

**"Mind the gaps: A comparison of pronominal forms of address in the Spanish and Catalan spoken by students in Barcelona"**

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## Abstract

While there have been several influential studies over the past few decades regarding university students' use of formal (*V*) and informal (*T*) forms of pronominal address, a thorough review of the literature has revealed that no studies to date have compared bilingual Catalan-Spanish university students' pronominal address usage when speaking Catalan vs. when speaking Castilian Spanish with interlocutors of specific ages and social positions. The present study aimed to address this research gap by distributing a questionnaire to 61 bilingual Catalan-Spanish students of philology at the University of Barcelona. Results showed that, although the pronominal systems of Castilian Spanish and Catalan are different in theory (two forms vs. three forms of address), address pronoun choices were generally similar in percentages and in trends in both languages, even in spite of the fact that several students did not use Castilian Spanish or Catalan with certain interlocutors. This suggests that a process of linguistic convergence between Catalan and Castilian Spanish is taking place, even though the languages do not always share the same speakers.

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## 1. Introduction

Languages around the world linguistically mark differences in social relationships between members of society, yet these linguistic elements vary in use from language to language, society to society (Lakoff, 1973; Kasper, 1990: 196). Miranda Stewart aptly described this phenomenon in her book, *The Spanish Language Today*: "Address systems and the conventions which govern their use provide a window into how a particular society conceives of the social relationships which make it up at a given moment in its history" (Stewart, 1999: 121). The pronominal system of a given language thus inherently reflects how the culture views its social relationships and the pragmatic implications of how these relationships are marked. Social relationships in societies across the world have constantly been evolving, and as social distances change, so do the grammatical reflections of these social distances. In the 20<sup>th</sup> and 21<sup>st</sup> centuries, many languages that mark social distances with different pronominal forms of address, especially Castilian Spanish, have shown a similar trend: speakers have been moving away from more formal terms of address (in this paper, *V*) in favor of more informal pronouns (*T*) (Blas Arroyo, 1995: 24; Carrasco Santana, 2002: 42 as cited in Sanromán, 2010: 738; Curiel, 2011: 114; Stewart, 1999: 126). In this Master's thesis, we will investigate the pronominal choices made by speakers of Castilian Spanish and Catalan in Catalonia today in light of recent and historical social and grammatical changes in both languages.

My background in French studies, including living in France for two years, first brought my attention to the linguistically marked social relationships that are an inherent part of the French language and culture; moreover, the use of the formal *vous* is even on the rise in France today (Peeters, 2004: 32). Even though we have our own linguistic means of marking social relationships in my native American English (Lakoff, 1972), I had not taken much notice of this phenomenon before studying and experiencing first-hand the French language and culture. Studying at the University of Barcelona has been an unparalleled opportunity to explore the differences in the uses of linguistic markers in the Castilian Spanish and Catalan spoken in Barcelona, since their uses in both languages vary from my experience with the French language. We will begin the present study with an examination of Brown and Gilman's (1960) account of the power dynamics behind linguistic markers in romance languages, which will lead us to identify the social and historical roots of the *T/V* opposition in the Catalan and Castilian Spanish languages and their use of *T* and *V* forms today.

## 2. Literature Review

### 2.1. The "power semantic"

In their influential study, Brown and Gilman (1960: 255) proposed a non-reciprocal "power semantic" regarding the historical use of the informal and formal pronouns as terms of address. The relationships between two people, according to Brown and Gilman (1960: 255), are based on the power that one person has over the other, since "both cannot have power in the same area of behavior." Brown and Gilman explained that in medieval Europe, individuals belonging to the same social class used the same form of address with each other: members of higher social classes used *V* amongst themselves, while those of the lower classes used *T* when addressing their equals (Brown & Gilman, 1960: 256). Eventually, members within the same social class began to differentiate between relations of greater or less intimacy among their social equals, marking these differences with *T* (greater intimacy) and *V* (less intimacy) (Brown & Gilman, 1960: 257). Brown and Gilman (1960: 257) coined this evolution as the "solidarity semantic." Solidarity, according to Brown and Gilman (1960: 258), primarily comes from like-mindedness, such as "political membership, family, religion, profession, sex, and birthplace." In non-reciprocal, or asymmetrical, relationships, the person holding more power addresses his or her less powerful interlocutor with the informal *T* and expects to receive *V* in return (Brown & Gilman, 1960: 259). In symmetrical, or solidary, relationships, both interlocutors use the same pronoun, *T*. In relationships that are equal but not solidary, the pronoun *V* is reciprocally exchanged between the two interlocutors (Brown & Gilman, 1960: 259).

### 2.2. Linguistic Politeness

As power and solidarity are grammatically solidified in social relationships by the use of *T* and *V*, these sociolinguistic norms become regarded as issues of cultural politeness by members of a given society. In her state-of-the-art article on linguistic politeness, Gabriele Kasper (1990) proposed two types of politeness: strategic (194) and social indexing (196). She examined Brown and Levinson's (1987) proposal that politeness is strategic in the sense that the speaker's aim is to avoid conflict, or "face-threatening acts (FTAs)," for either the speaker or the interlocutor (Brown & Levinson, 1987: 65ff as cited in Kasper, 1990: 194). Kasper was critical of Brown and Levinson's view that every interaction between two interlocutors could threaten either individual's positive or negative face, claiming that "communication is [therefore] seen as a fundamentally dangerous and antagonistic endeavor" (Kasper, 1990: 194). Kasper next proposed the view of politeness as social indexing,

meaning that two interlocutors' linguistic choices reflect the status of their social relationship, such as we have seen previously in Brown and Gilman (1960). More recently, Kochman (1984) examined the sociolinguistic use of "social warrants," or the address term to which each interlocutor is entitled, based upon the individual's "ascribed characteristics (age, sex, family positions) and achieved social properties (rank, title, social position); and individuals' 'situated performance'" (Kochman, 1984: 202, as cited in Kasper, 1990: 196). Kasper proposed that in order for address terms to successfully convey politeness between interlocutors, "they have to conform to socioculturally prescribed or permitted choices" (Kasper, 1990: 196). In the case of nonconformity, when a speaker chooses a term of address that goes against the society's sociocultural politeness norms, the interlocutor might take offense and/or interpret the speaker's attitude as being impolite (Kasper, 1990: 196).

### **2.3. The Latin roots behind the pronominal forms of address in Catalan and Castilian Spanish**

Today's romance languages, including Catalan and Spanish, developed their current linguistic norms regarding politeness, power and solidarity from their roots in Latin. The Latin form of address consisted of the singular *T* and the plural *V* term *vos*, which while plural, was reserved only for the emperor, but eventually the plural *vos* was used with high-ranking officials as well (Brown & Gilman, 1960: 254). There were no grammatical norms for distinguishing between *T* and *V*, however, until the twelfth and fourteenth centuries in Europe, depending on the language (Brown & Gilman, 1960: 255).

### **2.4. The T/V opposition in Castilian Spanish**

Since this Master's thesis focuses on Castilian Spanish, I will give an historical overview of the development of pronominal forms of address in Spain, and not in Hispanic America. We can trace the modern Castilian Spanish *V* form, *usted*, back to the first written appearance of *vuestra merced* in 1270 (Olmo, 2012: 135). During the late Middle Ages (XIV and XV centuries), the formal term *vos* came to refer only to a singular subject, and *vosotros* (from *vos otros*, *you others*) was accepted as the new plural address form, with no reference to formality (Olmo, 2012: 136). This new form resolved misunderstandings about whether a speaker was referring to *vos* in the singular formal, or *vos* in the plural (Calderón, 2010: 235). The urban populations gradually adopted *vos* in situations that required a term more formal than *tú* and the use of this term became widespread (Olmo, 2012: 136). *Tú* was used only between interlocutors with close intimacy, or speakers with higher power addressing their



inferiors (Olmo, 2012: 139). Because commoners addressed each other with the above terms, it became necessary to identify a term that would be reserved for public officials and other dignitaries; hence *vuestra merced* developed as a formal address term during the Golden Age (Olmo, 2012: 137; Moreno, 2002: 17). Moreno explained that the Spanish of the Golden Age originally used all three singular forms of address, *tú*, *vos*, and *vuestra merced*, but *vos* was too ambiguous because the speaker risked offending the interlocutor if he or she deemed that *vos* was not respectful enough (Moreno, 2002: 17). In this manner, *vos* was used less and less until the more formal *vuestra merced* became the accepted form of singular formal address (Moreno, 2002: 17). While other formal terms (such as *vuestra alteza* or *vuestra majestad*) were reserved for specific interlocutors, such as the nobility, *vuestra merced* survived because it was the most generalized formal term (Olmo, 2012: 150). While *vuestra merced* was originally used in a non-reciprocal relationships (as we have seen in Brown & Gilman, 1960), used by commoners when addressing political and religious authorities, this term of address was eventually adopted by the bourgeoisie (Olmo, 2012: 138). Over time, the two words *vuestra merced* fused into the single word used today, *usted*, which first appeared in written text in 1629 (Olmo, 2012: 139). Eventually, only the terms *tú*, reserved for close intimacy or with inferiors, and *usted* remained, as we will see shortly (Olmo, 2012: 139).

We turn now to the modern pronominal terms of address in Castilian Spanish: the informal *tú*, *vosotros/as* and the formal *usted*, *ustedes* (Real Academia Española, 2005). We will limit our focus to the forms used primarily in mainland Spain, which is the focus of this paper.

### *Tú, Vosotros/as*

The normative *Diccionario de la lengua española*, published by the Real Academia Española, remarked that *tú* is followed by a verb in the second person singular form, and can be masculine or feminine (Real Academia Española, 2007). *Vosotros*, according to the same dictionary, is the second person plural pronoun, and is the masculine form; *vosotras* is the feminine form (Real Academia Española, 2007). The speaker's use of the informal forms *tú* and *vosotros/as* demonstrates the speaker's closeness with the interlocutor, so these forms are appropriate in informal contexts, among family members, and in close relationships<sup>1</sup> (Real Academia Española 2005). Moreno (2003: 1) added another element to the use of *tú*: the reciprocal *tú*, which not only denotes a mutual use of the pronoun in the situations previously

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<sup>1</sup> "Frente a *usted*, *tú*... implica acercamiento al interlocutor y se usa en contextos familiares, informales o de confianza" (Real Academia Española 2005)

listed (Moreno, 2003: 1; Real Academia Española, 2005), but also between strangers (Moreno, 2003: 1). In the case of the non-reciprocal *tú*, Moreno (2003:1) noted that this represents Brown and Gilman's (1960) notion of the power semantic: the speaker who feels superior directs *tú* to his or her inferior interlocutor, who in turn addresses the superior speaker with the formal *usted* (Moreno, 2003: 1).

### *Usted, Ustedes*

The Real Academia Española's *Diccionario panhispánico de dudas* explained that *usted* and *ustedes* are followed by verbs conjugated in the third person singular and plural forms, respectively (Real Academia Española, 2005). The *Diccionario de la lengua española* indicated that in mainland Spain, *usted* and *ustedes* are the formal versions of *tú* and *vosotros/as*, used in situations where the speaker desires to be polite, show respect, or distance him or herself from the interlocutor<sup>2</sup> (Real Academia Española, 2007).

