

T/V Distinction in Second Language Acquisition: a case study of chinese mandarin and european portuguese

Distinção T/V na aquisição de uma segunda língua: estudo de caso do mandarim chinês e do português europeu

Yuxiong Zhang



yuxiong.zhang@ipleiria.pt

Instituto Politécnico de Leiria, Leiria, Portugal

Abstract

The T/V distinction refers to the use of different second-person pronouns to signal social relationships, such as familiarity, respect, or formality, a phenomenon common in many languages, including Chinese Mandarin and European Portuguese. Modern European Portuguese has lost its traditional V-form, with younger generations often using *você* to express formality and seniority. In contrast, the younger generations often using *tu* to express formality and seniority. In contrast, the posteriorly developed V-form *nin* has been well preserved and remains frequently used in Chinese Mandarin. This study investigates whether learning a foreign language influences speakers' choices of address forms in their first language and examines cross-linguistic associations in pronoun use. Three experiments were conducted to examine the influence of a first language on a second language, the reverse influence of a second language on a first language, and the differences in address form preferences between Chinese and Portuguese speakers. Quantitative and qualitative analyses show that learning a foreign language does not effectively influence speakers' decisions regarding pronoun usage in their first language. Learners tend to establish a direct association between pronoun usage in the two languages. For instance, Chinese speakers generally favor the V-form in most contexts, except when addressing friends or peers of the same age. In contrast, Portuguese speakers consider factors such as formality of the context, age, social relationships, respectfulness, and social status when choosing address forms.

Keywords: T/V distinction; Chinese Mandarin; European Portuguese; Second-language acquisition.

Resumo

A distinção T/V refere-se ao uso de diferentes pronomes de segunda pessoa para sinalizar relações sociais, como familiaridade, respeito ou formalidade, um fenómeno comum em muitos idiomas, incluindo o mandarim chinês e o português europeu. O português europeu moderno perdeu sua forma V tradicional, e as gerações mais jovens costumam usar *você* para expressar formalidade e senioridade. Em contrapartida, a forma V *nin*, desenvolvida posteriormente no



10.23925/2318-7115.2025v46i1e71567



FLUXO DA SUBMISSÃO:

Submissão do trabalho: 08/05/2025

Aprovação do trabalho: 07/08/2025

Publicação do trabalho: 02/09/2025

AVALIADO POR:

Gladys Quevedo-Camargo (UnB)
Eugenia Witzler D'Esposito
(PUC-SP)

EDITADO POR:

Luciana Kool Modesto-Sarra (PUC-SP)

COMO CITAR:

ZHANG, Y. Distinção T/V na aquisição de uma segunda língua: estudo de caso do mandarim chinês e do português europeu. *The Specialist*, [S. l.], v. 46, n. 1, p. 886–909, 2025. DOI: 10.23925/2318-7115.2025v46i1e71567.



mandarim chinês, foi bem preservada e continua sendo usada com frequência. O presente estudo investiga se a aquisição de uma língua estrangeira influencia as escolhas dos falantes quanto às formas de tratamento em seu primeiro idioma e examina as associações interlinguísticas no uso de pronomes. Foram elaborados três experimentos para examinar a influência de uma primeira língua em uma segunda língua, a influência inversa de uma segunda língua em uma primeira língua e as diferenças nas preferências de formas de tratamento entre falantes de chinês e portugueses. Análises quantitativas e qualitativas demonstram que os resultados sugerem que o aprendizado de um idioma estrangeiro não influencia efetivamente as decisões dos falantes com relação ao uso de pronomes em sua primeira língua. Os alunos tendem a estabelecer uma associação direta entre o uso de pronomes nos dois idiomas. Por exemplo, os falantes de chinês geralmente preferem a forma V na maioria dos contextos, exceto quando se dirigem a amigos ou colegas da mesma idade. Em contrapartida, os falantes portugueses consideram fatores como a formalidade do contexto, a idade, as relações sociais, o respeito e o status social ao escolher a forma de tratamento.

Palavras-chave: Distinção T/V; Mandarim chinês; Português europeu; Aquisição de segunda língua.

1. Introduction

In today's globalized world, language communication plays a pivotal role in building and maintaining interpersonal relationships, especially between individuals from diverse cultural backgrounds. In natural languages, that is, human languages that have evolved naturally through use, such as English, Mandarin, or Portuguese, the forms of address regarded as an important link between the structure of a language and the society, reflecting the social stratification of an individual (Gouveia, 2008). Additionally, they form a crucial component of discourse organization in interpersonal communication (Duarte; Marques, 2023).

In the early 1960s, Roger Brown and Albert Gilman conducted research on personal pronoun usage in four European languages: French, German, Spanish, and Italian. Their findings revealed two distinct forms of second-person pronouns in these languages, which they described as the 'familiar pronoun' and the 'polite pronoun'. They proposed that each form is associated with two primary social factors, namely, power and solidarity. The publication of their article, *The Pronouns of Power and Solidarity*, introduced the influential dualistic theory of address forms, widely known as the T/V pronominal distinction, derived from the Latin system. In this model, the T-form signals intimacy and familiarity between interactants, while the V-form conveys power, seniority, or authority. Furthermore, the extent to which the two forms of address are reciprocally employed is contingent upon the level of solidarity or power (Brown; Gilman, 1960). As Wang (2022) notes, power is asymmetrical, and T/V pronoun use is nonreciprocal among individuals of unequal social standing: the speaker who is positioned in a subordinate role in society employs the V-form and is treated with the T-form by those of a superior social status. However, high

solidarity between interactants fosters a reciprocal T/V usage, with both individuals addressing each other with the same pronoun.

2. T/V forms and *ni* and *nin* in Chinese language(s)

It is noteworthy that the T/V pronominal distinction appears not only in Western languages but also in languages from other continents. For example, Fasold (1990) argued that the second-person pronoun distinction in Chinese language(s) is essentially analogous to that in European languages. In Chinese language system, two pronouns are used to address the second person: *ni* and *nin*. The choice between these pronouns is influenced by various social factors, such as age, seniority, occupation, familiarity, education level, and other aspects of social interaction. Speakers who share a close interpersonal relationship typically use *ni*, while *nin* is reserved for interactions with strangers (Changboonchu, 2010). The pronoun *ni* generally conveys “equality, familiarity, and solidarity” between speakers, whereas *nin* by default linked to the concept of ‘deference, power, and social distance’ (Kádár et al., 2023, p. 4). Additionally, Chao (1956, p. 219) noted that *nin* is used when addressing a superior, as in interactions from “child to parent, student to teacher, or servant to master”.

Ni as a second-person pronoun first appeared during the Tang dynasty (618–907), initially used exclusively by authority figures to address their subordinates. Over time, the V-form function of *ni* has faded in modern Chinese, and it is now predominantly used as the T-form (Changboonchu, 2010). This evolution in the use of *ni* is not coincidental. According to Changboonchu (2012), China’s prolonged historical process has been shaped by profound social changes, driven by movements against imperialism and feudalism. The traditional social structure underwent significant transformations, resulting in the disappearance of numerous personal pronouns from historical records, including some that predated the introduction of *ni*.

