

- **In-group/out-group**
- **Dimensions of “politeness”**
- **Language and gender**

Background preparation:

(none)

0. Course information

- **Article summary** is due **Th Nov 2** (12:30pm, Canvas)
 - Goal: Use this assignment to focus your thinking about your final-project topic
 - Review the assignment information *and* the grading criteria before beginning
 - You are encouraged to **check in** with me by email on your article choice (please send PDF, link, or DOI)
- Grading criteria for **project topic proposal** will be available on project info web page later this evening

0. Today's plan

- Some key background concepts for Japanese sociolinguistics:
 - In-group/out-group
 - Dimensions of politeness
- Language and gender in Japanese
 - Some normative / prescriptive expectations
 - Data: Do the expectations hold up?

1. Kinship terms and honorifics

Group discussion

- Data set - [Kinship terms and honorifics](#)
 - In what contexts are kinship terms with **honorifics** used?
 - Is there a way to **generalize** over these contexts?

1. Kinship terms and honorifics

Debriefing

- Data set - [Kinship terms and honorifics](#)
 - In what contexts are kinship terms with honorifics used?
 - Is there a way to generalize over these contexts?
- Handout - [In-group and out-group](#)

2. Dimensions of politeness

Group discussion

- Data set - Verbs meaning 'go'
 - How are these verbs different?
 - When are they used?

2. Dimensions of politeness

Debriefing

- Data set - Verbs meaning 'go'
 - How are these verbs different?
 - When are they used?
- Handout - Dimensions of politeness

Some points to note:

 - What does 'SSS' stand for?
 - How do honorifics interact with performative politeness?

3. Background for Japanese sociolinguistics

- Many aspects of Japanese sociolinguistics
 - language and gender identity
 - language and socioeconomic class
 - shifting language use in different contexts
 - ...

are related to these concepts:

- Distinguishing in-group and out-group
- Calibrating dimensions of politeness

4. Background on language and gender

- Handout - "Language, gender, status, and power", section (I)

Some key points:

- Does language use vary by gender, or is it something else? (Power?)
- Social identity (including gender) is largely constructed by speakers — they make choices about what identity to perform

5. Gendered language patterns in Japanese

Group discussion

- Japanese language speakers:
 - What are some things you have observed, or have been taught, about language use by speakers of different genders?
 - Have you observed language use that did not seem to follow the “typical” gender-related patterns?

5. Gendered language patterns in Japanese

Debriefing

- Some commonly discussed examples:
 - Pronoun choice
 - Sentence-final “particles”
 - Patterns of politeness / honorific use
 - Pitch (fundamental frequency) of speech

- Let’s examine each of these a little further...

6. Pronoun choice

- Traditional description (Ide & Yoshida 1999)

Table 16.2 Sociolinguistic structure of personal pronouns

Person	Style	Speaker		Young child	
		Adult		Male	Female
		Male	Female	Male	Female
First person pronoun	Formal	<i>watakusi, watasi</i>	<i>watakusi, watasi</i>	None	<i>watasi</i>
	Normal	<i>boku</i>	<i>watasi, atasi</i>	<i>boku</i>	FN**+ <i>tyan</i>
	Deprecatory	<i>ore</i>	None	<i>ore</i>	None
Second person pronoun	Formal	<i>anata*</i>	<i>anata*</i>	(<i>kimi</i>)***	(<i>anata</i>)
	Normal	<i>kimi</i>	<i>anata</i>	FN + <i>kun</i>	FN + <i>kun</i>
	Deprecatory	<i>omae</i>	None	FN + <i>tyan</i>	FN + <i>tyan</i>
				<i>omae</i>	None