Several studies have been conducted to investigate university students' use of *T* and *V* in different regions of Spain. Alba de Diego and Sancho Lopez's (1980) study of students in Madrid confirmed Brown and Gilman's (1960) theories on power and solidarity in terms of pronoun selection (Alba de Diego & Sancho Lopez, 1980, as cited in Sanromán, 2006: section 2). Alba de Diego and Sancho Lopez concluded that the use of the reciprocal *T* among university students in Madrid was on the rise at that time (Alba de Diego & Sancho Lopez, 1980, as cited in Sanromán, 2006: section 2). In her 1993 study of university students, also in Madrid, Isabel Molina wrote that in the use of *T* was already the norm among people of an equal status in the early 1990s; using *V* in this case would sound marked (Molina, 1993: 255). Carricaburo explained in her 1997 book that in Madrid and in other urban areas in Spain, people of equal status could exchange the reciprocal, informal *T* or the reciprocal, formal *V* (Carricaburo, 1997: 10). She stated that by the mid-1990s, more people used the informal reciprocal *T* than *V*; *T* was almost the only address pronoun used among family members, people sharing the same profession, and between youths (Carricaburo, 1997: 10). She also noted that the age of the interlocutor was the main factor that influenced youths to choose *V* or *T*, followed by variables such as social class or degree of familiarity (Carricaburo, 1997: 11).

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<sup>2</sup> "Forma de 2.ª persona usada por tú como tratamiento de cortesía, respeto o distanciamiento" (Real Academia Española 2007)

Carrasco Santana (2002) revealed a changing Spain, where by the early 2000s, the use of *T* was extending beyond these situations into those in which the speaker did not know the interlocutors, and in situations that "could even be considered formal"<sup>3</sup> (Carrasco Santana, 2002: 41 as cited in Sanromán, 2010: 738). Most recently, Curiel's 2011 study confirmed that young people today in the region of Extremadura, Spain are using *T* in many more situations than were acceptable in the past; she also noted that the older generation today still uses *V* as they learned decades ago, since this is how they are accustomed to addressing their interlocutors (Curiel, 2011: 114).

Isabel Molina conducted two studies investigating university students' use of *tú* and *usted* in Madrid in both 1988 and 2000. In her 2002 article, she compared the results of both studies, looking for trends and any changes that she found in the 2000 study. In both studies, Molina selected two groups of 20 students each between the ages of 17-24, all studying at the Philology department of the University of Madrid (Molina, 2002: 104). In addition to analyzing the productive and receptive use of *tú* and *usted*, Molina also investigated the students' discourse strategies (Molina, 2002: 104). For the purpose of the present paper, I will focus on Molina's results for the productive use of *tú* and *usted* with similar categories of people that I have included in my questionnaire in the present study. Regarding the immediate family, Molina found in both her 1988 and 2000 studies that 100% of students used *tú* with all family members (Molina, 2002: 105). In her 1988 study, Molina found that most students used *usted* when addressing professors, except in rare cases when the professor was younger (Molina, 2002: 107). She remarked that in her 2000 study as well, she found that students mostly used *usted* with professors (Molina, 2002: 107). The students' choice in pronominal address was based predominantly on the professors' age and how well the students knew them, but the professors' social status was an important factor as well (Molina, 2002: 107).

In 2006, Esteruelas conducted a study of 28 university students in Valladolid, all between the ages of 18 and 28 (Esteruelas, 2006). In the questionnaire that he distributed, Esteruelas investigated how speakers addressed interlocutors of different ages and different social groups, looking at both pronominal and nominal forms of address (Esteruelas, 2006). His

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<sup>3</sup> "El tuteo en España, es hoy en día, la norma, y, por tanto, se da no sólo en las relaciones familiares y de amistad [...] sino que se ha extendido a otras relaciones en las que el grado de conocimiento de los interlocutores no es alto, en las que no existen lazos socio-afectivos, y en las que, incluso, la situación comunicativa podría calificarse como formal" (Carrasco Santana 2002: 41 as cited in Sanromán 2010: 738).

hypotheses, repeated from Borrego et al.'s 1978 study (Borrego, Gómez Asensio, & Pérez Bowie, 1978: 53-67), were the following: the speaker's use of *T* would be linked to the socio-professional status of the interlocutor, and the speaker's use of *T* and *V* would be related to the age of the interlocutor (Esteruelas, 2006). Esteruelas' results indicated that these hypotheses were correct for his population. All of Esteruelas' informants used *T* with close family members except for three participants (14.28%) who used *V* with grandparents (Esteruelas, 2006). Esteruelas remarked that most students used *V* with professors over the age of 40, while this percentage decreased slightly in favor of *T* when students addressed professors under the age of 30 (Esteruelas, 2006). Esteruelas additionally investigated speakers' pronoun usage with members of society who were not related to the university setting, such as doctors and waiters, but because of the focus of the current study I will not discuss those results here.

Begoña Sanromán's 2006 study examined pronoun usage among 110 students in Galicia. While Galicia is a bilingual community with two official languages, Galician and Castilian Spanish, Sanromán neglected to consider both languages in her study, focusing only on Castilian Spanish. Her participants consisted of 50 students (ages 19-22) of philology (she did not specify which branch of philology) at the University of Santiago de Compostela, the capital of Galicia; and 60 were young students (ages 15-16) at a semi-private secondary school in the rural town of Coruxo (Sanromán, 2006: section 3). Sanromán did not mention whether the students' L1 was Galician or Castilian. She sought to determine how speakers chose which address pronoun to use with their interlocutor and whether the formal *usted* is currently threatened by the widespread use of *tú* (Sanromán, 2006: section 6). Sanromán found that *tú* was ubiquitous in relationships among family and friends, pointing out that this same result was found two decades earlier in similar studies, citing Alba de Diego & Sánchez Lobato (1980), Molina (1993), and Aguado Candanedo (1981) (Sanromán, 2006: section 6). Like previous researchers, Sanromán (2006, section 6) also found that age was the main factor that influenced address pronoun selection, whether the interlocutors were strangers on the street or in a higher position at work or university. We will see more detailed results of Sanromán's study when I compare my own results to hers.

In 2010, Sanromán conducted a study exploring recent trends in address pronoun usage among 61 youth in Cádiz, 28 of whom were university students (ages 22-24), and 33 of whom were secondary school students (ages 13-14) (Sanromán, 2010: 740). Sanromán had

the same objectives as in her 2006 study, and found the same results as in her previous study in regards to pronoun choice and age (Sanromán, 2010: 750). She also concluded that in general, men tend to use *usted* more than women (Sanromán, 2010: 749-750).

The results of these studies in recent decades suggest that Castilian Spanish in Spain, as well as many other languages in Europe that have a *T/V* distinction, seems to be evolving towards a more ubiquitous use of *T* and a decline of the use of *V*. Blas Arroyo (1995: 24) proposed that the more widespread use of *T* in Spain today is due to a shift in Spain from fixed hierarchical relationships to equal relationships introduced with democracy (Blas Arroyo, 1995: 24). Carrasco Santana also noted that this linguistic change is a reflection of changes associated with democracy in Spain, especially "un gusto por el igualitarismo" (Carrasco Santana, 2002: 42 as cited in Sanromán, 2010: 738). These reasons might help explain the recent trend in Spain, and also in many other countries in Europe, to use the *T* form outside of its previously limited contexts.

### **2.5. The T/V opposition in Catalan**

Catalan, as a romance language, also inherited the *T/V* opposition from Latin but developed independently from Castilian Spanish. In medieval Catalan, *tu* was the informal term used in intimate relationships of familiarity, while *vós* was the formal term reserved for addressing a single person (Coromines, 1980-1995: 287). The term *vosaltres* came into use for addressing more than one person (Coromines, 1980-1995: 287; Olmo, 2012: 146). In the creation of a more formal term than *vós*, the Catalan language was influenced by the Castilian Spanish *vuestra merced*, which became the calque *vostra mercè* in Catalan and expanded rapidly during the XVI and XVII centuries, independently following the path of *vuestra merced* (Olmo, 2012: 146). Later, a plural form developed: *vostès*, which was more formal than *vosaltres* (Olmo, 2012: 146). Unlike its Castilian Spanish counterpart, *vós* did not gradually fall into disuse; when Catalan was restandardized in the late XIX and early XX centuries, *vós* was regarded as more genuine than *vostè*, and its use was encouraged (Coromines, 1980-1995). Once the Catalan language gained an official status and was used in Catalonia's Mancomunitat starting in 1914 and Generalitat in 1931, *vós* was adopted as the personal address pronoun used in official and commercial contexts (Olmo, 2012: 147). Today, Catalan moves between efforts to keep it as an autonomous language and the many factors that encourage linguistic convergence with Castilian Spanish, such as new speakers, widespread bilingualism, and the presence of mass media (Vila, 2004: 36). Even without quantitative

data, scholars suggest a convergence between Catalan and Castilian Spanish today (Boix & Vila, 1998: 256).

We will now examine the modern uses of the pronominal forms of address in Catalan:

#### *Tu, Vosaltres*

The normative *Diccionari de la Llengua Catalana*, 2<sup>nd</sup> Edition, published by the Institut d'Estudis Catalans, stated that *tu* is used as a singular second person pronoun that "expresses familiarity with the interlocutor"<sup>4</sup>, meaning that it is used in intimate contexts. Todolí (1998: 33), in her explanation of personal deixis (meaning the pronouns used by the speaker and the interlocutor, or "l'emissor i el receptor," that mark social distance), noted that *tu* is also used to signify equality between the speaker and the interlocutor, which is either based on age or social position. *Vosaltres*, the plural of *tu*, is used to address more than one person, excluding the speaker. Wheeler (1988: 178) remarked that today —referring to the 1980's—, young people in "non-status-marked settings" exchange the reciprocal *tu*.

#### *Vós, Vosaltres*

The same *Diccionari de la Llengua Catalana* defined *vós* as a second person pronoun that is used in contexts of intermediate formality where the speaker would not address the interlocutor as *tu* or *vostè* (Institut d'Estudis Catalans). *Vós* is followed by a verb conjugated in the second person plural, but its meaning is singular (Institut d'Estudis Catalans). It should be noted that *vosaltres* is also the plural address form of *vós*, in addition to *tu*, as we have already seen (Wheeler, 1988: 178). Coromines (1971: 90), as cited in Todolí (1998: 33), stated that in the early 1970s, *vós* was used in cases where the two interlocutors of equal status shared "friendly respect"<sup>5</sup> due to similar age, social status or even gender.

