



**Jordanian Males and Females' Compliments in Different  
Social Contexts: Strategies and Functions.**

**المجاملات عند الأردنيين و الأردنيات في المواقف الاجتماعية المختلفة:  
استراتيجيات و وظائف**

**By**

**Samah Ghanem**

**A thesis submitted in partial fulfillment of the  
requirements for the degree of Master of English  
Language and Literature, Middle East University for  
Graduate Studies, Amman, Jordan**

**Supervisor: Prof. Dr. Riyad Hussein**

**2009**

**Jordanian Males and Females' Compliments in Different  
Social Contexts: Strategies and Functions.**

**المجاملات عند الأردنيين و الأردنيات في المواقف الاجتماعية المختلفة:  
استراتيجيات و وظائف**

**By**

**Samah Ghanem**

**SN: 2006291**

**Supervisor: Prof. Dr. Riyad Hussein**

**Department of English**

**MIDDLE EAST UNIVERSITY FOR GRADUATE STUDIES  
Amman, Jordan**

**2009**

## Middle East University for Graduate Studies

I am Samah Naem Ghanem, authorize the Middle East University for Graduate Studies to supply copies of my thesis to libraries or establishments or individuals on request, according to the Middle East University for Graduate Studies regulations.

Signature:



27.12.2009

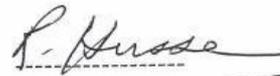
### COMMITTEE DECISION

This thesis (*Jordanian Males/ Females' Compliments in Different Social Contexts: Strategies and Functions*) was successfully defended and approved on 21/12/2009.

#### Examination committee

#### Signature

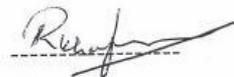
Professor Riyad Hussein: (supervisor)



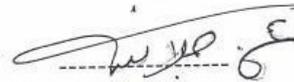
Professor Mahmoud Al-Qudah ( member)



Professor Rasoul Al-Khafaji ( member)



Doctor Atef Jalabneh ( member)



## **Acknowledgments**

All praise and gratitude to Allah, the most Beneficent, the most Merciful, for giving me the outmost strength and spirit to have this thesis completed successfully.

From the formative stages of this thesis, to the final draft, I owe an immense debt of gratitude to my supervisor, Professor Riyad Hussein without whom this thesis would not have been achieved and whose expertise, understanding and patience added considerably to my graduate research experience. I appreciate his vast knowledge and skill .His sound advice and careful guidance were invaluable.

I am sincerely grateful to Prof. Mahmoud Al-Qudah, Prof. Rasoul Al-Khafaji and Dr. Atef Jalabneh for serving on my thesis committee and for enriching it with their invaluable feedback.

Additionally, I must thank my friend Fida'a Al- Sus for her suggestions, help and support during this thesis. My gratitude to her is enormous.

I would also like to express my love and gratitude to my beloved son , brother and sisters who offered me continual love and support through my entire life and I must acknowledge my husband, Foad, without whose love, encouragement and understanding, I would not have finished this thesis.

Last but not least, I would also like to express my warm feelings to my mother-in law for her encouragement

## **Dedication**

**This thesis is dedicated to my wonderful parents, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad times. Thank you for all the unconditional love, guidance, and support that you have always given me, helping me to succeed and instilling in me the confidence that I am capable of doing anything I put my mind into. Thank you for everything. I love you.**

# Table of Contents

	<b>Subject</b>
<b>Acknowledgments</b> .....	<b>I</b>
<b>Dedication</b> .....	<b>II</b>
<b>Table of Contents</b> .....	<b>٦</b>
<b>List of Tables</b> .....	<b>V</b>
<b>Phonetic Transcription of Arabic Sounds</b> .....	<b>VI</b>
<b>Abstract in English</b> .....	<b>IX</b>

## Chapter One

### Introduction

1.1 Introduction .....	1
1.2 Statement of the Problem .....	3
1.3 Questions of the Study .....	4
1.5 Significance of the Study.....	5
1.6 Purpose of the Study .....	6
1.7 Definition of Terms .....	6
1.8 Limitation of the Study .....	7

## Chapter Two

### Review of Related Literature

- Theoretical Background .....	8
2.1 Overview of Speech Act Theory .....	8
2.2 Face and Politeness Theory .....	12
2.3 Review of Sociolinguistics on Gender Research .....	18
2.4 Review of Studies on Compliments & Compliment Responses...	20
- Experimental Studies .....	25

## **Chapter Three**

### **Methods and Procedures**

3.1 Subjects of the Study .....	34
3.2 Instrument of the Study .....	34
3.3 Validity of the Instrument .....	36
3.4 Reliability of the Instrument .....	40
3.5 Data Collecting and Statistical Analysis .....	40
3.6 Procedures of the Study .....	41

## **Chapter Four**

### **Results and Discussion**

4.1 Paying Compliments in Formal Settings.....	44
4.2 Paying Compliments on Informal Social Occasions .....	50
4.3 Paying Compliment in Single-Gender Friendship Group.....	54
4.4 Acceptance of Compliments from the Opposite Gender.....	59
4.5 Function of the Compliments.....	64
4.6 The Most Frequent Compliment Types Used.....	67

## **Chapter Five**

### **Conclusions and Recommendations**

5.1. Conclusions .....	72
5.2. Recommendations.....	77
List of References .....	79
Appendix 1.....	85
Appendix 2.....	90
Abstract in Arabic .....	93

## List of tables

<b>Table</b>	<b>Content</b>	<b>Page</b>
<b>1</b>	Frequency and percentage of males' responses underlying strategies of complimenting in various situations.	<b>46</b>
<b>2</b>	Frequency and percentage of females' responses underlying strategies of complimenting in various situations.	<b>47</b>
<b>3</b>	Frequency and percentage of male's attitudes toward compliments from the opposite gender	<b>61</b>
<b>4</b>	Frequency and percentage of female's attitudes toward compliments from the opposite gender	<b>62</b>
<b>5</b>	Frequency and percentage of males' responses underlying compliments' functions	<b>65</b>
<b>6</b>	Frequency and percentage of females' responses underlying compliments' functions	<b>65</b>
<b>7</b>	Frequency and percentage of the most frequent type of compliment used by males	<b>68</b>
<b>8</b>	Frequency and percentage of the most frequent type of compliment used by females	<b>68</b>

# Phonetic Transcription of Arabic Speech Sounds

The following phonetic symbols are used in this study:

\* Consonants:

Arabic consonants	Description	English consonants
ء	Voiceless glottal stop	ʔ
ب	Voiced bilabial stop	b
ت	Voiceless alveolar stop	t
ث	Voiceless inter-dental fricative	θ
ج	Voiced alveopalatal affricate	ʤ
ح	Voiceless pharyngeal fricative	ħ
خ	Voiceless uvular fricative	x
د	Voiced alveolar stop	d
ذ	Voiced inter-dental fricative	ð
ر	Voiced alveolar flap	r
ز	Voiced alveolar fricative	z
س	Voiceless alveolar fricative	s
ش	Voiceless alveopalatal fricative	ʃ
ص	Voiceless alveolar emphatic fricative	ṣ
ض	Voiced alveolar emphatic stop	ḍ
ط	Voiceless alveolar emphatic stop	ṭ
ظ	Voiced inter-dental emphatic fricative	ḏ
ع	Voiced pharyngeal fricative	ʕ
غ	Voiced uvular fricative	ɣ
ف	Voiceless labio-dental fricative	f
ق	Voiced velar stop	q
ك	Voiceless velar stop	k
ل	Voiced alveolar lateral	l
م	Voiced bilabial nasal	m

ن	Voiced alveolar nasal	n
هـ	Voiceless glottal fricative	h
و	Voiced labio-velar approximant	w
يـ	Voiced palatal approximant	y
غ	Voiced velar stop	g

# Phonetic Transcription of Arabic Speech Sounds

## \* Vowels

	Arabic vowels	Description	English vowels
<b>Short</b>	فتحة	Front half-open unrounded	a
	ضمة	Back close rounded	u
	كسرة	Front open spread	i
<b>Long</b>	ا	Front open unrounded	ā
	و	Back close rounded	ū
	ي	Front close unrounded	ī
	ايه	As in šēl ( ليش ) in Arabic	ē
	او	(As in duktōr (دكتور) in Arabic	ō
<b>Diphthongs</b>	وَ	) in Arabic(أوى As in (?awā)	aw
	يَ	) in Arabic(ليت / ليل) As in (layt / layl	ay

Source: the phonetic symbols used in this study were adopted from Al-Arabiyya (1996, 29)

## **Abstract**

### **Jordanian Males and Females' Compliments in Different Social Contexts: Strategies and Functions**

**By Samah Ghanem**

**Supervisor: Prof. Dr. Riyad .F. Hussein**

**Master of English language and literature**

**Middle East University for Graduate Studies**

**2009**

The study reported here aimed at exploring different strategies employed by both males and females while exchanging compliments in different social contexts and settings, in addition to examining female-male acceptance of compliments from the opposite sex in different contexts. The main functions of exchanging compliments as perceived by both genders were also elicited from the body of the questionnaire distributed to 180 male and female students at Al-Isra Private University in addition to the most frequent type of compliments used by both of them. Analysis of the data suggested that males tend to utilize hypocrisy when complimenting their superiors at work, more than females do. Elaborated and exaggerated forms of compliments were employed more by females on certain social occasions; whereas, males tended to add humorous effect to their compliments in such situations more than

females. In friendship conversation, both genders, while attending for a friend's behavior, tended to be more supportive and encouraging and compliments with sarcasm accompanied with irony provide a good strategy for saving the face of the speaker. The study also found that males seemed to accept females' compliments in different contexts as opposed to females' rejection of males' compliments in specific situations such as: appearance and clothes. Moreover, the findings showed that both men and women compliment women mostly on appearance then personality followed by ability and women compliment men mostly on ability first then possession while men compliment men on possession first then ability . Women complimented each other on appearance more than on any other topic while men were less accustomed to receive admiration related to physical appearance from either men or women. Thus, the highest percentage of females tends to pay compliments mainly as a kind of social involvement more than males do. On the other hand, males considered compliments as means of gaining promotion at work. The study concluded with some recommendations calling for further research.

# Chapter One

## Introduction

The study of the way in which language is used in conversations has been an important part of sociolinguistics and sociolinguists have looked at the way in which language can be used for maintaining relationships and achieving particular goals. They have also looked at rules for conducting and interpreting conversation.

Language varies not only according to the social characteristics of the speaker (such as social class, ethnic group, age and sex), but also according to the social context in which s/he finds oneself. It is known that many social factors can control any variety which is to be used on any particular occasion: for example, if a speaker is talking to the person s/he works with about their work, language is likely to be different from that s/he will use at home with family or superiors.

Languages have rules about the way in which they are used in social interaction. Trudgill, (1983) stated that these rules may vary widely from one society to another. He gives the example that it is normal amongst English speakers for the respondent to speak first in telephone

conversations. Though, many people in Japan expect the caller to be the one to speak first.

Trudgill highlighted a situation in which the differences between cultures, in cross-cultural situations can lead to misunderstanding and even hostility. North Europeans often feel that Americans are noisy and dominating simply because the norms for how loudly and how much one talks differ between the two areas. He affirmed that where cultural differences are greater, misunderstanding can be greater too.

William Downes (1998) categorized three types of situations: field, tenor and mode. Field signifies the ongoing social activity carried on by the text. For many text linguists, this is a new way of looking at language. For example, what sort of social activity do we perform when we pray or write up a scientific experiment or sit for an exam? And how is this activity realized by the language used. The linguistic field is given by a culture and speech community; it gives us the linguistic tool to "mean" whatever we "mean" when we perform any activity. The term tenor refers to that aspect of situations which involves particular role relationships between participants, both social and conversational; it is the interpersonal aspect of situations. Finally, the mode has two aspects. First, it describes the relation to the medium: written, spoken and so on. On the other hand, mode also describes the genre of the text. Genre means that a great deal of the linguistic form of a text is generically pre-

specified or laid down beforehand, "pre-coded". This pre-coding enables the field and tenor of every instance of a text in that register.

## **1.2 Statement of the Problem**

The domain of the current study is speech behavior of men and women. In particular, it aims at exploring gender differences in the area of linguistic politeness, specifically, in the domain of paying compliments. It attempts to investigate different strategies employed by males and females during the exchange of compliments in different social contexts and settings, in addition to examining male-female acceptance of compliments from the opposite sex in different contexts. It also attempts to explore the most frequent types of compliments used by males and females according to specific categories: those having to do with appearance/ clothing, those which comment on performance/ ability, those on personal traits (possessions), and finally those on the speaker's personality. It is expected that this investigation will lead the researcher to uncover the fact that the gender of the speaker can be a crucial parameter in determining different wording and functions of compliments in different social contexts.

### **1.3 Questions of the Study**

The study seeks answers to the following questions:

- 1- What strategies do males and females employ during the exchange of compliments in relation to different social factors, viz. the participants, the setting, and the topic?
- 2- To what extent do males and females employ ironic compliments, sarcasm and criticism?
- 3- Is it always appropriate for males to compliment females and vice versa in mixed gender conversation?
- 4- What are the main functions of exchanging compliments for each gender?
- 5- What are the most frequent compliment types males and females pay to members of the same and the opposite sex?
- 6- Who pays more compliments in different situations, males or females?

