote among
627	November elections—and how you <u>can</u> make a difference. L/In
403	and the important role that you <u>can</u> play. Watch: L/Speaking
730	a little more than 2 weeks, you <u>can</u> set the direction of this
803	before the last polls close, you <u>can</u> still make a difference
47	health insurance reform? Now you <u>can</u> tweet them too: L/Tele-town
64	w/ Pres. Obama. Join in: L. You <u>can</u> use H to discuss./Pres
281	Party Winter Meeting. You <u>can</u> watch online here: L H

Figure 3.17. You can collocations from the TweetObama corpus.

⁵² Although *Wordle*© tool permits create word clouds with grammar words, I did not use this possibility as in that case, they would be the only words in it.

All these together help create an atmosphere of trust and mutual understanding between the president and the reader, who therefore, feels included and honored to be trusted and addressed by the president from the global network.

The same president-exclusive references are the third person pronouns (i.e. *he, she, it, they* and their derived forms), which, according to Rees' (1983) pronominal scale of political referencing, are the most distant from the speaker. They do not only exclude the president, but, also the possible audience from its referents, thus, speaking about the third parties "not directly involved in the production or reception of the message" (Íñigo-Mora, 2004, p. 33). In Obama's case, their singular forms (i.e. *he, she, it* and their derived forms) refer to politicians, companies, state issues, reforms, etc., while their plural forms (*they* and its derived forms) are mostly anchored to the Americans.

Indeed, this last result is a surprise in the sense that Obama does not associate himself or the future reader with the Americans, thus, speaking about them as an observer, as if he does not belong to this nation. It might be partially explained by the worldwide, and not only national orientation of Obama's words on Twitter. In this case, the scope of the potential audience embraces all active users of the Internet, of which the Americans form one part, but not the whole population of Obama's readers. Along with this, *they*-Americans reference might function as an inclusive tool by the president in which case by addressing *they*-Americans he does not include a reader and himself there, thus, there is a potential chance for a reader to be on the president's side of the road. To better demonstrate this idea, consider the following tweet:

<p>People are out of work. They are hurting. They need our help. And I want a jobs bill on my desk without delay." (posted on January, 27th, 2010)</p>

In this example it is clearly seen that *they* refers to the American people because of the reference to the jobs bill which was promoted by Obama in the United States. However, it is also evidenced that Obama does not include himself and his readers into this group of Americans. In this case, Obama attempts to deter himself and his audience from attaching associations, connected with *they*-Americans, to themselves (Wilson, 1990). By writing “*They need our help*” he explicitly draws the border line between them and us, where they stand on one side of the road, and us (him + Twitter audience) on the other side. Thus, *they*-Americans here does not imply president’s disregard to his virtual audience. On the contrary, it turns into an inclusive pronominal reference which creates certain closeness between the president and the reader while they are sharing the same (virtual) Twitter place.

Finally, the plural forms of the first personal pronoun (i.e. *we* and its derived forms) present a certain ambiguity in assigning their participant roles, thus, including or excluding the possible audience. As can be evidenced from the previous section, the general distribution of these deictic references shows the predominant use of inclusive and multiple-indexing pronouns over exclusive ones. In other words, most of the first person plural pronouns include the possible reader of Obama’s Twitter, making him / her part of the president’s Twitter discourse. However, further results for each pronoun (i.e. *we*, *our*, *us*⁵³) reveal an interesting pattern, mainly that Obama’s *we* on Twitter is strongly associated with multiple-indexing and the U.S. government, followed by the Americans and his cabinet. This is similar to Proctor and I-Wen Su’s (2011) findings where they have associated Obama’s campaign *we* with the same anchors, i.e. The U.S. government, the Americans and Obama’s cabinet.

On the contrary, Obama’s *our* on Twitter is anchored to the Americans, multiple-indexing, the U.S. government, and his cabinet; while *us* almost equally with multiple-

⁵³ It was mentioned in the previous section that the rest of the pronouns were not subjected to this comparison due to their rare frequency in the corpus.

indexing, the Americans and his cabinet. In other words, when Obama says *we* on Twitter, he says *the government and me*, or he is ambiguous in his address; when he says *our*, he says *the Americans and me*; and when he says *us* he equally means *the Americans and me, my cabinet and me*, or he is ambiguous in his address. Therefore, Obama approximates the Twitter public through *our*- and/or *us*-references, leaving *we* reference for the government or for multiple-indexing.

This multiple-indexing neither necessarily excludes the possible audience from the pronoun nor it includes this audience into it. The trick here is that Obama's reader may or may not include him-/herself as a potential referent (Zupnik, 1994), i.e. the final decision whether the pronoun is inclusive or exclusive is not on the president, but on the reader. This technique does not only facilitate "to persuade listeners of the speaker's viewpoint" (Zupnik, 1994, p. 340), but it also sheds some light on the way the speaker reconfigures his discourse according to its venue, i.e. the Internet. Interestingly, the change of the venue reports the change of the results, as, e.g., in Proctor and I-Wen Su's (2011) study does not reveal the multiple-indexing of Obama's *we* in interviews. However, in Obama's case, the global access to his Twitter platform makes him adapt a global way of public address there. Hence, this global way is expressed through the multiple-indexing of the first person plural pronouns, and the reader's responsibility to (dis)connect him-/herself from the scope of potential referents. With this in mind, the discussion of Obama's rhetorical space continues in the next section, which focuses on the spatial level.

3.5.4.2 *Spatial level.*

The spatial level of Obama's rhetorical space is based on his stationary viewing position in Twitter discourse (Simpson, 1993). This level is represented by the locative deictic references *this / that, these / those, here / there*, further divided into proximal and distal ones according to the bimodal distance criteria with the speaker as a referent point. Thus, *this, these* and *here* have been classified as proximal spatial deictic items, while their corresponding pairs *that, those* and *there* as distal ones.

In respect to the distribution in the corpus, the results report a solid quantitative presence of spatial references which disproves Adentunji's (2006) conclusion on spatializers in political speeches, namely, that: "Spatializers are in little quantity in the speeches studied" (p. 188). He explains this finding "due to the fact that political discourse is basically interactive and dialogic." At this point, Adentunji's (2006) finding contradicts the basic notion of spatial deixis by Cains (1991) who claims that "the idea of a speaker "pointing out "something in space and time in order to draw the attention of the addressee to it is basic to both spatial and temporal deixis" (p. 19).

As such, resting on the (quantitative) results for the spatializers on Obama's Twitter, which is interactive and dialogic by its Web 2.0 nature, this study argues that the interactive and dialogic character of political discourse does not ground Adentunji's (2006) finding on little occurrence of spatial references, which is considered as a case instance of his corpus. In this belief, leaving Adentunji's (2006) result open for further explanation⁵⁴, I return to the object of this thesis. Thus, stating the quantitative presence of the spatial deictic items in the

⁵⁴ Which I consider beyond the scope of this thesis.

TweetObama corpus, the further study demonstrates a nearly five times quantitative advantage of the proximal level references over the distal ones.

Furthermore, the established anchorage of *this / these* and *here* references demonstrates mostly their time and situational context. In this case, while the last one denotes a pure proximal orientation of these references, a special word should be said about their time context. In spite of the assigned time anchorage of the locative references, they still remain difficult to disambiguate. In particular, it cannot be fully inferred from the text of the tweet what exactly by *this* week, *this* day, *this* Thursday, etc., Obama refers to. The reason for that lies in the dynamic notion of the Twitter platform and the Internet itself, mainly, that the audience is supposed to receive the tweet as soon as it is posted and read it within a short period of time⁵⁵. Thus, writing *this* day and *this* week, Obama *a priori* assumes the public's awareness of what day /week / etc. is meant. That is why, when the full disambiguation of *this* day / *this* week / etc. cannot be successfully performed within collocation strings or larger units (i.e. tweets), one is advised to resort to the supra-textual data, namely, the date of each tweet. Similar observation applies to the proximal locative references in the communicative category where they explicitly point out to the supra-textual contents such as link, video, Twitter account, etc.

Going back to the quantitative advantage of the proximal locative deictic references over the distal ones in the corpus, the study reports the spatial level of Obama's rhetoric on Twitter concentrated around *this / these* and *here*, rather than *that / those* and *there*. It might lead to a twofold effect: on the one hand, the fact that Obama anchors spatial references to the proximal distance helps creating the effect of immediacy of his Twitter discourse, which then can be characterized as dynamic and up-to-date. On the other hand, it also benefits to the

⁵⁵ This is author's personal assumption based on personal experience and the high spread of Twitter application for all kinds of portable devices such as tablets, iPhone, BlackBerry, Android, etc.

effect of a shared virtual space where the president places himself on the same timeline with the public including it into his *this week / these days* and *here*. In other words, and following Collins and Hollo's (2000) assumption, the corpus contains more locative references which place Obama closer to his audience in terms of space.

Thus, the spatial level of Obama's Twitter rhetorical space is organized from the proximal perspective to the potential audience, keeping it within a close distance to the president by means of spatial deictic items. To this end, the next section is devoted to the discussion of Obama's rhetorical space on the temporal level.

3.5.4.3 Temporal level.

Up to now, little attention has been given to the analysis of time deictic references in the domain of political discourse, not to mention, political discourse online. However, it presents an interesting field of study considering the dynamic notion of the Internet and its technologies, where everything is expected to happen in real time. That is why, given the object of this study, it has been challenging to underpin Obama's notion of time on his Twitter platform through the decoding of time deictic references in his words there.

First of all, the results report a small presence of the selected time deictic references *now / right now, then* and *soon* in the corpus. Furthermore, similarly to the spatial deictic *this* in its time category, their full disambiguation is possible only by resorting to the supra-textual data of every tweet, i.e. time and date of its posting. In this regard, it is fair to mark a certain similarity between *this* + time reference and the temporal deictic items. This might lead to the possible classification of *this* + time reference as a temporal and not spatial reference. In that

case, the temporal level of Obama's rhetorical space on Twitter would be presented by the following deictic references:

1. *this* + time reference;
2. *now* / *right now*;
3. *then*;
4. *soon*.

However, the choice to place *this* + time reference on the spatial level is based on the corpus-driven rather than corpus-based approach as a departing point of this study, i.e., first, the items were selected from the corpus word list, second, they were analyzed and classified. That is why the temporal level of the corpus does not include *this* + time reference, as initially it was assigned to the spatial level due to the spatial character of the deictic *this* (Fillmore, 1997).

Second of all, the division of the time deictic references according to the same bimodal criterion employed for the spatial level demonstrates a quantitative advantage of proximal over distal references in the corpus. Hence, the temporal level of Obama's Twitter rhetorical space is organized around *now* rather than *then*, leading to the effect of immediacy of the communicative event. Further on, their categorization⁵⁶ reveals the indication to the vague time span in the majority of times, where *now* / *right now* do not correspond to their primary meaning of immediacy standing for "under the present circumstances" (Merriam-Webster), and *soon* / *then* can be partially disambiguated using the tweet metadata. In other words, in spite of the initial classification into proximal vs. distal references, the close analysis reveals fuzzy character of the temporal level of Obama's rhetorical space on Twitter. Consequently, one might argue it would lead to the loss of the effect of immediacy created by

⁵⁶ As stated in the results section, further categorization has been applied only for the proximal deictic references *now* and *right now*.

the quantitative advantage of the proximal *now*. However, as a compromise to this argument, it is suggested to speak about the effect of *vague immediacy* rather than its total absence on the temporal level.

Thus, the temporal level of Obama's rhetorical space on Twitter is organized from the perspective of a close time span which in its turn favors the creation of vague immediacy effect on the potential audience. This, as long as other above findings, might lead us to represent Obama's deictic space on Twitter through a triangle where the central part will be occupied by Barack Obama as a deictic centre of his Twitter discourse, and the three corners will be shared between *we*, *this / here* and *now* as the most prominent deictic references in the corpus:

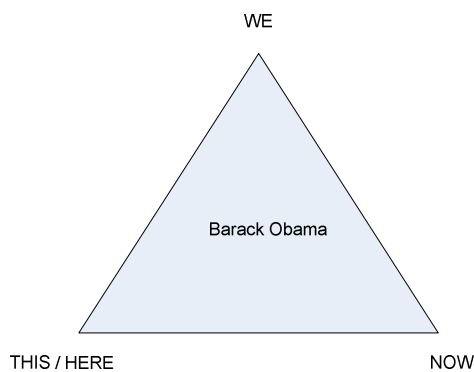


Figure 3.18. Barack Obama's deictic space on Twitter.

This figure clearly emphasizes a predominant choice of the inclusive and proximal over exclusive and distal in Obama's digital rhetoric. This kind of Obama's addressing the

virtual audience has shed some light on the way new media reconfigure emerging democracies around the globe summarized in general conclusions on Obama's rhetorical space on Twitter presented in the next section.

3.5.5 Conclusion.

The above discussion proceeded from the assumption that the deictic references help creating a certain kind of ties between the speaker and the intended audience. In fact, it was argued that these ties can be observed from three different perspectives, mainly, personal, spatial and temporal. In this respect, Obama's digital rhetorical space is limited to the proximal level which connects the possible addressees with his virtual self and the message he transmits. @BarackObama is constructed by means of the deictics *we*, *here* and *now*; while *they*, *there* and *then* are left apart, thereby explicitly demonstrating president's priority issues in online discourse. One might claim that this is typical for the online Twitter environment where the prompt question to post a message is "What's happening?" This could be a challenging hypothesis to test as a continuation of this research. However, in the scope of the present research, the dominating proximity and inclusiveness is considered as Obama's discursive technique in constructing digital rhetorical space on Twitter. Mainly, it might lead to understanding Obama's Twitter as a rhetorical digital platform constructed with a proximal and inclusive personal, time and space contour in global and intercultural context as a way to involve the broadest audience possible.

Appendix 3.1. UCREL Semantic Tagset.

A1 General And Abstract Terms

A1.1.1 General actions / making

A1.1.1- Inaction

A1.1.2 Damaging and destroying

A1.1.2- Fixing and mending

A1.2 Suitability

A1.2+ Suitable

A1.2- Unsuitable

A1.3 Caution

A1.3+ Cautious

A1.3- No caution

A1.4 Chance, luck

A1.4+ Lucky

A1.4- Unlucky

A1.5 Use

A1.5.1 Using

A1.5.1+ Used

A1.5.1- Unused

A1.5.2 Usefulness

A1.5.2+ Useful

A1.5.2- Useless

A1.6 Concrete/Abstract

A1.7+ Constraint

A1.7- No constraint

A1.8+ Inclusion

A1.8- Exclusion

2

A1.9 Avoiding

A1.9- Unavoidable

A2 Affect

A2.1 Modify, change

A2.1+ Change

A2.1- No change

A2.2 Cause&Effect/Connection

A2.2+ Cause/Effect/Connected

A2.2- Unconnected

A3 Being

A3+ Existing

A3- Non-existing

A4 Classification

A4.1 Generally kinds, groups, examples

A4.1- Unclassified

A4.2 Particular/general; detail

A4.2+ Detailed

A4.2- General

A5 Evaluation

A5.1 Evaluation: Good/bad

A5.1+ Evaluation: Good

A5.1- Evaluation: Bad

A5.2 Evaluation: True/false

A5.2+ Evaluation: True

A5.2- Evaluation: False

A5.3 Evaluation: Accuracy

A5.3+ Evaluation: Accurate

A5.3- Evaluation: Inaccurate

A5.4 Evaluation: Authenticity

A5.4+ Evaluation: Authentic

A5.4- Evaluation: Unauthentic

A6 Comparing

A6.1 Comparing: Similar/different

A6.1+ Comparing: Similar

A6.1- Comparing: Different

A6.2 Comparing: Usual/unusual

A6.2+ Comparing: Usual

A6.2- Comparing: Unusual

A6.3 Comparing: Variety

A6.3+ Comparing: Varied

A6.3- Comparing: Unvaried

A7 Probability

A7+ Likely

A7- Unlikely

A8 Seem

A9 Getting and giving; possession

A9+ Getting and possession

A9- Giving

A10 Open/closed; Hiding/Hidden; Finding; Showing

A10+ Open; Finding; Showing

A10- Closed; Hiding/Hidden

A11 Importance

A11.1 Importance

A11.1+ Important

A11.1- Unimportant

A11.2 Noticeability

A11.2+ Noticeable

A11.2- Unnoticeable

A12 Easy/difficult

A12+ Easy

A12- Difficult

A13 Degree

A13.1 Degree: Non-specific

A13.2 Degree: Maximizers

A13.3 Degree: Boosters

A13.4 Degree: Approximators

A13.5 Degree: Compromisers

A13.6 Degree: Diminishers

A13.7 Degree: Minimizers

A14 Exclusivizers/particularizers

A15 Safety/Danger

A15+ Safe

A15- Danger

B1 Anatomy and physiology

B2 Health and disease

B2+ Healthy

B2- Disease

B3 Medicines and medical treatment

B3- Without medical treatment

B4 Cleaning and personal care

B4+ Clean

B4- Dirty

B5 Clothes and personal belongings

B5- Without clothes

- C1 Arts and crafts
- E1 Emotional Actions, States And Processes General
- E1+ Emotional
- E1- Unemotional
- E2 Liking
- E2+ Like
- E2- Dislike
- E3 Calm/Violent/Angry
- E3+ Calm
- E3- Violent/Angry
- E4 Happiness and Contentment
- E4.1 Happy/sad
- E4.1+ Happy
- E4.1- Sad
- E4.2 Contentment
- E4.2+ Content
- E4.2- Discontent
- E5 Bravery and Fear
- E5+ Bravery
- E5- Fear/shock
- E6 Worry and confidence
- E6+ Confident
- E6- Worry
- F1 Food
- F1+ Abundance of food
- F1- Lack of food
- F2 Drinks and alcohol
- F2+ Excessive drinking

6

- F2- Not drinking
- F3 Smoking and non-medical drugs
- F3+ Smoking and drugs abuse
- F3- Non-smoking / no use of drugs
- F4 Farming & Horticulture
- F4- Uncultivated
- G1 Government and Politics
- G1.1 Government
- G1.1- Non-governmental
- G1.2 Politics
- G1.2- Non-political
- G2 Crime, law and order
- G2.1 Law and order
- G2.1+ Lawful
- G2.1- Crime
- G2.2 General ethics
- G2.2+ Ethical
- G2.2- Unethical
- G3 Warfare, defence and the army; weapons
- G3- Anti-war
- H1 Architecture, houses and buildings
- H2 Parts of buildings
- H3 Areas around or near houses
- H4 Residence
- H4- Non-resident
- H5 Furniture and household fittings
- H5- Unfurnished
- I1 Money generally

- I1.1 Money and pay
 - I1.1+ Money: Affluence
 - I1.1- Money: Lack
- I1.2 Money: Debts
 - I1.2+ Spending and money loss
 - I1.2- Debt-free
- I1.3 Money: Cost and price
 - I1.3+ Expensive
 - I1.3- Cheap
- I2 Business
 - I2.1 Business: Generally
 - I2.1- Non-commercial
 - I2.2 Business: Selling
- I3 Work and employment
 - I3.1 Work and employment: Generally
 - I3.1- Unemployed
 - I3.2 Work and employment: Professionalism
 - I3.2+ Professional
 - I3.2- Unprofessional
- I4 Industry
 - I4- No industry
- K1 Entertainment generally
- K2 Music and related activities
- K3 Recorded sound
- K4 Drama, the theatre and show business
- K5 Sports and games generally
 - K5.1 Sports
 - K5.2 Games

- K6 Children's games and toys
- L1 Life and living things
 - L1+ Alive
 - L1- Dead
 - L2 Living creatures: animals, birds, etc.
 - L2- No living creatures
 - L3 Plants
 - L3- No plants
- M1 Moving, coming and going
- M2 Putting, pulling, pushing, transporting
- M3 Vehicles and transport on land
- M4 Sailing, swimming, etc.
 - M4- Non-swimming
- M5 Flying and aircraft
- M6 Location and direction
- M7 Places
- M8 Stationary
- N1 Numbers
- N2 Mathematics
- N3 Measurement
 - N3.1 Measurement: General
 - N3.2 Measurement: Size
 - N3.2+ Size: Big
 - N3.2- Size: Small
 - N3.3 Measurement: Distance
 - N3.3+ Distance: Far
 - N3.3- Distance: Near
 - N3.4 Measurement: Volume

- N3.4+ Volume: Inflated
- N3.4- Volume: Compressed
- N3.5 Measurement: Weight
- N3.5+ Weight: Heavy
- N3.5- Weight: Light
- N3.6 Measurement: Area
- N3.6+ Spacious
- N3.7 Measurement: Length & height
- N3.7+ Long, tall and wide
- N3.7- Short and narrow
- N3.8 Measurement: Speed
- N3.8+ Speed: Fast
- N3.8- Speed: Slow
- N4 Linear order
- N4- Nonlinear
- N5 Quantities
- N5+ Quantities: many/much
- N5- Quantities: little
- N5.1 Entirety; maximum
- N5.1+ Entire; maximum
- N5.1- Part
- N5.2 Exceeding
- N5.2+ Exceed; waste
- N6 Frequency
- N6+ Frequent
- N6- Infrequent
- O1 Substances and materials generally
- O1.1 Substances and materials: Solid

10

O1.2 Substances and materials: Liquid

O1.2- Dry

O1.3 Substances and materials: Gas

O1.3- Gasless

O2 Objects generally

O3 Electricity and electrical equipment

O4 Physical attributes

O4.1 General appearance and physical properties

O4.2 Judgement of appearance

O4.2+ Judgement of appearance: Beautiful

O4.2- Judgement of appearance: Ugly

O4.3 Colour and colour patterns

O4.4 Shape

O4.5 Texture

O4.6 Temperature

O4.6+ Temperature: Hot / on fire

O4.6- Temperature: Cold

P1 Education in general

P1- Not educated

Q1 Linguistic Actions, States And Processes; Communication

Q1.1 Linguistic Actions, States And Processes; Communication

Q1.2 Paper documents and writing

Q1.2- Unwritten

Q1.3 Telecommunications

Q2 Speech

Q2.1 Speech: Communicative

Q2.1+ Speech: Talkative

Q2.1- Speech: Not communicating

- Q2.2 Speech acts
- Q2.2- Speech acts: Not speaking
- Q3 Language, speech and grammar
- Q3- Non-verbal
- Q4 The Media
- Q4.1 The Media: Books
- Q4.2 The Media: Newspapers etc.
- Q4.3 The Media: TV, Radio and Cinema
- S1 Social Actions, States And Processes
- S1.1 Social Actions, States And Processes
- S1.1.1 Social Actions, States And Processes
- S1.1.2 Reciprocity
- S1.1.2+ Reciprocal
- S1.1.2-Unilateral
- S1.1.3 Participation
- S1.1.3+ Participating
- S1.1.3-Non-participating
- S1.1.4 Deserve
- S1.1.4+ Deserving
- S1.1.4-Undeserving
- S1.2 Personality traits
- S1.2.1 Approachability and Friendliness
- S1.2.1+ Informal/Friendly
- S1.2.1-Formal/Unfriendly
- S1.2.2 Avarice
- S1.2.2+ Greedy
- S1.2.2-Generous
- S1.2.3 Egoism

12

S1.2.3+ Selfish

S1.2.3-Unselfish

S1.2.4 Politeness

S1.2.4+ Polite

S1.2.4-Impolite

S1.2.5 Toughness; strong/weak

S1.2.5+ Tough/strong

S1.2.5-Weak

S1.2.6 Common sense

S1.2.6+ Sensible

S1.2.6-Foolish

S2 People

S2- No people

S2.1 People: Female

S2.1- Not feminine

S2.2 People: Male

S3 Relationship

S3.1 Personal relationship: General

S3.1- No personal relationship

S3.2 Relationship: Intimacy and sex

S3.2+ Relationship: Sexual

S3.2- Relationship: Asexual

S4 Kin

S4- No kin

S5 Groups and affiliation

S5+ Belonging to a group

S5- Not part of a group

S6 Obligation and necessity

- S6+ Strong obligation or necessity
- S6- No obligation or necessity
- S7 Power relationship
 - S7.1 Power, organizing
 - S7.1+ In power
 - S7.1- No power
 - S7.2 Respect
 - S7.2+ Respected
 - S7.2- No respect
 - S7.3 Competition
 - S7.3+ Competitive
 - S7.3- No competition
 - S7.4 Permission
 - S7.4+ Allowed
 - S7.4- Not allowed
- S8 Helping/hindering
 - S8+ Helping
 - S8- Hindering
- S9 Religion and the supernatural
 - S9- Non-religious
- T1 Time
 - T1.1 Time: General
 - T1.1.1 Time: Past
 - T1.1.2 Time: Present; simultaneous
 - T1.1.2-Time: Asynchronous
 - T1.1.3 Time: Future
 - T1.2 Time: Momentary
 - T1.3 Time: Period

14

T1.3+ Time period: long

T1.3- Time period: short

T2 Time: Beginning and ending

T2+ Time: Beginning

T2- Time: Ending

T3 Time: Old, new and young; age

T3+ Time: Old; grown-up

T3- Time: New and young

T4 Time: Early/late

T4+ Time: Early

T4- Time: Late

W1 The universe

W2 Light

W2- Darkness

W3 Geographical terms

W4 Weather

W5 Green issues

X1 Psychological Actions, States And Processes

X2 Mental actions and processes

X2.1 Thought, belief

X2.1- Without thinking

X2.2 Knowledge

X2.2+ Knowledgeable

X2.2- No knowledge

X2.3 Learn

X2.3+ Learning

X2.4 Investigate, examine, test, search

X2.4+ Double-check

X2.4- Not examined

X2.5 Understand

X2.5+ Understanding

X2.5- Not understanding

X2.6 Expect

X2.6+ Expected

X2.6- Unexpected

X3 Sensory

X3.1 Sensory: Taste

X3.1+ Tasty

X3.1- Not tasty

X3.2 Sensory: Sound

X3.2+ Sound: Loud

X3.2- Sound: Quiet

X3.3 Sensory: Touch

X3.4 Sensory: Sight

X3.4+ Seen

X3.4- Unseen

X3.5 Sensory: Smell

X3.5- No smell

X4 Mental object

X4.1 Mental object: Conceptual object

X4.1- Themeless

X4.2 Mental object: Means, method

X5 Attention

X5.1 Attention

X5.1+ Attentive

X5.1- Inattentive

16

X5.2 Interest/boredom/excited/energetic

X5.2+ Interested/excited/energetic

X5.2- Uninterested/bored/unenergetic

X6 Deciding

X6+ Decided

X6- Undecided

X7 Wanting; planning; choosing

X7+ Wanted

X7- Unwanted

X8 Trying

X8+ Trying hard

X8- Not trying

X9 Ability

X9.1 Ability and intelligence

X9.1+ Able/intelligent

X9.1- Inability/unintelligence

X9.2 Success and failure

X9.2+ Success

X9.2- Failure

Y1 Science and technology in general

Y1- Anti-scientific

Y2 Information technology and computing

Y2- Low-tech

Z0 Unmatched proper noun

Z1 Personal names

Z2 Geographical names

Z3 Other proper names

Z4 Discourse Bin

Z5	Grammatical bin
Z6	Negative
Z7	If
Z7-	Unconditional
Z8	Pronouns
Z9	Trash can
Z99	Unmatched

Appendix 3.2. Changes for the UCREL semantic tagging

Lexical item from <i>TweetObama</i> corpus	Initially assigned semantic tag in Wmatrix	Assigned semantic tag after proof-reading
weather	1.1 A1.1.1 General actions / making	18.4 W4 WORLD AND ENVIRONMENT: Weather
ABC ¹	1.16 A12+ Easy	15.10 Q4.3 LANGUAGE AND COMMUNICATION: The Media: TV, Radio and Cinema
virtual	1.22 A13.4 Degree: Approximators	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
ca	1.48 A7+ Likely	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Missouri	1.50 A8 Seem	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Alabama	2.1 B1 Anatomy and physiology	21.2 Z2 NAMES AND GRAMMAR: Geographical names
final_passage	2.1 B1 Anatomy and physiology	6.3 G2.1 GOVERNMENT AND PUBLIC: Law and order
hearings	2.1 B1 Anatomy and physiology	6.3 G2.1 GOVERNMENT AND PUBLIC: Law and order
MD	2.5 B3 Medicines and medical treatment	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Sen.	2.5 B3 Medicines and medical treatment	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
ct ²	2.5 B3 Medicines and medical treatment	6.3 G2.1 GOVERNMENT AND PUBLIC: Law and order
tweet	4.4 E3- EMOTION: Violent/Angry	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
tweeting	4.4 E3- EMOTION: Violent/Angry	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
p.m	6.1 G1.1 GOVERNMENT AND PUBLIC: Government	17.7 T1.3 TIME: Period
fireworks	6.9 G3 GOVERNMENT AND PUBLIC: Warfare, defence and the army; weapons	9.1 K1 ENTERTAINMENT, SPORTS AND GAMES: Entertainment generally
shot ³	6.9 G3 GOVERNMENT AND PUBLIC: Warfare, defence and the army; weapons	3.1 C1 Arts and crafts
shots	6.9 G3 GOVERNMENT AND PUBLIC: Warfare, defence and the army; weapons	3.1 C1 Arts and crafts
lobby	7.1 H1 ARCHITECTURE, HOUSING AND HOME: Architecture, houses and buildings	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
Wall	7.2 H2 ARCHITECTURE, HOUSING AND HOME: Parts of buildings	Z3 Other proper names
http	8.1 I1 MONEY AND COMMERCE IN INDUSTRY: Money generally	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
Santiago	8.2 I1.1 MONEY AND COMMERCE IN INDUSTRY: Money and pay	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Seoul	8.2 I1.1 MONEY AND COMMERCE IN INDUSTRY: Money and pay	21.2 Z2 NAMES AND GRAMMAR: Geographical names

¹ “ABC” stands for the name of the channel in the corpus.

² “Ct” stands for “court” in the corpus.

³ “Shot” stands for “picture” in the corpus.

damages	8.3 I1.1+ COMMERCE IN INDUSTRY: Money: Affluence	MONEY AND	1.2 A1.1.2 Damaging and destroying
Pa.	8.8 I2.1 COMMERCE IN INDUSTRY: Business: Generally	MONEY AND	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Harper	9.2 K2 AND GAMES: Music and related activities	ENTERTAINMENT, SPORTS	21.1 Z1 NAMES AND GRAMMAR: Personal names
pt	9.5 K5.1 SPORTS AND GAMES: Sports	ENTERTAINMENT, SPORTS AND GAMES: Sports	17.7 T1.3 TIME: Period
over	9.5 K5.1 SPORTS AND GAMES: Sports	ENTERTAINMENT, SPORTS AND GAMES: Sports	21.5 Z5 NAMES AND GRAMMAR: Grammatical bin
goals	9.5 K5.1 SPORTS AND GAMES: Sports	ENTERTAINMENT, SPORTS AND GAMES: Sports	19.22 X7+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Wanted
goal	9.5 K5.1 SPORTS AND GAMES: Sports	ENTERTAINMENT, SPORTS AND GAMES: Sports	19.22 X7+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Wanted
Louisiana	10.3 L2 THINGS: Living creatures: animals, birds, etc.	LIFE AND LIVING THINGS: Living creatures: animals, birds, etc.	21.2 Z2 NAMES AND GRAMMAR: Geographical names
auto_plant	10.4 L3 THINGS: Plants	LIFE AND LIVING THINGS: Plants	8.13 I4 MONEY AND COMMERCE IN INDUSTRY: Industry
plant	10.4 L3 THINGS: Plants	LIFE AND LIVING THINGS: Plants	8.13 I4 MONEY AND COMMERCE IN INDUSTRY: Industry
assembly_plant	10.4 L3 THINGS: Plants	LIFE AND LIVING THINGS: Plants	8.13 I4 MONEY AND COMMERCE IN INDUSTRY: Industry
download	11.2 M2 LOCATION, TRAVEL AND TRANSPORT Putting, pulling, pushing, transporting	MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Putting, pulling, pushing, transporting	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
launch	11.4 M4 LOCATION, TRAVEL AND TRANSPORT Sailing, swimming, etc.	MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Sailing, swimming, etc.	17.10 T2+ TIME: Beginning
launched	11.4 M4 LOCATION, TRAVEL AND TRANSPORT Sailing, swimming, etc.	MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Sailing, swimming, etc.	17.10 T2+ TIME: Beginning
10:05	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
10:50	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
11:00	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
11:15	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
11:40	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
12:15	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
12:30	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
1:40	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
1:45	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
4:45	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
6:30	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
7:00	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary
8:20	12.1 N1 MEASUREMENT: Numbers	NUMBERS AND MEASUREMENT: Numbers	17.6 T1.2 TIME: Momentary

Pres.	12.16 N4 MEASUREMENT: Linear order	NUMBERS AND	6.1 G1.1 PUBLIC: Government	GOVERNMENT AND
laden	12.18 N5+ MEASUREMENT: Quantities: many/much	NUMBERS AND	21.1 Z1 GRAMMAR: Personal names	NAMES AND
on_the_table	12.24 N6 MEASUREMENT: Frequency	NUMBERS AND	11.6 M6 TRAVEL AND TRANSPORT Location and direction	MOVEMENT, LOCATION,
bin	13.5 O2 MATERIALS, OBJECTS AND EQUIPMENT: Objects	SUBSTANCES,	21.1 Z1 GRAMMAR: Personal names	NAMES AND
NC	13.5 O2 MATERIALS, OBJECTS AND EQUIPMENT: Objects generally	SUBSTANCES,	21.2 Z2 Geographical names	NAMES AND GRAMMAR:
twitter	13.7 O4.1 MATERIALS, OBJECTS AND EQUIPMENT: General appearance and physical properties	SUBSTANCES,	20.2 Y2 TECHNOLOGY: Information technology and computing	SCIENCE AND
m. ⁴	15.6 Q3 COMMUNICATION: Language, speech and grammar	LANGUAGE AND	21.9 Z99 GRAMMAR: Unmatched	NAMES AND
m	15.6 Q3 COMMUNICATION: Language, speech and grammar	LANGUAGE AND	21.9 Z99 GRAMMAR: Unmatched	NAMES AND
wed	16.19 S4 ACTIONS, STATES AND PROCESSES: Kin	SOCIAL	17.7 T1.3 TIME: Period	TIME: Period
weds	16.19 S4 ACTIONS, STATES AND PROCESSES: Kin	SOCIAL	17.7 T1.3 TIME: Period	TIME: Period
ma	16.19 S4 ACTIONS, STATES AND PROCESSES: Kin	SOCIAL	21.2 Z2 Geographical names	NAMES AND GRAMMAR:
nt	16.33 S9 ACTIONS, STATES AND PROCESSES: Religion and the supernatural	SOCIAL	21.9 Z99 GRAMMAR: Unmatched	NAMES AND
watch	17.1 T1 TIME	TIME	19.14 X3.4 ACTIONS, STATES AND PROCESSES: Sensory: Sight	PSYCHOLOGICAL
wo	17.5 T1.1.3 TIME: Future	TIME: Future	21.9 Z99 GRAMMAR: Unmatched	NAMES AND
MO	17.6 T1.2 TIME: Momentary	TIME: Momentary	21.2 Z2 Geographical names	NAMES AND GRAMMAR:
channel	18.3 W3 ENVIRONMENT: Geographical terms	WORLD AND	20.2 Y2 TECHNOLOGY: Information technology and computing	SCIENCE AND
channels	18.3 W3 ENVIRONMENT: Geographical terms	WORLD AND	20.2 Y2 TECHNOLOGY: Information technology and computing	SCIENCE AND
summit	18.3 W3 ENVIRONMENT: Geographical terms	WORLD AND	8.8 I2.1 COMMERCE IN INDUSTRY: Business: Generally	MONEY AND
Gen.	19.4 X2.2+ ACTIONS, STATES AND PROCESSES: Knowledgeable	PSYCHOLOGICAL	16.16 S2.2 ACTIONS, STATES AND PROCESSES: People: Male	SOCIAL
tweets	19.11 X3.2 ACTIONS, STATES AND PROCESSES: Sensory: Sound	PSYCHOLOGICAL	20.2 Y2 TECHNOLOGY: Information technology and computing	SCIENCE AND
subscribe	19.2 X2.1 ACTIONS, STATES AND PROCESSES: Thought, belief	PSYCHOLOGICAL	20.2 Y2 TECHNOLOGY: Information technology and computing	SCIENCE AND
GM	20.1 Y1 TECHNOLOGY in general	SCIENCE AND	21.3 Z3 Other proper names	NAMES AND GRAMMAR:
it.	20.2 Y2 TECHNOLOGY: Information	SCIENCE AND	21.8 Z8 Pronouns	NAMES AND GRAMMAR:

⁴ “M” stands for “mentions” in the corpus.

	technology and computing	
programs	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
June	21.1 Z1 NAMES AND GRAMMAR: Personal names	17.7 T1.3 TIME: Period
L_ForH_H	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_Im	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_Theres	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_Todays	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatchedc
L_H	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
today_congress	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_west	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_next	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
H_two	21.2 Z2 NAMES AND GRAMMAR: Geographical names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
tele-town_hall	21.2 Z2 NAMES AND GRAMMAR: Geographical names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
strike_Main	21.2 Z2 NAMES AND GRAMMAR: Geographical names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
congress_on_Tuesday	21.2 Z2 NAMES AND GRAMMAR: Geographical names	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
cut	21.2 Z2 NAMES AND GRAMMAR: Geographical names	1.1 A1.1.1 General actions / making
oval	21.2 Z2 NAMES AND GRAMMAR: Geographical names	13.11 O4.4 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Shape
west	21.2 Z2 NAMES AND GRAMMAR: Geographical names	11.6 M6 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Location and direction
church	21.2 Z2 NAMES AND GRAMMAR: Geographical names	16.33 S9 SOCIAL ACTIONS, STATES AND PROCESSES: Religion and the supernatural
congrats	21.2 Z2 NAMES AND GRAMMAR: Geographical names	15.5 Q2.2 LANGUAGE AND COMMUNICATION: Speech acts
the_doors	21.3 Z3 NAMES AND GRAMMAR: Other proper names	7.2 H2 ARCHITECTURE, HOUSING AND HOME: Parts of buildings
the_bill	21.3 Z3 NAMES AND GRAMMAR: Other proper names	8.2 I1.1 MONEY AND COMMERCE IN INDUSTRY: Money and pay
today_supporters	21.3 Z3 NAMES AND GRAMMAR: Other proper names	16.31 S8+ SOCIAL ACTIONS, STATES AND PROCESSES: Helping
district	21.3 Z3 NAMES AND GRAMMAR: Other proper names	11.7 M7 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Places
time	21.3 Z3 NAMES AND GRAMMAR: Other proper names	17.1 T1 TIME
which	21.3 Z3 NAMES AND GRAMMAR: Other proper names	21.8 Z8 NAMES AND GRAMMAR: Pronouns
more	21.3 Z3 NAMES AND GRAMMAR: Other proper names	1.21 A13.3 Degree: Boosters
Jr	21.3 Z3 NAMES AND GRAMMAR: Other proper names	16.16 S2.2 SOCIAL ACTIONS, STATES AND PROCESSES: People: Male
lady	21.3 Z3 NAMES AND GRAMMAR: Other proper names	16.15 S2.1 SOCIAL ACTIONS, STATES AND PROCESSES: People: Female
ladys	21.3 Z3 NAMES AND GRAMMAR:	16.15 S2.1 SOCIAL

