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Option : Linguistics

**A Contrastive Study of the Realization of Speech Acts by Algerian ELLs in  
Algerian Arabic and English. The Case of Compliments and  
Compliment Responses**

A dissertation submitted to the Department of Letters and English Language in partial  
fulfilment of the requirements of Master's Degree in Language and Culture.

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## DEDICATION

With the help of Allah who enlightened me  
paths of knowledge, I was able to carry out this work which I dedicate to:

My dear parents for all the duas and the encouragement  
they gave me throughout this difficult experience

**Mom** and **Dad**, I love you so much

My dear brothers and sisters **Oussama Hichem Hadil Anfel**, and my sisters in law **Hana** and  
**Achwak**, for all the support and for always being there for me  
and to the one who brought light and happiness  
to my life, my dear niece **MIRAL**

To my partner and best friend **Oumnia**, it's been a tough journey  
but we made it and I'm very proud of us.

To my best friend **Djoumana** and to all the people whom I love.

To Ms. **Serhani** for always being there for us

Asma Dahmoune

## DEDICATION

To my dear **father**, who was absent from my eyes but did not leave my heart for a moment

To my one and only, the source of my happiness and strength

The strongest person I've ever seen, my beautiful **mommy**, may Allah bless her

To my lovely brother, **Midou**

And my sisters **Hadil**, and **Meriem**

To my sweet tiny niece, **Razan**

And the little gentleman **Rassim**.

To my beautiful besties **Asma**, and **Djoumana**

To my kind-hearted teacher and supporter, miss **Serhani**

To all who supported and believed in me.

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## ABSTRACT

The relationship between language and culture is attested to be strong and reciprocal. The fact that made it impossible to separate language, its structures, and its use from culture. A case in point is the differences in the realization of speech acts across cultures. Accordingly, this study investigates Algerian English language learners' realizations of the speech acts of compliment and compliment response in Algerian Arabic as their native language and English as the foreign language. To be specific, this study aims, first, to look into the students' attitudes in realizing compliments and responding to them. Second, it analyzes the semantic and syntactic patterns used in giving compliments and the strategies employed for responding to them in the students' first and foreign languages. Third, it enquires into the differences and similarities between the students' use of compliments semantic and syntactic structures and compliment response strategies while performing the speech acts in Algerian Arabic and English. To this end, a qualitative quantitative, and comparative analysis of students' performance of the speech acts of compliments and compliment responses was conducted. Namely, two tests were administered to second year Master students at the Department of Letters and English Language. The tests consisted of a set of situations stimulating students' productions of compliments and compliment responses; each targeting one of the students' languages. Moreover, the tests were anticipated by a brief questionnaire, as a secondary tool, to explore the students' attitudes towards using compliments and compliment responses. Whereupon results of the study displayed that factors such as age, gender, and social distance influence their choices of structures in giving compliments and of strategies in responding to them in both languages. Additionally, results showed the existence of differences in topics and structures of compliments employed, as well as the strategies of compliment responses opted for between their performance in Algerian Arabic and English.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

**AA:** Algerian Arabic

**C:** Compliment

**CC:** Communicative Competence

**CLA:** Communicative Language Ability

**CP:** Cooperative Principle

**CR:** Compliment Response

**ELL:** English Language Learner

**FTA's:** Face Threatening Acts

**ICC:** Intercultural Communicative Competence

**PC:** Pragmatic Competence

**R:** Rule

**SA:** Standard Arabic

**SAT:** Speech Act Theory

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## **Introduction**

The relationship between language and culture is attested to be strong and reciprocal. The fact that made it impossible to separate language, its structures, and its use from culture. That is, language usage and structures are closely associated with cultural norms and social rules that determine the appropriateness of its use in the different contexts. In the same line, the performance of speech acts is as well governed by cultural norms that differ from one society to another. As a result, being aware of the cultural differences in norms and rules is important to communicate accordingly, so appropriately.

### **1. Statement of the Problem**

World languages belong to different language families and branches, and they are associated with different cultural aspects and norms. This fact results in different norms of language use appropriateness in social contexts. A case in point is the realization of speech act, the minimal unit of speech behavior, that shows cultural variability. In other words, differences in the realization of speech acts, including the ones of compliments and compliments responses, across cultures reveal differences in cultural norms and social rules required in different situations. Accordingly, learners of foreign languages are subject to different cultural norms in the realization of similar speech acts in their native language and culture and the foreign language and culture. On account of this, the case of Algerian learners of English who are native speakers of Algerian Arabic learning English as a foreign language is considered. Arabic and English are two distinct languages, that belong to different language families, and are spoken in communities that are geographically and culturally distant. On this ground, it is assumed that the cultural norms of the realization of speech acts such as the acts of compliments and compliment responses are significantly different.



## **2. Aims of the Study and Research Questions**

This study aims at investigating Algerian English language learners' (ELLS) realizations of specific speech acts, compliment and compliment response by way of illustration, in Algerian Arabic as their native language and English as the foreign language. To this end, the study addresses three main aims: i) it explores the students' attitudes and practices in the realizations of compliments and compliment responses, ii) it dissects the semantic and syntactic patterns employed in giving compliments and the strategies opted for in responding to them in both the students' first and foreign languages, iii) it enquires into the differences and similarities between the students' use of compliments' semantic and syntactic structures and compliment responses' strategies while performing the speech acts in Algerian Arabic and English. Thus, the current study aims to answer the following research questions:

- What are the attitudes of and factors that influence Algerian ELLs' performance of compliments and compliments responses?
- What are the language patterns and strategies employed by ELLs in the performance of the compliments and compliments responses in both English and Algerian Arabic?
- Do differences and similarities between compliments' semantic and syntactic structures and compliment responses' strategies exist between ELLs' realizations in their first language and foreign one?

## **3. Research Methodology and Design**

### **3.1. Research Method**

To answer the research questions and to meet the research aims, this research combines quantitative and qualitative analyses with a comparative approach. The qualitative data aims at enquiring into the students' options of language structures and strategies for the realization of compliments and compliment responses in English and Algerian Arabic languages. To this end,

two tests were conducted to prompt the production of compliments and compliment responses. In addition, a brief questionnaire was designed to anticipate information about the students' attitudes and factors influencing their performance of compliments and compliment responses.

### **3.2. Population of the Study**

As the best population to realize the success of this study, Second Year Master students at the Department of Letters and English Language, University of 8 mai 1945 -Guelma, were chosen as the study's participants. The population was selected for their advanced level and their sufficient exposure to both the foreign language and its associated culture(s). Exposure to the target language and culture is an important factor for having a possible impact on their realizations of the speech acts of compliment and compliment response in English.

### **3.3. Data Gathering Tools**

The study's data were collected using two research tools, two tests, as the primary tool, and a questionnaire, as a follow-up tool. The tools targeted Algerian English Language Learners and their realization of the speech acts of compliments and compliment responses in their first language and foreign language. Accordingly, two separate tests were administered to serve, on one hand, the performance of these speech acts in English, and the performance of the same acts in Arabic, on the other. Each of the tests comprised a set of hypothetical situations that ranged between cultural assimilators and task completion activities. In addition, a brief questionnaire preceded the test aimed at eliciting information about the students' attitudes in giving compliments and responding to them.

## **4. Structure of the Dissertation**

The current dissertation is divided into three chapters. The First chapter is entitled "Language and Culture". This chapter includes a general description of the relationship between language and culture, an account of competences required to communicate appropriately,

namely communicative competence and intercultural communication. The Second chapter is entitled “Speech Acts”; it explores the definition of speech act, its theory, types, and classification focusing on the acts of compliment and compliment response. The area of research, covered in Chapter Three, comprises a description of every element pertaining to the population under consideration. It includes analysis, a summary of the findings, and an interpretation of the data obtained through the various data-gathering tools used. Later, results are interpreted in relation to the research questions. Finally, some pedagogical implications and recommendations as well as research perspectives and limitations were highlighted.

## **CHAPTER ONE: LANGUAGE AND CULTURE**

### Introduction

#### 1.1. Language and Culture

#### 1.2. Communicative Competence

##### 1.2.1. Defining Communicative Competence

##### 1.2.2. Models of Communicative Competence

###### 1.2.2.1. Canal and Swain's Model of Communicative Competence

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#### 1.3. Intercultural Communication

##### 1.3.1. Historical Background

##### 1.3.2. Defining Intercultural Communication

##### 1.3.3. Elements of Intercultural Communication

#### 1.4. Intercultural Communicative Competence

##### 1.4.1 Towards Intercultural Communicative Competence ICC

##### 1.4.2 Byram's Model of ICC

### Conclusion

## **Introduction**

The relationship between language and culture has been the interest of scholars from different disciplines such as anthropology, linguistics, sociology, and communication theory. These scholars have introduced various theories and works that attempt to provide an understanding of the intricate interface between language and culture. Thus, this chapter first highlights the general relationship between language and culture, followed by definitions of communicative competence and its models which differ from one scholar to another. Additionally, it delves into the historical background of intercultural communication, its definitions, and its elements. Furthermore, the chapter tackles intercultural communicative competence and its definitions. Finally, a model of intercultural communicative competence is provided.

### **1.1 Language and Culture**

Each speech community is characterized by a specific lifestyle, customs and manners, norms, beliefs, values, symbols, and rituals. All of the aforementioned components make up the community's culture. Each culture comprises a language as one of its aspects, and each language is associated with a given culture. For centuries ago, language researchers and theorists, linguists, educational psychologists, and a vast body of scholars have all recognized that language and culture are tightly related "Language does not exist apart from culture" (Sapir, 2003, p. 28). In this regard, Brown (2000, p. 177) argues that both culture and language are a part of one another, the significance of either language or culture would be lost if the two were separated due to their close and reciprocal connections. One of which is that language is a cultural mirror that is utilized by its users to communicate and, at the same time, to accommodate all aspects of culture, with language being one such element of culture. In this context, Mu'in (2019) reports:

“Language is used by its users to convey and -at the same time- to accommodate all the aspects of culture, whereas (one of the elements of) culture is a system of symbols known as a language. This is also in the sense that culture includes rules, norms, thoughts, attitudes, manners, etc. based on which people communicate and interact” (p. 3).

A Japanese author says that we can effortlessly figure out what people are interested in by observing the language that they speak. The seasons, climate, and nature are highly mentioned in the Japanese language. Mongolian has a large animal vocabulary; French is the finest language for describing food in depth (Ayumi 2009, as cited in Krasniqi, 2019). As a result of the relationship between language and culture, language use is governed by social and cultural rules and norms. That is, the appropriate language use depends on norms that vary across cultures; using a language appropriately has to do with being aware of its cultural norms and contexts.

## **1.2 Communicative Competence**

### **1.2.1 Defining Communicative Competence**

To define the concept of “communicative competence,” the two words that comprise it, of which the word “competence” serves as the headword, will be considered. Competence can be defined as knowledge or capability, whereas “communicative” refers to exchange or cooperation. Hence, we may argue that communicative competence is simply a “competence to communicate”, that is having the capacity that enables one to communicate to accomplish the communicative demands (Thabet, 2018).

The term communicative competence was introduced by Dell Hymes in 1966 in a lecture that he performed at a conference on “Developing the Language of the Disadvantaged Children”. In 1972, the lecture was published as a paper entitled “On Communicative Competence”, and it was republished in 2001. Hymes introduces the idea of communicative

competence as a countermovement to Chomsky's distinction between competence and performance. For Chomsky (1965), linguistic theory is:

“concerned primarily with an ideal speaker-listener, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of this language in actual performance” (p. 3)

He argues that competence is “the speaker-hearer's knowledge of his language” (p. 4), and performance is “the actual use of language in concrete situations” (p. 4). Many linguists criticized the competence-performance distinction. Hymes (1972, as cited in Hady, 2017) believes that competence includes not just knowledge of the structure of a language, but also knowledge of sociolinguistics (rules of usage) and the ability to apply that information in real-world settings. Hymes (1972) states that “there are rules of use without which the rules of grammar would be useless” (p. 60). He adds “There are several sectors of communicative competence, of which the grammatical is one” (p. 63). He defines communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence (Hymes, 1972, as cited in Bagarić, 2007).

Terrel and Krashen (1983, as cited in Thabet, 2018) define communicative competence as using language in social communications without grammatical analysis. They relate communicative competence to communication and do not give focus on grammatical competence. This means that communicative competence is manifested in communication. They argue that the primary goal of language learning should be the development of communicative skills. Savignon (1972) defines communicative competence as “the ability to function in a truly communicative setting” (p. 8). This indicates that her perception of

communication skills is similar to Hymes' view (1972). Canale and Swain (1980, as cited in Ahmed, 2018) define communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication (p. 303). They argue that communicative competence is "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (Canale & Swain, 1980, p. 6). This view goes in the same line as Hymes, that communicative competence includes various competencies. Knowledge here refers to one's knowledge of the various aspects of language and language use, while skill refers to how one can use the knowledge in actual communication.

Different scholars hold views about what communicative competence should be. According to Terrel and Krashen, communication demonstrates communicative competence (CC). On the other hand, Savignon views CC as the capacity for operating in communicative settings, in addition, Canale and Swain see CC as the interaction between linguistic competence and sociolinguistic one. It is concluded from the explanation above that Chomsky's definition of competence is equivalent to Hymes' grammatical or linguistic competence model, which represents one component of communicative competence. As for Terrel and Krashen, Savignon, Canale and Swain's, just like Hymes, CC is what is required with the grammatical competence to operate in real-life situations.

## **1.2.2 Models of Communicative Competence**

### **1.2.2.1 Canale and Swain's Model of Communicative Competence**

Canale & Swain (1980) propose their communicative competence model as a development of that of Hymes. They argue that Hymes' emphasis on sociolinguistic work within his model of communicative competence is vital. They state:

"There are rules of language use which would be useless without the rules of grammar. For example, one may have an adequate level of sociolinguistic competence in Canadian French



just from having developed such competence in Canadian English; but without some minimal level of grammatical competence in French, it is unlikely that one could communicate effectively with a monolingual speaker of Canadian French” (Canale & Swain, 1980, p. 6). Their model is mainly about the connection between grammatical competence and sociolinguistic competence.

At first, Canale and Swain’s (1980) model consists of three elements: grammatical competence, sociolinguistic competence, and strategic competence. However, in 1983, Canale expands on the prior model by including a fourth element which is discourse competence. This model became the most common among researchers today and one of the most influential models in the field.

The following sections will delve into the elements of communicative competence of the model presented by Canale and Swain (1980) and Canale (1983):

- ***Grammatical competence***: this competence covers the knowledge underlying language’ system, such as lexical, morphological, syntactic, semantic, and phonological components, that contribute to ascertain and precisely express the utterance’s literal meaning. This view goes along with Hymes’ linguistic competence and Chomsky’s competence.

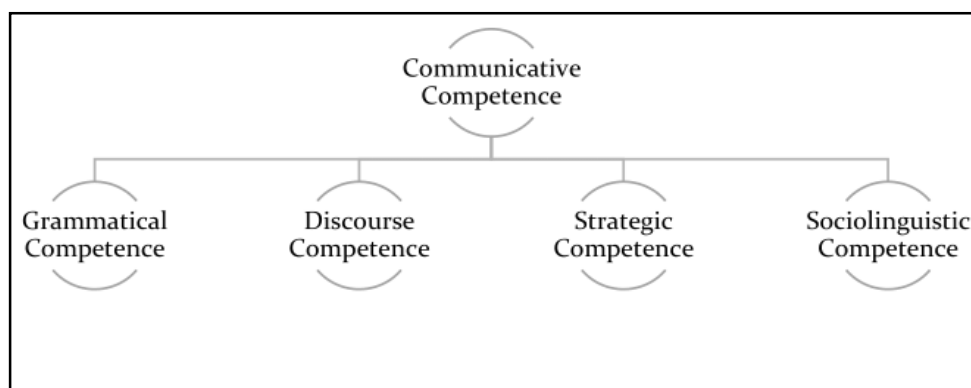
- ***Sociolinguistic competence***: two sets of rules make up this component, the sociocultural rules of use and rules of discourse one. These sets of rules are required to enable the listener to infer the speaker’s intended meaning after judging the literal meaning of the statement (Canale & Swain, 1980, p. 30). Sociolinguistic competence thus describes the degree to which an utterance is produced and comprehended appropriately regarding the statuses of the participants, the purpose of the interaction, as well as norms and conventions of the speech community. It is nearly equivalent to sociolinguistic competence in Hymes’ model of communicative competence.

- **Strategic competence:** this type of competence refers to the strategies used to repair communication breakdowns that have their source in linguistic and sociolinguistic competencies shortage. According to Canale and Swain (1980, p. 30), these strategies vary between verbal and non-verbal communication. Such techniques fall into two categories: those that are more related to sociolinguistic competence than to grammatical one (e.g., how to paraphrase grammatical forms that one does not fully understand or cannot recall at the moment), and those that are more related to grammatical competence (e.g., various role-playing strategies, how to address strangers when being unsure of their social status).

- **Discourse competence:** this element is added by Canale (1983). He argues that “This type of competence concerns the mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres” (p. 09). Genres refer to text’ types, such as an argumentative essay, scientific report, business letter, and oral or written narrative. This competence depends on both coherence and cohesion in the production of language. Canale denotes that cohesion includes the use of cohesive devices responsible for logically or chronologically comprehending written or spoken texts. These devices include the use of pronouns, synonyms, ellipsis, conjunctions, and parallel structures. On the other hand, coherence to Canale is associated with how meaning (whether literal, communicative functional, or attitudes) is correlated within a text.

### Figure 1.1

*Canale & Swain’s (1983) Model of Communicative Competence*



### 1.2.2.2 Bachman and Palmer's Model of Language Ability

Bachman (1990) proposes a new model of communicative competence entitled "Communicative Language Ability" (CLA), which Bachman and Palmer slightly modified later in the mid-1990s. This model includes three categories: language competence (knowledge-related items), strategic competence (capacity for implementing these items in communication), and psychophysiological factors (mental processes affecting the actual implementation). Under the term language competence, there are two competencies, each including two more different sub-competences.

- **Organizational competence:** this has to do with the knowledge of linguistic units and the rules for connecting them. Two subcategories make up this competence:

- Grammatical competence that focuses on rules at the sentence level (grammar).

- Textual competence which comprises guidelines that specify how to join sentences together (mostly related to form).

- **Pragmatic competence:** includes possessing the ability to utilize language in interpersonal interactions while considering obstacles such as social distance and indirectness.

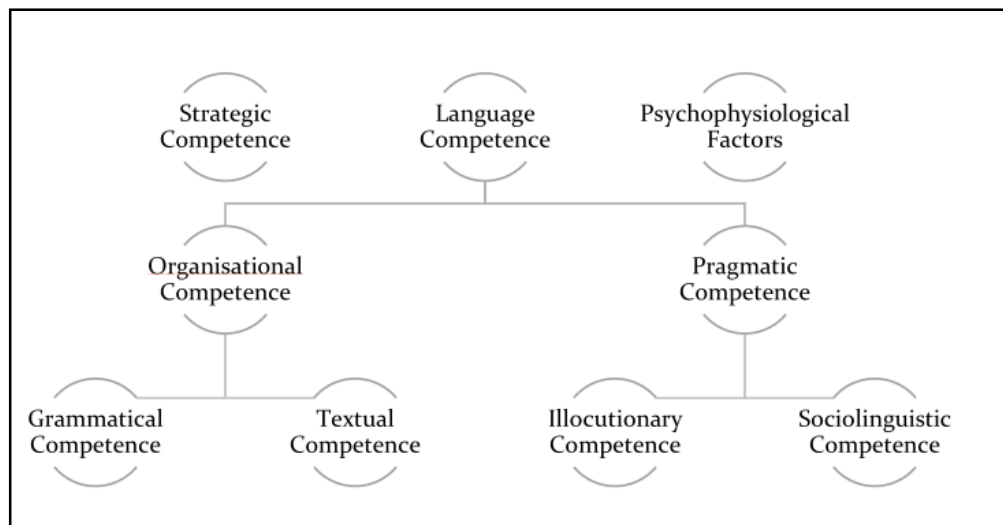
It is divided into two distinct categories:

- Illocutionary competence: is the part of pragmatic competence that is mostly related to functional aspects of language.

- Sociolinguistic competence: it involves the ability to use language appropriately in different contexts.

**Figure 1.2**

*Bachman's (1990) Model of Communicative Language Ability*



In essence, it should be noted that language competence alone is insufficient to appropriately engage in successful communication. To mention strategic competence that includes specific linguistic systems used to evaluate, plan, and carry out the intended function while considering various contextual and psychophysiological factors. Hence, understanding what to say and knowing how to say it are two necessary factors that interact to determine a speaker's adequate communicative competence.

### **1.3 Intercultural Communication**

#### **1.3.1 Historical Background**

As a result of globalization, migration, accelerated mobility of people, new technology, and communication systems, international trade, and political exchanges, people over the world have been coming into direct contact over time. This led to the increase of intercultural encounters and consequently to the increase of scholars' interest in understanding intercultural communication. Scholars started to more systematically investigate what occurs during intercultural meetings. Their research focuses on how cultural diversity affects interactions when communicators from different cultural backgrounds are involved.

### 1.3.2 Defining Intercultural Communication

Intercultural communication is a complex term with numerous meanings and interpretations. To delve into its meaning, we should define the two terms that compromise it, culture and communication. First, culture is a collection of attitudes, values, beliefs, and behaviors shared by a group of people but unique to each individual, passed down from generation to generation (Matsumoto 1996, as cited in, Spencer-Oatey & Franklin, 2009). Sorrells (2013) views culture as a system of shared meanings passed down from generation to generation through symbols that allow humans to communicate, sustain, and build a way of life (p. 4).

Giffin (1976) views communication as the process of both creating and ascribing meaning. It is the interaction and sharing of ideas among group members. Sarbaugh (1979) argues that “Communication is the process of using signs and symbols which elicit meanings in another person or persons. It has occurred when one person assigns meaning to a verbal or nonverbal act of another” (p. 2). During communication encounters, meaning is conveyed from one to another through the use of symbols and signs.

In an attempt to clarify and comprehend how to improve the communication process, scholars introduced different communication models. The three main models of communication that are mostly referred to are the following: the Linear Models which examine just one-way communication, the Interactive Models which look at two-way communications, and the Transactional Models which consider two-way communication, where the message becomes more complicated as the communication event progresses (Drew, 2023)

#### 1. Linear Models

- Aristotle’s Model: this is the eldest communication model. It is mainly created to look at how to communicate more effectively and persuasively. Aristotle argues that we need to consider five aspects of a communication event: speaker, speech, occasion, target audience, and

effect. Additionally, he identified three factors that will enhance communication: ethos (credibility), pathos (ability to relate), and logos (logical argument). However, feedback is not taken into account in this model (Drew, 2023).

- Laswell's Model: is based on analyzing one-way communication by asking the five Wh's: who (communicator), says what (message), through which channel (medium), to whom (audience), with what effects (effect) (Drew, 2023).

- Shannon-Weaver Model: identifies five essential components of communication: sender, encoder, channel, decoder, and receiver. This model is the first to draw attention to the function of "noise" in communication, which can interfere with or change a message between a sender and a receiver. Later on, Feedback was added (Drew, 2023).

## 2. Interactive Models

- Osgood-Schramm's Model: examines reciprocal communication and demonstrates how we must simultaneously encode, decode, and interpret information throughout a discussion. It works well for explaining and analyzing face-to-face conversations where feedback is immediate, and noise can be reduced via ongoing clarifying messages throughout the conversation (Drew, 2023).

- Westley and Maclean Model: it values the role that feedback plays in communication. It also highlights how essential environmental and cultural elements are in impacting communication. It demonstrates how our personalities, experiences, and point of view all have an impact on what we say and how we communicate (Drew, 2023).

