Organizing Committee

Maria Jesus Barros-Garcia
Kiel Christianson
Anna Maria Escobar
Zsuzsanna Fagyal
Andrea Golato
Tania Ionin
Marina Terkourafi
Duane Watson
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WELCOME

It is a great pleasure to welcome you to the University of Illinois at Urbana-Champaign and to ‘Experimental and Empirical Approaches to Politeness and Impoliteness’, the third in a series of conferences dedicated to Linguistic Impoliteness and Rudeness (LIAR III) inaugurated in the UK in 2006, and the first international conference dedicated to im/politeness to be hosted in the US. LIAR III is an international and interdisciplinary conference bringing together experts in the fields of Linguistics, Social and Experimental Psychology, Cognitive Science, and Foreign Languages to discuss the latest developments in research on the social and emotive factors that affect language production and comprehension and new empirical methodologies to study them. A central goal of the conference is to identify new areas of empirical engagement with im/politeness, including online and offline experimental measures, and to help forge new international collaborations in these areas. Our broader aim is to help reinvigorate the links forged in the 1970s between linguistic theory and im/politeness research that lie at the intellectual roots of the discipline. Additionally, we hope to help align theoretical advances in the field of linguistic im/politeness with applications in industry, education, and policy-making. A selection of papers identified through peer review will be published in a volume edited by the organizers. For more information about how to submit your paper for publication, please see the Call for Submissions on page 10.

The conference would not have been possible without the hard work of many, starting with the support of our sponsors who put their trust in this project early on. We are especially grateful to our campus and corporate sponsors for their generous support:

- College of Liberal Arts and Sciences
- College of Education
- Hewlett International Conference Grant
- Illinois Program for Research in the Humanities
- School of Literatures, Cultures, and Linguistics
- Department of Linguistics
- Beckman Institute Cognitive Science / Artificial Intelligence Committee
- Department of Educational Psychology
- Department of Spanish, Italian, and Portuguese
- Department of French / French@Illinois
- Brill Academic Publishers
- John Benjamins Publishing Company
- Illini Union Bookstore

We would also like to acknowledge the support of the National Science Foundation (NSF) through a conference support grant awarded to the organizers (P.I. Marina Terkourafi; Co-P.I. Kiel Christianson). With the help of this grant, we have been able to award travel subventions to the following presenters of accepted papers at the conference: Michael Furman, Kris Helincks, Jason Quinley, and Jessica Soltys. We would like to take this opportunity to congratulate them on the high quality of their papers.
A special word of thanks goes to our plenary speakers, Kate Beeching, Jean-François Bonnefon, Holly Cashman, Jonathan Culpeper, Bruce Fraser and Tom Holtgraves, who graciously accepted the invitation to speak at the conference and offered to share their latest research with us. They have been a pleasure to work with over the past few months. Finally, I would like to thank the members of the organizing committee and especially our student helpers who worked hard to help make this conference a success.

I wish you all a pleasant and productive conference,

Marina Terkourafi
Conference Chair
THE LEVIS FACULTY CENTER
The conference is taking place at the Levis Faculty Center on the corner of West Illinois St. and South Gregory St. All plenary talks take place on the 3rd floor, with parallel sessions taking place in the 1st floor Reading Room, the 2nd floor Music Room, as well as the 3rd floor. Coffee breaks and the poster session will be on the 2nd floor, where the opening night reception and the catered lunches on Thursday and Friday will also be.

Registration
Registration includes all conference materials and covers coffee breaks, the opening night reception, and catered lunches on Thursday and Friday. The registration desk is located in the Levis Faculty Center 1st floor lobby, and will be open during the following hours:
   - Wednesday, August 29th: 4:00-7:45 PM
   - Thursday, August 30th: 8:00 AM-6:00 PM
   - Friday, August 31st: 8:00 AM-2:00 PM
Please note that only online credit-card payments can be received (no cash or checks). A laptop will be provided at the registration desk for anyone wishing to register on site.

Book display
The book display is located next to the registration desk in the 1st floor lobby area, and will be open throughout the conference, until 10:30 AM on Friday, August 31. The following publishers are exhibiting books and catalogues during the conference: Brill Publishing, Cambridge University Press, and John Benjamins Publishing Company.

Presentation guidelines
Regular presentations will be 20 minutes in length, followed by a 10 minute question and answer session. Each presentation room will have a digital projector and an internet-connected laptop with a recent version of Powerpoint and a pdf reader installed. Participants may connect their own laptops as well; please bring any special video adapters needed to convert to VGA. Please arrive before your session to check AV equipment and introduce yourself to the session chair.

Poster guidelines
The poster session will take place from 3:45 - 4:30 PM on Thursday, August 30th on the second floor. Posters may be put up beginning at 2:00 PM and must be removed by 7:00 PM on August 30th. Posters should be no larger than 48" x 36" in size and should be affixed to the poster display boards with T-pins. T-pins will be available at the registration desk.

Internet access
Wireless Internet access is available in the Levis Faculty Center through the network "UIUCNet" for University of Illinois-affiliated students and faculty; visitors to the university can connect through the network "UIPublicWiFi" by providing their name at the prompt. This service is provided free of charge to conference participants.

Restrooms
Restrooms in the Levis Faculty Center are located on all floors: Women's restrooms are on the 1st and 3rd floors, and men's restrooms on the 2nd and 4th.
Plenary talks and Parallel Session A talks will be held in the 3rd floor event area.

Parallel Session B talks will be held in the 2nd floor Music Room.

Parallel Session C talks will be held in the 1st floor Reading Room.

The poster session, all coffee breaks, the opening night reception, and lunch on Thursday and Friday will be held in the 2nd floor common areas.
SOCIAL PROGRAM

Opening night reception
The opening reception will take place on the 2nd floor of the Levis Faculty Center on Wednesday, August 29, from 7:30-9:30 PM. Live music will be provided by local musicians Tom and Matt Turino. The opening reception is co-sponsored by Linguistics Publisher Brill.

About the Turinos:
Father and Son pair Tom and Matt Turino have been playing music together since Matt started playing fiddle at the tender age of 7. Tom, having knowledge of a number of different traditional American musical styles, nurtured a love for all kinds of music in Matt that has continued to grow as he has gotten older. They have been able to expand the breadth of music that they can do as they have both grown as musicians, and as they have learned new instruments. They have also put emphasis on creating their own voice in the music that they play, that effort consists of composing their own tunes as well as creating their own arrangements of old songs and tunes. Tom and Matt have played with lots of different people over the years, and continue to play music together as a duo, and in various combinations around our home town of Champaign Urbana with the likes of some amazing folks like J.B. Ferris, Randy Cordle, Rob Krumm, Michael Shapiro, Ben Smith, and others. They also play in a old time contra dance string band called Euphore (U4) (Michael Shapiro, and Michael Vallient) that plays across the Midwest, and in cajun/zydeco/rock band Big Grove Zydeco (Gordon Kay, J.B. Ferris, Ben Hay, and Ben Smith) that plays all across the greater C-U area. Their first studio recording consisting of some of their favorite compositions from the last five or six years is available by contacting them by e-mail: theturinos@gmail.com.

Conference dinner
The conference dinner will begin at 7:30 PM on Thursday, August 30, at Luna restaurant, 116 North Chestnut Street, Champaign, IL 61820, tel.: 217.356.5862. Parking is available in the lot behind Luna, the train station lot across the street, or on the street. In the best of Luna traditions, it will be a three-course meal made of fresh, local ingredients. The cost of the dinner is $45, and space is limited. If you have not booked by the conference date, you may inquire about availability at the registration desk. Two conference shuttles will depart the Illini Union at 7:10 PM and the Hampton Inn around 7:15 PM for the restaurant; return trips to both hotels will leave Luna at 9:30 and 10:00 PM.
(1) Levis Faculty Center
(2) Illini Union Hotel
(3) Hampton Inn
GETTING AROUND

Shuttles (see map on previous page)
The Levis Faculty Center (1) is a short 8-10 minute walk from the Illini Union Hotel (2). University shuttles from the Hampton Inn (3) to the Levis Faculty Center (and back) have been reserved at the following times:

Wednesday, 29 Aug.:
- Hampton → Levis, 4:30 & 4:45 PM
- Levis → Hampton, 9:15 & 10:00 PM (after opening reception)

Thursday, 30 Aug.:
- Hampton → Levis, 8:30 & 8:45 AM
- Levis → Hampton, 6:35 & 6:45 PM

Shuttles to/from the conference dinner at Luna restaurant in downtown Champaign:
- Illini Union 7:10 PM → Hampton 7:15 PM → Luna restaurant
- Luna restaurant → Hampton → Illini Union (shuttles depart at 9:30 and 10:00 PM)

Friday, 31 Aug.:
- Hampton → Levis, 8:30 & 8:45 AM

Bus Service
The University and Champaign-Urbana area are served by the CU MTD bus service. Regular fare for a one-way trip is $1. The Green line is especially frequent, and runs along Green street between Downtown Champaign (Illinois Terminal), the university (Illini Union), and Downtown Urbana (Lincoln Square). Further details and an online trip planner can be found at the Champaign-Urbana Mass Transit District website: http://www.cumtd.com.

Taxi Service
Orange Taxi (217) 363-1500
C-U Taxi (217) 359-8634
D&D Cab Service (217) 202-4715
Black Cab & Limo (217) 693-2418
PARKING

There are several options for parking near the Levis Faculty Center:

Parking Lot D9 (corner of Lincoln Ave. and Illinois St.)

University Parking Lot D9 is located across Illinois Street from the Levis Faculty Center on the northwest corner of Lincoln Avenue and Illinois Street. It contains forty all day parking meters. The meters are enforced 24 hours a day, 7 days a week. The rate is $1.00 per hour. There is no parking in the reserved spaces without a permit. Reserved spaces are enforced 24 hours a day, 7 days a week.

Parking Lot D12 (just East of Levis)

This parking lot, the closest parking lot to Levis, contains 6 meters that make it ideal for quick visits to Levis Faculty Center. Meters are enforced M-F from 6AM - 5PM. The rate is $1.00 per hour.

Parking Lot D22 (corner of Lincoln Ave. and Oregon St.)

This University parking lot is located right next to the Spurlock Museum. It contains 20 metered spaces, enforced M-F from 6AM - 5PM. The rate is $1.00 per hour. There are also 60 reserved spaces, enforced M-F from 6AM - 5PM. There is no parking in reserved spaces without a permit during these times.

Krannert Underground Parking Lot D5 (accessible from Illinois St.)

Across the street from the Levis Faculty Center, the Krannert Center for the Performing Arts offers underground parking. The underground parking is accessible from entrances on the north end of the Krannert Center (Illinois Street). Although it is mainly a rental lot for University employees during the week, there are 79 metered parking spaces that are open to the public at the rate of $1.00 per hour. All reserved spaces are enforced M-F from 6AM - 5PM.

City of Urbana Metered Parking

Another option for parking near the Levis Faculty Center is to use the City of Urbana's metered street parking on Illinois Street and Gregory Street. Meters are enforced M-Sa from 7AM - 6PM. The rate is $1.00 per hour.

For those staying at the Illini Union

Parking is available free of charge in designated spots at the Illini Union parking lot at the corner of Green and Matthews (enter from Green Street). Ask for a parking permit at the Illini Union Hotel reception when checking in and make sure to display it prominently inside your front window. From there, it is a short walk to the Levis Faculty Center. See map on p. 6 for directions.
LOCAL INFORMATION

Coffee shops
Nearest to the conference venue is Intermezzo, located inside the Krannert Center for the Performing Arts (500 South Goodwin Avenue). Intermezzo is open 7:30 AM to 3:30 PM plus before and after most performances.

Regional chain Espresso Royale dominates the campus coffee business here, and the two closest franchises are one block south and one block east of Levis, on the corner of Goodwin and Oregon (see map on p. 6), and a small shop in the tunnel linking the Main and Undergraduate Libraries, south of Foellinger Auditorium, which is itself south of the Main Quad.

Caffé Paradiso, located at Lincoln and Nevada (one block south of Oregon) is also a local favorite.

Food
A number of eateries can be found in an area two blocks south of the Levis Center, along Goodwin, Oregon, and Gregory streets:
The Bread Company (Goodwin and Oregon) ($$) European fare; Pizzas, paninis and pricey beer.
Timpone’s (Goodwin and Nevada) ($$$) Seasonal and organic Italian.
Subway (Gregory and Nevada) ($) Fast-food sandwiches.
Rosati’s (Gregory and Nevada) ($) Chicago-style pizza and sandwiches.
Basil Thai (Gregory and Nevada) ($$) Thai cuisine.
Merry Ann's (Gregory and Oregon) ($) Local chain with classic diner fare.

Additional establishments can be found west of the Illini Union along Green Street. These are too numerous to name, but several favorites include:
Murphy's (Green and Sixth) ($) Campus pub with famous burgers and fries; and a good variety of draft beer.
Zorba's (Green and Wright) ($) Famous for gyros.
Za's (Green and Wright) ($) Salads, pizzas, and sandwiches made to order from fresh materials.

Copying:
Notes & Quotes (John St. between 5th and 6th, west of the Main Quad). Open M-F 9AM-5PM.
FedEx Kinko’s (Wright St. one block north of Green). Open M-F 7:30AM-9:30PM.
The Main and Undergraduate Libraries (south of the Main Quad) also provide copying services, but require the purchase of a copying card.
CALL FOR SUBMISSIONS

A volume of selected papers edited by members of the organizing committee will be published with a major Linguistics publisher after the conference. Papers will be selected following an anonymous review process that will take into account the quality of the paper and its relevance to the conference theme; use of novel methodologies and presentation of cross-linguistic data will also be an advantage.

If you would like your paper to be considered for publication, please send it as an e-mail attachment to the conference address (liar-iii@illinois.edu) no later than December 31, 2012. Submissions should be no longer than 10,000 words, including the bibliography, and should be preceded by a 200-word abstract. To facilitate review, please do not include author name(s) on the electronic copy of your paper; include author name(s) and affiliation(s) in the body of the e-mail only. We anticipate approximately 12-15 papers to be selected for inclusion in the volume after review.

If you have any questions about publication, please address them to the conference e-mail address: liar-iii@illinois.edu. We look forward to receiving your papers!
CONFERENCE PROGRAM
WEDNESDAY, 29 AUGUST
4:00-7:45 PM, 1st Floor Lobby: Registration & Book display

5:00-5:15 PM
Welcome & Opening Remarks
Ruth Watkins, Dean of the College of Liberal Arts and Sciences
Mary Kalantzis, Dean of the College of Education
James Yoon, Head of the Department of Linguistics

5:20-6:20 PM
Plenary Talk:
Jean-François Bonnefon
Centre National de la Recherche Scientifique
Experiments on politeness and reasoning

6:30-7:30 PM
Parallel sessions
Session A
Chair: Rakesh Bhatt
Xiaoming Jiang, Mengyah Zhu, & Xiaolin Zhou
Peking University
When fantasy intervenes: Processing linguistic and extra-linguistic agreement during utterance comprehension

Session B
Chair: Barbara Pizziconi
Matteo di Cristofaro
Lancaster University
Rethinking dysphemisms and euphemisms: a corpus-based constructional approach to Italian taboo language

Session C
Reading Room, 1st floor
Chair: Anna Maria Escobar
Jason Quinley
University of Tübingen
I would call you an idiot, but I don’t have the words: Notes on the biological basis for pronouns of social distance in insults

Xiaolin Zhou, Xiaoming Jiang, & Yue Wu
Peking University
Says who? Pragmatic context constrains referential ambiguity resolution during utterance comprehension

Nikos Vergis & Marina Terkourafi
University of Illinois at Urbana-Champaign
The M-word: A Greek collocation between solidarity and insult

Rajeshwari Pandharipande
University of Illinois at Urbana-Champaign
Authenticating change in politeness strategies in diaspora: the case of Hindu rituals in the US

7:30-10:00 PM
Opening Night reception
2nd floor
with live music by Matt and Tom Turino
Co-sponsored by Brill Publishing
THURSDAY, 30 AUGUST
8:00 AM – 6:00 PM, 1st Floor Lobby: Registration & Book display

9:00-10:00 AM  Plenary Talk: Thomas Holtgraves
  Chair: Kiel Christianson  Ball State University
  Face-work and utterance interpretation

10:00-10:15 AM  Coffee break, 2nd floor

10:15 AM-12:15 PM  Parallel sessions
  Session A
    Chair: Lauren Hetrovicz
    Andreas Langlotz & Miriam Locher  University of Lausanne / University of Basel
    Relational work and emotions
  Session B
    Chair: Pilar García-Conéjos Blitvich
    Ronald Geluykens  University of Oldenburg
    Face threats in native and interlanguage business communication
  Session C
    Chair: Makoto Hayashi
    Holly Didi-Ogren  The College of New Jersey
    The co-occurrence of distal and regional dialect forms in all-female Japanese groups

12:15 PM-1:15 PM  Lunch break

1:15 PM-3:15 PM  Parallel sessions
  Session A
    Chair: Laurent Hetrovicz
    Andreas Langlotz & Miriam Locher  University of Lausanne / University of Basel
    Relational work and emotions
  Session B
    Ronald Geluykens  University of Oldenburg
    Face threats in native and interlanguage business communication
  Session C
    Holly Didi-Ogren  The College of New Jersey
    The co-occurrence of distal and regional dialect forms in all-female Japanese groups

