



دار المنظومة
DAR ALMANDUMAH
الرواد في قواعد المعلومات العربية

The Expression of Courtesy in the Speech of Women in El-Kharga New Valley Egypt: A Socio Linguistic Study	العنوان:
المجلة العلمية لكلية التربية	المصدر:
جامعة الوادي الجديد - كلية التربية	الناشر:
Zanquoor, Safe El-Nasr Saleh	المؤلف الرئيسي:
Abdel-Sater, Ahmed Ali(Co-Auth)	مؤلفين آخرين:
ع3	المجلد/العدد:
نعم	محكمة:
2009	التاريخ الميلادي:
ديسمبر	الشهر:
28 - 57	الصفحات:
1159942	رقم MD:
بحوث ومقالات	نوع المحتوى:
English	اللغة:
EduSearch	قواعد المعلومات:
اللسانيات، علم اجتماع اللغة، التغيرات الثقافية، الخارجية، مصر	مواضيع:
http://search.mandumah.com/Record/1159942	رابط:

© 2022 دار المنظومة. جميع الحقوق محفوظة.
هذه المادة متاحة بناء على الإنفاق الموقع مع أصحاب حقوق النشر، علما أن جميع حقوق النشر محفوظة.
يمكنك تحميل أو طباعة هذه المادة للاستخدام الشخصي فقط، ويمنع النسخ أو التحويل أو النشر عبر أي وسيلة (مثل مواقع الانترنت أو البريد الإلكتروني) دون تصريح خطي من أصحاب حقوق النشر أو دار المنظومة.

الملخص باللغة العربية:

المجاملة المسهبة في حديث الإناث في مدينة الخارجة محافظة الوادي الجديد. تعرضت مدينة الخارجة - عاصمة محافظة الوادي الجديد - كسائر جمهورية مصر العربية للعديد من التغيرات الثقافية والاجتماعية خلال العشرين عاماً المنصرمة. ولا مندوحة في أن هذه التغيرات قد أثرت علي كافة مناحي الحياة في المجتمع موضوع هذه الدراسة وامتد هذا التأثير الي أسلوب المخاطبة والحديث السائد بين الإناث . وتهدف هذه الدراسة الي دراسة الإسهاب في المجاملة في كلام الإناث في هذه المنطقة واستجلاء مدي تأثير هذه التغيرات الثقافية والاجتماعية عليه. ولقد خلصت هذه الدراسة إلي أن التغير الحضاري والاجتماعي الذي مرت به هذه المنطقة قد أدى إلي تغير النمط التخاطبي للإناث بها.

9. Dunham, P. (1992). Using compliments in the ESL classroom: An analysis of culture and gender. *MinneTESOL Journal*, 10, 75-85.
 10. Furukawa, Y. (2000). "Home"no joukenni kansuru ichikousatsu ('An observation on conditions for compliments'). *Nihongo nihon bunka kenkyuu (Research on the Japanese Language and Culture)*, 10, 117-130.
 11. Furukawa, Y. (2001). Gengo kinou dounyuueno ichi shian: "home" wo chuushinni ('Introducing linguistic functions: Compliments among other functions'). *Nihongo nihon bunka kenkyuu*, 11, 57-72.
 12. Koike, H. (2000). "Home"eno hentouni kansuru fukuji bunkateki hikaku: Taijin kankei betsu, seibetsu, sedaikan ('A comparative study of responses to compliments in terms of subcultures: Interpersonal relations, sex, and generations'). *Shinshuu Daigaku Kyouiku Gakubu Kiyuu (Journal of the Faculty of Education)*, 100, 47-55.
 13. Kryston-Morales, C. (1997). *The production of compliments and responses in English by native Spanish speakers in Puerto Rico: An intercultural pragmatics study*. New York University. (UMI No. 9810491)
 14. Lorenzo-Dus, N. (2001). Compliment responses among British and Spanish university students: A contrastive study. *Journal of Pragmatics*, 33, 107-27.
 15. Nakajima, Y. (1996). Politeness strategies in the workplace: which experiences help Japanese businessmen acquire American English native-like strategies? *Working Papers in Educational Linguistics*, 13 (1), 49-69.
 16. Nelson, G. L., Bakary, W. E., & Batal, M. A. (1996). Egyptian and American compliments: Focus on second language learners. In S. M. Gass and J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (pp. 109-128). Berlin: Mouton de Gruyter.
- Office of information in the New Valley Governorate (2007, vol., 4) William Labov, *Sociolinguistic Patterns* (Philadelphia university of Pennsylvania. 1972)