## 3. Transactional Models

- Barnlund's Transactional model: investigates interpersonal, immediate-feedback communication, in which the reply for the sender is the feedback of the receiver. It emphasizes the significance of both private and public cues that impact messages (Drew, 2023).

Considering the aforementioned definitions and models of communication and supplementing culture to communication, intercultural communication can be defined as the interaction between culture and the elements of communication such as the message and its effect, the sender and receiver, and their perceptions. Consequently, this type of communication occurs when people of various cultures and ethnicities begin to converse. Along this line, scholars introduce a variety of definitions. Among others, Samovar and Porter (2004) state that intercultural communication is “the interaction between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event” (as cited in Patel & Li, 2011, p. 17). While Chen and Starosta (1998, p. 30) believe that intercultural communication refers to communication between people from two or more cultures.

On the ground of the earlier mentioned definitions of intercultural communication, it is assumed that breakdowns and failure in communication between interactants coming from different cultural backgrounds have their source in the interactants’ inability to see the uniqueness of the individual, to focus on the message, to understand the systems and meaning upon which cultures are established, or to appropriately make judgment instead of evaluating the message from one’s own culture (Patel & Li, 2001, p. 17).

### **1.3.3 Elements of Intercultural Communication**

Samovar and Porter (2003) claim that there is a wide range of cultural aspects that govern and control communication. They distinguish three major categories of elements that may alter communication between interlocutors coming from different cultures. The first category includes perceptual elements such as (1) cultural values which refer to the standards and guidelines that pervade the whole culture to guide its members’ choices and distinction between what is good and bad, right and wrong, true and false, and that individuals engaging in intercultural communication will display and anticipate different behaviors in the extent of the varying cultural values (p. 12). In addition (2) culture’s evolved perception and orientation

towards philosophical things such as life, being, God, and nature. This aspect is known as worldview and its impact on intercultural communication can be demonstrated in the power of comprehending a culture's worldview to accurately anticipate behaviors and motivations (Pennington, 1985 as cited in Samovar and Porter 2003, p. 12). Finally, (3) social organizations as they influence the way culture organizes itself. These institutions may be formal or informal such as family, school, and government. They teach the person how to perceive the world and how to determine her/his place in this world.

The second category includes verbal behavior. The necessity of language in studying intercultural communication is mentioned by Ralph Waldo Emerson "Language is the archives of history" (cited in Samovar & Porter, 2003, p. 14), which means culture and language cannot be separated because language is not just a form of perceiving culture, but a means of transferring it. In addition, culture teaches the individual both the symbol, what the symbol stands for, and the associated cultural connotations (Samovar & Porter, 2003, p. 14).

An example that shows how culture affects language and intercultural communication is a study by Bailey (2000) which looked at how Korean shop owners and African-American customers interacted. The study was based on the analysis of video recordings of conversations that took place in stores as well as interactions with shop owners and customers. The findings showed that Korean shop owners communicated with African-American consumers in a very direct and short manner, which upset them. African-American clients, on the other hand, attempted to strike up a small conversation and personalize the interaction but felt ignored because their efforts were not met with excitement. African-Americans took this to mean that because of racial prejudices, there was no desire in talking to them. On the other side, personalizing communication was seen by Korean store owners as being impolite.

The third category is about nonverbal language. Using actions and symbols to communicate is a universal process; however, the meaning of those symbols differs from one culture to



another. Accordingly, nonverbal communication becomes a fundamental aspect in the study of intercultural communication and people must understand it to interact effectively with people from different cultures. Samovar & Porter (2003) highlight three crucial nonverbal categories that are reflected during intercultural interaction; bodily behavior (which in turn includes body movements, facial expressions, and touch), time, and space.

## **1.4 Intercultural Communicative Competence**

### **1.4.1 Towards Intercultural Communicative Competence ICC**

Byram (1997) presents the concept of ICC as an expansion of the idea of communicative competence. The term communicative competence, as was explained above, is introduced by Hymes (1972), as a response to Chomsky's (1965) linguistic competence. Hymes aims to shift the focus away from the prevalent idea of ideal native speaker competence toward actual performance in varying social and cultural contexts. By the same token, Byram (1997) states that the purpose of FLT "... requires learners to engage with both familiar and unfamiliar experience through the medium of another language ... [and] to use that language to interact with people for whom it is their preferred and natural medium of experience" (p. 3), i.e., native speakers. Since communicative competence does not produce the desired results, the main criticisms focused on the marginalization of the cultural component in the various models of communicative competence that have been proposed as well as the idealization of the model of the "native speaker" which students should emulate (House and Kasper, 2000). The model of native speaker is then applied to FL learners. This theory was rejected for three primary reasons: the first is that depending on the social and cultural context of language use, the needs and requirements of non-native speakers do differ from those of native speakers (Byram & Fleming, 1998). Additionally, using native speakers as their role models, foreign language learners must master new skills that contribute to effective communication. The second is that limiting students' abilities to imitate those of native speakers are likely to demotivate students and

decrease their value as members of society (Byram, 1997). This is because communication, on the one hand, necessitates developing interpersonal relationships, expressing oneself, and exchanging ideas and opinions. On the other hand, communication is a dynamic process that is determined by the context of speech. The third reason for rejecting the native speaker model is that even providing learners with the access to all the communicative contexts that a native speaker would encounter during classroom instruction is impossible. There must be space for the learner to observe, think, analyze, and come to conclusions and decisions that and reach judgments and choices that are consistent with his or her identity and the various situational contexts. (Bousba, 2016).

The idea of the intercultural speaker eventually took the place of that of the native speaker. Kramersch (1993) argues that the intercultural speaker is the one who can easily shift from one's cultural community to the target one. According to Byram and Fleming (1998), the intercultural speaker is the one who "has knowledge of one, or preferably, more cultures and social identities and can discover and relate to new people from other contexts for which they have not been prepared directly" (p. 9). Byram further describes the intercultural speaker as a mediator who crosses cultural frontiers and can engage with people of different social identities (Byram et al., 2002 as cited in Mopoyi, 2020). That is, intercultural communicative competence that was introduced by Byram (1997), is defined by him as "the ability to interact with people from another country and culture in a foreign language" (p. 71).

Coprias Aguilar (2007) claims that achieving ICC means "Developing attitudes of openness and tolerance towards other peoples and cultures, promoting the ability to handle intercultural contact situations, promoting reflection on cultural differences or promoting increased understanding of one's own culture" (Cited in Bousba, 2016). Kim, on the other hand, offers a more detailed definition in which she notes that ICC is "the overall internal capability of an individual to manage key challenging features of intercultural communication: namely, cultural

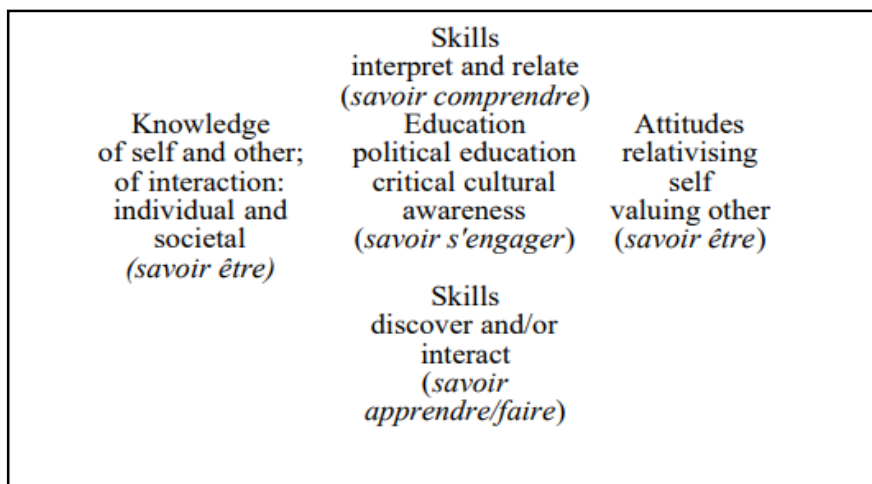
differences and unfamiliarity, inter-group posture, and the accompanying experience of stress” (As cited in Samovar et al., 2017). Accordingly, ICC is the ability, knowledge, and skills needed to understand cultures, including one’s own, and to communicate effectively and appropriately with members of different cultures.

### 1.4.2 Byram Model of ICC

Byram (1997) offers a model of the relevant components of the ICC and the relationship between them. He adopts the French terminology in which; Skills are referred to (*savoir comprendre*, *savoir apprendre/faire*), Knowledge (*savoir être*), attitudes (*savoir être*) and critical cultural awareness (*savoir s'engager*).

#### Figure 1.3

*Byram (1997) Factors in Intercultural Communication*



- Attitudes (*savoir être*): highlights curiosity about and openness to other cultures, readiness to suspend disbelief about other cultures, and belief about one’s own. Additionally, one must be willing to let go of their meanings and behaviors to examine them from the perspectives of the people they are interacting with.

- Knowledge (*savoir*): covers knowledge about one’s own country’s social groups and cultures.

- Skills of Relating and Interpreting (*savoir comprendre*): refers to the capacity to understand, explain, and relate a text or event from another culture to events from one's own.
- Skills of Discovery and Interaction (*savoir apprendre*): refers to the ability to learn about a given culture and its customs, as well as the capacity to apply knowledge, attitudes, and skills in the context of real-time engagement and communication.
- Critical Cultural Awareness/Political Education (*savoir s'engager*): is the aptitude for critically evaluating perspectives, practices, and products in one's own culture and those of other cultures according to established criteria (Byram, 1997, pp. 31-54).

To sum up, Byram addressed five types of knowledge: knowledge of the surrounding environment, including self and others, knowledge of purposes such as interpretation and discovery, knowledge of valuing one's concepts and beliefs as well as those of others, and knowledge of gaining critical cultural awareness. All these factors contribute to the development of an interculturally competent speaker.

## **Conclusion**

Language and culture play a major role in the formation of the identity of any speech community. Their strong and reciprocal relationship comes from the fact that each of them influences and is influenced by the other one. Moreover, language use is controlled by cultural norms and values. Along with globalization and the current developments in different fields, people of different cultural backgrounds come into encounter easily. Accordingly, people need to succeed in the communication process. For this reason, people have to be aware of cultural differences and to have knowledge about their own culture and the other's culture.

## **CHAPTER TWO: SPEECH ACTS**

### Introduction

#### 2.1. Speech Act Theory (SAT)

##### 2.1.1. History and Definition

##### 2.1.2. Direct & Indirect Speech Acts

##### 2.1.3. Types of Speech Acts

##### 2.1.4. Speech Acts Classifications

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##### 2.3.1. The Speech Act of Complimenting

##### 2.3.2. Types of Compliments

##### 2.3.3. The Semantic and Syntactic Structure of Compliments

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#### 2.4. Compliment and Compliment Response Across Cultures

### Conclusion

## **Introduction**

As already mentioned in the previous chapter, the relationship between language and culture is strong and reciprocal. Accordingly, language use is governed by specific cultural standards. On this ground, the speech act, which is the smallest speech unit, is performed and interpreted in relation to linguistic structures, on one hand, and with regard to social and cultural norms, on the other. Therefore, this chapter sheds light on the speech act, its theories, and its types with particular emphasis on compliments and compliments responses.

### **2.1. Speech Act Theory (SAT)**

#### **2.1.1. History and Definition**

One of the theories that have flourished under the umbrella of the pragmatic field is the speech act theory. This latter was first introduced by the British philosopher John Austin in his book “How to Do Things with Words”, first published in 1962 and later developed by John Searle (1969). The notion of speech act stresses the idea that the act of speaking is more than informing or communicating, indeed by speaking actions can be made. According to Yule (1996, p. 47), people do not only produce correct and well-structured utterances in accordance with grammar rules, but rather they use their speech to really do acts and deeds as a means of self-expression. It could be achieved through complimenting, apologizing, and promising, etc. Holtgraves (2001) states that: “Speech act theory explicitly conceptualizes linguistic as use; what we mean with an utterance is the use to which the utterance is put” (p. 09), in other words, the former theory points out that actions could be performed by the utterance of words. In addition, Crystal (2008) claims that the speech act theory is a theory that looks at how language is utilized in relation to the actions of speakers and listeners when communicating with one another, and he adds: “It is not an act of speech (in the sense of parole), but a communicative activity (locutionary act), defined with reference to the intentions of speakers while speaking

(the illocutionary force of their utterances) and the effects they achieve on listeners (the perlocutionary effect of their utterances” (p. 446).

### **2.1.2. Direct & Indirect Speech Acts**

The speech acts can be either direct or indirect. According to Searle, the most straightforward instance of meaning occurs when the speaker says something and then conveys it exactly and literally (1979, p. 30). In other words, the speaker should be able to intentionally and conventionally communicate his message, meaning that the words he or she chooses to express the deed and the intended impact on the listener must pour in the same cup (Searle, 1972 as cited in Bauler, 2019, p. 04). However, in other cases, it could be way more complex than the first case, where a speaker says something that signifies exactly what he stated while also implying something else, usually with a distinct propositional meaning. Moreover, sometimes the speaker utters such a sentence in which he meant more than what is said. The former and the latter cases cover the idea of the indirect speech act (Searle, 1979). For instance:

A says to B: “I am going to have a cup of coffee.”

B answers: “Can you hold two cups all the way till here?”

B here did not intend to ask really about A’s ability to hold the cups, but rather as a request to bring him a cup of coffee.

In addition, Yule (1996, p. 54-55) points out that different speech act kinds can be distinguished based on the sentence’s structure since there is a very apparent connection between a sentence’s structural form and its communicative function. He also adds that if a direct connection exists between the structure of the sentence and its function, the speech act realized is direct. Otherwise, if there is no clear connection between the sentence and its communicative function, the speech act realized will be indirect.

A case in point is

- “Turn off the lights!” The sentence is clearly an imperative structure that conveys an order (a direct speech act).

- “The dishes won’t wash themselves.” This declarative sentence holds an indirect command for the hearer to wash the dishes which does not correspond with its function (An indirect speech act).

### **2.1.3. Types of Speech Acts**

Yule (1996, p. 48) states that on any occasion, the action performed by producing an utterance will consist of three related acts. In order to determine the appropriate way to interpret the speech act, Austin (1962) also states three types of acts or simply actions concerning sentence usage that should be taken into consideration while communicating. Those three acts are:

#### 1. The Locutionary Act

“Locutionary act, is the basic act of utterance, or producing a meaningful linguistic expression” (Yule, 1996, p. 48). In other words, the locutionary act is the act of producing a clear and understandable utterance for the hearer. For instance, when something significant is uttered and it is understood by the hearer; then, a locutionary act is created.

#### 2. The Illocutionary Act

It is the utterance production with a specific purpose or intention in mind. It could be achieved through order, warning, and undertaking (Austin, 1962, p. 109).

#### 3. The Perlocutionary Act

According to Austin (1962), it is the effect of the words being uttered on the hearer. It could be used for convincing, persuading, surprising, deterring, and misleading.

For a clearer image, and in order to distinguish between the 3 types of acts, locutionary, illocutionary, and perlocutionary act, below is a case for illustration



A: "I ate my breakfast early this morning, I am starving now."

B: "I know a restaurant near here that makes delicious food."

I am starving:	the locutionary act (what the speaker has uttered).
Let's have lunch:	the illocutionary act (the purpose of what has been said or intended)
I know a restaurant near here:	the perlocutionary act (the effect of what A said to B)

#### 2.1.4. Speech Acts Classifications

Speech acts were first classified by the philosopher Austin (1962) into five types. Later on, they were modified by Searle (1979) who made slight changes and kept the same number of classes. The speech acts classifications are as follows (Searle, 1979, as cited in Huang, 2007, p. 106).

**Representatives:** it is the act of delivering some sort of information in order to inform, assert, report, and state. For instance, the weather is so windy today.

**Directives:** it indicates the willingness of the speaker of having something that could be done by the hearer. It may be expressed through requesting, ordering, or commanding. For instance, please have a seat!

**Commissives:** it is about the intention of the speaker of doing certain actions in the future. It could be achieved through promising, threatening, or refusing (Yule, 1996). For instance, Trust me! I'll never let you down.

**Expressives:** it is that type of speech acts that indicates the speaker's psychological state whether happy, sad, mad...

**Declarations:** Yule (1996) defines declarations as follows: "Declarations are those kinds of speech acts that change the world via their utterance". They are used in order to alter a situation or affair. For example, the words that are said during marriage, "I now pronounce you man and wife" (Schmidt & Richards, 2011).

## 2.2 Politeness Theory

During the realization of the different speech acts, including giving and responding to compliments, speakers are not only concerned about the message that they are sending, but they are also concerned with the impression they are making on the receivers. In some cases, misdelivery can lead to misinterpretation even though the information is obvious. Therefore, politeness is critical to sustaining an affirmative relationship, avoiding interruptions, and allowing the other person to choose how to respond (Margetan, 2014).

The notion of politeness has been treated by many scholars since it is crucial in the field of language and communication. On one hand, it is one aspect of language use that illustrates best the human social dimension of language expression. On the other hand, politeness in communication is at the core of social life and interactions since it is necessary to establish and sustain social relationships.

Bowe et al. state that: “most languages have differing styles of communication according to:

- “Levels of familiarity (e.g., family, friends, acquaintances, strangers);
- Levels of formality (e.g., extremely formal to informal);
- Types of situations (e.g., Profes<sup>2</sup>sional, business, sport private, public);
- Relative age;
- Gender.

Getting these levels correct is often called socially appropriate behavior or politeness.” (2014, p. 48)

Politeness is about how to interact, speak, and act appropriately with others taking their feelings and what they do like or do not into consideration. Many theories have been introduced concerning this notion, of which the most prominent is discussed below.

### 2.2.1. Brown and Levinson Politeness Theory

The theory is a well-known contribution to the field of politeness introduced by Penelope Brown and Stephen C. Levinson in 1978. Their theory is based on Goffman's concept of face. The model combines three crucial concepts in relation to polite behaviors which are Face, Face Threatening Acts (FTA's), and Politeness Strategies. Brown & Levinson state that people cooperate to keep each other's faces intact because they are conscious of their own and others' faces. They pay attention to it, whether consciously or unconsciously, in all types of communication since it can be lessened, maintained, or enhanced while talking with each other. Hence, by employing a variety of politeness techniques, people attempt to mitigate the negative impacts of face-threatening acts (FTAs) (as cited in Al Amro, 2013, p. 34).

**Face:** the concept of face, as it is defined by Goffman (1967): "is the public self-image that every member wants to claim for himself" (Brown & Levinson, 1987, p. 61). The notion of Face is sectioned into:

- Positive face, which is about being loved, appreciated, and respected by others.
- Negative face, is about the hearer not being subject to any obligations or acts that are implemented by others.

**Face Threatening Act (FTA):** refers to behaviors with a tendency to be perceived as facial threats; in other words, they may go against the hearer's and the speaker's face when expressed or done throughout the communication, whether verbally or nonverbally. According to Brown & Levinson (1987), the Face Threatening Acts are identified as follows.

- Acts threatening to the Hearer's Negative Face (freedom of action), e.g., ordering, advising, threatening, warning.
- Acts threatening to the Hearer's Positive Face (self-image), e.g., complaining, criticizing, disagreeing, raising taboo topics.

- Acts threatening to the Speaker's Negative Face (freedom of action), e.g., accepting an offer, accepting thanks.

- Acts threatening to the Speaker's Positive Face (self-image), e.g., apologizing, accepting a compliment, confessing" (as cited in Bowe & Martin, 2007, p. 28).

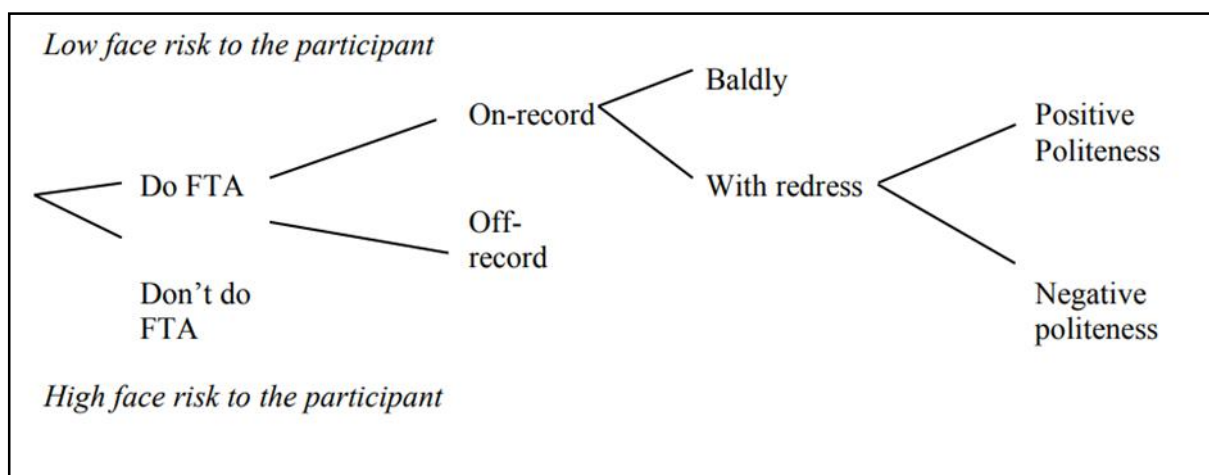
Brown & Levinson (1987, p. 74) add that FTAs vary in their solemnity in accordance with three dimensions:

- 'The social distance' between the speaker and the hearer (the nature of the relationship they have, whether close as friends, or colleagues...)
- 'The relative power' that the speaker has (to what extent the speaker can impose tasks on the hearer).
- 'The absolute ranking' of task imposition in a particular culture.

**Politeness Strategies**, added by Brown & Levinson (1986), refer to certain ways employed by the speakers in order to decrease the severity of threats and save face. They are also known as "Redress Strategies" and are represented as follows:

**Figure 2.1**

*Brown & Levinson Redress Strategies (1987, as cited in Bowe & Martin, 2007, p. 31)*



Bowe and Martin (2007) explain the strategies as follows

**Figure 2.2**

*Possible Politeness Strategies. Summary of Brown & Levinson 1987 (as cited in Bowe & Martin, 2007, p. 31).*

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On-record: when only one intention can be identified by the participants. e.g., “I promise that I will pick you up by 4 O’clock”.

If the participants decide that ‘I’ (the speaker) has unambiguously declared the intention of committing the above future act, then it is regarded as ‘on-record’.

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Off-record: the avoidance of direct impositions. e.g., “I’m out of cash. I forgot to go to the bank today”.

---

Baldly, without redress: involves undertaking an act in the most direct, unambiguous, and clear manner. e.g., ‘Clean your room’ (Do X!)

People will only do an FTA in such a manner if the speaker does not fear retribution from the hearer.

---

Redressive action: ‘gives face’ to the hearer, meaning that the speaker tries to overcome any possible damage from the FTA by modifying their behavior, i.e., Positive or negative politeness strategies.

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Positive politeness: strategies addressed to the Hearer’s self-image (positive face), e.g., by treating him as a member of an in-group, a friend, or a person whose wants and personality traits are known and liked. (Thus, involving expressions of solidarity, informality, and familiarity.) e.g., exaggerate interest in H, sympathize with H, and avoid disagreement.

---

Negative politeness: is oriented towards H’s negative face and involves expressions of restraint, self-effacement, and formality. e.g., being conventionally indirect, giving deference, using hedges, apologizing for imposing.

