

# **A PRAGMATIC ANALYSIS OF COMPLIMENTING IN XHOSA**

**BY**

**NOMANGWEVU ADONIS**



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

Study leader: Prof JA du Plessis

DECEMBER 2001

## **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.

Signature

Date

## **ABSTRACT**

This study investigates the speech acts of complimenting in Xhosa. It is divided into five chapters, which are arranged as follows:

Chapter 1 states the aims of the study. The method, design and the organization of the study are also investigated.

Chapter 2, the speech act theory and the politeness theory have been dealt with. These theories included the basic assumptions of this study.

Chapter 3 deals with compliments and compliment responses as they are discussed with regard to various languages, i.e. the works of Wolfson and Manes (1980), Wolfson (1983), Manes (1983), Holmes (1988) and Herbert (1990).

Chapter 4 deals with compliments and compliment responses in Xhosa. In this chapter the compliments have been divided into three social groups, namely males and females; friends and people of unequal status. The people of unequal status are divided into two sub-groups, people with superior status and lower status. In Xhosa people of lower and high status do compliment one another. Also Xhosa males and females; friends and people of unequal status tend to compliment one another. The most common compliments concentrate on appearance, ability and possession. In some cases the compliments are used to a way of encouragement and showing of appreciation.

People who are being complimented tend to respond to the compliment. The response can be positive or negative. The person who is complimented can agree or disagree with the compliment. The response depends on how he/she feels about the compliment.

Chapter 5 is the last chapter of this study. It represents the conclusion in which the main findings in the study are summarized.

## OPSOMMING

Hierdie studie ondersoek die spraakhandeling van komplimentering in Xhosa. Die studie is in vyf hoofstukke ingedeel wat soos volg georganiseer is.

Hoofstuk 1 bespreek die doelstellings, die navorsingsontwerp en –metode, en die organisasie van die studie.

Hoofstuk 2 bied 'n bespreking van die terme van spraakhandelinge en beleefdheidsteorie. Hierdie teorieë is van belang vir die basiese vraagstukke wat in die studie ondersoek word.

Hoofstuk 3 bied 'n oorsig van vorige navorsing oor die spraakhandeling van komplimente en komplimentresponse soos ondersoek met betrekking tot verskillende tale. Die navorsing van Manes (1980), Holmes (1988), Herbert (1990) en Wolfson (1983).

Hoofstuk 4 ondersoek die spraakhandeling van komplimente en komplimentresponse in Xhosa. In hierdie hoofstuk is die spraakhandeling van komplimente en komplimentresponse onderneem met betrekking tot drie sosiale groeperinge, naamlik tussen manlike en vroulike persone, tussen vriende, en tussen persone van ongelyke status. Laasgenoemde groep is verder verdeel in terme van twee sub-groepe, naamlik: persone met hoër en laer status, respektewelik. In Xhosa diskoers, komplimenteer persone van hoër en laer status mekaar. Voorts komplimenteer manlike en vroulike persone, vriende, en mense van ongelyke status mekaar in Xhosa. Die mees algemene komplimente hou verband met voorkom, vermoëns, en besittings. In sommige gevalle word komplimente gebruik as 'n wyse van aanmoediging of waardering.

Die studie bied evidensie uit Xhosa dat mense wat gekomplimenteer word, neig om te reageer op die kompliment. Hierdie respons kan positief of negatief wees. Die persoon wat gekomplimenteer word kan saamstem of verskil met die kompliment. Hierdie reaksie word bepaal deur hoe die hoorder voel oor die kompliment.

Hoofstuk 5 is die laaste hoofstuk van die studie. Dit bied die gevolgtrekking van die navorsing oor die spraakhandeling van komplimentering in Xhosa en gee 'n opsomming van die hoofbevindinge.

## ISIHWANKATHELO

Esi sifundo siphononga izenzo ntetho zoncomo esiXhoseni. Sahlulwe saba zizahluko ezintlanu ezicwangciswe ngolu hlobo:

Isahluko sokuqala sichaza iinjongo zesi sifundo. Kukwaqwalaselwe, indlela, isicwangciso kunye noluhlu lwesi sifundo.

Isahluko sesibini sixusha ithiyori yesenzo ntetho kunye nethiyori yentetho echubekileyo. Ezi thiyori zibandakanye imiba engundoqo yesi sifundo.

Isahluko sesithathu siqwalasela izincomo kunye neempendulo zezincomo njengoko zichazwa kwezinye iilwini, oko kukuthi, imisebenzi ka Wolfson no Manes (1980), Wolfson (1983); Manes (1983); Holmes (1988); no Herbert (1990).

Isahluko sesine siqwalasela izincomo kunye neempendulo zezincomo esiXhoseni. Kwesi sahluko izincomo zohlulwe zaba zindidi ezintathu: amadoda nabafazi; izihlobo; abantu abanamawonga angalinganiya. Abantu abanamawonga angalinganiyo bohlulwe bangamaqela amabini: abantu abanamawonga aphezulu kunye nabo banamawonga asezantsi. EsiXhoseni abantu abanamawonga aphezula kwakunye nabo banamawonga asezantsi bathi bancomane omnye nomnye. Kwakhona esiXhoseni amadoda nabantu ababhinqileyo, izihlobo kunye nabantu abanamawonga angalinganiyo badla ngokuncomana.

Ezona zincomo zibalaseleyo zezo ziquka imbonakalo, ingqondo kunye nobumnini. Kwezinye iziganeko izincomo zisetyenziswa njengendlela yokukhuthaza kunye nokubonisa ixabiso.

Abantu abanconywayo badla ngokuphendula isincomo eso. Impendulo yesincomo isenokuba yeyakhayo okanye engakhiyo. Umntu onconywayo usenokuvumelana okanye angavumelani nesincomo. Impendulo yakhe ixhomekeke ukubeni uziva njani na ngesincomo eso.

Kwesi sifundo, isahluko sesihlanu sesokugqibela kulapho kuchazwa khona izigqibo ekufikelelwe kuzo nezithe zashwankathelwa.

*I dedicate my work to my mother and father, Tembeka Victoria  
and Mbuti Tennyson Adonis for encouraging me to study  
and also for the love they have given me.*

## **ACKNOWLEDGEMENT**

I wish to express my sincere appreciation for the valuable guidance and warming patience I received from my study leader, Prof JA du Plessis. My heartfelt gratitude goes to Dr M Dlali for fruitful discussions and encouragement. Prof M Visser and Mr M Jadezweni for their encouragement and support. My sense of gratitude also goes for all my colleagues in the Department of African Languages at the University of Stellenbosch, particularly Ms Monelwa Manjiya, Ms Ntombesizwe Bottoman, Mr Mncedi Mbambo and also the Philips family (i.e. Mzingisi ,Lulama, Zimasa, Zizele, Siviwe and Khanyisile) for their wonderful support. I'm grateful to Ms C Vergeer for her skill in typing this work.

I'm also indebted to my family, my parents Tembeka and Mbuti for always showing a new interest in my studies. They have given me a moral support, which I needed most. My brothers Vuyisa, Skoma and Snuka for their insisted moral support and for their spirit of brotherhood they have shown. My nephews Martina, Bathandwa, Nikita and Athenkosi for also supporting me.

Finally, the Lord Almighty who inspired and guided me throughout this research.

# TABLE OF CONTENTS

	<b>Page</b>
Abstract .....	i
Opsomming .....	ii
Abstract in Xhosa .....	iii
Dedication .....	iv
Acknowledgement .....	v
<b>Chapter 1: Introduction</b>	
1.1 Aim .....	1
1.2 Method.....	1
1.2.1 Survey of literature on compliments.....	1
1.2.2 Data on compliments .....	1
1.2.3 Method of obtaining the data.....	2
1.3 Program of the study .....	2
<b>Chapter 2: Speech acts and Politeness theory</b>	
2.1 Aim .....	3
2.2 Thomas (1995) .....	3
2.3 The performative hypothesis.....	5
2.4 Ritual performative.....	7
2.5 Felicity conditions .....	8
2.6 Explicit reference of felicity conditions .....	9
2.7 Overlapping categories .....	11
2.8 Explicit and implicit performative.....	15
2.9 Utterance as actions .....	16
2.10 Trosborg (1995).....	20
2.11 Yule (1996) .....	24
2.12 IFIDS .....	26
2.13 Politeness theory .....	30
2.13.1 Trosborg (1995) .....	30
2.13.2 Thomas (1995).....	36
2.14 Politeness explained in terms of principle and maxims.....	42
2.15 The tact maxim .....	43



**Chapter 3: Compliments and compliments responses**

3.1	Aim .....	53
3.2	Compliments.....	53
3.2.1	Wolfson (1983).....	53
3.2.2	Wolfson and Manes (1980) .....	57
3.2.3	Manes (1983) .....	58
3.2.4	Herbert (1990).....	59
3.2.5	Holmes (1988).....	60
3.2.6	Wolfson (1983).....	61
3.3	Compliment responses .....	64
3.3.1	Pomerantz (1978).....	64
3.3.2	Holmes (1986; 1988).....	71
3.3.3	Herbert (1990).....	75
3.3.4	Ylänne-McEwan (1993).....	79

**Chapter 4: Features of compliments**

4.1	Aim .....	81
4.2	Methods of obtaining compliments .....	81
4.3	Questionnaire .....	81
4.4	Methods of completing the questionnaire .....	93
4.5	Compliments on ability in Xhosa.....	94
4.5.1	Compliments between males and females.....	94
4.5.2	Compliments between friends .....	103
4.5.3	Compliments between people of unequal status.....	111
4.6	Summary on compliments of ability .....	120
4.6.1	Compliments between males and females.....	120
4.6.2	Compliments between friends .....	122
4.6.3	People of unequal status.....	124
4.7	Complimerative tables on compliments of ability .....	127
4.7.1	Comparative tables on syntactic structures on ability.....	127
4.8	Compliments on appearance in Xhosa.....	128
4.8.1	Compliments between males and females.....	128
4.8.2	Compliments between friends .....	134
4.8.3	Compliments between persons of unequal status.....	138
4.8.4	Summary on compliments of appearance .....	145