Bibliography:

1. **Achugar, M. (2002).** Piropos: Cambios en la valoración del grado de cortesía de una práctica discursiva. In Placencia, M. E. & Bravo, D. (Eds.), *Actos de habla y cortesía en español* (pp. 175-92). Munich, Germany: LINCOM Europa.
2. **Alba-Juez, L. (2001).** Some discourse strategies used to convey praise and/or positive feelings in Spanish everyday conversations. In Campos, H., Herburger, E., Morales-Front, A. & Walsh, T. J. (Eds.), *Hispanic Linguistics and the Turn of the Millennium: Papers from the 3rd Hispanic Linguistics Symposium* (pp. 364-80). Somerville, MA: Cascadilla Press.
3. **Barnlund D. C. & Araki, S. (1985).** Intercultural encounters: The management of compliments by Japanese and Americans. *Journal of Cross-Cultural Psychology*, 16 (1), 9-26.
4. **Billmyer, K. (1990).** "I really like your lifestyle": ESL learners learning how to compliment. *Penn Working Papers in Educational Linguistics*, 6 (2), 31-48.
5. **Chung-hye Han. (1992).** A comparative study of compliment responses: Korean females in Korean interactions and in English interactions. *Working Papers in Educational Linguistics*, 8 (2), 17-31.
6. **Chung-hye Han. (1992).** A comparative study of compliment responses: Korean females in Korean interactions and in English interactions. *Working Papers in Educational Linguistics*, 8 (2), 17-31.
7. **Creese, A. (1991).** Speech act variation in British and American English. *Penn Working Papers in Educational Linguistics*, 7 (2), 37-58.
8. **Daikuhara, M. (1986).** A study of compliments from a cross-cultural perspective: Japanese vs. American English. *Working Papers in Educational Linguistics*, 2 (2), 103-134.

Conclusion:

There is no doubt that the socio-cultural changes have affected the culture of El-kharga community. Consequently, Its values, rules, and norms are passing by a drastic change. The emerging norm is for less interdependence and reliance on each others, and less availability and involvement and constant being with others. Physical space between people has increased in new residential areas, and due to the expansion of the city, the one -to two- meter wide alleys were replaced with ten to fifteen meter-wide streets. People are becoming stricter about time. Being on time for their jobs, for example, is forcing people to become time- oriented. The culture of El-Kharga community ,then, is becoming less and less a collective, contact, and polychromic-time culture, It is moving towards the individualistic, low- contact- and monochromic –time ends of the three culture dimensions. The culture which is responsible for the pattern of elaboration in the expression of courtesy in the speech of female speakers in this area is changing. Consequently, the communication pattern itself is changing. The female speakers of this area are becoming less elaborate in their verbal expression of courtesy due to the cultural changes their community is undergoing.

notion of being on time is comparatively loose, while in monochromic time cultures people are very much time oriented and respect being on time. People in polychromic time cultures are people oriented, while those in monochromic time cultures are job- oriented. We can argue that the culture of the people of the area in question can be described as a collective, contact, and polychromic- time culture and this places an extensive value on people and their relationships and affects their patterns of communication. .The socio-cultural changes which took place during the last fifteen years had forced the females in this area to become more conscious of themselves and of their immediate families rather than of the extended family, and much less conscious of the neighbourhood and community. Due to the fact that the public services have provided people with what they used to rely on each other for, they became more independent and less reliant on their families and neighbours. Moreover, the females of his area became more involved in their own schooling ,and that one of their children ,or in their jobs. Involvement with their immediate family has left them without spare time. The females of this area have also come to look for goals to achieve in their lives ,goals that relate to themselves and to their husbands and children in terms of education and careers. These factors in addition to the independence mentioned above, contributed to the reorientation of the females in this area, in the sense that they do not any longer enjoy the mental and physical leisure they used to enjoy and afford to relatives and neighbours.

systematic difference between the three age groups female speakers in the amount of time spent in greeting. The old- age female speakers spent longer time in greeting than the speakers of the other two ages group (51.8 seconds) while the middle- age group female speakers spend longer time in greeting than the young group speakers (31.3 second) the shortest time spent in greeting in the telephone conversations is that one of the young age group female speakers (14.3seconds). In other words, the older-the female speakers are, the longer the time spent in greeting and vice-versa.

These results also confirm that there is a very striking in progress in the communication pattern of elaboration in the expression of courtesy in the speech of female speakers in question. This progress is rapid and drastic.