	Other proper names	ACTIONS, STATES AND PROCESSES: People: Female
this_morning	21.3 Z3 NAMES AND GRAMMAR: Other proper names	17.4 T1.1.2 TIME: Present; simultaneous
union	21.3 Z3 NAMES AND GRAMMAR: Other proper names	6.3 G1.2 GOVERNMENT AND PUBLIC: Politics
democrats	21.3 Z3 NAMES AND GRAMMAR: Other proper names	6.3 G1.2 GOVERNMENT AND PUBLIC: Politics
united	21.3 Z3 NAMES AND GRAMMAR: Other proper names	6.3 G1.2 GOVERNMENT AND PUBLIC: Politics
gulf	21.3 Z3 NAMES AND GRAMMAR: Other proper names	18.3 W3 WORLD AND ENVIRONMENT: Geographical terms
national	21.3 Z3 NAMES AND GRAMMAR: Other proper names	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
today	21.3 Z3 NAMES AND GRAMMAR: Other proper names	17.4 T1.1.2 TIME: Present; simultaneous
congress	21.3 Z3 NAMES AND GRAMMAR: Other proper names	6.1 G1.1 GOVERNMENT AND PUBLIC: Government
ET	21.3 Z3 NAMES AND GRAMMAR: Other proper names	17.1 T1 TIME
WI	21.3 Z3 NAMES AND GRAMMAR: Other proper names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Al_Qaeda	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Battleground_States	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Chicago_Blackhawks	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Cooper_Union	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
White	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Wall_Street	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Wall	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_OFA	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Main_Street	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Organizing_Kickoff	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Hamtramck_GM	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_White	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_HealthCare.gov	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
LGBT_Pride	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
El_Paso	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
national_HIV_Testing	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
ford_motor	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Winter_Olympicsand	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
St._Louis	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Main_Street_Tour	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_Wall	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_Tell_Washington	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
L_HHS	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names

Kalamazoo_central	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.3 Z3 NAMES AND GRAMMAR: Other proper names
United_States	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
New_York	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Columbus	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Madison	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
West_Virginia	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Las_Vegas	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Charlotte	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
Kansas_city	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.2 Z2 NAMES AND GRAMMAR: Geographical names
L_Staffers	21.1 Z1 NAMES AND GRAMMAR: Personal names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
L_Honoring	21.1 Z1 NAMES AND GRAMMAR: Personal names	1.36 A5.1+ Evaluation: Good
Bush	21.3 Z3 NAMES AND GRAMMAR: Other proper names	21.1 Z1 NAMES AND GRAMMAR: Personal names
Facebook	21.3 Z3 NAMES AND GRAMMAR: Other proper names	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
facebook.	21.3 Z3 NAMES AND GRAMMAR: Other proper names	20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing
L_Weve	21.3 Z3 NAMES AND GRAMMAR: Other proper names	21.9 Z99 NAMES AND GRAMMAR: Unmatched
U.S.	21.8 Z8 NAMES AND GRAMMAR: Pronouns	21.2 Z2 NAMES AND GRAMMAR: Geographical names
10:20am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
10:30am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
10:35am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
10:40am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
11:00am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
11:20am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
11:25am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
11:40am	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
11:59pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
12:15pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
1:15pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
2:10p	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
2:20pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
2:50pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
3:15pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
3:20pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary
3:35pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2 TIME: Momentary

3:40pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
3:50pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
1:45pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
2:30pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
5:45pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
11:30am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
1:05pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
1:30pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
3:10pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
3:30pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
4:15pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
1:35pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
1:50pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
2:35pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
3:25pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
4:45pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
5:15pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
5:30pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
8:00pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
11:05am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
11:35am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
11:45am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
11:55am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
12:20pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
12:30pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
9:15am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
9:30am	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
4:50pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
5:03pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
5:25pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
6:10pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
6:20pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
6:35pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
6:45pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary
	GRAMMAR: Unmatched			
7:05pm	21.9 Z99	NAMES AND	17.6 T1.2	TIME: Momentary

	GRAMMAR: Unmatched		
7:30pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2	TIME: Momentary
7:35pm	21.9 Z99 NAMES AND GRAMMAR: Unmatched	17.6 T1.2	TIME: Momentary
ofa	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Biden	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.1 Z1	NAMES AND GRAMMAR: Personal names
Allentown	21.9 Z99 NAMES AND GRAMMAR: Unmatchedc	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Annandale	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Beltsville	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Fairfax	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Fremont	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
IA	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Joplin	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Manitowoc	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Marquette	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Menomonee	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Ottumwa	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Schenectady	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Strongsville	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Yokohama	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
irish-americans	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Landover	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
nyc	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.2 Z2	NAMES AND GRAMMAR: Geographical names
Baucus	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Elena	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Kaczynski	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Kagan	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Kagans	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Lieberman	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Malia	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
McChrystal	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Osama	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Preval	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
Singh	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names
austan	21.9 Z99 NAMES AND GRAMMAR: Unmatched	21.3 Z3	NAMES AND GRAMMAR: Other proper names

Boehner	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Reid	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Bo	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
CEA	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
CuidadoDeSalud.gov	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Democrats.org	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
GWU	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
HealthCare.gov	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Kwanzaa	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
LGBT	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
SAVEAward.gov	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Stromberg	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
TechBoston	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Todd	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
WH	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
ZBB	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
apec	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
murkowski	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
DADT	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
OFAs	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
Penn	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
aarp	21.9 Z99	NAMES AND GRAMMAR: Unmatched	21.3 Z3 NAMES AND GRAMMAR: Other proper names
anti-poverty	21.9 Z99	NAMES AND GRAMMAR: Unmatched	1.36 A5.1+ Evaluation: Good
biodiesel	21.9 Z99	NAMES AND GRAMMAR: Unmatched	13.3 O1.2 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Substances and materials: Liquid
century-long	21.9 Z99	NAMES AND GRAMMAR: Unmatched	17.8 T1.3+ TIME: Time period: long
year-round	21.9 Z99	NAMES AND GRAMMAR: Unmatched	17.8 T1.3+ TIME: Time period: long
et/pt	21.9 Z99	NAMES AND GRAMMAR: Unmatched	17.1 T1 TIME
g-20	21.9 Z99	NAMES AND GRAMMAR: Unmatched	8.8 I2.1 MONEY AND COMMERCE IN INDUSTRY: Business: Generally
small-business	21.9 Z99	NAMES AND GRAMMAR: Unmatched	8.8 I2.1 MONEY AND COMMERCE IN INDUSTRY: Business: Generally
38k	21.9 Z99	NAMES AND GRAMMAR: Unmatched	12.1 N1 NUMBERS AND MEASUREMENT: Numbers
400,000+	21.9 Z99	NAMES AND GRAMMAR: Unmatched	12.1 N1 NUMBERS AND MEASUREMENT: Numbers
800k	21.9 Z99	NAMES AND GRAMMAR: Unmatched	12.1 N1 NUMBERS AND MEASUREMENT: Numbers

850k	21.9 Z99	NAMES AND	12.1 N1	NUMBERS AND
	GRAMMAR:	Unmatched	MEASURAMENT:	Numbers
150k	21.9 Z99	NAMES AND	12.1 N1	NUMBERS AND
	GRAMMAR:	Unmatched	MEASURAMENT:	Numbers
hln1	21.9 Z99	NAMES AND	2.4 B2-	Disease
	GRAMMAR:	Unmatched		
iphone	21.9 Z99	NAMES AND	15.3 Q1.3	LANGUAGE AND
	GRAMMAR:	Unmatched	COMMUNICATION:	Telecommunications
news--	21.9 Z99	NAMES AND	19.4 X2.2+	PSYCHOLOGICAL
	GRAMMAR:	Unmatched	ACTIONS, STATES AND	PROCESSES: Knowledgeable
newshouse	21.9 Z99	NAMES AND	19.4 X2.2+	PSYCHOLOGICAL
	GRAMMAR:	Unmatched	ACTIONS, STATES AND	PROCESSES: Knowledgeable
pre-civil	21.9 Z99	NAMES AND	6.10 G3-	GOVERNMENT AND
	GRAMMAR:	Unmatched	PUBLIC:	Anti-war
re-engage	21.9 Z99	NAMES AND	1.11 A1.8+	Inclusion
	GRAMMAR:	Unmatched		
reform-and	21.9 Z99	NAMES AND	1.27 A2.1+	Change
	GRAMMAR:	Unmatched		
reform-call	21.9 Z99	NAMES AND	1.27 A2.1+	Change
	GRAMMAR:	Unmatched		
reforms.	21.9 Z99	NAMES AND	1.27 A2.1+	Change
	GRAMMAR:	Unmatched		
quran	21.9 Z99	NAMES AND	16.33 S9	SOCIAL ACTIONS,
	GRAMMAR:	Unmatched	STATES AND PROCESSES:	Religion and the
				supernatural
same-sex	21.9 Z99	NAMES AND	16.14 S2	SOCIAL ACTIONS,
	GRAMMAR:	Unmatched	STATES AND PROCESSES:	People
solar-panel	21.9 Z99	NAMES AND	18.5 W5	WORLD AND
	GRAMMAR:	Unmatched	ENVIRONMENT:	Green issues
clean-energy	21.9 Z99	NAMES AND	18.5 W5	WORLD AND
	GRAMMAR:	Unmatched	ENVIRONMENT:	Green issues
takes.	21.9 Z99	NAMES AND	17.10 T2+	TIME: Beginning
	GRAMMAR:	Unmatched		
Thurs	21.9 Z99	NAMES AND	17.7 T1.3	TIME: Period
	GRAMMAR:	Unmatched		
tax-cut	21.9 Z99	NAMES AND	8.6 I1.3	MONEY AND COMMERCE
	GRAMMAR:	Unmatched	IN INDUSTRY:	Money: Cost and
				price
re-fighting	21.9 Z99	NAMES AND	4.4 E3-	EMOTION:
	GRAMMAR:	Unmatched	Violent/Angry	
pre-existing	21.9 Z99	NAMES AND	1.31 A3+	Existing
	GRAMMAR:	Unmatched		
@	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
webcast	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
live-tweeting	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
RSVP	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
RT	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
hashtag	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
tweeting	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information
				technology and computing
app	21.9 Z99	NAMES AND	20.2 Y2	SCIENCE AND
	GRAMMAR:	Unmatched	TECHNOLOGY:	Information

honoring	21.9 Z99	NAMES AND	technology and computing
	GRAMMAR: Unmatched		1.36 A5.1+ Evaluation: Good

Appendix 3.3. Collocation strings for all chosen references on personal, spatial and temporal levels

A. Personal level

1. Collocates of I

670	shows up to vote in Nov.,	I	am absolutely confident that
693	008 shows up to vote in 2010,	I	am absolutely confident that
579	112th Supreme Ct. justice.	I	am confident she will make an
405	Watch live at 6pm ET: L/	I	am deeply disappointed that Senate
87	to take up this cause, but	I	am determined to be the last
484	of good, middle-class jobs."/	I	am happy to look at...ideas and
340	are you fighting for? H L /	I	am here for the millions who
339	reform today at 5:15pm ET: L/	I	am here for Natoma Canfield
344	health care and hiring. H L /	I	am here for the millions of lives
342	economy for all Americans./	I	am here for the seniors unable
87	questions./President Obama: "	I	am not the first president to
927	that does the same. H/	I	am proposing that starting this
617	with courage and resolve. I	I	am proud of their service and
260	about America's future than	I	am tonight" H/"The bank bailout
980	Biden. Watch live: L/	I	am willing to work with anyone
426	empower American families: L/	I	applaud Senators Kerry & Lieberman
861	safer and more respected./	I	applaud the House for passing
882	than 30 bills into law. L/	I	ask all Americans to join me
611	all who have served there. L/	I	ask Senate Republicans to drop
1034	investments in the future: L/	I	believe we can live within our
1069	/On this Memorial Day, I	I	call on all Americans to come
884	Watch live at L/At 11am ET, I	I	call on Americans to observe
533	the Senate to act quickly, so	I	can sign it into law next week
783	0, we'll win this election. L/	I	can't think of anything better
755	please RT). L/Michelle and	I	cast our ballots early. If you
918	in tomorrow's. H/Tonight	I	challenge you to join me in setting
505	Watch live at 1:30 pm ET. L/	I	congratulate the House on passage
214	has grown to over 3 million. I	I	continue to be grateful for your
962	press secretary--and	I	couldn't have had a better friend
629	Watch live at 2:10pm ET. L/	I	don't believe we can have a strong
269	how it is." H/"We don't quit. I	I	don't quit. Let's seize this
1056	Paso speech right here on M./	I	don't believe the United States
141	"People danced; people sang. I	I	had a feeling that the country
458	back--we are moving forward./	I	have confidence in the resiliency
993	U.S. stands ready to help./	I	have instructed FEMA to be ready
446	been disrupted or destroyed./	I	have long advocated for the repeal
260	resilience of Americans that	I	have never been more hopeful
422	at 11am ET. Watch live: L/	I	have selected a S. Court nominee
251	Host a H L/So long as	I	have the privilege of serving
862	bill moves to the House, I	I	hope both parties come together
716	and meeting with students. L/	I	hope to see you backstage in
290	Best of luck in Vancouver. I	I	know you'll make America proud
592	welcome in this country. L/	I	'll fight with everything I've
888	resumes in Washington, I	I	look forward to working with
615	Iraq. Watch live at 8pm ET. L/	I	made a pledge to the American
923	to high-speed Internet. H/	I	'm asking Democrats and Republicans
780	fired up? Watch live now: L/	I	'm fired up--are you? Help get
624	L/This Labor Day, know that	I	'm going to keep fighting to turn
343	that they need. H L /	I	'm here for the small businesses
924	Level the playing field. H/	I	'm not willing to go back to the
691	fall backward."/As long as	I	'm President, we're not going
965	of my first term. The budget	I	'm proposing today meets that
963	and every day./On Monday,	I	'm proposing a new budget that
705	ballot box on November 2." /	I	need everybody here to commit

689	here on M./"On November 2,	<u>I</u>	need you as fired up as you were
751	to vote this November? L/	<u>I</u>	need you fired up, because in
705	here to commit to vote.	<u>I</u>	need you to talk to friends,
736	more than 1.1 million voters.	<u>I</u>	need you to keep fighting—make
782	call voters in your state. L/	<u>I</u>	need you to help get out the
349	going to make this happen. L/	<u>I</u>	need you to help us finish the
770	2. L/In these last 3 days,	<u>I</u>	need you to knock on doors &
770	calls & talk to neighbors.	<u>I</u>	need you to keep fighting. L
268	and our full support." H/"	<u>I</u>	never said change would be easy
965	am ET. L/When I was sworn in,	<u>I</u>	pledged to cut the deficit in
570	As a presidential candidate,	<u>I</u>	pledged to bring the Iraq war
261	popular as a root canal. But	<u>I</u>	promised I wouldn't just do what
706	You guys give me hope.	<u>I</u>	really need all of you to get
580	overwhelmed by the kind words	<u>I</u>	received from everyone. L/Hosting
453	it work. They want to go back—	<u>I</u>	say we move forward./The time
950	Watch live at noon ET: L/	<u>I</u>	send my best wishes for peace
243	pace of change—a frustration	<u>I</u>	share. We must move forward and
418	Gulf Crisis. Watch: L/Today	<u>I</u>	signed a bill to improve health

2. Collocates of *me*

1019	on the job you elected	<u>me</u>	to do, the work of laying the
511	but I urge Congress to send	<u>me</u>	a final bill to sign into law
706	2 matters."/You guys give	<u>me</u>	confidence. You guys give me
706	me confidence. You guys give	<u>me</u>	hope. I really need all of you
470	at 11 am ET. L/Stand with	<u>me</u>	in backing clean energy. Send
936	at M H/Will you stand with	<u>me</u>	as we strive to win the future
710	and I want you there with	<u>me</u>	backstage. L/In support of Breast
326	final vote. Please join with	<u>me</u>	to help take health reform across
60	health care reform: L/Join	<u>me</u>	for a live OFA strategy meeting
882	L/I ask all Americans to join	<u>me</u>	and Michelle in keeping Rep
918	I challenge you to join	<u>me</u>	in setting a new goal: by 2
129	200K: L H H H/Will you join	<u>me</u>	for a live webcast for H
supporters			
270	our union once more." H/Help	<u>me</u>	show that Americans are ready

3. Collocates of *my*

853	call. Listen live online: L/	<u>My</u>	administration will continue
410	1:40 p.m. ET. Watch live: L/	<u>My</u>	administration will continue
864	disappointing Senate vote,	<u>my</u>	administration will not give
950	live at noon ET: L/I send	<u>my</u>	best wishes for peace, prosperity
580	you to all those who signed	<u>my</u>	birthday card. I was overwhelmed
263	And I want a jobs bill on	<u>my</u>	desk without delay." H/"We can
164	luckiest turkey L/From	<u>my</u>	family to yours – Happy
Thanksgiving			
965	deficit in half by the end of	<u>my</u>	first term. The budget I'm
proposing			
231	to you: "From the bottom of	<u>my</u>	heart & on behalf of the Haitian
777	many fired-up supporters in	<u>my</u>	hometown. Take a look: L/Share
872	15pm ET. Watch live: L/It was	<u>my</u>	honor to sign the H Repeal Act
837	to pass this bill: L/It's	<u>my</u>	hope that together we can move
578	away from the auto industry,	<u>my</u>	message to them is this: Don
345	insurance reform. H L /H	<u>my</u>	mother, and all the Americans
143	recalls H 2008: "Talking to	<u>my</u>	mother who grew up in pre-civil
423	directly from Elena Kagan,	<u>my</u>	nominee for the United States
714	will end & it will end on	<u>my</u>	watch./This West Wing Week:

4. Collocates of you-subject

356	your representative: L/If	<u>you</u>	agree that the health insurance
836	"Don't Ask, Don't Tell": L/If	<u>you</u>	agree that passing the DREAM
106	- tweet your reps today: L H/	<u>You</u>	and a few friends can help
603	is to vote this November. Can	<u>you</u>	attend a canvass? L/The CARD
698	in your community. Can	<u>you</u>	attend? L/Holding an online
134	the creativity and passion	<u>you</u>	bring to this debate. Watch
26	clean energy bill today. Have	<u>you</u>	called your representative
47	Help us get there: L/Are	<u>you</u>	calling & writing members of
242	out: L. There's 1 hr left--can	<u>you</u>	call 5 more voters?/Yesterday
687	folks vote this November. Can	<u>you</u>	call 10 voters today? L/OFA
680	promise. L/The simplest thing	<u>you</u>	can do before the November
719	out to 300,000 voters today.	<u>You</u>	can do your part--from home
414	on H's plan for 2010 and how	<u>you</u>	can get involved. L/H's 20
687	cutting back on education. L/	<u>You</u>	can have a direct effect on
534	David Plouffe explains how	<u>you</u>	can help get us over the finish
116	calls to Congress for reform.	<u>You</u>	can help--host a call party
227	about relief efforts and how	<u>you</u>	can help: L/The insurance
industry			
768	Watch live at 4:15pm ET. L/	<u>You</u>	can help get out the vote among
627	November elections--and how	<u>you</u>	can make a difference. L/In
403	and the important role that	<u>you</u>	can play. Watch: L/Speaking
730	a little more than 2 weeks,	<u>you</u>	can set the direction of this
803	before the last polls close,	<u>you</u>	can still make a difference
807	/Don't ever believe that	<u>you</u>	can't make a difference. You
47	health insurance reform? Now	<u>you</u>	can tweet them too: L/Tele-town
64	w/ Pres. Obama. Join in: L.	<u>You</u>	can use H to discuss./Pres
281	Party Winter Meeting.	<u>You</u>	can watch online here: L H
878	L/It's up to you to show that	<u>you</u>	care too much about this country
690	you to show the pundits that	<u>you</u>	care too much about this country
38	campaign by 12am Thurs, and	<u>you</u>	could come to Chicago: L/Spoke
160	costs. One economist says "	<u>you</u>	couldn't have done better"
731	can go back to denying	<u>you</u>	coverage when you get sick
502	next three years./The H lets	<u>you</u>	designate any available
participating			
219	doing to keep America safe: L/	<u>You</u>	do incredible work -- and right
755	I cast our ballots early. If	<u>you</u>	don't have to, H L/H to make
724	a single day. Thanks for all	<u>you</u>	do./There's no reason why our
1019	I stay focused on the job	<u>you</u>	elected me to do, the work
339	need health reform. Who are	<u>you</u>	fighting for? H L /I am here
779	the crowd in Chicago. Are	<u>you</u>	fired up? Watch live now: L
558	to deliver on the change	<u>you</u>	fought so hard for, but we
731	to denying you coverage when	<u>you</u>	get sick./"We see an America
786	L/Do you know what time are	<u>you</u>	going to vote tomorrow? Make
291	address: the new "Pay As	<u>You</u>	Go" law, and why it's so
important			
706	tell them--Nov 2 matters."/	<u>You</u>	guys give me confidence. You
706	"You guys give me confidence.	<u>You</u>	guys give me hope. I really
351	historic this weekend, and	<u>you</u>	have a chance to help. L/We
763	by Tuesday's elections. L/	<u>You</u>	have a choice this election
139	our historic victory. Do	<u>you</u>	have a favorite 2008 Election
113	Video Challenge: L H/If	<u>you</u>	have an election coming, make
796	want this country to be--and	<u>you</u>	have a say. Vote today. L/
807	you can't make a difference.	<u>You</u>	have. L/This West Wing Week
201	for generations." Read: L/If	<u>you</u>	haven't already, be sure to
103	this special message, and if	<u>you</u>	haven't already, tell your
276	Submit one here: L/If	<u>you</u>	haven't already, be sure to
272	follow-up question via M L/If	<u>you</u>	haven't already seen video
751	because in just nine days,	<u>you</u>	have the chance to set the
730	country for the next 2 years.	<u>You</u>	have the chance to say, "Yes

747	follow: M, M, M, M, M, M, M H/	<u>you</u>	have the chance to set the
593	0 doors in just 48 hours. Can	<u>you</u>	help by hosting a canvass?
780	live now: L/I'm fired up—are	<u>you</u>	? Help get out the vote tomorrow
124	L H H/Today is the day—can	<u>you</u>	help H generate 100,000 health
597	00,000 doors in 48 hours. Can	<u>you</u>	host a Moving America Forward
897	of what we did here. L/Can	<u>you</u>	host a State of the Union watch
750	How many of your friends can	<u>you</u>	inspire to commit to vote this
753	call voters tonight. L/Have	<u>you</u>	joined the Commit to Vote
Challenge			
129	go for 200K: L H H H/Will	<u>you</u>	join me for a live webcast
208	H bill possible. Will	<u>you</u>	join them? L/To all those
gathered			
786	of fired-up supporters: L/Do	<u>you</u>	know what time are you going
787	Tomorrow is Election Day. Do	<u>you</u>	know where your polling place
795	L/Today is Election Day. Do	<u>you</u>	know where to vote? L/This
1058	Washington won't act unless	<u>you</u>	lead. Add your name to a call
743	30pm PT: L/I'm committed. Are	<u>you</u>	? L/In Seattle to hold a backyard
722	them November 2 matters—have	<u>you</u>	made calls yet? L/Joining
supporters			
127	100,000: L H H H/Amazing—	<u>you</u>	made 100K calls to Congress
130	H/226,317 calls and counting.	<u>you</u>	made this day historic, and
741	November elections, the calls	<u>you</u>	make are more important than
748	November elections, the calls	<u>you</u>	make now are more important
758	at 3:30pm ET. L/The calls	<u>you</u>	make today will have a major
171	in at 8:00pm ET. L/In case	<u>you</u>	missed it last night, watch
761	s episode at 11pm ET./In case	<u>you</u>	missed it, watch last night
271	a letter to Congress: L H/If	<u>you</u>	missed it, watch the State
784	that is fired up. L/When are	<u>you</u>	planning to vote on Election
288	fight for health reform. Have	<u>you</u>	pledged? L/Invitations to the
792	voters this evening: L/As	<u>you</u>	prepare to vote, think through
758	on who votes in six days. Can	<u>you</u>	reach out to voters tonight
472	luck to the U.S. soccer team—	<u>you</u>	're representing all of us at
765	Tell your friends which party	<u>you</u>	're supporting in this election
550	hearings./Here are 10 things	<u>you</u>	should expect from Wall Street
364	work and for never giving up.	<u>you</u>	showed that change is possible
120	00,000 calls on 10/20: L/Have	<u>you</u>	signed up to host a "Time to
799	get out to the polls. L/Can	<u>you</u>	spend 15 minutes calling voters
936	tonight's address at M H/Will	<u>you</u>	stand with me as we strive
671	The other side is counting on	<u>you</u>	staying home this Nov. They
938	ET: L/Answering the questions	<u>you</u>	submitted to YouTube at 2:
103	tell your members of Congress	<u>you</u>	support reform: L/Delivering
835	a message to the Senate that	<u>you</u>	support the repeal of "Don't
101	of Congress need to know	<u>you</u>	support the plan laid out in
825	L/Send a message that	<u>you</u>	support giving students and
515	your member of Congress that	<u>you</u>	support reform. L/Speaking
216	to fight Al Qaeda: L/Can	<u>you</u>	take a minute to fill out a
138	health reform ad do	<u>you</u>	think will have the biggest
268	change would be easy. When	<u>you</u>	try to do big things & make
798	community. L/This is the day	<u>you</u>	've been working so hard for
472	incredibly proud of what	<u>you</u>	've done already. /We will
continue			
739	time to get involved. L/Can	<u>you</u>	volunteer during the days leading
749	important than ever. L/If	<u>you</u>	vote, knock on doors & talk
800	it is that they vote? L/After	<u>you</u>	vote, tell your Facebook friends
790	their vote is. L/Where are	<u>you</u>	voting tomorrow? Find your
920	in the life of our nation; if	<u>you</u>	want to make a difference in
920	to educate our kids. H/If	<u>you</u>	want to make a difference in
689	2, I need you as fired up as	<u>you</u>	were in 2008."/ "It's up to
792	think through how and when	<u>you</u>	will do so—and look up your

5. Collocates of you-object

877 another, I wanted to wish you a happy new year and talk about
696 to find a house party near you and to get connected with
volunteers
718 L/Today supporters like you are reaching out to 1 million
689 on M./"On November 2, I need you as fired up as you were in
716 students. L/I hope to see you backstage in Las Vegas next
122 are trying to mislead you—but their smoke and mirrors
759 tonight at 8:20 ET. Without you, change doesn't happen. RSVP
197 holiday video for you. Enjoy. L/Today we've made
517 Affordable Care Act and helps you find the right insurance option
751 vote this November? L/I need you fired up, because in just nine
364 reform has become law./Thank you for your tireless work and
220 is already felt. Thank you for your service. /Read the
231 Preval of H, by phone, to you: "From the bottom of my heart
681 Change happens because of you. L/Americans deserve to know
827 America wants to hear from you: L/As Americans gather for
773 who most need to hear from you. L/Excited to join supporters
152 around the world: Thank you. L H/En route to Asia. Follow
123 Find a call party near you: L H H/Today is the day—can
100 Now they need to hear from you: L H/Members of Congress need
685 night. Find a party near you: L/Nothing would be more
detrimental
257 a State of the Union H near you: L/OFA staff will be tweeting
255 Union. Sign up for a H near you L/Tonight at 9pm ET, tune in
34 your reps need to hear from you: L/Watch Judge Sotomayor's
292 for health reform. Thank you./One year after Congress passed
251 I'll never stop fighting for you—on H and so much more. L/David
947 special West Wing Week takes you on the ground in Sudan during
283 on H—they need to hear from you. Take action: L/Proud of the
815 have been possible without you. Take a look at the work we
564 offers simple tools to help you take your health care into
231 of the Haitian people, thank you, thank you, thank you."/We
231 people, thank you, thank you, thank you."/We want our money
733 try."/Don't let anyone tell you that this fight isn't worth
733 worth it. Don't let them tell you that you're not making a
difference
710 the fall campaign, and I want you there with me—backstage. L
193 Congratulations, and thank you./The winter garden is in at
580 an outstanding justice./Thank you to all those who signed my
607 follow: M, M, and M H/Thank you to all the men and women who
525 and a concert. Watch: L/Thank you to all who helped us reach
794 in a close race: L/I'm asking you to come together once more
146 They need to hear from you today, too: L/Finished meeting
804 close races out west: L/Thank you to everyone who has made calls
706 me hope. I really need all of you to get out and vote on Nov
782 in your state. L/I need you to help get out the vote—if
349 to make this happen. L/I need you to help us finish the fight
2 on Twitter M/is asking you to honor Dr. Martin Luther
918 s. H/Tonight I challenge you to join me in setting a new
736 1.1 million voters. I need you to keep fighting—make calls
770 & talk to neighbors. I need you to keep fighting. L/It's time
770 In these last 3 days, I need you to knock on doors & make phone
455 this done./It's up to each of you to make sure voters know the
334 health reform, we need all of you to make your voices heard in
690 were in 2008."/It's up to you to show the pundits that you
878 what lies ahead. L/It's up to you to show that you care too much
705 to commit to vote. I need you to talk to friends, neighbors
333 for reform has begun. We need you to talk to your neighbors and
9 L/President Obama needs you to tell Congress why health
312 biggest challenges./Inviting you to watch the bipartisan health
279 to go. And it's because of you. Watch yesterday's conversation
231 thank you, thank you, thank you."/We want our money back and
130 to passing reform. Thank you./Yesterday's final tally:

6. Collocates of your

239	it—the polls are open in MA.	<u>your</u>	calls can help send Martha
488	L/M Robert Gibbs answered	<u>your</u>	questions about the BP oil
596	Kathleen Sebelius answered	<u>your</u>	questions in this episode
86	Director, who will take	<u>your</u>	questions./President Obama
264	including those that take	<u>your</u>	deposits, to take risks that
188	if we don't get this done,	<u>your</u>	premiums are guaranteed to
139	08 Election Day memory? Share	<u>your</u>	stories via H/H 2008 stories
778	commitment to vote, inspire	<u>your</u>	friends & shape America's
750	American Dream. L/How many of	<u>your</u>	friends can you inspire to
375	Arne Duncan will be answering	<u>your</u>	questions on education reform
475	Gibbs will be answering	<u>your</u>	questions on the BP oil spill
274	-- great game./Answering	<u>your</u>	questions on the State of
1037	Watch live: L/Answering	<u>your</u>	questions at today's @facebook
496	Sec. Sebelius is answering	<u>your</u>	questions about new benefits
376	L/Arne Duncan is answering	<u>your</u>	questions on education reform
203	Please share this list with	<u>your</u>	friends and family H/Forget
101	night's address. Please call	<u>your</u>	reps today: L/Watch the stories
156	health reform bill. Call	<u>your</u>	senators and ask them to move
836	the right thing to do, call	<u>your</u>	senators and urge them to
768	get out the vote among all	<u>your</u>	friends, right from your
Facebook			
800	vote? L/After you vote, tell	<u>your</u>	Facebook friends—"I voted
765	live at 11:40am ET. L/Tell	<u>your</u>	friends which party you're
103	if you haven't already, tell	<u>your</u>	members of Congress you support
773	before Tuesday's elections. L/	<u>your</u>	calls can make a difference
353	Representatives -- it is in	<u>your</u>	hands now./This is why I'm
183	L/Send a holiday card to	<u>your</u>	senators telling them your
333	begun. We need you to talk to	<u>your</u>	neighbors and help spread
564	take your health care into	<u>your</u>	own hands. L/Speaking about
34	negotiations. More than ever,	<u>your</u>	reps need to hear from you
380	headquarters to answer	<u>your</u>	questions on education. Watch
204	Personalize this video for	<u>your</u>	friends and family: L/Wishing
387	adviser Ben Rhodes answers	<u>your</u>	questions on nuclear security
157	to move forward: L H/Tweet	<u>your</u>	senators and ask them to support
105	pass health reform – tweet	<u>your</u>	reps today: L H/You and a
712	pink tonight at 6:30./Tweet	<u>your</u>	questions for this afternoon
240	to the Senate: L H/Let	<u>your</u>	friends in MA know where to
29	Weds. Watch the vid & submit	<u>your</u>	q's: L H/The M is unveiling
811	and deliver results: L/Submit	<u>your</u>	questions about the
administration			
475	BP oil spill tonight. Submit	<u>your</u>	questions here: L/OFA will
1058	act unless you lead. Add	<u>your</u>	name to a call for reform
815	work we did together—and add	<u>your</u>	story. L/In these challenging
1032	in the future./Add	<u>your</u>	name in support of a responsible
489	in a clean-energy future. Add	<u>your</u>	name to support comprehensive
988	on a sustainable course. Add	<u>your</u>	name in support of a responsible
147	fired up and ready to go. Add	<u>your</u>	voice: L/House vote on health
270	for the middle class—add	<u>your</u>	name to a letter to Congress
232	we're going to get it. Add	<u>your</u>	voice: L/To get the job done
26	bill today. Have you called	<u>your</u>	representative about it? L
656	support M in your state and	<u>your</u>	community. L/The United States
201	already, be sure to send	<u>your</u>	loved ones a personalized
801	L/There is still time to find	<u>your</u>	polling place and vote. Find
790	are you voting tomorrow? Find	<u>your</u>	polling place and make a plan
691	politicians sacrifice	<u>your</u>	education for a tax cut we
349	Pick up the phone and make	<u>your</u>	voice heard in Washington
337	most important time to make	<u>your</u>	voice heard: L/Join HHS
Secretary			
756	don't have to, H L/H to make	<u>your</u>	voice heard. L/Speaking at

334 we need all of you to make your voices heard in Washington
 891 in the driver's seat. Make your voice heard: L/Americans deserve
 397 is about to speak on Take Your Child to Work Day. Watch live
 564 simple tools to help you take your health care into your own
 592 stop those who would gamble your Social Security on Wall Street
 220 we came from. L H/To M: While your work in the Senate is not
 1049 a million jobs saved. Share your story of recovery: L/Discussing
 778 Take a look: L/Share your commitment to vote, inspire
 45 Watch it here and declare your support: L/Almost 1 million
 44 Watch it live & declare your support: L/Missed the primetime
 7 and other top issues./Declare your support for the President's
 787 Day. Do you know where your polling place is? Find it
 491 stand up and be heard. Raise your vote. L/Traveled to Columbus
 161 a letter to the editor of your local paper: L/It's official
 287 to volunteer over 2M hours of your time to candidates who fight
 220 is not yet done, the loss of your leadership is already felt
 71 on H. Enjoy the rest of your afternoon! -- OFA staff/Let's
 813 sacrifice. And the legacy of your service lives on./A special
 332 companies to quit spending your money fighting against H L
 77 companies from rationing your care. L H/Spread the truth
 348 expected on Sunday—with your help, we're going to make
 802 and vote. Find it here: L/Your voice can make a difference
 105 reform. Listen live: L/Your voice on twitter can help
 204 and family H/Forget to mail your holiday cards? Personalize
 55 home for reform. Please call your Rep's local office: L/History
 355 has extraordinary power. Call your representative: L/If you agree
 420 consumer protections. Call your Republican senator today:
 433 to folks on Main Street. Call your Republican Senators today
 515 on Wall St. reform, tell your member of Congress that you
 183 to your senators telling them your wish this season is for them
 768 all your friends, right from your Facebook account. L/Across
 355 House vote on health reform, your voice has extraordinary power
 447 H Organizing for America in your state: L/H Federal government
 18 Day of Service on June 27 in your community: L H H/Just finished
 2 King, Jr by volunteering in your area. Visit L or text SERVE
 797 at a canvass or phone bank in your community. L/This is the day
 656 ever to find and support M in your state and your community.
 677 find out how to register in your state/Listen in on the First
 111 Share this with a senior in your life: L H/Have video skills
 948 how H is improving lives in your community. L/At Penn State
 780 canvasses and phone banks in your community. L/There are two
 10 health care reform begins in your neighborhood June 6. Attend
 696 connected with volunteers in your community: L/Elizabeth Warren
 781 time today to call voters in your state. L/I need you to help
 633 ever to talk to voters in your community: L/Speaking to the
 608 weekend, join supporters in your community to reach out to
 416 with supporters in your area now: L/From day one,
 873 share—stories of progress in your area: L/This West Wing Week
 698 Vote house party tonight in your community. Can you attend
 120 a "Time to Deliver" event in your area on 10/20 yet? L H/Health
 889 of the Union watch party in your community: L/We must face
 671 this Nov. They're counting on your silence. They are betting
 671 silence. They are betting on your apathy. Prove them wrong/
 106 help pass health reform on your lunch break: L H/Exciting
 256 on TV, online: L or on your iPhone: L/Join an OFA strategy
 719 ,000 voters today. You can do your part—from home: L/Supporters
 27 climate bill today, thanks to your grassroots support./1 in
 792 you will do so—and look up your polling place in advance:
 607 who have served in Iraq. Your dedication, bravery and courage
 813 We remember. We remember your courage. We remember your
 813 your courage. We remember your sacrifice. And the legacy
 526 Kathleen Sebelius will answer your health reform questions today
 214 I continue to be grateful for your partnership as we work for

133	M, M and Sen. Baucus for	<u>your</u>	hard work towards health reform
364	has become law./Thank you for	<u>your</u>	tireless work and for never
220	already felt. Thank you for	<u>your</u>	service. /Read the urgent
251	the privilege of serving as	<u>your</u>	President, I'll never stop
502	primary care provider as	<u>your</u>	provider./The H removes
insurance			
597	West Wing Week. L/OFA needs	<u>your</u>	help to knock on 200,000 doors
471	future. L/West Wing Week is	<u>your</u>	guide to everything that's
364	change is possible--this is	<u>your</u>	victory. L/We said we'd stand
113	register to vote--Virginians,	<u>your</u>	deadline's today. Learn more
517	ET. L/HealthCare.gov explains	<u>your</u>	new consumer rights and benefits
49	L/To small business owners:	<u>your</u>	input is crucial in the health
145	legislation tomorrow. Tweet	<u>your</u>	rep and ask them to support
794	together once more to cast	<u>your</u>	vote for Democrats tomorrow
392	the people they serve. Show	<u>your</u>	support for Wall Street reform
486	energy future is now. Show	<u>your</u>	support for energy reform
17	- call Congress, display	<u>your</u>	support, submit a question
595	the Gulf, we are standing by	<u>your</u>	side. And to Americans across
69	of misinformation. That's why	<u>your</u>	work is so important" H/"We

