Dialogues in Humanities and Social Sciences
2024, VOL. 2, NO. 1, 31-41

OPEN ACCESS

Unveiling Disrespect: Exploring Teenagers' Abusive Language towards Elders

Samiya Raheem[1]*

[1] MA English, Department of English, University of Punjab, Lahore, Pakistan. Email: raheemsamiya786@gmail.com.
*Corresponidng Author

ABSTRACT

The use of polite language of teenagers towards elders is very important. It has been observed that the language of Hafizabad's teenagers (18-23 years)towards elders is abusive. Extensive research is already available on the use of abusive language of teenagers towards elders in Asian countries. Not enough research is found in Hafizabad, a district of Punjab, Pakistan. The researcher uses qualitative methodology. Thereby, the current research aims to identify the reasons and impacts that are related to the teenagers' use of abusive language towards elders. Thus, the results have shown that the abusive language of Hafizabad's teenagers towards elders are directly related to the extensive use of ludoo and pub g games as well as it give stress and anxiety to the elders.

ARTICLE HISTORY
Received 21 April 2024
Revised 23 May 2024
Accepted 22 June 2024

KEYWORDS
Unveiling, disrespect, teenagers, abusive, language, elders

Introduction

During recent years, an alarming shift has been observed in interaction between teenagers and older adults. The language of teenagers towards elders is abusive. Traditional values that once fostered respect and deference for elders appear to be eroding, replaced by a growing prevalence of disrespectful and abusive language. The issue of teenagers' abusive language towards elders is not confined to a specific geographical location or cultural context; rather, it is a global phenomenon that transcends borders and societal boundaries. The main purpose of the researcher is to investigate the reasons that leads towads abusive language of teenagers towards elders.The investigator uses qualitative methodology to collect data, analyze it and find out the actual result. By this, the researcher selects four key terms to analyze the data as turn-taking, adjacency pair, account and overlapping conversation.

The use of language of teenagers towards elders is abusive. There is a lack of research in Punjab, province of Pakistan, to investigate the reasons of teenagers' abusive language towards elders. Thereby, the current study aims to identify the reasons that cause abusive language of teenagers towards elders.

This research may provide light to find out those factors that become the cause of teenagers' abusive language towards the elders. Apart from this, the another significance of this research is to analyze those impacts that affect elders due to the abusive language of teenagers towards them.

Research Objectives

- To identify the factors of abusive language used by teenagers towards elders.
- To analyze the impacts of teenagers' abusive language on elders.

Research Questions

- What are the contributing factors behind the abusive language of teenagers towards elders?
- What are the impacts of teenagers' abusive language towards elders?

Literature Review

According to Dijamudi (2024), this research expects to depict the curses used by teenagers in the beach front area of Sandi Town, South Kaledupa Locale, Wakatobi Regime. The study is supposed to add to the researcher's information in the field of linguistics. The research information comprises of expressions containing curses. The witnesses for this study were 15 people, involving 8 females and 7 guys matured between 12 to 18 years. This field research used a subjective graphic methodology with information assortment procedures including recording, tuning in, and note-taking. The review uncovers that there are two types of condemnations involved by teenagers in Sandi Town, to be specific condemnations as words and expressions. Moreover, by the lense of Sipahutar (2019), slang, that is also called a casual language which is liked by language users. That drives teenagers to utilize slang, they find slang extremely intriguing. Albeit not a conventional language, the utilization of slang from one age to another never stops. The creator utilizes illustrative subjective. From this examination, it outlines the examination of slang in status on Facebook. The information wellspring of this study

CONTACT Samiya Raheem raheemsamiya786@gmail.com. Pakistan

© 2024 The Author(s). Published by ICSDR Group
This is an Open Access article distributed under the terms of the Creative Commons Attribution License (http:// creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. The terms on which this article has been published allow the posting of the Accepted Manuscript in a repository by the author(s) or with their consent.

was taken from five adolescent slang status on Facebook. Teenagers are more keen on utilizing slang than the right Indonesia to change their status on facebook. According to Nawi (2023), Social media has turned into a fundamental stage for teenagers these days. Today, social media is likewise a figure the improvement of juvenile way of behaving. Subsequently, the motivation behind this exploration is to investigate into the language use by teenagers in social media. The results of the overview featured five significant topics of the teenagers' language use and conduct: amusement, prevalence, profound quality and morals, connections, and new contacts. This study is finished up for certain ramifications and a detailed discussion of adolescent social media language use and behaviour.