4.8.5	Compliments between friends .....	146
4.8.6	Compliments between persons of unequal status .....	148
4.9	Comparative table on compliments of appearance .....	149
4.9.1	Compliments on the way of dressing between males and females .	149
4.9.2	Compliments between friends .....	150
4.9.3	Compliments between persons of unequal status .....	150
4.9.4	Summary .....	150
4.10	Comparative table on syntactic structures with compliments of appearance	151
4.10.1	Compliments on possessions .....	151
4.10.2	Compliments between friends .....	156
4.10.3	Compliments between persons of unequal status .....	160
4.11	Summary of compliments on possessions .....	164
4.11.1	Compliments between males and females .....	164
4.11.2	Compliments between friends .....	167
4.11.3	Compliments between persons of unequal status .....	168
4.11.4	Summary .....	170
4.11.5	Syntactic structures .....	171
4.12	Responses on compliments .....	172
4.12.1	Response to compliments on possessions .....	172
4.12.2	Friends .....	173
4.12.3	Unequal status .....	175
4.12.4	Summary .....	176
4.13	Responses on compliments on ability .....	177
4.13.1	Males and females .....	177
4.13.2	Friends .....	179
4.13.3	Unequal status .....	182
4.14	Responses on compliments on appearance .....	185
4.14.1	Males and females .....	185
4.14.2	Friends .....	186
4.14.3	Unequal status .....	188
<b>Chapter 5: Conclusion .....</b>		<b>190</b>
<b>BIBLIOGRAPHY .....</b>		<b>196</b>

# CHAPTER 1

## INTRODUCTION

### 1.1 AIM

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

### 1.2 METHOD

#### 1.2.1 Survey of literature on compliments

Various article on compliments have been dealt with at length mainly the articles of Trosborg (1995), Jenny Thomas (1995), George Yule (1996), Wolfson and Manes (1980), Holmes (1988), Wolfson (1983), Manes (1983), Herbert (1990), Holmes (1986), Stengel (2000) and Ylanne–McEwe (1993).

These summaries will appear in Chapters 2 and 3.

#### 1.2.2 Data on compliments

According to the survey, 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 4.

### **1.2.3 Method of obtaining the data**

Various questionnaires were distributed among grade eleven pupils of three Senior Secondary Schools in the Western Cape. These are the names of the schools Joe Slovo in Khayelitsha, Dr Nelson Mandela Crossroad, and Hector Peterson Kraaifontein. The questionnaire on compliments have subsections ability, appearance and performance.

## **1.3 PROGRAM 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 on speech acts and politeness are considered. The speech acts and politeness theory serve as a theoretical basis for this study.
- 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), Manes (1983), Holmes (1988), Herbert (1990), Pomerantz (1978), Holmes (1986 and 1988) and Ylanne–McEwen (1993).
- Chapter 4: This chapter deals with the compliments and compliment responses that are found among the Xhosa speaking community. An in-depth analysis of compliment is also looked at.
- Chapter 5: Conclusion and general findings resulting from this study are discussed in this chapter.

## **CHAPTER 2**

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

#### **2.1 AIM**

The aim of this chapter is to examine the speech acts and politeness theories of Anna Trosborg (1995), Jenny Thomas (1995) and George Yule (1996).

#### **2.2 THOMAS (1995)**

Thomas (1995) mentions four factors which taken together, may explain why the influence of Austin's work has been so great. The appearance of the most influential collection of coinciding as it did with the growing frustration within linguistics with the limitation of truth conditional semantic. Secondly Austin's writing is admirably clear and accessible and thirdly, although over the years he refined and modified his ideas considerably his work represents a consistent line of thought. And finally, what continues to make the study of Austin's work so rewarding is that it foreshadows many of the issues, which are of major importance in pragmatics today. Austin was not a linguist, but a philosopher, working at Oxford University in the 1940's and 1950's. His mostly equally influential pupil HP Grice and a group of like-minded philosophers working at Oxford and elsewhere come to be known as "ordinary language philosophers". After his death in 1960 OJ Urmson, based on Austin's own lectures notes and recordings of his lectures, brought his lectures together in a book. The book was named "How to do things with words"

Since the early years of the twentieth Century Oxford based philosophers such as G. H. Moore and Bertrand Russell had been concerned with the relationship between philosophy and language. But whereas Moore was interested in what he termed the language of commonsense, Russell and others took the view that everyday language is somehow defecent or defective, a rather debased vehicle full of ambiguities, imprecision and contradictions. Their aim was to refine language, removing its perceived imperfections and illogicalities and to create an ideal language.

There was a disagreement between the ordinary language philosophers and logical positivist philosophers of language. Such as Russell's logical positivism's a philosophical

system which maintains that the only meaningful statements are analytic or can be tested empirically. Within linguistic this approach was adopted within an area known as truth conditional semantics. Consider the following:

*There are seven words in this sentence*

You can count the words for yourself and judge whether the sentence is true or not. For their purpose a much more important tenet of logical positivism is that unless a sentence can at least in principle, be verified it is strictly speaking meaningless. According to this view a sentence such as the King of France is bald, in a world in which there is no King of France cannot be judged true or false, but merely meaningless. Let us look at the real data and consider whether, if you encountered such utterance in the real world you would judge them to be false.

#### Example 1

An invisible car came out of nowhere, hit my car and vanished.

#### Example 2

Everyone hates Aileen Eikinshaw because she's so popular.

#### Example 3

I sleep all the time.

If we examine examples 1 and 2 in relation to their underlying proposition, they will be seen to be false. Cars are not invisible and cannot come from "nowhere". There is an internal contradiction in example 2 because it is impossible to be both popular and hated by everyone. Example 3 is anomalous in a different way: the speaker was clearly awake while talking to her doctor. And yet we would all recognize in these three examples the sort of language use we encounter daily in casual conversation, do we in real life judge them to be "false" or "meaningless", or do we try to make sense of them in spite of the fact that they are illogical? Austin's critics that he thought that 'ordinary language' was in some way sacrosanct often alleged it. It was often alleged by Austin's critics that he thought that "ordinary language" was in some way sacrosanct. This is not true –there were two reasons why Austin was interested in the way ordinary people use language in everyday life. The first reason does not really concern us at the moment, but Thomas mentions it for

completeness and because it foreshadows in a very interesting way an approach to linguistic in general and to pragmatics in particular which now in the mid 1990's of major concern. Austin (1995) believe that one good way to identify which distinction are important or relevant is to examine how ordinary people do this in everyday language:

*... Our common stock of words embodies all the distinctions men have found worth drawing, and the connection they have found worth making in the lifetimes of many generation (Austin 1961[1946] 129-30).*

Austin was convinced that we do not just use language to say things to do things, but to do things it was this conviction which eventually led him to a theory of what he called the illocutionary acts, as theory which examines what kind of things we do when we speak, how do and how our act may "succeed" or "fail" but he began exploring his ideas by way of the performative hypothesis.

### 2.3 THE PERFORMATIVE HYPOTHESIS

There are two main reasons why it is worthwhile examining the performative hypothesis: it show how Austin's ideas developed and it demonstrate neatly the distinction between a truth-conditional approach to meaning and Austin's view of words as actions. A third reason is that performative constitute a very interesting subset of illocutionary verbs performatives are fun! To understand what is meant by a performative verb compares these four sentences:

- (i) I drive a white car
- (ii) I apologize
- (iii) I name this ship The Albatross
- (iv) I bet you R5 it will rain

Syntactically the four sentences are similar: all are in the first person, indicative, active and in the simple present tense. Pragmatically, the first sentence is very different from the other three. Sentence (i) is a statement, what Austin called "constative" and it is a simple matter to establish empirically whether or not the statement is true. In fact the car is a rather metallic gray colour. In the sentences (ii) -(iv) it make no sense at all to respond to them by saying! "That is true". This is because the verbs in sentence (ii) -(iv) do not make

statement, which can be judged true or false, but are best understood as performing an action. One useful test for performative verb is to see whether you can meaningfully insert the verb hereby between subject and verb:

- I hereby apologize
- I hereby name this ship The Albatross
- I hereby bet you R5

But not

- I hereby drive a white car

As you may already have observe, although (ii)-(iv) are all instance of performative, yet are not quit the same in nature. Sentence (ii) is problematic: once I have uttered the words / *apologize* no one can deny that I did apologize.

These are the most straightforward examples of performatives. Like all performatives they are self-referential, self-verifying and non-falsifiable. In any language there is probably a fairly small and certainly finite set of metalinguistic performatives. Examples:

- I say I withdraw            (my complaint)
- I protest I declare        (the meeting open)
- I object I plead            (not guilty)
- I object I vote              (to abolish vivisection)
- I deny I move              (that the exams be abolished)
- I promise I thank         (the audience for their attention)

Now compare the following pairs of sentences:

- (i) a. I say that John is a liar.  
b. John is a liar
- (ii) a. I plead not guilt  
b. I am innocent
- (iii) a. I move that foxhunt should be abolished  
b. I believe that foxhunting should be abolished



- (iv) a. I object to the licensing hours being extended  
 b. I do not want the licensing hours to be extended
- (v) a. I apologize for deceiving the auditors  
 b. I 'm sorry I deceived the auditors

Sentence (i) a. is different from (i) b. John is a liar has truth conditions. If in the real world it can be shown that John is a liar then sentence (i) b. is true. Strictly speaking (ii) a. is self verifying? Whatever words follow I say that cannot, in strictly logical terms be untrue: all the speaker is doing is making a statement about what he or she is doing is making a statement about what he or she is saying. Sentences (ii) a. and (ii) b. are identical to the sentence (i) a. and (i) b. in terms of their truth conditions. Sentence (i) a. must always be true sentence (ii) b. is true if only the real world the speaker has not committed the crime of which he or she is accused. To say I pleaded not guilty is different from saying, I am not guilty. In the first case your merely saying something about you plea; in the second you are making an actual claim about your innocence. Sentences (ii) a. and (iv) a. and (iii) b. and (iv) b. are identical in terms of their truth conditions to the first two pairs of sentences. All these sentences are self-verifying all the b sentences are subject to truth conditions. We would expect (iii) b. and (iv) b. to be produced by speakers who are apposed to fox –hunting /the extension of licensing hours. All we can say for sure about the speakers of (iii) a. and (iv) a. is that they have formally opposed something. In similar way people seem intuitively to respond differently to (v) a. I apologize... and to (v) b. I 'm sorry that I...