Discussion:

Discussing elaboration in the verbal expression of courtesy of the female speakers of El-Kharga, we can argue that three of the several dimensions of the cultural variation that produce differences in a culture's communication patterns are the most influential ones in forming the communication pattern of elaboration in the verbal expression of courtesy:

These three dimensions are:

Collective vs. Individualistic cultures, contact vs. Low contact cultures, polychromic- time vs. monochromic time culture.

While in collective cultures people are interdependent, reliant on each other, and have a strong sense of the group, in individualistic cultures people are independent and self- reliant. Contact cultures are those in which people's behaviour is characterized by immediacy behaviours such as closeness, warmth and availability for communication, while low contact cultures are those in which people do not exemplify immediacy behaviours. Polychromic time cultures are those in which people are less time- oriented and for whom the

Table 2:

Middle age group Female Speakers (30-45)	Amount of time spent in greeting
Telephone call #11	41 seconds
Telephone call #12	40 seconds
Telephone call #13	28 seconds
Telephone call #14	29 seconds
Telephone call #15	31 seconds
Telephone call #16	27 seconds
Telephone call #17	34 seconds
Telephone call #18	30 seconds
Telephone call #19	28 seconds
Telephone call #20	25 seconds
	Total : 313 Average :31.3

Table 3:

young female speakers (20-29)	Amount of time spent in greeting
Telephone call #21	24 seconds
Telephone call #22	19 seconds
Telephone call #23	13 seconds
Telephone call #24	14 seconds
Telephone call #25	16 seconds
Telephone call #26	12 seconds
Telephone call #27	10 seconds
Telephone call #28	11 seconds
Telephone call #29	9 seconds
Telephone call #30	15 seconds
	Total : 143
	Average :14.3

As it has been noticed from the results in tables 1, 2 and 3 ; there is a very

C .2. bi khir. (fine)

C .1. finik ya Farida ? wa hashtini ? (Where have you been Farida ?)

C .2. taht elnazar enti aktar (It is you who are missed)

A stop watch was used to determine the amount of time spent in greeting in the opening conversation of each telephone call . Tables 1, 2 and 3 reveal the results of the data collected.

Table 1 :

Old age group / Female Speakers 50>	Amount of time spent in greeting
Telephone call #1	59 seconds
Telephone call #2	54 seconds
Telephone call #3	56 seconds
Telephone call #4	50 seconds
Telephone call #5	51 seconds
Telephone call #6	56 seconds
Telephone call #7	53 seconds
Telephone call #8	51 seconds
Telephone call #9	48 seconds
Telephone call #10	40 seconds
	Total : 518
	Average :51.8

and the called informants were informed that their calls would be recorded for the purpose of this study . little number of the old subjects denied to participate at first but, luckily they finally accepted .

1- William Labov, Sociolinguistic Patterns (Philadelphia university of Pennsylvania. 1972)

Thirty telephone calls were recorded (i.e.) the number of subjects was sixty, each age group had twenty informants. The length of time of greeting in the opening of the conversations between each caller and receiver in the telephone call was taken as a measure of evaluating elaboration in the verbal expression of courtesy.

The part of conversation opening between each two informants exchanged turns of greeting and till one of them initiated the topic was identified as the greeting time .

Here, is one example of greeting in a telephone call between two of the informants who belong to the middle aged group.

- | | |
|---|-------------------------------|
| Caller .1. Aloo. | (Hello) |
| Caller .2.na'am | (yes) |
| C .1. Sabah Elkhir | (good morning) |
| C.2. Kaif h' alik ? | (How are you) |
| C .1. bi khir al- hamdu lill'ah ya Amina. | (Fine . Thanks good Amina) |
| C .1. ikhbarik? | (How are you?) |
| C .2. El hamdu lill'ah bi khir. | (fine. Thanks god) |
| C .1. izai il h'al? | (How are you?) |
| C .2. bi khir | (Fine) |
| C .1. izai baba wi mama ? | (How are father and mother?) |
| C .2. bikher. | (fine) |
| C .1. izai ikhwatik? | (How are your sisters?) |
| C .2. bikher Alhamdu lill'ah. | (fine) |
| C .1. wi izai Azza? | (How is Aza?) |

of the total. The type of compliment given in both Egyptian and American compliments appeared to depend on the gender of the giver and recipient of the compliment as well. The study found that Americans gave compliments more frequently than Egyptians, as the number of days reported between the last compliment given and the interview was only an average of 1.6 for Americans while it was an average of 8.6 for Egyptian respondents.