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### 2.2.2. Geoffrey Leech Politeness

Geoffrey Leech introduces another crucial contribution in the field of politeness based on Grice's cooperative principle (Bowe & Martin, 2007). He determines six major rules or rather be known as maxims in order to preserve the politeness principle during interactions. These maxims are grounded on the idea of 'minimizing the expression of impolite beliefs' and 'maximizing the expression of polite beliefs' (Leech, 1983, p. 81) and they are introduced as follows:

- Tact Maxim: this maxim is generally concerned with the hearer. It is based on the principle of 'minimizing the hearer's cost' and 'maximizing its benefit'. In other words, the speaker should pay attention while interacting with the other and try to reduce the production of certain utterances that might come at the hearer's cost, and which he could find impolite and, in a way, harsh to accept. At the same time, augmenting the expressions that bring benefit to the hearer. For instance, "I am wondering if you could help me with the dishes."

- Generosity Maxim: this maxim completely centers on the speaker, who ought to be quite kind in his interactions with others. This maxim states to 'minimize the speaker's benefit and maximize the hearer's benefit' by putting always the others first rather than the self. For instance, "You can just rest, I'll cook the dinner."

- The Approbation Maxim: this maxim encourages the speaker to be politer using flattering by 'minimizing the hearer's dispraise' and 'maximizing its praise'. For instance, "You have made a very delicious cake."

- Modesty Maxim: the speaker should maintain humility and modesty when interacting with others, 'minimize the self-praise', and 'maximize the self-dispraise'. For instance, when someone says: "It's my stupidity that I did this", it is considered politer than saying: "It's my intelligence that I solved the puzzle".

- The Agreement Maxim: it states to ‘minimize the disagreement between the self and the other’ and ‘maximize the agreement between the self and the other’. In other words, the speaker should know how to deal with disagreements between him and the hearer and try to express his point of view politely. For instance,

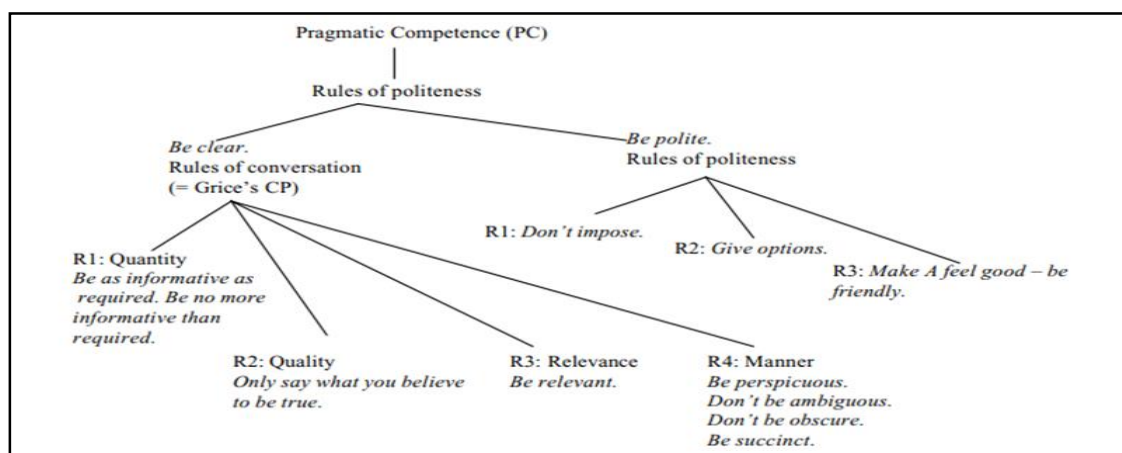
A: “Mathematics is a very boring module.”

B: “Yes, but once you understand it, you will like it.”

- The Sympathy Maxim: the speaker should ‘minimize the antipathy between himself and the other’, and ‘maximize sympathy between himself and the other’. For instance: If a girl lost her cat, it is polite to say: “I am really sorry for your loss.” Not: “I am so happy that your cat died.”

### **2.2.3. Robin T. Lakoff Politeness Theory**

Another major pillar in the politeness society is the theory of Robin Lakoff. She was highly influenced by Gricean pragmatics. Lakoff introduces a set of rules which she called ‘rules of politeness’ that were added to the cooperative principle (CP) of Grice (as cited in Watts, 2003). She determines two major rules of pragmatic competence, and each rule has a set of sub-rules. These two rules are ‘Be clear; and Be polite’. The first rule (Be clear) is similar to the Gricean CP, which she renames as the ‘rules of conversation’. However, the second rule 2 (Be polite) consists of a subset of three rules of appropriate behavior: R1, don’t impose; R2, give options; and R3, Make A (addressee) feel good -be friendly. Lakoff’s pragmatic competence can thus be represented schematically in Figure 2.3 below (as cited in Watts, 2003, p. 60).

**Figure 2.3***Lakoff's Rules of Pragmatic Competence***2.3. The Speech Acts of Compliment and Compliment Response****2.3.1. The Speech Act of Complimenting**

Note that the word “compliment” is borrowed from the French word “compliment” which itself comes from the Italian “complimento”. The term “complimento” refers to heartfelt gratitude that reflects truth and the sincerity of the soul”. Complimento, in turn, is borrowed from the Spanish *complimento* (itself from Latin *comolere*) (France, 1992 as cited in Jibreen, 2008, p. 7). Afterward, from the seventeenth century, the meaning of “compliment” extended to refer to a remark or an action that is codified as being courteous to others. This latter is defined by many scholars and philosophers according to their different perspectives. Holmes, for instance, views complimenting from the perspective of the value and appreciation of what is being complimented; he defines compliment as “a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some ‘good’ (possession, characteristics, skill, etc.), which is valued by the speaker and the hearer” (1986, p. 485). In a similar vein, Hyland (2000, p. 44) claims the speech act of compliment as: “an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the individual”. Along this line, Farghal (2006) contends that compliment



is intended to express appreciation and admiration for what the other person has or is doing during the communication (p. 95). In addition, Mursay & Wilson (2001) view compliment as

“a speech act which directly or indirectly attributes credit to someone other than the speaker, usually the addressee, or somebody related to him/her for something ‘good’ which is positively valued by the speaker and hearer in the light of a social contract of values between society and individuals which governs the expected compliment behavior of interactants” (p. 151).

However, focusing on the addresser and addressee in the verbal communication, Mkhitarian and Babayan (2020, p. 55) consider the speech act of compliments, as expressive acts since they are connected to the feelings and emotions of the participants in the act of praise, regarding how it affects the recipient, it is significant that praise both satisfies the recipient’s desire for good feelings, which is their most fundamental psychological need, and serves as an educational tool.

Meanwhile, from a cultural perspective, Manes (1983) argues that a compliment represents certain cultural values and can reflect both a society’s or, more specifically, a person’s view of what is valued and praised in one’s own culture (p. 97). This definition differs in that it examines compliments in terms of socially acceptable conduct and acknowledges that they can be given to others, such as the complimentee’s close relatives.

### **2.3.2. Types of Compliments**

Referring back to the nature of speech acts which is claimed to be either direct or indirect and to the compliment which is originated from the speech acts, the compliment could subsequently be direct and indirect. Brown and Yule (1983) claim that explicit direct compliments are made by the speakers in the traditional way full of literal meanings and direct intentions, whereas implicit and indirect compliments are understood according to hearer’s decoding of the message in his own way based on the context’s interpretation (as cited in Adachi, 2011, p. 97).

On the other hand, Yuan (2002) distinguishes two types of compliments in terms of their semantic formula, bound semantic formulas and unbound semantic formulas. The latter, ‘Un-Bound semantic formula’ authentically stands for expressions that indicate praise. It is divided into two sub-categories which are ‘the explicit compliment’ and the ‘implicit compliment’. The former is about statements that have at least ‘one positive semantic carrier’, whereas the latter is about statements that are ‘with or without a positive semantic carrier, i.e., where the addressee is not directly mentioned but the positive meaning can be inferred from what is said in a particular context’. Bound semantic formula, otherwise, is the statement that cannot stand alone but needs at least one unbound semantic formula in order to be seen as a compliment, it can be “‘explanations, references to the future, contrasts, advice or requests” (p. 192-193).

In addition to compliments there is ‘non complimentary replies’ which are according to Yuan (2002, p. 193):

“...include Non-Compliments and Opt Outs. Non- compliments are either bound semantic formulas occurring by themselves or other replies that do not carry any positive meanings. Whereas opt outs are cases where informants do not say/supply anything in a situation where a compliment is usually expected.”

**Table 2.1**

*Compliment’s Possible Strategies* (Yuan, 2002, p.192)

Compliment Strategies		Examples
Unbound	Explicit compliment	Your watch is so beautiful and trendy.
Semantic Formulas	Implicit compliment	I wish I could find a watch like yours.
Bound Semantic	Explanation	Even though it was really difficult to solve but you did a great job.

Formulas	Information Question	Where did you learn to cook like this?
	Future reference	You will be a famous chef in the future.
	Contrast	I tried once but it wasn't good like yours.
	Advice	Your cakes are very delicious, you should open a cake store.
	Request	Can you teach me how to make cakes like yours?
Non-Compliment		
	Opt out	I would say nothing

### 2.3.3. The Semantic and Syntactic Structure of Compliments

Manes and Wolfson (1981), in their examination of a corpus of 686, discover that compliments' structure is much more intricately structured than the semantic one (as cited in Jibreen, 2008, p. 12). In addition, the speech act of complimenting is also notable for its formulaic nature (Manes Wolfson, 1981, p. 123). According to Manes & Wolfson (1981, as cited in Jibreen, 2008, p. 12-13), these formulas are classified into three principal ones with six other secondary classes like follows:

**Table 2.2**

*Compliment's Semantic Formulas*

Formulas	Examples
1 NP/ is /looks (really) ADJ	Your cake looks really delicious.
2 I (really) like /love NP	I really loved your outfit.
3 PRO/ is (really) an ADJ NP	This is really a nice idea!
4 You V (a) (really) ADJ NP	You did a good job (Jibreen, 2008, p. 13).

5	You V (NP) (really) ADV	You really prepared for the exam well.
6	You have (a) ADJ NP!	You have a nice pair of shoes!
7	What (a) ADJ NP!	What a wonderful dress you wear!
8	ADJ NP!	Nice shot!
9	Isn't NP ADJ!	Isn't your cat lovely!

Lexically speaking, Manes & Wolfson (1981) deduce from their studies on 686 compliments in American English that 80% of the former reckoned for the compliments with 'semantically positive adjectives', and the following adjectives made up two-thirds of their data, 'Nice', 'Good', 'Pretty', 'Beautiful', 'Great'. Other studies also conducted along these lines such as Creese 1991, Daikuhara 1986, Holmes 1988, 1995, and Kumatoridani 1989, show similar results to that of Manes & Wolfson and led to the conclusion that the vocabulary available for complimenting, namely words that are favorably evaluative, is somewhat restricted. Additionally, the same case is found for the verbs with 'positive semantic load'; since only two verbs were used in a percentage of 86% when complimenting which are: 'Like' and 'Love'.

Morphologically speaking, Manes and Wolfson (1981) add that these adjectives and verbs are subject to both morphological and semantic limitations. Superlatives or comparatives of adjectives are rarely used in compliments. Regarding tense, they underline finding examples of compliments in present perfects and conditionals in contrast to the future tense which was nearly absent in this study.

Here are some examples they have found:

- Comparatives: "Your accent is charming. Much nicer than ours."
- Superlatives: "Hank, that's some of the best banjo picking I've ever heard."
- Progressive: "Jane, you're looking great as usual."
- Present perfect: "I've always loved that shirt."

- Conditionals: “I think you’d be good in law school.” (Manes & Wolfson 1981, p. 122, as cited in Adachi, 2011, p. 37)

#### **2.3.4. The Compliment Response**

According to Nelson et al (1996), the compliment response is defined as “a verbal acknowledgment that the recipient of the compliment heard and reacted to the compliment” (p. 413). The compliment response is, simply put, the answer that is produced by the recipient to the compliment that he already received from the other who praised the recipient’s performance. According to Johnson (1979, p. 43- 44), the most “necessary” response to compliments is ‘Thank you’ (As cited in Herbert 1986, p. 6). Similarly, Herbert (1986) supports this idea claiming ‘Thank you’ to be the correct answer to compliments. Contrarily, Pomerantz (1978), who was one of the first researchers who studied this matter, declares in her work investigating the compliment responses in American English that during the process of responding the addressee may face two contradictory ideas, A) either accepting and agreeing with the speaker’s compliment, or B) avoiding self-praise (p. 82).

This idea is maintained by Urano (1998) who states that if the praise is accepted by the recipient which means fulfilling the first condition (A), the second condition (B) will be violated since accepting the compliment opposes avoiding the self-praise. Whereas if the addressee avoids the self-praise, he rejects the compliment and disagrees with the speaker which means violating the first condition (A) (as cited in Al Amro, 2013, p. 33). Accordingly, the addresser finds himself under heavy social pressure while responding to a compliment since, on one hand, he wants to accept the compliment and on the other hand, he wants to avoid self-praise. In order to deal with this issue, Pomerantz (1978) finds a solution plan to deal with this problem. It consists of “Praise downgrades”, “disagree”, or “shifting the reference”.

*Downgrading the Praise* refers to the case where the recipient is supposed to accept the compliment and at the same time downgrade the importance of the thing that is being praised to a lesser degree in a way of showing humility. For example, A is complimenting B

A: "Your dress is beautiful!"

B: "It is not too simple, isn't it" OR, "I think this is quite nice"

*Disagree* is the strategy whereby "Recipients of compliments frequently disagree with prior compliments. They may disagree by proposing that the credits within the prior compliments are overdone, exaggerated, etc., and counter propose that lesser amounts of credit are justified" Pomerantz (1978, p. 98). For example,

A: "The car is so clean, you did great!"

B: "Oh! I believe that you didn't have a look at the car from inside."

*Shifting the Reference* occurs when the addressee, while receiving a compliment from the complimenter, would shift the reference of that compliment from himself to something else in order to avoid the self-praise. For example,

A: "Your cookies are so delicious".

B: "It is my mom's recipe".

*Return* is another strategy that belongs to the reference shift. It is about returning the compliment, so when the recipient receives a compliment, he himself gives a compliment back to the complimenter. For example,

A: "I really like your today's outfit"

B: "I like yours too".

Furthermore, Herbert (1986, 1990) adds an important contribution concerning the compliment response, strengthening Pomerantz's model which, subsequently, received a significant addition and a methodical improvement. He introduces 12 types of responses which he derived from his study of compliments in American English using the notebook method.

Therefore, he collected 1062 compliments from his undergraduate students at the State University of New York between 1980 and 1983. In regard to the collected data, Herbert reports that there are various ways to react to compliments. These ways are illustrated in the table below:

**Table 2.3**

*Herbert's (1986, 1990) Compliment Responding Strategies.*

Response Type	Description	Example
Appreciation Token	A verbal or non-verbal acceptance of the compliment, acceptance not being tied to the specific semantics of the stimulus.	Thank you
Comment Acceptance	Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic.	Yeah, it's my favorite too.
Praise Upgrade	Addressee accepts the compliment and asserts that the compliment force is insufficient.	Really brings out the blue in my eyes, doesn't it?
Comment History	Addressee offers a comment (or a series of comments) on the object complimented; these comments differ from comment acceptance in that the latter are impersonal, that is, they shift force of the compliment from the addressee.	I bought it for the trip to Arizona
Reassignment	Addressee agrees with the compliment assertion but the complimentary force is transferred to some third person or to the object itself.	My brother gave it to me. Or It really knitted itself.
Return	As with reassignment except that the praise is shifted (or returned) to the first speaker.	So, it's yours.
Scale Down	Addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated.	It's quit really old.

Question	Addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated.	Do you really think so?
Disagreement	Addressee asserts that the object complimented is not worthy of praise: the first speaker's assertion is in error.	I hate it.
Qualification	Weaker than Disagreement: addressee merely qualifies the original assertion, usually with <i>though</i> , <i>but</i> , <i>well</i> , etc.	It's all right, but Jen's nicer.
No acknowledgement	Addressee gives no indication of having heard the compliment; the addressee either responds with an irrelevant comment or gives no response.	
Request Interpretation	Addressee, consciously or not, interprets the compliments as a request rather than a simple compliment.	You want to borrow this too?

(Adopted from: "A Comparison between Malay and American responses to compliments in English", by Ngadiran, N. (2009).

In addition to Pomerantz (1987) and Herbert (1986, 1990), Holmes (1988, 1990) also contributes to the field of compliment responses with a prominent taxonomy in New Zealand English. Along with the aforementioned frameworks, from the previous two ones, her study is notable and significant. Holmes adds to 'acceptance' and 'rejection' which were introduced by Pomerantz firstly, another significant category which is 'deflect/evade'. This latter is very useful and beneficial as Adachi (2011) declares: "I find this extra category very useful because in my Japanese data also, we see a number of cases where responses are neither acceptance/agreement nor rejection/disagreement" (p. 224). So, the recipient will choose to 'deflect/evade' as a third option while responding to compliments as it is shown in the table below.



**Table 2.4***Holmes' (1988, 1993) Taxonomy of CR Strategies*

<b>Macro level CRs</b>	<b>Micro level Crs</b>	<b>Examples</b>
<b>Accept</b>	Appreciation token	“Thank you”, “Cheers”, “Yes”
	Agreeing utterance	“Yes, I really like it”, “I know”
	Downgrading	“It’s nothing”
	Utterance	“I enjoyed doing it”
	Return compliment	“It’s not bad” “You’ve got beautiful too”
<b>Reject</b>	Disagreeing utterance	“No, it was good”
	Question accuracy	“Really?”
	Challenge sincerity	“Don’t lie”, “Come on”
	Shift credit	“You’re polite”, “That’s what friends are for”
<b>Evade</b>	Informative comment	“It was not hard”
	Request reassurance	“Really?”

Note: adopted from ‘A Comparative Study on the Use of Compliment Response Strategies by Persian and English Native Speakers’, by Shabani & Zeinali (2015)

Yu (2004) offers a different major categorization in this area, outlining six primary techniques along with associated supporting strategies for each, as follows:

**1. Acceptance strategies:** statements that acknowledge the positive nature of a previous comment and take it as a compliment; it’s made up of four related techniques.

**1.1 Appreciation Token,** “Generally, they are words showing gratitude, such as “Thank you.” Appreciation token can also be responses like smiles or nods.” (Yu, 2004, p.118)

**1.2 Agreement,** expressions that support the speaker’s complementing intent with appropriate comments. For instance, “Right, I believe it is beautiful too”.

**1.3 Pleasure,** expressions of satisfaction and pleasure from the complimentee. Such as, “I appreciate that you find it attractive”.

**1.4 Association,** multiple uses of the aforementioned Acceptance sub-strategies. For instance: “Thank you, I am happy you love it.” (Appreciation token + pleasure)

**2. Amendment Strategies:** “In recognizing the status of a preceding remark as a compliment, the speaker tries to amend its complementary force. Generally, the following sub-strategies are regarded as subsumed under the main amendment strategy” (Yu, 2004, p. 118)

**2.1 Return,** the act of providing the complimentee back praise in return for their compliments, such as, “You are looking good too”.

**2.2 Downgrade,** utterances that diminish the positive nature of the compliment. “Just so-so.”

**2.3 Upgrade,** expressions that strengthen the compliment. “My outfit is stunning, heh!”

**2.4 Question,** “Utterances that question the sincerity or appropriateness of the compliment” (Yu, 2004). For instance, “Do you really think so?”.

**2.5 Comment,** when the recipient accepts the compliment’s force but denies responsibility for the deed or attitude that is appreciated. Instead, the speaker reduces the impact of that compliment. Consider this, “I’ve been preparing for a month for that.”

**2.6 Transfer,** speaking in a way that returns the emphasis of the praise to the complementor.

**2.7 Association,** any statements that incorporate two or more of the aforementioned Amendment sub-strategies. Such as “Really? I think you’re looking good too.”

**3. Nonacceptance Strategies,** statements that avoid immediately reacting to the compliment by denying, disputing, or making a joke about it.

**3.1 Disagreement,** comments that contradict the praise’s statement or comments that suggest the remark was excessive or exaggerated.

**3.2 Qualification,** utterances that do not accept the full complimentary force of a given compliment by questioning the quality that is praised (Yu, 2004, p. 119).

**3.3 Diverge,** utterances that cast doubt on the validity of the praise by allocating the blame to unintended actions. Such as, “You’re joking.”

**3.4 Association,** when one or two of the previous strategies of non-acceptance are used together.

4. *Face Relationship Related Response Strategies*, this form of a reply is focused on the compliment's occurrence inside the encounter rather than its propositional substance, and it manifests itself verbally as phrases that don't appear to accept, alter, or reject the compliment. Such as, "You made me blush."

5. *Combination Strategies*, when one or two of the strategies stated above are mentioned together. For instance: "Thank you, it's just an old dress."

6. *No acknowledgment*, the situation where the speaker decides not to say anything about a compliment that he receives about himself.

## 2.4. Compliment and Compliment Response Across Cultures

There have been widespread linguistic effects over the past forty years, which encourages academics to perform cross-cultural research in order to facilitate cross-cultural communication (Al-Mansoob et al., 2019) with a great focus on the speech acts especially the act of complimenting and compliment responding. There might be two factors at play in this continued focus. First of all, compliments and compliment responses were of a more complicated structure (Golato, 2005, as cited in Trosborg, 2010). Second, the latter and the former show a variety of sociocultural values (Manes and Wolfson, 1981, as cited in Trosborg, 2010).

Many studies were conducted to investigate whether the realization of the speech acts of compliment and compliment response has some specification associated with a given culture and language or is rather realized universally the same. The study conducted by Manes and Wolfson (1981) on complimenting in American English, reveals that in addition to its formulaic nature, the compliment is mostly about 'appearance, possession, and ability and accomplishments'. Moreover, a compliment is typically given to a person who is of equal status, such as a coworker, an acquaintance, or a close friend. These conclusions about complimenting are later supported by Herbert (1986, 1989, 1990, 1991). In addition, complimenting the

appearance and possession can be done more spontaneously and freely, complimenting one's competence and accomplishment is usually given by those of higher status to those of lower status rather than as is typically believed.

Further, the factor of gender is an influencing factor in compliments realization. Manes and Wolfson find that "women pay and receive more compliments than men and that women's responses to compliments are more geared towards social harmony than men's" (Chen, 2010, p. 80). By way of illustration, as for the Asian languages, the realization of the speech acts of compliment and compliment response has been studied in the Japanese language. The study conducted by Matsuura (2004) uses a questionnaire to investigate how Americans and Japanese are more likely to compliment one another considering the factor of the relationship between the complimenter and the complimentee. The study concluded that Japanese people are less inclined than Americans to give their relatives compliments. However, Japanese people tend to congratulate those with greater social rank, such as professors at universities, more frequently. Furthermore, while American women are more inclined to offer compliments than American men, there is no apparent gender disparity in the chance of praise among Japanese people. Also, Japanese people find complimenting more difficult than Americans do; therefore, they may compliment less often" (Chen, 2010, p. 89). In addition to that, the Japanese are much like the Americans in choosing the compliment topics as revealed in the study conducted by Daikuhara (1986) where she reports that most of the compliments' subjects were on appearance and abilities. She added that the purpose behind complimenting differs in the two cultures; while compliments in English are used for the sake of fostering solidarity, in Japanese compliments are used to express respect.

Additionally, compliments and responses to compliments were also studied in the Arabic languages. According to the studies conducted by Farghal and Al-Khatib (2001), Morsy (1992), Nelson, ElBakary, and Al-Batal (1993), two key characteristics of complimenting and

responding to compliments in Arabic language are displayed in their results. The first idea is that Arabic speakers are more likely than American English speakers to accept compliments when they receive them. Secondly, Arabic compliment answers also employ the tactic of “offering,” which is another noteworthy aspect. However, this latter is only a “lip service” as stated by Farghal and Haggan and neither the recipient nor the complimenter takes it seriously (2006, p. 102, as cited in Chen, 2010, p. 93).