3:15 PM-4:15 PM  Parallel sessions
  Session A
    Chair: Laurent Hetrovicz
    Andreas Langlotz & Miriam Locher  University of Lausanne / University of Basel
    Relational work and emotions
  Session B
    Ronald Geluykens  University of Oldenburg
    Face threats in native and interlanguage business communication
  Session C
    Holly Didi-Ogren  The College of New Jersey
    The co-occurrence of distal and regional dialect forms in all-female Japanese groups

4:15 PM-5:15 PM  Poster session

5:15 PM-6:00 PM  Close of conference
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<tr>
<td>12:15-1:15 PM</td>
<td>Lunch</td>
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<td>1:15-2:15 PM</td>
<td>Plenary Talk:</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td><strong>Kate Beeching</strong>&lt;br&gt;<em>University of the West of England</em>&lt;br&gt;Corpus approaches to politeness, pragmatic ambiguity, and semantic change</td>
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<td>Chair: Zsuzsanna Fagyal</td>
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<td>2:15-3:45 PM</td>
<td>Parallel sessions</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td><strong>Session A</strong>&lt;br&gt;Munia Cabal-Jiménez&lt;br&gt;<em>Western Illinois University</em>&lt;br&gt;'Usted-V' and 'Usted-T': Social dynamics of T/V system in Costa Rican Spanish, A response to 19th century globalization</td>
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<td>Chair: Nieves Hernández-Flores</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Session B</strong>&lt;br&gt;Susan Meredith Burt&lt;br&gt;<em>Illinois State University</em>&lt;br&gt;Fear of impoliteness: Address term choice in an academic department</td>
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<td>Chair: Numa Markee</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>Session C</strong>&lt;br&gt;Tatiana Luchkina&lt;br&gt;<em>University of Illinois at Urbana-Champaign</em>&lt;br&gt;Positive politeness overused: The case of 'comrade' in Russian and Mandarin Chinese</td>
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<td>Chair: Tania Ionin</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Kris Helincks</strong>&lt;br&gt;<em>Ghent University</em>&lt;br&gt;Intraspeaker variability of terms of address in Chilean Spanish in relation to politeness: an exploratory sociopragmatic approach</td>
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<td><strong>Hale Işık-Güler &amp; Ümmügülsüm Acı</strong>&lt;br&gt;<em>Middle East Technical University</em>&lt;br&gt;Teachers' use of 'silencers' in the EFL classroom: How L1/L2 use and targeting a group vs. the individual influence child and adult (im)politeness perceptions</td>
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<td>Chair: Numa Markee</td>
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<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Renee Perelmutter</strong>&lt;br&gt;<em>University of Kansas</em>&lt;br&gt;Identity construction through impolite responses to confessionals in Russian women's forums</td>
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<td>Chair: Numa Markee</td>
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<td><strong>Gerrard Mugford</strong>&lt;br&gt;<em>Universidad de Guadalajara</em>&lt;br&gt;Situated (im)politeness: Changing tú/usted practices in Mexico</td>
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<td><strong>Abby Dobs &amp; Pilar Garcés-Conejos</strong>&lt;br&gt;<em>Pennsylvania State University / UNC Charlotte</em>&lt;br&gt;Responses to impoliteness in polylogal interaction</td>
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<td><strong>Michael Furman</strong>&lt;br&gt;<em>Ohio State University</em>&lt;br&gt;Impoliteness and mock-impoliteness: A descriptive analysis</td>
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<td>3:45-4:30 PM</td>
<td>Poster session and coffee break, 2&lt;sup&gt;nd&lt;/sup&gt; floor</td>
<td>Nyssa Bulkes <em>(University of Illinois at Urbana-Champaign)</em>&lt;br&gt;‘Een Kopje Thee, Graag’: A sociolinguistic study of Dutch diminutives</td>
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<tr>
<td>4:30-5:30 PM</td>
<td>Parallel sessions</td>
<td>Lixia Cheng <em>(Purdue University)</em>&lt;br&gt;Effects of pragmatic task features, English proficiency, and learning setting on Chinese ESL/FL learners' spoken performance of English requests</td>
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<td>Christiana Hammond <em>(University of Education, Winneba)</em>&lt;br&gt;Politeness in administrative discourse: Some perspectives from two institutions in Ghana</td>
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<td>Leyla Marti &amp; Ahmet Bikmen <em>(Boğaziçi University)</em>&lt;br&gt;Complaints made to authority figures, friends, and strangers</td>
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<td>Gregory Newall <em>(Indiana University)</em>&lt;br&gt;Los hombres no se tutean: A different perspective of second-person singular forms in Spanish</td>
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<td>5:40-6:40 PM</td>
<td>Plenary Talk</td>
<td>Matthew Houdek <em>(Syracuse University)</em>&lt;br&gt;What did she say?!? How context affects hearer perceptions of offensive language</td>
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<td>Sage Lambert Graham <em>(University of Memphis)</em>&lt;br&gt;What's a parent to do?: (Im)politeness and parental positioning in an Oppositional Disorder forum</td>
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<tr>
<td>7:30-10:00 PM</td>
<td>Conference dinner at Luna Restaurant, 116 N. Chestnut Street, Champaign</td>
<td>(Not included in registration)</td>
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Conference Program

FRIDAY, 31 AUGUST
8:00 AM- 2:00 PM, 1st Floor Lobby: Registration; 8:00 AM-10:30 AM, 1st Floor Lobby: Book display

9:00-10:00 AM  Plenary Talk:
*Holly R. Cashman*
*University of New Hampshire*
Regulating the (un)acceptable: Public service announcements, insults, and (im)polite society

10:00-10:15 AM  Coffee break, 2nd floor

10:15 AM-12:15 PM  Parallel sessions

- **Session A**
  - Chair: Saeko Fukushima
  - **Jihye Lee**
    *Indiana University*
    The variable use of a polite discourse marker, please, in the TV series *Friends*

- **Session B**
  - Chair: Miriam Locher
  - **Sonia Bittencourt Silveira & Maria do Carmo Leite de Oliveira**
    *UFJF, MG, Brazil / PUC-RJ, Brazil*
    Impoliteness strategies and conflict resolution in conciliation hearings at PROCON

- **Session C**
  - Chair: Munia Cabal-Jiménez
  - **Maria Barros Garcia**
    *University of Granada and University of Illinois at Urbana-Champaign*
    Gather friends, food… and face-enhancing politeness! Face-work in Spanish informal interaction

**Wenfeng Li**
*Purdue University*
Politeness in Chinese college graduates' disagreement in computer-mediated communication

**Mai Kuha & Elizabeth M. Riddle**
*Ball State University*
Rude language in personal apologies for a political event

**Nathaniel Mitchell**
*Griffith University*
Agency in impoliteness: Evaluations of banter in short messaging e-mails

**James Murphy**
*University of Manchester, UK*
(Im)politeness in political discourse: The case of the Prime Minister's Questions

**Sang-Seok Yoon**
*University of Iowa*
Are Korean honorifics politeness markers? Speech style shifting in Korean talk show conversations

**Zohreh Eslami & Mahshad Davoodifard**
*Texas A&M University*
The biggest CEO apologies: An analysis of the Netflix apology of 2011 and customers' reactions

**Robert Baxter**
*Indiana University*
Response appropriateness in Spanish: Interactional competence in collaborative talk

**Nieves Hernández-Flores**
*University of Copenhagen*
Self-facework: A theoretical and empirical approach to the third component of facework
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<td>2:30-3:30 PM</td>
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ABSTRACTS
**Corpus approaches to politeness, pragmatic ambiguity and semantic change**  
Kate Beeching  
*University of the West of England*

Building on pragmatic theories relating to conversational implicature, Traugott and Dasher (2002) foregrounded the role of conversational interaction and speaker relationships in semantic change. Though some issues of politeness were addressed in this volume, such as social deixics/honorifics, the focus was mainly been on modal verbs, epistemic from deontic meanings, and adverbials which have developed DM meanings such as *well* and *indeed*. The importance of indirectness snd hedging as a motivation for semantic change has been given less attention in the literature and this is an area that I have been giving some attention to. Classic sociolinguistic works (Weinreich, Labov and Herzog 1968) underline the importance of both innovation and propagation in language change. This talk aims to illustrate how corpus approaches which combine qualitative and quantitative analyses can provide the empirical data we need to test hypotheses concerning the impact that considerations of politeness can have on both innovation and propagation in semantic change.

The talk will provide examples, from studies on French, of the ways in which: a) evidence from literary corpora may be combined with evidence from spoken corpora in the investigation of innovation; b) spoken corpora, collected at 20 year intervals (in this case in 1968, 1988 and 2002), coupled with demographic data, can illuminate our understanding of propagation; c) cross-linguistic studies of ‘false friends’ can shed light on cycles of pragmatisations; d) finally, the extent to which parallel (translation) corpora can complement intuitive contextual interpretations.

Kate Beeching (PhD., 2001, University of Surrey/UK and Université de Paris-10 Nanterre, France, Linguistics) is Associate Professor of Applied Linguistics at the University of the West of England, Bristol, UK, where she is Head of the International Corpus Linguistics Research Unit. An interest in spoken interaction led her to create a corpus of spontaneous spoken French and to study the pragmatic and sociolinguistic features of a range of pragmatic markers, which resulted in the publication in 2002 of *Gender, politeness and pragmatic particles in French* (John Benjamins). A series of articles followed on the diachronic development of markers and on the impact of considerations of politeness in semantic change in *Language Variation and Change*, the *Journal of Historical Pragmatics* and the book series *Studies in Pragmatics*. The role of cross-linguistic comparison and parallel corpus approaches in investigating pragmatic ambiguity and meaning change is illustrated in her articles in *Languages in Contrast*, the *Revue Française de Linguistique Appliquée* and a recent book chapter in Aijmer and Altenberg’s *Advances in corpus-based contrastive linguistics*. She is currently working on a monograph devoted to *well, you know, just, like, I mean* and *sort of* in synchrony and diachrony, to be published by CUP and entitled: *Pragmatic Markers: Meaning in Social Interaction*. 
Experiments on politeness and reasoning
Jean-François Bonnefon
Centre National de la Recherche Scientifique

Reasoning, judgment and decision making are activities that often occur in a social context, and whose basic tools are connectives and quantifiers such as “if”, “or”, “some”, “possibly”, etc. When information is exchanged for the purpose of reasoning, the meaning that is ascribed to these terms is instrumental to the conclusions which are ultimately reached. All quantifiers and connectives have a rather consensual interpretation when used for reasoning, which is not necessarily their logical interpretation. Politeness, however, largely complicates their interpretation, as soon as the information that is being shared has the potential to offend or upset other people. This politeness-induced complication was investigated in a number of experiments, which are surveyed in this talk. The research line started with an experiment on the interpretation of the quantifier “possibly” in doctor-patient dialogues (Bonnefon & Villejoubert, 2006, Psychological Science; Pighin & Bonnefon, in press, Patient Education and Counseling). It was extended to the interpretation of the quantifier “some” in face-threatening contexts (Bonnefon, Feeney & Villejoubert, 2009, Cognition; Bonnefon, Feeney, & De Neys, 2011, CogSci). Other experiments investigated the interpretation of logical connectives, namely “or” in the context of announcing bad prospects (Bonnefon & Feeney, submitted), and “if” in the context of pointing out mistakes of others (Demeure, Bonnefon & Raufaste, 2009, JEP:LMC). All experiments found evidence for the same phenomenon: (a) Quantifiers and connectives have a rather clear meaning in control contexts, but (b) confusion arises when they are used in face-threatening contexts, because (c) people start considering the possibility that they might be used for politeness purposes.

Jean-François Bonnefon (Ph.D., 2003, University of Toulouse, Psychology) is a cognitive scientist at the French national research agency (Centre National de la Recherche Scientifique), where he is the director of the CLLE (Cognition, Langues, Language, Ergonomie) research institute and a permanent guest at the IRIT (Institut de Recherche en Informatique de Toulouse) in Toulouse, France. In 2008, he received the national Young Scientist award of the CNRS (a.k.a. Médaille de Bronze) in the cognitive science category. His ground-breaking research on rational mental activities (reasoning, judgment, decision-making) has been published in about 45 journal articles, one book, and 25 contributions to collective volumes. His recent research has focused on the way we reason about the preferences of others, including their presumed preference for being polite. His experimental research on the cognitive consequences of politeness has appeared in leading psychology journals including Cognition, Journal of Experimental Psychology, Mind and Language, Psychological Science, and Synthese, and is currently orienting towards biological influences on politeness processes. He is an associate editor for Cognition, published by Elsevier.
Regulating the (un)acceptable: Public service announcements, insults and (im)polite society

Holly Cashman
University of New Hampshire

First order (im)politeness concerns itself with the perceptions and theorizing of lay people about politeness and impoliteness, or the everyday evaluation of what is and is not acceptable in interaction. As Locher and Bousfield (2008: 5) explain: “First order concepts are judgments about behaviour such as impolite, rude, polite, polished, made by the social actors themselves. They arrive at these judgments according to the norms of their particular discursive practice.” While a great deal of attention has focused on speakers’ judgments about impolite behavior, comparatively little attention has been paid to how speakers arrive at those judgments. This paper will examine one particular intervention in the formation of and negotiations over judgments about impolite language behavior: the public service announcement (PSA). While there are numerous, perhaps endless, ways in which speakers’ judgments about impoliteness are shaped, recent PSAs in the U.S. addressing impolite language behavior are a new and interesting intervention in the process. The PSA is a media text that benefits from free airtime precisely because its purpose is to benefit the public. Famous PSA campaigns include messages supporting smoking cessation and anti-pollution efforts, and opposing drunk-driving and the use of illegal drugs. Recent PSAs in the U.S. address the question of bullying and the appropriateness of insults related to sexual identities and cognitive abilities; these public service announcements endeavor to create behavior change. In another paper (Cashman forthcoming), I argue that there is an on-going discursive struggle over the use of the terms fag(got) in English and maricón in Spanish in public discourse. The aim of the present analysis is to explore the use of the PSA as an intervention in that struggle—to effect change in language behavior and/or impact perceptions of acceptable language use, and to examine the ideologies about impoliteness manifested in public service announcements about insults, specifically around terms related to sexual identities and cognitive abilities.

Holly R. Cashman (Ph.D., 2001, University of Michigan, Romance Linguistics) is an Associate Professor of Spanish in the Department of Languages, Literatures & Cultures at the University of New Hampshire. Her research interests include the dynamics of Spanish language maintenance and shift to English, Spanish language and bilingual media discourse, linguistic politeness and impoliteness, racist and anti-racist discourse, and queer linguistics. A groundbreaking aspect of her work has been the study of media discourses and their role in marginalizing Latinas/os and, more generally, immigrants in the U.S. Her work has appeared in journals such as Multilingua, Journal of Politeness Research, Journal of Multilingual and Multicultural Development, and Spanish in Context. She has also contributed chapters to The Blackwell Guide to Research Methods in Bilingualism and Multilingualism (Li Wei & Melissa Moyer, eds., 2008), Impoliteness in Language (Derek Bousfield & Miriam Locher, eds., 2008) and Research on Politeness in the Spanish Speaking World (María Elena Placencia & Carmen García, eds., 2006).
The prosody of (im)politeness
Jonathan Culpeper
Lancaster University, UK

The importance of prosody in communication hardly needs justification or
demonstration, yet the vast bulk of research on politeness or impoliteness pays woefully little
attention to prosody. Brown and Levinson (1978/1987), for example, confine themselves to a few
sweeping generalisations. The single exception of note is the work of Arndt and Janney (e.g.
1985, 1987). As far as studies focusing specifically on impoliteness or interpersonal conflict are
concerned, prosody seems to attract at best a cursory mention. This presentation is part of an
attempt to rectify that neglect. In the first part of this presentation, I sketch in the background,
noting relevant work in studies on prosody, emotion and (im)politeness. In the second part, I
report some informant tests I have been undertaking on (im)politeness attitudes associated with
particular intonation contours and what happens when they are uttered for a particular utterance
in a particular context. Amongst other things, I am interested in whether an intonation contour
typically considered “polite” can actually exacerbate the impoliteness of an utterance in certain
contexts. The third part has a more local focus. I examine the use of prosody in generating
(im)politeness attitudes in its dynamic, local contexts. I will conduct instrumental analyses of
utterances that are clearly, from the uptake, considered impolite.

Jonathan Culpeper (Ph.D., 1994, Lancaster University, Linguistics) is Professor of
English Language and Linguistics in the Department of Linguistics and English Language at
Lancaster University, UK. He is a leading figure in the study of impoliteness and recently
completed a prestigious three-year Economic and Social Research Council (ESRC) Fellowship
to study impoliteness.