## 2.4 RITUAL PERFORMATIVE

The same automatic of successfulness does not apply to “ritual” preformatted, or to his third category, collaborative performatives. Austin (1995) observed that although performatives are not subject to truth conditions, yet they can “go wrong”. If the “felicity conditions” are not observed, the performative may be infelicitous. Felicity conditions apply particularly to performatives associated with various rituals or very formal events. Unlike metalinguistic performatives (which seem to operate in broadly the same way in all languages and cultures and which apparently have no felicity conditions) what Austin have called “ritual performatives“ are highly culturally dependant. Examples of such performatives are:

- (i) I sentence you to ten years...
- (ii) I absolve you from your sins
- (iii) I baptize you...
- (iv) I name this ship

Each of these can only appropriate and successfully be uttered by a specified person in a specified situation (for example: (i) by a judge in a court of law, (ii) by a priest, etc)

## 2.5 FELICITY CONDITIONS

Austin stated his felicity conditions as follows (1962:14-15)

- A:
- (i) there must be a conventional procedure having a conventional effect
  - (ii) The circumstances and person must be appropriate

B: The procedure must be executed

- (i) Correctly
- (ii) Completely

C: Often

- (i) The person must have requisite thoughts, feelings and intentions and
- (ii) If consequent conduct is specified, the relevant parties must do so

Lets take each felicity condition in order

### Condition A

In a given culture there will probably be a conventional procedure for a couple to get married. In Britain this involves a man and a woman, who are not preventing from marrying for any reason, preventing themselves before an authorized person (minister of religion or registrar) in a authorized place, at an approved time accompanied by a minimum of two witnesses. There they must go through a specified form of marriage: the marriage is not legal unless certain declarations are made and unless certain words have been spoken. The following extract illustrates a situation in which a marriage appears to be invalid because the minister of religion had not been properly authorized.

Example:

*This is a passage from a play by JB Priestly, When we are married. The story concerns three couples that had all been married on the same day at the same time ceremony. They are preparing to celebrate their silver wedding when they are shown a letter from the minister who officiated at the wedding, which reveals that they had not been properly married.*

...Although I was only temporally at Lane End [chapel] I could not forget it for there I'm guilty of the most culpable negligence. I went to Cleckleyke straight from college, and during those first few months I did not realize that there were various forms I thought to have signed, and had witnessed by church officers, so that one may be recorded as an authorized person to perform the ceremony of marry people, but the first time there were no less that three hopeful young couples who imagined –poor souls – that I was joining them in holy wedlock, when I was completely unauthorized to do so.

CONDITION B:

- (i) The procedure must be executed correctly. At a marriage ceremony, for example the words have to be the precise ones lay down – a rough approximation will not do:

Vicar: will you take this woman...?

Groom: Absolutely! I mean, I will.

Note that something which means the same, as I will, will not do. Those precise words have to be used.

- (ii) The procedure must be executed completely. Part of the procedure under English law is that the person conducting the wedding and the couple getting married must sign the register before witnesses.

## 2.6 EXPLICIT REFERENCE OF FELICITY CONDITIONS

Often speakers make reference to the felicity conditions, which allow them to perform a particular act. In the following example the act in question is “naming” a ritual performative restricted to the British House of Commons:

**Example**

*The Speaker of the House of Commons, Mr. Bernard Weatherill, banned the Scottish M.P., Mr Tam Dalyell from the House for refusing to withdraw an 'unparliamentary' description of Mrs Thatcher:*

"I have no alternative but to exercise the power invested in me and order the honorable members from the chamber for the remainder of the session. I name Dalyell."

**Collaborative performative**

Some writers have observed that performatives do not have felicity conditions in the sense that a specified person must utter the words in particular circumstances, but nevertheless their success is not guaranteed. They require, for their success, the collaboration or particular uptake of another person as in the following example:

**Example:**

*Menzies Campbell, an opposition MP, had challenged the Minister of Defense using the performative 'I bet you... His intervention was reported that evening in the following way:*

Menzies Campbell offered to bet Mr Riffkin R200 that the Rosy Naval support Base would close within two years, but cautioned Mr Riffkin decline to take up the bet. As the report makes clear, a bet or wager is only successfully made when the other person accepts it. At first glance, collaborative performatives seem to be rather few in number, but here are some clear examples:

*I bet /wager you five pounds*

*I challenge you pistol at dawn*

*I bequeath you my glasses*

As with a bet, a challenge is only successfully made when the other person accepts the challenge.

**Group performatives**

More than one person, e.g. a communiqué from a summit conference, a report from a committee and most obviously a verdict from a jury the foreman or forewoman of the jury either commonly or necessarily produces some performatives by asking.

Group performative may fall into any of the three preceding categories. Below are the examples of group metalinguistic ritual and collaborative. The performative in example 12 is only successful when performed on behalf of the entire committee the views of one member of the committee will carry no weight, unlike example 11, example 12 can only be successfully performed by the group.

#### Example 11

*"We three Fossils...vow to try and put our name in history because its our very own and nobody can say it's because of our grandfathers".*

#### Example 12

This example is taken from finding of the General Medical Council Disciplinary Committee.  
*"We do not judge you to be guilty of professional misconduct."*

#### Example 13

The following example is taken from a letter that was written by a company

*"We agree to hire the equipment to you on the following conditions...*

*Please check all the details. If you are happy with them simply sign both copies of the agreement. Keep the white copy and send the pink copy back to us in the return envelope.*

As the final sentence makes clear the above company cannot agree to hire unilaterally.

## 2.7 OVERLAPING CATEGORIES

The following letter:

#### Example 14

*Sunday 4<sup>th</sup> Day of August*

*To whom it may concern*

*I Thomas Benjamin Swift on this day of Sunday in year of our Lord, 1901, do hereby confess to the murder of Molly Brown maid of this establishment. We had meeting s, and she threatens to reveal that she had conceived. This I could not allow. Now I cannot live with the burden of my guilt any longer ...*

This letter was written in 1906, but was hidden under the floorboard in the maids room and not found until June 1994. Ms Brown was never reported missing, no body was ever

found. Mr Swift was never charged with anything. It seems that confessing can only succeed if at least one person hears and understands what has been said or written.

### **Cross-cultural differences in the use of performative**

The following events were reported to have occurred in Pakistan but, Thomas was told, it would not have been dealt with in the same way in other Islamic states.

#### **Example 15**

*A terrible tangle has arisen in Pakistan over a local soap opera. Soap star Usman Pizada divorced his television wife in traditional Muslim style, pronouncing Talaq. I divorce thee three times. The trouble was that his real wife played his TV spouse.*

This example also illustrates the fact that a performative, which in one language /culture is subject to felicity condition (e.g. requirement that the performative be uttered with serious intent) in other language /culture may be subject to so many conditions.

### **Collapse of Austin's performative hypothesis**

By means of the performative hypothesis Austin has been able to demonstrate that people do not use language just to make statements about the world: they also use language to perform actions, actions which affect or change the world in some way. The effect may be very small or it may be cataclysmic. The effect of Austin's insight revolutionized the way people look at the language and led directly to the development of pragmatics as an area of linguistic investigation. Austin's performative hypothesis collapsed for a number of rather different sorts of reasons.

- (i) There is no formal (grammatical) way of distinguishing verbs from other sorts of verbs.
- (ii) The presence of a performative verb does not guarantee that the specified action is performed.
- (ii) There are ways of doing things with words that do not involve using performative verbs.

## The grammatical distinctive for performatives

It was long before Austin saw that the grammatical basis on which he had initially tried to distinguish between performatives and other sorts of utterances could not be sustained. They can also be written as well as spoken in these following examples:

### Example

- (i) *I hereby resign as Chief of staff to the President of South Africa. Respectfully your N. Adonis.*
- (ii) *The author asserts the moral right to be identified as the author of this book.*

Performative do not, Austin realized, have to be in the first person.

### Example

(This example is taken from a naval court martial rather than a civilian)

*The court finds the accused not guilty.*

Nor is it essential for a performative to be in the active mood.

### Example

*Your employment is hereby terminated with immediate effect.*

Nor do they have to be in the simple present tense.

### Example

(A radio journalist is interviewing the chairman of Rail track during a strike by signal workers)

A: Are you denying that the Government has interfered?

B: I am denying that.

### Example

This example is taken from a disciplinary hearing, (known as Captain's Table, which is roughly equivalent to a hearing in a civilian magistrates court)

*You are being discharged on the grounds of severe temperamental unsuitability for service in the Royal Navy.*

## Do performatives always perform action

We have already seen that “ritual” and “collaborative” may “fail”, because the requisite felicity conditions do not exist. However, it also became apparent that the supposedly “self-verifying”, “metalinguistic” performative may also fail. Take the following example:

Example

*I promise I'll come over there and hit you if you do not shut up.*

This utterance certainly performs an action, but not one specified by performative verb.

## How to do things without performing verbs

The most important reason for the collapse of Austin's performative hypothesis was the realization that Austin had equated “doing things with words” with the existence of a corresponding performative verb. This is clearly erroneous: there are many acts performed using language where it would be impossible, extremely odd or very unusual to use a performative verb. Consider those acts for which English has no performative verb such as “letting the cat out of the bag”, “incriminating oneself”, “putting one's foot in it”, “and treading someone's corns”. People do not say I hereby let that cat out of the bag. I hereby tread on your corns and yet these are very common actions performed by means of language.

Example:

Notice on the door of a second hand furniture shop. The last element had been added in hand writing in a very large letter:

*Pine trade shop*

*Serious enquires only*

*Please ring bell for service*

*No moochers!*

It is clear what this notice is doing: it is strongly discouraging casual passers-by from dropping into the shop. There would be no way of accomplishing this act using a performative, as no such performatives exist in English.



Language is frequently to insult, but it would be impossible to say: I hereby insult you! We readily use language to invite, but in English it is not usual to use the words I invite you to perform the act of inviting. Austin briefly introduced a distinction between primary performatives and implicit performatives.

## 2.8 EXPLICIT AND IMPLICIT PERFORMATIVE

An explicit performative can now be seen to be a mechanism, which allows the speaker to remove any possibility of misunderstanding the force behind an utterance:

- (i) We remind you that all library books are due to be returned by 9<sup>th</sup> June.
- (ii) This is to remind you that all library books are due to be returned by 9<sup>th</sup> June.
- (iii) You are reminded that all library books are due to be returned by 9<sup>th</sup> June.
- (iv) All library books are due to be returned by 9<sup>th</sup> June.