7. Collocates of yours

164	turkey L/From my family to	<u>yours</u>	- Happy Thanksgiving./Check
295	anniversary of the H. Change	<u>yours</u>	here: L/Wondering what the
829	/From the Obama family to	<u>yours</u>	, have a very happy Thanksgiving

8. Collocates of he

432	President Biden shares why	<u>he</u>	thinks his old friend and
colleague			

9. Collocates of him

384	be sorely missed, and I thank	<u>him</u>	for his service. I will move
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10. Collocates of his

5	President Obama had to say on	<u>his</u>	100th day of office: L/The
11	President Obama announces	<u>his</u>	Supreme Court nominee: L/Join
384	missed, and I thank him for	<u>his</u>	service. I will move quickly
432	Biden shares why he thinks	<u>his</u>	old friend and colleague is
944	s Craig Fugate will join M at	<u>his</u>	2:30pm ET briefing for an update

11. Collocates of she

143	history felt that day when	<u>she</u>	voted."/Pleased and grateful
512	bill to sign into law. L/	<u>She</u>	's a trailblazing lawyer who
579	Ct. justice. I am confident	<u>she</u>	will make an outstanding justice
1008	passing of Geraldine Ferraro.	<u>She</u>	will forever be remembered

12. Collocates of her

16	Judge Sotomayor fractured	<u>her</u>	ankle. Sign her virtual cast
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16	fractured her ankle. Sign	<u>her</u>	virtual cast: L/Check out the
36	hearings. Direct & precise,	<u>her</u>	words speak for themselves
132	as usual by Michelle. Watch	<u>her</u>	discuss what health reform
132	what health reform means to	<u>her</u>	as a woman and a mom:
L/Congratulations			
199	pass H and finish the work of	<u>her</u>	late husband's life: L/Biden
396	Dorothy Height, who devoted	<u>her</u>	life to those struggling for
512	lawyer who has dedicated	<u>her</u>	life to public service. Today
513	on the Supreme Ct. Watch	<u>her</u>	opening remarks: L/Holding
549	strong performance during	<u>her</u>	confirmation hearings./Here
1065	Kathy Hochul for	<u>her</u>	victory tonight in New York's

13. Collocates of it

22	care and the economy. Watch	<u>it</u>	live: L/Hosting a town hall
26	your representative about	<u>it</u> ?	L/House passes historic clean
28	with HIV doesn't know	<u>it</u> .	Please share this National
35	cable news channel, or stream	<u>it</u>	here: L/Wrapping up day two
44	care @ 8pm tonight. Watch	<u>it</u>	live & declare your support
45	conference last night? Watch	<u>it</u>	here and declare your support
68	that you're willing to do	<u>it</u> .	H/Pres. Obama: "Health care
72	-- OFA staff/Let's get	<u>it</u>	done. Host or attend a "Health
81	watch today at noon ET: L/	<u>It</u>	should never be controversial
84	will begin at 8pm ET. Watch	<u>it</u>	live on TV or online here: L
85	beginning at 8pm ET. Watch	<u>it</u>	live: L/Be sure to stay tuned
94	H/President Obama: "	<u>It</u> 's	a plan that incorporates ideas
98	made the calculation that	<u>it</u> 's	better politics to kill this
98	kill this plan than improve	<u>it</u> "	/President Obama: "I still believe
117	lobby is working hard to stop	<u>it</u> .	Urge Congress to pass real
145	health reform bill. H/This is	<u>it</u>	—the House is voting on health
148	moment. Be part of	<u>it</u> :	L/It's time—the House vote
162	Conference. Read more about	<u>it</u> :	L/Video: The season's luckiest
171	00pm ET. L/In case you missed	<u>it</u>	last night, watch the address
173	in a few minutes. Watch	<u>it</u>	at 5pm ET: L/We still have a
189	will save government money. <u>It</u>		has to pass on our watch. L
232	back and we're going to get	<u>it</u> .	Add your voice: L/To get the
239	5 voters now: L H/This is	<u>it</u>	—the polls are open in MA. Your
260	answer history's call." H/"	<u>It</u>	is because of the spirit and
268	big things & make big changes	<u>it</u>	stirs passions & controversy
268	& controversy—that's just how	<u>it</u>	is." H/"We don't quit. I don
271	Congress: L H/If you missed	<u>it</u> ,	watch the State of the Union
272	video of yesterday's H, check	<u>it</u>	out: L/Departing the Duke-
Georgetown			
294	L/One year after passage,	<u>it</u>	is largely thanks to the H that
310	health reform proposal? Ask	<u>it</u>	at today's live White House
316	lunch at 1:45pm ET. Watch	<u>it</u>	live: L H/Watch highlights from
335	L/The time for talk is over. <u>It</u> 's		time to take health reform
353	House of Representatives --	<u>it</u>	is in your hands now./This is
356	families, help us fix	<u>it</u>	—help pass H today. L/After a
360	a victory for any one party -	<u>it</u>	is a victory for the American
392	bedside in a time of need./	<u>It</u> 's	time to hold the big banks
413	hand--we will do whatever	<u>it</u>	takes for as long as it takes
413	it takes for as long as	<u>it</u>	takes to address this crisis
453	reform instead of making	<u>it</u>	work. They want to go back—I
460	so much in 2008 is back at	<u>it</u>	again today—knocking on doors
478	we've got for as long as	<u>it</u>	takes."/Pres. Obama will meet
485	the courage to reach for	<u>it</u> .	"/The time to embrace a clean
519	numbers are released,	<u>it</u>	is clear we are headed in the
521	who have made America what	<u>it</u>	is and renews our duty to ensure
533	to act quickly, so I can sign	<u>it</u>	into law next week./We're on
544	100th anniversary. Watch: L/	<u>It</u> 's	time to do what's right. We
545	for out-of-work Americans. L/	<u>It</u> 's	time to stop holding laid-off

575	before, and at the heart of <u>it</u> are going to be three powerful
589	has always been proud of what <u>it</u> builds, and that spirit will
603	to voters about how important <u>it</u> is to vote this November. Can
609	Coast have demonstrated what <u>it</u> means to persevere in the face
616	this war and who opposed <u>it</u> . We are united in appreciation
633	is using technology to make <u>it</u> easier than ever to talk to
643	or getting a good job. <u>It</u> 's about giving each of us the
644	the middle class is right, <u>it</u> is just, and it will help our
644	is right, it is just, and <u>it</u> will help our economy./Announcing
651	off the new school year. L/ <u>It</u> 's up to all of us to defend
656	L/The new Democrats.org makes <u>it</u> easier than ever to find and
662	for a better future. <u>It</u> 's an echo of a disastrous decade
664	available for small business. <u>It</u> 's a great victory for America
690	up as you were in 2008."/ " <u>It</u> 's up to you to show the pundits
690	about this country to let <u>it</u> fall backward."/ "As long as
714	be able to. DADT will end & <u>it</u> will end on my watch./This West
718	to move our country forward. <u>It</u> 's time to get in the game. L
733	that this fight isn't worth <u>it</u> . Don't let them tell you that
734	president in the White House. <u>It</u> was about building a movement
761	11pm ET./In case you missed <u>it</u> , watch last night's conversation
787	your polling place is? Find <u>it</u> here: L/It's not too late to
788	place is? Find it here: L/ <u>It</u> 's not too late to make plans
796	election is about our future. <u>It</u> 's about what we want this country
797	if we're willing to fight for <u>it</u> . Get out the vote today at a
799	let them know how important <u>it</u> is that they vote? L/After you
801	polling place and vote. Find <u>it</u> here: L/Your voice can make
810	to get this economy moving. L/ <u>It</u> 's time for Democrats and
	Republicans
826	through the DREAM Act: L/ <u>It</u> is fundamental to America's
837	them to pass this bill: L/ <u>It</u> 's my hope that together we can
872	at 4:15pm ET. Watch live: L/ <u>It</u> was my honor to sign the H Repeal
878	talk about what lies ahead. L/ <u>It</u> 's up to you to show that you
878	about this country to let <u>it</u> fall backward: L H/Making a
892	drop coverage when they need <u>it</u> most. L/The White House's
	Stephanie
911	this shouldn't discourage us. <u>It</u> should challenge us. H/The future
934	s how we win the future. H/ <u>It</u> is because of our people that
943	Convention. Help make <u>it</u> the People's Convention: L/
961	of Egypt, who have made <u>it</u> clear that nothing less than
1022	deep recession, <u>it</u> would be inexcusable not to
1034	with anyone willing to get <u>it</u> done. L/Presenting the Commander-
	in-Chief

14. Collocates of itself

821	live at L/As GM relaunches <u>itself</u> as a public company, we're
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15. Collocates of its

253	Supreme Court ruling, and <u>its</u> potentially devastating effect
296	done for our country since <u>its</u> passage one year ago? Watch
521	ensure our nation lives up to <u>its</u> promise./Take time today to
635	gov, the first website of <u>its</u> kind in Spanish to help consumers
947	on the ground in Sudan during <u>its</u> historic referendum. L/Take

16. Collocates of we

59	the op-ed in the M on why <u>we</u> need health care reform: L/
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65 H to discuss./Pres. Obama: "We should be proud of what we've
65 "We should be proud of what we've accomplished, but we're not
65 but we're not satisfied. We've got more work to do." H/
66 Obama: "One of the options we want to provide...is a public
70 your work is so important" H/"We are not going to give up now
70 are not going to give up now. We are going to get this done,
79 need reform. L H/This summer, we unleashed a powerful movement
95 Republicans." H/Pres. Obama: "We can keep insurance companies
99 Obama: "I still believe we can do great things, and that
99 things, and that here and now we will meet history's test." H
127 Congress in a single day. Can we get to 150K? L H H H/Unbelievable
174 Watch it at 5pm ET: L/We still have a long way to go
175 this is good news: L/Today we pay tribute to those brave men
179 Government Plan: L/Yesterday we took important steps toward
185 to lead to another meltdown. We need real financial reform:
187 this video to find out: L/We are on the precipice of big
188 L/The stakes are enormous—if we don't get this done, your premiums
191 Help break 1 million today: L/We just passed 850k calls to Congress
193 Congress: 202-559-1161/Today, we reached a total of 1,008,42
198 on climate change—but we have much further still to go
214 in 2009: L/Happy New Year!/As we kick off 2010, our Twitter
community
214 for your partnership as we work for change/Watch this week's
219 time to remember where we came from. L H/To M: While your
226 reform and so much else, we need to elect M to the Senate
232 you, thank you, thank you."/We want our money back and we're
233 job done on health reform, we need to elect M to the Senate
234 Boston today. Help make sure we get the job done on health reform-
-Call
237 Bush Haiti Fund: L/Today we honor the legacy and ideals
243 change—a frustration I share. We must move forward and keep working
259 L/"America prevailed because we chose to move forward as one
259 forward as one nation. Again, we are tested. And again we must
259 we are tested. And again we must answer history's call.
264 on my desk without delay." H/"We can't allow financial institutions
269 that's just how it is." H/"We don't quit. I don't quit. Let
298 work is far from over, but we have rescued our economy from
305 Today, the credit card reform we fought for takes effect. Learn
311 voting 'yes' - when we work together, we can address
311 - when we work together, we can address our biggest challenges
321 dropout rates—a problem we can't afford to ignore. L/Join
333 march for reform has begun. We need you to talk to your neighbors
334 of decision on health reform, we need all of you to make your
347 fight for reform. This is why we will never stop fighting until
348 on Sunday—with your help, we're going to make this happen
351 for health reform is now./We have a chance to do something
352 you have a chance to help. L/We are one day away from delivering
353 American people./Tomorrow, we will have the opportunity to
358 to the American people./Yes we can./About to address the nation
360 the American people. Tonight, we answered the call of history
365 this is your victory. L/We said we'd stand up to the special
365 is your victory. L/We said we'd stand up to the special
interests
365 of students & families—and we did. L/Our thoughts and prayers
369 has come to an end. L/We need to invest in our students
378 accident yesterday./Today, we take a significant step forward
385 to name a new nominee. We join the people of Poland in
388 the Nuclear Security Summit. We are not just making pledges
388 not just making pledges -- we are making real progress. Watch
389 Watch now: L/This week we took tangible steps and made
393 Street reform: L/Every day we don't act, the same system that
395 /While making progress, today we renew our commitment to ensuring
396 pay for equal work. L/Today we lost the godmother of the civil

399 live at 11:55am ET: L H/Today we celebrate the 40th anniversary
 402 notions of fairness that we cherish as Americans. L/Announcing
 417 area now: L/From day one, we have launched & coordinated
 425 voices are being heard. L/We cannot let lobbyist-inspired
 428 York, soon . Listen live: L/We've saved 400,000+ teachers'
 429 is much more work to do. L/We all have a stake in Wall St
 431 Freedom of the Press Act, we affirm our commitment to ensuring
 436 vote on Wall St. reform, we're a step closer to protecting
 445 & watch live at 3 pm ET. L/We will do whatever is necessary
 450 L/On this day of remembrance, we honor the lives of our fallen
 451 they made for all of us./As we recognize the immeasurable
 contributions
 451 Americans during Pride Month, we renew our commitment to equal
 452 America does not stand still. We move forward. That is why as
 452 move forward. That is why as we emerge from this recession,
 452 emerge from this recession, we cannot return to the pre-crisis
 453 They want to go back—I say we move forward./The time has come
 456 2010 event this Saturday. L/We're building a new and stronger
 457 of private sector job growth. We are not going back--we are moving
 458 of the Gulf region, but we will ensure BP fulfills their
 459 of private sector job growth. We are not going back--we are moving
 465 through this disaster--and we will fight alongside them. L
 466 of the Equal Pay Act, we renew our commitment to closing
 473 of what you've done already. /We will continue to work hand in
 473 on every front until we put this tragic ordeal in the
 478 Sec. Chu./"Make no mistake: we will fight this spill with
 everything
 478 this spill with everything we've got for as long as it takes
 485 to fossil fuels."/In a crisis we rely on strength, resilience
 485 something better awaits if we summon the courage to reach
 487 support for energy reform: L/We must make a commitment to the
 508 Wall Street accountable, so we can help prevent another financial
 508 crisis like the one that we're still recovering from./Wall
 518 to their hopes and ideals, we can put politics aside for an
 519 are released, it is clear we are headed in the right direction
 519 in the right direction, but we are not headed there fast enough
 520 not headed there fast enough. We're going to keep fighting to
 531 in financial reforms." L/We are headed in the right direction
 531 direction. The last thing we should do is go back to the
 535 us over the finish line: L/We are days away from enacting
 538 fought for Wall St. reform. We are proud to stand with them
 540 of the oil spill, but we are making steady progress.
 541 /When storms strike Main St., we don't play politics with emergency
 544 It's time to do what's right. We've got to stop blocking emergency
 545 to Washington politics. We've got to extend unemployment
 556 us backward at a time when we need to keep America moving
 558 /In ways large and small, we've begun to deliver on the change
 558 you fought so hard for, but we can't afford to slide back.
 561 L/In ways big and small, we are ushering in a new era of
 571 to move forward again, we can't afford do-nothing policies
 575 get the relief they need. /We are going to rebuild this economy
 582 live @ 2:35pm ET: L/The steps we took this year to reform the
 586 At every juncture in history, we've recognized that the way to
 588 jobs. Watch L at 11:40 ET. We can't stand by while pink slips
 590 industry./Making sure we can continue to move forward
 595 L/To the people in the Gulf, we are standing by your side. And
 602 live at 10:50 a.m. ET. L/We cannot allow the corporate
 takeover
 602 takeover of our democracy. We're going to continue to fight
 605 keep moving America forward, we need supporters to knock on
 610 in the face of ruin./As we mark the end of America's combat
 616 this war and who opposed it. We are united in appreciation for
 621 because they get sick: H M/We can't afford to go backward

621 failed policies of the past. We have to move forward. Commit
 622 this November. L/On Labor Day we honor the American worker and
 629 2:10pm ET. L/I don't believe we can have a strong and growing
 639 live at 9:30am ET. L/Today we grieve for those we've lost
 639 L/Today we grieve for those we've lost, honor those who have
 639 best to live up to the values we share. L/For our nation, this
 646 House. Watch at 3:25pm ET. L/We are not about to allow a corporate
 653 live at 12pm ET. L/Each time we've made epic change, it's come
 653 around a cause. That's what we need again. L/Our history as
 657 States will do our part—we will be a global leader in
 international
 662 echo of a disastrous decade we can't afford to relive. L/Signing
 670 am absolutely confident that we will win. Commit to vote: L
 675 with college journalists. L/We're putting Americans to work
 682 to sway their elections—we can't allow special interests
 683 anyone who stands up to them. We need to fight the millions of
 683 who are ready to finish what we started./This West Wing Week
 691 your education for a tax cut we can't afford."/If the other
 693 am absolutely confident that we will win."/We need to fight
 694 confident that we will win." We need to fight millions of dollars
 695 in our infrastructure, we will create good middle-class
 703 is written by us. When we join together for a common cause
 703 cause, there is nothing we can't do." L/"The question is
 709 L/The most important thing we can do is to vote and to make
 709 is to vote and to make sure we're talking to friends & neighbors
 730 have the chance to say, "Yes, we can."/Republicans have promised
 732 coverage when you get sick./We see an America where the middle
 740 system will not be easy. We won't see results overnight
 749 doors & talk to voters, then we won't just win this election
 749 won't just win this election—we will restore the American Dream
 793 Vote 2010 Call Team—the group we'll turn to when urgent calls
 796 our future. It's about what we want this country to be—and
 797 L/Anything is possible if we're willing to fight for it.
 806 people are expecting—and what we owe them—is to focus on the
 809 meeting wounded warriors. L/We've got to keep fighting for
 813 I want our veterans to know: We remember. We remember your courage
 813 to know: We remember. We remember your courage. We remember
 813 We remember your courage. We remember your sacrifice. And
 815 you. Take a look at the work we did together—and add your story
 816 L/In these challenging days, we can't afford earmarks—items
 821 of the tough decisions that we made in the midst of crisis
 827 New START treaty this year. L/We're building a movement for change
 837 L/It's my hope that together we can move closer to the day when
 837 move closer to the day when we eliminate HIV/AIDS from the
 853 continue to do everything we can to move forward on immigration
 866 in Congress know how grateful we are for their help: L/This West
 870 Watch live at 9:15am ET: L/We are a nation that welcomes the
 870 equal. Those are the ideals we upheld today. H/Holding a news
 877 back over the past year: L/As we close the books on one year
 887 and sisters through service, we honor Dr. King's memory and
 890 party in your community: L/We must face the challenges of
 896 generations proud of what we did here. L/Can you host a State
 901 live at 1:05pm ET. L/How we'll create jobs today, make America
 907 from Organizing for America. We will move forward together,
 907 not at all—for the challenges we face are bigger than party and
 909 economy is growing again. H/We measure progress by the success
 910 H/Thanks to the tax cuts we passed, Americans' paychecks
 912 to win. But to get there, we can't just stand still. H/We
 913 we can't just stand still. H/We need to out-innovate, out-educate
 913 the rest of the world. We have to make America the best
 914 best place to do business. H/We need to take responsibility
 915 people will prosper. H/What we can do—what America does better
 919 clean energy sources. H/If we want to win the future—if we

919	we want to win the future—if	<u>we</u>	want innovation to produce jobs
919	produce jobs in America—then	<u>we</u>	also have to win the race to
921	H/I strongly believe that	<u>we</u>	should take on, once and for
922	of illegal immigration. H/	<u>We</u>	need the fastest, most reliable
927	that starting this year,	<u>we</u>	freeze annual domestic spending
928	for the next five years. H/	<u>We</u>	shouldn't just give our people
928	that's more affordable. <u>We</u>	<u>We</u>	should give them a gov't that
929	& efficient. H/This year,	<u>we</u>	will forge a lasting partnership
929	with the Iraqi people while	<u>we</u>	finish the job of bringing our
930	out of Iraq. H/This July,	<u>we</u>	will begin to bring our troops
933	who dare to dream. That's how	<u>we</u>	win the future. H/It is because
936	M H/Will you stand with me as	<u>we</u>	strive to win the future? L
942	at the State of the Union. L/	<u>We</u>	can win the future—by unleashing
956	of Commerce at 11:30am ET. L/	<u>We</u>	have to renew people's faith
958	L/High-speed wireless is how	<u>we</u>	'll spark new innovation, new
966	today meets that pledge./As	<u>we</u>	cut what we can afford to do
966	that pledge./As we cut what	<u>we</u>	can afford to do without, we
966	we can afford to do without,	<u>we</u>	have a responsibility to invest
972	Watch live at 2:35pm ET. L/	<u>We</u>	have everything we need to compete
972	35pm ET. L/We have everything	<u>we</u>	need to compete: bold
	entrepreneurs		
978	and small business. L/	<u>We</u>	need to be willing to sacrifice
978	be willing to sacrifice, but	<u>we</u>	can't sacrifice our future.
978	can't sacrifice our future. <u>We</u>	<u>We</u>	need a balanced approach to
985	Miami today to talk about how	<u>we</u>	can win the future through
	education		
986	Watch live at 4pm ET: L/	<u>We</u>	need to come together around
987	investments. L/When	<u>we</u>	sacrifice our commitment to
987	our commitment to education,	<u>we</u>	're sacrificing our future. We
987	we're sacrificing our future. <u>We</u>	<u>We</u>	can't let that happen. Our kids
990	at 3:15pm ET. L/As a nation,	<u>we</u>	have a moral and economic
	imperative		
996	citizens who are in Japan. /	<u>We</u>	have to work harder to uphold
996	to uphold the ideal that	<u>we</u>	are all equal & deserving of
998	Virginia, to speak about how	<u>we</u>	can reform our education system
1005	partnerships abroad so that	<u>we</u>	create good jobs at home. L
1009	can be proud of the lives	<u>we</u>	've saved in Libya and of the
1014	at 11:20am ET. Watch live: L/	<u>We</u>	cannot afford to bet our long-term
1018	in the next decade. L/Today,	<u>we</u>	're filing papers to launch our
1020	campaign must start today. <u>We</u>	<u>We</u>	asked Americans around the country
1025	/Last night's agreement means	<u>we</u>	can invest in our future while
1028	It's about the kind of future	<u>we</u>	want. /There's nothing serious
1030	To meet our fiscal challenge,	<u>we</u>	will need to make reforms and
1030	reforms and sacrifices. But	<u>we</u>	do not have to sacrifice the
1030	have to sacrifice the America	<u>we</u>	believe in./I'm proposing an
1034	in the future: L/I believe	<u>we</u>	can live within our means and
1040	away, but there are things	<u>we</u>	can do. Here's what we are
	pursuing		
1040	things we can do. Here's what	<u>we</u>	are pursuing: L/Take a first
1045	yesterday's energy,	<u>we</u>	should invest in tomorrow's
1045	in tomorrow's—and that's what	<u>we</u>	've been doing: L/About to address
1056	not right. That's not who	<u>we</u>	are."/So we're going to keep
1060	Watch live at 1:35pm ET: L/	<u>We</u>	should expand oil production
1060	production in America even as	<u>we</u>	increase safety and environmental
1063	North Africa. Watch live: L H/	<u>We</u>	need to reward education reforms
1069	who gave their lives so that	<u>we</u>	may live free.//////d the world

17. Collocates of us

46	health insurance reform. Help	<u>us</u>	get there: L/Are you calling
89	needs to be done, putting	<u>us</u>	closer to the goal of reform
125	to Congress already! Help	<u>us</u>	get to 100,000: L H H H/Halfway

126	0,000 calls to Congress. Help	<u>us</u>	reach 100,000: L H H H/Amazing
130	this day historic, and took	<u>us</u>	a giant step closer to passing
192	our differences to prevent	<u>us</u>	from passing reform. Call Congress
228	the reforms that have eluded	<u>us</u>	for generations. L H/The first
252	M op-ed today reminds	<u>us</u>	why November doesn't need to
349	happen. L/I need you to help	<u>us</u>	finish the fight on health reform
356	for ordinary families, help	<u>us</u>	fix it—help pass H today. L
426	work on legislation to put	<u>us</u>	on a path to a clean energy
450	they made for all of	<u>us</u>	./As we recognize the immeasurable
467	that creates jobs and lets	<u>us</u>	lead in solar, wind, and biodiesel
468	to failed policies that left	<u>us</u>	dependent on foreign oil./About
472	you're representing all of	<u>us</u>	at the World Cup. We're incredibly
473	ordeal in the Gulf behind	<u>us</u>	./Addressing the nation on the
489	address. Watch: L/Each of	<u>us</u>	has a part to play in a clean-
energy			
521	Watch: L/Today reminds	<u>us</u>	of the bravery of those who
525	L/Thank you to all who helped	<u>us</u>	reach 10 million supporters
531	go back to the ideas that got	<u>us</u>	into this mess. L/Take a behind-
the-scenes			
534	explains how you can help get	<u>us</u>	over the finish line: L/We are
556	for the economy will take	<u>us</u>	backward at a time when we need
643	It's about giving each of	<u>us</u>	the chance to fulfill our promise
651	year. L/It's up to all of	<u>us</u>	to defend that most basic American
703	M./"Our destiny is written by	<u>us</u>	./When we join together for a
745	Watch live now: L/Each of	<u>us</u>	deserves the freedom to pursue
828	gather for Thanksgiving, let	<u>us</u>	rejoice in the abundance that
840	Their light inspires	<u>us</u>	to hope./Hosting a Hanukkah
908	the worst recession most of	<u>us</u>	have ever known...the economy
911	But this shouldn't discourage	<u>us</u>	./It should challenge us. H/
911	us. It should challenge	<u>us</u>	./H/The future is ours to win
931	Afghanistan. H/Tonight, let	<u>us</u>	speak with one voice in
reaffirming			
963	a new budget that will help	<u>us</u>	live within our means while
1021	a funding bill to bring	<u>us</u>	through the end of the fiscal
1051	now: L/Clean energy will help	<u>us</u>	out-compete and out-innovate

18. Collocates of ourselves

630	country—responsibility for <u>ourselves</u> and for one another.
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19. Collocates of our

484	long as they seriously tackle	<u>our</u>	addiction to fossil fuels.
866	all who fought to end H. Let	<u>our</u>	allies in Congress know how
714	Anybody who wants to serve in	<u>our</u>	armed forces and make sacrifices
755	RT). L/Michelle and I cast	<u>our</u>	ballots early. If you don't
714	forces and make sacrifices on	<u>our</u>	behalf should be able to. DADT
282	on health reform—Let's put	<u>our</u>	best ideas on the table./As
639	who have sacrificed, and do	<u>our</u>	best to live up to the values
311	work together, we can address	<u>our</u>	biggest challenges./Inviting
516	L/Speaking on the need to fix	<u>our</u>	broken immigration system through
864	the DREAM Act, or on fixing	<u>our</u>	broken immigration system.
887	from Sudan: L/By lifting up	<u>our</u>	brothers and sisters through
93	care costs for our families,	<u>our</u>	businesses, and our government
1041	L/Take a first look at	<u>our</u>	2012 campaign plan, straight
1018	we're filing papers to launch	<u>our</u>	2012 campaign. Say that you're
1019	of laying the foundation for	<u>our</u>	campaign must start today.
588	given to those who educate	<u>our</u>	children or keep our communities
308	new steps to better prepare	<u>our</u>	children for college and the
482	/"The tragedy unfolding on	<u>our</u>	coast is the most painful and

618	partner in the United States.	<u>Our</u>	combat mission is ending, but
303	school: L/Just one example of	<u>our</u>	commitment to doing our work
599	Listen at 3:20 pm ET. L/	<u>Our</u>	commitment to clean energy
591	Please commit to vote: L/	<u>Our</u>	commitment to religious freedom
418	care services for veterans.	<u>Our</u>	commitment to those in uniform
431	of the Press Act, we affirm	<u>our</u>	commitment to ensuring freedom
451	during Pride Month, we renew	<u>our</u>	commitment to equal rights
987	L/When we sacrifice	<u>our</u>	commitment to education, we
395	progress, today we renew	<u>our</u>	commitment to ensuring that
466	the Equal Pay Act, we renew	<u>our</u>	commitment to closing the pay
618	combat mission is ending, but	<u>our</u>	commitment to Iraq's future
622	American worker and reaffirm	<u>our</u>	commitment to the great American
887	King's memory and reaffirm	<u>our</u>	common humanity. L/As business
369	to invest in our students,	<u>our</u>	community colleges, and in
588	educate our children or keep	<u>our</u>	communities safe. L/This nation
791	of tomorrow's elections--and	<u>our</u>	country's future. Please call
718	to 1 million voters to move	<u>our</u>	country forward. It's time
175	the ultimate sacrifice for	<u>our</u>	country at Pearl Harbor./Watch
1001	big-hearted people has had on	<u>our</u>	country./Hosting a St. Patrick's
848	at 2:20pm ET. Watch live at L/	<u>Our</u>	country has benefited from
296	what the H has done for	<u>our</u>	country since its passage one
1011	men and women in uniform and	<u>our</u>	dedicated diplomats, a coalition
155	coverage while reducing	<u>our</u>	deficit. Now that's progress
914	to take responsibility for	<u>our</u>	deficit and reform our government
88	our health care problem IS	<u>our</u>	deficit problem. Nothing else
96	a plan that adds one dime to	<u>our</u>	deficits - either now or in
659	businesses without adding to	<u>our</u>	deficit./Go behind the scenes
253	devastating effect on	<u>our</u>	democracy. Watch: L/Announced
602	the corporate takeover of	<u>our</u>	democracy. We're going to
continue			
646	allow a corporate takeover of	<u>our</u>	democracy. L/Our nation's success
703	town hall right here M./	<u>Our</u>	destiny is written by us. When
192	stakes are too high to allow	<u>our</u>	differences to prevent us from
410	single available resource at	<u>our</u>	disposal to address the oil
521	America what it is and renews	<u>our</u>	duty to ensure our nation lives
862	purpose to protect families &	<u>our</u>	economy./Signing the Middle-Class
625	creating jobs now and making	<u>our</u>	economy better over the long
695	jobs right now--and make	<u>our</u>	economy run better over the
893	for American families and	<u>our</u>	economy: L/Holding a joint
851	DREAM Act would be good for	<u>our</u>	economy, our security, and
483	has the potential to grow	<u>our</u>	economy and create millions
644	it is just, and it will help	<u>our</u>	economy./Announcing the expansion
441	of small businesses in	<u>our</u>	economy. Watch live @ 11:1
298	over, but we have rescued	<u>our</u>	economy from the worst of this
406	Madison, IA on the growth of	<u>our</u>	economy at 2:10 pm ET: L/Hosting
341	step towards rebuilding	<u>our</u>	economy for all Americans.
436	to protecting consumers &	<u>our</u>	economy, and holding big banks
998	speak about how we can reform	<u>our</u>	education system. Watch live
740	L/Fixing what is broken in	<u>our</u>	education system will not be
560	special-interest takeovers of	<u>our</u>	elections. L/In ways big and
412	corporate takeover of	<u>our</u>	elections. Watch: L/Visited
399	the ongoing fight to protect	<u>our</u>	environment./Learn more about
450	we honor the lives of	<u>our</u>	fallen heroes, the service
93	of health care costs for	<u>our</u>	families, our businesses, and
493	and the love they provide,	<u>our</u>	fathers deserve our unending
347	These photos put a face on	<u>our</u>	fight for reform. This is why
1030	& billionaires./To meet	<u>our</u>	fiscal challenge, we will need
933	H/From the earliest days of	<u>our</u>	founding, America has been
522	of their families to ensure	<u>our</u>	freedom. Watch: L/M chief
technology			
267	respect, our gratitude, and	<u>our</u>	full support." H/"I never said
966	have the biggest impact on	<u>our</u>	future./Holding a news conference
796	L/This election is about	<u>our</u>	future. It's about what we

934 is because of our people that our future is hopeful, our journey
 1032 deficit while investing in our future: L/This West Wing Week
 963 our means while investing in our future. L/In Baltimore to speak
 1025 means we can invest in our future while making the largest
 987 education, we're sacrificing our future. We can't let that happen
 978 but we can't sacrifice our future. We need a balanced
 916 of our people. H/This is our generation's Sputnik moment
 914 for our deficit and reform our government. That's how our
 93 families, our businesses, and our government H/President Obama
 954 Watch live at 3:10pm ET. L/Our government has an obligation
 267 that they have our respect, our gratitude, and our full support
 187 most significant reform of our health care since the passage
 88 President Obama: "Put simply, our health care problem IS our
 78 VP Biden busts the myth that our health insurance system doesn't
 134 reform with a public option./Our Health Reform Video Challenge
 263 They are hurting. They need our help. And I want a jobs bill
 139 will mark a year since our historic victory. Do you have
 654 That's what we need again. L/Our history as M is the history
 509 financial protections in our history, with an independent
 158 to real reform than ever in our history./Welcoming Prime Minister
 1025 annual spending cut in our history. L/Speaking about the
 616 for our troops and our hope for Iraq's future./America
 1058 reform." H/It's time to fix our immigration system - and
 Washington
 695 tonight: L/By investing in our infrastructure, we will create
 959 forward on plans to improve our infrastructure through high-speed
 1033 while continuing to support our investments in the future:
 934 that our future is hopeful, our journey goes forward, and the
 987 We can't let that happen. Our kids deserve better./We've
 919 to win the race to educate our kids. H/If you want to make
 679 L/I want to make sure that our legacy to young women is an
 828 in the loved ones who enrich our lives./From the Obama family
 43 attacks, playing politics w/ our lives & livelihood. Fight back
 1014 L/We cannot afford to bet our long-term prosperity and security
 297 the budget & improving our long-term fiscal health L/
 1034 I believe we can live within our means and live up to our shared
 963 that will help us live within our means while investing in our
 1009 Libya and of the service of our men and women in uniform. L
 1011 at 7:30pm ET. L/Thanks to our men and women in uniform and
 267 education." H/"All of our men and women in uniform around
 232 you, thank you."/We want our money back and we're going
 54 home. This is the moment our movement was built for: L/
 18 more L/Organize an event for our National Health Care Day of
 931 one voice in reaffirming that our nation is united in support
 920 a difference in the life of our nation; if you want to make
 521 and renews our duty to ensure our nation lives up to its promise
 851 economy, our security, and our nation: L/Speaking directly
 245 highest civilian honors in our nation. Nominate an everyday
 477 Obama assembled a team of our nation's best scientists and
 647 takeover of our democracy. L/Our nation's success depends on
 640 to the values we share. L/For our nation, this is a day of
 remembrance
 308 jobs bill last night./Met w/ our nation's governors yesterday
 210 Day terrorist attack and our next steps to ensure safety
 996 of the chance to pursue our own happiness. L/This West
 586 the way to move forward, in our own lives and as a nation,
 745 the freedom to pursue our own version of happiness. No
 657 L/The United States will do our part—we will be a global leader
 928 H/We shouldn't just give our people a government that's
 909 progress by the success of our people. By the jobs they can
 624 turn this economy around, put our people back to work, and renew
 915 creativity and imagination of our people. H/This is our generation
 934 future. H/It is because of our people that our future is hopeful

914	our government. That's how	<u>our</u>	people will prosper. H/What
675	on foreign oil and protect	<u>our</u>	planet. L/Speaking about the
882	and their families in	<u>our</u>	prayers./Speaking about today's
643	of us the chance to fulfill	<u>our</u>	promise./Extending tax cuts
357	It's time to make true on	<u>our</u>	promise to the American people
686	would be more detrimental to	<u>our</u>	prospects for economic success
589	and that spirit will lead	<u>our</u>	recovery forward. Don't lose
520	to keep fighting to advance	<u>our</u>	recovery and accelerate the
859	class, create jobs, and give	<u>our</u>	recovery an added shot of
momentum			
873	Act of 2010 into law: L/	<u>Our</u>	reforms have helped Americans
675	clean energy that will lower	<u>our</u>	reliance on foreign oil and
229	L H/The first waves of	<u>our</u>	rescue workers are on the ground
267	must know that they have	<u>our</u>	respect, our gratitude, and
851	be good for our economy,	<u>our</u>	security, and our nation: L
810	and Republicans to focus on	<u>our</u>	shared responsibilities to
1034	our means and live up to	<u>our</u>	shared values—and I'll work
975	and create new jobs. When	<u>our</u>	small businesses do well, then
585	BP oil spill. L/Discussing	<u>our</u>	strategy to lead the world
369	end. L/We need to invest in	<u>our</u>	students, our community colleges
81	never be controversial to ask	<u>our</u>	students to stay in school
1066	gives a video briefing on	<u>our</u>	summer organizing strategy
828	in the abundance that graces	<u>our</u>	tables and in the loved ones
725	you do./There's no reason why	<u>our</u>	tax code should reward businesses
227	MA voters tonight: L/Today,	<u>our</u>	thoughts and prayers are with
366	& families—and we did. L/	<u>Our</u>	thoughts and prayers go out
377	live at 11:00 a.m. ET: L/	<u>Our</u>	thoughts & prayers are with
579	has confirmed Elena Kagan as	<u>our</u>	112th Supreme Ct. justice.
75	the greatest US senators of	<u>our</u>	time. L/Highlights from the
857	celebrating the holidays with	<u>our</u>	troops and a press conference
931	is united in support of	<u>our</u>	troops and their families.
616	united in appreciation for	<u>our</u>	troops and our hope for Iraq
930	July, we will begin to bring	<u>our</u>	troops home from Afghanistan
619	on the ground in Iraq with	<u>our</u>	troops. L/The party that finally
929	we finish the job of bringing	<u>our</u>	troops out of Iraq. H/This
834	Watch live: L/Confident that	<u>our</u>	troops will adapt to a repeal
214	Year!/As we kick off 2010,	<u>our</u>	Twitter community has grown
493	provide, our fathers deserve	<u>our</u>	unending appreciation and
admiration			
934	forward, and the state of	<u>our</u>	union is strong. H/Thanks for
269	forward, and to strengthen	<u>our</u>	union once more." H/Help me
274	questions on the State of	<u>our</u>	Union today at 1:45pm ET. Watch
906	the nation on the state of	<u>our</u>	union. Watch at L and follow
632	a Quran is contrary to	<u>our</u>	values—this country was built
813	boost performance. L/I want	<u>our</u>	veterans to know: We remember
631	works for everybody. That's	<u>our</u>	vision for a stronger economy
815	West Wing Week from Asia: L/	<u>Our</u>	Vote 2010 campaign wouldn't
189	money. It has to pass on	<u>our</u>	watch. L/Since August, OFA
298	our long-term fiscal health L/	<u>Our</u>	work is far from over, but
303	of our commitment to doing	<u>our</u>	work openly and giving people