He is the author of the most recent monograph on Impoliteness (Cambridge University
Press, 2011, 292 pp.) as well as several seminal articles on the topic including ‘Towards an
anatomy of impoliteness’ (Journal of Pragmatics 25 (1996), pp. 349-67) and ‘Impoliteness
revisited: with special reference to dynamic and prosodic aspects’ (Journal of Pragmatics 35
(2003), pp. 1545-79; co-authored with Anne Wichmann and Derek Bousfield). In addition to
impoliteness, he continues to pursue research on a wide range of topics in pragmatics, stylistics
and the history of English, and has published or co-published ten books on these topics. He is
also an active member of the Linguistic Politeness Research Group and co-Editor-in-Chief of
the Journal of Pragmatics, the leading journal in the field of pragmatics, published by Elsevier.
Cell phone etiquette across the ages
Bruce Fraser
Boston University

Etiquette is the code of social behavior that sets forth expectations according to contemporary norms within a group. These social rules are typically handed down from adults to children, generation after generation, with small variation. The receiving group is expected to learn the rules and abide by them, with sanctions meted out should they fail. Dinner table etiquette is one example of this, as is appropriate behavior in places of worship. Cell phone etiquette does not appear to fall into this paradigm. Since cell phones became available to virtually everyone at once, each group of users (characterized by gender, age, and SES) defined for itself what was to be considered polite and impolite use within the group. But, in addition, each group had to determine how it would cope in a given context, for example, using a cell phone in a movie theater or on the subway.

The presentation today reports on an extensive study of how different groups use cell phones today and what notions of politeness are expected by each. Using individual in-depth interviews, focus groups, and surveys collected through Facebook, data was gathered from more than 100+ individuals, who were grouped by 3 factors: gender, age (teenagers; college students; 20-40 workers; 40-60 workers; and over 60 retirees), and socioeconomic status.

There are some very clear group patterns which seem to mirror the group’s notion of politeness and do not refer to other group rules. Teenage girls, for example, use the cell phone for making social contact and keeping in touch with one another, some receiving more than 50 text messages a day. However, many find a text message in response to a voice message to be impolite, and are put off by it.

Actually, sometimes, I get kind of annoyed if I was to call someone and they text me back. Like, well, call me back...I want to talk to you. If I wanted to text you, I would have texted you.
[High School Junior]

Teenage boys, on the other hand, pay little attention to whether the message is sent by voice or text, just as long as they can understand it. They did not indicate any great concern over degree of politeness involving texting vs. voice to members of their group.

Whether the differences from group to group can be seen as flowing from a theory of psycho-social development, such as Erikson’s (Erikson, Erik H., 1959, Identity and the Life Cycle. New York: International Universities Press), would be interesting but cannot be concluded yet.

Bruce Fraser (Ph.D., 1965, Massachusetts Institute of Technology, Linguistics) is Professor of Linguistics and Education in the School of Education at Boston University. Professor Fraser joined the School of Education faculty in 1971 after directing the Language Research Foundation in Cambridge for four years. His linguistic interests lie primarily in the areas of semantics and pragmatics, where he has made important contributions to the study of politeness, idioms, innuendo, speech acts, apologizing, and threatening, and most recently, discourse markers. He also has interests in the area of dispute resolution, and serves as an arbitrator and mediator for labor, community, and school disputes. In addition, he conducts training programs in the U.S. and overseas to assist groups to become better prepared to resolve their own disputes.
Face-work and utterance interpretation
Thomas Holtgraves
Ball State University

The empirical examination of conversational inferential processing has been relatively rare. In this talk I provide an overview of studies conducted in my lab examining the role that face management (Goffman, 1967) plays in conversational interpretation. The basic idea is that a recipient’s recognition that the speaker is engaging in face management plays a critical role in the interpretation process (Terkourafi, 2007). A good example of this is an indirect reply, or reply that violates Grice’s (1975) maxim of relation (i.e., be relevant). When a person fails to directly answer a question, the literal meaning of their response is rejected and an inference is typically generated (Holtgraves, 1999). Because face-work is one of the primary reasons that speakers say things in a less than clear manner, recognition that the lack of relevance is in the service of face management can guide the interpretive process. Hence, indirect replies to personal questions will be often interpreted as (indirectly) conveying face-threatening information (Holtgraves, 1998). In addition, recent research suggests that the right hemisphere (RH) plays a particularly important role in this inferential process, both overall and in terms of individual differences (people with a more active RH are faster at generating these inferences). These results help explain why people with damage to their RH are sometimes deficient in pragmatic processing.

Thomas Holtgraves (Ph.D., 1984, University of Nevada, Social Psychology) is Professor of Psychological Science at Ball State University. His main line of research examines the social-cognitive underpinnings of language use and has been of interest to scholars working within a variety of disciplines, helping to foster cross-disciplinary awareness of the social psychological aspects of language use. His research has been supported by the National Science Foundation and National Institute of Health, and he is the author of Language as Social Action: Social Psychology and Language Use (Erlbaum, 2001), as well as numerous articles that have appeared in leading journals including Journal of Personality and Social Psychology, Journal of Language and Social Psychology, Journal of Memory and Language, Memory and Cognition, Journal of Pragmatics, Journal of Politeness Research, and Brain and Cognition. Among his recent publications is a chapter on language for the fifth edition of the Handbook of Social Psychology (Fiske, Gilbert, & Lindzey, 2010). Currently he is editing the Handbook of Language and Social Psychology for Oxford University Press. He recently extended his language research into the applied and neurological realms by studying pragmatic language comprehension in people with Parkinson’s disease.
Gather Friends, Food… and Face-Enhancing Politeness! Face-Work in Spanish Informal Interaction
María Jesús Barros García
University of Granada and University of Illinois at Urbana-Champaign
mjbarros@ugr.es; barrosg@illinois.edu

It is understood that people interact not only to achieve transactional goals but also to achieve interpersonal ones, such as establishing relationships with others, maintaining those relationships, and enjoying them (Tusón Valls 1997; Spencer-Oatey 2000; Hickey and Stewart 2005). To obtain their goals, whether they are transactional, interpersonal or both, interlocutors can use politeness expressed through the production of Face-Enhancing Acts (FEAs) and/or through the avoidance of Face-Threatening Acts (FTAs). The second are concerned with protecting and/or repairing the face of the interlocutors from communicative threats, while Face-Enhancing Acts are independent from the perception of threats and are justified not by the wish to avoid or repair face damage but by the wish to satisfy the interlocutors’ face-wants.

This work focuses on Face-Enhancing politeness in informal gatherings in Spanish. My hypothesis is that when interpersonal goals predominate over transactional goals (as it normally happens in meetings with family and friends), participants tend to make a bigger use of Face-Enhancing Politeness, because showing closeness in their message, they get closer to the other. The study compares the face-enhancing behavior of native and non-native Spanish speakers during informal gatherings with their acquaintances.

The data used to conduct this study is a corpus containing informal conversations in Spanish between speakers from Valencia, Spain, in comparison to a corpus of interactions in Spanish between speakers from the United States of America. This data has been analysed adopting a pragmalinguistic and sociopragmatic perspective. The analysis shows some differences on the use of FEAs between native and non-native speakers of Spanish in informal gatherings. Nevertheless, it concludes that this kind of conversational setting promotes the abundance of FEAs as mechanisms for establishing or consolidating an alliance with the other and to help the interaction go well.

This study should be of interest to Hispanic pragmatics researchers, as well as to those who want to support intercultural studies. It can also be useful for Spanish second language speakers become aware of the interactive and socio-cultural variations of politeness, and more specifically of Face-Enhancing Politeness. Thus, it will be easier for them to produce and interpret messages correctly, avoiding misunderstandings and favouring their integration in the target culture. In this sense, I agree with Aston (1993: 229-230) in considering that non-native speakers’ success depends more on the right use of strategies that help to establish friendly relationships (FEP) than strategies used to avoid face threats.

References:
Response Appropriateness in Spanish: Interactional Competence in Collaborative Talk

Robert Baxter
Indiana University
rpbaxter@umail.iu.edu

In the field of L2 pragmatics, several studies have surged in the last decade on the development of interactional competence in language learners. Advocates for the study of interactional competence highlight the importance of examining sequential management and response appropriateness for learners, labeled as ‘interactional resources’ (He & Young, 1998; Young, 2008, 2011). The study of overlap and conversational preference in collaborative talk is a means of examining what factors impact the use of interactional resources employed in involvement strategies (Scollon & Scollon, 2001). In order to put forth experimental means of studying interactional competence, this study pioneers an experimental task for the measurement of perceptions and variables that influence perception of collaborative talk.

This study examines native and non-native perceptions of conversational preference and overlap in comparisons of discourse in Spanish. An experimentally controlled task examined the perceptions of 13 native speakers of Spanish, 23 advanced non-native speakers. Participants completed a forced judgment task and ranked the appropriateness of responses in two-part dialogues that compared and contrasted preference and response onset to suggestions and assessments between a male and a female native speaker. The judgment task was followed by a background questionnaire that examined demographics and language background.

Results demonstrate that native speakers differ significantly with stronger judgments than advanced non-natives. Comparisons demonstrate that while both groups judged overlapping responses of equal preference similarly as the most appropriate item compared to mismatches in preference or overlap, advanced non-natives judged contrasts in preference considerably weaker in the absence of overlap. Non-natives displayed significantly weaker judgments when faced with a “dual-mismatch” when overlap with a preference mismatch was compared with a non-overlapped preference match while native speakers judged in favor of preference. Overall, native speakers judged for appropriateness in preference over overlap while non-natives fluctuated in judgments between the two features. Natives varied judgment values based on linguistic features (speaker gender, speech act type and item combinations), however, non-natives were less systematic with judgments of overlap and preference resulting in fewer variables that impacted perception (speaker gender, some item combinations). Non-natives failed to reach significance for speech act type and also demonstrated influence by participant age (which was not significant for natives).

References:
Coffee Breaks are Creative? Ethnographies on gossiping in Europe and the US
Simone Belli & Dafne Muntanyola
Universitat Autònoma de Madrid / Universitat Autònoma de Barcelona
simone.belli@uam.es, dafnemuntanyola@uab.cat

This paper examines the existing interrelations among co-workers in coffee breaks contexts in an international context. More specifically, we focus on intercultural communication processes and its resulting gossip networks. Knorr Cetina (1999) coined the term technical gossip to describe communicative interactions that happen during manipulation of tools or machinery, as well as during breaks and transitional spaces like corridors. Ethnographic evidence puts forward that most professional decisions take place in informal environments. Examples such as the Rad Lab at MIT, widely regarded as one of the most creative spaces in the world, show how decision-making seems to increase when members of different departments or specializations run into each other for reasons other than research or administration. Random encounters favor communication, which reinforces the team synchronization as well as the distribution of necessary information (Hutchins, 2008). Moreover, coffee breaks and lunch hours are paramount social scenarios for group creativity, which is the basis of research in labs as well as in companies. Thus, we illustrate here the rules of appropriateness and rudeness in socio-cultural interaction, depending on their institutional context. Direct observation of coffee breaks in university departments in Spain, Italy, United Kingdom, Sweden and the US show the importance of these spaces in everyday interaction. We analyze a large corpus of ethnographic data (direct and filmed observation, conversations recordings, semi-structured interviews) with ELAN software and the conceptual tools from cognitive and social ethnography. We consider the active participation of co-workers in coffee breaks as indicators of the importance of gossip. Moreover, we look at the conversations’ contents, the use of space, and the performed gestures, movements and emotions. We determine the existence of im/politeness patterns of communication in choosing certain topics both related and unrelated to the professional environment. This gossip network means increasing empathy with co-workers, sense of others, and the necessary routine practices for the reproduction of communal life.
Fear of Impoliteness: Address term choice in an academic department
Susan Meredith Burt
Department of English, Illinois State University
smburt@ilstu.edu

In dialects of standard English, neither second person pronouns nor verbal inflections convey the social relational information conveyed by means of T/V choice in many related languages. Yet, in an academic community of practice, members are aware of both hierarchy and social distance, and deploy address terms to do this relational work.

Results from focus group interviews (following Clyne, Norrby and Warren 2009) show that university faculty, graduate students and undergraduates have different communicative and relational interests both in choosing address terms for others and in deciding which address terms they prefer for themselves. While faculty are concerned with establishing appropriate social distance with students, undergrads are concerned with finding titles that are correct and do not offend instructors. Graduate students, in particular those from outside the US, find it hard to negotiate title choice, both in classes they teach and in classes they take. Different interpretations of titles like Ms. and Professor contribute to the difficulty of address decisions for all three groups.

In a hierarchy like that of the academic world, it is not surprising that the choice of address terms is complex, since speakers choose them to mark not only preferred relationship types with other members, but also attitudes toward the hierarchy itself. What the data show is that not only is there internal variation in what those preferences are in all three of the “ranks” represented in the focus group interviews, but also that the terms themselves have varying and changing interpretations. For example, most faculty interpret Ms. as a term parallel to Mr., one which designates gender but not marital status. Judging from both the graduate and undergraduate student groups, all three of the female courtesy titles are age-graded, with Miss for the very young, Ms. for the young adult, and Mrs. for the clearly superannuated over 50.

Professor and Doctor emerge here as terms whose usage differs both within and between departments and disciplines. If faculty are seen by students as unable or unwilling to come up with a consistent and transparent address system, it is not surprising that students import address habits from other settings, develop their own default rules, or wish for address reform in academe.

References:
“Usted-V” and “Usted-T”: Social dynamics of T/V system in Costa Rican Spanish
A response to 19th century globalization
Munia Cabal-Jiménez
Western Illinois University
m-cabal-jimenez@wiu.edu

This article shows how the T/V system in Costa Rican Spanish during colonial times started to display a structure that differs from other varieties of Spanish in that the pronoun usted (traditionally a V form) was also used as a T form. As the result of socioeconomic changes that were consequences of Costa Rica’s entry into the global economy, usted developed as a pronoun that would cover both functions (T and V) simultaneously. Internal factors of the language such as verbs played a role in the ways this pronoun could be used (no se le olvide mandarme más aceite ‘do not forget to send me more oil (usted-T) vs. me echa usted en cara un desatino ‘you throw in my face a blunder’ (usted-V), uses that are highly dependent of pragmatic factors (context). In this aspect, this study follows the concepts of approach/withdrawal (Terkourafi, 2005) to indicate when the speaker approaches the hearer (and uses a usted-t form) and when the speaker withdraws of the hearer (usted-V form). The data for this study are taken from Costa Rican manuscripts and personal letters from the 19th to the first half of the 20th century. This study brings more emphasis on the impact of sociohistorical factors in linguistic change (Weinrich et al., 1968, Escobar, 2007). Under the lens of politeness and pragmatics it is also possible to see how this double function fulfils different pragmatic needs of the speaker.

Beginning in the 19th century, Costa Rica participated in the changes in the global economic system triggered by industrialization, specifically, through the transition to agrarian capitalism (Molina: 2006). Globalization thus also impacted Central America culturally and linguistically. Costa Rica’s interaction with the global economy of the 1800’s changed the social relationships within the country and the T/V system mirrored these changes.

References:
Audible image: politeness and the role of prosody

Mark Campana
Kobe City University of Foreign Studies
campana@inst.kobe-cufs.ac.jp

This talk centers on the sound elements that speakers deploy during the course of interaction, such as signaling politeness or impoliteness. Essentially, we see prosody as the vocal counterpart of image-based gesture as outlined by McNeill (2007). While it is not particularly difficult to spot local deviations of pitch, loudness, timbre or rhythmic pattern, by themselves these do not constitute meaningful gestures. Rather, there must be a mental construct to which they point, viz. a ‘field of opposition’ in McNeill’s terminology. Here we adopt a NMS approach to this concept.

The key to understanding (im)politeness (we believe) lies in the emotive system. Natural Semantic Metalanguage was invented as a way of defining emotions across languages and cultures. As Wierzbicka (1999) points out, researchers often assume that speakers of different languages experience emotion in universal terms, when in fact they don’t. Rather, emotions must be defined in terms of local expressions that translate easily. Wierzbicka's metalanguage is comprised of ‘cognitive scenarios’ which capture both the similarities and differences of emotion-words (hence emotions) in every language.

The propositions that comprise cognitive scenarios are built around four mental predicates which characterize basic opposition in vocal gesture: want/not want; know/not know; think/not think (or not), and feel (good/bad). Thus when a speaker experiences something like e.g. ‘miffed’, s/he may reason (á la Wierzbicka), “I know now: someone did something bad to me; I don’t want things like this to happen; I want other people to know that I feel like this, etc. These mental predicates of NSM are important because they are marked by prosody; in other words, they can be detected through their acoustic features.

In McNeill’s theory of communication, synchronic displays of speech and gesture create a dialectic tension, the resolution of which contributes to pragmatic meaning. In the framework outlined here, prosodic gestures point to mental states which, when juxtaposed with semantic meaning (categorical content, in McNeill’s system), result in the impression of (im)politeness. When we perceive someone as being e.g. ‘deferential’ then, it is because we have resolved the dialectic tension between the words the speaker chooses and the emotion s/he displays through vocal gesture—pace the context, as always.