* not applicable in addressing superiors

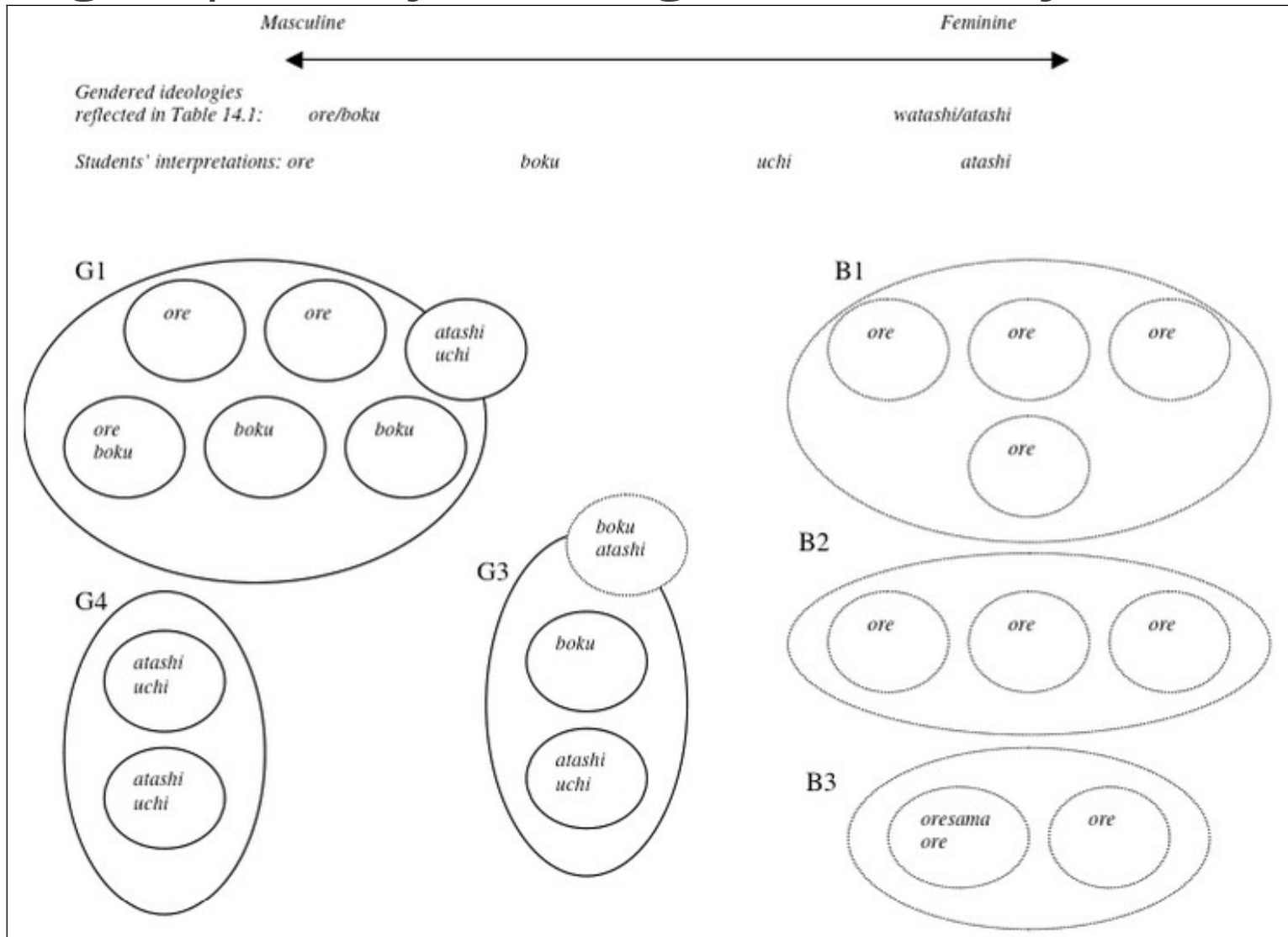
** FN represents first name

*** () begins to appear around the age of five

(Ide & Yoshida 1999: 471)