#### *Vostè, Vostès*

The *Diccionari de la Llengua Catalana* specified that *vostè* is used with interlocutors with whom the speaker desires to "express social distancing, formality,"<sup>6</sup> and this form is accompanied by a verb in the third person singular form (Institut d'Estudis Catalans). Referring to the interlocutor in the third person singular form "conveys indirectness," which

<sup>4</sup> "Forma de tractament que expressa familiaritat amb l'interlocutor" (Institut d'Estudis Catalans)

<sup>5</sup> "respecte amistós" (Coromines 1971: 90 as cited in Todolí 1998: 33)

<sup>6</sup> "que expressa distanciament social, formalitat" (Institut d'Estudis Catalans)

creates distance between the speaker and the interlocutor (Nogué, 2011: 138). Todolí (1998: 33) agreed with the use of *vostè* to mark distancing, but also added that *vostè* can mark an unequal social relationship between two interlocutors, one of whom is superior to the other, either because of age or social status. The *Gramàtica de la llengua catalana* added that in addition to marking social distancing, *vostè* and also *vós* can be used if the speaker wishes to sound more polite (Institut d'Estudis Catalans, 2010 [2002]: 128). Finally, Comajoan (2001: 96) and the *Gramàtica de la llengua catalana* (Institut d'Estudis Catalans, 2010 [2002]: 128) noted that *vostè* is more commonly used today than the traditional *vós*.

Todolí echoed researchers of Spanish linguistics in stating that the use of pronominal terms of address in Catalan is subject to changing social relationships, which can directly affect the usage of certain pronouns (Todolí, 1998: 33). Like the rest of Spain, Catalonia has also undergone changes in social relationships in the past few decades, especially during Franco's dictatorship. Boix explained that social relationships at the beginning of the 20<sup>th</sup> century could be described as black and white: there were strict, marked divisions between the upper and lower classes (Boix, 2006: 10). Starting in the late XIX century, Catalonia's economy gradually shifted from a rural to an industrial one, which, coupled with immigration, allowed for a middle class to emerge (Boix, 2006: 11). The resulting social mobility enabled a change in interpersonal relationships (Boix, 2006: 11) which, as Spanish linguists have argued, lead to the preference of the informal forms of address (Blas Arroyo, 1995:24). The end of the 20<sup>th</sup> century revealed more blurred social relationships than the starkly divided ones of the beginning of the century (Boix, 2006: 11).

In terms of changing pronoun use, Todolí noted in her discussion of the pronoun *vós* that this pronoun is mostly limited to bureaucracy or to rural areas today (Todolí, 1998: 33). Nogué also wrote about changing attitudes towards the address pronoun *vós*: because the Catalan government has used *vós* in bureaucracy for the past 30 years, young people today now view this address pronoun "as more formal and distant than *vostè(s)*" (Nogué, 2008: 226). This view today is moving away from the traditionally intermediate status of *vós* that we have previously seen (Olmo, 2012: 146).

## 2.6. Summary of Differences in Castilian Spanish and Catalan

Today, therefore, the Catalan language uses three pronouns of address, in increasing order of formality: the informal *tu/vosaltres*, the intermediate *vós/vosaltres*, and the formal

*vostè/vostès* (Olmo, 2012: 146; Institut d'Estudis Catalans, 2010 [2002]: 128). However, many young Catalan speakers today view *vós* as more formal than *vostè*, leading to the more common use of *vostè* among Catalan youth (Nogué, 2008: 226), as we will see in the present study. Castilian Spanish, on the other hand, uses only two pronouns: the informal *tú*, *vosotros/as* and the formal *usted, ustedes* (Real Academia Española, 2005).

This review of the literature has lead me to develop the following research goals for the present study:

1. I aim to explore the use of *T/V* pronouns in Castilian Spanish among Catalan university students, which I expect to follow the same patterns as their Castilian counterparts elsewhere in Spain; i.e., age is the main variable, while status is a relevant variable.
2. I also aim to explore the use of *T/V* pronouns in Catalan among Catalan university students (which I cannot predict from previous quantitative data due to a lack thereof; however, Catalan seems to follow the same trend of reducing *V* as in Castilian Spanish today, but may be different in that Catalan opposes *vós/vostè*).
3. Finally, I will explore to what extent both languages use *T/V* in a parallel way.

### **3. The Study: Method**

#### 3.1. Objectives

The aim of this study is to compare the traditional uses of the pronominal forms of address in Castilian Spanish and Catalan with results found in a study of Catalan-Spanish bilingual students of Catalan and Hispanic philology at the University of Barcelona. Molina (2002) stated that university students are not only capable of initiating linguistic changes, but are also prone to using the informal form of address, *tú* or *tu*, because "the university setting fosters an egalitarian ideology."<sup>7</sup> I therefore chose to study university students because of their likelihood to use egalitarian forms of address and their aptitude to initiate sociolinguistic changes in society.

#### 3.2. Hypotheses

My hypotheses were the following:

- a. In Castilian Spanish, results would be parallel to those of the rest of Spain, with age as a more influential variable than status.

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<sup>7</sup> "la universidad actúa como irradiadora de la ideología igualitaria" (Molina 2002: 100).



- b. Uses in Catalan will be parallel to those found in Castilian Spanish
- c. Some significant differences between the use of address pronouns in Catalan vs. Castilian Spanish will be encountered, however, because today's Catalan includes three pronouns, whereas Castilian Spanish uses only two (Olmo, 2012: 146).

### 3.3. Sample

In the present study, I will focus on university students at the University of Barcelona because of comparative purposes with previous studies and access to data. I selected students of Catalan and Hispanic Philology in order to mirror Sanromán's selection of philology students, even though she does not specify in which linguistic area the students specialized (Sanromán, 2006: section 3). I focused on students of Catalan and Hispanic Philology in order to survey students who were possibly more aware of their own language usage than students of other disciplines. My thesis supervisor helped me contact professors and explain the purpose of my study.

### 3.4. The development of the questionnaire

I decided to base the questionnaire that I used in this study on the questionnaire that Sanromán used in two recent studies: one examining bilingual populations in Galicia (Sanromán, 2006), and the other studying a monolingual population in Cádiz (Sanromán, 2010). Because Sanromán found the questionnaire to be rigorous enough to use in two separate studies in different areas of Spain, I decided that the questionnaire would be an appropriate starting point for my study as well. Sanromán's entire questionnaire can be found in the Appendix of the present study (Appendix B).

I will compare my results to Sanromán's 2006 study and other influential studies in the literature to look for similarities and differences. I will generally focus on Sanromán's findings from the university students in Santiago because the present study will also examine bilingual university students in an urban area, so the results will be more comparable.

Sanromán's questionnaire, used in both her 2006 and 2010 studies, was divided into two parts: closed questions, where the respondents selected whether they would use *T* (informal *tú*) or *V* (formal *usted*) with an interlocutor, and which pronoun they would receive in turn; and open-ended questions asking about the speakers' reasoning behind address pronoun choice (Sanromán, 2006: section 3). Accordingly, I also asked my participants to select the

form of address that they would use to address a specific interlocutor, and which form they would receive in return.

However, I found it necessary to adapt Sanromán's questionnaire to the group of students in particular that were my participants. In her 2006 study, Sanromán did not look at the differences in how her Galician respondents spoke to various interlocutors in Galician vs. in Castilian Spanish; she looked only at how they spoke in Castilian Spanish. Because she was examining a bilingual population, this was a great oversight that I hope to correct in the present study by looking at my bilingual participants' pronoun choices in Catalan vs. in Castilian Spanish.

Additionally, Sanromán offered the questionnaire to her respondents in Castilian Spanish only (Sanromán, 2006: Appendix), even though the Galician respondents were most likely Galician-Spanish bilinguals. To amend this in my own survey, I developed two versions of the same survey: one in Castilian Spanish and one in Catalan. My participants therefore had the opportunity to read and answer the questions in either Castilian Spanish or Catalan, as they so chose.

I decided to address participants as *T* in my survey because it sounded more natural given their ages than Sanromán's choice of the formal *V* did.

Unlike Sanromán's study, I examined the use of three address pronouns in Catalan: *tu*, *vós*, and *vostè*, so to make the survey less confusing for participants I wrote out the pronouns instead of abbreviating them like Sanromán did in her survey. I also wrote out the choices of *tú* or *usted* in the Castilian Spanish survey in order to match the format of the Catalan survey.

In the section in Sanromán's survey about the students' use of *T/V* at university, she asked students only about their *T/V* use with professors and other students that they knew well and met for the first time. Sanromán omitted the variable of age and looked only at two different social positions with two levels of proximity (Sanromán, 2006: Appendix). Since the literature review indicated that age, followed by social position and proximity, were the most important variable in students' pronominal form of address, I found it most relevant to ask participants which pronominal form of address they used with a range of people of different

ages, social positions and two levels of proximity at the university, as we will see in section 3.5.

I did not ask students which address pronouns they used with friends and childhood friends, as Sanromán did, because 100% of these results were a quite obvious *T* in all previous studies, including Sanromán's (Sanromán, 2006: section 4.1.2; Molina, 1993: 255, Alba de Diego & Sánchez Lobato, 1980: 118, 122).

In both her studies, Sanromán asked students which pronominal forms of address they used at work before she asked them which forms they used at university. I found it more appropriate to ask university students about their use of *T/V* at university before asking about work, since not all of them work. I did, however, keep Sanromán's exact questions in the section asking about work situations. In Sanromán's 2006 study, 68% of her respondents worked and studied at the same time (Sanromán, 2006: section 4.2.1). I had only a very small number of participants who worked and studied at the same time, so I did not have a high enough number of working participants to submit the data to statistical tests.

In terms of open-ended questions, I decided to keep only the last three that Sanromán included in her survey (Sanromán's (2006: Appendix) numbers 15, 15.1, 15.2, 16) because they were most relevant to the aim of my study.

### 3.5. The questionnaire in the present study

The questionnaire in the present study used closed questions to examine variables of age, social status and proximity in terms of the speaker's address pronoun selection.

- In the first section, students were asked to provide some basic biographical data: gender, birthdate, place of birth, place of residence in Barcelona and on weekends (if applicable).
- In the next section (I. Uses in the family), students were asked which language(s) and form of address they used with each family member (father, mother, maternal grandparents, paternal grandparents, and aunts/uncles). Additionally, the students were asked to indicate which language(s) and form of address the interlocutor used with them.

- In section "II. Uses at university", students were first asked to indicate which major they were currently studying.
  - In section II.A, students were asked which pronominal form of address they would use with and receive from the following interlocutors when meeting them for the first time and while speaking *Catalan*: students, librarians, full professors, people at the information desk, associate professors, and grant-holding students (*becaris*). Each interlocutor was also divided into the following ages: 25-35, 36-50, 51-65.
  - Section II.B asked students the same questions as in II.A, except it inquired about the students' pronominal choices when speaking *Castilian Spanish* with the same interlocutors.
  - Section II.C asked students the same questions as in II.A, but in situations where they had already known the interlocutor for some time.
  - Section II.D asked students the same questions as in II.B, except in situations where they had already known the interlocutor for some time.
- Section III., "Uses in the workplace," first asked students whether or not they worked; if so, if they worked part-time or full time.
  - Next, students were asked the same questions as Sanromán's (2006) numbers 15, 15.1, 15.2, 16, except regarding situations when they were speaking Catalan, and then Castilian Spanish, with coworkers of different hierarchical positions and who were of the same age, younger, or older.

