

The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers

M.A. Dissertation

By

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

Department of Linguistics

University of Kerala, India – 695581

ameenaljammal@gmail.com

Teaching Faculty

English Language Department

Faculty of Education, Thamar University

Republic of Yemen. B.O. Box: 87246 (Thamar University YEMEN)

**The dissertation submitted here is the slightly modified version of the dissertation that was submitted for the degree of M.A. in Linguistics. The modifications include stylistic changes and corrections of the printing mistakes that were present in the earlier manuscript. No modification was made on theme or content or data.*

**Kingdom of Saudi Arabia
King Abdul-Aziz University
Deanship of Higher Studies
Faculty of Arts and Humanities
Department of European Languages & Literature**

**The Speech Act of Compliment Response as Realized by Yemeni
Arabic Speakers**

By

Ameen Ali Mohammed Al-Gamal

**Dissertation submitted in partial fulfillment of the requirements for the
Masters Degree of Philosophy (in Linguistics)**

**At the Department of European Languages & Literature
Faculty of Arts and Humanities
King Abdul-Aziz University
Jeddah- Saudi Arabia**

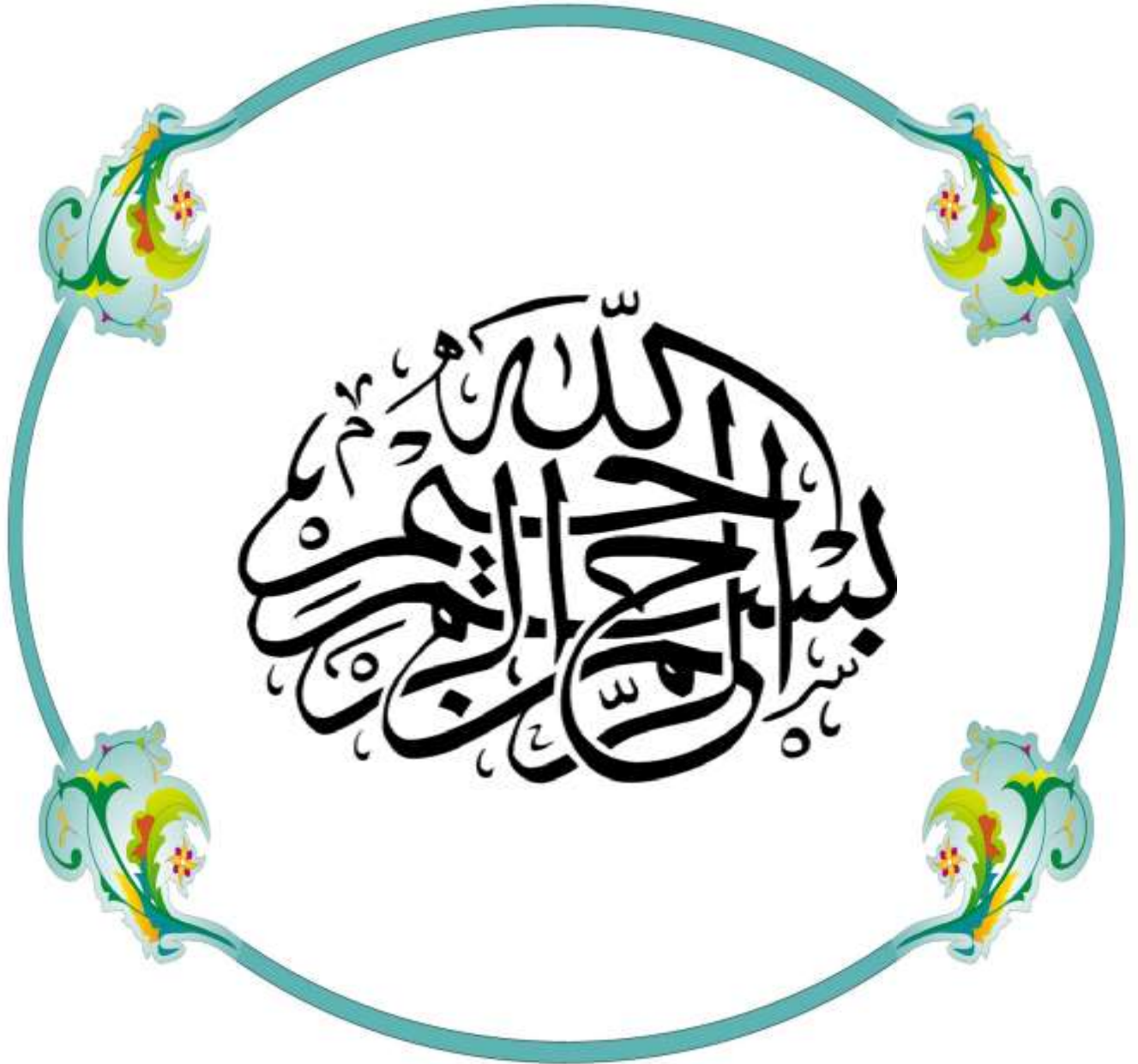
Supervised By

Dr. Abdullah Saleh Alshehri

Safer 1432 A.H – Jan. 2011 A.D

Albasmalla

In the Name of Allah,
the Most Merciful the Most Compassionate



Abstract

A speech act is an utterance that serves a function in communication (e.g., apology, request or compliment). The speech act of *compliments response* has been chosen as the topic of the present study. The present study is a sociolinguistic study about the compliment responses utilised by Yemeni Arabic speakers. The data were collected through the use of written Discourse Completion Tasks (DCT hereafter), with four situational settings. 45 students from different universities in Yemen were involved as participants in the study. It is found that the group employed a variation in the use of strategies responding to compliments elicited by situational settings.

In this study, the researcher tried to find out the types of complement responses used by speakers of Yemeni Arabic variety. Since the participants of the study included males and females and used different compliment responses, the researcher tried to examine the types of compliment responses preferred by males as well as females. The researcher found out that the males and females of Yemeni Arabic variety do not use all types of compliment response strategies introduced by Herbert in (1989) such as "Comment History" type. In addition, it was found out that both genders preferred to use the "Appreciation Token" and "Return" compliment response types. The researcher concluded his study by looking at the similarities and differences between male and female speakers of Yemeni Arabic when responding to compliments given by the researcher in the form of a questionnaire.

This study falls into five chapters. Chapter 1 introduces the problem, the speech act theories, the significance, the limitations, the questions of the study and the definitions of important terminologies. Chapter 2 presents a review of literature written in the previous

studies on speech acts, mainly compliments and compliment responses employed by Arab and non-Arab researchers. Chapter 3 provides the methodology and the tools used to find the results of the study. Chapter 4 discusses the analyses and findings of the Discourse Completion Test (DCT) in addition to discussing and comparing the findings of the current study to other studies in Arab and non-Arab societies. Chapter 5 gives a summary and conclusions and provides recommendations and suggestions for further studies.

Keywords: compliment, compliment response, speech acts, Yemeni Arabic speakers

Dedication

This dissertation is dedicated to:

To my supervisor Dr. Abdullah Saleh Alshehri

To all my teachers

To my parents

To my wife

To my son Ibrahim

To my brothers and sisters

To my students and all Yemenis: with love and appreciation.

Acknowledgements

Thanks are due to all those who helped directly or indirectly in the preparation of this project, from family members and friends to professors and- why not- computers. My first debt of gratitude goes to my supervisor, Dr. Abdullah S. Alshehri, who patiently and sincerely supervised this work from the refinement of the initial idea to the careful reading and commenting on all the drafts. I have to admit that the merits of this work are his and the inadequacies are mine. I wish also to thank him for his continuous encouragement, advice and practical help. I also owe debt to all my teachers at King Abdul Aziz University as well as to the team working at the Central Library.

I would like to take this opportunity to thank Dr. Mohammed Fawzi from the Department of European Languages and Literature at King Abdul-Aziz University for his help in going over the questionnaire, the English version, and giving me his remarks. Also, the same words of thanks go to Mr. Abdul-Aziz Abdullah, a teacher of Arabic Language at Al-Andalus private school in Jeddah, for his nice remarks and changes in the questionnaire, the Arabic version.

Special words of thanks are due to my family for their encouragement and unfailing support during the years of my study.

To all, many thanks again for your assistance and encouragement.

Table of Contents

	page
Title page	1
Albasmalla.....	3
Abstract.....	4
Dedication.....	6
Acknowledgments	7
Table of Contents	8
List of Tables.....	10
Chapter 1: Introduction	
1.1 Introduction	11
1.2 Speech Act Theory.....	13
1.2.1 Austin’s Speech Act Theory.....	14
1.2.2 Searle’s Speech Act Theory.....	16
1.3 Universality versus Culture-specificity of Speech Acts	17
1.4 Questions of the Study.....	19
1.5 Significance of the Study	20
1.6 Limitations of the Study	20
1.7 Definitions of the Terms.....	21
Chapter 2: Review of Relevant Literature	
2.1 Introduction.....	23
2.2 Studies of Compliment Responses on Native Speakers of Arabic.....	23
2.3 Studies of Compliment Responses on Non-Arab Countries.....	26
2.4 Frameworks of Compliment Response Strategy Categorization in Previous Studies of Compliment Responses.....	29
2.4.1 Compliment Response Taxonomy of Pomerantz (1978).....	30
2.4.2 Herbert’s Compliment Response Types (1989).....	31
2.4.3 Compliment Response Categorization Based on Semantic Formulae by Saito and Beecken, (1997).....	34
2.4.4 Compliment Response Categorization Based on Farghal and Al-Khatib (2001).....	34
2.4.5 Billmyer (1990) System of Compliment Response.....	35
Chapter 3: Methodology	
3.1 Design.....	37
3.2 Subjects.....	38
3.3 Instrument of Data Collection.....	39
3.4 Discourse Completion Tasks and Questionnaire.....	39
3.5 Data Collection.....	41
3.5.1 Procedures for Data Collecting	41
3.5.2 Procedures for Data analysis	41

Chapter 4: Analysis and Findings	42
4.1 Types of Compliment Responses Used in the Four Situations by Yemeni Arabic Speakers.....	43
4.2 The Preferences for the Yemeni Arabic Speakers in Using the Compliment Response Strategies.....	52
4.3 The Percentage of Preferences for the Yemeni Arabic Speakers.....	53
4.4 Male Responses.....	56
4.5 Female Responses.....	66
4.6 The Similarities and Differences between Yemeni Arabic Speakers in Using the Compliment Responses Strategies.....	73
4.6.1 The Similarities.....	73
4.6.2 The Differences.....	74
Chapter 5: Conclusion and Recommendation	
5.1 Conclusion.....	75
5.2 Suggestion for Further Studies.....	77
References.....	79
Appendix (A): The Males' Questionnaire, Arabic Version.....	84
Appendix (B): The Males' Questionnaire, English Version.....	86
Appendix (C): The Females' Questionnaire, Arabic Version.....	88
Appendix (D): The Females' Questionnaire, English Version.....	90

List of Tables

	Page
1. Taxonomy of Compliment Response Types (Pomerantz 1978).....	30
2. Herbert's Compliment Response Types (1989).....	31
3. Compliment Response Categorization Based on Semantic Formulae (Saito and Beecken 1997).....	34
4. System of Compliment Response Billmyer (1990)	35
5. Participants of the Study.....	37
6. Male -Male Interaction Situation (1)	44
7. Female –Female Interaction Situation (1)	45
8. Male -Male Interaction Situation (2)	46
9. Female - Female Interaction Situation (2)	47
10. Male -Male Interaction Situation (3)	48
11. Female -Female Interaction Situation (3)	50
12. Male -Male Interaction Situation (4)	51
13. Female -Female Interaction Situation (4)	52
7. Occurrences of Males and Females Responses	53
8. Percentages of Males and Females Responses.....	54

Chapter I: Introduction

1.1 Introduction

The phenomenon of studying compliments and compliment responses has undoubtedly been one of the most intriguing topics in synchronic linguistics in the last three decades. There have been a large number of studies published on this topic since the early 1970s (Herbert, 1989; Holmes, 1986) by researchers from various subfields of linguistics (e.g. pragmatics, discourse analysis, sociolinguistics, psycholinguistics, and ethnography of communication). Most of these studies have attempted to establish explanatory links between linguistic choices and sociocultural integrative processes. That is to say, they attempted to explore how the former invokes and at the same time is shaped by the latter.

According to Herbert (1997), “compliment events (compliment and compliment response) provide interesting information on sociocultural values and organization”, and “the topics of compliments reveal the values which are positively regarded within some particular society”.

The main function of complimenting behavior, according to Manes and Wolfson (1981), is “to create or reinforce solidarity by expressing appreciation or approval”. “These bounding moves,” according to Hatch (1992), are not always identified by second language learners. It is also why many speakers tend to use the “compliment formulas”. They simply want their utterances to be easily identified as compliments.

The first researcher who discussed compliment responses from a pragmatic perspective was Pomerantz in (1978). She claimed that Americans face two dilemmas when responding

to compliments. First, they have to agree with the speaker. Second, they have to avoid self-praise. Urano (1998) further explains this dilemma by stating that “when a recipient of a compliment responds by agreeing with the speaker, it violates to avoiding self-praise as this response goes against the sociolinguistic expectations of the speaker”. On the other hand, if the speaker does not accept the compliment to avoid self-praise, the response will be face-threatening since it violates the first condition. To mediate this conflict, recipients of compliments resolve to a variety of solutions: (1) Acceptance, (2) Rejection, and (3) Self-praise avoidance.

The compliment-compliment response speech act set has been characterized as "an adjacency pair operation" (Schegloff and Sacks, 1973) or as an "action chain event" (Pomerantz, 1978), whose two components, compliment and compliment response, are linked by both temporal and relevance conditions (Herbert, 1990). The place of compliments within Brown and Levinson's politeness theory is complex, since their location within the pool of positive or negative strategies hinges upon the particular communicative function that they serve in any given interaction. Compliments are generally viewed as manifestations of solidarity through the expression and acknowledgement of admiration (Wolfson, 1983: Herbert, 1989), but may nevertheless serve other communicative goals. A compliment itself may constitute a face threatening act, since praise, like criticism, implies evaluation of one's interlocutor and, consequently, invasion of his/her negative face wants. Compliments can also be employed to express disapproval, sarcasm (Jaworski, 1995), to congratulate and possibly request the complimented object (Herbert, 1991), to reinforce desired behavioral patterns (Manes, 1983), and so forth. Indeed, their multifunctionality contributes to the dilemma posed in the mind of the speaker when having to respond to a compliment.

