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Intercultural differences: varieties of address strategies in a British academic setting

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Abstract

Address forms are fundamental to defining and negotiating human relationships. Their use enables people to identify themselves as part of a social group, to express common ground or degree of social distance with their interlocutor, to evaluate their addressee, and establish the kind of speech event they are in. Terms of address are closely linked to one's cultural value system. Due to migration, travel, new technologies and globalisation, languages and their address systems are increasingly in contact (Clyne, 2009). At a university setting people from different parts of the world meet and express their social standing, ethnic and cultural belonging, and other aspects of themselves through an exchange of address forms. This work investigates the norms of address used by students when addressing the teaching staff at the University of Huddersfield in England. It examines these norms as professed by students and considers possible salient variables such as cultural background, gender and length of time as a student in this setting which may affect students' use of address forms. The work discusses the norms with a particular focus on the similarities and differences in those employed by British and non-British students. The analysis is also focused on the interpersonal implications of address forms for phenomena such as politeness, appropriateness, and face. The discussion is carried out over topics such as students' motivation and preferences in address forms, the implied meaning of these address forms, and the academic staff's evaluation of the students and their preferences in address terms.

Keywords: address forms/terms, cultural background, gender, British students, non-British students, norms of address forms, power, solidarity, familiarity, accommodation, intimacy, deference, politeness, appropriateness, face.

1. Introduction

When people use language, they do more than just share factual information, thoughts, or feelings. People consciously, or sometimes even subconsciously, use language to define their relationship with their interlocutor, to identify themselves as part of a social group or their belonging to a specific culture, to assess a situation, or sometimes even to assess their addressee. By using language in a subtle way, people express their wishes to come close or distance themselves from others. All these functions are highlighted in one area of language – and that is terms of address. 'Address forms are the words speakers use to designate the person they are talking to, while they are talking to them' (Fasold, 1990: 1). It is said that the choice of a particular address form inevitably entails the expression of attitudes and feelings, and as a consequence, it is an evaluation of the interlocutor and the nature of the relationship holding between the participants (Formentelli, 2009).

As a research student, I am intrigued by terms of address and the implied deictic positioning of people. I found myself thinking about the ways in which I address people when I am at ease and I feel comfortable with them, and whether I would address differently people that I do not feel as comfortable with. I noticed the different techniques that I use when addressing my lecturers; the fact that I comfortably use first name when addressing certain members of the academic staff, and titles and last names with others. My hypothesis was that level of familiarity may be a factor that affects the use of address forms. I wondered if my being comfortable addressing certain academics with first name is because I know them better than those whom I address with titles and last names. As I am an international student, I also began to wonder if there might be a difference in the techniques I employ when addressing a member of the academic staff at the university where I study, and those my British colleagues would use in the same situation. I remember how the members of academic staff at the University of Huddersfield always insisted on me addressing them with first name and how I found it unusual to address someone with such a clear authority over me this way. Then I compared it to my Bulgarian background and our norms to always address our teachers or someone older than ourselves with a title and last name as a sign of respect and superiority. Schneider (2012: 1025) claims that 'norms can be expected to vary across different cultures'. My personal experience

supports this standpoint. However, would that mean that students in England with different cultural backgrounds would employ different techniques when addressing their lecturers? Clyne (2009) proposes that terms of address are fundamental to expressing human relations and are closely linked to cultural value systems. Some cultures, such as my own, may place more emphasis on the power and hierarchical order in society and insist on address forms that clearly exhibit these aspects. Others may prefer to veil power in favour of solidarity which may or may not ease the interaction. This implies that just because we are students at the same university and articulate the same language, we do not necessarily share a set of sociolinguistic rules. This recently realised cultural difference motivated my entire research and the implications it may have.

The literature reveals a number of studies in the area of address forms. In 1981 Rebecca Rubin conducted a survey in America focusing on the ideal traits and terms of address for male and female college professors. Rubin's (1981) results reveal that students use different address forms when addressing their teachers. Female students consistently use familiar address term, i.e. first name with their female professors, but afford male professors more status and power with the use of a title and last name. Rubin (1981) concludes that what may be in operation is a process of identification and assumed similarity with the younger female professors, especially when it comes to female students, who more often than males indicate symmetrical status by using the more familiar terms of address. The results of this study suggest that the gender of both the speaker and the addressee affects the use of address forms, which led to my hypothesis that female students would afford more power and status to the teaching staff than the male students would do.

Dickey (1997) sheds some light on the use of address forms and terms of reference in an academic setting, by analysing data from both British and American environments. The results reveal that there is a close relationship between the ways people address each other and refer to one another and that these two forms are generally the same, and when they differ, the difference depends on the person to whom the speaker is talking at the time s/he mentions the referent. The results display that factors causing the difference are status and age of the speaker, the addressee and the referent, the social distance between the people, and presence of power.

Bargiela et al. (2002) investigate the naming strategies in intercultural business encounters. The researchers focus on the common use of first names and the conveyed informality on the part of English native speakers when addressing non-acquainted people. Bargiela et al. (2002: 1) suggest that the use of familiar terms of address as a politeness strategy is 'an indicator of ease of communication with strangers'. However, one could argue that such strategies could be found offensive and inappropriate, if used with interlocutors with different cultural, ethnical, or linguistic background, or other factors distinguishing people from each other.

In 2009 Maicol Formentelli carried out a survey of the address forms in a British academic setting. Formentelli's (2009) data outlines an unmarked pattern of asymmetry between students and academic staff, where the students primarily employ formal[1] vocatives towards their lecturers, i.e. title and last name, whereas, the lecturers use first names. Additionally, the results reveal that formal strategies are employed towards the more powerful party, whereas informal strategies are used to address the less powerful interlocutor. Furthermore, a switch to a symmetrical relationship, i.e. the use of reciprocal informal[2] vocatives, is initiated by the superior and never by the inferior participant.

Based on the literature discussed above and again on the difference in my cultural background I began this research with the hypothesis that non-British students would employ more formal address forms than the ones that British students would. Additionally, I hypothesise that this difference is a consequence of different norms of address use.

My research aims to shed some light on the linguistic differences based on the different cultural background of students and bring up-to-date analysis on the matter. The study describes the use of address forms at the University of Huddersfield, and more precisely the Department of Linguistics and Modern Languages in the School of Music, Humanities, and Media. It analyses the norms of language use and the differences in terms of address in a British academic setting employed by both British

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[1] Formal vocatives refer to the address terms that exhibit deference and respect for the addressee. They are associated with distant and deferential student/lecturer relationship. Such address form are bare occupational titles, TLN, etc.
[2] Informal vocatives refer to the address terms that exhibit sameness and equality. They are associated with close and intimate students/lecturer relationship. Such address forms are FN or nicknames.

and non-British students. For this purpose, I administered a questionnaire with all the students at this department and analysed the collected data. Furthermore, I carried out interviews with the teaching staff. I analysed and compared the responses from British and non-British students and observed if the data exhibits a difference in the language forms students use towards the teaching staff. My overall hypotheses are that 1) non-British students more often report employing a formal address term than British students do. Additionally, the reason for this is divergent cultural norms; 2) students more often report employing a formal address term with teachers they know less well than with teachers they know better (so that formal address correlates negatively with level of familiarity); and 3) female students more often report employing formal address terms than male students do. In addition to these hypotheses concerning cultural background, gender and social interpersonal distance, my study also explores the possible effect of the situation in which students and staff encounter each other (see section 5.1 and appendix 3).

The aim of this study is to shed some light on intercultural communication and the importance of address forms. It is important for the understanding of human interaction from a linguistic and sociological standpoint. The results and analysis of my work link the possible motivation for choosing different address forms and the process of saving, maintaining, or losing one's face. Additionally, this work is also important for the implications it may have for fields such as English language teaching and a better understanding of the salient variable that is cultural background.

2. Literature review

Address forms are fundamental to defining and negotiating human relationships. Their use enables people to identify themselves as part of a social group, to express common ground or degree of social distance with their interlocutor, to evaluate their addressee, and establish the kind of speech event they are in. Terms of address are closely linked to one's cultural value system. Due to migration, travel, new technologies and globalisation, languages and their address systems are increasingly in contact (Clyne, 2009). At a university setting people from different parts of the world

meet and express their social standing, ethnical and cultural belonging, and other aspects of themselves through communication and exchange of address forms.

The focus of this work is on the use of address forms in a British academic setting. Before commencing the discussion on data collection, results and analysis of the current research, one needs to present the work previously done in this field. I begin by discussing the foundation theories on terms of address and some more recent studies on the topic, and discussing what determines the use of one address form over another. The discussion then moves on to the different effects of the use of address forms and the studies done on these topics.

2.1. Terms of address

'Address forms are the words speakers use to designate the person they are talking to while they are talking to them' (Fasold, 1990:1). In many languages, there are two kinds of address forms: names and second person pronouns. Fasold (1990) proposes that English speakers have it easy compared to speakers of most languages in the world. They only need to decide what name to use or can even avoid using any name at all for a long time. The English pronominal address system differs from that of almost all other European languages. Standard English has only one form for second person pronoun, for both singular and plural, and it is *you*. The use of this pronoun leads to ambiguity in evaluating the speaker's intention to employ a formal or informal address form. Speakers of other European languages (e.g. Spanish, French, Bulgarian, etc.), however, have different forms for second person singular and second person plural pronouns. Hence, the speakers of these other languages need to make a choice as to which pronoun they need to use. In these languages, the second person singular pronoun is used to address people who are either close to the speaker, or of lesser social standing, whereas, the second person plural pronoun is used to address people who deserve deference either because their social station is above the speaker's, or because the speaker does not have a sufficiently close personal relationship with them. However, it is not sufficient to look only at addressing people by name and second person pronoun, as there are languages, in which many other devices are used to express social relationships (Bean, 1978).

One of the most influential studies in the area of address forms and the social relationships they reveal is that of Brown and Gilman (1960), who discuss the use of second person pronoun in French, German, Italian, and Spanish. As a result of their study, Brown and Gilman (1960) propose that pronoun usage is governed by two semantics: *power* and *solidarity*. The power pronoun semantic, like the power relationship, is nonreciprocal. A person has power over another person to the degree that he or she can control the other person's behaviour. Such a relationship is assumed to be nonreciprocal because two people cannot have power over each other in the same area. In the same way, the power semantic governs the nonreciprocal use of the two pronouns. The less powerful person says **V** (the term that Brown and Gilman (1960) use to designate the deferential[3] pronoun, taking the first letter from Latin *vos*) to the more powerful one and receives **T** (the familiar pronoun, from Latin *tu*). The bases of power are several: older people are assumed to have power over younger people, parents over children, employer over employee, etc. However, since not all differences between people are connected with power, Brown and Gilman (1960) developed a second semantic – the solidarity semantic. Solidarity implies sharing between people, a degree of closeness and intimacy. This relationship is assumed to be reciprocal. In other words, if person A is close to person B, in the most natural states of affairs, then person B is close to person A. Wherever the solidarity semantic applies, then the same pronoun is used by both people. According to Brown and Gilman (1960), the solidarity semantic comes into play only where it does not interfere with the power semantic, i.e. between power equals. Fasold (1990), however, suggests that power and solidarity can conflict. Inspired by Brown and Gilman's (1960) research, Lambert and Tucker (1976) widen the scope of the field by suggesting that there is considerable variation in pronoun choice based on the background of the

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[3] Brown and Gilman (1960) use the term deferential as a synonym for polite and respectful. Brown and Levinson (1987: 81-82) use deference as a concept that signifies behaviour which indicates that its recipient is in some sense 'higher' – in terms of status, rank, authority, power and/or just general importance – than the producer. In other words, it is said or implied that the addressee is placed higher than the speaker on the vertical axis of their relationship. As opposed to Brown and Levinson's view, Scollon and Scollon's (2001) interpretation of deference denotes behaviour, which encodes a respectful distance between interlocutors. In this case, deference operates not on the vertical aspect of relations but on the horizontal one instead. In this work, I have adopted both views, as my interpretation is that one can address their interlocutor with an address form that acknowledges the addressee's higher status and power, but it does not necessarily mean that the speaker/addressee social relationship is distant. Or in other cases the speaker may wish to acknowledge the addressee's higher (in any aspect) station and also position oneself away from the interlocutor.

speaker, not only across languages but even within the same language and community, depending on the speaker's social class, sex, age and other social factors. Scotton and Zhu (1983) further developed an analysis on the basis of Brown and Gilman's (1960) model but made a distinction between familiarity, solidarity and power. A further discussion on the matter is carried out in section 6.1.1.1.

Brown and Gilman's (1960) work, while groundbreaking at the time, has also received some criticism. Muhlhausler and Harre (1990) criticize Brown and Gilman's system for its rigidity and its purely cognitive focus and argue instead for a more complex system based on markedness that includes at least the following additional factors: rank, status, office, generation, formality, informality, intimacy, social distance, high degree of emotional excitement. Morford (1997) as well as Belz and Kinginger (2002) further challenge Brown and Gilman's system as too semantic. Clyne et al. (2006: 314) call into question Brown and Gilman's (1960) linear progression from formal to informal address by arguing that 'changes in address systems are not necessarily linear but may be cyclical'. Formentelli (2009) suggests that the strong contrast between cyclical variation and Brown and Gilman's linear evolution of address behaviour necessitates a redefinition of the parameters of the model to account for the complex mechanisms underlying the phenomenon of address. Additionally, Clyne, Norrby and Warren (2009) point to the complexities but also to the flexibilities of address usage by suggesting a model based on different contexts, principles and factors.

One might suggest that it is noteworthy to explain the relevance between T and V pronoun forms and the choice of name one might use to address someone else. Fasold (1990) claims that such a choice is available for manipulation by speakers of English, as well as, in languages that have T and V. Additionally, Fasold (1990) suggests that in American English for example, although there are other options for addressing someone, the principle choices are between first name (FN) and title with last name (TLN), where FN is roughly analogous to T and TLN to V. The American English address system, in particular, has been analysed by Brown and Ford (1961) and Ervin-Tripp (1972), whose studies are considered to have become fundamental for the field. Brown and Ford (1961) propose that there are three patterns that are possible with the two forms: mutual exchange of FN, mutual exchange of TLN, and the nonreciprocal pattern in which a person gives FN and receives TLN. Brown and

Ford (1961) suggest that the two reciprocal patterns are governed by a single dimension, ranging from acquaintance to intimacy, whereas the nonreciprocal pattern is governed by two dimensions: age and occupational status. Brown and Ford (1961) broaden their study by including three additional forms of address: 1) title alone (T) – the most formal address term; 2) last name alone (LN) – less formal than TLN but not as intimate as FN; and 3) multiple names. Brown and Ford (1961) add that the pace of progression throughout the steps may vary, but one thing that could not happen is for the progression to move backwards. In other words, once a speaker has begun using FN, for instance, the speaker will never use TLN with the same addressee, unless the speaker expresses anger or reproof, or the speaker has begun the use of multiple names. Slobin et al. (1968) carry out a follow-up study whose results are in favour of Brown and Ford's (1961) findings.

Ervin-Tripp (1972) takes a quite different approach to the study of American English address forms use, where the author presents the address forms system as a series of choices, using Geoghegan's (1971) computer flow chart. She includes even more varieties of terms of address such as nickname and diminutive forms (NN), kinship terms (KT), professional title (PT), general title (GT), and honorific title (HT). Her results conclude that certain social aspects determine the choice of terms of address. More precisely, rank dominates age as a criterion. In other words, the older or more highly–ranked person decides how s/he will be addressed. For instance, it is possible for a younger or lower-status person to address an older or higher-status person by FN, but only if there is a dispensation. In an earlier work Brown (1965) investigates the social variables that influence the choice of terms of address in American society. Brown (1965) concludes that achieved status (e.g. occupation) is more dominant than ascribed status (e.g. sex), certain characteristics, such as maleness, seniority, and higher education, are more highly valued than their counterparts. Brown (1965) proposes that asymmetrical forms of address occur between people of unequal status (where the subordinate uses formal address form and receives familiar form) and symmetrical forms of address occur between people of equal status. Additionally, solidarity can also influence the address forms: i.e. the mutual use of formal address terms characterises the communication between strangers or new acquaintances, whereas mutual informal address forms are appropriate for relatives or close friends. Moreover, Brown (1965) suggests that informal terms of address exhibit intimacy when

used by both interlocutors, and condescension when used only by one of them. Similarly, the mutual use of formal address forms expresses remoteness, but deference when used by one person. Moreover, solidarity may be shown in everyday speech by adapting one's speech style towards or away from that of their interlocutor's. Thus, the perceived status of a speaker may increase with the increasing presence of solidarity. This phenomenon may be explained by Giles and Powesland's (1975) Speech Accommodation Theory, where interlocutors are assumed to adopt speech styles more like each other in order to create a favourable impression, or distance themselves from each other by consciously or subconsciously changing their speech style from that of their interlocutor's. Bowie (1996) proposes that problems arise when for instance, interlocutor A perceives status and solidarity in relation to interlocutor B differently from the perceptions of interlocutor B. In this case, the position in the space that represents a relationship in the mind of one speaker may not overlap with that of the other person. When the positions do not overlap the speech selected by one, or the other interlocutor will be perceived as inappropriate. In other words, if a person with a lower social standing chooses to adopt the speech style of a higher in social standing person (i.e. initiate a shift from using TLN to FN) without consent, this behaviour might be considered impolite and inappropriate.

The discussion on address forms continues in the 21st century, where researchers have focused their attention on the connections between address forms and social factors. Many researchers have done work on address forms and looked at address forms at schools, colleges and universities. Tainio (2011) and Lehtimaja (2011) have done some work on teacher oriented terms of address in classroom interaction. Afful (2006) conducts a study investigating address terms among university students in Ghana, following the concepts of Brown and Gilman (1960). Formentelli (2009) focusses on the asymmetrical relationship between student and lecturers in a British university, also following the principles of Brown and Gilman (1960). Takiff et al. (2001) focus on the status implications of students' terms of address for male and female professors, following the principles of Slobin et al. (1968). Others focus on address forms in ordinary interactions (Rendle-Short: 2010), terms of address in the organisation of turns at talk (Clayman: 2012), or the role of prefatory address terms (Clayman: 2013). Researchers like Clyne (2009), Hua (2010), Kroskrity (2004), Bargiela et al. (2002), Cameron (2007), Bargiela-Chiappini and Kádár, (2011) and

others have focused their attention on address forms and their link to expressing cultural values, which are further discussed in section 6 and its sub-sections.

The literature review thus far was focused only on factors which determine the use of one address form over another. However, it is not sufficient enough to only talk about these factors. It is also worth looking into the effects that the use of address forms create. These effects are created when the addressee evaluates the speaker's language style and in this case, use of address forms. Depending on factors such as social norms, expectations, situation, etc. the addressee may evaluate the speaker's address choice as polite or impolite, or as appropriate or inappropriate. The following sections discuss the concepts of in/appropriateness and im/politeness and the work done on these topics.