20. Collocates of ours

912	challenge us. H/The future is <u>ours</u> to win. But to get there,
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21. Collocates of they

612	0,000 doors last weekend, but <u>they</u> also made 168,330 calls: L
613	0,000 doors last weekend, but <u>they</u> also made 168,330 calls: L
671	re counting on your silence. <u>They</u> are betting on your apathy

263	" H/"People are out of work.	<u>They</u>	are hurting. They need our
493	Act./For the character	<u>they</u>	build, the doors they open
235	can afford massive bonuses,	<u>they</u>	can afford to pay back the
909	of our people. By the jobs	<u>they</u>	can find and the quality of
679	women is an America where	<u>they</u>	can fulfill every last bit
563	once again using every tactic	<u>they</u>	can to prevent the DISCLOSE
303	giving people the government	<u>they</u>	deserve: L/Released new health
926	to live within their means.	<u>They</u>	deserve a government that
798	calls to voters to make sure	<u>they</u>	get out to the polls. L/Can
620	health care just because	<u>they</u>	get sick: H M/We can't afford
267	the world must know that	<u>they</u>	have our respect, our gratitude
151	/With gratitude for the lives	<u>they</u>	led: L H/To the men and women
692	"/"If the other side wins,	<u>they</u>	'll try their hardest to give
135	from violence based on what	<u>they</u>	look like, who they love or
932	from serving the country	<u>they</u>	love because of who they love
932	they love because of who	<u>they</u>	love. H/From the earliest
135	on what they look like, who	<u>they</u>	love or how they pray: L/
865	in order to serve the country	<u>they</u>	love./This victory belongs
450	rendered, and the sacrifice	<u>they</u>	made for all of us./As we
642	across the country as	<u>they</u>	mark the beginning of a school
554	families will get the support	<u>they</u>	need during these tough economic
342	afford the prescriptions that	<u>they</u>	need. H L /I'm here for the
892	cap or drop coverage when	<u>they</u>	need it most. L/The White
263	of work. They are hurting.	<u>They</u>	need our help. And I want
100	knows where I stand. Now	<u>they</u>	need to hear from you: L H
146	House vote on health reform.	<u>They</u>	need to hear from you today
283	tell them to give up on H-	<u>they</u>	need to hear from you. Take
574	states get the relief	<u>they</u>	need./We are going to rebuild
493	they build, the doors	<u>they</u>	open, and the love they provide
135	like, who they love or how	<u>they</u>	pray: L/Congrats to the House
493	doors they open, and the love	<u>they</u>	provide, our fathers deserve
671	on you staying home this Nov.	<u>They</u>	're counting on your silence
450	fallen heroes, the service	<u>they</u>	rendered, and the sacrifice
418	in uniform doesn't end when	<u>they</u>	return home./It's time to
484	from either party—as long as	<u>they</u>	seriously tackle our addiction
392	accountable to the people	<u>they</u>	serve. Show your support for
720	L/Supporters are fired up.	<u>They</u>	've reached out to 500,000
799	know how important it is that	<u>they</u>	vote? L/After you vote, tell
453	instead of making it work.	<u>They</u>	want to go back—I say we move

22. Collocates of them

240	text PLACE to 62262, or send	<u>them</u>	this link: L H/The H race
769	Call voters tonight to remind	<u>them</u>	to vote on Nov. 2. L/In these
789	L/Call voters today to remind	<u>them</u>	that tomorrow is Election
509	independent agency to enforce	<u>them</u>	./With Robert Byrd's passing
465	and we will fight alongside	<u>them</u>	. L/On the anniversary of the
836	call your senators and urge	<u>them</u>	to pass this bill: L/It's
506	team today to congratulate	<u>them</u>	on yesterday's extraordinary
928	affordable. We should give	<u>them</u>	a gov't that's more competent
671	betting on your apathy. Prove	<u>them</u>	wrong/Holding a discussion
806	are expecting—and what we owe	<u>them</u>	—is to focus on the issues
183	card to your senators telling	<u>them</u>	your wish this season is for
506	extraordinary win and to wish	<u>them</u>	good luck this Saturday./
538	We are proud to stand with	<u>them</u>	in the fight for change. L
145	Tweet your rep and ask	<u>them</u>	to support reform: L/Addressing
156	Call your senators and ask	<u>them</u>	to move forward: L H/Tweet
157	H/Tweet your senators and ask	<u>them</u>	to support moving forward
705	aunts, uncles, and tell	<u>them</u>	—Nov 2 matters."/ "You guys
722	nearly 850,000 voters to tell	<u>them</u>	November 2 matters—have you
479	meet with BP tomorrow to tell	<u>them</u>	to set aside necessary funds
283	and special interests tell	<u>them</u>	to give up on H—they need

240	where to go vote today–Tell	<u>them</u>	to text PLACE to 62262, or
208	bill possible. Will you join	<u>them</u> ?	L/To all those gathered in
600	communities that depend on	<u>them</u> .	L/Vice President Biden is
578	auto industry, my message to	<u>them</u>	is this: Don't bet against
682	anyone who stands up to	<u>them</u> .	/We need to fight the millions
1020	the 2012 campaign means to	<u>them</u> .	Watch the video: L H/Meeting
70	people that govt can work for	<u>them</u> .	" H/Thanks to everyone who
183	your wish this season is for	<u>them</u>	to pass health reform: L/
108	insurance reform means for	<u>them</u> .	Take a moment to find out
47	reform? Now you can tweet	<u>them</u>	too: L/Tele-town hall with
789	is Election Day and to let	<u>them</u>	know how important their vote
799	calling voters today to let	<u>them</u>	know how important it is that
733	isn't worth it. Don't let	<u>them</u>	tell you that you're not making
254	families. Read about	<u>them</u> :	L/Tomorrow OFA supporters

23. Collocates of themselves

36	precise, her words speak for	<u>themselves</u> :	L/Launched American
462	aimed high, and invested	<u>themselves</u>	in their own success

24. Collocates of their

832	and families are tightening	<u>their</u>	belts. Their government should
611	Senate Republicans to drop	<u>their</u>	blockade of a jobs bill that
453	/The other party has staked	<u>their</u>	claim on repealing health
604	card companies accountable to	<u>their</u>	customers: L/To keep moving
319	L/The American people send	<u>their</u>	deepest condolences to the
999	to head to school knowing	<u>their</u>	education is America's priority
682	to know who's trying to sway	<u>their</u>	elections—we can't allow
522	and the sacrifices of	<u>their</u>	families to ensure our freedom
554	to find good jobs and support	<u>their</u>	families will get the support
882	victims of this tragedy, and	<u>their</u>	families in our prayers.
931	in support of our troops and	<u>their</u>	families. H/Starting this
1026	America's service members and	<u>their</u>	families at noon ET. L/Speaking
806	their jobs, their security &	<u>their</u>	future./Don't ever believe
832	are tightening their belts.	<u>Their</u>	government should too. L
692	other side wins, they'll try	<u>their</u>	hardest to give free rein
635	consumers take control of	<u>their</u>	health care./In the weeks
866	know how grateful we are for	<u>their</u>	help: L/This West Wing Week
518	not to people's fears but to	<u>their</u>	hopes and ideals, we can
528	help U.S. businesses unleash	<u>their</u>	innovation, grow their markets
320	and to the American team for	<u>their</u>	inspiring performances./
806	on the issues that affect	<u>their</u>	jobs, their security & their
840	and in times of persecution.	<u>Their</u>	light inspires us to hope
1069	the men and women who gave	<u>their</u>	lives so that we may live
377	of the workers who lost	<u>their</u>	lives in a West Virginia
528	their innovation, grow	<u>their</u>	markets & support new jobs
926	sacrifice to live within	<u>their</u>	means. They deserve a
government			
458	we will ensure BP fulfills	<u>their</u>	obligations for the damage
547	times through no fault of	<u>their</u>	own need emergency relief
462	and invested themselves in	<u>their</u>	own success. Congratulations
679	can fulfill every last bit of	<u>their</u>	promise. L/The simplest thing
617	of their service and awed by	<u>their</u>	sacrifice./The Iraqi people
806	that affect their jobs,	<u>their</u>	security & their future.
1059	Thanking police officers for	<u>their</u>	service. Watch live at 1
617	and resolve. I am proud of	<u>their</u>	service and awed by their
462	Central students raised	<u>their</u>	sights, aimed high, and
invested			
122	are trying to mislead you—but	<u>their</u>	smoke and mirrors won't work

856	as a result of H. Two share	<u>their</u>	stories: L/This West Wing
295	L/OFA supporters are donating	<u>their</u>	Twitter pictures to mark
328	want health reform to make	<u>their</u>	voices heard now L/Speaking
424	for Wall Street reform--and	<u>their</u>	voices are being heard. L
789	let them know how important	<u>their</u>	vote is. L/Where are you
426	Kerry & Lieberman for	<u>their</u>	work on legislation to put

B. Spatial level

1. Collocates of this

28	doesn't know it. Please share	<u>this</u>	National HIV Testing Day video
29	hall on health care reform	<u>this</u>	Weds. Watch the vid & submit
33	small and large companies	<u>this</u>	afternoon to discuss innovation
54	reform debate comes home.	<u>This</u>	is the moment our movement
60	of health insurance reform	<u>this</u>	Thurs at 2:30pm ET: L/Submit
67	everybody to remember that	<u>this</u>	has never been easy." H/Pres
70	up now. We are going to get	<u>this</u>	done, and show the American
72	Insurance Reform Now" event	<u>this</u>	week: L/Spread the truth:
79	doesn't need reform. L H/	<u>This</u>	summer, we unleashed a powerful
87	first president to take up	<u>this</u>	cause, but I am determined
89	" H/"There is agreement in	<u>this</u>	chamber on about 80% of what
98	administration." H/"Know	<u>this</u>	: I will not waste time with
98	it's better politics to kill	<u>this</u>	plan than improve it"/President
103	address: L/Please watch	<u>this</u>	special message, and if you
109	insurance reform--let's get	<u>this</u>	done. Watch the video: L/
111	& health reform. Share	<u>this</u>	with a senior in your life
122	smoke and mirrors won't work	<u>this</u>	time. Watch: L H/Tomorrow
130	calls and counting. You made	<u>this</u>	day historic, and took us
134	and passion you bring to	<u>this</u>	debate. Watch and vote: L
145	House health reform bill. H/	<u>This</u>	is it--the House is voting
148	on health reform is imminent.	<u>This</u>	is a once-in-a-generation
150	minute counts. Be heard: L/	<u>This</u>	is history. /With gratitude
159	for the first state visit of	<u>this</u>	administration. Watch: L/
166	and more: L/Michelle receives	<u>this</u>	year's White House Christmas
174	is one job too many. Still,	<u>this</u>	is good news: L/Today we pay
183	telling them your wish	<u>this</u>	season is for them to pass
186	America really means? Watch	<u>this</u>	video to find out: L/We are
188	are enormous--if we don't get	<u>this</u>	done, your premiums are
	guaranteed		
196	not political games like	<u>this</u>	. L/The Organizing for America
199	still to go. L/Please read	<u>this</u>	--Vicki Kennedy says it's time
201	a personalized holiday video	<u>this</u>	season: L/The M supports H
202	"the U.S. Senate has a chance	<u>this</u>	week ... to pass a historic
203	piece of legislation." L/	<u>This</u>	is what the Senate health
203	for America:L. Please share	<u>this</u>	list with your friends and
204	holiday cards? Personalize	<u>this</u>	video for your friends and
205	L/Wishing for health reform	<u>this</u>	holiday season? Sign this
205	this holiday season? Sign	<u>this</u>	card to Congress: L/On the
207	Thanks to all who made	<u>this</u>	moment possible./OFA supporters
211	all those celebrating Kwanzaa	<u>this</u>	holiday season./This has been
212	Kwanzaa this holiday season./	<u>This</u>	has been a remarkable year
215	as we work for change/Watch	<u>this</u>	week's address on the Christmas
223	American families -- Watch: L/	<u>This</u>	week's address: how reform
239	for M. Call 5 voters now: L H/	<u>This</u>	is it--the polls are open in
240	PLACE to 62262, or send them	<u>this</u>	link: L H/The H race is in
249	a forceful response to	<u>this</u>	decision L/Next Wednesday

253 nightmare for Democrats: L/On this week's address: the recent
 269 I don't quit. Let's seize this moment—to start anew, to carry
 291 you'll make America proud./ This week's address: the new "Pay
 298 our economy from the worst of this crisis. H/About to begin a
 329 need for clean energy jobs this morning at a small business
 330 for health insurance reform this morning at Arcadia University
 341 H L /Signed a jobs bill this morning that helps businesses
 347 face on our fight for reform. This is why we will never stop
 348 help, we're going to make this happen. L/I need you to help
 351 to do something historic this weekend, and you have a chance
 354 -- it is in your hands now./ This is why I'm here, and why I'm
 361 answered the call of history./ This is a major reform. This is
 361 /This is a major reform. This is what change looks like
 364 that change is possible—this is your victory. L/We said
 367 Moscow Metro. /In Virginia this morning to sign a historic
 369 and in the future of this country. The bill signed today
 389 real progress. Watch now: L/ This week we took tangible steps
 394 L/Speaking in New York this Thursday to call for swift
 412 Michigan. Listen live: L/With this Supreme Court decision, we're
 413 long as it takes to address this crisis./At 4:30 p.m. ET, join
 429 a stake in Wall St. reform—this bill represents history's
 440 2008's first-time voters this November. Host an event: L
 450 LA. Listen live at ET: L/On this day of remembrance, we honor
 452 That is why as we emerge from this recession, we cannot return
 454 /The time has come for this nation to fully embrace a
 454 from either party to get this done./It's up to each of you
 455 voters know the stakes in this year's elections—join a Vote
 455 join a Vote 2010 event this Saturday. L/We're building
 465 determined to fight through this disaster—and we will fight
 471 00 Pennsylvania Avenue. Watch this week's episode: L/Best of
 473 on every front until we put this tragic ordeal in the Gulf
 476 Oval Office address from this account. To watch live, visit
 478 no mistake: we will fight this spill with everything we've
 491 from the oil spill. L/ This year, stand up and be heard
 506 and to wish them good luck this Saturday./Last night's House-
 Senate
 511 principle and reason./Getting this far on Wall Street reform
 531 to the ideas that got us into this mess. L/Take a behind-the-scenes
 547 emergency relief to weather this economic storm. L/Holding
 575 need./We are going to rebuild this economy stronger than before
 578 my message to them is this: Don't bet against the American
 582 :35pm ET: L/The steps we took this year to reform the health
 589 keep our communities safe. L/ This nation has always been proud
 590 a promise to cast a ballot this November. Please commit to
 591 all faiths are welcome in this country. L/I'll fight with
 596 answered your questions in this episode of West Wing Week
 603 reform and transparency. L/ This weekend, OFA supporters will
 603 how important it is to vote this November. Can you attend a
 605 to voters. Join a canvass this weekend: L/Democrats to follow
 608 have made America safer. L/ This weekend, join supporters in
 608 the importance of voting this November. L/The people of
 615 people as a candidate for this office—and tonight the American
 616 were patriots who supported this war and who opposed it. We
 621 move forward. Commit to vote this November. L/On Labor Day we
 624 at 3:10pm ET. Watch live: L/ This Labor Day, know that I'm going
 624 to keep fighting to turn this economy around, put our people
 630 to values that built this country—responsibility for
 632 is contrary to our values—this country was built on the notions
 638 at the Pentagon Memorial on this anniversary of the September
 640 we share. L/For our nation, this is a day of remembrance, a
 649 and thriving middle class. / This West Wing Week: a wreath-laying
 671 counting on you staying home this Nov. They're counting on your
 673 a personnel announcement this morning. Watch live at 11

674	Watch live at 11:05am ET: L/	<u>This</u>	West Wing Week, watch the
684	to finish what we started./	<u>This</u>	West Wing Week: the first
685	supporters at house parties	<u>this</u>	Tuesday night. Find a party
687	effect on whether folks vote	<u>this</u>	November. Can you call 10
690	that you care too much about	<u>this</u>	country to let it fall backward
699	the choice voters face in	<u>this</u>	year's elections. Watch the
712	:30./Tweet your questions for	<u>this</u>	afternoon's town hall: L/
715	& it will end on my watch./	<u>This</u>	West Wing Week: making the
724	you've shown the power of	<u>this</u>	movement once again—reaching
730	you can set the direction of	<u>this</u>	country for the next 2 years
733	t let anyone tell you that	<u>this</u>	fight isn't worth it. Don't
734	not making a difference./	<u>This</u>	was never just about putting
747	to set the direction of	<u>this</u>	country. That's why you're
749	then we won't just win	<u>this</u>	election—we will restore the
750	you inspire to commit to vote	<u>this</u>	November? L/I need you fired
751	to set the direction of	<u>this</u>	country. L/Don't sit on the
754	to Vote Challenge yet? L/	<u>This</u>	election is too important
763	L/You have a choice	<u>this</u>	election: M, M, M, M, M, M
765	party you're supporting in	<u>this</u>	election: L/This West Wing
766	in this election: L/	<u>This</u>	West Wing Week: marking Domestic
772	L/Don't sit on the sidelines	<u>this</u>	weekend. Reach out to voters
772	Reach out to voters in	<u>this</u>	final stretch before Tuesday
775	the country. Call voters	<u>this</u>	evening. L/Don't miss M's
782	8 shows up in '10, we'll win	<u>this</u>	election. L/I can't think
791	future. Please call voters	<u>this</u>	evening: L/As you prepare
796	Do you know where to vote? L/	<u>This</u>	election is about our future
796	It's about what we want	<u>this</u>	country to be—and you have
798	bank in your community. L/	<u>This</u>	is the day you've been working
808	a difference. You have. L/	<u>This</u>	West Wing Week: a tour of
809	for every opportunity to get	<u>this</u>	economy moving. L/It's time
812	efforts here: L/Help select	<u>this</u>	year's SAVE Award winner to
824	a White House White Board: L/	<u>This</u>	West Wing Week: attend the
826	approve the New START treaty	<u>this</u>	year. L/We're building a
movement			
830	a very happy Thanksgiving. L/	<u>This</u>	West Wing Week: the traditional
836	and urge them to pass	<u>this</u>	bill: L/It's my hope that
842	Watch live at 6:35pm ET at L/	<u>This</u>	West Wing Week: Nobel laureates
843	House: L/VP Biden delivers	<u>this</u>	week's address—urging Congress
846	live: L/Although not perfect,	<u>this</u>	compromise is an essential
849	all those left behind. /Why	<u>this</u>	compromise is the right thing
857	H. Two share their stories: L/	<u>This</u>	West Wing Week: celebrating
866	serve the country they love./	<u>This</u>	victory belongs to all who
867	we are for their help: L/	<u>This</u>	West Wing Week: signing a
869	the repeal of H into law	<u>this</u>	morning. Watch live at 9:
874	of progress in your area: L/	<u>This</u>	West Wing Week: signing the
876	a very merry Christmas. L/	<u>This</u>	West Wing Week, take a look
878	that you care too much about	<u>this</u>	country to let it fall backward
881	Watch live at 11:30am ET. L/	<u>This</u>	West Wing Week: returning
882	Rep. Giffords, the victims of	<u>this</u>	tragedy, and their families
899	Watch live at 7pm ET. L/	<u>This</u>	West Wing Week: Martin Luther
902	of the Union watch party	<u>this</u>	Tuesday: L/Take an advance
911	for jobs is real. But	<u>this</u>	shouldn't discourage us. It
916	imagination of our people. H/	<u>This</u>	is our generation's Sputnik
927	I am proposing that starting	<u>this</u>	year, we freeze annual domestic
929	more competent & efficient. H/	<u>This</u>	year, we will forge a lasting
930	our troops out of Iraq. H/	<u>This</u>	July, we will begin to bring
932	their families. H/Starting	<u>this</u>	year, no American will be
941	House H M, M, M, M, M, M, M/	<u>This</u>	West Wing Week: focusing on
942	workers in every corner of	<u>this</u>	country. L/Congratulations
951	world./Focusing on innovation	<u>this</u>	West Wing Week—with events
956	s faith in the promise of	<u>this</u>	country together: business
959	America to the digital age./	<u>This</u>	West Wing Week: moving forward
970	Watch live at 4:45pm ET. L/	<u>This</u>	West Wing Week: releasing

977	White House at 5:15pm ET. L/	<u>This</u>	West Wing Week: winning the
984	at 5:03pm ET. Listen: L/	<u>This</u>	West Wing Week: welcoming
997	pursue our own happiness. L/	<u>This</u>	West Wing Week: focusing on
999	s priority. Let's seize	<u>this</u>	moment and fix No Child Left
1003	Watch live at 7:05pm ET. L/	<u>This</u>	West Wing Week: visits from
1005	at 2pm ET. L/In Latin America	<u>this</u>	weekend, working to strengthen
1007	Chile. Watch at 3:20pm ET. L/	<u>This</u>	West Wing Week: Traveling
1016	Listen live at 12:20pm ET. L/	<u>This</u>	West Wing Week: stopping by
1022	be inexcusable not to get	<u>this</u>	budget done./Resuming discussion
1033	investing in our future: L/	<u>This</u>	West Wing Week: Balancing
1039	Watch live at 2:50pm ET. L/	<u>This</u>	West Wing Week: Speaking
directly			
1044	Watch live at L/In Alabama	<u>this</u>	morning to view tornado damage
1044	meet with those affected by	<u>this</u>	week's devastating storms
1067	the good news out of Detroit	<u>this</u>	week: L/In Joplin, Missouri
1069	devastating tornado./On	<u>this</u>	Memorial Day, I call on all

2. Collocates of **that**

114	bill signed today will do just	<u>that</u>	. Join Health and Human S
149	te have taken steps to do just	<u>that</u>	H Organizing for America
9	on't see results overnight—but	<u>that</u>	's no reason not to get s
39	icing our future. We can't let	<u>that</u>	happen. Our kids deserve
48	ould invest in tomorrow's—and	<u>that</u>	's what we've been doing:
69	nary people who dare to dream.	<u>That</u>	's how we win the future.
72	cit and reform our government.	<u>That</u>	's how our people will pr
92	t stirs passions & controversy—	<u>that</u>	's just how it is." H "We
46	dget I'm proposing today meets	<u>that</u>	pledge. As we cut what w
76	n proud of what it builds, and	<u>that</u>	spirit will lead our rec
80	l economy. And America must be	<u>that</u>	nation." H "In the 21st

3. Collocates of **these**

25	a clean energy economy: L/	<u>These</u>	stories show why affordable
334	facts on health reform: L/In	<u>these</u>	final days of decision on
337	live at 1:05pm ET: L /In	<u>these</u>	final days before a vote
347	of focusing on getting well/	<u>These</u>	photos put a face on our
554	the support they need during	<u>these</u>	tough economic times./Get
770	them to vote on Nov. 2. L/In	<u>these</u>	last 3 days, I need you to
816	and add your story. L/In	<u>these</u>	challenging days, we can

4. Collocates of **those**

92	affordable coverage to	<u>those</u>	currently without insurance
98	I will not waste time with	<u>those</u>	who have made the calculation
175	L/Today we pay tribute to	<u>those</u>	brave men and women who made
209	Will you join them? L/To all	<u>those</u>	gathered in celebration today
211	L/Best wishes to all	<u>those</u>	celebrating Kwanzaa this
264	institutions, including	<u>those</u>	that take your deposits,
385	President Kaczynski, and all	<u>those</u>	killed in today's tragic
396	who devoted her life to	<u>those</u>	struggling for equality.
418	veterans. Our commitment to	<u>those</u>	in uniform doesn't end when
445	the Gulf Coast and to help	<u>those</u>	whose livelihoods have been
521	reminds us of the bravery of	<u>those</u>	who have made America what
538	ET. L/Take a moment to thank	<u>those</u>	who fought for Wall St. reform
580	justice./Thank you to all	<u>those</u>	who signed my birthday card
588	while pink slips are given to	<u>those</u>	who educate our children
592	everything I've got to stop	<u>those</u>	who would gamble your Social

639	0am ET. L/Today we grieve for	<u>those</u>	we've lost, honor those who
639	for those we've lost, honor	<u>those</u>	who have sacrificed, and
848	a society that lifts up all	<u>those</u>	left behind. /Why this
compromise			
870	all are created equal.	<u>Those</u>	are the ideals we upheld
909	find and the quality of life	<u>those</u>	jobs offer. H/Thanks to the
992	people of Japan, particularly	<u>those</u>	who lost loved ones in the
1044	tornado damage and meet with	<u>those</u>	affected by this week's
devastating			
1064	L/Sending deep condolences to	<u>those</u>	affected by the tornado in
1068	Missouri, today to visit with	<u>those</u>	who lost so much in last

5. Collocates of here

14	Build support: L/"I've come	<u>here</u>	to Cairo to seek a new beginning
35	news channel, or stream it	<u>here</u> :	L/Wrapping up day two of
45	last night? Watch it	<u>here</u>	and declare your support:
63	at 2:30pm ET: L H/OFA staff	<u>here</u> ,	about to begin live-tweeting
84	Watch it live on TV or online	<u>here</u> :	L H/OFA will be live-tweeting
99	can do great things, and that	<u>here</u>	and now we will meet history
196	seriousness of purpose	<u>here</u>	in Washington—not political
271	watch the State of the Union	<u>here</u> :	L and submit a follow-up
275	the OFA community. Submit one	<u>here</u> :	L/If you haven't already
277	45pm ET. RSVP to watch online	<u>here</u> :	L/About to begin the
conversation			
281	Meeting. You can watch online	<u>here</u> :	L H/Inviting Republicans
295	of the H. Change yours	<u>here</u> :	L/Wondering what the H has
299	Nevada -- listen in	<u>here</u>	at 1pm EST: http: L/For H
314	from today's H meeting	<u>here</u> :	L Stay tuned for highlights
331	is great. The opportunity is	<u>here</u> .	Let's seize reform./Secretary
339	today at 5:15pm ET: L/I am	<u>here</u>	for Natoma Canfield & countless
340	you fighting for? H L /I am	<u>here</u>	for the millions who are denied
342	for all Americans./I am	<u>here</u>	for the seniors unable to
343	that they need. H L /I'm	<u>here</u>	for the small businesses who
344	care and hiring. H L /I am	<u>here</u>	for the millions of lives
354	hands now./This is why I'm	<u>here</u> ,	and why I'm fighting so hard
375	reform. Ask a question	<u>here</u> :	L/Arne Duncan is answering
475	Submit your questions	<u>here</u> :	L/OFA will be live tweeting
550	her confirmation hearings./	<u>Here</u>	are 10 things you should expect
667	Harper is firing up the crowd	<u>here</u>	on Library Mall in Madison
688	remarks in Philadelphia right	<u>here</u>	on M./"On November 2, I need
702	tonight's town hall right	<u>here</u>	M./"Our destiny is written
705	2." /"I need everybody	<u>here</u>	to commit to vote. I need
729	tonight's rally right	<u>here</u>	M./In a little more than
787	polling place is? Find it	<u>here</u> :	L/It's not too late to make
801	place and vote. Find it	<u>here</u> :	L/Your voice can make a
difference			
811	s economic recovery efforts	<u>here</u> :	L/Help select this year's
896	proud of what we did	<u>here</u> .	L/Can you host a State of
906	at L and follow live tweets	<u>here</u>	from Organizing for America
1055	El Paso speech right	<u>here</u>	on M./"I don't believe the

6. Collocates of there

46	insurance reform. Help us get	<u>there</u> :	L/Are you calling & writing
52	health insurance reform out	<u>there</u> .	Learn/share the facts: L
55	need to know how much support	<u>there</u>	is at home for reform. Please
126	to 100,000: L H H H/Halfway	<u>there</u>	—you've already made 50,0

610	to all who have served	<u>there</u> .	L/I ask Senate Republicans
710	fall campaign, and I want you	<u>there</u>	with me—backstage. L/In support
912	is ours to win. But to get	<u>there</u> ,	we can't just stand still

C. Temporal level

1. Collocates of now

47	re: health insurance reform?	<u>Now</u>	you can tweet them too: L/
70	"We are not going to give up	<u>now</u> .	We are going to get this done
72	a "Health Insurance Reform	<u>Now</u> "	event this week: L/Spread
90	time for games has passed.	<u>Now</u>	is the season for action."
96	dime to our deficits – either	<u>now</u>	or in the future. Period."
99	things, and that here and	<u>now</u>	we will meet history's test
100	Congress knows where I stand.	<u>Now</u>	they need to hear from you
138	impact? Rate the videos	<u>now</u> :	L/Tomorrow will mark a year
155	while reducing our deficit.	<u>Now</u>	that's progress./The senate
158	reform bill. America is	<u>now</u>	closer to real reform than
219	incredible work -- and right	<u>now</u>	is the perfect time to remember
238	the vote for M. Call 5 voters	<u>now</u> :	L H/This is it—the polls are
245	moments from the past year: L/	<u>Now</u>	taking nominations for the
262	Americans working right	<u>now</u>	who would otherwise be unemployed
292	in check. Watch: L/You've	<u>now</u>	pledged almost 7 million
volunteer			
328	to make their voices heard	<u>now</u>	L/Speaking about the need for
337	a vote on health reform,	<u>now</u>	is the most important time
350	The time for health reform is	<u>now</u> .	/We have a chance to do something
353	-- it is in your hands	<u>now</u> .	/This is why I'm here, and
388	making real progress. Watch	<u>now</u> :	L/This week we took tangible
416	with supporters in your area	<u>now</u> :	L/From day one, we have launched
482	a clean energy future is	<u>now</u> .	"/"The transition to clean
486	a clean energy future is	<u>now</u> .	Show your support for energy
523	about HealthCare.gov at M	<u>now</u> .	/Military families came together
625	and runways—creating jobs	<u>now</u>	and making our economy better
695	good middle-class jobs right	<u>now</u> —	and make our economy run better
728	Lady address the crowd. Watch	<u>now</u> :	L/Staffers are live tweeting
744	local families. Watch live	<u>now</u> :	L/Each of us deserves the
748	elections, the calls you make	<u>now</u>	are more important than ever
776	Forward rally. Watch live	<u>now</u> :	L/Great to see so many fired-up
779	Are you fired up? Watch live	<u>now</u> :	L/I'm fired up—are you? Help
788	for an Election Day reminder	<u>now</u> .	L/Call voters today to remind
1050	the economy. Watch live	<u>now</u> :	L/Clean energy will help us

2. Collocates of then

594	in Menomonee Falls, WI, and	<u>then</u>	speaking to workers. Listen
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3. Collocates of soon

118	L/Health reform debate moving <u>soon</u> to the full Congress. It's
427	workers in Buffalo, New York, <u>soon</u> . Listen live: L/We've saved

Appendix 3.4. Categories from UCREL Semantic Tagset

1. GENERAL AND ABSTRACT TERMS

1.1 A1.1.1 General actions / making

's_up_to	A1.1.1	1	0.01
at_it	A1.1.1	1	0.01
closing	A1.1.1	1	0.01
come	A1.1.1	1	0.01
coming_up	A1.1.1	1	0.01
committed	A1.1.1	1	0.01
committing	A1.1.1	1	0.01
conducted	A1.1.1	1	0.01
created	A1.1.1	1	0.01
creates	A1.1.1	1	0.01
cut	Z2	1	0.01
cutting	A1.1.1	1	0.01
dig	A1.1.1	1	0.01
enforce	A1.1.1	1	0.01
gearing	A1.1.1	1	0.01
implementation	A1.1.1	1	0.01
inserted	A1.1.1	1	0.01
makes	A1.1.1	1	0.01
manufacture	A1.1.1	1	0.01
manufacturer	A1.1.1	1	0.01
overhaul	A1.1.1	1	0.01
practices	A1.1.1	1	0.01
preparations	A1.1.1	1	0.01
prepares	A1.1.1	1	0.01
press	A1.1.1	1	0.01
process	A1.1.1	1	0.01
project	A1.1.1	1	0.01
reactions	A1.1.1	1	0.01
relive	A1.1.1	1	0.01
stand_by	A1.1.1	1	0.01
standing_by	A1.1.1	1	0.01
stirs	A1.1.1	1	0.01
taking_place	A1.1.1	1	0.01
wrapping	A1.1.1	1	0.01
can	A1.1.1	2	0.01
commission	A1.1.1	2	0.01
did	A1.1.1	2	0.01
prepare	A1.1.1	2	0.01
production	A1.1.1	2	0.01
pursue	A1.1.1	2	0.01
pursuing	A1.1.1	2	0.01
working_together	A1.1.1	2	0.01
close	A1.1.1	3	0.02
creation	A1.1.1	3	0.02
does	A1.1.1	3	0.02
doing	A1.1.1	3	0.02
tackle	A1.1.1	3	0.02
work_together	A1.1.1	3	0.02
creating	A1.1.1	4	0.02
labor	A1.1.1	5	0.03
opening	A1.1.1	5	0.03
action	A1.1.1	6	0.03
spread	A1.1.1	6	0.03
initiative	A1.1.1	7	0.04
commit	A1.1.1	8	0.04
create	A1.1.1	8	0.04
cuts	A1.1.1	8	0.04
cut	A1.1.1	9	0.05
spill	A1.1.1	13	0.07
making	A1.1.1	14	0.07
done	A1.1.1	17	0.09

made	A1.1.1	27	0.14
do	A1.1.1	34	0.18
act	A1.1.1	35	0.18
make	A1.1.1	36	0.19

1.2 A1.1.2 Damaging and destroying

broke_down	A1.1.2	1	0.01
busts	A1.1.2	1	0.01
damages	I1.1+	1	0.01
destroyed	A1.1.2	1	0.01
harmed	A1.1.2	1	0.01
humbled	A1.1.2	1	0.01
ruin	A1.1.2	1	0.01
damage	A1.1.2	2	0.01
broken	A1.1.2	3	0.02
devastating	A1.1.2	3	0.02
victims	A1.1.2	3	0.02

1.3 A1.2 Suitability

personalized	A1.2	2	0.01
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1.4 A1.2+ Suitable

eligible	A1.2+	1	0.01
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1.5 A1.3+ Cautious

in_case	A1.3+	2	0.01
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1.6 A1.4 Chance, luck

mining_accident	A1.4	1	0.01
staked	A1.4	1	0.01
luck	A1.4	3	0.02
opportunity	A1.4	4	0.02
chance	A1.4	6	0.03

1.7 A1.4+ Lucky

luckiest	A1.4+	1	0.01
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1.8 A1.5.1 Using

at_our_disposal	A1.5.1	1	0.01
use	A1.5.1	2	0.01
using	A1.5.1	5	0.03

1.9 A1.7+ Constraint

tightening	A1.7+	1	0.01
curb	A1.7+	2	0.01
hostage	A1.7+	2	0.01
limits	A1.7+	2	0.01
fix	A1.7+	4	0.02
fixing	A1.7+	4	0.02

1.10 A1.7- No constraint

discharged	A1.7-	1	0.01
leak	A1.7-	1	0.01
releasing	A1.7-	1	0.01

unleash	A1.7-	1	0.01
unleashed	A1.7-	1	0.01
unleashing	A1.7-	1	0.01
released	A1.7-	3	0.02
freedom	A1.7-	8	0.04

1.11 A1.8+ Inclusion

include	A1.8+	1	0.01
including	A1.8+	1	0.01
incorporates	A1.8+	1	0.01
re-engage	Z99	1	0.01
includes	A1.8+	2	0.01
involved	A1.8+	3	0.02
comprehensive	A1.8+	4	0.02

1.12 A10+ Open; Finding; Showing

appearance	A10+	1	0.01
demonstrated	A10+	1	0.01
discovered	A10+	1	0.01
display	A10+	1	0.01
exhibited	A10+	1	0.01
featuring	A10+	1	0.01
openly	A10+	1	0.01
showcase	A10+	1	0.01
showed	A10+	1	0.01
shown	A10+	1	0.01
shows	A10+	1	0.01
unveiled	A10+	1	0.01
unveiling	A10+	1	0.01
discovery	A10+	2	0.01
shows_up	A10+	3	0.02
open	A10+	9	0.05
show	A10+	10	0.05
find	A10+	14	0.07

1.13 A10- Closed; Hiding/Hidden

in_secret	A10-	1	0.01
on_the_side	A10-	1	0.01
secretly	A10-	1	0.01
behind-the-scenes	A10-	2	0.01
behind_the_scenes	A10-	2	0.01
blocking	A10-	2	0.01

1.14 A11.1+ Important

groundbreaking	A11.1+	1	0.01
matters	A11.1+	1	0.01
meaningful	A11.1+	1	0.01
priorities	A11.1+	1	0.01
priority	A11.1+	1	0.01
serious	A11.1+	1	0.01
seriousness	A11.1+	1	0.01
vital	A11.1+	1	0.01
emergency	A11.1+	2	0.01
significant	A11.1+	2	0.01
values	A11.1+	2	0.01
fundamental	A11.1+	3	0.02
importance	A11.1+	3	0.02
crucial	A11.1+	4	0.02
key	A11.1+	4	0.02
major	A11.1+	4	0.02
urgent	A11.1+	5	0.03
important	A11.1+	15	0.08

1.14.1 A11.1+++

prime	A11.1+++	3	0.02
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1.15 A11.2+ Noticeable

tangible	A11.2+	1	0.01
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1.16 A12+ Easy

simplify	A12+	1	0.01
easy	A12+	4	0.02
simple	A12+	4	0.02

1.16.1 A12++

easier	A12++	2	0.01
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1.16.2 A12+++

simplest	A12+++	1	0.01
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1.17 A12- Difficult

challenging	A12-	1	0.01
problems	A12-	1	0.01
fix	A12-	2	0.01
hard_times	A12-	2	0.01
hard_work	A12-	2	0.01
challenges	A12-	4	0.02
problem	A12-	4	0.02
challenge	A12-	7	0.04
crisis	A12-	7	0.04

1.18 A13 Degree

as	A13	1	0.01
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1.19 A13.1 Degree: Non-specific

even	A13.1	4	0.02
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1.20 A13.2 Degree: Maximizers

largely	A13.2	1	0.01
absolutely	A13.2	2	0.01
fully	A13.2	2	0.01
most	A13.2	6	0.03

1.21 A13.3 Degree: Boosters

incredibly	A13.3	1	0.01
long_way	A13.3	1	0.01
particularly	A13.3	1	0.01
seriously	A13.3	1	0.01
this	A13.3	1	0.01
far	A13.3	2	0.01
much	A13.3	2	0.01
really	A13.3	2	0.01
strongly	A13.3	2	0.01
very	A13.3	2	0.01
deeply	A13.3	3	0.02
so	A13.3	13	0.07
more	A13.3	29	0.14

1.22 A13.4 Degree: Approximators

coming_up_for	A13.4	1	0.01
just_about	A13.4	1	0.01
nearly	A13.4	1	0.01
about	A13.4	2	0.01
almost	A13.4	3	0.02

1.23 A13.6 Degree: Diminishers

simply	A13.6	1	0.01
a_little	A13.6	2	0.01

1.24 A14 Exclusivizers/particularizers

only	A14	4	0.02
just	A14	22	0.12

What about particularly (1.21)?