Pomerantz (1978) first acknowledged such a dilemma in terms of a three (partly overlapping (1 and 2), partly conflicting (1 and 2 versus 3)) constraint system:

- (1) Accept / reject compliment
- (2) Agree / disagree with compliment assertion
- (3) Avoid self-praise.

Manes and Wolfson (1981) indicate that the formulas of other speech acts such as greetings, thanks and goodbyes are “overtly taught, whereas compliments are not”. They think that compliments have more functions than other speech acts. Hatch (1992) judges the conversational structure of compliment response sequences as a speech event that “includes not just the speech act utterance but also the entire compliment interaction”. Generally, the existing studies of this field focus mostly on compliment and responses, the present study is carried out to principally explore how native speakers of Yemeni Arabic variety respond to compliments and make the follow-up moves.

1.2 Speech Act Theory

The speech act theory is mainly attributed to the British Philosopher John Langshaw Austin (1962) who claims that many utterances, termed performatives, do not only communicate information, but are equivalent to actions. That is to say, through the use of these utterances, people do things or have others do things for them; they apologize, promise, request, refuse, complain, compliment, etc. Utterances that may be used to realize the above functions are known as *speech acts*.

Austin (1962) classifies speech acts into five groups including: "verdicatives" (giving a verdict), "expositives" (fitting utterances into the course of an argument or conversation), "exercitires" (exercising power, rights or influence), "behabitatives, (demonstrating attitudes or social behavior), and "commissives" (promising or otherwise undertaking). One problem of this taxonomy, however, is that the categories are not mutually exclusive and they often overlap (Reiter, 2000).

Searle (1969), (Austin's student), explains that speech acts are performed in real situations of language use. Therefore, the underlined assumption in speech act theory is that the minimal unit of human communication is the performance of certain kinds of acts or functions.

Searle (1979) provides a classification of speech acts according to their functions. He proposes five categories including "directives", "calmatives", "representatives", "declaratives" and "expressives". The focus of this study, which is "compliment response", is categorized as "expressive". This is the case where the speaker expresses disappointment, joy, like, dislike, etc. Put in a wider academic framework, one may say that "expressives" represent the speaker's psychological state, attitudes, and feelings. The typical acts that come under this category are complaint, apology, and gratitude.

1.2.1 Austin's Speech Act Theory

Austin was one of the first modern scholars to recognize that words are in themselves actions. He defines speech acts as all the things we do with words when we speak. For example, we use language to apologize, to order, to warn, to compliment, to threaten, to request and so on. Actions performed via utterances are generally called speech acts, and in

English, are commonly given more specific labels, such as apology, compliment, complaint, invitation, promise and request. The essential concept of speech acts is that although the number of utterances in a language is infinite, people use these theoretically unlimited utterances to accomplish a limited set of purposes. These purposes are called speech acts.

For Austin, on any occasion, the action performed by producing an utterance will consist of three related acts: locutionary act, illocutionary act, and perlocutionary act.

Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. The second dimension is the illocutionary act, which is performed by uttering some words, such as commanding, offering, promising, threatening, thanking, etc. For example, when **A** says: “Give me some cash” to **B**, the locutionary act is the sound he makes when he says the sentence, the illocutionary act is that A performs the act of requesting B to give him some cash. The third part is the perlocutionary act, which is the actual result of the locution. It may or may not be what the speaker B wants to happen but it is caused by the locution. For example, A’s utterance may have any of the following perlocutions: A persuaded B to give him the money; B refused to give him the money; B was offended; etc. In a word, the perlocution is defined by the hearer’s reaction.

Of these three dimensions, the most discussed is illocutionary force. Indeed, the term “speech act” is generally interpreted quite narrowly to mean only the illocutionary force of an utterance. Austin distinguishes locutionary and illocutionary acts by stating that “the interpretation of the locutionary act is concerned with meaning and the interpretation of the illocutionary act with force”. He later proposed a tentative classification (1962) of explicit performative verbs. He divided them into five categories based on the notion of illocutionary

force. They are verdictives, exercitives, commissives, behabitives and expositives. “Compliment” can be categorized into the group of bahabitives to express one’s attitude towards something.

1.2.2 Searle’s Speech Act Theory

Based on Austin’s speech act theory, Searle (1976) attempted to explain the notion of the illocutionary act by stating a set of necessary and sufficient conditions for the performance of a particular kind of the illocutionary acts. He reclassified it and proposed the so-called direct and indirect speech act. To be exact, a declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act (Yule, 2000).

Searle divided the illocutionary act into five types of general functions. The five-category classification of illocutionary acts are representatives, directives, commissives, expressives, and declarations as detailed below.

Representatives are those kinds of speech acts that state what the speaker believes to be the case or not. Statements of facts, assertions, conclusions, and descriptions, for example: “*It was a rainy day*”, representing the world as he or she believes it is.

Directions are those kinds of speech acts that speakers used to get somebody else to do something. They express what the speaker wants. They can be positive or negative, for example: *Don’t smoke!* or, *Give me a cup of tea!* They may be very modest attempts as

inviting or suggesting, or they may be very fierce attempt as insisting, ordering, or commanding.

Commissives are those kinds of speech acts that speakers use to commit themselves to some future course of action, such as promises, threats, refusals, pledges etc. They can be performed by the speaker alone, or by the speaker as a member of a group. For example, *I will be back.* or, *We will not do that.*

Expressives are utilised to state what the speaker feels. They express psychological state and can be statements of the speaker's attitude, feelings and emotions, for example, pleasure, pain, likes, dislikes, joy, sorrow, complaints, apologies and compliments etc.

Declaratives are the speech acts which change the world with their utterance, such as command, declaration, etc. For example, *We find the defendant guilty!* "Compliment" can be categorized into the group of expressives.

The theory of speech acts has been influential not only in philosophical and linguistic fields, but also in foreign language learning and teaching and cross-cultural research.

1.3 Universality versus Culture-Specificity of Speech Acts

When it comes to linguistic behavior like speech acts, the issue of universality versus culture-specificity has been of great interest to pragmatics. Some scholars claim that speech acts operate by universal principles of pragmatics (e.g., Austin, 1962; Searle, 1969, 1975, 1979), by which communicative interaction between speaker and addressee is governed, as

well as by some general mechanisms such as principles of cooperation (Grice, 1975) or of politeness (e.g., Brown & Levinson, 1987; Leech, 1983).

Furthermore, it is suggested that the strategies for realizing specific linguistic behavior are essentially identical across different cultures and languages, although the appropriate use of any given strategy may not be identical across speech communities (Fraser, 1985). In contrast, other theorists maintain that speech acts vary in both conceptualization and realization across languages and cultures, and that their modes of performance are mainly motivated by differences in deep-seated cultural conventions and assumptions (e.g., Blum-Kulka, et al. 1989; Green, 1975).

The issue of universality versus culture-specificity in speech act studies is still hotly debated. Typical of this debate is the opposing views of Searle (1975) and Wierzbicka (1991). For example, Searle (1975), supporting Austin's (1962) claim that speech acts are semantic universals and hence not culture-bound, he maintains that across languages and cultures, there are general norms for realizing speech acts and conducting politeness behavior, and that while the forms embodying these norms may vary from one language to another, the cross-cultural differences are of less importance. However, Wierzbicka (1991), providing examples from Polish and Japanese, objects this universalistic stand and contends that choosing circumstances for performing certain speech acts is based on cultural norms and values rather than on general mechanisms. She argues that any existing claims to universality in speech act behavior are necessarily subjective and ethnocentric. Given the fact that only a few speech acts and languages have been studied in the literature, existing claims for universality are severely called into question by studies such as Wierzbicka's (Yu, 1999b, 2003).

To examine whether there are universal pragmatic mechanisms in speech act realization, Blum-Kulka, et al. (1989) engaged in a comprehensive study that can be considered as ambitious and comprehensive speech act study, the Cross Cultural Speech Act Realization Project. They focused on three dialects of English and five other languages to investigate whether or not there were universal pragmatic principles in the realization patterns of requests and apologies. Although seeming to support claims for universal categories of main request and apology strategies, their findings indicated not only that the particular manifestations of these strategies were not similar across languages, but also these strategies carried different social meanings across cultures. Nevertheless, there was an inherent flaw in this study; that is, its potential Western bias, for all languages studied was either Western or heavily affected by Western cultures. It is conceivable that only when speech act research is extended to include more non-Western languages, especially those like Chinese which are reputed to bear very different socio-cultural conventions from the Western languages, could substantive universal claims be warranted (Yu, 2003). Accordingly, the present study widens the scope of speech act studies by examining the Yemeni language, and may hence shed some light on the issue of universality versus culture-specificity.

1.4 Questions of the Study

Although most studies so far focused on varieties of English, few have examined compliments and compliment responses in Arabic context. This study attempts to find out the way the Yemeni Arabic speakers use when they come to respond to the compliments formulated by the researcher and given in the form of a questionnaire. The following three questions are what the researcher is going to investigate in this research:

1. What are the types of the compliment responses used by Yemeni Arabic speakers? Do Yemeni speakers of Arabic variety use all types of compliment responses introduced by Herbert (1989), or do they leave some types of compliment responses behind?
2. What are the types of compliment responses preferred by Yemeni males and females when responding to compliments? Do they follow a specific order of preferences?
3. What are the similarities and/or differences between males and females of Yemeni Arabic variety when responding to compliments?

1.5 Significance of the Study

The researcher hopes this study would shed some light on the communicative strategies inherent in compliment responses among males and females of Yemeni Arabic variety. Also, this study may help the readers to understand better about the relationship between language and society since the data given are the compliment responses used in four situations which have different participants and topics. The researcher finally hopes that this study will be helpful for other researchers especially for those who want to carry out further studies on compliment responses among Arab societies.

1.6 Limitations of the Study

The data obtained from DCT may not provide a fully authentic picture of what the subjects have actually said in real-life situations. Nevertheless, the data should be able to reflect the norms which the group of target subjects keeps, too. Weizman (1989) points out that DCT “provides us with evidence of what the informants believe would typically utter in a given situation”. Besides, since the responses are presented in written forms, the phonological aspects cannot be discussed.

1.7 Definitions of the Terms

Speech Acts

A speech act is an utterance that serves a function in communication. By uttering a sentence, we can do things. A speech act is an action performed by means of language. We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal (Austin, 1962 and Searle, 1969).

Locutionary Act

It is an act of uttering a sentence with a certain sense and reference, which is nearly equivalent to meaning in the traditional sense i.e. 'the act of saying something' (Austin, 1962).

Illocutionary Act

It is an act of performing some action in saying something. The speaker may be performing the act of informing, claiming, guessing, reminding, warning, threatening, or requesting i.e. 'utterances which have a certain conventional force' (Austin, 1962).

Perlocutionary Act

It is what speakers bring about or achieve by saying something. The speaker may be performing the act of thanking, claiming, guessing, reminding, warning, threatening, or requesting by uttering an act' (Austin,1962).

Compliments

Olshtain and Cohen (1991) define compliments as “one of the speech acts to express solidarity between speaker and hearer and to maintain social harmony”. According to Holmes (1988), a compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some ‘good’ (possession, characteristic, skill, etc.), which is positively valued by the speaker and the hearer .

Compliment Response

An utterance used to respond to another utterance that refers to something which is positively valued by the participants and attributed to the addressee is called compliment response.

Chapter 2: Review of Relevant Literature

2.1 Introduction

Compliments and compliment responses may vary greatly across speech acts communities (Holmes, 1990). Every society has its own worldview that is reflected in their language. Their general behavior in compliments and compliment responses also vary from culture to another. In the United States, for example, the act of complimenting has become a common phenomenon since it occurs in a very wide variety of situations and serves so many functions, such as complimenting, thanking, apologizing, and so on. Below is a detailed account on studies carried out on complement response in various societies.

2.2 Studies of Compliment Responses on Native Speakers of Arabic

Empirical investigations of compliment responses have been carried out by many scholars using different approaches. Some studies have been conducted on Arabic native speakers. These studies indicate the following points. First, examining the compliment responses behavior of a specific culture. Second, comparing the speech act of compliment responses across cultural groups. Third, investigating the characteristics of non-native speaker compliment responses in English. Finally, language learners tend to transfer their sociopragmatic strategies in their first language to compliment responses in second languages.

For the present study, the researcher is going to study the speech act of compliment responses as they are realized by the males and females of Yemeni Arabic variety of Arabic language. The data that the researcher received from the subjects were in Yemeni Arabic

variety of Arabic language and then the researcher transliterated and translated these data into English language.

Nelson et al. (1993) investigated Egyptian and American compliments using both qualitative and quantitative methodology. Extended interviews were conducted with 20 Egyptian and 20 American university students. Egyptians were interviewed in Arabic in Egypt and Americans were interviewed in English in the United States. On audiotape, subjects described in detail the most recent compliment given, received and observed, providing a corpus of 60 Egyptian and 60 American compliments. Interview data were analyzed to determine 1) compliment form, 2) attributes praised, 3) relationship between the compliment giver and recipient, 4) gender of compliment giver and recipient and 5) compliment frequency. Interview data were used to construct six forms of a questionnaire, varying the recipient of the compliment between a male/female family member, a male/female close friend and a male/female acquaintance. Approximately 240 Egyptian students and 240 American students, about 50% male and 50% female, completed the questionnaire using a variation of Barnlund and Araki's (1985) Complimentary Mode Questionnaire for responses. Students' responses indicated preferences for direct or indirect means of complimenting. The Egyptian questionnaires were in Arabic and the American questionnaires in English. Major findings suggest that both Egyptian and American compliments tend to be adjectival. They frequently compliment personal appearance. Egyptian compliments tend to be longer than American compliments and contain more comparatives, references to marriage and metaphors. Americans tend to compliment more frequently than Egyptians do. Egyptians tend to compliment personality traits, whereas Americans tend to compliment skills and work; and both Egyptians and Americans prefer direct rather than indirect means of complimenting.