The open-ended questions investigated the following situations:

- Whether the student was ever unsure of whether to use *tú/tu*, *usted/vostè*, or *vos/vós* with an interlocutor, and to specify in which cases this was true (43, 43.1)
- How the student rectified the problem (43.2)
- Strategies the student used to change from the formal form to the informal form, and vice versa (44).

Finally, the student was asked to self-rate his or her knowledge of Catalan or Castilian Spanish, whichever language was not the student's L1. The scale's range included Native, Advanced, Standard, Low, and Nonexistent.

I then thanked the participants and included my contact information in case the students had any questions later on.

The entire questionnaire can be found in the Appendix sections A.1 (Catalan) and A.2 (Castilian Spanish) of this study.

I asked bilingual Catalan-Spanish classmates at the University of Barcelona to translate the surveys from Castilian Spanish into Catalan and to review my changes in the Castilian Spanish version, since I am a native English speaker and never formally studied either language. I then piloted the questionnaire with six students of translation studies in Castilian Spanish and Catalan at the University of Barcelona before distributing them to my participants.

### 3.6. The distribution of the questionnaire

I visited four different intact classes at the University of Barcelona to distribute the surveys; two classes in the Hispanic Philology department, and two classes in the Catalan department. I chose two intact classes from each department in order to have a more evenly distributed sample of L1 Catalan and Castilian Spanish speakers. During each class visit, the professor introduced me in either Catalan or Castilian Spanish, depending on the class, and explained the purpose of my questionnaire. Students were informed both orally and in the first section of the questionnaire that all answers were anonymous and would be used solely for this Master's thesis. The questionnaire was presented in a traditional pen-and-paper format. Students were given 20 minutes to complete the questionnaire, and they were allowed to ask the professor and me any questions they had.

### 3.7. Data treatment

I first coded and entered the data from the questionnaires into an Excel spreadsheet. Next, I converted the Excel spreadsheets into SPSS files for statistical analysis.

While the questionnaire allows for many other variables to be examined, I decided to examine the speaker's productive use of pronominal forms of address with family members and at university only.

I later collapsed *tu*, *vostè*, *vós* and *tú* and *usted* in order to analyze my data most effectively: *tu* or *tú* only remained *T*, but *tu* or *tú* plus any other form became *V*. *Vostè* or *usted* remained

V. Due to the scarcity of participants who used *vós*, I decided to add these results to *vostè* in order to attain a binary variable, which was much easier to analyze.

I first examined descriptive data of the population. I then calculated Pearson Chi Square analyses or, if there were less than 5 answers per cell, Fisher's Exact Test, in order to compare how speakers spoke to specific interlocutors in different age groups for the first time in Catalan vs. in Castilian Spanish (I looked at the interlocutor + age range in Catalan vs. the interlocutor + age range in Castilian Spanish).

## 4. Results

### 4.1. Sample description

#### 4.1.1. The informants

I selected 61 participants from the University of Barcelona's departments of Hispanic and Catalan philology. Figure 1 shows the sex distribution of the participants.

**Figure 1: Participant sample distributed according to their sex**

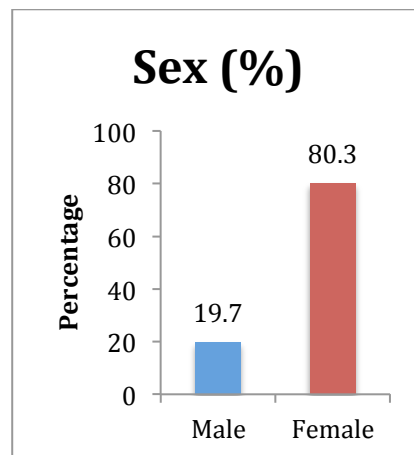


Figure 2 shows the distribution of participants' ages. I excluded any students over the age of 27 in order to maintain a more homogenous population.

**Figure 2: Participant sample distributed according to their age**

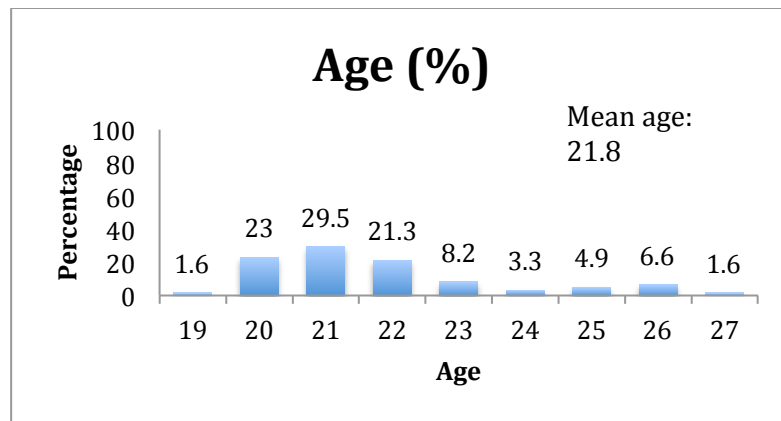
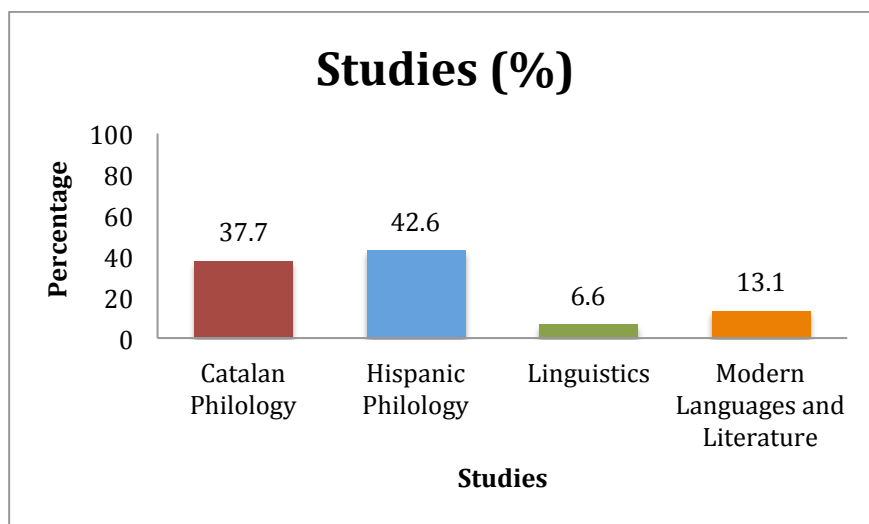


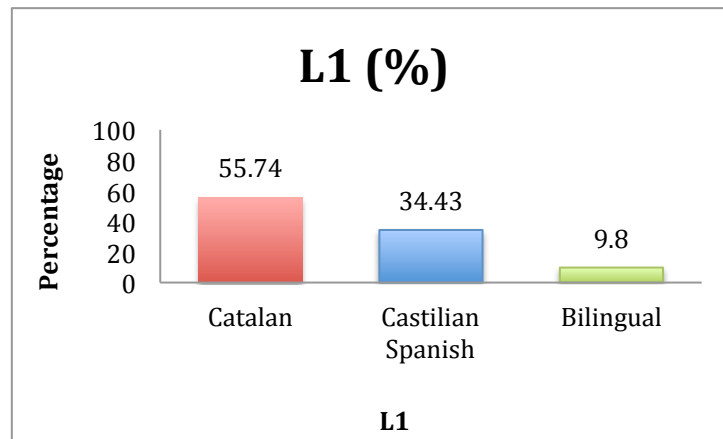
Figure 3 shows the distribution of participants according to their field of studies.

**Figure 3: Participant sample distributed according to their current studies**



Determining students' L1 may be a difficult issue in multilingual societies. Students' L1 was defined based on their productive language with their parents. If the student either spoke only Catalan to both parents, or Catalan to one parent but mixed languages when speaking to the other parent, the student was given an L1 of Catalan. The same was true in the case of Castilian Spanish (except, of course, the student was given an L1 of Castilian Spanish in this case). Finally, if the student spoke only in Castilian Spanish to one parent but only in Catalan to another, the student was given a bilingual L1. To maintain a more homogenous population, I excluded any students whose L1 was not Castilian Spanish, Catalan, or both. The following figure presents this data.

**Figure 4: Participant sample distributed according to their L1**



As far as language proficiency is concerned, all participants in the present study are Catalan-Spanish bilinguals, as is the norm in Catalonia thanks to its education system, especially among youth (Vila, 2008: 172). Indeed, according to participants' language self-assessment, 100% of students rated themselves as having native proficiency in their L1 and either native or advanced proficiency in the other language. Only one student rated herself as having intermediate proficiency in the other language.

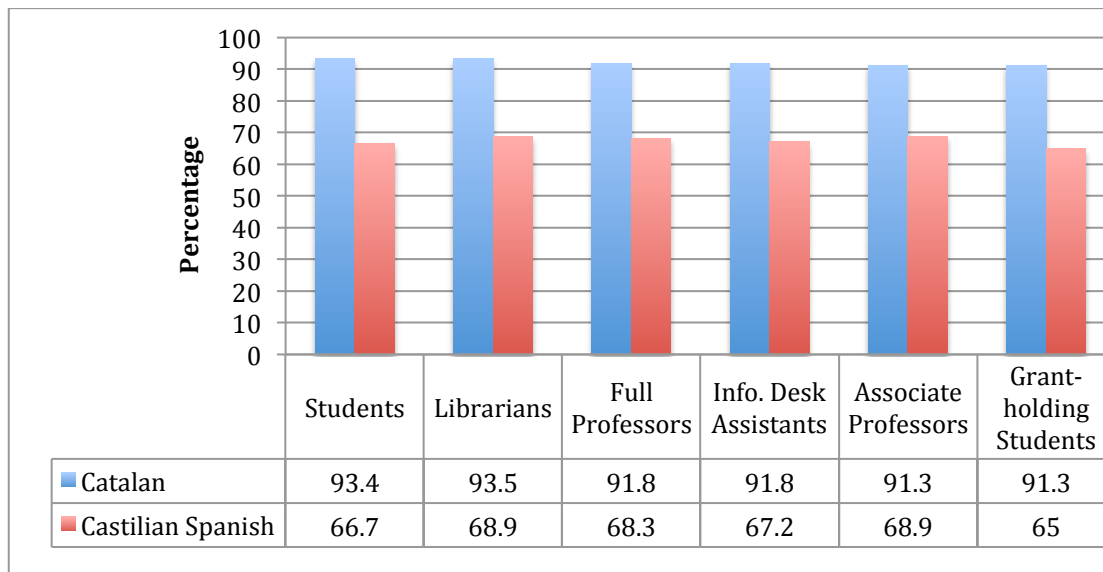
#### 4.1.2. The informants' language practices

While all informants are bilingual, not all of them use both languages with all interlocutors. Not all informants declared that they used both languages at the university, but 100% of participants with L1 Catalan used Catalan with interlocutors, and 78% of L1 Castilian Spanish speakers said that they used Catalan with interlocutors. 97% of bilingual L1 speakers used Catalan with interlocutors. 46% of participants with L1 Catalan used Castilian Spanish with interlocutors, and 99% of L1 Castilian Spanish speakers said that they used Castilian Spanish with interlocutors. 80% of bilingual L1 speakers used Castilian Spanish with interlocutors. Figure 5 reveals these patterns.