In contrast to the extensive usage of *ni*, the pronoun *nin* has a relatively brief history. It is believed to have been coined in the 20th century as a local ‘equivalent’ to the V pronouns found in Western languages (Kádár et al., 2023, p.1). However, Kádár, House, and Liu (2023) also noted that *nin* does not entirely align with the V-form described by Roger Brown and Albert Gilman, given its limited use in spoken language across northern and northeastern Chinese dialects. The deferential nature of *nin* contributed to its disuse during China’s Cultural Revolution (1966–1976).

Unlike the Russian Revolution, which prioritized respect and thus favored the V-form, the Chinese Revolution emphasized solidarity. Before the Revolution, *nin* was used to address individuals who held a special status (e.g., the head of state) or belonged to a higher rank (e.g., judges, gentry, landlords), celebrities, ascending family members, elders in the community or strangers, but was largely replaced by *ni* during that period (Fang; Heng, 1983). The usage of *nin* was revived in colloquial language in the 1980s and is now generally used in written Chinese as well. Among younger generations, the V-form in Chinese may carry different pragmatic meanings, particularly in online, anonymous communication (Kádár et al., 2023).

3. Peculiarity of Portuguese second personal pronoun system

While the similarity between second-person pronouns in Chinese language(s) and the T/V pronominal distinction proposed by Brown and Gilman (1960) is notable, it does not imply that all natural languages exhibit these features. Some languages, such as modern English—the most widely spoken language globally—offer no such alternatives, as ‘you’ serves as the only option to address both individuals and groups in the second person. Moreover, even among European languages, including those with Latin roots, the T/V pronominal dichotomy is not universal, as demonstrated by the example of European Portuguese.

In European Portuguese, a wide array of address options is available, and it is also acceptable to structure discourse without using any pronoun or nominal address (Hajek et al., 2013; Carreira, 2005). This “plethora of linguistic address” contributes to the complexity of pronominal usage in Portuguese, which offers numerous ways to convey hierarchy, rank, and deference (Faria, 2019, p. 73; Faria, 2024). As a result, speakers often find themselves uncertain about the appropriate form of address for individuals with whom they have social and linguistic ties (Faria, 2019; Duarte, 2011). Since “the recognizability of politeness and appropriateness is fundamentally reflexive and recursive” (Kádár; Haugh, 2013, p. 185 apud Faria, 2022), it is argued that the T/V distinction does not accurately describe the current Portuguese address system (Faria, 2019; 2023).

It is irrefutable that Portuguese adopted an address system similar to other Latin languages, with *tu* as the T-form and *vós* as the V-form during the Middle Ages. From the 14th century onward, various nominal forms were introduced to differentially address the king, such as *Vossa Mercê*, *Vossa Senhoria*, and *Vossa Excelência*, which led to the widespread use of nominal

forms. Additionally, the original second-person plural pronoun *vós*, used as a courtesy expression in the Middle Ages, has largely fallen out of daily usage in contemporary Portuguese (Faria, 2019). Notably, this historical usage is seldom reflected in modern educational materials, including textbooks and grammars (Faria, 2023). Over time, the pronoun *you* emerged and gained popularity as a widely used form in Portuguese, evolving from the nominal address *Vossa Mercê* (Faria, 2019). Due to its nominal origin, *you* is conjugated as a third-person pronoun, despite addressing the second person.

However, the pronoun *you* cannot be seen as a revival of *vós* nor as an equivalent to either the T-form or the V-form. The pronoun itself lacks the same honorific weight and imperviousness as a specialized nominal form based on the social status of the addressee (Faria, 2022; 2023). According to Faria (2023), no attempts have been made to replace the V-form in Portuguese since the obsolescence of *vós*. It remains undetermined which pronoun, if any, could function as a V-form in contemporary European Portuguese.

4. Ambiguous status of *you*

Despite its second-person semantics, *you* is characterized by third-person grammatical agreement. As a result, *you* tends to be reserved for more formal or distant interactions. In these contexts, speakers may choose to avoid the T-form *tu* to strike a balance between intimacy and social distance. This is one reason why *you* is sometimes regarded as an impolite pronoun (Faria, 2024). In contrast to its widespread use in Brazil, where *you* functions as a semantically neutral form and is generally regarded as a T-form following social changes and class mobility since the 1930s, its usage in Portugal remains more complex, even for native speakers. In many cases, the choice of *you* is tied to age and social class, adhering to pre-established sociolinguistic rules and social expectations (Faria, 2023; 2024; Carreira, 2005). The aged middle class in Portugal typically avoids using *you*; however, its third-person conjugation is seen as a polite alternative to *tu* in some regions of Portugal (Faria, 2022; 2024). According to Weinrich (1986, apud Carreira, 2005), when two forms exist, the more ambiguous one is often perceived as more polite. Thus, the use of *you* can be seen as a relatively safe choice. However, when the chosen form does not align with the expectations or prior knowledge of the interlocutor, communication issues can arise. A well-known example of this is the controversy surrounding football manager Jorge Jesus, who was reprimanded for using *you* in a Lisbon court in 2022 (Faria, 2024). Faria (2024) described this

incident as a failure on the speaker's part to adhere to established norms. When there is a discrepancy in social status or age between interlocutors, the use of *você* may be perceived as crude or impolite, which is rare in practice (Duarte, 2011). Therefore, the degree of politeness conveyed by *você* depends on an interpretation that occurs after the utterance (Faria, 2019).

It is noteworthy that not all individuals who speak the same language adhere to the same sociolinguistic rules. Their linguistic practices depend on personal preferences and their identification with specific social classes (Faria, 2023). The need to distinguish between power and involvement in interactions has become less pressing, leading to corresponding changes in the lexicogrammar used by speakers in their discourse. As new social bonds and relationships are formed, they also reshape the original linguistic meaning (Gouveia, 2008). In the case of European Portuguese, the "de-traditionalized and de-ritualized social relations" reflected in the use of *você* align with the socio-cultural transformations that followed the Carnation Revolution of 1974 (Faria, 2019, p. 82).

In today's world, *você* is used as a neutral and egalitarian form of address, particularly among younger generations, and its usage is also common in advertising. Before the 1970s, *você* had a fluctuating prevalence of around 1%. However, this figure saw a significant increase, reaching 90% in the 1990s, making it the most frequently used pronoun, as shown in the CETEMPúblico corpus. Interestingly, in European Portuguese, it is reported that the T-form, *tu* tends to be utilized as a non-intimate treatment in European Portuguese, based on egalitarian and approximate position (Allen, 2019).

In authentic communicative situations, the pronoun *você* may be avoided, with the value of the addressee being conveyed through third-person conjugation. Additionally, there is no need to incorporate supplementary inference to clarify the addressee in a pro-drop language like Portuguese. Thus, the absence of an address form allows speakers to strategically bypass the dilemma of selecting the appropriate form of address, thereby avoiding any implication of deference or politeness (Carreira, 2005; Faria, 2022; 2023; Duarte; Marques, 2023).

5. Foreign language acquisition and usage of address form

The way in which speakers interpret and perceive address forms ultimately shapes how they use them. Factors such as ingrained cultural values, pre-existing interpersonal relationships, age, gender, and even fluid aspects of identity can influence the selection and usage of address

forms (Faria, 2019; 2022; 2024). For instance, Belz and Kinginger (2003) found that learners of German as a second language tended to overuse the V-form, a trend also observed in studies on the use of personal pronouns by non-native speakers of French (Dewaele, 2004; van Compernelle, Williams, and McCourt, 2011). In contrast, research on learners of Spanish as a foreign language by Shively (2011) and Villarreal (2014) reached the opposite conclusion, revealing an overwhelming preference for the T-form (Wang, 2022).