2.2. In/appropriate and im/polite behaviour

In the first generation of linguistic politeness studies, researchers such as Lakoff (1973), Brown and Levinson (1987) and Leech (1983) focus merely on politeness, and Lachenicht (1980) focusses on impoliteness. As a contrast, in the second generation of politeness studies, researchers such as Culpeper (1996) and Bousfield (2008) concentrate specifically on impoliteness as the opposite of politeness. Additionally, in further work, a broader perspective is adopted, where researchers such as Watts (2003), Locher (2004), Watts (2005) and Schneider (2012) investigate politeness in a wider context that includes not only impoliteness but also appropriateness and further related concepts. Meier (1995: 387) suggests that 'politeness is understood in terms of doing what is socially acceptable'. Early politeness theories, which are discussed in more details in the next sub-section, are criticised for their universalist claims and accused of ethnocentrism. Wierzbicka (1985: 146) for example proposes that 'features of English which have been claimed to be due to universal principles of politeness are shown to be language-specific and culture-specific'. Relevant to the present study is Clyne's (2009) proposition that terms of address are fundamental to expressing human relations and are closely linked to cultural value systems. Thus, one needs to bear in mind that a shared language does not necessarily mean a shared set of sociolinguistic rules. Schneider (2012: 1025) claims that 'norms can be expected to vary across

different cultures'. The standards and norms differ across cultures and communities, even in communities in which the same language is spoken (Schneider, 2012). What is considered appropriate behaviour in one community, however, may not be appropriate in another. With reference to terms of address, one could claim that it may be appropriate to address a member of academic staff with first name in England, but this may be considered inappropriate or rude in another country. Mills (2005: 266) makes the remark that politeness and impoliteness fall on 'a continuum of assessment'. Watts (2003: 248) suggests that 'it is only our feel of what is acceptable in such a situation that will allow us to perceive a participant's behaviour as appropriate'. In other words, 'in everyday practice im/politeness occurs not so much when the speaker produces behaviour but rather when the hearer evaluates that behaviour' (Eelen, 2001: 109). Watts (2005: xliii) also makes a distinction between appropriate and inappropriate behaviour, where the researcher uses the terms 'politic' and 'non-politic' behaviour. In addition, Watts (2005) claims that inappropriate, or non-politic, behaviour is always marked, whereas appropriate, or politic, behaviour can be either marked or unmarked. Marked appropriate behaviour is referred to as polite, whereas, unmarked appropriate behaviour is referred to as non-polite. Watts' (2005) belief is that non-polite behaviour is not noticed by the speakers as it is expected, whereas, marked behaviour is noticed. This applies to both polite behaviour, which is positively marked, and impolite behaviour, which is negatively marked. Further types of negatively marked and consequently, inappropriate behaviour, are extreme politeness, to which Watts (2005) refers to as over-polite, and extreme impoliteness referred to as rude. Consequently, appropriateness could be perceived as interrelated with politeness and its concepts. Thus one needs to discuss in further details politeness as a phenomenon.

2.3. Politeness

Politeness is part of the common behavioural heritage of humanity that has been discussed as 'culture-specific phenomenon' (Bargiela-Chiappini and Kádár, 2011: 2). Okamoto (1999) proposes that politeness is an ideology that varies over time and among individuals. Additionally, in an early work Lakoff (1977) inspired by Grice's

Cooperative Principle (Grice, 1975) discusses politeness as means by which cultures can be categorised. Lakoff (1977) proposes that politeness serves to avoid conflict, which legitimises the flouting of the maxims of the Cooperative Principle, that is, the ways in which people are assumed to convey information logically during an interaction. Cultures can be categorised depending on which rules are more prominent than others. Some say that British culture gives prominence to distance (Bargiela-Chiappini and Kádár, 2011) and also that higher degree of formality on language use implies greater politeness (Fraser, 1990; Sifianou, 2013); likewise, it is said that Japanese culture prefers deference (Bargiela-Chiappini and Kádár, 2011), while American cultural norms are based on showing intimacy (Cameron, 2007). People employ politeness strategies, both positive and negative, that function as approaching or distancing devices (Brown and Levinson, 1987). In terms of this study, one can assume that the address forms that students use toward the academic staff function like politeness strategies. The use of first name promotes closeness and intimacy, while title and last name promote the distance between the interlocutors.

Despite being criticised for it universalist claims, Brown and Levinson's (1987) theory is still one of the most influential ones in the field. The theory links the Cooperative Principle with the notion of face. Adapting Goffman's (1967) conceptualisation, Brown and Levinson (1987: 61) define 'face' as 'the public self-image that every member wants to claim for himself'. Brown and Levinson (1987) make a distinction between two types of face: positive and negative face. Positive face refers to the desire to be appreciated and approved of by others, whereas, negative face refers to the desire to be free from impositions. Brown and Levinson (1987:68) describe these two types of face as 'wants' of every member of the society, where the speaker wants their actions to be either desirable to others, or unimpeded by others. Moreover, Brown and Levinson's (1987) politeness is a manifestation of the interlocutor's face. In other words, the theory functions under the assumption that face is valuable and needs to be protected from threats. Brown and Levinson (1987) clarify that most speech acts can be perceived as face-threatening, either to the speaker, the hearer, or both. Thus, those face-threatening acts (FTAs) require softening devices, i.e. politeness strategies. Concerning the present study, address forms function as softening devices, which aim is to either protect or maintain both speaker's and addressee's faces. Their use is also relevant to the perceptions that the addressee creates about the speaker.

As I mentioned above, Brown and Levinson's (1987) model has received some criticism from researchers exploring the issues of face in non-western societies (e.g. Matsumoto, 1988; Nwoye, 1992; Mao, 1994). It is argued that the concept of face is broader than mere self-image with a positive and negative aspect to it since it involves social and moral aspects. Further studies such as these of Watts et al. (1992), Eelen (2001), Bargiela-Chiappini (2003), Watts (2003), O'Driscoll (2007) provide the argument that Brown and Levinson's (1987) conceptualisation of face is too narrow and individualistic, focusing only on one's psychological wants and desires. Additionally, Naomi (2008) argues that even though Brown and Levinson's (1987) claims for universal adaptability of their model is insufficient, one aspect could still be acknowledged as universal, and that is the existence of face itself. It should be noted that despote the fact that politeness strategies function as devices to protect the notion of face, face and politeness are not the same phenomena (Bargiela-Chiappini and Kádár, 2011). Therefore, in the next sub-section, I discuss the notion of face.

2.4. Face

In section 2.3 I discussed the notion of face through Brown and Levinson's (1987) perspective. Additionally, there are other interpretations of the same phenomenon. Goffman (1967:5) describes face as 'the positive social value a person effectively claims for himself by the line others assume he has taken during a particular interaction'. This concept presents face as something that is 'on loan [to a person] from society' (Goffman, 1967:10), which implies the possibility of change, of damage, or loss of face in actual encounters. Damage or face loss could occur either as a consequence of one's evaluation of their own behaviour as inappropriate, or their concession that the others have correctly evaluated their behaviour as inappropriate. Likewise, enhancement of face can occur as a result of the speaker's concomitant agreement with the addressee's evaluation' (Sifianou, 2011: 46). Similarly, Spencer-Oatey (2009) discusses the relation between face and identity by suggesting that cognitively the two are similar in the sense that both relate to the notion of self-image, and both comprise multiple self-aspects or attributes. Nonetheless, face is only associated with positively evaluated attributes that the claimant wants others to

acknowledge. And vice versa, with negatively evaluated attributes that the claimant wants others not to ascribe to them. Furthermore, Spencer-Oatey (2009) claims that people only feel a threat, loss, or gain of face when they perceive that an attribute they are claiming is not ascribed by others, or vice versa in the case of negatively evaluated traits.

As mentioned previously, when interacting, interlocutors try to maintain each other's faces. In order to achieve this, they employ strategies, such as using formal language or deferential terms of address. However, an extensive use of formal language is not directed only at protecting the addressee's negative face but also to protect or even enhance the speaker's own positive face (Bella and Sifianou, 2012). Some researchers (for example Simon, 2004; Schlenker and Pontari, 2000; Koutlaki, 2002; Spencer-Oatey, 2005; Ruhi, 2007) refer to such a phenomenon as 'self- politeness' (Chen, 2001: 87) or 'positive-self presentation' (Spencer-Oatey, 2009: 147), where the speaker wants to protect their own face and image from potential attack while at the same time maintain the conventional politeness to others.

However, face is broader than a mere self-image and needs to be seen as an open category, whose components vary cross-culturally. O'Driscoll (2007) proposes that significant aspects of face such as shame, pride, general esteem, confidence, embarrassment, and approval bear considerable cross-cultural and situational variation that has little to do with the positive and negative aspects. In subsequent work, O'Driscoll (2011) adds that faces consist of a variety of building blocks such as personal wants regarding self-image, ascribed characteristics, personal reputation, interpersonal history, culture and situation/context.

Students use certain address forms in order to be perceived in a particular way. They are claimants of positive traits such as politeness, knowledge of social norms, use of appropriate language, good education and good manners. By using TLN, for example, students present themselves to be aware of the social hierarchy and the power their lecturer has over them. Moreover, by using FN, students present themselves to be well adapted with the address norms and comfortable enough around their addressee. The literature reviewed above reveals the link between terms of address, appropriate and polite behaviour, as well as, positive self-representation, which are focal aspects in the present research.

3. Research questions

This study addresses the following questions:

1. What are the norms of address forms that students use for addressing their teaching staff?
2. Is there a difference between the address norms of British and non-British students?
3. Is there a difference between the address norms of male and female students?
4. What influences the choice of terms of address?
5. How are these norms related to politeness and appropriate behaviour?
6. How are these norms related to face and self-presentation?

In the rest of this paper, I present and discuss the method of collecting the data, its limitations and the ethical issues that revolve around it, and the method of analysis. I then move on to presenting the results from the questionnaires by dividing them into sub-categories according to the year of studies of the respondents. I also use tables that illustrate the raw data in a comprehensive manner. Afterwards, I address the research questions by relating the empirical studies discussed in the Literature review (section 2) to the results from the questionnaires. I analyse the data and propose my responses to the research questions and investigate whether the results support my initial hypotheses. Then I conclude this paper by presenting the outcome of this work.

4. Methodology

4.1. Data collection

This study was carried out at the University of Huddersfield with a narrow focus on the students and the academic staff at the school of Music, Humanities, and Media

and the Department of Linguistics and Modern Languages. The data was collected through a questionnaire from undergraduate students in their first, second, and third year of studies, and interviews with four out of nine members of the teaching staff (the nine academics named in the questionnaire). The interviews were conducted based on the academics' availability. A pilot study was conducted with a focus on the Postgraduate students at this department. Its purpose was to test how efficient was the designed questionnaire and to determine possible limitations of the research. The questionnaire was emailed to all Postgraduate students. This pilot revealed some limitations of the methodology that I discuss later on in section 4.3.

As a result of the pilot study, the method for data collection from the undergraduate students deviated from that of the pilot study. The questionnaire was distributed personally to all undergraduate students during one of their sessions. This method was found more efficient in collecting data from the participants than emailing the questionnaire and waiting for a response. Taking into account the method of personally distributing questionnaires was found easier in getting the students to fill out the questionnaires, one needs to consider that some students may have done it without giving it much thought or be at all interested in it.

In the next section, I discuss the reason for choosing a questionnaire as a strategy in gathering data and explain in more details its design and purpose.

4.1.1. Questionnaire

When conducting research, every researcher faces the same conundrums at some point in their work. We ask ourselves *What is an efficient way of gathering data?* or *How do we obtain information from individuals regarding their views on certain issues or topics?*. One needs to gather data easily and find a way to elicit information that can be transmitted into the analysis. Wilkinson and Birmingham (2003) observe that a favoured tool of many who engage in qualitative or quantitative research is the questionnaire. It can often provide a cheap and effective way to collect data in a structured and manageable form. Additionally, while a questionnaire can be very detailed, covering many subjects or issues, it can also be very simple and focused on only one important area. However, designing a questionnaire is not an easy task, as sometimes the posed questions can turn out to be misleading and ambiguous.

Wilkinson and Birmingham (2003: 8) claim that 'an effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondents to the researcher'. Although time-consuming, a questionnaire is an effective method of collecting data and focusing the participants' attention in the direction of one's research. The reason for choosing any method of collecting data is guided by the research aims and by practical considerations of what is possible as opposed to ideal. In the case of this study, in which the main focus is on habits of address, it is impracticable to collect direct data, hence the choice to collect indirect data instead, by using a questionnaire.

The type of questionnaire that I have decided to use is 'group-administrated questionnaire', which is a useful strategy for collecting data from the respondents who have been brought together for the purpose (Wilkinson and Birmingham, 2003: 10). In the case of this research, I received permission from the teaching staff to attend a lecture (respectively one for each year of undergraduate students) where I could meet the students, present the topic of my research and ask for their assistance in filling in a questionnaire. This method has proven to be a practical one, as I received back the questionnaires from all students attending the current session.

The questionnaire itself consists of 8 pages, which contain three sub-sections: 1) Background information; 2) Interaction with members of academic staff; and 3) Terms of address (a copy of the questionnaire can be found in Appendix 3). Section 1 consists of 4 open-ended questions that aim to collect information about the gender, cultural background, and year of study of the students. Section 2 asks about how often students interact with the named members of staff. Students are presented with nine names of members of the academic staff and are given one multiple-choice question. The purpose of this section is to establish how often students interact with the named members of staff, which could help draw conclusions on how well they know the named people and how comfortable they might feel around them and therefore establish what kind of significance can be attached to students' responses in section 3. The 3rd section focuses on terms of address. Students are given six multiple-choice questions asking them how they would normally address the nine members of academic staff in the particular situations. Additionally, after each situation, students are given one open-ended question that allows them to give any further comments. Section 3 concludes with a dichotomous question requiring a yes/no answer and two

follow-up open-ended questions. These last questions ask about experience in any university other than the University of Huddersfield and the terms of address used there, and also about the terms of address used in high school and college. The aim of these questions is to establish a possible change or adaptation in the use of terms of address.

4.1.2. Interviews

'Interviews have long been used in research as a way of obtaining detailed information about a topic or subject' (Wilkinson and Birmingham, 2003: 43). In the case of this study, the interviews were conducted as an analytical method to help evaluate the results from the questionnaires and gather information on the teaching staff's attitudes toward the results. Additionally, the interviews with the members of the academic staff were designed to obtain information about the address forms that they use when addressing the students, and the evaluation of the address forms that the lecturers receive.

I conducted interviews with four out of the nine named members of staff in the questionnaire. The sampling strategy for conducting the interviews was based on availability on the lectures' part. I designed structured interviews that consist of 8 open-ended questions (Appendix 4). Some believe that a structured interview is no different from a questionnaire that is completed face-to-face (Wilkinson and Birmingham, 2003). Same as a questionnaire, the structure of such interview allowed me control over the order and types of questions. Additionally, the design of a structured interview provides an element of predictability that enables the researcher to timetable the event and notify the interviewees of its approximate duration. However, interviews are also different from questionnaires. During an interview, the interviewer has the interviewee's undivided attention. Additionally, if the interviewee is interested in the topic of the research, they can also ask questions regarding the study. During an interview, both parties can elaborate in greater details on the topic in hand and provide more information that can be transmitted to the analysis. Furthermore, a structured interview may provide an easier framework for analysis (Wilkinson and Birmingham, 2003).

The interviews were conducted during office hours, and its approximate duration was 15 minutes. Some of the interviews were audio recorded, in addition to the notes made. The interviews were conducted in the lecturers' offices, as a familiar setting entails for a relaxed and not in any way intimidating interaction. By the University's Code of Research Conduct and Ethics and the Data Protection Act 1998 and Research data, the interviewees were informed about the topic and aim of the research and their involvement in it. The interviewees were provided with an information sheet and a consent form before the interview begun. They were additionally informed about their right to withdraw their answers at any point of the research. At the end of the interviews, I summarised the interviewees' answers and engaged in a further discussion regarding the progress of the research thus far. After any further comments had been made, the interviewees were thanked for their time, and input and the interaction was concluded.

4.2. Ethics

This research was carried out in compliance with the University of Huddersfield's Code of Research Conduct and Ethics and the Data Protection Act 1998 and Research data. As mentioned in section 4.1.1. above, in order to elicit the desired information regarding the terms of address students use when addressing their lecturers, I used the names of nine members of the academic staff from the Department of Linguistics and Modern Languages. Before I distributed the questionnaire, I obtained a consent form from each and every person whose name was used. Additionally, the academic personnel were provided with an information sheet that contained all the required information that explains the purposes of the research and their involvement in it. Furthermore, the lecturers were reassured that anonymity will be strictly kept and that their names would not be used in the analysis or anywhere else in the research.

Additionally, when distributing the questionnaire, the students were provided with a consent form attached to the questionnaire and an information sheet providing them with all the required information regarding the research and their input. The students

were furthermore informed that they have the right to withdraw their data at any point of the research and that all names shall be kept anonymous.

4.3. Limitations

4.3.1. Administration of the questionnaire and reliability of the data

Using a questionnaire as a data collection method has its advantages and disadvantages. I carried out a pilot study in order to establish how efficient the designed questionnaire was and to observe what problems might arise. Additionally, I was intrigued if the questions were in any way misleading or ambiguous. I emailed the questionnaire to all Postgraduate students in the Department of Linguistics and Modern Languages. The pilot study resulted in 5 returned questionnaires. This low percentage of returned questionnaires helped me draw the conclusion that a limitation in the methodology would be to email the questionnaires. Firstly, it is impersonal; secondly, students may intentionally or unintentionally ignore the email and the questionnaire itself; and thirdly, students might get confused more easily if they are presented with unfamiliar information, and there is no one to clarify it (thus leading to refusing to complete the questionnaire altogether). Therefore, I distributed the questionnaire personally to the undergraduate students from first, second, and third year. In doing so, I managed to explain what the research is about and to thank everyone for taking part in it. As a result, I received back a completed questionnaire from every single student attending the session. An assumption was formed that students might have felt obligated to complete the questionnaire, as their lecturer had encouraged them to do so. The problem that arises is that if they felt obligated, they might not have taken the questionnaire seriously. Thus their responses might be unreliable.

4.3.2. Questionnaire as a research instrument

A limitation of using a questionnaire as a method is that the collected data reflects the norms of language, not the actual use of language. In other words, the data represents what people claim they say, not what they actually say during an interaction. However, norms are still worth looking at and analysing, as norms also reflect people's language choices, their social standing, power, identity, appropriateness, politeness and face.

4.3.3. The study

One of the limitations of the study is that due to its time frame and word count the data was collected from only one department of the university. Additionally, this research may be too small, and the data is not enough to yield significant quantitative comparisons and to make any generalisations about the intercultural differences of language use in terms of address. However, it is still representative of a large group of people with different ethnic belonging and can still shed some light on the matter. Furthermore, it can open the possibility for a broader research on the topic.

4.4. Method of analysis

The aim of this study is to investigate the norms of address forms that students use when addressing their teaching staff. One of my research questions is whether there is a difference between the norms of address that British and non-British students follow when addressing their lecturers. In addition to the cultural background, I look into variables such as year of study and gender. I begin analysing the data by using a quantitative method and later move on to a qualitative approach that complements the follow-up research questions (see Section 3, questions 3 to 6). I initiate the discussion with the quantitative data.

The obtained information from the questionnaires is distributed across a number of tables that display a summary of the students' answers. The tables (see Appendix 1) illustrate the data from all three years of undergraduate students and the postgraduate students. All the provided answers are categorised by a set of variables: year of study of the respondents; cultural background of the respondents (i.e. British, non-British); and gender of the respondents. Tables 1 to 20 share the same design in order to display the data according to cultural background, year of study, and gender of the respondents.

As one can observe (Appendix 1), the six columns cover the situational variables, where each one is a specific interactive situation, and the four rows pertain to the relationship variable, which I refer to as a degree of familiarity[4]. In other words, the first row provides the answers to section 2 of the questionnaire and determines in which row a response is recorded, and each situation in section 3 provides records for a different column.

The numbers in each cell indicate the total number of claims of use of a particular address form (appearing as an abbreviation - see Appendix 2) for a particular situation involving a particular degree of familiarity. Each counted response represents a student/tutor dyad.