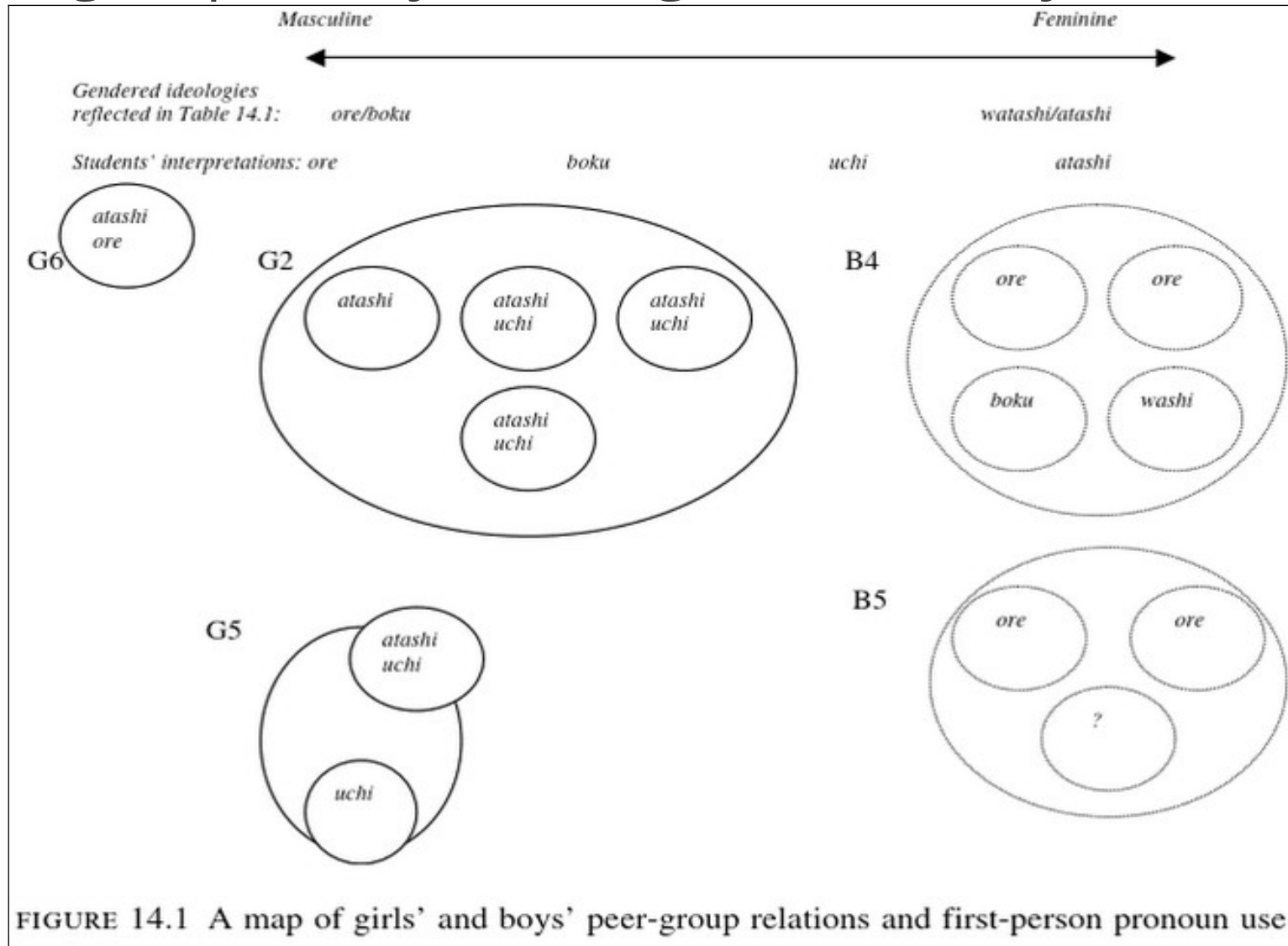
6. Pronoun choice

- Peer groups in a junior high school (Miyazaki 2004)



6. Pronoun choice

- Peer groups in a junior high school (Miyazaki 2004)



6. Pronoun choice

- Two students' comments (Miyazaki 2004)