Wang (2022) further explored how 76 Chinese students used T/V address forms in Spanish as a second language. The study found that participants primarily relied on pragmatic knowledge from their mother tongue, with a marked preference for the V-form. Moreover, Wang suggested that the presence of a T/V distinction in a learner's first language might aid in mastering similar distinctions in the target language. However, the study did not test the same group's preferences in different usage contexts across both their first and second languages. Instead, it included an experimental group, leaving participants' first-language preferences unexamined. Since address form preferences can be highly individual and may vary even within the same situation, it is crucial to investigate learners' choices of address forms in both their first and second languages under comparable circumstances. Furthermore, the impact of acquiring a language with a different system of address forms on learners' pronoun selection and usage remains unclear and merits further study.

The impact of a second language on the first language reveals differences in approach, which tend to be more cognitive and pragmatic rather than syntactic or lexical. When multiple linguistic channels are available, the speaker may require more time to select the appropriate word or expression, adjust their perception and expression in a given language, and be influenced by criteria of relevance and appropriateness in language use. This can affect both language production and comprehension (Kecskes, 2008). According to Cook (2003), the coexistence of languages in a speaker's mind follows an integration continuum, which cannot be neatly identified throughout the entire language system and does not affect all speakers in the same way. On one hand, absolute separation of languages is unfeasible; on the other, complete integration of multiple languages is equally implausible, as speakers tend to use specific languages in authentic real-world contexts.

A study conducted by Kaushanskaya, Yoo, and Marian (2011) examined the relationship between vocabulary knowledge and reading fluency in English and a second language among 29 English speakers who had acquired Spanish as a second language and 24 students of Mandarin, whose first language is English. The findings revealed a correlation between self-reported reading proficiency in Spanish and English reading fluency, with higher Spanish reading skills associated with higher English reading fluency. However, higher Mandarin reading skills were linked to lower English reading fluency. These results suggest that acquiring a second or foreign language can influence the performance of the first language in both positive and negative ways. Given this, it is important to explore whether learning a foreign language affects speakers' preferences and usage of address forms, particularly since the impact of foreign language acquisition on the first language has received little attention. Considering the distinctions and potential associations in the use of pronominal address forms between Chinese Mandarin and European Portuguese, the research questions of this study are as follows:

- i) How does learners' first language influence their usage of address forms in their second language?
- ii) What are the differences in the use of address forms in the first language between speakers who learn a T/V distinction language and those who do not?
- iii) In what ways do Portuguese learners of Chinese Mandarin and Chinese learners of European Portuguese exhibit similarity in their selection of address forms?

6. Methodology

The research methods of the present study were inspired by the study conducted by House and Kádár (2020), who analyzed translation solutions for the T-form in IKEA catalogues across various linguistic and cultural contexts, including Mainland Chinese Mandarin, Hong Kong Mandarin, Japanese, Hungarian, and German.

Inspired by House and Kádár's (2020) methodological approach, a corpus of 12 advertisements in Chinese Mandarin and European Portuguese was constructed, employing the second-person address form (Table 1). Table 1 illustrates that the same brand or company may adopt different strategies regarding address forms in different countries, highlighting the divergences between the Chinese and Portuguese languages. Half of the brands/companies (6) used the same address form in both languages, while 4 used *nín* in the Chinese version and the

third-person conjugation in the Portuguese version. Additionally, the T-form was used in 2 product descriptions in both Chinese Mandarin and European Portuguese. Furthermore, *nín* appeared 6 times in the Chinese descriptions, while 8 brands/companies chose to address their target consumers in the third person in Portuguese.

Table 1. Advertisements collected in Chinese Mandarin and European Portuguese

BRAND/ COMPANY	CHINESE VERSION	PORTUGUESE VERSION
LEGO	“哇哇 哇哇 哇哇” 全新乐高® Icons 吃豆人拼搭套装是一款非功能性游戏系统，满满的复古式游戏设计细节，供您畅玩。 (<i>nin</i>)	"Waka waka waka" O novo conjunto LEGO® Icons Máquina de Jogos PAC-MAN é uma máquina de jogos não funcional, mas repleta de detalhes de jogos retro que vais querer devorar. (<i>tu</i>)
TAYLOR'S (CHATEAU)	参观酒窖 泰来作为加亚新城的著名酒庄，拥有300多年悠久历史，获得了酒圈权威机构的认可。我们邀请您来参观有300多年历史的酒窖，体验一个既刺激又富资讯性的旅程。酒窖除了介绍波特酒和泰来的古往今来，还展示在杜罗河谷的酿酒过程，当然少不了展出一些价值连城的波特酒珍藏。 (<i>nin</i>)	As Caves de Vinho do Porto A casa Taylor's, considerada por muitos conhecedores do mundo vinico como a melhor produtora de vinho do Porto, convida-o para uma visita entusiasmante e elucidativa às suas famosas caves de vinho do porto em Vila Nova de Gaia. (third person)
SWATCH	忠于真实自我 戴上 Swatch X You Zodiac 系列，向世界展露您内心的深邃一面。探索成品设计，或根据多款迷人的星座设计订制您的专属腕表，凸显您的内在气质。 (<i>nin</i>)	Entra no teu verdadeiro elemento Mostra ao mundo quem realmente és com a Coleção Swatch X You Zodiac. Descobre os modelos prontos a usar ou cria um relógio personalizado a partir dos cativantes designs inspirados na astrologia e coloca o foco na tua aura interior. (<i>tu</i>)
SKYPE	不要让距离成为障碍，立即见面吧！ 操作简单 - 只需创建一个链接，并与你希望加入通话的人员共享链接。无需注册。如果你没有安装 Skype，没关系，你可以在浏览器上使用它。使用 Skype 可邀请多达 99 人（算上你自己）并享受免费视频通话。 最重要的一点是，你的个人邀请链接不会过期，随时都可以使用。 (<i>ni</i>)	Utilize a funcionalidade Reunir Agora e não deixe que a distância seja um obstáculo! É muito fácil – só tem de criar uma ligação e partilhá-la com as pessoas que pretende convidar para a chamada. Não é necessário inscrever-se. Não há problema se não tiver o Skype instalado, pois pode utilizá-lo no seu browser. Convide até 99 pessoas para desfrutarem de videochamadas gratuitas consigo no Skype. O melhor de tudo é que a sua ligação de convite pessoal não expira e pode ser utilizada em qualquer altura. (third person)
VOLVO	您的需求，我们实现 用智能满足您对细节的追求，用科技赋能您对生活的需求 (<i>nin</i>)	Mais daquilo que quer. Deixe-se envolver pelas funcionalidades inteligentes e pela tecnologia de base. (third person)

HUAWEI

品质，精益求精

千锤百炼，铸就不凡。通过多项严苛的耐久测试，从容应对严酷环境考验。只为陪伴你，很久很久很久。

(ni)

PHILIPS

可储藏毛刷和缝隙吸嘴的充电座

手持式吸尘器的充电座可储藏毛刷和缝隙吸嘴。毛刷可确保您在清洁过程中不会损伤细致的表面，而缝隙吸嘴则让您能够轻松清理难以触及的地方。

(nin)