Methodology

Research Design

The theoretical framework guiding the study is ethnography by Malinowski (1922). A sample of 16 participants in which 10 teenagers (18-23 years) and 6 elders is selected. The data are collected from teenagers through observation and structured interviews. Moreover, this study is qualitative in nature. The data will be analyzed through four key terms as turn-taking, adjacency pairs, accounts and overlapping conversation.

Theoretical Framework

This theoretical framework will incorporate ethnography to examine the cultural contexts and social interactions that contribute to this behavior (Ljungber, 2009), alongside Goffman's model of face-saving (1955) to analyze the interpersonal dynamics. Erving Goffman's theory of face-saving focuses on how individuals manage their social identity and the "face" they present in interactions.By combining ethnographic methods with Goffman's model of face-saving, this framework allows for a comprehensive analysis of teenagers' abusive language towards elders. Ethnography provides the cultural and contextual backdrop, while Goffman's model offers insights into the interpersonal dynamics and strategies involved.Brown and Levinson developed a comprehensive model of politeness (1987) that builds on Goffman's ideas.

Sample

A sample of 16 participants in which 10 teenagers (18-23 years) and 6 elders is selected. It is further divided into five. First five are those who use abusive language towards elders. The remaining five teenagers are those use polite language towards elders. 6 participants are elders. This sampling technique is called Stratified Sampling. In Stratified sampling, the population is divided by researcher on the basis of some specific characteristics (Creswell, 2012).

Data Collection

The researcher selects 10 teenagers (18-23years)for the data collection. Semi-structured interviews are connected from elders. Moreover, the researcher collects data from non-participation observation.

Data Analysis Procedure

The four key terms as (a) turn-taking, (b) adjacency pair, (c) account and (d) overlapping conversation are observed through speakers language use.

Data Analysis

Description: (Observation)

4 participants are playing Ludo game. A is 25 years old. B is 18 years. C is 19 years and D is 26 years old.
A: hhh.. I told that I will kill your "ghotti". And I do that.
B: Fuck to your mother
C: hhh.. take your next turn you (A) bastard!
A: control your language
C: Fuck your sister. What will you do?
D: leave it, just focus on your game

Table No: 1

S. No	Transcribed Data	Features	Description
1	A: hhh.. I told that I will kill your "ghotti". And I do that. B: *Fuck to your mother*	A,C	Turn-taking: Each participant takes turns speaking, indicating a smooth flow of conversation. For

	C: hhh.. take your next turn you (A) *bastard!* A: control your language C: *Fuck your sister. What will you do*? D: leave it, just focus on your game.		example, A speaks first, followed by B, then C, and finally D. Adjacency pairs: In this conversation, we can identify several adjacency pairs, where one utterance is followed by a response. For instance: A's statement "I told that I will kill your 'ghotti'. And I do that." is responded to by B's insult. C's remark "Take your next turn, you (A) bastard!" is responded to by A's request to control language. C's insult towards A's sister is followed by D's attempt to defuse the situation. Accounting: The participants are holding each other accountable for their actions and language. For instance, when C tells A to control his language, it's a form of holding A accountable for his behavior. Overlapping conversation: While there isn't much overlapping conversation in this dialogue, there's a brief instance where B's insult overlaps with A's statement, indicating a tense moment.

Description: (Observation)

2 participates playing pub g game. A is 19 years old and B is 26 years old. The behaviour of A participant is rude with participant B.
A: what are you thinking? That is a particular horrible move*!*
B: I am sorry assuming my move upset you.
A: you generally ruin everything! I can't trust we're in the same boat.
B: I figure out your dissatisfaction.
A: fine, don't screw up once more.

Table No: 2

S. No	Transcribed Data	Features	Description
1	A: what are you thinking? That is a *particular horrible move*! B: I am sorry assuming my move upset you	A,B,C	Turn-taking: Similar to the previous example, both participants take turns speaking. A initiates the conversation, then B responds, followed by another response from A. Adjacency pair: A's statement ("You generally ruin everything! I can't trust we're in the same boat.") functions as an adjacency pair with B's response ("I figure out your dissatisfaction."). A's statement expresses frustration, and B's response acknowledges A's feelings. Account: B's response attempts to understand A's dissatisfaction without directly addressing it, possibly indicating an attempt to diffuse the tension or change the subject. Overlapping conversation: Again, there's no overlapping conversation here as each participant speaks one at a time without interruption.
2	A: *you generally ruin everything*! I can't trust we're in the same boat. B: I figure out your dissatisfaction. A: fine, don't screw up once more.	A,B	Turn-taking and Adjacency pair are found here.