## **1.5 Significance of the Study:**

Although a multitude of studies on language and gender have been devoted to identifying differences in the linguistic styles of men and women, particularly, exchanging compliments, the study reported here is different from others in the sense it investigates how different social factors affect the type and form of compliment paid by both males and females.

So far, relatively few works have dealt extensively with the different wording and functions of compliment in different social contexts. However, the present study aims at filling a gap. In particular, it aims at distinguishing two main social settings in which exchanging compliments might be affected by the degree of formality and the type of the interaction that is most likely to take place in a particular context. The aforementioned social settings subsume very formal context, such as business transaction and superior-inferior interaction. However, the other is the informal interactions such as those that take place among friends. In the light of the previous division, different functions of the compliments could be underlined.

## **1.6 Purpose of the Study:**

The study attempts to investigate the most frequent types of compliments paid by males and females that fall under four categories: (i) those having to do with appearance/ clothing, (ii) those which comment on performance/ ability, (iii) those on personal traits (possessions) and (iv) those on personal appearance. Moreover, it is worthy to discuss the extent of which male-female accept each other's compliments in a mixed-gender conversation. This study is expected to shed light on the use of compliments by Jordanian male and female students and help other researchers who wish to conduct studies about similar topics.

## **1.7 Definitions of Terms**

The following terms will have the associated meaning wherever used in this study.

- **A compliment** is defined as "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" Holmes (1988, p.485).

- **The Social context** is defined as "the identical or similar social positions and social roles as a whole that influence the individuals of a group. The social context of an individual is the culture that he or she was educated and/or lives in, and the people and institutions with whom the person interacts. A given social context is likely to create a feeling of solidarity amongst its members, who are more likely to keep together, trust and help one another. Members of the same social context will often think in similar styles and patterns even when their conclusions differ". From Wikipedia Encyclopedia (2008).

### **1.8 Limitations of the Study:**

The results of the study cannot be generalized to all Jordanians. That is because it is limited to a sample of university students. The limited time and resources available when conducting this study do not allow soliciting answers from a larger number of respondents.

# **Chapter Two**

## **Review of Related Literature**

### **Theoretical Background**

In this chapter, some important theories related to the study will be reviewed. These theories include theories of speech act, gender differences and face and politeness theories. Those theories will build up the theoretical framework of this study. In addition, some of the previous studies on gender-based differences in compliments and compliment responses will also be reviewed.

Language variation is one of the main themes in the study of sociolinguistics. Sociolinguists have described the characteristics of language variation in conversation and set the correlation of those characteristics with the characteristics of the social community.

### **2.1 Overview of Speech Act Theory**

Austin (1962) 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'.

Hymes (1966), who is one of the early pioneers in sociolinguistics defined the linguistic event in terms of a number of factors related to person, motive and situation. According to him, a speech event implies a set of constitutive factors and functions. Hymes distinguished seven major types of factors of a speech event as follow: sender, receiver, channel, message-form, code, topic, and context. He also defined seven major types of functions of speech events associated with the above mentioned factors as follow: expressive, directive, persuasive, contact, poetic, metalinguistic, referential, and contextual or situational.

He pointed out that the general analysis of the functions of speech within a community helps bridge the gap between descriptions of language in terms of grammar, text and the dictionary on one hand, and description of behavior in term of ecology, personality, social structure, religion and the like on the other. It also contributes to the comparative study of the role of speech in different societies.

Trudgill (1983), who takes a similar stand, affirmed that language varies not only according to the social characteristics of the speaker (such as social class, ethnic group, age and sex), but also according to the social context in which he finds himself. He pointed out that many social factors can control which variety form this verbal repertoire is actually to be used on any particular occasion. Firstly, if a speaker is talking to the people s/he works with about their work, his/ her language is likely to be rather

different from that s/he will use at home with his/ her family; Trudgill called such linguistic varieties that are linked in this way to occupation, professions or topics, "registers".

Secondly, language varies according to whether it is written or spoken. For example, written English is more formal than spoken English. Thirdly, the kind of subject matter that is under discussion will have an effect on the language produced. Topics such as biology or international economics are likely to produce linguistic varieties which are more formal than those used in the discussion of knitting or preparing food. Fourthly, the physical setting and occasion of the language activity, for example, academic lectures and ceremonial occasions are more likely to select relatively formal language than friendship arguments or family breakfasts. Trudgill gave such linguistic varieties the term "style". Finally, "the context" of the person spoken to, particularly, the role relationship and relative status of the participants in a discourse. For example, speech between individuals of unequal rank due to status in an organization, social class, age, or some other factor is likely to be less relaxed and more formal than between equals.

In contrast to Trudgill, Joos (1967) described the range of formality as having five levels: (i) frozen, (ii) formal, (iii) consultative, (iv) casual, and (v) intimate. It is believed that every speaker has access to each quality. In Joos' analysis, the frozen level is used for written legal

documents or highly solemn speech which consists of memorized sentences that must be repeated verbatim. These might include quotations from proverbs or ritual expressions which are part of a formal ceremony. The formal level is used for public addresses such as lectures or speeches where the audience is not known to the speaker personally or where personal acquaintance is not acknowledged. This level requires much attention to form and allows little or no interaction. The speaker is usually considered to be an authority and, therefore, has higher status than the hearers for that particular event. The consultative level is used at less formal gatherings such as committee meetings where status is still fairly clearly designated, but where participants interact. There is still considerable attention to form, and participants may not know each other well. It may be necessary for speakers to elaborate and give a significant amount of background material. In contrast, the casual level is used among friends, or peers who know each other well enough that little elaboration is necessary. Participants pay very little attention to form and concentrate totally on content and relationship. The final level identified by Joos is 'intimate' language used between people who see each other daily (family members for instance) and share the majority of their daily life experiences. As a result, language is unelaborated and conversation may be meaningless to outsiders because of its telegraphic quality. No attention is paid to form.

## **2.2 Face and Politeness Theory**

When discussing the politeness theory, it is essential to refer to two important notions such as politeness and face. Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003, p. 6). Being polite therefore consists of attempting to save face for another and take into consideration other people's feelings by using different social skills which regulate participants' communicative behavior in social interaction.

The concept of face, as first articulated by Goffman (1955), refers to the presentation of self that one would like to project to others. The concept is used primarily in sociology and sociolinguistics, particularly in politeness theory.

Brown and Levinson (1987) expanded Goffman's theory of face in their research on politeness theory, differentiating between positive and negative face. They defined the Positive face as "the positive consistent self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants" while, according to them, the Negative face is "the basic claim to territories, personal preserves, rights to non-distraction , i.e. to freedom of action and freedom from imposition.

Brown and Levinson characterized positive face by desires to be liked, admired, ratified, and rated so positively, noting that one would threaten positive face by ignoring someone. At the same time, they characterized negative face by the desire not to be imposed upon, noting that negative face could be impinged upon by imposing on someone. Positive face refers to one's self-esteem, while negative face refers to one's freedom to act.

In Brown and Levinson's comprehensive analysis of politeness and face, two other concepts are also mentioned. They are 'face threatening act' and 'face saving act'. If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act (FTA). Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat. This is called a face saving act (FSA).

The rational actions people take to preserve both positive and negative faces for themselves and the people they interact with essentially add up to politeness. They further suggest that when people interact with others they must be aware of both kinds of face and therefore have a choice of two kinds of politeness. On one hand, a face saving act which is concerned with the person's positive face will tend to achieve solidarity

through offers of friendship; for example, the use of compliments. On the other hand, a face saving act related to negative politeness will lead to deference, apologizing, indirectness, and formality in language use.

In human interactions, people are often forced to threaten either an addressee's positive and/or negative face, and so there are various politeness strategies to mitigate those face-threatening acts. These strategies are used to formulate messages in order to save the hearer's face when face-threatening acts are desired.

Brown and Levinson (1987) outline four main types of politeness strategies; the first is the bald on-record, which usually does not attempt to minimize the threat to the hearer's face. Often using such a strategy will shock or embarrass the addressee, and so this strategy is most often used in situations where the speaker has a close relationship with the audience, such as family or close friends. The second is the positive politeness strategy, which seeks to minimize the threat to the hearer's positive face. It is used to make the hearer feel good about himself, his interests or possessions, and is most usually used in situations where the audience knows each other fairly well. In Brown and Levinson's terms, complimenting is a kind of positive politeness strategy that addresses the hearer's positive face, and it signals the complimenter's noticing and attending to the complimentee's interests and needs. An example from

Brown and Levinson include "*Heh, mate, can you lend me a dollar?*"

The third strategy is the negative politeness, which is oriented towards the hearer's negative face and emphasizes avoidance of imposition on the hearer. This strategy presumes that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous so the speaker is more apt to include an out for the listener, through distancing styles like apologies. An example from Brown and Levinson include: "*I'm sorry; it's a lot to ask, but can you lend me a thousand dollars?*". The final politeness strategy is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential of being imposing. For example, a speaker using the indirect strategy might merely say "wow, it's getting cold in here" insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so.

It seems clear that the more we feel we might be imposing, the more deferential we might be. Expressions such as 'Excuse me, sir, could you please close the window' is associated with the avoidance of an imposition. Thus, such strategies can be used in an attempt to avoid a great deal of imposition on the hearer and are concerned with proceeding

towards a goal in the smoothest way and with sensitivity to one's interlocutors.

One might think s/he is sure s/he knows what is meant when some body's behavior is described as 'polite'. Defining the criterion with which the description of politeness can be applied, however, is not quite as easy as it seems to be. When people are asked what they imagine polite behavior to be, there is a surprising amount of disagreement.

Downes (1998) stated some rules of politeness. On one hand, the first rule is "*the self-praise avoidance*", in which participants should, at least conventionally, avoid assenting to enhancements of their own status/prestige. On the other hand, one should avoid agreement with a proposition to which his or her assent will count as self-praise. The other politeness rule is "*the rule of considerateness*" which answers the question of why should one compliment any one at all? Such a rule states that he or she should express solidarity with and enhance the status of the interlocutor where possible to compliment (congratulate, offer, praise etc.).

The above-mentioned rules are so related in *the rule of self-respect*, for example participants must stand guard over their own face, wherein *the rule of considerateness*, participants must go to certain lengths to respect the face of others. Participants neither cooperate to try to make

sure that neither themselves nor are others defaced, out of face, or in the wrong face.

According to Downes, participants adopt strategies of politeness in order to avoid or minimize face-threatening activities. There are positive strategies such as claiming common ground or fulfilling the hearer's wants. Moreover, there are negative strategies aimed at the hearer's negative face, such as avoiding overt coercion, not making assumptions, being direct about one's intentions and so on.

Moving from evaluations of polite behavior in general to the more specific case of polite language, it is important to characterize polite language usage and sheds light on expressions like 'the language a person uses to avoid being too direct', 'language which displays respect towards consideration for others', language which contains respectful forms of address like *sir* or *madam*', 'language that displays certain "polite" formulaic utterances like *please, thank you, excuse me* or *sorry*'.

In an effort to find some kind of consensus, Watts (2003) took refuge in a very general statement; he resorted to giving examples of behavior which he, personally, would consider 'polite'. He made statements like 'He always shows a lot of respect towards his superiors', 'She's always very helpful and obliging', 'She speaks really well', and 'He always opens doors for the ladies or helps them on with their coats', etc. Watts

stated that some people feel that polite behavior is equivalent to socially 'correct' or appropriate behavior; others consider it to be the hallmark of the cultivated man or woman. Some might characterize a polite person as always being considerate towards other people; others might suggest that a polite person is self-effacing. He also affirmed that there were even people who classify polite behavior negatively, characterizing it with such terms as 'standoffish', 'haughty', 'insincere', etc.

### **2.3 Review of Sociolinguistic Research on Gender**

A major issue in the sociolinguistics of speech is the relationship between sex and language. It is proven that gender is one of the many social variables that affects the use of language in social context and women as a social group are clearly different from men. Sociolinguists have been trying to explain gender-based differences in language use.

The first widely influential study of language-use features was presented by Lakoff (1975). In her view, women's speech is more indirect and more polite than men's. Men are often found to use socially disfavored variants of sociolinguistic forms, while women are found to use super polite forms and hypercorrect grammar.

Based on the previous studies, Crawford (1995) put forward a social constructionist approach to explain the relationship between language and gender in a new perspective. Crawford conceptualized gender as a system operating at three levels: (i) gender at the social structural level, (ii) at the interpersonal level and (iii) at the individual level. At the first level, women are conceptualized as a culturally muted group. Hence, gender is viewed as a system of power relations. Men have more public power in most societies, controlling government, law, public discourse, and academics. At the second level, gender is regarded as cues and gender cues are used to tell us how to behave toward others in social interactions. It is observed that the behavior of men and boys is often evaluated more positively than that of women and girls. Moreover, society has different expectations from women and men. At the last level, gender is divided into masculinity and femininity. Within the discourse of gender, certain traits, behaviors, and interests are associated with each sex and assumed to be appropriate for people of that sex. Women and men become gender-typed and they acquire their gender roles from society.