Ndee, onna no ko ni kakomareteru tokii, nan to nakuu, ore tte icchau n da yo ne. Tte yuu kaa, "Aa, jibun ga otoko da ttara, kore zenbu jibun no onna na no ni naa" tte omottari suru toki ore nan da yo ne. Chotto kawatteru deshoo? . . . Atashi nee, nan daroo nee, nnn, dotchi katte yuu to, bosehonnou yori moo, otoko no ko ga yowatchii onna no ko mamoritaku naru, ano kanji no hoo ga tsuyoi ka mo shinnai, bosehonnou yori.¹

'And when I'm surrounded by girls, I'll say *ore* [a strongly masculine first-person pronoun]. Or when I imagine, "Ahh, if I were a boy, these girls would be all mine," I'll say *ore*. Aren't I strange? . . . I, I wonder, if I had to choose one, I'd say that I have more of a boy's instinct to protect weak girls than a maternal instinct'. (13-year-old girl)

Ore ga niau hito tte iru n desu yo. Tatoeba, supootsukee ga dekiru hito toka . . . Ore tte itte kimaru hito iru jan. Boku nanka zenzen kimannai jan.

'*Ore* suits some people. For example, people who are good at sports . . . There are people who sound cool with *ore*. I wouldn't sound cool at all if I used *ore*'. (13-year-old boy)

6. Pronoun choice

- What do we conclude from the junior high school pronoun study? (Miyazaki 2004)
 - Do the students choose pronouns as “expected” for their gender?
 - Is gender the only factor involved here?
- Is this a **generational** or an **age-related** difference from “expected” patterns?
 - Will these students maintain these patterns as they grow older?

7. Sentence-final particles

→ The proportion of use by male speakers		The proportion of use by female speakers ←	
kaa			
yona			
yonaa			
ze			
monna			
monnaa			
tara			
zo		94.4%	
naa ↗*		94.1%	
na		90.2%	
saa		86.2%	
ka		84.0%	
wakeyo		83.3%	
ke		79.2%	
yo	66.5%		
kanaa	64.3%		
mon	59.0%		
yoo	52.4%		
kedo	51.9%		
yone	50.0%	50.0%	yone
		51.8%	ne
		52.3%	sa
		53.3%	kana
		54.5%	wake
		58.3%	nano ↗
		60.0%	yuuka
		62.7%	toka
		62.8%	no
		63.2%	yoo
		72.5%	no ↗
		77.8%	monne
		77.8%	none
		85.7%	nano
		88.9%	wa
		92.3%	naa ↘**
		97.2%	noyo
			wane
			noyone
			kashira
			nanone
			wayo
100%	The proportion of use by female speakers		

Key: ↗ indicates rising tone ↘ indicates falling tone

Figure 16.6 Frequency of the use of sentence-final particles according to the gender of the speakers

Source: Ide 1979: 8-9

- Graphic from Ide & Yoshida (1999: 465)
- Data originally from Ide (1979)
- Any thoughts or potential follow-up research questions?

7. Sentence-final particles

→ The proportion of use by male speakers		The proportion of use by female speakers ←	
kaa			
yona			
yonaa			
ze			
monna			
monnaa			
tara			
zo		94.4%	
naa ↗*		94.1%	
na		90.2%	
saa		86.2%	
ka		84.0%	
wakeyo		83.3%	
ke		79.2%	
yo	66.5%		
kanaa	64.3%		
mon	59.0%		
yoo	52.4%		
kedo	51.9%		
yone	50.0%	50.0%	yone
		51.8%	ne
		52.3%	sa
		53.3%	kana
		54.5%	wake
		58.3%	nano ↗
		60.0%	yuuka
		62.7%	toka
		62.8%	no
		63.2%	yoo
		72.5%	no ↗
		77.8%	monne
		77.8%	none
		85.7%	nano
		88.9%	wa
		92.3%	naa ↘**
		97.2%	noyo
			wane
			noyone
			kashira
			nanone
			wayo
100%	The proportion of use by male speakers		The proportion of use by female speakers

Key: ↗ indicates rising tone ↘ indicates falling tone

Figure 16.6 Frequency of the use of sentence-final particles according to the gender of the speakers

Source: Ide 1979: 8–9

- Some questions...
 - Are there any confounds with gender and status?
 - Would a contemporary study show similar patterns?
 - Are there regional or class-related differences?