Description: (Observation)

The participant observes the outside situation through the window while sitting in a room. The tone and language of participant A is abusive with the participant B.

A: (comes and speaks loudly to his father), you always favour to your younger son instead of me. You didn't even give me money.

B: I always support you and give you money when]

A: [I will kill my brother. I can't bear the gossiping of people who also mentioned that you create discrimination between us.

B: how rude your language towards me. I'm your father.

A: I don't care. (He went out)

Table No: 3

S. No	Transcribed Data	Features	Description
1	A: (comes and speaks loudly to his father), *you always favour to*	B,C,D	Turn-taking: A and B alternate speaking, with

	your younger son instead of me. You didn't even give me money. B: I always support you and give you money when] A: [*I will kill my brother*. I can't bear the gossiping of people who also mentioned that *you create discrimination between us.*		each taking a turn to express their thoughts and feelings. Adjacency pair: A's accusation ("you always favor your younger son instead of me") and B's attempted explanation ("I always support you and give you money when...") form an adjacency pair. However, A's interruption ("I will kill my brother...") disrupts the completion of B's response. Account: B attempts to provide an account for their actions, explaining that they do support A financially. However, A's outburst interrupts B before they can fully explain themselves. Overlapping conversation: A's interruption of B's attempted explanation creates overlapping conversation, as both parties are speaking simultaneously, albeit A's voice dominates the conversation. In this scenario, the breakdown of turn-taking and the interruption of adjacency pairs by A's emotional outburst disrupt the flow of the conversation, making it difficult for effective communication and resolution of the conflict.
2	B: how rude your language towards me. I'm your father. A*: I don't care*. (He went out)	A,B	Turn-taking and adjacency pair are found in this conversation.

Description:(interview)

A: How are you Aunt?
B: Not good beta (weeping)
A: why are you weeping?
B: my elder son has beaten me and used abusive language.
A: can you tell me that why he does so?
B: neither he studies nor he does any work at home. He just demands money and when I haven't money. Then he uses abusive language and hurts me.

Table No: 4

S. No	Transcribed Data	Features	Description
1	A: How are you Aunt? B: Not good beta (*weeping*)	A,B	Turn-Taking: A's question initiates the conversation, prompting B to respond.

			Adjacency Pair: A's question ("Why are you weeping?") forms an adjacency pair with B's response ("My elder son has beaten me and used abusive language"). A's question solicits an explanation, and B's response provides one. Account: B's response provides an account of the reason for her emotional distress, explaining the situation with her son. Overlapping Conversation: There's no overlapping conversation in this exchange; each speaker takes their turn sequentially.
2	A: why are you weeping? B: my elder son has *beaten me* and *used abusive language*	A,B,C	: A's question initiates the conversation, prompting B to respond. Adjacency Pair: A's question ("Why are you weeping?") forms an adjacency pair with B's response ("My elder son has beaten me and used abusive language"). A's question solicits an explanation, and B's response provides one. Account: B's response provides an account of the reason for her emotional distress, explaining the situation with her son. Overlapping Conversation: There's no overlapping conversation.
3	A: can you tell me that why he does so? B: neither he studies nor he does any work at home. He just demands money and when I haven't money. Then he *uses abusive language and hurts me*.	A,B,C	The key terms as turn-taking, adjacency pair and account are found in it.

Description: (Interview)

A: Assalamualaikum, Uncle!

B: WalaikumAssalaam! Come, dear, and sit here (on the chair).

A: thank you uncle. Where's your son? Is he help you in your daily routine or not?

B: Not at all. Neither he studies nor helps me.

A: But why uncle? He was a good boy at his earlier time. Now he is a teenager boy. Now it is his duty to facilitate you. Then what he does?

B: just plays online ludoo and pub g games. He also uses vulgar language towards elders due to bad company of his games' friends.

A: You should stop him, Uncle.
B: He is not interested in my advice. I am afraid that his younger brother might adopt his bad influence.