Discussion:

From all of the preceding studies it is evident that social changes have affected the culture of any area. since culture provides the underlying pattern for communicative behavior, cultural changes have had their impact on the communication pattern of people anywhere. Consequently, Uses the act of complimenting for cross-cultural study because it tends to be "a troublesome aspect for speakers of English for learners from different cultural backgrounds," especially because of the form and frequency with which compliments occur in American English.

Data Collection Methods:

For the purpose of this study , the approach developed by william labov is going to be adopted. According to this approach, while change in patterns of communication can not be directly noticed, i.e. in near time, it can be observed in apparent time. i.e. through comparison of the communication patterns of two generations. If systematic differences between the communication patterns of the two generations were observed, then there must be a change in progress; if not, there must not be such change: to detect whether or not there is a change in the pattern of elaboration in the expression of courtesy in the speech of women in this area, twenty seven native speakers were chosen, they were classified into three age groups old (50>),middle aged (30-45) and young (20-29). Each subject of them was asked to call a friend of her age, and was told to ask her friend about where she and her family would spend the mid-year vacation and why? Both the caller

the "evil eye" and the practice of offering the object of the compliment to the person who complimented. They then described their study which investigated Egyptian and American compliments to determine similarities and differences in: 1) compliment form, 2) attributes praised, 3) gender of the compliment giver and recipient, and 4) compliment frequency. The subjects were 20 Egyptian students in Egypt and 20 U.S. students in the U.S. between 18-25 years old, half male and half female. In an interview (which was audio taped) they were asked to tell the most recent compliment they had given, received, and observed, the relationship between the complemented and the recipient, the attribute praised, the exact words used in the compliment, and the day the compliment was given.

The results showed that the Egyptian and U.S. American compliments were similar in their form, which was primarily adjectival (adjective was responsible for the positive meaning). The average number of words used in compliments by American females was 6.2, while for males it was 4.3. Egyptian compliments were longer, as Egyptian females used an average of 10.7 Arabic words and males used 8.7. The longer length of Egyptian compliments appears to be due in part to use of repetition of almost the same idea in different words and the use of several adjectives in a series. American and Egyptian compliments also differed in use of comparatives (similes and metaphors particularly), in that 11% of Egyptian compliments contained comparatives while they were not used at all in the American compliments. Many of these Egyptian compliments took the form of "proverbs and other preceded ritualized phrases." In contrast to the 3 main forms of compliments listed above for American compliments, Egyptian compliments predominantly followed these 3 forms: NP ADJ (intensifier); NP VP (intensifier) (ADJ); and NP DEM. PRO. In terms of attributes praised, the researchers found that personal appearance was praised frequently in both cultures, accounting for 50% of Egyptian compliments and 43% of the American compliments. The largest category of American compliments was regarding skills/work, which made up 47%

US and needing English, 2 Japanese who have worked for firms in Japanese and are currently working in the US in a firm, and 5 native English speakers working in an English-speaking firm in the US. The Japanese and American male speakers were seen to perceive politeness strategies in similar ways. In addition, the study demonstrated that if learners are exposed to specific experiences, they are more likely to acquire the target-like politeness expression rather than transferring their native pragmatics. She looked at refusals, responses to compliments, giving embarrassing information, disagreement, and the relationship between degrees of directness and politeness. Only Japanese who had work experience in English speaking countries understood English "want statements" which are direct but are not considered impolite. The respondents were seen to value their native norms when responding to higher status business people. Most of the Japanese respondents expressed humbleness in their comments and most of the Americans made positive comments in their responses.

Nelson, G. L., Bakary, W. E., & and Batal, M. A. (1996). Egyptian and American compliments: Focus on second language learners. In S. M. Gass and J. Neu (Eds.), *Speech acts across cultures: Challenges to communication in a second language* (pp. 109-128). Berlin: Mouton de Gruyter.

Uses the act of complimenting for cross-cultural study because it tends to be "a troublesome aspect for speakers of English for learners from different cultural backgrounds," especially because of the form and frequency with which compliments occur in American English. They cited Wolfson and Manes (1980) who collected over 1000 American compliments in a wide range of situations and found that approximately 80% of compliments fall into 3 syntactic patterns: NP is/looks (intensifier) ADJ; I like/love NP; and PRO is ADJ NP. In addition, they found that 2/3 of the adjectival compliments used one of 5 adjectives: nice, good, beautiful, pretty, and great. Before discussing their own study, the researchers described 2 key concepts in understanding complements in Arabic -- the belief in

Lorenzo-Dus, N. (2001). Compliment responses among British and Spanish university students: A contrastive study. *Journal of Pragmatics*, 33, 107-27.