Language behavior is always situated in certain contexts and can not be regarded as isolated from these contexts. Hence, sex differences are a fundamental fact of human life and it is not surprising to find them reflected in language.

## **2.4 Review of Studies on Compliments and Compliment Responses**

Studies of compliments have focused on the following areas: compliment formulas, topics and distribution, compliment responses, function, and strategy.

Complimenting as a speech event has been one of the major areas on which linguists have focused their attention into as a phenomenon of linguistic politeness. Holmes (1988) defined compliments as positive expression or evaluation, which are directed either explicitly or implicitly to someone for something valued positively by the speaker and the hearer, and even the whole speech community. It seems that the major function of compliments is "to create or maintain solidarity between interlocutors" by expressing admiration or approval (1988, p.89).

However, compliments have other functions too. Holmes noted that compliments may function as face threatening acts. They may imply that "the complimenter would like to possess something, whether an object or skill, belonging to the addressee" (1988, 487). Wolfson (1983) also pointed out that compliments were used to reinforcing desired behaviors, for example in a classroom situation. They often serve to strengthen or to replace other speech acts such as apologies, thanking, and greetings. They are also frequently used to soften criticism. Thus, compliments may be followed by "but" or "though" and a criticism.

Compliments are also used to open a conversation and they may even be used as sarcasm, e.g., "you play a good game of tennis- for a woman" (Wolfson, p.93).

Regarding topics of compliments, studies showed that the vast majority of compliments fell into only a few general topics. Manes and Wolfson (1981) found that compliments fall into two major categories with respect to topic: those having to do with appearance, and those which comment on ability. Holmes's study (1988b) on New Zealand compliments supported this. She asserted that her data " demonstrates that the vast majority of compliments refer to just a few broad topics: appearance, ability, or a good performance, possessions, and some aspect of personality, or friendliness" (p.496).

Systematic studies of compliments reveal that compliments are formulaic in nature. It was demonstrated that there existed a considerable amount of patterning at both the syntactic and the semantic levels. Manes and Wolfson (1981) found that compliments of American English fall into two major categories: the adjectival and verbal. More than two-thirds of the adjectival compliments make use of only five adjectives: nice, good, beautiful, pretty, and great. When a verb is used, the verbs "like" and "love" occurs most frequently.

Considering the social distribution of compliments, Manes and Wolfson (1981) found that the majority of compliments are given to

people of the same age and equal status as the speaker. They also found that a great majority of compliments are given by the person in the higher position in interactions between status unequals. The compliments from higher to lower status interlocutors were found to be twice more likely to be on the subject of the addressee's ability than on appearances or possessions. But when the speaker was of lower status than the addressee, the topic of the compliment was most likely to be on appearance or possession.

Since this study examines gender-based differences in compliments in different social contexts, the studies on this area need to be highlighted. In interactions among females and males, Manes and Wolfson (1981) found that women appear both to give and receive compliments much more frequently than do men, especially when compliments have to do with apparel and appearance. Holmes explains possible reasons for this finding. Since "compliments express social approval, one expects more of them to be addressed 'downwards' as socializing devices, or directed to the socially insecure to build their confidence. The fact that women receive more compliments reflects women's socially subordinate status in society "(Holmes, 1988b, p.5). Furthermore, she asserts that women give and receive compliments more often because compliments serve as expressions of solidarity among women. However, males may not

consider compliments the most appropriate way of expressing solidarity; as a result, they may not make use of compliments as often as women do.

Studies of the speech event of complimenting examine not only what and how to pay compliments, but they also look at how to respond to compliments appropriately in a given situation. Pomerantz (1978) claimed that two general states of speech behavior conflict with each other when responding to a compliment. These conflicting states are "Agree with the speaker" and "Avoid self-praise". To her, these two states have to be met at the same time, thus, presenting difficulties to the complimentee because trying to meet either of the conditions will inevitably conflict with the other. She divides American compliment responses into acceptances, agreements, rejections and disagreements.

A similar study conducted by Parisi and Wogan (2006), based on a corpus of 270 compliments collected on a university campus in the United States. They found that compliment topics varied by gender: males gave females a higher proportion of compliments on appearance than skill and females did the opposite. They give males a higher proportion of compliments on skill than appearance. Two overlapping explanations for this statistical discrepancy were found. Firstly, females feel a relatively greater need to be cautious when giving appearance

compliments to males, for fear of seeming too forward or attracting unwanted attention. Secondly, social norms place greater emphasis on appearance for females and skills for males. While the latter explanation has been noted previously, the former, the role of flirtation, has received scant attention, despite its crucial role in compliment behaviors.

Doohan and Manusov (2004) investigated sex differences and similarities in compliment within romantic relationships. They found that both men and women tended to employ a wide range of compliment responses and that there were both similarities and differences in the types of responses that men and women gave to compliments; they found that a return was the most frequent response for both men and women. In a romantic relationship, there is typically mutual attraction and appreciation, so according to them, returning a compliment to a romantic partner may help express this mutual attraction and appreciation. A return is also a way of reciprocating a compliment.

## **Experimental Studies**

One of the central concerns of sociolinguists has been the study of language and gender. A multitude of studies on language and gender have been devoted to identifying differences in speech styles of men and women. Among such studies are those which focused on the linguistic politeness, particularly, compliments.

Politeness is used to save one's own face, such a need is important in expressing apology, for example by a promise of forbearance, e.g. "ma ba9îdha", "I will never do it again". Moreover, using such a kind of linguistic politeness may let the "offender" minimize the degree of offense instead of placing an impinge on the "offender's" face.

(Hussein and Hummouri, 1998)

One may wish to observe the cultural differences in the strategies used for linguistic politeness which distinguish the Arab Jordanians from others. However Hussein & Hummouri's study was an attempt in this direction. They used a questionnaire and administrated it on a sample of American subjects who were working in the American center in Amman plus others who were living in Jordan and Jordanian males and females enrolled at Yarmouk University, Jordan. Many similarities as well as differences were found in relation to the strategies of apology used by Jordanian and American respondents although both Jordanians and

Americans share a good number of apology strategies. There are some unique ones to the Jordanians, and their peculiarity can be attributed to their culture, patterns of thought and religious orientation which are: minimizing the degree of offence, praising Allah, proverbial expressions and attacking.

From the reviewed study, it is clear that the content of the linguistic politeness used varies from one society to another as the speaker's culture, thoughts and religion might influence the strategies used.

Antonopoulou (2000) showed some gender differences in the area of linguistics politeness. She posited that women, in general, tend to apply politeness formulae better than men do. For instance, women are supposed to use, more often than men, speech that involves markers of politeness, tact, hesitance and uncertainty. The main explanations offered by her are in term of sociological rather than linguistic factor which according to her fall in three major categories: the deficit model, which assumes that women are disadvantaged speakers because of their upbringing; the dominance model which assumes that women are relatively socially, powerless in relation to men, and finally the cultural difference model which draws a parallel distinction between gender and other social variables like ethnicity. Driven by similar interest, Holmes (1995) found that women are more positively polite than men and are consequently expected to use more devices expressing positive

politeness, such as greetings, expressions of gratitude, friendly address forms and leave-takings.

The interest of investigating politeness strategies employed by the Arabic-speaking males and females was the sole concern of many studies. Salem (2004), after tape recording the speech of 500 Jordanian university students to examine their politeness strategies, stated that female students were more polite than their male counterparts. Findings also showed that males talk for longer time, ask fewer questions, which tend to be critical or antagonist, and they used disruptive interruptions to assert their status and power. Whereas females were more oriented to affective speech with positive function; they usually ask more questions to enhance arguments and sustain a conversation. They make fewer interruptions to indicate interest and rapport. Moreover, the study found that female students were willing to talk more than male counterparts in some intimate contexts. In general, women showed solidarity in their interaction, while men's speech reflected power and status.

It is quite apparent from the reviewed studies that there is a great correlation between masculinity and impoliteness and femininity and politeness. Nevertheless, Lorenzo-Dus and Bou-Farch's (2003) study didn't corroborate with the afore-mentioned stereotypical correlation. Their study of requesting behavior, by British and Spanish males and

females undergraduates, reported that both, men and women were politeness-oriented.

What characterized the above studies was their interest in the relationship between gender and linguistic politeness in general. Apparently, studies of politeness offer a fertile ground for the study of any potential correlation between politeness speech acts and gender. "Gender and politeness researchers should pay greater attention to intra-gender and inter-gender similarities in strategic discourse." (Lorenzo-Dus and Bou Frach (2003, p.198). Thus, a large body of research is especially important in identifying compliments, the sole concern of the study reported here, as one of the speech acts employed by both genders to express politeness.

Compliments are often used for maintaining social harmony and for sustaining social interaction. Holmes (1987) showed that the primary function of a compliment is affective and social rather than referential or informative. Olshtain and Cohen (1991, p.158) added that "speech act of complimenting is intrinsically courteous and enables the speaker to make use of available opportunities to express an interest in the hearer".

The study of compliments and compliment responses has undoubtedly been one of the most intriguing topics in linguistics for a long time; therefore, great attention was paid to study compliments by a number of researchers who aimed at exploring the similarities and

differences of this speech act across languages. Nelson, Al- Batal and Echols (1996), using a natural interview, explored the differences between Arabic and English compliment responses. Americans were interviewed in English and Syrians in Arabic. The study suggested three broad categories (acceptances, mitigations, and rejections). The results of their study showed that 50% percent of the American compliment responses were coded as acceptances, 45% percent as mitigations, and 3% percent as rejections. While 67% percent of the Syrian compliment responses were coded as acceptances, 33% percent as mitigations, and 0% percent as rejections. Results suggested that both Syrians and Americans are more likely to either accept or mitigate the force of the compliment than to reject it by means of several response types, viz. agreeing, utterances, compliment returns, ignoring, or deflecting compliment; i.e. praised to impersonalize the complimentary force.

Holmes (2005) compared the compliment response behavior of both males and females. The results of her study provided that the striking differences in complimenting behavior may reflect a different perception of the functions of compliments. More specifically, she claimed that women may regard compliments as positively polite acts whereas men may view them as primarily evaluative judgments or as potentially negative face threatening acts. She related this to her finding

that women pay and receive mostly compliments on appearance whereas men tend to compliment, only other men, on possessions. Compliments on appearance are generally interpreted as positively polite utterances indicating solidarity while compliments on possessions may be interpreted as implying desire or envy of the complimented item.

Driven by a similar interest, Bolton (1994), examined the complimenting behavior of men and women in the United States by collecting a corpus of 90 compliment behaviors from television programs, ethnographic observation, and the author, it was posited that women received compliments more than men as well as they paid compliments to other women more often than they did to men or men to other men and that women of higher status received more compliments than men of higher status. Moreover, women tend to use certain syntactic forms that strengthen the positive force of the compliment significantly, while men tend to reduce the positive force of the compliment.

Further contrastive studies of politeness and compliment were carried out to explore similar and different strategies employed by both British speakers of English and Jordanian speakers of Arabic to respond to compliments. Abu Hantash (1995) used a questionnaire of a sample of British subjects living in Milton Keynes and Jordanian males and females enrolled in Yarmouk University to identify the implications related to

compliment responding behavior. The study stated that British people are most likely to accept a compliment than to return it. The latter is more familiar among Jordanians. It is worth noting that the content of the compliment and the relationship between the interlocutors affect their responses. For instance, joking was used as a response to compliments paid by friends or intimates. One more point is in order, the speaker's knowledge of the social context might influence his/her ability to choose the most appropriate situation. Further, the study highlighted the role of gender in affecting the response in certain situations. For instance, women proved to be more caring in situations involving neighborhood and taking care of children.

Farghal and Al-Khatib (2001) highlighted the role of gender in forming compliments responses by rejection or acceptance. The pilot study also explored the main characteristics of compliment response, as well as the sociolinguistic and pragmatic conventions among the Jordanian students enrolled in Yarmouk University, and the distribution of such responses by the gender of the speaker. The findings of the study demonstrated the important role which compliment response plays in the management of "face" in Jordan. Moreover, it was found that "male complimentees tended to utilize more simple response when they were complimented by males rather than females and they tended to opt for exclusively non-verbal responses when complimented by females more

than when complimented by males” (p.1499). They also provided a clear-cut correlation between gender of both, the complimeter and the complimentee, and the type of the compliment response. It was observed that when complimented by males rather than females, male complimentees tended to give simple responses.

Shedding more light on the complimenting patterns utilized and which ones are related to gender differences, Holmes (1995) posited that women have been found to focus more on the social or affective aspects of language whereas men focus on its referential aspects. She added, "this may reinforce findings by other scholars such as, Wolfson (1984), Herbert (1990), Johnson and Roen (1992), namely, that women both pay and receive more compliments than men" (p.115).

The finding of Siflanou (2001) supported the tendency reported by Holmes for women to be complimented on their appearance more frequently than men. She found that over half of the compliments women received concerned aspects of their appearance. Women also paid more compliments of appearance than men did.