References:
Children’s Early Sensitivity of Status as a Factor of Politeness
Yupin Chen
Wenzao Ursuline College of Languages
99010@mail.wtuc.edu.tw; yu4pin1@gmail.com

Assuming that politeness is subject to social distance, social status, and ranking as proposed by Brown and Levinson (1987), this study discusses children’s pragmatic development of politeness by examining children’s sensitivity of status, when performing an FTA (Brown & Levinson, 1987). The examination and discussion are based on spontaneous interaction between two Mandarin-speaking children (observed longitudinally from 24 to 36 months old) and their parents. Children’s requests were examined for their politeness (237 instances of requests found in the data), including the situations wherein the requests are issued, the linguistic devices utilized by the children to convey requests, and the effectiveness of requests (whether the children’s requests obtain the desired compliance). The focus of this study is on the potential influence of interpersonal status on children’s production of requests. It has been found that children appear to fine-tune the linguistic forms they use to make requests with respect to the relative status between their parents and themselves. They were found inclined to use more direct request forms, for example, imperatives, when making requests in cooperative activities, where the relative status between the children and their parents is equivalent. On the other hand, children were found to use comparatively more indirect request forms, for example, declaratives with the lexeme WANT, when requesting at a lower status in unstructured activities, where the children mostly request their parents to perform an act as their original role, i.e., a child. A further examination thus reveals that the sensitivity of status in children's polite requests may aid children in obtaining the intended compliance. That is to say, the effectiveness of the children’s requests appear to increase when children are requesting according to the relative status between their parents and themselves. This study therefore suggests that children at an early age may have been aware of the effect of status on politeness and that status may be a significant factor in politeness, probably more significant than the other two in Brown and Levinson’s politeness theory, particularly for Mandarin-speaking children.

References:
Rethinking dysphemisms and euphemisms: a corpus-based constructional approach to Italian taboo language
Matteo Di Cristofaro
Lancaster University
m.dicristofaro@lancs.ac.uk

This paper focuses upon research aimed at providing a more detailed definition of dysphemisms and euphemisms in the context of a constructional approach to language (e.g. Goldberg 2006). In the last decades increasing attention has been devoted to taboo language, swearing and impoliteness, with a focus on so-called swearwords (also dysphemisms) and euphemisms - (e.g. Allan and Burridge 2006; McEnery 2006). To provide an understanding of how taboo language works, I propose a constructional approach centred on dysphemisms and euphemisms, and on the notion of chunking (Bybee 2010). Drawing from the study on “conventionalized impoliteness formulae” by Culpeper (2011), I will first analyse the two phenomena in terms of their relation to taboo language constructions. Then I suggest that taboo language can be conveyed by words in isolation and through more complex constructions. Pieces of evidence will be presented, gathered through the analysis of dysphemisms drawn from the itWaC corpus, a 2 billion words corpus collected from the web, designed by Baroni et al. (2009). The corpus has been queried using SketchEngine. This allowed me to identify constructions and chunks that have a role in conveying taboo language. I then looked at how the status of dysphemisms and euphemisms as taboo language can be determined on their dependence with said constructions. I will show that it is possible to redefine these two phenomena and their relationship on the basis on said dependence. This feature provides a wider definition and a better understanding of how taboo language can be linguistically recognized through syntactical and lexical features.

References:
Abstracts (Paper Presentations)

The co-occurrence of distal and regional dialect forms in all-female Japanese groups
Holly Didi-Ogren
The College of New Jersey
ogren@tcnj.edu

Although gender and language in relation to Japanese (speakers) has been widely studied for many years, the intersection of region, class, and gender in language-in-interaction studies has received very little attention (but see Okamoto 2007 and Sturtz Sreetharan 2004).

This presentation is part of a larger research project aimed at bringing a consideration of regional language varieties to bear on questions central to research on gender, language and politeness, with a geographic focus on Japan.

Of particular interest for this presentation is the co-occurrence of distal forms—desu/-masu verb endings that mark social distance between interlocutors—and regional language variety forms that mark in-group solidarity and social closeness. Regional forms are doubly linked to class and region, and are thus a fruitful means for examining these aspects of gender and language use. In addition, regional linguistic forms are a means of marking in-group solidarity, and thus would seem to work against distance-creating desu/-masu forms. By considering the simultaneous use of these seemingly contradictory forms—desu/-masu marking distance, and regional forms marking interpersonal closeness—I explore how constellations of linguistic features are deployed for particular interactional effects. This presentation will thus contribute to our understanding of how linguistic politeness plays out cross-culturally, and also shed light on an aspect of Japanese linguistic politeness that has received almost no scholarly attention.

Data is drawn from a corpus of approximately 100 hours of naturally-occurring talk among all-female work groups in northeastern (Iwate Prefecture) Japan. The results show that women in these groups use Iwate Dialect to mark their solidarity with others in the group, particularly in situations where the propositional content of their utterances puts them at a social distance from their interlocutors (e.g., critiquing another’s work). From a broader perspective, the presentation will show the importance of including regional language varieties in research on gender and language by highlighting such varieties as an important linguistic resource in women’s negotiations of social place (role, status, etc.) through talk-in-interaction.

References:
Responses to impoliteness in polylogal interaction
Abby Dobs & Pilar Garcés-Conejos Blitvich
Pennsylvania State University / University of North Carolina – Charlotte
amm599@psu.edu, pgblitvi@uncc.edu

Though in recent years impoliteness research has embraced a view of impoliteness as dynamically co-constructed and interpreted in interaction, the role of impoliteness in polylogal discourse is in need of further examination. Drawing from a corpus of classroom discourse in whole-class and small-group discussions, this paper examines the role of witnesses to the face-threats (Goffman, 1967). Impoliteness in the classroom interaction was assessed using Garcés-Conejos Blitvich’s (2010) genre-approach. Our research shows that witnesses to the impolite act respond in complex and dynamic ways, and Culpeper, Bousfield and Wichmann’s (2003) model and Bousfield’s (2007, 2008) revised model of response strategies to impoliteness triggering events do not fully account for how impoliteness unfolded in the corpus. While Bousfield (2007, 2008) does consider polylogal interaction, the role of the third and fourth speaker is minimal or left out altogether from the excerpted transcript. We propose a revised model that incorporates the response options available to face-threat witnesses. It is evident from this corpus that the response options available to the face-threat recipient are also available to any face-threat witnesses. If the face-threat witness chooses to respond, s/he can corroborate the opposition by further attacking the initial face-threat recipient’s face or deny the opposition, either presenting a compromise or countering with defensive or offensive strategies, thereby protecting the initial face-threat recipient’s face. Face-threat witnesses have the additional response option to react as well as additional defensive strategies. Reacting is different from responding in that the face-threat witnesses do not take sides with the face-threat recipient or face-threat initiator. In this data, participants used two different strategies to react: make a reactionary comment to heighten the drama or react with genuine surprise to the impoliteness act. With further application, our proposed model can help expand research that examines the complexities of a wider range of institutional, polylogal discourse.

References:
The biggest CEO apologies: An analysis of the Netflix apology of 2011 and customers' reactions
Zohreh R. Eslami & Mahshad Davoodifard
Texas A&M University
zeslami@tamu.edu, mahshad.davoodifard@gmail.com

This research presents a brief glimpse into the world of business apologies and apology research. It begins by reviewing what an apology is; what constitutes an apology; the characteristics of business apologies; and what motives lie behind apologies (Kramer-Moore & Moore, 2003; Davies, Merrison, & Goddard, 2007; Park, Lee, & Song, 2005). Following that is a look at computer-mediated communication (CMC), with specific focus on business email communication (Strate, Jacobson, & Gibson, 1996; Swangboonsatic, 2006; Walther, 1996; Baron, 1998; Lightfoot, 2006; Winerman, 2006). Compared with face-to-face (FtF) communication, CMC has several drawbacks. It tends to be more impersonal and lacking in nonverbal cues, which include vocal quality and tone, body movement, facial expression, and physical appearance (Swangboonsatic, 2006). In contrast to this perspective, CMC also has a number of favorable effects. Specifically, in this presentation we consider the effect that the relatively new medium of CMC has on apologies. Finally, the authors set forth an analysis, using the aforementioned apology strategies, of a real-life apology by Netflix CEO Reed Hastings (2011) regarding recent policy changes by the company and consumer reactions to those changes. To gauge consumers’ reactions to the CEO apology, the authors used three primary sources: a) comments left on the Netflix blog immediately following an almost identical apology that was posted there; b) news reports and articles about user reactions; and c) any change in the value of Netflix stock prior to or following this email apology.

References:
Relational Talk: Polite and Impolite Behavior in Commercial Service Encounters

César Félix-Brasdefer
Indiana University
cfelixbr@indiana.edu

Previous research on service encounters has focused on the analysis of the transactional talk and less attention has been given to relational talk that is embedded in the sales transaction (e.g., small talk, phatic talk). And although relational talk has been investigated in different commercial settings (e.g., Aston 1988; McCarthy 2000; Placencia & Mancera Rueda 2011), little has been said about politeness/impoliteness practices (or facework) in commercial service encounters.

The aim of the present study is to examine different practices of relational talk that are embedded in the transactional talk during the negotiation of a product at two delicatessens in the United States (Midwest English). Ten hours of audio-taped natural interactions were recorded between customers and clerks when asking for a product and responding the request. Transactions were analyzed with regard to presence of small talk, metalinguistic comments, or indirect comments between the customer and the clerk. Instances of polite/impolite perceived relational/interpersonal talk are examined.

Results: With regard to manifestations of polite (or unmarked) behavior, the interactions analyzed showed instances of small talk that is placed anywhere in the transaction in order to reinforce the links of rapport between the interlocutors. Small talk was realized by means of two-turn (or larger) relational sequences, instances of reciprocal laughter, overlap in turn-taking, and use of informal register. Topics of small talk are also analyzed. Second, polite behavior was used as a repair strategy to realign the customer’s awareness of inappropriate behavior by means of (un)intentional criticisms towards the clerk. Strategies used to repair the customer’s perceived impolite behavior towards the clerk are discussed. In contrast, impolite behavior was expressed by means of prosodic resources (e.g. loudness), insistence, and the clerk’s institutional power to realign the topic of the conversation. Following Culpeper (2011), practices of impolite behavior included perceived impoliteness on the part of the clerk. In this study the notion of role alignment or realignment (Goffman 1981) during the negotiation of service is also addressed.

References:
Abstracts (Paper Presentations)

The metapragmatics of attentiveness, empathy and inference in Japanese and Chinese
Saeko Fukushima & Michael Haugh
Tsuru University / Griffith University
saeko@tsuru.ac.jp, m.haugh@griffith.edu.au

There has been increasing recognition that we need to focus on participant understandings of politeness (politeness1) in order to better theorise politeness (politeness2) (e.g., Eelen 2001). This entails, in part, a focus on the metapragmatics of im/politeness, namely, the study of linguistic evidence that language users are aware of (potential) evaluations of im/politeness1, including (1) the metalanguage of im/politeness, (2) metadiscursive commentary, (3) social discourse(s) on im/politeness, and (4) pragmatic markers that are interpretable as displaying metapragmatic awareness on the part of users (Haugh 2007, 2010; Kádár and Haugh forthcoming). One of the challenges facing a metapragmatic approach to im/politeness is how to deal with differences in conceptualisations of im/politeness1 across languages and cultures at various levels of social groupings. In this paper, we take up this theme in relation to the metalanguage and conceptualisation of politeness1 in Japanese and Chinese, with a focus on the concepts of attentiveness, empathy and inference (Fukushima 2004, 2009, 2011). We undertake a cross-cultural and cross-generational comparison of participant understandings of these concepts and how they relate to politeness1 between Japanese and Taiwanese participants, as there have been few studies investigating cross-generational differences in understandings of politeness1 (Fukushima 2011). Our dataset draws from 40 interviews conducted with Japanese and Taiwanese participants from two different generations. Participants were asked to outline their understanding of the above notions and to describe instances where they have either undertaken such behaviour or observed it in their interactions with others. Both cross-cultural and cross-generational differences (as well as similarities) emerged. We conclude our paper by arguing that such findings raise important questions for the ways in which we theorise im/politeness2.

References:
Impoliteness and Mock Impoliteness: a descriptive analysis
Michael Furman
Ohio State University
Furman.25@osu.edu

This paper offers an empirical analysis of mock-impoliteness in colloquial Russian conversation by examining the ways in which interactants produce and display an orientation to mock-impolite utterances. The corpus consists of video recorded naturally occurring Russian talk-in-interaction gathered from the Russian reality television show ‘Dom Dva’.

Rather than adhering to a strict first order participant constructed (Culpeper 1996, 2005) or second order analyst constructed (Terkourafi 2005, 2008 Locher and Watts 2005) conception of impoliteness, the paper argues that one can be used to inform the other and utilizes both first and second order methodological approaches to classify impolite and mock-impolite utterances.

The paper utilizes second order approaches to identify potentially impolite or mock-impolite utterances; yet, argues that the actual classification of impolite or mock-impolite utterances is a first order concept discursively constructed through the ways in which participants orient to a given utterance. The identification of impolite utterances consists of three separate but compatible approaches; Culpeper’s (2005) model of impoliteness, the presence of taboo or foul language within an utterance and those occasions where interactants publicly orient to an utterance as impolite through the usage of such words as grubij ‘rude’, or oskorbitel’nij ‘offensive’.

The paper analyzes the specific ways mock-impolite turns are designed both linguistically (lexical items, syntax) and non-linguistically (prosody, laughter, pauses) and examines how mock impolite turns are discursively co-constructed by the interactants. Additionally, the paper provides an account of the effect of context on the production and perception of impolite utterances through the use of Levinson’s (1992) notion of activity types.

Despite the increase in scholarship devoted to impoliteness, mock-impoliteness has received relatively little attention and by providing a detailed account of the design of mock-impolite utterances the current paper contributes to a largely unexplored phenomenon.

References:
Face threats in native and interlanguage business communication
Ronald Geluykens
University of Oldenburg
ronald.geluykens@uni-oldenburg.de

This paper reports on a large-scale quantitative investigation into three different types of face-threatening act in authentic institutional discourse. The contrastive analysis is based on a substantial corpus of 600 native English, interlanguage (Dutch-) English and native Dutch business letters. In all, over 900 tokens of face-threatening acts are analyzed, covering both high-level face threats (in particular, offers and warnings) and low-level face-threats (in particular, apologies and expressions of thanks).

The analysis, which employs Brown and Levinson’s (1987) politeness model, focuses on a two distinct but related research questions regarding variation:

1) Pragmatic Variation: How are face-threatening acts realized in written business discourse? In particular, to what extent do writers use lexical, syntactic and textual resources to mark (im)politeness, and to what extent do high-level FTAs differ systematically from low-level ones in terms of their surface realizations?

2) Interlanguage Variation: To what extent do native and interlanguage English realizations differ? Can such differences, partly or completely, be attributed to pragmatic transfer from the interlanguage users’ L1 (in this case Dutch)? And, as a preliminary issue, to what extent do English and Dutch realizations differ in the first place?

The paper thus attempts to bridge the gap between three pragmatic subfields: politeness research, institutional discourse studies, and cross-cultural pragmatics.

Preliminary results suggests that there are indeed significant differences with regard to both dimensions. High-level FTAs result in the use of more indirectness markers (such as impersonal constructions and modal auxiliaries) and downgrading strategies, whereas low-level FTAs exhibit more directness, in particular through the use of performative expressions and upgraders. There is also evidence that interlanguage users transfer strategies employed in their native tongue (Dutch) to their IL English FTA realizations, resulting in a higher level of directness.
What’s a parent to do?: (Im)politeness and parental positioning in an Oppositional Disorder forum.
Sage Lambert Graham
University of Memphis
sgraham2@memphis.edu

In recent years, researchers have begun to reassess model(s) for examining politeness as a social phenomenon, developing frameworks to allow for a more dynamic construction of (im)politeness while also getting at the question of how politeness, impoliteness and appropriateness (identified as ‘politic’ by Watts, 2003 and Locher & Watts, 2005) intersect with one another in any given context. Definitions of impoliteness, in particular, are still in flux – debated by researchers and malleable and diverse among lay users. While there has been recent research on the specific parameters of impoliteness (cf. Bousfield, 2012 and Culpeper, 2011), our knowledge of what impoliteness is and how people understand and react to it is still in its relative infancy.

One group of people who grapple with impolite/rude behavior on an ongoing basis are parents whose children are battling Oppositional Defiant Disorder (ODD). According to the American Academy of Child and Adolescent Psychiatry, “ODD is a persistent pattern of disobedient, hostile, and defiant behavior towards various authority figures.” These behaviors are arguably by nature impolite; moreover, when the social actors involved are children, impoliteness takes on a new dimension. Children are not autonomous in their interactions; their parents and caregivers are also held accountable for any impolite behavior they might exhibit. This means that parents must 1) determine what counts as impolite and 2) position themselves in relation to both their child(ren)’s problematic behaviour and the larger society that expects them to make their children meet standards of ‘politeness’.

This study will take an interactional sociolinguistic approach in exploring understandings of impoliteness in parents of children with ODD. Using data from two internet discussion forums, this study has 3 goals: 1) to examine the ways that parents identify & define impolite behavior in their children, 2) to explore whether having a medical justification alters the perception of what counts as impolite behavior, and 3) to investigate how parents’ own identities are influenced by their children’s (im)polite behavior.
Intraspeaker variability of terms of address in Chilean Spanish in relation to politeness: an exploratory sociopragmatic approach

Kris Helincks

Faculty of Arts and Philosophy, Ghent University (Belgium)
kris.helincks@ugent.be

This lecture will focus on intraspeaker alternations of pronominal and verbal terms of address (ToAs) in Chilean Spanish. Chilean Spanish contains a threefold address system: the ‘normative’ ustedeo (usted + 3rd p.sg. conj.) and tuteo (tú + 2nd p.sg. conj.) and an informal voseo (vos + conj. derived from 2nd p.pl.). Due to a revitalization of verbal voseo since the 1960, this system is currently experiencing a linguistic change, creating an interesting linguistic reality with complex sociolinguistic and pragmatic variability. Besides characterizing a marked contrast between verbal and pronominal voseo as regards their sociopragmatic meaning and usage frequency, the Chilean variety presents habitual intraspeaker alternations of ToAs, even within the same interaction, implying diverse subtle, context-specific values (Hummel 2010: 105). Depending on the context, the three ToAs may indicate both an increase and decrease of solidarity in relation to the other two ToAs (e.g. usted of tenderness vs. of anger; cultivated voseo vs. insulting vos).

