

# **A PRAGMATIC ANALYSIS OF COMPLIMENTS IN ZULU EDUCATIONAL CONTEXTS**

**by**

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Assignment presented in partial fulfillment of the requirements for the degree of Master of Arts at the University of Stellenbosch.

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**DECEMBER 2005**

## DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

.....  
**VA SHEZI**

**DATE**



## ABSTRACT

This study aims to investigate the speech act of complimenting in Zulu. It is divided into five chapters, which are arranged as follows:

Chapter one provides special details regarding the aim of this study, the method that has been followed, and the organizational structure of the study.

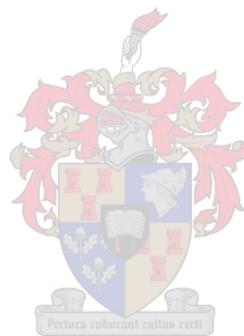
Chapter two focuses on both speech act and politeness theories. The central notion relates to (a) the acts of locution, (b) illocution and (c) perlocution. These elements of speech acts entail the notion that utterances that are produced by participants in a conversation comprises of (a) the actual sounds and words uttered, and those words and sounds (b) are intended towards the fulfillment of the force or intention behind them and (c) the effect of that force is intended to the hearer. Although there are other related elements, this notion is prominent in this chapter.

Chapter three examines the speech acts of complimenting in Zulu along with their responses. This examination is informed by various ideas from the respective researchers. For an effective and successful investigation of speech acts, a guideline which serves as a base follows a method of ethnography of communication. Almost all these researchers are putting emphasis on this view. The elements of the responses, the principles, their nature, structure and appearance in general conversations with specific reference to complimenting, are other key properties examined in this chapter.

Chapter four focuses on the functions of compliments. For example, almost all the researchers in the field are in agreement that compliments serve to revitalize, establish or create or encourage solidarity. Although there are other functions relating to this speech act, such as replacing other conversational formulas, e.g. greetings, softening criticism, the function of solidarity is perceived to be central. Another area which receives attention is the structural qualities of the compliment, along with syntactic and

lexical features. This analysis explores the syntactic categories that relate to this work, together with the formulaic nature of this speech act.

Chapter five is the last chapter of this study. It represents the conclusion in which the main findings in the study are summarized.



## OPSOMMING

Hierdie studie het as doelstelling die ondersoek van die spraakhandeling van komplimentering in Zulu. Die studie is in vyf hoofstukke ingedeel wat soos volg georganiseer is.

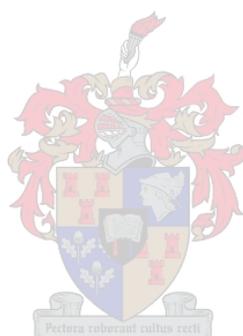
Hoofstuk een gee spesifieke besonderhede betreffende die doelstelling van die studie, die metode wat gevolg word, en die organisasie van die studie.

Hoofstuk twee fokus op spraakhandelingsteorie en hoflikheidsteorie. Die sentrale konsep hou verband met (a) die handeling van lokusie, (b) ilokusie (c) perlokusie. Hierdie elemente van spraakhandeling behels die begrip dat die uitende wat deur deelnemers in 'n gesprek geproduseer word bestaan uit (a) die werklike klanke en woorde wat geuit word, en wat (b) die intensie het om uitdrukking te gee aan die fons daaragter, en (c) die effek is gerig op die hoorder. Hierdie oorweging is sentraal in die hoofstuk.

Hoofstuk drie ondersoek die spraakhandeling van komplimentering in Zulu tesame met response daarop. Hierdie ondersoek word ingelig deur sieninge van verskillende navorsers. Vir die effektiewe ondersoek van spraakhandeling, is 'n rigtinggewende basis vanuit die etnografie van kommunikasie nodig. Die aspekte van response, hulle beginsels, aard, en struktuur, en die gebruik daarvan in gerespekte wat komplimente bevat, word ondersoek.

Hoofstuk vier fokus op die funksies van komplimente. Net al die navorsers in die veld van komplimentering stem saam dat komplimente die doel het om solidariteit te skep of te versterk. Alhoewel daar ander funksies is van komplimentering, bv. Die verplasing van gespreksformules, soos groet, kritiek, is die bevestiging van solidariteit sentraal. 'n Ander area wat aandag kry in die hoofstuk, is die strukturele kenmerke van komplimente, insluitende sintaktiese kategoriee wat komplimente realiseer, tesame met die formuleagtige aard van komplimente as spraakhandeling.

Hoofstuk vyf is die laaste hoofstuk van die studie. Dit bide die gevolgtrekking van die navorsing oor die sprakhandeling van komplimentering in Zulu en gee 'n opsomming van die hoofbevindinge.



## ISIQOQO

Lesi sifundo sihlose ukuhlola izindlela zokukhuluma uma kwenziwa izincomo olimini lesiZulu. Lesi sifundo sihlukaniwe izahluko eziyisihlanu ezihleleke ngalendlela elandelayo:

Isahluko sokuqala sisitshela kabanzi ngezinhloso zalesi sifundo, indlela esetshenziwe ukucubungula kanye nendlela esihlelwe ngayo lesi sifundo.

Isahluko sesibili sigxile kakhulu ezindleleni zokukhuluma kanye nethiyori ngekuzotha uma ubeka izindaba. Isizinda sibhekise kulokhu okulandelayo (a) izindlela zelokhushini, (b) ilokhushini, (c) nephelokhushini. Lezi zingxenye zezindlela zokukhuluma ziqukethe okubekwa ngazo ngabaxoxayo, engxoxweni yakhiwe yilokhu okulandelayo (a) imisindo uqobo namagama aphinyiswayo, amagama nemisindo kanye nezinto azihlolise ngomqondo ochazwa yilawo magama (c) nomphumela walawo magama njengoba kubhekiswe kolalele. Nakuba kukhona okunye okusondelelene nalokhu okubaliwe ngenhla, lesi sahluko sigxile kakhulu emlayezweni obhekiswe kolalele.

Isahluko sesithathu sicubungula izindlela zokukhuluma uma uncoma ngesiZulu kanye nezimpendulo zakhona. Lokhu kuhlola kwakhiwe ngemibono eminingi eyenziwe ngabacubunguli abahlukahlukene. Loluphenyo lwenziwe ngendlela yokuzitholela mathupha ngendlela yokuxhumana ukuze kube khona uphenyo oluncomekayo. Bonke laba bacubunguli bagxile kakhulu. Okunye okubhekiwe kulesi sahluko, imithetho, isakhiwo kanye nokubukeka engxoxweni, kugxilise kakhulu ezincomweni.

Isahluko sesine sigxile kakhulu emsebenzini wezincomo. Bonke abacubunguli abenza uphenyo bayavumelana ngokuthi izincomo zisetshenziwa uma ufuna ukusungula ubumbano phakathi kwabantu. Nakuba ikhona eminye imisebenzi yenkulumo njengokubambela ukwakheka kwento, njengezibingelelo nokwehlisa ukugxeka, lomsebenzi wokubumbana yiwona othathwa njengobaluleke kakhulu. Enye ingxenye ethola ukunakeleleka isakhiwo, izimpawu zezincomo kanye nendlela amagama ahleleke

ngayo ukwakha imisho. Lolu cwaningo lucubungula ukuhlukaniseka kwesakhiwo ngokwamazinga ngokubhekisa kulomsebenzi.

Isahluko sesihlanu, okungesokugcina kuloluphenyo, sikhombisa isiphetho nokuthi yini etholakele ngesikhathi kucutshungulwa.

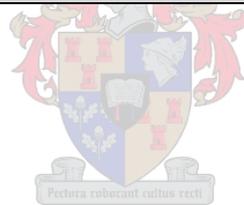


**DEDICATION**

I dedicate this work to

My late Mother

**THOKOZILE GLORIA SHEZI**



## ACKNOWLEDGEMENTS

I wish to convey my sincere gratitude to the following people for their support and contribution in the completion of this study:

- My Supervisors, Prof. J.A. du Plessis and Dr M. Dlali who guided me meticulously throughout my thesis.
- Karin, the Course Coordinator who made it easier for me to communicate with my Supervisors timeously.
- My Parents and Sisters, who assisted me financially in times of hardship.
- My Wife, Zandile for allowing me to be away from home occasionally to further my studies in another city.
- The students of Zuzumqhele High School, especially those in Grade Eleven and Twelve, for the role they played in my research.

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 AIM**

The aim of this study is to establish various ways in which compliments may be expressed in Zulu. The speech acts and politeness theory will be examined using the theories of Trosborg (1995), Thomas (1995) and Yule (1996). The compliments and compliment responses will be examined, especially their functions and also the most common compliments in Zulu. In dealing with compliments in general, the works of Wolfson and Manes (1980), Wolfson (1983) and Herbert (1990) has been considered. Compliment responses, on the other hand, deal with the works of Pomerantz (1978), Holmes (1986) and Herbert (1990). The way in which compliments are expressed in Zulu, the responses to such compliments and also the methods of obtaining compliments will be examined.



### **1.2 METHOD**

Various articles on compliments have been dealt with at length and these will appear in Chapters 2 and 3. Attention has been focused on compliments within three categories: appearance, ability and possessions. Various compliments have been recognized and the methods of dealing with them will be expressed in Chapter four.

### **1.3 ORGANIZATION OF THE STUDY**

This study is divided into five chapters which are organized as follows:

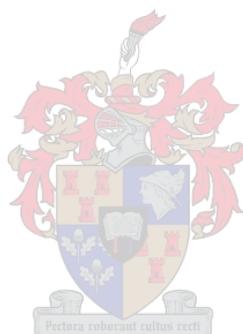
Chapter 1: This chapter deals with the aims of the study, the method of research and the organization of the study.

Chapter 2: Various theories of speech acts and politeness are considered.

Chapter 3: This chapter deals with the compliments and compliment responses. Different types of compliments are analyzed using the theories of Wolfson and Manes (1980), Wolfson (1983), Holmes (1988), Herbert (1990), Pomerantz (1978) and Holmes (1986 and 1988).

Chapter 4: This chapter deals with the compliments and compliment responses that are found among the Zulu speaking community. An in-depth analysis of compliments is also looked at.

Chapter 5: Conclusions and general findings resulting from this study are discussed in this chapter.



## **CHAPTER 2**

### **AIMS**

The aim of this chapter are to show readers that when speakers communicate on daily basis they perform several acts namely, an utterance act, a prepositional act and lastly an illocutionary act. These acts are interdependent which means that they cannot be performed in isolation.

This chapter also aims at demonstrating that the talented-minded philosophers wanted to refine language from its perceived imperfections and make it real. Speakers are encouraged in this chapter to be precise when they are speaking. This chapter also shows us that understanding is the basic of achieving anything. It also shows that as language users we sometimes perform speech acts with not only the intention of making the listener understand, but with the aim of getting information from the listener. It is also the aim of this chapter to make us to be aware of the fact that some speakers produce utterances which are not grammatically structured. We are also told in this chapter that some speakers use politeness theory to achieve a variety of goals such as promoting or maintaining successful relations, while other authors believe that this theory was developed in our societies with the intention of reducing friction in personal interaction. The different types of situation call for different degrees of politeness.

## **2.1 SPEECH ACTS AND POLITENESS THEORY**

### **2.1.1 Trosborg (1995)**

Trosborg (1995) uses a theory of communicative functions and a speech act model for analysis purposes.

This model is the continuation of the theories of illocutionary acts which was founded by Austin (1962) and further developed by Searle in the subsequent years. Trosborg mentions Austin and Searle theories of illocutionary combined with the theory of

politeness founded by (Leech 1983 : Brown - Levinson 1978, 1987) as the basis for the development of the descriptive framework which is used as an instrument for analyzing aspects of foreign language communicative competence and their potential success in achieving intended perlocutionary effects.

The researchers use the term speech act as a minimal unit of discourse to focus their investigations and there are two experts in this, Austin (1962) and Searle (1968).

When a speaker is uttering a sentence he performs several acts. Searle (1968) uses three distinct acts which are different from those proposed by Austin. He mentions three acts, namely an utterance act, a propositional act and lastly an illocutionary act. Searle (1968) stresses the fact that the above mentioned acts are interdependent in the sense that when one is performing an illocutionary act, he is automatically performing propositional acts and utterance acts. These acts cannot be performed in isolation. An utterance act involves making certain speech sounds, words and sentences while a propositional act refers to something or someone and predicates some properties of that thing or person. An illocutionary act refers to the meaning of words after they have been uttered by a speaker. When one is making an "X" on a ballot paper, that X is standing for vote (Searle 1968).

Austin (1962) includes understanding as an act which brings a certain effect. It is of utmost importance for the speaker to make sure that his or her utterances are understood by the listener. The effects that the speaker makes on the hearer is called perlocutionary acts. These are all changes which bring about effects on the hearer. The perlocutionary acts includes alarming, persuading, convincing, deterring and misleading. Austin distinguishes among three types of acts, namely locution, illocution and perlocution. Locution refers to the actual words uttered by a speaker for example: "I am now hungry". This is an act of producing a recognizable grammatical utterance in any language. Illocutionary acts refer to the meaning of words after they have been uttered by a speaker, for example: "Close the window". This includes one's interpretation after the words have been uttered. The meaning of words can be direct or

indirect and it depends on the context in which they are used. Perlocutionary act refer to the effect or to the result of the illocution on the hearer's part. Austin concludes by saying that the major difference between illocutionary and perlocutionary acts lies with what the speaker wishes to achieve with different sorts of effects.

Searle (1968) took the fact from Austin that understanding is the basic of achieving anything. Any speaker uses or performs illocutionary acts by expressing his or her intentions to promise something, to get somebody to do something so that at the end the listener can recognize the speaker's intention. The success of perlocutionary acts does not lie with whether the hearer is convinced, persuaded, insulted or deceived, but it lies with action to comprehension.

Though Searle's theory of speech acts has great influence on pragmatic theory, there is still criticism about it. Some researchers like Habermas and Reiss make a distinction between sentence and utterance which Searle does not make. Habermas (191) and Reiss (1985) claim that a model of competence for producing and understanding speech act functions does not depend on an axiomatic definition of felicity conditions. Habermas (1981) says that sentences are linguistic units which consist of formal elements whereas utterances are situated sentences. It is possible for two or more sentences to make up a single illocution, this means that a number of sentences can form a single statement. The felicity conditions, which Searle associates successfully with a speech act, seem to be more problematic and the authenticity of these conditions is still questionable. Searle builds his theory on a logic of obligation and authority which is not a universal process.

Another criticism has been directed at the claim that the conditions are universal. Conditions vary with culture. Like in the Japanese culture, volition is regarded as less important than in Western cultures. Reis (1985) proposes that felicity conditions be replaced with what he calls instrumental rationality. Reis (20) stressed the fact that when speakers communicate, they are not interested in the felicity conditions of the speech act in question, but they are concerned with obtaining their social goals. Native

speakers conform to grammatical rules. Searle (1968) did not focus his research to all the acts and therefore he failed to develop them into details. Searle spends most of his time exclusively on illocutionary acts. Searle uses each act with a double purpose, a linguistic goal of deliberate expression of an intentional state and an extra linguistic one of getting something else done by the use of this expression. Searle does not include perlocutionary acts performed by the hearer as part of the speaker's intention, except for directives which are used to get things done by the speaker.

Searle (1968) has also failed to develop Austin's (1962) notion of perlocutionary acts. The researchers have also criticized Searle for neglecting the listener's role in the interaction. According to Searle conversation is reduced to a flow of one-way traffic in which changes and effects are brought by using perlocutionary acts. Here the listener is regarded as playing a passive role because no account is taken of the interactional aspect of the language. Cohen (1973) argues whether the illocution is instrumental in the production of the perlocution and Holdcroft (1978) does not come to the conclusion that perlocutionary acts have certain consequences. Grootendorst (1984) believed that specific consequences have to occur.

Grootendorst (1984) shares the same idea that language users do not perform speech act with the sole aim of making the listener understand the speech acts they are performing, rather they attempt to draw out information from the listener. Grootendorst, therefore, draws a distinction between communicative and interactional aspects of language. Illocutions and perlocutions are regarded as two distinct aspects of the complete speech act, with the illocutionary act relating to the communicative aspect expressed in the attempt to achieve understanding and the perlocutionary act is related to the interactional aspect with the intention of achieving acceptance. If the listener understands the speaker's desire, then a request is happy and if the listener accepts the request, then convincing is happy.

There is also a distinction between consequences which occur accidentally and effects that are intended by the speaker. The accidentally effect refers to a situation where a

speaker performs an act which sounds sad to the hearer while the intention is not. The intended effects are acts which are planned in advance with the intention of achieving acceptance or a specific goal. If a speaker can give valid reasons and support for causing the effect, then the act is intended and regarded as a perlocutionary act. Grootendorst (1984) also differentiates between inherent and consecutive perlocutionary effects. Inherent perlocutionary effects are termed minimal effects, while consecutive perlocutionary effects are considered optimal effects. This points out that a speaker can achieve a minimal perlocutionary effect of acceptance. The outcome can be regarded as optimal if a person succeeds in bringing about other consequences which result from acceptance. Consecutive perlocutionary consequences refer to the consequences intended by the speaker. The distinction lies with what effect and consequences the speaker is aiming to achieve with her or his speech act.