### **Conclusion**

This chapter highlighted the idea of speech acts providing an overview to grasp the study’s content clearly. The notion was first defined before tackling its types and classification from a number of distinguished researchers’ views. The politeness theory was also discussed in this chapter, with a particular emphasis on Brown and Levinson, Geoffrey Leech, and Robin T. Lakoff’s politeness theories. Finally, this chapter addressed the definitions of the speech acts of compliment and compliment responses digging deeply into their subjects, semantic and syntactic structures, and realization strategies.

## **CHAPTER THREE: FIELD INVESTIGATION**

Introduction

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3.7. Comparative Analyses of the Tests' Findings

Conclusion

## **Introduction**

The first chapters dealt with a theoretical investigation of the relationship between language and culture and how culture could affect language use and communication. A particular focus is granted to the speech acts of compliment and compliment response. This chapter's main aim is to report results and conclusions about how Algerian university students who study letters and English language view and perform compliments and responses to compliments in both foreign and source languages. The experiment presented here includes two tests that aim at showing how students would behave in various scenarios when they are exposed to producing and receiving compliments in line with age, gender, and social distance, and topic of compliments. The tests were preceded by a brief questionnaire to check the participants' familiarity with giving and receiving compliments, their frequency of realizing these speech acts, the topics of compliments, etc. In the end, the chapter reports a discussion and interpretation of the results obtained from the student's questionnaire and tests.

### **3.1 Methodology**

The current study is based on a mixed method using a contrastive approach. It combines quantitative and qualitative analyses of data collected from a questionnaire and two tests targeting the investigation of the realization of compliments and compliment responses by Algerian second-year master students of English at the University of 8 mai 1945, Guelma. On one hand, a questionnaire was conducted providing quantitative data on the students' practice of compliments and compliment responses. On the other hand, two tests were designed to account for the students' formulas and strategies in giving compliments and responding to them in both English, as a foreign language, and the Algerian variety of Arabic, their native language.

### **3.2 Population and Sampling**

The study targeted second year Master students of the academic year 2022-2023, at the Department of Letters and English Language, University of 8 mai 1945 - Guelma (Algeria).

The population was selected for having been sufficiently subject to the English language and culture as they have been studying the language for over 12 years. Accordingly, they are, in theory, more adept than the other levels of the English Department. The participants in this study were 70, out of a total population of 138, who chose to complete the first form that combined the questionnaire and the first test. In addition, a sample of 35 participants, out of 138 students in totality, took part in completing the second test.

### **3.3 Administration of the Questionnaire and the Tests**

The students' questionnaire and tests were administered online via the Platform Google Forms. At a first stage, the first form combined the questionnaire and the first test. The form was open from May 2<sup>nd</sup>, 2023, to May 7<sup>th</sup>, 2023. At a second stage, the second test was administered in a different online form a week later, from May 10<sup>th</sup> to May 13<sup>th</sup>, 2023. The links to the two forms were shared on the Facebook group for the students of second year Master since it is more practical to gather the needed number of respondents. The students were assured that their answers and participation will be anonymous and in a total confidentiality trust, so they can easily submit their responses. Yet, many students were uninterested in responding to the questionnaire, and only 70 out of 138 students (nearly half of the whole population) gave genuine responses for the questionnaire and first test, while 35 participants completed the second test. Luckily, enough students enthusiastically supported the work and expressed their enjoyment when responding via the form remarks and comments on Facebook posts.

## **Section One: Students' Questionnaire**

### **3.4 Students' Questionnaire**

#### **3.4.1 Description of Students' Questionnaire**

Based on the reviewed literature, a ten-item questionnaire was created to find out more about the use of compliments and compliment responses by second year Master students of English. The questionnaire was semi-structured and had a series of open-ended and closed-ended



questions to collect statistically appropriate data on participants' encounters with their first and foreign languages. The latter varied from multiple choice, checkboxes, multiple choice grids, and tick box grids. Whereas two open-ended questions were included in which comments could be provided in a box. The questionnaire comprised three sections: (a) Background Information, (b) The Use of the Speech Act of Compliments, and (c) the Use of the Speech Act of Compliment Responses.

The first section, Background Information, contains only one question that is designed to identify the participants' gender. The question was included for gender being an influential factor in the realization of compliments and compliment responses, the frequency of their use, the subject of complimenting, and the strategies employed to respond to compliments. The second section, the Use of the Speech Act of Compliments, encompassed (6) items to investigate students' attitudes towards the use and frequency of use of compliments in accordance to gender, age, and social distance. The third section, the Use of Compliment Response, comprised (4) items to explore the way students react to compliments.

### 3.4.2 Analysis of the Questionnaire Findings

#### Section One: Background Information

**Question One:** What is your gender?

**Figure 3.1**

*Student's Distribution According to Gender*

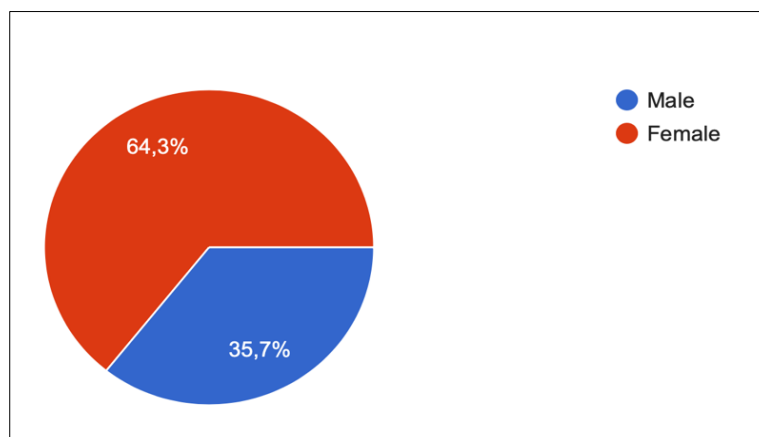
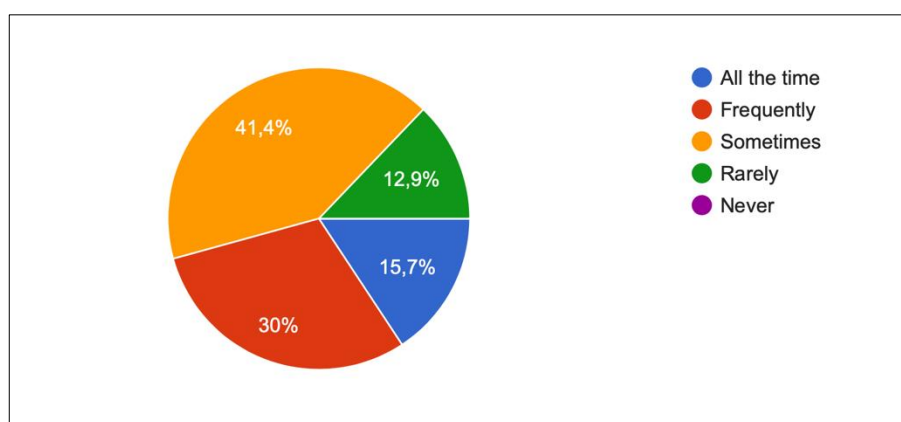


Figure 3.1 demonstrates that the majority of participants in this questionnaire are females 45 (64,3%), whereas only 25 (35,7%) are males. This result was predicted because female students make up the large majority of master two students and of the total students at the Department of Letters and English Language, University of 8 mai 1945- Guelma.

**Question two:** How often do you give compliments?

**Figure 3.2**

*Frequency of Giving Compliments*

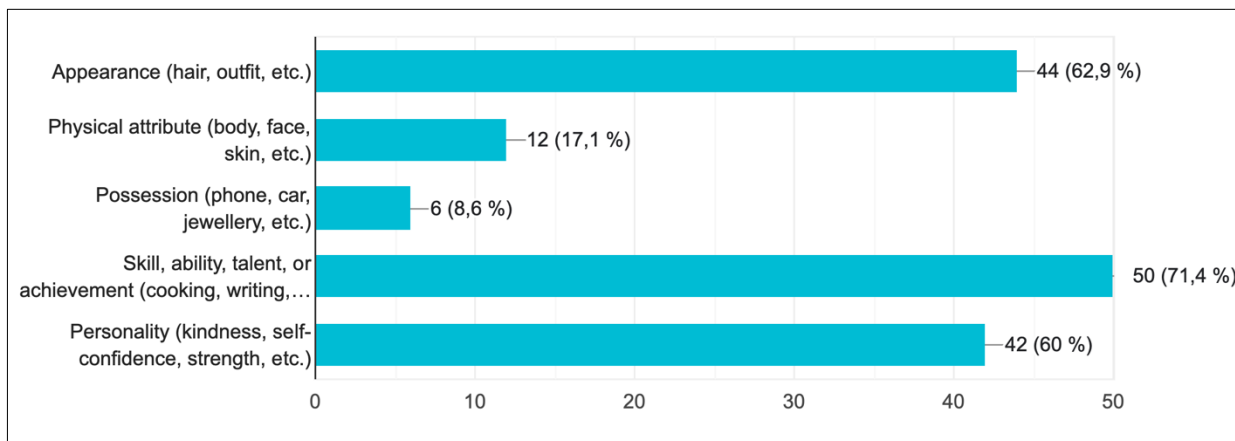


The students were asked about how frequently they give compliments, and Figure 3.2 shows that the majority of students 45.7% give compliments frequently all the time, in addition to 41.4% (29) who compliment others sometimes. These numbers show that the act of complimenting is a common practice among the participants, and the Algerian society, in general, for the students being part of it. The frequency of giving compliments by the participants is very close to the practice among American native speakers. Nelson et al, (1993) report that 30% of the total participants in a study they conducted tend to use compliments more frequently.

**Question three:** What do you compliment the most? (You can only choose 2)

**Figure 3.3**

*Subjects that the Students Compliment the Most.*

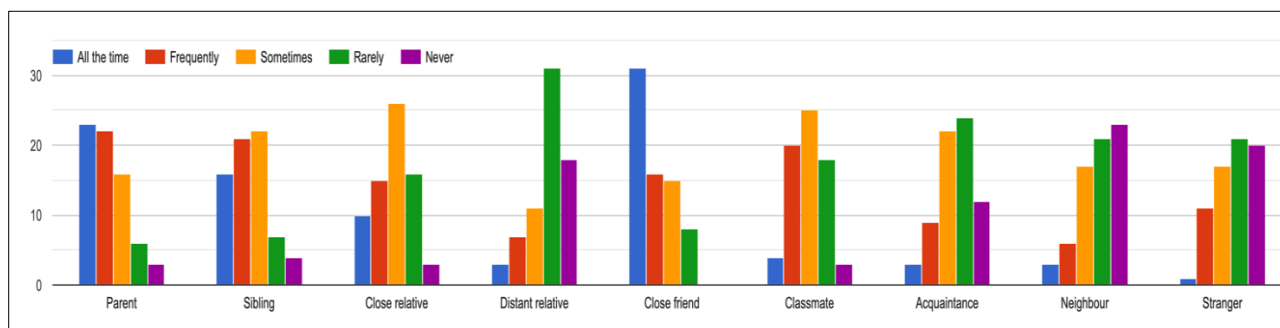


Students were given five choices of subjects from which they select the two that they complement the most. The results show that although, appearance is a subject that is complimented by 62.9% (44) of the respondents, complimenting skill, ability, talent, or achievement is tended by the majority, 71,4% (55) of them. Unlike American native speakers who tend to compliment personal appearance the most (Nelson et al., 1993).

**Question 4:** How often do you compliment?

**Figure 3.4**

*Frequency of Giving Compliments Based on the Recipient's Identity.*



Students were asked how often they compliment people with varying social distances, particularly, parents, siblings, close friends, classmates, close relatives, distant relatives,

acquaintances, neighbors, and strangers. The findings revealed that participants give compliments more frequently to people they consider close. The figure shows that the majority of the students compliment their parents and close friends all the time. Whereas most of the students compliment siblings, close relatives, and classmates sometimes. Additionally, concerning strangers, acquaintances, distant relatives, and neighbors, students rarely compliment them.

**Question five:** I give compliments to SAME-gender X on

**Figure 3.5**

*Subjects of Compliments with the Same Gender Recipients*

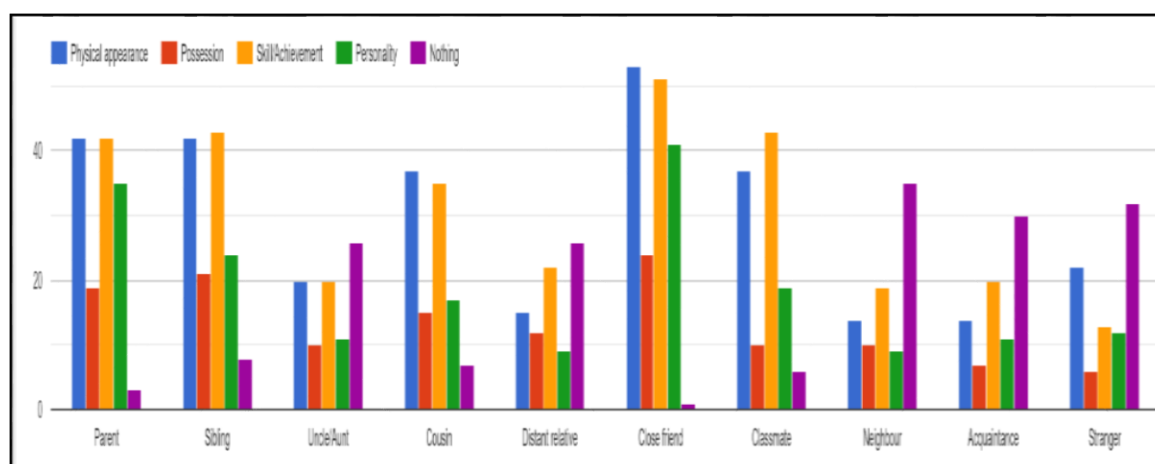


Figure 3.5 illustrates students' topics of compliments, physical appearance, possession, skill/achievement, personality, or nothing, to same-gender recipients of varying social distance. Results revealed that students (between 50% to 75.7%) tend to compliment parents, siblings, close friends, classmates, and cousins mostly about physical appearance and skill/achievement, in addition to personality. However, with distant relatives, uncles/aunts, neighbors, acquaintances, and strangers, proportions between 37% to 50% do not give compliments, and the few of them who do, they give compliments about appearance or skills and achievements. Results show that complimenting intimately related people of the same gender, except siblings,

about their appearance is common among students. However, complimenting those who are socially distant from them is unusual.

**Question six:** I give compliments to **OPPOSITE-gender X** on

**Figure 3.6**

*Students' Use of Compliments Across Genders.*

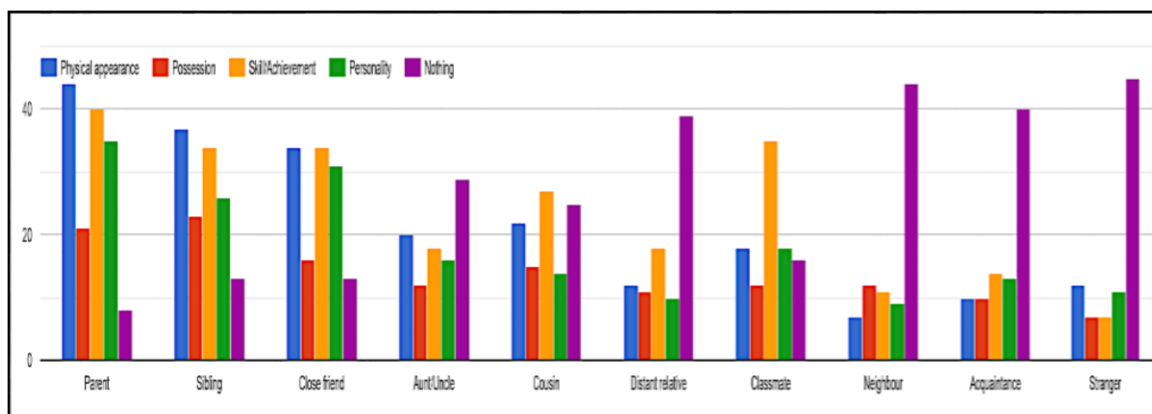
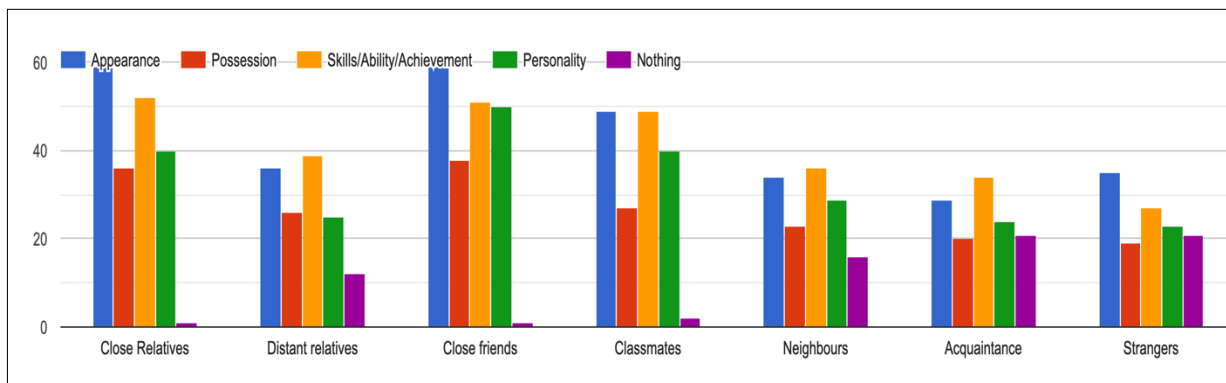


Figure 3.6 illustrates the subjects' mostly complimented by the participants to recipients from the opposite gender. The vast majority of students (48.57% to 62.85%) reported that they regularly give their parents, siblings, and close friends compliments on how they look, as well as on their abilities and accomplishments. Additionally, respondents claimed to praise classmates and cousins the most for their abilities and accomplishments and less for their appearance for being from the opposite gender. The portions of respondents who attested to praise the appearance of cousins and classmates from the opposite gender are 31.4% (22), and 25.7% (18), respectively. While, in the previous question, 52.8% (37) reported praising their cousins and classmates of the same gender. It is concluded that giving compliments to recipients from the opposite gender is not very common unless the recipients are very close such as parents or siblings.

**Question seven:** I accept compliments from **SAME-gender X** on

**Figure 3.7**

*Compliments Responses to Same Gender Complementors.*

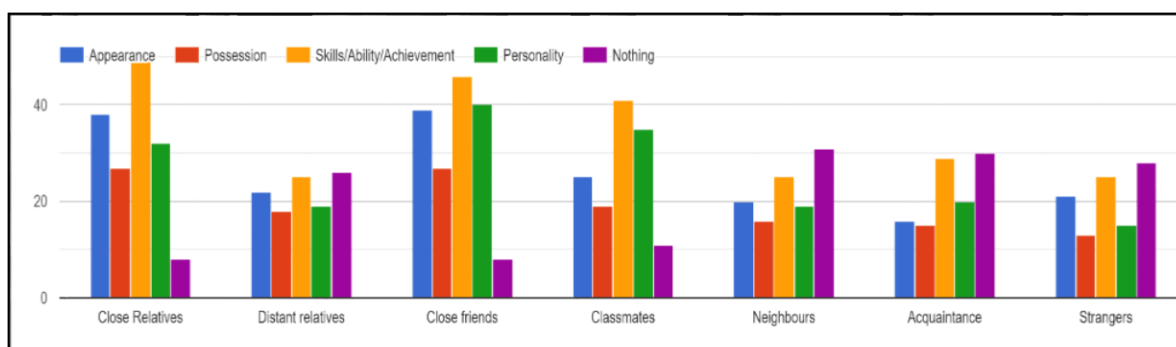


The results show the students' attitudes toward compliments about different subjects, appearance, possession, skill/ ability/achievement, and personality when received from different same-gender complimentors ranging between close relatives, distant relatives, close friends, classmates, neighbors, acquaintances, and strangers. The results reveal that acceptance of compliments is influenced by the factor of social distance. As displayed by the above figure, complimenting the different subjects is welcomed by the majority when given by close people of the same gender such as close relatives, close friends, and classmates. Whereas fewer people accept compliments from distant people such as neighbors, acquaintances, and strangers.

**Question eight:** I accept compliments from **OPPOSITE-gender X** on

**Figure 3.8**

*Compliments Responses to Opposite Gender Complementors.*



The graphs in Figure 3.8 demonstrate how students would react toward compliments given by the opposite gender. The results revealed that the acceptance of compliments about the different subjects of appearance, possession, skill and achievement, and personality, is not only influenced by the factor of social distance but also by the factor of gender. Considering results from this question, the proportions of acceptance of compliments in all categories is almost half of the ones from the results of the previous question. However, the participants' responses show that more of them accept compliments from close people of the opposite gender and fewer are to accept praise from distant people. Moreover, compliments about skills/achievements and personality are more welcomed than compliments about appearance or possession.

**Question nine:** State three compliments you always use.

**Table 3.1**

*Students' Most Used Compliments.*

Subject of Compliment	Percentage	Examples
Appearance	34.34% (68)	-You look beautiful/ cute/good/ great/handsome/elegant/amazing/stylish. -You are pretty/shining/stunning/looking beautiful. Your outfit is beautiful. The outfit is on the nose. - Amazing/Nice/cool/beautiful/ Elegant/Fabulous/. - I love/like your makeup/style/outfit.
Physical Attribute	5.05% (10)	- I like your hair. - You are beautiful/cute - You have the best laugh. - Handsome/pretty/gorgeous/cute.
Skill / Ability /Achievement	28.28% (56)	- You are smart/talented/a hard worker/super driver/the best. - How dedicate. How persistent. What achievement.

		<ul style="list-style-type: none"> <li>- Brilliant/clever/fantastic/smart.</li> <li>- You did an amazing/great job. You did well/great.</li> <li>- Good/great job/work. well done.</li> <li>- I admire/love your intelligence/presentation.</li> <li>- Congrats, well deserved, I am proud of you.</li> </ul>
Possession	8.58% (17)	<ul style="list-style-type: none"> <li>- Beautiful/adorable/nice/amazing/mashallah</li> <li>- I am in love with this</li> <li>- You smell good.</li> </ul>
Personality	20.70% (41)	<ul style="list-style-type: none"> <li>- I love/respect/admire/like your thinking/personality/brain</li> <li>- Nice thinking/strong personality/your decision is always the first/calm girl, kind, great sense of humor.</li> <li>- You have a pure heart/good taste/strong personality/great mindset.</li> <li>- You are the best/kind/good person/pure/nice person/strong/one of a kind/ inspiring person.</li> </ul>

The participants were asked to state three compliments that they give the most. It is worth mentioning that the question collected 198 instead of 210 as not all students provided three answers. In addition to 07 irrelevant answers, we reached 191 answers in total. The data collected was classified into five categories in terms of what they compliment: Appearance, Physical attribute, Skill/ Ability/Achievement, Possession, and Personality. Table 3.1 shows that the vast majority of students' compliment people about their Appearance with a rate of 33.33% (66), followed by Skills/ability and achievement and personality with rates of 28.28% (56) and 20.70% (41), respectively.