Farghal and Al-Khatibb (2001) provide a preliminary analysis from a pragmatic and sociolinguistic point of view, of compliment responses in Jordanian Arabic as they are used by Jordanian college students. Their study focuses upon the relation of the individual's sexual identity to her/his compliment behavior and the attitudes and values attached to it. The phenomenon has been investigated in terms of simple vs. complex responses, macro- vs. micro-functions and intrinsically- vs. extrinsically-complex responses. Explanations are placed within a broad framework of sociocultural differences between male and female college students. The semantic, pragmatic, and sociolinguistic characteristics of compliment responses are highlighted based on an analysis of 268 responses. Also, an attempt has been made to shed light on the kinds of social relationships and the range of strategies which elicited the compliment responses in the corpus. As in a number of other speech communities, the gender of the speaker in Jordanian society seems to be a crucial parameter in the formulation and acceptance or rejection of a compliment.

Al Falasi (2007) conducted a study which aimed at finding out whether Arabic learners of English (Emarati Females in particular) produce target like compliment responses in English and whether pragmatic transfer can occur. Discourse completion and interviews were used to study the strategies employed when responding to compliments by native speakers (NSs) and Arabic nonnative speakers (NNSs) of English. Findings suggest that Arabic (L1) expressions and strategies were sometimes transferred to English (L2). Her study also indicates that Emarati female learners of English transfer some of their L1 pragmatic norms to L2 because they perceive these norms to be universal among languages rather than being language specific. Her study also indicates that Arabic NNSs of English have some misconceptions about NSs that affect the way they respond to their compliments.

Nelson et al. (1996) carried out a study to investigate the similarities and differences between Syrian and American compliment responses. Interviews with Americans yielded 87 compliment/compliment response sequences and interviews with Syrians resulted in 52 sequences. Americans were interviewed in English and Syrians in Arabic. Data consisted of demographic information and transcriptions of the sequences. The entire set of data was examined recursively. This examination suggested three broad categories (acceptances, mitigations, and rejections) and subcategories. Two trained raters coded each of the English and Arabic compliment responses as belonging to one of the categories. Intercoder reliability for the American data was 92 % and 88 % for the Syrian data. Of the American compliment responses, 50 % were coded as acceptances, 45 % as mitigations, and 3 % as rejections. Of the Syrian compliment responses, 67 % were coded as acceptances, 33 % as mitigations, and 0 % as rejections. Results suggest that both Syrians and Americans are more likely to either accept or mitigate the force of the compliment than to reject it. Both groups employed similar response types (e.g. agreeing utterances, compliment "Returns", and deflecting or qualifying comments); however, they also differed in their responses. US recipients were much more likely than the Syrians to use "Appreciation Tokens" and a preferred Syrian response, acceptance + formula, does not appear in the US data at all.

2.3 Studies of on Compliment Responses on Non-Arab Countries

Compliment response has been investigated across cultures since the late 1980s (e.g., Chen, 1993; Golato, 2002; Han, 1992; Herbert, 1989; Herbert & Straight, 1989; Lorenzo-Dus, 2001; Matsuura, 2004; Nelson, et al, 1996; Saito & Beecken, 1997). Among those studies of cross-cultural comparison, Matsuura (2004) is one of the few studies that illustrates

differences between American and Japanese response patterns, and suggests that ostensible acceptance, or light acceptance, of compliments may be characteristic of American English.

American respondents in Matsuura's study reacted differently to appearance-related compliments and compliments given on performance or skills. To the former types of compliments, regardless of the gender or status of the compliment givers, Americans responded mainly by using "Appreciation Tokens" (e.g., "Thank you") with the occasional comment history (e.g., "I bought it yesterday"). Yet with respect to ability-related compliments, they revealed diverse response styles that depended on the illocutionary force of the particular compliments they perceived. Japanese, on the other hand, tended to use wider varieties of responses in both appearance and ability related situations, which suggests that they had a tendency to take compliments on appearance a little more seriously than their American counterparts.

Creese (1991), a British student in the US, carried out a study on the speech act variation in British and American English. The study included eight Americans and four Britons and they were interviewed in order to elicit their perceptions concerning speech act differences between the two cultures. The findings of this study weren't conclusive with Brits and Americans having differing perceptions in some cases. Creese collected 73 compliments naturalistically from teachers' rooms at University of Pennsylvania and 138 from a London school. Creese then did in-depth analysis of complimenting across the two cultures looking at lexical predictability, compliment response, syntactic categories, and compliment topic. Similarity was in the first two areas, with some tendency for the Brits to deflect the compliment slightly more. The big difference was in syntactic preference. The Brits preferred "NP is/looks (intensifier) ADJ" (40%), while Americans preferred "I (really)

like/love NP" (42%). While Americans also used the former (34%), the Brits only used the American preference 12% of the time. The other difference was on appearance and ability: American 66% vs. 33%, Brits 39% vs. 54%. Hence, the Americans were complimenting more on appearance and the Brits more on ability.

A number of contrastive studies have been conducted to compare compliment responses in different languages and language varieties. Arabic and South African English speakers were found to prefer accepting compliments rather than rejecting them. Speakers of Asian languages, on the other hand, were likely to reject compliments (Urano, 1998). In another contrastive study of compliment responses between Chinese learners of English and American NSs of English, Chen (1993), found out that the majority of Chinese NNSs of English rejected compliments, compared to the American NSs who accepted and appreciated those compliments.

Cedar's (2006) carried out a contrastive study of compliment responses used by Thai NNSs of English and American NSs of English revealed significant differences in responses to English compliments between the two groups. While Americans tended to accept compliments and elaborate positively in their responses, Thai NNSs of English refrained from elaborating and used formulaic expressions in their responses. Cedar explained this by stating that "the English conversational competence of Thai subjects was not developed enough to express their feelings of positive elaboration".

Despite the above reviewed studies on compliments and compliment responses, the lack of studies on Arabic learners of English in this area is obvious. Previous studies have given us some lights on the pragmalinguistic and sociolinguistics aspects of complimenting

behavior in many cultures, particularly on the compliment response strategies and pragmatic transfer from L1 to L2. This study will base on these literature and findings and explore a little bit more on the possible follow-ups of the responses, particularly, on the compliment response strategies used by Yemeni Arabic speakers and similarities and differences between genders.

2.4 Frameworks of Compliment Response Strategy Categorization in Previous Studies of Compliment Responses

Compliment responses have been examined in a wide range of pragmatics studies (Chen, 1993; Farghal and Al-Khatib, 2001; Gajaseni, 1994; Golato, 2002, 2003; Herbert, 1986, 1989, 1990, 1991; Herbert and Straight, 1989; Holmes, 1986; Lorenzo-Dus, 2001; Pomerantz, 1978, 1984; Saito and Beecken, 1997; Yu, 1999b; etc.). What is worth noticing is that previous studies of compliment responses have presented different frameworks of compliment response categorization, of which the most popular ones are presented below. It is, therefore, difficult for researchers to decide on the most appropriate one to adopt.

It can be said that the classic frameworks of compliment response categorization are those suggested by Pomerantz (1978) and Herbert (1989) see table (1 and 2) below.

2.4.1 Compliment Response Taxonomy of Pomerantz (1978)

Table (1) below shows the framework adopted by Pomerantz (1978) with examples as cited in Herbert (1989: 10).

Table 1: Taxonomy of Compliment Response Types (Pomerantz 1978)

I. Acceptances

Appreciation Token	A: That's beautiful. B: Thank you.
Agreement	A: Oh it was just beautiful. B: Well thank you. I thought it was quite nice.

II. Rejections

1. Disagreement	A: You did a great job cleaning up the house. B: Well, I guess you haven't seen the kids' room.
-----------------	--

III. Self-praise Avoidance Mechanisms

1. Praise Downgrades

Agreement:	A: That's beautiful. B: Isn't it pretty?
Disagreement:	A: Good shot. B: Not very solid though.

2. Referent Shifts

Reassignment	A: You're a good rower, Honey. B: These are very easy to row. Very light.
Return	A: Ya' sound real nice. B: Yeah, you sound real good too.

Herbert (1989) suggested another framework of Compliment Response types based on American and South African ethnographic data. Table (2) below is a summary of Herbert's framework with examples from his American ethnographic data.

2.4.2 Herbert's Compliment Response Types (1989)

Table 2: Herbert's Compliment Response Types (1989)

1. Agreements

Appreciation Token

Thanks/ Thank you.

Comment Acceptance

F1: I like your hair long.

F2: Me too. I'm never getting it cut short again.

M1: I like your jacket.

M2: Yeah, it's cool.

Praise Upgrade

F: I like that shirt you're wearing.

M: You're not the first and you're not the last.

Comment History

F1: I love that outfit.

F2: I got it for the trip to Arizona.

Reassignment

F: That's a beautiful sweater.

M: My brother gave it to me.

Return

F: You're funny.

M: You're a good audience.

2. No agreements

Scale Down

F: That's a nice watch.

M: It's all scratched up. I'm getting a new one.

Disagreement

F1: Nice haircut.

F2: Yeah, I look like Buster Brown.

F1: Your haircut looks good.

F2: It's too short.

M: Those are nice shoes.

F: They hurt my feet.

F1: Nice haircut. You look good.

F2: I hate it.

Qualification

F1: Your portfolio turned out great.

F2: It's alright, but I want to retake some pictures.

M: You must be smart. You did well on that last linguistics test.

F: Not really. You did better.

Question/ Question Response

M1: Nice sweater

M2: You like it?

M1: Yeah

M2: Why?

M1: It's a nice color.

M2: Yeah, it's a nice color.

M: Nice sweatshirt.

F: What's wrong with it?

M: That's a nice sweater.

F: Do you really think so?

No Acknowledgement

M1: That's a beautiful sweater.

M2: Did you finish the assignment for today?

3. Request Interpretation

F: I like your shirt.

M: You want to borrow this one too?

The frameworks of compliment response categorization by Pomerantz (1978) and Herbert (1989) have been widely used with or without adaptation. For example, in order to contrast compliment responses by British and Spanish university students, Lorenzo-Dus (2001) adopted Herbert's (1989) taxonomy but used only the following compliment response types: compliment acceptance, comment history, "Return", "Praise Upgrade" and "Reassignments".

In the present study, the researcher adapts Herbert's model and tries to apply the twelve types of compliment responses used by Herbert but the formation of the four situations are set by the researcher.

2.4.3 Compliment Response Categorization Based on Semantic Formulae by Saito and Beecken, (1997)

Table 3: Compliment Response Categorization Based on Semantic Formulae (Saito and Beecken, 1997)

Semantic Formula	Examples
1) Gratitude	Thank you; Appreciate it.
2) Affirmative explanation	I have confidence; I'm good at cooking.
3) Agreement	Yes; I know.
4) Acceptance	I'm glad you like it.
5) Joke	You need to practice ten more years to beat me.
6) Avoidance/Topic change	Really? Let's play again.
7) Mitigation	It happened by chance.
8) Return	You're good, too.
9) Denial No; I'm not good.	

2.4.4 Compliment Response Categorization Based on Farghal and Al-Khatib (2001)

Saito and Beecken's framework is not the only one which was founded on more than one way of analyzing compliment responses. Farghal and Al-Khatib (2001) also used two types of distinctions (i.e. binary distinctions) to categorize compliment responses by Jordanian college students.

1. Simple responses (i.e., responses featuring one illocution, e.g., thanking, offering, denying, and responses which are exclusively non-verbal) vs. complex responses (i.e., responses featuring two illocutions, e.g., thanking + offering, doubting + denying, invocation + thanking).

2. Macro-functions, e.g., accepting compliment, vs. micro-illocutions, e.g., invocation or offering.
3. Intrinsically-complex responses (i.e., responses featuring two micro-illocutions within the same macro-function, e.g., thanking + offering or doubting + denying) vs. extrinsically-complex responses (i.e., responses featuring two micro-illocutions which belong to different macro-functions, e.g., tagging + denying or thanking + questioning).

2.4.5 Billmyer (1990) System of Compliment Response

Billmyer (1990) offers a similar system for compliment response but with fewer categories as shown in the table (4) below.

Table 4: Billmyer (1990) System of Compliment Response

1. Downgrading

A: That's nice shirt you are wearing!

B: Well, I just got it. It was pretty cheap.

2. Questioning

A: You did an excellent job yesterday, Jim! I really enjoyed your presentation.

B: Do you really think so?

A: Oh, yeah, it was fabulous.

3. Shifting Credit

A: I love your clock. It looks great in your living room!

B: Thanks. A friend of mine brought it to me from Oregon.

4. Returning

A: You are looking well!

B: Thanks. So are you!

Other linguists provide similar systems of compliment response types. Given the above characterization of the categories of compliment responses, we are able to decide what strategies are being used in the data we retrieve later in discussion session.

Chapter 3: Methodology

3.1 Design

As Golato (2003) puts it, “DCTs are better suited to the study of ‘what people think they would say than to the study of ‘what people actually do say’ in a given speech setting’”. In the present study, four situational settings relating to four different topics were employed by the researcher: skill, appearance, possession and ability.

Situation one: skill

You wrote an article in the newspaper and in the next day *your teacher* met you and said "I have read your article. It is very great. You are a skillful writer". What is your response to his/her compliment?

Situation Two: appearance

You bought a new uniform for the new school year and in the first day of study a *colleague* met you and looked at your uniform and said “You look handsome wearing this uniform”. What would be your response to his/her compliment?

Situation Three: possession

After you finished all your studies, you became a teacher and you bought a luxurious car. One day, you gave a lift to one of your students. When s/he approached his /her house, s/he said "You have a nice car my teacher“. What would be your response to his/her compliment?

Situation Four: ability

After you finished all your final exams, you took your results and found out that you got the first place over your classmates. When your brother/sister saw your results, s/he said to you “You have made a great success over all your colleagues, you have great abilities“. What would be your response to his/her compliment?