Table No: 5

S. No	Transcribed Data	Features	Description
1	A: Assalamualaikum, Uncle! B: WalaikumAssalaam! Come, dear, and sit here (on the chair).	A,B	The conversation exemplifies clear turn-taking, where Speaker A initiates the conversation and Speaker B responds appropriately.The interaction between Speaker A and Speaker B forms an adjacency pair, a fundamental unit of conversation. Speaker A's greeting "Assalamualaikum, Uncle!" is a first pair part, which anticipates a second pair part. Speaker B's response "WalaikumAssalaam! Come, dear, and sit here (on the chair)" completes the pair by responding to the greeting and extending an invitation.
2	A: thank you uncle. Where's your son? Is he help you in your daily routine or not? B: Not at all. Neither he studies nor helps me.	A,B,C	The smooth turn-taking and adjacency pair are observed here.There is no overlapping conversation in this exchange.
3	A: But why uncle? He was a good boy at his earlier time. Now he is a teenager boy. Now it is his duty to facilitate you. Then what he does? B: just plays online ludoo and pub g games. He also *uses vulgar language towards elders due to bad company of his games' friends.*	A,B,C	Speaker A expresses concern and asks further questions about Speaker B's son. Speaker B responds to these questions, maintaining clear turn-taking.Speaker A's initial question ("But why, Uncle? He was a good boy earlier. Now he is a teenager. It's his duty to facilitate you.") forms the first part of an adjacency pair. Speaker B's response ("He just plays online Ludo and PUBG games...") completes this pair by providing an explanation.Speaker B gives an account of the son's current behavior, explaining his involvement with online games and the negative influence of his gaming friends.There is no overlapping conversation in this exchange.
4	A: You should stop him, Uncle. B: He is *not interested in my advice*. I am afraid that his	A,B	The turn-taking is clear.Speaker A's advice ("You should stop him,

	younger brother might adopt his *bad influence*.		Uncle.") is the first part of the pair. Speaker B's response ("He is not interested in my advice. I am afraid that his younger brother might adopt his bad influence.") completes the pair, providing a response that includes reasons and additional concerns.Speaker B provides an account explaining why the advice from Speaker A is difficult to implement.There is no overlapping conversation in this exchange.

Description: (Interview)

A: Asslamualikum! How are you?

B: Walaikumslaammaam! I am fine.

A: I heard about your son's rude behavior. Can you tell me the reason of this?

B: My husband abused me and belated me. At start, my son was feared after seeing all these things. But now he does the same things with me what he has seen in his father. He also uses abusive language with me. He does not focus on study, just plays games, uses mobile and uses abusive language with his friends.

Table No: (6)

S. No	Transcribed Data	Features	Description
1	A:Asslamualikum! How are you? B: walaikumslaammaaaam! I am fine.	A,B	A initiates the conversation with a greeting and a question: "Assessment! How are you?" B responds with a greeting and an answer: "Walaikumslaammaaaam! I am fine." The turn-taking here is smooth.The greeting and response form a complete adjacency pair, where the initial greeting and question prompt a reciprocal greeting and answer. No use of account and overlapping conversation.
2	A: I heard about your son's rude behavior. Can you tell me the reason of this? B:My husband abused me and belated me. At start, my son was feared after seeing all these things. But now he does the same things with me what he has seen in his father. He also uses abusive language with me. He does not focus on study, just plays games, uses mobile and uses abusive language with his friends.	A,B,C	The turn-taking here is clear and orderly.The question from A prompts a detailed response from B, forming a complete adjacency pair.B provides an account in response to A's question. This account is a detailed explanation of the underlying reasons for the son's behavior.There is no overlapping conversation in this exchange.

Description: (Interview)

A: Assala-mu-alaikum my dear Aunt?
B: Walaiku-mus-slaam my Daughter.
A: I heard about yesterday incident. Why your son created a mess with you and his father?
B: ohhbeta!yesterday, it was the day full of trouble. Ohh, I can't imagine it.
A: sorry to hear that, what happened?
B: my son demanded pistol from his father.
A: But why?
B: He said that he had a quarrel with his friend. Now, he wanted to keep pistol as a security. Your uncle refused. After that, he caught the corlour of your uncle and warned that he will kill his friend and father as well.
A : Oh my God! Why his behavior is so rude?
B: He just play pub g game all day and night. His company is full with bad guys.
A: Please take care of yourself
B: Thanks beta

Table No: (7)