8. Levels of politeness / honorific use

(a) American speakers

- Graphic from Ide & Yoshida (1999: 459)
- Data from Hill et al. (1986: 358)

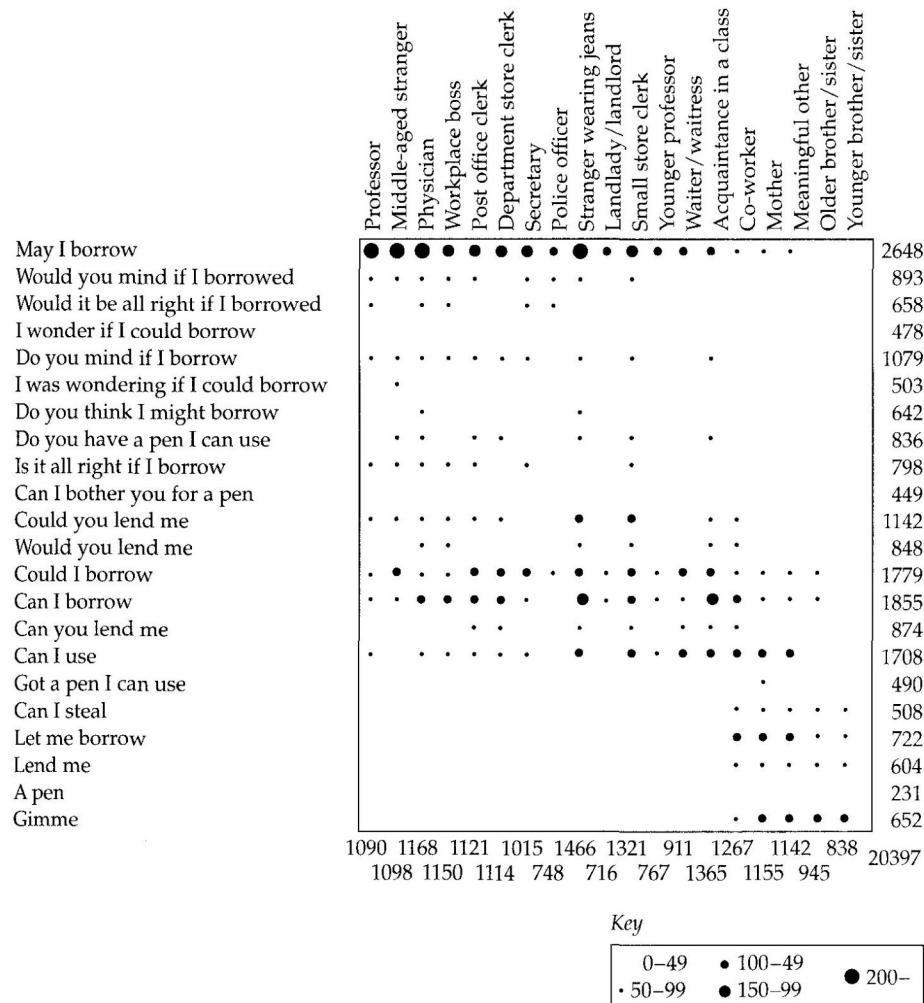


Figure 16.3 Correlation of linguistic forms and addressees: Americans
Source: Hill et al. 1986: 358

8. Levels of politeness / honorific use

(b) Japanese speakers

- Graphic from Ide & Yoshida (1999: 458)
- Data from Hill et al. (1986: 357)