ADIDAS

舒爽相伴的网球T恤，部分采用Parley Ocean Plastic环保材质打造

在网球场上，无论面临何种挑战，都要保持冷静。这款adidas T恤，搭载HEAT.RDY科技，旨在助你保持舒爽，为在墨尔本举办的公开赛打造。采用FreeLift设计，助力自在活动。饰满版印花，灵感源自大自然里让人倍感舒怡平静的不同形状，力求助你专注比赛。这款产品所采用的纱线含Parley Ocean Plastic环保材质，此材质以海洋周边回收的塑料废弃物为原料，力求减少进入海洋的污染。含再生材质。

(ni)

NIKE

无论你是想要单色外观还是运动风格，Nike Air Max 90 By You 专属定制运动鞋皆可满足你的需求。从鞋带到 Nike Air 缓震配置均可定制，打造专属你的个性设计。金属元素细节，增添些许光泽感。若希望在生活中彰显耐克勾风范，可在大号标志内侧添加凹纹迷你标志。

(ni)

IKEA

别具风情的黑白色图案

虽然没有缤纷的色彩，但这款黑白相间的STRECKFLY 斯加夫莱 布料依然别具风情。这款俏皮的黑白色图案由Sven Fristedt设计，并于1968年首次以MYRTEN 梅尔顿 的名字出现在宜家产品系列中。今年，你可以用百搭的垫套装饰沙发，也可以用3米长的预裁布料来盖住墙壁。

(ni)

Testado, comprovado e aprovado

Sujeitámos o HUAWEI MateBook D 16 a rigorosos testes de qualidade, para que possa ter a certeza de que este está equipado para lidar com qualquer imprevisto.

(third person)

Suporte de carregamento com escova e bico

O suporte de carregamento do mini-aspirador segura uma escova e um bico. A escova não permite a danificação de superfície delicadas durante a limpeza, por sua vez, o bico permite-lhe alcançar os pontos de difícil acesso.

(third person)

MANTÉM O FOCO COM UMA T-SHIRT DE TÊNIS FEITA EM PARTE COM PARLEY OCEAN PLASTIC.

Independentemente dos desafios no teu caminho, mantém a calma no court de ténis. Feita para Melbourne, esta t-shirt adidas está equipada com HEAT.RDY para manter o teu corpo fresco. O design FreeLift oferece liberdade total de movimentos. Inspirado nas formas calmantes da natureza, o design integral ajuda-te a manter o foco em todas as trocas de bola.

Este produto foi feito com fio que inclui 50% de poliéster reciclado e 50% de Parley Ocean Plastic, desperdício de plástico intercetado em ilhas remotas, praias, comunidades costeiras e litorais, evitando que venha a poluir os oceanos. No total, este produto contém 70% de conteúdo reciclado.

(tu)

Quer estejas à procura de um look monocromático ou desportivo com um toque de irreverência, com as AM90 tudo é possível. Personaliza tudo, desde os atacadores até à unidade Nike Air para obteres um design à tua imagem. Os detalhes metalizados conferem um pouco de brilho. Caso queiras mais Swoosh na tua vida, adiciona um logótipo miniatura em relevo no interior do maior.

(tu)

Pimenta com padrões

Apesar de não ter cor, o tecido STRECKFLY em sal e pimenta tem muito sabor. Este padrão monocromático e divertido de Sven Fristedt foi incluído na gama IKEA pela primeira vez como MYRTEN, em 1968. Este ano, dê um novo visual ao sofá com fronhas a combinar ou coloque o tecido com pré-corte de 3 metros nas paredes.

(third person)

APPLE

4800 万像素主摄再度进化, 现在能拍超高分辨率照片, 细节和色彩表现再上新台阶。

人像照的提升肉眼可见, 而且, 现在也不用手动切换人像模式。当拍摄主体是人物或猫狗宠物时, iPhone 会自动捕捉深度信息。你可以当即选择生成具有精美虚化背景的人像照, 或者拍完后再到照片 app 中调整为人像照效果。

(ni)

A câmara Principal de 48 MP é mais avançada que nunca e capta fotografias de altíssima resolução, com um **inacreditável nível de detalhe e cor.**

As melhorias são bem visíveis e nem é preciso mudar para o modo Retrato. Ao fotografar uma pessoa, um objeto ou um animal, o iPhone capta as informações de profundidade de forma automática. E pode **ver logo a sua fotografia como um retrato** (com efeito de fundo desfocado) ou mais tarde na app Fotografias.

(third person)

SAMSUNG

Galaxy AI 爱了

欢迎来到 Galaxy AI 时代。有了 Galaxy S24 Ultra, 助力您将创造力、生产力和可能性提升到新水平。现在, 从您生活中重要的设备开始——您的智能手机。

振奋人心的震撼体验



(nin)

A Galaxy AI* chegou

Bem-vindo à era da IA móvel. Com o Galaxy S24 Ultra nas suas mãos, pode libertar novos níveis de criatividade, produtividade e possibilidade, começando pelo dispositivo mais importante da sua vida - o seu smartphone.

(third person)

Origem: Author

To address the research questions, we designed three experiments involving different groups of university students. To examine how learners' first language influences their choice of address forms in a second language, we analyzed the address form preferences of 14 Portuguese students (labeled PT1 - PT14), who were enrolled in or had graduated from a Chinese language-related undergraduate program. These students evaluated 12 above-mentioned advertisements in both Chinese Mandarin and European Portuguese. The participants in the first experiment consisted of 9 females and 5 males, aged between 21 and 30, with an average age of approximately 22.9 years. On average, they had been learning Chinese Mandarin for 3.57 years, starting from their first year at university. Notably, three participants were pursuing graduate studies in China at the time of the study. To minimize potential interference from their first language, the learners were first asked to indicate their preferences regarding personal pronoun usage in Chinese. Data for the first experiment was collected during the fourth and fifth weeks of November 2024 through an online questionnaire.

In the second experiment, we compared address form preferences in Chinese Mandarin between two groups, namely, 15 students majoring in Management and Marketing in a university in northern China (CN1-CN15) and 24 Chinese students studying Portuguese in Portugal (CNP1 –

CNP24). The aim was to determine whether differences existed in the use of address forms in their first language. The 15 participants in the first group were junior students, including 13 females and 2 males, with an average age of approximately 20 years. Among them, 14 reported knowledge of English, while 1 student reported knowledge of Japanese, 1 of Korean, and 1 of Russian. In the group of Portuguese learners, 6 were in their final year of university, while 18 were in their junior year. This group included 7 males, with an average age of 20.5 years. All participants had lived in Portugal for at least two months. Data was collected via an online questionnaire sent to all participants during the third week of November 2024.

Finally, we compared address form preferences in the same 12 advertisements in Chinese language between the 14 Portuguese learners of Chinese Mandarin and the 24 Chinese learners of European Portuguese. This comparison aimed to assess whether their choices exhibited similar trends.

According to Oppenheim (2000), investigations should always respect respondents' rights to privacy and their right to refuse to answer certain questions. Questionnaires in this study were used to gather participants' preferences regarding the use of address forms in Chinese Mandarin and European Portuguese, as well as to understand the reasoning behind their choices. Demographic data was collected solely to describe the participants' profiles. Detailed personal information, such as names, was not required.