I have maintained the same order of interlocutors as appeared in the questionnaire; they were mixed in order to blur the idea of social status when students were answering the questions.



Figure 5: Languages participants spoke with interlocutors at university (by percentages)



#### 4.2. The use of *T/V* pronouns in Catalan and Castilian

##### 4.2.1. Use of *T/V* within the family and with relatives

With parents, aunts and uncles, all participants used only *T*. The following tables show participants' *T/V* use with grandparents. Because such a small percentage of participants used *V* with grandparents, no statistical tests were carried out.

These results are consistent with previous studies in terms of *T/V* use with immediate families. In both her 2006 and 2010 studies, Sanromán found that 100% of students used *T* with their immediate families (except for grandparents), which was also confirmed by Alba de Diego and Sáncho Lobato's 1980 study in Madrid, Aguado Candanedo's 1981 study in Bilbao (as cited in Sanromán 2006: section 4.1.1; Sanromán 2010: 741), Esteruelas' 2006 study in Valladolid (Esteruelas, 2006), Curiel's 2011 study in the Extremadura region (Curiel, 2011: 109) and Molina's 1988 and 2000 studies in Madrid (Molina, 2002: 105).

**Table 1: Language spoken to Maternal Grandparents\* *T/V* used to address Maternal Grandparents  
Crosstabulation**

			<i>T/V</i> Address to Mat. Grandparents			Total
			<i>T</i>	<i>V</i>	<i>Vós</i>	
Language spoken to Maternal Grandparents	Catalan	N	28	1	3	32
		%	87.5%	3.1%	9.4%	100%
	Castilian Spanish	N	22	0	0	22
		%	100%	0%	0%	100%
	Both	N	2	0	0	2
		%	100%	0%	0%	100%
	Other	N	1	0	0	1
		%	100%	0%	0%	100%

**Table 2: Language spoken to Paternal Grandparents\* *T/V* used to address Paternal Grandparents  
Crosstabulation**

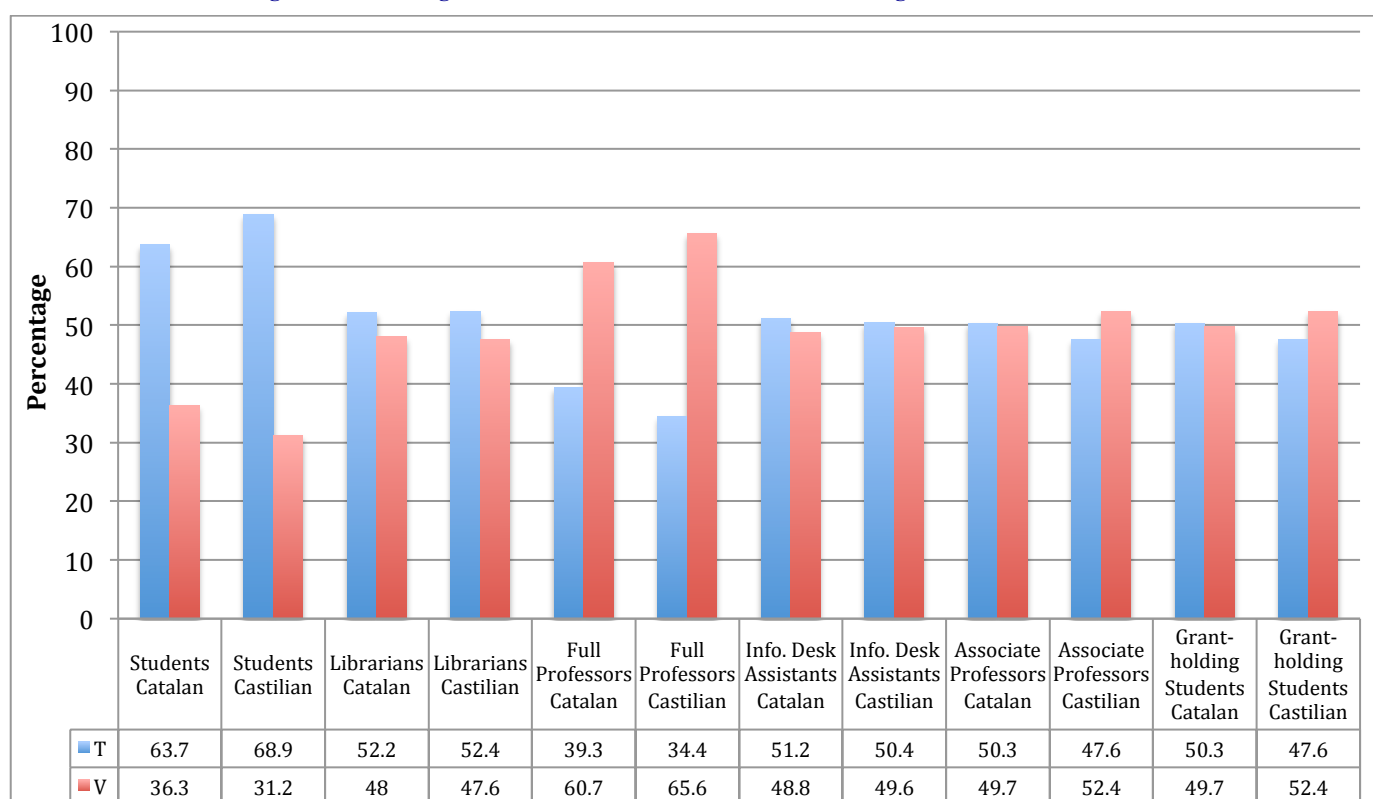
			<i>T/V</i> Address to Pat. Grandparents			Total
			<i>T</i>	<i>V</i>	<i>Vós</i>	
Language spoken to Paternal Grandparents	Catalan	N	27	1	1	29
		%	93.1%	3.4%	3.4%	100%
	Castilian Spanish	N	19	1	0	20
		%	95.0%	5.0%	0%	100%
	Both	N	3	0	0	3
		%	100%	0%	0%	100%

Interestingly, my results differed from Sanromán's in that all of my participants who spoke Castilian Spanish to their grandparents (maternal and paternal) used *T*. The variation in my results, which Sanromán and Curiel saw among Castilian Spanish-speakers in their studies, occurred only among students who spoke Catalan to their grandparents in my study. In her 2010 study, Sanromán found that 96% of respondents in Cádiz used *T* with grandparents (Sanromán, 2010: 741), while only 79% of students in Santiago addressed their grandparents with *T* (Sanromán, 2006: 4.1.1). In her 2011 study of youth in the region of Extremadura, Curiel found that 85.72% of her participants used *T* with grandparents, while 14.28% used *T* (Curiel, 2011: 109). Therefore, my results for Castilian Spanish speakers were different from the results from previous studies in Cádiz, Galicia and Extremadura.

#### 4.2.2. Use of *T/V* at university

We will now move to analyzing *T/V* choices with different interlocutors at the university. Since age is such an important variable, the interlocutors were divided by age in the questionnaire. We will first have a look at the aggregated data. By doing so, we are aware that we may be overestimating the weight of older students or younger full professors, for example. We will next analyze nonaggregated data.

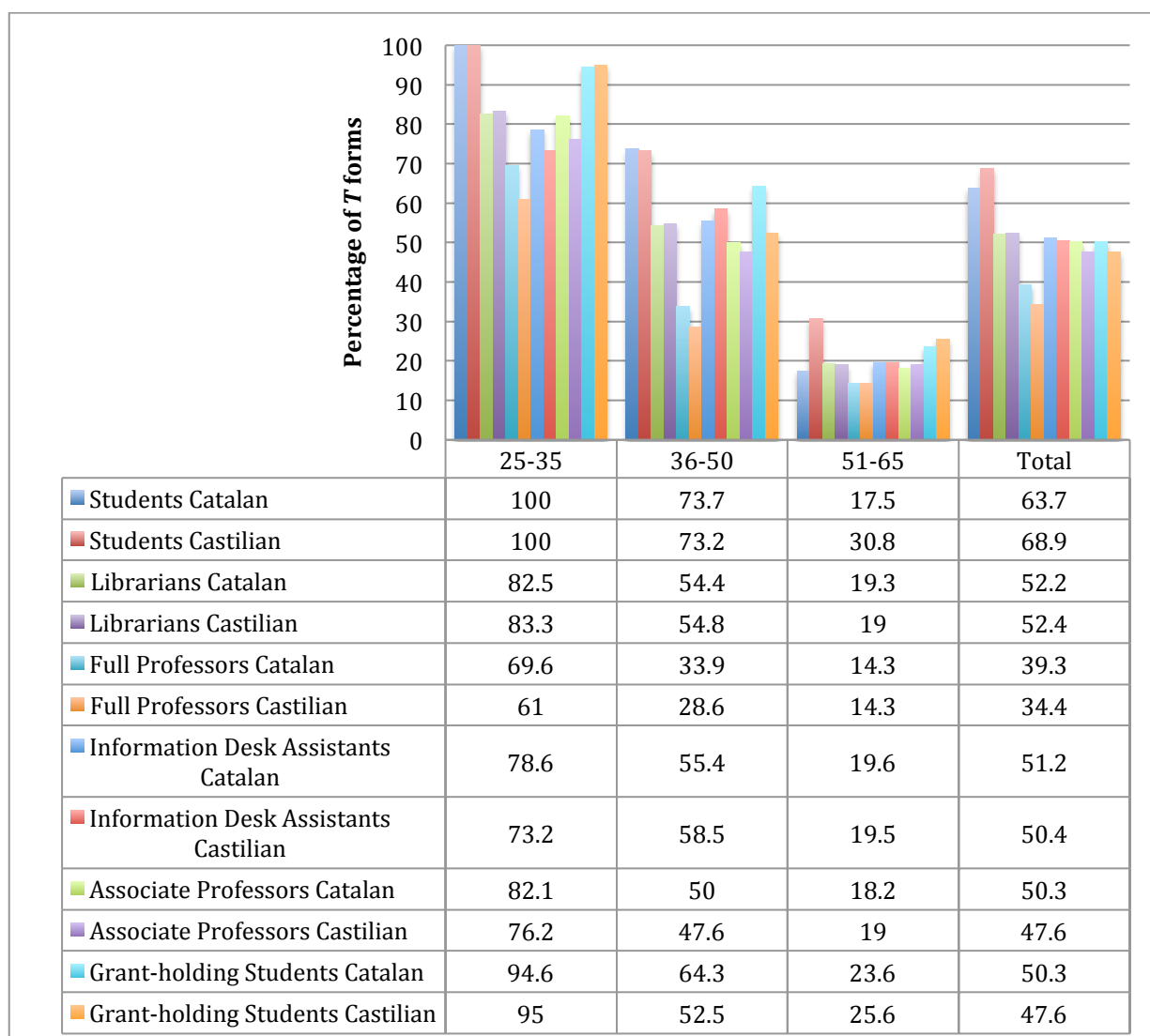
**Figure 6: Percentages of *T/V* use with interlocutors of various ages and social statuses**



While I know that it is very rare for full professors to be 25-35 years old, I included this age bracket to test the significance of age. These results suggest that age was more relevant than status. Additionally, students speaking to the above interlocutors in Catalan tended to use more informal address pronouns than those who spoke in Castilian Spanish.