The answers of the participants attest that the semantic formula mostly opted for is the unbound semantic formula and its sub-category explicit compliment. All students stated statements with at least one positive semantic career. On another note, in terms of semantic and syntactic structures, the answers show that the structures mostly used are, 1) NP/ is /looks



(really) ADJ 2) I (really) like /love NP, 3) You have (a) ADJ NP! 4) You V (a) (really) ADJ NP, such as in saying 1) You look beautiful/ cute/ handsome /elegant, you are pretty/ shining/smart/talented/ kind, Your outfit is beautiful, 2) I love/like/admire/respect your /outfit/hair/intelligence/presentation/thinking/personality, 3) You have a pure heart/good taste/the best laugh, 4) You did an amazing/ a great job. In addition to the use of single adjectives such as amazing, nice, cool, handsome, pretty, cute, brilliant, clever, smart, adorable, and kind.

Three answers included religious expressions, such as “You look Masha Allah”, “Masha Allah” and “You look pretty Masha Allah”. This way of complimenting is one crucial part of the Islamic identity. This is confirmed by Cuesta & Yousefian (2015). They claimed that in Islamic societies, it is believed that compliments can attract the “evil eye” if they are not accompanied by expressions that seek God’s protection. It is also used to save the complimenter’s face. In the Algerian culture, it is confirmed by Tobi (2019) that the use of religious expressions plays a major role in performing compliments.

**Question ten:** State three responses to compliments you always use.

**Table 3.2**

*Students’ Most Used Compliment Responses*

Strategies and Percentage		Examples
Acceptance Strategies 52.79% (N 104)	Appreciation	- Thanks/Thank you.
	Token	- I appreciate it/that.
	33.50% (N 66)	- Thanks for noticing.
	Agreement	- I know (that/this).
Pleasure 13.70% (N 27)	3.55% (N 7)	- Yes, it is me.
		- That’s kind/nice/sweet/pleasure (of you.)
		- You made my day. - So happy/glad to hear that.

		- That means a lot.
	Association 2.03% (N 4)	- Thank you, you made my day.
Amendment Strategies 25.88% (N 51)	Return 23.35% (N 46)	- You too. - You are so sweet/nice/cutest/amazing (too). - You look good too. - May God bless you.
	Downgrade 1.01% (N2)	- This is nothing. - It is not worth it.
	Upgrade 0.50% (N 1)	- Of course, because I am different.
	Question 1.01% (N2)	- Do you think so? - Really?
	Comment	/
	Transfer	/
	Association	/
Non-acceptance Strategies	Disagreement 0.50% (N 1)	- Nah I am not that cute.
	Qualification	/
	Diverge	/
	Association	/
Face Relationship Strategies 4.06% (N 8)		- You make/made me shy. - I feel shy.
Combination Strategies 3.55% (N 7)		- Thanks, you are so kind/cutest. - Thank you, I just bought this one. - Really? Thank you. - Really? I do not think so.
No acknowledgment 1.52% (N 3)		- Keeping silent.

Since not all students provided three compliment responses as it is required in this question, 13 answers were missing (197 instead of 210). In addition, 24 answers were irrelevant, this fact made 191 total answers. The students' responses were classified into sub-categories of six main

categories of compliments response strategies according to the taxonomy introduced by Yu. As displayed in the table, the strategies mostly employed by the participants to respond to compliments are appreciation token, return, and pleasure with rates of 33.50% (N 66), 23.35% (N 46), and 13.70% (N 27), respectively.

Few compliment responses included religious expressions such as “God bless you”, “May Allah bless you”, and “May God grant you all your wishes”. Blessings or religious expressions are given greater importance in responding to compliments in Algerian society (Tobi, 2019).

### 3.4.3 Summary of the Questionnaire’s Results

The questionnaire findings provide initial evidence on the Algerian English students’ attitudes toward compliments and compliment responses. First off, it is found that giving compliments is a common practice among the participants, just like English native speakers and speakers from other cultures do. Further, the participants reported that what they compliment the most is skills/ability/achievement with 71.4% followed by appearance at 62.9%, then personality at 60%, while physical attributes and possessions are the least complimented. Second, the questionnaire’s findings resulted in defining some social factors that would affect Cs and CRs way of realization. It was revealed that compliments are mostly given to people who are socially close such as parents, siblings, and close friends. That is, *social distance* is one of these factors. In addition, *gender* is another factor that influences complimenting among the students. Results reported that students are more comfortable complimenting recipients from the same gender, friends, relatives, and even strangers. However, it is concluded that complimenting people from the opposite gender is not very common unless the recipients are very close to them such as parents or siblings. The *subject of complimenting* is another factor that influences the speech act; appearance and achievements are common subjects to compliment close people about, followed by personality, whereas possession is the least commented.

Acceptance of compliments and responding to them are as well influenced by the aforementioned factors, i.e., social distance, gender, and topics of compliments. The majority of recipients welcome compliments given by close people more than distant people on different subjects.

More interestingly, findings from the compliments mostly used by the students in their daily life revealed that the subject complimented the most is appearance with a rate of 33.33 %, followed by skills/ability and achievement, and personality with rates of 28.28%, and 20.7%, respectively. The results are not identical to what they claimed first, yet they are not contradictory. Additionally, in terms of semantic and syntactic structures, the answers show that the structures of compliments mostly used are: 1) NP/ is /looks (really) ADJ, 2) I (really) like /love NP, 3) You have (a) ADJ NP! And 4) You V (a) (really) ADJ NP. As for compliment responses, the strategies mostly used by Algerian English students are appreciation token, return, and pleasure with rates of 33.5%, 23.35%, and 13.70%, respectively.

### **3.5 Students' Test 1**

#### **3.5.1. Description of the Student Test**

The second part of this study is qualitative quantitative. It aims at examining students' choices and attitudes toward the realization of compliments and compliment responses in the English language. A test was employed as the primary data collection instrument. The test consists of two sections: one contains ten hypothetical situations each attempting to elicit students' expressions of compliments. And a second that includes nine hypothetical situations to prompt students' act of compliment responses.

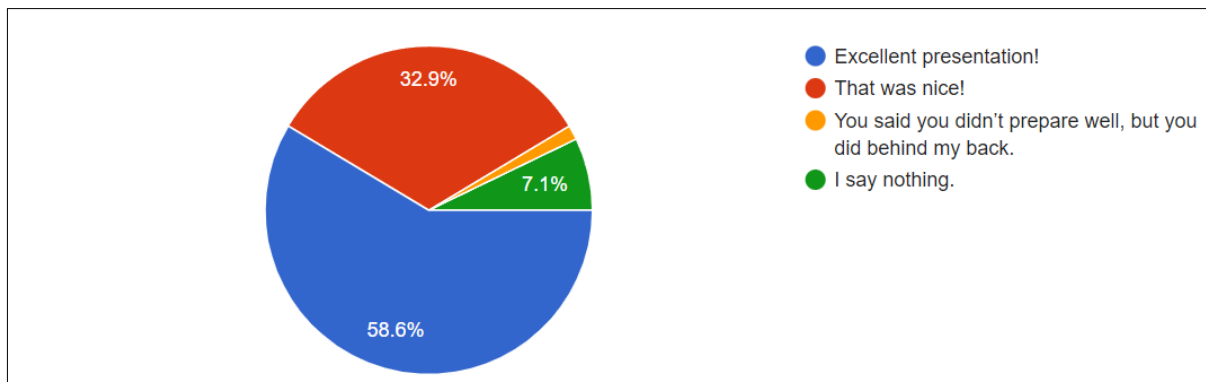
### 3.5.2. Analysis of The Student's Test

#### Section One: Compliments

**Situation 1** You like your classmate's oral presentation. You say:

**Figure 3.9**

*Students' Choices in Complimenting Achievement of a Socially Close Same Age Recipient 1.*

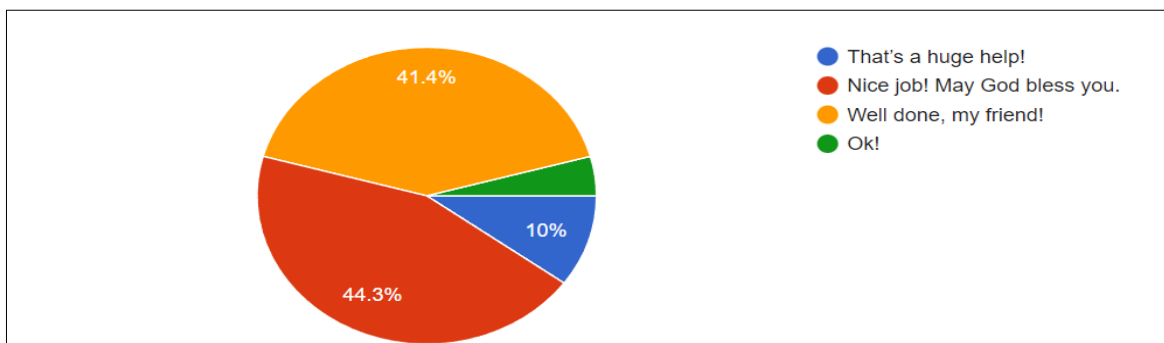


The findings revealed that the vast majority of the students employed the explicit compliment of the un-bound semantic formula, in which 58.6% used (ADJ NP!) “Excellent presentation!”, and 32.9% used (NP/ is /looks (really) ADJ) “That was nice!”, in terms of semantic syntactic structures. These widely chosen formulas/expressions are quite similar to what English native speakers usually employ in similar situations as reported in the study conducted by Bendib & Yahyaoui (2022). The study reveals that complimenting a person of equal status' achievement is highly cherished by Algerian students.

**Situation 2** A colleague has just completed his portion of a shared project days before the deadline. You say:

**Figure 3.10**

*Students' Choices in Complimenting Achievement of a Socially Close Same Age Recipient 2*



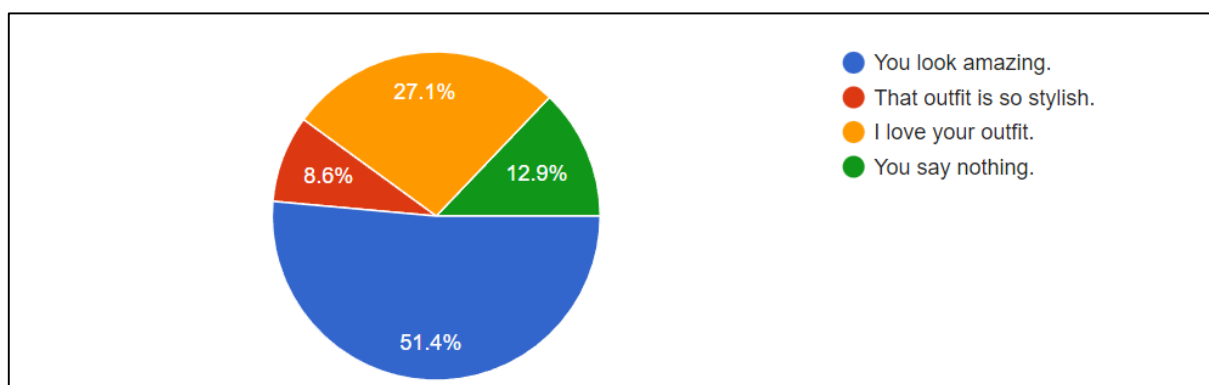
The major choices opted for were “Nice job!” and “Well done!”. Two compliments are very common in English-speaking communities. However, the majority of students (44.3%) selected “Nice job! May God bless you,” a choice that is influenced by the students’ native culture. It is a very common practice in Algerian and Islamic societies to accompany compliments with prayers. Consequently, praising an achievement of an equal-status person is highly appreciated by the study’s participants.

**Situation 3** You are attending a party and notice an older relative with an eye-catching outfit.

You say:

**Figure 3.11**

*Students' Choices in Complimenting Appearance of a Socially Close Older Recipient 1.*

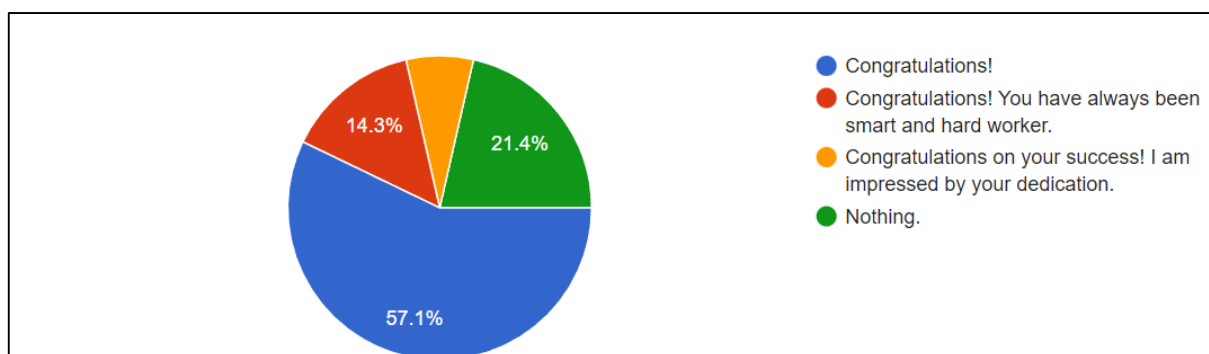


The situation aims at eliciting students' compliments of the attire of an older person they know. The majority of students chose to praise the relative, socially close person, despite the age distance. They employed (NP/ is /looks (really) ADJ) and (I (really) like /love NP) formulas the most with rates of 51.4% and 27.1%, respectively. The results show that in Algerian society, complimenting an elderly relative's look seems normal and is indeed acceptable, for the recipient being socially close despite the age difference.

**Situation 4** Your neighbor of the other gender graduated with honors (high-grade point average). You say:

**Figure 3.12**

*Students' Choices in Complimenting Achievement of a Socially Distant Recipient.*

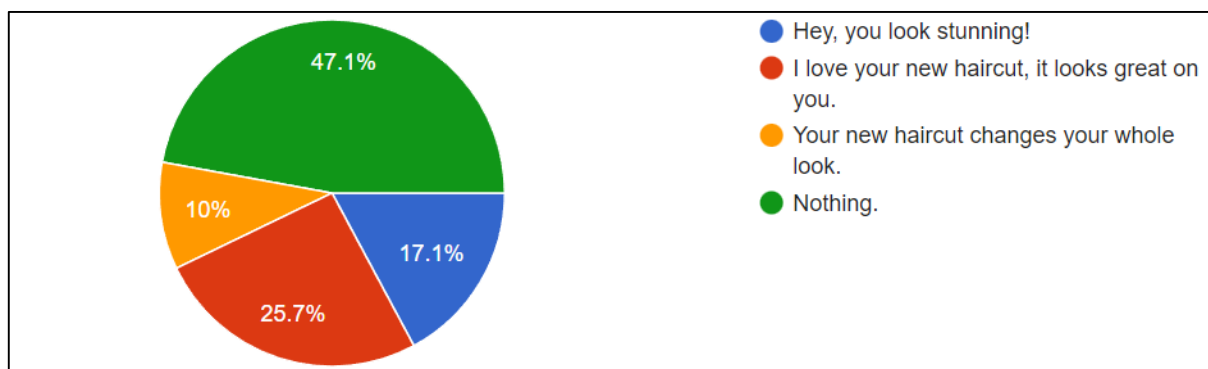


Based on the aforementioned statistic, a significant percentage of students (57.1%) opted to express the customary praise that is always said in such circumstances “congratulations.” The choice of simplest expression was for the recipient being socially distant from the opposite gender.

**Situation 5** A male classmate comes to school with a new haircut styled in a trendy and modern way. You say:

**Figure 3.13**

*Students' Choices in Complimenting Appearance of a Socially Close Same-Age Male Recipient.*



The results obtained showed that about 47.1% of the students opted not to compliment a male classmate's new haircut although the results from Q 9 of the questionnaire showed that the vast majority of the student's compliment appearance. However, female students make up 64% of the study's population, a fact that explains the avoidance of complimenting. Therefore, it is concluded that female students do not naturally praise a man's appeal.

**Situation 6** You are walking down the street and you see a girl with a stylish outfit that you like a lot. You say:

**Table 3.3**

*Students' Choices in Complimenting Appearance of a Socially Distant Female Recipient*

	Gender	Percentage/Number
Complimenting 62.3% (N 43)	Females	50% (35)
	Males	14.4% (10)
Not complementing 37.6% (26)	Females	14.28% (10)
	Males	21.42% (15)
Total		100% (69)



In addition to one irrelevant answer, most of the students complimented a female stranger's outfit, 62.3% (43). While half of them, 50% (35) of them are female students, only 14.4% (10) male students gave compliments. This result is influenced by the factor of gender, that is women gave more compliments than males on appearance mainly to a person of the same gender regardless to factor of social distance. This fact is likely similar to the native speakers' societies as concluded by Holmes' (1988) research, women are more likely than males to give (67.7%) and receive (74.3%) compliments. The findings demonstrated that complimenting a female stranger on her physical appeal is very appropriate behavior by female participants.

The praise of the stranger's outfit, the complimentors opted for the explicit compliments of unbound semantic formula. As for the semantic-syntactic formulas, the results showed that the formulas mostly used are NP/ is /looks (really) ADJ ("You look stunning/ gorgeous/ elegant", "Your outfit is so good") and I (really) like /love NP ("I love/like your outfit.")

**Situation 7** Your teacher published an article in a well-known newspaper. The article was well-received by readers. You say:

**Table 3.4**

*Students' Choices in Complimenting Achievement of a Socially Distant Older Recipient*

	Gender	Percentage/Number
Complimenting 82.8% (N 53)	Females	54.7% (35)
	Males	28.1% (18)
Not complementing 17.1% (11)	Females	9.4% (6)
	Males	7.7% (5)
Total		100% (64)

While 6 participants gave irrelevant answers, the vast majority of the complimentors were female students 54.7% (35) while only 28.1% (18) of them were male. As reported by several studies, women tend to give compliments more than men do.

As for the structures, the compliments given were explicit, most of them included “congratulations” or “I am proud of you” in addition to (ADJ NP!) formula, such as “good/great job!”, (ADV V) formula such as “Well done/deserved”, and (PRO/ is (really) an ADJ NP) such as “that was impressive, it was a great job, this was an interesting article”. The findings indicate that praising someone who is of unequal status for his/her achievement is quite natural and even highly appreciated by the study’s participants.

**Situation 8** You meet a friend and their spouse at a restaurant. You find that the spouse is attractive. You say:

**Table 3.5**

*Students’ Choices in Complimenting Appearance of a Socially Distant Female Recipient 2*

	Gender	Percentage/Number
Complimenting 46.1% (N 30)	Females	29.1% (19)
	Males	17% (11)
Not complementing 53.8% (N35)	Females	32.2% (21)
	Males	21.52% (14)
Total		100% (65)

While 7.14% gave irrelevant responses, half of the participants 53.8% (35) avoided complimenting their friend’s spouse. To Americans, complimenting a man’s wife’s appearance would be regarded as entirely normal and even greatly welcomed (Wang, 2019). However, 46.1% (30) chose to compliment their friend’s spouse using the formulas (ADJ NP!) “Good choice/job,” (NP/ is /looks (really) ADJ “you look great/beautiful”, (PRO/ is (really) an ADJ NP) “You are the best couple, you’re lucky,” in addition to adjectives such as “(very) attractive, nice, amazing”. Consequently, it can be concluded that complimenting a friend’s spouse is in a way not an appropriate behavior in the eyes of most of the Algerian students.

**Situation 9** You can't help but notice that your teacher is wearing a lovely perfume. You say to her:

**Table 3.6**

*Students' Choices in Complimenting Appearance of a Socially Distant Older Recipient*

	Gender	Percentage/Number
Complimenting 45.7% (N 32)	Females	28.5% (20)
	Males	17.2% (12)
Not complementing 54.2 % (38)	Females	35.7% (25)
	Males	18.5% (13)
Total		100% (70)

Students were requested to compliment their teacher's perfume in the following scenario. More than half of the students 54.2% (38), claimed not to give compliments for two main reasons the subject of the compliment and the social distance between them as students and their teacher. As for the formulas used by the complimentors, they were mostly using (NP/ is /looks (really) ADJ) such as "You smell good" and "Your/the perfume smells good". As it is indicated by the results, complimenting the teacher's perfume is in a way not acceptable among Algerian students.

**Situation 10** You are visiting your friend's newly built house. The house is big, well-designed, and has modern finishes; the furniture is elegant and stylish. You say:

**Table 3.7**

*Students' Choices in Complimenting Possession of a Socially Close Recipient*

	Gender	Percentage/Number
Complimenting 98.5% (N 66)	Females	62.6% (42)
	Males	35.9% (24)
Not complementing 1.5% (1)	Females	00% (0)
	Males	1.5 % (1)
Total		100% (67)

In the scenario stated above, students were asked to compliment a friend's newly built house. Three answers were irrelevant, the others as shown in the table indicate that the huge majority of students 98.5 % (66) tend to compliment their friend's house while only one person (male) 1.5% preferred not to say anything. Some of the compliments that were used followed the patterns of "I (really) like/love NP " like "I like your house it's so stylish" and "I love your house", some of the students also answered following the formula "NP is/look (really) ADJ" like "Wow it looks amazing", "your house looking good". Additionally, some of the compliments were "ADJ NP ", like "nice house", and "Such a great house" which are similar way of how native speakers would respond in such a situation as concluded by the study of Bendib & Yahyaoui (2022). On a different note, 20.7% of the total responses, accompanied their compliments with religious expressions such as "Mashallah", "Mashallah, I pray to god to bless your new home.", "...May Allah bless it." and "... May God bless it." Such choices are impacted by the students' first culture as it is very frequent to use such prayers in Arabic, and Algerian societies when complimenting possessions, appearance, and even achievements. This practice is "meant to defuse the negative effect of the evil eye" (Tobbi,2019). As a result, the findings indicate that Algerian students greatly value the act of complementing a socially close recipient's possession.

## Section Two: Compliment Responses

**Situation 11** You were shopping for a shirt, and a stranger (**male**) approaches you and says: "This would look amazing on you!" You respond:

**Table 3.8**

*Students' Choices in Responding to a Socially Distant Male's Compliment*

Strategies and Percentage		Examples
Acceptance Strategies	Appreciation token	- Thank you.
	60% (N 42)	- I appreciate it.

	Agreement 2.85% (N 2)	- Let me try. - I am buying it.
	Association 2.85% (N 2)	- Thank you, I think that too. - I know, thanks!
	Question 4.28% (N 3)	- You think so? - Really? I will try
Non-acceptance Strategies	Disagreement 1.42% (N 1)	- No hahaha.
	Diverge 7.14% (N 5)	- Leave me alone - I am not gay, sir.
Combination Strategies 7.14% (N 5)		- Thank you, your eyes are the beautiful ones. - Do you seriously think that? Thank you, I will try it then.
No acknowledgment 14.28% (N 10)		- Nothing. - I ignore him.

In situation 11, students were given a situation in which they should imagine themselves responding to a compliment about appearance from a male stranger. Results show that the majority of students accepted the compliment 60% (42). The majority were females 40% (28) employing the simple expression of the appreciation token strategy “Thank you”. As a consequence, it is concluded that females timidly accept compliments from the opposite gender about appearance.

**Situation 12** You were shopping for skirt/trousers, and a stranger (female) approaches you and says: “This would look amazing on you!” You respond:

**Table 3.9**

*Students’ Choices in Responding to a Socially Distant Female’s Compliment*

Strategies and percentage	Examples
Acceptance strategies Appreciation token 61.4% (N 43)	- Thank you.

		- Thank you for your suggestion, I appreciate your input.
	Agreement	- I know.
	2.85% (N 2)	- I will try it on.
	Association	- Thank you so much so kind of you.
	5.71% (N 4)	- I know, thanks!
	Question	- Do you think so?
	2.85% (N 2)	- Does it?
Combination strategies		- Really? Thank you, it is a good choice.
17.14% (N 12)		- This is your kindness, you're so lovely!
		Thanks.
No acknowledgement		- Nothing.
14.28% (N 10)		

The results show that the majority of students would accept the compliment given by a female stranger about their appearance. 61.4% (43) of students used the appreciation token strategy (31 females and 12 males). Moreover, 17.14% (12) of students used a combination of strategies varying between appreciation token + return, question + appreciation token, and question + appreciation token + return, all 11 responses are regarded as acceptance of the compliment.