This study examines a corpus of over 1000 tokens of compliment responses in British English (BE) and Peninsular Spanish (PnS) in terms of cross-cultural and gender differences. The data was elicited through the use of DCTs from male and female undergraduates [NS of Spanish (N=32) and English (N=28)]. The compliments contained varied levels of power and social distance and included a variety of topics (outward appearance, skills/work, personality, and possessions). The analysis reveals cross-cultural and gender differences. The author asserts four main conclusions: (1) NS of BE showed a tendency to question the truth of the compliment, and in turn, the solidarity of the relationship, (2) Both NS of BE and PnS utilized humor and irony in their responses; however, BE speakers demonstrated an absence of upgraders of an ironic nature and PnS speakers (especially males) adopted these types of upgraders, (3) PnS speakers tended to request repetition of the response, atypical of the BE speakers, and (4) an avoidance of self-praise of natural talent and intelligence was seen in both groups. Implications of these results are discussed.

Nakajima, Y. (1996). Politeness strategies in the workplace: which experiences help Japanese businessmen acquire American English native-like strategies? *Working Papers in Educational Linguistics*, 13 (1), 49-69.

Studies use of discourse completion tests (DCT) and a questionnaire with 22 male speakers of American English and Japanese to see which experiences help Japanese business people to acquire target-like politeness strategies and how Japanese business people perceive the relationship between degrees of indirectness and politeness in Japanese and in English. There were 5 Japanese working for Japanese trading firms in Japan, 5 Japanese working for big business firms in Japan but where they had to use English, 5 Japanese working for a Japanese firm in the

somewhere in between. Women used rejection, humble comments, and thanks more often than men, while men responded proudly or expressed shyness more than women.

Kryston-Morales, C. (1997). *The production of compliments and responses in English by native Spanish speakers in Puerto Rico: An intercultural pragmatics study*. New York University. (UMI No. 9810491)

A comparison of compliments and compliment responses of native speakers of American English (n=25) and Puerto Rican Spanish (n=25) as well as native speakers of Puerto Rican Spanish speaking English (n=25) is presented. The primary research questions aim to examine how compliments and responses are realized and negotiated by the non-native speakers of English as well as how socio-linguistic norms of both groups are reflected in these compliments. In addition, the study compares the strategy choice and use of NS of English and NS of Puerto Rican Spanish. Results were collected in three stages. Stage 1 consisted of natural ethnographic observation and compliment record forms. In Stage 2, the participants completed a DCT task with six compliment situations. Open-ended interviews were used to confirm the responses. Stage 3 involved rating the NNS responses on a "native ness" scale. Similarities and differences between the two NS groups were found and the NNS group fell right in the middle of the two, reflecting values from both language systems. In general, strategy choice is similar; however, the semantic content of both languages varies. The Puerto Rican Spanish-speakers tended to include more set-ups by the person receiving the compliment, fewer mentions of a "good deal", more requests for clarification, and the desire to lend or borrow the items being complimented on. The author asserts that miscommunication by the NNS in English is likely to occur when set-ups are used (may be seen as "fishing for compliments") and when the same item is desired (may impose on the English speakers individuality). Gender differences and implications of these results are further explored

research has completely analyzed such potentially face-threatening use of speech acts and begins by listing the situations that require particular strategies and commenting on common errors made by learners. The situations in interaction with those of higher status include: when one does a favor or receives one, when one has more knowledge or experience, when one is at advantage, when one gives a compliment, when one invades the hearer's private territory, when one refers to the hearer's misfortune, when the hearer makes some sort of an error. The article also includes some sample dialogues in which a person of lower status compliments another of higher status.

Koike, H. (2000). "Home"eno hentouni kansuru fukuji bunkateki hikaku: Taijin kankei betsu, seibetsu, seditakan ('A comparative study of responses to compliments in terms of subcultures: Interpersonal relations, sex, and generations'), *Shinshuu Daigaku Kyouiku Gakubu Kiyou (Journal of the Faculty of Education)*, 100, 47-55.