1.25 A15+ Safe

guard	A15+	1	0.01
safe	A15+	2	0.01
safety	A15+	3	0.02

1.25.1 A15++

safer	A15++	2	0.01
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1.26 A15- Danger

gamble	A15-	1	0.01
risks	A15-	1	0.01

1.27 A2.1+ Change

adapt	A2.1+	1	0.01
affect	A2.1+	1	0.01
affecting	A2.1+	1	0.01
amendment	A2.1+	1	0.01
becoming	A2.1+	1	0.01
changes	A2.1+	1	0.01
develop	A2.1+	1	0.01
development	A2.1+	1	0.01
developments	A2.1+	1	0.01
goes_forward	A2.1+	1	0.01
happening	A2.1+	1	0.01
happens	A2.1+	1	0.01
making_a_difference	A2.1+	1	0.01
momentum	A2.1+	1	0.01
reform--and	Z99	1	0.01
reform--call	Z99	1	0.01
reforms.	Z99	1	0.01
restoration	A2.1+	1	0.01
changed	A2.1+	2	0.01
restore	A2.1+	2	0.01
transition	A2.1+	2	0.01
affected	A2.1+	3	0.02
get	A2.1+	3	0.02
getting	A2.1+	3	0.02
happen	A2.1+	3	0.02
become	A2.1+	4	0.02
reforms	A2.1+	7	0.04
make_a_difference	A2.1+	9	0.05
change	A2.1+	22	0.12
reform	A2.1+	164	0.86

1.28 A2.1- No change

stability	A2.1-	1	0.01
stable	A2.1-	1	0.01

1.29 A2.2 Cause&Effect/Connection

causes	A2.2	1	0.01
connected	A2.2	1	0.01
connecting	A2.2	1	0.01
consequence	A2.2	1	0.01
depend	A2.2	1	0.01
dependent	A2.2	1	0.01
depends	A2.2	1	0.01
determine	A2.2	1	0.01
generating	A2.2	1	0.01
lead_to	A2.2	1	0.01
leaders_to	A2.2	1	0.01
link	A2.2	1	0.01
produce	A2.2	1	0.01
producing	A2.2	1	0.01
rendered	A2.2	1	0.01
result	A2.2	1	0.01
resulting	A2.2	1	0.01
thanks_to	A2.2	1	0.01
through_no_fault_of_their_own	A2.2	1	0.01
determined	A2.2	2	0.01
generate	A2.2	2	0.01
results	A2.2	2	0.01
effect	A2.2	3	0.02
reason	A2.2	3	0.02
responsible	A2.2	3	0.02
impact	A2.2	4	0.02
cause	A2.2	5	0.03
joined	A2.2	5	0.03
joining	A2.2	5	0.03
because_of	A2.2	8	0.04
why	A2.2	17	0.09
join	A2.2	28	0.15

1.30 A3 Being

status_quo	A3	1	0.01
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1.31 A3+ Existing

being	A3+	1	0.01
events	A3+	2	0.01
preexisting	A3+	2	0.01
pre-existing	Z99	2	0.01
episode	A3+	3	0.02
situation	A3+	3	0.02
'm	A3+	4	0.02
were	A3+	4	0.02
available	A3+	5	0.03
was	A3+	7	0.04
're	A3+	9	0.05
been	A3+	9	0.05
event	A3+	9	0.05
real	A3+	9	0.05
am	A3+	13	0.07
be	A3+	31	0.16
are	A3+	33	0.17
's	A3+	36	0.19
is	A3+	121	0.64

1.32 A4.1 Classification: Generally kinds, groups, examples

case	A4.1	1	0.01
example	A4.1	1	0.01
version	A4.1	1	0.01
come_to	A4.1	2	0.01
side	A4.1	4	0.02
kind	A4.1	5	0.03

1.33 A4.2+ Classification: Detailed

concrete	A4.2+	1	0.01
exactly	A4.2+	1	0.01
personalize	A4.2+	1	0.01
precise	A4.2+	1	0.01
special	A4.2+	15	0.08

1.34 A4.2- - Classification: General

broader	A4.2--	1	0.01
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1.35 A5.1 Evaluation: Good/bad

quality	A5.1	1	0.01
rate	A5.1	1	0.01
standards	A5.1	3	0.02

1.36 A5.1+ Evaluation: Good

a_step_forward	A5.1+	1	0.01
anti-poverty		1	0.01
enrich	A5.1+	1	0.01
L_Honoring	Z1	1	0.01
reliable	A5.1+	1	0.01
honoring	Z99	1	0.01
award	A5.1+	2	0.01
awarding	A5.1+	2	0.01
honor	A5.1+	2	0.01
improving	A5.1+	2	0.01
reward	A5.1+	2	0.01
improve	A5.1+	4	0.02
progress	A5.1+	5	0.03
well	A5.1+	6	0.03
good	A5.1+	11	0.06
great	A5.1+	13	0.07

1.36.1 A5.1 ++

outstanding	A5.1++	1	0.01
greater	A5.1++	2	0.01
surpass	A5.1++	2	0.01
better	A5.1++	13	0.07

1.36.2 A5.1 +++

excellence	A5.1+++	1	0.01
excellent	A5.1+++	1	0.01
greatest	A5.1+++	1	0.01
ideal	A5.1+++	1	0.01
perfect	A5.1+++	2	0.01
unbelievable	A5.1+++	2	0.01
world-class	A5.1+++	2	0.01
best	A5.1+++	12	0.06

supreme	A5.1+++	13	0.07
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1.37 A5.1- Evaluation: Bad

bad	A5.1-	1	0.01
detrimental	A5.1-	1	0.01
inexcusable	A5.1-	1	0.01
severe	A5.1-	1	0.01
surely	A5.1-	1	0.01
terrible	A5.1-	1	0.01

1.37.1 A5.1- - - Evaluation: Worst

disastrous	A5.1---	1	0.01
worst	A5.1---	2	0.01

1.38 A5.2+ Evaluation: True

honest	A5.2+	1	0.01
prove	A5.2+	1	0.01
facts	A5.2+	3	0.02
true	A5.2+	3	0.02
truth	A5.2+	4	0.02

1.39 A5.2- Evaluation: False

deceptive	A5.2-	1	0.01
disinformation	A5.2-	1	0.01
lies	A5.2-	1	0.01
misinformation	A5.2-	1	0.01
mislead	A5.2-	1	0.01
lie	A5.2-	2	0.01

1.40 A5.3+ Evaluation: Accurate

balanced	A5.3+	1	0.01
right	A5.3+	8	0.04

1.41 A5.3- Evaluation: Inaccurate

make_mistake	A5.3-	1	0.01
slips	A5.3-	1	0.01
miss	A5.3-	4	0.02
missed	A5.3-	5	0.03

1.42 A5.4+ Evaluation: Authentic

genuine	A5.4+	1	0.01
for_real	A5.4+	3	0.02

1.43 A5.4- Evaluation: Unauthentic

forge	A5.4-	1	0.01
forged	A5.4-	1	0.01

1.44 A6.1+ Comparing: Similar

agreed	A6.1+	1	0.01
consensus	A6.1+	1	0.01
look_like	A6.1+	1	0.01
looks_like	A6.1+	1	0.01
equality	A6.1+	2	0.01
agreement	A6.1+	3	0.02
agree	A6.1+	4	0.02
compromise	A6.1+	4	0.02

1.44.1 A6.1+++ Comparing: Similar

same	A6.1+++	2	0.01
equal	A6.1+++	5	0.03

1.45 A6.1- Comparing: Different

challenges	A6.1-	1	0.01
contrary_to	A6.1-	1	0.01
different	A6.1-	1	0.01
discrimination	A6.1-	1	0.01
otherwise	A6.1-	1	0.01
separating	A6.1-	1	0.01
challenge	A6.1-	2	0.01
differences	A6.1-	2	0.01
else	A6.1-	2	0.01
others	A6.1-	2	0.01
instead_of	A6.1-	6	0.03
other	A6.1-	6	0.03
another	A6.1-	8	0.04

1.46 A6.2+ Comparing: Usual

as_usual	A6.2+	1	0.01
average	A6.2+	1	0.01
familiar	A6.2+	1	0.01
representatives	A6.2+	1	0.01
symbols	A6.2+	1	0.01
won't	A6.2+	1	0.01
ordinary	A6.2+	2	0.01
common	A6.2+	4	0.02
basic	A6.2+	5	0.03
convention	A6.2+	5	0.03

1.47 A6.2- Comparing: Unusual

controversial	A6.2-	1	0.01
extraordinarily	A6.2-	1	0.01
incredible	A6.2-	1	0.01
extraordinary	A6.2-	3	0.02
remarkable	A6.2-	3	0.02

1.48 A7+ Likely

confirmed	A7+	1	0.01
guaranteed	A7+	1	0.01
has_a_chance	A7+	1	0.01
making_sure	A7+	1	0.01
may	A7+	1	0.01
pledges	A7+	1	0.01
pledging	A7+	1	0.01
possibility	A7+	1	0.01
potentially	A7+	1	0.01
prospects	A7+	1	0.01
secure	A7+	1	0.01
confirmation	A7+	2	0.01
have_a_chance	A7+	2	0.01
pledge	A7+	2	0.01
potential	A7+	2	0.01
ensuring	A7+	3	0.02
sure	A7+	3	0.02
clear	A7+	4	0.02
could	A7+	5	0.03
ensure	A7+	5	0.03
possible	A7+	5	0.03
pledged	A7+	6	0.03
make_sure	A7+	8	0.04

would	A7+	9	0.05
can	A7+	64	0.34

1.48.1 A7+++ Likely

destiny	A7+++	1	0.01
once_and_for_all	A7+++	1	0.01

1.49 A7- Unlikely

doubt	A7-	2	0.01
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1.50 A8 Seem

appearing	A8	1	0.01
show	A8	3	0.02

1.51 A9 Getting and giving; possession

equipped	A9	1	0.01
exchange	A9	1	0.01

1.52 A9+ Getting and possession

acceptance	A9+	1	0.01
achieve	A9+	1	0.01
beneficiaries	A9+	1	0.01
holding	A9+	1	0.01
keeping	A9+	1	0.01
receive	A9+	1	0.01
received	A9+	1	0.01
receives	A9+	1	0.01
receiving	A9+	1	0.01
recipients	A9+	1	0.01
secures	A9+	1	0.01
take_on	A9+	1	0.01
take_up	A9+	1	0.01
taken	A9+	1	0.01
belongs	A9+	2	0.01
having	A9+	2	0.01
resource	A9+	2	0.01
set_aside	A9+	2	0.01
had	A9+	3	0.02
legacy	A9+	3	0.02
seize	A9+	3	0.02
takes	A9+	3	0.02
getting	A9+	4	0.02
has	A9+	4	0.02
taking	A9+	4	0.02
owners	A9+	5	0.03
got	A9+	7	0.04
took	A9+	7	0.04
keep	A9+	15	0.08
take	A9+	22	0.12
get	A9+	24	0.13
have	A9+	34	0.18

1.53 A9- Giving

awarding	A9-	1	0.01
contributions	A9-	1	0.01
devoted	A9-	1	0.01
do_without	A9-	1	0.01
donate	A9-	1	0.01
donating	A9-	1	0.01
eliminate	A9-	1	0.01
eliminates	A9-	1	0.01

eluded	A9-	1	0.01
emission	A9-	1	0.01
get_riid	A9-	1	0.01
given	A9-	1	0.01
offered	A9-	1	0.01
offers	A9-	1	0.01
partnership_with	A9-	1	0.01
party_with	A9-	1	0.01
submitted	A9-	1	0.01
volunteering	A9-	1	0.01
gave	A9-	2	0.01
issued	A9-	2	0.01
offer	A9-	2	0.01
provider	A9-	2	0.01
volunteer	A9-	2	0.01
giving	A9-	3	0.02
gives	A9-	4	0.02
presenting	A9-	4	0.02
provide	A9-	6	0.03
give	A9-	7	0.04
submit	A9-	8	0.04

2. THE BODY AND THE INDIVIDUAL

2.1 B1 Anatomy and physiology

ankle	B1	1	0.01
arms	B1	1	0.01
breast	B1	1	0.01
back	B1	2	0.01
hands	B1	2	0.01
heart	B1	2	0.01
face	B1	5	0.03

2.2 B2 Health and disease

health	B2	120	0.63
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2.3 B2+ Healthy

recovering	B2+	1	0.01
on_the_road_to_recovery	B2+	3	0.02
recovery	B2+	11	0.06

2.4 B2- Disease

HIV	B2-	1	0.01
addiction	B2-	1	0.01
aids	B2-	1	0.01
cancer	B2-	1	0.01
disabilities	B2-	1	0.01
disabled	B2-	1	0.01
flu	B2-	1	0.01
fractured	B2-	1	0.01
hiv/aids	B2-	1	0.01
hurting	B2-	1	0.01
ill	B2-	1	0.01
injuries	B2-	1	0.01
painful	B2-	1	0.01
patient	B2-	1	0.01
wounded	B2-	1	0.01
h1n1	Z99	1	0.01
sick	B2-	3	0.02

2.5 B3 Medicines and medical treatment

doctors	B3	1	0.01
drugs	B3	1	0.01
health_services	B3	1	0.01
healthcare	B3	1	0.01
hospital_visitation	B3	1	0.01
pharmaceuticals	B3	1	0.01
prescriptions	B3	1	0.01
primary_care	B3	1	0.01
nurses	B3	2	0.01
prescription	B3	2	0.01
Dr.	B3	6	0.03
health_care	B3	29	0.15

2.6 B4 Cleaning and personal care

cleaner	B4	1	0.01
clean	B4	2	0.01
clean_up	B4	2	0.01

2.7 B5 Clothes and personal belongings

belts	B5	1	0.01
sheet	B5	1	0.01
cap	B5	2	0.01
uniform	B5	5	0.03

3. ARTS AND CRAFTS**3.1 C1 Arts and crafts**

arts	C1	1	0.01
designed	C1	1	0.01
photographer	C1	1	0.01
pictures	C1	1	0.01
shot	G3	1	0.01
shots	G3	1	0.01
photos	C1	4	0.02

4. EMOTION**4.1 E1 EMOTION: Emotional Actions, States and Processes General**

awed	E1	1	0.01
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4.2 E2+ EMOTION: Like

cherish	E2+	1	0.01
dear	E2+	1	0.01
go_for	E2+	1	0.01
like	E2+	1	0.01
live_with	E2+	1	0.01
popular	E2+	1	0.01
applaud	E2+	2	0.01
appreciation	E2+	2	0.01
enjoy	E2+	2	0.01
love	E2+	4	0.02
loved	E2+	4	0.02

4.2.1 E2+++ EMOTION: Like

favorite	E2+++	1	0.01
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4.3 E3+ EMOTION: Calm

peace	E3+	2	0.01
rest	E3+	4	0.02

4.4 E3- EMOTION: Violent/Angry

bullied	E3-	1	0.01
bullying	E3-	1	0.01
fight_back	E3-	1	0.01
force	E3-	1	0.01
persecution	E3-	1	0.01
threaten	E3-	1	0.01
threatens	E3-	1	0.01
violence_based	E3-	1	0.01
attack	E3-	2	0.01
attacks	E3-	2	0.01
violence	E3-	2	0.01
re-fighting	Z99	2	0.01

4.5 E4.1+ EMOTION: Happy

rejoice	E4.1+	1	0.01
happiness	E4.1+	2	0.01
merry	E4.1+	2	0.01
celebrating	E4.1+	3	0.02
relief	E4.1+	3	0.02
celebration	E4.1+	4	0.02
celebrate	E4.1+	5	0.03
happy	E4.1+	5	0.03

4.6 E4.1- EMOTION: Sad

grieve	E4.1-	1	0.01
suffering	E4.1-	1	0.01
mourning	E4.1-	2	0.01
saddened	E4.1-	2	0.01
tragic	E4.1-	2	0.01
depression	E4.1-	3	0.02
tragedy	E4.1-	4	0.02

4.7 E4.2+ EMOTION: Content

pride	E4.2+	1	0.01
satisfied	E4.2+	1	0.01
pleased	E4.2+	3	0.02
proud	E4.2+	9	0.05

4.8 E4.2- EMOTION: Discontent

disappointing	E4.2-	1	0.01
discontent	E4.2-	1	0.01
frustration	E4.2-	1	0.01
disappointed	E4.2-	4	0.02

4.9 E5+ EMOTION: Bravery

brave	E5+	1	0.01
dare	E5+	1	0.01
bravery	E5+	2	0.01
courage	E5+	4	0.02

4.10 E5- EMOTION: Fear/shock

alarming	E5-	1	0.01
fears	E5-	1	0.01
fear	E5-	2	0.01

4.11 E6+ EMOTION: Confident

faiths	E6+	1	0.01
forceful	E6+	1	0.01
confidence	E6+	2	0.01
faith	E6+	3	0.02
confident	E6+	4	0.02

4.12 E6- EMOTION: Worry

ordeal	E6-	1	0.01
care	E6-	2	0.01

5. FOOD AND FARMING**5.1 F1 FOOD AND FARMING: Food**

dinner	F1	1	0.01
food	F1	1	0.01
gut	F1	1	0.01
lunch	F1	1	0.01
turkey	F1	2	0.01

5.2 F3 FOOD AND FARMING: Smoking and non-medical drugs

smoking	F3	1	0.01
tobacco	F3	1	0.01

6. GOVERNMENT AND PUBLIC**6.1 G1.1 GOVERNMENT AND PUBLIC: Government**

citizen	G1.1	1	0.01
citizenship	G1.1	1	0.01
congress	Z3	38	0.20
congress	G1.1	1	0.01
congress_on_Tuesday	Z2	1	0.01
diplomats	G1.1	1	0.01
gov	G1.1	1	0.01
govt	G1.1	1	0.01
lobby	H2	1	0.01
local_authorities	G1.1	1	0.01
official	G1.1	1	0.01
programs	Y2	1	0.01
summon	G1.1	1	0.01
tax_relief	G1.1	1	0.01
treasury	G1.1	1	0.01
bureau	G1.1	2	0.01
citizens	G1.1	2	0.01
gov't	G1.1	2	0.01
prime_minister	G1.1	2	0.01
states	G1.1	2	0.01
council	G1.1	3	0.02
minister	G1.1	3	0.02
presidential	G1.1	3	0.02
presidents	G1.1	3	0.02
Sen.	B3	3	0.02
congressional	G1.1	5	0.03
Vice	Z5	6	0.03
nations	G1.1	5	0.03
Pres.	N4	9	0.05
town_hall	G1.1	17	0.09
national	Z3	17	0.09
government	G1.1	19	0.10
nation	G1.1	24	0.13

state	G1.1	26	0.14
country	G1.1	32	0.17
President	G1.1	33	0.17

6.2 G1.1- GOVERNMENT AND PUBLIC: Non-governmental

private_sector	G1.1-	2	0.01
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6.3 G1.2 GOVERNMENT AND PUBLIC: Politics

ballot	G1.2	1	0.01
ballot_box	G1.2	1	0.01
ballots	G1.2	1	0.01
bill_of_rights	G1.2	1	0.01
campaign_workers	G1.2	1	0.01
canvasses	G1.2	1	0.01
civil_rights_movement	G1.2	1	0.01
congressmen	G1.2	1	0.01
demonstration	G1.2	1	0.01
equal_rights	G1.2	1	0.01
political	G1.2	1	0.01
political_parties	G1.2	1	0.01
politicians	G1.2	1	0.01
referendum	G1.2	1	0.01
senator	G1.2	1	0.01
voted.	G1.2	1	0.01
candidate	G1.2	2	0.01
elect	G1.2	2	0.01
gop	G1.2	2	0.01
voter	G1.2	2	0.01
elected	G1.2	3	0.02
union	G1.2	3	0.02
united	Z3	2	0.01
candidates	G1.2	4	0.02
democracy	G1.2	4	0.02
polling	G1.2	4	0.02
votes	G1.2	4	0.02
democratic	G1.2	5	0.03
polls	G1.2	5	0.03
voting	G1.2	5	0.03
canvass	G1.2	6	0.03
voted	G1.2	6	0.03
republican	G1.2	7	0.04
politics	G1.2	8	0.04
republicans	G1.2	9	0.05
elections	G1.2	10	0.05
democrats	Z3	10	0.05
bipartisan	G1.2	11	0.06
senators	G1.2	12	0.06
union	Z3	12	0.06
election	G1.2	16	0.08
voters	G1.2	37	0.19
vote	G1.2	70	0.37

6.3 G2.1 GOVERNMENT AND PUBLIC: Law and Order

enacting	G2.1	1	0.01
final_passage	B1	1	0.01
judge	G2.1	1	0.01
judicial	G2.1	1	0.01
judiciary	G2.1	1	0.01
lawyer	G2.1	1	0.01
officers	G2.1	1	0.01
pardon	G2.1	1	0.01
police	G2.1	1	0.01
privilege	G2.1	1	0.01
code	G2.1	2	0.01

loopholes	G2.1	2	0.01
hearings	B1	3	0.02
ct	B3	4	0.02
legislation	G2.1	6	0.03
court	G2.1	10	0.05
law	G2.1	16	0.08
security	G2.1	19	0.10

6.4 G2.1+ GOVERNMENT AND PUBLIC: Lawful

innocent	G2.1+	1	0.01
justice	G2.1+	5	0.03

6.5 G2.1- GOVERNMENT AND PUBLIC: Crime

illegal	G2.1-	1	0.01
terrorists	G2.1-	1	0.01
terrorism	G2.1-	2	0.01
terrorist	G2.1-	2	0.01

6.6 G2.2 GOVERNMENT AND PUBLIC: General ethics

principles	G2.2	1	0.01
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6.7 G2.2+ GOVERNMENT AND PUBLIC: Ethical

fair	G2.2+	1	0.01
honoring	G2.2+	1	0.01
honors	G2.2+	1	0.01
moral	G2.2+	1	0.01
fairness	G2.2+	2	0.01
integrity	G2.2+	2	0.01
honor	G2.2+	11	0.06

6.8 G2.2- GOVERNMENT AND PUBLIC: Unethical

shame	G2.2-	1	0.01
wrong	G2.2-	1	0.01

6.9 G3 GOVERNMENT AND PUBLIC: Warfare, defence and the army; weapons

armed_forces	G3	1	0.01
army	G3	1	0.01
bombings	G3	1	0.01
bullet	G3	1	0.01
chief_of_staff	G3	1	0.01
fighting_force	G3	1	0.01
officer	G3	1	0.01
shooting	G3	1	0.01
warriors	G3	1	0.01
treaty	G3	2	0.01
combat	G3	3	0.02
military	G3	3	0.02
veterans	G3	3	0.02
war	G3	3	0.02
troops	G3	7	0.04

6.10 G3- GOVERNMENT AND PUBLIC: Anti-war

pre-civil	Z99	1	0.01
civilian	G3-	1	0.01

7. ARCHITECTURE, HOUSING AND HOME

7.1 H1 ARCHITECTURE, HOUSING AND HOME: Architecture, Houses and Buildings

buildings	H1	1	0.01
builds	H1	1	0.01
rebuilding	H1	1	0.01
rebuild	H1	2	0.01
built	H1	3	0.02
memorial	H1	3	0.02
build	H1	4	0.02
building	H1	6	0.03
house	H1	55	0.29

7.2 H2 ARCHITECTURE, HOUSING AND HOME: Parts of buildings

department	H2	1	0.01
room	H2	1	0.01
the_doors	Z3	1	0.01
chamber	H2	2	0.01
hall	H2	3	0.02
reception	H2	3	0.02
passage	H2	4	0.02
doors	H2	10	0.05

7.3 H3 ARCHITECTURE, HOUSING AND HOME: Areas around or near houses

backyard	H3	2	0.01
neighbors	H3	5	0.03

7.4 H4 ARCHITECTURE, HOUSING AND HOME: Residence

lives	H4	1	0.01
residents	H4	1	0.01
domestic	H4	2	0.01
home	H4	9	0.05
live	H4	14	0.07
address	H4	23	0.12

7.5 H5 ARCHITECTURE, HOUSING AND HOME: Furniture and household fittings

bedside	H5	1	0.01
cabinet	H5	1	0.01
chair	H5	1	0.01
desk	H5	1	0.01
seat	H5	1	0.01
table	H5	1	0.01
tables	H5	1	0.01

8. MONEY AND COMMERCE IN INDUSTRY

8.1 I1 MONEY AND COMMERCE IN INDUSTRY: Money generally

\$1	I1	1	0.01
betting	I1	1	0.01
dime	I1	1	0.01
dollar	I1	1	0.01
finance	I1	1	0.01
insurers	I1	1	0.01
account	I1	2	0.01
bet	I1	2	0.01
budgets	I1	2	0.01
stake	I1	2	0.01
bank	I1	3	0.02
dollars	I1	3	0.02
stakes	I1	3	0.02

fiscal	I1	4	0.02
banks	I1	6	0.03
money	I1	9	0.05
budget	I1	10	0.05
financial	I1	14	0.07
insurance	I1	32	0.17

8.2 I1.1 MONEY AND COMMERCE IN INDUSTRY: Money and pay

advance	I1.1	1	0.01
billionaires	I1.1	1	0.01
credit	I1.1	1	0.01
fund	I1.1	1	0.01
funding	I1.1	1	0.01
funds	I1.1	1	0.01
invested	I1.1	1	0.01
paycheck	I1.1	1	0.01
paychecks	I1.1	1	0.01
premiums	I1.1	1	0.01
saves	I1.1	1	0.01
taxpayers	I1.1	1	0.01
the_bill	Z3	1	0.01
investment	I1.1	2	0.01
investing	I1.1	3	0.02
taxes	I1.1	3	0.02
pay	I1.1	4	0.02
invest	I1.1	5	0.03
investments	I1.1	5	0.03
saved	I1.1	5	0.03
save	I1.1	6	0.03
afford	I1.1	12	0.06
tax	I1.1	15	0.08

8.3 I1.1+ MONEY AND COMMERCE IN INDUSTRY: Money: Affluence

bonuses	I1.1+	1	0.01
prosper	I1.1+	1	0.01
wealthiest	I1.1+	1	0.01
prosperity	I1.1+	5	0.03

8.3.1 I1.1++ MONEY AND COMMERCE IN INDUSTRY: Money: Affluence

millionaires	I1.1++	1	0.01
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8.4 I1.1- MONEY AND COMMERCE IN INDUSTRY: Money: Lack

cash-strapped	I1.1-	1	0.01
not-for-profit	I1.1-	1	0.01

8.5 I1.2 MONEY AND COMMERCE IN INDUSTRY: Money: Debts

\$20_billion	I1.2	1	0.01
benefits_bill	I1.2	1	0.01
climate_bill	I1.2	1	0.01
cut_bill	I1.2	1	0.01
energy_bill	I1.2	1	0.01
footing	I1.2	1	0.01
nutrition_bill	I1.2	1	0.01
owe	I1.2	1	0.01
paid	I1.2	1	0.01
pay_back	I1.2	1	0.01
pay_off	I1.2	1	0.01
pays	I1.2	1	0.01
reformthis_bill	I1.2	1	0.01
senate_bill	I1.2	1	0.01
senate_billstime	I1.2	1	0.01
tax-cuts_bill	I1.2	1	0.01

funding_bill	I1.2	2	0.01
loss	I1.2	2	0.01
pay	I1.2	2	0.01
spend	I1.2	2	0.01
spent	I1.2	2	0.01
loans	I1.2	3	0.02
jobs_bill	I1.2	5	0.03
reform_bill	I1.2	10	0.05
spending	I1.2	10	0.05

8.6 I1.3 MONEY AND COMMERCE IN INDUSTRY: Money: Cost and price

cost	I1.3	1	0.01
price	I1.3	1	0.01
prices	I1.3	1	0.01
worth	I1.3	1	0.01
bills	I1.3	2	0.01
costs	I1.3	3	0.02
bill	I1.3	7	0.04
tax-cut	Z99	2	0.01

8.7 I1.3- MONEY AND COMMERCE IN INDUSTRY: Cheap

affordable	I1.3-	8	0.04
economic	I1.3-	14	0.07

8.7.1 I1.3- - - MONEY AND COMMERCE IN INDUSTRY: Cheap

cheapest	I1.3---	1	0.01
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8.8 I2.1 MONEY AND COMMERCE IN INDUSTRY: Business: Generally

economist	I2.1	1	0.01
firms	I2.1	1	0.01
g-20	Z99	1	0.01
inc.	I2.1	1	0.01
Entrepreneurship	I2.1	2	0.01
commerce	I2.1	2	0.01
company	I2.1	2	0.01
entrepreneurs	I2.1	2	0.01
companies	I2.1	3	0.02
infrastructure	I2.1	3	0.02
recession	I2.1	3	0.02
office	I2.1	6	0.03
small-business	Z99	6	0.03
summit	W3	5	0.03
insurance_companies	I2.1	11	0.06
business	I2.1	19	0.10
businesses	I2.1	22	0.12
economy	I2.1	52	0.27

8.9 I2.2 MONEY AND COMMERCE IN INDUSTRY: Business: Selling

ad	I2.2	1	0.01
ads	I2.2	1	0.01
advertising	I2.2	1	0.01
agency	I2.2	1	0.01
customers	I2.2	1	0.01
export	I2.2	1	0.01
exports	I2.2	1	0.01
hiring	I2.2	1	0.01
insurance_company	I2.2	1	0.01
mall	I2.2	1	0.01
market	I2.2	1	0.01
markets	I2.2	1	0.01
stand	I2.2	1	0.01
Rep.	I2.2	2	0.01

agencies	I2.2	2	0.01
consumers	I2.2	2	0.01
hire	I2.2	2	0.01
let	I2.2	2	0.01
rep	I2.2	2	0.01
lets	I2.2	3	0.02
reps	I2.2	4	0.02
consumer	I2.2	9	0.05

8.10 I3.1 MONEY AND COMMERCE IN INDUSTRY: Work and employment: Generally

job_situation	I3.1	1	0.01
livelihood	I3.1	1	0.01
livelihoods	I3.1	1	0.01
staffs	I3.1	1	0.01
volunteer	I3.1	1	0.01
worked	I3.1	1	0.01
works	I3.1	1	0.01
employees	I3.1	2	0.01
on_the_job	I3.1	2	0.01
worker	I3.1	2	0.01
workplace	I3.1	2	0.01
personnel	I3.1	3	0.02
role	I3.1	4	0.02
staff	I3.1	9	0.05
volunteers	I3.1	12	0.06
workers	I3.1	12	0.06
working	I3.1	13	0.07
job	I3.1	17	0.09
work	I3.1	32	0.17
jobs	I3.1	35	0.18

8.11 I3.1- MONEY AND COMMERCE IN INDUSTRY: Unemployed

fired	I3.1-	1	0.01
laid-off	I3.1-	1	0.01
unemployed	I3.1-	1	0.01
unemployment	I3.1-	7	0.04

8.12 I3.2 MONEY AND COMMERCE IN INDUSTRY: Work and employment: Professionalism

co-workers	I3.2	1	0.01
secretaries	I3.2	1	0.01
colleague	I3.2	2	0.01
secretary	I3.2	8	0.04

8.13 I4 MONEY AND COMMERCE IN INDUSTRY: Industry

assembly_plant	I4	1	0.01
auto_plant	I4	1	0.01
cutter	I4	1	0.01
industry	I4	1	0.01
mill	I4	1	0.01
insurance_industry	I4	2	0.01
plant	I4	2	0.01
auto_industry	I4	3	0.02

9. ENTERTAINMENT, SPORTS AND GAMES

9.1 K1 ENTERTAINMENT, SPORTS AND GAMES: Entertainment generally

competition	K1	1	0.01
danced	K1	1	0.01
fair	K1	1	0.01
fireworks	G3	1	0.01

holidays	K1	1	0.01
playing	K1	1	0.01
scouts	K1	1	0.01
break	K1	2	0.01
Hanukkah	K1	3	0.02
play	K1	4	0.02
holiday	K1	6	0.03
party	K1	19	0.10

9.2 K2 ENTERTAINMENT, SPORTS AND GAMES: Music and related activities

concert	K2	1	0.01
sang	K2	1	0.01
tune	K2	1	0.01
tuned	K2	2	0.01

9.3 K4 ENTERTAINMENT, SPORTS AND GAMES: Drama, the theatre and show business

performances	K4	1	0.01
cast	K4	4	0.02
performance	K4	4	0.02

9.5 K5.1 ENTERTAINMENT, SPORTS AND GAMES: Sports

athletes	K5.1	1	0.01
final	K5.1	1	0.01
football_team	K5.1	1	0.01
kickoff	K5.1	1	0.01
playing_field	K5.1	1	0.01
ride	K5.1	1	0.01
soccer_team	K5.1	1	0.01
soccer_teamyoure	K5.1	1	0.01
games	K5.1	2	0.01
races	K5.1	2	0.01
finish_line	K5.1	3	0.02
game	K5.1	3	0.02
pass	K5.1	4	0.02
race	K5.1	6	0.03

9.6 K5.2 ENTERTAINMENT, SPORTS AND GAMES: Games

baseball	K5.2	1	0.01
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10. LIFE AND LIVING THINGS

10.1 L1+ LIFE AND LIVING THINGS: Alive

life	L1+	9	0.05
lives	L1+	12	0.06
live	L1+	178	0.93

10.2 L1- LIFE AND LIVING THINGS: Dead

dead	L1-	1	0.01
drowned	L1-	1	0.01
killed	L1-	1	0.01
death	L1-	2	0.01
kill	L1-	2	0.01

10.3 L2 LIFE AND LIVING THINGS: Living creatures: animals, birds, etc.

egg	L2	1	0.01
unyielding	L2	1	0.01

wing	L2	34	0.18
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10.4 L3 LIFE AND LIVING THINGS: Plants

lawn	L3	1	0.01
root	L3	1	0.01
tree	L3	2	0.01
garden	L3	5	0.03

11. MOVEMENT, LOCATION, TRAVEL AND TRANSPORT

11.1 M1 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Moving, coming and going

advance	M1	1	0.01
advancing	M1	1	0.01
approaches	M1	1	0.01
come	M1	1	0.01
come_on	M1	1	0.01
comes	M1	1	0.01
comes_home	M1	1	0.01
coming	M1	1	0.01
coming_out	M1	1	0.01
departing	M1	1	0.01
desert	M1	1	0.01
emerge	M1	1	0.01
entered	M1	1	0.01
following	M1	1	0.01
getting	M1	1	0.01
go_back	M1	1	0.01
go_into	M1	1	0.01
go_up	M1	1	0.01
goes	M1	1	0.01
leaving	M1	1	0.01
march	M1	1	0.01
move	M1	1	0.01
reached	M1	1	0.01
reaching_out	M1	1	0.01
roll_back	M1	1	0.01
run	M1	1	0.01
sank	M1	1	0.01
scale	M1	1	0.01
slide_back	M1	1	0.01
standing_up	M1	1	0.01
sway	M1	1	0.01
tour	M1	1	0.01
traveled	M1	1	0.01
traveling	M1	1	0.01
trips	M1	1	0.01
turn_to	M1	1	0.01
walk	M1	1	0.01
went	M1	1	0.01
access	M1	2	0.01
enter	M1	2	0.01
fallen	M1	2	0.01
falls	M1	2	0.01
journey	M1	2	0.01
left	M1	2	0.01
near	M1	2	0.01
return	M1	2	0.01
returning	M1	2	0.01
stand_up	M1	2	0.01
touring	M1	2	0.01
fall	M1	3	0.02
going	M1	3	0.02
passes	M1	3	0.02
reach_out	M1	4	0.02

reached_out	M1	4	0.02
reach	M1	5	0.03
trip	M1	5	0.03
get	M1	6	0.03
movement	M1	6	0.03
immigration	M1	8	0.04
passed	M1	8	0.04
passing	M1	8	0.04
step	M1	8	0.04
steps	M1	8	0.04
pass	M1	9	0.05
follow	M1	10	0.05
go	M1	16	0.08

11.2 M2 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Putting, pulling, pushing, transporting

bring_down	M2	1	0.01
bringing	M2	1	0.01
brought	M2	1	0.01
brought_up	M2	1	0.01
delivered	M2	1	0.01
delivers	M2	1	0.01
imported	M2	1	0.01
laid_out	M2	1	0.01
lay_out	M2	1	0.01
lays	M2	1	0.01
left_behind	M2	1	0.01
lifting_up	M2	1	0.01
lifts_up	M2	1	0.01
lower	M2	1	0.01
moves	M2	1	0.01
pick_up	M2	1	0.01
place	M2	1	0.01
placed	M2	1	0.01
poured_in	M2	1	0.01
raise	M2	1	0.01
raised	M2	1	0.01
removes	M2	1	0.01
transportation	M2	1	0.01
turn	M2	1	0.01
unfolding	M2	1	0.01
bringing_down	M2	2	0.01
carry	M2	2	0.01
drop	M2	2	0.01
laying	M2	2	0.01
lays_out	M2	2	0.01
push	M2	2	0.01
put_aside	M2	2	0.01
puts	M2	2	0.01
setting	M2	2	0.01
held	M2	3	0.02
putting	M2	3	0.02
sending	M2	3	0.02
bring	M2	5	0.03
deliver	M2	5	0.03
hold	M2	5	0.03
set	M2	5	0.03
get_out	M2	9	0.05
send	M2	10	0.05
put	M2	12	0.06
delivering	M2	14	0.07
moving	M2	17	0.09
holding	M2	18	0.09
move	M2	24	0.13

11.3 M3 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Vehicles and transport on land

Avenue	M3	1	0.01
auto	M3	1	0.01
drive	M3	1	0.01
driven	M3	1	0.01
drivers	M3	1	0.01
road	M3	1	0.01
roads	M3	1	0.01
shuttle	M3	1	0.01
station	M3	1	0.01
path	M3	3	0.02
vehicles	M3	3	0.02
St.	M3	10	0.05