Each table shows the responses of students from a particular group of students: the information provided specifies the year of study of the respondents, their cultural background, their gender, the number of participants in each group, and the number of overall dyads per situation. I have also provided a key to clarify the usage of words such as *invalid* and *no response*. Throughout the count of types and number of occurrences of the responses provided, I found instances where some students have selected initial + last name from the left side of the paper. This indicates that these respondents have misunderstood as it can safely be assumed that no staff members are actually addressed this way. Therefore, I marked these answers as *invalid* and were disregarded from the calculations and the final results. I also found instances,

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[4]By degree of familiarity, I mean frequency of interaction. In other words, when I use the term unfamiliar, I refer to a member of staff that has been awarded with a score 1, i.e. the student has never interacted with the named member of staff; and I use familiar to refer to a member of staff that has been awarded a score 4, i.e. the student has had interactions with the named member of staff on a frequent basis, the staff is their personal tutor, etc.

where the respondents have left the paper blank, thus marked these instances as ***no response*** and the numbers were added up to the calculations as N/A (not applicable).

As previously mentioned, one of the research questions asks if there is a difference between the norms of address that British and non-British students employ. In order to answer this question, I compared the results from the British and the non-British students by transferring the results in percentages. This allowed me to observe if there is a significant difference in the norms of language that British and non-British students follow. Additionally, I discuss and compare the results provided by male and female students in both British and non-British groups of respondents throughout all three years of undergraduate studies. In doing so, I observe if the two genders exhibit any difference in the address forms they claim to use and therefore draw conclusions if male or female students afford more or less power to the teaching staff.

Additionally, I examine the gathered data if there is a difference in the terms of address that students use when addressing members of staff with whom they have never interacted, have occasionally interacted, or have interactions with on frequent basis. The purpose of such comparison is to prove or disprove my hypothesis that students use language differently when addressing people they know and feel comfortable with, and vice versa when addressing people they have rarely interacted with. All these results are based on calculations of different tables (Appendix 1) and displayed in graphs, which are discussed in section 5 and its sub-sections.

So far, I discussed the quantitative data: the tables, how I calculated the raw figures, and what can be concluded as an answer to the first two research questions. However, quantitative analysis is not enough to explain the results and provide answers for the rest of the research questions. Therefore, I use a qualitative approach of analysis that can shed some light on the motivation for the selected address forms, the relation between the raw figures and the theories of politeness, appropriate behaviour, consequences of the different choice of terms of address, and the manner in which these address forms are perceived and evaluated by the addressees. I use the comments provided by the respondents in the questionnaires, where they specify why they have selected certain address forms. I use these comments to provide an answer to the question *What influences the choice of address forms?* Additionally, I use the results from the interviews conducted with the members of academic staff, in order to

draw conclusions on how these address forms are evaluated by the addressees. Furthermore, I use theories of politeness, appropriate behaviour, power and solidarity, and face and self-presentation, in order to better understand and explain the results. Moreover, I discuss the results from the end of the questionnaires, i.e. the answers provided by the students regarding their experience before they attended university. I use these results in order to observe the process of adaptation that students presumably go through.

5. Results

The responses collected from the questionnaires were counted and divided in student/tutor dyads, and then assembled in tables depending on the respondents' year of study; cultural background (i.e. British, non-British); and gender. I investigate the address forms that appear as answers in the questionnaires and then compare the results in each group of students in order to reach conclusions on:

- the norms of address forms that students use when addressing their teaching staff;
- whether there is a difference in the terms of address that British and non-British students use;
- to determine if gender, degree of familiarity, or different settings are factors in choosing one address form over another.

I begin discussing the results from the pilot study, i.e. the postgraduate students, and then move on to the results from the undergraduate students. Afterwards, I discuss and compare the results from all groups of students in order to provide answers to the research questions.

5.1. Pilot study

The pilot study consists of 5 respondents: 4 non-British students, 1 British student, and an overall of 45 student/lecturer dyads per situation (respectively 36 dyads in the group of non-British respondents, and 9 in the group of British respondents). The results can be seen in Table 17 and Table 18 (Appendix 1). As one can observe the

results from these two tables display that despite their cultural background, postgraduate students exhibit the same preference as each other in the address forms they use to address the academic staff. The postgraduate students claim to address their lecturers with FN during a lecture when sending them an email, or when entering their office. When leaving the lecturers' offices, when encountering with them in the corridor or outside of the university, the selection choice is split between FN and a greeting without any form of address. The students have provided responses only for the lecturers they have interacted with, and for those they have not interacted with, the students have selected N/A or have left the page blank, where I have calculated the blank spaces as N/A. Thus, one can conclude that according to the results of the pilot study, the norms of address suggest the use of FN, or in other words, preference in an informal manner of communication.

It is important to add that the pilot study was conducted in order to test the method of collecting data and these results are not included in calculating the results of the actual study. Furthermore, the following sections where I discuss the norms of address forms, the cultural difference in the use of address terms, the influence of gender, and the influence of familiarity and setting are based only on the results from the undergraduate students.

5.2. Students from all years

The results of this study are a calculation of 91 undergraduate respondents selecting an address form for nine members of academic staff, providing an overall of 819 student/tutor dyads per situation presented in the questionnaire. Of these 91 students, 30 respondents are in their first year of studies, 37 respondents are in their second year of studies, and 24 respondents are in their third year of studies.

5.2.1. First year students

There are 15 non-British and 15 British respondents, and an overall of 270 student/lecturer dyads per situation (respectively 135 dyads per group) (see Appendix 1, Tables 1 and 2 and Tables 22 and 23 for their percentage equivalents). The results are divided into four relationship types (no interaction, limited interaction, occasional interaction, and frequent interaction) and six situations in an academic setting (lecture/seminar, email, encounter entering staff's office, addressing staff leaving their office, encounter in the corridor, and encounter outside of the university). The number of dyads in each type of interaction differs depending on how well the students know the named members of staff and how often they interact with them.

As one can observe in Table 22 (Appendix 1) first year non-British students have provided a variety of address forms that can be placed on the continuum of interaction ranging from informal address forms (FN) to formal address forms (TLN). It is also noticeable that certain address terms, such as FN, TLN and TFN are present in all six situations and throughout all four relationship types. The results also reveal that students have selected actual address forms for academics they claim they have never interacted with. If one focuses their attention on the first type or relationship that exhibits the dyads between students and lecturers they have never interacted with, one can see a deviation from the initial expectation of finding N/A as the only selected option in this section. The students were provided with the *Not applicable* option, as the expectation was that when one has never interacted with a named person, one would select N/A for that person and that situation. However, as students have selected an actual address form, an interpretation as to why this had occurred might be that these students imagine that they would address people they have never interacted with the same way as they address people they have interacted with. In support of this interpretation, one can add an observation that the students who have selected FN rather than N/A as an address form for people they have never interacted with, follow a pattern of selecting the same address form for all members of staff, despite the frequency of interaction they have had. In other words, these students imagine that since they address their personal tutor, for example, with FN in any

situation, they would use the same address form with all nine members of staff, despite how well they know each other.

In Table 23 (Appendix 1), I have adapted the results from first year British students and presented them in percentages.

The results reveal that first year British students have selected only two types of address terms or claim to just skip the address. The address forms present in Table 23 are FN and TLN, where it is noticeable that FN is the main preference for addressing the academic staff and the percentage of its use rises according to the degree of familiarity between students and lecturers.

The graphs below reveal whether there is any difference in the responses provided by both first year non-British and British students. The two graphs display the overall percentage of occurrence only of the address forms provided as responses. I have disregarded the occurrence of N/A as a response and calculated only the address forms.

Figure 1: A visual representation of the results from Table 22; 1st year non-British students' responses

The results reveal that first year non-British students claim to use primarily FN when addressing their lecturers in all academic settings, except sending emails. The responses provided reveal that the students claim to use formal address forms as

much as informal address forms when sending an email. It is clear that non-British students have provided a wide variety of options for addressing the academic staff, but the occurrence of TLN, TFN, T, or Other (which meanings I discuss in section 6.1.) is significantly lower than that of FN. It is still worth pointing out that the use of both FN and TLN is higher than that of No address. Although present as an option, first year non-British students claim to prefer to address the staff more often than skipping the address form. Additionally, one can see that despite its low percentage of occurrence, the use of the formal TLN is present in all situations.

In comparison with first year non-British students, the British students have provided only three types of responses. Figure 2 displays that British students also prefer the use of FN when addressing the academics, however, their use of TLN is lower than that of the non-British students.

Figure 2: A visual representation of the results from Table 23; 1st year British students' responses

Additionally, the results reveal that British students have not selected any other form of address, such as TFN, T, or Other. The use of FN is the most often used address form in all six situations, apart from the last two, in which case the students claim to skip address and use only a greeting as much as using FN. Based on these results one can conclude that British students exhibit higher comfort in omitting address than the non-British students.

5.2.2. Second year students

There are eight non-British and 29 British respondents in their second year of studies, and an overall of 333 student/lecturer dyads per situation (respectively 72 dyads in the non-British group and 261 dyads in the group of British students). I present the results in percentages in Tables 24 and 25 (Appendix 1), which are derived from calculating the results in Table 5 and Table 8 (Appendix 1).

Table 24 (Appendix 1) shows that second year non-British students have provided fewer types of address forms than the non-British students from first year. It is clear that the address terms present here are FN, TLN and No address. These types of address forms are consistent with the address forms selected by second year British students (see Table 25, Appendix 1). Tables 24 and 25 exhibit that second year students claim to address the teaching staff mainly with FN and the occurrence of this address form rises according to how well the students know their lecturers. Similarly to the results from first year British students, second year British students have selected FN, TLN and No address, with the addition of selecting Other as an address term. The results above are displayed in Figures 3 and 4 below.

Figure 3: A visual representation of the results from Table 24; 2nd year non-British students' responses

One can observe a difference in the charts of first and second year non-British students. The results from second year reveal an increase of the informal address forms and a decrease of the formal ones. The use of FN is significantly higher than that of any other address forms. In comparison with first year, second year students claim to address the academics with FN even when addressing them in emails. In other words, the use of TLN or TFN is insignificantly low in numbers. Moreover, the use of these address forms is lower than their occurrence in the responses from first year non-British students. The results also display that the use of FN decreases a bit in the last two situations, where one can observe that second year non-British students claim to skip address more often than they do in the other situations.

The results from second year British students are consistent with these of the non-British students. Based on Figure 4, one can conclude that the use of FN is increased in comparison to the results from first year British students. Furthermore, the use of formal addresses is almost not present. The use of TLN appears only in emails, and it is still lower in occurrence than it is in first year British students' results.

Figure 4: A visual representation of the results from Table 25; 2nd year British students' responses

Another difference is the decreased use of *No address* in the last three situations. Unlike first year British students, the results from second year show that this group

has selected *Othe*r as an address form, but its occurrence is insignificantly low and scarce.
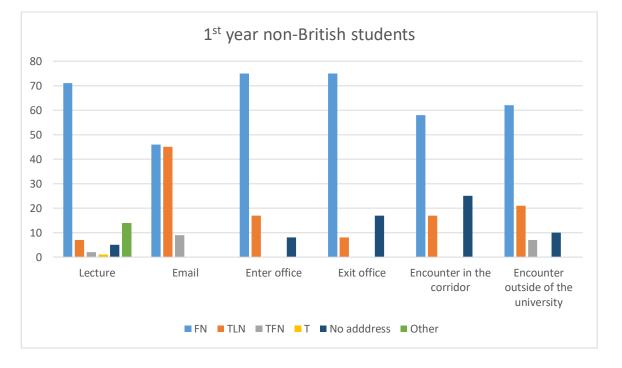
5.2.3. Third year students

There are 8 non-British and 16 British respondents in this group, and an overall of 216 student/lecturer dyads per situation (respectively 72 dyads in the non-British group and 144 dyads in the group of British students). The results from third year students are presented in Tables 26 and 27 (Appendix 1) and represent the results from Table 11 and Table 14 (Appendix 1) in percentages.

The results in Table 26 exhibit that by their third year non-British students have fully adapted their style of communication and address form to an informal approach. Throughout all six different situations, the majority of responses are FN, and the number of TLN, TFN, or T alone has almost vanished as a choice. In comparison, the results from third year British students (see Table 27, Appendix 1) reveal that British students are consistent with the informal choice of address forms throughout all years. The respondents' answers are focused on addressing the academic staff with first name or skip the address and use just a greeting. The occurrence of FN rises throughout all six situations according to the degree of familiarity between students and lecturers. As one can see, the choice of FN rises and the percentage of occurrence of the other address forms lowers accordingly. The results from both third year groups display that students claim to be comfortable in addressing the members of the academic staff with first name.

Figures 5 and 6 below provide a clear representation of both third year groups' results.

Figure 5: A visual representation of the results from Table 26; 3rd year non-British students' responses

The results reveal a significantly high use of FN by third year non-British students. The provided answers suggest an informal style of communication. One can observe that the results from all three years of non-British students reveal a consistent increase of the informal communication and the use of FN that consistently rises from first to third year. Accordingly, the use of formal address forms decreases. One can also notice that the use of No address also decreases from first to third year. Arguably, these results suggest an increase of the familiarity and the intimacy in the relationships between students and staff.

On the other hand, the results from third year British students exhibit a consistently high use of FN, and although significantly lower in use, the preference to skip address and use only a greeting.

Figure 6: A visual representation of the results from Table 27; 3rd year British students' responses

The results from the British students through all three years of studies exhibit a high preference in FN. The low percentage of formal address terms that one can observe in the results from first year respondents gradually decreases and by the third year formal address terms are not present as responses. Additionally, the use of No address decreases in favour of the increasing use of FN. Compared to the results from the non-British students, in which case one can observe a gradual adaptation to the informal style of addressing the academic staff, the results from the British students exhibit a consistent preference and comfort with using FN.

  After observing and discussing the results from all three years of students, I can now discuss the norms of address forms that students use when addressing the academic staff. Additionally, I discuss the role of cultural background, the influence of gender, familiarity, and setting as variables that arguably affect the choice of address terms employed by the students.

5.3. Norms of address forms

In order to observe and discuss the norms of address forms that students use when addressing the academic staff, I have gathered the results from Tables 1 to 16 and presented them in percentage in Table 28 (see Appendix 1).

From Table 28, it is clear that the norms of address forms suggest the use of FN as a most frequently preferred option. One can also observe that the other forms of address are significantly lower in use. Figure 7 illustrates the use of address forms and their distribution across all six situations.

Figure 7: A visual representation of the results from Table 28; responses from all British and non-British students from all years

The results reveal that the norms of address forms that students use to address the academic staff suggest the use of informal address terms (FN), or skipping the address and using only a greeting where appropriate. The use of FN dominates over the use of any type of formal address forms, which one might argue implies that the norms suggest an informal approach of communication. FN is the most often used address form throughout all six situations and based on the results discussed in section 5.2. , its frequency of occurrence consistently rises according to the degree of familiarity between the students and the teaching staff. The formal address forms are

significantly lower in occurrence in all situations. However, the appearance of TLN as an address form is higher in an email than it is in any other situation. The choice to avoid address is again lower than the use of FN, but its occurrence increases in the last three situations. In other words, the choice to omit address increases in situations where it is socially acceptable for the entire encounter to consist only of a single greeting, i.e. an acknowledgement to have recognised someone one knows, with no further need of interacting, unlike the first three situations, where the address marks the beginning of the interaction.

5.4. Is there a difference between the address norms of British and non-British students?

After discussing the norms of address forms that students use to address the academic staff, I look into the variable of cultural background and if it affects the address terms students use. Table 19 and Table 20 (Appendix 1) exhibit the address forms British and non-British students claim to use. The results in these tables include the students from all three years of studies and are divided only based on cultural background. These results can also be seen in Figures 8 and 9.

Figure 8: A visual representation of the results from Table 19; responses from all non-British students from all years

Figure 9: A visual representation of the results from Table 20; responses from all British students from all years

The results reveal that despite their cultural background, the students from both groups share the preference in using primarily FN as an address term when addressing the academic staff. However, there are also differences. Non-British students have provided a wider range of address forms as responses. Furthermore, these responses are also formal address forms, and although their occurrence is lower than that of FN, the occurrence of formal address forms is more frequent than that in the responses from the British students. The responses from the non-British students exhibit that there is an occurrence of TLN in all six situations, and its highest occurrence can be observed when addressing the staff in emails. In comparison, British students claim to use TLN far less than non-British students and even their use of TLN in emails is lower than that of the non-British students. Additionally, non-British students claim to use the marked form of TFN, which I discuss later on in section 6.1. of the analysis, whereas its occurrence cannot be seen in the responses from the British students. Both groups of respondents have reported using *No address* in the last three situations. However, the preference to skip address forms is more common in the responses from the British than from the non-British students.

5.5. Is there a difference between the address norms of male and female students?

In the following section, I observe gender as a variable that might affect the choice of address forms that the students use. In order to do this, I created two tables that contain the results from all male and female undergraduate students (see Tables 29 and 30, Appendix 1). Each table provides information regarding how many respondents there are in the respective group, how many dyads there are per situation, and the number of tables it combines. Same as the other tables discussed in the sections above, the results in these Tables 29 and 30 are also presented in percentages. In order to compare the results from male and female students, I created Figures 10 and 11 that illustrate the similarities and differences in the choice of address forms.

Figure 10: A visual representation of the results from Table 29; responses from all British and non-British female students from all years

Figure 11: A visual representation of the results from Table 30; responses from all British and non-British male students from all years

The results reveal that both female and male respondents exhibit the preference of informal address forms as a dominating choice throughout all six situations. The differences can be observed in the use of other address forms that in both groups are significantly lower than the use of FN. It can be observed that both genders have reported using TLN in all six situations. Although low in percentage of occurrence, one can notice that the female group claims to use TLN more than the male group does. The female students employ this address term most often in emails than in any other situation. The same can be seen in the results from the male students, although, the use of TLN is higher in the results from the female respondents. Both groups of respondents have reported omitting address when encountering the staff in the corridor or outside of the university. However, the female group's results reveal higher use of No address than the results from the male group. It can also be observed the occurrence of *Other* as an address form selected by the male group when addressing the staff when entering their office, out in the corridor, or outside of the university. Whereas, the occurrence of *Other* address forms cannot be seen in the results from the female group.

6. Analysis and discussion

One of the most important aspects regarding forms of address is their social meaning, which is encoded in every address variant. The social component consists of speaker/addressee relationship, speaker's evaluation of the addressee and the situation, and the speaker's self-evaluation. The social meaning lies in the information about the speaker/addressee dyad, which is voluntarily or involuntarily provided by the speaker when uttering a certain form of address. Address terms are ambiguous, and they can include more than one social aspect. For instance, a V-like address form can express high status of the addressee, distance, irony, and the actual situation of address determines which one or more of these aspects are predominant (Braun, 1988: 258). Additionally, social norms are another significant factor that affects the meaning of the address forms. Brown and Gilman (1960) claim that in some cultures, V encodes high status of addressee but in others it doesn't. Therefore, in order to define the encoded meaning of a V-like address form, one needs to be knowledgeable of the social norms. Hence, although the speaker's perception of interpersonal relationship has its effects on the address forms they employ, the actual situation is more influential. Additionally, the choice of address forms is regulated by sociolinguistic and contextual variables such as social class, status, power, intimacy, gender, type of encounter, and nature of the relationship between the parties. However, it is also important to note that the social relationship between a speaker and the addressee is evaluated not only by the speaker but by the addressee as well. Based on the address forms used, the addressee can also evaluate the speaker, their type of behaviour as polite or impolite, and the situation as normal and appropriate or strange and inappropriate.

In respect to the current study, one might interpret the results obtained in this research from two perspectives:

1) students' motivation for using the address forms they claim they do and the implications these results have on students' perception of their relationships with the teaching staff;

2) the consequences of the address forms used, i.e. the evaluation on the part of the academics and the implications it has on appropriateness and politeness.

6.1. Terms of address: motivation for their use

There are various theories proposing an explanation as to why people use the address forms they do and about the meaning of their preference in choice of address terms. One of the groundbreaking theories is that of Brown and Gilman (1960) cited in section 2.1 above. They described the nonreciprocal exchange of address forms between people with asymmetrical relationship and the reciprocal exchange of address forms between people with symmetrical relationship. Brown and Gilman (1960) also described a third scenario, where people with the same power, but who are not close, use the same pronoun towards each other. In their theory Brown and Gilman (1960) claim that the V pronoun was associated with the noble classes and these power equals addressed each other with a mutual V form, whereas common people, who shared the same power exchanged a mutual T form. This means that the mutual exchange of whichever address form depends not only on power and solidarity but on the social norms as well.