7. Results

7.1. Experiment 1

To compare the address form preferences of 14 Portuguese learners of Chinese in 12 advertisements in both Chinese and Portuguese, we conducted exact McNemar tests to determine whether there were any statistically significant differences between the language versions of the same advertisements (Table 2). The results showed that only the p -value for Advertisement 7, which featured the product description of a Philips vacuum cleaner, was less than 0.05, indicating a statistically significant difference. No significant differences were found in the other 11 advertisements, suggesting a similarity in participants' preferences across the two languages.

Table 2. Exact McNemar Tests of Exepriement 1

	N	Exact Sig. (2-tailed)
Ad. 1 – Lego	14	.125 ^b
Ad. 2 – Taylor’s (chateau)	14	1.000 ^b
Ad. 3 – Swatch	14	.250 ^b
Ad. 4 – Skype	14	.687 ^b
Ad. 5 – Volvo	14	.754 ^b
Ad. 6 – Huawei	14	.125 ^b
Ad. 7 – Philips	14	.031 ^b
Ad. 8 – Adidas	14	.250 ^b
Ad. 9 – Nike	14	.500 ^b
Ad. 10 – Ikea	14	.687 ^b
Ad. 11 – Apple	14	.063 ^b
Ad. 12 – Sumsung	14	.625 ^b

a. McNemar Test

b. Binomial distribution used.

Origem: Author

Moreover, the preferences of the group of Portuguese learners demonstrated notable consistency, particularly in advertisements 1, 2, 3, 8, 9, and 12. In 11 out of the 12 advertisements, more than half of the participants chose *ni* in Chinese paired with *tu* in Portuguese, or *nin* in Chinese paired with the third person in Portuguese (Table 3). This suggests that learners may transfer their preference for address forms in their first language to their use of Chinese. This phenomenon was further confirmed by the reasons and criteria provided by the participants. For instance, Participant PT1 explained: “in practice, I use *ni* for informal contexts and refer to the person's professional position in formal contexts, completely avoiding the use of *nin*, similar to what I do in Portuguese with *você*. In Portuguese, I refuse to use *você* – it sounds a bit sophisticated, lacking refinement and politeness, and somewhat boorish. (...) It seems to me that this habit has carried over into how I use Chinese.”

Similarly, Participants PT3, PT6, and PT11 also mentioned that their reasons for choosing address forms in Portuguese were the “same as” those they used in Chinese. Participant PT13 even explicitly stated: “I think my way of thinking is in line with what I said about the distinction between *ni* and *nin*.”

Table 3. Consistency of address form preferences by Portuguese participants

	Number of <i>ni</i> options	Number of <i>tu</i> options	Number of overlapping options	Number of <i>nin</i> options	Number of third person options	Number of overlappin g options	Total number of overlapping options
Ad. 1	10	14	10	4	0	0	10
Ad. 2	2	1	0	12	13	11	11
Ad. 3	10	13	10	4	1	1	11

Ad. 4	9	7	5	5	7	3	8
Ad. 5	9	7	3	5	7	1	4
Ad. 6	7	2	1	7	12	6	7
Ad. 7	7	1	1	7	13	7	8
Ad. 8	8	11	8	6	3	3	11
Ad. 9	11	13	11	3	1	1	12
Ad. 10	4	2	0	10	12	8	8
Ad. 11	10	5	5	5	9	4	9
Ad. 12	8	6	5	6	8	5	10

Origem: Author

Regarding the specific reasons behind the choice between *ni* and *nin*, 12 participants (PT1, PT2, PT3, PT4, PT6, PT8, PT9, PT10, PT11, PT12, PT13, PT14) cited the formality of the context as a key factor. Additionally, 7 participants (PT2, PT3, PT4, PT5, PT6, PT7, PT12, PT14) considered the age of the person, 7 (PT2, PT4, PT5, PT8, PT11, PT13, PT14) mentioned social relationships, 6 (PT2, PT8, PT11, PT12, PT13, PT14) emphasized respectfulness, and 5 (PT2, PT4, PT5, PT8, PT13) referred to social status or hierarchy. Meanwhile, some participants factored in the text genre. Participant PT9 preferred *nin* for explicative and informative texts and *ni* for advertisements, while PT13 suggested that *nin* should be used in technical contexts, such as instruction manuals, or in formal invitations. Participant PT14, however, held a different view, stating: “in advertisements, it’s best to maintain the personal pronoun *nin*, as these are business-related and formal situations, demonstrating professionalism. However, in advertisements involving games or children, I think it’s better to choose the pronoun *ni*, as the context is less formal.” Additionally, other less commonly mentioned reasons included politeness (PT4), good education (PT14), and even the price of the product (PT14).

When asked about their criteria for choosing address forms in Portuguese, formality and age emerged as the most significant factors. Respectively, 7 participants (PT1, PT2, PT4, PT9, PT12, PT13, PT14) mentioned formality, and 6 participants (PT2, PT3, PT4, PT7, PT12, PT14) referred to age as a determining factor. For instance, participant PT4 illustrated this with an example: “If you’re advertising beer, it’s better to use *tu* because, in Portugal, beer is associated with a relaxed context—summer, the beach, and friends. But if it’s wine, we associate it with a more formal context, like a dinner party, in which case it would be better to use *você*.” Taking the perspective of target customers, participant PT3 highlighted age as a key factor, stating: “the third person is used in advertisements aimed at a more adult audience, particularly those directly related to products consumed by these groups, such as wine or household appliances, or when the advertisement almost takes on the tone of an instruction manual.”

This sentiment was echoed by PT7, who noted: "Brands such as Lego, Apple, and Nike... have a large proportion of their sales attributed to younger people, so it makes more sense to use the second person." Participants may have drawn comparisons between the brand and its target customers in the Portuguese context when analyzing advertisements in Chinese. For example, when asked about their reasoning for choosing address forms in Mandarin, participant PT6 explained: "If we're talking from a marketing perspective, the use of these pronouns should suit the target audience. It would be very strange, in Portuguese, to see an Adidas advertisement calling consumers *você*." In addition to formality (12 participants) and age (7 participants), social relationships (7 participants), respectfulness (6 participants), and text genre (2 participants) were also cited by participants when explaining their choices for using Chinese address forms.

a. Experiment 2

The second experiment aimed to investigate whether there were any differences in personal pronoun preferences in the first language between Chinese students who learned Portuguese and those who did not. The objective was to determine if acquiring another language could influence the use of address forms in learners' mother tongue. For this analysis, Fisher's exact tests were employed to assess whether statistically significant differences existed between the two groups. According to the results (Table 4), all *p*-values exceeded 0.05, indicating no statistically significant differences in personal pronoun usage between the two groups. These findings suggest that learning Portuguese does not appear to be an effective influencing factor in shaping participants' use of personal pronouns in their first language, Chinese.