### **2.1.2 Thomas (1995)**

A group of talented-minded philosophers who worked together at Oxford University, wanted to simplify the ordinary language philosophy. This group included philosophers such as Austin (1952) and H.P. Grice (1950). This group was known as ordinary language philosophers. During the twentieth century, the Oxford-based philosophers such as G.E. Moore and Bertrand Russell were mainly concerned with the relationship between philosophy and language. Moore was interested in what he called the language of common sense while Russell and others believed that the language was full of ambiguities, imprecision and contradictions. Their aim was therefore to refine language, remove all its perceived imperfections and create an ideal language. Austin and his group wanted to see to it that ordinary people are able to communicate freely and effectively without encountering any problems in the language.

Searle (1969) like Grice, studied together under Austin at Oxford University. Searle (1969) distinguished between propositional content and illocutionary force in his book, "Speech Acts : An essay in the philosophy of language". Searle differed from Austin who distinguished between locution and illocution. Austin believed that there is a lot involved

in a language than the meaning of words and phrases. Austin believed that we are not only concerned with using language to say things, but to perform actions. This led to the theory of what he called illocutionary acts which its aim was to scrutinize what kinds of things we do when we speak and how we do them.

The reasons for categorizing a particular locution as performing one speech act rather than another are complex. In most cases participants fail to tell the whole truth but sometimes it depends on the relationship between the two speakers involved whether their aim is to deceive or tell lies. In a context where there is a close relationship, something can be tested and proved as a complete truth if not as a lie. This can only be possible if the interactors have known each other for a long time and they have disclosed to each other before. There are certain contexts where we do not expect the whole truth to be told like in funeral orations and in satirical comedy, the plumber who decides to come late other than the time scheduled. The reasons for people to classify something as a lie or not, are completely complex. Coleman and Kay (1981) stress that we not only take account of formal considerations, but also of functional, psychological and effective factors. The way a speech act is categorized is also influenced by considerations which are culturally – specific or context – specific or which relate to the speaker's goal in a particular way or manner. Searle's rules are capable of coping only with the most typical or central instances of a speech act, and they fail to distinguish enough between one speech act in a particular way, because the speech acts are complex. It is therefore impossible to assign a speech act to a clear-cut strategy.

In reality it is not easy to classify a speech act in a particular way, because the speech acts are complex. It is therefore impossible to assign a speech act to a clear-cut category.

### **2.1.3 Yule (1996)**

Many speakers produce utterances which are not grammatically structured, but they perform actions via those utterances. Different utterances have different interpretations.

They can be pleased or unpleasant. These actions which are performed via utterances are called speech acts – Yule (1996 : 49).

Example:

1. You are nervous.

Speech acts are utterances which are regarded as goal directed actions. In English these speech acts are given more specific labels such as apology, complaint, compliment, invitation, promise or request. The speech acts are performed by using the descriptive terms so as to produce a meaningful utterance. When a speaker makes an utterance, his intention is to be understood by the hearer. Both speaker and hearer are usually helped in this process by the circumstances surrounding the utterance. These circumstances, including other utterances, are called the speech event. The nature of the speech event helps in determining the interpretation of an utterance as performing a particular speech act – Yule, (1996).

On a hot day the speaker may utter the following sentence:

Example:

2. Open the window.

This can be interpreted in different ways. One may assume that the window must be opened because it is hot and the speaker wants to get fresh air, while somebody or another interpretation may be that the speaker wants to look at something or at somebody through the open window. It is therefore true that there is more than one interpretation of a speech act found in the utterance alone.

The action performed by producing an utterance consists of three related acts namely : locutionary, illocutionary and perlocutionary act. The locutionary act refers to the meaningful linguistic expression produced by a speaker. In other words it refers to the



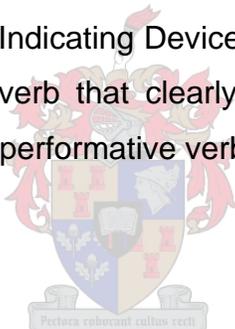
actual words which are produced by a speaker which has a grammatical meaningful structure or pattern – Yule (1996).

Example:

3. I am going home now.

Well formed utterances are performed with a specific purpose and they have some kind of function in mind and this is called illocutionary act. This act is uttered to make a statement, an offer, an explanation or for some other communicative purpose. This is also called the illocutionary force of the utterance. Any utterance that is made have an effect or result. This is what is called perlocutionary act.

Speakers are able to realize that the intended illocutionary force is recognized by the hearer by using Illocutionary Force Indicating Device or IFID and felicity conditions (Yule 1996). This is done by using a verb that clearly names the illocutionary act being performed. Such a verb is called a performative verb (Vp).



Example:

4. I promise you that.

In the above example, promise is a Vp. It must be noted that speakers do not always perform their speech acts so clearly but they describe the speech act being performed. Other IFID's which can be identified are word order, stress and intonation.

There are other appropriate circumstances known as felicity conditions which are used for the performance of a speech to be recognized as intended. These utterances must be produced by a specific person in a special context like a policeman.

Example:

5. You are now under arrest.

If the above sentence is not said by a policeman to a thief, the performance will be infelicitous or inappropriate.

There are conditions among ordinary people which are preconditions on speech acts and they are called general conditions. These help the participants to understand the language being used. On top of this, there are content conditions for both a promise and a warning, the content of the utterance must be about a future event.

A promise requires that the future event will be a future act on the speaker. The preparatory conditions for a promise are totally different from those for a warning. When a person promises to do something there are two preparatory conditions involved, first the event will not happen on its own and secondly the event will have a beneficial effect. When it comes to warning, it is not clear that the hearer is sure about the event and whether it will occur. The speaker does think the event will occur and the event will not have a beneficial effect. This also involves sincerity conditions which show that the speaker really intends to carry out the future action. The last condition includes essential condition which stipulates that the act of uttering a promise, the speaker intends to create an obligation to carry out the action as promised. The utterance therefore changes the state of the speaker from non-obligation to obligation. When it comes to warning, the utterance changes the state of the speaker from non-informing of a bad future event to informing. The performative hypotheses show that some utterances have no truth conditions. It contains a performative verb which makes the illocutionary force clearly. It uses this structure – Yule (1996):

I (hereby) Vp you that (U) utterance.

In this clause the subject must be the first person singular “I”, followed by the adverb “hereby” which shows that the utterance counts as an action being uttered. It is therefore of utmost importance to differentiate between explicit and implicit performatives. The examples with “hereby” adverb are very specific while those without tend to be general.

Example of explicit performative

6. I hereby tell you to close all the windows.

Implicit utterance : Example

7. Clean up this house.

The implicit utterance is not clearly stated.

The performative hypotheses has some disadvantages, for example when uttering the explicit performative version of a command (6 above) has a much more serious impact than uttering the implicit version (7 above). There is a big problem on identifying explicit performatives because we do not know how many performative verbs there are in any language. To make this easier, some classification of types of speech acts are used. The speech acts have five general functions, namely: declarations, representatives, expressives, directives and commissives. Declarations are speech acts that bring about new meaning through the word uttered. A speaker needs to have a special task or position to perform a specific declaration in a specific context.

Example:

8. (a) Rector : You are now conferred a graduate.  
 (b) Student : It is an honour for me to get this at last.

Representatives are speech acts that state what the speaker believes to be the case or not. This includes statements of facts, assertions, conclusions and descriptions. By using representatives, the speaker makes words fit the world.

Example:

9. The earth rotates.

Expressives are speech acts that state what the speaker feels. They express psychological states and can be statements of pain, dislikes, joy, sorrow or pleasure.

Example:

10. (a) I am very apologetic.  
 (b) Well done! Keep it up.

Directives are those kinds of speech act that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, request or suggestions and they can be positive or negative.

Example:

11. (a) Wash my car – it is very dirty.  
 (b) Don't play with it.  
 (c) I'll suggest that you come tomorrow.

The speaker uses a directive with the intention of making the world fit the words (via the hearer).

Commissives are those kinds of speech acts that speakers use to commit themselves to perform some future action. They express what the speaker intends to do. They are promises, threats, refusals, pledges and the speaker can perform them on his own or as a member of a group.

Example:

12. (a) I'll fix it.  
 (b) I am going to buy a new one.  
 (c) We will not sell it.

By using commissives, the speaker undertakes to make the world fit the words (via the speaker).

The structure plays a significant role in distinguishing types of speech acts. The direct speech act takes place when there is a direct relationship between a structure and a

function. The direct speech act makes use of three structural forms, namely: declarative, interrogative and imperative.

Example:

- 13. (a) You put on your spectacles. (Declarative)
- (b) Do you put on your spectacles? (Interrogative)
- (c) Put on your spectacles! (Imperative)

If a declarative is used to make a statement, it is used as a direct speech act and if it is used to make a request, it is used as an indirect speech act.

Example:

- 14. (a) It's hot outside! (Declarative)
- (b) I hereby tell you about the weather. (Statement functioning as a direct speech act)
- (c) I hereby request of you that you open the door. (Command or request) It is functioning as an indirect speech act.

The interrogative structure is not only used as a question, but also as an indirect speech act.

Example:

- 15. Do you have to finish all the work?

There is one typical form of indirect speech act in English, which is used as the form of an interrogative, but it is not used to ask a question.

Example:

- 16. (a) Could you pass the pen?
- (b) Would you close this.

Whenever there is an indirect relationship between a structure and a function, we have an indirect speech act. Therefore a declarative used to make a statement is a direct speech act and a declarative used to make a request, is an indirect speech act as it is shown in Example 15 above.

Speech events take place when one person is trying to get another person to do something. It is an activity in which participants interact by making use of language in some conventional way to arrive at some result or outcome. This involves things like central speech act.

Example:

17. “I do not like what you did” as in a speech event of ‘complaining’.

The situation above does not consist of a single utterance. This is a social situation which involves participants who have a social relationship and have particular goals.

## 2.2 POLITENESS THEORY

### 2.2.1 Trosborg (1995)



Politeness can be regarded as a strategy used by a speaker to achieve a variety of goals such as promoting or maintaining successful relations Brown and Levinson (1987). This includes verbal and non-verbal communication. Lakoff (1975) mentions that the politeness theory was developed in societies in order to reduce friction in personal interaction. He therefore differs from Grice (1975) who believes that the four Kantian maxims of quantity, quality, relation and manner are very important for the purpose of conversational exchanges.

Leech (1977) introduced a maxim of tact. Its aim was to compensate what he thinks is an important missing link between the Gricean cooperative principle and the problem of how to relate sense to force. The cooperative principle represents that verbal

communication is an activity in which individuals work together to accomplish shared, mutually beneficial goals. It helps us to understand the expression “It’s cold in here” as an indirect request to close the window if indeed the room is ‘cold’, but a sarcasm if the room is ‘hot’. Leech is in favour of the cooperative principle, but he also adds a politeness principle with sub-maxims, tact, generosity, approbation, modesty, agreement and sympathy as complement which saves the cooperative principle from serious problems.

Grice and Leech’s theories have been criticized for neglecting certain types of verbal interaction. This shows that not all communication is cooperative. The situation where communication is used, helps in determining whether it is cooperative or not. There have also been questions why there are nine sub-maxims of politeness according to Leech. Sperber & Wilson (1986) have launched a single principle to solve the problem of maxims, which he called – the principle of relevance. This principle is clearly stated and it is used easier compared to cooperative principle, formulated by Grice. The principle of relevance does not mention speakers as cooperative, polite or optimally relevant.

Brown and Levinson (1987) based their claims of face and nationality in the theory of linguistic politeness into two major categories namely, positive and negative politeness. The term face refers to the individual’s feeling of self-worth or self-image which can be damaged, maintained or enhanced through interaction with others (Goffman 1967 : 169). Brown and Levinson treat the aspects of face as basic wants while Durkheim (1915) distinguishes between positive and negative face. Durkheim defines negative face as the want of every competent adult member that his actions be unimpeded by others while positive face refers to the want of every member that his wants be desirable to at least some others. Face can be lost, maintained or enhanced and must always be in interaction. According to Brown and Levinson (1987), people are expected to defend their faces if threatened, and when this is taking place, they are likely to threaten other people’s faces. The speech acts which intrinsically threaten face are referred to as face-threatening acts (FTAs).

When it comes to the context of face, the speaker has two options, he or she may seek to avoid the face-threatening act or he or she may decide to do the FTA.

1. Performing an FTA without any redress

1.1 Bald on-record

There are situations or external factors whereby a speaker or an individual is unable to speak directly in order to conform with Gricean maxims. This usually takes place when there is a time constraint like making an emergency telephone call. In circumstances like this, we normally find that the speaker is likely to focus or concentrate on the content of the message and pay little attention to the interpersonal aspect of what is said.

2. Performing an FTA

2.1 Off-record

Brown and Levinson (1987) list a further fifteen strategies for performing off-record politeness. These include 'give hints', 'use metaphors', 'be ambiguous or vague' etc. The following example has the first strategy, which is 'give hints'.

Example:

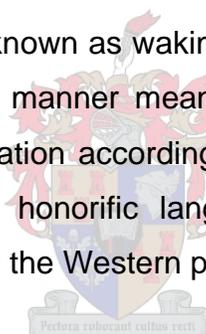
18. (a) That isn't a mutton pie I can see you eating, is it?  
One policeman to another.

The choice of any strategy depends on the speaker's estimation of risk of face loss. Politeness can also be defined as a desire to protect self-images.

Different strategies can be used to protect the self-images of others, but before this can take place, a speaker must show concern of the hearer's face and self-image of his or her own. The awareness includes the relative power between speaker and hearer, the social distance and lastly the individual ranking in the particular culture. For a smooth

communication to take place, participants in an interaction process must maintain each other's face continually.

Though the theory of Brown and Levinson included Tamil and Tzeltal languages, it has been criticised for being bias towards Western languages and the Western perspective. Most of the critic comes from researchers from Asian speaking countries. Matsumoto (1989) mentions the biasness of face in Western point of view. He states that the issue of face plays a smaller role in Western culture and is different not as Brown and Levinson believe. Ide (1989) states that this theory fails to give a proper account of formal linguistic forms, such as expression implying respect which is a major means of expressing linguistic politeness in some language like the Japanese language. The use of formal forms depends upon the speaker's observation of the social beliefs of the society of which he or she is a member. In Japan the practice of polite behaviour according to social conventions is known as *wakimae* which, in English, means equal to "discernment". To behave in this manner means to show verbally and non-verbally one's sense of role in a given situation according to social conventions. Discernment which plays a significant role in honorific languages, is the aspect neglected in politeness theory which is based on the Western perspective.



Levinson (1983) distinguishes two honorifics or expressions implying respect namely relational and absolute and he claims that the former is more important than the other. His view is only true when reference to benefits for all the citizens is made, whereas in other societies where an honorific system is developed the absolute variety is the basic. In Japanese language the absolute variety is obligatory whereas the relational variety is optional. The absolute variety in Japanese language does not have neutral forms and special politeness can be achieved by combining an addressee honorific and a morphologically encoded form of self-humbling. In Western societies where individualism is a basic cultural trait, face is the key to interaction with face-wants and face-work as central aspects of communication. In other societies where group membership and role structures are central, the role of face gives way to polite

expressions according to social conventions rather than to interactive strategy. The weight attached to face itself is the most important issue, not the content of the face.

Leech (1983) states that different types of situation call for different degrees of politeness. He distinguishes four types of classification function namely, the competitive, the convivial, the collaborative and the conflictive function. The competitive type of function involves acts where the illocutionary goal competes with the social goal, like ordering, asking, demanding and begging. The above classification corresponds to Searle's category of directive functions whereby the speaker is imposing on the hearer, eg. ordering, requesting, advising, etc. The convivial class of functions includes acts where the illocutionary goal coincides with the social goal, eg. offering, inviting, greeting, etc. These acts are polite and take the form of positive politeness. When complementing somebody, the speaker remains faithful to the listener's positive face. It relates to part of Searle's class of expressives, eg. congratulating, praising, condoling, etc.

The collaborative function involves acts where the illocutionary goal is indifferent to the social goal, eg. asserting, reporting, announcing, etc. In this instance politeness is regarded as irrelevant because these acts are considered as neutral with reference to politeness. The class of declarations are also neutral with regard to politeness. This can be seen clearly in a situation where a judge is giving a sentence to a culprit. The last category is of conflictive functions which refers to acts in which the illocutionary goal conflicts with the social goal, eg. threatening, accusing, etc. These acts are regarded as impolite as they cause offence. It includes the part of Searle's category of expressives which are geared towards the expression of the speaker's negative feelings, reactions, etc.

Haverkate (1988) distinguishes between polite and non-polite acts and impolite speech acts. His polite speech acts correspond to the collaborative function as defined by Leech. The directives are regarded as non-polite acts, whereas expressives relating to the addressee in a negative way are classified as impolite. Lakoff (1989) points out that certain types of situation, eg. the courtroom discourse, do not demand politeness

approach while non-polite behaviour is systematic and normal. She differentiates between discourse genres which are made for the purpose of communicating information and those that are designed mainly for interaction. An example of the former is when a teacher is teaching in a classroom while an ordinary conversation is an example of the latter. Lakoff's classification is threefold, polite, non-polite and rude. Non-polite behaviour is the behaviour that does not meet or that does not conform to politeness rules and it is found in situations in which politeness is not expected. A behaviour is rude if it does not use politeness strategies. Polite strategies are those utterances which conform to rules of politeness. Leech (1983) and Haverkate (1988) are mainly concerned with a classification of politeness according to inherent properties of communicative acts while Lakoff (1989) focuses to her threefold distinction patterns, that is, the way in which a communicative act is observed in a given situation. This is what Leech calls relative politeness. Gumperz (1982) states that the linguistic expression cannot be said to be inherently polite or impolite, but it must depend on the interactant's interpretation of the expression in context.