It is well known that in Standard English there is no difference between the singular and plural form of the second person pronoun *you*. Standard English is 'characterised by a reduced pronominal paradigm which does not distinguish between a formal and an informal address pronoun', hence in English language, the concepts of intimacy and deference cannot be conveyed through a binary address system based on T/V pronouns (Formentelli, 2009: 182). The use of *you* is associated with an idea of neutrality, and it can be considered as an avoidance strategy, available to speakers who do not wish to express any overt stance of respect or familiarity towards their addressee. In other words, Standard 'English does not display a pronominal codification of social deixis in interactions' (Formentelli, 2009: 182). However, in some cases, the use of *you* can take a negative connotation of hostility, abruptness and imposition on the addressee. Of course, second person pronoun is not the only type of address that one can use in English. There are other types of address forms, and these forms are perceived as V-like and T-like address terms.

As previously discussed V-like forms are those associated with power and distance and T-like forms are those associated with solidarity and intimacy. In this work, I relate V-like forms with formality and T-like forms with informality. My interpretation on the matter is that in formal context and in formal communication social norms create the expectation of behaviour and language use which display interlocutors' power, their social standing, and acknowledgement of status. In this context interlocutors may or may not share the same social standing, may/may not have the same occupation, and may/may not be power equals, but my interpretation is that in a formal context they need to be respectful of these traits and their address forms should reflect it. Similarly, in informal context, the social norms create the expectation of behaviour and language use which give prominence to intimacy (on the horizontal aspect of relations) rather than to power and status (on the vertical aspect of relations). However, this does not mean that the interlocutors are not aware of their difference in power, status and other aspects, it means that they choose not to give them prominence. It is worth mentioning that my Bulgarian background influences my interpretation to what constitutes formal and informal contexts and formal and informal language.

At this point of the discussion, it needs to be defined which address forms I interpret as V-like and T-like address terms. In this work, the only informal address form is bare first name (indicated as FN in the tables of the results). The rest of the address forms, which admittedly vary in their degree of formality, I interpret as V-like address terms. I interpret title + last name (TLN) as the most formal address form. It encodes the interlocutors' identity and position in the society. The use of TLN suggests that the speaker knows the addressee and chooses to acknowledge the addressee's higher station. I interpret bare title (T) as less formal than TLN, as the aspect of identity is absent, which implies a greater closeness in the student/tutor relationship. This change in distance represents the horizontal axis, while the use of the title still projects the difference marked by the vertical axis. My interpretation of title + first name (TFN) is that it is less formal than title + last name and bare title, but this address form is still not as informal as a bare first name. In this work, I perceive TFN as marked address form, unlike all the other address forms. Influenced by the work of Watts (2005) and Muhlhausler and Harre (1990) and their claims for marked behaviour, my interpretation of the use of TFN is that the speaker was probably invited by addressee to use FN, however, the speaker feels uncomfortable to use bare FN as the speaker may not feel

close to the addressee, or may want to express respect toward the addressee, thus uses the FN as suggested by the addressee, but still affords power by adding the title in front of the name. Based on the interviews conducted with the members of staff, the academics reported that such instances occur with overseas students, and even more so with students from East Asia, as well as with mature students. Arguably, the use of TFN suggests a close relationship based on the continuum of social distance. However, the presence of the occupational title emphasises the inferiority of the speaker and the superiority of the addressee. This interpretation describes the positioning of the relationship on the vertical dimension. An interpretation of the use of TFN which reflects the horizontal positioning of the relationship can be that speakers who use TFN follow the norms of address at the university (to use FN) but do not feel close to the addressee or may not perceive them as accessible. Hence, they use TFN to distance themselves from their interlocutor. My understanding of relative formality, such is the use of TFN, is a combination of the vertical and the horizontal dimensions, where the use of formal title acknowledges the difference in power between the interlocutors, and /or the social distance between them.

The last form of address that I consider as a V-like address term is Other. This option in the questionnaire was intended to be open. However, the examples provided in the brackets are generic titles, which I still perceive as formal address terms. Additionally, some of the students who have selected Other as a response have written as a comment that they use a generic title, hence the choice to interpret Other only as a V-like address term.

Once it is clear what is meant by V-like and T-like address forms in this work, one may proceed with presenting the results of the study and discuss if these support or deviate from the initial hypothesis stated in the introduction of this work.

6.1.1. Initial hypotheses and actual results

Based on extensive research and my personal experience and difference in my cultural background, I began this study with initial hypotheses and expectations. As presented in the introduction of this work my hypotheses focus on different variables

that might affect the use of address forms.In the following sub-sections, I link my hypothesis to relevant literature and the results of this study and discuss whether the hypotheses are being supported or opposed by the results.

6.1.1.1. Norms of address in an academic setting

I began this research with the initial expectation that the norms of address in an academic setting would suggest the use of T-like address forms but that use would be predominant with the British students and not as much with the non-British students.

All empirical studies of address forms in educational settings cited in section 2.1. above (Takiff et al., 2001; Afful, 2006; Formenteli, 2009; Tainio, 2011; Lehtimaja, 2011; function under the presumption that the university has a hierarchical status structure. Thus an expectation is created that there might be a variation in the terms of address that reflects individuals' position within the status structure. My Bulgarian background supports these expectations, as in Bulgaria the university is also a place of power and hierarchy. These two variables are displayed by the use of deferential address forms. However, my experience at the University of Huddersfield led me to believe that hierarchy is present but not on display.

The results reveal that the norms of address forms that students follow to address the academic staff suggest the use of informal address terms (FN), or skipping the address and using only a greeting where appropriate. The use of FN dominates over the use of any type of formal address forms, which one might argue implies that the norms suggest an informal approach to communication. Thus far the results support my initial hypothesis regarding the norms of address. However, they contradict with some of the work done so far in this field. Takiff et al. (2001) suggest that students may address some members of the teaching staff with TLN, others with FN even when the academics hold the same degree and are at the same official rank at the university. The assumption behind this behaviour is that the different terms of address reflect the

students' perception of the academics' relative status (vertical dimension) and accessibility (horizontal dimension). If this is the case, would that mean that students who use TLN for certain members of staff perceive them to be less accessible and higher in rank than those whom the students address with FN? One of the non-British students who has experience in university other than the University of Huddersfield reported that

'In Spain the address to the teachers and professors depends on the type of school/university one is attending and the age of the professor/ teacher. However, the most usual address is by the teacher's and professor's first name. A possible hypothesis could be that this has been a way to break with the hard authority the instructors used to have during the dictatorship years. During my degree, there were a couple of professors who were often called by their surname; still, strange as it might seem, this sounded much more natural and informal to students than calling them by their first name –actually, one of them was probably the most popular professor among students and the one who had the closest relationship with them'.

Therefore, one can make the claim that it is not necessarily true that students who address the academics with FN perceive them as more accessible and lesser in rank, and vice versa for those whom students address with TLN. The student's quote above illustrates how the local socio-historical context can play a role in the use of address forms and the created perceptions.

  The results display that FN is the most often used address form throughout all six situations presented in the questionnaire and the frequency of occurrence of FN consistently rises according to the degree of familiarity between the students and the teaching staff (see section 5.2.). Therefore, it is safe to say that the predominant relationship observed in the student/teacher dyad is reciprocal and symmetrical, as during the interviews all members of staff reported addressing the students with FN. In terms of Brown and Gilman (1960) the predominant use of mutual T-like address form suggests the influence of solidarity; in terms of Brown and Ford (1961), mutual exchange of FN is a reciprocal pattern governed by a single dimension, ranging from acquaintance to intimacy; and in terms of Brown (1965), symmetrical forms of address occur between people of equal status, hence the mutual exchange of informal address forms exhibit intimacy, and such an exchange is appropriate between relatives or close

friends. In other words, the interpretation of the results based on these three studies suggests that students perceive themselves to be power equals with their lecturers and have the same social standing in the hierarchical organisation of the university. However, I believe this is not the case and that further analysis is needed. Furthermore, it is clear that the notion of only power and solidarity is not sufficient enough to explain the results. Some suggest that variables such as social standing, age, rank, status, respect, superiority and inferiority can affect the choice of address forms and help evaluate the relationship.

So far the discussion circles around the reciprocal symmetrical use of FN. One might wonder about the motivation students have for addressing the staff with a familiar address term. A student in their first year provided a comment, in which they stated

'I would address the academic staff with TLN and FN if only asked by the staff, simply out of respect.'

A student from second year commented that

'*I use the terms of address teachers want me to use*.'

And in third year students commented that

'*University has a very relaxed environment where students and teachers/tutors are expected to have close relationship*'.

And also

'*There is emphasis on using FN at least in this university. If it wasn't the case, I would use the same system as in high school – TLN'*.

Based on these comments one can conclude with certainty that the notions of power, respect, hierarchy, occupational status and deference are still present. Students use the familiar address form as they are invited to use it from the beginning of their studies. Based on my personal experience, I can confirm that the academics insist on being addressed with FN, and despite my inadequacy, at the beginning, I started using FN from my first year of studies. However, it does not mean that I have forgotten about the hierarchy in the social structure, nor does it mean that I perceived myself as a

power equal[5] of my lecturers. It can be argued that tutors invite students to address them with FN as an ice-breaking technique, with the intention to make the students feel more comfortable, relaxed and at ease. Moreover, the increase in the use of FN could arguably be because the students get to know the staff better. In this case, it can be concluded that social distance is a more salient variable than power as an effect of the choice of address forms. However, it is not sufficient enough to consider only power and solidarity as variables. The use of FN increases when the students get to know the staff better. Therefore, familiarity is another variable that affects the choice of address forms. It should be noted that Brown and Gilman (1960) consider solidarity and familiarity as part of the same phenomenon. However, researchers like Paulston (1975) and Scotton and Zhu (1983) discuss solidarity and familiarity as two separate entities. Paulston (1975) suggests that solidarity applies for people who know or don't know each other but share an equal status. Users of solidarity are assumed to avoid using address, even if they know the other person's name, more often than addressing the other person with FN. Solidarity exhibits shared group membership, but not the intimacy associated with using a person's first name. The notion of intimacy and familiarity overlaps with that of solidarity and may merge with it but Paulston (1975) distinguishes the two. Paulston (1975) claims that the semantic of intimacy is used between people who have a close relationship and speakers who use the intimacy *du* (the Swedish version of the T pronoun) semantic, also always address the same person by FN or by a kin term. Moreover, before speakers begin using intimacy *du*, they have to talk about it explicitly, in which case as expected, it is the higher-status person who is privileged to initiate this practice.

Scotton and Zhu (1983) like Paulston (1975) distinguish power, solidarity and familiarity from each other. Solidarity is a common characteristic 'that cannot be denied, such as kinship, nationality, or party membership' (Scotton and Zhu, 1983:483). Familiarity on the other hand refers to a history of voluntary encounters between individuals. In other words, people who choose to be friends. These three phenomena may not be the same, but they do not exclude each other. Moreover, when

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[5] I will very briefly add that when I talk about equals in this work, I only mean power equals, based on the hierarchical structure of the university. I do not mean to imply that students and lectures are not equals from a humans' rights point of view.

there is familiarity usually means that solidarity is also present, but one or the other can become more salient. However, the presence of solidarity does not necessarily imply the presence of familiarity. Furthermore, the presence of both solidarity and familiarity does not exclude the presence of power and hierarchy. Additionally, one could argue that degree of comfort also needs to be considered as a variable that affects the choice of address forms. As discussed familiarity and solidarity are different phenomena. However, solidarity is not sufficient enough to explain the use of FN as students and tutors do not share the same status and familiarity can partially explain the use of T-like address forms, as the students get to know the staff better over time. However, one cannot defend the argument that there is a friendship present. On the one hand these two phenomena provide explanation on the effects from the use of FN, whereas, comfort on the other hand can explain the motivation people might have to make the switch from a V-like address form to a T-like one. As students and lecturers share the same interests, interact with one another and get to know each other better, students feel comfortable enough to address the staff by FN. However, this does not mean that they perceive each other as friends, power equals, or at the same hierarchical standing. After all, the interests that students and lecturers share are academic, the topics that they discuss are academic as well, thus it can be concluded that the relationship is present only at the university, and it is only temporary and contextual. In support of this argument, the results reveal that in situations where the students leave the office of the tutor, or encounter each other in the corridor or out of the university, students report to not only use FN, but to also skip the address form and use only a greeting. I previously mentioned that the choice to skip address increases in situations where it is socially acceptable for the entire encounter to consist only of a single greeting, i.e. an acknowledgement to have recognised someone one knows, with no further need of interacting, unlike the first three situations, where the address marks the beginning of the interaction. However, as the address form defines the positioning of the relationship on the continuum of social distance, the avoidance of address form exhibits the encounter to be impersonal or passive (Paulston, 1975; Brown and Levinson, 1978; Braun, 1988). It could be assumed that the speaker's choice to skip the address form places the relationship in a grey area, as the lack of address prevents both the speaker and the addressee from evaluating the relationship, and it is not clear who is the superior party and who is the inferior one, and also it is not clear if the speaker considers themselves to be close with the

addressee or distant from them. Hence, the lack of address form reveals that both parties know each other, but does not reveal anything about their relationship. Additionally, the fact that *No address* appears as a response in situations where the speaker leaves the office of the tutor, encounter each other in the corridor, or outside of the university supports my argument that the relationship between students and academics is only temporary and contextual. It exists only at the university when both parties discuss the academic matters that are part of the curriculum, therefore one cannot talk about friendship.

The results discussed in section 5.2. (and all its sub-sections) also reveal that although the use of FN is the predominant preference in address forms, there are still occurrences of V-like address forms. Their highest rate of occurrence is in emails. A student has provided a comment regarding their use of V-like address forms in emails. In this comment, the student states that *'I use TLN in emails because when I send emails I usually need something'*.

This suggests that the student is aware of the hierarchy and the difference in power but chooses to acknowledge it only when in need of something. An interpretation can be that this particular use of TLN is a marked behaviour and can be perceived as a politeness strategy. It may also be that e-mail is written and the written mode is by definition more formal than speaking.

The results also exhibit that although rare, Other is still present as a response and the fact that generic address forms are less common than TLN suggests that achieved status (occupation) is more prominent than ascribed status (gender) at the university.

In summary, one can argue that the norms of address that the students follow when addressing the teaching staff are a false presentation of equality of power and hierarchy, as the students report that they use the address forms that their teachers want them to use, and furthermore use deferential and distancing forms of address when in need of something. Therefore, despite the predominant use of T-like address forms and the presence of comfort, solidarity and familiarity, the notions of power, hierarchy, and occupational status are still present and students report awareness of them. In other words, the hierarchical structure of the university is present, where the academics have superiority over the students, and despitethe predominance of

reciprocal symmetrical use of FN, both parties are aware that they are not equals, and that it might just be the social convention that dictates the pretence of social equality.

6.1.1.2. The influence of cultural background

Due to my difference in cultural background I began this research with the expectation that cultural background would have influence on the use of address forms. I expected that non-British students would employ more formal address forms than the British students. There are studies that support my expectations, according to which, forms of address are fundamental for expressing human relations and are also closely linked to cultural value systems. Address terms enable people to include or exclude and to express common ground and degree of social distance (Clyne, 2009). Additionally, language systems can express person's social identity and belonging. Clyne (2009:398) proposes that 'issues of identity, inclusion and exclusion and face are at the fore in the choice of address mode or when a switch to another address mode is initiated on the basis of a set of principles'. Clyne (2009:399) suggests six principles: 1) Familiarity; 2) Maturity; 3) Relative age; 4) Network; 5) Social identification; and 6) Address mode accommodation, and proposes that these principles depend on factors such as the address rules of the language, the address preferences of the network and/or the individual and contextual factors such as domain, institution and situation. Clyne (2009:399) claims that these factors 'facilitate a decision on where on the continuum of social distance the interlocutor should be placed and consequently on their mode of address' (T-like, V-like). Schneider (2012: 1025) claims that language 'norms can be expected to vary across different cultures or communities'. Some believe that language systems and ideologies reflect the speaker's views on the sociocultural values of different cultures (Hua, 2010), and that members of different communities or social groups may display varying degree of awareness of local language and cultural ideologies (Kroskrity, 2004). In this case, one might wonder if non-British students who move to England in order to pursue a higher education are expected to have knowledge of the local language ideology, and furthermore abandon their address systems and adopt the local one. In an early work Ervin-Tripp (1972:230) proposes that 'a shared language does not necessarily mean a shared set of sociolinguistic rules'. It is assumed that different cultures give

prominence to different social aspects. For instance Bargiela et al. (2002) and Cameron (2007) claim that American language norms are based on showing intimacy and closeness, likewise some believe that Japanese language system give prominence to deference (Bargiela-Chiappini and Kádár, 2011), just like the Bulgarian language system, and some propose that in British language system, and more precisely in institutional encounters, one can observe an increasing informality of address, which is part of the Americanisation of the British culture (Bargiela, et al., 2002).

Despite my expectations and the supporting literature, the results of this study are in partial opposition of my initial hypothesis.

The results reveal that despite their cultural background, the students from both groups share the preference in using primarily FN as an address term when addressing the academic staff. However, there are also differences. Non-British students have provided a wider range of address forms as responses. Furthermore, these responses are also formal address forms, and although their occurrence is lower than that of FN, the occurrence of formal address forms is more frequent than that in the responses from the British students. The responses from the non-British students exhibit that there is an occurrence of TLN in all six situations, and its highest occurrence can be observed when addressing the staff in emails. In comparison, British students claim to use TLN far less than non-British students and even their use of TLN in emails is lower than that of the non-British students. Additionally, non-British students claim to use the marked form of TFN, whereas its occurrence cannot be seen in the responses from the British students. During the interviews, the academic staff reported that they expected the occurrence of TFN to appear only in the responses from the non-British students. This close and personal, yet deferential address form exhibits that non-British students who use it have partially adapted to the British address norms. However, non-British students remain to give respect to their superiors, as arguably, these are the address norms in their culture. Another interpretation of the use of TFN might be that this form of address not only does not suggest a close relationship, on the contrary, it displays both distance and deference. A Vietnamese student, who has experience at a university other than that of the University of Huddersfield commented that when she attended a university in Vietnam, she, as well as all the other students, addressed their teaching staff with TFN. The

student also reported that in the Vietnamese culture a formal way of addressing someone is to add a title before their first name. Moreover, occupational titles are perceived with honour, thus when students address the teaching staff with TFN, students afford their tutor power and display respect. Therefore, the use of TFN might suggest a distant relationship governed by occupational status and power.

The results also display that both groups of respondents have reported using *No address* in the last three situations. However, the preference to skip address forms is more common in the responses from the British students than from the non-British ones. In other words, it is more common for the British students than the non-British ones to exhibit passive and impersonal behaviour that implies the lack of desire to define the type of relationship students have with their teaching staff.

Further results reveal the non-British students display a gradual change from using more V-like address forms in their first year to gradually replacing the V-like for T-like address forms by their third year. Additionally, the results from the last section of the questionnaire (see Table 21, Appendix 1) reveal that non-British students report to have used only formal address terms such as TLN or generic titles in high school/college, whereas the British students report having used generic titles in high school and FN, T or TLN in college. This change can be explained by Giles and Powesland's (1975) Speech Accommodation Theory, which suggests that interlocutors are assumed to adopt speech styles more like each other in order to create a favourable impression, or distance themselves from each other by consciously or unconsciously changing their speech style from that of their interlocutor's. It can be argued that non-British students have adapted to a more informal style of address as a result of several factors. One of these factors is the influence of the students' surroundings and their desire to be included and accepted. Non-British students communicate on a daily basis with British students, who based on the results address the academics primarily with FN. The desire to integrate into the new setting may trigger a conscious or subconscious adaptation of the non-British students' manner of address to that of the British students. It can be argued that non-British students strive to develop new identities for themselves in the new setting (Smith, 2006). Pyke (2000) suggests that whatever the situation might be, new values and dynamics often emerge from the process of moving away and meeting with other social, ethnic or cultural groups. One can propose that by switching their belonging to

a membership in the new local society, non-British students activate 'the necessary social, cultural, and situational factors regulating the use of address terms such as rank, status, age, gender, solidarity, familiarity and intimacy, among others' (Hua, 2010: 193).