In contrast to Holmes' finding, that men exchange compliments on possessions, Sifianou found that men prefer compliments on ability. A considerable number of the compliments exchanged between men involved ability. This ability related mostly to efficient performance of

job related tasks and to good memory. Women compliment men on their ability as frequently as on their appearance, while men compliment women on ability, skills and performance rather infrequently. Women were complimented on their cooking skills but also on their artistic talents in dancing and singing. Some of these were given as forms of encouragement and can be seen patronizing.

In short, the above studies indicates that females tend to behave more politely; thus, they pay more compliments than males to serve different functions, viz. social function and to establish, maintain and consolidate social solidarity because they may be more affectionate. In this context, it seems likely that there is some correlation between masculinity and impoliteness and femininity and politeness.

# **Chapter Three**

## **Methods and Procedures**

This chapter presents a description of the methods and procedures used in this study including subjects of the study, instrument of the study, validity and reliability of the research instrument, data collection and statistical analysis and procedures of the study.

### **3.1 Subjects of the Study:**

The sample of the current study consisted of 180 Jordanian students in the first, second, third and fourth year of study, enrolled in different faculties at Al - Isra Private University and distributed equally between males and females, their age ranged from 18 to 23.

### **3.2 Instrument of the Study**

The researcher used a questionnaire for collecting data; the questionnaire was designed specifically to address the questions of the study. It elicited different types of data on male and female students exchanging compliments in different social situations and settings, in addition to examining male -female acceptance of compliments from the

opposite sex in different contexts and the main functions of exchanging compliments as perceived by both genders.

The questionnaire consists of five sections. The first section includes questions about demographic data of the participants such as: gender, age, level of education and academic major. The second section, entitled the style or variety "you most commonly use", is in the form of multiple-choice questions that try to examine the different ways and strategies employed by males and females while paying compliments in two main social settings. The first, however, items that belong to the formal interaction between a subordinate of a low status and a superior of a higher status, e.g. employee-manager, student-teacher. This kind of formality might also take place between a sales person and a customer. Second, items that reflect exchange of compliments in various topics between friends where the participants are of equal status with very low degree of formality. Each of the three choices in each item is meant to reflect certain strategies that the speaker might feel that it more likely mirrors the way s/he responds in such social context. The third section is relevant to one's acceptance of compliments of the opposite sex. It consists of four items; each of which includes four choices. Students were asked to choose the one that really reflects their acceptance to be complimented by the opposite sex. The fourth section addresses the main functions of

paying compliments in the light of the suggested division of the social settings. Subjects were asked to make more than one choice in order to have the most accurate results as much as possible. Section five, the last section, aims at finding out the most frequent types of compliments that are paid by males and females through a categorical question that asks respondents to choose from four categories of compliments the one that best describes their frequency of use: those having to do with appearance/ clothing, those which comment on performance/ ability, those on personal traits (possessions), and finally those on the speaker's personality.

### **3.3 Validity of the Instrument**

To ensure the validity of the instrument, the researcher asked a panel of experts to read the questionnaire and find out whether the items measure what is supposed to measure. A jury of two professors, fifteen instructors from al Isra University and two sociolinguists from Middle East University determined the validity of the questionnaire and their comments were taken into consideration.

Before being evaluated by the jury, the items of the multiple choice questions were written in Standard Arabic for some items and in Colloquial Arabic for others. Having checked this questionnaire by the jury, some of them pointed out that the items should be written either in

the standard or colloquial forms. Based on their advice, the items of the questionnaire were written in colloquial Arabic because such items are usually uttered in the colloquial in the situations tackled by the questionnaire. The Jury further advised to place the demographic information of the respondent on a separate sheet instead of having them on the same sheet with the investigated items.

Regarding the formality versus informality of the questionnaire items, the researcher herself distributed another questionnaire (Appendix 2) that contains the compliment expressions to (15) teachers from Al- Isra University to define the degree of its formality. The researcher demonstrated to the teachers how to respond to the expressions.

The researcher uses a five-point Likert scale questionnaire as follows: "very informal" corresponds to number (1) on the scale. "Informal" corresponds to number (2). "Uncertain" corresponds to number (3). Formal corresponds to number (4) and finally "very formal" corresponds to number (5) on the scale. The means was calculated by adding the response values and dividing them by the number of jury.

The researcher uses this scale to represent the degree of items' formality:

- 1 to 1.49 very informal
- 1.50 to 2.49 informal.
- 2.50 to 3.49 uncertain
- 3.50 to 4.49 formal
- 4.50 to 5 very formal.

The results are as follow:

Question	Item Number	Item	Mean	Degree of Formality
1 طلب اجازة من مدير غير محبوب	أ	يعطيك العافية على جهودك. كل الموظفين ، ومنهم أنا طبعاً، بنحك و بنحتمك لأدائك المميز في الشركة، بس يا ريت لو سمحت تعطيني اجازة يومين.	1	V. Informal
	ب	يعطيك العافية، ممكن بعد إذتك تعطيني اجازة لمدة يومين، ممنون.	4.50	V. Formal
2 تهنئة صديق لشراء سيارة	أ	شو؟ واصل. اسمعت اشتريت سيارة جديدة؟	1	V. Informal
	ب	مبروك، حلوة كتير، بتجنن، منها للأحسن منها	3.61	Formal
3 تهنئة احد الاقارب بالتحريج من الجامعة	أ	مبروك التحريج ، عقبال الفرحة الكبيرة و الوظيفة.	2	Informal
	ب	ألف مبروك التحريج.	4.72	V. Formal
4 إقناع زبون لشراء بنطال	أ	هذا البنطلون من النوعية الجيدة و أنصحك بشرائه.	4.91	V. Formal
	ب	بجنن عليك البنطلون ، كإنه مفصل إلك مخصوص.	1.11	V. Informal
	ج	حلو عليك البنطلون كتير.	3	Uncertain
5 طلب مراعاة في التصحيح من المدرس	أ	ما شاء الله يا دكتور ، أسألتك ذكية جدا و رائعة ، وبتعلم الطلاب على التفكير الناقد، بس يا ريت لو اتراعيينا شوي؟	1.28	V. Informal
	ب	يعطيك العافية، إن شاءالله ما انغلبك بالتصحيح ، بس لو ممكن شوية مراعاة.	3.55	Formal
6 مدح صديق ارتدى ملابس جديدة جميلة	أ	إيش إيش هالأناقة؟ شو لابس اللي عالجبيل اليوم؟	1.18	V. Informal
	ب	شو هالحلاوة؟ بتجنن، من وينك هاللبسة الحلوة؟	2.46	Informal
7 تهنئة احد المعارف بعد الشفاء	أ	خلص ؟ ارجعنا حديد؟	1.23	V. Informal
	ب	ألف الحمدلله عالسلامة، ما اتشوف شر، الله يطوللنا بعمرنا.	3.25	Uncertain
8 شخص ظهر بتسريحة لم تتل اعجابك	أ	ياي، كتير حلو شعرك، التسريحة بتجنن.	2	Informal
	ب	حلوة التسريحة ، بس لو المرة الجاية تعمل فيها شوية تغيير بتطلع أحلى.	2.27	V. Informal

### **3.4 Reliability of the Instrument**

To confirm the reliability of the instrument, the researcher used test- retest. The questionnaire was pilot-tested on a group of thirteen Jordanian students at al Isra University who were not members of the sample. The goal of the pilot test was to establish the contextual appropriateness of the items in eliciting the speech act under study, i.e., to check whether the items indeed elicit the required data on male and female students exchanging compliments in different social situations and settings and in examining male – female acceptance of compliments from the opposite sex etc. .The version proved to be reliable in eliciting the speech act under study. The results of the pilot test were compared to the results of current study. Hence, there were similarities between the findings of the pilot test and the findings emerged in this study.

### **3.5 Data Collection and Statistical Analysis**

To achieve the purpose of the study, the data were elicited through a questionnaire to have a broad range of predetermined speech situations. The data datum was recorded, analyzed and interpreted; the researcher tabulated the data and the tables were numbered and given titles. The findings cover six sections: paying compliments in formal settings, paying compliments on informal social occasions, paying compliment in

single-gender friendship group, acceptance of compliments from the opposite gender, function of the compliments and finally the most frequent types of compliment used. The researcher used simple descriptive statistical procedures such as frequencies and percentages in analyzing and interpreting the data.

### **3.6 Procedures of the Study:**

After choosing the topic of the study, the researcher read a number of previous studies that are related to gender and compliments. The researcher then built up the questions of the current study depending on some reading of the previous studies, and thus the dimensions of the study were established. After specifying the dimensions of the study, a questionnaire was written based partially on Hussein and Hammouri (1998) to investigate the strategies of apology. There was an attempt to achieve the validity and reliability of the instrument. The questionnaire was distributed by the researcher; furthermore, a covering letter, which explains the purpose of the study and the official approval to carry out this study, was sent to the respondents.

After that, the raw data which were taken from the questionnaire were recorded, analyzed, and interpreted: First, The researcher recorded the questionnaire by using a summary sheet; The results were presented by

using simple tables each of which has a title and a number, and each table is followed by a commentary highlighting any items of interest. Secondly, the researcher analyzed the results by using simple arithmetical procedures (frequencies and percentages). Finally, the researcher interpreted the information to find out whether the hypotheses were supported or not. The researcher compared the results of this study with the results of other studies by referring to previous literature and explained the degree of agreement or disagreement.

The main conclusions that can be drawn from the findings are presented very briefly and simply. The researcher presents the recommendation for future studies and the list of references is written in alphabetical order using the APA style.

# **Chapter Four**

## **Results and Discussion**

In this chapter, the researcher compares and contrasts the various strategies employed by both males and females during the exchange of compliments, providing illustrative examples from the responses of both genders. The researcher also investigates if there are any similarities and differences between males and females in terms of the acceptance of compliments from the opposite sex in different contexts. Furthermore, the effect of topic and function over the choice of certain types of compliments are presented in this chapter.

The comparability and contrast in this study are based on function. This means that compliments can be expressed via different speech acts. In this chapter, the researcher presents the findings of the analyzed data through illustrative tables that show the frequency of certain compliment strategy and the means which was calculated by adding the response values and dividing them by the number of those responses.

It should be noted that the examples presented in this section were selected from the sample so that they should be relatively different and representative of different situations.

The findings of the study are presented and discussed in the following sub-sections:

**Results related to the first question:** What strategies do males and females employ during the exchange of compliments in relation to different social factors, viz. the participants, the setting, and the topic?

#### **4.1. Paying Compliments in Formal Settings**

Tables (1) and (2) provide the complete list of occurrences and percentages of males and females responses to the items of section 1 in the questionnaire.

A look at table (1) suggests that females tend to give felicitous compliments without excessive elaboration, or exaggeration in the formulation of the compliments in formal context, in which the complimentee is one of a higher status i.e. a manager. About eighty-nine percent of the females gives a normal compliment to the manager when asking for a day off. Similarly, the same high percentage 65.5% prevails among females' responses in giving a mild compliment if they are trying to make a sale. So, they would be satisfied when complimenting customers by saying:

" حلو عليك البنطلون إكتير " (٥ - ج).

"ḥilū ṣalayk ṣalbantalūn ṣktīr"

"*Very nice pants*"

**Table 1**

*Frequency and percentage of males' responses underlining strategies of complimenting in various situations.*

<b>Social Situation</b>	<b>Frequency</b>			<b>Percentage %</b>		
	A	B	C	A	B	C
<b>Formal</b>						
Item 1 in the questionnaire	18	15	57	20	16.6	63.3
Item 5 in the questionnaire	18	38	34	20	42.2	37.7
Item 7 in the questionnaire	40	29	21	44.4	32.2	23.3
<b>Informal Occasions</b>						
Item 2 in the questionnaire	15	30	45	16.6	33.3	50
Item 4 in the questionnaire	33	39	18	36.6	43.3	20
Item 9 in the questionnaire	21	33	36	23.3	36.6	40
<b>Friendship</b>						
Item 3 in the questionnaire	21	24	45	23.3	26.6	50
Item 6 in the questionnaire	30	21	39	33.3	23.3	43.3
Item 8 in the questionnaire	30	27	33	33.3	30	36.6
Item 10 in the questionnaire	18	42	30	20	46.6	33.3

**Table 2**

*Frequency and percentage of females responses underlining strategies of complimenting in various situations.*

Social Situation	Frequency			Percentage %		
	A	B	C	A	B	C
<b>Formal</b>						
Item 1 in the questionnaire	4	6	80	4.4	6.6	88.8
Item 5 in the questionnaire	18	13	59	20	14.4	65.5
Item 7 in the questionnaire	57	3	30	63.3	3.3	33.3
<b>In formal Occasions</b>						
Item 2 in the questionnaire	12	48	30	13.3	53.3	33.3
Item 4 in the questionnaire	12	48	30	13.3	53.3	33.3
Item 9 in the questionnaire	0	24	66	0	26.6	73.3
<b>Friendship</b>						
Item 3 in the questionnaire	18	24	48	20	26.6	53.3
Item 6 in the questionnaire	21	30	39	23.3	33.3	43.3
Item 8 in the questionnaire	39	18	33	43.3	20	36.6
Item 10 in the questionnaire	30	9	57	33.3	10	63.3

It is worth noting that in the previously discussed situations, females avoid the direct way of addressing others in such formal situations, especially when they address anyone of a higher status.