3.2 Subjects

Data were collected from a group of Yemeni students in different departments such as English language, Arabic language, History, Business Administration, Physics, Computer Science, Islamic Studies and Mathematics, at different Yemeni universities (Sana’a, Aden, Taiz University, Ibb, Al Hodaidah) and some others are Yemeni students were studying at King Abdulaziz University in Saudi Arabia, Jeddah). Participation in this survey was voluntary. The sample included 30 males and 15 females (mean age 22). The respondents were relatively homogeneous in terms of their cultural background and academic/ linguistic experiences (see table 5 below).

Table 5: Participants of the study

Gender	Male	Female
Number of participants	30	15
Mother tongue	Arabic	Arabic
Average age	22	22

3.3 Instrument of Data Collection

Data of this study were collected through a controlled elicitation method based on a questionnaire which is a modified version of ‘Discourse Completion Tests’ used in (Herbert 1989). This type of questionnaire enabled the researcher to reach large numbers of respondents and statically control variables and analyze data accordingly. The researcher designed the questionnaire to analyze compliment response strategies used by Yemeni Arabic speakers. The questionnaire included four hypothesized situations see section (3.1) above. For each situation, subjects were instructed to fill in with what they would say in each of the four contexts. The respondents were asked to put themselves in real situations and to assume that in each situation they would say something in their Yemeni dialect and not in the standard Arabic. They were asked to write down what they would say. The researcher administered the questionnaire in the first semester of the academic year 2010/2011.

3.4 Discourse Completion Tasks and Questionnaires

In DCTs and questionnaires production, subjects are presented with a situation in which a compliment (or a compliment response) is believed to be the next relevant action. Subjects are then invited to note what they would say or how they would react in such a situation. This method of data collection has many administrative advantages (Billmyer and Varghese 2000). For example, allowing the researcher to control certain variables (i.e. age of respondents, features of the situation, etc.) and to quickly gather large amounts of data without any need for transcription, thus making it easy to statistically compare responses from native and non-native speakers (BlumKulka, et al. 1989).

Similar to role plays, DCTs are in a crucial sense metapragmatic in that they explicitly require participants not to conversationally interact, but to articulate what they believe would be situationally appropriate responses within possible, yet imaginary, interactional settings. As such, responses within a DCT can be seen as indirectly revealing a participant's accumulated experience within a given setting. This suggests that the DCT is a valid instrument for measuring not pragmatic action, but symbolic action.

Despite the limitations, discourse completion tasks are widely used in the fields of pragmatics, intercultural communication, and second language acquisition, mainly because their simplicity of use and high degree of control over variables lead to easy replicability. In order to improve DCTs (particularly in order to overcome insufficient situational background information in the DCT), researchers have called for enhancing the situational prompts by providing more contextual and social clues (Billmyer and Varghese 2000). Additionally, it was found that administering DCTs orally yields more naturalistic speech features than the equivalent written DCT. In order to make the situation more realistic, some researchers have included listener responses in the prompt. However, it is yet not clear to what extent these responses are beneficial (in that they make the situation more realistic) or harmful (in that they influence the informants' responses; see Johnston et al (1998). and Hinkel (1997) for a detailed discussion). This type of test allows the researcher to access fairly homogenous respondent group (age, gender and occupation) of a considerable size.

3.5 Data Collection

3.5.1 Procedures for Data collecting

The data for the present study were collected by means of a Discourse Completion Test in three steps:

Step one: The researcher distributed altogether 45 questionnaires to the subjects, 30 males and 15 females. The subjects were told that they had enough time to answer the questionnaires.

Step two: The researcher gave instructions to the subjects that they should read the instructions carefully in order to satisfy the different requirements of the questionnaire. Then they were required to read each situation carefully and enact the role of the complimenter and respondent in the specific situation. Since the subjects may respond to one situation with more than one utterance, enough space was provided below each situation. It took the subjects 10-20 minutes to complete the questionnaires.

Step three: After collecting the questionnaires, the researcher checked them and found out that there were altogether 45 questionnaire sheets, 30 for males and 15 the females.

3.5.2 Procedures for Data analysis

After checking the answer sheets, the investigator began to analyze the data. The following procedures were followed:

Stage one: Identifying the strategies used by respondents in their compliment response utterances.

Step two: Writing down the number of categories of strategies in compliment responses in each production according to their preferences starting from the highest percentage to the lowest.

Step three: Identifying the similar strategies between the males and females as well as the differences.

Chapter 4: Analysis and Findings

This chapter presents the analysis of the data, results and findings and interpretation of data collected from the sample see tables (7 and 8) for the summary of the compliment responses provided by Yemeni Arabic speakers. The two tables serve two functions. First, in the analysis of the findings, the researcher found out that the Yemeni Arabic speakers do not use all types of compliment responses introduced by Herbert. For "Comment History" compliment response, none of Yemeni gender uses them at all.

It is also found out that the compliment responses employed by Yemenis are lengthy and this has been also found in a study carried out by Al Falasi (2005) in her study "Just Say Thank You": A Study of compliment responses carried out on a number of Emarati Females. Respondents preferred responding with long responses due to the general understanding that the longer the response to a compliment, the more sincere it is. In the current study, it is also found out that the combination of two types of responses occurred mostly in the responses by Yemenis. This is aligned with the findings of Farghal and Al-Khatibb (2001) who called

these responses as "complex responses" in which they contain two speech acts such as "Appreciation Token" + "Return" as in /šukran! oyuunak_il-hilwah/ (Thanks! your beautiful eyes).

4.1 Types of Compliment Responses Used in the Four Situations by Yemeni Arabic Speakers

In tables (6.1-6.8) below, the researcher reveals some of the compliment responses produced by Yemeni male and female Arabic speakers and classifies them based on the 12 types of compliment responses proposed by Herbert (1989).

Tables (6.1-6.8): Compliment Responses Used in the Four Situations by Yemeni Arabic Speakers

Table 6.1: Male -Male Interaction Situation (1)

Compliment	Responses	Types
You wrote an article in the newspaper and in the next day <i>your teacher</i> met you and said "I have read your article. It is very great. You are a skillful writer". What is your response to his/her compliment?	- /šukran and šukran lak/ (Thanks and thank you!)	- "Complex Appreciation Token" (double Appreciation)
	- /hatha min thawgak alhilo/ (This is from your sweet style.)	- "Return"
	- /maškoor, Allah yehfaDhek/ (Thanks, May Allah preserve you.)	- "Appreciation Token"
	- /badri šlya lesati fi altarig/ (It is	- "Downgrade"

	<p>early for me, I am still in the beginning of the road.)</p> <p>- /šukran lek, min thawqak, maligeet ʕlya wala mulahathah/ (Thank you! This is from your good taste. Did not you find any remark about it?)</p> <p>- /hi ra'aʕah walakin fi itelaʕek aliha asbahat mutamyezah/ (It is great but once you look into it, it becomes distinguished.)</p> <p>- /ana muhattam, wela ani akbar katib fi alšarq alawsat/ (I am discouraged, otherwise, I am the greatest writer in the Middle East.)</p> <p>- /hatha bas lya'ank ostathi/ (This is only because you are my teacher.)</p>	<p>- "Appreciation Token" + "Return" + "Question"</p> <p>- "Qualification"</p> <p>- "Praise Upgrade"</p> <p>- "Comment Acceptance"</p>
--	---	--

Table 6.2: Female-Female Interaction Situation (1)

Compliment	Responses	Types
------------	-----------	-------

<p>You wrote an article in the newspaper and in the next day <i>your teacher</i> met you and said "I have read your article. It is very great. You are a skillful writer". What is your response to his/her compliment?</p>	<p>- /šukran muḡalimati/ (Thanks my teacher)</p>	- "Appreciation Token"
	<p>- /hatha min thawqik/ (This is from your good taste.)</p>	- "Return"
	<p>- /ana saeedah lya'anha aḡjabatki/ (I am happy because it admires you.)</p>	- "Comment Acceptance"
	<p>- /šukran, hatha min thawqik/ (Thanks! This is from your good taste.)</p>	- "Appreciation Token" + "Return"
	<p>- /walakin kaif arafti anha ra'aḡah/ (But how did you know that it is great?)</p>	- "Question"

Table 6.3: Male-Male Interaction Situation (2)

Compliment	Responses	Types
<p>You bought a new uniform for the new school year and in the first day of study a <i>colleague</i> met you and looked at your uniform and</p>	<p>- /hi ḡyoonek alhilwah/ (They are your beautiful eyes.)</p>	- "Return"

<p>said “You look handsome wearing this uniform”. What would be your response to his/her compliment?</p>	<p>- /bas tabʕan mu awsam minek/ (But of course not more handsome than you.)</p>	- "Downgrade"
	<p>- /almalih malih hata lo yelbas junih/ (The handsome is handsome even if he wears a bag.)</p>	- "Praise Upgrade"
	<p>- /abtasim bal ohraj/ (I smile and even feel embarrassed.)</p>	- "No Acknowledgement"
	<p>- /ana lastu wasim walakin ʕyoonek hi men tara kul ŕeya'a jameel/ (I am not handsome but they are your eyes that see everything nice.)</p>	- "Qualification"
	<p>- /hamden lillah ʕala hathihalnaʕmah/ (Thanks God for this favor.)</p>	- "Comment Acceptance"
	<p>- /ŕukran/ (Thanks!)</p>	- "Appreciation Token"

	- /šukran jazeelen, husen andarakum/ (Thank you very much! Your beautiful eyes)	- "Appreciation Token" + "Return"
--	---	-----------------------------------

Table 6.4: Female-Female Interaction Situation (2)

Compliment	Responses	Types
You bought a new uniform for the new school year and in the first day of study a <i>colleague</i> met you and looked at your uniform and said “You look handsome wearing this uniform”. What would be your response to his/her compliment?	- /šyoonik alhilwh/ (They are your beautiful eyes.)	- "Return"
	- /abtasim/ (I smile.)	- "No Acknowledgement"
	- /tuškari/ (Thanks!)	- "Appreciation Token"
	- /šukran, min bašdt ma šendakum/ (Thanks! Part of what you have.)	- "Appreciation Token" + "Return"
	- /tabšan meš ahla minik/ (Of course, but not more beautiful than you.)	- "Downgrade"

Table 6.5: Male-Male Interaction Situation (3)

Compliment	Responses	Types
<p>After you finished all your studies, you became a teacher and you bought a luxurious car. One day, you gave a lift to one of <i>your students</i>. When s/he approached his /her house, s/he said "You have a nice car my teacher". What would be your response to his/her compliment?</p>	- /teštariha mini? / (Will you buy it from me?)	- "Question"
	- /Khalihā ʕala rabak baṣ, ila alaān ma khalast aḡṣadha/ (Leave it to your lord, I did not finish its installments yet.)	- "No Acknowledgement"
	- /intabḥ ʕala drasatek itha ant taštēhi sayarah mithlaha/ (Take care of your study if you want a car like mine.)	- "Request"
	- /men yeštēhi alhali ṣabar/ (He who wants a good thing should be patient.)	- "Comment Acceptance"
	- /men jed wajad/ (The more you work, the more you get benefits.)	- "Praise Upgrade"
	- /hatha min fadel rabi/ (This virtue is from my Lord.)	- "Reassignment"

	- /wain alrawṣah šakl qias netharatek Ghalat/ (Where is the beauty of it? It seems that your glasses' measurement is wrong!)	- "Disagreement"
	- /hatha min hosen thawgak/ (This is from your high taste.)	- "Return"
	- /yaṣni almohim inha tefi belGharadh (To meet the purpose is the very important thing.)	- "Scale Down"
	- /šukran! ṣyoonek alhilwah, hatha min thawgak/ (Thanks! Your beautiful eyes, this is from your high taste.)	- "Appreciation Token" + "Return" + "Return"

Table 6.6: Female-Female Interaction Situation (3)

Compliment	Responses	Types
After you finished all your studies, you became a teacher and you bought a luxurious car. One day, you gave a lift to one of <i>your students</i> . When s/he approached his /her	- /šukran/ (Thanks!)	- "Appreciation Token"
	- /masha'a Allah/ (May Allah be the protector.)	- "Appreciation Token" Sometimes could be "No Acknowledgement"

house, s/he said "You have a nice car my teacher". What would be your response to his/her compliment?	- /indma turideen alrkoob marh okhra kalimini/ (When you want a ride anther time just tell me.)	- "Request"
	- /hatha bas Iya'anki talibah najeebah/ (This is because you are a smart student.)	- "Comment Acceptance"
	- /la tebaliGhi, řala kul hal řukran/ (Do not exaggerate. At any rate, Thanks.)	- "Disagreement" + "Appreciation Token"

Table 6.7: Male-Male Interaction Situation (4)

Compliment	Responses	Types
After you finished all your final exams, you took your results and found out that you got the first place over your classmates. When your brother/sister saw your results, s/he said to you "You have made a great success over all your colleagues, you have great abilities". What would be your response to his/her compliment?	- /sabab tafawegi ani ja'alek qwdwah li/ (The reason behind my success is that I made you an example for me.)	- "Return"
	- /thaker liki tusbeh mithli/ (Tstudy hard to be like me.)	- "Praise Upgrade"
	- /ařkur abi wa umi řala	- "Reassignment"

	<p>kalimatahom/ (I do thank my father and mother for their encouraging words.)</p> <p>- /alsekoot/ (I will keep silent.)</p> <p>- /šukran! baraket duša alwaldain/(Thanks! This is the blessing of parents' supplication.)</p> <p>- /ant akhi sedeq tešaja'a akhok/ (You are truly my brother, you encourage your brother.)</p> <p>- /al ostath muGhalet jab li aldrajat kulha miyat/ (The teacher is not just, he gave me all the marks hundreds.)</p>	<p>- "No Acknowledgement"</p> <p>- "Appreciation Token"+ "Reassignment"</p> <p>- "Comment Acceptance"</p> <p>- "Disagreement"</p>
--	---	---

Table 6.8: Female-Female Interaction Situation (4)

Compliment	Responses	Types
After you finished all your final exams, you took your results and found out that you got the first place over your	- /hatha ijtehad walhamdulliah/ (This is my hardworking effort and thanks God.)	- "Praise Upgrade"

classmates. When <i>your brother/sister</i> saw your results, s/he said to you “You have made a great success over all your colleagues, you have great abilities“. What would be your response to his/her compliment?	- /šukran/ (Thanks!)	- "Appreciation Token"
	- /hatha min fadel rabi wedaŕawat walidati/ (This is from God's favor and my mother's supplication.)	- "Reassignment"
	- /bas anti afdel meni/ (but you are better than me.)	- "Scale Down"
	- /hatha befadl tašjia'ak/ (This is the result of your encouragement.)	- "Return"
	- /šukran! hal kan ladiki šak min gudrati/ (Thanks! Did you have such a doubt of my abilities.)	- "Appreciation Token" + "Question"

4.2 The Preferences for the Yemeni Arabic Speakers in Using the Compliment Response Strategies

Since the researcher wants to analyse the differences between Yemeni Arabic speakers in utilising compliment response strategies based on gender, the researcher divided the analysis between the males and females responses as shown in tables (7) and (8) and the discussion in sections (4.4 and 4.5) below.