6.1.1.3. Gender and its influence

Another hypothesis that I stated in the introduction of this work was that I expected that female students would afford more power and status to the teaching staff than the male students would do. Many researchers have done some work reflecting on this point. It is said that 'the widely accepted definition of status as a possession of characteristics that are valued by the society implies that the traits of a person are not only important ingredient of status – also essential are the ways in which others communicate the evaluation of these traits' (Rubin,1981: 966). Brown (1965) proposes that in one's occupation, some traits like maleness, seniority and more education are more valued than their counterparts. The use of address forms is a way of evaluating these traits, and it is believed that gender is a trait that affects the use of address forms. Rubin (1981) conducts a survey focusing on the ideal traits and terms of address for male and female college professors. Rubin's (1981) results reveal that students use different address forms when addressing their teachers. Female students consistently use familiar address terms, i.e. first name with their female professors, but afford male professors more status and power with the use of a title and last name. Rubin (1981) concludes that what may be in operation is a process of identification and assumed similarity with the younger female professors, especially when it comes to female students , who more often than males indicate symmetrical status by using the more familiar terms of address. In more recent work Takiff et al. (2001) focus on the status implications of students' terms of address for male and female professors, following the principles of Slobin et al. (1968). Tainio (2011) and Lehtimaja (2011) have done some work on teacher oriented terms of address in classroom interaction. All these studies propose that the gender of both the speaker and the addressee affects the use of address forms.

Contrary to my expectations and the work done so far in this field, results reveal that both female and male respondents exhibit the preference of informal address forms as a dominating choice throughout all six situations. In this case the majority of the dyads share reciprocal symmetrical use of T-like address forms. The use of FN implies a close and intimate relationship with solidarity and familiarity as the salient variables governing it. Despite selecting FN as the most commonly used address form, male and female students still display some differences in their choices of other address forms, which in both groups are significantly lower than the use of FN. It can be observed that both genders have reported to use TLN in all six situations. Although low in percentage of occurrence, one can notice that the female group claims to use TLN more than the male group does. Nonetheless, the difference in these results is not statistically significant. The female students employ this address term most often in emails than in any other situations. The same can be seen in the results from the male students, although, the use of TLN is higher in the results from the female respondents. The motivation behind selecting a V-like address form when sending an email might be that students require the support of the academics, and in order to be perceived as polite, they afford power to the addressee and acknowledge the addressee's superiority. By doing so, the students shift from a close and intimate relationship with the academics (a relationship with mutual exchange of FN), to a distant social relationship (a nonreciprocal asymmetrical relationship). Some claim that once a switch from V-like to T-like address commences, the speaker will not use V-like address forms with the same addressee again, unless in case of reproach or anger (Brown and Ford, 1961; Lehtimaja, 2011). However, these results suggest otherwise. When students clearly make a switch from T-like (in lecture) to V-like (in an email) and back to T-like address forms (in their tutor's office), it is clear that students switch their style of addressing the same addressee based on the situation and on their current needs. The difference in use of TLN between the male and the female students could arguably be in support of the statement that female students employ more formal address forms than the male students do. However, as the use of TLN is significantly lower than that of FN in both groups, one can conclude that female students have adapted the informal style of address that the male students use, or that both genders just follow the norms of informality and pretend intimacy. The work done in this field so far also suggests that due to identification and assumed similarity, the female students use FN with the female members of the staff, while affording more

power and higher status to the male members of the staff by addressing them with TLN. The results from this study, however contradict with the findings thus far. There is no support for the claim that students address the male and the female members of staff differently. The terms of address were selected based on how often the students interact with the academics, not on the gender of the academics.

In relation to the formal address terms, the results display the occurrence of *Other*[6] as an address form selected fromthe male group for addressing the staff when entering their office, out in the corridor, or outside of the university, whereas, the occurrence of *Other* address forms cannot be seen in the results from the female group. Furthermore, the male respondents have selected generic titles more often for these three situations, than they have TLN. Moreover, the responses of generic titles provided by the male students for addressing their tutors when entering their office, and out of the university are twice as higher in occurrence than the occurrence of TLN provided by the female students for the same two situations. An interpretation of these results might be that the male students display identification and assumed similarity with the staff. Although, generic titles are still perceived as formal address forms, they still suggest closer and more intimate relationship than the use of TLN. Furthermore, the use of TLN supposes distant relationship and hierarchical superiority of the addressee, based on their occupational status. Whereas the use of generic titles assumes similarities between the individuals, as the occupational title is left out of the address, hence the prominence is given to the ascribed status (sex), not to the achieved one (occupation). When generic titles are used, it could be concluded that the speaker assumes a closer relationship with the addressee and lessens the power of the addressee, as their occupational status is omitted. Additionally, one might conclude that even in their use of V-like address forms, male students still prefer to identify their relationship with the addressee as intimate, where the institutional hierarchy is not salient.

Another difference that can be observed in the responses from both groups is their choice to skip address when encountering the staff in the corridor or outside of the university. The results present that the female students' use of No address is higher than that of the male group. An interpretation might be that the female students exhibit

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[6] As previously discussed, Other stands for generic titles (Mr, Mrs, Miss, Ms), and is also perceived as a V-like address form but not as formal as TLN.

a higher tendency to avoid defining the relationship they have with the teaching staff. However, this tendency occurs in the corridor, or out of the university, while FN or TLN are being used as address terms in situations where the mutual interest in academic issues can be discussed. In other words, these results reveal that the relationship between students and lecturers, despite its in/formal manner, is only temporary and defined in an academic situation.

The discussion thus far was focused only on address choices, possible motivation and effect of their use, and it was only observed from the perspective of the students. However, the issue of evaluation and the interpersonal implications of address forms are yet to be discussed in the second part of the analysis.

6.2. Evaluation and perceptions of the addressee

As discussed so far, the use of terms of address implicitly places a person in relation to others on the social continuum of distance, reveals speaker's identity and evaluation of the addressee, as well as their evaluation of the situation. Anchimbe (2011: 1474) proposes that 'the ways in which naming strategies occur show the social stratification of societies, their network of interpersonal relationship, negotiation of power, superiority, and balance between age and social status'. The use of address forms can be related to the speaker's desire to be accepted by others and others' perception of the speaker. Certain address forms can be used as politeness strategies, or as a technique for better self-presentation. Additionally, the use of address forms can also be interpreted as the speaker's motivation to follow the language norms of a specific social or cultural setting. The standards and norms, however, differ across cultures and communities, even in communities in which the same language is spoken (Schneider, 2012). Therefore, the use of address forms that deviate from the norms might be misinterpreted by the addressee and lead to an undesirable evaluation of the speaker/addressee relationship. In such case, it could be assumed that the speaker aims to use socially acceptable language forms. However, it is not only the act of uttering these forms butit is also the process of evaluation that determines if the used language is appropriate or inappropriate. In other words, when uttering a specific address form, the students express their perception of their tutors, the type of

relationship they share and the students' desire to be perceived in a certain way. However, it is the evaluation of the tutors that determines whether the students' language use is appropriate or inappropriate, polite or impolite.

In the following sub-sections, I discuss the implications of address forms on appropriateness and politeness, and I elaborate on the analysis by including the tutors' evaluation of the students' use of address terms, based on their responses from the interviews.

6.2.1. Appropriateness and politeness

Politeness is part of the common behavioural heritage of humanity that has been discussed as 'culture-specific phenomenon' (Bargiela-Chiappini and Kádár, 2011: 2). In an early work Lakoff (1977) inspired by Grice's Cooperative Principles (Grice, 1975) discusses politeness as means by which cultures can be categorised. Lakoff (1977) proposes that politeness serves to avoid conflict, which legitimises the flouting of the maxims of the Cooperative Principle, that is, the ways in which people are assumed to convey information logically during an interaction. People employ politeness strategies, both positive and negative, that function as approaching or distancing devices (Brown and Levinson, 1987). Despite being criticised for its universalist claims, Brown and Levinson's (1987) theory is still one of the most influential ones in the field. The theory links the Cooperative Principle with the notion of face, which I discuss in section 6.2.2. In further work, a broader perspective is adopted, where researchers such as Watts (2003), Locher (2004), Watts (2005) and Schneider (2012) investigate politeness in a wider context that includes not only impoliteness but also appropriateness and further related concepts. Meier (1995: 387) suggests that 'politeness is understood in terms of doing what is socially acceptable'. However, the concept of appropriate behaviour in one community may differ from that of another community, even if the two communities share the same language. Watts (2003: 248) suggests that 'it is only our feel of what is acceptable in such a situation that will allow us to perceive a participant's behaviour as appropriate'. In other words, 'in everyday practice im/politeness occurs not so much when the speaker produces behaviour but rather when the hearer evaluates that behaviour' (Eelen, 2001: 109).

Regarding this study, the appropriateness of the terms of address that the students use is determined by the evaluation that the tutors do. When conducting the interviews, I revealed the results to the teaching staff and informed them that both British and non-British students claim to address them mainly with FN, to which the tutors agreed. They reported that they encourage the students to use FN. They also reported that there are still instances where the students use T alone, TLN or TFN, which was supported by the results. The results reveal that the norms of address forms suggest the use of T-like address forms. However, the work done in the field of early politeness creates the expectation that the language norms should suggest the use of V-like address forms. In other words, expectation was created where the use of T-like address forms would be evaluated as inappropriate in some situations. For example, my expectation was that the tutors would approve the use of FN coming from students whom they have met before and knew well, but they would find inappropriate the same address form from students with whom they have never interacted before. It is believed that high degree of formality implies greater politeness (Fraser, 1990). Formality, on one hand, is described as a multidimensional phenomenon, which subsumes many factors including seriousness, familiarity and politeness (Trudgill, 1983; Pearce, 2005), while on the other hand, formality and politeness are treated as equivalents (Sifianou, 2013). Spencer-Oatey (2008) claims that in English language, politeness is perceived as referring to the use of formal and deferential language. The same perception can be found in an earlier work, in which Bulm-Kulka (1992:259) proposes that 'politeness tends to be associated with formality; hence politeness is juxtaposed with informality'. The responses of the teaching staff, however, contradicts my expectation. The tutors reported that if students with whom they have never interacted before address them with FN, some will find it odd, but not inappropriate, while others said they would be fine with the choice of address term. However, just because such use of FN is not perceived as inappropriate, would it be considered impolite? Schneider (2012) proposes that impolite behaviour is always inappropriate, however, inappropriate behaviour is not always impolite. Additionally, the use of FN is not perceived either as impolite or as inappropriate. It is evaluated as odd.

Watts (2005: xliii) makes a distinction between appropriate and inappropriate behaviour, where the researcher uses the terms 'politic' and 'non-politic' behaviour. Also, Watts (2005) claims that inappropriate, or non-politic, behaviour is always

marked, whereas appropriate, or politic, behaviour can be either marked or unmarked. Marked appropriate behaviour is referred to as polite, whereas, unmarked appropriate behaviour is referred to as non-polite. Watts' (2005) belief is that non-polite behaviour is not noticed by the speakers as it is expected, whereas, marked behaviour is noticed. This applies to both polite behaviour, which is positively marked, and impolite behaviour, which is negatively marked. In this case, an interpretation might be that students who know the teaching staff well and address them with FN are perceived to exhibit appropriate, or unmarked politic behaviour, which in terms of Watts (2005) is non-polite but positively marked, as the staff expects to be addressed with FN. Whereas, students who have never interacted with the teaching staff, yet addresses them with FN are perceived to exhibit marked politic behaviour, which in terms of Watts (2005) can be referred to as polite behaviour, as the choice of address is unexpected, yet, not perceived as inappropriate. 'Politeness is assumed to be realised primarily through formal and elaborate style' of language (Sifianou, 2013: 89), yet the use of informal address forms is not interpreted as impolite. Brown and Levinson (1987) describe the use of directness and informality, which linguistic realisations are often associated with linguistic optimism, lack of politeness, and even presumptuousness, as positive politeness.

The use of FN, additionally, is not the only address form selected by the students. As discussed in section 5.4., non-British students have also selected V-like address forms like TLN, TFN and generic titles, or have chosen to avoid using address form and use only a greeting in certain situations. In comparison with them, the British students have selected TLN, less often than the non-British students and No address, more often than the non-British students. In both groups, the occurrence of the other address forms is less significant than that of FN. Based on the results from both British and non-British students and in comparison to its occurrence throughout all six situations, the use of TLN is most common when used as an address form in an email. In terms of Fraser (1990: 221) 'the higher degree of formality implies greater politeness', in which case the use of V-like address forms is intended as a politeness strategy. It might be assumed that students employ a higher degree of formality as they want something from the teaching staff, thus use a form of language that is interpreted as polite. In terms of Brown and Levinson (1987) in Western cultures, the formal language style and respectful behaviour is equivalent to negative politeness. The

realisations of negative politeness are assumed to also include conventional indirectness, hedges on the illocutionary force, and linguistic pessimism as to the outcome of a request. Due to the hierarchical structure of the university, the use of formality is expected and perceived as appropriate. Despite the fact that the teaching staff encourages the students to use informal address terms, they still assess the use of V-like address forms as appropriate. This type of behaviour in terms of Watts (2005) can be described as positively marked non-polite, politic behaviour, which based on the results is employed more often in an email, i.e. when the students need something than it is in any other situation. This explanation can be provided for the use of all V-like address forms, like TFN, T, TLN and generic titles, and it can be assumed that this strategy is employed not only in emails, but in face-to-face interactions as well, especially when the students need the assistance of the teaching staff.

The other choice of address that the students have provided as a response is the preference to avoid address forms, especially in situations where the students leave the office of the tutors, encounter them in the corridor, or out of the university. These results are more prominent in the responses from the British students than in the ones provided by the non-British students. Stewart (2004:117) claim that British English tends to be presented as 'avoidance-based, negatively-oriented culture'. Fakushima (2000) suggests that the British use a narrower variety of strategies, avoiding bald-on-record, even when the threat to the addressee's face is low, and also, pay less attention to factors such as power and distance when selecting an appropriate address strategy. Supported by the results, the British students exhibit a higher preference in avoiding address forms than the non-British students do. Assuming that the redressive action when addressing a member of the staff is using an informal or a formal address term, which implies positive or negative politeness, how would address avoidance be interpreted in terms of politeness? A suggestion might be that the avoidance of address form is negatively oriented strategy, as it does not imply either formality or informality. Additionally, it does not define how intimate the student/lecturer relationship is, and it does not provide any information regarding who holds more power and who is superior. However, the lack of address form is not perceived as impolite or inappropriate. Yet, one might claim that due to its inability to define the relationship and the speaker's perception of the addressee, this address strategy is negatively oriented and cannot be perceived as polite but it does not mean it is

impolite. Arguably, it is an appropriate language behaviour that can be interpreted as non-polite.

The function of politeness strategies, both positive and negative, is to protect the addressee's positive, negative or both aspects of face. Politeness strategies are closely linked to the notion of face, which leads to my discussion of the effects that formality and informality have on the speaker's and addressee's faces.

6.2.2. Face and self – presentation

Goffman (1967: 5) describes face as 'the positive social value a person effectively claims for himself by the line others assume he has taken during a particular interaction'. This concept presents face as something that is 'on loan [to a person] from society' (Goffman, 1967:10), which implies the possibility of change, of damage, or loss of face in actual encounters. Adapting Goffman's (1967) conceptualisation, Brown and Levinson (1987: 61) define 'face' as 'the public self-image that every member wants to claim for himself'. Brown and Levinson (1987) make a distinction between two types of face: positive and negative face. Positive face refers to the desire to be appreciated and approved of by others, whereas, negative face refers to the desire to be free from impositions. Brown and Levinson (1987:68) describe these two types of face as 'wants' of every member of society, where the speaker wants their actions to be either desirable to others, or unimpeded by others. Moreover, Brown and Levinson (1987) follow Goffman in arguing that face is valuable and needs to be protected from threats. The process of this protection is what Brown and Levinson (1987) call politeness. It should be noted that not everyone accepts this notion of the composition of face and some argue that the concept of face is broader than mere self-image with a positive and negative aspect to it since it involves social and moral aspects. Face can be seen as an open category, which components vary cross-culturally (e.g. O'Driscoll, 2007).   Additionally, some propose that behaviour which attends to face takes place not only as a result of a threat to it (O'Driscoll: 1996; 2007; Pizziconi, 2003). Instances of such behaviour are shame, pride, general esteem, confidence, embarrassment, and approval, which bear considerable cross-cultural and situational variation that has little to do with the positive and negative aspects. In

subsequent work, O'Driscoll (2011) adds that faces consist of a variety of building blocks such as personal wants regarding self-image, ascribed characteristics, personal reputation, interpersonal history, culture and situation/context.

To sum up, the notion of face is perceived as valuable and in interaction interlocutors aim to maintain each other's faces. In this case, when students utter certain address form, they protect or maintain the addressee's face. However, a speaker not only maintains or protects the face of the addressee, when for instance, the speaker uses a polite and formal address form, the speaker also maintains or enhances their own face by demonstrating through their behaviour that they are a respect-worthy person (Koutlaki, 2002). Schlenker and Pontari (2000: 201) refer to this process as self-presentation, which is a 'specific term that refers to the control of information about self'. This means that the selection of address forms not only functions as a method to evaluate the addressee, but it also serves as an approach that positively evaluates attributes that the speaker wants others to ascribe to them (Spencer-Oatey, 2009).

In the case of my research, the use of T-like and V-like address forms have implications on both students' and tutors' faces. As previously discussed, the predominant address form of address that both British and non-British students use is the informal and familiar first name. However, in this occasion I begin the analysis with the use of the V-like address forms first. As discussed in section 5 (and its sub-sections) the use of formal address forms may be far less frequent than the use of FN, but it was observed that non-British students go through a process of adaptation from first to third year, where their address forms choice becomes more informal by the third year. Sifianou (2013) proposes that formality may indicate politeness, respect and distance, but these are not its only functions. Formal style of language may also be a sign of refinement, good education and cultivation, authority, objectivity and seriousness. Thus, in this case the formal address forms are not only used to protect the addressee's negative aspect of face, but arguably students who are 'users of formality try to satisfy their own agenda, reflecting in a way some kind of egocentric behaviour'(Sifianou, 2013:91). More specifically, the students' use of formal address forms may be interpreted as on the one hands, a representation of respect for the teaching staff, and on the other hand, an attempt to present themselves as well educated adults who can use elaborate forms of expression. In terms of Chen (2001) the students use self-politeness, and in terms of Bella and Sifianou (2012) the use of

formal address forms is not directed only at protecting the addressee's negative face, but also at protecting and even enhancing the speaker's own positive face. By addressing the staff with TLN, TFN, T or generic titles, students employ politeness, as the students understand that whatever they say after the address form may be threatening for the addressee's face. If the students needed assistance with an issue, they would be imposing on the tutor, hence threatening addressee's negative aspect of face. Therefore, they rely on formal address forms to soften the threat. Additionally, by using formal address terms, the students become claimants of positive traits. They wish to be evaluated as being polite, appropriate and well acquainted with social norms and expectations. Therefore, they present themselves in a positive manner, which protects and enhances the speaker's own positive aspect of face.