We can see that sentences (i), (ii), (iii) and (iv) all perform the same action that of reminding borrowers to return their book by the due date. But whereas utterance (i) uses an explicit performative to perform the act of reminding, (ii)-(iv) do so using different sorts of non-performative utterances. As Austin does that there are no substantial distinctions in meaning between explicit and implicit performatives, yet it is worth exploring the difference in the way in which a performative utterance and its non-performative counterpart are used. Here are some examples:

- (i) *I apologize*
- (ii) *I'm sorry*

Sentence (i) seems more formal than sentence (ii)

- (iii) *I assure you, I did send in application on time.*
- (iv) *I did send in the application on time.*

Sentence (iii) seems more forceful than sentence (iv)

- (v) *I swear I love you.*
- (vi) *I love you.*

In this case, the performative form would only seem to be necessary in a situation where there seems to be a degree of doubt in the mind of the loved one. It might also be a second attempt at reassuring someone, we often find that a speaker will first try an implicit performative and move on to an explicit performative only if the first attempt fails. People often avoid using an explicit performative since in many circumstances it seem to imply an unequal power relationship or particular set of rights on the part of the speaker.

## 2.9 UTTERANCE AS ACTIONS

### Locution, illocution, perlocution

Austin, in fact made a three –fold distinction:

Locution the actual words uttered

Illocution the force or intention behind the words.

Percolation the effect of the illocution on the hearer

For example, I might say: It's hot in here! (locution) meaning: I want so fresh air! (illocution) and the perlocutionary effect might be that someone opens the window. Generally speaking there is a close and predictable connection between locution and perlocutionary effect as in the following example:

Example

*The speaker are Lord Peter Winsery, ace amateur detective and Bunter, his butler.*

"If Bunter, you do not immediately sit down here and have your supper, I will have you drummed out of the regiment..."

Bunter [drew] up an obedient chair.

Bunter correctly interprets the illocutionary force of Lord Peter's utterance as an invitation or request to join his employer for supper.

Example;

*(A man and a woman enter an art gallery. The man is caring a plastic carrier bag. The woman goes to buy the admission tickets, while her husband goes ahead into the gallery).*

- Official: Would the gentleman like to leave his bag here?  
Woman: Oh! No thank you. It's not heavy.  
Official: Only... we have had... we had a theft here Yesterday, you see.

The illocution force of the official's first utterance is to request the woman's husband to leave the bag. But the woman interprets it as an offer.

### **Speech acts**

Austin originally (1960:52) used the term 'speech act' to refer to an utterance and the "total situation in which the utterance is issued". Today the term speech act is used to mean the same as illocutionary act, in fact, you will find the term speech act illocutionary act, illocutionary force, pragmatic force or just force, all used to mean the same thing although the use of one rather than another may imply different theoretical positions. Just the same words can be used to perform different speech acts, so different words can be used to perform the same speech act. The following utterance illustrate different ways of performing the speech act of requesting someone to close the door:

*Shut the door!*

*Could you shut the door?*

*Did you forget the door?*

*Put the wood in the hole.*

*What do big boys do when they come into a room Johnny?*

### **R. J. Searle**

John Searle, like Grice, studied under Austin at Oxford. In his philosophical writings Searle distinguishes between propositional content and illocutionary force locution and illocution and Grice's what is said and what is and in a later work proposes a detailed classification of the major categories of speech acts most important of all, he points out necessity of taking into account in the analysis of a speech act the social institution within which it was produced.

Indirect speech acts

An indirect speech act, in Searle's terms, is one performed by means, of another (1979:60). Consider the following example:

## Example

This notice is displayed in the changing room at the swimming pool at the University of Warwick:

*Would users please refrain from spitting.*

What we have here in Searle's terms is a directive performed by means of an interrogative. However, all the speech acts are as Austin and Grice demonstrated, indirect to some degree and are performed by means of another speech act.

Searle's conditions for speech acts

Searle tried to establish a set of rules. In another words, Searle attempted to systematize and formalize Austin's work. Searle set out a series of conditions which, properly applied, and should exclude such anomalous utterance from the category of promising. Here are Searle's rules for promising.

Propositional acts: Speaker (S) predicates a future act (A) of a speaker (S)

Preparatory condition: S believes that doing act, A is in H's best interest and S can do A.

Sincerity condition: Speaker intends to do act A

Essential conditions: S undertakes an obligation to do act A

Lets see how this might work in practice. Suppose that Francis says to Helen:

*I'll cook you curry for dinner tonight*

Preparatory act: The speaker (Francis) says something about a future act (cooking curry tonight), which the speaker himself will perform.

Preparatory condition: Francis believes that cooking a curry for Helen is to Helen's benefit (something which Helen will enjoy).

Sincerity condition: Francis truly intends to make a curry for Helen.

Essential condition: In uttering the words I'll cook you a curry Francis undertakes an obligation make a curry for Helen.

He offers (1969:66-7) eight further examples of rules for speech acts, requesting, asserting, questioning, thanking, advising, warning greeting and congratulating. However four interrelated sets of problems arise from this work. It is not always possible to distinguish fully between one speech and another. If we attempt to plug all the gaps in Searle's rules she end up with a hopelessly complex collection of ad hoc conditions. The condition specified by Searle may exclude perfectly normal instance of a speech act but permit anomalous uses. The same speech act verb may cover a range of slightly different phenomena and some speech acts "overlap". Searle's rules take no account of this.

### Distinguishing speech acts

Searle himself notes that in order to distinguish order or command from request it is necessary to introduce some additional preparatory rules. Searle's additional preparatory rule in fact applies to many other speech acts, an understanding of the nature of power relationships which obtain between speaker and hearer in order to interpret the illocutionary force of many utterance, In the following example, it is his understanding of the power relationship between himself and the police which enable Dillow to interpret the officer's words which express no explicit order whatsoever.

#### Example

Police officer to butler: "*Thank you, Dillow*"

The phrase constituted dismissal to a butler and Dillow left them.

#### Example

Commander Dalgliesh from Scotland Yard has come to a convent in order to interview a nun, the sister of a woman who had died in suspicious circumstances. The first speaker is the Mother Superior.

... with little nod she said :I'll send Sister Agnes to you. It's a lovely day, perhaps you would care to walk together in the rose garden. It was a Dalgliesh recognized, a command not a suggestion.

In this example it would be difficult to say who is in authority. The Mother Superior is rather a formidable woman and is certainly in charge of the convent, Dalgliesh on the other hand is a very senior police officer, who has the right to interview a witness when and where he pleases could have required her to come to the police station. Dalgliesh recognizes that

the Mother Superior intent her utterance to be command, but he does not accept that she has any authority over him. On this occasion, however, he chooses not to assert his authority and does as she wishes.

## 2.10 TROSBORG

This model is an extension of the theories of illocutionary acts originally introduced by Austin (1962) and further developed by Searle (1969,1971,1975,1976).

### **A Classification of illocutionary act**

Both Austin and Searle base their theories on the hypothesis that speaking a language is engaging in a rule governed form of behavior (Searle 1969:11), but whereas Chomsky conceived of language as a set of sentences /they assume that language can be regarded as a form of verbal acting. In a "classification of illocutionary acts" Searle (1976:1-16) make a consistent classification of functions of language usage by dividing illocutionary acts into a limited number of major categories. He finds that communicative functions are reducible to five major classes, namely: *representative, directives, expressive, commissives and declarations.*

#### **Representatives**

The speaker's purpose in performing representatives is to commit him/herself to belief that propositioned content of the utterance is true.

#### **Directives**

In performing directives, the speaker tries to get the hearer to commit him/herself some future course of action, which can be verbal or non-verbal. Cost and benefit vary with respect to different illocutionary points e.g. the purpose of a request is to involve the hearer in some future action which has positive consequences for the speaker and may imply costs to the hearer, whereas a piece of advice or warning is intended to be in the sole interest of the hearer.

## **Commissives**

In commissives the speaker commits him /herself in varying degree to some future course of action. In an offer the speaker communicates to the hearer that he/she is not against carrying out a future action, which is assumed by the speaker to have positive consequences for the hearer. A promise differ from an offer in that the speaker making a promise has reasons to believe that the hearer is in favour of the speaker caring out the action in question.

## **Expressives**

The purpose of this class of illocution act is to express the speaker's psychological state of mind about or attitude to some prior action state of affairs. Expressive vary with regard to prepositional content. When thanking, the speaker expresses gratitude for the hearer's participation prior, which was beneficial to the speaker. In a complaint the speaker communicates his/her negative towards the hearer. An apology serves to express regret on the part of the speaker at having performed or failed to perform

## **Declarations**

Declarations require extralinguistic institutions for their performance, it take a priest to christen a baby, a dignitary to name a ship, a judge to sentence defendant, etc. In outlining the above functions of language, Searle has made it clear that he consider language as fulfilling a finite and determinate number of functions.

## **The decomposition of a speech act**

Making use of terminology from the anthropological, the sociological, and the philosophical literature, researchers adopted the term speech act as a minimal unit of discourse upon which to focus their investigations. Pioneers in this work were Austin (1962) and Searle (1968).

## **Locutions, illocutions and perlocutions**

Using a classification slightly different from that proposed by Austin, Searle distinguishes three distinct acts (1969: 23).

1. An utterance act (the bringing forth of certain speech sounds, words and sentences)
2. A proposition act (referring to something or someone or predicating sentences)

An illocutionary act (investing the utterance with a communicative force of fact and so on)

Searle stresses that the utterance act, the propositional act and the illocutionary act are not spatiotemporally discrete and independent acts but mutually interdependent sub-acts of the complete act, which are performed simultaneously. In performing an illocutionary act, one characteristically performs propositional acts and utterance acts. An illocutionary act is "happy" if in making his/her utterance the speaker achieves the effect that the listener understands the propositional content of the utterance and the illocutionary force involved. When making an utterance the speaker can also bring about certain effects on the hearer, which is referred to as perlocutionary act. As examples of perlocutionary acts he includes alarming, persuading, convincing, deterring, misleading, but also affects such as gratefulness, boredom surprise, shock etc. In distinguishing between the two types of acts, he states that whereas illocutionary acts can be achieved solely by conventional means, perlocutionary acts can be achieved by non-conventionalized means. Still, he failed to provide a watertight criterion for distinguishing between the various sorts of acts. Achieving understanding is basic to Searle's theory and according to him speakers performs illocutionary acts by expressing his/her intentions to promise something to get somebody to do something, to assert, something, etc in such a way that the listener can recognize the speakers intention. Perlocutionary acts, on the other hand, are not conventionalized in the same way.