Analyses of responses to compliments were based on the data from natural conversation in which research assistants complimented their friends and family members in authentic situations. The response strategies in the data obtained from 326 native speaking subjects were examined separately for interpersonal variables, generations, and gender. The author also came up with her own categorization based on past studies (acceptance, rejection, and neutral responses, and sub-strategies in each). Subjects in their 30's tended to either express thanks(25%), or reject the compliment and offer humble comments (44%), while those in their 60's mostly responded favorably, often accepting the compliment. Among family members, rejection and humble comments were found much less frequently than in other interpersonal situations, but speakers tended to sound proud or offer positive comments. In responding to work-related people, such a positive tendency drastically decreased and rejection, humble responses, and thanks occurred five times as frequently as in family relationships. Responses to friends were found

Reports on an informal study with 45 Southeast Asian high school students employing the complimenting strategy as outlined by Wolfson. The students in the study were instructed on how to maintain or continue the conversation based on the response of the addressee. The author reports that the feedback from the students concerning their use of complimenting and connecting was encouraging, and often resulted in an increased confidence in initiating and maintaining conversations with natives. The author describes a series of 10 techniques for teaching complimenting behavior (82-83): starts by checking out how it is done in the native culture, then in US, vocabulary phrase lists, student practice, role playing in pairs, teacher role play with students in front of class, projects where learners must compliment natives, reporting in next class, connecting techniques to lengthen conversation, paired interaction with complimenting and connecting techniques.

Furukawa, Y. (2000). "Home" no joukenni kansuru ichikousatsu ('An observation on conditions for compliments'). *Nihongo nihon bunka kenkyuu (Research on the Japanese Language and Culture)*, 10, 117-130.

The author illustrates through examples that compliments reflect not only socio-cultural values but also personal values and standards, and defines the compliment in consideration of the recipient of the compliment and closeness and status of the interlocutors. The paper also includes analyses of written compliments, compliments directed at a third party, and other functions of compliments using data from newspapers and books.

Furukawa, Y. (2001). Gengo kinou dounyuueno ichi shian: "home" wo chuushinni ('Introducing linguistic functions: Compliments among other functions'). *Nihongo nihon bunka kenkyuu*, 11, 57-72.

Compliments directed at someone who is of higher status are considered a face-threatening act in Japanese, yet native speakers use a number of strategies to retain respect and politeness while realizing the act. The author argues that no textbook or

The other difference was on appearance and ability: American 66% vs. 33%, Brits 39% vs. 54%. Hence, the Americans were complimenting more on appearance and the Brits more on ability.

Daikuhara, M. (1986). A study of compliments from a cross-cultural perspective: Japanese vs. American English. *Working Papers in Educational Linguistics*, 2 (2), 103-134.

115 compliment exchanges were collected in natural conversations by 50 native speakers of Japanese and analyzed in terms of age, gender, relationships, situations, and non-verbal cues. The most frequently used adjectives in the compliments were: *ii* 'nice/good,' *sugoi* 'great,' *kirei* 'beautiful/clean,' *kawaii* 'pretty/ cute,' *oishii* 'good/delicious,' and *erai* 'great/deligent." The "I like/love NP" pattern never appeared in the data. Although there was a great similarity between compliments in Japanese and English (as was found by Wolfson, 1981) with regard to the praised attributes, in Japanese, compliments about one's ability or performance (73%) or character (rather than one's appearance) were common. While Americans praised their family members in public, the Japanese seldom complimented their spouses, parents, or children as this would be viewed as self-praise. Ninety-five percent of all responses to compliments fell into the "self-praise avoidance" category, which included rejection of the compliment (35%), smile or no response (27%), and questioning (13%). The author argues that compliments in Japanese seem to show the speaker's deference to the addressee and this perhaps creates distance between the interlocutors.

The addressee fills in this gap by rejecting or deflecting the compliment in order to sustain harmony between the interlocutors.

Dunham, P. (1992). Using compliments in the ESL classroom: An analysis of culture and gender. *MinneTESOL Journal*, 10, 75-85.

Compares the compliment responses of 10 Korean females in English interactions and in Korean interactions, with 10 American females. Data from field notes and interviews. Found that Korean females responded differently when speaking in Korean and English, with little evidence of pragmatic transfer. In Korean, the respondents mostly rejected the compliments (45%), deflecting or evading them in 35% of the cases, and accepting them only in 20%. In English, there was 75% acceptance (!) with only 20% rejection. It appears that the interview was after the compliment to check how the Korean speaker really took it. Their explanation for behavior in English was that textbooks only give "thank you" as response to a compliment, as well as a belief that Americans always accept compliments upon receiving them.