Fraser (1978) and Fraser-Nolen (1981) define politeness as rights and obligations which are made by parties who are engaged in a social relationship, that is, the speaker and the hearer who must adjust and readjust their conversation to meet the rights and obligation. This is a very important point in temporal and personal deixis. Deixis is the part of language involved in locating what is talked about relative to the speaker's point of view, whether in space (here – there, this – that), time (now – then), discourse (former – latter), or social relations (I – you). Words effecting this orientation are called deictics. The moment of speaking is the deictic centre of coding time. The hearer-orientated utterance – “Would you / Could you do X?” are more polite than speaker-based requests like “I would like you to do X”. The framework of the request from the hearer's instead of from the speaker's view gives greater control to the hearer.

It is therefore evident that all languages are observed as working within politeness parameters.

### 2.2.2 Thomas (1995)

The term politeness has caused much misunderstanding amongst speakers who are native and non-native speakers of English. Politeness is interpreted as a desire to be pleasant or to be good to others or an individual's behaviour. There are five sets of phenomena under Politeness theory.

- (a) Politeness is regarded as a real world goal. The students of linguistics have access only to what the speaker says and how their hearers react, but they do not have access in analyzing which group is more polite than the other. According to this the Chinese are regarded as people who put more focus on the needs of the group rather than those of the individual.
- (b) Deference is always associated with politeness but it is a distinct phenomenon, which is the opposite of familiarity. It refers to a situation or to the dignity we show to people because of their higher status, greater age, etc. Both deference and politeness can be assessed through general social behaviour. One can show deference by taking off one's hat (as a youngster) when greeting an adult and politeness can be shown by standing up in the bus for elderly people, so that they can sit down.
- (c) The term register refers to the way in which the language we speak or write varies according to the type of situation. The use of a specific language is determined by the context in which it is used. When there is an interaction between friends, an informal language can be used but when one is speaking to his superior, the language changes to formal. The social relationship helps in determining which language to use formal or informal.
- (d) The early work in the area of politeness focused on utterance level realization (work of Rintell) while Fraser (1978) focused on cross-cultural pragmatics. Rintell and Walters (1979 6) concentrated on how much politeness could be

taken out of speech act strategies alone and how to investigate the perception of politeness by native and non-native speakers of English and Spanish. It is therefore very important to observe that in pragmatics, we are concerned with the effect of the utterance on the hearer, but not with whether or not speakers are genuinely motivated by a desire to be nice to one another. One cannot truly assess politeness fairly out of context.

- (e) Ambivalence is the utterance which has more than one meaning. It is not easy to say something politely with words especially if, by its nature, it is to cause offence or sound bitter to the hearer. This usually takes place when we are dealing with surface level choosing words or non-verbal methods to send an intentional message to politeness. By using an utterance which is ambivalent it is therefore possible to convey messages which the hearer is responsible to find disagreeable without causing improper offence.

The example which follows illustrates this in relation to a potentially very offensive speech act (requesting people not to be selective!). The force in both examples is ambivalent and it is left to the readers to decide (i) what the precise meaning of the message is and (ii) whether or not it applies to them.

Example (a)

19. These seats are for all the students, not for those who came first.

Example (b)

20. People are advised not to park their cars in front of the driveway because their cars may be towed away.

The people who put this notice should have said 'NO PARKING ON THE DRIVEWAY'. Instead they left it to the motorists to decide for themselves whether they are being asked or told not to park on the driveway.

The second concept is pragmatic principles. Leech mentions the Politeness Principle (PP) which runs as follows: Minimize (all things being equal) the expression of impolite beliefs; Maximize (all things being equal) the expression of polite beliefs. He sees PP as having the same status as Grice's Cooperative Principle (CP) which explains why speakers do not always observe the Gricean maxims. Statistics shows that people do respond positively to consideration of politeness. He is focusing on the expression of impolite beliefs, i.e. what a person is thinking or implying is a very different matter. He mentions a number of maxims which has the same status to the PP as Grice's maxims (Quantity, Quality, Relation and Manner) stand to the CP. According to Leech these maxims are necessary for explaining the relationship between sense and force in human being conversation. They range from those which are extensive to the somewhat called ideopsyncratic (the way of behaviour that is peculiar to a person).

The main maxims are Tact, Generosity, Approbation, Modesty, Agreement and Sympathy. These maxims are formulated as imperatives but this does not mean that they are regarded as 'rules for good behaviour'. They are ordinary statements of norms which speakers can be told to observe and follow.



### The Tact Maxim

This maxim states the 'Minimize' the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.

One aspect of the Tact is size of imposition. The tact maxim involves the use of skill and understanding shown by somebody who handles people and situations successfully and without causing offence. A second aspect of the maxim is that of making less severe the effect of a request by offering optionality. Allowing options is a common practice to Western nations of politeness, but has no role in the Chinese conception of politeness. A third component of the Tact maxim is the cost/benefit scale. It states that if something is perceived as important to the hearer's benefit, X can therefore be expressed politely without applying indirectness.

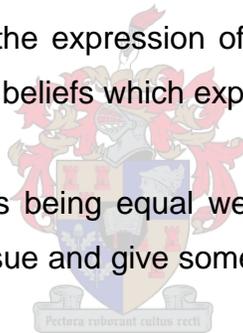
### The Generosity Maxim

This maxim states that 'Minimise the expression of benefit to self; maximise the expression of cost to self'. This maxim can be improved and it can read like 'Minimise the expression of cost to other, maximize the expression of benefit to others'. This maxim explains why it is correct to say: 'You must come and have supper with us', this in real sense 'come and have supper with us' is to be expressed indirectly. When it comes to this maxim, language varies in the degree to which you are expected to apply or use. Some cultures attach more meaning to the Generosity maxim than do others.

### The Approbation Maxim

This maxim states that 'Minimise the expression of beliefs which express dispraise of other', 'Maximise the expression of beliefs which express approval of other'.

According to this maxim, all things being equal we prefer to praise others and if this cannot happen, we sidestep the issue and give some sort of minimal response. (Good - ----) or we decide to remain silent.



The different institutions have different views concerning which criticism is acceptable, institutions like universities. There are times when criticism is expressed very strongly. It is normal to say: "I enjoyed your period", while if you did not enjoy it, you would either keep quiet or convey the fact more indirectly.

### The Modesty Maxim

The Modesty maxim states: 'Minimize the expression of praise of self; maximize the expression of dispraise of self'. The use of this maxim varies from culture to culture. In Japan it is more powerful than, as a rule, in English-speaking societies. The use of this maxim in Japan may be interpreted in different ways and can lead to unusual

conclusions. Someone may reject a compliment which had been paid to him openly. If one compares the two societies, one finds that in the latter it is customary to accept the compliment in a polite way.

### The Agreement Maxim

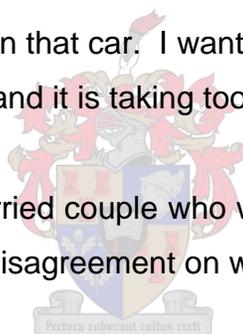
This maxim runs as follows: 'Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other. The relationship between speaker and hearer and of the nature of the interaction in which they are involved, plays an important role. Here we find that people are more direct in expressing their agreement, than disagreement.

### Example

21. A : I am really interested in that car. I want to buy it.

B : Yes, but it is very big and it is taking too much petrol.

The above examples involve a married couple who want to decide on buying a new car. They are both involved in a major disagreement on which car to buy.



### The Pollyanna Principle

This refers to the use of 'minimizers' such as a bit. (This essay's a bit short). When, in fact, it is too short. The other aspects which it relates to is relexicalization which means replacing an unpleasant term with a supposedly less unpleasant one. In Chinese, as in English, there is a bias toward the positive in assigning utterance meaning. In English we find that 'Good Luck'! means 'I wish you good luck', whereas, 'Bad luck' is an expression of pity or sympathy. The Pollyanna Principle is not widely observed by individual speakers.

### Problems with Leech's approach

Leech's approach to politeness is viewed by (Dillon, et al. 1985, Thomas 1986, Brown and Levinson 1987, Fraser 1990) as having no motivation of restricting the number of maxims. In theory it would be possible to produce a new maxim to define tiny regularity in language use but this cannot be put into practice. When one refers to Pollyanna Principle one realizes that it has a very limited applicability and this makes this theory not to be clearly defined. Above all its problems, Leech's approach allows us better than any of the other approaches here. It makes it easy for us to make specific cross-cultural comparisons and to explain cross-cultural differences in the view of politeness and the use of politeness strategies.

### Politeness and the management of face

The theory of politeness also involves the concept of face. The term 'face' refers to reputation or good name. Goffman (1967) defined face as: .... The positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact. Face is an image of self delineated in terms of approval social attributes – albeit an image that others may share, as when a person makes a good showing for himself. This individual's feeling of self-worth or self-image can be damaged or maintained, that is face.

Face has two aspects 'positive and negative'. An individual's positive face is reflected in his or her desire to be liked, approved of, respected and appreciated by others. An individual's negative face is reflected in the desire not to be impeded or put upon, to have the freedom to act as one chooses.

### Face-threatening acts

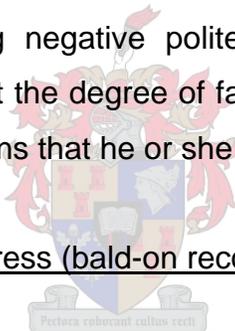
Some illocutionary acts are liable for damaging or threatening another person's face and such acts are called or known as 'face-threatening acts' ... (FTAs). These acts have the

potential to damage the hearer's positive face by expressing disapproval of something which H regards as very important to him. The speaker must devise his or her own strategies which will help the speaker's own face. The choice of strategy will be determined on the basis of the speaker's assessment of the size of the FTA. The size of the FTA can be calculated on the parameters of Power (P), distance (D) and rating of imposition. The above mentioned values will help in 'weightiness' of the FTA which in turn influences the strategy used.

### Super-strategies for performing face-threatening acts

The first decision to be made is whether to perform the FTA or not. If the speaker is on the idea to perform the FTA, then there are four possibilities: Three sets of on-record super-strategies (perform the FTA on-record without redressive action (bald-on-record), perform the FTA on-record using negative politeness) and one set of 'off-record' strategies. If the speaker feels that the degree of face threat is too high, he or she may decide to avoid the FTA which means that he or she will opt for saying nothing.

### Performing an FTA without any redress (bald-on record)



There are situations or external factors whereby a speaker or an individual is unable to speak directly in order to conform with Gricean maxims. This usually takes place when there is a time constraint like making an emergency telephone call. In circumstances like this, we normally find that the speaker is likely to focus or concentrate on the content of the message and pay little attention to the interpersonal aspect of what is said.

### Performing an FTA with redress (positive politeness)

Brown and Levinson's theory shows that when you speak to someone you may assess yourself towards that individual's positive face. Brown and Levinson list fifteen positive politeness strategies and have different examples from different languages.

Example

22. Male second-year student calling to female-first year student (whom he didn't know) in the student center while eating at midday, 'First Week'.

- (a) "Hey, young girl, what course do you study? Chemical Engineering or Information Technology?  
Please join us!"

The male student employed no fewer than three of Brown and Levinson's positive politeness strategies: 'use in-group identity markers' (young girl), 'express interest in H' (asking her what she is studying), 'claim common ground' (Please join us!).

Performing an FTA with redress (negative politeness)

Negative politeness is viewed towards a hearer's negative face which appeals to the hearer's desire not to be hindered or to be left free to act as they will. It makes use of conventional politeness markers, deference markers, minimizing imposition, etc.

Levinson lists ten negative politeness strategies and below is the example in English.

Example

23. This is an extract that was left by a student who was to meet another student to discuss an assignment which was due. Unfortunately he could not make it (appointment). So in the letter he was apologizing and making a new date so that they can meet.

- (a) I am sorry I couldn't see you today. I wanted to discuss with you ----- . I know it is a terrible imposition, but if you had any time, Friday, 2pm, we could perhaps meet in Toti for a chat.

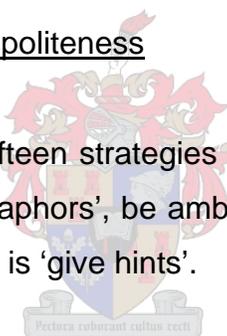
- (b) I'd be very grateful.

- (c) Best wishes  
(Name deleted)

We could 'meet' is an example of strategy 1 ('be conventionally direct') perhaps is an example of strategy 2 ('hedge') if you had any time is an example of strategy 4 ('minimize imposition'); I know it's a terrible imposition and I am sorry, are examples of strategy 6 'admit the impingment' and 'beg forgiveness'. Strategy 7 ('point of view distancing') is evident in I wanted to ----- where the tense is switched from present to past, so that the writer distanced herself from the act. And, finally, I'd be very grateful is an example of strategy 10 ('go on record as incurring a debt'). Different warning notices employ or use negative politeness because they have a wide readership.

#### Performing an FTA using off-record politeness

Brown and Levinson list a further fifteen strategies for performing off-record politeness. These include 'give hints', 'use metaphors', 'be ambiguous or vague' etc. The following example has the first strategy which is 'give hints'.



#### Example:

24. That isn't a mutton pie I can see you eating, is it?  
One policeman to another.

#### Do not perform FTA

The final strategy of Brown and Levinson is "Do not perform FTA". There are times when you feel something is face-threatening but you don't say it. There is nothing much which can be said about this strategy. Tanaka mentions two ways of 'saying nothing'. Bonikowska terms it 'opting out choice' or OOC. There are situations whereby the speaker decides to say nothing and wishes to let the matter drop and secondly there are times when an individual decides to say nothing (he opts for not complaining but still

wishes to achieve the effect which the speech act would have achieved had it been uttered. Tanaka terms these two strategies OOC-genuine and OOC-strategic:

- A. OOC-genuine: S does not perform a speech act, and genuinely intends to let the matter remain closed.  
S/h does not intend to achieve the perlocutionary effect.
  
- B. OOC-strategic: S does not perform a speech act, but expects A to infer her/his wish to achieve the perlocutionary effect.

The third situation is where there is a strong expectation that something will be said, that saying nothing is in itself a massive FTA for example failing to show sympathy or express condolences to someone on the death of a loved one.

### **2.3 CRITICISMS OF BROWN AND LEVINSON**

There are many criticisms about the work of the researchers mentioned above even though they have contributed a lot on the model of politeness other researchers claim that the inclusion of the FTA shows or means that an act is threatening to the face of either the speaker or the hearer. In reality many acts are regarded as threatening the face of both speaker and hearer automatically. An apology is seen as threatening the speaker's face in a clear way and it can also be embarrassing to the hearer.

Brown and Levinson claim that positive and negative politeness are mutually exclusive but in practice only a single utterance can be tested to both positive and negative face simultaneously. They claim that the degree of indirectness is shown by the greater degree of face-threat. The above researchers go on to argue that some speech acts are inherently face-threatening while Leech claims that some speech acts are inherently polite.

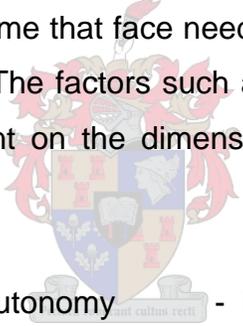
One can then conclude from the above that some utterances pose no face-threat at all.

Nosfingher (1975) stressed the fact that by speaking we enter on another person's face. Saying anything at all (or even saying nothing!) is potentially face-threatening.

### Politeness measured along pragmatic scales

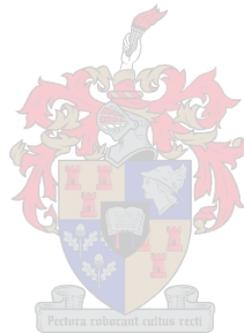
The researchers Spencer-Oatey says Brown and Levinson and Leech theories of politeness are culturally biased.

He states that this culturally biasness can be overcome by proposing sets of dimensions. The individual will choose the point on the scale according to their cultural values and the situation within which they are operating. The various researchers have one thing in common, they all assume that face needs to lie universally as set points on each of the relevant dimensions. The factors such as types of speech act and cultural variation will determine which point on the dimension is preferred. Spencer-Oatey's scales are as follows (1992-30).

- 
1. Need for consideration : autonomy - imposition
  2. Need to be Valued : approbation - criticism  
interest - disinterest  
concerned
  3. Need for Relational Identity: inclusion - exclusion  
equality - superordination/  
subordination

## 2.4 CONCLUSION

Most people define politeness as a pragmatic/communicative phenomenon. When politeness is misinterpreted outside pragmatics, it has another meaning and that is why pragmatics is blamed of viewing the world and society where everyone is nice and kind to everyone else. People use certain strategies in certain circumstances and the statistics shows that particular strategies have succeeded in certain circumstances. Dascal argues that people employ indirectness when their communicative goals conflict that is when their desire to avoid hurting someone's feelings – conflicts with their obligation to tell the truth.