**Situation 13** You have some relatives over for coffee and cake that you baked. A male relative says: "Tastes Yummy!" You respond:

**Table 3.10**

*Students' Choices in Responding to a Socially Close Male's Compliment*

Strategies and Percentage		Examples
Acceptance strategies	Appreciation Token	- Thanks/Thank you.
	44.28% (N 31)	- I appreciate it/ Much appreciated.
	Agreement	- Of course, it was I who prepared it.
	12.85% (N 9)	- Yeah, it should be.

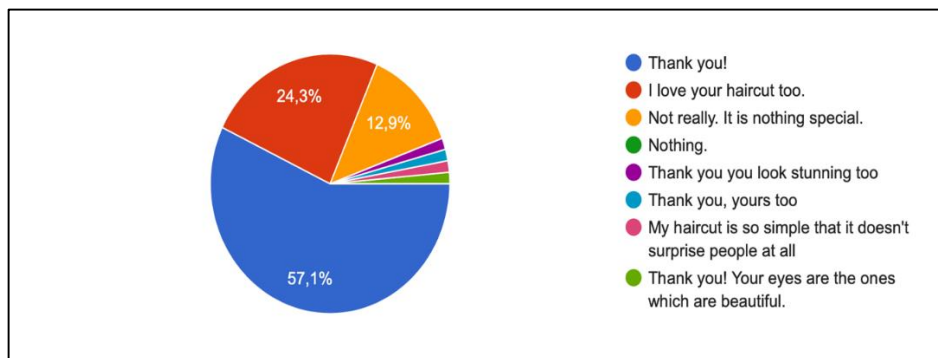
	Pleasure 7.14% (N 5)	- Glad you like it. - My pleasure. - Happy you enjoyed it.
	Association 11.42% (N 8)	- Thank you, I'm the best at cooking. - Thank you, I know that is tasty. - I made it, happy that you liked it.
Amendment Strategies	Return 11.42% (N 8)	- Enjoy. - Like you. - May All bless you.
	Question 1.42% (N 1)	- Really?
	Transfer 1.42% (N 1)	- I can provide the recipe lol
	Association 1.42% (N 1)	- Really? I will give you the recipe.
	Non-acceptance Strategies	Diverge 1.42% (N 1)
Combination Strategies 5.71% (N 4)		- You like it? Thank you. - Ow thank you, enjoy.
No acknowledgement 2.85% (N 2)		- Nothing

Students were asked to imagine themselves being complimented by a male relative. In this situation, gender and social distance are the focus. The vast majority of the participants accepted the compliment about their cooking from a male relative using different strategies. The highest proportion, 44.28% (31), of them used the appreciation token strategy, 12 of them were males, and 19 were females. Findings reveal that the reception of compliments from a distant relative male about achievements is accepted by males and females.

**Situation 14** You have just had a new trendy haircut. A same-gender neighbor compliments you saying, "What a beautiful haircut! It looks great on you." You respond:

**Figure 3.14**

*Students' Choices in Responding to a Socially Distant Same Gender's Compliment*



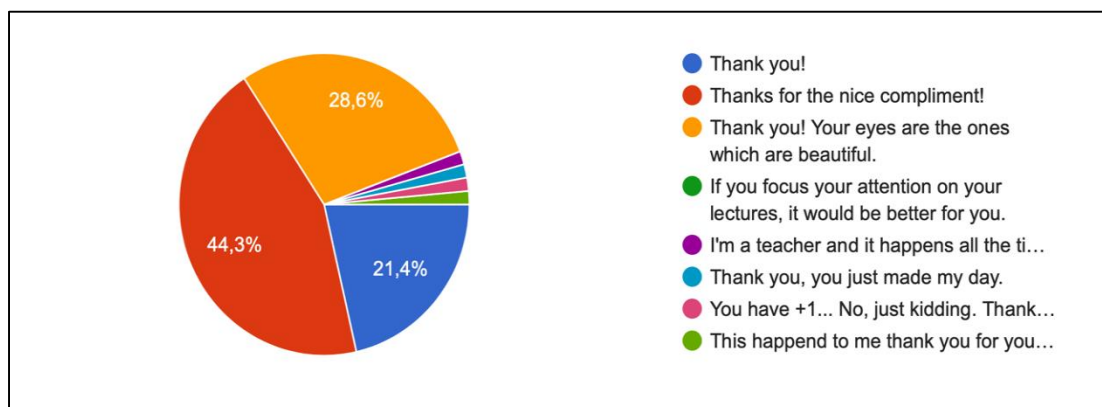
The majority of students 51.1% (40) welcomed the compliment on their new haircut given by a same-gender neighbor, choosing “Thank you!” (Appreciation token strategy). Whereas, 24.3% (17) chose to respond by employing the return strategy, “I love your haircut too.” However, fewer students, 12.9% (09), used the disagreement strategy represented in “Not really. It is nothing special.” 4 students chose the option of “other” and provided their answers as follows, “My haircut is so simple that it doesn't surprise people at all” (Downgrade strategy), “Thank you, yours too”, “Thank you! Your eyes are the ones which are beautiful,” and “Thank you, you look stunning too” (Associations; appreciation token + return). Based on the responses to this situation, we can infer that receiving compliments from the same-gender acquaintance is accepted by both males and females.



**Situation 15** You are a teacher wearing a new suit today, and one of your students says: “You look great today, your suit fits you well.” You respond:

**Figure 3.15**

*Students’ Choices in Responding to a Socially Distant Lower Status’ Compliment*



As shown in the figure, the highest number of participants 44.3% (31) selected “Thank you for the nice compliment” (Appreciation token strategy) which is a way to respond to compliments as do English native speakers. Particularly, Americans opt to accept compliments from those of lower status to save face for the complimentor, maintain harmony, and have a positive face during communication encounters (Linh, 2020). However, 21.4% (20) of the participants selected “Thank you! Your eyes are the ones which are beautiful” (Association strategy; appreciation token+ return strategies), this response is the transfer of a very common Algerian expression used to respond to compliments. While 21.4% (15) of the participants selected “Thank you!” (Appreciation token strategy) which is the simplest expression mostly employed to respond to compliments by English native speakers would say. In addition, 4 students selected choice number 5 “other” in which the first student stated “Thank you, you are stunning too” (combination strategy; appreciation token+ return strategies). The second student stated “You have +1... No just kidding, Thank you” (Appreciation token). The third student stated “Thank you, you just made my day” (Association strategy; appreciation token+ pleasure strategies). The last student stated “Aww thank you, you are so sweet” (combination;

appreciation token+ return). These results indicate that accepting compliments from lower status about appearance is common.

**Situation 16** The day before the exam you come down with a bad case of flu and have to miss the exam. The teacher decides to give you a second chance to take the exam saying that it is because you are dedicated and hardworking. You respond:

**Figure 3.16**

*Students' Choices in Responding to a Socially Distant Higher Status' Compliment*

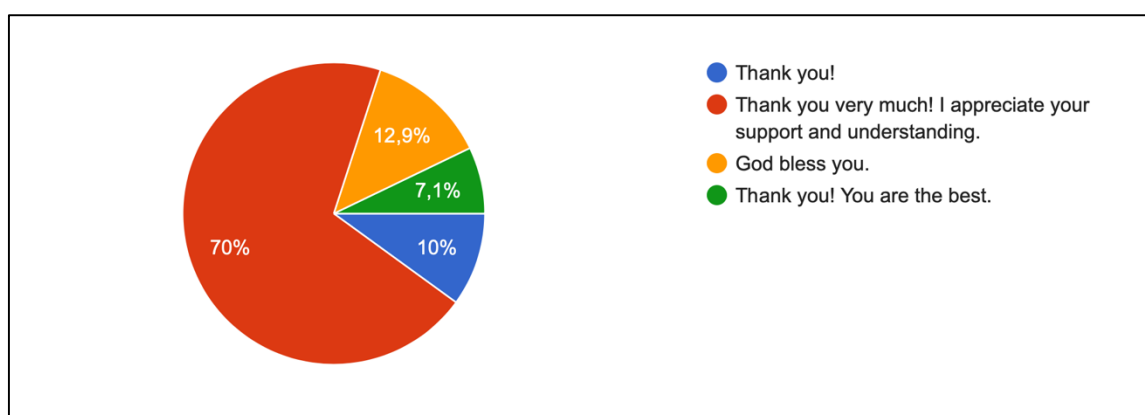


Figure 15 shows that 70% (49) of the students' selected the choice "Thank you very much! I appreciate your support and understanding" (Appreciation token strategy) instead of the simple "Thank you" (10% of the students) as they responded to a compliment given by a teacher, socially distant and higher status complimenter, who was of great help to the student. Which is similar to what English native speakers would say in such a situation as it was reported by Linh (2020) that Americans tend to accept compliments given by those of higher status. A proportion of 12% (09) selected choice B "God bless you" (Return strategy); a choice that is influenced by the Algerian student's native way of responding to a compliment and favor. This way is also claimed to save the complimenter's face (Tobi, 2019). Accordingly, it is assumed that students accept compliments from those of a higher status, with a great appreciation.

**Situation 17** You have just finished presenting your research paper. In the end, one of your classmates says: “You did an excellent job! I enjoyed your presentation”. You respond:

### Figure 3.17

*Students’ Choices in Responding to a Socially Close Same Gender’s Compliment*

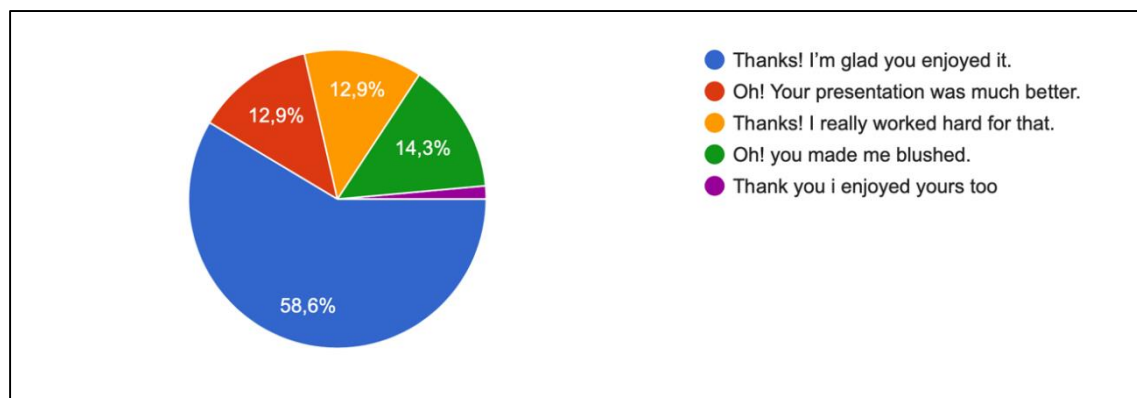


Figure 17 shows students’ compliment responses to a classmate (same age). The majority of students 58.6% (41) selected the first choice “Thanks! I’m glad you enjoyed it” (Association strategy; appreciation token+ pleasure strategies), an expression that contradicts what most English native speakers would say as most of them would turn down a compliment than accept it. However, 14/3% (10) students selected the second choice “Oh You made me blush” (Face relationship strategy). This expression has an equivalent that is very commonly used by Algerian speakers " اووه حشمتني ". 12.9% (09) of students selected the third choice “Oh! Your presentation was much better” (Return strategy). 12.9% (10) students selected the fourth choice “Thanks! I worked hard for that” (Praise upgrade). This strategy reflects what native English speakers would say. As a consequence, students feel comfortable about receiving compliments from those of equal status as them

**Situation 18** You meet an **opposite-gender** neighbor, and he says to you: "I have to say, you are looking particularly beautiful/handsome today!" You respond:

**Table 3.11**

*Students' Choices in Responding to a Socially Distant Opposite Gender's Compliment*

Strategies and Percentage		Examples
Acceptance Strategies	Appreciation Token 50% (N 35)	- Thanks/Thank you. - I appreciate it. - Thank you for the compliment.
	Agreement 1.42% (N 1)	- Yes, ik I'm a piece of cake.
	Pleasure 2.85% (N 2)	- You made my day neighbor. - That's so sweet of you.
	Association 1.42% (N 1)	- Thank you, you made my day.
Amendment Strategies	Return 2.85% (N 2)	- So nice of you. - You look lovely as well.
	Question 1.42% (N 1)	- Oh Really?
Non-acceptance Strategies	Diverge 5.71% (N 4)	- None of your business. - You are a pervert get lost.
Combination Strategies 20% (N 14)		- Thanks, you too. - That's very kind of you, thank you. - Really? Thanks.
No acknowledgement 11.42% (N 8)		- Nothing. - I don't answer.

The table shows students' responses to a compliment given by a neighbor from the opposite gender. The vast majority of students 59.98% (42) accepted the compliment as 50% (35) of them used the appreciation token strategy via the timid expressions of "thank you" and "I appreciate it." Based on findings, receiving compliments about appearance from an

acquaintance of the opposite gender is timidly accepted by both females and males; a way to save face.

**Situation 19** You go to the post office to buy stamps. The old man at the post office stamps booth compliments your perfume saying: "Excuse me, but I had just to tell you that you smell lovely." You respond:

**Table 3.12**

*Students' Choices in Responding to a Socially Distant Older Male's Compliment*

Strategies and Percentage		Examples
Acceptance Strategies	Appreciation	- Thanks/Thank you.
	Token	- Thank you for the compliment, I appreciate it.
	64.28% (N 45)	
	Pleasure	- That's nice of you.
	1.42% (N 1)	
	Association	- Thank you, glad you like it.
	4.28% (N 3)	- I know thanks.
Amendment Strategies	Transfer	- Wanna have my perfume bottle?
	1.42% (N 1)	
Non-acceptance Strategies	Diverge	- Bad words.
	4.24% (N 3)	
Face relationship Strategies		- Don't make me shy.
	1.42% (N 1)	
Combination Strategies		- Thank you, do you wanna know where I got it from.
14.28% (N 10)		- Thank you, it is just an old Cologne.
		- Really? Thank you.
No acknowledgement		- Keeping silent.
8.57% (N 6)		

The table shows students' responses to a compliment given by an older man about a possession. The vast majority 69.27% (49) of students accepted the compliment, 65% (46) of

students used the appreciation token strategy, 19 of them were males and 23 were females. In addition, 14.28% (10) of students used a combination of strategies. On this ground, saving face explains the option for the timid appreciation token instead of the return.

### **3.5.3. Summary of the First Test**

Findings revealed from the analyses of students' test add benefits and value to the current study. To start with, it should be noted that compliments employed by subjects are explicit compliments of un-bound semantic formulas. As in complimenting achievements/ability, the structures used the most are NP/ is /looks (really) ADJ, ADJ NP! and (PRO/ is (really) an ADJ NP. While the ones for possessions are I (really) like/love NP, NP is/look (really) ADJ, ADJ NP. And formulas for appearance are NP/ is /looks (really) ADJ and I (really) like /love NP.

Results also indicated that social status, age, social distance, and subject of compliment influence students' performance of compliments and compliment responses. First, social status, complimenting a person of equal status' achievement is highly cherished by Algerian students. Besides, praising someone who is of unequal, higher, status for them is quite natural and even highly appreciated if the subject of the compliment is an achievement. However, if the subject is possession or appearance, such a behavior is not very appropriate. Second, age, complementing an elderly close recipient, such as an elderly relative on their look, seems common and is indeed appropriate. Third, the subject of complimenting influences the choice of expressions. For instance, complimenting a close recipient's possession is very common, however it is accompanied with religious expressions such as "Mashallah", "Mashallah, May Allah bless your POSSESSION.", and "... May God bless it." Such choices are impacted by the students' first culture. These expressions are prayers believed to be for blessings and protection.

On a different note, responses to compliments on different topics given by socially close complimentors, whether from the same or opposite gender, are appreciative. However,

compliments given by socially distant opposite gender complimentor are welcomed if they are about achievements or skills. Participants timidly accept compliments about appearance given by a socially distant opposite gender complimentor to save face. Whereas, if the complimentor is from the same gender the compliments on appearance are naturally appreciated. Finally, it is worth mentioning that complimenting someone's spouse on their appearance is not accepted by Algerian students.

### 3.6 Students' Test 2

#### 3.6.1 Description of the Students' Test 2

The second part of the study is twofold. In addition to the test that examined students' use and choices in the realization of compliments and compliment responses in English language, a second test was conducted in order to examine similar practices but in the students first language, which is the Algerian variety of Arabic. It should be recalled that only 35 participants answered this second test. The test comprised two sections that were assigned hypothetical situations inducing expressions of compliments in one section, and responses to compliments in the other. In anticipation of the situations, three question about the students' gender and the three compliments and compliments responses they frequently use in their daily life were designed for eliciting information about their use of the target speech acts in their first language.

#### 3.6.2 Analysis of The Students' Test:

**Question 1** ما هو جنسك؟ (What is your gender)

**Figure 3.18**

*Students' Distribution of Gender 2.*

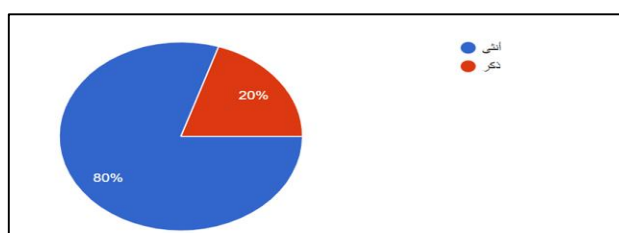


Figure 3.18 shows that just 7 respondents (20%) were male students, whereas 28 (80%) of the respondents were female. According to these percentages, females made up the majority of survey's respondents.

**Question 2** اذكر ثلاث مجاملات تستخدمها دائماً (State three compliments you always use)

**Table 3.13**

*Students' Most Used Compliments in AA.*

Subject of Compliment	Percentage	Examples
Appearance	39.3% (37)	- جيتي مليحة/ شابة/ تهيلي/ تحفة- (You look beautiful/nice /great /amazing). راك هاييل/ تشعل/ علامة- (You are amazing/shining/great)
Physical Attribute	14.8% (14)	- عيناك جميلتان/ لديك ابتسامة جميلة - (You have beautiful smile/you have beautiful eyes) - زينة/ انت جميلة جدا/ انت جميل / - (You are beautiful/ gorgeous/ handsome).
Skill / Ability /Achievement	9.6% (9)	- يعطيك الصحة / صحيت/ - (May Allah bless you with good health) - بارك الله فيك - (May Allah bless you) - نستعرف بيك - (I'm proud of you)
Possession	14.9% (14)	- رائع/ رائعة / روعة/ جميلة / جميل- (Beautiful/amazing) - الله يبارك / ماشا الله - (God bless)
Personality	21.2% (20)	- قلبك طيب/ هدرتك هاييلة - (Your heart is kind/your way to talk is great) - انت طيبة/ انت ذكي/ انت لطيفة/ - (You are cute/smart/ kind).

A total of 102 responses were collected from this question, as not all students provided three compliments. In addition, eight answers were irrelevant. Accordingly, the numbers displayed



in the table were based on 94 answers in totality. The data were classified according to the subject being complimented. As shown above, appearance is the subject complimented the most in the student's daily life, followed by personality with rates of 39.3% and 21.2%, respectively. While the subject least praised is skill/ability/achievement.

On a different note, the results revealed that the semantic syntactic formulas used the most are: NP/ is /looks (really) ADJ (You look beautiful, you are handsome, you are shining, you are kind, your heart is beautiful), ADJ! (Beautiful, amazing). In addition, prayers and religious expressions are very common in the realization of compliments in the student's native culture, such as mashallah, and God bless with (long life, good health, ...).

It is worth noting that the responses to this question ranged between Standard Arabic (SA), and Algerian Arabic (AA) with rates of 42.1% and 50%, respectively. This indicates that the students did not fully understand the question, which caused them to be uncertain about which language to use because SA is less frequently used in daily life routines than AA.

**Question 3** اذكر ثلاثة ردود لمجاملات تستخدمها دائما (State three responses to compliments you always use)

**Table 3.14**

*Students' Most Used Compliment Responses in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 38.3% (N 36)	Appreciation	شكرا (جزيلاً)- (Thanks/Thank you (so much)).
	Token	- merci (Thanks).
	24.4% (N 23)	
1.1% (N 1)	Agreement	- علابي - (I know).
	Pleasure	هدا من لطفك / جمال عينيك / حسن ذوقك - (That's your kind/beautiful eyes/your taste)
6.4% (N 6)		سررت لسماع هذا - (Happy/glad to hear that).

	Association	حشمتيني شكرًا - (You made me shy thank you)
	6.4% (N 6)	شكرًا الله يحفظك - (Thank you, God bless you)
Amendment Strategies	Return	نتي تاني - (You too).
48.9% (N 46)	46.7% (N 44)	عينيك الملاح/عيونك الحلوة - (Your eyes are beautiful).
		ربي يعيشك/ تعيشي/ يعيشك - (May God bless you with long life).
	Downgrade	
	Upgrade	
	Question	حقًا؟؟؟ - (Really?)
	1.06% (N 1)	
	Comment	/
	Transfer	/
	Association	تحكي صح؟ عينيك الملاح - (Are you serious? It's in your beautiful eyes)
	1.06% (N 1)	
Non-acceptance Strategies	Disagreement	لست كذلك - (I am not that cute.)
2.12% (N 2)	1.06% (N 1)	
	Qualification	/
	Diverge	انت تبالغ - (You exaggerate)
	1.06% (N 1)	
	Association	/
Face Relationship Strategies		اخجلتني/حشمتيني - (You made me shy.)
6.38% (N 6)		
Combination Strategies		/
No acknowledgement		- laugh.
4.2% (N 4)		

Students were asked to provide three compliment responses they commonly use in answer to question 3, and much as in the previous instance, the answers were a combination of SA and AA. 44.2% in the AA and 46.1% in the SA, which is a fairly close ratio. Since one of the

students gave less than three replies, the total number of responses was off by one. Therefore, after subtracting the 10 discarded replies, we only looked at 94 instead of 105 responses. The responses were categorized according to the strategies provided by the scholar Yu (2004). The results showed that the most common strategy used by the majority of the participants to respond to compliments is the return with a rate of 46.7% (44), followed by the one of appreciation token with a rate of 24.4% (23). It is worth to mention that English speakers utilize acceptance strategies far more frequently (Yu, 2004) than the Algerians, who tend to choose amendment strategies with greater frequency.

### Section One: Compliments

**Situation 1** عجبك لا بريزونطاسيون تاع صحك/تك واش تقولوا؟ (You like your classmate's oral presentation)

**Table 3.15**

*Students' Choices in Complimenting Achievement of a Socially Close Same-Age Recipient in AA.*

	Gender	Percentage/Number
Complimenting 96.88% (N 31)	Females	84.3% (N 27)
	Males	12.4% (N 4)
Not complementing 3.12% (N 01)	Females	/
	Males	3.1% (N 1)
Total		100% (N 32)

Situation one was designed to examine how students behave when praising a peer's accomplishment. The table represents the distribution of the student's compliments on a classmate's presentation. Apart from the students, 8.6 % (3), who provided irrelevant responses, almost all the participants chose to give compliments 96.88 % (31), 84.3 % of them are females while 12.4 % are males. As a result, praising a peer's accomplishment is highly valued among Algerian students. The semantic syntactic structures ranged between: You V (NP) (really)

ADV, e.g., “لقد ابليت بلاء حسن” (You did well), “جبتيها مليحة” (You prepared it well), “درتها هايلة” (you made it well), NP/ is /looks (really) ADJ, e.g., “خدمتك هايلة” (Your work is good), “ابريزونطاسيون” (Top presentation), “ابريزونطاسون هبال” (Amazing presentation); in addition to prayers “عطيك الصحة” (May Allah grant you health), and mashallah.