Thus, only 6.6% of the females resorts to being direct in their requests. Likewise, they also avoid directness in a situation of convincing a customer. So, it is unlikely to say:

"هاد البنطلون من النوعية الجيدة و بنصحك تشتريه". (٥ - ج)

Hād ?albantālūn min ?alnawāʿiyih ?alĴiyidih wbanṣahak tiṣṭarīh.

*"I advise you to buy these pants. They are of a good quality".*

Obviously, in formal situations, viz. business and work place, which involve interaction between subordinate-superior, it seems typical for females to employ some kind of felicitous compliments to achieve their goals in a polite way. This consolidates the findings of previous research that women tend to employ politeness strategies when they make a request, viz. by paying compliments.

**Results related to the second question:** To what extent do males and females employ ironic compliments, sarcasm and criticism?

regarding the second question of the study, analysis of data showed a quite bizarre complimenting behavior. The highest percentage of the female 63.3% percent students tends to be direct when asking a university teacher to raise their marks, while only 3.3% percent of them preferred to

employ the exaggerated and elaborated form of compliment. Thus, it seems that this result might be out of accord with the general tendency for females to employ politeness strategies frequently.

At this stage, one may wish to investigate male students' way of paying compliments in such situations. Analysis of the percentages of males responses indicate that unlike their female counterparts, the majority of the male students seem to employ exaggerated forms of compliments in which lying as well as hypocrisy provide basic ground for such compliments upwards when addressing someone of a higher status. For instance, 42.2% percent of the males tends to build their compliments upon lying when they try to convince a customer of buying pants by saying:

" بجنن عليك البنطلون ، كانه مفصل إلك مخصوص". ( ٥ - ب )

" biĴannin řalĳk řalbantalūn , křinnuh mfassal řilak maxsūs"

"*very nice pants, it's if as they were designed especially for you.*"

However, 65.5% percent of the female students seems to be satisfied with paying mild compliment utterances like "*very nice pants.*"

Narrowing down the domains of interaction, further analysis show that in employee-manager and student-teacher interaction, males seem to utilize hypocrisy in their compliments more than their female counterparts. This finding might be ascribed to the fact that males, in general, seem to be more eager to keep their business positions and try to

promote them, i.e. they seem to be more obsessed with achieving their goals after ensuring the consent of their superiors by praising them in an exaggerated way. On the other hand, females seem not to be interested in presenting themselves as being very obedient to their superiors, and their low percentages in paying such hypocrite compliments provide a good evidence for their difference in seeking consent of their superiors. For instance, 32.2% percent of the male students employ hypocrite compliments when asking their teacher to raise their marks after a very difficult exam. So, they tend to produce an utterance such as the following:

" ما شاء الله يا دكتور، أسئلتك ذكية جدا و رائعة، و بتعلم الطلاب على التفكير الناقد. بس يا ريت لو اتراعيينا شوي ". (٧- ب).

" ma šāʔa ʔallah yāduktūr, ʔas?iltak ḏakiyyeh Ĵiddan wraʔiṣah,  
wbitṣallim ʔaltullāb ʔala ʔaltafkīr ʔalnnāqid. bas yā rīt law ʔitraṣīna  
ṣway"

*“Your questions were very interesting, they taught us how to use our intellects and think critically, but could you please be generous in marking our exams?”*

However, only 3.3% percent of the female students tends to produce the afore-mentioned utterance, rather, they resort to pay adequate compliments as a kind of positive politeness to reflect their respect to the superior. For example, while asking the manager for two days off work, 88.8 % percent of the females tends to say the following:

"يعطيك العافية، ممكن بعد إذنك تعطيني إجازة لمدة يومين، بكن ممنونة". (١ - ج).

" yiṣṭīk ?ilṣāfyih, mumkin baʿid ?iḏnak tṣaṭīnī ?iġāzih limuddit yūmīn ,  
bakūn mamnūnih".

“*May Allah give you good health, can I be off work for two days, thanks?*”

Previous findings provide a fertile ground for the comparison between the way males and females pay compliments in formal setting.

## **4.2. Paying Compliments on Informal Social Occasions**

Analysis of data of Table (1) suggests that the highest percentage of the female students 53.3% percent seems to give elaborated form of compliments in certain informal social occasions, such as: buying a new car and graduation from university. What characterizes these social contexts is that there are specific, fixed, formulaic chunks of compliments that seem most likely to be paid by both genders in these situations. For example:

"الف مبروك "

"?alf mabrūk". "*Congratulations*".

This high percentage might be attributed to the function of compliments in establishing, maintaining, and consolidating social solidarity. Thus, females' style of complimenting seems to be more

affective and intimate. For example, in complimenting a friend on buying a new car, it seems that females tend to use a variety of intimate and praising expressions that reflect their involvement in that occasion. For example:

"مبروك ، حلوة كتير ، بتجنن ، منها لأحسن". ( ٢ - ب ).

"Mabrūk ħilwih ktīr, bitĴannin ,minha la?aħsan".

*"Congratulations, it's very nice, hope you get a better one, it's amazing".*

About 33% percent of the females gives direct and fixed compliments, like "congratulation." It is noteworthy that the above discussed style of compliments employed by females regardless of the relationship between the interlocutors. In other words, no matter what the degree of the social distance or solidarity is, females keep using intimate form of compliments to strengthen the relationship with others, i.e. the same elaborated type of compliments paid for both, a close friend as well as a relative who may not have the same degree of solidarity.

However, it is worth pointing that direct and fixed compliment expressions are paid by 73.3% percent of female students on congratulating ill people after recovery. The low percentage of using expressions mixed in the same compliment, 26.6% percent, could be due to the nature of the occasion itself, in which the complimenter might find it more appropriate to be direct in paying compliment such as:

" الحمد لله على السلامة " (٩ - ج).

"?ilḥamdulillah ʕla ʕassalāmih". *"Thanks Allah for recovery"*

Instead of combining many expressions for giving a compliment like:

" الحمد لله على السلامة، ما اتشوف شر، الله يطوللنا بعمر ك ". (٩ - ب).

"?ilḥamdulillah ʕla ʕassalāmih, ma tʕūf ʕar , ʕallah yṭawwililna bi ʕumrak".

*"Thanks Allah for recovery, hope you will be well, Allah grant you long age"*

In this context, another reason might determine the type of compliment on such an occasion, that is the degree of solidarity with the complimentee. It might be the fact that because an acquaintance is less intimate than a friend or a relative, formal and direct way of compliment seems to be most frequent. Observing males' style of complimenting in such social occasions, including that most of males 50% percent, 40% percent tend to be direct, following the fixed expressions that seem to be the most appropriate on occasions like, buying a car and congratulation on a recovery respectively. Thus, they seem to follow the norm of complimenting: "alf mabrūk ?alsayārah" , " الف مبروك السيارة " ( ج - ٢ ) . "congratulations". And " الحمد لله على السلامة " "?ilḥamdulillah ʕla ʕassalāmih"

*"Thanks God for recovery"*.

Apparently, a very striking opposition seems to arise from males' frequent use of compliments accompanied with humor in such situations. For instance, about 23.3% percent of males seems to pay humorous compliments when congratulating an acquaintance on recovery from illness, saying: "خلص ارجعنا حديد؟" (á - 9).

"xalaṣ ʔirġina ħadīd?"

"Finally, we return as strong as iron?"

While none of the females follow the humorous style in paying compliment on the same occasion. Moreover, a relatively high percentage of males' compliments paid on graduations seem to be accompanied with humor, like:

"و أخيرا خلصت الجامعة من شرك و تخرجت؟"

"wa ʔaxīran xallaṣat ʔil Ĵamāh min ţarrak wi ʔitxarraĴit?"

"Finally, you have graduated and the university got rid of you?"

Whereas, the fewest number of females tend to use the same style of complimenting on the same occasion.

In the light of the previous finding, on one hand, it seems quite obvious that females tend to be less humorous than males; on the other hand, males tend to opt for creating humorous effect, as a style of their speech for the sake of dominating the conversational atmosphere on the assumption that they might be more appealing by mixing humor with their compliments, regardless of the occasion or the participant.

### **4.3 Paying Compliment in Single-Gender Friendship Group.**

In the friendship conversation, there seems to be a very big room for variation in paying compliments since friends are of equal status with high degree of solidarity and intimacy and less degree of formality. Therefore, there will be no fixed expressions for complimenting.

A look at Table (2), items (3 and 6) shows that the highest percentage of females 53.3, 43.3 avoid being offensive while highlighting their friends' inability or deficiency in carrying out certain tasks, or when they attend for their friends' carelessness or their bad behavior.

In item (3), when asking a friend who has failed to carry out a certain task, 53.3% percent tend to be supportive by giving their friends a compliment to encourage them to do a better job the next time. Example:

"عكل حال ، يعطيك العافية على الشغل، بس ليش اعملت هيك؟ الله يسامحك، أنا ما حكيتلك  
تعمل هيك . يلا صار خير. (٣-ج).

"ʕakul hāl , yiʕtīk ?ilʕāfyih, bas lēʃ ʕmilit hēk? ?llah ysāmḥak , ?ana ma  
hakētlak tʕmil hēk? , sār xīr"

*"May Allah give you good health, I didn't tell you to do so. May Allah  
forgive you, why have you done so? But any way don't worry.*

This supportive and affectionate behavior would be obvious in encouraging a careless friend to pay more attention to her study by paying a nice and supportive compliment. About forty-three percent was found

to be prompters by reinforcing the desired behavior as clarified in item (6). They tend to say:

" أنا بحس إنك شاطر و عندك إمكانية اتطور حالك ، و اتصير أحسن، بس لو انك تعطي شوي من وقتك للدراسة ، صدقني بترفع مستواك". ( ٦ - ج ).

" ?ana baħis ?innak řātir wřindak ?imkāniyah ?ittawir ħālak, w?itsēr ?aħsan, bas law ?innak třařī řwayy min waqta; lildirāsih, suddiqnī btirfařa mustwāk".

*"I think you are a good and clever student and you have the potentials to be better, but I wish you could pay more attention to your study, believe me, you can be better"*.

Obviously, the previous finding confirms females' sensitivity and affection. On one hand, they seem to avoid being tough or sarcastic in a harsh way. Therefore, results show low percentage in their giving direct comments. Only 20% percent of females tends to highlight their friends' faults by giving direct criticism. (See Appendix 1, item 3). On the other hand, both, males and females, in some cases, seem to opt for employing the sarcastic tone in attending for someone's carelessness or deficiency. About 23.3% percent of the male students mix their compliments with irony and criticism, while encouraging their friends to take care of thier study. For example:

" و الله بعجيني حماسك و طموحك و اندفاعك عالدرس ، ارحم الكتب!". ( ٦ - ب ).

" wallah břiřibnī ħamāsak wřumūħak w?indifāřak řaddars, ?irħam ?ilkutub!".

"I like your ambition and caring for your study".

This finding consolidates those of Jorpensen ( 1996 ) that showed that sarcasm can have a few saving functions, i.e. the speaker might appear less rude and unfair when expressing criticism accompanied with little humor, especially when this criticism is directed to close friends or other intimates, concerning trivial mistakes. Thus, for the aforementioned function, both genders might resort to this sarcastic way instead of giving direct comment without any kind of complimenting. Therefore, the least frequent way of commenting on someone's behavior is the direct way. Only 20% percent of the females tend to follow the direct style by saying:

" كل اللي اعملته غلط، كم مرة أنا فهمتك شو تعمل؟". (٣ - أ).  
"kul ?illī ?iṣmiltuh ṽalat , kam marrah anā fahhamtak ḡū tiṣamil ?".

*"All what you did was completely wrong, how many times do I need to tell you what to do".*

Similarly, males also seem to avoid this direct style, 33.3% tend to tell a friend directly to study hard by saying:

" شد حالك و اهتم بدراستك شوي ، ما بصير هالكسل". (٦ - أ).  
" ḡid hālak ḡway w?ihṡtam bidirāstak , mā biṣēr halkasal".

*"Do your best and take care of your study, you shouldn't be so lazy".*

To sum up, it seems apparent that both genders tend to be more supportive and encouraging than imposing orders in such situations. It is also noteworthy that sarcasm accompanied with irony provides a good strategy for saving the face of the speaker while commenting on a friend's manner.

Further analysis of the compliments concerning appearance, like wearing new clothes or having a new hairstyle, shows that both males and females tend to pay an elaborated form of compliment, (see Appendix 1, items, 8&10).equal percentages, 36.6%, of both males and females pay an exaggerated compliment that shows excitement and more involvement. For instance, for flattering new clothes, they tend to say:

" شو هالحلاوة؟ بتجنن، من وينلك هلبسة الحلوة؟" (٨ - ج).

" ʃū halhalāwih? bitJannin, min wēnlak hallibsih ?ilhilweh?"

*"How beautiful! You look so attractive today, where did you get your clothes?"*

Notably, males seem to accompany their compliments with humorous remarks more than females do. Approximately, 30% of the males might be humorous when complimenting. They tend to say for praising new clothes:

" إيش إيش هالاناقة؟ شو لابس اللي عالجبيل اليوم؟" (٨ - ب).

" ?ēʃ ?ēʃ hal?anāqah? ʃū lābis ?illi ʕalħabil ?ilyūm?"