11.4 M4 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Sailing, swimming, etc.

crews	M4	1	0.01
fleets	M4	1	0.01
rig	M4	1	0.01
wake	M4	1	0.01

11.5 M5 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Flying and aircraft

plane_crash	M5	1	0.01
planes	M5	1	0.01

11.6 M6 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Location and direction

along	M6	1	0.01
around	M6	1	0.01
aside	M6	1	0.01
behind	M6	1	0.01
came_from	M6	1	0.01
course	M6	1	0.01
east	M6	1	0.01
en_route	M6	1	0.01
facing	M6	1	0.01
front	M6	1	0.01
ground	M6	1	0.01
halfway	M6	1	0.01
in_place	M6	1	0.01
in_the_way	M6	1	0.01
is_back	M6	1	0.01
middle	M6	1	0.01
midst	M6	1	0.01
north	M6	1	0.01
out_there	M6	1	0.01
outdoors	M6	1	0.01
overseas	M6	1	0.01
south	M6	1	0.01
standing	M6	1	0.01
stood	M6	1	0.01
west	M6	1	0.01
west	Z2	33	0.17
ahead	M6	2	0.01
center	M6	2	0.01
direct	M6	2	0.01
stands	M6	2	0.01
on_the_table	N6	2	0.01
come_from	M6	3	0.02
directly	M6	3	0.02
on_the_ground	M6	3	0.02
away_from	M6	4	0.02
backstage	M6	4	0.02
face	M6	4	0.02
on	M6	4	0.02
direction	M6	5	0.03

end	M6	5	0.03
there	M6	5	0.03
top	M6	5	0.03
back	M6	7	0.04
in	M6	7	0.04
stand	M6	7	0.04
out	M6	8	0.04
where	M6	9	0.05
here	M6	36	0.19
forward	M6	40	0.21
this	M6	148	0.78

11.7 M7 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Places

Int'l	M7	1	0.01
abroad	M7	1	0.01
areas	M7	1	0.01
district	M7	2	0.01
harbor	M7	1	0.01
landmark	M7	1	0.01
nationals	M7	1	0.01
nationwide	M7	1	0.01
pitch	M7	1	0.01
region	M7	1	0.01
savannah	M7	1	0.01
territories	M7	1	0.01
town	M7	1	0.01
urban	M7	1	0.01
Tucson	M7	2	0.01
hometown	M7	2	0.01
international	M7	2	0.01
park	M7	2	0.01
foreign	M7	3	0.02
area	M7	4	0.02
local	M7	6	0.03
national	M7	6	0.03
place	M7	6	0.03

11.8 M8 MOVEMENT, LOCATION, TRAVEL AND TRANSPORT Stationary

stayed	M8	1	0.01
staying	M8	1	0.01
stay	M8	5	0.03
still	M8	5	0.03

12. NUMBERS AND MEASUREMENT

12.1 N1 NUMBERS AND MEASUREMENT: Numbers

'08	N1	1	0.01
'10	N1	1	0.01
1,008,426	N1	1	0.01
10_million	N1	1	0.01
13	N1	1	0.01
14,000	N1	1	0.01
15	N1	1	0.01
160,000	N1	1	0.01
1600	N1	1	0.01
2009	N1	1	0.01
2020	N1	1	0.01
2035	N1	1	0.01
226,317	N1	1	0.01
29	N1	1	0.01
30	N1	1	0.01
300,000	N1	1	0.01
315,023	N1	1	0.01

35,000	N1	1	0.01
3_million	N1	1	0.01
47	N1	1	0.01
50	N1	1	0.01
50,000	N1	1	0.01
500,000	N1	1	0.01
56	N1	1	0.01
60	N1	1	0.01
7_million	N1	1	0.01
8	N1	1	0.01
850,000	N1	1	0.01
9	N1	1	0.01
four	N1	1	0.01
nine	N1	1	0.01
one_third	N1	1	0.01
six	N1	1	0.01
trillion	N1	1	0.01
two_million	N1	1	0.01
150k	Z99	2	0.01
1	N1	2	0.01
1.1_million	N1	2	0.01
168,330	N1	2	0.01
202-559-1161	N1	2	0.01
4	N1	2	0.01
48	N1	2	0.01
56333	N1	2	0.01
eight	N1	2	0.01
five	N1	2	0.01
m	N1	2	0.01
million	N1	2	0.01
thousands	N1	2	0.01
2	N1	3	0.02
62262	N1	3	0.02
10	N1	4	0.02
200,000	N1	4	0.02
3	N1	4	0.02
three	N1	4	0.02
1_million	N1	5	0.03
100,000	N1	6	0.03
5	N1	6	0.03
2012	N1	7	0.04
two	N1	7	0.04
2008	N1	8	0.04
1	N1	13	0.07
millions	N1	13	0.07
2010	N1	15	0.08
one	N1	19	0.10

12.2 N2 NUMBERS AND MEASUREMENT: Mathematics

calculation	N2	1	0.01
counts	N2	1	0.01
tally	N2	1	0.01
counting	N2	4	0.02

12.3 N3.1 NUMBERS AND MEASUREMENT: Measurement: General

immeasurable	N3.1	1	0.01
measure	N3.1	1	0.01
measures	N3.1	1	0.01

12.4 N3.2+ NUMBERS AND MEASUREMENT: Size: Big

expand	N3.2+	1	0.01
expanding	N3.2+	1	0.01
expansion	N3.2+	1	0.01
grown	N3.2+	1	0.01

massive	N3.2+	1	0.01
substantial	N3.2+	1	0.01
tremendous	N3.2+	1	0.01
large	N3.2+	2	0.01
grow	N3.2+	5	0.03
growing	N3.2+	6	0.03
growth	N3.2+	8	0.04
big	N3.2+	11	0.06

12.4.1 N3.2++NUMBERS AND MEASURAMENT: Size: Big

larger	N3.2++	1	0.01
bigger	N3.2++	3	0.02

12.4.2 N3.2+++ NUMBERS AND MEASURAMENT: Size: Big

giant	N3.2+++	1	0.01
huge	N3.2+++	1	0.01
largest	N3.2+++	1	0.01
biggest	N3.2+++	4	0.02

12.5 N3.2- NUMBERS AND MEASURAMENT: Size: Small

minute	N3.2-	1	0.01
small	N3.2-	24	0.13

12.6 N3.3 NUMBERS AND MEASURAMENT: Measurement: Distance

2m	N3.3	1	0.01
extending	N3.3	1	0.01
extends	N3.3	1	0.01
gap	N3.3	1	0.01
extend	N3.3	4	0.02

12.7 N3.3+ NUMBERS AND MEASURAMENT: Distance: Far

long_haul	N3.3+	2	0.01
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12.8 N3.3- NUMBERS AND MEASURAMENT: Distance: Near

neighborhood	N3.3-	1	0.01
close	N3.3-	3	0.02
near	N3.3-	3	0.02

12.8.1 N3.3- - NUMBERS AND MEASURAMENT: Distance: Near

closer	N3.3--	5	0.03
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12.8.2 N3.3- - - NUMBERS AND MEASURAMENT: Distance: Near

closest	N3.3---	1	0.01
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12.9 N3.5 NUMBERS AND MEASURAMENT: Measurement: Weight

weighs	N3.5	1	0.01
weigh_in	N3.5	3	0.02

12.10 N3.6 NUMBERS AND MEASURAMENT: Measurement: Area

stretch	N3.6	1	0.01
space	N3.6	3	0.02

12.11 N3.7 NUMBERS AND MEASURAMENT: Measurement: Length & height

height	N3.7	1	0.01
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12.12 N3.7+ NUMBERS AND MEASUREMENT: Long, tall and wide

deep	N3.7+	3	0.02
high	N3.7+	3	0.02

12.12.1 N3.7+++ NUMBERS AND MEASUREMENT: Long, tall and wide

deepest	N3.7+++	1	0.01
highest	N3.7+++	1	0.01

12.13 N3.8 NUMBERS AND MEASUREMENT: Measurement: Speed

pace	N3.8	1	0.01
rate	N3.8	1	0.01
rates	N3.8	1	0.01

12.14 N3.8+ NUMBERS AND MEASUREMENT: Speed: Fast

accelerate	N3.8+	1	0.01
fast	N3.8+	1	0.01
immediate	N3.8+	1	0.01
immediately	N3.8+	1	0.01
quick	N3.8+	1	0.01
shortly	N3.8+	1	0.01
swift	N3.8+	1	0.01
right_away	N3.8+	2	0.01
quickly	N3.8+	3	0.02
high-speed	N3.8+	4	0.02

12.14.1 N3.8+++ NUMBERS AND MEASUREMENT: Speed: Fast

fastest	N3.8+++	3	0.02
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12.15 N3.8- NUMBERS AND MEASUREMENT: Speed: Slow

slow	N3.8-	1	0.01
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12.16 N4 NUMBERS AND MEASUREMENT: Linear order

10,000th	N4	1	0.01
112th	N4	1	0.01
26th	N4	1	0.01
40th	N4	1	0.01
50th	N4	1	0.01
before	N4	1	0.01
bottom	N4	1	0.01
earliest	N4	1	0.01
eventually	N4	1	0.01
finally	N4	1	0.01
follow-up	N4	1	0.01
fourth	N4	1	0.01
middle	N4	1	0.01
previous	N4	1	0.01
second	N4	1	0.01
100th	N4	3	0.02
then	N4	3	0.02
last	N4	6	0.03
next	N4	8	0.04
final	N4	15	0.08
first	N4	19	0.10

12.17 N5 NUMBERS AND MEASUREMENT: Quantities

9/11	N5	1	0.01
lots	N5	1	0.01
so_many	N5	1	0.01
10/20	N5	2	0.01
80%	N5	2	0.01

both	N5	3	0.02
some	N5	3	0.02
numbers	N5	5	0.03

12.18 N5+ NUMBERS AND MEASUREMENT: Quantities: many/much

abundance	N5+	1	0.01
added	N5+	1	0.01
adding	N5+	1	0.01
adds	N5+	1	0.01
adequate	N5+	1	0.01
enough	N5+	1	0.01
increase	N5+	1	0.01
increased	N5+	1	0.01
lots	N5+	1	0.01
many	N5+	1	0.01
proliferation	N5+	1	0.01
stream	N5+	1	0.01
streamed	N5+	1	0.01
a_lot	N5+	2	0.01
countless	N5+	2	0.01
General	N5+	4	0.02
much	N5+	6	0.03
add	N5+	7	0.04

12.18.1 N5++ NUMBERS AND MEASUREMENT: Quantities: many/much

as_well	N5++	1	0.01
brimming	N5++	1	0.01
further	N5++	1	0.01
additional	N5++	2	0.01
address_on	N5++	3	0.02
too	N5++	3	0.02
also	N5++	4	0.02
more	N5++	16	0.08

12.18.2 N5+++NUMBERS AND MEASUREMENT: Quantities: many/much

majority	N5+++	3	0.02
most	N5+++	4	0.02

12.19 N5- NUMBERS AND MEASUREMENT: Quantities: little

bit	N5-	1	0.01
cutting_back	N5-	1	0.01
minority	N5-	1	0.01
reducing	N5-	1	0.01
reduction	N5-	2	0.01
deficits	N5-	3	0.02
reduce	N5-	4	0.02
few	N5-	6	0.03
deficit	N5-	11	0.06

12.19.1 N5- -NUMBERS AND MEASUREMENT: Quantities: little

less	N5--	3	0.02
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12.19.2 N5- - - NUMBERS AND MEASUREMENT: Quantities: little

single	N5---	3	0.02
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12.20 N5.1 NUMBERS AND MEASUREMENT: Entirety; maximum

limit	N5.1	1	0.01
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12.21 N5.1+ NUMBERS AND MEASUREMENT: Entire; maximum

all_the_way	N5.1+	1	0.01
every_single	N5.1+	1	0.01
to_the_full	N5.1+	1	0.01
total	N5.1+	1	0.01
whole	N5.1+	1	0.01
entire	N5.1+	2	0.01
full	N5.1+	4	0.02
any	N5.1+	5	0.03
each	N5.1+	5	0.03
every	N5.1+	19	0.10
all	N5.1+	35	0.18

12.22 N5.1- NUMBERS AND MEASUREMENT: Part

piece	N5.1-	1	0.01
run_out	N5.1-	1	0.01
shares	N5.1-	1	0.01
in_half	A2.1+	1	0.01
part	N5.1-	4	0.02

12.23 N5.2+ NUMBERS AND MEASUREMENT: Exceed; waste

too_many	N5.2+	1	0.01
wasteful	N5.2+	1	0.01
over	N5.2+	2	0.01
too_much	N5.2+	2	0.01
waste	N5.2+	2	0.01
too	N5.2+	4	0.02

12.24 N6 NUMBERS AND MEASUREMENT: Frequency

nt_ever	N6	1	0.01
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12.25 N6+ NUMBERS AND MEASUREMENT: Frequent

each_time	N6+	1	0.01
every_day	N6+	2	0.01
monthly	N6+	2	0.01
annual	N6+	6	0.03
again	N6+	7	0.04

12.25.1 N6+++NUMBERS AND MEASUREMENT: Frequent

always	N6+++	1	0.01
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12.26 N6- NUMBERS AND MEASUREMENT: Infrequent

rarely	N6-	1	0.01
once	N6-	3	0.02

13. SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT**13.1 O1 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Substances and materials generally**

fuels.	O1	1	0.01
materials	O1	1	0.01

13.2 O1.1 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Substances and materials: Solid

deposits	O1.1	1	0.01
metal	O1.1	1	0.01
silver	O1.1	1	0.01

**13.3 01.2 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Substances and materials:
Liquid**

biodiesel	Z99	1	0.01
oil	01.2	16	0.08

**13.4 01.3 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Substances and materials:
Gas**

air	01.3	1	0.01
airs	01.3	1	0.01
gas	01.3	1	0.01
smoke	01.3	1	0.01

13.5 02 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Objects generally

block	02	1	0.01
candles	02	1	0.01
core	02	1	0.01
cup	02	1	0.01
engine	02	1	0.01
goods	02	1	0.01
input	02	1	0.01
mirrors	02	1	0.01
packages	02	1	0.01
pitting	02	1	0.01
podium	02	1	0.01
rails	02	1	0.01
rein	02	1	0.01
roll	02	1	0.01
tool	02	1	0.01
tools	02	1	0.01
motors	02	2	0.01
rail	02	2	0.01
credit_card	02	3	0.02
things	02	4	0.02
thing	02	6	0.03
medal	02	7	0.04

13.6 03 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Electricity and electrical equipment

android	03	1	0.01
batteries	03	1	0.01
cable	03	1	0.01
electricity	03	1	0.01
electric	03	3	0.02

13.7 04.1 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: General appearance and physical properties

bold	04.1	1	0.01
condition	04.1	1	0.01
sounder	04.1	1	0.01
balancing	04.1	2	0.01
conditions	04.1	3	0.02
hard	04.1	6	0.03
ready	04.1	13	0.07

**13.8 04.2+ SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Judgement of appearance:
Beautiful**

appealing	04.2+	1	0.01
grace	04.2+	1	0.01
graces	04.2+	1	0.01

grand	O4.2+	1	0.01
inviting	O4.2+	1	0.01
exclusive	O4.2+	2	0.01
clean	O4.2+	17	0.09

13.9 O4.2- SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Judgement of appearance: Ugly

marking	O4.2-	1	0.01
mess	O4.2-	1	0.01
obesity	O4.2-	1	0.01
mark	O4.2-	6	0.03

13.10 O4.3 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Colour and colour patterns

brightening	O4.3	1	0.01
pink	O4.3	2	0.01

13.11 O4.4 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Shape

level	O4.4	1	0.01
shape	O4.4	1	0.01
corner	O4.4	2	0.01
straight	O4.4	2	0.01
oval	Z2	4	0.02

13.12 O4.5 SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Texture

hard	O4.5	1	0.01
harder	O4.5	1	0.01
hardest	O4.5	1	0.01

13.13 O4.6+ SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Temperature: Hot / on fire

burning	O4.6+	1	0.01
heat	O4.6+	1	0.01
lit	O4.6+	2	0.01
spark	O4.6+	2	0.01

13.13.1 O4.6+++ SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Temperature: Hot / on fire

warmest	O4.6+++	1	0.01
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13.14 O4.6- SUBSTANCES, MATERIALS, OBJECTS AND EQUIPMENT: Temperature: Cold

freeze	O4.6-	1	0.01
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14. EDUCATION

14.1 P1 EDUCATION: Education in general

classroom	P1	1	0.01
college_students	P1	1	0.01
grads	P1	1	0.01
graduate	P1	1	0.01
graduates	P1	1	0.01
higher_education	P1	1	0.01
humanities	P1	1	0.01
test	P1	1	0.01
tested	P1	1	0.01
trained	P1	1	0.01
universities	P1	1	0.01

community_colleges	P1	2	0.01
education_system	P1	2	0.01
graduation	P1	2	0.01
high_school	P1	2	0.01
student	P1	2	0.01
academy	P1	3	0.02
educate	P1	3	0.02
teacher	P1	4	0.02
teachers	P1	4	0.02
university	P1	5	0.03
school	P1	8	0.04
college	P1	10	0.05
students	P1	10	0.05
education	P1	20	0.11

15. LANGUAGE AND COMMUNICATION

15.1 Q1.1 LANGUAGE AND COMMUNICATION: Linguistic Actions, States And Processes; Communication

representing	Q1.1	1	0.01
embodies	Q1.1	2	0.01
represents	Q1.1	2	0.01
message	Q1.1	5	0.03
means	Q1.1	7	0.04

15.2 Q1.2 LANGUAGE AND COMMUNICATION: Paper documents and writing

birthday_card	Q1.2	1	0.01
cards	Q1.2	1	0.01
co-signers	Q1.2	1	0.01
dispatches	Q1.2	1	0.01
filing	Q1.2	1	0.01
fill_out	Q1.2	1	0.01
insurance_policies	Q1.2	1	0.01
list	Q1.2	1	0.01
look_up	Q1.2	1	0.01
mail	Q1.2	1	0.01
registration	Q1.2	1	0.01
writing	Q1.2	1	0.01
written	Q1.2	1	0.01
agenda	Q1.2	2	0.01
register	Q1.2	2	0.01
transparency	Q1.2	2	0.01
write	Q1.2	2	0.01
card	Q1.2	3	0.02
letter	Q1.2	3	0.02
text	Q1.2	4	0.02
signed	Q1.2	5	0.03
addressing	Q1.2	9	0.05
signing	Q1.2	9	0.05
sign	Q1.2	10	0.05
address	Q1.2	11	0.06

15.3 Q1.3 LANGUAGE AND COMMUNICATION: Telecommunications

CBS	Q1.3	1	0.01
broadband	Q1.3	1	0.01
phone_call	Q1.3	1	0.01
switchboard	Q1.3	1	0.01
texting	Q1.3	1	0.01
iphone	Z99	1	0.01
phone_calls	Q1.3	2	0.01
phone	Q1.3	4	0.02

15.4 Q2.1 LANGUAGE AND COMMUNICATION: Speech: Communicative

arguing	Q2.1	1	0.01
arguments	Q2.1	1	0.01
communications	Q2.1	1	0.01
conversations	Q2.1	1	0.01
interview	Q2.1	1	0.01
outline	Q2.1	1	0.01
outlined	Q2.1	1	0.01
speak_out	Q2.1	1	0.01
states	Q2.1	1	0.01
briefing	Q2.1	2	0.01
discusses	Q2.1	2	0.01
discussing	Q2.1	2	0.01
let_know	Q2.1	2	0.01
representative	Q2.1	2	0.01
says	Q2.1	2	0.01
speaker	Q2.1	2	0.01
spoke	Q2.1	2	0.01
state	Q2.1	2	0.01
said	Q2.1	3	0.02
talking	Q2.1	3	0.02
say	Q2.1	4	0.02
story	Q2.1	4	0.02
response	Q2.1	5	0.03
stories	Q2.1	5	0.03
discussion	Q2.1	6	0.03
statement	Q2.1	6	0.03
voices	Q2.1	6	0.03
speech	Q2.1	7	0.04
conversation	Q2.1	9	0.05
voice	Q2.1	12	0.06
chat	Q2.1	13	0.07
talk	Q2.1	13	0.07
cant	Q2.1	15	0.08
discuss	Q2.1	15	0.08
speak	Q2.1	15	0.08
speaking	Q2.1	55	0.29

15.5 Q2.2 LANGUAGE AND COMMUNICATION: Speech acts

account_for	Q2.2	1	0.01
advocated	Q2.2	1	0.01
affirm	Q2.2	1	0.01
affirmation	Q2.2	1	0.01
announced	Q2.2	1	0.01
answers	Q2.2	1	0.01
bickering	Q2.2	1	0.01
congrats	Z2	1	0.01
claim	Q2.2	1	0.01
dedicated	Q2.2	1	0.01
designate	Q2.2	1	0.01
instructed	Q2.2	1	0.01
invitations	Q2.2	1	0.01
inviting	Q2.2	1	0.01
named	Q2.2	1	0.01
names	Q2.2	1	0.01
oath	Q2.2	1	0.01
proposed	Q2.2	1	0.01
reaffirming	Q2.2	1	0.01
reaffirms	Q2.2	1	0.01
recommending	Q2.2	1	0.01
report	Q2.2	1	0.01
signed_up	Q2.2	1	0.01
sworn_in	Q2.2	1	0.01
telling	Q2.2	1	0.01
urging	Q2.2	1	0.01
welcome	Q2.2	1	0.01

welcomes	Q2.2	1	0.01
announce	Q2.2	2	0.01
announces	Q2.2	2	0.01
asked	Q2.2	2	0.01
called	Q2.2	2	0.01
claims	Q2.2	2	0.01
congratulate	Q2.2	2	0.01
denied	Q2.2	2	0.01
deny	Q2.2	2	0.01
denying	Q2.2	2	0.01
negotiations	Q2.2	2	0.01
proposal	Q2.2	2	0.01
proposals	Q2.2	2	0.01
reaffirm	Q2.2	2	0.01
welcoming	Q2.2	2	0.01
announcement	Q2.2	3	0.02
answered	Q2.2	3	0.02
asking	Q2.2	3	0.02
condolences	Q2.2	3	0.02
declare	Q2.2	3	0.02
disclose	Q2.2	3	0.02
explains	Q2.2	3	0.02
sign_up	Q2.2	3	0.02
answer	Q2.2	4	0.02
proposing	Q2.2	4	0.02
announcing	Q2.2	6	0.03
calling	Q2.2	6	0.03
critical	Q2.2	6	0.03
name	Q2.2	6	0.03
question	Q2.2	6	0.03
urge	Q2.2	6	0.03
congratulations	Q2.2	7	0.04
answering	Q2.2	8	0.04
debate	Q2.2	10	0.05
remarks	Q2.2	12	0.06
ask	Q2.2	14	0.07
tell	Q2.2	15	0.08
questions	Q2.2	24	0.13
calls	Q2.2	28	0.15
call	Q2.2	35	0.18

15.6 Q3 LANGUAGE AND COMMUNICATION: Language, speech and grammar

epic	Q3	1	0.01
imperative	Q3	1	0.01
term	Q3	1	0.01
terms	Q3	1	0.01
word	Q3	1	0.01
words	Q3	3	0.02
read	Q3	10	0.05

15.7 Q4 LANGUAGE AND COMMUNICATION: The Media

edition	Q4	1	0.01
published	Q4	1	0.01
editor	Q4	2	0.01
coverage	Q4	8	0.04

15.8 Q4.1 LANGUAGE AND COMMUNICATION: The Media: Books

books	Q4.1	1	0.01
hero	Q4.1	1	0.01
heroes	Q4.1	1	0.01
library	Q4.1	1	0.01

15.9 Q4.2 LANGUAGE AND COMMUNICATION: The Media: Newspapers etc.

journalists	Q4.2	1	0.01
paper	Q4.2	1	0.01
papers	Q4.2	1	0.01
press	Q4.2	6	0.03
press_conference	Q4.2	9	0.05

15.10 Q4.3 LANGUAGE AND COMMUNICATION: The Media: TV, Radio and Cinema

televised	Q4.3	1	0.01
tune_in	Q4.3	2	0.01
tv	Q4.3	2	0.01
videos	Q4.3	2	0.01
wireless	Q4.3	2	0.01
video	Q4.3	27	0.14
ABC	A12+	1	0.01

16. SOCIAL ACTIONS, STATES AND PROCESSES**16.1 S1.1.1 SOCIAL ACTIONS, STATES AND PROCESSES: Social Actions, States And Processes**

behalf	S1.1.1	1	0.01
calls_on	S1.1.1	1	0.01
ceremony	S1.1.1	1	0.01
commemoration	S1.1.1	1	0.01
habits	S1.1.1	1	0.01
introduce	S1.1.1	1	0.01
on_behalf_of	S1.1.1	1	0.01
on_our_behalf	S1.1.1	1	0.01
rallies	S1.1.1	1	0.01
rallying	S1.1.1	1	0.01
traditional	S1.1.1	1	0.01
ushering	S1.1.1	1	0.01
visited	S1.1.1	1	0.01
call_on	S1.1.1	2	0.01
introducing	S1.1.1	2	0.01
social	S1.1.1	2	0.01
visits	S1.1.1	2	0.01
visiting	S1.1.1	3	0.02
hosting	S1.1.1	6	0.03
host	S1.1.1	9	0.05
rally	S1.1.1	12	0.06
visit	S1.1.1	12	0.06

16.2 S1.1.2+ SOCIAL ACTIONS, STATES AND PROCESSES: Reciprocal

rationing	S1.1.2+	1	0.01
responding	S1.1.2+	1	0.01
shares	S1.1.2+	1	0.01
sharing	S1.1.2+	1	0.01
respond	S1.1.2+	2	0.01
shared	S1.1.2+	4	0.02
share	S1.1.2+	9	0.05

16.3 S1.1.3+ SOCIAL ACTIONS, STATES AND PROCESSES: Participating

Roundtable	S1.1.3+	1	0.01
attending	S1.1.3+	1	0.01
forum	S1.1.3+	2	0.01
participate	S1.1.3+	2	0.01
participating	S1.1.3+	2	0.01
join_in	S1.1.3+	3	0.02
parties	S1.1.3+	4	0.02

attend	S1.1.3+	8	0.04
conference	S1.1.3+	14	0.07
meeting	S1.1.3+	21	0.11

16.4 S1.1.3- SOCIAL ACTIONS, STATES AND PROCESSES: Non-participating

sit_on_the_sidelines	S1.1.3-	1	0.01
sit_on_the_sidelineswith	S1.1.3-	1	0.01

16.5 S1.1.4+ SOCIAL ACTIONS, STATES AND PROCESSES: Deserving

deserving	S1.1.4+	1	0.01
deserves	S1.1.4+	2	0.01
deserve	S1.1.4+	6	0.03

16.6 S1.2 SOCIAL ACTIONS, STATES AND PROCESSES: Personality traits

just	S1.2	1	0.01
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16.7 S1.2.1+ SOCIAL ACTIONS, STATES AND PROCESSES: Informal/Friendly

humanity	S1.2.1+	1	0.01
welcoming	S1.2.1+	1	0.01

16.8 S1.2.2- SOCIAL ACTIONS, STATES AND PROCESSES: Generous

big-hearted	S1.2.2-	1	0.01
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16.9 S1.2.3+++ SOCIAL ACTIONS, STATES AND PROCESSES: Selfish

toughest	S1.2.3+++	3	0.02
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16.10 S1.2.4+SOCIAL ACTIONS, STATES AND PROCESSES: Polite

costless	S1.2.4+	1	0.01
gratitude	S1.2.4+	2	0.01
thanking	S1.2.4+	2	0.01
grateful	S1.2.4+	6	0.03
thank	S1.2.4+	8	0.04
thanks	S1.2.4+	9	0.05

16.11 S1.2.5+SOCIAL ACTIONS, STATES AND PROCESSES: Tough/strong

resiliency	S1.2.5+	1	0.01
strengthening	S1.2.5+	1	0.01
strength	S1.2.5+	2	0.01
strengthen	S1.2.5+	2	0.01
resilience	S1.2.5+	3	0.02
tough	S1.2.5+	3	0.02
strong	S1.2.5+	8	0.04

16.11.1 S1.2.5++ SOCIAL ACTIONS, STATES AND PROCESSES: Tough/strong

stronger	S1.2.5++	4	0.02
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16.11.2 S1.2.5+++ SOCIAL ACTIONS, STATES AND PROCESSES: Tough/strong

strongest	S1.2.5+++	2	0.01
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16.12 S1.2.6+SOCIAL ACTIONS, STATES AND PROCESSES: Sensible

common-sense	S1.2.6+	1	0.01
wise	S1.2.6+	1	0.01

16.13 S1.2.6-SOCIAL ACTIONS, STATES AND PROCESSES: Foolish

senseless	S1.2.6-	1	0.01
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16.14 S2 SOCIAL ACTIONS, STATES AND PROCESSES: People

and_other	S2	1	0.01
character	S2	1	0.01
giant	S2	1	0.01
host	S2	1	0.01
same-sex	Z99	1	0.01
human	S2	2	0.01
kids	S2	2	0.01
children	S2	3	0.02
peoples	S2	3	0.02
child	S2	4	0.02
folks	S2	5	0.03
hosting	S2	6	0.03
people	S2	42	0.22

16.15 S2.1 SOCIAL ACTIONS, STATES AND PROCESSES: People: Female

Ms	S2.1	1	0.01
lady's	Z3	1	0.01
woman	S2.1	3	0.02
lady	Z3	7	0.04
women	S2.1	14	0.07

16.16 S2.2 SOCIAL ACTIONS, STATES AND PROCESSES: People: Male

boy	S2.2	1	0.01
Gen.	X2.2+	1	0.01
guys	S2.2	2	0.01
Jr	Z3	3	0.02
men	S2.2	10	0.05

16.17 S3.1 SOCIAL ACTIONS, STATES AND PROCESSES: Personal relationship: General

meets	S3.1	1	0.01
partner	S3.1	1	0.01
partners	S3.1	1	0.01
met	S3.1	2	0.01
friend	S3.1	3	0.02
meet	S3.1	4	0.02
friends	S3.1	11	0.06
meeting	S3.1	17	0.09

16.18 S3.2 SOCIAL ACTIONS, STATES AND PROCESSES: Relationship: Intimacy and sex

love	S3.2	1	0.01
embrace	S3.2	3	0.02

16.19 S4 SOCIAL ACTIONS, STATES AND PROCESSES: Kin

aunts	S4	1	0.01
brothers	S4	1	0.01
fatherhood	S4	1	0.01
fathers	S4	1	0.01
godmother	S4	1	0.01
grandma	S4	1	0.01
husband	S4	1	0.01
middle_class_families	S4	1	0.01
mom	S4	1	0.01
phony	S4	1	0.01
sisters	S4	1	0.01
uncles	S4	1	0.01

mother	S4	2	0.01
parents	S4	2	0.01
family	S4	5	0.03
families	S4	27	0.14

16.20 S5+ SOCIAL ACTIONS, STATES AND PROCESSES: Belonging to a group

allies	S5+	1	0.01
assembled	S5+	1	0.01
coalition	S5+	1	0.01
gathered	S5+	1	0.01
group	S5+	1	0.01
hand_in_hand	S5+	1	0.01
join_together	S5+	1	0.01
league	S5+	1	0.01
multicultural	S5+	1	0.01
partnerships	S5+	1	0.01
rallying_around	S5+	1	0.01
society	S5+	1	0.01
teaming	S5+	1	0.01
teams	S5+	1	0.01
unity	S5+	1	0.01
association	S5+	2	0.01
fellow	S5+	2	0.01
institutions	S5+	2	0.01
member	S5+	2	0.01
partnership	S5+	2	0.01
united	S5+	2	0.01
came_together	S5+	3	0.02
gather	S5+	3	0.02
joint	S5+	3	0.02
partisan	S5+	3	0.02
team	S5+	3	0.02
together	S5+	3	0.02
communities	S5+	4	0.02
corporate	S5+	4	0.02
crowd	S5+	4	0.02
come_together	S5+	5	0.03
federal	S5+	5	0.03
grassroots	S5+	5	0.03
middle_class	S5+	7	0.04
middle-class	S5+	8	0.04
members	S5+	9	0.05
public	S5+	9	0.05
community	S5+	19	0.10

16.21 S5- SOCIAL ACTIONS, STATES AND PROCESSES: Not part of a group

independent	S5-	1	0.01
independence	S5-	3	0.02

16.22 S6+ SOCIAL ACTIONS, STATES AND PROCESSES: Strong obligation or necessity

've_got_to	S6+	1	0.01
commitments	S6+	1	0.01
committed	S6+	1	0.01
duty	S6+	1	0.01
had_to	S6+	1	0.01
has_to	S6+	1	0.01
needed	S6+	1	0.01
obligation	S6+	1	0.01
obligations	S6+	1	0.01
patriot	S6+	1	0.01
patriotic	S6+	1	0.01
patriots	S6+	1	0.01
responsibilities	S6+	1	0.01
essential	S6+	2	0.01

necessary	S6+	3	0.02
promised	S6+	3	0.02
responsibility	S6+	4	0.02
needs	S6+	6	0.03
promise	S6+	7	0.04
have_to	S6+	8	0.04
must	S6+	9	0.05
commitment	S6+	14	0.07
should	S6+	15	0.08
need	S6+	57	0.30

16.23 S6- SOCIAL ACTIONS, STATES AND PROCESSES: No obligation or necessity

free	S6-	4	0.02
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16.24 S7.1+ SOCIAL ACTIONS, STATES AND PROCESSES: In power

Commander-in-Chief	S7.1+	1	0.01
administrations	S7.1+	1	0.01
board	S7.1+	1	0.01
ceos	S7.1+	1	0.01
chairman	S7.1+	1	0.01
chief	S7.1+	1	0.01
committee	S7.1+	1	0.01
controlling	S7.1+	1	0.01
coordinated	S7.1+	1	0.01
governor	S7.1+	1	0.01
head	S7.1+	1	0.01
headquarters	S7.1+	1	0.01
manager	S7.1+	1	0.01
order	S7.1+	1	0.01
organize	S7.1+	1	0.01
principals	S7.1+	1	0.01
secretary_general	S7.1+	1	0.01
take_control	S7.1+	1	0.01
takeovers	S7.1+	1	0.01
control	S7.1+	2	0.01
director	S7.1+	2	0.01
empower	S7.1+	2	0.01
executive	S7.1+	2	0.01
forced	S7.1+	2	0.01
heading	S7.1+	2	0.01
leading	S7.1+	2	0.01
leads	S7.1+	2	0.01
ruling	S7.1+	2	0.01
say	S7.1+	2	0.01
King	S7.1+	3	0.02
Vice_President	S7.1+	3	0.02
headed	S7.1+	3	0.02
influence	S7.1+	3	0.02
leader	S7.1+	3	0.02
power	S7.1+	3	0.02
powerful	S7.1+	3	0.02
takeover	S7.1+	3	0.02
governors	S7.1+	4	0.02
led	S7.1+	4	0.02
lead	S7.1+	5	0.03
leadership	S7.1+	5	0.03
accountable	S7.1+	7	0.04
leaders	S7.1+	7	0.04
administration	S7.1+	8	0.04
victory	S7.1+	9	0.05
organizing	S7.1+	15	0.08
senate	S7.1+	30	0.16

16.24.1 S7.1++SOCIAL ACTIONS, STATES AND PROCESSES: In power

senior	S7.1++	1	0.01
seniors	S7.1++	5	0.03

16.25 S7.1- SOCIAL ACTIONS, STATES AND PROCESSES: No power

deputy	S7.1-	1	0.01
reliance	S7.1-	1	0.01
rely	S7.1-	1	0.01
subject_to	S7.1-	1	0.01
weaken	S7.1-	1	0.01

16.26 S7.2+ SOCIAL ACTIONS, STATES AND PROCESSES: Respected

admiration	S7.2+	1	0.01
respect	S7.2+	1	0.01
respected	S7.2+	1	0.01
tribute	S7.2+	3	0.02

16.27 S7.3 SOCIAL ACTIONS, STATES AND PROCESSES: Competition

finalists	S7.3	1	0.01
opponents	S7.3	3	0.02

16.28 S7.3+ SOCIAL ACTIONS, STATES AND PROCESSES: Competitive

compete	S7.3+	1	0.01
competed	S7.3+	1	0.01
competitive	S7.3+	1	0.01

16.29 S7.4+ SOCIAL ACTIONS, STATES AND PROCESSES: Allowed

allowed	S7.4+	1	0.01
allowing	S7.4+	1	0.01
approve	S7.4+	1	0.01
authorization	S7.4+	1	0.01
tolerance	S7.4+	1	0.01
right	S7.4+	3	0.02
rights	S7.4+	3	0.02
allow	S7.4+	6	0.03
lets	S7.4+	9	0.05
let	S7.4+	12	0.06

16.30 S7.4- SOCIAL ACTIONS, STATES AND PROCESSES: Not allowed

barred	S7.4-	1	0.01
forbidden	S7.4-	1	0.01
prohibits	S7.4-	2	0.01

16.31 S8+ SOCIAL ACTIONS, STATES AND PROCESSES: Helping

adviser	S8+	1	0.01
advisers	S8+	1	0.01
aid_program	S8+	1	0.01
backing	S8+	1	0.01
bailout	S8+	1	0.01
bailouts	S8+	1	0.01
benefited	S8+	1	0.01
boost	S8+	1	0.01
boosts	S8+	1	0.01
care_professionals	S8+	1	0.01
compensate	S8+	1	0.01
cooperation	S8+	1	0.01
defend	S8+	1	0.01
defense	S8+	1	0.01
encouraging	S8+	1	0.01
guide	S8+	1	0.01

guided	S8+	1	0.01
inspired	S8+	1	0.01
inspires	S8+	1	0.01
inspiring	S8+	1	0.01
promote	S8+	1	0.01
protecting	S8+	1	0.01
rescue	S8+	1	0.01
rescued	S8+	1	0.01
supported	S8+	1	0.01
supports	S8+	1	0.01
today_supporters	Z3	1	0.01
upheld	S8+	1	0.01
uphold	S8+	1	0.01
assist	S8+	2	0.01
emergency_relief	S8+	2	0.01
helped	S8+	2	0.01
protection	S8+	2	0.01
protects	S8+	2	0.01
subsidizing	S8+	2	0.01
supporting	S8+	2	0.01
helps	S8+	3	0.02
inspire	S8+	3	0.02
services	S8+	3	0.02
serving	S8+	3	0.02
aid	S8+	4	0.02
served	S8+	4	0.02
in_support_of	S8+	5	0.03
protect	S8+	5	0.03
serve	S8+	5	0.03
protections	S8+	6	0.03
benefits	S8+	7	0.04
care	S8+	10	0.05
service	S8+	14	0.07
supporters	S8+	27	0.14
support	S8+	32	0.17
help	S8+	57	0.30