## CHAPTER 3

### FEATURES OF COMPLIMENTS

#### 3.1 FUNCTION OF COMPLIMENTS

##### 3.1.1 Wolfson and Manes (1980)

Compliments are used in a variety of social situations such as parties, evening receptions, graduation ceremonies, in cocktail parties, etc. One of the most important functions of compliments is to reinforce a bond between the speaker and the addressee. The best way to collect information about compliments is through the use of ethnographic method whereby the researcher has to observe through participation.

Any compliment can be used if it is directly related to the topic under discussion and sometimes it may be used and have no relevance to the topic under discussion. It is not compulsory for compliments to be directed or to refer to anything which precedes them. They can therefore be used to begin interactions, like greetings or introduction. Let's look at the example below, a teacher is greeted by the principal:

A: Well, don't you feel proud of yourself; you have such a beautiful coat?

B: Thank you. I have had this coat for a couple of months.

A compliment response may be used to launch a longer conversation like when people meet for the first time on special occasions. In such situations compliments are used to engage both a speaker and the listener in the process of knowing each other over a neutral subject. Here a compliment response is used as an interaction unity, to offer a topic for discussion and lastly to create a point of agreement. The fact that compliments are used not only to related issues does not stop its users from using them. Let's look at the example below: A neighbour showing his friend a new car:

A: Are you going to town now? Just get in.

B: Get in the car.

A: Now you have to tell me it's comfortable.

Such an offer of lifting him into his car enforce him, give a compliment. The use of a compliment in the above situation can serve as a sign of thanking or appreciation.

If something is new it is always commented on in our society, this includes things like new clothes, cars and even hairdos. If a compliment is not used on new things like this, it can be regarded as a sign of jealousy or lack of appreciation. Compliments are also expected to be used when friends meet after a long time. They are used by old friends with the intention of restoring the friendship which has existed before. By showing approval and giving reassurance, they serve to strengthen unity between friends and colleagues.

The majority of compliments contain a set of adjectives and verbs. 'Nice' and 'good' are the most common. Other compliments make use of verbs like 'really' and 'love'. There are also compliments in which the positive term is an adverb or a noun. Intensifiers such as 'really', 'very', such also occur according to the research made by Wolfson and Manes (1986). The most common feature of compliments is the use of certain deictic elements especially second person pronouns and demonstratives.

The analysis reveals that compliment structure is restricted on the syntactic level than on the semantic. 50% of the compliment makes use of a single syntactic pattern.

NP {is / looks} really ADJ

e.g. This is a nice umbrella.

There are also other syntactic patterns like:

I really {like / love} NP

e.g. I love your hairstyle.

I really like your bag

The compliments are also used to maintain solidarity and their formulae composition makes it easy to recognize them in any context.

### 3.1.2 Holmes (1986)

The study of compliment behaviour in New Zealand is described. This involves the function of compliments and their syntactical structure. It is imperative for anyone to understand what a compliment is, so as to know its features. A compliment is a type of a speech act which is used by the speaker, usually the person addressed for the good which is regarded of great importance by both the speaker and the listener. A genuine compliment always makes others feel good. A compliment can be used to refer to a third person and in such a situation it is used indirectly. The example below shows that:

Context: Father is commenting after a visit from his son's place of employment.

Complimenter: Your manager is so friendly and conversant.

Recipient: I am glad you noticed that.

Compliments are regarded as positively affective speech acts which are aimed at strengthening the unity between the speaker and addressee. Brown and Levinson (1987) point out that compliments are used to introduce the concepts of positive and negative politeness. They are regarded as positive politeness strategies which can be used in everyday situations to make things better. It is also stressed that compliments and compliment responses can be regarded as face-threatening acts which intrinsically threaten face. People are expected to defend their faces if threatened and when defending their own faces they are likely to threaten other people's faces in turn. Both compliments and responses pay a particular interest to listener needs goals and desires.

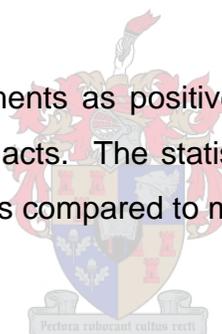
Compliments are also used to soften criticism. In Samoan culture, compliments are regarded as FTAs (face threatening acts) because they imply that the complimenter would like something that belongs to the addressee. Here the expression of

appreciation imposes an obligation on the addressee to give it to the complimenter. In English-speaking communities compliments are used to express encouragement. “You can do better than that” for instance the compliment shows that there is still room for improvement. Compliments are also used as expression of gratitude.

### 3.1.3 Holmes (1988)

Compliments are regarded as positively affective speech acts which are focusing on the addressee and they help in increasing solidarity between the speaker and addressee. They are social tools which help in creating a smooth conversation between the speaker and addressee. They are used as devices which are polite in their approach. Through the use of compliments the social distance between the speaker and listener can be reduced.

Women are fond of using compliments as positively affective speech acts while men perceive them as face-threatening acts. The statistics show that women are the most givers and recipients of compliments compared to men.



### 3.1.3 Stengel (2000)

People have used praise in the society even where praise is not supposed to be used. This has resulted in lowering quality and the importance of public praise. Many people have started to be more cautious about the use of praise in our society.

In societies that follow system of grades of status and authority like in the Middle Ages and in the Renaissance flattery was regarded as serious and immediate danger. It is said that even before Eden flattery was in operation. Even animals use flattery all day as a means of advancement, in caressing and this is known as nonverbal flattery. Prominent people like the President of a country also uses flattery to maintain their dignity just like President Bill Clinton when he was in power.

During the period of enlightenment which is renaissance the whole process of flattery changed and it became more personal. People started to know whom they should flatter. If a person was having a senior post they started to flatter the person but not the office. During that era, flattery lost its charismatic features and it became a tool of social advancement. Rossouw points out that flattery is no longer regarded as a sin. If one looks at the TV personalities there is where they are given praise which they do not deserve. The only solution is that we must hold flattery and redeem praise. Most of small flatteries are used to hold our society together. The English novelist Robert Smith Surtees mentions that we can use excessive or exaggerated praise to encourage someone and that is not regarded as a crime anymore.

### **3.2 STRUCTURAL FEATURES OF COMPLIMENTS: SYNTACTIC AND LEXICAL FEATURES**

#### **3.2.1 Wolfson and Manes (1980)**

The majority of compliments contain a set of adjectives and verbs. The adjectives 'nice' and 'cool' are the most common. The data shows that 23% of the compliment uses the adjective 'nice' and another 19% make use of the adjective 'good'. That is why we find most of the compliment having this structure:

A: That's a really nice coat.

B: Your car looks good.

Two-thirds of all adjectival compliment make use of adjectives, such as 'nice', 'good', 'beautiful', 'pretty' and 'great'. Though the percentage of compliments uses adjectival type many compliments make use of verbs to carry the positive semantic load.

There are few semantically positive verbs which occur in compliments. Most speakers make use of a semantic formula: I like / love NP. In other compliments the positive term is an adverb or a noun rather than the common structure of adjective or verb:

C: You do this kind of driving so well.

D: Peter, you are intelligent.

Compliment of this type is very rare. Other compliments use intensifiers such as 'really', 'very' and 'such'. The other common feature of compliments is the use of certain deictic elements:

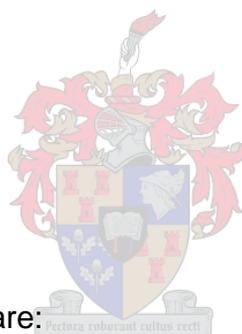
E: That's a beautiful blouse you are wearing. The majority of American English speakers make use of what can be called semantic formulas.

Fully 50% of the compliments make use of a single syntactic pattern.

F: NP {is / looks} (really) ADJ

e.g. your belt looks nice

G: This is really good.



Two other syntactic patterns are:

H: I really {like / love} NP

I: e.g. I love your shoes.

I really like those spectacles.

J: PRO is (really) an ADJ NP

e.g. That's a nice piece of essay;

This was really a great performance

Compliments are regarded as formulas or formulaic speech act. The structured syntactic and semantic formation of compliments allows them to be used in a variety of situations.

### 3.2.2 Holmes (1986)

The syntactic pattern of compliments in New Zealand and in America is summarized and a comparison is shown.

Syntactic formula:

1. (a) NP BE INT ADJ  
 (b) BE LOOKING  
 e.g. Your car is really great  
 You are stunning
2. I (INT) LIKE NP  
 e.g. I simply like that coat
3. (a) PRO BE a(INT) ADJ NP  
 e.g. That's a very nice blouse or  
 (b) PRO BE (INT) (a) ADJ NP  
 That's really great
4. (INT) ADJ (NP)  
 e.g. Really cool short



The comparison shows that the syntactic pattern 1(b) NP BE LOOK-ing (INT) ADJ occurs as 7% in the New Zealand compliments. Wolfson and Manes (1980) observe that -ing is frequently used in New Zealand than in America. The third syntactic pattern has never been noted in the American data.

The adjective 'cool', 'good' and 'lovely' are frequently used in compliments compared to 'classy', 'cool' and 'impressive' which are the least used. The data shows that most of the compliments contain adjectives to express the positive effect. The six most frequently occurring adjectives were 'nice', 'good', 'lovely', 'beautiful', 'great' and 'neat'. It is therefore true that most of the compliments used in this corpus have adjectives and carry the positive semantic load.

### 3.2.3 Holmes (1988)

The syntactic patterns of compliments are used by speakers of different sexes in different ways. Women use this syntactic pattern more than men:

1. (a) NP BE (INT) ADJ

e.g. That jersey is really beautiful.

Pattern 1 seems to be the most used pattern by women and men in New Zealand and by American English speakers.



Women use rhetorical pattern (e.g. What a colourful skirt) compared to men who use minimal pattern (e.g. Great jacket). Women use exclamation word order and intonation when making rhetorical pattern. Rhetorical pattern is used to emphasise the addressee whilst the minimal patterns are – used mainly by men.

The table also shows that women regard compliment as positively affective acts while men view them differently. According to the table shown, it stands to reason that women tend to prefer using personalized forms of compliments compared to men who prefer impersonalised forms.

### 3.2.4 Ylanne-McEwen (1993)

The structure of compliments in all three groups of languages which is British English, Finnish and Finnish learners of English was found to be formulaic. The British English complimenters use the following compliment formula mostly; NP is looks (really ADJ, I (really) like / love NP and PRO is / looks (a) ADJ NP. The Finnish compliment formulae which is used mostly is: NP is / looks (really) (ADV) (ADJ) NP on / näyttää (tosi) ADJ, Sinulla / Teillä / NP on (tosi) ADJ NP. (You (T) You (V) / NP have (really) ADJ NP) and (tosi) ADJ (NP). The Finnish learners of English uses the following compliment formulae most: NP / is / looks (really) ADJ, e.g. your spectacles are very nice, You (have (got) (a) ADJ NP e.g. you've got a lovely yard.

This shows that English and Finnish seem to share a wide range of syntactic patterns. The Finnish learners of English use a lot of compliments beginning with a second person singular and expressions (really) ADJ NP more than native British English speakers. In both English and Finnish the use of adjectives in compliments is restricted. In English alone these adjectives are 'nice', 'lovely' and 'good'. Half of the compliments make use of nice as an adjective to carry the positive semantic load. In Finnish *ihana* (lovely) is the most commonly used adjective, followed by *hyvä* (good). *Hyvä*, *hyvännäköinen* (good looking) *kiva* (nice), *kiwannäköinen* nice (looking), *ihana* and *ihamarnnäköinen* (lovely looking) together account for 51% of the adjectives used.

The length of the compliments was also analyzed. The length was determined by counting the number of prepositional acts each compliment contained. The compliments which are given by Finnish subjects are longer than those produced by the British subjects. This reveals the infrequency of compliments used by the British subjects.

The complimentee uses different strategies and these are divided into broad categories namely agreements and non-agreements. In agreement type we find that the recipient of the compliment usually uses the positive form "thank you" and others. In non-agreement type, the recipient of the compliment is trying to avoid the importance of the compliment.

### **3.3 RELATIVE STATUS OF COMPLIMENTERS AND RECIPIENTS**

#### **3.3.1 Holmes (1986)**

The majority of compliments take place between status unequal and these are uttered by the people in the senior position. The compliments which are given by people of higher status must be said in a manner which will make the receiver of the compliment feel the importance of the value of the compliment. They must not flatter the addressee or give the wrong imagination. The context in which compliments are used is very important and its function must be mentioned in that situation. When compliments are used in the classroom situation, their function will be that of motivating or encouraging.

To draw conclusions with compliments upwards or downwards specific topics seem to be more common between those of unequal status. Compliments upward or downwards were used to refer to work performance or skill about 54% compared to 27% on appearance. When one compares the usage of compliments by Americans and New Zealanders one finds that the Americans use downwards compliments more often when they refer to work related issues. White New Zealanders are frequent users of compliments when they refer to appearance. When female friends or colleagues meet for the first time, they compliment each other on appearance and they use this as a form of greeting, e.g. you look cute.

#### **3.3.2 Holmes 1988**

The New Zealand information used in this analysis shows compliments between status equals. 79% of the compliment used in this corpus was between equals. The American data showed that the vast majority of compliments are given to people of the same age and status as the speaker. The higher status women are the recipients of most compliments compared to men of the same status. There is also a hypothesis that higher status men compliment a lot of higher status women. Higher status men are

regarded as less appropriate receivers of compliments. Men always regard complimenting as a face-threatening act while women perceive them as a positive affective speech act, regardless of relative status.

Women and men are regarded to be the best users of the topic on appearance – possession skill when they interact. This takes place between equals, regardless of sex. In women appearance dominate regardless of status differences. Compliments on appearance takes place between those who know each other well.

### **3.3.3 Wolfson (1988)**

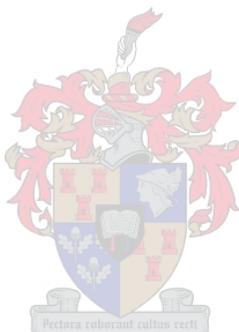
The study and roles of speaking are studied in detail, as well as norms and values of a speech community. A theory which focuses on patterns of interaction within a general middle-class American speech community is also discussed. Wolfson (1988) also explains how relationship by descent in America is taking place.

It is crucial for anyone studying speech community to know what it is. According to Hymes (1972, p.54): “A speech community is defined as a community sharing rules for the conduct and interpretation of speech, and rules for the interpretation of at least one linguistic variety. Both conditions are necessary”. Different speakers of a language do not use the same rules of speaking and therefore it may be said that they do not belong to the same speech community. A single language is spoken by different people in different speech communities with its own norms and rules of speaking. The good example of this is English-speaking community which is composed of native and non-native speakers. The British and the Australians differ sharply from the Americans in different aspects of linguistic usage though the three nations use English as their dominant language. They differ in pronunciation, grammar and lexicon. These are not the only differences but the values and norms also cause the difference. It is not surprising to note than whether scolding, inviting, greeting or parting, thanking, complimentary even retelling a story there is always cultural information embedded on a speech behaviour. Each speech community has specific formulas and routines as well

as patterns of frequency and appropriateness in different speech situations because no two communities are exactly the same.

It has been proved that compliments are formulaic both in terms of semantics and of syntax. The majority of speakers prefer to use a restricted set of adjectives and verbs when complimenting. Two-thirds of all compliments that uses adjectives carry the positive semantic load and do so by using five adjectives, namely 'nice', 'good', 'beautiful', 'pretty' and 'great'. The adjectives 'nice' and 'good' are not specific therefore they are used with any subject. In American English presently "beautiful" as an adjective is approaching the same status. The other adjective 'pretty' is used more than 'great' shows that the great number of compliments are directed at women in this society. At the syntactic level, 50% of all compliments are distinguished by the following formula:

1. NP [is / looks / (really) ADJ  
Two other syntactic patterns  
I really [like / love] NP and  
PRO is (really) (a) ADJ NP



The middle-class Americans interviewed regard compliments as sincere or insincere regardless of whether they were given using recognizable formulas. Most people believe that if the speaker is sincere, therefore the compliment would be regarded as original. To prove that to native speakers sincerity has nothing to do with the form of the compliment one has to ask them to give compliments to one another paying more attention to what they say. It is a common belief that middle-class Americans regard their time as a valuable commodity. The members of this group does not like to keep a person waiting and this is witnessed by a large number of apologies they use to refer to this situation. They prefer to use the term "mortified" instead of "I am sorry". The conditioning factors leading to apologies were rather different for Israelis than for the Americans in their sample. What were seen as derogatory or offensively one group was not characterized in the same way by the other group.

It has been discovered that the form “I am sorry” which is taken as an expression of apology in English, does not carry the task of apology. It has been proved that the English speakers prefer to use it even if no-one was hurt or injured. The non-native speakers are not able to use the form “excuse me” and “I am sorry” even the native-speaking English teachers do not know how to differentiate between the two. The data showed that the middle-class native speakers of standard American English usually give compliments on objects and on appearance which has changed. Something which is new is regarded as very important by Americans. The Americans are totally different when it comes to compliments on the loss of body because they take it as a positive attribute while other cultural groups take it as a sign of sickness.

Different people use different strategies to maintain friendship, to gain cooperation and to keep the life going. There is no obligation which points out that a specific or particular individual must greet, thank, or apologise. Speakers usually compliment one another on belongings or appearance and they also thank or apologise for an action. The greetings and parting are used at the beginnings and ends, openings and enclosing encounters.