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

**The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,
M.A. Dissertation**

Table (7): Occurrences of Males and Females Responses

No.	Compliment Type	Male Responses	Female Responses
1.	Appreciation Token	70	42
2.	Comment Acceptance	14	7
3.	Praise Upgrade	25	8
4.	Comment History	0	0
5.	Reassignment	14	7
6.	Return	64	26
7.	Scale Down	16	3
8.	Question	12	4
9.	Disagreement	5	1
10.	Qualification	2	0
11.	No Acknowledgement	16	5
12.	Request Interpretation	25	11
	Total Responses	263 Responses	114 Responses

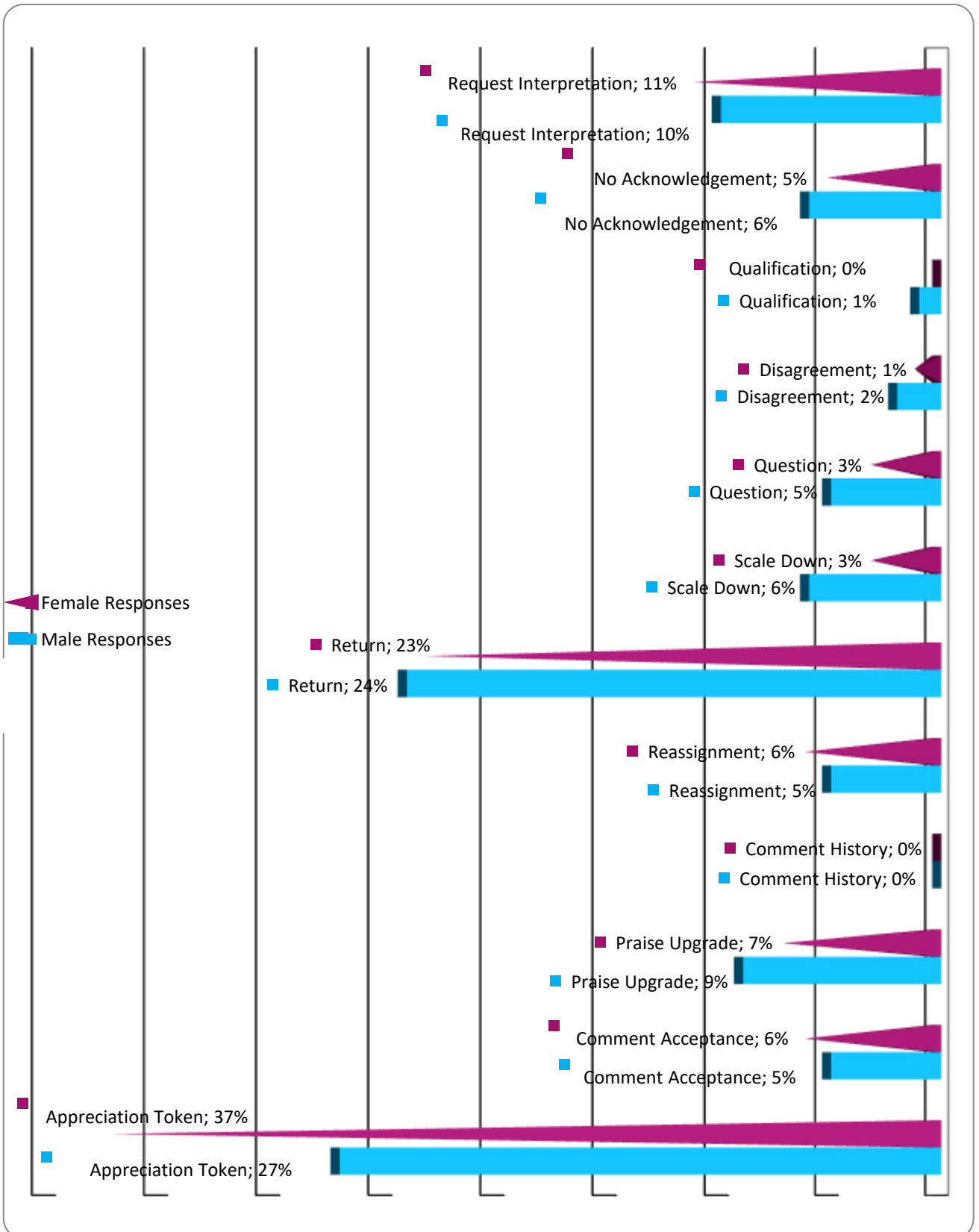
4.3 The Percentage of Preferences for the Yemeni Arabic Speakers

In the following table, the researcher divided the responses into two parts; that are males and females. Then he calculated the percentages of the occurrences for the compliment responses by dividing the number of occurrences of responses by the total for each group, and then multiplied them into 100%. For example, the total number of all male occurrences

for the 12 types of compliment response is 263 responses and the total number of "Appreciation Tokens" for the males is 70. Therefore, to get the percentage, the researcher divided the 70 "Appreciation Tokens" by the total number of all male responses which is 263 and the result is 27%; that is $70 / 263 = 27\%$. The same method was used to find out the percentages among females.

Table (8): Percentages of Males and Females Responses

No.	Compliment Type	Male Responses	Female Responses
1.	Appreciation Token	70 (27%)	42 (37%)
2.	Comment Acceptance	14 (5%)	7 (6%)
3.	Praise Upgrade	25 (9%)	8 (7%)
4.	Comment History	0 (0%)	0 (0%)
5.	Reassignment	14 (5%)	7 (6%)
6.	Return	64 (24%)	26 (23%)
7.	Scale Down	16 (6%)	3 (3%)
8.	Question	12 (5%)	4 (3%)
9.	Disagreement	5 (2%)	1 (1%)
10.	Qualification	2 (1%)	0 (0%)
11.	No Acknowledgement	16 (6%)	5 (4%)
12.	Request Interpretation	25 (10%)	11 (10%)
	Total Percentage	263 (100%)	114 (100%)



4.4 Male Responses

In this part, the researcher presents and explains most of the compliment responses used by the male speakers of Yemeni Arabic variety that see tables (6.1 – 6.4).

Based on the data gathered in tables (6.1 – 6.4), the researcher found out that there are three compliment responses that were mostly utilised by Yemeni males when responding to compliments. These were "Appreciation Token", "Return" and "Request". It is clear from the data provided that the "Appreciation Token" has the highest occurrences in males' responses and then comes the "Return strategy". The use of "Appreciation Token" by the males of Yemeni Arabic variety occurred 70 times in the four situations (27%), (see table 8). It means that "Appreciation Token" such as, /šukran/, /maškoor/ and /šukran lek/ (Thanks and thank you.) is used by Yemeni males mostly rather than any other type of compliment responses.

The use of "Return" compliment response type such as, /hatha min thawgak alhilw/ (This is from your sweet style.) and /hi ŕyoonek alhilwh/ (They are your beautiful eyes.) by the Yemeni males that occurred 64 times (24%), rated the second type of compliment response employed by Yemeni males. "Request Interpretation" occurred for 25 times (10%), "Praise Upgrade" occurred 25 times (9%) and "No Acknowledgement" occurred 16 times (6%). Below is a detailed account on the types of compliment responses employed by Yemeni males when responding to the four situations mentioned above (see section 3.1).

1- Appreciation Token (27%)

When looking at the responses made by the males of Yemeni Arabic, it can be clearly seen that (27%), that is, twenty five participants out of thirty, replied with "thank you". Saying "thank you" is categorized as an "Appreciation Token" because the addressee accepts the compliment given without being tied to the compliment itself. It means that the addressee accepts and appreciates the compliment by saying "thank you".

The majority of responses using an "Appreciation Token" in situation (1) are /Šukran and Šukran lak/ (Thanks and thank you.). Many others give an "Appreciation Token" by replying with a lengthy responses when responding to the first situation such as /Šukran ala mujamaltik and Šukran ala teŠjya'ak/ (Thanks for your compliment and thanks for your encouragement).

A large number of respondents responded with a "combination of responses" or "complex responses" as Farghal and Alkhatib (2001) called them in their study. For example, in all the situations, the researcher noticed that the respondents combine "Appreciation Token" + "Return" and this happens many times as in /Šukran! ŧyoonek ahla/ and /Šukran! hatha min thawqek/ (Thanks! Your beautiful eyes and Thanks! This is because of your high taste).

Few males responded by combining three types of compliment responses; that is "Appreciation Token" + "Return" + "Question" as in /Šukran! hatha min thawqek, maleqit aliha wala mulahatha?/ (Thanks! This is from high taste. Did not you find any remark about it? There researcher has noticed one kind of compliment response used when one respondent replied by saying /la tusk-ha ayn/ (take care, you have an evil eye) situating (3). This kind of reply reflects that the society believes in the evil eye and it has a negative consequences on the human beings.

2- Return (24%)

The complimentee reciprocates the act of complimenting by paying back the compliment to the complimenter. It seems that the addressee wants to shift the object of compliment from himself to the complimenter. A "Return" is classified as one of the acceptance strategies in which the addressee accepts the compliment and shifts it to the addresser by saying that the complimenter has beautiful eyes as in situation (1) which was about the appearance of the person who wears a new uniform. A "Return" type of compliment responses was utilised a lot in this research and in all the four situations. It was found extensively in situation (2) because this situation helps the addressee to have a quick response, which is the "Return", without even meaning or being true in his response. Many single "Return" responses are found such as /ʕyoonek alhilwa, min thawqak/ (Your beautiful eyes, from your taste, etc.).

A combination of a "Return" and other types of compliment responses was found as in the study such as /ant akthar ilman, kam sihart min al-lyali/ (You are more knowledgeable, you know how many nights did you stay up for your study?). this combination represents "Return" + "Question". Another example was noticed when one respondent said /Šukran! ʕyoonek alhilwa/ (Thanks! Your beautiful eyes) in which an "Appreciation Token" + "Return" were employed in one response.

3- Request Interpretation (10%)

In principle, "Request interpretation" occurs when a participant interprets the compliment as indirect request. That means the addressee interprets the compliment as a request rather than a simple compliment. The researcher found out that the complimentees used the strategy of

request as a kind of polite response to the compliment, for example, in response to situation (1) by one male, he showed his polite acceptance answer for the compliment by saying /amel an yenal a'ajabek, wa Šukran lek/ (I hope that admires you, and thank you.) in which he employed "Request" + "Appreciation Token" types of compliment response.

Also it was noticed that a request response is a kind of wishing good things for the complimenter and that occurred repeatedly in the addressees' responses as in /al oqba lek/ (You may have the same), /wa lek mithlo thalik qareeban/ (You may have the same soon).

4- Praise Upgrade (9%)

When replying to a compliment using the "Praise Upgrade" type of response, the addressee accepts the compliment and claims that the addresser pays him insufficient compliment, so the exaggeration can be noticed in the responses using this type of compliment responses. In replying to situation (2) which was about the uniform, one of the respondents replied by saying /hathihi albdlah taba'an markah/ (This uniform is of course a trademark.) and he meant that 'this is not an usual uniform, it is a trademark and expensive'. Additionally, another addressee praised himself by contradicting with the addresser's compliment regarding the his suit by saying /ana wasim hatta bodon hathih albadlah/ (I am handsome even without this suit).

In situation (3) when the teacher replied to his student by getting a luxurious car the teacher said /alhamdullih, man jed wajed/ (Thanks God! He who works hard gets his reward.) meaning that he had studied hard in his early time and the result of that hard work is this luxurious car.

The researcher classifies these responses into "Praise Upgrade" because the addressee always asserts a statement that shows the compliment is not enough, in other words, the addressee observes more than that. In situation (4), the addressee gives "Praise Upgrade" response with a kind of punishment to the addresser by saying /aywah, muš mithlak khazeet fina bain alalam/ (Yes, not like you, you made us ashamed in front of the world (the public)).

5- Scale Down (6%)

This type of compliment response occurs when the complimentee qualifies the praise force/compliment assertion, or downplays the object of the compliment. For example, when replying to situation (4), one addressee showed his "Disagreement" to the compliment by saying /muš lihathih aldarajeh/ (Not to this extent.). Similarly, in situation (1) another addressee showed his "Disagreement" and humbleness by saying /badri ali lisati fi altareek/ (It is early for me, I am still in the beginning of the road.), meaning that he does not reach the degree of professionalism in writing articles yet.

In situation (2), the force of the compliment was minimized or scaled down by the addressee. For example, one participant replied to the situation by saying /hatha min ba'ad ma endakum/ (This is part of what you have). Likewise, another addressee in the same situation downgraded himself in comparison with the addresser by saying /bas taba'an mu aosam minak/ (But of course, I am not more handsome than you). A combination of "Scale Down" and other type of compliment response was not found among the Yemeni males.

6- No Acknowledgment (6%)

(6%), eleven participants out of thirty, of the addressees gave no direct responses to the compliments given. Here acknowledgment means that the addressee gives no indication of having heard the compliment; that is, he employs the conversational turn to do something other than responding to the compliment offered; shifts the topic. In situation (3), one addressee did not give a direct response to the compliment, instead, he offered a service to the complimenter /alsyarah taht alkhidmah wala yehmak/ (The car is under your service, do not worry).