16.32 S8- SOCIAL ACTIONS, STATES AND PROCESSES: Hindering

blockade	S8-	1	0.01
discourage	S8-	1	0.01
disrupted	S8-	1	0.01
opposed	S8-	1	0.01
preventing	S8-	1	0.01
preventive	S8-	1	0.01
prevents	S8-	1	0.01
resisted	S8-	1	0.01
undermine	S8-	1	0.01
undermines	S8-	1	0.01
barriers	S8-	2	0.01
combat	S8-	2	0.01
prevented	S8-	2	0.01
prevention	S8-	2	0.01
prevent	S8-	4	0.02
fought	S8-	7	0.04
fighting	S8-	11	0.06
fight	S8-	23	0.12

16.33 S9 SOCIAL ACTIONS, STATES AND PROCESSES: Religion and the supernatural

church	Z2	1	0.01
easter	S9	1	0.01
gods	S9	1	0.01
jews	S9	1	0.01
muslims	S9	1	0.01
myth	S9	1	0.01
myths	S9	1	0.01

our_fathers	S9	1	0.01
pray	S9	1	0.01
sacrificed	S9	1	0.01
quran	Z99	1	0.01
religious	S9	2	0.01
sacrificing	S9	2	0.01
prayers	S9	4	0.02
sacrifices	S9	4	0.02
spirit	S9	4	0.02
thanksgiving	S9	4	0.02
christmas	S9	7	0.04
sacrifice	S9	10	0.05

17. TIME

17.1 T1 TIME

times	T1	4	0.02
never	T1	9	0.05
time	T1	47	0.24
et/pt	Z99	1	0.01
ET	Z3	191	1.00

17.2 T1.1 TIME: General

ever	T1.1	10	0.05
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17.3 T1.1.1 TIME: Past

ago	T1.1.1	1	0.01
last_3_days	T1.1.1	1	0.01
last_Friday	T1.1.1	1	0.01
last_day	T1.1.1	1	0.01
last_two_years	T1.1.1	1	0.01
over_the_last_24_hours	T1.1.1	1	0.01
over_the_past_year	T1.1.1	1	0.01
historys	T1.1.1	2	0.01
last_week	T1.1.1	2	0.01
last_weekend	T1.1.1	2	0.01
last_year	T1.1.1	2	0.01
past	T1.1.1	2	0.01
Yesterdays	T1.1.1	6	0.03
last_night	T1.1.1	9	0.05
already	T1.1.1	11	0.06
history	T1.1.1	12	0.06
yesterday	T1.1.1	14	0.07

17.4 T1.1.2 TIME: Present; simultaneous

daily	T1.1.2	1	0.01
everyday	T1.1.2	1	0.01
modernize	T1.1.2	1	0.01
so_far	T1.1.2	1	0.01
updated	T1.1.2	1	0.01
now.	Z5	1	0.01
currently	T1.1.2	2	0.01
right_now	T1.1.2	2	0.01
at_a_time	T1.1.2	3	0.02
today's	T1.1.2	3	0.02
updates	T1.1.2	4	0.02
update	T1.1.2	6	0.03
yet	T1.1.2	6	0.03
tonights	T1.1.2	7	0.04
this_morning	Z3	7	0.04
now	T1.1.2	28	0.15
tonight	T1.1.2	30	0.16

today	Z3	20	0.11
today	T1.1.2	96	0.50

17.5 T1.1.3 TIME: Future

're_about_to	T1.1.3	1	0.01
imminent	T1.1.3	1	0.01
next_decade	T1.1.3	1	0.01
next_week	T1.1.3	2	0.01
soon	T1.1.3	2	0.01
tomorrows	T1.1.3	3	0.02
is_about_to	T1.1.3	4	0.02
'll	T1.1.3	5	0.03
going_to	T1.1.3	16	0.08
tomorrow	T1.1.3	27	0.14
future	T1.1.3	34	0.18
will	T1.1.3	105	0.55

17.6 T1.2 TIME: Momentary

10:05	N1	1	0.01
10:50	N1	1	0.01
11:00	N1	1	0.01
11:15	N1	1	0.01
11:40	N1	1	0.01
12:15	N1	1	0.01
12:30	N1	1	0.01
1:40	N1	1	0.01
1:45	N1	1	0.01
4:45	N1	1	0.01
6:30	N1	1	0.01
7:00	N1	1	0.01
8:20	N1	1	0.01
9:15am	Z99	1	0.01
9:30am	Z99	1	0.01
10:20am	Z99	1	0.01
10:30am	Z99	1	0.01
10:35am	Z99	1	0.01
10:40am	Z99	1	0.01
11:00am	Z99	1	0.01
11:20am	Z99	1	0.01
11:25am	Z99	1	0.01
11:40am	Z99	1	0.01
11:59pm	Z99	1	0.01
12:15pm	Z99	1	0.01
1:15pm	Z99	1	0.01
2:10pm	Z99	1	0.01
2:20pm	Z99	1	0.01
2:50pm	Z99	1	0.01
10:30_am	T1.2	1	0.01
10pm	T1.2	1	0.01
11:05_am	T1.2	1	0.01
11:40_am	T1.2	1	0.01
11:45_am	T1.2	1	0.01
11:50_am	T1.2	1	0.01
11_am	T1.2	1	0.01
4:50pm	Z99	1	0.01
5:03pm	Z99	1	0.01
5:25pm	Z99	1	0.01
6:10pm	Z99	1	0.01
6:20pm	Z99	1	0.01
6:35pm	Z99	1	0.01
6:45pm	Z99	1	0.01
7:05pm	Z99	1	0.01
7:30pm	Z99	1	0.01
7:35pm	Z99	1	0.01
3:15pm	Z99	1	0.01

3:20pm	Z99	1	0.01
3:35pm	Z99	1	0.01
3:40pm	Z99	1	0.01
3:50pm	Z99	1	0.01
1:20_pm	T1.2	1	0.01
2:10_pm	T1.2	1	0.01
2:15_pm	T1.2	1	0.01
2:50_pm	T1.2	1	0.01
3:15_pm	T1.2	1	0.01
3:20_pm	T1.2	1	0.01
4:20_pm	T1.2	1	0.01
4:30_p.m	T1.2	1	0.01
5:35_pm	T1.2	1	0.01
6_pm	T1.2	1	0.01
7am	T1.2	1	0.01
8_pm	T1.2	1	0.01
9:15_am	T1.2	1	0.01
brink	T1.2	1	0.01
day_two	T1.2	1	0.01
deadline	T1.2	1	0.01
deadlines	T1.2	1	0.01
junction	T1.2	1	0.01
moments	T1.2	1	0.01
on_the_verge_of	T1.2	1	0.01
stage	T1.2	1	0.01
10:45_am	T1.2	2	0.01
11:15_am	T1.2	2	0.01
11:30_am	T1.2	2	0.01
12pm	T1.2	2	0.01
2_pm	T1.2	2	0.01
3_pm	T1.2	2	0.01
3pm	T1.2	2	0.01
4pm	T1.2	2	0.01
5pm	T1.2	2	0.01
1:35pm	Z99	2	0.01
1:50pm	Z99	2	0.01
2:35pm	Z99	2	0.01
3:25pm	Z99	2	0.01
4:45pm	Z99	2	0.01
5:15pm	Z99	2	0.01
5:30pm	Z99	2	0.01
8:00pm	Z99	2	0.01
11:05am	Z99	2	0.01
11:35am	Z99	2	0.01
11:45am	Z99	2	0.01
11:55am	Z99	2	0.01
12:20pm	Z99	2	0.01
12:30pm	Z99	2	0.01
passing	T1.2	2	0.01
7pm	T1.2	3	0.02
11:30am	Z99	3	0.02
1:05pm	Z99	3	0.02
1:30pm	Z99	3	0.02
3:10pm	Z99	3	0.02
3:30pm	Z99	3	0.02
4:15pm	Z99	3	0.02
5:45pm	Z99	4	0.02
1:30_pm	T1.2	4	0.02
6pm	T1.2	4	0.02
9pm	T1.2	4	0.02
milestone	T1.2	4	0.02
2pm	T1.2	5	0.03
11am	T1.2	6	0.03
noon	T1.2	6	0.03
1:45pm	Z99	6	0.03
2:30pm	Z99	6	0.03
8pm	T1.2	7	0.04

anniversary	T1.2	8	0.04
moment	T1.2	9	0.05
lpm	T1.1.2	11	0.06

17.7 T1.3 TIME: Period

1960_'s	T1.3	1	0.01
2010s	T1.3	1	0.01
April	T1.3	1	0.01
August_28	T1.3	1	0.01
February_4th	T1.3	1	0.01
July	T1.3	1	0.01
July_4	T1.3	1	0.01
June	Z1	1	0.01
June_27	T1.3	1	0.01
June_5	T1.3	1	0.01
June_6	T1.3	1	0.01
Nov	T1.3	1	0.01
Nov.	T1.3	1	0.01
Nov._2	T1.3	1	0.01
Nov_2	T1.3	1	0.01
Oct._22	T1.3	1	0.01
pt	K5.1	1	0.01
Saturdays	T1.3	1	0.01
Sept._23	T1.3	1	0.01
September_11	T1.3	1	0.01
Sunday	T1.3	1	0.01
Tuesday_night	T1.3	1	0.01
afternoons	T1.3	1	0.01
am	T1.3	1	0.01
bridge_the_gap	T1.3	1	0.01
century	T1.3	1	0.01
decade	T1.3	1	0.01
era	T1.3	1	0.01
first_100_days	T1.3	1	0.01
generation	T1.3	1	0.01
halloween	T1.3	1	0.01
in_the_meantime	T1.3	1	0.01
interim	T1.3	1	0.01
lifetime	T1.3	1	0.01
lunch_break	T1.3	1	0.01
minute	T1.3	1	0.01
morning	T1.3	1	0.01
new_year	T1.3	1	0.01
nights	T1.3	1	0.01
period	T1.3	1	0.01
s.	T1.3	1	0.01
wait	T1.3	1	0.01
wed	S4	1	0.01
weds	S4	1	0.01
while	T1.3	1	0.01
winter	T1.3	1	0.01
21st_century	T1.3	2	0.01
August	T1.3	2	0.01
Monday	T1.3	2	0.01
Thursday	T1.3	2	0.01
afternoon	T1.3	2	0.01
childhood	T1.3	2	0.01
p.m	G1.1	3	0.02
Saturday	T1.3	3	0.02
Tuesday	T1.3	3	0.02
Tuesdays	T1.3	3	0.02
Wednesday	T1.3	3	0.02
evening	T1.3	3	0.02
summer	T1.3	3	0.02
November_2	T1.3	4	0.02
a.m	T1.3	4	0.02

generations	T1.3	4	0.02
sec	T1.3	4	0.02
minutes	T1.3	5	0.03
session	T1.3	5	0.03
season	T1.3	7	0.04
weekend	T1.3	7	0.04
weeks	T1.3	7	0.04
years	T1.3	7	0.04
hours	T1.3	8	0.04
month	T1.3	8	0.04
November	T1.3	13	0.07
days	T1.3	15	0.08
year	T1.3	25	0.13
day	T1.3	37	0.19
week	T1.3	44	0.23

17.8 T1.3+ TIME: Time period: long

all_morning	T1.3+	1	0.01
century-long	Z99	1	0.01
year-round	Z99	1	0.01
long	T1.3+	3	0.02
long-term	T1.3+	3	0.02

17.9 T1.3- TIME: Time period: short

short	T1.3-	1	0.01
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17.10 T2+ TIME: Beginning

anew	T2+	1	0.01
established	T2+	1	0.01
firing_up	T2+	1	0.01
founding	T2+	1	0.01
kick-off	T2+	1	0.01
kicking_off	T2+	1	0.01
non-stop	T2+	1	0.01
relaunches	T2+	1	0.01
renewal	T2+	1	0.01
renewed	T2+	1	0.01
renewing	T2+	1	0.01
renews	T2+	1	0.01
resuming	T2+	1	0.01
sources	T2+	1	0.01
starts	T2+	1	0.01
takes_effect	T2+	1	0.01
trailblazer	T2+	1	0.01
began	T2+	2	0.01
begun	T2+	2	0.01
kick_off	T2+	2	0.01
resumes	T2+	2	0.01
started	T2+	2	0.01
begins	T2+	3	0.02
inauguration	T2+	3	0.02
launch	M4	3	0.02
starting	T2+	3	0.02
commencement	T2+	4	0.02
foundation	T2+	4	0.02
launched	M4	4	0.02
start	T2+	4	0.02
renew	T2+	5	0.03
beginning	T2+	7	0.04
fired_up	T2+	8	0.04
begin	T2+	11	0.06

17.10.1 T2++TIME: Beginning

keep_up	T2++	1	0.01
persevere	T2++	1	0.01
persistence	T2++	1	0.01
relentless	T2++	1	0.01
remains	T2++	1	0.01
steadily	T2++	1	0.01
steady	T2++	1	0.01
sustainable	T2++	1	0.01
takes.	Z99	1	0.01
continuing	T2++	2	0.01
lasting	T2++	2	0.01
remain	T2++	2	0.01
ongoing	T2++	4	0.02
continue	T2++	6	0.03
still	T2++	12	0.06

17.10.2 T2+++ TIME: Beginning

forever	T2+++	1	0.01
unending	T2+++	1	0.01

17.11 T2- TIME: Ending

came_to_an_end	T2-	1	0.01
canceling	T2-	1	0.01
come_to_an_end	T2-	1	0.01
culminate	T2-	1	0.01
ended	T2-	1	0.01
giving_up	T2-	1	0.01
phases_out	T2-	1	0.01
pulling_the_plug	T2-	1	0.01
put_a_stop_to	T2-	1	0.01
shutdown	T2-	1	0.01
stopped	T2-	1	0.01
ultimate	T2-	1	0.01
finished	T2-	2	0.01
first-time	T2-	2	0.01
is_over	T2-	2	0.01
no_longer	T2-	2	0.01
repealing	T2-	2	0.01
stopping	T2-	2	0.01
ending	T2-	3	0.02
give_up	T2-	3	0.02
quit	T2-	3	0.02
end	T2-	4	0.02
finish	T2-	5	0.03
stop	T2-	7	0.04
repeal	T2-	9	0.05

17.12 T3 TIME: Old, new and young; age

age	T3	1	0.01
over_3	T3	1	0.01
one	T3	2	0.01

17.13 T3+ TIME: Old; grown-up

grew_up	T3+	1	0.01
old	T3+	1	0.01
historic	T3+	20	0.11

17.14 T3- TIME: New and young

Innovate	T3-	1	0.01
newly	T3-	1	0.01
recent	T3-	2	0.01

young	T3-	3	0.02
innovation	T3-	10	0.05
new	T3-	43	0.23

17.14.1 T3- - - TIME: New and young

recently	T3---	1	0.01
latest	T3---	6	0.03

17.15 T4+ TIME: Early

early	T4+	1	0.01
in_advance	T4+	1	0.01

17.16 T4- TIME: Late

delay	T4-	1	0.01
filibuster	T4-	1	0.01
late	T4-	2	0.01

18. WORLD AND ENVIRONMENT

18.1 W1 WORLD AND ENVIRONMENT: The universe

lunar	W1	1	0.01
planet	W1	1	0.01
skies	W1	1	0.01
solar	W1	1	0.01
worlds	W1	1	0.01
world	W1	13	0.07

18.2 W2 WORLD AND ENVIRONMENT: Light

light	W2	1	0.01
lighting	W2	1	0.01

18.3 W3 WORLD AND ENVIRONMENT: Geographical terms

Hills	W3	1	0.01
canal	W3	1	0.01
earthquake	W3	1	0.01
fossil	W3	1	0.01
hill	W3	1	0.01
island	W3	1	0.01
isle	W3	1	0.01
precipice	W3	1	0.01
stream	W3	1	0.01
tsunamis	W3	1	0.01
waves	W3	1	0.01
worldwide	W3	1	0.01
earth	W3	3	0.02
global	W3	3	0.02
coast	W3	8	0.04
gulf	Z3	13	0.07

18.4 W4 WORLD AND ENVIRONMENT: Weather

storm	W4	1	0.01
weather	W4	2	0.02
wind	W4	1	0.01
storms	W4	2	0.01
tornado	W4	3	0.02
climate	W4	5	0.03

18.5 W5 WORLD AND ENVIRONMENT: Green issues

environment	W5	1	0.01
pollution	W5	1	0.01
solar-panel	Z99	1	0.01
clean-energy	Z99	2	0.01
environmental	W5	2	0.01

19. PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES**19.1 X2 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Mental actions and processes**

dream	X2	2	0.01
memory	X2	2	0.01

19.2 X2.1 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Thought, belief

beliefs	X2.1	1	0.01
believes	X2.1	1	0.01
considering	X2.1	1	0.01
creative	X2.1	1	0.01
imagination	X2.1	1	0.01
suspicious	X2.1	1	0.01
think	X2.1	1	0.01
think_through	X2.1	1	0.01
thinking	X2.1	1	0.01
thinks	X2.1	1	0.01
view	X2.1	1	0.01
wondered	X2.1	1	0.01
wondering	X2.1	1	0.01
creativity	X2.1	2	0.01
feeling	X2.1	2	0.01
felt	X2.1	2	0.01
believe	X2.1	8	0.04

19.3 X2.2 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Knowledge

data	X2.2	1	0.01
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19.4 X2.2+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Knowledgeable

info	X2.2+	1	0.01
known	X2.2+	1	0.01
looking_back	X2.2+	1	0.01
recognize	X2.2+	1	0.01
recognized	X2.2+	1	0.01
remembered	X2.2+	1	0.01
news--	Z99	1	0.01
newshouse	Z99	1	0.01
knowing	X2.2+	2	0.01
knows	X2.2+	2	0.01
awareness	X2.2+	3	0.02
recalls	X2.2+	3	0.02
remembrance	X2.2+	3	0.02
remember	X2.2+	5	0.03
news	X2.2+	11	0.06
know	X2.2+	14	0.07

19.5 X2.2- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: No knowledge

forget	X2.2-	3	0.02
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19.6 X2.3+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Learning

find_out	X2.3+	4	0.02
learn	X2.3+	10	0.05

19.7 X2.4 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Investigate, examine, test, search

feedback	X2.4	1	0.01
investigating	X2.4	1	0.01
look_into	X2.4	1	0.01
seek	X2.4	1	0.01
survey	X2.4	1	0.01
check_out	X2.4	2	0.01
review	X2.4	2	0.01
check	X2.4	4	0.02
take_a_look	X2.4	6	0.03

19.8 X2.5+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Understanding

understands	X2.5+	1	0.01
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19.9 X2.6+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Expected

awaits	X2.6+	1	0.01
expect	X2.6+	1	0.01
forward-looking	X2.6+	1	0.01
hopes	X2.6+	1	0.01
look_forward	X2.6+	1	0.01
expected	X2.6+	2	0.01
hopeful	X2.6+	2	0.01
looking_forward	X2.6+	2	0.01
hope	X2.6+	8	0.04

19.10 X3.1 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Sensory: Taste

sweet	X3.1	1	0.01
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19.11 X3.2 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Sensory: Sound

echo	X3.2	1	0.01
hearing	X3.2	1	0.01
knocked	X3.2	1	0.01
knock	X3.2	4	0.02
knocking	X3.2	5	0.03
hear	X3.2	7	0.04
heard	X3.2	10	0.05
listen	X3.2	28	0.15

19.12 X3.2- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Sensory: Sound, quiet

silence	X3.2-	4	0.02
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19.13 X3.3 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Sensory: Touch

touched	X3.3	1	0.01
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19.14 X3.4 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Sensory: Sight

observe	X3.4	1	0.01
reflection	X3.4	1	0.01
seeing	X3.4	1	0.01
sights	X3.4	1	0.01
watching	X3.4	1	0.01
seen	X3.4	3	0.02
look_at	X3.4	4	0.02
see	X3.4	9	0.05
watch	X3.4	197	1.03
watch	T1	12	0.06

19.15 X4.1 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Mental object: Conceptual object

idea	X4.1	1	0.01
nightmare	X4.1	1	0.01
view	X4.1	1	0.01
issue	X4.1	2	0.01
matters	X4.1	2	0.01
notions	X4.1	2	0.01
principle	X4.1	2	0.01
remind	X4.1	2	0.01
reminds	X4.1	2	0.01
ideals	X4.1	3	0.02
issues	X4.1	3	0.02
vision	X4.1	3	0.02
reminder	X4.1	4	0.02
thoughts	X4.1	4	0.02
ideas	X4.1	5	0.03
dream	X4.1	9	0.05

19.16 X4.2 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Mental object: Means, method

framework	X4.2	1	0.01
solutions	X4.2	1	0.01
somehow	X4.2	1	0.01
tactic	X4.2	1	0.01
approach	X4.2	2	0.01
means	X4.2	3	0.02
way	X4.2	3	0.02
ways	X4.2	5	0.03
system	X4.2	8	0.04

19.17 X5.1+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Attentive

focused	X5.1+	1	0.01
highlighting	X5.1+	1	0.01
focus	X5.1+	2	0.01
highlights	X5.1+	2	0.01
focusing	X5.1+	5	0.03

19.18 X5.1- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Inattentive

ignore	X5.1-	1	0.01
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19.19 X5.2+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Interested/excited/energetic

dedicated	X5.2+	1	0.01
inspired	X5.2+	1	0.01
passions	X5.2+	1	0.01
vibrant	X5.2+	1	0.01
dedication	X5.2+	2	0.01
excited	X5.2+	2	0.01
exciting	X5.2+	2	0.01
highlights	X5.2+	3	0.02
passion	X5.2+	3	0.02
interests	X5.2+	8	0.04
energy	X5.2+	26	0.14

19.20 X5.2- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Uninterested/bored/unenergetic

apathy	X5.2-	1	0.01
do-nothing	X5.2-	1	0.01
dreary	X5.2-	1	0.01

19.21 X6+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Decided

decisions	X6+	1	0.01
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determination	X6+	1	0.01
resolution	X6+	1	0.01
resolve	X6+	1	0.01
up_to_you	X6+	2	0.01
decision	X6+	3	0.02

19.22 X7+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Wanted

aimed	X7+	1	0.01
ambitious	X7+	1	0.01
nominate	X7+	1	0.01
nominations	X7+	1	0.01
options	X7+	1	0.01
partisanship	X7+	1	0.01
planning	X7+	1	0.01
require	X7+	1	0.01
schedule	X7+	1	0.01
scheduled	X7+	1	0.01
select	X7+	1	0.01
selected	X7+	1	0.01
strategic	X7+	1	0.01
wanted	X7+	1	0.01
wishing	X7+	1	0.01
choose	X7+	2	0.01
chose	X7+	2	0.01
purpose	X7+	2	0.01
will	X7+	2	0.01
wishes	X7+	2	0.01
choice	X7+	3	0.02
goals	K5.1	3	0.02
wants	X7+	3	0.02
policies	X7+	4	0.02
policy	X7+	4	0.02
wish	X7+	4	0.02
mission	X7+	5	0.03
option	X7+	5	0.03
goal	K5.1	6	0.03
nominee	X7+	6	0.03
plans	X7+	7	0.04
willing	X7+	7	0.04
campaign	X7+	12	0.06
strategy	X7+	12	0.06
plan	X7+	15	0.08
want	X7+	20	0.11

19.23 X8+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Trying hard

battle	X8+	1	0.01
do_our_best	X8+	1	0.01
strive	X8+	1	0.01
struggle	X8+	1	0.01
struggling	X8+	1	0.01
tireless	X8+	1	0.01
attempted	X8+	2	0.01
battles	X8+	2	0.01
effort	X8+	2	0.01
try	X8+	3	0.02
trying	X8+	3	0.02
efforts	X8+	6	0.03

19.24 X9.1+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Able/intelligent

able	X9.1+	1	0.01
accomplished	X9.1+	1	0.01
competent	X9.1+	1	0.01
efficiency	X9.1+	1	0.01
ingenuity	X9.1+	1	0.01

pundits	X9.1+	1	0.01
skills	X9.1+	1	0.01
talent	X9.1+	1	0.01
efficient	X9.1+	3	0.02

19.25 X9.1- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Inability/unintelligence

backwards	X9.1-	1	0.01
unable	X9.1-	1	0.01
backward	X9.1-	5	0.03

19.26 X9.2 PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Success and failure

outcome	X9.2	1	0.01
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19.27 X9.2+ PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Success

accomplishments	X9.2+	1	0.01
breakthrough	X9.2+	1	0.01
champion	X9.2+	1	0.01
effective	X9.2+	1	0.01
fulfills	X9.2+	1	0.01
lives_up_to	X9.2+	1	0.01
made_progress	X9.2+	1	0.01
makes_it	X9.2+	1	0.01
making_it	X9.2+	1	0.01
overcomes	X9.2+	1	0.01
overwhelmed	X9.2+	1	0.01
prevailed	X9.2+	1	0.01
succeed	X9.2+	1	0.01
thriving	X9.2+	1	0.01
winner	X9.2+	1	0.01
wins	X9.2+	1	0.01
accomplished	X9.2+	2	0.01
fulfill	X9.2+	2	0.01
live_up_to	X9.2+	2	0.01
make_it	X9.2+	2	0.01
solving	X9.2+	2	0.01
making_progress	X9.2+	3	0.02
success	X9.2+	5	0.03
winning	X9.2+	5	0.03
win	X9.2+	14	0.07

19.28 X9.2- PSYCHOLOGICAL ACTIONS, STATES AND PROCESSES: Failure

dropout	X9.2-	1	0.01
fail	X9.2-	1	0.01
lose	X9.2-	1	0.01
waste_time	X9.2-	1	0.01
failed	X9.2-	3	0.02
lost	X9.2-	8	0.04

20. SCIENCE AND TECHNOLOGY

20.1 Y1 SCIENCE AND TECHNOLOGY in general

Sputnik	Y1	1	0.01
engineers	Y1	1	0.01
meltdown	Y1	1	0.01
nuclear_weapons	Y1	1	0.01
scientists	Y1	1	0.01
technical	Y1	2	0.01
science	Y1	3	0.02
technology	Y1	4	0.02
nuclear	Y1	6	0.03

20.2 Y2 SCIENCE AND TECHNOLOGY: Information technology and computing

app	Z99	1	0.01
channel	W3	1	0.01
channels	W3	1	0.01
digital	Y2	1	0.01
download	M2	1	0.01
hashtag	Z99	1	0.01
http	I1	1	0.01
internet	Y2	1	0.01
subscribe	X2.1	1	0.01
tweeting	Z99	1	0.01
virtual	A13.4	1	0.01
website	Y2	1	0.01
Facebook.	Z3	1	0.01
RT	Z99	2	0.01
blog	Y2	3	0.02
Facebook	Z3	3	0.02
tweets	X3.2	3	0.02
RSVP	Z99	3	0.02
live-tweeting	Z99	4	0.02
webcast	Z99	4	0.02
tweet	E3-	5	0.03
@	Z99	5	0.03
twitter	O4.1	6	0.03
tweeting	E3-	6	0.03
online	Y2	11	0.06

21. NAMES AND GRAMMAR
21.1 Z1 NAMES AND GRAMMAR: Personal names

Anita_Dunn	Z1	1	0.01					
austan	Z99	1	0.01					
Austan_Goolsbee	Z1	1	0.01					
Austan_Goolsbees	Z1	1	0.01					
Baucus	Z99	1	0.01					
Ben_Harper	Z1	1	0.01					
Osama bin Laden	O2	1	0.01					
Bush	Z3	1	0.01					
CIO_Vivek_Kundra	Z1	1	0.01					
CTO_Aneesh_Chopra	Z1	1	0.01					
Camerons	Z1	1	0.01					
Christina_Romer	Z1	1	0.01					
Chu	Z1	1	0.01					
Clinton_Bush_Haiti	Z1	1	0.01					
Clinton_global	Z1	1	0.01					
Colin_Powell	Z1	1	0.01					
Craig_Fugate	Z1	1	0.01					
Daniel_Pearl	Z1	1	0.01					
David_Cameron	Z1	1	0.01					
Dorothy	Z1	1	0.01					
Elena	Z99	1	0.01					
Elena_Kagana	Z1	1	0.01					
Elizabeth_Edwards	Z1	1	0.01					
Elizabeth_Warren	Z1	1	0.01					
Erik	Z1	1	0.01					
Forsyth	Z1	1	0.01					
George_Washington	Z1	1	0.01					
Geraldine_Ferraro	Z1	1	0.01					
Giffords	Z1	1	0.01					
Harper	K2	1	0.01					
HHS_Secretary_Kathleen	Z1	1	0.01					
Henderson	Z1	1	0.01					
Hu_Jintao	Z1	1	0.01					
Jill_Biden	Z1	1	0.01					
Jim_Messina	Z1	1	0.01					

John_F.	Z1	1	0.01			
Jon_Stewart	Z1	1	0.01			
Judge_Sotomayor	Z1	1	0.01			
Judy_Chu	Z1	1	0.01			
Kaczynski	Z99	1	0.01			
Kagan	Z99	1	0.01			
Kagans	Z99	1	0.01			
Kate	Z1	1	0.01			
Kathy	Z1	1	0.01			
Kathy_Hochul	Z1	1	0.01			
Kennedys	Z1	1	0.01			
Kristen	Z1	1	0.01			
L_BP	Z1	1	0.01			
L_Biden	Z1	1	0.01			
L_David_Plouffe	Z1	1	0.01			
L_Justice_Stevens	Z1	1	0.01			
L_Kalamazoo_central	Z1	1	0.01			
L_Robert_Gibbs	Z1	1	0.01			
L_Secretary_Sebelius	Z1	1	0.01			
Lieberman	Z99	1	0.01			
Malia	Z99	1	0.01			
Martha	Z1	1	0.01			
Martin	Z1	1	0.01			
Medvedev	Z1	1	0.01			
McChrystal	Z99	1	0.01			
Mitch_Stewart	Z1	1	0.01			
Natoma_Canfield	Z1	1	0.01			
Nick_Tuell	Z1	1	0.01			
Nobel	Z1	1	0.01			
Obamas	Z1	1	0.01			
Pete_Souza	Z1	1	0.01			
Preval	Z99	1	0.01			
Racine	Z1	1	0.01			
Richard_Holbrooke	Z1	1	0.01			
Robert_Byrd	Z1	1	0.01			
Ronald_H._Brown	Z1	1	0.01			
Rosh_Hashanah	Z1	1	0.01			
Sasha	Z1	1	0.01			
Secretary_Gibbs	Z1	1	0.01			
Secretary_Sebelius	Z1	1	0.01			
Singh	Z99	1	0.01			
Sonia_Sotomayor	Z1	1	0.01			
Stephanie	Z1	1	0.01			
Ted_Kennedya	Z1	1	0.01			
Timothy_Geithner	Z1	1	0.01			
staff_Sergeant_Salvatore	Z1	1	0.01			
Boehner	Z99	2	0.01			
Clinton	Z1	2	0.01			
Felipe_Calder	Z1	2	0.01			
L_Arne_Duncan	Z1	2	0.01			
L_Elizabeth_Warren	Z1	2	0.01			
L_Michelle	Z1	2	0.01			
L_VP_Biden	Z1	2	0.01			
Martha_Coakley	Z1	2	0.01			
Martin_Luther_King	Z1	2	0.01			
Reid	Z99	2	0.01			
Robert_Gibbs	Z1	2	0.01			
Secretary_Kathleen_Sebelius	Z1	2	0.01			
Smith	Z1	2	0.01			
Arne_Duncan	Z1	3	0.02			
Ben_Rhodes	Z1	3	0.02			
Kennedy	Z1	3	0.02			
VP_Biden	Z1	3	0.02			
Elena_Kagan	Z1	5	0.03			
Michelle	Z1	5	0.03			
David_Plouffe	Z1	6	0.03			
Biden	Z99	9	0.05			

Obama	Z1	21	0.11
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21.2 Z2 NAMES AND GRAMMAR: Geographical names

Africa	Z2	1	0.01
Alabama	B1	1	0.01
Annandale	Z99	1	0.01
Allentown	Z99	1	0.01
Arlington	Z2	1	0.01
Atlanta	Z2	1	0.01
Baltimore	Z2	1	0.01
Beltsville	Z99	1	0.01
Boston	Z2	1	0.01
Buffalo	Z2	1	0.01
Cairo	Z2	1	0.01
Canada	Z2	1	0.01
Capitol	Z2	1	0.01
Chile	Z2	1	0.01
Copenhagen_on_Dec.	Z2	1	0.01
ElectraTherm_in_Reno	Z2	1	0.01
Fairfax	Z99	1	0.01
Florida	Z2	1	0.01
Fort_Madison	Z2	1	0.01
Fremont	Z99	1	0.01
Haiti	Z2	1	0.01
Hawaii	Z2	1	0.01
IA	Z99	1	0.01
India	Z2	1	0.01
Indian	Z2	1	0.01
Intel_in_Hillsboro	Z2	1	0.01
Iowa	Z2	1	0.01
Iran	Z2	1	0.01
Joplin	Z99	1	0.01
Kansas_city	Z1	1	0.01
Kerry	Z2	1	0.01
Kitzhaber_in_Portland	Z2	1	0.01
LA	Z2	1	0.01
Louisiana	L2	1	0.01
MD	B3	1	0.01
Menomonee	Z99	1	0.01
MI	Z2	1	0.01
Madison_on_Tuesday	Z2	1	0.01
Manitowoc	Z99	1	0.01
Marquette	Z99	1	0.01
Massachusetts	Z2	1	0.01
Miami	Z2	1	0.01
Milwaukee	Z2	1	0.01
MO	T1.2	1	0.01
NH	Z2	1	0.01
Ottumwa	Z99	1	0.01
NY	Z2	1	0.01
Pa.	I2.1	1	0.01
Pennsylvania	Z2	1	0.01
Poland	Z2	1	0.01
Portland	Z2	1	0.01
Portugal	Z2	1	0.01
Prague	Z2	1	0.01
Richmond	Z2	1	0.01
Russia	Z2	1	0.0
Singapore	Z2	1	0.01
Schenectady	Z99	1	0.01
St._Patrick	Z2	1	0.01
Strongsville	Z99	1	0.01
Texas	Z2	1	0.01
U.K.	Z2	1	0.01
USA	Z2	1	0.01
Vancouver	Z2	1	0.01

Wall_Street	Z2	1	0.01
Wisconsin	Z2	1	0.01
african	Z2	1	0.01
chilean	Z2	1	0.01
chinese	Z2	1	0.01
danish	Z2	1	0.01
haitian	Z2	1	0.01
irish	Z2	1	0.01
irish-americans	Z99	1	0.01
latino	Z2	1	0.01
libyan	Z2	1	0.01
mexican	Z2	1	0.01
polish	Z2	1	0.01
russian	Z2	1	0.01
Santiago	I1.1	1	0.01
Seoul	I1.1	1	0.01
spanish	Z2	1	0.01
star_in_Youngstown	Z2	1	0.01
Yokohama	Z99	1	0.01
Charlotte	Z1	2	0.01
DC	Z2	2	0.01
Detroit	Z2	2	0.01
Iraqs	Z2	2	0.01
Landover	Z99	2	0.01
Las_Vegas	Z1	2	0.01
Maryland	Z2	2	0.01
Michigan	Z2	2	0.01
nyc	Z99	2	0.01
NC	O2	2	0.01
Oregon	Z2	2	0.01
Philadelphia	Z2	2	0.01
Seattle	Z2	2	0.01
Sudan	Z2	2	0.01
iraqi	Z2	2	0.01
latin	Z2	2	0.01
West_Virginia	Z1	2	0.01
Arizona	Z2	3	0.02
Asia	Z2	3	0.02
China	Z2	3	0.02
Cleveland	Z2	3	0.02
D.C.	Z2	3	0.02
Egypt	Z2	3	0.02
Japan	Z2	3	0.02
Madison	Z1	3	0.02
Mexico	Z2	3	0.02
Missouri	A8	3	0.02
Nevada	Z2	3	0.02
Ohio	Z2	3	0.02
Afghanistan	Z2	4	0.02
Columbus	Z1	4	0.02
Libya	Z2	4	0.02
New_York	Z1	4	0.02
Virginia	Z2	4	0.02
WI	Z3	4	0.02
Chicago	Z2	5	0.03
ca	A7+	7	0.04
ma	S4	6	0.03
United_States	Z1	7	0.04
Iraq	Z2	8	0.04
U.S.	Z8	11	0.06
Americas	Z2	14	0.07
Washington	Z2	14	0.07
americans	Z2	37	0.19
american	Z2	39	0.20
America	Z2	53	0.28

21.3 Z3 NAMES AND GRAMMAR: Other proper names

apec	Z99	1	0.01
Al_Qaeda	Z1	1	0.01
Arcadia	Z3	1	0.01
Battleground_States	Z1	1	0.01
Bo	Z99	1	0.01
CEA	Z99	1	0.01
Cooper_Union	Z1	1	0.01
Chicago_Blackhawks	Z1	1	0.01
Chrysler	Z3	1	0.01
Democrats.org	Z99	1	0.01
CuidadoDeSalud.gov	Z99	1	0.01
ford_motor	Z1	1	0.01
Hamtramck_GM	Z1	1	0.01
L_HHS	Z1	1	0.01
Kalamazoo_central	Z1	1	0.01
Kwanzaa	Z99	1	0.01
LGBT	Z99	1	0.01
Moscow_Metro	Z1	1	0.01
murkowski	Z99	1	0.01
GM	Y1	1	0.01
GWU	Z99	1	0.01
HealthCare.gov	Z99	1	0.01
L_Wall	Z1	1	0.01
L_Tell_Washington	Z1	1	0.01
Main_Street_Tour	Z1	1	0.01
NASA	Z3	1	0.01
national_HIV_Testing	Z1	1	0.01
NATO	Z3	1	0.01
Pearl	Z3	1	0.01
SAVEAward.gov	Z99	1	0.01
Trophy	Z3	1	0.01
YouTube	Z3	1	0.01
hq	Z3	1	0.01
hr	Z3	1	0.01
St._Louis	Z1	1	0.01
Stromberg	Z99	1	0.01
TechBoston	Z99	1	0.01
Todd	Z99	1	0.01
WH	Z99	1	0.01
ZBB	Z99	1	0.01
aarp	Z99	2	0.01
Winter_Olympicsand	Z1	1	0.01
DADT	Z99	2	0.01
El_Paso	Z1	2	0.01
LGBT_Pride	Z1	2	0.01
L_HealthCare.gov	Z1	2	0.01
L_White	Z1	2	0.01
Main_Street	Z1	2	0.01
Medicare	Z3	2	0.01
OFAs	Z99	2	0.01
Penn	Z99	2	0.01
Organizing_Kickoff	Z1	2	0.01
Pentagon	Z3	2	0.01
UN	Z3	2	0.01
will	Z1	2	0.01
winter	Z1	2	0.01
OFA_supporters	Z3	4	0.02
rose	Z1	4	0.02
Wall	H2	8	0.04
L_OFA	Z1	9	0.05
BP	Z3	10	0.05
ofa	Z99	20	0.11
Wall_Street	Z1	17	0.09
White	Z1	33	0.17