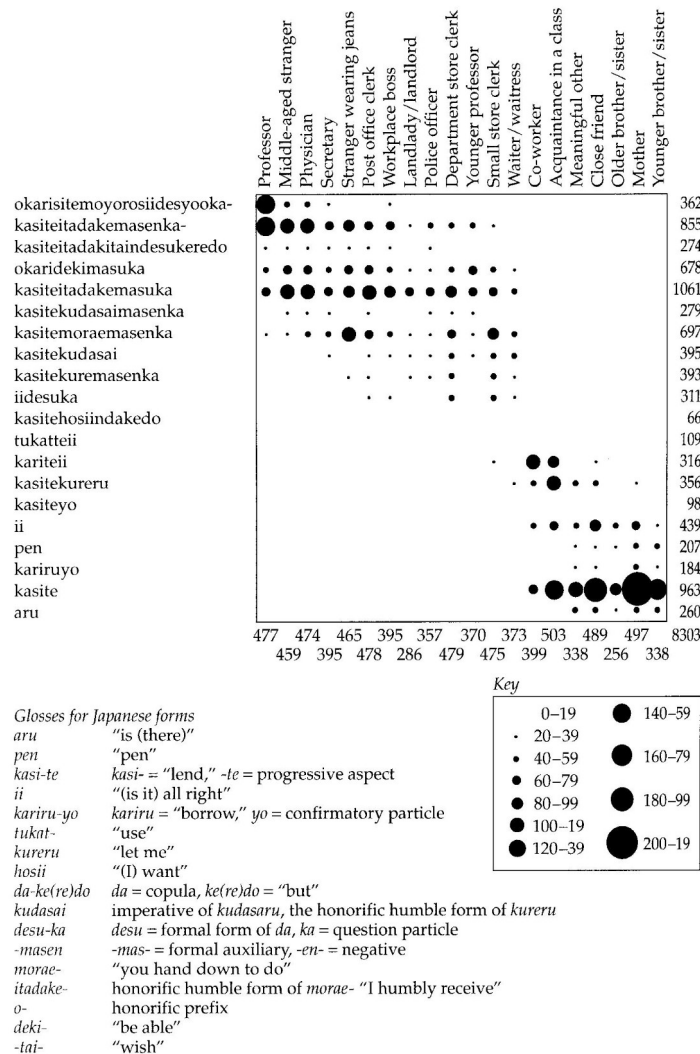


Figure 16.2 Correlation of linguistic forms and addressees: Japanese
Source: Hill et al. 1986: 357

Table 16.1 Average politeness level used for a category of addressees as rated by 500 male and female subjects each (Ide et al. 1986a: 30)

Types of addressee	Men	Women
a. Child	1.39	1.15
b. Spouse	1.41	1.85
c. Delivery person	2.19	2.39
d. Friend	2.15	2.55
e. Workplace inferior	1.91	2.39
f. Same-status colleague	2.41	2.45
g. Neighbor	3.72	3.25
h. Spouse's friend	3.53	3.99
i. Parent at PTA meeting	3.83	3.50
j. Instructor of hobby group	3.99	4.31
k. Daughter's or son's professor	4.19	4.40
l. Workplace superior	4.31	4.39

Ide & Yoshida (1999: 467)

8. Levels of politeness / honorific use

(c) Japanese speakers: Levels of politeness used with different addressees (Ide & Yoshida 1999: 468-9; data/Ogino 1986)