Table 4. Fisher's exact test of experiment 2

	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Ad. 1 – Lego	.686	.444
Ad. 2 - Taylor's (chateau)	.146	.129
Ad. 3 – Swatch	1.000	.570
Ad. 4 – Skype	.093	.061
Ad. 5 – Volvo	.718	.418
Ad. 6 – Huawei	1.000	.582
Ad. 7 – Philips	.740	.430
Ad. 8 – Adidas	.711	.481
Ad. 9 – Nike	.514	.298
Ad. 10 – Ikea	.740	.466
Ad. 11 – Apple	1.000	.593
Ad. 12 – Sumsung	.343	.246

Origem: Author

Unlike the group of Portuguese students, Chinese participants generally exhibited a stronger preference for the use of *nin* (Figure 1). Notably, three participants from the group of

Figure 1. Frequency of *nin* and *ni* choices of Experiment 2



Origem: Author

Portuguese learners (CNP3, CNP11, CNP12) and three from the non-Portuguese group (CN2, CN3, CN6) consistently selected *nin* across all 12 advertisements—a trend not observed in the first experiment. For example, CNP17, a learner of Portuguese, remarked: “It’s common to use *nin* in advertising, promotion, and such to show respect.” Similarly, CNP21 noted: “For the most part, I’d choose *nin* except among friends. It’s politeness”.

Participants from the non-Portuguese group echoed this preference. CN12, who only understood Chinese and English, explained: “In most situations, *nin* is used; the second-person pronoun is chosen because it brings the conversation closer, indicating directness, friendliness, and contextual relevance.” Another participant, CN15, affirmed the predominance of *nin* in their usage, stating: “I’ve used *nin* since I was a kid and haven’t used *ni* unless I’m talking to a peer.”

When asked about their reasons and criteria for choosing address forms, students learning Portuguese primarily considered social relationships (7 participants: CNP2, CNP6, CNP8, CNP12, CNP14, CNP21, CNP24), respectfulness (6 participants: CNP1, CNP9, CNP12, CNP17, CNP18, CNP24), and formality of the context (5 participants: CNP8, CNP9, CNP18, CNP23, CNP24). Other factors included age (4 participants: CNP3, CNP12, CNP19, CNP23), social hierarchy (3 participants: CNP15, CNP18, CNP19), and politeness (3 participants: CNP4, CNP13, CNP21). Additionally, CNP5 and CNP20 mentioned text genre, CNP15 referred to the writing context, and CNP7 considered brand positioning. Similarly, the students majoring in Management and Marketing also cited respectfulness as a major consideration (6 participants: CN2, CN3, CN4, CN9, CN11, CN14), followed by age (4 participants: CN3, CN4, CN11, CN15), social relationships (4 participants: CN3, CN6, CN9, CN12), and formality of the context (3 participants: CN3, CN4, CN7). Social hierarchy was mentioned by 2 participants (CN4, CN14). These findings reveal certain similarities to the factors highlighted by Portuguese learners.

b. Experiment 3

Nevertheless, we also compared the address form choices between Portuguese learners, who were either studying Chinese in China or had lived there for at least one academic year, and Chinese students studying in Portugal, using Fisher’s exact tests as well (Table 5). The results revealed statistically significant differences between the two groups in 5 out of the 12 advertisements, specifically those for Lego, Swatch, Philips, Adidas, and Nike, as indicated by *p*-values below 0.05.

Table 5. Fisher’s exact test of experiment 3

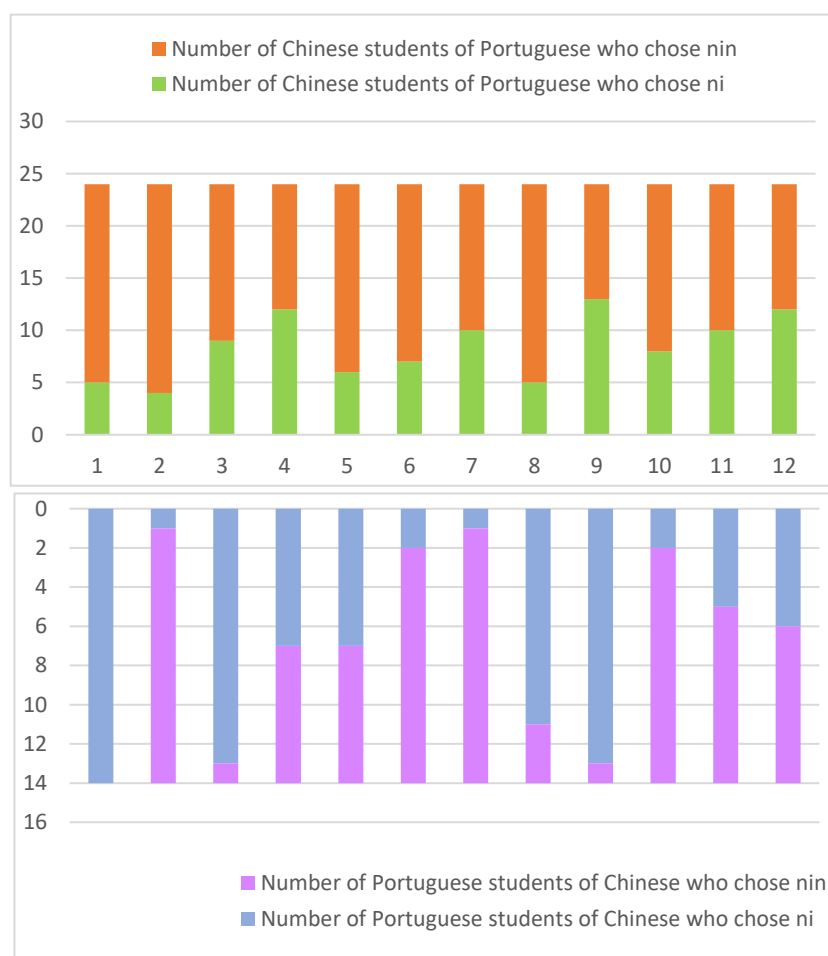
	Exact Sig. (2-sided)	Exact Sig. (1-sided)
--	----------------------	----------------------

Ad. 1 – Lego	<.001	<.001
Ad. 2 – Taylor's (chateau)	.633	.381
Ad. 3 – Swatch	.002	<.001
Ad. 4 – Skype	1.000	.631
Ad. 5 – Volvo	.163	.113
Ad. 6 – Huawei	.438	.264
Ad. 7 – Philips	.030	.025
Ad. 8 – Adidas	<.001	<.001
Ad. 9 – Nike	.027	.014
Ad. 10 – Ikea	.268	.184
Ad. 11 – Apple	1.000	.495
Ad. 12 – Sumsung	.745	.465

Origem: Author

To better visualize the differences in address form preferences between the two groups, a figure was created. Notable differences are evident in advertisements 1, 3, 8, and 9 (Figure 2), where Portuguese students tended to prefer *ni*, while Chinese students consistently chose *nin*.

Figure 2. Frequency of *nin* and *ni* choices of Experiment 3



Origem: Author

Conversely, Portuguese participants overwhelmingly selected the pronoun *nin* in advertisements 6 and 7, whereas some Chinese students opted for *ni*, highlighting distinct preferences in address form usage in the Chinese language.

8. Discussion

In this study, we conducted a series of tests to identify significant differences in personal pronoun preferences across various contexts. These included comparisons of preferences across different languages by the same participants, between learners who were familiar with Portuguese and those who were not, and among participants with different first languages. The objective was to explore how a first language influences the use of address forms in a second language, the differences in address form usage between learners of a T/V distinction language and those without such exposure, and the similarities in address form preferences between Portuguese learners of Chinese and Chinese learners of Portuguese.