*"How elegant you look? Do you wear what is on the clothesline?"*

One more point is worth noting is that females in general tend to be more honest than males when giving their opinion about a thing they don't like. Only 10% percent of the females seems to lie by expressing their admiration for a new hairstyle, while in fact they don't like it. On the contrary, males seem to appear more hypocrite and lying in that sense. Approximately forty-seven percent of the male students reported that they

might resort to lie and express that they like the new hairstyle even if they actually don't like.

As a comparison, the majority of the females, 63.3% percent gives a short compliment followed by a remark at the end, to draw the complimentee's attention to make the necessary change to look nicer. For example:

" حلوة التسريحة ، بس لو المرة الجاية تعمل فيها شوية تغيير بتطلع أحلى". ( ١٠ - ج ).  
" ḥilwih ?iltasrīḥah, bas law ?ilmarrāh ?ilĴayah tiṣmilī fēḥa ṣwayit tavyīr  
btitlaṣ ?ahlā".

*"Nice hairstyle, but if you make some change, it will look nicer"*

This might provide useful insights to the rapport style that women have with affectionate feelings.

Surprisingly, on one hand, females might be more direct in pointing what they don't like, than their males counterparts. About 20% of males tend to be direct, while 33.3% percent of the females tends to be frank. This difference might be attributed to the extent that both genders would be interested in the topic of the compliment, i.e. females would be more interested in appearances like hairstyles, so they tend to be careful while giving the appropriate remark. On the other hand, males might not take the topic seriously, because they are not preoccupied with such topics related to appearances and fashion. Accordingly, they seem not to

pay too much attention to their remarks; so, they don't care if they lie or not commenting at all.

Summing up, it would appear that the topic of the compliment might affect the way both genders make up their remarks and compliments. This result consolidates these of Parisi and wogan (2006) that compliment topic varied by gender and affect the complimenting behavior.

#### **4.4. Acceptance of Compliments from the Opposite Gender.**

**Results related to the third question:** Is it always appropriate for males to compliment females and vice versa in mixed gender conversation?

With regard to the third question, the data showed that whenever a compliment is uttered, there must be the reply as the response toward the compliment. It is generally agreed that the polite thing to do is to accept compliment. In practice, however, compliments are not always accepted. Gender does play a significant role in Jordanians' responding to compliments.

To shed light on exchanging compliments in a mixed-gendered conversation, Tables (3) and (4) provide useful indication for the males and females acceptance and rejection of compliments from the opposite gender in various contexts.

**Table 3**

*Frequency and percentage of males' responses to compliments from the opposite gender.*

Response	Frequency	Percentage %
<b>Item 1 in the questionnaire</b>		
A) Agreement (return compliment).	45	50
B)Acceptance (appreciation token) e.g. ritual " thank you"	36	40
C)Reject: no response ( no indication of having heard the compliment )	9	10
D) Non agreement: denial utterance.	0	0
<b>Item 2 in the questionnaire</b>		
A) Agreement (return compliment).	36	40
B)Acceptance (appreciation token) e.g. ritual " thank you"	54	60
C)Reject : no response	0	0
D) Non agreement: denial utterance.	0	0
<b>Item 3 in the questionnaire</b>		
A) Agreement (return compliment).	56	62.2
B)Acceptance (appreciation token) e.g. ritual " thank you"	34	37.7
C)Reject : no response	0	0
D) Non agreement: denial utterance.	0	0
<b>Item 4 in the questionnaire</b>		
A) Agreement (return compliment).	48	53.3
B)Acceptance (appreciation token) e.g. ritual " thank you"	36	40
C)Reject : no response	6	6.6
D) Non agreement: denial utterance.	0	0

**Table 4**

*Frequency and percentage of females' responses to compliments from the opposite gender.*

Response	Frequency	Percentage %
<b>Item 1</b>		
A) Agreement (return compliment).	20	22.2
B)Acceptance (appreciation token) e.g. ritual " thank you"	36	40
C)Reject: no response ( no indication of having heard the compliment )	22	24.4
D) Non agreement: denial utterance.	12	13.3
<b>Item 2</b>		
A) Agreement (return compliment).	23	25.5
B)Acceptance (appreciation token) e.g. ritual " thank you"	60	66.7
C)Reject : no response	7	7.7
D) Non agreement: denial utterance.	0	0
<b>Item 3</b>		
A) Agreement (return compliment).	24	26.6
B)Acceptance (appreciation token) e.g. ritual " thank you"	57	63.3
C)Reject : no response	9	10
D) Non agreement: denial utterance.	0	0
<b>Item 4</b>		
A) Agreement (return compliment).	16	17.7
B)Acceptance (appreciation token) e.g. ritual " thank you"	30	33.3
C)Reject : no response	32	35.5
D) Non agreement: denial utterance.	12	13.3

A look at Tables (3) and (4) shows that males in general seem to accept compliments from females more than females do.

If the complimenter is a female, most of the male students are willing to accept female's compliments on their new clothes, 50% percent of them return the females' compliments with positive elaboration or agreeing utterance and 40% percent express their acceptance by ritual "thank you". In contrast, only 22.2% percent of the females tend to accept such compliments from males with positive elaboration or agreeing utterance, and 40% express their acceptance by the ritual "thank you".

Further examination of Table (3) indicates that the topic of the compliment affects the acceptance of that particular compliment. For instance, compliments paid on certain social occasions like, recovery from illness might be more likely to be accepted by females. About ninety-two percent accept such compliments from males, while 37.7 % percent of the females reject compliments paid as a flattery of the physical appearance, like new clothes, 13.3% percent of them express their rejection by denial utterance, 24.4% percent show no indication of having heard the compliment so they do not respond at all.

The majority of both males and females accept the compliment on certain social occasions without any further elaboration but are satisfied with a ritual response. This difference might be due to the fact that social occasions are accompanied by some fixed compliments exchanged by

everyone in this society. While personal compliments of clothes and physical appearances are not common in a mixed-gendered conversation especially in Jordanian culture. Therefore, the acceptance and the rejection of this kind of compliment vary from one individual to another.

It is obvious that women preferred to be complimented on their ability or work performance rather than their appearance or even their personality. Results show that 89.9% percent of the female students accept the compliments paid on their ability in explaining lessons , 26.6% percent of them return such compliment with further elaboration while only 10% of them reject by showing no response .

Regarding the topic of personality 51% of the females accept the compliments paid on good character or polite treatment. About forty-nine percent of the females reject compliments made by males compared to 93.3% of the males who accept females' compliments. The reason might lie in the way in which women think when they suspect the intentions behind a flattering remark from a work colleague or new acquaintance.

Males do actually care a great deal about what females think about them, 37.7% percent of them accept females' compliment on their work performance and ability with ritual utterance and 62.2% percent of them accept their compliments with further elaboration. Notably none of the males show any rejection. Rather, such kind of compliments make them feel good about themselves and boost their self-confidence.

## **4.5. Functions of the Compliments**

**Results related to the fourth question:** What are the main functions of exchanging compliments for each gender?

Subjects' responses to the fourth question are summarized in tables (5) and (6) and show the main functions of paying compliments across gender.

### **Table5.**

*Frequency and percentage of males' responses underlying compliments' functions.*

Item	Frequency	Percentage %
1. in the questionnaire	39	43.3
2. in the questionnaire	51	56.6
3. in the questionnaire	24	26.6
4. in the questionnaire	12	13.3
5. in the questionnaire	15	16.6

## **Table 6.**

*Frequency and percentage of female's responses underlying compliments' functions.*

Item	Frequency	Percentage %
1. in the questionnaire	42	46.6
2. in the questionnaire	63	70
3. in the questionnaire	0	0
4. in the questionnaire	12	13.3
5. in the questionnaire	24	26.6

Analysis of the subjects' responses shows that the highest percentage of females 70% percent tends to pay compliments mainly as a kind of social exchange, that is to be more sociable and make more acquaintances and being liked by others. This is typical of females since they tend to have more rapport. This result ties in well with those of previous studies such as Holmes (1988). At this stage, one may observe that females use compliments to serve the previously mentioned function, more than males do.

It is worth highlighting the fact that a relatively high percentage of both males and females, 43% percent, 46% percent respectively, might reserve compliments for their traditional purpose of offering praise if they find that something or somebody deserves to be praised.

The most striking difference between males and females lies in the fact that compliments can be a means of gaining promotion or support from the boss. None of the females seems to employ compliments to serve that function, while about 27% percent of the males think that this is the genuine function of the compliments. This consolidates the results of the current research that highlights males' utilizing of hypocrisy towards their superiors to get whatever they want, whereas females seem to be satisfied with giving a polite compliment. This could be attributed to males' great interest in their business domain; so, they are eager to improve themselves in that field, where they find themselves.

The same percentage of males and females 13.3% percent, compliment for the sake of criticizing someone's behavior indirectly. That would be apparent from the afore-mentioned discussion in which both genders use ironic compliments and sarcasm to comment on someone's deficiency or improper behavior in a way that saves the speaker's face.

Similarly, both genders equally pay compliments to encourage someone to do certain actions or to reinforce the desired behavior. This seems obvious in paying supportive compliments to attend for certain behavior or mistakes.

## **4.6. The Most Frequent Compliment Types Used.**

**Results related to the fifth question:** What are the most frequent compliment types males and females pay to members of the same and the opposite sex?

With regard to the most frequent compliment types males and females pay to members of the same and opposite sex, tables (7) and (8) suggest that compliment patterns appear to be quite different when the complimenter and complimentee are of the same gender from when they are different .Differences between males and females still arise even within the same-gender interactions.

Compliments are usually classified into one of four categories, depending on what they refer to: appearance e.g. facial expression, ability/ performance e.g. skills, possessions e.g. someone's car and personality e.g. friendship or the way one treats others.

**Table 7**

*Frequency and percentage of the most frequent type of compliment used by males.*

Type of compliment	M to M		M to F	
	Frequency	Percentage %	Frequency	Percentage %
<b>Appearance</b>	10	11.1%	38	42.2 %
<b>Ability</b>	26	28.8%	18	20 %
<b>Possession</b>	36	40%	14	15.5 %
<b>Personality</b>	18	20%	20	22.2 %

**Table 8**

*Frequency and percentage of the most frequent type of compliment used by females.*

Type of compliment	F to F		F to M	
	Frequency	Percentage %	Frequency	Percentage %
<b>Appearance</b>	36	40%	14	15.5 %
<b>Ability</b>	18	20%	36	40 %
<b>Possession</b>	13	14.4%	22	24.4 %
<b>Personality</b>	23	25.5%	18	20 %

Males are less accustomed to give / receive admiration related to physical appearance from other men and rarely receive appearance-related compliments from women; the topic of physical attractiveness is not an appropriate topic for compliments from either men or women in comparison to the near-ubiquitous female-female compliment.

Table (7) above shows that women tend to compliment each other based on appearance most often. While 40% percent of the compliments between women were found to be appearance-based, only 11.1% percent of the compliments between men were found appearance- based.

Alternately, Jordanian males readily gave more obvious compliments to females since they are expected to be relatively more forward compared with females who are more wary of giving compliments, especially, those regarding physical appearance for fear of being interpreted as too forward and romantically assertive. Male initiation of romantic relations is more socially acceptable, so a misinterpreted compliment would not be viewed as unnatural. About 42% percent of male students gave females compliments related to physical appearance while only 15.5% percent of the females gave males compliments based on appearance. It is obvious that women compliment each other significantly more often than they do to men or men do to each other. This result coincides with those of previous studies such Holmes (2005) and Siflanou (2001).

Table (7) shows that there is also a tendency for men to compliment women on their personality. About 22% percent of male students gave females compliments based on personality which is considered the second highest proportion given by them for women. About 26% percent of the compliments between women were found to be on personality which is also considered a high proportion in contrast with other topics. Alternatively, Women compliment men rarely on personality because they are afraid of misunderstanding. Only 20% percent of female students gave males compliments related to personality. It is obvious that males are less accustomed to receive admiration related to their personality from either male or female as if the topic of personality is somehow related to appearance. Only 20% percent of the compliments between males were found to be based on personality traits.

Compliments on possessions are used significantly more often between males. Forty percent of the compliments between males was found to be on possessions. Men were found to compliment each other on possessions more often than they compliment women. There is a tendency for men to compliment women on ability or skill more than possession. Twenty percent of men compliment women on their ability while only 15.5% percent of them compliment women on their possession. However, women praised men's ability/performance more

often than their possessions. Forty percent of women compliments men on their ability while only 24.4% percent of them compliments men on their possession. This finding ties in well with those of Holmes (2005) and siflanou (2001).

# Chapter Five

## Conclusions and Recommendations

### 1.5. Conclusions

This study was intended as a further contribution to gender differences in the area of linguistic politeness, more specifically, in the domain of paying compliments in different social contexts and settings.

Focusing on the gender variable, this study explored the different strategies employed during the exchange of compliments, in addition to examining male-female acceptance of compliments from the opposite sex and the most frequent types of compliment used by them. The findings of this study provide a basis for understanding this speech act in the Jordanian context.