## **Criticism of Searle's theory of illocutionary acts**

Speech act theory as formulated by Searle's has exerted great influence on functional aspects of pragmatic theory; it has met with some criticism. Although Searle's theory of illocutionary acts is based on functional criteria, he takes "complete sentence" as the characteristic grammatical form of the illocutionary act. In order to distinguish between



linguistic elements which are context independent abstract notions and structures actually produced in speech situations, a distinction has been made between sentence and utterance. Sentences are linguistic units consisting of formal elements, whereas, utterance are situated sentences i.e. pragmatic units of communication. It is possible for two or more sentences to make up as single illocution e.g. a number of sentences can form a recommendation, or a piece of advice can be so complicated that it is difficult to express a single sentence. The felicity conditions with which Searle associates the successful performance of a speech act have been more problematic and the validity of these conditions have been questioned by a number of researchers. As a normative and conventional theory claimed to be universal, Searle's theory contradicts the analysis of empirical behavior (Reiss, 1985). For one thing, Searle builds his theory on logic of obligation and authority, which is not universal social process. When issuing a command, the speaker must have authority over the hearer and the hearer must be under obligation to the speaker for the command to be performed in a felicitous way. This is contradicted by actual social behavior, in which commands are frequently observed occurring among equals, for example, in a family context. For another, criticism has been directed at the claim that the conditions are observed to vary with culture. In the Japanese culture, for example volition is reported to play a much less important role than in Western culture. Instead status is the overriding factor and decisive importance is attached to discernment (CF. e.g. Matsumoto 1988,1989; Ide 1989). Furthermore, it has been claimed by Reiss (1985:67-68) that a model of competence for producing and understanding speech acts functions does not depend on an axiomatic definition of felicity conditions. Instead, she suggests that what Searle defines as felicity conditions are better accounted for a situational (contextual) manifestation of a more global aspect of cognitive competence for perceiving action and interpersonal causality. Recent criticism has been launched at Searle for failed to develop Austin's notion of perlocutionary acts and research has been directed at clarifying and developing the notion of these acts. In this respect, Searle has also been criticized for neglecting his listener's role in the interaction. To Searle, the conversation is reduced to a flow of one way traffic, in which the performance of perlocutionary acts always consists of using illocutions to bring about effects on the actions thoughts, belief, etc., of the listener. The listener is deemed to play a purely passive role and no account is taken of the instructional aspect of language.

## **Communicative purpose**

A theory of communicative act should be able to account for the speaker's intentions assumptions on which a particular communicative act is based, just it as it should describe the linguistic realization of these intentions. In spite of the fact that the notion of perlocutionary acts has been largely disregarded by Searle, it has been of the same concern to later researchers Cohen (1973:494) wonders whether the illocution is instrumental in the production of the perlocution and Holdcroft (1978) does not satisfy himself with redescribing percutionary acts as act having certain consequences. The theory of perlocution has been further developed by Eemeren-Grootendorst (1984:23). They agree that in principle, language users do not perform speech acts with the sole intention of making the listeners understand the speech acts they are performing, rather they attempt to elicit from the listener a particular response. They draw an important 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 interactional aspect expressed in the attempt to achieve acceptance. For example for the speech act of requesting, the communicative act is aimed at achieving understanding in the listener, whereas the interactive aspect as at persuading the listener to carry out the act desired by requester. Requesting and persuading have different happiness conditions. A request is "happy" if the listener understands the speakers desire, and convincing is "happy" if the listener accepts the request. For this reason, Eemeren–Grootendorst (1984:24) introduce a terminological and conceptual distinction between inherent perlocutionary effects and consecutive perlocutionary consequences. Inherent perlocutionary effects consist exclusively of the acceptance of the speech act by the listener and consecutive perlocutionary consequences comprise all other consequences of the speech act.

## **Towards an interactional framework of illocutionary acts**

In the framework proposed by Emerson–Grootendorst (1984:24-28), involving the distinction between "communicative aspects" and "interactive aspects", the former cover "illocution", "illocutionary effect" and consecutive perlocutionary consequence. Illocutionary effect capture the distinction of securing the hearer's understanding and illocutionary acts are seen as communicative devices which express and intended environmental effect beyond comprehension of the speech act. As much illocutionary acts become "device for

motivating perlocutionary effects”(cf Reiss, 1985:68). Inherent perlocutionary effect refers to acceptance of the speech act attempting a subsequent action performed by the hearer. Consecutive perlocutionary consequences refer to the intended subsequent acts. Unintended acts may occur as consequences of acceptance or rejection of the speech act. When operating with intended perlocutionary effects, it become possible to regard these as a part of speaker meaning, regardless of whether the effect is actually achieved. The speaker may express his/her desire, for example, for the hearer to leave without the hearer complying with the speaker’s wishes, i.e. regardless of the outcome of the request.

## 2.11 YULE (1996)

According to Yule (1996) in an attempt to express themselves people do not produce utterance containing grammatical structures and words. They perform actions via these utterances. Actions that are performed by utterance do differ, there are those that are unpleasant such as the following examples:

*“You’re fired”* which means your employment has ended

And those who are pleasant such as:

*You’re delicious* which is a compliment

*You’re welcome* which is the acknowledgement of thanks

*You’re crazy* which is the expression of surprise

Yule (1996) points out that actions performed via utterance are generally called speech acts and in English are commonly give n more specific labels such as apology, complaint, compliments, invitations, promise or request. Both speaker and the hearer are usually helped by the speech event to understand one another when they are communicating.

### Speech acts

According to Yule (1996) on any occasion the action performed by producing an utterance

consist of three related acts:

- (i) locutionary act
- (ii) illocutionary act and
- (iii) perlocutionary act

There is first a locutionary act, which is the basic act of utterance, or producing a meaningful linguistic expression. If someone is having difficulty with real forming of the sounds and words that create a meaningful utterance in language, that person might fail to produce a locutionary act.

The second dimension is the illocutionary act. It is performed via the communicative force of an utterance, for example:

*“I’ve just made some coffee”*

It can be uttered to make a statement, an offer an explanation or for some other communicative purpose. This is also generally known as the illocutionary force of the utterance. The third dimension is the perlocutionary act. It is depending on the circumstances, you will utter: “I’ve just made some coffee” on the assumption effect. Yule (1996) argues that out of three dimensions the most discussed is the illocutionary force, indeed the term “speech act” is generally interpreted quite narrowly to mean only the illocutionary force of an utterance. Yule points out that the same locutionary act [*I’ll see you later*] can count as prediction [*I predict that*], a promise [*I promise you that*] or a warning [*I warn you that*].

Yule argued that there is one problem with the above examples is that the same utterance can potentially have quite different illocutionary force for example promise versus warning.

## 2.12 IFIDS

According to Yule (1996) the most clearly instrument for indicating the illocutionary force indicating deviser IFID is the example *I (Vp) you that...* When there is a slot for a verb that explicitly name the illocutionary act being performed. Such a verb can be called a performative verb (Vp). In these examples:

*I promise you that*

*I warn you that*

“Promise” and “warn” would be the performative verb and if stated would be very clear IFIDS

## **Felicity conditions**

According to Yule (1996) there are certain expected or proper circumstances, technically known as felicity conditions for the performance of a speech act to be recognized as “aimed”. In everyday context among ordinary people there are five pre conditions on speech act:

General conditions

Context conditions

Preparatory conditions

Sincerity conditions

Essentially conditions

Yule (1996) points out that there are general conditions on the participants, for example, that they can understand the language being used and that they are not play-acting or being senseless. Then there are context conditions. For example, for both a promise and a warning the context of the utterance must be about the future event. The preparatory conditions for a promise are meaningfully different from those for a warning. Yule argues that when a person uttered a warning, here are the following preparatory conditions: it isn't clear that the hearer knows the event will occur, the speaker does think the event will occur, and the event will occur, and the event will not have a good effect. Linked to these conditions is the sincerity condition that, for a promise, the speaker genuinely intend to carry out the future action and for a warning the speaker genuinely believes that the future event will not have good results. Finally there is essential condition, which covers the fact that by the act of uttering a promise. Yule points out that this essential condition thus combines with a specification of what must be in the utterance content, the context, and the speaker's intentions in order for a specific speech act to be appropriately performed.

## **The performative hypothesis**

Yule (1996) stated that the performative hypothesis and the basic format of the underlying clause is shown in this example:

I (hereby) VP you that u

In this article, the subject must be first person singular (“I”) followed by the adverb “hereby” signifying that the utterance “count as an” action by being uttered. Yule proposed that there is also a preformatted (VP) in the present tense and an indirect object in second person singular “you”. This underlying clause will always make it clear as in these examples:

- (i) I hereby tell you that the work was done by Elaine and myself
- (ii) I hereby order you that you clean this mess

According to Yule these two examples normally without hereby are used by the speaker as explicitly performatives and examples like:

- (i) Clean up this mess!
- (ii) The work has been done by Elaine and myself

...are implicit performatives, sometimes called primary performatives.

### **Speech act classification**

Yule (1996) stated that one general classification system lists five types of general functions performed by speech act namely *declaration*, *representative*, *expressives*, *directives* and *commissives*.

### **Declaration**

Declaration are those kind of speech that change the world via the utterance. Yule suggests that in order to perform a declaration appropriately the speaker has to have a special institutional role in a specific context in using a declaration to speaker or change the world via utterance. As the example illustrate the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

- a. *Priest: I now pronounce you husband and wife.*
- b. *Referee: You're out!*
- c. *Jury Foreman: We find the defendant guilty.*

## Representative

Representative are those kind of speech act that state what the speaker believes to be the case or not. Yule points out that the statements of facts; assertions, conclusions and descriptions are the examples of the speaker representing the world, as he/she believes it is. For example:

- a. The earth is flat.
- b. Chomsky didn't write about peanuts.
- c. It was a warm sunny day.

In using a representative, the speaker makes words fit the world (of belief)

## Expressive

Expressive are those kinds of speech act that states what the speaker feels. According to Yule they express psychological states and they can be statements of pleasure, pain, likes, dislikes, joy and sorrow. These expressives can be caused by something the speaker experience. As illustrated in the example, they can be cause by something the speaker does or hearer does, but they are about the speaker's experience. For example:

- a. *I'm really sorry!*
- b. *Congratulations!*
- c. *Oh, yes, great, mmmm, ssahh!*

In using an expressive the speaker makes words fit the world of feeling.

## Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, suggestions and as illustrated in the example the can be positive or negative.