**Table 3: Participants' T/V use with the following interlocutors of the following age ranges:**

		Age 25-35		Age 36-50		Age 51-65		Total	
		T	V	T	V	T	V	T	V
Students	Catalan	100	0	73.7	26.3	17.5	82.5	63.7	36.3
	Castilian	100	0	73.2	26.8	30.8	69.2	68.9	31.2
Librarians	Catalan	82.5	17.5	54.4	45.6	19.3	80.7	52.2	48
	Castilian	83.3	16.7	54.8	45.2	19.0	81.0	52.4	47.6
Full Professors	Catalan	69.6	30.4	33.9	66.1	14.3	85.7	39.3	60.7
	Castilian	61.0	39.0	28.6	71.4	14.3	85.7	34.4	65.6
Information Desk Assistants	Catalan	78.6	21.4	55.4	44.6	19.6	80.4	51.2	48.8
	Castilian	73.2	26.8	58.5	41.5	19.5	80.5	50.4	49.6
Associate Professors	Catalan	82.1	17.9	50.0	50.0	18.2	81.8	50.3	49.7
	Castilian	76.2	23.8	47.6	52.4	19.0	81.0	47.6	52.4
Grant-holding Students	Catalan	94.6	5.4	64.3	35.7	23.6	76.4	50.3	49.7
	Castilian	95.0	5.0	52.5	47.5	25.6	74.4	47.6	52.4

**Figure 7: Use of T forms according to interlocutors and age: Percentages**

Participants' *T/V* use in Catalan and Castilian Spanish was compared with each interlocutor and age group using Chi Square or Fisher's Exact Test when necessary and the result was that they were all significant even if the differences were slim (perhaps due to the small sample size). (See Appendix C).

In her 2006 study in Galicia, Sanromán found that 96% of her informants used *T* with students they were meeting for the first time (Sanromán, 2006: section 4.2.2), which was a much higher percentage than my results revealed. This was most likely because Sanromán did not divide the student interlocutors into age groups like I did in the present study. Sanromán (2010: 745) found that only 11% of students in Cádiz used *T* with professors that they barely knew. Among students in Santiago, 21% of students used *T* with professors they did not know well (Sanromán, 2006: 4.2.2). However, Sanromán did not specify the category of these professors, nor their ages, as I did in this study. In Esteruelas' 2006 study of Spanish-speaking students in Valladolid, he found that 85.14% of students used *V* with professors under the age of 30, which was a much higher percentage than my results (Esteruelas, 2006). Additionally, his results showed that 92.85% of his participants used *V* with professors over the age of 40 (Esteruelas, 2006), which was also higher than my results.

## 5. Discussion

My results concerning participants' *T/V* use when addressing immediate family members (except grandparents) reflected the results of previous studies: 100% of participants used *T* (Sanromán, 2006: 4.1.1; Sanromán, 2010: 741; Curiel, 2011: 109). However, 100% of my participants who spoke Castilian Spanish to their grandparents also used *T*, which was a higher usage than the results found in Sanromán's and Curiel's studies (Sanromán, 2006: 4.1.1; Sanromán, 2010: 741; Curiel, 2011: 109). I saw more variety in the forms of address used by participants who spoke Catalan to their grandparents, including the use of *vós* by several participants, which was the only area in this study in which more than one person used *vós*. My initial hypothesis, that students would display slightly different patterns in their usage of pronominal forms of address when speaking Catalan because of Catalan's three pronouns of varying levels of formality, was correct in the instance of students' forms of address with their grandparents. The majority of students still favored *T* when addressing their grandparents, however.

Except when speaking to students, participants tended to use *T* more when speaking Catalan than when speaking Castilian Spanish. Additionally, results showed that when participants were speaking Castilian Spanish or Catalan, age was a more important factor than social status; with younger interlocutors, most participants tended to use *T*. In each category of social status, interlocutors in the oldest age range received more *V* pronouns than did the younger categories. However, social status did play an important role because with lower-status interlocutors in the lowest age group, such as students, participants unanimously used *T*; with the youngest higher-status interlocutors such as full professors, fewer participants used *T*. With older interlocutors, no matter the social status, more participants tended to use *V* over *T*; however, we saw the opposite trend as with younger interlocutors. When speaking to older low-status interlocutors like students, participants used *T* only in 17.5% of cases when speaking Catalan, and in 30.8% of cases when speaking Castilian Spanish. When speaking to older high-status interlocutors like full professors, participants also used *T* at a much lower rate than with younger full professors. With intermediate-status interlocutors like information desk assistants and librarians, participants tended to be more evenly divided on their use of *T/V* with younger assistants, but again, most participants used *V* more often with older members of these status groups.

Likewise, in her 2011 study of university students in the region of Extremadura, Curiel's results showed that age was most important deciding factor when participants were choosing an address pronoun (Curiel, 2011: 115). Molina (2002: 113) also concluded that age was the most influential factor in participants' pronoun choice based on the results from her 1988 and 2000 studies. She even stated that for two people meeting each other for the first time, age alone would indicate which address pronoun each person would use (Molina, 2002: 113).

The results of the present study revealed that (a) the students' *T/V* trends in Castilian Spanish were very similar to those from previous research; (b) the trends in Catalan were very similar to those in Castilian Spanish, even though students tended to use *T* significantly more in Catalan than in Castilian Spanish; and (c) when age and status were combined, there seemed to be slight but significant differences between Catalan and Castilian Spanish.

## **6. Conclusion**

This study investigated students' use of pronominal forms of address with interlocutors of different social statuses and age groups when speaking Catalan vs. when speaking Castilian

Spanish. Bearing in mind that more than half of the L1 Catalan participants did not use Castilian Spanish with certain interlocutors, and a few of the L1 Castilian Spanish participants did not report using Catalan with certain interlocutors, results showed that participants' address pronoun choices were similar despite differences in language choice. This suggests that a process of linguistic convergence between Catalan and Castilian Spanish is taking place, even though their speakers are not always shared.

The results of this study revealed that there were more similarities in address pronoun use between Catalan and Castilian Spanish when participants spoke to younger interlocutors: *T* was the more common form with this age group. With older interlocutors, participants who spoke Castilian Spanish tended to use *T* slightly more than when speaking Catalan. Finally, with middle-aged interlocutors, participants tended to use *T* more when speaking Catalan than when speaking Castilian Spanish.

My results suggested that age was a more influential variable than status, as I had originally hypothesized, but further research would be necessary to confirm this conclusion.

Even though there are three pronouns of varying levels of formality in the Catalan language, most participants did not utilize all three, as I had originally hypothesized. Because only one participant used *vós* with interlocutors other than grandparents, I did not count his results separately in order to not skew the data.

In terms of comparing my results to Sanromán's 2006 and 2010 results, I found that the general trends were similar to mine, but the fact that I took age into account quite likely led to the variance that I found in my study.

The results from the present study reflected the concepts that we saw in the literature review, such as the role of politeness in social indexing: the speaker's address pronoun choice demonstrated the status of his or her social relationship with the interlocutor (Kasper, 1990; Brown & Gilman, 1960). Participants perceived the difference in their own age and that of their interlocutor, followed by the interlocutor's social status as compared to their own, as indicators of the formality of address that they should use with the interlocutor.

This study should be regarded for scientific purposes as a pilot study because I developed the questionnaire for this study and it has not been used in any other studies. Likewise, my results cannot be generalized. Possible limitations of the study include the following: I did not take a random sample of students in Barcelona, but used intact classes in the philology departments of UB, and therefore my results cannot be generalized to speak for all students at UB or in Barcelona; I analyzed only several variables of the many possible variables that could have been considered; I relied on students' self-reports to ascertain their L1 and proficiency in Catalan and Castilian Spanish (if not their L1); and I used only a questionnaire to determine students' *T* and *V* use. Future studies could examine audio and/or audiovisual recordings of students' natural speech with the specific interlocutors at the university to record data from real-life situations. Future studies could also analyze the variable of proximity, explore the relationship between all three variables (age, social status, and proximity), look into *T/V* use in the workplace, and investigate correlations between *T/V* use and L1, sex, studies, and participants' receptive and productive language use.

**Glossary:**

*T* = *tú* or *tu*

*V* = *usted* or *vostè* or *vós* or *usted* + *tú* or *vostè*+*tu*

UB = University of Barcelona



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## Appendix

### A. Questionnaire: the present study

#### 1. Catalan version

#### QÜESTIONARI DE TRACTAMENT PERSONALS

El següent qüestionari tracta sobre l'ús de "tu" i "vostè" en català i castellà, tema d'estudi d'un Treball Final de Màster de Lingüística Aplicada de la Universitat de Barcelona.

Completar el qüestionari et portarà al voltant de **15-20** minuts. No has de respondre totes les preguntes. Els qüestionaris són anònims i només seran usats per al propòsit mencionat anteriorment.

1. Sexe:  M  F                      2. Data de naixement: \_\_\_\_\_ (dd/mm/aa)

3. On vas néixer (ciutat, país)? \_\_\_\_\_

4. Si vas néixer a fora de Catalunya, quan vas arribar a Catalunya? \_\_\_\_\_

5. A quina població vius? (Si és Barcelona, a quin barri?)

Durant la setmana \_\_\_\_\_ Durant el cap de setmana \_\_\_\_\_

#### I. USOS EN FAMÍLIA

Marca la resposta adequada. Si cal, pots marcar més d'una opció o no marcar-ne cap, segons sigui el cas.