There is a vast difference between the speech behaviour which middle-class Americans use to intimate, status unequal, and strangers and to nominate, status-equal friends, co-workers and acquaintances. Compliments do occur between intimates and between total strangers while compliments on performance usually take place between the boss and the employee or teacher to student. In compliments which involve appearance sex is the major variable. All the compliments occur between status equals no matter what their topic is. The complete invitations usually take place between intimates and status unequal.

The Americans prefer to negotiate in a mutual way so as to come to the conclusion which will favour both parties involved in the conversation. There is evidence that speakers believe in different ways when they converse with those who occupy fixed positions and those with who their positions are not at senior level. The use of

ethnographic approach or method shows that strangers are always brief and to the point. The friends and other acquaintances prefer to get involved in long negotiations.

The urban middle-class Americans live in a complex and open society therefore it is not possible for individuals to have their own place. That is why they must negotiate their roles and relationships with one another.

### **3.4 SEX OF COMPLIMENTERS AND RECIPIENTS**

#### **3.4.1 Holmes (1988)**

Women give and receive more compliments than men. Compliments are regarded as a speech behaviour which frequently takes place among women than men. The number of compliment recipients is higher among women compared to men. Women regard compliments as a speech act which affects them positively while men perceive them as face-threatening acts. Men are fond of complimenting women rather than other men. The majority of men do not use compliments for expressing friendship but use them on societal politeness, rules, e.g. thanking after the meal. Women use them as a form of strengthening solidarity in different contexts.

#### **3.4.2 Herbert (1990)**

Women prefer to use the formula: I (really) like / love NP as apposed to the formula. PRO is really (a) ADJ NP which is used by males when complimenting. The males use both formulae mentioned above equally.

The formula: I (really) like / love NP is used in the 1<sup>st</sup> person mostly by females when complimenting, e.g. I wish ... I wish you win the game. This formula is dominating among female speakers regardless of sex of addressee while it occurs often in speech of males. The 2<sup>nd</sup> person compliments are more common from females to males and more common from males to females than males to other males. The data shows that

women use more personal focus than men in different situations. There are few incidents or examples of 3<sup>rd</sup> person compliments showing a personal pronoun, e.g. he, she or it as subject. Men prefer to use impersonalized forms in their daily speech.

Compliments from females are always longer than compliments from males. The majority of boys have the tendency of imposing when directives are expressed while girls express theirs as “proposals” often using the 1<sup>st</sup> person compliments between I like X and I love X are used in compliments. The former one, i.e. I like X occurs frequently when a female interacts with another female or when a female interacts with a male. The latter one I love X also occurs between females and also when a female is interacting with a male. The interaction between males does use the above pattern, but a minimum level. Holmes (1988) points out that, I love NP is more frequent in American than British or New Zealand English because it is used by younger speakers. The majority of English speakers respond to a compliment by saying “thank you”. The children are also advised to say “thank you” as a sign of respect, admiration or approval. The Americans are not in favour of the stereotype pattern of saying “thank you” instead they avoid accepting compliments.

It has been mentioned that males and females respond to compliments in different ways. Now we come to different response which the two groups use frequently when responding to a compliment. The Agreement responses account for above two-thirds of the American data, whereas the sub-category of Acceptance (Appreciation token, comment acceptance, upgrade) occurs in only about 35% of the interactions. Compliments offered by males are more likely to be accepted than compliments offered by females if they are addressed to a female. The reason for this is that females always regard compliments as affective speech acts and they always regard them in a positive way. The sex of a person is always a predominating factor when it comes to acceptance or non-acceptance of a compliment.

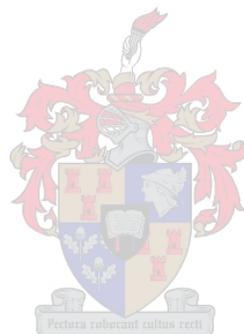
The compliments issued by males to females are accepted without any prejudice. The appreciation token response is used mainly by the male complimenters. They do not

make any comment after accepting the response. The **non-agreement** type or response usually takes place between the females when they compliment each other. The **question** response occurs highly between male-male interactions. Men are the users of **no acknowledgement** response than women.

The response **request interpretation** is common in male-male interaction. It occurs least frequently in female-male interactions. The reason why it is common in male-male interaction is because it is used as a form or plan to disregard the importance of the complimentary force. Compliments issued by females to other females are most likely not accepted whereas compliments from males to females are accepted by female recipients. There is no difference in the form of compliments offered by women and men. The data shows that there is an increase of **acceptance** responses to male compliments by female addressees. The **acceptance** response is also found from higher to lower status between status non-equals. The majority of compliments are shared by speakers who are neither strangers nor close friends. Women receive more compliments than men. The compliments on appearance and possessions are mostly used by women. This is due to the fact that compliments play an important role for them in the society or social order. The compliments on ability or performance occurs among status non-equals and it is the person who has the higher status who use to give the compliment. The status does not play any role in the appearance or possession category. In New Zealand English higher status females are complimented almost twice compared to higher status males.

Most of the compliments discussed by Herbert (1990) involve females. The reason for that is that the data was collected by researchers and students, most of whom were females. The Americans are regarded as a group of people who have a positive interest in compliments. Most of the compliments issued by Americans are accepted while this is not frequent to South African English speakers. The Americans use compliments as a strategy for negotiation while South African English use them for non-negotiatively purposes. The majority of compliments issued by Americans are from higher status

people to lower status people. The etiquette books show that the acceptance response is the common one which is used by Americans.



## CHAPTER 4

### COMPLIMENTS AND COMPLIMENTS RESPONSES IN ZULU

#### 4.1 AIMS

The aim of this chapter is to establish the way in which compliments may be expressed in Zulu as well as the responses to such compliments. In this chapter, three major situations will be selected together with sub-situations in each of the three major situations. From these situations, a questionnaire will be drawn up, which will be completed by the learners. An analysis of compliment expressions within these completed questionnaires in Zulu will be made in accordance with a list of compliment functions, i.e. compliment functions in sub-situations, in major situations as well as in all situations.

#### 4.2 COMPLIMENT SITUATIONS

Three major situations have been selected. This study chose to study a situation in which compliment was expressed with regard to: appearance, ability and possessions. The following sub-situations in each of the major situations were selected:

##### Major situations

##### Sub-situations

##### 1. Appearance

- 1.2
- 1.3
- 1.4
- 1.5

##### 1.1 Hairstyle

- Figure
- Body weight
- Traditional dress
- Traditional hairdo

##### 2. Ability

- 2.2
- 2.3
- 2.4
- 2.5

##### 2.1 Test

- Soccer
- Bursary
- Learner techniques
- Cooking ability

- |                |            |
|----------------|------------|
| 3. Possessions | 3.1 Shoes  |
| 3.2            | School bag |
| 3.3            | Bicycle    |
| 3.4            | Calculator |
| 3.5            | Clothes    |

### 4.3 QUESTIONNAIRE

#### 4.3.1 Copy of questionnaire

#### **COMPLIMENTS AND COMPLEMENTED RESPONSES**

##### 1. Izincomo eziphatelene nokubukeka komuntu

###### Compliments on the appearance of a person

##### 1.1 Isincomo esiphatelene nokwenziwa kwezinwele zomuntu

###### Compliments on the hairstyle of the person

- a) Intombazane ebikade ithunywe edolobheni ibe isidlula lapho kucalwa khona izinwele. Ifika ekhaya nesitayela esihle esingejwayelekile.

The girl who has been sent to town has also gone to the hairdresser to make a hairstyle. She arrives home with a style which is beautiful and unusual.

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##### 1.2 Isincomo esiphatelene nokuma komuntu

###### A compliment on the figure of a person

- a) Abafundi ababili abake bafunda ndawonye bahlangane emshadweni. Enye yawo inomzimba omuhle eqoqekile, uma ihamba ungathi iyawungcolisa umhlabathi. Inezitho ezinhle.

The two students who have studied together meet at a wedding ceremony. One of them has a well-built, collected body and when she walks it looks as if she untidies the soil. She has beautiful legs.

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### 1.3 Isincomo esiphathelene nobukhulu bomzimba

#### A compliment on the body weight of a person

- a) Inkosikazi ethile osekunesi khathi yashada ingabatholi abantwana ekugcineni isize yamthola umntwana. Manje isikhuluphele. Niyabonana nayo kade nagecimana.

A certain woman who has been married for a long time has not been able to have children. At last she gave birth to a baby and now she has gained the body weight. You meet her after a long time.

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### 1.4 Isincomo esiphathelene negubo yesintu

#### A compliment on the traditional dress of a person

- a) Intombazane ekwaze ukuziphatha kahle ebuntambini bayo yenzelwe abazali bayo umcimbi wokuyibonga. Igqoke ingubo yayo yesintu ehlotshiswe ngobuhlalu emachosheni.

The girl who behaved well for her parents and kept her virginity is thanked by her parents by having a big function or party. She is wearing a traditional dress which is decorated with beads around all the edges.

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### 1.5 Isincomo esiphathelene nokwenziwa kwezinwele ngendlela yakudala kumuntu

#### A compliment on the traditional hairdo of a person

- a) Unlangana nomngane wakho ufake inkehli ekhanda ngoba akusekude ziwushaye kuye. Ufuna ukumhalalisela.

You meet your friend who is wearing a topknot to cover her head because there are few days left before she gets married.

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## 2. Izincomo eziphatelene nekhono lomuntu

### Compliments on the ability of a person

#### 2.1 Isincomo esiphathelene nemiphumela emihle ekubhaleni isivivinyo

##### Compliments on academic test for achieving good test results

- a) Umfundi obeselahle ithemba ngenqubekela phambili ezifundweni zakhe ugile isimanga lapho kubhalwa isivivinyo sokuqala sonyaka ebangeni leshumi. Ubengenalo ithemba uzophumelela.

A learner who has just lost hope in his studies has done wonders when the first test in grade twelve was written. He had no hope of passing a test.

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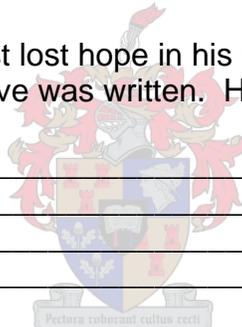
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#### 2.2 Isincomo esiphathelene nekhono kwezemidlalo

##### A compliment on the sports performance of a person

- a) Inkampani yakwa Dulux ikhiphe umfundaze ezikoleni ezakhelene nalemboni. Izikole zizodlala ibhola lezinyawo bese kuthi umfundi oshaye amagoli amaningi kulomqhudelwa no anikwe umfundaze weminyaka embili.

Dulux is a private company and it has promised to offer bursaries to neighbouring schools. The schools are going to compete in soccer and the player or learner who is going to score the most goals will be awarded a bursary for two years.

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### 2.3 Isincomo esiphathelene nekhono lokuzuza umfundaze

#### A compliment on the bursary techniques

- a) Umfundi oyintandane obefunda esikoleni senu ngonyaka odlule unikwe umfundaze yinkampani yakwa Toyota ukuba ayoqhuba izifundo zakhe ethekhnikhoni. Ufuna ukumhalalisela, ngakuzuzile.

An orphan learner who was in your school last year, has been awarded a bursary by Toyota company, to further his studies in a Technikon.

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### 2.4 Isincomo esiphathelene nekhono lomfundi

#### A compliment on the learner techniques

- a) Umfundi ofunda ibanga lesithupha unekhono lokugijima. Ukhethwe esikoleni senu ukuba ayomela isifunda eGoli lapho bezobe behlangene khona nezinye izifunda. Mhalalisele ngokuqokwa kwakhe.

A learner who is grade eight has a talent in athletic sports. He has been chosen from your school to represent your province in Gauteng, where they will be competing with other provinces. Compliment him for being chosen.

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### 2.5 Isincomo esiphathelene nekhono lokupheka

#### A compliment on the cooking ability

- a) Intombi iphekele isoka layo ukudla okumnandi okwehla esiphundu kwazise bahlanganisa unyaka bathandana.

A girlfriend has cooked a delicious meal for her boyfriend because their affair is one year old.

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3. Izincomo eziphathelene nobumnini

Compliments on possessions

3.1 Isincomo esiphathelene nezicathulo ezintsha

A compliment on new shoes

- a) Umfundi obenenkinga yokuba athole izichathulo zesikole ezimnyama ufika esiboleni ngo Msombuluko ugqoke ezintsha sha.

A learner who has been so desperate about acquiring black school shoes, arrives at school on Monday with a new pair of shoes.

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3.2 Isincomo esiphathelene nesikwama esisha sesikole

A compliment on a new school bag

- a) Umfundi ohlakaniphe kakhulu ekilasini lenu ubengenaso isikhwama sokuphatha izincwadi zesikole. Udadewabo osanda kuthola umsebenzi umthengele esisha.

A learner who is so brilliant in your class did not have a bag to carry his school books. His sister, who has just been employed, has bought a new one for him.

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3.3 Isincomo esiphathelene nebhayisikili elisha

A compliment on a new bicycle

- a) Umfana obejwayele ukufika isikole sesingenile esikoleni senu njalo ngoba esuka kude ehamba ngezinyawo usethengelwe ibhayisikili elisha.

A boy who used to come late to your school, because he was walking too far with his feet, has just received a new bicycle.

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### 3.4 Isincomo esiphathelene nomshini wokubala

#### A compliment on a science calculator

- a) uThemba kade engenzi kahle ezibalweni ekilasini kodwa njengoba esethengelwe umshini nje useyawubona umahluko.

Themba has not been performing well in mathematics in the class, but since they bought a new calculator for him he now sees the difference.

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### 3.5 Isincomo esiphathelene nezingubo ezintsha

#### A compliment on new clothes

- a) Umngane wakho ukwaze ukubeka imali njalo ekupheleni kwenyanga. Sekuthi ekupheleni konyaka usezithengela izingubo ezintsha ezinhle endalini.

Your friend managed to save money every month. At the end of the year he buys beautiful new clothes on sale.

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### 4.3.2 Completion of questionnaires

The questionnaires were filled by grade eleven learners of Zuzumqhele High School at Kwa-Zulu Natal. They were twenty five initially but the learners made a lot of mistakes and the rest of them were not satisfactory. It was for this reason that only ten were chosen for this study.

## 4.4 ANALYSIS OF COMPLIMENT EXPRESSIONS IN ZULU

### 4.4.1 Compliment functions in the sub-situation

Table 2 : APPEARANCE : Sub-situation 1.1 : Hairstyle

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	2	18.2
2.2 Interjection of surprise	0	-
3.1 Expression of admiration	2	18.2
3.2 Expression of surprise	3	27.3
4.1 Compliment on person	11	100
4.2 Compliment on object	-	-
4.3 Compliment on action	-	-
5. Extension of compliment	3	27.3
6. Desire to emulate	1	9.1
TOTAL	22	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 100% of all the compliment functions. The reason for this high frequency has to do with the personal feeling that most females are complimented on hairstyle. This may be expressed as follows in Zulu:

Waze wamuhle ekhanda sengathi bakunameke ngomshini.

(You are so beautiful on your head it seems as if they used a machine on you.)

The compliment with the second highest frequency is the expression of surprise, i.e. with 27% and the extension of compliment with the same percentage which is 27%. This function relates to compliments such as the expression of surprise in Zulu:

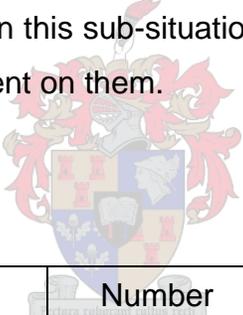
Waze washesha ukubuya bo.  
(You arrived so soon.)

The latter, i.e. **extension of compliment** can be expressed in Zulu by expressions such as:

Uthole ochwepheshe ekwenzeni izinwele.  
(You were done by the experts in hair making.)

All the other compliment functions in this sub-situation no.: 1.1 has a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 1.2 : Figure



Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	2	16.7
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	2	16.7
3.2 Expression of surprise	1	8.3
4.1 Compliment on person	4	33.3
4.2 Compliment on object	-	-
4.3 Compliment on action	1	8.3
5. Extension of compliment	1	8.3
6. Desire to emulate	1	8.3
TOTAL	12	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 33% of all the compliment functions. The reasons for this high frequency are that most compliments are made direct to the person as a form of

being well settled or having no personal problems. This may be expressed with the following expressions in Zulu:

Nkosazane selokhu ngikubuke uza neno.

(Lady, I have been looking at you coming here.)

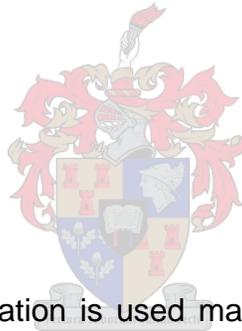
Waze waba nomzimba omuhle.

(You are well built and your body is beautiful.)

The compliment with the second highest frequency is the interjection of admiration, i.e. 16% and the expression of admiration with the same percentage 16%. This function relates to the fact that females always take more care about their figure as compared to men. With the former i.e. interjection of admiration, the following expressions can be expressed in Zulu as follows:

Buka/Bheka nje izitho zakho.

(Just look at your limbs.)