- a. *Gimme a cup of coffee. Make it black.*
- b. *Could you lend me a pen, please?*

- c. *Don't touch that.*

In using a directive, the speaker attempts to make the world fit the words (via the hearer)

### **Commissives**

Commissives are those kind of speech act that speakers use to commit themselves to some future actions. They express what the speaker intends. They can be performed by the speaker alone, or by the speaker as the member of a group. For example:

- a. *I'll be back.*  
b. *I'm going to get it right next time.*  
c. *We will not do that.*

In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

### **Direct and indirect speech act**

According to Yule (1996) whenever there is a direct relationship between a structure and a function we have a direct speech act. Yule also added that whenever there is an indirect relationship between a structure and a function, we have an indirect speech act. Yule argues that the declarative used to make a statement is a direct speech act, but a declarative used to make a request is an indirect speech act, as shown in the following example:

- a. *It's cold outside*  
b. *I hereby tell you about the weather*  
c. *I hereby request of you that you close the door*

The utterance in example (a) is a declarative when it is used to make a statement as paraphrased in (b) it is functioning as a direct speech act. When it is used to make a command or request as paraphrased in (c), it is functioning as a direct speech act. Indirect speech acts are generally associated with greater politeness in English than direct speech acts.



## Speech events

According to Yule (1996) a speech event is an activity in which participants interact via language in a conventional way to arrive at some outcome. It may include an obvious central speech act such as “I don’t really like this in the speech event of complaining”, but it will also include other utterances leading up to subsequently reacting to that central action. Yule agrees that in most cases a “request” is not made by means of a single speech act suddenly uttered.

## 2.13 POLITENESS THEORY

### 2.13.1 Trosborg

Politeness is a “pragmatic mechanism” (cf. Weydt 1983), in which a variety of structures including non-verbal and prosodic features work together according to the speaker’s intention of achieving smooth communication. Politeness has been of concern to a number of linguists and principles of politeness have been presented, notably by Lakoff (1973:1975); Brown and Levinson (1978-1987), and Leech (1983). In formulating his “co-operative principle”, Grice pointed to the four Kantian Maxims of quantity, quality, relation and manner as being particularly important for the purpose of conversational exchange (Grice 1975:47).

Lakoff (1975:64) sees politeness as being in conflict with the Gricean conversational maxims. She points to politeness as having been “developed in societies in order to reduce friction in personal interaction”. Lakoff (1973) has postulated a superordinate maxim. “Be polite” which takes priority if the relational level is preferred to the level of content. Mitigation strategies i.e. strategies hedging or softening the illocutionary force, are incorporated for the sake of politeness, even though they may be in opposition to less polite clarity processes (Lakoff, 1973:303). A similar maxim is introduced by Leech (1977) as his maxim of “tact”. He also developed his theory to compensate for what he thinks is an important missing link between the Gricean co-operative principle and the problem of how to relate sense to force (Leech: 1983:104), Leech accepts the cooperative principle unaltered, but adds a politeness principle with six sub-maxims as a “necessary complement which rescues the cooperative principle from “serious trouble” (Leech 1983:80).

Both Grice's theory and Leech's theories have been criticized for neglecting certain types of verbal interaction. Not all communication is optimally cooperative (consider for example, cross examinations in court and political interviews and debates). Uncooperativeness, as well as lack of politeness, must be accounted for. In addition, the outlined numbers of maxims have been criticized; why nine sub-maxims of the cooperative principle (cf. Grice's theory)? Why six sub-maxims of politeness (cf. Leech 1983).

To overcome the problem concerning the number of maxims Sperber and Wilson (1981) have formulated a general single principle, the principle of relevance, which they claim to be at one time more general in its applicability than the cooperative principle as formulated by Grice (Wilson–Sperber, 1981; 1986: 31-38, 161-163).

### **The notion of face**

Brown and Levinson, in turn, base their claims on "face and rationality" and present their theory of linguistic politeness in terms of two major categories of "positive politeness and negative politeness". The notion of face is derived from Goffman (1967, 1972, 1976) and further developed by Brown and Levinson (1978:1987). The notion ties in with the English folk term of "losing face" in the sense of being embarrassed or humiliated, it acknowledges politeness as ritual and maintaining "face" in interaction is the central element in commonly accepted notions of politeness.

Brown and Levinson (1987:62) treat the aspects of face as "basic wants" and building on Durkheim's (1915) distinction between positive and negative rites. They distinguish between positive and negative face:

*Negative face*: the want of every competent "adult member" that his actions be unimpeded by others.

*Positive face*: the want of every member that his wants be desirable to at least some others.

Some speech acts intrinsically threaten face; these acts are referred to as face-threatening acts (FTA's) (Brown and Levinson, 1987:60). The notion of "face" and the idea of "face-work" has been used by Brown and Levinson to set up a basic model for the linguistic description of verbal politeness. In the context of the vulnerability of face, the speaker has

two options: He/she may seek to avoid the face threatening act, or he /she may decide to do the “FTA”. If the speaker decides to do FTA, he/she can either go off record, in which case there is more than one unambiguously attributable intention so that the speaker cannot have committed him/herself to one particular intent or the speaker can go on record expressing his/her intention clearly and unambiguously. In the latter case, the speaker may express his/her intentions without redressive action, i.e. baldly on record or the speaker may choose to employ strategies to minimize the face threat referred to as redressive action. In using negative politeness strategies, such as minimizing, weakening and avoiding, the speaker can acknowledge the addressee's personal territory and personal freedom of action and in using positive politeness strategies, for example, intensifying strategies, the speaker can show recognition and appropriate validation of addressee's self image. The seriousness of the imposition, referred to as the weightiness of the imposition ( $w_x$ ) is assessed on the basis of three factors: the relative power relationship between speaker and hearer (P), the social distance between speaker and hearer (D), and the individual ranking of the particular imposition in the social of the particular imposition in the social context in which it is used (R) (Brown and Levinson 1978:80). All three factors add individually to the  $w_x$  and form the basis on which the speaker decide how face threatening his/her act is and what kind of verbal strategy is needed to counteract its weightiness. Politeness can then be defined as desire to protect self-image and have his or her own, and exhibit a desire to protect that self-image through various strategies

### **Criticism of Brown and Levinson theory**

Even though Brown and Levinson included Tamil and Tzeltal language besides English, they have been criticized for being unable to avoid an ethnocentric bias towards Western language and the Western perspective (Adelman, 1981; Ferguson, 1981; Tanmen, 1985; Wierzbicka, 1985a, 1985b, 1991; Blomaert, 1988; Watts, 1989). It has been pointed out that the notion of face is much more complicated and culture dependent than claimed by Brown and Levinson. Severe criticism comes from researchers from Asian speaking countries (Doi, 1981; Matsumoto, 1989; Ide, 1989; Gu, 1990) who emphasize the Western bias of Brown and Levinson's notion of face. The concept of face plays a much smaller role in their cultures; besides it is different. Thus, Ide (1989:225-230) points out than Brown and Levinson's framework, which is among the major means of expressing linguistic politeness in some language, e.g. the Japanese language. In Japanese,

practicing polite behaviour according to social conventions is known as *Wakimae*, for which the closest equivalent term in English is “discernment”. Behaving according to *Wakimae* means to show verbally and (non-verbally) one’s sense of place, or role in a given situation according to social conventions. In his treatment of honorifics, Levinson (1983:90:91) distinguishes two honorifics, relational and absolute, claiming the former variety to be the more important. However, this view is true only with reference, to egalitarian societies where an honorific system is elaborately developed, it is the absolute variety that is basic (Ide, 1989:228). In Japanese language, the absolute variety is obligatory whereas the relational variety is optional. There are no neutral forms and combining an addressee honorific and morphologically encoded form of self-humbling, can achieve special politeness. When discussing the obligatory choice of honorifics or plain form in copulas in Japanese, Matsumoto (1987) has pointed to three variety of a non-face threatening act, such as “Today is Saturday”, one expressed in a plain form (*da*), the second in the addressee honorific (*desu*) and the third in her super polite addressee honorific (*de gozimasu*) (Ide 1989:229). In Western Societies, where individualism is a basic cultural trait, “face” is the key to interaction with “face-wants” and “face work” as central aspect of communication. In societies where group membership and role structures are central, the notion of face gives way to polite expressions according to social conventions (e.g. honorifics) rather than to interactive strategy (Ide, 1989:223-241). It is not the content of face, which is the critical issue, but they weight attached to face it.

### **Politeness and illocutionary functions**

A classification of illocutionary functions according to the notion of politeness has been proposed by Leech (1983). He points out that different type of situation call for different degree of politeness and attempts a classification according to how illocution function relate to the social goal of maintaining comity. He distinguishes the following three types. *The competitive, the convivial and the collaborative function* (see Leech 1983:104-107)

The competitive type of function involves acts in which the illocutionary goal compete the social goal: e.g. ordering, asking, demanding and begging. Politeness is demanded to reduce the discord, which lies implication the competition between the speaker’s desire and what is considered “good manners”. Negative politeness (as specified Brown and Levinson, 1978, 1987) is demanded to mitigate the intrinsic discourtesy of the goal. This category corresponds to Searle’s category of directive functions, comprising act in which

the speaker is imposing on the hearer e.g. ordering, commanding, requesting, advising and recommending. The convivial class of functions involves acts in which the illocutionary goal coincides with the social goal, e.g. offering, inviting, greeting, thanking, congratulating. These acts are intrinsically polite and taken the form of positive politeness asking opportunities for comity. By congratulating or complementing somebody the speaker adheres to the listener's positive face (Leech 1983:104-105).

The collaborative function involves acts where the illocutionary goal is indifferent to the social goal; e.g. asserting, reporting, announcing, instructing. Politeness is considered largely irrelevant i.e. these acts are considered neutral with regard to politeness (ef. Leech: 104-105). The class of declarations is also neutral with regard to politeness. It scarcely makes sense to talk about a priest christening a baby or dignitary naming a ship in a polite way, and although sentencing a person in itself be considered an unpleasant act, the judge can hardly try to be impolite by performing his/her authoritative role (ef. Leech 1983:100). The final category of conflicts with the social goal; e.g. threatening, accusing, cursing, reprimanding. These acts are intrinsically impolite, as by their very nature, they are designed to cause offence. This class includes the part of Searle's category of expressive which are geared towards the expression of the speaker's negative feelings, reactions etc., towards, the hearer, for example, when giving vent to reproaches, accusations, acts of blame, etc (ef Leech 1983:104-105).