6.1. AL MEU PARE normalment li parlo en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		
6.2. EL MEU PARE normalment em parla en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		
7.1. A LA MEVA MARE normalment li parlo en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		
7.2. <u>LA MEVA MARE</u> normalment em parla en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		
8.1 AMB ELS MEUS AVIS MATERNNS normalment parlo en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		
8.2 ELS MEUS AVIS MATERNNS normalment em parlen en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                      )		

9.1. AMB ELS MEUS AVIS PATERNS normalment parlo en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                    )		
9.2. ELS MEUS AVIS PATERNS normalment em parlen en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                    )		

10.1 AMB ELS MEUS TIETS / TIETES normalment parlo en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                    )		
10.2. ELS MEUS TIETS / TIETES normalment em parlen en	<input type="checkbox"/> català	utilitzant	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellà		
	<input type="checkbox"/> altra		
	(                    )		

## II. A LA UNIVERSITAT

### 11. Actualment estudies...

- Filologia Catalana**  
 **Filologia Hispànica**  
 **Lingüística**  
 **Llengües i Literatures Modernes (quines?)** \_\_\_\_\_  
 **Estudis Literaris**  
**Altres (quins?):** \_\_\_\_\_

A.) A la teva vida universitària, quina forma utilitzes *al parlar per primera vegada amb algú EN CATALÀ?* (si no utilitzes el català en aquests contextos, passa a l'apartat B de la pregunta)

**Com et dirigeixes a...?**

**Com es dirigeix(en) a tu?**

Edat:	25-35	36-50	51-65	Edat:	25-35	36-50	51-65
12.1. Estudiant	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	12.2. Estudiant	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
13.1. Bibliotecari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	13.2. Bibliotecari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
14.1. Professor (catedràtic)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	14.2. Professor (catedràtic)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
15.1. Bidell	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	15.2. Bidell	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
16.1. Professor (lector/ associat)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	16.2. Professor (lector/ associat)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
17.1. Becari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	17.2. Becari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós

B.) A la teva vida universitària, quina forma utilitzes *al parlar per primera vegada amb algú EN CASTELLÀ?* (si no utilitzes el castellà en aquests contextos, passa a l'apartat C de la pregunta)

**Com et dirigeixes a...?**

**Com es dirigeix(en) a tu?**

Edat:	25-35	36-50	51-65	Edat:	25-35	36-50	51-65
18.1. Estudiant	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	18.2. Estudiant	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
19.1. Bibliotecari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	19.2. Bibliotecari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
20.1. Professor (catedràtic)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	20.2. Professor (catedràtic)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
21.1. Bidell	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	21.2. Bidell	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
22.1. Professor (lector/ associat)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	22.2. Professor (lector/ associat)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
23.1. Becari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	23.2. Becari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted

C.) A la teva vida universitària, quina forma utilitzes *quan ja fa temps que us coneixeu, parlant EN CATALÀ?* (Si no utilitzes el català en aquests contextos, passa a l'apartat D de la pregunta)

**Com et dirigeixes a...?**

**Com es dirigeix(en) a tu?**

Edat:	25-35	36-50	51-65	Edat:	25-35	36-50	51-65
24.1. Estudiant	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	24.2. Estudiant	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
25.1. Bibliotecari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	25.2. Bibliotecari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
26.1. Professor (catedràtic)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	26.2. Professor (catedràtic)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
27.1. Bidell	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	27.2. Bidell	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
28.1. Professor (lector/ associat)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	28.2. Professor (lector/ associat)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
29.1. Becari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	29.2. Becari	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós

D.) A la teva vida universitària, quina forma utilitzes *quan ja fa temps que us coneixeu, parlant EN CASTELLÀ?* (Si no utilitzes el castellà en aquests contextos, passa a la pregunta [36](#))

**Com et dirigeixes a...?**

**Com es dirigeix(en) a tu?**

Edat:	25-35	36-50	51-65	Edat:	25-35	36-50	51-65
30.1. Estudiant	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	30.2. Estudiant	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
31.1. Bibliotecari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	31.2. Bibliotecari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
32.1. Professor (catedràtic)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	32.2. Professor (catedràtic)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
33.1. Bidell	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	33.2. Bidell	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
34.1. Professor (lector/ associat)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	34.2. Professor (lector/ associat)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
35.1. Becari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	35.2. Becari	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted



## III. USOS EN EL LLOC DE TREBALL

36. Treballes actualment?  No (*vés a la pregunta número 43*)  
 A temps parcial  
 A temps complet

Marca la resposta adequada: *Tu/Tú* o *Vostè/Usted*. Si la pregunta no et concerneix (per exemple, si no treballes), no responguis res. Si és necessari, pots marcar les dues o les tres opcions (*tú/tu, vostè/usted, i vós/vos*).

Parlant en CATALÀ, com et dirigeixes a...?				Parlant en CATALÀ, com es dirigeix(en) a tu?			
	Tu	Vostè	Vós		Tu	Vostè	Vós
37.1 Els companys de feina que ocupen la mateixa posició jeràrquica que tu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.2 Els companys de feina que ocupen la mateixa posició jeràrquica que tu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.11. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.12. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.13. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.1. Els companys de feina jeràrquicament superiors				38.2. Els companys de feina jeràrquicament superiors			
38.11. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.12. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.13. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.1. Els companys de feina jeràrquicament subordinats				39.2. Els companys de feina jeràrquicament subordinats			
39.11. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.12. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.13. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parlant en CASTELLÀ, com et dirigeixes a...?			Parlant en CASTELLÀ, com es dirigeix(en) a tu?		
	tú	usted		tú	usted
40.1. Els companys de feina que ocupen la mateixa posició jeràrquica que tu	<input type="checkbox"/>	<input type="checkbox"/>	40.2. Els companys de feina que ocupen la mateixa posició jeràrquica que tu	<input type="checkbox"/>	<input type="checkbox"/>
40.11. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	40.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>
40.12. més joves	<input type="checkbox"/>	<input type="checkbox"/>	40.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>
40.13. més grans	<input type="checkbox"/>	<input type="checkbox"/>	40.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>
41.1. Els companys de feina jeràrquicament superiors			41.2. Els companys de feina jeràrquicament superiors		
41.11. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	41.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>
41.12. més joves	<input type="checkbox"/>	<input type="checkbox"/>	41.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>
41.13. més grans	<input type="checkbox"/>	<input type="checkbox"/>	41.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>
42.1. Els companys de feina jeràrquicament subordinats			42.2. Els companys de feina jeràrquicament subordinats		
42.12. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>	42.21. de la mateixa edat	<input type="checkbox"/>	<input type="checkbox"/>
42.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>	42.22. més joves	<input type="checkbox"/>	<input type="checkbox"/>
42.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>	42.23. més grans	<input type="checkbox"/>	<input type="checkbox"/>

## IV. EN GENERAL

43. Hi ha algun cas en què dubtis entre tractar algú de *tú/tu*, de *usted/vostè* o de *vos/vós*?

SÍ                       NO

43.1. Si la resposta ha estat afirmativa, intenta especificar en quins casos:

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43.2. Com soluciones el problema?

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44. Com canvis de *vostè/usted* a *tu/tú*? I de *tu/tú* a *vostè/usted*?

---



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45. Si no és la teva llengua familiar, diries que el teu nivell de català/castellà és...:

Català:  Nadiu             Bo             Regular  Baix             Nul

Castellà:             Nadiu             Bo             Regular  Baix             Nul

**Moltes gràcies per la teva ajuda!**

[Alexandra Osváth](mailto:ako5e@virginia.edu)  
[ako5e@virginia.edu](mailto:ako5e@virginia.edu)

[Màster de Lingüística Aplicada i Adquisició de Llengües en Contextos Multilingües](#)  
[Universitat de Barcelona, curs 2013-2014](#)

## Appendix

### A. Questionnaire: the present study

#### 2. Castilian Spanish version

## CUESTIONARIO DE TRATAMIENTO PERSONAL

El siguiente cuestionario trata sobre el uso de "tú" y "usted" en catalán y castellano, tema de estudio para un trabajo de fin de máster en Lingüística Aplicada en la Universitat de Barcelona.

Completarlo lleva alrededor de 15-20 minutos. No tienes porqué responder todas las cuestiones. Los cuestionarios tienen carácter anónimo y serán usados únicamente para este propósito.

1. Sexo:  M  F                      2. Fecha de nacimiento: \_\_\_\_\_ (dd/mm/aa)

6. ¿Dónde naciste (ciudad, país)? \_\_\_\_\_

7. Si naciste fuera de Catalunya, ¿cuándo llegaste a Catalunya? \_\_\_\_\_

8. ¿En qué localidad vives? (Si es en Barcelona, en qué barrio?)

Durante la semana \_\_\_\_\_ Durante el fin de semana \_\_\_\_\_

### I. USOS EN FAMILIA

Marca la respuesta adecuada. Puedes marcar más de una opción si es necesario, o nada según el caso.

6.3. A MI PADRE le hablo normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		
6.4. MI PADRE me habla normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		

7.1. A MI MADRE le hablo normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		
7.2. MI MADRE me habla normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		

8.1 A MIS ABUELOS MATERNOS les hablo normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		
8.2 MIS ABUELOS MATERNOS me hablan normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                      )		

9.1. A MIS ABUELOS PATERNOS les hablo normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                    )		
9.2. MIS ABUELOS PATERNOS me hablan normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                    )		

10.1 A MIS TÍOS/TÍAS les hablo normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                    )		
10.2. MIS TÍOS/TÍAS me hablan normalmente en	<input type="checkbox"/> catalán	usando	<input type="checkbox"/> tu/tú <input type="checkbox"/> vostè/usted <input type="checkbox"/> vós/vos
	<input type="checkbox"/> castellano		
	<input type="checkbox"/> otra		
	(                    )		

V. EN LA UNIVERSIDAD

11. Actualmente estudias...
- Filología Catalana
  - Filología Hispánica
  - Lingüística
  - Lenguas y literaturas modernas (¿cuáles?) \_\_\_\_\_
  - Estudios literarios
  - Otros (cuáles):** \_\_\_\_\_

A.) En tu vida universitaria, ¿qué forma utilizas normalmente con los siguientes interlocutores *al hablarse por primera vez EN CATALÁN?* (Si no usas el catalán en estos contextos, pasa a la tabla B)

¿Cómo te diriges a...?

¿Cómo se dirige(n) a ti?

Edad:	25-35	36-50	51-65	Edad:	25-35	36-50	51-65
12.1. Estudiante	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	12.2. Estudiante	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
13.1. Bibliotecario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	13.2. Bibliotecario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
14.1. Profesor (catedrático)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	14.2. Profesor (catedrático)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
15.1. Bedel	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	15.2. Bedel	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
16.1. Profesor (lector/ asociado)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	16.2. Profesor (lector/ asociado)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
17.1. Becario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	17.2. Becario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós

B.) En tu vida universitaria, ¿qué forma utilizas normalmente con los siguientes interlocutores *al hablarse por primera vez EN CASTELLANO?* (Si no usas el castellano en estos contextos, pasa a la tabla C)

¿Cómo te diriges a...?

¿Cómo se dirige(n) a ti?

Edad:	25-35	36-50	51-65	Edad:	25-35	36-50	51-65
18.1. Estudiante	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	18.2. Estudiante	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
19.1. Bibliotecario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	19.2. Bibliotecario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
20.1. Profesor (catedrático)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	20.2. Profesor (catedrático)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
21.1. Bedel	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	21.2. Bedel	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
22.1. Profesor (lector/ asociado)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	22.2. Profesor (lector/ asociado)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
23.1. Becario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	23.2. Becario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted

C.) En tu vida universitaria, ¿qué forma utilizas normalmente con los siguientes interlocutores *cuando ya hace tiempo que os conocéis, hablando EN CATALÁN?* (Si no usas el catalán en estos contextos, pasa a la tabla D)

¿Cómo te diriges a...?