**Situation 2** كنتي في عرس وشفعتي واحد /ولا وحدة ي/تقربلك وعجبك واش كان/ت لابس/ة. واش تقولوا؟ (You are attending a party and notice an older relative with an eye-catching outfit)

**Table 3.16**

*Students' Choices in Complimenting Appearance of a Socially Close Older Recipient in AA.*

	Gender	Percentage/Number
Complimenting 100% (N 33)	Females	78.8% (26)
	Males	21.2% (7)
Not complementing 0% (00)	Females	/
	Males	/
Total		100% (33)

In the second scenario, the students' responses when admiring an elderly relative's appeal were observed. The following table indicates how the participants reacted in the given situation. The vast majority of students 100% gave compliments on a relative's wedding outfit. 78.8% of them were females, while 21.2% are males. 42.8% of the participant's answers were composed of religious expressions like "تهبلي الله ببارك" (Stunning, God bless you!), "جبتي ماشا الله ربي" (You look Mashallah, God bless!), since this type of expressions is believed to protect the complimented from the negative effect of the evil eye in the students' native culture. So, among Algerian students, complimenting an elder relative's appearance is very common. In addition, the most common pattern was NP/ is /looks (really) ADJ (you look pretty) جبتي ماشاء, جبتي تهبلي (you look Mashallah).

**Situation 3** *avec mention* (Your neighbor of the other gender graduated with honors (high-grade point average) *واش تقول لجارك/تك (مش من نفس جنسك) تخرج/ت من الجامعة؟*)

**Table 3.17**

*Students' Choices in Complimenting Achievement of a Socially Distant Recipient in AA.*

	Gender	Percentage/Number
Complimenting 91.4% (N 32)	Females	74.2% (26)
	Males	19.9% (7)
Not Complimenting 5.9% (02)	Females	5.9 % (02)
	Males	/
Total		100% (34)

The following situation aims at investigating how would students react to an opposite gender neighbor's graduation with honors. The huge majority of students 91.4% (32) agreed to give compliments. 74.2% of the respondents were females and 19.9% of them were males. Most of the responses were on the formula of "مبروك عليك", "كلشي مبروك", and "الف مبروك" (congratulations), followed by wishes for further success. The latter is the common expression used in such cases in Algerian society. As a consequence, complimenting an opposite-gender neighbor's accomplishment is quite common and accepted.

**Situation 4** *واش تقولوا؟* (A male classmate comes to school with a new haircut styled in a trendy and modern way) *زمالك في الجامعة (ذكر) جاء يقرأ بتحفيفه جديدة ومودرن.*

**Table 3.18**

*Students' Choices in Complimenting Appearance of a Socially Close Same-Age Male*

*Recipient in AA.*

	Gender	Percentage/Number
Complimenting 64.5% (N 20)	Females	41.9% (13)
	Males	22.6% (7)
Not complementing 35.4% (N 11)	Females	35.4% (11)
	Males	/

Total	100% (31)
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The purpose of scenario four is to ascertain the students' attitudes toward the appearance of a male colleague. 64.5% (20) agreed to give compliments, 41.9% of them are females, and 22.6% makes all the study's males. However, 35.4% (11), all females, opted to remain silent and not say anything, while 11.4% (04) female students provided expressions that criticize the haircut. Comparing to the previous situation, it is not very common for women to compliment a man's haircut. The data revealed that most females avoided giving compliments in this situation.

**Situation 5** كنتي ماشي برا وشفتي وحدة لابسة لبسة عجبتيك. واش تقولوا؟ (You are walking down the street and you see a girl with a stylish outfit that you like a lot)

**Table 3.19**

*Students' Choices in Complimenting Appearance of a Socially Distant Female Recipient 1 in AA.*

	Gender	Percentage/Number
Complimenting 73.5% (N 25)	Females	64.7% (22)
	Males	8.82% (3)
Not complementing 26.5% (09)	Females	17.6% (6)
	Males	8.8% (3)
Total		100% (34)

Concerns were raised regarding the students' behavior in the following scenario when they like a stranger's outfit. 73.5% (25) of the participants opted to compliment the latter's outfit, 64.7% of them are females and 8.82% are males in which 5.88% of them provided expressions addressing a male stranger. 26.5% decided not to say anything at this level with a rate of 17.6% females and 8.8% males. However, only one student (2.85%) provided an irrelevant answer. Over half of the responses (13) used religious expressions and prayers such as "ما شاء الله" (Mashallah), "الله يبارك" (God bless!), "حتي لبستك حطة الله يبارك" (Sister, your outfit is stylish, God

bless!) .... Accordingly, the act of complimenting a female stranger's appearance is common among Algerian female but not males.

On a different note, the semantic syntactic patterns mostly used were NP/ is /looks (really) ADJ (your hair looks good “شعرك باهي”) and I (really) like /love NP (“عجبتني واش لابسة”) I like what you are wearing).

**Situation 6** استاذك/تك نشر/ت مقال في جريدة معروفة والمقال لقي نجاح كبير، واش تقولوا؟ (Your teacher published an article in a well-known newspaper. The article was well-received by readers.

**Table 3.20**

*Students' Choices in Complimenting Achievement of a Socially Distant Older Recipient in AA.*

	Gender	Percentage/Number
Complimenting 91.8% (N 31)	Females	74% (25)
	Males	17.7% (6)
Not complementing 8.8% (03)	Females	5.8% (02)
	Males	2.9% (01)
Total		100% (34)

Situation six aims to look for the participants' reaction toward complimenting their teacher's well-succeeded article. The vast majority of the participants 91.8% (31) chose to praise the latter with simple language expressions that is the common practice in the students' native culture. The expressions include “congratulations” as first part and/or prayers or wishes for further success, like “مبروك، مزيد من النجاح ان شاء الله” (Congratulations, I wish you more success Inshallah), “مزيد من النجاحات”, “يعطيك الصحة أستاذ” (God bless you with good health). Therefore, praising a teacher's, unequal status individuals, achievement is greatly valuable to Algerian students.

**Situation 7** (You meet a friend and their spouse at a restaurant. You find that the spouse is attractive. You say) *تلاقيتي صاحبك/ تك في ريسطورون ، شفتي مرتو/ راجلها و عجبك/ تك واش تقولو؟*

**Table 3.21**

*Students' Choices in Complimenting Appearance of a Socially Distant Female Recipient 2 in AA.*

	Gender	Percentage/Number
Complimenting 66.7% (N 22)	Females	57.6% (19)
	Males	9.1% (3)
Not complementing 33.3% (N 11)	Females	21.2% (07)
	Males	12.1% (04)
Total		100% (33)

Situation seven aims to see what participants would do when admiring a friend's spouse, they met in a restaurant. While two participants provided irrelevant answers, 33.3% (11) chose to remain silent and not to compliment. 66.7% of the participants seemed to give compliments in such a situation, 57.6% of them are females and 9.1% are males. However, only 15.1% (5) of them really complimented the physical appearance of the spouse, whereas the majority's compliments ranged between wishing them a happy life together, "ربي يحفظكم لبعض" (May God keep you for each other) or expressing how they look perfect together "خارجين على بعضاكم ما شاء" (You look so good together, Mashallah). Results indicate that praising someone's spouse who is from the opposite gender is not common or accepted among Algerians.



**Situation 8** عجبك Parfum تع استاذك. واش تقولوا؟ (You can 't help but notice that your teacher is wearing a lovely perfume)

**Table 3.22**

*Students' Choices in Complimenting Appearance of a Socially Distant Older Recipient in AA.*

	Gender	Percentage/Number
Complimenting 51.4% (N 18)	Females	42.9% (15)
	Males	8.5% (3)
Not complementing 48.5% (17)	Females	37.1% (13)
	Males	11.4% (04)
Total		100% (35)

In scenario eight, students were invited to imagine themselves in a situation where they have a choice between praising their teacher's perfume or not saying anything. While 51.4% (18) of the total number of participants opted to complement the latter, a close proportion, 48.6% (17), of the students preferred to remain silent. However, in situation 6, almost all students 91.8% (31) gave compliments to the same unequal status individual, the teacher. Accordingly, appropriateness of giving compliments to unequal, higher, status individuals depend on what is being complimented.

**Situation 9** زرني الدار الجديدة تع صديقك/ تك. الدار كبيرة الديزايين تحا مليح وديكورها شباب. واش تقولوا؟ (You are visiting your friend's newly built house. The house is big, well-designed, and has modern finishes; the furniture is elegant and stylish)

**Table 3.23**

*Students' Choices in Complimenting Possession of a Socially Close Recipient in AA.*

	Gender	Percentage/Number
Complimenting 100% (N 35)	Females	80% (28)
	Males	20% (07)
Not complementing	Females	00% (00)

00% (00)	Males	00% (00)
Total		100% (35)

Scenario nine investigates how students would react when seeing a friend's new house. All 35 participants agreed to give compliments in this case. Almost all the responses (31) include a religious expression like Mashallah ("ما شاء الله") or prayers wishing them blessings ("الله يبارك الله تهبل ما شاء الله"), happiness and health ("الله يبارك تسكنوها بالصحة و الهنا"). This implies that the act of complimenting a friend's house, or possessions, is common among the study's participants, via prayers wishing the possession to be protected.

## Section Two: Compliment Response

**Situation 10** كنتي في الحانوت تقيس/ ي في تريكو وجا واحد متعرفوش (ذكر) قالك: " جاك شباب" واش ترد عليه

(You were shopping for a shirt, and a stranger (**male**) approaches you and says: "This would look amazing on you!")

**Table 3.24**

*Students' Choices in Responding to a Socially Distant Male's Compliment in AA.*

Strategies and percentage		Examples
Acceptance strategies 51.5% (N 17)	Appreciation	شكرا - (Thanks/Thank you.)
	Token 51.5% (N 17)	- merci (Thanks).
Amendment strategies 27.3% (N 09)	Return 27.2% (N 09)	بارك الله فيك/ربي يحفظك - (God protect/God bless you).
		عينيك الملاح - (Your eyes are beautiful).
		تعيش - (May God bless you with long life).
Non-acceptance strategies 3% (N 1)	Diverge 3% (N 1)	روح قولها لختك - (You tell this to you sister)
Combination strategies 6,1% (N 2)		شكرا اخي، الله يحفظك - (Thank you, God bless you)

No acknowledgement 12.1% (N 4)	- Nothing
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The table shows students' responses to a compliment given by a male stranger about their appearance. A rate of 51.5% (17) of students accepted the compliment using the appreciation token strategy to answer, with 48.5% (16) of females, and 3% (1) male. 27.3% (09) of students used return strategy, 15.1% (5) of them were males and 12.2% (4) were females. Based on the results, it is assumed that participants respond to compliment on appearance given by same-gender complimentor with return strategy, more developed one, whereas respond to opposite-gender complimentors with a simple appreciation token "thank you."

**Situation 1** كنتني في حانوت تقيس ي في سروال ولا jupe للبنات وجات وحدة ماتعرفهاش وقاتلكم جاك يهبل واش

يكون ردكم

(You were shopping for skirt/trousers, and a stranger (female) approaches you and says:

"This would look amazing on you!")

**Table 3.25**

*Students' Choices in Responding to a Socially Distant Female's Compliment in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 14.3% (N 5)	Appreciation Token 11.4% (N 4)	- شكرا (Thank you.)
	Pleasure 2.9% (N 1)	- Ça fait plaisir. (My pleasure)
Amendment Strategies 42.8% (N 15)	Return 42.85% (N 15)	- عينيك الملاح (Your eyes are beautiful). - يعيشك (May God bless you with long life).
	Combination Strategies 40% (N 14)	- شكرا عينيك الملاح (Thank you, it is in your eyes are beautiful) - شكرا يعيشك (Thank you, God bless you with long life.)

No acknowledgement 2.9% (N 1)	- Nothing.
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The table illustrates students' responses to a compliment given by a female stranger about their appearance. A proportion of 42.8% (15) of students used the return strategy; 37.1% (13) of them were females, and only 5.7% (2) were males. The return strategy was followed by combination of strategies employed by 40% (14) of students. While 11.42% (4) of the answers accepted the compliment via the simple appreciation token expression "Thank you"; 2 females and 2 males. Contrasting the results from the current and the previous situations, it is found that while only 12.2% (4) of female students used the return to respond to a compliment on appearance by a male stranger, 37.1% (13) of them used the same strategy to respond to a female one. Moreover, when 48.5% (16) of female students employed the simple appreciation token "Thank you" to respond to the compliment on appearance given by a male stranger, only 5.71% (2) used it when the complimentor was a female too, while the majority 37.14% (13) opted for a combination of strategies that most of them included return. This fact confirms the aforementioned conclusion that participants respond to compliment on appearance given by same-gender complimentor with more developed strategies, whereas they respond to opposite-gender complimentors with appreciation token via the timid expressions "Thank you!"

**Situation 12** عرضتني ناس يقربوك على قهوة وقاطو عندك فالدار قال واحد (ذكر) ملي يكونولك: "اممم شحال بنين" (You have some relatives over for coffee and cake that you baked. A male relative says: "Tastes Yummy!")

**Table 3.26**

*Students' Choices in Responding to a Socially Close Male's Compliment in AA.*

Strategies and Percentage	Examples
Acceptance Strategies 11.4% (N 04)	Appreciation Token شكرا - (Thank you.)
	Agreement أنا لي درتو -

	2.85% (N 01)	(I am the one who made it)
	Association	- مرسي انا لي درتو - (Thank you, I am the one who made it)
	2.85% (N 01)	
Amendment Strategies	Return	- بصحتك - (With a good health).
82,8% (N 29)	65.66% (N23)	- يعيشك - (May God bless you with long life).
	Upgrade	- مدام خدمتو انا يجي مليح - (Sure, it is tasty for me being the one who made it)
	5.71% (N 02)	
	Transfer	- Mb3d nmdlk (I will give you later)
	2.85% (N 01)	
	Association	- عجبك؟ كول او فدامك milk زيد - (Are you serious? It's in your beautiful eyes)
	8.56% (N 03)	
Combination Strategies		- صح! أيا مليح كي عجبك نزيديك - (Really? Good! I will give you more since you liked it.)
5.7% (N 02)		

This situation aims at investigating students' responses to a compliment given by a male relative about their achievement. The vast majority 65.71% (23) of students used the return strategy to answer, 51.42 (18) of them were females, and 14.28% (5) were males. Neither “no acknowledgement” nor “non-acceptance” strategies were employed. Consequently, it is assumed that compliments about talent/skill are accepted and welcomed by both male and female individuals.

**Situation 13** قصيتي شعرك وشافك جارك نفس الجنس قالك واش هاذ la coupe الشابه جاتك هايلا واش تردلو

(You have just had a new trendy haircut. A same-gender neighbor compliments you saying, "What a beautiful haircut! It looks great on you.")

**Table 3.27**

*Students' Choices in Responding to a Socially Distant Same Gender's Compliment in AA.*

Strategies and Percentage	Examples	
Acceptance Strategies 17.13% (N 6)	Appreciation token 14.28% (N 5)	- شكرا (Thank you.)
	Association 2.85% (N 1)	- تنكيووو طلعتيلي لمورال (Thank you, you made me feel better)
Amendment Strategies 54.28% (N 19)	Return 45.71% (N 16)	- عينيك الملاح/عيونك الحلوة (Your eyes are beautiful). - يعيشك (May God bless you with long life).
	Downgrade 5.71% (N 02)	- كثر خير لحلاق (Thanks to the barber)
	Question 2.85% (N 1)	- صح؟ (Really?)
Combination Strategies 22.85% (N 08)	- شكرا عينيك الملاح (Thank you, it is in your eyes are beautiful) - شكرا يعيشك (Thank you, God bless you with long life.)	
No acknowledgement 5.71% (N 2)		

Situation 13 aims at investigating students' responses to a compliment given by an acquaintance relative about their appearance. The vast majority 45.71% (16) of students used the return strategy, 31.42% (11) of them were females, and 14.28% (5) were males. 22.85% (08 females) of students used a combination of strategies such as appreciation token + return. 14.28% (05 females) of the students used the appreciation token strategy, and 5.71% (02 males)

of students used the downgrade strategy. Considering the results above, the participants tend to welcome compliments about their appearance from acquaintances if they are from the same gender.

**Situation14** انت استاذة رحتي تخدم/ي بلبسة جديدة واحد من الطلبة قالك: "راك/ي حطة استاذة. خرجت عليك بزاف" واش يكون ردك

(You are a teacher wearing a new suit today, and one of your students says: "You look great today, your suit fits you well")

**Table 3.28**

*Students' Choices in Responding to a Socially Distant Lower Status' Compliment in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 57.13% (N 20)	Appreciation Token 51.42% (N 18)	شكرا - (Thank you.) - merci (Thanks).
	Association 5.71% (N 2)	ماغسي علابالي ذوقي مليح - (You made me shy thank you)
Amendment Strategies 14.17% (N 06)	Return 14.17% (N 06)	عينيك لملاح، مام نتا اك حطة - (Your eyes are beautiful; you are stylish too). يعيشك بني- (May God bless you with long life, son.)
Combination Strategies 20% (07)		شكرا تلميذي، دمت متألقا - (Thank you, my student, stay brilliant!) شكرا يعيشك - (Thank you, God bless you with long life.)
No acknowledgement 5.71% (N 2)		

The table shows students' responses to a compliment given by a student to a teacher about her/his appearance. The vast majority 51.42% (18) of students accepted the compliment through the appreciation token strategy, while 14.17% (06) used the return strategy. Results show that

students, both males and females, accept compliments given by a person from a lower social status about appearance, yet for the unequal status, the expression mostly used is the simple “Thank you!”

**Situation15** قبل الامتحان بيوم مرضت/ي ومفوتيش الامتحان. الأستاذة/ة قرر/ت ي/تمدلك فرصة ثانية وقالك/قاتلك على خاطر انت/ي قراي/ة. واش تردو

(The day before the exam you come down with a bad case of flu and have to miss the exam.

The teacher decides to give you a second chance to take the exam saying that it is because you are dedicated and hardworking)

**Table 3.29**

*Students' Choices in Responding to a Socially Distant Higher Status' Compliment in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 22.85% (N 08)	Appreciation Token 17.14% (N 06)	شكرا - (Thank you). شكرا على تفهمك - (Thank you for your understanding)
	Association 5.71% (N 02)	شكرا بزاف استاذة والله ما ننسالك خيرك - (Thank you, teacher! I won't forget your favor.)
Amendment Strategies 60% (N 21)	Return 57.14% (N 20)	بارك الله فيك - (God bless you) الله يجازيك بكل خير - (May God grant goodness in return.)
	Transfer 2.85% (N 01)	نشاله ما نخذلكش ونخدم فالختبار - (Inchallah, I won't disappoint you and do well in the exam).
Combination Strategies 14.28% (N 05)		شكرا بزاف مننسالكش خيرك ربي يحفظك - (Thank you so much, I won't forget your favor, may God protect you !)
No acknowledgement 2.85% (N 1)		



The table shows students' responses to a favor and compliment about their ability by a teacher. The vast majority 57.14% (20) of students of both genders employed the return strategy. Hence, these results indicate that responses to a good deed and a compliment from a person of higher social status is usually through the return strategy for being the strategy that enables the recipient of the compliment to say something nice to the complimenter.

Situation 16 كملتي بريزونتاسيون تع بحث، واحد من زملائك قالك " خدمتي خدمة top، عجبتني بزاف" واش تقولو 16

(You have just finished presenting your research paper. In the end, one of your classmates says: "You did an excellent job! I enjoyed your presentation")

**Table 3.30**

*Students' Choices in Responding to a Socially Close Same Gender's Compliment in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 54.28% (N 19)	Appreciation Token 51.42% (N 18)	شكرا - (Thank you).
	Association 2.85% (N 1)	تعبت عليها بزاف التقدير تاك يعنيلي - (I worked hard on this; your appreciation means a lot to me.)
Amendment Strategies 22.85% (N 08)	Return 14.28% (N 05)	تعيشي - (May God bless you with long life). رب يبارك في - (God bless you)
	Upgrade 8.75% (N 03)	مثل العادة - (As usual) ومالا - (;Of course!)
Face Relationship Strategies 2.85% (N 01)		يا ولدي أنى نحشم - (Bro! I am a shy person.)
Combination Strategies 20% (N 07)		صح؟ ماغسي حتى انا تعبت عليها -

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(Really? Thank you! I really worked hard on this).

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The table shows students' responses to a compliment given by a classmate about their achievement. The vast majority 51.42% (18) of students used the appreciation token strategy, 47.05% (16) of them were females, and 5.88% (2) were males. 20% (07) of students used a combination of strategies such as appreciation token + return and, question + appreciation token. To sum it up, all students acknowledged the compliment on their achievement from a person of equal social status through different strategies.

**Situation 17** تلاقيتي جارك (مش من نفس جنسك) وقالك: حبيت نقولك برك جيت/ي شباب اليوم. واش يكون ردك؟

(You meet an **opposite-gender** neighbor, and he says to you: "I have to say, you are looking particularly beautiful/handsome today!")

**Table 3.31**

*Students' Choices in Responding to a Socially Distant Opposite Gender's Compliment in AA.*

Strategies and Percentage		Examples
Acceptance Strategies 37.14% (N 13)	Appreciation Token 37.14% (N 13)	شكرا - (Thank you).
Amendment Strategies 17.14% (N 06)	Return 17.14% (N 06)	عينيك الملاح - (Your eyes are beautiful). يعيشك ربي يحفظك - (May God protect you and bless you with long life).
Non-acceptance Strategies 8.57% (N 3)	Qualification 5.71% (N 2)	نتبسم برك بصح ميعجبنيش الحال - (I just smile, but I don't appreciate it.)
	Diverge 2.85% (N 1)	قولها لختك - (Tell this to your sister)
Combination Strategies 17.14% (N 06)		شكرا الله يحفظك - (Thank you, may God protect you.)
No acknowledgement		- Nothing.

20% (N 7)

- I don't respond.

The table shows students' responses to a compliment about their appearance given by an opposite-gender neighbor. The results ranged between acceptance, amendment, non-acceptance, and no acknowledgement. However, the majority 37.14% (13) of students accepted the compliment employing the appreciation token strategy. 17.14% (06) of students used the return strategy and a combination of strategies, equally. Based on the mentioned results, it is attested that although it is not really welcomed, both females and males accept compliments given by an opposite gender neighbor.

**Situation 18** رحتي la poste الشاب لي يبيع عجبوا parfum تاك قالك: "سامحني/سامحيني بصح حبيت نقولك

بلي ريحتك هائلة " واش يكون ردك؟

You go to the post office to buy stamps. The old man at the post office stamps booth compliments your perfume saying: "Excuse me, but I had just to tell you that you smell lovely." You respond,)

**Table 3.32**

*Students' Choices in Responding to a Socially Distant Older Male's Compliment in AA.*

Strategies and Percentage		Examples
Acceptance strategies 17.13% (N 06)	Appreciation Token 14.28% (N 05)	شكرا- (Thank you).
	Agreement 2.85% (N 01)	- علابالي - (I know).
	Return 37.14% (N 13)	الله يبارك فيك عمو - (God bless you too, uncle!) ربي يعيشك عمي- (May God bless you with long life, uncle!)
Amendment Strategies 39.99% (N 14)	Transfer 2.85% (N 1)	نحكيو على اسمها ومنين شريتها -

		(I tell him its brand and from where I bought it.)
Non-acceptance Strategies 11.42% (N 04)	Diverge 11.42% (N 04)	- Offensive language.
Combination Strategies 5.71% (N 02)		ناس بزاف قالولي شكرا - (Thank you ! many people told me.)
No acknowledgement 25.71% (N 9)		- Nothing. - I do not respond.