Creese, A. (1991). Speech act variation in British and American English. *Penn Working Papers in Educational Linguistics*, 7 (2), 37-58.

Looks at how cultural differences are reflected in five speech acts: requesting, thanking, apologizing, complimenting, and greeting. The study was done by Creese, a British student in the US. Eight Americans and four Britons were interviewed in order to elicit their perceptions concerning speech act differences between the two cultures. The findings here weren't conclusive with Brits and Americans having differing perceptions in some cases. Creese collected 73 compliments naturalistically from teachers' rooms at U. of Penn and 138 from a London school. Creese then did in-depth analysis of complimenting across the two cultures -- looking at lexical predictability, compliment response, syntactic categories, and compliment topic.

Similarity was in the first two areas, with some tendency for the Brits to deflect the compliment slightly more. The big difference was in syntactic preference. The Brits preferred "NP is/looks (intensifier) ADJ" (40%), while Americans preferred "I (really) like/love NP" (42%). While Americans also used the former (34%), the Brits only used the American preference 12% of the time.

noting one's own limitations twice as much as Americans and relied on non-verbal communication much more frequently. Americans preferred giving praise to a third party twice as much as Japanese. Some other findings are in relation to gender, topic focus, and communicative partners.

Billmyer, K. (1990). "I really like your lifestyle": ESL learners learning how to compliment. *Penn Working Papers in Educational Linguistics*, 6 (2), 31-48.

Studies 9 female Japanese ESL learners tutored in complimenting and responding to compliments and 9 untutored (Japanese because they compliment less and with more restricted adjectival repertoire). It looked not just at the speech act but at the reply -- accept, deflect, reject, and types of deflecting (comment, shift credit, downgrade, request reassurance, return). The data were collected during weekly meetings of matched pairs of natives and nonnatives in a Conversation Partners Program. Participants in both groups were asked to perform compliment-inducing tasks such as showing photos of home and family, reporting accomplishment, visiting each other's homes, teaching each other a proverb, showing a new item of apparel. The tasks were tape-recorded and transcribed. The study found that tutored learners produced greater number of norm-appropriate compliments, produced spontaneous compliments (which untutored group did not), used a more extensive repertoire of semantically positive adjectives, and many more deflecting the compliment in their reply. It was concluded that formal instruction concerning the social rules of language use given in the classroom can assist learners in communicating more appropriately with natives outside of the classroom.

Chung-hye Han. (1992). A comparative study of compliment responses: Korean females in Korean interactions and in English interactions. *Working Papers in Educational Linguistics*, 8 (2), 17-31.

negative use of irony in English, the combination of affirming the interlocutor's positive face and using irony is very often utilized to offer praise in Spanish. This use of irony is often linguistically marked (e.g., PnS: *Menuda* or diminutive; AS: *castigar*). Furthermore, the use of profanity is very common. A number of strategies are employed to achieve this positive irony. These include: opposite position of literal utterance, *adj + 'menuda'*, diminutives, joking, insults, understatement, superlatives, exaggerations, *If p, then q = not p*, echo thought, prosodic features, pretending, and contradicting. Examples and analysis of each strategy are given.

Barnlund D. C. & Araki, S. (1985). Intercultural encounters: The management of compliments by Japanese and Americans. *Journal of Cross-Cultural Psychology*, 16 (1), 9-26.

An interview with 56 participants (20 Americans in the US, 18 Japanese in the US, and 18 Japanese in Japan) revealed that the Americans gave compliments much more frequently than the Japanese — Americans reported to have given a compliment in the previous 1.6 days whereas Japanese had only done so in the previous 13 days. Some of the findings: most frequently praised features were appearance and personal traits among Americans and acts, work/study, and appearance among Japanese. American used a wider range of adjectives than Japanese who used fewer adjectives and adjectives with less of a range in meaning. In responding to compliments, Americans tended to accept compliments or justify or extend them; Japanese questioned their accuracy, denied them, explained the reason why they were not deserved, or responded by smiling or saying nothing at all. The closer the relationship was, the more frequently Americans gave compliments, while Japanese were less likely to offer praise. Female speakers in both cultures were more likely to give and receive compliments. The authors also report their findings from a questionnaire given to 260 Japanese and 260 American participants. Although preferred strategies of expressing admiration were similarly indirect among both the American and Japanese participants, Japanese preferred

Review of Related Literature:

Achugar, M. (2002). Piropos: Cambios en la valoración del grado de cortesía de una práctica discursiva. In Placencia, M. E. & Bravo, D. (Eds.), *Actos de habla y cortesía en español* (pp. 175-92). Munich, Germany: LINCOM Europa.