¿Cómo se dirige(n) a ti?

Edad:	25-35	36-50	51-65	Edad:	25-35	36-50	51-65
24.1. Estudiante	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	24.2. Estudiante	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
25.1. Bibliotecario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	25.2. Bibliotecario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
26.1. Profesor (catedrático)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	26.2. Profesor (catedrático)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
27.1. Bedel	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	27.2. Bedel	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
28.1. Profesor (lector/ asociado)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	28.2. Profesor (lector/ asociado)	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós
29.1. Becario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	29.2. Becario	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós	<input type="checkbox"/> tu <input type="checkbox"/> vostè <input type="checkbox"/> vós

D.) En tu vida universitaria, ¿qué forma utilizas normalmente con los siguientes interlocutores *cuando ya hace tiempo que os conocéis, hablando EN CASTELLANO?* (Si no usas el castellano en estos contextos, pasa a la pregunta 36)

¿Cómo te diriges a...?

¿Cómo se dirige(n) a ti?

Edad:	25-35	36-50	51-65	Edad:	25-35	36-50	51-65
30.1. Estudiante	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	30.2. Estudiante	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
31.1. Bibliotecario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	31.2. Bibliotecario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
32.1. Profesor (catedrático)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	32.2. Profesor (catedrático)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
33.1. Bedel	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	33.2. Bedel	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
34.1. Profesor (lector/ asociado)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	34.2. Profesor (lector/ asociado)	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted
35.1. Becario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	35.2. Becario	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted	<input type="checkbox"/> tú <input type="checkbox"/> usted

## VI.

## USOS EN EL LUGAR DE TRABAJO

- 36. ¿Actualmente trabajas?**  **No (pasa a la pregunta número 43)**
- A tiempo parcial**
- A tiempo completo**

Marca la respuesta adecuada: *Tú* o *Usted*. Si la pregunta no te concierne (por ejemplo, si no trabajas), no respondas nada. Si es necesario puedes marcar los dos o tres (*tú/tu, vostè/usted, y vós*).

¿Hablando en CATALÁN, cómo te diriges a...?				¿Hablando en CATALÁN, cómo se dirige(n) a ti?			
	Tu	Vostè	Vós		Tu	Vostè	Vós
37.1 Los compañeros de trabajo que ocupan la misma posición jerárquica que tú	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.2 Los compañeros de trabajo que ocupan la misma posición jerárquica que tú	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.11. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.12. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.13. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.1. Los compañeros de trabajo jerárquicamente superiores				38.2. Los compañeros de trabajo jerárquicamente superiores			
38.11. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.12. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.13. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.1. Los compañeros de trabajo jerárquicamente subordinados				39.2. Los compañeros de trabajo jerárquicamente subordinados			
39.11. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.12. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.13. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Hablando en CASTELLANO, cómo te diriges a...?			¿ Hablando en CASTELLANO, cómo se dirige(n) a tí?		
	tú	usted		tú	usted
40.1. Los compañeros de trabajo que ocupan la misma posición jerárquica que tú	<input type="checkbox"/>	<input type="checkbox"/>	40.2. Los compañeros de trabajo que ocupan la misma posición jerárquica que tú	<input type="checkbox"/>	<input type="checkbox"/>
40.11. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	40.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>
40.12. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	40.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>
40.13. mayores	<input type="checkbox"/>	<input type="checkbox"/>	40.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>
41.1. Los compañeros de trabajo jerárquicamente superiores			41.2. Los compañeros de trabajo jerárquicamente superiores		
41.11. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	41.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>
41.12. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	41.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>
41.13. mayores	<input type="checkbox"/>	<input type="checkbox"/>	41.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>
42.1. Los compañeros de trabajo jerárquicamente subordinados			42.2. Los compañeros de trabajo jerárquicamente subordinados		
42.12. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>	42.21. de la misma edad	<input type="checkbox"/>	<input type="checkbox"/>
42.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	42.22. más jóvenes	<input type="checkbox"/>	<input type="checkbox"/>
42.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>	42.23. mayores	<input type="checkbox"/>	<input type="checkbox"/>

## VII. EN GENERAL

43. ¿Hay algún caso en el que dudes entre tratar a alguien de *tú/tu* o de *usted/vostè* o de *vos/vós*?

SÍ             NO

43.1. Si la respuesta ha sido afirmativa, trata de especificar en qué casos:

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43.2. ¿Cómo solucionas el problema?

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44. ¿Cómo pasas del *vostè/usted* al *tu/tú*? ¿Y del *tu/tú* al *vostè/usted*?

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45. Si no es tu lengua familiar, dirías que tu nivel de catalán/castellano es...:

Catalán:     Nativo     Bueno     Regular     Bajo     Nulo  
Castellano:  Nativo     Bueno     Regular     Bajo     Nulo

**¡Muchas gracias por tu ayuda!**

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## Appendix

## B. Sanromán's Questionnaire (Sanromán 2006, 2010)

Anexo

CUESTIONARIO: tratamiento de *tú* / *usted*<sup>12</sup>

Sexo:

Profesión/ ocupación:

Fecha de nacimiento:

Lengua materna:

Rodee con un círculo la respuesta adecuada: *T* = *tú*, *V* = *usted*. Si la pregunta no le concierne (p. ej., si usted no tiene suegros), no responda nada. Si no está seguro/a del pronombre empleado, puede rodear los dos (*T* y *V*).

¿Cómo se dirige usted a...?

(¿Cómo te diriges a...?)

1. Su marido / esposa	T	V
2. Sus padres	T	V
3. Sus hermanos y hermanas	T	V
4. Sus abuelos	T	V
5. Sus tíos y tías	T	V
6. Su suegro	T	V
7. Su suegra	T	V

8.1. Sus amigos

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

8.2. Los amigos de la infancia / juventud que se encuentra actualmente

T V

9.1. Los compañeros de trabajo que ocupan la misma posición jerárquica que usted

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

9.2. Los compañeros de trabajo jerárquicamente superiores

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

9.3. Los compañeros de trabajo jerárquicamente subordinados

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

10. El profesor que lo/la conoce desde hace

a. varios años	T	V
b. poco tiempo	T	V

11. Otros estudiantes que usted

a. conoce	T	V
b. no conoce	T	V

12. Una persona que encuentra por primera vez

1. en la calle

a. de la misma edad	T	V
b. más joven	T	V

¿Cómo se dirige(n) a usted?

(¿Cómo se dirige(n) a ti?)

Su marido / esposa	T	V
Sus padres	T	V
Sus hermanos y hermanas	T	V
Sus abuelos	T	V
Sus tíos y tías	T	V
Su suegro	T	V
Su suegra	T	V

Sus amigos

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

Los amigos de la infancia / juventud que se encuentra actualmente

T V

Los compañeros de trabajo que ocupan la misma posición jerárquica que usted

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

Los compañeros de trabajo jerárquicamente superiores

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

Los compañeros de trabajo jerárquicamente subordinados

a. de la misma edad	T	V
b. más jóvenes	T	V
c. mayores	T	V

El profesor que lo/la conoce desde hace

a. varios años	T	V
b. poco tiempo	T	V

Otros estudiantes que usted

a. conoce	T	V
b. no conoce	T	V

Una persona que encuentra por primera vez

1. en la calle

a. de la misma edad	T	V
b. más joven	T	V

<sup>12</sup> En el cuestionario entregado a los alumnos del colegio de Coruxo se han suprimido las preguntas 8.2, 9.1, 9.2, 9.3 y 12.3.

c. mayor	T	V	c. mayor	T	V
2. en casa de unos amigos			2. en casa de unos amigos		
a. de la misma edad	T	V	a. de la misma edad	T	V
b. más joven	T	V	b. más joven	T	V
c. mayor	T	V	c. mayor	T	V
3. en el trabajo			3. en el trabajo		
a. de la misma edad	T	V	a. de la misma edad	T	V
b. más joven	T	V	b. más joven	T	V
c. mayor	T	V	c. mayor	T	V

13. ¿Tutea usted fácilmente a una persona de su mismo sexo?                    SÍ        NO

13.1. Si su respuesta es afirmativa, ¿en qué situación (o situaciones) de las mencionadas aquí arriba?

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14. Aparte de la edad, el grado de conocimiento, la situación jerárquica o el sexo del interlocutor/a, ¿hay otros factores que le influyan en la elección del pronombre de tratamiento (p. ej., el contexto del encuentro (laboral / ocio), el aspecto físico del interlocutor/a, la mutua simpatía...)?

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15. ¿Hay algún caso en el que usted dude entre tratar a alguien de *tú* o de *usted*?                    SÍ        NO

15.1. Si su respuesta es afirmativa, trate de especificar en qué casos

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15.2. Si su respuesta es afirmativa, ¿cómo soluciona usted el problema?

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16. ¿Cómo hace para pasar del *usted* al *tú*?

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## Appendix C

## Pearson Chi Square and Fisher's Exact Test Results

		Age 25-35	Age 36-50	Age 51-65
<b>Students</b>	<b>Language that used <i>T</i> significantly more</b>	(Both used <i>T</i> 100%)	Catalan	Castilian Spanish
	<b>Pearson Chi Square or Fisher's Exact Test</b>	—	( $p = .001$ )	( $p = .006$ )
<b>Librarians</b>	<b>Language that used <i>T</i> significantly more</b>	Castilian Spanish	Castilian Spanish	Catalan
	<b>Pearson Chi Square or Fisher's Exact Test</b>	( $p = .001$ )	( $c^2(1, N = 38) = 27.69, p < .001$ )	( $p < .001$ )
<b>Tenured Professors</b>	<b>Language that used <i>T</i> significantly more</b>	Catalan	Catalan	Both used <i>T</i> and <i>V</i> equally
	<b>Pearson Chi Square or Fisher's Exact Test</b>	( $p < .001$ )	( $p < .001$ )	( $p < .001$ )
<b>Information Desk Assistants</b>	<b>Language that used <i>T</i> significantly more</b>	Catalan	Castilian Spanish	Catalan
	<b>Pearson Chi Square or Fisher's Exact Test</b>	( $p < .001$ )	( $c^2(1, N = 37) = 22.81, p < .001$ )	( $p < .001$ )
<b>Associate Professors</b>	<b>Language that used <i>T</i> significantly more</b>	Catalan	Catalan	Catalan
	<b>Pearson Chi Square or Fisher's Exact Test</b>	( $p < .001$ )	( $c^2(1, N = 37) = 26.63, p < .001$ )	( $p < .001$ )
<b>Grant-holding Students</b>	<b>Language that used <i>T</i> significantly more</b>	Castilian Spanish	Catalan	Castilian Spanish
	<b>Pearson Chi Square or Fisher's Exact Test</b>	( $p = .002$ )	( $c^2(1, N = 36) = 32.19, p < .001$ )	( $p < .001$ )

**Note:** Results of only p-values indicate Fisher's Exact Test