In response to situation (2), one addressee replied with /abtasim bal ohraj/ (I smile, not only that I also feel embarrassed). This means that the addressee did not utter such a word to respond to the addresser's compliment. Situation (4) was left out blank by one male without writing a response for the compliment given. This means the addressee kept silent and gave no response. The researcher classifies this silence as "No Acknowledgement" type of compliment response. In situation (2), one addressee also paid "No Acknowledgment"; he just says /ahrajtani/ (You embarrassed me).

7- Reassignment (5%)

When the addressee agrees with the compliment, but the complimentary force is transferred to some third person or to the object complimented itself this is call reassignment. The difference between the compliment "Return" and "Reassignment" is that speaker 2 compliments a third person or an object not the complimenter himself. It was noticed in this research that the addressees' responses using "Reassignment" type do transfer the

complimentary force to God Who grants them success, good looking etc. Reassignment was used repeatedly in situation (4). For example, one of the participants replied by saying /hatha tawfiq min allah ta'ala/ (This success is from God the Almighty), /hatha min fadel allah/ (This is a favor of God) and /kulh min allah/ (All this is from God).

In a similar situation, an addressee responded to the compliment given by reassigning his success to his father and mother because of their encouraging words as in /aŠkur abi wa umi ala kelimatahum/ (I do thank my father and mother for their words (encouragement)). In response to situation (2), an addressee transferred the compliment to a third person as in /hathihi khalati ahditni min fransa (This gift is from my aunt, she brought it from France and gave it to me).

A combination of "Reassignment" and other types of compliment response was also found in this research. For example, in situation (4), one of the addressees related his success in his study to 'God'. The respondent reciprocated the act of complimenting by paying back the compliment to the addresser by telling him that he was also the source of his success by saying /inhu bifadel allah thum bifadlak/ (This is from God's favor and your favor, too). In the same situation, "Appreciation Token" + "Reassignment" were found as in /Šukran! hatha min fadel allah/ (Thanks! This is from God's favor). The addressee thanked the complimenter first for his compliment and then he referred who was the reason behind his success.

8- Comment Acceptance (5%)

In "Comment Acceptance", the addressee accepts the compliment and gives relevant comment on the appreciated topic by means of a response semantically fitted to the compliment. For example, in situation (1), one addressee agreed with the complimenter regarding the compliment given and then he gave relevant comment supporting the complimenter's opinion as in /yesurani an almagal a'ajabak/ (I am happy because you liked the article). Similarly, in situation (2), one addressee showed his "Comment Acceptance" by saying /man yŠt-hi alhali sabar/ (He who wants good things should be patient).

A combination of "Comment Acceptance" and "Appreciation Token" was found in some responses as in /Šukran! hee jamilah weraya'ah mithl wejodak alraya' fiha/ (Thanks! It is beautiful and great like your presence inside it), situation (3).

9- Question (5%)

(5%), Six out of thirty of the male participants asked questions in their responses for the compliments in the situations given. Some of the addressees wanted an expansion or repetition of the original compliment and some other questioned the sincerity of the compliment. In response to situation (2), for example, one addressee questioned the sincerity of the addresser by saying /billah alik albadlah hasineh min sadiq/ (swear by Allah (God). Does the suit look great?) and /asa'alk billah/ (I do ask you in Allah = Are you really sure?).

In situation (3), the teacher did not give a direct response to the complimented car otherwise he replied to the student's compliment by asking him to buy this complimented car as in /teŠtariha mini/ (Would you like to buy it from me?). A similar response was found in the same situation when the teacher answered the student's compliment by telling him that to

exchange the teacher's car with the student's father's car as in /ayš ra'ayak betbadel bisyarat alwalid/ (What do you think, would you like to give me your father's car and I will give you mine?).

Addressees used a combination of "Question" and some other types of compliment responses such as /a'ajabatek ya batal, ana aškurak/ (Did you like it my brave boy, I do thank you), "Question" + "Appreciation Token".

10- Disagreement (2%)

An addressee can show his "Disagreement" by saying directly that his car, for example, is not luxurious. In response to situation (3), for example, one addressee replied to the situation by saying /wain alrawa'ah fiha, šakl qias natharatk Ghalet/ (Where is the luxury of it, it seems that the measurement of your glasses is wrong). In the above reply, the addressee showed that the compliment is in error by stating that his car is not that luxurious and he disagreed with the compliment of the addresser.

It situation (4), an addressee replied to the compliment paid to him by saying /alostath muGhalit jab li aldarajat kulha miyat/ (The teacher is not right, he gave me all the marks in hundreds). This response can be categorized as a "Disagreement" because on that response the addressee gave a directly statement to show his "Disagreement" to the compliment.

11- Qualification (1%)

Only (1%), one out of thirty of the addressees, responded by using the "Qualification" type of compliment response. That means the addressee may choose not to accept the full complimentary force offered by qualifying that praise, usually by employing /walakin/ 'but'. In situation (1), one addressee said the article is really great, but it becomes greater when the other party (the teacher) looks into it /hi raya'ah walakin bitla'ak aliha asbahat mutamizah/ (It is great but once you looked into it, it becomes distinguished).

In situation (3), the same addressee used a combination of "Qualification" + "Appreciation Token" as with /na'am a'aref anha jamilah wraya'ah walakin alaan bujodak asbaht khyalih, Šukran lak/. (Yes, I know it is great and wonderful but now and because of your existence it becomes unbelievable, thank you).

12- Comment History (0%)

This type of compliment response registered no data but the researcher thinks that it is necessary to give an idea about "Comment History" type of compliment response which registered a zero response in this study. In case one addressees replied using the "Comment History" they, although agreeing with the complimentary force, did not accept the praise personally; rather, they impersonalize the complimentary force by giving (maybe irrelevant) impersonal details.

The researcher expected that some of the addressees would give compliment responses using the "Comment History" type especially for situation (2) and (3). For example, it was expected to respond to situation (2) as (I bought it last week). Similarly, it was expected that

some of addressees would give a “Comment History” type of compliment response for situation (3) as (I got it several years ago).

4.5 Female Responses

In this part of discussion, the researcher presents and explains the compliment responses employed by the female Yemeni speakers of Arabic variety as they can be seen and read in table (6.5 -6.8) above.

For the females of Yemeni Arabic variety, "Appreciation Token" seems to be the appropriate response to the compliments given in the four situations (see section 3.1). As we can see from Table (8), "Appreciation Token", which is one type of compliment responses, occurred for 42 times (37%) of all compliment responses provided by the female respondents in this study. In comparison with the "Appreciation Token" responses provided by the males, we can notice that this type of compliment response has been used more by Yemeni females than Yemeni males but they are rated as the highest occurrences in this research for both males and females.

A "Return", as a type of compliment responses, was used by female of Yemeni Arabic for 26 times (23%). This is nearly the same percentage found with the males. We can notice that (23%), thirteen out of fifteen participants of the females used this type of compliment

response in the four different situations. As for the "Request" compliment response type, it was used for eleven times (10%) and this is also the same percentage registered by the males when they responded to the compliments in the situations provided.

"Praise Upgrade" has been used by Yemeni females for eight times (7%), "Reassignment" for seven times (6%) and "No Acknowledgment" for five times (4%). The Yemeni females also employed "Scale Down" and "Question" with the same occurrences for about five times (3%). "Disagreement" type has been found only once (1%). Finally, "Comment History" and "Qualification" has registered a zero percentage (see table 8 above).

1- Appreciation Token (37%)

In appreciation tokens the addressee accepts the compliment by saying "thank you", so the acceptance is not being tied to the compliment itself. It is noticed that all the female addressees replied with an "Appreciation Token" except one. It is also noticed that "Appreciation Token" responses by female Yemeni Arabic speakers are shorter than the "Appreciation Token" given by males. For example, it was found that the majority of the responses by females in the four situations are like /Šukran and Šukran laki/ (Thanks and thank you). The researcher suggests that the reason behind the short responses given by females is due their feeling of being shy when giving longer responses and that prevents them from expanding their "Appreciation Tokens". Another reason could be that Yemen is considered as a very conservative society and when collecting the data, the researcher struggled to find as many female informants as possible for the same reason mentioned above.

Like males, female addressees used a combination of "Appreciation Token" and some other types of compliment responses such as /Šukran! hatha min thawqik/ (Thanks! This is from your high taste.) "Appreciation Token" + "Return", /Šukran laki! insha'a Allah terain mini almazeed/ (Thank you! God willing, you will see more from my side.) "Appreciation Token" + "Praise Upgrade" and /Šukran! Hal kan ladiki Šak min qudrati/ (Thanks! Did you have any doubt about my abilities?) "Appreciation Token" + "Question".

2- Return (23%)

A "Return" is classified as one of the acceptance strategies in which the addressee accepts the compliment and shifts it to the addresser. Here, the addressee accepts the compliment and returns it back to the addresser by saying that the complimenter also has beautiful eyes as in situation (2), for example, and the complimenter is more beautiful than the complimentee in wearing the suit as reported by another addressee in the same situation. It seems that the addressees wanted to shift the object of the compliment from themselves to the addresser because they do not want to be so proud of the compliments given.

In the present study, (23%), that is, thirteen out of fifteen of the female addressees used the "Return" compliment response type in all the four situations and they gave as many as 26 "Return" compliment responses, and this is nearly the same percentage registered by the males. When looking at the responses given by the female addressees, the researcher found out that they used the same responses that are used by the males. For example, in response to

situation (2), the addressee says /šyoonek alhilwa/ (Your beautiful eyes.) and /hatha min thawqik/ (this is from your taste.) and this is similar to males' responses.

It has been noticed that when the female addressees utilised a combination of "Return" and other types of compliment responses, they combined the "Return" compliment response with "Appreciation Tokens" and not with any other type of compliment responses. For instance, one respondent in situation (1) said /šukran/ hatha min thawqik (Thanks! This is from your taste.) "Appreciation Token" + "Return". Another respondent in situation (2) replied with /šukran! min ba'ad ma endakum/ (Thanks, Part of what you have) "Appreciation Token" + "Return" and one other respondent in reply to situation (4) she said /alhamdulillah, hatha bifadel tashjia'aki/ (Thanks God! This is because of your encouragement.) "Appreciation Token" + "Return".

3- Request Interpretation (10%)

As noticed in this research, "Request" responses were used as a kind of wishing good things for the other party. For example, in situation (3) the addressee wished having a better car for the addresser by saying /akeed yoom min alayam bikoon endaki afdal/ (For sure, one day you will have a better car (than mine). Also, "Request" type was used as a kind of offering advice. For example, in situation (4), one addressee recommended for the addresser to do her best in order to achieve high marks by saying /jedi wa ajtahdi/ (Do your best).

A combination of "Appreciation Token" and "Request Interpretation" was found such as /šukran! wa anti noridaki an tahsali ala drajat aliah wa nafrah laki/ (Thanks! And you, we would like you to get high marks to celebrate you).

4- Praise Upgrade (7%)

Generally, "Praise Upgrade", as a compliment response, is used by the addressees once they accept the compliment and assert that compliment force is not enough. That means, addressees do add some descriptions to the compliments given to them. For example, in situation (4), a female addressee praised herself more when the addresser told her that she has accomplished a great success over her colleagues by saying /la Šia'a mustaheel/ (Nothing is impossible). Also, she continues saying /laqad haqaqt hadafi/ (I have accomplished my goal). In the same situation, "Praise Upgrade" compliment response was reported by another participant who stated the same purpose as mentioned above as in /wa in likul mugitahid naseeb/ (She who works hard, will grasp good things).

5- Comment Acceptance (6%)

When responding to the compliments, (6%) that is six out of fifteen of the female addressees used "Comment Acceptance" type and they paid seven "Comment Acceptance" responses. When using the "Comment Acceptance" responses, the addressees accept the compliment and give relevant comment on the appreciated topic. For example, in responding to situation (4), one addressee said /kalamik yazeed min dafa'ayati/ (Your words increase my enthusiasm). In the same vein, in situation (2), another addressee accepted the compliment and gave relevant comment by saying /ana sa'aydah la'anha a'agabatik/ (I am happy because you like it).

6- Reassignment (6%)

When addressees respond using the "Reassignment" type, they transfer the compliment to a third person or to the object complimented itself but not the complimenter herself. Like the remark noticed when analyzing males' responses, females' responses using "Reassignment" type in this research did transfer the complimentary force to God Who grants them success, good looking, etc. especially in situation (4) as in /hatha tawfiq min allah/ (This success is from God) /kulh bi fadel allah/ (All is from God).

A combination of two "Reassignments" was used by a female addressee in situation (4). In this situation, the addressee transferred her success to the one who created her, Allah the Almighty, as well as to her mother who kept supplicating for her to have a great success in her study as in /hatha min fadel rabi wa da'awat walidati/ (This success is from my God and due to my mother's supplications). Likewise, a combination of "Appreciation Token" and "Reassignment" was found in situation (4) as in /alhamdulillah, hatha bi fadel rabi/ (Thanks God! This favor is from my God).

7- No Acknowledgement (4%)

"No Acknowledgement" responses mean that the addressee gives no indication of having heard the compliment, that is, the addressee employs the conversational turn to do something other than responding to the compliment offered. In other cases, the addressee may hear the compliment but gives irrelevant compliment response. For example, when one female addressee responded to situation (2), she replied to the compliment that says "what is your response in case of one of your colleagues pays you a compliment and says, you look pretty with your new dress" by saying 'I will smile and say nothing' /abtasim/ (I smile). In

situation (3), the addressee did not give an acknowledgement to the compliment given as in her response /maŠa'a allah/ (May Allah protect you).

8- Question (3%)

Only (3%), four out of fifteen of the female addressees responded with "Question" response type and there were as many as four "Question" compliment responses provided by Yemeni females in this study. At this point, the addressee questions the sincerity or the appropriateness of the compliment by asking questions, such as /walakin kaif arafti anha raya'ah/ (But how did you know it is great?) in responding to situation (1). In situation (4), a female addressee replied to the compliment given by asking a question in order to check the sincerity of the addresser regarding her success by saying /hal kan ladiki Šak/ (Did you have any doubt about that).

