# Motivation

Pragmatic skills usually do not receive dedicated, explicit instruction in L2 classrooms. This study aims to document how L1-English L2-Spanish speakers in university L2 Spanish classes at various proficiency levels produce politeness in information-seeking yes-no questions and imperatives, with a focus on intonational strategies. This research will help determine how parts of the L2 pragmatic and intonation systems are developed, both of which are understudied domains in L2 research.

# Background literature

## astruc2016intonational

Production of politeness strategies used by 14 adult L1 UK English beginner L2 Spanish and 12 L1 Spanish participants.

Native speaker data collected via discourse completion task, consisting of offers and requests controlled for social distance, power, and the cost of the request/offer.

28 speech acts of L2 speaker data collected by oral assignments recorded by students as part of their classwork. Assignments were randomly selected by tutor based on the student’s perceived proficiency by tutor. Students left telephone message for friend asking what they did last night, suggesting something they could do together that weekend, and request for a call back.

Investigated results through Brown and Levinson’s (1987) universal model of linguistic politeness and investigated intonation through the Autosegmental Metrical framework (Ladd 1996).

Native speakers combine use of different lexical and morpho-syntactic devices with specific intonational patterns.

L2 Spanish used limited range of morpho-syntactic strategies, reinforced with intonation that are often transferred from L1.

This is a novel study investigating intonational strategies of politeness in L2 Spanish. I would like to build off of this by having a larger sample size of speech acts, a range of proficiencies so that we can see how politeness strategies may develop, and a different elicitation task. Since the students are being evaluated for homework, this may not be representative of their most natural speech productions, as they may have practiced or repeated the audio various times to “get it just right”. Instead, I would like to use a discourse completion task.

## herrero2020perception

Perception of intonational strategies of politeness for commands and polite requests compared between 26 L1 Spanish speakers and 22 L1 Chinese L2 Spanish speakers. The L2 Spanish participants were in a B1 level Spanish course and had lived for at least 3 years in Spain before study.

Stimuli produced by 4 L1 Spanish speakers. 20 sentences, each produced twice: once as a command, once as a request, so 40 utterances total, 10 from each speaker, controlled for power, distance, and ranking of imposition.

Participants rated sentences on a 5-point Likert scale according to degree of politeness (1 = most impolite, 5 = most polite).

L2 Spanish perceived polite requests as less polite than L1 Spanish. L1 and L2 Spanish patterned similarly for politeness of commands. L2 Spanish don’t perceive prosodic cues of commands vs requests as clearly as L1 Spanish.

Suggests that L1 Chinese L2 Spanish don’t rely on prosodic cues as much for politeness. They may consider all imperatives as impolite.

## herrero2020unintentional

## estebas2014evaluation

## bernal2018teaching

## mennen2015beyond

## brown1987politeness

Vergis et al. (in press)

Caballero et al. (2018)

# Research questions

1. What strategies do L2 Spanish speakers use to express politeness at varying proficiency levels?
2. Is there L1 English influence in the production of politeness at the intonational level in L2 Spanish?

# Hypotheses

1. NEED TO SEE WHAT LITERATURE SAYS IS MOST COMMON STRATEGIES.
2. NEED TO SEE WHAT LILT MODEL SAYS. We expect to see that as L2 Spanish proficiency increases, the influence of L1 English will decrease. SOMETHING ABOUT STUDY ABROAD EXPERIENCE?

# Participants

How should I group proficiency levels? Low, medium, high?

How many participants would be needed in each group? Ask Joseph about power analysis?

# Methodology

Lextale.

Discourse completion task.

Motivation:

Astruc2016intonational used reading task. I want natural responses, regardless of if the students have difficulty in production. Will need to constrain the target response somehow so that it includes a word with a lot of sonorants.