Spencer-Oatey (2009) suggests that positive self-presentation is not always face threatening to others. For example, the predominant use of FN, which I thus far described it as a positive politeness strategy that displays unmarked politic linguistic behaviour, can be perceived as an approach that is not threatening for the addressee's negative aspect of face. On the contrary, its function is to maintain and protect the addressee's positive face. Based on the results, the use of informal and familiar address forms is the norm, hence the use of FN should not be a threat to anyone's face. Furthermore, it might again serve as a positive self-presentation method for the speaker, who displays an awareness of the social and language norms at this setting. Of course, the use of informal address forms in the wrong context might be interpreted as inappropriate and impolite. However, the teaching staff reported that they encourage the use of first name, and even if addressed with FN by students with whom they have never interacted before, they would find it odd, but not inappropriate. Nevertheless, such use of FN cannot be perceived as positive self-presentation, and as a result, it may be evaluated as a threat for the addressee's negative aspect of face. In a situation where FN is used in a wrong context, the speaker might result in feeling embarrassed and uncomfortable.

The last aspect to be discussed is the effect of address avoidance. To summarise so far, I have described the avoidance of address as negatively oriented, yet, appropriate language behaviour that can be perceived as non-polite. In the case of address avoidance, one cannot talk about positive self-presentation or enhancement of face. The existence of face is clear, as the two parties are interacting, but without the

address form that defines the relationship, one cannot discuss positive aspects that can be ascribed to either party. It can be argued that during an encounter, the speaker maintains their own face, however, it is not clear what their self-evaluation is. Additionally, due to the lack of positive or negative politeness toward the addressee, it cannot be concluded what is the speaker's evaluation of the addressee. It can be concluded that the lack of address form threatens the negative aspect of the addressee's face, as the interaction is passive and impersonal. However, it can also be interpreted as a strategy that maintains the student's face and saves them from embarrassment, in a situation where the student encounters a member of staff, whose name the student cannot recall at that very instance.

7. Conclusion

The aim of this research was to investigate the norms of address forms at a British academic setting. The main focus was directed at the British and non-British students and the norms of address they follow. Questions 1 to 6 (Section 3. Research questions) outlined the parameters of this work. After analysing and discussing the results, my response to question 1 (see Section 3) is that the norms of address forms that the students follow at the University of Huddersfield, at the Department of Linguistics and Modern Languages dictate the symmetrical reciprocal use of the close and intimate bare first name. This outcome supports my initial impression that the norms of address in this setting suggest the use of FN. The exchange of first name was found to be the only symmetrical reciprocal type of relationship, as the academic staff reported to address students only with FN or to skip address forms altogether. The results also revealed that students claim to employ other address forms, which in their frequency of occurrence are lower than the use of first name. Moreover, these other address exchanges reveal asymmetrical nonreciprocal student/tutor relationships. The asymmetry and the non-reciprocity are due to students' use of address forms like title + last name, title + first name, bare title[7], or a generic title. The

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[7] When bare title (T) was selected as an address form in section 3 of the questionnaire, it was always an occupational title (e.g. Dr, Prof). The only exception to the use of T as an occupational title can be found in Table 21, Appendix 1 where T represents generic titles (e.g. Mr, Miss).

students also claim to avoid address forms and use a greeting when it is appropriate. The results reveal that out of these nonreciprocal address forms, students use TLN most often in emails, but its occurrence is still lower than that of FN. The students also claim to avoid address forms more often when leaving their tutor's office, during an encounter in the corridor, or out of the university, than they do in any other situation.

Based on the responses from British and non-British students my answer to question 2 (see Section 3) is that both groups of respondents claim to prefer the predominant use of bare first name. However, the results reveal that non-British students go through a process of adaptation. This outcome is in partial opposition with my hypothesis that non-British students use more formal address forms than the ones British students use. The results from the British students reveal that this group claims to address the teaching staff with first name from their first year of studies. The use of TLN, TFN, T, or generic titles are insignificantly low in numbers in comparison with the use of FN. British students also claim to avoid address forms, but this avoidance gradually lowers in occurrence from first to third year of studies. Moreover, British students report to have addressed their teachers in high school with TLN, and in college the choice of address forms is split between the use of FN, TLN or T. In comparison, the results from non-British students reveal that the respondents in this group go through a process of adaptation from using FN, TLN, TFN and T to using mainly FN. This gradual change develops over their three years at the university. Non-British students also claim to avoid address forms, but their tendency to avoid address forms is lower than that of British students. Non-British students claim to have addressed their teachers at high school/college only with TLN, which further supports the claim for gradual adaptation. Speculations as to why such adaptation might occur are adopting the language and social norms at this academic setting, assimilating their language style with that of their British course mates, and accepting encouragement from the academic staff to communicate on first name basis, in order to integrate at the new setting and be accepted by local society.

The 3rd research question asks about the influences of gender on the choice of address forms. The results reveal that both male and female students prefer the predominant use of first name. There are also differences, but these differences are based on the use of other address forms, which in both groups are lower in occurrence than FN. Female students claim to use TLN more than male students in emails.

Female students also prefer to avoid address forms when they leave their tutor's office, during an encounter in the corridor, or out of the university more often than male students do. Male students claim to use generic titles to address the academics, while the occurrence of these address forms cannot be observed in the answers provided by the female respondents. My interpretation of the results is that even in their use of semi-formal address forms (generic titles), male students position themselves closer to the teaching staff than the female students, who instead of generic titles use occupational titles (TLN), which indicate a distant relationship. However, as the use of these address forms is less frequent than that of FN in both groups' responses, one can conclude that the norms of address form are more influential than the gender of the students. These results rejected the initial hypothesis that female students use more formal address forms than the ones male students do when addressing the academics. Additionally, the results did not provide any support to the claim that students address the male and the female members of staff differently. The terms of address were selected based on how often the students interact with the academics, not on the gender of the academics.

The 4th research question asks about the motivation behind the choice of address forms. As a conclusion, one can suggest that the choice of address forms depends on varieties of factors. Students' use of address terms is motivated by the academic's encouragement to communicate on first name basis, and based on the results, the use of FN increases according to how well the students know the staff. Additionally, the students follow the norms of address at this setting. Another factor that influences the choice of address forms is the desire to be accepted and approved of. Students' address strategies are also motivated by their perception of the addressee and the relationship they share. The address forms reflect how close or distant students believe to be with their tutors, how respectful or neutral students want to be, or how approachable they find the academic staff to be. The analysis reveals that the use of FN suggests an intimate and close relationship. It assumes that solidarity and familiarity are more salient than power and that students assume the same social standing as the teaching staff. However, my argumentation is that at this university, the notion of social equality is fictitious, as the relationship exists only at the university. Furthermore, despite the facts that solidarity appears to be more prominent variable, power and social hierarchy are still present.

The 5th research question shifts the focus of the research from students' use of address forms to the academics' evaluation of that use. The teaching staff reported interpreting the use of FN as well as the use of TLN, TFN, and T as acceptable and appropriate. They shared that even in a situation where a student with whom they have never interacted before addressed them with FN, some of them would evaluate it as appropriate, and others would interpret it as odd, but not impolite or inappropriate.

The 6th and last research question focuses on politeness and self-presentation. As a response to this question, one can conclude that on the one hand the use of formal address forms was interpreted as a politeness strategy that aims to protect the addressee's negative aspect of face from impositions, in situations where students require the assistance of the staff. Such use was also discussed as a positive self-presentation that not only maintains the students' own positive aspect of face but also enhances it. The students become claimants of positive traits such as politeness, good manners, and good articulation of elaborate language. On the other hand, the use of informal address forms (FN) was discussed to be a positive politeness strategy that maintains the addressee's positive face and shows students to be well acquainted with the address norms at this university. The avoidance of address was discussed as appropriate but neutral and even passive approach of communication, available to speakers who do not wish to express any overt stance of respect or familiarity towards their addressee.

8. Further research

The present study is a synchronic work as the data was collected from different students in their first, second, and third year of studies in the period of two weeks. As I wanted to investigate whether any change in the use of address forms would occur over time, but I did not have time to conduct a diachronic study that would follow the development and changes the same group of students would go through over the period of 3 years, I chose the approach that fitted the parameters of the present work. Additionally, as the work discusses what students claim they say, and not what they

actually utter, for a further work one could benefit from collecting direct data (recordings and interviews) over a period of time. Furthermore, as the design of the questionnaire was not created to place prominence on the gender of the teaching staff as much as on how well the students know the academics, the results did not provide any sufficient information to support or reject the hypothesis that students address female tutors with FN and male members of staff with TLN. Thus, this topic can be further developed and analysed. Additionally, the topic of intercultural students and address strategies at an academic setting can be further developed by a closer focus on students' specific cultures and their integration at British universities.

Acknowledgements

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Appendices:

Appendix 1: Tables

Table 1   1st year non-British students: 15 respondents, 9 names of staff, overall of 135 dyads per situation (The 15 non-British respondents from year 1 are all female, there are no non – British male respondents in this group)

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **38 dyads**	FN - 27 TLN – 6 TFN - 2 T -0 No address-1 N/A - 2 Other -0 No response-0	FN - 7 TLN - 10 TFN -5 T - 0 No address-0 N/A - 4 Other-0 No response-7 Invalid-5	FN - 21 TLN - 6 TFN - 0 T - 0 No address-0 N/A - 4 Other- 0 No response-7	FN - 21 TLN - 6 TFN - 0 T - 0 No address-0 N/A - 4 Other- 0 No response-7	FN - 9 TLN - 5 TFN - 0 T - 0 No address-7 N/A - 17 Other – 0 No response-0	FN - 20 TLN - 4 TFN - 5 T - 0 No address-3 N/A - 6 Other – 0 No response-0
Limited interaction **57 dyads**	FN - 40 TLN - 2 TFN - 0 T - 1 No address-6 N/A - 1 Other -7 No response-0	FN - 30 TLN - 16 TFN - 4 T - 0 No address-0 N/A - 3 Other -0 No response-2 Invalid-2	FN - 39 TLN - 2 TFN - 0 T - 0 No address-6 N/A - 8 Other -0 No response-2	FN - 39 TLN - 2 TFN - 0 T - 0 No address-6 N/A - 8 Other -0 No response-2	FN - 32 TLN - 4 TFN - 0 T - 0 No address-14 N/A - 7 Other -0 No response-0	FN - 42 TLN - 3 TFN - 4 T - 0 No address-6 N/A - 2 Other -0 No response-0
Occasional interaction: lectures/seminars **38 dyads**	FN - 26 TLN - 1 TFN - 0 T - 0 No address-0 N/A - 0 Other -11 No response-0	FN - 7 TLN - 18 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0 Invalid-11	FN - 20 TLN - 10 TFN - 0 T - 0 No address-2 N/A - 6 Other -0 No response-0	FN - 20 TLN - 1 TFN - 0 T - 0 No address-11 N/A - 6 Other -0 No response-0	FN - 22 TLN - 9 TFN - 0 T - 0 No address-4 N/A - 3 Other - 0 No response-0	FN - 15 TLN - 20 TFN - 0 T - 0 No address-2 N/A - 1 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **2 dyads**	FN - 1 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 1 TLN - 1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 0 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0

Key:

No response = respondent left this item blank

Invalid = respondent circled the initial + last name of the staff member which was provided on the left-hand side of the page. (As it can safely be assumed that no staff members are actually addressed this way, these responses are disregarded in calculations)

Table 2   1st year British students: 15 respondents, 9 names of staff, overall of 135 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **29 dyads**	FN - 8 TLN – 2 TFN - 0 T -0 No address-6 N/A - 13 Other -0 No response-0	FN - 6 TLN - 6 TFN -0 T - 0 No address-0 N/A - 17 Other-0 No response-0	FN - 9 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 18 Other- 0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 16 Other- 0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-13 N/A - 10 Other – 0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-16 N/A - 5 Other – 0 No response-0
Limited interaction **19 dyads**	FN - 15 TLN - 3 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 11 TLN - 7 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 13 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 5 Other -0 No response-0	FN - 12 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 5 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-14 N/A - 1 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-15 N/A - 1 Other -0 No response-0
Occasional interaction: lectures/seminars **79 dyads**	FN - 70 TLN - 4 TFN - 0 T - 0 No address-4 N/A - 1 Other -0 No response-0	FN - 48 TLN - 17 TFN - 0 T - 0 No address-0 N/A - 5 Other -0 No response-0 Invalid -9	FN - 65 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 8 Other -0 No response-0	FN - 61 TLN - 0 TFN - 0 T - 0 No address-10 N/A - 8 Other -0 No response-0	FN - 50 TLN - 0 TFN - 0 T - 0 No address-25 N/A - 4 Other - 0 No response-0	FN - 43 TLN - 0 TFN - 0 T - 0 No address-35 N/A - 1 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **8 dyads**	FN - 7 TLN -1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 6 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 0 Other -0 No response-0

Table 3   1st year British   female students: 13 respondents, 9 names of staff, overall of 117 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **29 dyads**	FN - 8 TLN – 2 TFN - 0 T -0 No address-6 N/A - 13 Other -0 No response-0	FN - 6 TLN - 6 TFN -0 T - 0 No address-0 N/A - 17 Other-0 No response-0	FN - 9 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 18 Other- 0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 16 Other- 0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-13 N/A - 10 Other – 0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-16 N/A - 5 Other – 0 No response-0
Limited interaction **19 dyads**	FN - 15 TLN - 3 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 11 TLN - 7 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 13 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 5 Other -0 No response-0	FN - 12 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 5 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-14 N/A - 1 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-15 N/A - 1 Other -0 No response-0
Occasional interaction: lectures/se minars **65 dyads**	FN - 56 TLN - 4 TFN - 0 T - 0 No address-4 N/A - 1 Other -0 No response-0	FN - 43 TLN - 17 TFN - 0 T - 0 No address-0 N/A - 5 Other -0 No response-0	FN - 51 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 8 Other -0 No response-0	FN - 47 TLN - 0 TFN - 0 T - 0 No address-10 N/A - 8 Other -0 No response-0	FN - 36 TLN - 0 TFN - 0 T - 0 No address-25 N/A - 4 Other - 0 No response-0	FN - 34 TLN - 0 TFN - 0 T - 0 No address-30 N/A - 1 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **4 dyads**	FN - 3 TLN -1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0

Table 4   1st year British   male students: 2 respondents, 9 names of staff, overall of 18 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **0 dyads**	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0
Limited interaction **0 dyads**	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/seminars **14 dyads**	FN - 14 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 5 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0 Invalid-9	FN - 14 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 14 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 14 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other - 0 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **4 dyads**	FN - 4 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 0 TLN - 0 TFN - 0 T - 0 No address-4 N/A - 0 Other -0 No response-0

Table 5   2nd year non-British students: 8 respondents, 9 names of staff, overall of 72 dyads per situation

Table 5   2nd year non-British students: 8 respondents, 9 names of staff, overall of 72 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction 20 dyads	FN - 15 TLN – 0 TFN - 0 T -0 No address-1 N/A - 4 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-1 N/A - 12 Other -0 No response-0 Invalid -1	FN - 6 TLN – 0 TFN - 0 T -0 No address-1 N/A -6 Other -0 No response-7	FN - 13 TLN – 0 TFN - 0 T -0 No address-1 N/A - 6 Other -0 No response-0	FN - 1 TLN – 0 TFN - 6 T -0 No address-4 N/A - 9 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-5 N/A - 9 Other -0 No response-0
Limited interaction 15 dyads	FN - 14 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 11 TLN – 2 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0 Invalid -1	FN - 13 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-1	FN - 14 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 14 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-1 N/A - 3 Other -0 No response-0
Occasional interaction: lectures/seminars 21 dyads	FN - 18 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	FN - 17 TLN - 2 TFN - 1 T - 0 No address-0 N/A - 0 Other -0 No response-0 Invalid-1	FN - 12 TLN - 1 TFN - 0 T - 0 No address-7 N/A - 0 Other -0 No response- 1	FN - 14 TLN - 1 TFN - 0 T - 0 No address-6 N/A - 0 Other -0 No response-0	FN - 12 TLN - 1 TFN - 1 T - 0 No address-6 N/A - 1 Other - 0 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-11 N/A - 1 Other – 0 No response-0
Frequent interaction: personal tutor, etc. 16 dyads	FN - 16 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 16 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 16 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 16 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 12 TLN - 0 TFN - 2 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 14 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0

Table 6   2nd year non-British female students: 5 respondents, 9 names of staff, overall of 45 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **12 dyads**	FN - 9 TLN – 0 TFN - 0 T -0 No address-1 N/A - 2 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-1 N/A - 10 Other -0 No response-0 Invalid -1	FN - 0 TLN – 0 TFN - 0 T -0 No address-1 N/A - 4 Other -0 No response-7	FN - 7 TLN – 0 TFN - 0 T -0 No address-1 N/A - 4 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-4 N/A - 7 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-5 N/A - 7 Other -0 No response-0
Limited interaction **5 dyads**	FN - 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 2 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0 Invalid -1	FN - 3 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-1	FN - 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-1 N/A - 3 Other -0 No response-0
Occasional interaction: lectures/seminars **19 dyads**	FN - 16 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	FN - 16 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0 Invalid-1	FN - 10 TLN - 1 TFN - 0 T - 0 No address-7 N/A - 0 Other -0 No response-1	FN - 12 TLN - 1 TFN - 0 T - 0 No address-6 N/A - 0 Other -0 No response-0	FN - 11 TLN - 1 TFN - 0 T - 0 No address-6 N/A - 1 Other - 0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-11 N/A - 1 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **9 dyads**	FN - 9 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 9 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0

Table 7   2nd year non-British   male students: 3 respondents, 9 names of staff, overall of 27 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **8 dyads**	FN - 6 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 0 TLN – 0 TFN - 6 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0
Limited interaction **10 dyads**	FN -10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/seminars **2 dyads**	FN - 2 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 1 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 1 T - 0 No address-0 N/A - 0 Other - 0 No response-0	FN - 2 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **7 dyads**	FN - 7 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 5 TLN - 0 TFN - 2 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0

Table 8   2nd year British students: 29 respondents, 9 names of staff, overall of 261 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **50 dyads**	FN - 29 TLN – 1 TFN - 0 T -0 No address-4 N/A - 16 Other -0 No response-0	FN - 12 TLN – 4 TFN - 1 T -0 No address-2 N/A - 31 Other -0 No response-0	FN - 16 TLN – 1 TFN - 0 T -0 No address-2 N/A - 31 Other -0 No response-0	FN - 15 TLN – 1 TFN - 0 T -0 No address-8 N/A - 26 Other -0 No response-0	FN - 14 TLN – 1 TFN - 0 T -0 No address-8 N/A - 27 Other -0 No response-0	FN - 14 TLN – 1 TFN - 0 T -0 No address-7 N/A - 28 Other -0 No response-0
Limited interaction **51 dyads**	FN - 44 TLN – 0 TFN - 0 T -0 No address-1 N/A - 6 Other -0 No response-0	FN - 43 TLN – 2 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-0	FN - 43 TLN – 0 TFN - 0 T -0 No address-0 N/A - 8 Other -0 No response-0	FN - 39 TLN – 0 TFN - 0 T -0 No address-5 N/A - 7 Other -0 No response-0	FN - 41 TLN – 0 TFN - 0 T -0 No address-3 N/A - 7 Other -0 No response-0	FN - 39 TLN – 0 TFN - 0 T -0 No address-3 N/A - 9 Other -0 No response-0
Occasional interaction: lectures/seminars **102 dyads**	FN - 102 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 95 TLN - 6 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 98 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -2 No response-0	FN - 71 TLN - 0 TFN - 0 T - 0 No address-31 N/A - 0 Other -0 No response-0	FN - 66 TLN - 0 TFN - 0 T - 0 No address-33 N/A - 1 Other - 2 No response-0	FN - 68 TLN - 0 TFN - 0 T - 0 No address-28 N/A - 4 Other – 2 No response-0
Frequent interaction: personal tutor, etc. **58 dyads**	FN - 58 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 57 TLN -1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 53 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -5 No response-0	FN - 42 TLN - 0 TFN - 0 T - 0 No address-16 N/A - 0 Other -0 No response-0	FN - 45 TLN - 0 TFN - 0 T - 0 No address-8 N/A - 0 Other -5 No response-0	FN - 41 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 5 Other -5 No response-0