This evolution of Chilean ToAs has newly prompted the first systematic and empirically well-based investigations, principally examining its frequency and social acceptance from a sociolinguistic perspective (int.al. Stevenson 2007, Rivadeneira 2009). My own previous study (Helincks 2010) based on a stylistic corpus of 9 television program genres demonstrates that nine main factors stimulate voseo usage, of which ‘age’ and ‘formality degree’ are the most significant ones. The study also reveals seemingly unconditioned common intraspeaker shifts between tuteo and voseo besides additional types of alternations and specific voseo uses (e.g. impersonal voseo use in formal genres).

The goal of this lecture is to examine these particularities through a –for this topic novel– sociopragmatic approach and theories of politeness. Since ToAs directly concern the hearer, its use has strong interactional implications related to notions such as social roles, politeness, and socio-cultural norms. Through an exploratory, qualitative examination, I will verify the validity of contemporary theories (int.al. face threatening acts vs. face flattering acts; appropriate vs. inappropriate behaviour, Watts 2003; face & sociality rights management, Spencer-Oatey 2000) in order to contribute to the understanding of the intraspeaker variability of Chilean ToAs.

References:
Abstracts (Paper Presentations)

**Self-facework: A theoretical and empirical approach to the third component of facework**  
Nieves Hernández-Flores  
*University of Copenhagen*  
nhf@hum.ku.dk

In post-Brown & Levinson research on interpersonal communication, the concept of *facework* (originally from Goffman 1967 and identified by Brown & Levinson 1987 with *politeness*) has been broadly replaced by new conceptual proposals as, for example, *Rapport management* (Spencer-Oatey 2000) and *Relational work* (Locher and Watts 2005). This can be explained because of the features ascribed to facework in Brown & Levinson’s tradition: a redressing face-threat function localised in delimited speech acts strategically produced by rational speakers by means of linguistic tools. However, authors like Arundale (1999, 2010), or Bravo and other scholars from the research network EDICE (the author of these lines among them) use *facework* in a broader perspective (see, for example, Bravo 2008).

In my opinion, *facework* is still a useful concept when dealing with the *social effect* (Bravo 2008) produced by communication. Facework covers polite behaviour - in a broad sense that includes redressing face-threat, face enhancement and indexing of roles (Hernández-Flores 2008) - and impolite behaviour. It permits the incorporation of interactional analysis just as contextual cultural issues. In addition, the production of discourse is not limited to language, but to linguistic, prosodic and non-verbal resources. Besides politeness and impoliteness, facework includes a third kind of communicative and social behaviour that has not gained so much attention in recent pragmatic research, i.e., facework that does not have an effect on the addressee’s face, but rather on the speaker’s. I call this behaviour *self-facework* (in other studies, as Chen 2001, the phenomenon is denominated *self-politeness*) and it has been recognized and analysed by several empirical works in Spanish, among other languages.

In the present paper I will discuss the extent to which the concept of *self-facework* is, or should be, incorporated by current theoretical approaches to face. For that discussion I will take a closer look at *self-facework* in the framework of cultural pragmatic studies of interpersonal communication, i.e., in accordance with cultural expectations about social relationships, the fulfilment of face wants and the indexing of roles (cf. Bravo 2008, Hernández-Flores 2008). Empirical research in European Spanish both in institutional discourse (TV-panel discussions) and non-institutional discourse (conversation between friends and family) will be used.

**References:**  
What did she say?!? How context affects hearer perceptions of offensive language
Matthew Houdek
Syracuse University
mthoudek@syr.edu

Research documenting the offensiveness of taboo language has most often depended upon subjects’ ratings of decontextualized word lists, thus assuming the inherent taboo-ness of the words. A limited number of studies have investigated the element of context in assessing taboo language offensiveness (Jay, 1992; Jay & Janschewitz, 2008; Fägersten & Dalama, 2008). This presentation contributes to this line of research by studying whether the perceived offensiveness of a word depends more on its de-contextualized meaning or on the pragmatic construction of the word’s meaning in a specific utterance.

The presentation will report on data collected in a population of college-aged males and females at a Midwest university in the United States. Subjects rated the offensiveness of 20 words on a decontextualized list using a six-point Likert scale, and then rated the offensiveness of the same words presented in dialogical scenarios representing a variety of social contexts. The contextual variables include various speaker types, social environments, relations between the interlocutors, and purposes for the interactions. Low to high-frequency taboo words were used along with control (non-taboo) words. In the dialogical scenarios, each of the words was used in both a face-threatening act and a face-building act. The scenarios were constructed from observing spontaneous public interaction in real social spaces in a college community. This research project will contribute to methodology needed for characterizing offensive language use by serving as a pilot research tool, and will contribute to the understanding of how context affects hearer perceptions of taboo language.
Teachers use of “silencers” in the EFL classroom: how L1/L2 use and targeting a group vs. the individual influence child and adult (im)politeness perceptions

Hale Işık-Güler & Ümmügülsüm Acı

Middle East Technical University

hisik@metu.edu.tr, ummugulsum.aci@metu.edu.tr

The relationship between impoliteness and power has received ample attention in a number of inherently conflictive contexts (Locher & Bousfield, 2008). However, everyday classroom language during teacher-student interaction which is a highly asymmetrical power relationship has received much less (see Payne-Woolridge, 2010, Mugford, 2011). In order to fill this void, this study empirically investigates student perceptions of (im)politeness of teachers’ utterances/behaviours -broadly referred to as “silencers” (Culpeper, 2011) which aim at getting learners to be quiet in the event of noise/disruption in the English as a Foreign Language (EFL) classroom. With the expectation that differentiation of face-related values will suffice with age differences, data has been gathered from two diverse participant groups: Turkish child EFL learners in secondary schools and adult learners in Turkish universities.

Through the use of new cross-linguistic survey tools on silencers designed by the researchers, the influence of the following variables on impoliteness perceptions have been scrutinized in this context: the impact of the (a) teacher’s choice of language in which the silencer has been uttered (i.e. use of L1 Turkish or L2 English), (b) the impact of the possible spectrum of expressions and non-verbal behaviour (i.e. variety of expressions from the more conventional Shut up!, Ssh!, Enough, Silence! Be quiet!, uttering only the name of the student with a rising intonation, to asking what was uttered last by the teacher or ignoring the behaviour altogether), (c) the impact of targeting a group of learners versus an individual during the same situation, as well as (d) what degree of resultative “hurt” (i.e. face threat) participants assess for the teacher’s verbal and non-verbal interactional choices made available to them.

The focus of the study may pave the way for a new strand of impoliteness research in the classroom context largely ignored to date since it has been regarded as less conflictive due to “L2 user’s self-perceived powerlessness” (Mugford, 2008) in comparison to the teacher in classroom interactional/transactional situations. As the findings suggest, what can be regarded as highly formulaic and expected teacher discourse moves performed not “intentionally” to cause hurt (Locher, 2011, p.194-195) but solely for classroom management purposes, can in reality be found highly impolite to varying degrees by the groups under investigation. This raises a number of critical questions for the role of age and understanding of face-concern in asymmetrical power relationships and impoliteness perception research.

References:
When fantasy intervenes: Processing linguistic and extra-linguistic agreement during utterance comprehension
Xiaoming Jiang, Mengyan Zhu, & Xiaolin Zhou
Center for Brain and Cognitive Sciences and Department of Psychology, Peking University
xmjiang1983@gmail.com, bj121116@gmail.com, xz104@pku.edu.cn

The ability to use extra-linguistic information during language comprehension plays a central role in verbal communication. One type of extra-linguistic information concerns the social status of communicators, which can be conveyed by the honorific form of the pronoun. Here we manipulated the agreement between the pronoun and its antecedent in terms of either social status or linguistic agreement and examined whether the processing of social status information in understanding conversation scenarios would be modulated by linguistic manipulations. Importantly, we measured the participants’ ability to fancy themselves being involved in the conversation scenarios and investigated whether this ability would modulate the brain responses to the information concerning the social status and/or linguistic agreement. Event-related potentials (ERPs) were time-locked to the singular, second-person, less respectful pronoun “ni” (you) that was part of a directly quoted utterance made by an addressee. Information concerning the social status of the addressee and the addressee(s) and the number (singular/plural) of the addressee(s) was provided in the minimal context describing the communicators. Thus the experiment had a 2 by 2 factorial design with the agreement in social status and the agreement in number between the addressee(s) and the pronoun being either intact or violated.

ERP results showed that compared with the status-congruent pronoun, the status-incongruent pronoun elicited a reduced negativity in the time window of N400 (360-440 ms); compared with the number agreement pronoun, the number disagreement pronoun elicited a larger broad negativity effect starting from 150 ms. There was no interaction between the two effects. When the 52 participants were split into the high fantasy and low fantasy groups, however, both effects were modulated by the fantasy score. For the status congruency, the high fantasy group showed a late positivity effect while the low fantasy group showed a late negativity effect, both in the 600-1100 ms window. Moreover, these status congruency effects were further modulated by number agreement, with the number disagreement enlarging the positivity or negativity effect. For the number agreement, the high fantasy group showed a late negativity effect starting from 800 ms post-onset while the low fantasy group did not show any effect.

These findings suggest that the dynamic processing of linguistic (number agreement) and extra-linguistic (social status agreement) information has differential neural mechanisms. Moreover, the ability to imaging oneself to be a protagonist in the conversation scenario affects brain responses to both linguistic and extra-linguistic information but with different time courses.
**Abstracts (Paper Presentations)**

**Methodological Issues in Cross-Cultural Pragmatics: A Comparison of Data Elicitation Methods**

Bettina Kraft & Ronald Geluykens  
*University of Trier / University of Oldenburg*  
kraftb@uni-trier.de, ronald.geluykens@uni-oldenburg.de

This paper highlights the enormous methodological difficulties in cross-cultural pragmatics research, where the bulge of the data is still elicited exclusively through questionnaires and role plays. While there is no doubt that these methods can yield interesting and valid results, it seems important to complement them with naturally occurring speech (see also Beebe, 1996; Golato, 2003; Hartford & Bardovi-Harlig, 1992; Kasper, 2000; Yuan, 2001). The paper deals with the realization of complaints in native British English and compares a variety of data collection methods. The corpus under scrutiny here consists of elicited complaints (production questionnaires; role play interactions) and naturally occurring complaints (telephone conversations; material from a fly-on-the-wall documentary). The main research questions include:

- To what extent do elicited complaints differ from natural complaining behaviour?  
- Is it possible to draw conclusions about speech behaviour from elicited data?  
- Do role plays resemble naturally occurring speech in terms of turn-taking mechanisms and emotional involvement?  
- Quantitative and qualitative analysis—how can cross-cultural pragmatics research benefit from a combination of different methodologies?

A comparison of the four different data gathering methods used here served to highlight the complexity of the speech act complaint. Its realization is dependent on a multitude of variables, such as the situational context, the severity of the offence, the role relationship of speaker and hearer, and the interlocutors’ temperaments and emotional involvement. The elicitation of data allows the researcher to control these variables, which is especially useful for cross-cultural comparisons on a large scale.

Complaining usually involves a high degree of emotional involvement for the interlocutors. We found that this aspect was not represented realistically enough in the elicited material. Whereas test subjects seemed to be aware of the emotional component, their anger seemed artificial (or was absent) and the reactions of people who the complaints were addressed to lacked the kind of involvement that was found in the naturally occurring complaints. However, the role plays were very similar in reference to turn-taking, with only one significant difference, a significantly lower occurrence of overlaps. From our analysis we conclude that a combination of role plays (where variables can be controlled throughout) for quantitative analysis and naturally occurring data for qualitative analysis can yield the best results.
Rude Language in Personal Apologies for a Political Event
Mai Kuha and Elizabeth M. Riddle
Ball State University
mkuha@bsu.edu, emriddle@bsu.edu

Since the purpose of a typical sincere apology is to seek redress for an offense, we would expect an offending party to compose the apology in polite, conciliatory language. However, this is not the case in more than one-third of our corpus of 1,000 naturally occurring apologies drawn from over 4,000 personal apologies posted by Americans at sorryeverybody.com for George W. Bush’s 2004 re-election as president. These apologies are all on the same topic and accompanied by rich demographic and personal data.

Typical of apologies, those in the data generally include a core speech act (“I’m sorry”) and supporting moves such as statements of problem (“We let America down”) and promises of repair (“We’ll fix this”). Unsurprisingly, disapproval of Bush and his supporters was also frequently expressed. More interesting is that 384 apologies contained rude, angry, or insulting language: “We still think, him & his brother are Fucktards;” “Bush is a liar…;” “I'm sorry that 51% of Americans are uninformed, misinformed, blind and clueless.” Although the insult is directed at a third party, exposure to rude or angry language is still potentially unpleasant for the addressee.

We argue that a crucial factor in the decision to use rude language is that these apologies construct an identity contrary to that of Bush supporters, thus serving a different type of face-saving function from the usual apology: the apologizer prioritizes creating solidarity with the addressees over phrasing the negative comment “politely,” since the apology recipients are expected to agree with the negative evaluations of the apologizers. In fact, the rude language functions as a supporting move and emphasizes the sincerity of the apologizer.

In contrast, some negative comments are phrased indirectly: “Sorry World, 49% of our neck's [sic] aren't red.” Apart from differences in personal communication styles, this could reflect the fact that the apologizers do partially identify, as Americans, with the voters they are criticizing. This is why they feel the need to apologize in the first place.

In our discussion of the formulations of the apologies, we examine the explicitness of the insults, to whom they are directed, their phrasing, and demographics. The patterns found are significant because they show that identity is a powerful factor in influencing the nature and form of apology, and that this identity is situationally based.
Abstracts (Paper Presentations)

**Register and politeness in Hindi\Urdu**

Ritesh Kumar  
*Centre for Linguistics, Jawaharlal Nehru University, India*  
riteshkrjnu@gmail.com

My paper discusses the results of a pilot survey undertaken to investigate the phenomenon of politeness in Hindi\Urdu, with specific focus on the ability of native speakers to rank ‘polite’ utterances vis-à-vis each other on a scale of 1-5. A total of around 20 respondents (all of them are M.A. or research students of Linguistics at Jawaharlal Nehru University, New Delhi, having different socio-economic and regional background) were asked to rank a total of 25 datasets; with each set containing five utterances that encoded systematic differences in lexical choice (High Perso-Arabic \ High Sanskritic\ neutral native) and construction choice (suggestion\request\subjunctives, etc.), but nevertheless had a comparably relevant semantics. As all the utterances in the test stimuli were potentially ‘polite’, respondents were given the option of ranking two or more sentences equally.

My talk will focus first on the correlation between High\formal registers and politeness, and in particular, whether the use of the formal\official Sanskritised lexicon necessarily entails utterances containing them to be valued as highly polite. As I shall demonstrate in the talk, the survey results show that utterances in the High register are generally more polite than those that are not so, a significant number of respondents downgrade High Sanskritised registers. The second part of the paper will focus on the preference of speakers in between suggestion\requests and subjunctives\requests for expressing politeness. The predominant results of the survey throw an unexpected picture of politeness in Hindi\Urdu. Direct requests (with the use of the honorific form of the verb\pronoun) are the most polite forms in Hindi, followed by the subjunctives while the suggestions are the least polite forms among these three kinds of constructions.

While most of the (im)politeness studies have focused on the variation in politeness cross-linguistically, the results also point towards the variation in the perception as well expression of linguistic politeness within what is generally considered a homogeneous linguistic group. My talk will discuss these results and the variation in them in detail.
Relational work and emotions
Andreas Langlotz & Miriam A. Locher
University of Lausanne / University of Basel
Andreas.Langlotz@unil.ch, miriam.locher@unibas.ch

In recent years, research in linguistic pragmatics has expanded into different communicative and discursive dimensions. With regard to its research object, it has grown from the analysis of single utterances to analyses of longer stretches of discourse, including written, spoken, and computer-mediated texts and interactional practices. With regard to form, pragmatics has departed from its language-centred orientation and moved to an increasingly multi-modal approach to communicative signalling. And concerning meaning, it has embraced relational and - to a lesser extent - affective and emotional meaning (see Culpeper 2011) beyond the interpretation of the purely referential or informational content of utterances. This paper takes up and combines all these directions of expansion to scrutinize the role of multi-modal emotional signalling and the impact of emotional meaning in the discursive management of interpersonal relationships. We conceive this paper as a programmatic step in the development of interpersonal pragmatics (Locher and Graham 2010), a type of pragmatics that casts particular light on relational work (Locher 2004; Locher and Watts 2008; Langlotz and Locher 2008). Being embedded in the traditions of interpersonal pragmatics and (im)politeness research, relational work positions itself as a discursive approach to the management of relational meaning, i.e. our ways of making sense of social relationships. Thus, the notion of relational work involves a discursive and sociolinguistic expansion of traditional pragmatics by its very definition. Interestingly, however, relational work has hardly integrated the systematic analysis of its emotional component into its research scope despite the fact that human sociality and emotionality are inextricably connected: Human sociality is fundamentally grounded in our ability to empathize and emote with others and social relationships and social interactions are the most important source for human emotions. Thus, while we may also love, hate, or fear specific objects or creatures, we live in socially-constructed worlds of experience and primarily evaluate and make sense of them through the human agents with whom we interact and who influence our emotional states. Considering these insights as a challenge for developing a more comprehensive theory of relational work, this paper endeavours to chart possible routes to account for multi-modal practices of emotional signalling as well as the construction of emotional meaning within this framework. To exemplify our points and arguments we will illustrate our ideas with an analysis of a video excerpt showing the fictional movie character Gollum from Lord of the Rings.