21.4 Z4 NAMES AND GRAMMAR: Discourse Bin

best_wishes	Z4	1	0.01
do_you_think	Z4	1	0.01
in_some_cases	Z4	1	0.01
now	Z4	1	0.01
oh	Z4	1	0.01
once_again	Z4	2	0.01
yes	Z4	2	0.01
you_know	Z4	2	0.01
right	Z4	4	0.02
watch_it	Z4	7	0.04
thank_you	Z4	9	0.05
please	Z4	12	0.06

21.5 Z5 NAMES AND GRAMMAR: Grammatical bin

according_to	Z5	1	0.01
along_with	Z5	1	0.01
alongside	Z5	1	0.01
although	Z5	1	0.01
among	Z5	1	0.01
anymore	Z5	1	0.01
behind	Z5	1	0.01
beyond	Z5	1	0.01
both	Z5	1	0.01
despite	Z5	1	0.01
down	Z5	1	0.01
had	Z5	1	0.01
immediately	Z5	1	0.01
in_order_to	Z5	1	0.01
let_'s	Z5	1	0.01
not_only	Z5	1	0.01
out	Z5	1	0.01
out-of-work	Z5	1	0.01
re	Z5	1	0.01
save	Z5	1	0.01
throughout	Z5	1	0.01
unless	Z5	1	0.01
being	Z5	2	0.01
like	Z5	2	0.01
towards	Z5	2	0.01
which	Z5	2	0.01
am	Z5	3	0.02
did	Z5	3	0.02
either	Z5	3	0.02
out_of	Z5	3	0.02
so_that	Z5	3	0.02
theres	Z5	3	0.02
under	Z5	3	0.02
via	Z5	3	0.02
whether	Z5	3	0.02
within	Z5	3	0.02
'	Z5	4	0.02
because	Z5	4	0.02
between	Z5	4	0.02
so	Z5	4	0.02
what	Z5	4	0.02
'm	Z5	5	0.03
up	Z5	5	0.03
up_to	Z5	5	0.03
against	Z5	6	0.03
toward	Z5	6	0.03
until	Z5	6	0.03
was	Z5	6	0.03
around	Z5	7	0.04
does	Z5	7	0.04
since	Z5	7	0.04

these	Z5	7	0.04
thats	Z5	8	0.04
over	Z5	8	0.04
during	Z5	9	0.05
through	Z5	9	0.05
while	Z5	9	0.05
without	Z5	9	0.05
've	Z5	10	0.05
were	Z5	10	0.05
're	Z5	11	0.06
before	Z5	12	0.06
those	Z5	12	0.06
there	Z5	15	0.08
across	Z5	16	0.08
into	Z5	16	0.08
after	Z5	18	0.09
when	Z5	21	0.11
be	Z5	23	0.12
or	Z5	24	0.13
but	Z5	25	0.13
than	Z5	28	0.15
has	Z5	33	0.17
how	Z5	34	0.18
do	Z5	35	0.18
an	Z5	39	0.20
is	Z5	40	0.21
by	Z5	43	0.23
have	Z5	44	0.23
as	Z5	46	0.24
that	Z5	51	0.27
are	Z5	65	0.34
from	Z5	78	0.41
about	Z5	91	0.48
's	Z5	99	0.52
with	Z5	106	0.56
for	Z5	235	1.23
on	Z5	240	1.26
at	Z5	297	1.56
in	Z5	301	1.58
of	Z5	327	1.72
a	Z5	352	1.85
and	Z5	354	1.86
to	Z5	725	3.81
the	Z5	954	5.01

21.6 Z6 NAMES AND GRAMMAR: Negative

nothing	Z6	5	0.03
no	Z6	10	0.05
n't	Z6	31	0.16
not	Z6	37	0.19

21.7 Z7 NAMES AND GRAMMAR: If

as_long_as	Z7	3	0.02
if	Z7	19	0.10

21.8 Z8 NAMES AND GRAMMAR: Pronouns

anybody	Z8	1	0.01
he	Z8	1	0.01
him	Z8	1	0.01
it.	Y2	1	0.01
itself	Z8	1	0.01
one_another	Z8	1	0.01
ours	Z8	1	0.01
ourselves	Z8	1	0.01

she's	Z8	1	0.01
their_own	Z8	1	0.01
what's	Z8	1	0.01
which	Z8	2	0.01
whose	Z8	1	0.01
your_own	Z8	1	0.01
no_one	Z8	2	0.01
someone	Z8	2	0.01
something	Z8	2	0.01
themselves	Z8	2	0.01
whatever	Z8	2	0.01
anything	Z8	3	0.02
ones	Z8	3	0.02
our_own	Z8	3	0.02
she	Z8	3	0.02
yours	Z8	3	0.02
anyone	Z8	4	0.02
everybody	Z8	4	0.02
everyone	Z8	5	0.03
everything	Z8	5	0.03
his	Z8	5	0.03
one	Z8	6	0.03
her	Z8	11	0.06
those	Z8	12	0.06
me	Z8	13	0.07
my	Z8	17	0.09
its	Z8	22	0.12
this	Z8	24	0.13
them	Z8	32	0.17
what	Z8	35	0.18
they	Z8	38	0.20
us	Z8	38	0.20
their	Z8	40	0.21
it	Z8	72	0.38
who	Z8	74	0.39
that	Z8	98	0.51
i	Z8	102	0.54
your	Z8	136	0.71
you	Z8	161	0.85
our	Z8	181	0.95
we	Z8	222	1.17

21.9 Z99 NAMES AND GRAMMAR: Unmatched

'yes	Z99	1	0.01
**42;9;toolong	Z99	1	0.01
Acta	Z99	1	0.01
Amazingyou	Z99	1	0.01
Americathen	Z99	1	0.01
Congressto	Z99	1	0.01
Congresswoman-elect	Z99	1	0.01
Daya	Z99	1	0.01
Duke-Georgetown	Z99	1	0.01
HWatch	Z99	1	0.01
House-Senate	Z99	1	0.01
Hthey	Z99	1	0.01
Hto	Z99	1	0.01
Sundaywith	Z99	1	0.01
Theyve	Z99	1	0.01
WashingtonSee	Z99	1	0.01
Washingtonnot	Z99	1	0.01
Weekwith	Z99	1	0.01
Winston-Salem	Z99	1	0.01
aboutand	Z99	1	0.01
actionjoin	Z99	1	0.01
actionplain	Z99	1	0.01
addressurging	Z99	1	0.01

afl-cio	Z99	1	0.01
againreaching	Z99	1	0.01
allfor	Z99	1	0.01
america:l	Z99	1	0.01
anyonedemocrat	Z99	1	0.01
anyoneis	Z99	1	0.01
b	Z5	1	0.01
backi	Z99	1	0.01
beand	Z99	1	0.01
beginjoin	Z99	1	0.01
begintune	Z99	1	0.01
believethat	Z99	1	0.01
c	Z5	1	0.01
career-ready	Z99	1	0.01
carve-outs	Z99	1	0.01
challengelooking	Z99	1	0.01
changea	Z99	1	0.01
changebut	Z99	1	0.01
changesthe	Z99	1	0.01
childbecome	Z99	1	0.01
classadd	Z99	1	0.01
commencementthe	Z99	1	0.01
congratulationsto	Z99	1	0.01
controversythats	Z99	1	0.01
couldnt	Z99	1	0.01
countingpledged	Z99	1	0.01
countryand	Z99	1	0.01
countryresponsibility	Z99	1	0.01
daycan	Z99	1	0.01
debunking	Z99	1	0.01
disasterand	Z99	1	0.01
discussionstoday	Z99	1	0.01
doingas	Z99	1	0.01
dowhat	Z99	1	0.01
earmarksitems	Z99	1	0.01
economynot	Z99	1	0.01
electionand	Z99	1	0.01
electionsjoin	Z99	1	0.01
electionswe	Z99	1	0.01
electionwe	Z99	1	0.01
endures.	Z99	1	0.01
enduresand	Z99	1	0.01
energy-efficient	Z99	1	0.01
enormousif	Z99	1	0.01
est	Z99	1	0.01
etwatch	Z99	1	0.01
expectingand	Z99	1	0.01
familiesand	Z99	1	0.01
farkeep	Z99	1	0.01
femas	Z99	1	0.01
fightingmake	Z99	1	0.01
friendsi	Z99	1	0.01
futureby	Z99	1	0.01
futureif	Z99	1	0.01
goalsbee	Z99	1	0.01
green-car	Z99	1	0.01
H._two	Z2	1	0.01
hand--we	Z99	1	0.01
helphost	Z99	1	0.01
hoursand	Z99	1	0.01
importantn	Z99	1	0.01
informationfrom	Z99	1	0.01
ithelp	Z99	1	0.01
job-creating	Z99	1	0.01
jobsover	Z99	1	0.01
L_ForH_H	Z1	1	0.01
L_west	Z1	1	0.01

laureates	Z99	1	0.01
L_Im	Z1	1	0.01
L_next	Z1	1	0.01
lawelena	Z99	1	0.01
lawlisten	Z99	1	0.01
learn/share	Z99	1	0.01
leftcan	Z99	1	0.01
legislationand	Z99	1	0.01
lobbyist-inspired	Z99	1	0.01
luther	Z99	1	0.01
maneuvering	Z99	1	0.01
mattershave	Z99	1	0.01
mebackstage	Z99	1	0.01
medalone	Z99	1	0.01
momentto	Z99	1	0.01
morejoin	Z99	1	0.01
mtg	Z99	1	0.01
naysayers	Z99	1	0.01
nowand	Z99	1	0.01
officeand	Z99	1	0.01
once-in-a-generation	Z99	1	0.01
optionsand	Z99	1	0.01
out-build	Z99	1	0.01
out-compete	Z99	1	0.01
out-educate	Z99	1	0.01
overnightbut	Z99	1	0.01
paid-for	Z99	1	0.01
partfrom	Z99	1	0.01
partwe	Z99	1	0.01
partyas	Z99	1	0.01
populari	Z99	1	0.01
possiblethis	Z99	1	0.01
pre-crisis	Z99	1	0.01
provideis	Z99	1	0.01
ratesa	Z99	1	0.01
recoveringwith	Z99	1	0.01
refundssee	Z99	1	0.01
runwayscreating	Z99	1	0.01
schoolwatch	Z99	1	0.01
secretaryand	Z99	1	0.01
sharestories	Z99	1	0.01
soand	Z99	1	0.01
stepbut	Z99	1	0.01
strike_Main	Z2	1	0.01
studyhealth	Z99	1	0.01
taoiseach	Z99	1	0.01
teamthe	Z99	1	0.01
tele-town	Z99	1	0.01
tele-town_hall	Z2	1	0.01
termand	Z99	1	0.01
themis	Z99	1	0.01
themnov	Z99	1	0.01
thereyou	Z99	1	0.01
theyll	Z99	1	0.01
theyre	Z99	1	0.01
thisvicki	Z99	1	0.01
timethe	Z99	1	0.01
today's@facebooktown	Z99	1	0.01
today_congress	Z1	1	0.01
todayit	Z99	1	0.01
todayknocking	Z99	1	0.01
todaylisten	Z99	1	0.01
todaytell	Z99	1	0.01
togetherand	Z99	1	0.01
tomorrowand	Z99	1	0.01
tomorrowsand	Z99	1	0.01
tomorrowsign	Z99	1	0.01

tonighttune	Z99	1	0.01
tragedyand	Z99	1	0.01
trailblazing	Z99	1	0.01
unshakableall	Z99	1	0.01
upare	Z99	1	0.01
user-created	Z99	1	0.01
valuesand	Z99	1	0.01
valuethis	Z99	1	0.01
vid	Z99	1	0.01
voteif	Z99	1	0.01
votevirginians	Z99	1	0.01
wait:l	Z99	1	0.01
wouldnt	Z99	1	0.01
wreath-laying	Z99	1	0.01
youbut	Z99	1	0.01
youon	Z99	1	0.01
youre	Z99	1	0.01
L_Weve	Z1	2	0.01
back--we	Z99	2	0.01
fema	Z99	2	0.01
fired-up	Z99	2	0.01
itthe	Z99	2	0.01
v	Z5	1	0.01
n	Z5	2	0.01
q	Z5	2	0.01
ive	Z99	2	0.01
L_H	Z1	2	0.01
L_Staffers	Z1	2	0.01
L_Todays	Z1	2	0.01
op-ed	Z99	2	0.01
out-innovate	Z99	2	0.01
primetime	Z99	2	0.01
reformlet	Z99	2	0.01
sotomayor	Z99	2	0.01
youve	Z99	2	0.01
electionsand	Z99	3	0.02
L.	Z5	3	0.02
L_Theres	Z1	3	0.02
sebelius	Z99	3	0.02
shouldnt	Z99	3	0.02
wo	T1.1.3	3	0.02
special-interest	Z99	4	0.02
va	Z99	4	0.02
H.	Z5	4	0.02
m.	Q3	6	0.03
im	Z99	7	0.04
w/	Z99	8	0.04
weve	Z99	11	0.06
nt	S9	20	0.11
--	Z99	18	0.09
m	Q3	33	0.17
m	Z5	70	0.37
l	Z5	693	3.64
h	Z5	215	1.13

Appendix 3.5. Positive vs. negative connotations in GENERAL AND ABSTRACT TERMS semantic group

A. Categories with positive connotation

1.1 A1.1.1 General actions / making		311
1.3 A1.2 Suitability		2
1.4 A1.2+ Suitable		1
1.5 A1.3+	Cautious	2
1.6 A1.4 Chance, luck		15
1.7 A1.4+ Lucky		1
1.8 A1.5.1 Using		8
1.9 A1.7+ Constraint		15
1.11 A1.8+ Inclusion		13
1.12 A10+ Open; Finding; Showing		51
1.14 A11.1+ Important		52
1.14.1 A11.1+++		3
1.15 A11.2+ Noticeable		1
1.16 A12+ Easy		9
1.16.1 A12++		2
1.16.2 A12+++		1
1.18 A13 Degree		1
1.19 A13.1 Degree: Non-specific		4
1.20 A13.2 Degree: Maximizers		11
1.21 A13.3 Degree: Boosters		60
1.22 A13.4 Degree: Approximators		8
1.25 A15+	Safe	6
1.25.1 A15++		2
1.27 A2.1+ Change		242
1.29 A2.2	Cause&Effect/Connection	106
1.30 A3	Being	1
1.31 A3+	Existing	303
1.32 A4.1	Classification: Generally kinds, groups, examples	14
1.33 A4.2+	Classification: Detailed	19
1.34 A4.2- -	Classification: General	1
1.35 A5.1	Evaluation: Good/bad	5
	Evaluation:	
1.36 A5.1+	Good	54
1.36.1 A5.1 ++		18
1.36.2 A5.1 +++		35
	Evaluation:	
1.38 A5.2+	True	12
1.40 A5.3+	Evaluation: Accurate	9
1.42 A5.4+	Evaluation: Authentic	4
1.44 A6.1+	Comparing: Similar	17
1.44.1 A6.1+++	Comparing: Similar	7
	Comparing:	
1.46 A6.2+	Usual	22

1.48 A7+	Likely	131
1.48.1 A7+++	Likely	2
1.50 A8	Seem	4
1.51 A9	Getting and giving; possession	2
1.52 A9+	Getting and possession	160
	Total:	1747

B. Categories with negative connotation

1.2 A1.1.2 Damaging and destroying		17
1.9 A1.7+ Constraint		15
1.13 A10- Closed; Hiding/Hidden		9
1.17 A12- Difficult		30
1.23 A13.6	Degree: Diminishers	3
1.24 A14	Exclusivizers/particularizers	26
1.26 A15-	Danger	2
1.28 A2.1-	No change	2
1.37 A5.1-	Evaluation: Bad	6
1.37.1 A5.1- - - Evaluation: Worst		3
1.39 A5.2-	Evaluation: False	7
1.41 A5.3-	Evaluation: Inaccurate	11
1.43 A5.4-	Evaluation: Unauthentic	2
1.45 A6.1-	Comparing: Different	34
1.47 A6.2-	Comparing: Unusual	9
1.49 A7-	Unlikely	2
1.53 A9-	Giving	60
1.10 A1.7- No constraint		17
	Total:	255

Appendix 3.6. Positive vs. negative connotations in TIME semantic group

A. Categories with positive connotation

17.8 T1.3+	TIME: Time period: long	9
17.10 T2+	TIME: Beginning	86
17.10.1 T2++TIME: Beginning		37
17.10.2 T2+++ TIME: Beginning		2
17.13 T3+	TIME: Old; grown-up	22
17.15 T4+	TIME: Early	2
	Total:	158

B. Categories with negative connotation

17.9 T1.3-	TIME: Time period: short	1
17.11 T2-	TIME: Ending	61
17.16 T4- TIME: Late	TIME: Late	4
17.12 T3	TIME: Old, new and young; age	4
17.14 T3-	TIME: New and young	60
17.14.1 T3-	- - TIME: New and young	7
	Total:	137

Appendix 3.7. Full list of categories of the 3rd person plural pronoun in the *TweetObama* corpus

1. USA, i.e. the Americans

They

enied health care just because	<u>they</u>	get sick: H M We can't a	(the Americans)
<u>students</u> across the country as	<u>they</u>	mark the beginning of a	
<u>families</u> will get the support	<u>they</u>	need during these tough	
doors they open, and the love	<u>they</u>	provide, our <u>fathers</u> des	
strapped states get the relief	<u>they</u>	need. We are going to re	(teachers)
young <u>women</u> is an America where	<u>they</u>	can fulfill every last b	
ess of <u>our people</u> . By the jobs	<u>they</u>	can find and the quality	
eny, cap or drop coverage when	<u>they</u>	need it most. L The Whit	(the Americans)
ce to live within their means.	<u>They</u>	deserve a government tha	(the Americans)
untry they love because of who	<u>they</u>	love. H From the earlies	(the Americans)
idden from serving the country	<u>they</u>	love because of who they	(the Americans)
in order to serve the country	<u>they</u>	love. This victory belong	(the Americans)
. With gratitude for the lives	<u>they</u>	led: L H To the men and	(the Americans)
d." H " <u>People</u> are out of work.	<u>They</u>	are hurting. They need o	
round the world must know that	<u>they</u>	have our respect, our gr	(the Americans)
out of work. They are hurting.	<u>They</u>	need our help. And I wan	(the Americans)
ns from violence based on what	<u>they</u>	look like, who they love	(the Americans)
ed on what they look like, who	<u>they</u>	love or how they pray: L	(the Americans)
ook like, who they love or how	<u>they</u>	pray: L Congrats to the	(the Americans)
ey rendered, and the sacrifice	<u>they</u>	made for all of us. As w	(heroes)
haracter they build, the doors	<u>they</u>	open, and the love they	(fathers)
ecovery Act. For the character	<u>they</u>	build, the doors they op	(fathers)
afford the prescriptions that	<u>they</u>	need. H L I'm here for t	(seniors)
d giving <u>people</u> the government	<u>they</u>	deserve: L Released new	
our fallen <u>heroes</u> , the service	<u>they</u>	rendered, and the sacrific	
se in uniform doesn't end when	<u>they</u>	return home. It's time t	(veterans)

Their

ocus on the issues that affect	<u>their</u>	jobs, their security &	(the Americans)
issues that affect their jobs,	<u>their</u>	security & their future	(the Americans)
es and <u>families</u> are tightening	<u>their</u>	belts. Their government	
t their jobs, their security &	<u>their</u>	future. Don't ever beli	(the Americans)
help <u>consumers</u> take control of	<u>their</u>	health care. In the wee	
d of their service and awed by	<u>their</u>	sacrifice. The Iraqi pe	(militaries)
can fulfill every last bit of	<u>their</u>	promise. L The simplest	(women)
e to know who's trying to sway	<u>their</u>	elections—we can't allo	(the Americans)
es are tightening their belts.	<u>Their</u>	government should too.	(families)
hild to head to school knowing	<u>their</u>	education is America's	(children)
d in support of our <u>troops</u> and	<u>their</u>	families. H Starting th	
<u>America's service members</u> and	<u>their</u>	families at noon ET. L	
nor the men and women who gave	<u>their</u>	lives so that we may li	(militaries)
L Thanking <u>police officers</u> for	<u>their</u>	service. Watch live at	
ed as a result of H. Two share	<u>their</u>	stories: L This West Wi	(militaries)
ilies sacrifice to live within	<u>their</u>	means. They deserve a g	(families)
e <u>victims</u> of this tragedy, and	<u>their</u>	families in our prayers	
riends of the workers who lost	<u>their</u>	lives in a West Virgini	(the Americans)
ts: L <u>The American people</u> send	<u>their</u>	deepest condolences to	
who want health reform to make	<u>their</u>	voices heard now L Spea	(the Americans)
s—and to <u>the American team</u> for	<u>their</u>	inspiring performances.	
amazoo Central <u>students</u> raised	<u>their</u>	sights, aimed high, and	

to find good jobs and support their families will get the s (*the Americans*)
 hard times through no fault of their own need emergency reli (*the Americans*)
 age and resolve. I am proud of their service and awed by the (*militaries*)
 g not to people's fears but to their hopes and ideals, we ca
 gh, and invested themselves in their own success. Congratula (*students*)
military and the sacrifices of their families to ensure our

Them

rkers, aunts, uncles, and tell them-Nov 2 matters." "You guy
 (*friends&families*)
 are expecting—and what we owe them—is to focus on the issue (*the Americans*)
 hat the 2012 campaign means to them. Watch the video: L H Me (*the Americans*)
 ore affordable. We should give them a gov't that's more comp (*the Americans*)
people that gov't can work for them." H Thanks to everyone w
 lth insurance reform means for them. Take a moment to find o (*the Americans*)
 er—and we will fight alongside them. L On the anniversary of (*communities*)
 extraordinary win and to wish them good luck this Saturday. (*soccer team*)
 cer team today to congratulate them on yesterday's extraordi (*soccer team*)
 o text PLACE to 62262, or send them this link: L H The H rac (*friends*)
 ow where to go vote today—Tell them to text PLACE to 62262, (*friends*)
 dle-class families. Read about them: L Tomorrow OFA supporte

Themselves

ghts, aimed high, and invested themselves in their own succe (*students*)

2. Opposition

They

y're counting on your silence. They are betting on your apat (*the other side*)
 on you staying home this Nov. They're counting on your sile (*the other side*)
 once again using every tactic they can to prevent the DISCL (*Republicans*)
 ord." "If the other side wins, they'll try their hardest to
 gress knows where I stand. Now they need to hear from you: L (*Congress*)
 c House vote on health reform. They need to hear from you to (*Congress*)
 ests tell them to give up on H—they need to hear from you. T (*Congress*)
 orm instead of making it work. They want to go back—I say we (*the other party*)

Their

e other side wins, they'll try their hardest to give free re
 uo. The other party has staked their claim on repealing heal
 ask Senate Republicans to drop their blockade of a jobs bill

Them

betting on your apathy. Prove them wrong Holding a discussi (*the other side*)
 e auto industry, my message to them is this: Don't bet again (*naysayers*)

ight isn't worth it. Don't let them tell you that you're not (*opposition*)
 ance reform? Now you can tweet them too: L Tele-town hall wi (*Congress*)
 ons—and special interests tell them to give up on H—they nee (*Congress*)

3. Supporters

They

00,000 doors last weekend, but they also made 168,330 calls: (*volunteers*)
 me: L Supporters are fired up. They've reached out to 500,00
 e calls to voters to make sure they get out to the polls. L
 know how important it is that they vote? L After you vote, (*voters*)

Their

to let them know how important their vote is. L Where are yo (*voters*)
 s know how grateful we are for their help: L This West Wing (*allies*)
 up for Wall Street reform--and their voices are being heard. (*supporters*)
Senators Kerry & Lieberman for their work on legislation to
 L OFA supporters are donating their Twitter pictures to mar

Them

nearly 850,000 voters to tell them November 2 matters—have
 rm. We are proud to stand with them in the fight for change. (*supporters*)
 o, call your senators and urge them to pass this bill: L It'
 L Call voters today to remind them that tomorrow is Electio
 Call voters tonight to remind them to vote on Nov. 2. L In
 es calling voters today to let them know how important it is
 row is Election Day and to let them know how important their (*voters*)
 H Tweet your senators and ask them to support moving forwar
 ll. Call your senators and ask them to move forward: L H Twe
 m your wish this season is for them to pass health reform: L (*senators*)
 card to your senators telling them your wish this season is
 morrow. Tweet your rep and ask them to support reform: L Add
 H bill possible. Will you join them? L To all those gathered (*supporters*)

4. Other

They

ms can afford massive bonuses, they can afford to pay back t (*companies*)

s from either party—as long as they seriously tackle our add (*ideas*)
banks accountable to the people they serve. Show your support

Their

e and in times of persecution. Their light inspires us to ho (*candles*)
 but we will ensure BP fulfills their obligations for the dam (*BP*)
 are trying to mislead you—but their smoke and mirrors won't (*companies*)
 card companies accountable to their customers: L To keep mo
 unleash their innovation, grow their markets & support new j (*companies*)
 l help U.S. businesses unleash their innovation, grow their

Them

ilence anyone who stands up to them. We need to fight the mi (*interests*)
 independent agency to enforce them. With Robert Byrd's pass (*financial*
protections)
 the communities that depend on them. L Vice President Biden (*businesses*)
 meet with BP tomorrow to tell them to set aside necessary f

Themselves

& precise, her words speak for themselves: L Launched Americ

CHAPTER 4

FINAL REMARKS AND CONCLUSIONS

In this chapter I would like to give final insights on all the results obtained in this dissertation as long as possible avenues for future research.

As generally acknowledged at the beginning, the idea of this thesis was to investigate Barack Obama's online language during his governing period in 2009-2011. For this purpose I applied an innovative approach to demonstrate the possible perspective on the analysis of online language in the 21st century. This approach consisted in differentiating between two main facets of the language on the Internet: a Human-Computer interaction facet and a linguistic facet. As claimed in Section 1.1, the scientific approach to the analysis of online language was generally limited to the investigation of sign systems used online, i.e. its linguistic component. However, this dissertation proposed a new and innovative approach to this issue pointing out to the non-verbal facet of the online language.

Thus, the HCI facet of language on the Internet was measured on Barack Obama's official website *Organizing for America* using HCI techniques. In other words, I assumed that Barack Obama's online language was not limited only to its verbal, or explicit component, but it was also represented through the way he organized the information on his website. Thus, the hypothesis for this part of my research claimed that this organization of information and the way users accessed that information stood for the HCI facet, or implicit component of Obama's

online language. This hypothesis was further tested with three main objectives (Section 2.3.1), which led to:

1. The descriptive analysis of elements distribution both in horizontal (on each page) and vertical (from page to page) directions on OFA website.
2. The evaluation of website cooperation in interaction with a user by applying HCI basic design principles to the elements distribution on OFA website.
3. The realization of “usability test” to track information retrieval process from the site; and the discovery of schemes demonstrating user-website interaction process, which in their turn constituted Barack Obama’s implicit language on the Internet.

In the light of the results obtained for this part of the research, the thesis reported a successful achievement of all three objectives. Mainly, the descriptive study characterized Obama’s site as corresponding to the design principles of HCI. Furthermore, the site was assigned a cooperative label due to its schemes of information retrieval which favored an easy flow of interaction with a user. Finally, the results also revealed a Web 2.0 character of the OFA site represented by its sharing options and *Obama Everywhere* section. Thus, the hypothesis for this part of the thesis was proved, which means that the implicit component of Obama’s language on the Internet was successfully defined as a combination of organization of information on the OFA site and the way users have access to that information.

This outcome gives some further thought on (Obama’s) online language, mainly, that the organization of information in its implicit component could stand for the notion of *space*, or *spatial level*. Similarly, the process of information retrieval from the OFA site could be represented by the notion of *time*, or *temporal level*. In other words, the general information (and elements) distribution on OFA site somehow presents a spatial organization of this information (and elements) on it. Consequently, the process of information retrieval measured with the number of accessed levels on each user’s interaction scheme, could stand for the

temporal level of information organization on the OFA site. Therefore, *space* and *time* are two general parameters that constitute HCI facet (implicit element) of (Obama's) language on the Internet.

Having this in mind, the second part of the thesis dealt with linguistic facet (explicit element) of (Obama's) language on the Internet. The main focus there was concentrated around the notion of rhetorical space and deixis. On the one hand, this choice was justified by the general interest in Obama's online rhetoric and the way he constructed rhetorical space online using deictic references as its main elements. On the other hand, the notion of deixis was also chosen to complement the research in Chapter 2 due to its direct connection with space and time on the textual level. Hence, together with the research on the HCI perspective on (Obama's) online language, the notions of *space* and *time* were also part of its linguistic analysis, or, to put it in other words, its linguistic facet.

In so doing, this linguistic facet of (Obama's) online language was measured using the corpus of messages posted by Barack Obama on Twitter for a period of January, 2009-May, 2011 (29 months). This popular social network was chosen, first of all, due to the research interest of this thesis in online language; and, second of all, due to the fairly low number of linguistic studies on Twitter use by politicians. Thus, the main hypothesis for this part of the thesis claimed that the linguistic facet (explicit component) of Barack Obama's language on the Internet was realized through the concept of rhetorical space on his Twitter. This hypothesis was further tested with three main objectives, which led to:

1. The compilation of a corpus of messages posted by Barack Obama on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months).
2. The description of Barack Obama's main rhetorical appeals on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months).

3. The explanation of Barack Obama's self-positioning to his rhetorical appeals on his official Twitter account @BarackObama during January, 2009-May, 2011 (29 months) though the analysis of deictic reference in the corpus on personal, spatial and local levels.

In the belief that all the above mentioned outcomes were successfully achieved, the linguistic part of the research reported a number of interesting results. Mainly, it was observed that Obama's online rhetoric was concentrated around political and economic issues (which was quite predictable from the head of the state) surrounded by an entourage of semantic categories with positive connotation. As such, it was observed elsewhere (Section 3.4.3) that Obama's personal formula of online rhetoric consists not only in a thoroughly thought number of topics but also in a specific choice of words to describe them.

Furthermore, concerning Barack Obama's self-position in his rhetorical space on Twitter, the results clearly underpinned a predominant choice of the inclusive and proximal levels over exclusive and distal ones through the qualitative advantage of the deictic references *we*, *here* and *now* in the *TweetObama* corpus. In other words, the president organized his Twitter as a rhetorical digital platform with a proximal and inclusive personal, time and space outline.

Interestingly, the results for the HCI perspective on the online language also demonstrated the president's cooperation while interacting with a user through his OFA site. What is more, it was also achieved through the notions of *space*, i.e. information and elements distribution on the site, and *time*, i.e. number of levels during information retrieval from the site. In this respect, and taking everything into account, the thesis reports Barack Obama's online language during his governing in 2009-2011 as user-friendly on HCI and linguistic levels as a way to involve the broadest audience possible.

The thesis demonstrated a new understanding of online communication both from general and situated (political) perspectives. In particular, visual demonstration of the communicative moves while interacting with a website has complimented current discourse studies by enhancing

this area of research with a new HCI perspective on online discourse, taking into account that the latter one has been always concentrated on the study of textual component (Crystal, 2001; Herring, 2004; Androutsopoulos, 2006; Baron, 2008; Williams, 2009; etc). Instead, what I proposed in this thesis was to broaden up the notion of language on the Internet by considering HCI parameters as a full part of online discourse too. At this point, they functioned as kinesthetics of online communication, and, thus, greatly amplified the research. I believe, it is a reasonable complementation to the existing studies in online communication in general (Warschauer, 2001; Mazzolini & Maddison, 2003; Meyer, 2004; Knox, 2007; etc.) and in political domain in particular (Foot & Schneider, 2002; Gibson et al., 2003; Conway & Dorner, 2004; Morozova, 2011; etc).

Furthermore, the emerged results connected with the notions of *space* and *time* opened up a new vision on how human communication is organized online. By looking at these notions in Obama's example, the study showed how he employed them to organize his own online world to the best advantage. Mainly, Obama used space and time to separate old and new information (Section 2.5) by placing the latter one to the most accessible parts of the website, while the second one stayed hidden on the "lower", or less accessible levels of the site. Fair enough, this online discourse technique could be connected with online marketing studies, however, the last one being beyond the scope of this thesis, cannot be fully discussed here.

However, turning now to the notions of *space* and *time* in the language component of Obama's online communication, the study also determined their use for the president's advantage to separate or include Twitter public into his discourse. At this point, the present thesis went further the existing studies on deixis in political speeches (Zupnik, 1994; Arroyo, 2000; Íñigo-Mora, 2004; Proctor & Wen Su, 2011; etc.) which dealt mainly with the personal deixis paying special attention to the personal pronoun *we*. Instead, I decided to study the corpus of all

possible deictic references on personal, spatial and temporal levels. This, in my belief, was the most optimal way leading to a full description of Obama's self-positioning online.

At this point, it is fair to mention that Adetunji (2006) also employed a three-component approach to his study of Obasanjo's (Nigerian president) speeches. However, he did not consider a full range of personal deictic references concentrating mostly on *I* and *we*, which was quite logical due to the researcher's interest in inclusion and exclusion in a given corpus. Yet, my choice of "full" range of references led to some underpinning results. Chiefly, the thesis demonstrated that although *I* and *we* are two references that are most often related to inclusion and exclusion by political linguists, *they* can also play an important role in this process. As in Obama's case, it was not always exclusive, but it could be also inclusive for him and his Twitter public (Section 3.5.4.1) as in the example given in Section 3.5.4.1: "**People** are out of work. **They** are hurting." Here Obama clearly separated unemployed people from the rest of the Americans and Twitter readers *inter alia*. The explanation of this particular case could be based on the negative semantic prosody of *they*-collocations which forced Obama to detach or protect his public and himself from it.

Hence, studying the full range of deictic references gave a great benefit for a better understanding of Obama's online communication, as long as complemented previous research in this area. Moreover, I suggest that it is not enough to concentrate only on *I* and *we* while talking about inclusion and exclusion in political speeches; rather, a researcher is advised to consider a complete range of deictic references in order to fully explore his / her object of analysis. Additionally, depending on the research focus, I also suggest considering spatial and temporal deictic items as they can also shed new light and point to important conclusions about e.g., inclusion / exclusion, public engagement, community building or any other possible topic for research.

Thus, for the future research it would be interesting to work on the idea of online political communication from other perspectives, paying attention, maybe to other elements in the language. The number of politicians who open up their online accounts is constantly increasing and, probably, this will be the most important means of communication for them. Right now we are evidencing the beginning of this story, however, this beginning has already firmly established itself in the way politicians address their audiences. Nowadays, it is not only TV and radio, but also all possible social networks where a political leader communicates his / her message to the public. As an example, one might consider recent Spanish elections for the chair of Prime Minister where all of the candidates were fully using Twitter, Facebook, YouTube, etc., as a way to transfer their public message. That is why I am firmly convinced that the moment right now is only the beginning of a great online era, and not only in politics, but in all public spheres. The Internet has changed many processes in our lives from learning news to meeting people, from sending letters to buying tickets, etc. What we are evidencing right now is a huge process of total Internet dependency, and no one can predict where it will lead us. The only thing one might say that this is something fascinating and dangerous at the same time; however, as living witnesses we must do our best and explore this phenomenon as much as we can.

Barack Obama has been the first politician in the world who understood the huge power of the Internet for his political career. This has been evidenced in numerous studies which analyzed his communication from the perspectives of social impact of his 2008 campaign (Mejia, 2008; Talbot, 2008), prejudice and stereotyping to Black people (Plant et al., 2009), general rise of the Internet in presidential politics (Lipton, 2009), etc. That is why, if Barack Obama wins the upcoming presidential elections 2012, it will be highly recommended to seize a perfect opportunity and repeat the same research. That would only be a natural continuation of this study and will probably be the first step in my future research activities. In this respect, the ideal option would be to conduct both HCI and linguistic investigations. However, I could

subjectively predict that the main differences in two sets of results would be found on HCI level given extremely rapid developments in this field.

In the future, I can anticipate that my research will be more and more specific on either HCI or linguistic aspects. I believe that HCI approach will give good insight when I decide to look into the matter from a more discourse oriented perspective, while, when the need will be to study the building component (either from a more semantic, like this doctoral dissertation, or even syntactic or morphological) I would resort to Corpus Linguistics. In this respect, it would be also advisable to look more into the semantics of Obama's speeches in general and see if he uses the same positive entourage for his words offline. That is another field of interest, the combination between a study of the online and the offline types of language. A special attention could be paid to the diachronic perspective on this issue. In my opinion, there is a high probability to set up this study given an open source of Obama's speeches online and a fairly easy process of their semantic tagging using the special software (e.g., *Wmatrix*©).

Lastly, there is a great opportunity to conduct comparative studies of this kind with other U.S. politicians or / and with foreign ones. In this respect, it would be particularly encouraging to compare the organization of rhetorical space online, i.e. to see if other heads of state also organize their Twitter around *we*, *here* and *now*. My own research in this area revealed similar results for the Russian president D. Medvedev whose Twitter discourse was concentrated around *we*, *Russia* and *today* (Ivanova, 2011). That is why it will be interesting to compare these results with other corpora.

Thus, this thesis has demonstrated a new approach to the analysis of online language. Specifically, its claim has been that modern online language is not limited to the system of signs but comprises the invisible flow of information. The empirical demonstration of this methodology has been realized through the analysis of Barack Obama's official website together with the corpus of his tweets specially created for this thesis. As a result, this investigation on

Barack Obama's governing online contributed to the existing field of knowledge in three ways: firstly, it proposed that one way to understand online language lies in the combination of HCI and linguistic perspectives; secondly, it added greatly to a description of twittering in the domain of political discourse; and, thirdly, it developed a new methodology used to analyze online rhetorical space through the deictic organization in a text.

Finally, I hope that this example of the research on online political language benefitted current discourse studies by opening up new horizons for possible theories and investigations in this direction. I also believe that my work has opened an interesting line of research where possibilities to expand our knowledge on human communication and, particularly, political communication, can be done by analyzing language on the Internet. And I want to be optimistic knowing that it will encourage other researchers to join the exploration of this medium of communication. The Internet, online communication is not something we can ignore nowadays, it has firmly established itself in our lives, so, time has come to admit this fact and open it up for the research community.

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