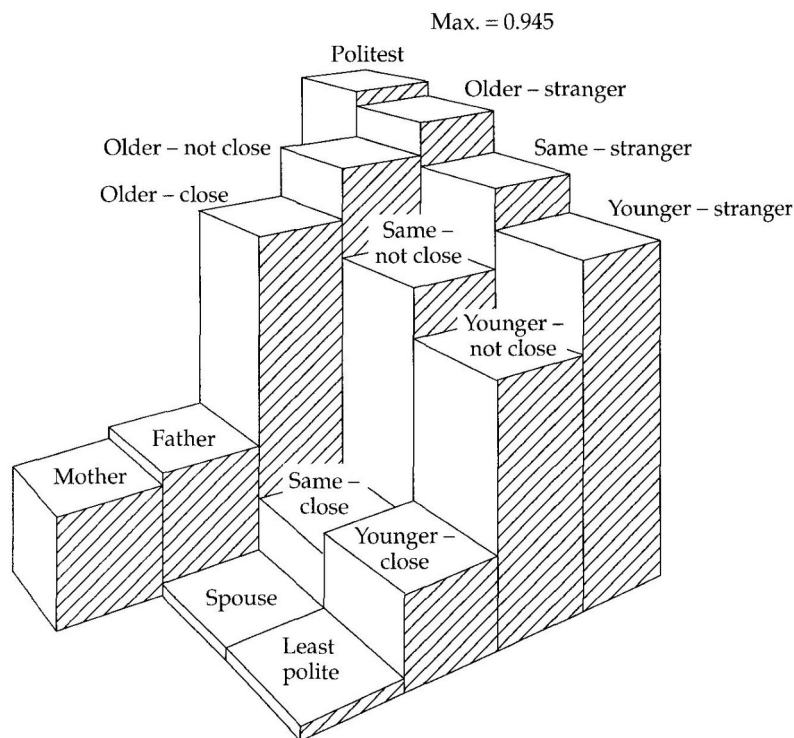


Figure 16.7 The politeness level of linguistic forms used towards addressee by male speakers
Source: Ogino 1986: 45

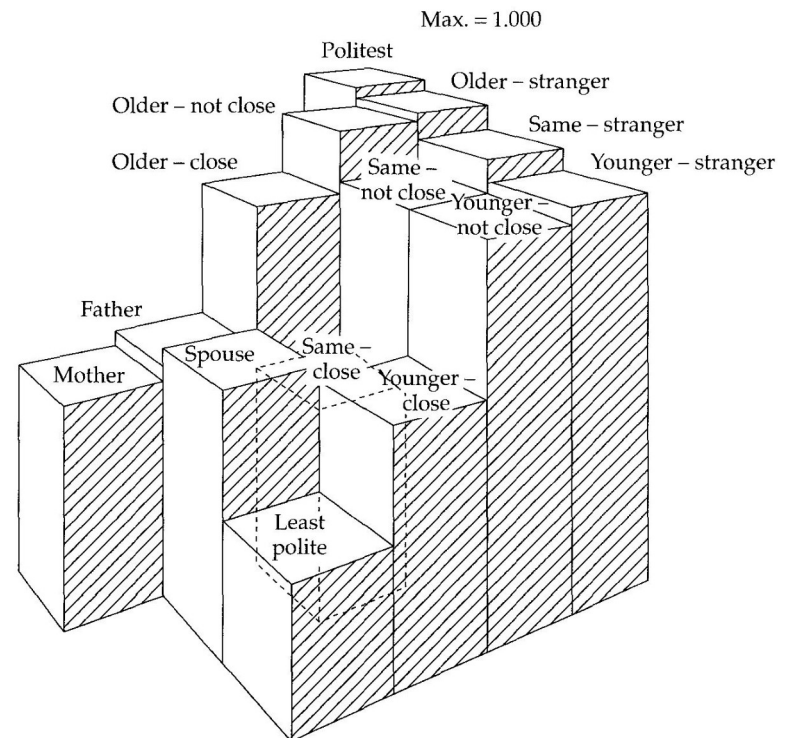


Figure 16.8 The politeness level of linguistic forms used towards addressee by female speakers
Source: Ogino 1986: 46

- Response to: “What form of *sitte-iru* ‘I know’ would you use?”

8. Levels of politeness / honorific use

- Did the study show evidence for gender-related differences in levels of politeness?
- Any thoughts or follow-up research questions?

8. Levels of politeness / honorific use

- Did the study show evidence for gender-related differences in levels of politeness?
- Any thoughts or follow-up research questions? (same as above?)
 - Are there any confounds with gender and status?
 - Would a contemporary study show similar patterns?
 - Are there regional or class-related differences?

9. Pitch of voice used in speaking

- Question of interest: Do these data debunk the claim that “women use high pitch in speaking, and men do not” / high pitch signals femininity?