References:
The variable use of a polite discourse marker *please* in the TV series *Friends*
Jihye Lee
*Indiana University*
lee426@indiana.edu

Pragmatics studies have incorporated sociolinguistic perspectives to examine pragmatic variation. This study investigates the use of a pragmatic marker *please* by native speakers of English in a speech act of request with a sociolinguistic variationist approach by means of Goldvarb analysis. This study also aims to determine whether there is a change in the use of *please* by individual speakers over time by comparing two seasons of a television sitcom, ‘*Friends*’ (in 1994 and in 2002). The data were coded for factor groups including linguistic variables (sentence structures and verb forms) and social variables (gender, power, distance, and imposition). The results showed that no *please* occurred in declarative requests that are hints; however, *please* frequently occurred in imperatives and query-preparatory questions with modals *can* and *could*. There was a tendency that the more indirect the request is, the less likely to be accompanied by *please*. Social constraints that strongly governed the choice of *please* were distance, power, and imposition. The marker *please* was favored in the context in which there involve a distant relationship, less power of the speaker compared to the addressee, and a high imposition. Interestingly, gender was not a strong predictor of the use of *please*. The cast members increased the proportion of *please* and mitigated their requests over time. Age, social status, and marital status of the cast members are possible factors that explain the change in their use of *please*. There were two additional interesting findings in the variable use of *please*. First, it was noticeable that there was an extensive variation among individual members in relation to the factor variables that govern their use of *please*. Second, *please* was more strictly constrained by linguistic variables than by social variables. These findings help understand the function and the use of *please* and serve as sources for teaching L2 pragmatics.
Politeness in Chinese College Graduates’ Disagreement in Computer-mediated Communication

Wenfeng Li
Purdue University
Email: li830@purdue.edu

This paper investigates the phenomenon of disagreement in computer-mediated-communication (CMC) in modern China from the perspective of politeness and examines the extent to which theories of politeness account for the phenomenon. 100 chat episodes were collected from 100 Chinese college graduates through CMC – QQ, along with questionnaires eliciting such information as the relationships between the interlocutors, and their assessments of the episodes in which they were involved. Online interviews were also conducted to better understand the participants’ reflections of the conversations. In this study, I followed Rees-Miller (2000) in identifying and categorizing the disagreement strategies employed by the conversation participants. The strategies fall into three main types with some sub-types: softened disagreement, aggravated disagreement and disagreement that is neither softened nor aggravated. No major differences in the Speaker’s disagreement strategies were found between conversations in which participants had small social distance and those in which the social distance was greater for the participants, when the factors of power and imposition ranking had similar values across the conversations.

The findings show that the three factors as proposed in Brown &Levinson (1987) cannot always predict what kind of linguistic choice the Speaker makes in different contexts. The findings also reveal the relevance and practical applicability of an alternative view – the discursive approach to politeness, as proposed by Mills et al. (2011): the fact that the Speaker is alternating between the role of a speaker and that of a hearer means that the way he fulfills one role will inevitably affect the way he fulfills the other role. This can only be captured by conducting a contextual analysis to show how the negotiation between the Speaker and his interlocutor will influence the Speaker’s linguistic choices.

It should be noted, though, that correlation was found between the factor of social distance and the Hearer’s judgment of the discourse, as shown by the answers of the questionnaire and the results of the interviews. In addition, to account for the pattern concerning the Hearer’s judgment, I have found it useful to draw on culture-specific conceptualizations of politeness – for instance, the harmony-oriented ideology mentioned by the participants when asked about their evaluations of their interlocutors’ disagreement strategies from the perspective of (im)politeness. Following Watts et al. (2005), I would argue that such “lay” opinions of (im)politeness will contribute to a discourse-grounded theory of linguistic (im)politeness, a model of real language use.

References:
Positive Politeness Overused: The case of ‘comrade’ in Russian and Mandarin Chinese

Tatiana Luchkina

University of Illinois at Urbana-Champaign
luchkin1@illinois.edu

Similar to the lexical tokens that grammaticalize, the word ‘comrade’ in the 20th century Russian and Mandarin Chinese underwent overgeneralization and semantic bleaching resulting in a functionally dual token, i.e., a generic address term and a lexical noun proper. Zhang (2005) and Liu (2009) report considerable simplification of the Mandarin address system over the last thirty years. The ongoing semantic degradation of ‘comrade’ used heavily in 1949–1980s has created uncomfortable lacunae in the paradigm of Mandarin generic address. Comrie et al. (1996) document the loss of ‘comrade’ in post-soviet Russia which was temporarily repaired with the semi-generic terms ‘man’/’woman’ introduced into use in the 1980s.

Current research tests contemporary address behavior of young adult speakers of Mandarin and Russian and asks how they approach the task of signifying an unfamiliar addressee in conversation while operating a fluid system of formal generic address. It is hypothesized that with the loss of ‘comrade’, a term that highlights equality and camaraderie and promotes positive politeness, both languages make a radical reversal towards negative politeness address strategies to repair the pragmatic equilibrium breached top-down with the advent of socialism.

Using 30 experimentally built conversations that call for generic address, native Russian and Mandarin speakers (N_total=93) were asked to model their own address behavior, as well as that of their peers, in a sentence completion and an acceptability judgment task.

Results show, omitting address terms or substituting them with pragmatically commensurate material which communicates the meta-linguistic intent of the speaker (inquiry, request) and, in Russian, features the 2nd person pro-form Vous are the leading strategies of generic address. Generic gender-specific terms of address in both languages are class-sensitive forms used before ‘comrade’ got introduced and, in Russian, the terms ‘man’/’woman’. The semantic decomposition analysis of ‘man’/’woman’ performed by the Russian speakers shows, a more parsimonious set of semantic primitives is associated with the tokens when they are used as terms of address (vs. lexical noun phrases). The use of the address terms ‘man’/’woman’ is dissociated with either positive or negative politeness strategies. The socially stigmatized ‘comrade’ is fossilizing in Russian idioms, but is undergoing a semantic degradation in Mandarin, evolving into an impoliteness address strategy.

Functional trajectory followed by ‘comrade’ provides a model of pragmatic reanalysis of social deictics with respect to the nation-scale politeness strategies and suggests that the nature of the politeness ‘polarity sign’ associated with the meaning of an address term is arbitrary and can be reprogrammed.

References:
Abstracts (Paper Presentations)

**Agency in impoliteness: evaluations of banter in short messaging emails.**
Nathaniel Mitchell  
*Griffith University, School of Languages and Linguistics*  
n.mitchell@griffith.edu.au

This paper addresses the finding that evaluations of impoliteness are not always shared across participants in interactions. It is argued that the notions of ‘social norms’ or ‘intentions’, as outlined in recent theories of impoliteness (Bousfield, 2007; Culpeper, 2008, 2011), cannot completely account for such variability (Eelen, 2001). It is suggested instead that the agency of individual participants also affords variability in evaluations of im/politeness. Agency is defined as the ability that an individual has to act in reflection of past action, in reaction to the present, and in prediction of future outcomes (Duranti 2004; Emirbayer and Mische 1998). It is proposed that introducing the notion of agency in theorising evaluations of impoliteness allows for the finding that even though an individual is aware of “shared norms” (Culpeper, 2008: 29-30), they need not evaluate other participants according to those norms. Agency affords the individual some degree of latitude in evaluations of im/politeness, in some instances reflecting the pursuit of particular interactional goals.

The dataset examined in this study consists of 394 short turn, informal email communications between four Australian English participants, as well as follow up interviews with those participants. In some instances participants display or later allude to evaluations of banter as “going too far” and thus as impolite (Watts, 2003). It is proposed that the individual’s agency affords an ideo-centric level of compliance with ‘social norms’ allowing them to adjust their evaluations of banter moment-by-moment in interaction. This analysis thus suggests that evaluations of im/politeness are not wholly constrained by either normative tendencies or perceptions of the speaker’s intention.

**References:**
Situated (im)politeness: Changing tú/usted practices in Mexico
Gerrard Mugford
*Universidad de Guadalajara, Mexico*
gerrymugford@yahoo.com

I argue that (im)politeness practices are undergoing significant change in Mexico as young adults often employ the *tú/usted* address system to express and underscore interpersonal respect rather than to mark and reinforce hierarchical deference. At the same time, traditional deferential expressions such as *¡A sus órdenes!* (literally: I await your instructions) and *¿Mande?* (How can I help you?) have been replaced by apparently more egalitarian expressions. Politeness practices reflecting compliance e.g., *ser servicial* (to be helpful and obliging) and *dar su lugar* (respect someone’s position) are no longer expected formulaic responses. Such developments are often seen as lacking in courtesy and reflect a possible conflict in everyday understandings of politeness.

Whilst emerging (im)politeness practices can be investigated in terms of generational, social and political factors, I argue that such changes can also be profitably studied at the local level by examining interactional patterns which display *confianza* (intimacy and camaraderie), *reciprocidad* (reciprocity), *autonomía* (distance from the group) and *afiliación* (affinity towards the group) (Bravo 2003; Curcó 2011). Choices regarding whether to employ *tú* or *usted* reflect situational interpersonal (im)politeness as interactants work to co-construct face and seek interactional achievement (Arundale 1999). Evolving politeness practices evoke resistance from older generations as individual/group face, private/public face and involvement/ independence (Félix-Brasdefer 2008; Placencia & Garcia 2007) are viewed differently.

To understand the local context of changing (im)politeness practices, 75 students in Guadalajara, Mexico, were asked to reflect on their own interactional behaviour and the factors that come into play when expressing hierarchical deference and interpersonal respect in a given context. The results suggest that the *tú/usted* address system has become a much more flexible sociopragmatic resource that allows interactants to respond interpersonally to everyday relational talk.

References:
(Im)politeness in political discourse: The case of Prime Minister’s Questions

James Murphy

University of Manchester, U.K.

james.murphy-2@postgrad.manchester.ac.uk

Prime Minister’s Questions (PMQs) is a half-hour long parliamentary session which takes place weekly in the British House of Commons and gives backbench Members of Parliament the opportunity to question the Prime Minister on a range of issues. Previous studies (e.g. Harris 2001 and Bull & Wells 2011) have described PMQs as an example of highly confrontational and argumentative discourse. Whilst this is certainly true of some exchanges, I show that politeness and flattery also form a part of these parliamentary sessions.

In this paper, I present results from an analysis of six sessions of PMQs dating from 2008-2011. By providing numerous examples from the analysed sessions, I show that Brown & Levinson’s (1987) politeness theory can be extended with some subtle developments to the realm of political discourse. I attempt to categorise the face-threatening acts contained in the questions and responses which are part and parcel of PMQs. I also show how those face-threats can be mitigated in order to lower the risk of offence for the interlocutor.

I go on to discuss the need for an improved definition for impoliteness and for some refinements to Culpeper’s (1996) anatomy of impoliteness. I highlight, in particular, the problems with the notions of ‘bald on record impoliteness’ and ‘withholding politeness’, especially when applied to parliamentary discourse. I explore some prototypically impolite strategies that are found at PMQs and examine the implications such strategies have on politicians’ faces.

In the final part of the paper, I present some quantitative results. I find that government backbenchers perform face-threatening acts at similar rates to opposition MPs, but do so using mitigating strategies which minimise the risk of face-damage for their interlocutor. Opposition MPs and the Leader of the Opposition eschew these mitigation techniques and instead engage in impolite linguistic behaviour at a high rate. The Prime Minister tends to avoid the performance of face-threatening acts against his own MPs, but often carries out such acts against members of the opposition.

I hope to show in this paper that face-based approaches to (im)politeness still have their place and indeed their application can be expanded to discourse other than everyday conversation, albeit with some modification.

References:


Authenticating change in politeness strategies in diaspora: the case of Hindu rituals in the US

Rajeshwari V. Pandharipande
University of Illinois at Urbana-Champaign
raj-pan@illinois.edu

The research on politeness (and impoliteness) (Brown and Levinson 1978, Leech 1983, Culpeper 1996, 2011, Lakoff 1989, Kasper 1990, Locher and Watts 2005, Terkourafi 2003, 2008) has significantly focused on its diverse dimensions including a) the “face-centered” definitions, b) cross-cultural variation in the definitions of “face”, c) conventionalization/standardization of politeness/impoliteness strategies, d) types and functions of politeness and impoliteness. However, the following issues have not received adequate attention in the current research on politeness/impoliteness: a) the change in the patterns of linguistic politeness/impoliteness in diasporic communities, and b) the role of “authority” in the process of conventionalization/standardization or authentication of the patterns of linguistic politeness/impoliteness.

This paper examines the use of the English language in the Hindu rituals in India and in the US. In the multilingual Indian/Hindu community, Sanskrit and regional Indian languages are readily used in the ritual practices but the use of English (including recitation of the English translations of the sacred Hindu texts) is strictly prohibited and is considered impolite. In contrast to this, English is used (including recitation of English translations of sacred texts) in Hindu rituals in the Hindu diasporic community in the US.

The paper provides evidence to claim that a) difference in the symbolic meaning (Bourdieu 1991) of linguistic patterns (the English language in this case) within communities (the Hindu community in India and in the US) significantly influences the perception of politeness or impoliteness patterns, b) the “authority” (the mystics and saints in this case) authenticate these mutually exclusive patterns through various strategies (in their own discourse and rituals) to authenticate the patterns in India and in the US.

The paper will discuss the implications of the findings for politeness theory and argue for the need to a) add the approach of Religious studies to the analysis of politeness phenomena to the list of disciplines mentioned in Culpeper (2011: 5-7) and b) examine the significance of the role of the “authority” in the conventionalization or standardization of politeness strategies.
Identity construction through impolite responses to confessionals in Russian women's forums
Renee Perelmutter
University of Kansas
rperel@ku.edu

Impoliteness is often described as non-cooperative behavior (Keinpointner 2008:245) that causes conflict and violates social norms (Culpeper et al., 2003:1546; Beebe, 1995:159). However, impoliteness is not always non-cooperative or norm-disrupting; it can be cooperative and serve a social function, e.g. by reinforcing norms (Culpeper, 2011:219); this is especially relevant to online contexts, where impoliteness can serve norming purposes within communities of practice (Lea et al., 1992; Graham, 2007). In this study, I examine impoliteness in community-ratified response to confessionals. I look at confessional narratives of marital infidelity which are posted by fully anonymous Russian-speaking women in a specially designated subforum of Eva.ru, one of the oldest Russian-language virtual communities for women. The impolite responses to confessionals are not only expected, but sometimes even solicited by the posters (often with an expression zakidajte menia tapkami ‘throw house-slippers at me’, which serves as an invitation to public shaming). I analyze the anonymously posted impolite responses, and the confessing women’s reactions to these responses, to show how such expected and solicited impoliteness is used for identity construction: the confessing women enact specific socio-cultural scenarios appropriate to their identity as adulterous wives (i.e. confession followed by public shaming) without endangering their real-life status. This study will contribute to the body of research on the intersection of (im)politeness and identity construction, as well as to the ongoing investigations of (im)politeness in new media contexts.

References:
The regulation of normative interpersonal behaviour and public morality in Japanese public service announcements
Barbara Pizziconi
School of Oriental and African Studies (SOAS), University of London
bp3@soas.ac.uk

Japanese public service announcements are prominent signs in many urban landscapes and often catch outsiders’ attention for their explicit targeting not only of social issues such as bullying or health-related matters but also social morality, public conduct or manners. AC Japan (Advertising Council Japan) is a private non-profit organization that coordinates and distributes Japanese public service announcements on behalf of various non-profit organizations or government agencies. Their 2011 campaign was based on three broad themes: 1. Citizens’ public morality (koukyoushin), 2. Halting the degeneration of public manners and 3. The burdens in children’s lives. Such themes reflected the agency’s (and large sections of the public’s) concern with normative social conduct – the first two of these rather explicitly referring to omoiyari (‘altruistic consideration’, or a generic prosocial attitude) or good manners, notions typically associated with polite behaviour in native’s metalinguistic/metapragmatic knowledge (Pizziconi 2007), and both in lay and scholarly notions thereof (Lebra 1976).

In spite of such campaigns’ obvious concern with the national interest and collective wellbeing, the sudden surge of public service announcements filling in for the private sector’s ad cancellations following the 2011 Tōhoku earthquake and tsunami caused a massive public backlash against several support campaigns and forced AC Japan to revise and reorganize its campaigns.