Traditionally piropos have been categorized as polite compliments given by men to women in the public realm. They are often given anonymously without a response. This study analyzes the use of piropos in order to determine the standard by which piropos are considered polite or insulting by women as well as the social and linguistic variables that affect this perception. In order to gain insight into women's perspectives of the politeness of piropos, 23 Uruguayan women (ranging from 21 to 56 years of age) completed an interview discussing perceptions of piropos and rating various examples as more or less polite. Results show different politeness perceptions based on the topic of the piropo, age of the women, and other factors influencing the effect of the piropo (e.g., gestures, intention). Piropos that referred to the divinity or the braveness of the man were generally rated as more polite while those referring to food or movement were interpreted as less polite, sexual in tone, and an invasion of privacy. Furthermore, piropos were generally considered more polite by women as they increased in age. The author asserts that many of these politeness perceptions are influenced by the society in which the participants live and the changing roles of men and women.

Alba-Juez, L. (2001). Some discourse strategies used to convey praise and/or positive feelings in Spanish everyday conversations. In Campos, H., Herburger, E., Morales-Front, A. & Walsh, T. J. (Eds.), *Hispanic Linguistics and the Turn of the Millennium: Papers from the 3rd Hispanic Linguistics Symposium* (pp. 364-80). Somerville, MA: Cascadilla Press.

In this work, the author analyses instances of positive irony in Peninsular (PnS) and Argentinean (AS) Spanish. She notes that, as opposed to the traditional

Introduction:**El-Kharga Community:**

El-Kharga, also known as Al-Kharijah, (meaning the outer oasis in Arabic) is the southernmost of Egypt's five western oases. It is located in the Western Desert, about 200 km to the west of the Nile valley, and is some 150 km long. It is located in and is the capital of El Wadi al Gadid governorate. This oasis, which was known as the 'Southern Oasis' to the Ancient Egyptians is the largest of the oases in the Western desert of Egypt and "consists of a depression about 160km long and from 20km to 80km wide .

El-Kharga is the most modernized of Egypt's western oases. The main town is a highly functional town with all modern facilities, and virtually nothing left of old architecture. Although framed by the oasis, there is no oasis feeling to it; unlike all other oases in this part of Egypt. it's populated by 60000*. The old- life style in this area made women's main role focus on caring for their children and families . They were not allowed to work. They used to spend their leisure time in gathering with their family members .

* Office of information in the New Valley Governorate (2007, vol., 4)

Due to modernization which took place in this area, the life style of the whole population has changed . Due to television , traveling, and the establishment of new schools and faculties, the customs, habits, and views among many other things have changed. Simply, the whole community in the area of question changed, and a new generating with new life styles, had been now exists.

List of Abbreviations:

- 1- (vs) : versus.
- 2- (PnS): Peninsular.
- 3- (AS): Argentinean Spanish.
- 4- (ESL): English as a Second Language.
- 5- (EFL): English as a Foreign Language.
- 6- (CELTA): Certificate in English Language Teaching to Adults.
- 7- (TEFL):Teaching English as a Foreign Language.
- 8- (TESOL): Teaching of English to Speakers of Other Languages.
- 9- (TESL): Teaching English as a Second Language.
- 10- (TOEFL): Test of English as a Foreign Language.

Abstract:

In the last 20 years , El- Kharga community had undergone some drastic social changes. These social changes have affected the culture of this area. Since culture provides the underlying pattern for communicative behavior, these cultural changes have had their impact on the communication pattern of people in this area. The subject of this paper focuses on elaboration in expression of courtesy in the speech of women in the city of El-Kharga, the capital of the New Valley Governorate, Egypt. This study detected that there is a remarkable change in progress in this pattern of communication, with the young generation being much less elaborate than the elderly.



كلية التربية بالوادي الجديد
المجلة العلمية

**The Expression of Courtesy in the
Speech of Women in El-Kharga,
New Valley, Egypt: A Socio-
Linguistic Study**

By

Dr. Safe El-Nasr Saleh Zanquor

**Acting- Head of the Department of English,
New Valley Faculty of Education
Assiut University**

Dr. Ahmed Ali Abdel-Sater

**Lecturer in Linguistics, Department of English,
New Valley Faculty of Education
Assiut University**

(No.3, December.2009)