In the first experiment, when selecting personal pronouns in Chinese Mandarin, Portuguese students primarily interpreted *ni* as equivalent to *tu* in Portuguese, while using *nin* as a substitute for the third person or *você*. To minimize the influence of their mother tongue, participants were asked to provide their preferences for address forms in Chinese without external prompts firstly. Nevertheless, when explaining their choices, several participants explicitly stated that their decisions were influenced by their knowledge of Portuguese. One participant even reported avoiding *nin* in Chinese due to his/her reluctance to use *você* in Portuguese. This finding aligns with Wang's (2022) conclusion that second-language learners often rely on pragmatic knowledge about personal pronouns from their first language. However, there is no universally fixed or correct answer for the use of address forms, as the selection is shaped by a range of factors, including cultural values, interpersonal relationships, age, gender, and social identities (Faria, 2022; 2024). When choosing personal pronouns, Portuguese participants generally considered the formality of the advertisement's context and the target audience's profile, particularly their age and social identity.

Meanwhile, a mixed usage of *você* and the third person to refer to 'you' was observed among Portuguese university students in Experiment 1, with *você* often perceived as a V-form to convey respect.

According to the results of Fisher's exact tests in the second experiment, there were no notable differences between students learning Portuguese and those majoring in other areas. As Wang (2022) emphasized, Chinese speakers generally prefer to use the V-form, even in advertisements, regardless of their knowledge of other languages. Some Chinese participants consistently chose *nin* for all advertisements, irrespective of the brand, product, or target audience. They attributed this preference to cultural habits emphasizing politeness, reserving *ni* primarily for friends or peers of the same age. For Chinese speakers, politeness and respectfulness often outweigh considerations related to the target audience of the advertisement.

The differences in address form usage between speakers of Chinese Mandarin and European Portuguese were further confirmed in the final experiment. The two groups showed significant differences in their preferences for 5 advertisements, predominantly choosing *ni* in 4 of them: Lego, Swatch, Adidas, and Nike. This preference aligns with the reasoning provided by participant PT7 in the first experiment: "Brands such as Lego, Apple, Nike... have a large proportion of their customers among younger people, so it makes more sense to use the second person."

The results demonstrate that although the T/V distinction exists in both Mandarin Chinese and European Portuguese, its usage differs significantly between the two languages. Specifically, the T-form *ni* in Chinese cannot be considered equivalent to *tu* in European Portuguese, nor can *nin* be directly equated with a V-form in Portuguese. Furthermore, the particular use of *você* in European Portuguese may blur the distinction between T- and V-forms across the two languages, meaning it cannot simply be represented by an equal sign. In addition, foreign language learners generally make decisions about T/V forms based on habitual usage in their mother tongue. This may lead to cultural misunderstandings or communicative problems if a pronoun that is appropriate in one language is considered inappropriate in another. For example, Chinese speakers often use *nin* to address strangers as a sign of politeness and respect, whereas using *você* in European Portuguese may be perceived as disrespectful in similar contexts. These findings highlight the importance for foreign and second language educators to be aware of cross-linguistic differences in T/V usage, as such differences can influence learners' choices of second-person pronouns. Careful attention should be given to social interactions in cross-cultural contexts to avoid misunderstandings and ensure socially appropriate communication.

Conclusion

After conducting exact McNemar tests to compare the address form preferences of 14 Portuguese learners in Chinese Mandarin and European Portuguese, no statistically significant differences were found. Participants reported interpreting the differences between T- and V-forms in Chinese as analogous to those in their first language. This suggests that learners' first language plays a significant role in shaping their decisions when using address forms in a second language. They tend to establish direct associations between address forms across languages based on their prior knowledge in their mother tongue. Furthermore, personal habits in using specific pronouns in the first language may also be reflected in the second language. Additionally, no notable differences in address form preferences were observed between Chinese participants who had learned Portuguese and those who had not. Thus, the acquisition of a second language does not appear to significantly influence personal pronoun usage in the first language. However, Portuguese university students demonstrated a clear distinction from their Chinese counterparts when selecting address forms in Chinese Mandarin by frequently involving T-forms. In contrast, Chinese participants predominantly opted for V-forms in advertisements. This finding highlights that pre-existing knowledge and established conventions about T- and V-forms in one's first language heavily influence their usage and even their comprehension of T- and V-forms in other languages.

Limitations of the study

One limitation of this study, which included both qualitative and quantitative analyses, is the relatively small number of participants. Future research could involve a larger and more diverse participant pool, including individuals from different age groups, professional fields, and social identities. Additionally, investigating potential relationships between different languages in influencing the usage of address forms, particularly in the context of T/V distinctions, could offer a valuable direction for future studies.

Funding Information

This work is funded by National Funds through the FCT - Foundation for Science and Technology, I.P., within the scope of the project Ref^a UIDB/05507/2020 and DOI identifier <https://doi.org/10.54499/UIDB/05507/2020>. Furthermore, we would like to thank the Centre for Studies in Education and Innovation (Ci&DEI) and the Polytechnic of Leiria for their support.

Informações complementares:

a) Declaração de contribuição das autoras e dos autores:

Artigo escrito totalmente pelo autor.

b) Disponibilidade de dados de pesquisa e outros materiais:

Os dados de pesquisa e demais materiais utilizados neste estudo estão disponíveis mediante solicitação ao autor. Por motivos de confidencialidade e gestão de acesso, não são disponibilizados em repositórios públicos. Interessados poderão obter informações adicionais, bem como acesso aos conjuntos de dados relevantes, entrando em contato diretamente com o responsável pela pesquisa.

c) Declaração de conflito de interesse:

O autor declara não ter envolvimento com instituições que possam ter interesses financeiros ou não financeiros com o assunto discutido no artigo.

d) Avaliação por pares:

✓ **Avaliador 1:** Gladys Quevedo-Camargo (correções obrigatórias)

The abstract should be clearer, particularly in relation to the T/V distinction. There's no definition of the phenomenon and the reader is left to grasp what it is about along the text. The objective should also be stated in a clearer way, explaining its relevance. The article is very descriptive and it does not explain potential implications of the T/V distinction for speakers of the two languages or for other people - it merely shows it exists. As for the text itself, I would recommend careful revision, as there are minor mistakes and paragraph repetition. Therefore, my recommendation is that the author should try to situate this study in terms of social relevance as well as work on the issues mentioned previously.

✓ **Avaliador 2:** Maria Eugenia Witzler D'Esposito (correções obrigatórias)

O texto apresenta todas as partes necessárias para um artigo acadêmico e é desenvolvido de forma consistente. Há pouquíssimos ajustes a serem feitos. Redação muito boa e fluente.

Referências

ALLEN, Ana Sofia Ferreira. O sistema de formas de tratamento em português: contributos para a compreensão da sua reestruturação a partir de textos escritos do século XX. 2019. **Dissertação**. (Mestrado em Linguística) – Universidade de Lisboa, Lisboa, 2019. Disponível em: <http://hdl.handle.net/10451/40875>. Acesso em: 8 mai. 2025.

BELZ, Julie A.; KINGINGER, Celeste. Discourse Options and the Development of Pragmatic Competence by Classroom Learners of German: The Case of Address Forms. **Language Learning**,

v. 53, n. 4, p. 591–647, 2003. Disponível em: <https://doi.org/10.1046/j.1467-9922.2003.00238.x>. Acesso em: 8 mai. 2025.