S. No	Transcribed Data	Features	Description
1	A: Assalamualaikum my dear Aunt? B: Walaikumslaam my Daughter!	A,B	person A initiates the conversation with a greeting, and person B responds, indicating a smooth turn-taking process. In this interaction, the greeting "Assalamualaikum" from person A is followed by the expected response "Walaikumassalam" from person B, forming an adjacency pair.
2	A: I heard about yesterday incident. Why your son created a mess with you and his father? B: ohh beta! yesterday, it was the day full of trouble. Ohh, I can't imagine it.	A,B,C	Person A initiates the conversation by asking about the incident, and person B responds, indicating a smooth turn-taking process. Person A's inquiry about the incident forms an adjacency pair with person B's response.Person B begins to provide an account of the incident by expressing that it was a troublesome day, implying that there were difficulties or challenges that led to the "mess" created by their son. No overlapping.
3	A: sorry to hear that, what happened? B: *my son demanded pistol* from his father	A,B,C	a smooth turn-taking process.Person A's expression of sympathy forms an adjacency pair with person B's response.There is no overlapping conversation.
4	A: But why? B: He said that he had a *quarrel with his friend.* Now, he wanted to *keep pistol* as a security. Your uncle refused. After that*, he caught the corlour of your uncle and warned that he will kill his friend and father as well.*	A,B,C	Turn-taking: Person A follows up with a question, continuing the conversation, and person B responds, maintaining the turn-taking process. Adjacency pair: Person A's question about the reason

			behind the incident forms an adjacency pair with person B's response, where person B provides an explanation for the son's demand for a pistol. Account: Person B further elaborates on the incident by explaining that the son claimed to have had a quarrel with his friend and wanted the pistol for security. When the request was refused by the uncle, the son threatened to harm both his friend and his father. Overlapping conversation: There is no overlapping conversation in this interaction. Each participant takes turns speaking without interruption.
5	A : oh my God! Why his behavior is so rude? B: he just play pub g game all day and night. His *company is full with bad guys.*	A,B,C	Turn-taking,adjacency pair and account are found here.
6	A: Please take care of yourself B: thanks beta	A,B	Person B takes smooth turn-taking as well as adjacency pair also found here

Discussion and Conclusion

Discussion

The study highlights a concerning trend observed among teenagers in Hafizabad, Punjab, Pakistan—the use of abusive language towards elders. While similar behaviors have been extensively researched in Asian countries, there is a notable gap in understanding this phenomenon within the specific context of Hafizabad. Utilizing qualitative methodology, this research aimed to uncover the reasons behind teenagers' abusive language towards elders and its impacts. A significant finding of the study is the direct association between teenagers' abusive language towards elders and their extensive engagement with ludoo and PUBG games. These digital gaming platforms may influence teenagers' behavior and language use, potentially desensitizing them to respectful communication norms, particularly when interacting with elders. Furthermore, the study reveals the detrimental effects of this behavior on elders, leading to increased stress and anxiety among them.

Conclusion

In conclusion, the study underscores the importance of addressing the issue of abusive language by teenagers towards elders in Hafizabad, Punjab, Pakistan. The findings highlight the abusive language of teenagers is dua to bad company of friends and societal influence that leads towards anxiety and depression in elders. However, it is urgent needed for targeted interventions to promote respectful communication norms and mitigate the negative impacts on elders' well-being. Efforts should focus on raising awareness among teenagers about the importance of respectful communication, both online and offline. Additionally, support systems should be implemented to assist elders in coping with the emotional toll of verbal abuse. Further research is warranted to explore the underlying factors driving this behavior and to develop effective intervention strategies tailored to the local context of Hafizabad.

Disclosure Statement

No potential conflict of interest was reported by the author(s).

References

Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.

Cresswell, J. W. (2014*). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*

Dijamudi. (2024). A Study on the Usage of Curses among Teenagers in Sandi Town, South Kaledupa Locale, Wakatobi Regime. Journal of Linguistic Research

Goffman, E. (1955). On Face-Work: An Analysis of Ritual Elements in Social Interaction. Psychiatry, *Journal for the Study of Interpersonal Processes*, 18(3), 213-231.

Koro-Ljungberg, M., Yendol-Hoppey, D., Smith, J. J., & Hayes, S. B. (2009).

Malinowski, B. (1922). *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. London: Routledge.

Nawi, A. (2023). Language Use by Teenagers on Social Media: A Study on Behavior and Trends. *Journal of Adolescent Studies*, 17(3), 321-335.

Sipahutar, A. (2019). The Appeal of Slang: A Study on Teenagers' Utilization of Slang in Facebook Status Updates. *Journal of Language and Social Interaction,* 23(4), 567-580