The study was based on data collected through a multiple-choice questionnaire. The research was carried out among a group of first, second, third and fourth-year university students, all together 180, with 90 males and 90 females. In this study, compliments are divided into compliment functions and compliment strategies. Compliment responses are studied in terms of the strategies used by the respondents while responding to compliments. Compliment and compliment response realization patterns are examined in the overall situations taking in

consideration some factors which include same-gender compliments, different-gender compliments, appearance, performance, possession and social occasion.

The statistical results show that there exist significant differences between men and women in most of the items. Women tend to use more direct, felicitous compliments, without exaggeration than men do, while men tend to use compliments that are accompanied with hypocrisy and humor more than women do.

Based on the above observations, and theories, which are politeness and face theories and gender theories (such as Manes( 1981), Wolfson (1983) and Holmes (1988), etc.), it seems plausible to say that women tend to use more polite language forms in performing this specific speech act set-compliment and compliment response.

Analysis of the data indicated that both males and females tend to exchange compliments serving different functions, yet, their strategies of paying compliments vary in relation to different social factors, viz. the participants, the setting or social context, and the topic.

The study also reported that the role of gender is a crucial parameter in the formulation of compliments. Females tend to give felicitous compliments, without excessive elaboration or exaggeration in the formulation of the compliments in formal context, in which the complimentee is one of a higher status i.e. a manager, or in any formal

context. However, males' utilizing of hypocrisy towards their superiors to get whatever they want could be attributed to males' great interest in their business domain; so, they are eager to improve their job status.

The highest percentage of the female students seems to give elaborated form of compliments in certain social occasions, such as: buying a new car and graduation from university. No matter the degree of the social distance or solidarity, females keep using intimate form of compliments to strengthen the relationship with others. However, most of males tend to be direct, following the fixed expressions that seem to be the most appropriate in such occasions. A relatively high percentage of males' compliments seems to be accompanied with humor. It seems quite obvious that males opt for creating humorous effect as a strategy of their speech for the sake of dominating the conversational atmosphere, while females tend to be less humorous than males.

In a unisex friendship conversation, both genders, while attending for a friend's behavior, tend to be more supportive and encouraging than imposing orders. It is also noteworthy that sarcasm accompanied with irony provide a good strategy for saving the face of the speaker while commenting on a friend's manner. In compliments concerning appearance, like wearing new clothes or having a new hairstyle, it seems that both, males and females tend to pay an elaborated form of compliment. Nevertheless, males seem to accompany their compliments

with humorous remarks more often than females do. It is worth pointing out the fact that topic might affect the way both genders make up their remarks and compliments. For example, females might be more direct in pointing what they don't like than their males counterparts in topics related to appearance and fashion.

To shed light upon exchanging compliments in a mixed-gender conversation, the study found out that males, in general, seem to accept compliments from females more than females do if the complimenter is a male. However, it would be apparent that females tend to accept males' compliments on certain social occasions, like graduation and recovery, rather than on personal appearance like new clothes or new hairstyle.

In the light of the functions that compliments could achieve, the study showed that the highest percentage of females, 70% percent, tends to pay compliments mainly as a kind of social involvement, and to make more acquaintances than males do. None of the females seems to employ compliments as means of gaining promotion in business, while about 27% percent of the males think that this is the genuine function of the compliments.

Both genders, equally, pay compliments to encourage someone to do certain actions, or to reinforce the desired behavior as well as for the sake of criticizing someone's behavior in an indirect way.

Regarding the most frequent types of compliment used by both genders, results indicate that both men and women compliment women mostly on appearance then personality followed by ability and women compliment men mostly on ability first then on possession while men compliment men on possession first then on ability . Women compliment each other on appearance more than on any other topic while men are less accustomed to receive admiration related to physical appearance from either men or women. It is obvious that women compliment each other more often than they do to men or men do to each other.

From these findings, it is obvious that there is a tied relationship between the variable gender and the compliment and compliment response strategies. And, it can be put forward that, generally, women tend to use more polite strategies and politeness markers than men in the compliment and compliment response realization patterns.

The findings reported in my research are in line with Holmes' theory that compliments serve more than one function and that women tend to experience compliments as positively affective speech act, whereas men may perceive them as Face Threatening Acts. And for women, compliments are primarily offers of solidarity.

## 5.2. Recommendations

The current research has been intended to investigate females and males strategies in paying compliments as well as the main function of these compliments.

In the light of the findings of this study, the following recommendations can be suggested to consider compliments as an important speech act from other perspectives.

- 1- Further studies are needed to investigate this speech act set in Jordan by providing a larger sample where the subjects are varied. It may be very interesting to investigate the language behavior of the subjects having different ages, unequal social status and different social relationships, for example, some popular topics such as appearance or clothing may be limited to young generation who are generally interested by appearance while other generations interested by other topics.
- 2- A complementary study could be conducted by collecting data through natural observations. A study of native speakers' perception of their behavior could also be very helpful to the understanding of this speech event in the Jordanian cultural context.

- 3- Further empirical research is needed to be conducted on exchanging compliments in different communities, as culture is crucial parameter in determining the strategies of using compliments.
- 4- It is worthwhile to study the interactions between men and women, men and men, or women and women of different cultures exchanging verbal and non verbal compliments and responses for the sake of intercultural communication and to avoid misunderstanding and communication breakdown.
- 5- In the light of the necessity of complimenting superiors in business, education, or other domains, it is recommended that a study be conducted for investigating the strategies used for complimenting the superiors and the function of the compliment.
- 6- Further empirical research is needed which would provide examples of real language use in order to avoid possible misunderstandings caused by misuse of the speech act of complimenting and other speech acts among people from different cultures. As language and culture should not be taught separately.

## List of References:

- Abu- Hantash.S. (1995). *A contrastive study of politeness strategies between native speakers of Jordanian Arabic and native speakers of British English( responding to compliments)*.  
Unpublished M.A. thesis, Yarmouk University, Jordan.
- Al- Arabiyya Style Guide. (1996). *Al-Arabiyya: Journal of the American Association of Teachers of Arabic*, 29: 235-239.
- Antonopoulou, E. (2000). Brief Service Encounters: Gender and Politeness. In: Bayraktaroulu & Sifianou (ed), *Linguistic Politeness Across Boundaries: The case of Greek and Turkish* (241-269)  
Germany: Cambridge Center for Languages.
- Austin, L. (1962). *How to Do Things with Words*. New York: Oxford University Press.
- Bolton, S. 1998. *Influence of gender on compliment exchange in American English*. Georgetown University.

- Brown, P& Stephen .L (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
  
- Crawford, M. (1995). *Talking difference-on gender and language*. London: Sage publications.
  
- Doohan, E. & Manusov, V. (2004). The Communication of Compliments in Romantic Relationships: An Investigation of Relational Satisfaction and Sex Differences and Similarities in Compliment Behavior. *Western Journal of Communication* (68: 18-90)
  
- Downes, W. (1998). The Discourse of Social Life. In: Downes (ed). *Language and Society* (275-322) London: Cambridge University Press.
  
- Farghal, M & AL- Khatib, M. (2001). Jordanian College Students Responses to Compliments: A Pilot Study. *Journal of Pragmatics*. 33: 1485-1502.

- Goffman, Erving. (1955). On Face-Work: An analysis of Ritual Elements in Social Interaction, *Psychiatry: Journal of Interpersonal Relations* 18: 213-231.
- Holmes, J. (1987). *Teachers and Students Learning about Compliments*. London & New York: Longman.
- Holmes, J. (1988). Paying Compliments: A Sex-Preferential Politeness Strategy. *Journal of Pragmatics*. (12: 445-465).
- Holmes, J. (1995). *Women, Men, and Politeness* . London & New York: Longman.
- Hussein, R. & Hummouri, M. (1998). Strategies of Apology in Jordanian Arabic and American English. *Grazer Linguistische Studien*.(49: 37-51)
- Hymes, D. (1966). Role, Socialization and Expressive Speech. In: Hymes (ed). *Language in Culture and Society* (215-220) New York, Evanston & London.
- Joos, M. (1967). *The five clocks. A linguistic excursion into the five styles of English*. New York: Harcourt, Brace and World.

- Jorgenson, J. 1996. The Functions of Sarcastic Jorgenson Irony in Speech. *Journal of Pragmatics*. 26: 613-634
- Lakoff, R. (1975). *Language and women's place*. London: Harper and Row.
- Lorenzo-Dus, N&, Bou-Franch,P. (2003). Gender and politeness: Spanish and British undergraduates. In: Josec Santaemilia (ed), *Perceptions of Appropriate Request (186-199)* Valencia: University of Valencia.
- Manes, J. & Wolfson, N. (1981). The Compliment Formula. In: F. Coulmas (ed), *Conversational Routine*. (115-132) The Hague: Mouton.
- Mills, S. (2003). *Gender and politeness*. Cambridge: Cambridge University Press.
- Nelson, G. & Al-Batal, M. Echols, E. (1996). Similarities and Differences between Syrian and American Compliment Responses. *Applied Linguistics* ( 17: 411-432).

- Parisi, C. & Wogan, P. (2006). Compliment topics and gender. *Women and Language*. (29: 44-64).
- Pomerantz, A. (1978). Compliment Response: Notes on the Cooperation of Multiple Constraints. In: Schenkein, J. (ed.) *Studies in the Organization of Conversational Interaction* (79-112). San Francisco, CA: Academic Press.
- Salem, E. (2000). *Politeness strategies in the speech of male and female students at Jordanian Universities*. Unpublished M.A. thesis, Yarmouk University, Jordan.
- Sifianou, M. (2001). Compliments and Politeness. In: Bayraktaroulu & Sifianou (ed), *Linguistic Politeness Across Boundaries: The case of Greek and Turkish* (391-424) Germany: Cambridge Center for Languages.
- Trudgill, P. (1983) Language and Social Interaction. In: Trudgill (ed). *Sociolinguistics* (123-140). London: Penguin Group.
- Watts. (2003). *Politeness*. Switzerland: University of Berne.

- Wikipedia. (2008). *Social Context*. Retrieved January 27, 2007 from <http://en.wikipedia.org/wiki/>.
  
- Wolfson, N. (1983). An Empirically Based Analysis of Complimenting Behavior in American English. In: N. Wolfson & E. Judd (eds) *Sociolinguistic and Language Acquisition* (82-95). Rowley, MA: Newbury House.

# Appendix 1

عزيزي المشارك....

يقوم الباحث بدراسة عنوانها " اسلوب المجاملات عند الأردنيين و الأردنيات في المواقف الاجتماعية المختلفة : استراتيجيات و و ظائف. هدف الدراسة هو الكشف عن أسلوب المجاملات عند كلا الجنسين في المجتمع الاردني .

عزيزي المشارك....

تحتوي هذه الاستبانة على عدة مواقف و أسئلة مختلفة حول الإطار و المجاملات المتبادلة في المواقف المختلفة. جميع المعلومات المستخدمة هي لأغراض البحث العلمي. و مشاركتك ستلعب دورا مهما في انجاح هذه الدراسة.  
مع الشكر الجزيل.

الجزء الأول

المعلومات الديموغرافية

الجنس : ذكر ( ) أنثى ( )

التخصص : .....

المستوى الدراسي : .....

العمر : .....

## الجزء الثاني:

اختر الإجابة التي تعتقد أنها تعكس الأسلوب الذي تتحدث به إلى الآخرين في حياتك اليومية:

١ - أنت موظف : أردت طلب إجازة من المدير، ولكنك لا تحب مدير عملك كيف تقوم بطلب الإجازة منه:

- أ- بدي إجازة لمدة يومين
- ب- يعطيك العافية على جهودك. كل الموظفين ، ومنهم أنا طبعاً، بنحبك و بنحترمك لأداءك المميز في الشركة، بس يا ريت لو سمحت تعطيني إجازة يومين.
- ج- يعطيك العافية، ممكن بعد إذنك تعطيني إجازة لمدة يومين، بكون ممنون.

٢ - اشترى صديقك سيارة جديدة ، و أعجبتك السيارة ، فماذا تقول :

- أ- شو ؟ واصل. اسمعت اشتريت سيارة جديدة؟
- ب- مبروك ، حلوة كثير، بتجنن، منها لأحسن
- ج- ألف مبروك السيارة .

٣ - طلبت من صديقك أداء مهمة معينة وفشل في تنفيذها بسبب ارتكابه لخطأ معين . ستتجاوب مع هذا

الموقف قائلاً:

- أ- كل اللي عملته غلط ، كم مرة أنا فهمتك شو تعمل؟
- ب- يعطيك ألف عافية والله ! بصراحة بعجبني ذكاءك الخارق. ! من وين جايب هالذكاء؟
- ج- عكل حال، يعطيك العافية على الشغل ، بس ليش عملت هيك ؟ الله يسامحك ، أنا ما حكيتلك تعمل هيك. يلا صار خير.

٤ - أردت أن تهني أحد اقاربك بالتخرج من الجامعة ، فماذا تقول:

- أ- و أخيراً خلصت الجامعة من شرك و اتخرجت؟
- ب- مبروك التخرج ، عقبال الفرحة الكبيرة و الوظيفة.
- ج- ألف مبروك التخرج.