The latter i.e. expression of admiration is used mainly as a form of motivation. Such compliments can be expressed in Zulu by expressions such as:

Ngithathwe yindlela ome kahle ngayo.

(I was attracted by your thin figure.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 1.3 : Body Weight

Compliments	Number	Percentage
1. Greetings	1	7.7
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	2	15.4
3.2 Expression of surprise	2	15.4
4.1 Compliment on person	5	38.5
4.2 Compliment on object	-	-
4.3 Compliment on action	-	-
5. Extension of compliment	2	15.4
6. Desire to emulate		7.7
TOTAL	13	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 38.5% of all the compliment functions. The reasons for this high frequency are that most people are very much concerned with the body weight of a person/individual after a certain or specific event has occurred. Such an expression can be expressed in Zulu with expressions such as:

Usuwazimuka wangaka emva kokubeletha.

(You have gained a lot after giving birth.)

The compliment with the second highest frequency is the expression of admiration, expression of surprise and the extension of compliment with the same percentage which is 15.4%. This function relates to compliments which have been expressed in Zulu by expressions such as:

**Expression of admiration:**

Kuyacaca ukuthi uhleli ngokunethezeka.

(It is clear that you are well settled and nurtured.)

### The expression of surprise:

U Nkulunkulu akehluleki.

(God never fails.)

### The extension of compliment:

Ekugcineni useze wakubusisa.

(At last He has blessed you.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 1.4 : Traditional Dress

Compliments	Number	Percentage
1. Greetings	1	5.6
2.1 Interjection of Admiration	1	5.6
2.2 Interjection of surprise	2	11.1
3.1 Expression of admiration	2	11.1
3.2 Expression of surprise	2	11.1
4.1 Compliment on person	4	22.2
4.2 Compliment on object	1	5.6
4.3 Compliment on action	1	5.6
5. Extension of compliment	2	11.1
6. Desire to emulate	2	11.1
TOTAL	18	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 22.2% of all the compliment functions. The reason for this high frequency has to do with the personal feeling that most females like to wear this type of dress in traditional functions and the fact that they are trying to promote traditional dress. This may be expressed as follows in Zulu:

Lokhu okwenzile akusajwayelekile.  
(What you did is unusual.)

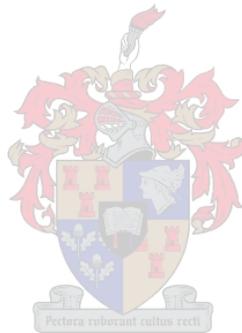
The compliment with the second highest frequency is interjection of surprise, expression of admiration, expression of surprise, extension of compliment and desire to emulate all with 11.1%. This function relates to the fact that females are fond of using compliments as far as clothing is concerned. This may be expressed in Zulu as follows:

**Interjection of surprise:**

Hawu!  
(Oh my!)

**Expression of admiration:**

Uma singase sikubone isilo.  
(If the King can see you.)



**Expression of surprise:**

Kazi balandwa kuphi lobu buhlalu obuhle kangaka obungajwayelekile?  
(Wondering where such beautiful and unusual beadwork is obtained?)

**Extension of compliment:**

Buka nje namhlanje ukuthi ubukeka kahle kanjani kule ngubo yakho.  
(Look today you look so beautiful in your traditional dress.)

**Desire to emulate:**

Ukuba kuyabuyelwa emuva ngabe kungcono.

(If one can return back, it would be better.)

All the other compliment functions in this sub-situation have a very low frequency and it is therefore not possible to comment on them.

Table 2 : Sub-situation 1.5 : Traditional Hairdo

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	1	9.09
3.2 Expression of surprise	1	9.09
4.1 Compliment on person	2	18.18
4.2 Compliment on object	5	45.45
4.3 Compliment on action	-	-
5. Extension of compliment	1	9.09
6. Desire to emulate	1	9.09
TOTAL	11	

The compliment function with the highest frequency in this sub-situation is the compliment on object, i.e. 45.45% of all the compliment functions. The reason for this high frequency is that most females do not make their traditional hairdo, especially those who live in urban areas, but they like it.

The compliment with the second highest frequency is the compliment on person, i.e. 16%. This function relates to the fact that most people tend to pay more attention to a person with a traditional hairdo.

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

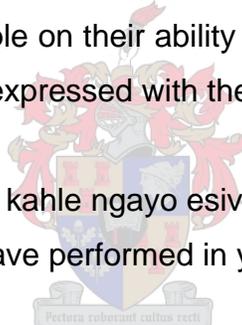
Table 2 : ABILITY : Sub-situation 2.1 : Academic Test

Compliments	Number	Percentage
1. Greetings	1	5.6
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	1	5.6
3.1 Expression of admiration	2	11.1
3.2 Expression of surprise	-	-
4.1 Compliment on person	7	38.9
4.2 Compliment on object	-	-
4.3 Compliment on action	1	5.6
5. Extension of compliment	3	16.7
6. Desire to emulate	3	16.7
TOTAL	18	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 38% of all the compliment functions. The reason for this high frequency is to motivate other people on their ability after they have achieved something as a form of reward. This may be expressed with the following expressions in Zulu:

Ngiyakubongela ngendlela owenze kahle ngayo esivivinyweni sakho.

(Congratulations for the way you have performed in your test.)



The compliment with the second highest frequency is the extension of compliment and the desire to emulate with the same percentage which is 16.7%. This function relates to the fact that once somebody has achieved something, she or he must work for more achievements. This shows that there is always room for progress. This can be expressed with the following expressions in Zulu:

**Extension of compliment:**

Ngiyakubongela.

(Congratulations.)

**Desire to emulate:**

Ohubeka njalo.

(Keep it up.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 2.2 : Sport Performance

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	1	5.26
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	4	21.05
3.2 Expression of surprise	1	5.26
4.1 Compliment on person	5	26.3
4.2 Compliment on object	-	-
4.3 Compliment on action	5	26.3
5. Extension of compliment	3	15.7
6. Desire to emulate	-	-
TOTAL	19	

The compliment function with the highest frequency in this sub-situation is the compliment on person and the compliment on action with the same percentage which is 26.3%. The reason for this high frequency is due to the fact that the youngsters spend most of their time in sports as a means of commitment. This may be expressed with the following expressions in Zulu:

**Compliment on person:**

Usebenzile ndoda yamadoda.

(Well done! Man of man.)

**Compliment on action:**

Ulikhombisile ikhono lokuthi ungumdlali wempela.

(You have shown that you are a talented and a real player.)

The compliment with the second highest frequency is the expression of admiration, i.e. 21.05%. This function relates to the fact that a youngster who is doing well in sports can be identified at an earlier stage. Such compliments can be expressed in Zulu with expressions such as:

Buka nje umklomelo owuzuzile.

(Look now what you have achieved.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 2.3 : Bursary Techniques

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	7	36.8
3.2 Expression of surprise	-	-
4.1 Compliment on person	9	47.3
4.2 Compliment on object	-	-
4.3 Compliment on action	-	-
5. Extension of compliment	3	15.7
6. Desire to emulate	-	-
TOTAL	19	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 47% of all the compliment functions. The reason for this high frequency has to do with the personal feeling that the bursary is only awarded to brilliant students only. This may be expressed with the following expressions in Zulu:

Usebenze ngokukhulu ukuzikhandla.

(You have worked very hard.)

The compliment with the second highest frequency is the expression of admiration, i.e. 36.8% of all the compliment functions. This function relates to the fact that people become inquisitive about how you received a bursary. Such an compliments have been expressed in Zulu by expressions such as:

Impela ngiyakubongela, uwufanele lo mfundaze.

(I really congratulate you, you deserve this bursary.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 2.4 : Learner Techniques

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	1	4.3
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	5	21.7
3.2 Expression of surprise	1	4.3
4.1 Compliment on person	9	39
4.2 Compliment on object	-	-
4.3 Compliment on action	-	-
5. Extension of compliment	4	17.3
6. Desire to emulate	3	13
TOTAL	23	

The compliment function with the highest frequency in this sub-situation is the compliment on person, i.e. 39% of all the compliment functions. The reason for this high frequency shows that some learners are more talented than others. So the compliments they receive serve as motivation on them. This may be expressed as follows in Zulu:

Uyinyamazane yoqobo. Ugijime wabashiya bonke abanye.  
(You are a real buck. You ran and left the others.)

The compliment with the second highest frequency is the expression of admiration, i.e. with 21.7%. This function relates to the fact that people like to associate themselves with people who are progressing in life. Such compliments can be expressed in Zulu by expressions such as:

Uwushampeni ngempela manje.  
(You are now a champion.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 2.5 : Cooking Ability

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	-	-
3.2 Expression of surprise	-	-
4.1 Compliment on person	5	45.45
4.2 Compliment on object	1	9
4.3 Compliment on action	2	18.18
5. Extension of compliment	2	18.18
6. Desire to emulate	1	9
TOTAL	11	

The compliment function with the highest frequency in this sub-situation is compliment on person, i.e. 45.45% of all the compliment functions. The reason for this high frequency has got to do with females because they like to eat delicious food and they spend most of their time cooking for the entire family. This may be expressed as follows in Zulu:

Ake usho ubani lo owakufundisa ukupheka kanje?

(Just tell me who taught you to cook like this?)

The compliment with the second highest frequency is the compliment on action and the extension of compliment with both having 18.18%.

The reason for this is that females like to comment too much as far as food is concerned. Such compliments have been expressed in Zulu by expressions such as:

### Compliment on action :

Unalo ikhono lokupheka sthandwa sami.

(You have the potential of cooking my sweetheart.)

### Extension of compliment :

Sengathi utsheleke izincwadi zokupheka zasehhotela eliphambili.

(As if you borrowed a high rated hotel's recipe book.)



Table 2 : POSSESSIONS : Sub-situation 3.1 : New Shoes

Compliments	Number	Percentage
1. Greetings	1	9
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	1	9
3.2 Expression of surprise	-	-
4.1 Compliment on person	1	9
4.2 Compliment on object	7	63.7
4.3 Compliment on action	-	-
5. Extension of compliment	1	9
6. Desire to emulate	-	-
TOTAL	11	

The compliment function with the highest frequency in this sub-situation is the compliment on object, i.e. 63.7% of all the compliment functions. The reason for this high frequency is that the youngsters like to possess a quality of shoes, therefore they use to compliment somebody with beautiful and strong shoes. This may be expressed with the following expressions in Zulu:

Zaze zazinhle izicathulo zakho zesikole.

(Your school shoes are so beautiful.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 3.2 : School Bag

Compliments	Number	Percentage
1. Greetings	1	8.3
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	3	25
3.2 Expression of surprise	1	8.3
4.1 Compliment on person	-	-
4.2 Compliment on object	6	50
4.3 Compliment on action	-	-
5. Extension of compliment	-	-
6. Desire to emulate	1	8.3
TOTAL	12	

The compliment function with the highest frequency in this sub-situation is the compliment on object, i.e. 50% of all the compliment functions. The reason for this high frequency is that females are good in complimenting other females on objects like bags. This may be expressed with the following expressions in Zulu:

Sasihle isikhwama sakho bo.

(Your bag is so beautiful.)

The compliment with the second highest frequency is the expression of admiration, i.e. 25%. The reason for this relates to the fact that the youth like to show off when they have got something new. Such compliments can be expressed in Zulu by expressions such as:

Uyakuthanda udadewenu kubonakala ngokuthi akuthengele isikhwama esihle kangaka.  
(Your sister loves you and this is seen by buying such a beautiful bag for you.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 3.3 : New Bicycle

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	1	7.7
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	3	23.07
3.2 Expression of surprise	1	7.7
4.1 Compliment on person	2	15.38
4.2 Compliment on object	2	15.38
4.3 Compliment on action	-	-
5. Extension of compliment	3	23.07
6. Desire to emulate	1	7.6
TOTAL	13	

The compliment function with the highest frequency in this sub-situation is the expression of admiration and the extension of compliment with both having 23.07% of all the compliment functions. The reason for this high frequency is due to the fact that most boys like to ride bicycles so they use to compliment a lot on them. This can be shown by the following expressions in Zulu:

**Expression of admiration:**

Ngujakubongela mngani wami usushaya ngomshini onje.  
(Congratulations my friend, now you have a beautiful machine.)

**Extension of compliment:**

Uliphathe kahle.  
(Take care of it.)

The compliments with the second highest frequency are the compliment on person and the compliment on object with the same percentage, i.e. 15.38%. Such compliments have been expressed in Zulu by expressions such as:

**Compliment on person:**

Wo! Lalihle ibhayisikili lakho mfowethu.  
(Wow! Your bicycle is beautiful my brother.)

**Compliment on object:**

Lalihle ibhayisikili lakho.  
(Your bicycle is beautiful.)

Table 2 : Sub-situation 3.4 : Science Calculator

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	2	18.18
3.2 Expression of surprise	-	-
4.1 Compliment on person	-	-
4.2 Compliment on object	3	27.27
4.3 Compliment on action	-	-
5. Extension of compliment	1	9
6. Desire to emulate	5	45.45
TOTAL	11	

The compliment function with the highest frequency in this sub-situation is the desire to emulate, i.e. 45.45% of all the compliment functions. The reason for this high frequency has got to do with the personal feeling that a person who is complimented is going to improve in his performance. This can be expressed with the following expressions in Zulu:

Ngeke usaba nayo manje inkinga kubalwa.

(Now that you got it, you won't have any problem in counting.)

The compliment with the second highest frequency is the compliment on object, i.e. 27.27%. This function relates to the fact there are some students or learners who wish to have strong calculators, but they don't get them because they are quite expensive. This can be expressed with the following expressions in Zulu:

Wamuhle umshini wakho wokubala awujwayelekile, owekhethelo impela.

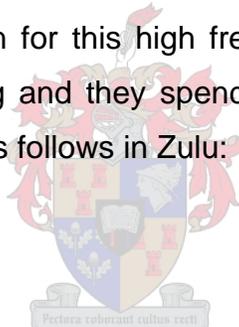
(Your calculator is nice. It is exclusive, unusual and special indeed.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 2 : Sub-situation 3.5 : New Clothes

Compliments	Number	Percentage
1. Greetings	-	-
2.1 Interjection of Admiration	-	-
2.2 Interjection of surprise	-	-
3.1 Expression of admiration	2	15.38
3.2 Expression of surprise	-	-
4.1 Compliment on person	2	15.38
4.2 Compliment on object	3	23
4.3 Compliment on action	1	8
5. Extension of compliment	2	15.38
6. Desire to emulate	3	23
TOTAL	13	

The compliment function with the highest frequency in this sub-situation is the compliment on object and the desire to emulate with both having 23% of all the compliment functions. The reason for this high frequency is because females like to compliment each other on clothing and they spend most of their money shopping on clothing. This may be expressed as follows in Zulu:



**Direct compliment on object:**

Zaze zazinhle izingubo zakho.

(Your clothes are so pretty.)

**Desire to emulate:**

Namhlanje ungomunye umuntu ungathi uyohlala ehhofisini elithize.

(Today you look so different it seems as if you are going to occupy a special office.)

The compliment with the second highest frequency is the expression of admiration, compliment on person and the extension of compliment with all having 15.38%. The high frequency can be attributed to the fact that females always pay more attention on

issues concerning clothes. Such compliments have been expressed in Zulu by expressions such as:

Uzicabangele, kukusizile lokhu konga kwakho.

(You were considerate, your saving helped you.)

All the other compliment functions in this sub-situation have a very low frequency and thus it is not possible to comment on them.