9. Pitch of voice used in speaking

(a) Making a request (data from Ohara 2004)

TABLE 12.1 Speakers' fundamental frequency levels when producing requests

<i>Gender</i>	<i>Speaker</i>	<i>Average</i>	<i>Max.</i>	<i>Min.</i>	<i>sd*</i>	<i>Utterance</i>
Female	Aa	217	277	167	35.39	<i>a chotto mattee</i> 'oh, please wait'
	Ac	260	352	174	49.84	<i>shoo shoo omachi</i> <i>kudasaimasee</i> 'please wait for a moment'
	Ba	166	221	116	30.38	<i>chotto mate chotto mate</i> 'wait a little; wait a little'
	Bc	202	365	133	61.91	<i>shoo shoo omachi itadakemasu ka</i> 'would you please wait for a moment?'
Male	Ca	130	166	115	19.78	<i>mateyooo</i> 'wait'
	Cc	139	169	106	17.24	<i>haai chotto matte kudasaai</i> 'yes, please wait for a moment'
	Da	218	260	160	39.36	<i>aa chotto matte</i> 'um, please wait'
	Dc	211	243	135	29.08	<i>hai ja sochira de matte kudasai</i> 'yes, please wait over there'

*The abbreviation *sd* stands for standard deviation, which indicates the degree to which fundamental frequency levels varied throughout the utterance.

'a' = to colleague | 'c' = to customer

9. Pitch of voice used in speaking

(b) Expressing “negation” (data from Ohara 2004)

TABLE 12.2 Speakers' fundamental frequency level when producing negation

<i>Gender</i>	<i>Speaker</i>	<i>Average</i>	<i>Max.</i>	<i>Min.</i>	<i>sd</i>	<i>Utterance</i>
Female	Aa	209	326	156	38.98	<i>anoo kooraru no hoo ano moobu ja nai hoo nee</i> 'um, the one that's coral, not the one that's mauve'
	Ac	241	405	169	50.98	<i>de ano tsuu ga anoo seezoo chuushi natte surii subete kawatteru n desu kedo</i> 'um, those labeled 2 were discontinued and have been all changed to 3'
	Ba	172	208	104	32.28	<i>namamono ja nai nihon no pantsu</i> 'it's not a raw food; it's a Japanese underwear'
	Bc	205	462	134	77.29	<i>aite ita n desu keredomo nihon no hoo kara yoyaku haitte shimaimashitee</i> 'it was vacant, but a reservation from Japan came in'

'a' = to colleague | 'c' = to customer

9. Pitch of voice used in speaking

(b) Expressing “negation”, cont. (data from Ohara 2004)

TABLE 12.2 Speakers’ fundamental frequency level when producing negation

<i>Gender</i>	<i>Speaker</i>	<i>Average</i>	<i>Max.</i>	<i>Min.</i>	<i>sd</i>	<i>Utterance</i>
Male	Ca	185	235	105	24.13	<i>koko ni wa nai to omoun da kedo</i> ‘I think we don’t have it here’
	Cc	171	221	107	31.29	<i>are ima muryoo ja nai mitai desu nee</i> ‘it seems that it isn’t free now’
	Da	184	228	106	35.53	<i>chigau kapiolani ja nakute kapahulu datta yoo</i> ‘it’s wrong; it wasn’t <i>kapiolani</i> but <i>kapahulu</i> ’
	Dc	186	237	112	38.24	<i>igai nan desu kedo renzoku ja torenai desu nee</i> ‘although it’s unexpected, it cannot be reserved for consecutive days’

‘a’ = to colleague | ‘c’ = to customer

9. Pitch of voice used in speaking

- Question of interest: Do these data debunk the claim that “women use high pitch in speaking, and men do not” / high pitch signals femininity?
 - To some extent, yes
 - But — some methodological issues with this study
- One interesting finding: How does the *difference* in addressee (colleague vs. customer) affect pitch in speech by female and male speakers?

10. Some final thoughts

- Interested in sociolinguistics of Japanese? There are some relevant ebooks available through “Course reserves” to get you started
- Some work that explores language and gender is not as careful about linguistic structure and linguistic analysis as it could be — you may be able to do better