٥- أنت بائع في محل ملابس ، دخل زبون ليشتري بنطلون ، كيف ستقوم بإقناع الزبون بشرائه بعد أن

ارتداه في المحل :

أ- هذا البنطلون من النوعية الجيدة و بنصحك تشتريه.

ب- بجنن عليك البنطلون ، كإنه مفصل إلك مخصوص.

ج- حلو عليك البنطلون كثير.

٦- صديقك في الجامعة متكاسل و غير مهتم بدراسته، فماذا تقول لتشجيعه على الدراسة:

أ- شد حيلك، و اهتم بدراستك شوي ، ما بصير هالكسل.

ب- و الله بعجبني حماسك و طموحك و اندفاعك عالدراسة، ارحم الكتب !

ج- أنا بحس إنك شاطر و عندك إمكانية اتطور حالك ، واتصير أحسن، بس لو انك تعطي شوي

من وقتك للدراسة، صدقتي ابترفع مستواك.

٧- أنت طالب في الجامعة، و تقدمت إلى امتحان لأستاذ في مادة ما، و كانت الأسئلة صعبة . ذهبت إلى

مكتب الأستاذ لتطلب منه أن يراعي الطلبة عند تصحيح الامتحان . فكيف تطلب منه ذلك :

أ- الامتحان كان صعب يا دكتور، راعينا شوي بالتصحيح.

ب- ما شاء الله يا دكتور ، أسئلتك ذكية جدا و رائعة ، وبتعلم الطلاب على التفكير الناقد، بس

يا ريت لو اتراعيينا شوي؟

ج- يعطيك العافية، إن شالله ما انغلبك بالتصحيح ، بس لو ممكن شوية مراعاة.

٨- رأيت صديقك ذات يوم بملابس جديدة أعجبتك . فكيف تقوم بمدح هذه الملابس:

أ- حلوة لبستك اليوم.

ب- إيش إيش هالأناقة؟ شو لابس اللي عالجيل اليوم ؟

ج- شو هالحلوة؟ بتجنن، من وينك هاللبسة الحلوة؟

٩- ذهبت لزيارة أحد معارفك بعد شفائه وخروجه من المستشفى ، فماذا تقول لتهنئته بالشفاء:

أ- خالص ؟ ارجعنا حديد؟

ب- ألف الحمد لله عالسلامة، ما اتشوف شر، الله يطوللنا بعمر ك.

ج- الحمد لله عالسلامة.

١٠- رأيت صديقك بتسريحة شعر جديدة، ولم تعجبك كثيرا . فماذا يكون تعليقك:

أ- لا أقوم بإبداء أي تعليق.

ب- ياي، كثير حلو شعرك، التسريحة بتجنن.

ج- حلوة التسريحة ، بس لو المرة الجاية تعمل فيها شوية تغيير بطلع أحلى.

الجزء الثالث: مامدى تقبلك لمجاملة أو مدح من الجنس الآخر في المواقف التالية:

١- مدح ملابسك الجديدة:

أ- أفرح كثيرا، و أشعر بالسعادة وأقوم بالرد على المدح و الإطراء

ب- أتقبل المدح بشعور اعتيادي وأرد عليه.

ج- لا أتقبل المدح من الجنس الآخر، فلا أرد عليه.

د- أرفض تماما المدح من الجنس الآخر و أقوم بإعطاء رد يعبر عن رفضك لهذا الإطراء.

٢- التهنئة بمناسبة الشفاء أو الخروج من المستشفى:

أ- أفرح كثيرا، و أشعر بالسعادة وأقوم بالرد على المدح و الإطراء

ب- أتقبل المدح بشعور اعتيادي وأرد عليه.

ج- لا أتقبل المدح من الجنس الآخر، فلا أرد عليه.

د- أرفض تماما المدح من الجنس الآخر و أقوم بإعطاء رد يعبر عن رفضي لهذا الإطراء.

٣- المدح لأدائك المتميز في الامتحان أو شرح الدرس:

أ- أفرح كثيرا، و أشعر بالسعادة وأقوم بالرد على المدح و الإطراء

ب- أتقبل المدح بشعور اعتيادي وأرد عليه.

ج- لا أتقبل المدح من الجنس الآخر، فلا أرد عليه.

د- أرفض تماما المدح من الجنس الآخر و أقوم بإعطاء رد يعبر عن رفض [ لهذا الإطراء.

٤- مدح أخلاقك و أدبك و حسن تعاملك مع الآخرين:

أ- أفرح كثيرا، و أشعر بالسعادة وأقوم بالرد على المدح و الإطراء

ت- أتقبل المدح بشعور اعتيادي وأرد عليه.

ج- لا أتقبل المدح من الجنس الآخر، فلا أرد عليه.

د- أرفض تماما المدح من الجنس الآخر و أقوم بإعطاء رد يعبر عن رفضي لهذا الإطراء.

## الجزء الرابع:

لماذا تقوم بالإطراء و توجيه المجاملات للآخرين ( بإمكانك اختيار أكثر من إجابة).

١- أقوم بتوجيه المجاملات إذا أردت أن أمدح شخصا فعليا، لأن هذا الشخص أو الشيء يستحق المديح.

٢- أعتقد أن المجاملات ضرورية في تقوية العلاقات الاجتماعية و المحافظة عليها. بالإضافة إلى أنها تجعلني محبوبا بين الناس. فأكون قادرا على زيادة عدد معارفي.

٣- وسيلة للحصول على الترقية أو الإجازة في العمل. أو للحصول على الدعم من قبل رئيس العمل.

٤- وسيلة لطيفة لتوجيه النقد لشيء أو تصرف لم يعجبني بأسلوب غير مباشر.

٥- وسيلة جيدة للتحفيز على القيام بتصرف معين أرغب بتعزيزه في الشخص الممدوح.

## الجزء الخامس:

أ- ضع دائرة حول التصنيف الذي يصف نوع المجاملة أو المديح الذي توجهه بشكل أكثر في حياتك اليومية للاشخاص من الجنس نفسه:

أولاً: مدح المظهر الخارجي و اللباس.

ثانياً: مدح القدرة على القيام بعمل ما أو الإبداع في مهارة ما.

ثالثاً: مدح ما بحوزة شخص ما .

رابعاً: مدح شخصية شخص ما كطريقة تعامله مثلاً.

ب- ضع دائرة حول التصنيف الذي يصف نوع المجاملة أو المديح الذي توجهه بشكل أكثر في حياتك اليومية للاشخاص من الجنس الآخر:

أولاً: مدح المظهر الخارجي و اللباس.

ثانياً: مدح القدرة على القيام بعمل ما أو الإبداع في مهارة ما.

ثالثاً: مدح ما بحوزة شخص ما .

رابعاً: مدح شخصية شخص ما كطريقة تعامله مثلاً.

## Appendix 2

تحتوي هذه الإستبانة على عدة مواقف مختلفة حول الإطراء و المجاملات المتبادلة في

مختلف المواقف. المعلومات المستخدمة جميعها هي لأغراض البحث العلمي. و مشاركتك

ستلعب دورا مهما في انجاح هذه الدراسة.

مع الشكر الجزيل

حدد مدى رسمية المجاملة في المواقف التالية : ضع رموز الاجابة على الرسم الموضح

تحت كل سؤال. حسب مدى رسميتها.

١- موظف : طلب إجازة من مدير غير محبوب. أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- يعطيك العافية على جهودك. كل الموظفين ، ومنهم أنا طبعاً، بنحبك و بنحترمك لأداءك المميز في الشركة، بس يا ريت لو سمحت تعطيني إجازة يومين.

ث- يعطيك العافية، ممكن بعد إندك تعطيني إجازة لمدة يومين، ممنون.

Informal | | | | | Very formal

٢- تهنئة صديق لشراؤه سيارة جديدة و جميلة: أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- شو ؟ واصل. اسمعت اشتريت سيارة جديدة؟

ث- مبروك ، حلوة كثير، بتجنن، منها للأحسن منها

Informal | | | | | Very formal

٣- تهنيئ أحد الأقراب بالتخرج من الجامعة: أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- مبروك التخرج ، عقبال الفرحة الكبيرة و الوظيفة.

ث- ألف مبروك التخرج.

Informal | | | | | Very formal

٤- دخل زبون ليشتري بنطلون ، حيث سيقوم البائع بإقناع الزبون بشرائه بعد أن ارتداه في المحل: أين موقع كل من أ و ب و ج من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- هذا البنطلون من النوعية الجيدة و أنصحك بشرائه.

ث- بجنن عليك البنطلون ، كإنه مفصل إلك مخصوص.

ج- حلو عليك البنطلون كثير.

Informal | | | | | Very formal

٥- طالب في الجامعة، و تقدم إلى امتحان لأستاذ في مادة ما، و كانت الأسئلة صعبة . ذهب إلى مكتب الأستاذ ليطلب منه أن يراعي الطلبة عند تصحيح الامتحان . : أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- ما شاء الله يا دكتور ، أسئلتك ذكية جدا و رائعة ، وبتعلم الطلاب على التفكير الناقد، بس

يا ريت لو اتراعيينا شوي؟

ث- يعطيك العافية، إن شالله ما انغلبك بالتصحيح ، بس لو ممكن شوية مراعاة.

Informal | | | | | Very formal

٦- مدح صديقك ارتدى ذات يوم ملابس جديدة و جميلة. أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- إيش إيش هالأناقة؟ شو لابس اللي عالجيل اليوم؟

ث- شو هالحلاوة؟ بتجنن، من وينلك هاللبسة الحلوة؟

Informal | | | | | Very formal

٧- تهنئة أحد المعارف بعد شفائه وخروجه من المستشفى: أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

ت- خلص؟ ارجعنا حديد؟

ث- ألف الحمد لله عالسلامة، ما اتشوف شر، الله يطوللنا بعمرك.

Informal | | | | | Very formal

٨- ظهور صديق بتسريحة شعر جديدة، ولم تحظ بأي إعجاب حيث انها غير مناسبة للشخص .: أين موقع كل من أ و ب من حيث مدى الرسمية على الرسم الموضح أدناه.

أ- ياي، كثير حلو شعرك، التسريحة بتجنن.

ب- حلوة التسريحة ، بس لو المرة الجاية تعمل فيها شوية تغيير بطلع أحلى.

Informal | | | | | Very formal

## الملخص باللغة العربية

أسلوب المجاملات لدى الأردنيين و الأردنيات في المواقف الاجتماعية المختلفة:

استراتيجيات ووظائف

إعداد الطالبة

سماح نعيم حسن غانم

إشراف الأستاذ الدكتور رياض حسين

ماجستير اللغة الإنجليزية / قسم اللغة الانجليزية و آدابها

جامعة الشرق الأوسط للدراسات العليا

2009

تهدف هذه الدراسة إلى استكشاف الاستراتيجيات المختلفة التي يستخدمها الذكور والإناث خلال تبادل المجاملات في المواقف الاجتماعية المختلفة بالإضافة إلى اختبار مدى تقبل كل من الذكور و الإناث للمجاملات من الجنس الآخر في السياقات الاجتماعية المختلفة. لقد تم استنباط الوظائف الأساسية لتبادل المجاملات كما هو ملاحظ من قبل الجنسين من خلال الاستبيان الموزع على ١٨٠ طالبا و طالبة يدرسون في جامعة الإسراء الخاصة في الأردن. إن تحليل البيانات يشير إلى أن الذكور يوظفون الرياء أو النفاق في مجاملة من هم أعلى منهم منزلة أكثر من الإناث، وتستخدم الإناث المجاملات الموسعة و المبالغ بها في بعض المناسبات الاجتماعية، أما الذكور فإنهم يضيفون لمساة من الدعابة و الفكاهة على مجاملاتهم في مثل هذه المناسبات أكثر من الإناث. أما في المحادثة بين الأصدقاء فإن كلا من الذكور و الإناث يبديان الدعم والتشجيع في مجاملاتهم ، فمجاملات الذكور المصحوبة بالسخرية و التهكم تعد استراتيجية

جيدة لحفظ ماء وجه المتكلم. ووجدت الدراسة أيضا أن الذكور يميلون إلى تقبل مجاملات الإناث في السياقات الاجتماعية المختلفة مقابل رفض الإناث لمجاملات الذكور في بعض المواقف مثل مدح المظهر أو الملابس . كما تشير النتائج إلى أن كلا من الذكور و الإناث يجاملون الإناث في المواضيع المتعلقة بالمظهر الخارجي أكثر من أي موضوع آخر، تليها الشخصية، ثم المهارة أو القدرة على القيام بعمل ما ، بينما تجامل الإناث الذكور في المواضيع المتعلقة بالقدرة تليها الملكية. ويجامل الذكور بعضهم بعضا في المواضيع المتعلقة بالملكية أكثر من أي موضوع آخر، و تليها القدرة. وهم غير معتادين على استقبال المجاملات المتعلقة بالمظهر الخارجي من قبل أي من الجنسين. و هكذا فإن النسبة الأكبر من الإناث تقدم المجاملات نوعا من الترابط الاجتماعي بينما يعد الذكور المجاملات وسيلة للحصول على الترقية في العمل. وختمت هذه الدراسة بمجموعة من التوصيات التي تحث على مزيد من البحث و التطوير.