Table 1 : Total Number of Strategies

SITUATION	NUMBER	PERCENTAGE
1. APPEARANCE	79	
1.1 Hairstyle	21	26.6
1.2 Figure	16	20.2
1.3 Weight	14	17.8
1.4 Tradition dress	18	22.8
1.5 Traditional hairdo	10	12.7
2. ABILITY	108	
2.1 Test	20	18.5
2.2 Soccer	22	20.3
2.3 Bursary	20	18.5
2.4 Athletics	27	25
2.5 Cooking	19	17.6
3. POSSESSIONS	72	
3.1 Shoes	15	21
3.2 School bag	17	24
3.3 Bicycle	16	22.2
3.4 Calculator	10	13.9
3.5 Clothes	14	19.4
TOTAL	259	

Table 3 : Compliments in major situations

Compliments	1. Appearance		2. Ability		3. Possessions	
	No.	%	No.	%	No.	%
1. Greetings	2	2.7	1	1.1	2	3.3
2.1 Interjection of Admiration	5	6.6	2	2.2	1	1.7
2.2 Interjection of surprise	2	2.7	1	1.1	-	-
3.1 Expression of admiration	9	11.9	18	20	11	18.3
3.2 Expression of surprise	9	11.9	2	2.2	2	3.3
4.1 Compliment on person	26	34.2	35	38.9	5	8.3
4.2 Compliment on object	6	7.9	1	1.1	21	35
4.3 Compliment on action	2	2.7	8	8.9	1	1.7
5. Extension of compliment	9	11.9	15	16.7	7	11.7
6. Desire to emulate	6	7.9	7	7.8	10	16.7
TOTAL	76		90		60	

Table 4 : Individual Compliments : Topics without the Situation

Compliments	Number	Percentage
1. Greetings	10	16.4
2.1 Interjection of Admiration	9	14.8
2.2 Interjection of surprise	13	21.3
3.1 Expression of admiration	1	1.6
3.2 Expression of surprise	6	9.8
4.1 Compliment on person	2	3.3
4.2 Compliment on object	7	11.5
4.3 Compliment on action	9	14.8
5. Extension of compliment	1	1.6
6. Desire to emulate	3	4.9
TOTAL	61	

## TABLE OF COMPLIMENT RESPONSES

### **(a) Appearance**

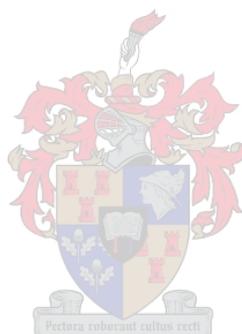
1. Appreciation
2. Agreeing utterance
3. Downgrading
4. Return compliment

### **(b) Reject**

1. Disagreeing utterance
2. Question accuracy
3. Challenge sincerity

### **(c) Defect / Evade**

1. Shift credit
2. Informative comment
3. Ignore
4. Legitimate evasion
5. Request reassurance



T2 Appearance

(a) Accept	No.	%
1. Appreciation	3	50
2. Agreeing	2	33.33
3. Downgrading	1	17
4. Return compliment	-	-
Total	6	
(b) Reject	No.	%
1. Disagreeing utterance	1	25
2. Question accuracy	3	75
3. Challenge sincerity	-	-
Total	4	
(c) Defect / Evade	No.	%
1. Shift credit	2	100
2. Ignore	-	-
3. Legitimate invasion	-	-
4. Request reassurance	-	-
Total	2	

Table 2 :Ability

(a) Accept	No.	%
1. Appreciation	4	67
2. Agreeing	2	33.33
3. Downgrading	-	-
4. Return compliment	-	-
Total	6	
(b) Reject	No.	%
1. Disagreeing utterance	4	80
2. Question accuracy	-	-
3. Challenge sincerity	1	20
Total	5	
(c) Defect / Evade	No.	%
1. Shift credit	-	-
2. Ignore	-	-
3. Legitimate invasion	-	-
4. Request reassurance	-	-
Total	-	

Table 2 : Possessions

(a)	Accept	No.	%
1.	Appreciation	4	57.14
2.	Agreeing	2	29
3.	Downgrading	1	14.28
4.	Return compliment	-	-
Total		7	
(b)	Reject	No.	%
1.	Disagreeing utterance	-	-
2.	Question accuracy	2	67
3.	Challenge sincerity	1	33.33
Total		3	
(c)	Defect / Evade	No.	%
1.	Shift credit	4	100
2.	Ignore	-	-
3.	Legitimate invasion	-	-
4.	Request reassurance	-	-
Total		4	

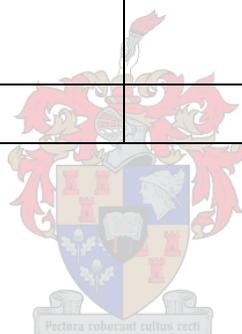
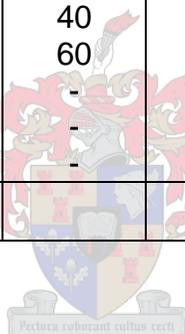


Table : 3 Comparison of Tables on Compliments

(a) Accept		Appearance		Ability		Possession	
		No.	%	No.	%	No.	%
1.	Appreciation	3	60	4	54.14	4	66.7
2.	Agreeing	1	20	2	28.6	1	16.7
3.	Downgrading	1	20	1	14.28	1	16.7
4.	Return compliment	-	-	-	-	-	-
Total		5		7		6	
(b) Reject		Appearance		Ability		Possession	
		No.	%	No.	%	No.	%
1.	Disagreeing utterance	1	33.3	3	100	-	-
2.	Question accuracy	2	66.7	-	-	2	100
3.	Challenge sincerity	-	-	-	-	-	-
Total		3		3		2	
(c) Defect		Appearance		Ability		Possession	
		No.	%	No.	%	No.	%
1.	Shift credit	2	40	-	-	3	100
2.	Informative comment	3	60	2	66.7	-	-
3.	Ignore	-	-	-	-	-	-
4.	Legitimate invasion	-	-	-	-	-	-
5.	Request reassurance	-	-	1	33.3	-	-
Total		5		3		3	



COMPLIMENT RESPONSES

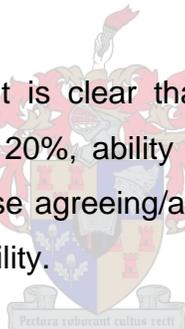
Situation	Accept			Reject			Deflect / Evade			Total
	No.	%	Total	No.	%	Total	No.	%	Total	
1. APPEARANCE										
1.1 Hairstyle	3	16.7		2	11.1		2	28.6		7
1.2 Figure	7	38.9		6	33.3		2	28.6		15
1.3 Weight	1	5.6		3	16.7		2	28.6		6
1.4 Traditional dress	1	5.6		5	27.8		-	-		6
1.5 Traditional hairdo	7	33.3		2	11.1		1	14.2		6
TOTAL	18			18			7			43
2. ABILITY										
2.1 Test	9	32.1		4	25		2	18.18		15
2.2 Soccer	5	17.9		2	12.6		2	18.18		9
2.3 Bursary	3	10.8		4	25		4	36.36		11
2.4 Athletics	7	25		4	25		3	22.27		14
2.5 Cooking	4	14.2		2	12.6		-	-		6
TOTAL	28			16			11			55
3. POSSESSIONS										
3.1 Shoes	6	21.4		-	-		4	26.7		10
3.2 School bag	4	14.2		3	42.9		4	26.7		11
3.3 Bicycle	6	21.4		3	42.9		3	20		12
3.4 Calculator	7	25		-	-		2	13.3		9
3.5 Clothes	5	17.9		1	14.2		2	13.3		8
TOTAL	28			7			15			50
SUM TOTAL	74			41			33			148

## COMPARISON OF TABLES ON COMPLIMENT RESPONSES

The above results aim at comparing the results of the responses to compliments. Thus comparison is done under the headings of appearance, ability and possession. It is also done under certain strategies of giving responses to compliments like for example, accept, reject and deflect or evade.

When we look at the figures as a whole, it is noted that they don't show much difference, i.e. the results do not show much difference. However, there are few that can be compared, e.g. under appearance 60% and also possession 66.7%. This means that most people use compliment response **ACCEPT** in a related manner as far as appearance and possession is concerned. There is not too much difference.

Under the heading of agreement, it is clear that there is an correlation or a great percentage concerning appearance 20%, ability 28.6% and possession 16.7%. This means that the majority of people use agreeing/agreement response mostly when they are complementing each other on ability.



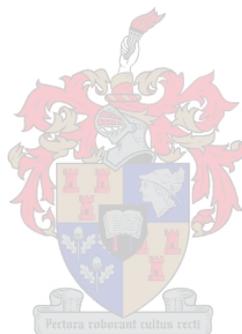
Looking further we note that there is an correlation under the heading downgrading on appearance 20% and possession 16.7%. When we look at the figures as a whole, it is noted that they do not show too much difference.

Under the heading return compliment, it is noted that it is never used on all strategies namely appearance, ability and possession. This result shows a big difference.

Looking further under the heading disagreeing utterance, it is noted that there is a big difference between appearance 33.3% and ability 100%. This shows that the two cannot be compared as related. It is also noted that under the heading question accuracy, there is a correlation concerning appearance 66.7% and possessions 100%. The results do not show much difference.

Under the heading challenge sincerity, the results show that there is no % shown on appearance, ability and possessions. This means that there is no correlation.

When we look at the figures as a whole on deflect or evade, it is noted that there is a great difference under the heading shift credit on appearance 40% and on possession 100%. However, there are few that can be compared, e.g. under the heading informative comment, appearance 60% and ability 66.7%. This means that there is a correlation or a great percentage.



## CHAPTER 5

### CONCLUSION

The research has shown that compliments can be used in a variety of social situations which among others, include parties, evening receptions, graduation ceremonies and in cocktail parties. One of the most important functions of compliments is to reinforce a bond of solidarity between the speaker and the addressee. To collect information about compliments which is relevant one has to make use of ethnographic methods whereby the researcher has to observe through participation.

This study has proved through analysis of compliments, that the females use a lot of compliments on appearance and on material things such as clothes, while men seldom use compliments. Men prefer to use the compliment response “thank you” or appreciation token in a high frequency compared to their counterparts females who prefer challenge, sincerity and question accuracy.

The calculations shown on the tables reveal that there is a high percentage of compliments on person on most sub-situations, for example in one sub-situation there is 100%. There are more total numbers of strategies in a major situation, ABILITY compared to appearance and possessions which both have the average of 70%. This shows that most people used to compliment each other on ability.

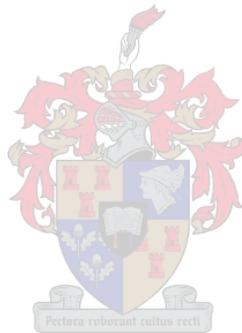
The analysis of tables also shows that the compliments on greetings have a very low percentage on all major situations, i.e. appearance 2.7%, ability 1.1% and possessions 3.3%. When one looks further, it is also shown that the compliments on greetings have a high percentage under the topics without the situations which is 16.4%.

As far as compliment responses are concerned, the major situation, i.e. **ability** has got the highest frequency of compliment, i.e. appreciation token with 67% above all the major situations. This study also shows that under the compliment response REJECT,

we have got disagreeing utterance which has got the highest percentage of 80% compared to other major situations which are appearance and possessions.

When one looks further, it becomes clear that the compliment response DEFLECT / EVADE in major situations which is appearance and possessions, has the highest percentage under shift credit response which is 100%.

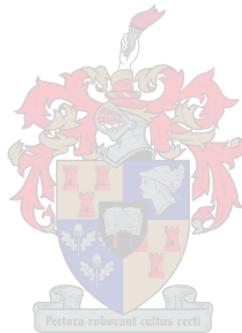
In conclusion it has been proved through this study that people use compliments in different ways to compliment one another.



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## APPENDIX A

### COMPLIMENTS

#### 1. COMPLIMENTS ON THE APPEARANCE OF A PERSON

##### 1.1 Compliments on the hairstyle

###### Questionnaire 1

- a) *Waze washesha ukubuya bo.*  
 (You arrived so soon.)
- (i) Expression of surprise.
  - (ii) Clause with verb *buya*
- b) *Awusemuhle ekhanda.*  
 (You look so beautiful with your hairstyle.)
- (i) Direct compliment on the person.
  - (ii) Adjectival clause with *hle*.
- c) *Ungathi uzoba yimpelesi kamakoti.*  
 (As if you are going to be a bridesmaid.)
- (i) Extension of the compliment on the person.

###### Questionnaire 2

- a) *Laze lalihle ikhanda lakho.*  
 (Your head is so beautiful.)
- (i) Direct compliment on person.
  - (ii) Adjectival clause with *-hle*.

- b) *Uthole ochwepheshe ekwenzeni izinwele.*  
 (You were done by the experts in hair making.)
- (i) Extension of compliment on the person.
  - (ii) Clause with verb *thola*.

## 1.2 Compliment on the figure of a person

### Questionnaire 1

- a) *Waze waba nomzimba omuhle*  
 (You are well built and your body is beautiful.)
- (i) Direct compliment on the person.
  - (ii) Clause with copulative verb *ba*.
- b) *Ake ungitshela udlani kodwa?*
- (i) Desire to emulate.
  - (ii) Interrogative clause.



### Questionnaire 2

- a) *Kuyacaca ukuthi kunyathela intokazi uqobo lwayo.*  
 (It is clear that you are a real lady.)
- (i) Direct compliment on person.
  - (ii) Clause with –*caca*.
- b) *Cha*  
 (Interjection of admiration.)
- c) *Cha unezitho ezinhle*  
 (Wow! You have beautiful legs, lady.)

- (i) Interjection of admiration.
- (ii) Adjectival clause with *-hle*

- d) *Ntombazane*  
(Girl.)  
Address form.

### 1.3 Compliment on the body weight of a person

#### Questionnaire 1

- a) *Sawubona*  
(Good day)  
Greeting
- b) *Waze wamkhulu bo kodwa ufuthwa yini kangaka?*  
(You have gained a lot. What blows you up like this?)
- (i) Direct Compliment on person.
  - (ii) Adjectival clause with *-khulu*.
  - (iii) Interrogative clause.
- c) *Kuyacaca ukuthi uhleli ngokunethezeka.*  
(It is clear that you are well settled and nurtured.)
- (i) Expression of admiration.
  - (ii) Clause with *-nethezeka*.

#### Questionnaire 2

- a) *UNkulunkulu akehluleki.*  
(God never fails.)
- (i) Expression of surprise.

- (ii) Clause with *hluleka*
- b) *Ekugcineni useze wakubusisa.*  
(At last He blessed you.)
  - (i) Extension of compliment on person.
  - (ii) Clause with verb *busisa*.

#### 1.4 Compliment on the traditional dress of a person

##### Questionnaire 1

- a) *Sawubona.*  
(Good day, lady.)  
Greeting.
- b) *Dadewethu.*  
Address form.
- c) *Waze wavumula kahle ngengubo yakho egqize ngobuhle ubuhlalu lobu.*  
(You look so smart with your dress with such beadwork.)
  - (i) Direct compliment on the object (dress).
  - (ii) Adjectival clause with *-hle* with a deficient verb *-zei*.

##### Questionnaire 2

- a) *Lokhu okwenzile akusajwayelekile.*  
(What you did is unusual.)
  - (i) Direct compliment on the person.
  - (ii) Clause with *-jwayeleka*.
- b) *Ngiyakubongela.*

(Congratulations.)

- (i) Expression of admiration.

## 1.5 Compliment on the traditional hairdo of a person

### Questionnaire 1

a) *Yaze yakufanela inkehli bo.*

(You look smart with your topknot.)

- (i) Direct compliment on the object (dress).
- (ii) Clause with *fanela*.

b) *Kuyasho ukuthi usuphumile ebunganeni, ukhulile manje.*

(It shows that you are no longer young but you are now matured.)

- (i) Desire to emulate.
- (ii) Clause with *-sho*.



### Questionnaire 2

a) *Iyakufanela inkehli. Konje ushada nini?*

(The topknot fits you well. By the way when are you getting married?)

- (i) Direct compliment on the object (topknot).
- (ii) Clause with *fanela*.

## 2. COMPLIMENTS ON THE ABILITY OF A PERSON

### 2.1 Compliments on academic test for achieving good test results

#### Questionnaire 1

- a) *Sawubona.*  
(Good day.)  
Greeting.
- b) *Ngiyakubongela ngendlela owenze kahle ngayo esivivinyweni sakho.*  
(Congratulations for the way you have performed in your test.)
- (i) Direct compliment on person.
  - (ii) Desire to emulate.
- c) *Sengathi ungaqhubekela phambili njalo.*
- (i) Extension of compliment on person.
  - (ii) Clause with *ngathi*.



#### Questionnaire 2

- a) *Kuyacaca ukuthi awusalali nhlobo. Usebenze kakhulu.*  
(It is clear that you no longer sleep. You worked hard.)
- (i) Direct compliment on the person.
  - (ii) Adjectival clause with *-khulu*.

## 2.2 Compliment on the sports performance of a person

### Questionnaire 1

- a) *Hhayi*  
 (No.)  
 Interjection of admiration  
*Mfana.*  
 (Man.)  
 Address form.
- b) *Uyindoda emadodeni.*  
 (You are a man among men.)  
 (i) Direct compliment on the person.  
 (ii) Expression of admiration.
- c) *Wenze ebengingakulindele.*  
 (You did the unexpected.)  
 (i) Direct compliment on the action.  
 (ii) Clause with *enza*.
- d) *Nikhombisile ikhono nkho ...*  
 (You have shown the talent.)  
 (i) Extension of the compliment on action.  
 (ii) Clause with *khombisa*.
- e) *Buka nje manje usuhlomulile.*  
 (Look now you have gained a reward.)  
 (i) Extension of compliment on the person.  
 (ii) Expression of admiration.

## **Questionnaire 2**

- a) *Ngiyakubongela.*  
(Congratulations.)
- (i) Direct compliment on the person.
  - (ii) Expression of admiration.
- b) *Uyayibona-ke imisebenzi emihle yokuzikhandla?*  
(Can you see the results of hard work?)
- (i) Direct compliment on an event/action.
  - (ii) Interrogative clause.

### **2.3 Compliment on the bursary techniques**

#### **Questionnaire 1**

- a) *Nyayakuhalalisela ngomfundaze owuzuzile.*  
(Compliments with the bursary you have been awarded with.)
- (i) Direct compliment on person.
  - (ii) Expression of admiration.
- b) *Sengathi ungasebenza ngokukhulu ukuzikhandla lokhu.*  
(I wish that you work very hard from now onwards.)
- (i) Extension of the compliment on the person.
  - (ii) Clause with *ngathi*.

#### **Questionnaire 2**

- a) *Ake ungitshela imfihlo yakho yokuphumelela.*
- (i) Direct compliment on the person.
  - (ii) Clause with *tshala*.

- b) *Usebenzile.*
- (i) Extension of the compliment on the person.
  - (ii) Expression of admiration.

## 2.4 Compliment on the learner techniques

### Questionnaire 1

a) *Hhawu!*

(Wow!)

Interjection of admiration.

b) *Waze wayibeka induku ebandla.*

(You have worked very hard.)