The Tōhoku crisis in turn triggered the need for a very specific campaign, an appeal for energy saving that started in earnest in the summer of 2011. Together with various media organizations’ campaigns, other types of public service announcements were produced or circulated through UGC (user generated content). In spite of the qualitatively different nature of the latter campaign (dictated by specific and exceptional circumstances rather than generic social issues) a first reading suggests a rather similar message orientation, troping upon the social values of altruism, the community, and the tangible effects of one’s actions on others’ lives, often considered to be Japanese cultural key-words (Wierzbicka 1997).

The paper intends to explore:

- The semiotic structure of these ordinary and extraordinary public announcements
- The nature of the problematic social issues targeted and the social stances promoted as ideal
- The (socio-cultural) values exploited to appeal and persuade the public

and in doing so, aims to characterize aspects of public morality which ostensibly attempt to regulate normative interpersonal behaviour, as well as the pervasive and vigorous political promotion of specific types of social stances and relations in Japan.

References:
Abstracts (Paper Presentations)

Pronouns of Social Distance in Insults and Their Biological Basis
Jason Quinley
University of Tübingen
jason.quinley@student.uni-tuebingen.de

Many authors in Politeness Theory posit that expressions recognizing a hearer’s autonomy are less face-threatening than those recognizing a need for affiliation. If expressions recognizing autonomy are less face-threatening, then insults should involve expressions removing autonomy. This paper discusses a new data source for investigating this claim, reveals why this task necessitates parallel corpora, and offers a biological basis for the primacy of expressions regarding autonomy in both polite and impolite speech. Those investigating social phenomena should give preference to corpora featuring social interactions, e.g. dialogue. A further desideratum is that the corpora have parallel texts from multiple languages allowing for comparisons in how speakers encode utterances addressing face threats. To address these two desiderata, we investigate insults found in films using the movie subtitle corpus from www.opensubtitles.org.

A deficiency within modern English studies of (im)politeness is that English no longer has a personal pronoun encoding social distance. This means that speakers must resort to means other than removing social distance when insulting an interlocutor. The operative question is whether insults necessarily or primarily involve a reduction of social distance. This experiment included searching the corpus for instances of insults, then comparing the results with parallel utterances in languages with the T-V distinction. Preliminary results from English insults with those in French and German translations revealed that a majority use the familiar form when making the insult. Of those that did not, all of them utilized the imperative mood. Both constructions seen in these results satisfy a violation of a hearer’s negative face.

One account for the preference for removing social distance or issuing an imperative when making an insult lies in the relative newness of the mammalian need for affiliation and empathy, a process mediated by the hormone oxytocin, a chemical shown to increase levels of cooperation, other-regard, trust, and generosity among humans and other mammals (Zak 2007). Promotion of self-regard is, on a hormonal level, a much older phenomenon and not unique to mammals, as seen in the prevalence of testosterone in reptiles. The role of these two hormones in promoting linguistic differences provides a very fertile ground for collaboration and experimentation.

References:
Effects of Speaker and Situational Appropriateness on the Processing of Taboo Words
Adina Raizen & Kiel Christianson
University of Illinois at Urbana-Champaign
raizen1@illinois.edu, kiel@illinois.edu

Studies have shown that exposure to taboo words ("obscene" or "four-letter" words) saps attentional resources, negatively affecting memory for other words in a word list and causing people to underestimate the time spent looking at the taboo words. This phenomenon has not yet been examined while reading connected text. In this experiment, we will record people's eye movements, using an SR EyeLink 1000 desktop eye tracker, as they read sentences containing taboo words and measure memory for other words in the sentences. Participants will read sentences that include taboo word interjections used by a speaker in a particular situation, followed by a yes-no question asking whether a probe word appeared in the sentence. Fully crossed, within-subject factors (2x2x2) will be inappropriate vs. appropriate situations, expected vs. unexpected users of taboo words, and taboo words vs. non-taboo words. For example, one sentence will contain a taboo word spoken by either a minister or a convict in the context of either a communion service or in a courtroom vs. alone at home or in a jail cell. Example sentences using these factors would be: “The minister stubbed his toe during communion/in his room and shouted, ‘Fuck!/Ouch!’ rather loudly/before going to bed” and “The convict stubbed his toe on a chair/in his cell and shouted, ‘Fuck!/Ouch!’ as he took the stand/before going to bed.” We hypothesize that the less appropriate the situation and speaker are, the more participants will reread the sentence, and the less quickly and accurately they will respond to the word probe. This would be consistent with the idea that taboo words trigger emotional responses that sap attentional resources, but that this is modulated by speaker and situation, and not invariant. This design also allows us to test a competing hypothesis that the sapping of attentional resources is due simply to surprisal at seeing a word in a certain context, as opposed to an emotional response to the word itself. If reading about a convict shouting “Ouch!” results in longer reading times and worse recall for the probe, then previous research may have misattributed the resource sapping effect to emotional response, rather than simple surprise.
Impoliteness strategies and conflict resolution in conciliation hearings at PROCON
Sonia Bittencourt Silveira & Maria do Carmo Leite de Oliveira
UFJF,MG,Brazil / PUC-RJ,Brazil
soniabit@terra.com.br, mdocarmo@terra.com.br

This study aims to contribute towards the discussion of the role of impoliteness, from an interactional perspective, in a conflict situation: conciliation hearings between consumers (complainants) and furnishers of goods or services (respondents). This type of activity has as a constitutive element the dispute over different versions about the "factual truth" that originated the complaint. The hearing is coordinated by a third party whose institutional goal is to lead the parties to an agreement, although dealing with conflicting interests: The consumer-complainant wishes to charge the respondent with damage/loss caused; and the latter usually tries to exempt from any attribution of guilt/responsibility. For an empirical discussion of the impoliteness phenomenon, we used data generated in conciliation hearings at a PROCON (a Bureau of Consumer Protection) in the Brazilian state of Minas Gerais, recorded in audio and transcribed according to the methodological orientation of Conversation Analysis. Our analysis seeks to show which impolite strategies the participants themselves make relevant in their talk and how they are interpreted at each turn, locally, considering the specificities of this type of activity. The results obtained suggest that the conflict resolution, considering the participants’ face wants, depends mainly on the capacity of the parts to find the best strategies to save face and to put the opponent in the wrong face by claiming, for instance, credibility to their own arguments and trying to disqualify the other's arguments. However, when the attack on the other’s face turn into verbal aggression, the conflict resolution is often frustrated.
Cross-cultural motivations for indirect speech
Jessica Soltys, Napoleon Katsos, & Marina Terkourafi
Cambridge University
jms256@cam.ac.uk, nk248@cam.ac.uk

Pinker and colleagues (Pinker, Nowak & Lee, 2008; Lee & Pinker, 2010) recently asserted that the motivations behind off-record indirect speech acts are “largely unexplained” (Pinker et al., 2008, 833). They offer a novel proposal consisting of three interrelated motivations: plausible deniability, relationship negotiation, and the digital nature of language. They then present a game-theoretic model for the use of off-record indirectness with socially conflictual acts, including bribes, threats, and sexual come-ons. Off-record indirectness achieves the desired balance between the benefit of a felicitous act and the high costs of either opting out of the act or receiving an undesired response from the hearer. Additionally, it provides the speaker with the option to plausibly deny the illocutionary intention and to avoid any unwanted interpersonal consequences. Lee & Pinker (2010) report supporting experimental data using multiple choice questionnaires with speakers of American English.

We take stock with this proposal at the conceptual and empirical levels. First, in terms of novelty, research in politeness consistently mentions ‘accountability’ as a motivation for indirectness (see Brown & Levinson, 1987, p.73). Second, as Terkourafi (2011a and 2011b) points out, the purposeful use of off-record indirectness is both situationally and culturally variable. She cites evidence from Greek, in which indirect acts are used to express solidarity between intimates and to constitute a speaker’s social identity. Additionally, Terkourafi (2004) suggests that extralinguistic features, including age, gender, and setting, may account for qualitative differences in the use of indirectness. Her work, along with Blum-Kulka’s comparative study on politeness in Hebrew and American English (Blum-Kulka, 1987) suggests that the motivations for indirectness vary by language.

We therefore expect that (A) indirectness will serve a range of motivations (beyond those cited by Pinker, et al.) and (B) that these motivations will depend upon culture and social context. These expectations are put to the test in the empirical part of this investigation, which is currently ongoing. Scenarios drawn from Lee & Pinker (2010) and Blum-Kulka & House (1989) will be retested in British English, a negatively polite language with strong evidence for the use of indirectness, and Mexican Spanish, a positively polite language (Curcò, 1998) with a suggested preference for either directness or conventional indirectness, but little or no attested off-record indirectness. Participants will be provided with detailed scenarios and asked to supply preferred speech act formulations (avoiding pre-fabricated choices). Results should be available for presentation by the time of the conference.
The M-word: a Greek collocation between solidarity and insult
Nikos Vergis & Marina Terkourafi
University of Illinois at Urbana-Champaign
vergis1@illinois.edu, mt217@illinois.edu

The Greek collocation re malaka can correspond to English “asshole” (insulting use) or “dude” (solidary use), depending on the age, gender and relationship between interlocutors. Similar interactional ambiguities found cross-linguistically (e.g., AmE nigger/nigga) can be explained historically as instances of amelioration; however, rather unusually, the insulting sense continues to exist synchronically parallel with the solidary sense. This project investigates the extent to which the two competing readings are attached to such expressions directly, and/or follow from their context of use. Specifically, do such expressions encode only their insulting meaning, with the solidary reading derived as a particularized conversational implicature (PCI) via a principle such as Banter (Leech 1983)? Do they encode both meanings, albeit to different degrees, with the insulting sense being generalized across the community at large, and the solidary sense being enabled in a range of stereotypical (yet non local) minimal contexts as a MC GCI of the expression (Terkourafi 2009)? Or, are they semantically underspecified and their interactional import determined by the (linguistic and extra-linguistic) contexts in which they occur each time?

In this paper, we present the results of a pilot study that investigated participants’ metalinguistic judgments about the use of re malaka inspired by Kiesling’s (2004) analysis of dude in AmE. Participants (N=750) were divided in three age cohorts (18-29, 30-39, 40-65). Results showed that overall the solidary use prevails across all age cohorts. Close to 95% of participants agreed that the solidary reading is the prevailing one and identified best friends and brothers as the most likely recipients. Consensus about the insulting use was markedly lower, with approximately 30% of participants agreeing that the insulting reading is more likely to arise with strangers. In the self-report part of the survey, participants of all ages reported that they do not use the collocation in an insulting manner often, but when it comes to the solidary use, the youngest cohort use it more frequently than others and more frequently than the insulting one. Based on these results, we propose that the Banter principle (Leech 1983) that may well have motivated the solidary reading during the early stages of this change is no longer in operation and no inference (in the form of a PCI) is needed to disambiguate the collocation. Rather, the solidary reading proceeds as a “conventionalization of invited inferences” (Traugott 1999) and disambiguation is achieved automatically assuming the appropriate minimal context (Terkourafi 2005, 2009). Lastly, the results may be construed as indicating that impoliteness is not necessarily parasitic on politeness, as strategies that create face support can be independently based on ‘impolite’ forms that can be conventionalized to the extent that they encode a face-constituting potential.

References:
Are Korean honorifics politeness markers? Speech style shifting in Korean talk show conversations
Sang-Seok Yoon
University of Iowa
yoonx048@gmail.com

The purpose of this study is to investigate the role of Korean addressee honorifics, especially speech style endings, in TV talk shows. Contrary to general assumption, speech style endings shift between honorific and non-honorific styles in the same context and need not be related to the speaker’s intention of politeness. Taking the view of indexicality (Ochs, 1993; Silverstein, 1976), this study will argue that the choice of a speech style is dependent on the speaker’s affective and epistemic stance, not on the speaker’s degree of politeness.

One of the most salient features of the Korean language is that it has a highly developed honorifics system. Korean honorifics are manifested very extensively in the Korean linguistic system (Sohn, 1999). Among the various honorific features in Korean, the most important feature is speech style which can be classified into six types: the deferential, polite, blunt, familiar, intimate, and plain styles. These six speech styles can be categorized into honorific styles (deferential and polite) and non-honorific styles (blunt, familiar, intimate, and plain).

Brown and Levinson (1987: 276) defined that honorifics are “direct grammatical encodings of relative social status between participants, or between participants and persons or things referred to in the communicative event.” Accordingly, it has been generally assumed that the choice of the Korean honorific forms depends on the degree of the speaker’s respect for the addressee(s) and the formality of the situation (e.g., K-H. Lee, 2010). Thus, the use of honorifics has been regarded as reflecting social positional difference and honorifics are politeness markers.

However, as some scholars on honorifics (Agha, 1998; Cook, 2011) argue, honorifics are not mere markers for politeness. To support such arguments, this study will discursively investigate the conversations and demonstrate that honorifics don’t have to be related to politeness and there are even cases when the use of honorific style is not perceived as polite as well as when the non-honorific style is perceived as polite.

References:
The relationship between language use and cultural context: from the point of view of linguistic expressions on helping behavior in English and Japanese

Yuko Yoshinari
Gifu University
yyoshi@gifu-u.ac.jp

The purpose of this study is to examine how im/polite expressions are related to the cultural context through a comparative study of English and Japanese. We focus on the linguistic expressions on occasions involving helping behavior (such as making an offer) and discuss the reasons why the suitable expressions are different between each language. Concretely speaking, we analyze the use of expressions asking “intent/desire” such as “Do you want to borrow my car?” or “Would you like to come to the party?” These English expressions are used not only asking a person’s desire but also making an offer, invitation etc. However, these expressions are not freely interchangeable with those of Japanese because asking the hearer’s desire directly is considered to be impolite except for children or people well known each other in Japanese culture (Suzuki 1997). The question we have to ask here is how expressions are used in Japanese to make an offer without asking a person’s desire.

First, we summarize the English and Japanese pattern of linguistic expressions of helping behavior by gathering examples from discourse-based and questionnaire-based data. Analyzing these expressions, we found that expressions asking the hearer’s desires (Do you want to use my pen?) are preferred in English and expressions asking the hearer’s actions (Do you use my pen?) are preferred in Japanese. Second, adopting Hall (1958)’s notion of high-versus low-context cultures, we analyze the relationship between the preference of expressions and cultural background. In low-context cultures such as English-speaking cultures, more explanation is needed in communication. Thus, people have to confirm the wants or needs of others for the purpose of giving help. On the other hand, in high-context cultures such as Japanese, there are many contextual elements that help people to understand the norms and much is taken for granted. Moreover, there is no need to refer to the things already understood through the context of the situation. Thus in the case of helping behavior, it seems impolite to ask the wants of others who are in trouble because the wants are the things already understood. The speaker can use expressions asking the hearer’s action on the assumption that the speaker’s helpful actions are equally understood.
Verbal communication can be ambiguous. To construct an appropriate representation of the information being communicated, the addressee may use pragmatic information to resolve such ambiguity. By employing the event-related potential (ERP) technique, this study investigated how a listener (reader), as a third-party, resolves referential ambiguity in conversation by using information concerning the social status of communicators. Participants read a conversational scenario which included a minimal conversational context describing an addressee and two other persons of the same or different social status and his directly quoted utterance towards one of the persons. A singular, second-person pronoun in respectful form (“nin” in Chinese) could be ambiguous in the directly quoted utterance with respect to which of the two persons was the addressee (the “ambiguous condition”). Alternatively, the pronoun was not ambiguous either because one of the two persons was of higher social status and hence should be the addressee according to social convention (the “status condition”), or because a word referring to the status of a person had indicated the referent of the pronoun (the “referent condition”). Behaviorally, the scenarios in the ambiguous condition and in the status condition were rated as being vaguer in specifying the referent than the scenarios in the referent condition, and the scenarios in the ambiguous condition were rated as being vaguer than the ones in the status condition. Electrophysiologically, ERPs time-locked to the pronoun showed increased negativity (N400) in the 300 – 600 ms window over the status, the ambiguous and the referent conditions, with the difference between the status and the ambiguous conditions being restricted only to the posterior regions. From the 600 ms post-onset, ERPs showed increased, sustained positivity over the status, the ambiguous and the referent conditions. Compared with the referent condition, the reduced negativity effects in the status and the ambiguous conditions may reflect a failure of semantic retrieval for the antecedent of the pronoun. The sustained positivity effects demonstrated an inferential process in which pragmatic information is employed to establish a potential referential link between the respectful pronoun and its antecedent.
**Een Kopje Thee, Graag: A sociolinguistic study of Dutch diminutives**

Nyssa Bulkes  
*University of Illinois at Urbana-Champaign*  
bulkes2@illinois.edu

The goal of this study is to illustrate the indexical link between Dutch diminution and the culturally embedded notion of *gezelligheid* (Silverstein 1990). Using Bourdieu’s (1991) notion of habitus, diminution in Dutch is a kind of linguistic mechanism that is driven by cultural predispositions. Speakers link diminution to *gezelligheid*, a cultural notion of bourgeois hominess that is deeply rooted in what it means to be Dutch (Shetter 1959). While there is no direct English translation, possible translations of *gezellig* include “cozy,” “pleasant,” or something that embodies togetherness. However, *gezelligheid* entails more than just an emotion. It is a speaker’s experience growing up Dutch that informs them what it means to be *gezellig*. Past experiences provide a basis from which to judge diminution as appropriate and unmarked in a context versus unmarked and inappropriate (Watts 2003; Locher & Watts 2005; Terkourafi 2012). Within the appropriate context, speakers use diminution to index the Dutch way of life and to invoke meanings embedded in *gezelligheid* to make a discourse more intimate.