The above classification refers to the inherent politeness in a given communicative act and has been referred to as "absolute politeness" (Leech 1983). However Leech distinguishes between polite and non-polite acts, the latter involving impolite acts. Polite speech acts largely correspond to Leech's category of convivial functions and the neutral category corresponds to the collaborative function described by Leech. Directives are considered non-polite acts, whereas expressives relating to the addressee in a negative way are classified as being intrinsically impolite. Lakoff (1989) seems to base her threefold distinction on behaviour patterns i.e. the way a communicative act is realized in a given situation (ef, the notion of "relative politeness" introduced by Leech 1983). A similar opposition has been voiced by Gumperz (1982a) to the effect that a linguistic expression cannot be said to be inherently polite or impolite, but must necessarily be dependent on the interaction's interpretation of his expression in context. It is argued that both ways of classifying seem necessary in that an intrinsically polite act, for example, the act of

thanking, can be realized in an impolite way, just as a impolite act, such as complaining, can be softened to diminish discord in discourse.

### **Temporal and personal deixis**

Fraser (1978) and Fraser–Noler (1981) define politeness in terms of the party's rights and obligations based on their social relations which are negotiated in a "conversational contract" between the speaker and hearer who must adjust, readjust the conversation to adapt to the ongoing perception of those rights and obligations (Koike, 1989:188). Politeness can be traced to the formulation of the request in such a way as to distance the proposition of the utterance in verb tense and second person reference from the speaker's deictic center (Koike 1989:187). The moment of speaking is the deictic center of "coding time" (Fillmore 1975).

Use of the conditional form in polite request is explained in relation to the present tense frame of the speaker's moment of speaking. The conditional is the form possible in the speech act of request among the options of the present, future and conditional tense which expresses a time frame the farthest from the speaker's coding time. By the same token, hearer-oriented utterances as for example conventionally indirect request of the kind. "Would you /could you do X?" are more polite than speaker-based requests like "I would like you to do X". The framing of the request from the hearer instead of from the speaker's point of view gives greater control to the hearer. Finally, it can be concluded that all language must be seen as operating within politeness parameters. Of utmost important is the realization of the illocutionary force of a given speech act adjusted to the appropriate level of politeness when taking into account the context of the situation and the given sender; receiver role constellation.

#### **2.13.2 Thomas (1995)**

Much has been written, and different theories and paradigms have emerged. In evitably, we find that people are using the same term in every different ways, are operating with different deflections of "politeness" and are taking at cross-purpose.

## **Delimiting the concept of politeness**

Within the vast literature on politeness, which has built up since the late 1970's Thomas find tremendous confusion. The confusion begins with the very term politeness, which like cooperation has caused much misunderstanding. Under the heading of politeness, people have discussed five separate though related, sets of phenomena

- Politeness as a real-world goal
- Deference
- Register
- Politeness as surface level phenomenon
- Politeness as an illocutionary phenomenon

### **Politeness as a real-world goal**

Politeness as a real-world goal (i.e. politeness interpreted as a genuine desire to be pleasant to others or, as the underlying motivation for an individual's linguistic behaviour) has no place within pragmatics. They can have no access to speaker's real motivation of speaking as they do, and discussion, as to whether one group of people is polite than another are ultimately futile. As linguists they have access only to what speaker say and to how the hearer react. Deference and register are not primarily pragmatic concepts, but want to discuss them briefly here for two reasons: politeness is frequently confused with deference distinction.

### **Deference versus politeness**

Deference is connected with politeness but is a distinct phenomenon; it is the opposite of familiarity. It refers to the respect people show to other people by virtue of their higher status, greater age etc. Politeness is more general matter of showing consideration to others. Both deference and politeness can be manifested through general social behavior deferent by standing up when aren't by standing up when as on of superior status enter a room or show politeness by holding a door open to allow someone else to pass through as well as by linguistic means. Deference is built into the grammar of language such as Korea and Japanese. It also found in a much-reduced form in the grammar of those languages, which a T/V system—language such as French German and Russian in which there is a

choice of second person pronoun. Outside the address system, it is really very difficult to find markers of defense in present day British English. One exception that Thomas have found is the following:

### Example

A British Member of Parliament, Tim Devlin, was referring to the Queen's ceremonial speech at the State opening of Parliament:

*"This year there were substantial references to Europe in the Gracious speech"*

As Thomas have indicated it is very unusual in English to find defense explicitly grammatically signaled by anything other than address forms. In languages such as Japanese and Korean, however many parts of speech can be unmarked or marked for defense. Indeed as Mutsumoto (1989:209) demonstrates, it is impossible in Japanese to avoid marking the relationship between speaker and hearer. She gives an example of a simple declarative. "Today is Saturday". In English, the same grammatical form could be used regardless of the hearer's social status. In Japanese the copula (here corresponding to the English (is) would be plain (da), "deferential"(desu) or "super deferential" (degozaimasu) according to the status of the addressee. The reason why Thomas say that deference has little to do with pragmatics is that generally, unless the speaker deliberately wishes to flout the behavioral norms of a given society, the speaker has no choice as to whether to use the deferent form or not. Thus the soldier has no real choice about addressing a superior officer as Sir or Madam—military discipline dictates the form used, it is sociolinguistic norm, with penalties attached to a non-observance of the norm, and does not indicate any real respect or regard for the individual so addressed. Address forms the use of T or V forms etc, are pragmatically interesting only when strategically choice is made, for example, when you suddenly start to address someone by his or her first name or using a T form with the deliberate aim of changing the social relationship.

It is also worth noting that the use of a deferent form does not in and of itself convey respect. Thomas overheard the following, when on a school exchange; she was staying with a French family (this was in the late 1960's when it was exceedingly unusual for children to address their parents using the vous-form, but for some reason in this family they did). The speaker manages to express extreme disrespect, while using conventional form of deference.



### Example

The speaker was a boy of about sixteen:

*Mere vous me faites chier!*

In the following extract, the speaker exploits the address system using an inappropriately elaborate and deferential form of address to his wife, in order to imply that, she is behaving in an unnecessarily pretentious way:

### Example

The speaker and his wife have driven a long way and are both very hungry. However, the wife keeps refusing to stop at the dinners the pass, because she thinks they look to down-market:

*“What was the matter with the Elite Dinner, milady”?*

## Register

The term register refers to systematic variation, in relation to social context (Lyons, 1977:584) or the way in which “the language they speak or write varies according to the type of situation” (Halliday, 1978:32). Certain situations (e.g. very formal meeting) or types of language use (e.g. report writing versus writing or note to a close friend), as well as certain social relationship, require more formal language use. As with deference, register has little to do with politeness and little connection with pragmatics, since they have no real choice about whether or not formal language in formal situations. Like deference, register is primarily a sociolinguistic phenomenon: a description of the linguistic form, which generally occurs in a particular situation. Choice of register has little to do with the strategic use of language and it only becomes of interest to the pragmatics if a speaker deliberately uses unexpected form in order to change the situation or to challenge the status quo. An example of the latter would be if you decide to disrupt a stuffy meeting by using language not normally associated with that particular type of event, such as cracking jokes or making fun of the person sharing the meeting.

## Politeness as an utterance level phenomenon

Walters (1979a, 1979b) defined his interest at being “to investigate how much politeness could be squeezed out of speech act strategies alone” and to investigate the perception of politeness by native and non native speaker of English and Spanish, using a “standard lexical context” in order to establish a “hierarchy of politeness” instructing his informants to ignore context as much as possible. In a similar experiment Fraser (1978) asked informants to rate for politeness various forms of request for which no context was supplied. These experiments and similar ones conducted across other pairs of languages, allow us to compare the forms available for performing particular speech act in different language, allows us to compare the forms available for performing particular speech acts in different language/cultures. Thus they might find that one language has ten forms available for performing, a particular speech act and that these corresponds for just six in other language. English, for example, has an unusually large number of ways of expressing obligation: *you must, you have to, you are to, and you’ve got to, you should etc.* It only becomes pragmatics when Thomas loud at how a particular form in a particular language is used strategically in order to achieve the speaker’s goal. “Doing” pragmatics crucially require context. Thus lead to the second issue: as soon as we put a speech act in context, we see that there is no necessary connection between connection between the linguistic form and the perceived politeness of a speech act. There are at least three

### Example

A married couple is trying to decide on a restaurant. The husband says: “*You choose*”

In this case we have a direct imperative, but it would normally seen as perfectly polite. This is because the speech act is what Leech (1983a:107-8) terms costly to the speaker’s or is well illustrated by the following example (taken, like the previous one, from a short story by James Thurber). The wife says to her husband:

### Example

*Will you be kind to tell me what time is it? [and later] If you’ll be kind enough to speed up a little.*

These form of request are much polite than the more normal: “What’s the time?” and “Hurry up”. But in the context of an intimate relationship, they appeal inappropriately

indirect. The third reason why it is unsafe to equate surface linguistic form with politeness is that some speech act seems almost inherently. For example you can think of no polite way in a language: *I speaker of asking someone to stop picking their nose!*

Regardless of the elaborateness of the linguistic form, no matter how you hedge it about, it is always going to be offensive. In these regard (i) seems more polite than (ii)

- (i) *I wonder if I might respectfully request you to stop picking you nose.*
- (ii) *Stop picking your nose.*

Notice that Thomas is not saying that there is no relationship between surface linguistic form and politeness. All things being equal (i) is more likely to be judged as polite than (ii) or (iii).

- (i) *I'm afraid I must ask you to leave*
- (ii) *Go away*
- (iii) *Bugger off!*

Uttering (i) in preference to (ii) is much less likely to leave the speaker open to censure for being rude, itself an important consideration for a person holding some sort of public position. Whether the utter of (i) is more motivated by consideration for H than the uttered of (iii) and whether (i) is less hurtful for the hearer than (iii) is debatable.

### **Politeness as a pragmatic phenomenon**

More recent work in politeness theory, notably that of Leech (1980 [1977] and 1983a) and Brown and Levinson (1987[1978]) has focused on politeness as a pragmatic phenomenon. In these writings politeness is interpreted as a strategy employed by a speaker to achieve a variety of goals such as promoting or maintaining harmonious relations. Following Fraser (1990) Thomas grouped the pragmatic approaches to politeness under three headings: *the conversational-maxim view*, *the "face management" view* and Fraser's own *"conversation-contract" view*. Thomas have also added a fourth approach, which he have tried the *"pragmatic scale" view*, proposed by Spencer-Oatey (1992), which bring together many of the strengths and avoid some of the weakness of the three previous approaches.