**Table 9   2nd year British   female students: 24 respondents, 9 names of staff,
overall of 216 dyads per situation**

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **41 dyads**	FN - 25 TLN – 0 TFN - 0 T -0 No address-4 N/A - 12 Other -0 No response-0	FN - 9 TLN – 2 TFN - 1 T -0 No address-2 N/A - 27 Other -0 No response-0	FN - 12 TLN – 0 TFN - 0 T -0 No address-2 N/A - 27 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-8 N/A - 22 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-7 N/A - 23 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-6 N/A - 24 Other -0 No response-0
Limited interaction **48 dyads**	FN - 42 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-0	FN - 41 TLN – 1 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-0	FN - 40 TLN – 0 TFN - 0 T -0 No address-0 N/A - 8 Other -0 No response-0	FN - 36 TLN – 0 TFN - 0 T -0 No address-5 N/A - 7 Other -0 No response-0	FN - 39 TLN – 0 TFN - 0 T -0 No address-2 N/A - 7 Other -0 No response-0	FN - 37 TLN – 0 TFN - 0 T -0 No address-2 N/A - 9 Other -0 No response-0
Occasional interaction: lectures/seminars **83 dyads**	FN - 83 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 82 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 81 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0	FN - 54 TLN - 0 TFN - 0 T - 0 No address-29 N/A - 0 Other -0 No response-0	FN - 55 TLN - 0 TFN - 0 T - 0 No address-27 N/A - 1 Other - 0 No response-0	FN - 57 TLN - 0 TFN - 0 T - 0 No address-22 N/A - 4 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **44 dyads**	FN - 44 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 44 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN – 44 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 33 TLN - 0 TFN - 0 T - 0 No address-11 N/A - 0 Other -0 No response-0	FN - 37 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 0 Other -0 No response-0	FN - 33 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 5 Other -0 No response-0

Table 10   2nd year British   male students: 5 respondents, 9 names of staff, overall of 45 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **9 dyads**	FN - 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 3 TLN – 2 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN – 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 4 TLN – 1 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 3 TLN – 1 TFN - 0 T -0 No address-1 N/A - 4 Other -0 No response-0	FN - 3 TLN – 1 TFN - 0 T -0 No address-1 N/A - 4 Other -0 No response-0
Limited interaction **3 dyads**	FN - 2 TLN – 0 TFN - 0 T -0 No address-1 N/A - 0 Other -0 No response-0	FN - 2 TLN – 1 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN – 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-1 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-1 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/seminars **19 dyads**	FN - 19 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 13 TLN - 6 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN – 17 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -2 No response-0	FN - 17 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 11 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 0 Other - 2 No response-0	FN - 11 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 0 Other – 2 No response-0
Frequent interaction: personal tutor, etc. **14 dyads**	FN - 14 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 13 TLN -1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN – 9 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -5 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -5 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -5 No response-0

Table 11   3rd year non-British students: 8 respondents, 9 names of staff, overall of 72 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **17 dyads**	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 13 Other -0 No response-1	FN - 1 TLN – 0 TFN - 1 T -0 No address-0 N/A - 6 Other -0 No response-9	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 12 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 12 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 12 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 12 Other -0 No response-3
Limited interaction **13 dyads**	FN - 11 TLN – 0 TFN - 0 T -0 No address-1 N/A - 1 Other -0 No response-0	FN - 8 TLN – 0 TFN - 0 T -1 No address-0 N/A - 1 Other -0 No response-3	FN - 10 TLN – 0 TFN - 0 T -1 No address-0 N/A - 2 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 1 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 1 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 1 Other -0 No response-0
Occasional interaction: lectures/seminars **33 dyads**	FN - 31 TLN - 1 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 30 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-3	FN - 31 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0	FN - 29 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 1 Other -0 No response-0	FN - 30 TLN - 1 TFN - 0 T - 0 No address-2 N/A - 0 Other - 0 No response-0	FN - 29 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 4 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **9 dyads**	FN - 8 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 6 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-2	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0

Table 12   3rd year non-British female students: 7 respondents, 9 names of staff, overall of 63 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **16 dyads**	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 12 Other -0 No response-1	FN - 1 TLN – 0 TFN - 1 T -0 No address-0 N/A - 5 Other -0 No response-9	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 11 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 11 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 11 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 11 Other -0 No response-3
Limited interaction **12 dyads**	FN - 11 TLN – 0 TFN - 0 T -0 No address-1 N/A - 0 Other -0 No response-0	FN - 8 TLN – 0 TFN - 0 T -1 No address-0 N/A - 0 Other -0 No response-3	FN - 10 TLN – 0 TFN - 0 T -1 No address-0 N/A - 1 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 10 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/seminars **27 dyads**	FN - 26 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 24 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-3	FN - 25 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0	FN - 23 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 1 Other -0 No response-0	FN - 25 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other - 0 No response-0	FN - 23 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 4 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **8 dyads**	FN - 7 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 5 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-2	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0

Table 13   3ʳᵈ year non-British   male students: 1 respondent, 9 names of staff, overall of 9 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **1 dyad**	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0
Limited interaction **1 dyad**	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 1 Other -0 No response-0
Occasional interaction: lectures/seminars **6 dyads**	FN - 5 TLN - 1 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 5 TLN - 1 TFN - 0 T - 0 No address-0 N/A - 0 Other - 0 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **1 dyad**	FN - 1 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0

Table 14   3ʳᵈ year British students: 16 respondents, 9 names of staff, overall of 144 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **31 dyads**	FN - 7 TLN – 0 TFN - 0 T -0 No address-3 N/A - 21 Other -0 No response-0	FN - 8 TLN – 0 TFN - 0 T -0 No address-2 N/A - 19 Other -0 No response-2	FN - 7 TLN – 0 TFN - 0 T -0 No address-1 N/A - 20 Other -3 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-2 N/A - 20 Other -0 No response-3	FN - 8 TLN – 0 TFN - 0 T -0 No address-3 N/A - 17 Other -0 No response-3	FN - 11 TLN – 0 TFN - 0 T -0 No address-3 N/A - 14 Other -3 No response-0
Limited interaction **22 dyads**	FN - 17 TLN – 0 TFN - 0 T -0 No address-3 N/A - 2 Other -0 No response-0	FN - 16 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-0	FN - 14 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -2 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-3 N/A - 6 Other -0 No response-2	FN - 12 TLN – 0 TFN - 0 T -0 No address-3 N/A - 5 Other -0 No response-2	FN - 12 TLN – 0 TFN - 0 T -0 No address-0 N/A - 8 Other -2 No response-0
Occasional interaction: lectures/seminars **48 dyads**	FN - 45 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	FN - 47 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 41 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 4 Other -3 No response-0	FN - 37 TLN - 0 TFN - 0 T - 0 No address-4 N/A - 4 Other -0 No response-3	FN - 36 TLN - 0 TFN - 0 T - 0 No address-9 N/A - 0 Other - 0 No response-3	FN - 36 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 2 Other – 3 No response-0
Frequent interaction: personal tutor, etc. **43 dyads**	FN - 42 TLN -0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 43 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 42 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 33 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 0 Other -0 No response-1 Invalid-3	FN - 35 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 0 Other -0 No response-1	FN - 35 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 2 Other -1 No response-0

Table 15   3rd year British   female students: 12 respondents, 9 names of staff, overall of 108 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **23 dyads**	FN - 5 TLN – 0 TFN - 0 T -0 No address-1 N/A - 17 Other -0 No response-0	FN - 4 TLN – 0 TFN - 0 T -0 No address-2 N/A - 17 Other -0 No response-0	FN - 5 TLN – 0 TFN - 0 T -0 No address-1 N/A - 17 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-0 N/A - 17 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-3 N/A - 14 Other -0 No response-0	FN - 6 TLN – 0 TFN - 0 T -0 No address-3 N/A - 14 Other -0 No response-0
Limited interaction **15 dyads**	FN - 12 TLN – 0 TFN - 0 T -0 No address-1 N/A - 2 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 11 TLN – 0 TFN - 0 T -0 No address-0 N/A - 4 Other -0 No response-0	FN - 9 TLN – 0 TFN - 0 T -0 No address-3 N/A - 3 Other -0 No response-0	FN - 12 TLN – 0 TFN - 0 T -0 No address-0 N/A - 3 Other -0 No response-0
Occasional interaction: lectures/se minars **36 dyads**	FN - 36 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 35 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 1 Other -0 No response-0	FN - 32 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 4 Other -0 No response-0	FN - 30 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 4 Other -0 No response-0	FN - 27 TLN - 0 TFN - 0 T - 0 No address-9 N/A - 0 Other - 0 No response-0	FN - 29 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **34 dyads**	FN - 34 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 34 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 34 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 27 TLN - 0 TFN - 0 T - 0 No address-4 N/A - 0 Other -0 No response-0 Invalid-3	FN - 27 TLN - 0 TFN - 0 T - 0 No address-7 N/A - 0 Other -0 No response-0	FN - 29 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 0 Other -0 No response-0

Table 16   3rd year British   male students: 4 respondents, 9 names of staff, overall of 36 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **8 dyads**	FN - 2 TLN – 0 TFN - 0 T -0 No address-2 N/A - 4 Other -0 No response-0	FN - 4 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-2	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 3 Other -3 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-2 N/A - 3 Other -0 No response-3	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 3 Other -0 No response-3	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 5 Other -3 No response-0
Limited interaction **7 dyads**	FN - 5 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 5 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-0	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -2 No response-0	FN - 0 TLN – 0 TFN - 0 T -0 No address-3 N/A - 2 Other -0 No response-2	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-2	FN - 0 TLN – 0 TFN - 0 T -0 No address-0 N/A - 5 Other -2 No response-0
Occasional interaction: lectures/seminars **12 dyads**	FN - 9 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	FN - 12 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 9 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -3 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-3	FN - 9 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other - 0 No response-3	FN - 7 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other – 3 No response-0
Frequent interaction: personal tutor, etc. **9 dyads**	FN - 8 TLN -0 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	FN - 9 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-0	FN - 6 TLN - 0 TFN - 0 T - 0 No address-2 N/A - 0 Other -0 No response-1	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-1	FN - 6 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -1 No response-0

Table 17   Postgraduate non-British students: 4 respondents: 2 female participants, 2 male participants; 9 names of staff, overall of 36 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **15 dyads**	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-8	FN - 1 TLN – 1 TFN - 0 T -0 No address-0 N/A - 5 Other -0 No response-8	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-8	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-8	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-8	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 6 Other -0 No response-8
Limited interaction **3 dyads**	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 2 Other -0 No response-0	FN - 3 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-2 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/seminars **10 dyads**	FN - 5 TLN - 0 TFN - 0 T - 0 No address-5 N/A - 0 Other -0 No response-0	FN - 6 TLN - 2 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 2 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-4 N/A - 2 Other -0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other - 0 No response-0	FN - 7 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **8 dyads**	FN - 5 TLN -0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	FN - 5 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 4 TLN - 0 TFN - 0 T - 0 No address-4 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 8 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0

Table 18   Postgraduate British students: 1 female respondent, 9 names of staff, overall of 9 dyads per situation

Interaction	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the university
No interaction **2 dyads**	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 2 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0
Limited interaction **1 dyad**	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0	FN - 1 TLN – 0 TFN - 0 T -0 No address-0 N/A - 0 Other -0 No response-0
Occasional interaction: lectures/se minars **3 dyads**	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other - 0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other – 0 No response-0
Frequent interaction: personal tutor, etc. **3 dyads**	FN - 3 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	FN - 3 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0

Interaction	Lecture, seminar		Email		Enter office		Leave office		Encounter in the corridor		Encounter outside of the university	
No interaction **75 dyads**	FN - 45 TLN – 6 TFN - 2 T -0 No address-2 N/A - 19 Other -0 No response-1	60% 8% 3% 0% 3% 27% 0%	FN - 14 TLN – 10 TFN - 6 T -0 No address-1 N/A - 22 Other -0 No response-16 Invalid - 6	20% 14% 9% 0% 1% 55% 0%	FN - 29 TLN – 6 TFN - 0 T -0 No address-1 N/A - 22 Other -0 No response-17	39% 8% 0% 0% 1% 52% 0%	FN - 36 TLN – 6 TFN - 0 T -0 No address-1 N/A - 22 Other -0 No response-10	48% 8% 0% 0% 1% 43% 0%	FN - 12 TLN – 5 TFN - 6 T -0 No address-11 N/A - 38 Other -0 No response-3	16% 7% 8% 0% 15% 55% 0%	FN – 28 TLN - 4 TFN - 5 T -0 No address-8 N/A - 27 Other -0 No response-3	37% 5% 7% 0% 11% 40% 0%
Limited interaction **85 dyad**	FN - 65 TLN – 3 TFN - 0 T -1 No address-7 N/A - 2 Other -7 No response-0	76% 4% 0% 1% 8% 2% 8%	FN - 49 TLN – 18 TFN - 4 T -1 No address-0 N/A - 5 Other -0 No response-5 Invalid - 3	60% 22% 5% 1% 0% 12% 0%	FN - 62 TLN – 3 TFN - 0 T -1 No address-6 N/A - 10 Other -0 No response-3	73% 4% 0% 1% 7% 15% 0%	FN - 63 TLN – 3 TFN - 0 T -0 No address- 8 N/A - 9 Other -0 No response-2	74% 4% 0% 0% 9% 13% 0%	FN - 56 TLN – 5 TFN - 0 T -0 No address-16 N/A - 8 Other -0 No response-0	60% 6% 0% 0% 19% 9% 0%	FN – 63 TLN – 3 TFN - 4 T -0 No address - 9 N/A - 6 Other -0 No response-0	74% 4% 5% 0% 11% 7% 0%
Occasional interaction: lectures/seminars **92 dyads**	FN - 75 TLN - 2 TFN - 0 T - 0 No address-4 N/A - 0 Other -11 No response-0	82% 2% 0% 0% 4% 0% 12%	FN - 54 TLN - 20 TFN - 1 T - 0 No address-0 N/A - 2 Other -0 No response-3 Invalid -12	68% 25% 1% 0% 0% 6% 0%	FN - 63 TLN - 11 TFN - 0 T - 0 No address-9 N/A - 8 Other -0 No response-1	68% 12% 0% 0% 10% 10% 0%	FN - 63 TLN - 2 TFN - 0 T - 0 No address-20 N/A - 7 Other -0 No response-0	68% 2% 0% 0% 22% 8% 0%	FN - 64 TLN - 11 TFN - 1 T - 0 No address-12 N/A - 4 Other - 0 No response-0	70% 12% 1% 0% 13% 4% 0%	FN – 53 TLN - 20 TFN - 0 T - 0 No address-13 N/A - 6 Other – 0 No response-0	58% 22% 0% 0% 14% 7% 0%
Frequent interaction: personal tutor, etc. **27 dyads**	FN - 25 TLN -0 TFN - 0 T - 0 No address-0 N/A - 0 Other -2 No response-0	93% 0% 0% 0% 0% 0% 7%	FN - 23 TLN -1 TFN - 0 T - 0 No address-0 N/A - 0 Other -1 No response-2	85% 4% 0% 0% 0% 0% 4%	FN - 25 TLN - 0 TFN - 0 T - 0 No address-1 N/A - 0 Other -1 No response-0	93% 0% 0% 0% 4% 7% 4%	FN - 24 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 0 Other -0 No response-0	89% 0% 0% 0% 11% 0% 0%	FN - 20 TLN - 0 TFN - 2 T - 0 No address-4 N/A - 0 Other -1 No response-0	74% 0% 7% 0% 15% 0% 4%	FN – 22 TLN - 0 TFN - 0 T - 0 No address-3 N/A - 2 Other -0 No response-0	81% 0% 0% 0% 11% 7% 0%

Table 19   Combined non-British students (1st, 2nd, and 3rd year): 31 respondents, 9 names of staff, overall of 279 dyads per situation

Interaction	Lecture, seminar		Email		Enter office		Leave office		Encounter in the corridor		Encounter outside of the university	
No interaction **110 dyads**	FN – 44 TLN – 3 TFN - 0 T -0 No address-13 N/A - 50 Other -0 No response-0	40% 3% 0% 0% 12% 45% 0%	FN - 26 TLN – 10 TFN - 1 T -0 No address-4 N/A - 67 Other -0 No response-2	24% 9% 1% 0% 4% 63% 0%	FN - 32 TLN – 3 TFN - 0 T -0 No address-3 N/A - 69 Other -3 No response-0	29% 3% 0% 0% 3% 63% 3%	FN - 29 TLN – 1 TFN - 0 T -0 No address-15 N/A - 62 Other -0 No response-3	26% 1% 0% 0% 14% 59% 0%	FN - 28 TLN – 1 TFN - 0 T -0 No address-24 N/A - 54 Other -0 No response-3	25% 1% 0% 0% 22% 52% 0%	FN – 33 TLN – 1 TFN - 0 T -0 No address-26 N/A - 47 Other -3 No response-0	30% 1% 0% 0% 24% 43% 3%
Limited interaction **92 dyads**	FN - 76 TLN – 3 TFN - 0 T -0 No address-4 N/A - 9 Other -0 No response-0	83% 3% 0% 0% 4% 10% 0%	FN - 70 TLN – 9 TFN - 0 T -0 No address-0 N/A - 13 Other -0 No response-0	76% 10% 0% 0% 0% 14% 0%	FN - 70 TLN – 0 TFN - 0 T -0 No address-1 N/A - 19 Other -2 No response-0	76% 0% 0% 0% 1% 21% 2%	FN - 62 TLN – 0 TFN - 0 T -0 No address-10 N/A - 18 Other -0 No response-2	67% 0% 0% 0% 11% 22% 0%	FN - 57 TLN – 0 TFN - 0 T -0 No address-20 N/A - 13 Other -0 No response-2	60% 0% 0% 0% 22% 16% 0%	FN - 54 TLN – 0 TFN - 0 T -0 No address-18 N/A - 18 Other -2 No response-0	59% 0% 0% 0% 20% 20% 2%
Occasional interaction: lectures/seminars **229 dyads**	FN - 217 TLN - 4 TFN - 0 T - 0 No address-7 N/A - 1 Other -0 No response-0	95% 2% 0% 0% 3% 0% 0%	FN - 190 TLN - 23 TFN - 0 T - 0 No address-0 N/A - 7 Other -0 No response-0 Invalid - 9	86% 10% 0% 0% 0% 3% 0%	FN - 204 TLN - 0 TFN - 0 T - 0 No address-6 N/A - 14 Other -5 No response-0	89% 0% 0% 0% 3% 6% 2%	FN - 169 TLN - 0 TFN - 0 T - 0 No address-45 N/A - 12 Other -0 No response-3	74% 0% 0% 0% 20% 7% 0%	FN - 152 TLN - 0 TFN - 0 T - 0 No address-67 N/A - 5 Other - 2 No response-3	66% 0% 0% 0% 29% 3% 1%	FN - 147 TLN - 0 TFN - 0 T - 0 No address-70 N/A - 7 Other – 5 No response-0	64% 0% 0% 0% 31% 3% 2%
Frequent interaction: personal tutor, etc. **109 dyads**	FN - 107 TLN -1 TFN - 0 T - 0 No address-1 N/A - 0 Other -0 No response-0	98% 1% 0% 0% 1% 0% 0%	FN - 106 TLN -3 TFN - 0 T - 0 No address-0 N/A - 0 Other -0 No response-0	97% 3% 0% 0% 0% 0% 0%	FN - 103 TLN - 0 TFN - 0 T - 0 No address-0 N/A - 0 Other -6 No response-0	94% 0% 0% 0% 0% 0% 6%	FN - 82 TLN - 0 TFN - 0 T - 0 No address-23 N/A - 0 Other -0 No response-1 Invalid – 3	77% 0% 0% 0% 22% 1% 0%	FN - 86 TLN - 0 TFN - 0 T - 0 No address-17 N/A - 0 Other -5 No response-1	79% 0% 0% 0% 16% 1% 5%	FN - 78 TLN - 0 TFN - 0 T - 0 No address-18 N/A - 7 Other -6 No response-0	72% 0% 0% 0% 17% 6% 6%