9- Scale Down (3%)

In the "Scale Down" complement response types, the addressee disagrees and shows that the compliment is over stated. For instance, one respondent reported in response to situation (4) by saying, /bas anti afdel meni/ (But you are better than me). It means that the addressee wants to minimize the value of the things which are complimented. In the same situation, the female addressee asserted that the compliment is over stated by trying to downgrade the compliment. Generally, The addressee may disagree with the complimenter's opinion but she does not show her disagreement directly. In the above example, the respondent just felt that she did not deserve to be regarded like someone whom the addressee is talking about by

saying /wathigah anki atedi akthar meni la'an andek gudrat akthar meni/ (I am sure your achievement will be higher than mine because you have more abilities).

10- Disagreement (1%)

(1%), one out of fifteen of the female addressees reported a "Disagreement" type of compliment response in response to the compliment given in situation (3). She showed her "Disagreement" by saying directly that the addresser is exaggerating in her compliment as in /la tubaliGhi, ala alomom Šukan/ (Do not exaggerate, anyhow thanks). It does not mean that the addressee disagrees to have a luxurious car; she just disagreed about the way the addresser states about her car.

4.6 The Similarities and Differences between Yemeni Arabic Speakers in Using the Compliment Responses Strategies

4.6.1 The Similarities

The researcher found out that both genders of Yemeni Arabic variety did not use all types of compliment response strategies introduced by Herbert (1989). The researcher noticed that both genders used the "Appreciation Token" as their first preferred strategy when responding to compliments. Additionally, it was noticed that both genders used the "Return" strategy as their second preferred compliment response, "Request Interpretation" was their third preference and "Praise Upgrade" scored their fourth preference.

Another similarity found between genders was that "Comment History" was not employed at all by respondents. As their tenth preference, male and female speakers of

Yemeni Arabic used the "Disagreement" type of compliment response to respond to the compliments given by the researcher and they both responded in a direct way to show their "Disagreement" to the compliment.

As a final remark about the similarities between males and females of Yemen Arabic, the researcher found out that both genders used two types of compliment responses in replying to one compliment as in employing "Appreciation Token" + "Return" (see table 6.1 -6.8 above).

4.6.2 The Differences

A number of differences between genders have been noticed in this research. The first difference between males and females of Yemen Arabic was that males used the "Qualification" type of compliment response while the females did not.

The second difference noticed was that both genders did not use all the compliment responses in the same order. For example, "Comment Acceptance" type ranked the fifth preference by the females, however, "Scale Down" ranked the fifth preference by the males.

Chapter 5: Conclusion and Recommendation

5.1 Conclusion

It should be noted that the result of this research cannot be generalized to all Yemeni university students, let alone all Yemeni speakers of Arabic variety. Nevertheless, it does provide some good insights into understating better the participants of language use that shape the activity of responding to compliments in Yemeni culture. Based on Herbert's model (1989), four situations of compliments were formed by the researcher. Then they were handed to 45 participants, 30 males and 15 females. Participants were Yemeni university students in different departments. Analysis of data generated through a Discourse Completion Tests which revealed some important results. The researcher analyzed and discussed the main issues about the speech act of compliment response strategies as they were used by speakers of Yemeni Arabic variety.

The findings of this study bring up three interesting points. The first is the question of whether Yemeni speakers of Arabic variety should apply the 12 types of compliment responses introduced by Herbert (1989) and leave their traditions and habits behind. The result of the first question was that not all compliment response strategies were used by Yemeni speakers of Arabic variety. For males, they used 11 types of compliment response strategies and left the "Comment History" type behind. Yemeni females used only 10 types of compliment response strategies, however, "Comment History" and "Qualification" were not realized when analyzing their compliment responses.

The second is a question of whether Yemeni speakers of Arabic variety prefer specific types of compliment responses rather than other types. When checking the responses, it was found that Yemenis employed three types of compliment responses as their preferences. "Appreciation Token" ranked as number one strategy of compliment response and it scored (27%) among the males and (37%) among the females. One interesting finding about females is that, all the female addressees replied with an "Appreciation Token" except one. "Return" ranked as the second preference of compliment response by Yemeni speakers, both males and females. (24%) of Yemeni males and (23%) of Yemeni females replied using the "Return" type of compliment response. "Request Interpretation" ranked preference number three and it scored (10 %) for males and (10 %) for females.

The third interesting point is about the question of whether Yemeni males and females have something in common or whether they differ when they respond to compliments in the four situations provided in the form of a questionnaire (see section 3.1). One of the astonishing similarities was that both genders did not use the "Comment History" compliment response type. When forming the questionnaire the researcher thought that some subjects may respond using this type of compliment response, especially for situation (2 and 3) because these situations could help the addressees tell when did they get their suits as with situation (2) or when did they buy their cars as with situation (3).

Another interesting similarity was that both genders used the "Appreciation Token" as their first preferred strategy and it scored the highest percentage. It is also noticed that both Yemeni males and Yemeni females used the "Return" strategy of compliment response as their second preferred strategy. "Request Interpretation" scored their third preference and "Praise Upgrade" as their fourth preference.

One more similarity was that both genders used a combination of compliment response strategies. This phenomenon is called "complex response" by Farghal and Al-Khatibb (2001) and it was found that when two responses took place for one compliment as in responding with "Appreciation Token + Question" (see tables 6.1 -6.8).

As far as the differences are concerned, the researcher found out that the Yemeni males of Arabic variety used the "Qualification" type of compliment response while the females did not. In addition to that, the researcher noticed that the responses of males are longer than the responses of females in different situations. According to the view of the researcher, because the Yemeni society is considered one of the conservative societies, this has led the Yemeni females not to elaborate more and give longer responses; meaning that the females feel embarrassed when they give longer talks in such a society.

5.2 Suggestion for Further Studies

The researcher expects that this research will be useful for researchers who are interested in conducting further studies on compliments and compliment responses among Yemeni community and any other Arab societies on both genders.

The main concentration of this research was on the speech act of compliment response which demands more social interaction skills. Further studies should be launched to tackle the different variables that may affect the production of this challenging speech act. Sex and age differences together with the level of offence involved should all be carefully studied in

future research. Further studies should also involve larger samples and more situations to yield more valid results.

The researcher formed his questionnaire in which the interaction took place between the same gender; that is male-male interaction and female-female interaction. Therefore, further studies can be carried out to investigate the interaction across gender; that is male to female interaction. It would be significant to conduct another study on the same sample, but to ask the participants to interact with English native speakers. The translated questionnaire of this study (English Version) can be distributed to English native speakers to find out whether there are significant differences between Arab and English cultures. Thus, we can examine the universality of this speech act element.

Finally, more comparative research should be carried out on compliments and compliment responses as well as on other speech acts such as advice, complaints, offers, etc. in order to enrich the literature of speech act theory.

References

- Al-Eryani, Abdullah Ali. 2007. Refusal Strategies by Yemeni EFL Learners. *The Asian EFL Journal*, 9(2): 19-34.
- Al Falasi, H. 2007. Just Say "Thank You": A Study of Compliment Responses. *The Linguistics Journal*, 2(1): 28-42.
- Alfattah, Mohammed Hasan Ahmed. 2010. Apology Strategies of Yemeni EFL University Students. *MJAL*, 2(3): 223-49.
- Alfattah, Mohammed Hasan Ahmed and B. K. Ravindranath. 2009. Politeness Strategies in Yemeni Arabic Requests. *Language in India*, 9(6): 23-42.
- Al-Marrani, Yahya Mohammed Ali and Azimah Binti Sazalie. 2010. Polite Request Strategies by Male Speakers of Yemeni Arabic in Male-Male Interaction and Male-Female Interaction. *The International Journal of Language Society and Culture*, 30: 53-80.
- An-kun, Lin 2008. On English and Chinese Compliments. *US-China Foreign Language*, 6 (1): 65-68.
- Austin, J. L. 1962. *How to Do Things with Words*. Oxford, England: Oxford University Press.
- Billmyer, K. 1990. "I really like your lifestyle": ESL learners learning how to compliment. *Penn Working Papers in Educational Linguistics*, 6 (2): 31-48.
- Billmyer, K. and M. Varghese, 2000. Investigating Instrument-Based Pragmatic Variability: Effects of Enhancing Discourse Completion Tests. *Applied Linguistics*, 21(4): 517-52.
- Blum-Kulka, et al. (Eds.). 1989. *Cross-cultural pragmatics: requests and apologies*. Ablex, Norwood, NJ.
- Brown, P., & Levinson, S.C. 1987. *Politeness: Some universals in language use*. Cambridge, England: Cambridge University Press.
- Canale, M. 1983. From communicative competence to communicative language pedagogy. In J.C. Richards, & R.W. Schmidt (Eds.), *Language and communication*, (pp. 2-27). London, England: Longman.
- Cedar, Payung 2006. Thai and American Responses to Compliments in English. *The Linguistics Journal*, 1(2): 6-28. http://www.linguistics-journal.com/June2006_pc.php

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

**The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,
M.A. Dissertation**

- Chen, R. 1993. Responding to compliments: A contrastive study of politeness strategies between American English and Chinese speakers. *Journal of Pragmatics*, 20: 49-75.
- Chen, Rong and Dafu Yang 2010. Responding to compliments in Chinese: Has it changed? *Journal of Pragmatics*, 42: 1951-1963.
- Clark, H. H. 1996. *Using Language*. Cambridge: Cambridge University Press.
- Czopp, Alexander M. 2008. When is a compliment not a compliment? Evaluating expressions of positive stereotypes. *Journal of Experimental Social Psychology*, 44: 413–420.
- Davis, Briallen 2008. “Ah, Excuse me...I Like your Shirt”: An Examination of Compliment Responses across Gender by Australians. *Griffith Working Papers in Pragmatics and Intercultural Communication*, 1 (2): 76 - 87.
- Farghal, Mohammed & Al-Khatib, Mahmoud A. 2001. “Jordanian College Students’ Responses to Compliments: A Pilot Study.” *Journal of Pragmatics*, 33: 1485-1502.
- Fraser, Bruce. 1985. On the Universality of Speech Act Strategies. In: George, S. (Ed.), *From the linguistic to the social context*. CLUEB, Bologna, Italy: 43–49.
- Ferguson, Charles A., 1983. Good-wishes in Syrian Arabic. *Mediterranean Language Review*, 1: 65-83.
- Gajaseni, C. 1994. *A Contrastive Study of Compliment Responses in American English and Thai Including the Effect of Gender and Social Status*. Doctoral Dissertation, Department of linguistics, University of Illinois at Urbana-Champaign.
- Gass, Susan M. and Joyce Neu (Editors). 1996. *Speech Acts across Cultures: Challenges to Communication in a Second Language*. Walter de Gruyter & Co: Berlin.
- Golato Andrea. 2005. *Compliments and Compliment Responses: Grammatical structure and sequential organization*. John Benjamins B.V
- _____. 2002. “German Compliment Responses” *Journal of Pragmatics*, 34(5): 547- 571.
- _____. 2003. Studying Compliment Responses: A Comparison of DCTs and Recordings of Naturally Occurring Talk. *Applied Linguistics*, 24(1): 90-121.
- Geis, Michael L. 2006. *Speech Acts and Conversational Interaction*. Cambridge University Press.
- Creese, A. 1991. Speech act variation in British and American English. *Working Papers in Educational Linguistics*, 7: 37-58.

- Grice, Paul. 1975. Logic and conversation. In: Cole, P., Morgan, J. (Eds.), *Syntax and Semantics*, vol. 3: speech acts. *Academic Press*, New York: 41–58.
- Green, Georgia. 1975. How to get people to do things with words. In: Cole, P., Morgan, J. (Eds.), *Syntax and semantics*, vol. 3: speech acts. *Academic Press*, New York: 107–142.
- Han, Chung-hye. 1992. A comparative Study of Compliment Responses: Korean females in Korean interactions and in English interactions. *Working Papers in Educational Linguistics*, 8(2): 17-31.
- Hatch E. 1992. *Discourse and Language Education*. Cambridge: Cambridge University Press.
- Heidari, Mohammad Ali, et al. 2009. A Contrastive Study of Compliment Responses among Male & Female Iranian Teenage EFL Learners. *The International Journal of Language Society and Culture*, 29: 18-31.
- Herbert, Robert K. 1986. Say “thank you” or something. *American Speech*, 61(1):76-88.
- . 1989. “The ethnography of English compliments and compliment responses: A contrastive sketch.” In Oleksy (ed.). *Contrastive pragmatics*, (3-35). Amsterdam/Philadelphia: John Benjamins.
- . 1990. Sex-based differences in compliment behavior. *Language in Society*, 19: 201-224.
- . 1997. The Sociology of Compliment Work in Polish and English. In: N. Coupland and A. Jaworski, eds., *Sociolinguistics*, 487-500. London: Macmillan.
- Herbert, R. K., & Straight, H. S. 1989. Compliment-rejection versus compliment avoidance: Listener-based versus speaker-based pragmatic strategies. *Language and Communication*, 9: 35-47.
- Hinkel, E. 1997. Appropriateness of Advice: DCT and Multiple Choice Data. *Applied Linguistics*, 18(1): 1-23.
- Holmes, Janet. 1986. Compliments and Compliment Responses in New Zealand English. *Anthropological Linguistics*, 28(4): 485-508.
- _____. 1988. Paying compliments: a sex-preferential politeness strategy. *Journal of Pragmatics*, 12: 445-465.
- _____. 1990. Apologies in New Zealand English. *Language in Society*, 19: 155-199.
- Huth, Thorsten. 2006. Negotiating structure and culture: L2 learners’ realization of L2 compliment-response sequences in talk-in-interaction. *Journal of Pragmatics*, 38:

2025–2050.