- (i) Direct compliment on person.
- (ii) Expression of admiration.

c) *Ndoda yamadoda.*

(My man.)

Address form.

d) *Ukukhethwa kwakho kwenza siziqhenye ngawe.*

(The fact that you were chosen makes us proud of you.)

- (i) Extension of compliment on person.
- (ii) Clause with *khetha*.

### Questionnaire 2

a) *Uzizwa unjani nje emva kokukhethwa ukuba uyosimela eGoli?*

(How do you feel after being chosen to represent us in Johannesburg?)

- (i) Direct compliment on the person.
- (ii) Desire to emulate.

b) *Uyibekile induku ebandla.*

(You have shown that you are capable.)

- (i) Extension of the compliment on the person.
- (ii) Clause with *beka*.

## 2.5 Compliment on the cooking ability

### Questionnaire 1

a) *Sithandwa sami.*

(My love.)

Address form.

b) *Kwaze kwamnandi ukudla ongiphekele kona.*

(My love the food you have just cooked for me is so tasty.)

- (i) Direct compliment on an action (food).
- (ii) Clause with verb *mnandi*.

c) *Ngibonga kakhulu.*

(Thank you very much.)

- (i) Direct compliment on the person.
- (ii) Adjective clause –*khulu*.

### Questionnaire 2

a) *Cha.*

Interjection of admiration.

b) *Unalo ikhono lokupheka.*

(You have the potential of cooking my sweetheart.)

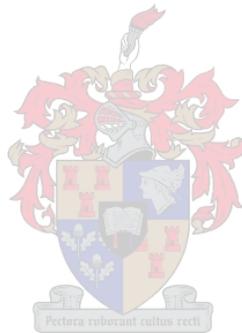
(i) Direct compliment on the action.

(ii) Clause with *pheka*.

c) *Sithandwa sami.*

(My love.)

Address form.



### 3. COMPLIMENT ON POSSESSIONS

#### 3.1 Compliment on new shoes

##### Questionnaire 1

- a) *Siyabonana.*  
(I greet you.)  
Greeting.
- b) *Zaze zazinhle izicathulo zakho zesikole.*  
(Your school shoes are so beautiful.)
- (i) Direct compliment on the object (shoes).
  - (ii) Adjectival clause with *-hle*.

##### Questionnaire 2

- a) *Zaza zazinhle izicathulo zakho ezintsha.*  
(Your new shoes are so beautiful.)
- (i) Direct compliment on the object (new shoes).
  - (ii) Adjectival clause with *-hle*.

#### 3.2 Compliment on a new school bag

##### Questionnaire 1

- a) *Sawubona.*  
(I greet you.)  
Greeting.
- b) *Saze sasihle isikhwama sakho.*

(Your bag is so beautiful.)

- (i) Direct compliment on the object (bag).
- (ii) Adjectival clause with *-hle* with a deficient verb *-ze*.

c) *Umntu angafunga athi uyobamba indiza eya phesheya kwezilwandle.*

(A person can assume that you are going to a flight to overseas.)

### **Questionnaire 2**

a) *Wehlikile umthwalo kuwena manje.*

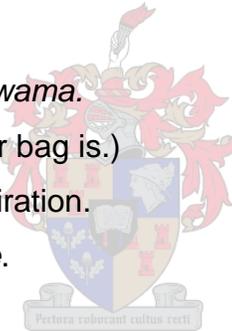
(The load has been decreased from you now.)

- (i) Desire to emulate.
- (ii) Clause with verb *hlika*.

b) *Buka nje ubuhle besikhwama.*

(Look how beautiful your bag is.)

- (i) Expression of admiration.
- (ii) Clause with *ubuhle*.



### **3.3 Compliment on a new bicycle**

#### **Questionnaire 1**

a) *Kunjani mfana?*

(How are you boy?)

*Interrogative* clause.

b) *Namhlanje ugile izimanga uthe nje uzoba owokuqala ukufika lapha esikoleni.*

(Today you have impressed us a lot to be the first one to arrive at school.)

- (i) Desire to emulate.

- (ii) Expression of surprise.

### **Questionnaire 2**

- a) *Wawina mfana ekugcineni.*  
(At last my boy you won.)
  - (i) Direct compliment on the person.
  - (ii) Expression of admiration.
  
- b) *Ake usho uzizwa unjani?*  
(Just tell me how do you feel?)
  - (i) Extension of the compliment on the person.
  - (ii) Interrogative clause.

### **3.4 Compliment on a science calculator**

#### **Questionnaire 1**

- a) *Awusenankinga manje uma wenza izibalo.*  
(Now you do not have any problems in mathematics.)
  - (i) Desire to emulate.
  - (ii) Clause with *nankinga*.
  
- b) *Ngiyabona nje uzihambela kalula.*  
(I can see the improvement.)
  - (i) Expression of admiration.
  - (ii) Clause with verb –*bona*.

#### **Questionnaire 2**

- a) *Waze wamuhle umshini wakho wokubala.*

(Your calculator is so beautiful.)

- (i) Direct compliment on the object (calculator).
- (ii) Adjectival clause with *hle* with a deficient verb –ze.

b) *Ngeke usaba nayo manje inkinga uma kubalwa.*

(Now that you got it, you won't have any problem in counting.)

- (i) Extension of the compliment on an object.
- (ii) Desire to emulate.

### 3.5 Compliment on new clothes

#### Questionnaire 1

a) *Uyakwazi ukuthenga izingubo ezinhle.*

(You have the choice of buying the beautiful clothes.)

- (i) Direct compliment on the object (clothes).
- (ii) Clause with *thenga*.

b) *Buka nje ukuthi zinhle kangakanani.*

(Look how beautiful they are.)

- (i) Extension of the compliment on an object.
- (ii) Adjectival clause with –*hle*.

c) *Kodwa ake usho uzithengephi?*

(Where did you buy them?)

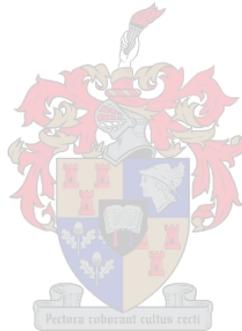
- (i) Desire to emulate.
- (ii) Interrogative clause.

## Questionnaire 2

a) *Usikile namhlanje. Zinhle izimphala zakho futhi ziyakufanela.*

(You bought clothes today. They are beautiful and they fit you well.)

- (i) Direct compliment on the object.
- (ii) Adjectival clause with *hle*.



## APPENDIX B

### RESPONSES TO COMPLIMENTS

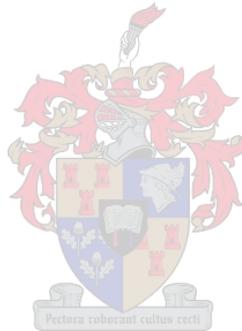
#### 1. COMPLIMENTS ON THE APPEARANCE OF A PERSON

##### 1.1 Compliments on the hairstyle

###### Questionnaire 1

- a) *Kungabe sihle ngempela?*  
(Is it really beautiful?)  
Question accuracy.

- b) *Ngiyabonga.*  
(Thank you.)  
Appreciation token.



###### Questionnaire 2

- a) *Nelakho libukeka kahle.*  
(So, yours looks beautiful.)  
Return compliment.

##### 1.2 Compliment on the figure

###### Questionnaire 1

- a) *Sonke ekhaya sinezitho exinhle.*  
(All at home we have beautiful legs.)  
Agreeing utterance.

- b) *Nami ngifuze odadewethu.*  
 (And I am like my sisters.)  
 Shift credit.

### **Questionnaire 2**

- a) *Ngiyabonga.*  
 (Thank you)  
 Appreciation token.
- b) *Uyazi akukho simanga kulokhu engiyikho ukuthi nje ngifuze umama ongizalayo.*  
 (There is nothing special with what I am it is just that I am like my mother.)  
 Shift credit.

### **1.3 Compliment on the body weight**



### **Questionnaire 1**

- a) *Ukukhululeka komphefumulo kuyakwenza ukuthi ube nomzimba omkhulu.*  
 (To be free emotionally makes one's body look bigger.)  
 Information comment.
- b) *Ukuthola kwami umntwana kube yisibusiso.*  
 (Getting a baby was a blessing to me.)  
 Qualifying utterance.

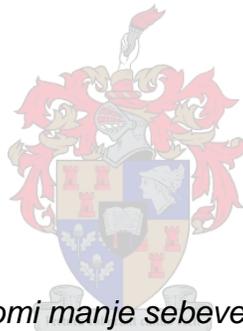
## **Questionnaire 2**

- a) *Kungabe ubusise mina ngempela?*  
(Did He really bless me?)  
Question accuracy / Request reassurance.
- b) *Kuyacaca ukuthi ubathanda bonke abantu bakhe.*  
(It is clear therefore that He loves all his people.)  
Information comment.

### **1.4 Compliment on the traditional dress**

#### **Questionnaire 1**

- a) *Ngiyabonga.*  
(Thank you.)  
Appreciation token.
- b) *Phela abantu abasancomi manje sebevele bakubuke nje.*  
(People now do not praise you, they just stare at you.)  
Disagreeing utterance.



#### **Questionnaire 2**

- a) *Usho kanje?*  
(Challenge sincerity.)
- b) *Abazali bami babengithembisile ukuthi uma ngiziphathe kahle bayongenzela lo mcimbi.*  
(My parents have promised me that if I behave well they will make such a function.)

Information comment.

## 1.5 Compliment on the traditional hairdo

### Questionnaire 1

a) *Ngiyazibongela.*

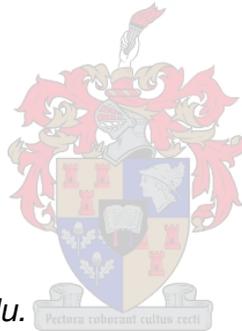
(Thank you.)

Appreciation token.

b) *Ngayiphiwa umzala wami mhlazane kukhuliswa udadewethu omdala.*

(I was presented with it by my cousin on my eldest sister's twenty-first birthday party.)

Shift credit.



### Questionnaire 2

a) *Ngiyakubongela kakhulu.*

(Thank you very much.)

Appreciation token.

b) *Ngizoshada ngesonto elizayo.*

(I will get married next week.)

Agreeing utterance.

## 2. COMPLIMENTS ON THE ABILITY OF A PERSON

### 2.1 Compliments on academic test for achieving good test results

#### Questionnaire 1

- a) *Kunginika umdlandla lokho okushoyo.*  
(Your words are encouraging.)  
Agreeing utterance.
- b) *Amazwi akho ayakhuthaza. Ngiyabonga.*  
(Your words are giving me more strength. Thank you.)  
Appreciation token.

#### Questionnaire 2

- a) *Bengingathembi nhlobo.*  
(I had no hope at all.)  
Disagreeing utterance.



### 2.2 Compliment on the sports performance

#### Questionnaire 1

- a) *Nami bengizama nje.*  
(I was just trying.)  
Agreeing utterance.
- b) *Ngaphandle kwenu bengingeke ngizuze lutho.*  
(Without your support I would have gained nothing.)  
Information comment.

- c) *Ngiyabonga ukungikhuthaza kwenu.*  
 (Thank you for encouraging me.)  
 Appreciation token.

### **Questionnaire 2**

- a) *Benginggenakho ukuzethemba.*  
 (I had no confidence in me.)  
 Disagreeing utterance.
- b) *Umama engimbongayo ngokungigqugquzela kwakhe.*  
 (I thank my mother for encouraging me.)  
 Shift credit.

## **2.3 Compliment on the bursary techniques**



### **Questionnaire 1**

- a) *Ngithuke kakhulu nami.*  
 (I was also shocked.)  
 Expression of surprise.
- b) *Bengingacabangi ukuthi ngizowuthola umfundaze.*  
 (I did not think that I may be awarded a bursary.)  
 Disagreeing utterance.

### **Questionnaire 2**

- a) *Usho njalo?*  
 (Do you say so?)

Question accuracy.

- b) *Ngiyabonga ukuthi ungetuse.*  
 (Thank you for complimenting me)  
 Appreciation token.

## 2.4 Compliment on the learner techniques

### Questionnaire 1

- a) *Ngiyabonga.*  
 (Thank you.)  
 Appreciation token.
- b) *Ungowokuqala ukungitusa ngemizamo yami.*  
 (You are the first one to praise me for my attempts.)  
 Appreciation token.



### Questionnaire 2

- a) *Ngiyabonga.*  
 (Thank you.)  
 Appreciation token.
- b) *Angikholwanga ukuthi yimina ngempela to okethiwe.*  
 (I did not believe that it's me who has been chosen.)  
 Disagreeing utterance.

## 2.5 Compliment on the cooking ability

### Questionnaire 1

a) *Ubani omuye engingamphekela kanje njaphandle kwakho?*

(Who else can I cook for except you?)

Question accuracy.

b) *Phela uyikho konke kimi.*

(Because you are everything in me.)

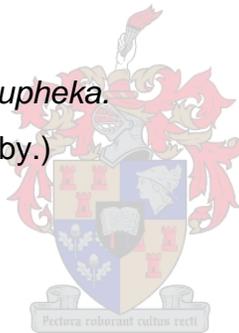
Challenge sincerity.

### Questionnaire 2

a) *Yinto yami nje phela ukupheka.*

(Cooking is just my hobby.)

Agreeing utterance.

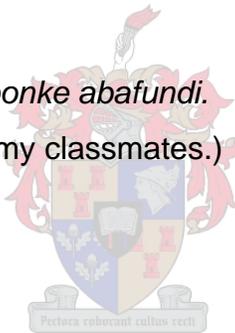


### 3. COMPLIMENT ON POSSESSIONS

#### 3.1 Compliment on new shoes

##### Questionnaire 1

- a) *Ngiyabonga.*  
(Thank you.)  
Appreciation token.
- b) *Nami ngisizwe umfowethu.*  
(My brother helped me.)  
Shift credit.
- c) *Ngizoke ngifane nabo bonke abafundi.*  
(I am going to look like my classmates.)  
Qualifying utterance.



##### Questionnaire 2

- a) *Zinhle ngempela?*  
(Are they really beautiful?)  
Question accuracy.
- b) *Ngizithengelwe ubaba ngoba ebona ukuthi ngiqhuba kahle emsebenzini wesikole.*  
(My father bought them for me because he realized that I am doing well at school.)  
Shift credit.

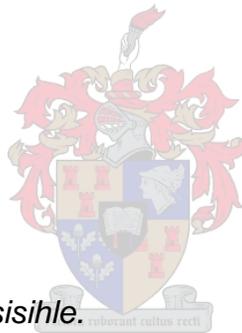
### 3.2 Compliment on a new school bag

#### Questionnaire 1

- a) *Kungabe sihle ngempela?*  
(Is it really beautiful?)  
Question accuracy.
- b) *Ngiyabonga ukugitusa kwakho.*  
(Thank you for complimenting me.)  
Appreciation token.

#### Questionnaire 2

- a) *Sihle ngempela?*  
(Is it beautiful?)  
Question accuracy.
- b) *Nami ngibona esakho sisihle.*  
(So is yours.)  
Return compliment.



### 3.3 Compliment on a new bicycle

#### Questionnaire 1

- a) *Kuyaqala ukwenzeka lokhu.*  
(It's the first time for this to happen.)  
Challenge sincerity.

b) *Nami ngisizwe abasekhaya abangithengele ibhayisikili elisha sha futhi bayabona ukuthi isikole ngisikhuthalele.*

(They helped me at home by buying this new bicycle and they also realize that I like schooling.)

Informative comment.

## **Questionnaire 2**

a) *Ngijabule kakhulu.*

(I am so happy.)

Appreciation token.

b) *Angicabanganga ukuthi ngempela ngelami.*

(I never thought that it was really mine.)

Disagreeing utterance.

### **3.4 Compliment on a science calculator**

#### **Questionnaire 1**

a) *Ngibonga abazali abangithengele to mshini, ngaphandle kwabo yini ebengingayenza.*

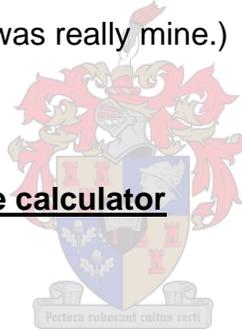
(I thank my parents for buying me this calculator, without them what could I do.)

Shift credit.

b) *Ngiyabonga ukuthi nawe ungituse.*

(I also thank you for complimenting me.)

Appreciation token.



### **Questionnaire 2**

- a) *Ufike ngesikhathi ngiwudinga ngempela.*  
(It came when I really needed it.)  
Agreeing utterance.
- b) *Sengizonihlula nonke manje uma kwenziwa izibalo.*  
(I am going to beat all of you now when we do mathematics.)  
Information comment.

### **3.5 Compliment on new clothes**

#### **Questionnaire 1**

- a) *Nawe unekhono nje lokuthenga buka ukuthi ugqoke kanjani.*  
(So you, you also have the same technique or style, look how you are dressed.)  
Return compliment.



#### **Questionnaire 2**

- a) *Uyangikholisa uma uthi zinhle.*  
(You are bluffing me if you say they are beautiful.)  
Challenge sincerity.
- b) *Mina ngibuka lezi ezigqokwe nguwena zizinhle kakhulu.*  
(I consider the clothes you are wearing to be more beautiful.)  
Return compliment.