Table 20   Combined British students (1st, 2nd, and 3rd year): 60 respondents, 9 names of staff, overall of 540 dyads per situation

Table 21   Terms of address used in high school/college: students of all years

Responses from British students	Responses from non-British students
Terms of address used in high school: **T** (Mr, Miss) – 15 **TLN** (Mr/Miss + last name) – 10 **No response** - 35	**Terms of address used in high school/college:** **T** (Mr, Miss) – 14 **TLN** (Mr/Miss + last name) – 11 **TFN** (Mr/Miss + first name) - 1 **No response** - 5
Terms of address used in college: **FN –** 18 **TLN** (Mr/Miss + last name) **–** 17 **T**(Mr, Miss) **–** 19 **No response -** 6	

Table 22   First year non-British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 71% TLN – 16% TFN – 5% No address – 3% N/A – 5%	FN – 21% TLN – 30% TFN – 15% N/A – 34%	FN – 55% TLN – 16% N/A – 29%	FN – 55% TLN – 16% N/A – 29%	FN – 24% TLN – 13% No address – 18% N/A – 45%	FN – 53% TLN – 11% TFN – 13% No address – 8% N/A -16%
Limited interaction	FN – 69% TLN – 4% T – 2% No address – 11% N/A – 2% Other – 12%	FN - 55% TLN - 29% TFN- 7% N/A - 9%	FN - 68% TLN - 4% No address - 11% N/A - 18%	FN - 68% TLN- 4% No address - 11% N/A - 18%	FN - 60% TLN - 7% No address - 25% N/A - 12%	FN - 74% TLN - 5% TFN - 7% No address - 11% N/A - 4%
Occasional interaction	FN – 68% TLN – 3% Other – 29%	FN - 26% TLN – 67% N/A - 7%	FN - 53% TLN - 26% No address - 5% N/A - 16%	FN - 53% TLN - 3% No address - 29% N/A - 16%	FN - 58% TLN - 24% No address - 11% N/A - 8%	FN - 39% TLN - 53% No address - 5% N/A - 3%
Frequent interaction	FN - 50% Other – 50%	FN – 50% TLN – 50%	FN – 50% No address – 50%	FN – 50% No address – 50%	No address – 100%	FN – 50% No address – 50%

Table 23   First year British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 28% TLN – 7% No address – 20% N/A – 45%	FN – 21% TLN – 21% N/A – 58%	FN – 31% TLN – 7% N/A – 62%	FN – 28% No address – 17% N/A – 55%	FN – 21% No address – 45% N/A – 34%	FN – 25% No address – 58% N/A -17%
Limited interaction	FN – 79% TLN – 16% N/A – 5%	FN - 58% TLN – 37% N/A - 5%	FN - 68% No address - 6% N/A - 26%	FN - 63% No address - 11% N/A - 26%	FN - 21% No address - 74% N/A - 5%	FN - 16% No address - 79% N/A - 5%
Occasional interaction	FN – 89% TLN – 5% No address - 5% N/A – 1%	FN - 69% TLN – 24% N/A - 7%	FN - 82% No address - 8% N/A - 10%	FN - 77% No address - 13% N/A - 10%	FN - 63% No address - 32% N/A - 5%	FN - 55% No address - 44% N/A - 1%
Frequent interaction	FN - 88% TLN - 12%	FN – 75% TLN – 25%	FN – 100%	FN – 88% No address – 12%	FN – 75% No address – 25%	FN – 25% No address – 75%

Table 24   Second year non-British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 75% No address – 5% N/A – 20%	FN – 32% No address – 5% N/A – 63%	FN – 30% No address – 5% N/A – 65%	FN – 65% No address – 5% N/A – 30%	FN – 5% TFN – 30% No address- 20% N/A – 45%	FN – 30% No address – 25% N/A – 45%
Limited interaction	FN – 93% TLN – 7%	FN – 79% TLN – 14% N/A – 6%	FN – 86% TLN – 7% N/A – 7%	FN – 93% TLN – 7%	FN – 93% TLN – 7%	FN – 73% No address -7% N/A – 20%
Occasional interaction	FN – 86% No address – 14%	FN – 85% TLN – 10% TFN – 5%	FN – 57% TLN – 5% No address – 33% N/A – 5%	FN – 67% TLN – 5% No address – 28%	FN – 57% TLN – 5% TFN – 5% No address – 28% N/A – 5%	FN – 43% No address – 52% N/A – 5%
Frequent interaction	FN – 100%	FN – 100%	FN – 100%	FN – 100%	FN – 74% TFN – 13% No address – 13%	FN – 88% No address – 12%

Table 25   Second year British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 58% TLN– 2% No address – 8% N/A – 32%	FN – 24% TLN - 8% TFN – 2% No address – 4% N/A – 62%	FN – 32% TLN – 2% No address – 4% N/A – 62%	FN – 30% TLN – 2% No address – 16% N/A – 52%	FN – 28% TLN – 2% No address- 16% N/A – 54%	FN – 28% TLN – 2% No address – 14% N/A – 56%
Limited interaction	FN –86% No address – 2% N/A – 12%	FN – 84% TLN – 4% N/A – 12%	FN – 84% N/A – 16%	FN – 76% No address – 10% N/A – 14%	FN – 80% No address – 6% N/A – 14%	FN – 76% No address -6% N/A – 18%
Occasional interaction	FN – 100%	FN – 93% TLN – 6% N/A – 1%	FN – 96% N/A – 2% Other – 2%	FN – 70% No address – 30%	FN – 65% No address – 32% N/A – 1% Other – 2%	FN – 67% No address – 27% N/A – 4% Other – 2%
Frequent interaction	FN – 100%	FN – 98% TLN – 2%	FN – 91% Other – 9%	FN – 72% No address – 28%	FN – 78% No address – 14% Other – 9%	FN – 71% No address – 11% N/A – 9% Other – 9%

Table 26   Third year non-British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 18% N/A – 82%	FN – 6% TFN – 6% N/A – 88%	FN – 12% N/A – 88%	FN – 12% N/A – 88%	FN – 12% N/A – 88%	FN – 12% N/A – 88%
Limited interaction	FN –84% No address – 8% N/A – 8%	FN – 62% T – 8% N/A – 30%	FN – 77% T – 8% N/A – 15%	FN – 77% No address – 15% N/A – 8%	FN – 77% No address – 15% N/A – 8%	FN – 77% No address -15% N/A – 8%
Occasional interaction	FN – 94% TLN – 3% No address – 3%	FN – 91% N/A – 9%	FN – 94% N/A – 6%	FN – 88% No address – 9% N/A – 3%	FN – 91% T – 3% No address – 6%	FN – 88% N/A – 12%
Frequent interaction	FN – 89% Other- 11%	FN – 67% N/A – 22% Other- 11%	FN – 89% Other – 11%	FN – 75% No address – 25%	FN – 89% Other– 11%	FN – 78% N/A – 22%

Table 27   Third year British students: results in percentages

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction	FN – 23% No address – 10% N/A – 67%	FN – 26% No address – 6% N/A – 68%	FN – 23% No address – 2% N/A – 65% Other -10%	FN – 20% No address – 6% N/A – 74%	FN – 25% No address – 10% N/A – 65%	FN – 35% No address – 10% N/A – 45% Other -10%
Limited interaction	FN –77% No address – 14% N/A – 9%	FN – 73% N/A – 27%	FN – 64% N/A – 27% Other – 9%	FN – 50% No address – 14% N/A – 36%	FN – 55% No address – 13% N/A – 32%	FN – 55% N/A – 36% Other – 9%
Occasional interaction	FN – 94% No address – 6%	FN – 98% N/A – 2%	FN – 85% No address – 9% N/A – 6%	FN – 77% No address – 8% N/A – 15%	FN – 75% No address – 19% N/A – 6%	FN – 75% No address – 15% N/A – 4% Other – 6%
Frequent interaction	FN – 98% No address - 2%	FN – 100%	FN – 98% Other –2%	FN – 83% No address – 15% N/A – 2%	FN – 81% No address - 16% N/A – 3%	FN – 81% No address - 12% N/A – 5% Other – 2%

Table 28   A sum of Tables 1 to 16 presented in percentages: 91 respondents, 819 dyads per situation

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction **185 dyads**	FN – 48% TLN – 5% TFN – 1% No address – 8% N/A – 38%	FN – 22% TLN – 11% TFN – 4% No address – 3% N/A – 60%	FN – 33% TLN – 5% No address – 2% N/A – 58% Other -2%	FN – 35% TLN – 4% No address – 9% N/A – 52%	FN – 22% TLN – 3% TFN – 3% No address – 19% N/A – 53%	FN – 32% TLN – 3% TFN – 3% No address – 18% N/A – 42% Other -2%
Limited interaction **177 dyads**	FN – 80% TLN – 3% T – 1% No address – 6% N/A – 6% Other – 4%	FN – 68% TLN – 16% TFN – 2% T – 1% N/A – 13%	FN – 75% TLN – 2% T – 1% No address – 4% N/A – 17% Other – 1%	FN – 70% TLN – 2% No address – 10% N/A – 18%	FN – 64% TLN – 3% No address – 20% N/A – 13%	FN – 66% TLN – 2% TFN – 2% No address – 15% N/A – 14% Other – 1%
Occasional interaction **321 dyads**	FN – 92% TLN – 2% No address – 3% Other – 3%	FN – 81% TLN – 14% T – 1% N/A – 4%	FN – 83% TLN – 3% No address – 5% N/A – 7% Other – 2%	FN – 72% TLN – 1% No address – 20% N/A – 7%	FN – 67% TLN – 3% No address – 25% N/A – 4% Other – 1%	FN – 62% TLN – 6% No address – 26% N/A – 4% Other – 2%
Frequent interaction **136 dyads**	FN – 97% TLN – 1% No address - 1% Other – 1%	FN – 95% TLN – 3% N/A – 1% Other – 1%	FN – 94% No address – 1% Other –5%	FN – 80% No address – 19% N/A – 1%	FN – 78% TFN - 1% No address - 15% N/A – 1% Other – 5%	FN – 74% No address - 15% N/A – 7% Other – 4%

Table 29 Results from the female students form 1st, 2nd, and 3rd year. A sum of tables 1, 3, 6, 9, 12, and 15 presented in percentages: 76 respondents, 684 dyads per situation

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction **159 dyads**	FN – 48% TLN – 5% TFN – 1% No address – 8% N/A – 38%	FN – 18% TLN – 12% TFN – 5% No address – 3% N/A – 62%	FN – 31% TLN – 5% No address – 3% N/A – 61%	FN – 35% TLN – 4% No address – 9% N/A – 52%	FN – 22% TLN – 3% No address – 21% N/A – 54%	FN – 30% TLN – 3% TFN – 3% No address – 21% N/A – 43%
Limited interaction **156 dyads**	FN – 79% TLN – 5% T – 1% No address – 5% N/A – 6% Other – 4%	FN – 67% TLN – 17% TFN – 3% T – 1% N/A – 12%	FN – 74% TLN – 2% T – 1% No address – 4% N/A – 19%	FN – 72% TLN – 2% No address – 10% N/A – 16%	FN – 63% TLN – 3% No address – 22% N/A – 12%	FN – 67% TLN – 2% TFN – 3% No address – 17% N/A – 11%
Occasional interaction **268 dyads**	FN – 91% TLN – 2% No address – 3% Other – 4%	FN – 81% TLN – 14% N/A – 5%	FN – 81% TLN – 4% No address – 6% N/A – 9%	FN – 69% TLN – 1% No address – 23% N/A – 7%	FN – 66% TLN – 4% No address – 27% N/A – 3%	FN – 62% TLN – 7% No address – 27% N/A – 4%
Frequent interaction **101 dyads**	FN – 97% TLN – 1% Other – 2%	FN – 94% TLN – 3% N/A – 2% Other – 1%	FN – 98% No address – 1% Other –1%	FN – 81% No address – 19%	FN – 79% No address - 20% Other – 1%	FN – 77% No address - 16% N/A – 7%

Table 30   Results from the male students form 1ˢᵗ, 2ⁿᵈ, and 3ʳᵈ year. A sum of tables 4, 7, 10, 13, and 16 presented in percentages: 15 respondents, 135 dyads per situation

	Lecture, seminar	Email	Enter office	Leave office	Encounter in the corridor	Encounter outside of the University
No interaction **26 dyads**	FN – 46% TLN – 4% No address – 8% N/A – 42%	FN – 50% TLN – 8% No address – 8% N/A – 34%	FN – 46% TLN – 4% No address – 8% N/A – 30% Other -12%	FN – 38% TLN – 4% No address – 15% N/A – 43%	FN – 19% TLN – 4% TFN – 23% No address – 12% N/A – 42%	FN – 35% TLN – 4% No address – 12% N/A – 38% Other -12%
Limited interaction **21 dyads**	FN – 81% TLN – 14% N/A – 5%	FN – 81% TLN – 5% N/A – 14%	FN – 76% N/A – 14% Other -10%	FN – 62% No address – 14% N/A – 24%	FN – 71% No address – 5% N/A – 24%	FN – 57% No address – 5% N/A – 29% Other -10%
Occasional interaction **53 dyads**	FN – 92% TLN – 2% No address – 6%	FN – 84% TLN – 14% TFN– 5%	FN – 91% Other – 9%	FN – 87% No address – 8% N/A – 5%	FN – 75% TLN – 2% TFN – 2% No address – 11% N/A – 6% Other – 4%	FN – 66% No address – 21% N/A – 4% Other – 9%
Frequent interaction **35 dyads**	FN – 97% No address – 3%	FN – 97% TLN – 3%	FN – 98% Other –2%	FN – 77% No address – 20% N/A – 3%	FN – 74% TFN – 6% No address - 3% No address – 3% Other– 14%	FN – 63% No address - 14% N/A – 6% Other -17%

Appendix 2: Abbreviations

1 FN - bare first name

2 TLN - title + last name [e.g. Mr, Ms, Dr, Prof + LN]

3 TFN - title + first name [e.g. Mr, Ms, Dr, Prof + FN]

4 T - bare occupational title [e.g. Dr, Prof, tutor, teacher]

5 No address term [i.e. just a greeting (e.g. Hi) where appropriate]

6 N/A - Not applicable

7 Other - (generic titles) [e.g. Mr, Miss, Mrs, etc.]

Appendix 3: Questionnaire

Dear all,

Thank you for taking part in my research on the topic of *Intercultural differences in terms of address*. This questionnaire should only take 5 - 10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality. After the questionnaire, please, find attached a consent form and an information sheet.

Thank you for your time and valuable input.

I.   Background information

What **gender** are you?

…………………………………………………………………………………………

How would you describe your **ethnic group** membership (e.g. British, Asian, Bulgarian, Chinese, etc.)?

………………………………………………………………………………………..

Are you an **undergraduate** or a **postgraduate** student?

…………………………………………………………………………………………

If you are an **undergraduate** student, are you in your **first**, **second**, or **third year** of studies?

……………………………………………………………………………………………

II. Interaction with members of academic staff

The following section asks about how often you interact with the members of the academic staff listed below. Please, **circle** the option that most appropriately applies to you:

1) I have not interacted with the named person at all;

2) I have had limited interaction with the named person but not on a one-on-one bases;

3) I have occasionally interacted with the named person through lectures and seminars;

4) I interact with the named person on a frequent basis; seminars, personal tutor; dissertation supervisor, etc.

E. Gold	1	2	3	4
E. Holt	1	2	3	4
L. Jeffries	1	2	3	4
D. Kádár	1	2	3	4
J.Lugea	1	2	3	4
D. McIntyre	1	2	3	4
J. O'Driscoll	1	2	3	4
M. Pollard	1	2	3	4
B. Walker	1	2	3	4

Please, say why you have given those scores and add any comments you want to make:

III. Terms of address

The following section asks about how you normally address the members of the academic staff listed below. Please, circle the variable that most appropriately applies to you:

1 first name alone
2 title + last name   [e.g. Mr., Ms,Dr.,Prof + LN].;
3 title + first name [e.g. Mr., Ms,Dr.,Prof.+ FN];
4 title alone [e.g. Mr., Ms,Dr.,Prof]
5 no address term [i.e. just a greeting (e.g. Hi) where appropriate];
6 Not applicable (N/A)
7 other

How do you normally address the following members of academic staff when you raise a point in a lecture/ seminar?

E. Gold	**Erica**	**Dr Gold**	**Dr Erica**	**Dr**	**No address**	**N/A**	**Other (e.g. Ms, Prof, etc.)**
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………………………

How do you normally address the following members of academic staff when you write an email?

E. Gold	Erica	Dr Gold	Dr Erica	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………

How do you normally address the following members of academic staff when you enter their office?

E. Gold	Erica	Dr Gold	Dr Erica	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………………………

How do you normally address the following members of academic staff when you leave their office?

E. Gold	Erica	Dr Gold	Dr Erica	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………………………

How do you normally address the following members of academic staff when you encounter them in the corridor?

E. Gold	Erica	Dr Gold	Dr Erica	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………….

How do/would you normally address the following members of academic staff when/if you happen to meet them outside the university (e.g. on the street, in a grocery shop, etc.)

E. Gold	Erica	Dr Gold	Dr Erica	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
E. Holt	Liz	Dr Holt	Dr Liz	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
L. Jeffries	Lesley	Prof Jeffries	Prof Lesley	Prof	No address	N/A	Other (e.g. Ms, Mrs, etc.)
D. Kádár	Dániel	Prof Kádár	Prof Dániel	Prof	No address	N/A	Other (e.g. Mr, etc.)
J. Lugea	Jane	Dr Lugea	Dr Jane	Dr	No address	N/A	Other (e.g. Ms, Prof, etc.)
D. McIntyre	Dan	Prof McIntyre	Prof Dan	Prof	No address	N/A	Other (e.g. Mr, etc.)

J. O'Driscoll	Jim	Dr O'Driscoll	Dr Jim	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
M. Pollard	Malcolm	Dr Pollard	Dr Malcolm	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)
B. Walker	Brian	Dr Walker	Dr Brian	Dr	No address	N/A	Other (e.g. Mr, Prof, etc.)

If you have selected '**Other**', please specify what terms of address you use:

………………………………………………………………………………………

Do you have experience in any university other than the University of Huddersfield?

Yes **No**

If _Yes_, what terms of address did you use?

……………………………………………………………………………………..

What terms of address did you use when interacting with the teaching staff at High School/College (title + last name, title alone, etc)?

………………………………………………………………………………………

If you have additional points in regard to Section 3 you would like to raise, please, do so in the comment section below:

Appendix 4: Interview questions

Name of the interviewee:

Q1: How do you address students?

Q2: How do students address you?

Q3: Do you insist on students addressing you in FN?

Q4: Do you think that students address you differently based on variables such as:

- ➢ Gender
- ➢ Year of study
- ➢ Age
- ➢ Ethnical background

Q5: Do you believe that students use certain address forms as a politeness strategy?

Q6: Do you think that by using FN, students promote equality of social standing and disregard the social hierarchy (power)?

Q7: How do you feel when students address you in FN?

- ➢ Is it in/appropriate?
- ➢ Do they maintain face? If so, whose face are they protecting (their own or the addressee)?

Q8: Do you believe that students adapt the use of their address forms accordingly to the address forms they receive?