BROWN, Roger; GILMAN, Albert. The Pronouns of Power and Solidarity. In: SEBEOK, Thomas A. (ed.). **Style in Language**. Cambridge: MIT Press, 1960. p. 252–281.

CARREIRA, Maria Helena Araújo. Politeness in Portugal: How to Address Others. In: HICKEY, Leo; STEWART, Miranda (ed.). **Politeness in Europe**. Clevedon/Buffalo/Toronto: Multilingual Matters, 2005. p. 306–316. Disponível em: <https://doi.org/10.21832/9781853597398-023>. Acesso em: 8 mai. 2025.

CHANGBOONCHU, Seubpong. Thai Students' Usage of Mandarin Second-Person Pronoun 'Ni' and 'Nin'. **Asian Review**, v. 23, n. 1, p. 103–113, 2010. Disponível em: <https://doi.org/10.58837/CHULA.ARV.23.1.7>. Acesso em: 8 mai. 2025.

CHAO, Yuen Ren. Chinese Terms of Address. **Language**, v. 32, n. 1, p. 217–241, 1956. Disponível em: <https://doi.org/10.2307/410666>. Acesso em: 8 mai. 2025.

COOK, Vivian. Introduction: The Changing L1 in the L2 User's Mind. In: COOK, Vivian (ed.). **Effects of the Second Language on the First**. Bristol, Blue Ridge Summit: Multilingual Matters, 2003. p. 1–18. Disponível em: <https://doi.org/10.21832/9781853596346-003>. Acesso em: 8 mai. 2025.

DEWAELE, Jean-Marc. Vous or Tu? Native and Non-Native Speakers of French on a Sociolinguistic Tightrope. **International Review of Applied Linguistics in Language Teaching**, v. 42, n. 4, p. 383–402, 2004. Disponível em: <https://doi.org/10.1515/iral.2004.42.4.383>. Acesso em: 8 mai. 2025.

DUARTE, Isabel Margarida. Formas de Tratamento em Português: Entre Léxico e Discurso. **Matraga - Revista do Programa de Pós-Graduação em Letras da UERJ**, v. 18, n. 28, 2011. Disponível em: <https://www.e-publicacoes.uerj.br/matraga/article/view/26077>. Acesso em: 8 mai. 2025.

DUARTE, Isabel Margarida; MARQUES, Aldina. Referring to Discourse Participants in European Portuguese: The Form of Address 'O Senhor'. In: POSIO, Pekka; HERBECK, Patrícia (ed.). **Referring to Discourse Participants in Ibero-Romance Languages**. Berlin: Language Science Press, 2023. p. 273–306. Disponível em: <https://hdl.handle.net/1822/86705>. Acesso em: 8 mai. 2025.

FANG, Hanquan; HENG, J. H. Social Changes and Changing Address Norms in China. **Language in Society**, v. 12, n. 4, p. 495–507, 1983. Disponível em: <https://doi.org/10.1017/S0047404500010216>. Acesso em: 8 mai. 2025.

FARIA, Rita. Vocês Vão Sair a Bem ou a Mal: An Examination of (Im) Polite Forms of Address Online in European Portuguese. **Cadernos de Linguagem e Sociedade**, v. 20, ed. especial, p. 71–97, 2019. Disponível em: <https://doi.org/10.26512/les.v20i3.28640>. Acesso em: 8 mai. 2025.

FARIA, Rita. 'Would You Shut Up, Man?' The Translation of Forms of Address in the Portuguese Press. **Revista de Estudos Anglo-Portugueses**, n. 31, p. 323–351, 2022. Disponível em: <http://hdl.handle.net/10400.14/40690>. Acesso em: 8 mai. 2025.

FARIA, Rita. What Portuguese as a Foreign Language Tells Us About Forms of Address: An Analysis of Discourses of Legitimation. **Linha d'Água**, v. 36, n. 2, p. 138–164, 2023. Disponível em: <https://doi.org/10.11606/issn.2236-4242.v36i2p138-164>. Acesso em: 8 mai. 2025.

FARIA, Rita. Perceptions of Forms of Address in European Portuguese in Online Metadiscourse or What Happens When You Use 'Você' in Court. **Languages**, v. 9, 133, 2024. Disponível em: <https://doi.org/10.3390/languages9040133>. Acesso em: 8 mai. 2025.

FASOLD, Ralph W. **The Sociolinguistics of Language**. Oxford: Blackwell, 1990.

GOUVEIA, Carlos. As Dimensões da Mudança no Uso das Formas de Tratamento em Português Europeu. In: **O Fascínio da Linguagem**. Porto: Faculdade de Letras da Universidade do Porto, 2008. p. 91–100. Disponível em: <https://ler.letras.up.pt/uploads/ficheiros/6695.pdf>. Acesso em: 8 mai. 2025.

HAJEK, John; KRETZENBACHER, Heinz L.; LAGERBERG, Robert. Towards a Linguistic Typology of Address Pronouns in Europe—Past and Present. In: **Proceedings of the 2012 Conference of the Australian Linguistic Society**. Canberra, ACT: Australian Linguistic Society, 2013. p. 1–15.

HOUSE, Juliane; KÁDÁR, Dániel Z. T/V Pronouns in Global Communication Practices: The Case of IKEA Catalogues Across Linguacultures. **Journal of Pragmatics**, v. 161, p. 1–15, 2020. Disponível em: <https://doi.org/j.pragma.2020.03.001>. Acesso em: 8 mai. 2025.

KÁDÁR, Dániel Z.; HOUSE, Juliane; LIU, Hao. Beyond the Deferential View of the Chinese V Pronoun 'Nin' 您. **Pragmatics: Quarterly Publication of the International Pragmatics Association (IPrA)**, 2023. Disponível em: <https://doi.org/10.1075/prag.23008.kad>. Acesso em: 8 mai. 2025.

KAUSHANSKAYA, Margarita; YOO, Jeewon; MARIAN, Viorica. The Effect of Second-Language Experience on Native-Language Processing. **Vigo International Journal of Applied Linguistics**, v. 8, p. 54–77, 2011. Disponível em: <https://pubmed.ncbi.nlm.nih.gov/23125864/>. Acesso em: 8 mai. 2025.

KECSKES, Istvan. The Effect of the Second Language on the First Language. **Babylonia**, v. 2, n. 2, p. 31–34, 2008.

OPPENHEIM, Abraham N. **Questionnaire Design, Interviewing and Attitude Measurement**. London: Continuum, 2000.

SHIVELY, Rachel L. L2 Pragmatic Development in Study Abroad: A Longitudinal Study of Spanish Service Encounters. **Journal of Pragmatics**, v. 43, n. 6, p. 1818–1835, 2011. Disponível em: <https://doi.org/10.1016/j.pragma.2010.10.030>. Acesso em: 8 mai. 2025.

VAN COMPERNOLLE, Rémi; WILLIAMS, Lawrence; MCCOURT, Claire. A Corpus-Driven Study of Second-Person Pronoun Variation in L2 French Synchronous Computer-Mediated Communication. **Intercultural Pragmatics**, v. 8, n. 1, p. 67–91, 2011. Disponível em: <https://doi.org/10.1515/IPRG.2011.003>. Acesso em: 8 mai. 2025.