This qualitative study uses data from 50 Dutch speakers’ judgments on what makes a *gezellig* environment and, further, why they use diminution. Participants were asked, first, to describe a set of photos depicting traditional Dutch scenes. Then, they were asked to describe what *gezelligheid* meant to them, and lastly, to discuss perceptions of diminutives, and why they thought Dutch speakers used diminution. The data show that while speakers have their own conceptualizations of *gezelligheid*, as informed by past experiences, they consider diminutives an indexical marker of their cultural identity. In describing the photos, speakers framed their perceptions of the images within their own past experiences. If they associated the scene with a *gezellig* memory, they described the scene using diminutives. While the imagery was not *gezellig* in isolation, it called up speakers’ past experiences, which, in turn, invoked an appropriate context that called for diminution.

Whether diminution conveys a cozy meaning relies on the speaker and hearers’ judgments on in/appropriateness, as dependent on the context (Terkourafi 1999). If the hearer does not consider the setting *gezellig*, as deemed by his/her past experiences, they will interpret diminution as marked, and will likely try to infer other possible meanings. The native speaker’s judgment informs them when to use diminution; in appropriate situations, diminution is unmarked and goes unnoticed and can further highlight the indexical link between the speaker, the linguistic form, and speaker heritage.

References:
Abstracts (Poster Presentations)

Effects of Pragmatic Task Features, English Proficiency, and Learning Setting on Chinese ESL/EFL Learners’ Spoken Performance of English Requests

Lixia Cheng
Purdue University
clixia@purdue.edu

The purpose of this work-in-progress is to examine whether the social/situational variable, PDR (i.e., additive effects of pragmatic variables: Power, Distance, and Imposition) of pragmatic elicitation tasks has differential effects on Chinese learners’ oral production of requests in English. In addition, the study examines the extent to which PDR interacts with learners’ proficiency level and learning context: English as a Second Language (ESL) or English as a Foreign Language (EFL).

20 participants have been recruited for each of the four experimental groups and one control group: Chinese ESL high proficiency, Chinese ESL low proficiency, Chinese EFL high proficiency, Chinese EFL low proficiency, and L1 English speakers. Chinese participants are asked to take a computer-based spoken discourse completion test that includes stimuli of four request elicitation tasks as well as four other distracter tasks that are not politeness related, while L1 English participants are required to record for the four pragmatic tasks only.

After all speech samples are collected, a mixed-methods design will be employed. Quantitative analyses will include two repeated measures factorial ANOVA tests with temporal measures such as speech initiation latency and speech rate as dependent variables and a non-parametric test comparing native speaker ratings of the appropriateness of Chinese learners’ task responses as an additional dependent variable. Qualitative analyses will include a detailed discourse analysis on the politeness strategies and linguistic expressions in the Chinese participants’ speech productions in comparison to those of native English speakers.

Previous research (e.g., Brown, Hudson, & Norris, 1999; Iwashita, McNamara, & Elder, 2001) on task difficulty and variability in second language (L2) assessment has mostly considered the effects of psycholinguistic dimensions of task characteristics (e.g., familiar/unfamiliar information) and performance conditions (e.g., length of pre-task planning time) on response characteristics (e.g., accuracy, fluency, complexity). The present study draws on speech act theory and manipulates pragmatic task features in hopes of detecting the impact of pragmatic conditions on task performance and appropriateness ratings. This empirical research into task variability from a pragmatic perspective is an important contribution that the present study will make to the L2 assessment literature. Additionally, the detailed discourse analysis conducted in this study will have practical implications for explicit instruction of pragmatics and the development of materials that put special emphasis on the formulaic expressions for realizing speech acts in general, and making polite requests in particular.

References:
Politeness in administrative discourse: Some perspectives from two institutions in Ghana
Christiana Hammond
University of Education, Winneba
chrishammond2000@gmail.com

*Your face…..is like a book where men may read strange matters*
Macbeth, Act 1, Scene V

This paper seeks to investigate into the different syntactic structures of linguistic politeness strategies employed in the administrative discourses of two institutions; the University of Education, Winneba and The Ghana Police Service, Winneba. The paper explores and foregrounds Ting-Toomey’s face negotiation theory; in the light of why the “face” is said to be the public image of the individual that the society sees and evaluates based on its perceived cultural norms and values underlining the desire to save the “face”. It is also tacitly demonstrated in the central portions of this paper that different linguistic elements, apologetic signals and non-verbal behaviours are exhibited in different contexts to signal politeness by corporate communicators. Through a discoursal and content analysis of communicative events gathered, findings from the study explicitly provide evidence that the structure, cultural expectations and requirements of an institution, influence the linguistic and non-linguistic behaviours acceptable as signaling politeness or evaluated as exhibiting instances of impoliteness, thus affecting the utterance interpretation processes in different contexts.
Complaints made to authority figures, friends, and strangers
Leyla Marti & Ahmet Bikmen
Boğaziçi University / Qatar Foundation
marti@boun.edu.tr

Since complaints have been considered conflictive acts (Leech, 1983) or face-threatening acts (Brown and Levinson, 1987) they may negatively affect the complainer’s positive and negative face. The speech act of complaining might pose an even more critical issue for foreign language learners. The current study investigates the speech act of complaining in Turkish learners of English. The complaints of 100 Turkish learners of English (TLEs) were compared to those of 92 English (ENS) and 108 Turkish native speaker (TNS) participants, all of whom were students at universities in Turkey and in England. The aim of this study was to compare the complaints of a non-English speaking group (Turkish native speakers) to those of two different English speaking groups (Turkish learners of English and English native speakers) in order to determine whether TLEs exhibit qualities of their L1 Turkish in their complaints. The instrument was a written DCT in which the parameters of power and social distance were held constant. This gave rise to three context types: friends, authority figures, and strangers. The findings revealed that in the authority figures situations, the TLE group complained more than the other two groups, TNSs being intermediate. In the ‘strangers’ context, the TLEs complained less than the other two groups, the TNSs again being in the intermediate position.

References:
Los hombres no se tutean: A perspective of second-person singular forms in Spanish
Greg Newall
Indiana University Bloomington
gnewall@indiana.edu

Language regard is “the study of the expression of linguistic opinions of non-linguists” (Preston 2010a: 7). Language regard can be important to pragmatics research as previous research has claimed a systematic relationship between regard and production (Labov 1972). By investigating language regard, we can discover possible motivating factors for variation in the production of pragmatic variables.

This study is a presentation of the opinions of 21 speakers (men and women) from Cali, Colombia of the second-person singular forms in Spanish (tú, vos, and usted). In 10-15-minute open-ended interviews, speakers express opinions about (a) uses of the forms in communication, (b) social meanings of the forms based on speaker gender, (c) effects of social class and education, and (d) opinions of the forms in other Colombian Spanish dialects.

Results suggest that speakers express varying opinions of the forms that (a) show some similarities to production, and (b) are similar to opinions of these forms in other dialects (Pinkerton 1986, Fitch 1999, Rivera-Mills 2011). Specifically, vos and tú are involvement strategies for close relationships and the usted may have a dual function as an involvement strategy and a deference strategy (Scollon and Scollon 2001). There may be folk notions associated with use by different genders. Speakers tend to believe use of vos is related to lower social class and less education. Vos is a symbol of the dialect and tú may be a neutral form. Some prestige is assigned to use of usted in Bogotá.

The discovery of folk notions regarding second-person singular forms could indicate that opinions of a pragmatic variable may influence its production in interaction. This information complements what we would discover from analyses of the effects of social and linguistic variables for we also obtain speakers’ perceptions of the norms of (im)politeness regarding second-person singular forms.

References:
Expressing gratitude is one of many polite strategies used to maintain correct social conditions. As a social phenomenon, thanking has a universal function, although every language and culture has its own set of norms for when to thank, what to thank for and how to express the thanking. The expression “Tack för senast” (Thanks for the last occasion, e.g., a party) for example is characteristic for the Swedish culture even though a relatively long time can have passed since the occasion in question. Even signs such as “Ingen reklam, tack” (No ads thanks) on mail boxes, or “Nästa kassa, tack” (Next register, thanks) in shops, are quite common.

Considering that thanking has one of the most important roles expressing verbal politeness in everyday communication, there are surprisingly few studies on the subject. Most of them are carried out in conjunction with studies of speech acts such as requests or apologies. The data used in the present study are GSLC recordings (Göteborg Spoken Language Corpus). The recordings include 24 different social activities, or approximately 1.4 million words. The entire corpus was analyzed with a concordance tool using the word tack. The aim of this study was to find out where and when thanking is used, what form/function thanking has in the Swedish language and whether any differences exist between thanking in formal and informal contexts.

The results show that the difference between thanking in formal and informal contexts is not as great as could be expected. Regarding form, intensification by means of an adverb is often used to express greater politeness Tack så HEMSKT mycket (Thanks awfully!). Another way to intensify thanking in Swedish is syntactic reduplication e.g tackar, tackar (Thanks thanks) (Wierzbicka 1986.) I would like to suggest these formal features of thanking in Swedish can be related to certain features of Swedish society and in particular of Swedish styles of interaction.

References:
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<th>Presenter Name</th>
<th>Institution(s)</th>
<th>Email Address(s)</th>
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<tbody>
<tr>
<td>Acı, Ümmügülsüm</td>
<td>Middle East Technical University</td>
<td><a href="mailto:ummugulsum.aci@metu.edu.tr">ummugulsum.aci@metu.edu.tr</a></td>
</tr>
<tr>
<td>Barros Garcia, Maria</td>
<td>University of Granada and University of Illinois at Urbana-Champaign</td>
<td><a href="mailto:mbarros@ugr.es">mbarros@ugr.es</a>; <a href="mailto:barrosg@illinois.edu">barrosg@illinois.edu</a></td>
</tr>
<tr>
<td>Baxter, Robert</td>
<td>Indiana University</td>
<td><a href="mailto:rbaxter@umail.iu.edu">rbaxter@umail.iu.edu</a></td>
</tr>
<tr>
<td>Beeching, Kate</td>
<td>University of the West of England</td>
<td><a href="mailto:Kate.Beeching@uwe.ac.uk">Kate.Beeching@uwe.ac.uk</a></td>
</tr>
<tr>
<td>Belli, Simone</td>
<td>Universitat Autónoma de Madrid</td>
<td><a href="mailto:simone.belli@uam.es">simone.belli@uam.es</a></td>
</tr>
<tr>
<td>Bikmen, Ahmet</td>
<td>Qatar Foundation</td>
<td></td>
</tr>
<tr>
<td>Bonnefon, Jean-François</td>
<td>Centre National de la Recherche Scientifique</td>
<td><a href="mailto:Bonnefon@univ-tlse2.fr">Bonnefon@univ-tlse2.fr</a></td>
</tr>
<tr>
<td>Bulkes, Nyssa</td>
<td>University of Illinois at Urbana-Champaign</td>
<td><a href="mailto:bulkes2@illinois.edu">bulkes2@illinois.edu</a></td>
</tr>
<tr>
<td>Burt, Susan</td>
<td>Illinois State University</td>
<td><a href="mailto:smburt@ilstu.edu">smburt@ilstu.edu</a></td>
</tr>
<tr>
<td>Cabal-Jiménez, Munia</td>
<td>Western Illinois University</td>
<td><a href="mailto:m-cabal-jimenez@wiu.edu">m-cabal-jimenez@wiu.edu</a></td>
</tr>
<tr>
<td>Campana, Mark</td>
<td>Kobe City University of Foreign Studies</td>
<td><a href="mailto:campana@inst.kobe-cufs.ac.jp">campana@inst.kobe-cufs.ac.jp</a></td>
</tr>
<tr>
<td>do Carmo Leite de Oliveira, Maria</td>
<td>PUC-RJ, Brazil</td>
<td><a href="mailto:mdcarmo@terra.com.br">mdcarmo@terra.com.br</a></td>
</tr>
<tr>
<td>Cashman, Holly R.</td>
<td>University of New Hampshire</td>
<td><a href="mailto:holly.cashman@unh.edu">holly.cashman@unh.edu</a></td>
</tr>
<tr>
<td>Chen, Yupin</td>
<td>Wenzao Ursuline College of Languages</td>
<td><a href="mailto:99010@mail.wtu.e.tw">99010@mail.wtu.e.tw</a>; <a href="mailto:yu4pin1@gmail.com">yu4pin1@gmail.com</a></td>
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<tr>
<td>Cheng, Lixia</td>
<td>Purdue University</td>
<td><a href="mailto:clixia@purdue.edu">clixia@purdue.edu</a></td>
</tr>
<tr>
<td>Christianson, Kiel</td>
<td>University of Illinois at Urbana-Champaign</td>
<td><a href="mailto:kiel@illinois.edu">kiel@illinois.edu</a></td>
</tr>
<tr>
<td>di Cristofaro, Matteo</td>
<td>Lancaster University</td>
<td><a href="mailto:m.dicristofaro@lancs.ac.uk">m.dicristofaro@lancs.ac.uk</a></td>
</tr>
<tr>
<td>Culpeper, Jonathan</td>
<td>Lancaster University</td>
<td><a href="mailto:j.culpeper@lancaster.ac.uk">j.culpeper@lancaster.ac.uk</a></td>
</tr>
<tr>
<td>Davoodifard, Mahshad</td>
<td>Monash University</td>
<td><a href="mailto:mahshad.davoodifard@gmail.com">mahshad.davoodifard@gmail.com</a></td>
</tr>
<tr>
<td>Didi-Ogren, Holly</td>
<td>The College of New Jersey</td>
<td><a href="mailto:ogren@tcnj.edu">ogren@tcnj.edu</a></td>
</tr>
<tr>
<td>Dobs, Abby</td>
<td>Pennsylvania State University</td>
<td><a href="mailto:amm599@psu.edu">amm599@psu.edu</a></td>
</tr>
<tr>
<td>Eslami, Zohreh</td>
<td>Texas A&amp;M University</td>
<td><a href="mailto:zeslami@tamu.edu">zeslami@tamu.edu</a></td>
</tr>
<tr>
<td>Félix-Brasdefer, César</td>
<td>Indiana University</td>
<td><a href="mailto:cfelixbr@indiana.edu">cfelixbr@indiana.edu</a></td>
</tr>
<tr>
<td>Fraser, Bruce</td>
<td>Boston University</td>
<td><a href="mailto:bfraser@bu.edu">bfraser@bu.edu</a></td>
</tr>
<tr>
<td>Fukushima, Saeko</td>
<td>Tsuru University</td>
<td><a href="mailto:saeko@tsuru.ac.jp">saeko@tsuru.ac.jp</a></td>
</tr>
<tr>
<td>Furman, Michael</td>
<td>Ohio State University</td>
<td><a href="mailto:Furman.25@osu.edu">Furman.25@osu.edu</a></td>
</tr>
<tr>
<td>Garcés-Conejos Blitvich, Pilar</td>
<td>University of North Carolina, Charlotte</td>
<td><a href="mailto:pgblitvi@unc.e.edu">pgblitvi@unc.e.edu</a></td>
</tr>
<tr>
<td>Geluykens, Ronald</td>
<td>University of Oldenburg</td>
<td><a href="mailto:ronald.geluykens@uni-oldenburg.de">ronald.geluykens@uni-oldenburg.de</a></td>
</tr>
<tr>
<td>Graham, Sage Lambert</td>
<td>University of Memphis</td>
<td><a href="mailto:sgraham2@memphis.edu">sgraham2@memphis.edu</a></td>
</tr>
<tr>
<td>Hammond, Christiana</td>
<td>University of Education, Winneba</td>
<td><a href="mailto:chrishammond2000@univ-nc.edu">chrishammond2000@univ-nc.edu</a></td>
</tr>
<tr>
<td>Haugh, Michael</td>
<td>Griffith University</td>
<td><a href="mailto:m.haugh@griffith.edu.au">m.haugh@griffith.edu.au</a></td>
</tr>
<tr>
<td>Helincks, Kris</td>
<td>Ghent University</td>
<td><a href="mailto:kris.helincks@ugent.be">kris.helincks@ugent.be</a></td>
</tr>
<tr>
<td>Hernández-Flores, Nieves</td>
<td>University of Copenhagen</td>
<td><a href="mailto:nhf@hum.ku.dk">nhf@hum.ku.dk</a></td>
</tr>
<tr>
<td>Holtgraves, Thomas</td>
<td>Ball State University</td>
<td><a href="mailto:000holtgrav@bsu.edu">000holtgrav@bsu.edu</a></td>
</tr>
<tr>
<td>Houdek, Matthew</td>
<td>Syracuse University</td>
<td><a href="mailto:mthoudek@syr.edu">mthoudek@syr.edu</a></td>
</tr>
<tr>
<td>İşik-Güler, Hale</td>
<td>Middle East Technical University</td>
<td><a href="mailto:hisik@metu.edu.tr">hisik@metu.edu.tr</a></td>
</tr>
<tr>
<td>Jiang, Xiaoming</td>
<td>Peking University</td>
<td><a href="mailto:xmjian1983@gmail.com">xmjian1983@gmail.com</a></td>
</tr>
</tbody>
</table>