- Jaworski, Adam. 1995. This is not an empty compliment!: Polish compliments and the expression of solidarity. *International Journal of Applied Linguistics*, 5: 63-94.
- Johnston et al. 1998. Effects of Rejoinders in the Production Questionnaires. *Applied Linguistics*, 19, (2): 157-82.
- Jucker, Andreas H. and Taavitsainen, Irma. 2008. *Speech Acts in the History of English*. John Benjamins Publishing Company Amsterdam: Philadelphia.
- Jucker, Andreas H. 2009. Speech act research between armchair, field and laboratory The case of compliments. *Journal of Pragmatics*, 41: 1611–1635.
- Leech, Geoffrey 1983. *Principles of pragmatics*. Longman, New York.
- Lorenzo-Dus, N. (2001). Compliment Responses among British and Spanish University Students: A Contrastive Study. *Journal of Pragmatics*, 33: 107-27.
- Manes, J. 1983. Compliments: A mirror of cultural values. In N. Wolfson & E. Judd (Eds.). *Sociolinguistics and language acquisition* (pp. 96-102). Rowley, MA: Newbury House.
- Manes, J., & Wolfson, N. 1981 The compliment formula. In F. Coulmas (Ed.). *Conversational routine* (pp. 115-132). The Hague, Netherlands: Mouton.
- Matsuura, Hiroko (2004). Compliment-giving Behavior in American English and Japanese. *JALT*, 26 (2): 147-166.
- Nelson L.G. et al. 1993. Egyptian and American compliments: Across-cultural study. *International Journal of Intercultural Relations*, 17(3): 293-313.
- Nelson, G. L. et al. 1995. Egyptian and American compliments: Focus on second language learners. In S. M. Gass & J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (109-128). Berlin: Mouton de Gruyter.
- Nelson, G. L. et al. 1996. Arabic and English compliment responses: Potential for pragmatic failure. *Applied Linguistics*, 17(4): 411-430.
- Olshain, E. 1991. "Compliments and reactions in a society with a "positive politeness" orientation. *Paper presented at the Meeting of the American Association for Applied Linguistics*.
- Olshain, E. and Cohen, A.D. 1991. "Teaching Speech Act Behavior to Non-native Speakers", in: Celce-Murcia M. (ed). *Teaching English as a Second or Foreign Language*. New York: Newbury House/ Harper Collins.
- Reiter, Rosina M. 2000. *Linguistic politeness in Britain and Uruguay: A contrastive study of requests and apologies*. John Benjamins Publishing

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

**The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,
M.A. Dissertation**

- Pomerantz, A. 1978. Compliment Responses: Notes on the Cooperation of Multiple Constraints. In J. Schenkein (Ed.), *Studies in the Organization of Conversational Interaction* (79-112). New York, NY: Academic Press.
- Searle, John R. 1969. *Speech Acts. An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- _____. (1975). Indirect speech acts. In P. Cole & J. Morgan (Eds). *Syntax and Semantics*, Vol. 3 (pp. 59-82). New York: Academic Press.
- _____. 1976. A classification of illocutionary acts. *Language and Society*, 5: 1-23.
- _____. 1979. *Expression and meaning: studies in the theory of speech acts*. Cambridge University Press, Cambridge.
- Saito, H., & Beecken, M. 1997. An approach to instruction of pragmatic aspects: Implications of pragmatic transfer by American learners of Japanese. *The Modern Language Journal*, 81: 363-377.
- Schegloff, Emanuel A. and Harvey Sacks. 1973. Opening up closings. *Semiotica*, 8: 289-327.
- Thomas, Jenny. 1983. Cross-cultural pragmatic failure. *Applied Linguistics*, 4: 91-109.
- Tran, Giao Quynh. 2007. Compliment Response Continuum Hypothesis. *The International Journal of Language Society and Culture*, 21.
- Valdés, G. & Pino, C. 1981. Muy a tus órdenes: Compliment Responses among Mexican-American Bilinguals. *Language and Society*, 10: 53-72.
- Umar, Abdul Majeed Al-Tayib. 2006. The Speech Act of Complaint as Realized by Advanced Sudanese Learners of English. *Umm Al-Qura University Journal of Educational & Social Sciences & Humanities*, 18 (2): 7- 40.
- Urano, K. 1998. *Negative Pragmatic Transfer in Compliment Responses by Japanese Learners of English*. Unpublished manuscript, University of Hawai'i at Manoa, Honolulu. Retrieved May 1, 2006, from <http://www2.hawaii.edu/~urano/research/esl660.html>
- Wierzbicka, Anna. 1991. *Cross-cultural pragmatics: the semantics of human interaction*. Mouton de Gruyter, Berlin.
- Weizman E. 1989. Requestive Hints. In S. Blum-Kulka, et al.(eds.) 1989. *Cross-Cultural Pragmatics: Requests and Apologies*. N.J.: Ablex Publishing Corporation: 71-95.
- Wolfson, N. 1983. An empirically based analysis of complimenting in American English. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (82-95). Rowley, MA: Newbury House.

Yu, Ming-chung. 1999b. Universalistic and culture-specific perspectives on variation in the acquisition of pragmatic competence in a second language. *Pragmatics*, 9(2): 281–312.

_____. 2003. "On the Universality of Face: Evidence from Chinese Compliment Response Behavior." *Journal of Pragmatics*, 35: 1679-1710.

Yule, G. 2000. *Pragmatics*. Oxford University Press.

Appendices

Appendix (A): The Males' Questionnaire (Arabic Version)

استبيان دراسة وتحليل "اسلوب الرد على الإطراء كما هو مستخدم في اللهجة اليمنية"

(النسخة العربية)

السلام عليكم ورحمة الله وبركاته، وبعد،،،

من فضلك اقرأ الأوصاف التالية لمواقف قد تحدث لك، فكر ماذا تقول رداً على كل موقف، واكتب الإجابة في الفراغ المخصص له، اكتب بنفس القدر الذي تقوله، لو مثلاً حدث لك مثل هذه المواقف مستخدماً لهجتك وليس الفصحى. يمكنك كتابة أكثر من إجابة.

أولاً: أكمل هذه البيانات عن نفسك:

الاسم (اختياري) العمر: الجنس:

المحافظة: التخصص: الأيميل:

الموقف الأول:

- كتبت مقالاً في جريدة وفي اليوم التالي التقى بك معلمك فقال لك "لقد قرأت مقالتك، إنها رائعة جداً، إنك كاتب ماهر" فماذا ستقول له رداً على إطرائه؟

أ. ج

ب. د

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,
M.A. Dissertation

الموقف الثاني:

- اشتريت بدلة للعام الدراسي الجديد وفي أول أيام الدراسة التقى بك زميلك ونظر إلى بدلتك وقال لك "إنك تبدو وسيماً بهذه البدلة" فماذا ستقول له رداً على إطرائه؟

أ. ج.....

ب..... د.....

الموقف الثالث:

- بعد أن أنهيت جميع دراستك وأصبحت معلماً اشتريت سيارة فاخرة، ركب معك أحد طلابك وعند وصوله أمام منزله قال لك "إنك تملك سيارة رائعة يا أستاذ" فما هو ردك على إطرائه؟

أ. ج.....

ب..... د.....

الموقف الرابع:

- بعد ان أنهيت جميع إختباراتك آخر العام الدراسي ، أخذت نتيجة درجاتك فإذا بك الأول على الفصل وعندما رأى أخاك درجاتك قال لك "لقد تفوقت على جميع زملائك، ان لديك قدرات عالية" فماذا ستقول له رداً على إطرائه؟

أ. ج.....

ب..... د.....

ولكم جزيل الشكر على تعاونكم

أمين علي محمد الجمال

باحث

قسم اللغات الأوربية - جامعة الملك عبد العزيز

المملكة العربية السعودية

أيميل: ameenaljammal@gmail.com أو ameenaljammal@yahoo.com

ملاحظة: تستخدم البيانات أعلاه للغرض البحثي فقط، كما يمكن تزويدكم بالنتائج على أيميلاتكم.

Appendix (B): The Males' Questionnaire (English Version)

Studying and Analyzing the Speech Act of Compliment Responses as Realized by

Yemeni Arabic Speakers

(English Version)

Peace be upon you,

Please, read the following descriptions of situations that may happen to you. Think of a response for each situation and then write down the answer/s in the specified space. Write as much as you may say in case these situations may happen to you by using your dialect and not the standard language. You can write more than one answer for each situation.

First: complete the following information about yourself

Name: Age..... Gender:.....

Governorate:..... Major..... E-mail.....

Situation one:

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,

M.A. Dissertation

86

You wrote an article in the newspaper and in the next day *your teacher* met you and said "I have read your article. It is very great. You are a skillful writer". What is your response to his/her compliment?

- A. C.....
- B. D.....

Situation Two:

You bought a new uniform for the new school year and in the first day of study a *colleague* met you and looked at your uniform and said, "You look handsome wearing this uniform". What would be your response to his/her compliment?

- A. C.....
- B. D.....

Situation Three:

After you finished all your studies, you became a teacher and you bought a luxurious car. One day, you gave a lift to one of your students. When s/he approached his /her house, s/he said, "You have a nice car my teacher". What would be your response to his/her compliment?

- A. C.....
- B. D.....

Situation Four:

After you finished all your final exams, you took your results and found out that you got the first place over your classmates. When your brother/sister saw your results, s/he said to you "You have made a great success over all your colleagues, you have great abilities". What would be your response to his/her compliment?

A. C.....

B. D.....

Thank you very much for your cooperation

Ameen Ali M. Al-Gamal
Researcher
European Languages Dept. - King Abdul Aziz University
Kingdom of Saudi Arabia
E-mail: ameenaljammal@gmail.com or ameenaljammal@yahoo.com

Note: The above data will be used only for research purpose. Also, you can get the result of this study to your e-mails.

Appendix (C): The Females' Questionnaire (Arabic Version)

استبيان دراسة وتحليل "أسلوب الرد على الإطراء كما هو مستخدم في اللهجة اليمنية"

(النسخة العربية)

السلام عليكم ورحمة الله وبركاته، وبعد،،،

من فضلك اقرئي الأوصاف التالية لمواقف قد تحدث لك، فكُري ماذا تقولين رداً على كل موقف، واكتبي الإجابة في الفراغ المخصص له، اكتبي بنفس القدر الذي تقولينه، لو مثلاً حدث لك مثل هذه المواقف مستخدمةً لهجتكي وليس الفصحى. يمكنك كتابة أكثر من إجابة.

أولاً: أكملّي هذه البيانات عن نفسك:

الاسم (اختياري) العمر: الجنس:

المحافظة: التخصص: الأيميل:

Language in India www.languageinindia.com ISSN 1930-2940 17:6 June 2017

Ameen Ali Mohammed Al-Gamal, MA, Linguistics, Doctoral Researcher

**The Speech Act of Compliment Response as Realized by Yemeni Arabic Speakers,
M.A. Dissertation**

الموقف الأول:

- كتبتني مقالاً في جريدة وفي اليوم التالي التقت بكِ معلمتك فقالت لكي "لقد قرأت مقالتك، إنها رائعة جداً، انكِ كاتبٌة ماهرة" فماذا ستقولين لها رداً على إطرائها؟

أ. ج.

ب. د.

الموقف الثاني:

- اشتريتي فستاناً للعام الدراسي الجديد وفي أول أيام الدراسة التقت بكِ زميلتك ونظرت إلى فستانك وقالت لكي "إنكِ تبدين جميلة بهذا الفستان" فماذا ستقولين لها رداً على إطرائها؟

أ. ج.

ب. د.

الموقف الثالث:

- بعد أن أنهيتي جميع دراستك وأصبحتي معلمةً واشتريتي سيارة فاخرة، ركبت معك إحدى طالباتك وعند وصولها أمام منزلها قالت لكِ "انكِ تملكين سيارة رائعة يا استاذة" فماذا ستقولين لها رداً على إطرائها؟

أ. ج.

ب. د.

الموقف الرابع:

- بعد أن أنهيتي جميع إختباراتك آخر العام الدراسي، أخذتي نتيجة درجاتك فإذا بكِ الأولى على الفصل وعندما علمت أختك درجاتك قالت لك ' لقد تفوقت على جميع زميلاتك، إن لديك قدرات عالية' فماذا ستقولين لها رداً على إطرائها؟

أ. ج

ب..... د

ولكم جزيل الشكر على تعاونكم

أمين علي محمد الجمال
باحث

قسم اللغات الأوربية - جامعة الملك عبد العزيز
المملكة العربية السعودية

أيميل: ameenaljammal@gmail.com أو ameenaljammal@yahoo.com
ملاحظة: تستخدم البيانات أعلاه للغرض البحثي فقط، كما يمكن تزويدكم بالنتائج على أيميلاتكم.

Appendix (D): The Females' Questionnaire (English Version)

**Studying and Analyzing the Speech Act of Compliment Response as Realized by
Yemeni Arabic Speakers** (English Version)

Peace be upon you

Please, read the following descriptions of situations that may happen to you. Think of a response for each situation and then write down the answer in the specified space. Write as

much as you may say in case these situations may happen to you by using your dialect and not the standard language. You can write more than one answer for each situation.

First: complete the following information about yourself

Name: Age..... Gender:.....

Governorate:..... Major..... E-mail.....

Situation one:

You wrote an article in the newspaper and in the next day *your teacher* met you and said "I have read your article. It is very great. You are a skillful writer". What is your response to his/her compliment?

- A. C.....
- B. D.....

Situation Two:

You bought a new uniform for the new school year and in the first day of study a *colleague* met you and looked at your uniform and said "You look handsome wearing this uniform". What would be your response to his/her compliment?

- A. C.....
- B. D.....

Situation Three:

After you finished all your studies, you became a teacher and you bought a luxurious car. One day, you gave a lift to one of your students. When s/he approached his /her house, s/he said "You have a nice car my teacher". What would be your response to his/her compliment?

- A. C.....
- B. D.....

Situation Four:

After you finished all your final exams, you took your results and found out that you got the first place over your classmates. When your brother/sister saw your results, s/he said to you “You have made a great success over all your colleagues, you have great abilities“. What would be your response to his/her compliment?

C. C.....

D. D.....

Thank you very much for your cooperation

Ameen Ali M. Al-Gamal

Researcher

European Languages Dept. - King Abdul Aziz University

Kingdom of Saudi Arabia

E-mail: ameenaljammal@gmail.com or ameenaljammal@yahoo.com

Note: The above data will be used only for research purpose. Also, you can get the result of this study to your e-mails.