The table shows participants' responses to a compliment given by an old stranger male. The results reported that a proportion of 37.14% (13) of students employed the strategy of return, 25.71% (09) of them were females, and 11.43% (04) were males, adding to each return the terms "uncle or hajji," a cultural way of showing respect to elderly person. Moreover, 25.71% (9) did not accept or did not acknowledge the compliment. Hence, these findings indicate that receiving compliments from an elderly male stranger is not really common among female recipients, as they returned the compliment with expressions imposing respect and good intentions.

### 3.6.3 Summary and Discussion of the Second Test's Results

Based on the analyzed data collected from the students' second test about the acts of compliment and compliment response in the AA, appearance is the subject complimented the most in the students' daily life, followed by personality with rates of 39.3% and 21.2%, respectively. While the subject least praised is skill/ability/achievement. On a different note, the results revealed that the semantic syntactic formulas used the most are: NP/ is /looks (really) ADJ, ADJ! and prayers such as, God bless you with health (يعطيك الصحة), God bless you with long life (ربي يعيشك). Furthermore, the results showed that the strategy mostly used by the majority of the participants to respond to compliments is the return with a rate of 65.66%, followed by the appreciation token with a rate of 51.42%. It is worth mentioning that English

speakers utilize acceptance strategies far more frequently (Yu, 2004) than Algerians, who tend to choose amendment strategies with greater frequency.

On another note, results exhibited that giving compliments in AA is also influenced by the same set of factors such as social distance, age, and gender, in addition to the topic of compliment. By way of illustration, praising an equal status relatively close recipient, such as a classmate, on achievement is common. Moreover, if the subject of complimenting is achievement, praising an unequal status recipient, such as a teacher, is also common and appreciated. But if the subject of compliment is appearance or possession, praise is not equally common. Additionally, results revealed that complimenting an opposite gender socially distant recipient is common if the subject of compliment is also achievement such as academic achievement, and the formulas used are the common expressions used in their native culture which are equivalent to the English congratulations, in addition to the wishes for more success or prayers for protection and blessings.

As for appearance, complimenting unequal status socially close recipient, such as elderly relative, on their appearance is common for the recipient being socially close. However, if the recipient of the compliment of appearance is opposite gender equal status and/or socially distant, participants proved to avoid complimenting. In addition, it is worth highlighting that complementing a friend's spouse is reported to be inappropriate and not accepted. Common patterns used in complimenting appearance are NP/ is /looks (really) ADJ and I (really) like /love NP. Whereas the ones mostly used to praise skills/abilities/achievements are You V (NP) (really) ADV and NP/ is /looks (really) ADJ. As for possessions, compliments include religious expressions and prayers seeking God's protection and blessings.

On a different note, the study revealed that responding to compliments also depends on some elements. It is assumed that recipients respond to compliments on appearance given by same-gender complimentor employing return strategy; however, if the compliment is given by an

opposite gender complimentor, recipients use the timid appreciation token “thank you!” to save face. Moreover, it is assumed that compliments about talent/skill are accepted and welcomed by both male and female individuals, either from a same or opposite-gender complimentor. Results showed that students accept compliments given by a person from a lower social status about appearance, yet since status is unequal, the expression mostly used is the simple “Thank you!”. Finally, these results reported that responses to a good deed and a compliment from a person of higher social status are usually answered with the return strategy.

### **3.7 Comparative Analyses of the Tests’ Findings**

The findings of the two tests revealed that achievements/skills and appearance were the subjects claimed, by the participants, to be the mostly complimented in English with 71.4% and 62.9%, respectively. In addition, when they were asked to provide compliments that they use the most, results confirmed that they are the subjects mostly complimented; however, appearance came before skills and achievements with 34.34% and 28.28%, respectively. Whereas, the compliments used the most in the students’ native language reported that the subjects complimented the most are appearance and personality with rates of 39.3% and 21.2%, respectively, while skills, ability, and achievements comes last with 9.6%.

Furthermore, regarding compliments structures, participants employed explicit compliments of unbound semantic formulas in the realization of both C and CRs in both languages, Algerian Arabic and English. Whilst the formulas used the most in English are 1) NP/ is /looks (really) ADJ, 2) I (really) like /love NP, 3) You have (a) ADJ NP! 4) You V (a) (really) ADJ NP, the ones employed the most in Algerian Arabic productions are 1) NP/ is /looks (really) ADJ, 2) ADJ! 3) prayers including “God bless you (with...).” In respect to complimenting, results showed that complimenting, or not, and how in both languages depend on same intertwined factors such as topic of complimenting, gender, social distance, and social status. By way of illustration, complimenting socially distant and/ or opposite-gender recipients would depend on

the subject of complimenting; praising achievements, abilities, and skills, for instance, is proper in AA and English but to various extents. Whereas it is accepted in English, it is highly valued in Arabic. To be specific, expressions used in English are basic and simple, and expressions used in Algerian Arabic include a lot of prayers and wishes for more success. While on the topic of appearance, giving compliments is not very natural in English, neither in Arabic. However, the rate of complimenting in English is higher than the rates resulted in the Arabic test. As for formulas of compliments, the study's findings proved them to be the same in both languages in regard to appearance, 1) NP/ is /looks (really) ADJ and 2) I (really) like /love NP. As for skills and achievement, common formulas in English are 1) NP/ is /looks (really) ADJ 2) ADJ NP! 3)(PRO/ is (really) an ADJ NP), while in Arabic 1) You V (NP) (really) ADV, 2) NP/ is /looks (really) ADJ are the commonly used. Finally, common formulas in English for praising possessions are 1) I (really) like/love NP, 2) NP is/look (really) ADJ, and 3) ADJ NP, while in Arabic, compliments employ religious expressions and prayers, seeking God's protection and blessings.

Apropos of CR strategies, the results showed that the most common strategy used by the majority of the participants to respond to compliments in AA is the return with a rate of 46.7% (N 44), followed by the one of appreciation token with a rate of 24.4% (23). While the English test revealed that the strategies mostly employed by the participants to respond to compliments are appreciation token, return, and pleasure with rates of 33.50%, 23.35%, and 13.70%, respectively.

On a separate note, for compliment responses, it is assumed that compliments about talent/skill/achievement are accepted and welcomed by both male and female participants when they used both Arabic and English. Apart from this, participants' appreciation about compliments on appearance given by a socially distant complimentor, depends on their gender. If this latter is from the opposite-gender, the compliment is timidly accepted via the timid

appreciation token “thank you!”, in both languages, to save face. However, if given by a same gender complimentor, the participants tend to employ mostly the return strategy in Algerian Arabic but pleasure strategy in English. Finally, results indicated that responses to a compliment accompanying a good deed from a person of higher social status is usually through appreciation token in English but return strategy accompanied with many prayers and religious expressions in Algerian Arabic.

### **Conclusion**

With regard to the findings from the different research tools, the questionnaire and two tests, it is attested that the questions raised are answered. Findings revealed that Algerian ELLs’ performance of compliments and compliment responses is influenced by various factors such as social distance between the complimenter and the complimentee, gender of the former and of the recipient of the compliment, in addition to the subject of the compliment. Findings reported that the performance of speech acts of Cs and CRs is a common behavior amongst ELLs; however, the practices associated with their realization differ across their languages, Algerian Arabic as their first language and English as the target language. These differences are found in the semantic and syntactic structures employed in giving compliments, the strategies opted for in responding to them, in addition to the topic of compliment in allowing, or not, giving and receiving compliments in relation to the factors of age, gender, and social distance.



## **General Conclusion**

Language and culture are inextricably related; their relationship is reciprocal. Each culture comprises a language as one of its aspects, and each language reflects the cultural norm and values of its culture. This is what made it impossible to get access to one without dealing with the other. Using a particular speech community's language appropriately means using the language system in accordance with all the cultural norms and values that govern it. One of the best language usages that reflects the dependence on culture for the appropriate language use is the performance of speech acts, namely the acts of compliment and compliment response. These latter meet with different typical norms and standards which vary from language to language and from culture to culture.

The focus of the present study was on how different languages and their associated cultures influence their speaker language practices. To this end, the current research took the realization of speech acts, namely the acts of compliment and compliment response as a case study, ELLs at the Department of Letters and English Language, University of 8 mai 1945- Guelma as its population, and the Algerian Arabic, students' first language, and English, students' target language, as the languages investigated. Accordingly, two data-gathering tools were employed for this aim. First, two tests were conducted to prompt the productions of compliments and compliment responses. Second, a questionnaire anticipated the tests to determine students' practices of and attitudes towards the acts of complimenting and compliment responding. The two research methods used were the best ones to enable addressing the study's questions. Two chapters preceded the field investigation in order to provide readers with an in-depth knowledge of how speech acts are realized and the competences required for their appropriate performance.

### **1. Conclusions and Implications**

The current study successfully answered the research questions as follows. Algerian ELL perform the speech acts of compliments according to various factors, ranging from age, gender,

social distance, and the topic of interaction as well. Moreover, students employ explicit compliments of unbound semantic formulas in the realization of compliments and compliment responses in both languages. Formulas used the most in English are 1) NP/ is /looks (really) ADJ, 2) I (really) like /love NP, 3) You have (a) ADJ NP! 4) You V (a) (really) ADJ NP, while the ones employed in Algerian Arabic are 1) NP/ is /looks (really) ADJ, 2) ADJ! and 3) prayers. To be specific, pattern characterized giving compliments in the two languages are close in some ways, but the significant difference appears at praising possession; prayers is the pattern mostly used in Algerian Arabic.

Additionally, concerning the compliment response, many differences and similarities between English and Algerian Arabic were observed. Mainly, the strategies commonly opted for in responding to compliments vary between English and Algerian Arabic; appreciation token is the mostly used in the former, however, the return strategy highly symbolizes the latter.

Based on the previous results a number of implications must be drawn. Firstly, it is so important and substantial to raise the Algerian English Learners' awareness of the differences of social and cultural norms in performing compliments and compliment responses, in particular, and speech acts, in general. Furthermore, learners should be taught about the appropriate way to perform the different speech acts. Additionally, students also should be subject to similarities and differences between norms and rules of realization of speech acts, in particular, and language use, in general, in their own and target languages and cultures. Besides, we suggest to raise Algerian language learners' awareness about the importance of developing their sociolinguistic, communicative, and discourse competences, in addition to the linguistic one. Accordingly, more emphasis should be given to the component of culture and cultural awareness.

## **2. Limitations of the Study**

The current study, as it is the case of many studies, faced some constraints. Several participants did not cooperate, as they provided irrelevant and even offensive comments. In addition, the sample is mostly made up of females, the fact that did not allow a better evaluation of the impact of the factor of gender in giving and receiving compliments. Finally, due to the imbalance between the two tests samples, as well as the limited samples' size, the findings are not for overgeneralization because they don't accurately represent all Algerian English Language Learners.

## **3. Suggestions for Future Research**

As it is the case with many fields of inquiry, many factors, norms, and rules are involved to determine the realization of the speech acts of compliment and compliment response. Therefore, more research would be necessary to provide in-depth insights and more accurate accounts of practices associated with the performance of Cs and CRs. For instance, a study with two samples, foreign language learners and native speakers would better explore the differences and similarities between cultural norms governing C and CR in Algerian Arabic and English languages. It is also useful to conduct more studies using other activities, such as role play, that allow more spontaneous use of the language on one hand, and allow to examine the linguistic and the non-linguistic items, on the other. In addition, a corpus of authentic language and natural language use would conduct to more accurate findings about the norms governing the performance of speech acts across cultures.

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## APPENDICES

### Appendix A

#### Students' Questionnaire

Dear students, you are kindly invited to complete this form. The questionnaire and test are crucial for our Master's thesis research project. Therefore, we would be very grateful if you complete them with full attention. Your cooperation is highly appreciated.

We would like to assure you that this survey is anonymous and completely confidential.

The form consists of several questions, in addition to scenarios in which you must represent yourself as one of the interlocutors. There are no right or wrong answers. Please, provide the first response that comes to your mind.

#### 1. Your gender

- a. Male
- b. Female

#### 2. How often do you give compliments?

- a. All the time.
- b. Frequently.
- c. Sometimes.
- d. Rarely.
- e. Never.

#### 3. What do you compliment the most? (You can only choose 2)

- a. Appearance (hair, outfit, etc.)
- b. Physical attributes (body, face, skin, etc.)





### 7. I accept compliments from SAME-gender X on

	Close Relatives	Distant Relatives	Close Friends	Classmates	Neighbors	Acquaintance	Strangers
Appearance							
Possession							
Skill/Ability/ Achievements							
Personality							
Nothing							

### 8. I accept compliments from OPPOSITE-gender X on

	Close Relatives	Distant Relatives	Close Friends	Classmates	Neighbors	Acquaintance	Strangers
Appearance							
Possession							
Skill/Ability/ Achievements							
Personality							
Nothing							

**9. State three compliments you always use.**

.....

**10. State three responses to compliments you always use.**

.....



## Appendix B

### Students' Test 1

#### Section One: Complimenting

The following task consists of a number of scenarios of complimenting. You are invited to imagine yourself as the interlocutor giving the compliment. Please, provide the first response that comes to your mind.

**Situation 1:** You like your classmate's oral presentation. You say:

- a. Excellent presentation!
- b. That was nice!
- c. You said you didn't prepare well, but you said behind my back.
- d. I say nothing.

**Situation 2:** A colleague has just completed his portion of a shared project days before the deadline. You say:

- a. That's a huge help!
- b. Nice job! May God bless you.
- c. Well done, my friend!
- d. Ok!

**Situation 3:** You are attending a party and notice an older relative with an eye-catching outfit.

You say:

- a. You look amazing.
- b. That outfit is so stylish.
- c. I love your outfit.
- d. I say nothing.

**Situation 4:** Your neighbor of the **other gender** graduated with honors (high-grade point average). You say:

- a. Congratulations!
- b. Congratulations! You have always been smart and hard worker.
- c. Congratulations on your success! I am impressed by your dedication.
- d. Nothing.

**Situation 5:** A **male** classmate comes to school with a new haircut styled in a trendy and modern way. You say:

- a. Hey, you look stunning!
- b. I love your new haircut; it looks great on you.
- c. Your new haircut changes your whole look.
- d. Nothing.

**Situation 6:** You are walking down the street and you see a girl with a stylish outfit that you like a lot. You say:

.....

**Situation 7:** Your teacher published an article in a well-known newspaper. The article was well-received by readers. You say:

.....

**Situation 8:** You meet a friend and their spouse at a restaurant. You find that the spouse is attractive. You say:

.....

**Situation 9:** You can't help but notice that your teacher is wearing a lovely perfume. You say to her:

.....

**Situation 10:** You are visiting your friend's newly built house. The house is big, well-designed, and has modern finishes; the furniture is elegant and stylish. You say:

.....

### **Section Two:** Responding to Compliments

The following section consists of a number of scenarios; you are invited to imagine yourself as the interlocutor being complimented. Please, provide the first response to the compliment that comes to your mind.

**Situation 11:** You were shopping for a shirt, and a stranger (**male**) approaches you and says:

“This would look amazing on you!” You respond:

.....

**Situation 12:** You were shopping for a skirt/trousers, and a stranger (**female**) approaches you

and says: “This would look amazing on you!” You respond:

.....

**Situation 13:** You have some relatives over for coffee and cake that you baked. A male

relative says: “Tastes Yummy!” You respond:

.....

**Situation 14:** You have just had a new trendy haircut. A **same-gender** neighbor compliments

you saying: "What a beautiful haircut! It looks great on you." You respond:

- a. Thank you!
- b. I love your haircut too.
- c. Not really. It's nothing special.
- d. Nothing.

**Situation 15:** You are a teacher wearing a new suit today, and one of your students says:

"You look great today, your suit fits you well." You respond:

- a. Thank you!
- b. Thanks for the nice compliment!
- c. Thank you! Your eyes are the ones that are beautiful.
- d. If you focus your attention on your lectures, it would be better for you.

**Situation 16:** The day before the exam you come down with a bad case of flu and have to miss the exam. The teacher decides to give you a second chance to take the exam saying that it is because you are dedicated and hardworking. You respond:

- a. Thank you!
- b. Thank you very much! I appreciate your support and understanding.
- c. God bless you.
- d. Thank you! You are the best.

**Situation 17:** You have just finished presenting your research paper. In the end, one of your classmates says: "You did an excellent job! I really enjoyed your presentation". You respond:

- a. Thanks! I'm glad you enjoyed it.
- b. Oh! Your presentation was much better.
- c. Thanks! I really worked hard for that.
- d. Oh! you made me blush.

**Situation 18:** You meet an **opposite-gender** neighbor, and he says to you: "I have to say, you are looking particularly beautiful/handsome today!" You respond:

.....

**Situation 19:** You go to the post office to buy stamps. The old man at the post office stamps booth compliments your perfume saying: "Excuse me, but I had just to tell you that you smell absolutely lovely." You respond :

.....

## Appendix C

### Students' Test 2

أنتم مدعون لملء هذا النموذج. الاستبيان والاختبار ضروريان لمشروع بحث أطروحة الماجستير. لذلك، سنكون ممتنين للغاية إذا أكملتوها باهتمام كامل. نقدر تعاونكم كثيرًا.

نود أن نؤكد لكم أن هذا الاستطلاع مجهول الهوية وسري تمامًا.

يتكون النموذج من عدة أسئلة، بالإضافة إلى عدد من السيناريوهات أين يتوجب أن تتخيلوا فيها انفسكم كأحد المحاورين. لا توجد اجابات صحيحة أو خاطئة.

من فضلكم، اكتبوا أول رد يتبادر إلى اذهانكم.

#### 1. ما هو جنسك؟

a. انثى. b. ذكر.

#### 2. اذكر ثلاث مجاملات تستخدمها دائمًا .

.....

#### 3. اذكر ثلاثة ردود لمجاملات تستخدمها دائمًا .

.....

#### المجاملة:

تتكون المهمة التالية من عدد من سيناريوهات الإطار. أنت مدعو لتخيل نفسك كمحاور يقوم بالمجاملة. من فضلك، قدم . الرد الأول الذي يتبادر إلى ذهنك.

#### الموقف 1

عجبتك لا بريزونطاسيون تاع صحبك/تك واش تقولوا؟

.....

**الموقف 2**

كنتي في عرس وشفتي واحد /ولا وحدة ي/تقربلك وعجبك واش كان/ت لابس/ة. واش تقولوا؟

.....

**الموقف 3**

واش تقولوا لجارك/تك (مش من نفس جنسك) تخرج/ت من الجامعة avec mention ؟

.....

**الموقف 4**

زميلك في الجامعة (ذكر) جا يقرأ بتحفيفة جديدة ومودارن. واش تقولوا؟

.....

**الموقف 5**

كنتي ماشي برا وشفتي وحدة لابسة لبسة عجبك. واش تقولوا؟

.....

**الموقف 6**

نشر/ت مقال في جريدة معروفة تك/ استاذك.

والمقال لقي نجاح كبير، واش تقولوا؟

.....

**الموقف 7**

تلاقيتي صاحبك/تك في ريسطورون ، شفتي مرتو/ راجلها و عجبك/ تك واش تقولوا؟/

.....

**الموقف 8**

عجبك Parfum تع استاذك. واش تقولوا؟

.....

### الموقف 9

زرتي الدار الجديدة تع صديقك/ تك. الدار كبيرة

الديزاين تحا مليح وديكورها شباب. واش تقولو؟

### الرد على المجاملة

يتكون القسم التالي من عدد من السيناريوهات، أين يتوجب أن تتخيل نفسك كمحاور يتم مدحه. من فضلك، قدم

أول رد مجاملة يتبادر إلى ذهنك

### الموقف 10

كنتي في الحانوت تقيس/ي في تريكو

وجا واحد متعرفوش (ذكر)

قالك: "جاك شباب !

واش تردوا عليه

### الموقف 11

كنتي فالحانوت تقيس/ي في سروال ولا

Jupe (للبنات)

وجات وحدة ما تعرفوهاش قاتلكم: "جاك يهبل "

واش هو ردكم عليها؟

### الموقف 12

عرضتي ناس يقربولك على قهوة و قاطو عندك فالدار

قالك واحد (ذكر) ملي يكونولك: "اممم شحال بنين !»

واش تردوا عليه؟



**الموقف 13**

قصيتي شعرك ، شافك جارك (نفس الجنس) قالك :

وش هاذ La coupe الشابة جاتك هائلة" .

وش تردوا؟

**الموقف 14**

انت استاذة/رحتي تخدم/ي بلبسة جديدة

واحد من الطلبة قالك راك/ي حطة استاذة/ة. خرجت عليك بزاف

واش يكون ردك

**الموقف 15**

قبل الامتحان بيوم مرضت/ي ومفوتيش الامتحان. الاستاذة/ة قررت/ي/تمدلك فرصة ثانية وقالك/قاتلك على

خاطر انت/ي قراي/ة. واش تردو

**الموقف 16**

كملت بريزونتاسيون تع بحث، واحد من زملائك قالك " خدمتي خدمة

"، عجبتي بزاف top

واش تقولو

**الموقف 17**

تلاقيتي جارك (مش من نفس جنسك) وقالك: حبيت نقولك برك جيت/ي شباب اليوم

واش يكون ردك؟

**الموقف 18**

رحتي la poste باه تشرى طوابع

الشايب لي يبيع عجبو le parfum تاعك

" قالك: " سامحني/سامحيني بصح حبيت نقولك بلي ريحتك هاييلة

واش يكون ردك؟

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### Résumé

La relation entre la langue et la culture est attestée comme étant forte et réciproque. En effet, il est impossible de séparer la langue, ses structures et son utilisation de la culture. Un exemple en est les différences dans la réalisation des actes de parole entre les cultures. Par conséquent, cette étude examine les réalisations des apprenants algériens de la langue anglaise concernant les actes de parole de compliment et de réponse à un compliment en arabe algérien en tant que langue maternelle, et en anglais en tant que langue étrangère. Plus précisément, cette étude vise tout d'abord à examiner les attitudes des étudiants dans la réalisation de compliments et de réponses à ceux-ci. Deuxièmement, elle analyse les schémas sémantiques et syntaxiques utilisés pour faire des compliments et les stratégies utilisées pour y répondre dans leur langue maternelle et leur langue étrangère. Troisièmement, elle examine les différences et similitudes entre l'utilisation des structures sémantiques et syntaxiques des compliments et les stratégies de réponse à ceux-ci par les étudiants lorsqu'ils réalisent les actes de parole en arabe algérien et en anglais. Dans cette optique, une analyse comparative qualitative et quantitative de la performance des étudiants dans les actes de parole de compliments et de réponses à ceux-ci a été réalisée. Plus précisément, deux tests ont été administrés aux étudiants en deuxième année de master au Département de Lettres et de Langue Anglaise. Les tests comprenaient une série de situations visant à stimuler les productions de compliments et de réponses à ceux-ci des étudiants, chaque situation ciblant l'une des langues des étudiants. De plus, les tests étaient précédés d'un bref questionnaire en tant qu'outil secondaire visant à explorer les attitudes des étudiants à l'égard de l'utilisation des compliments et des réponses à ceux-ci. Les résultats de l'étude ont montré que des facteurs tels que l'âge, le sexe et la distance sociale influencent les choix de structures pour faire des compliments et les stratégies pour y répondre dans les deux langues. De plus, les résultats ont montré l'existence de différences dans les sujets et les structures de compliments utilisés, ainsi que dans les stratégies de réponses à ceux-ci, entre leur performance en arabe algérien et en anglais.