## 2.14 POLITENESS EXPLAINED IN TERMS OF PRINCIPLE AND MAXIMS

Leech (1980, 1977, 1983a) sees politeness as crucial in explaining why people are often so indirect in conveying what they mean and (1989:80) as rescuing the “Cooperative Principle” in the sense that politeness can satisfactorily explain expectations to and apparent deviations from the CP.

### Ambivalence and politeness

By employing an utterance, which is ambivalent (that is: one which has more than one potential pragmatic force) it is possible to convey messages, which the hearer is liable to find disagreeable without causing undue offence. The pragmatic force in each case is ambivalent and it is left to the reader to decide (a) what the force of the message is and (b) whether or not it applies to them.

#### Example

Notice in the Junior Common Room Queens Collage, Cambridge:

*These newspapers are for all the students, not the privileged few who arrive first*

#### Example

*If you want to enjoy the full favour of your food and drink you will, naturally, not smoke during this meal. Moreover, if you did smoke you would also be impairing the enjoyment of other guests.*

In a restaurant of this caliber, the management obviously thought it appropriate simple to put up “No smoking” signs. Instead it is left to the guests to decide for themselves whether they are being asked or ordered not to smoke.

### Pragmatics principles

Leech introduces the Politeness Principle (PP), which runs as follows:

Minimizing (all things being equal) the expression of impolite beliefs.

Maximize (all things being equal) the expression of polite beliefs.

Leech sees the Politeness Principle as being of the same status as Grice Cooperative Principle (CP), which it “rescues” by explaining why speakers do not always observe the Gricean Maxims. There is a good deal of evidence that people do respond consciously to considerations of politeness, for instance, people will then explicitly mark the fact that they cannot or do not intend to observe politeness norms, as in the following example:

#### Example

Look there's no polite way of putting this.

*Your husband and I are lovers and he's leaving you for me.*

We can see each of the following examples can be explained rather well by the PP, since in each case the speaker minimizes the expression of beliefs:

#### Example

- *I don't like her boyfriend!*
- *You're not coming with us!*
- *I couldn't care less about the role of women in the church!*

Leech is only talking about the expression of impolite beliefs, what person is thinking or implying is a very different matter and it is perfectly clear in each of the examples that the speaker has impolite thoughts or feeling, which she has not hesitated to convey indirectly. Leech (1983a: chapter 6) introduces a number of maxims, which he claims, stand in the same relationship to the PP as Grice Maxims and stand to the CP. These maxims are necessary, Leech argues, in order to “explain the relationship between sense and fore in human conversation”. They range from those which have very extensive, by no means universal applicability, to the somewhat idiosyncratic. The main maxims are Tact, Generosity, Approbation, Modesty, Agreement and Sympathy. All Leech's maxims need to be interpreted in the light of the pragmatic parameters. In particular, some needs to be taken with the interpretation of the term “other” in each of the maxims.

## 2.15 THE TACT MAXIM

The Tact maxim states: minimize the expression of beliefs, which imply cost to other; maximize the expression of beliefs, which imply benefit to other. We can use minimizes to reduce the implied cost to the hearer

*Just pop upstairs and.*

*Hang on a second!*

*I've got a bit of a problem.*

A second aspect of the Tact maxim is that of mitigating the effect of a request by offering optionality. This closely resembles the second of the second of Lakoff's (1973) "ruler of politeness": Allowing options (or giving the appearance of allowing options) is absolutely central to Western notions of politeness, but again, as Speneer–Oatey (1992:17) notes has little place in the Chinese conception of politeness.

A third component of the Tact maxim is the cost /benefit scale: If something is perceived as being to the hearer benefit. X can be expressed politely without employing indirectness: *Have a chocolate!* However, if X is seen as being "costly" to the hearer, greater indirectness may be required: *Could I have one of your sandwiches?* Here again there is an obvious connection with the "size of imposition" dimension.

### **The Generosity maxim**

Leech's Generosity maxim states: Minimize the expression of benefit to self: maximize the expression of cost self. The Generosity maxim explains why it is fine to say: *You must come and have dinner with us*, while the proposition that *we will come and have dinner with you* requires to be expressed indirectly; *Help yourself!* is perfectly polite while the proposition that *you will help self* may require a degree of indirectness. As Leech indicates, language /cultures vary in the degree to which you are expected to apply this maxim – under applying it will make the speaker appear mean (*Have a peanut*), overlapping it will seem sarcastic as the following example illustrate:

#### **Example**

Basil Fowly to his wife:

*Have another vat of wine dear.*

#### **Example**

Basil's wife is in hospital:

*You just lie there with your feet up and I'll go and carry you up another hundred weight of lime cream...*

Leech also points out that some cultures attach much more importance to the Generosity maxim than do others but remember that we are only dealing with the importance attached to the linguistic expression of generosity.

### **The approbation maxim**

The approbation maxim states: "Minimize the expression of beliefs which express dispraise of other, maximize the expression of beliefs which express approval of other". The operation of this maxim is fairly obvious: all things being equal we prefer to praise others and if we cannot do so, to sidestep the issue, to give some sort of minimal response or to remain silent. A Leech point out the other may not be the person directly addressed, but someone or something dear to him or her. Thus in most societies it is as unacceptable to say: *Did you do these ghastly daubing?* As it would be asked: *are these talentless children yours?*

### **The Modesty maxim**

The modesty maxim states: "Minimize the expression of praise self; Maximize the expression of dispraise of self". This is another maxim, which varies enormously in its application from culture to culture. The following example is a fairly example of the way in which the modesty maxim operates in British English. It is worth noting, that the speaker B sternly invokes the Approbation maxim, while speaker A is invoking the Modesty Maxim:

#### **Example**

A and B were giving a series of lectures in a foreign country where decent coffee was an uncertain commodity. At the airport A had bought a good supply of ground coffee and a gadget for percolating it. She makes a first attempt at using it:

A: *This isn't bad is it?*

B: *The coffee? It is very good:*

A few hours later she make some more:

B: *This coffee's very good*

A: *Not bad, is it?*

Throughout this discussion Thomas emphasize that with all these maxims he was discussing the linguistic expression of certain values

### **The agreement maxim**

The agreement maxim runs as follows: Minimize the expression of disagreement between self and others. As with all the other maxims, the usual caveats apply concerning the need to take account of the relationship between speaker and hearer and of the nature of the interaction in which they are involved. Time and again you will hearer someone who holds a diametrically opposed view to the one just expressed begin a counter–argument by using: *Yes, but...* And compare the following:

#### Example

- A: *... I don't want my daughter to do CSE. I want her to do 'O' level*  
 B: *Yes, but Mr Sharma, I thought we resolved this on your last visit.*

#### Example

- A: *Nehemulla is ideally suited to the class she's in and this class will do CSE in two year's time*  
 B: *No, my dear, no, no, it's wrong!*

Speaker is Mr Sharma, Indian–born father of one of the pupils attending her school. They are disagreement concerning the course Mr Sharma's daughter will take the following year. Mr Sharma speaker excellent English, but many of his contributions are characterized by an absence of indirectness and more specially, a failure to observe the Agreement maxim.

### **The Pollyanna Principle**

Pollyanna Principle (1983:147) Pollyanna was the eponymous heroine of Eleanor H Porter's novel, an appallingly saccharine child who always looked on the bright side of life! And this is what observance of the "Pollyanna Principle" leads us to do, to put the best possible gloss on what Thomas has to say. Other aspects of it simply relate to relaxicalization, replacing an unpleasant term with a supposedly less unpleasant one. However, we can find instances of the "Pollyanna Principle" are operation, which does not



seem to be explained by other maxims or principles. Shen Jixuan (1994) note that in Chinese there is a bias towards the positive in assaying utterance meaning. Thus, in English they find that: *Good Luck!* means commiseration. In interpersonal pragmatics too, they can find examples of Pollyanna Principle in operation.

### Example

The speaker had just 'lost' two 'hours' work on the word-processor:

*"Ah well, I'll probably write in better second time around"*

### Problems with the Leech's approach

There is a major flaw in Leech's approach to politeness as presently formulated, which has been discussed by a number of people; there appears to be no motivated way of restricting the number of maxim. In theory it would be possible to produce a new maxim to explain every tiny perceived regularity in language use. This makes the theory at best inelegant at worst virtually unfalsifiable. To make specific cross-cultural comparison and to explain cross-cultural differences in the perception of politeness and the use of politeness strategies. The inelegance Leech's approach could perhaps be overcome if instead of being viewed as maxims ala Grice, Leech's maxims were seen as a series of social-psychological constrains influencing, to a greater or lesser degree, the choice made within the pragmatic parameters. Some of these constraints may apply (in differing degree) universally (the Politeness Principle itself); others might be entirely culture-specific certain taboos, other still (Pollyanna) might be totally idiosyncratic.

### Politeness and the management of face

The most influential theory of politeness was put forward by Brown and Levinson (1978, revised in 1987) Central to Brown and Levinson's theory of politeness is the concept of "face", as proposed by Goffman (1967). Within politeness theory "face" is best understood as every individual's feeling of self-worth or self-image, this image can be damaged, maintained on, enhanced through interaction with others. 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

According to Brown and Levinson, certain illocutionary act are liable to damage or threaten another person's face, such acts are known as "face threatening acts (FTA's). An illocutionary act has the potential to damage the hearer's positive face or H's negative face or the illocutionary act may potentially damage the speaker's own positive face or S's negative face. In order to reduce the possibility of damage to H's face or to the speaker's own face-he or she may adopt certain strategies. The choice of strategy will be made on the basis of the speaker's assessment of the size of the FTA.

## Superstrategies for performing face threatening

According to Brown and Levinson, the first decision to be made is whether to perform the FTA or not. If the speaker does decide to perform the FTA, there are four possibilities: three sets of "on record" super strategies redressive action and one set of "off-record" strategies. If the speaker decide that the degree of face threat is too create, hear she may decide to avoid the FTA altogether.

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

There are occasions when external factors constrain an individual to speak very directly, for example, if there is an emergency of some sort, or where there is a major time constraint or where there is some form of channel limitation. In emergencies or in highly task oriented situation, such as teaching someone to drive, we find that the speaker is likely to focus on the prepositional content of the message, and pay little attention to the interpersonal aspect of what is said:

### Example

The speaker knows that a bomb has been planted in the stands at his racecourse. He thinks his young nephew is hiding in the stands:

*.... Toby, get off the stands. The stands are not safe, Toby, for Christ do what I say. This is not a game. Come on, you bugger... for once in your life, be told.*

If the speaker decides that the overall “weightiness” of the FTA is very small. Other situation in which no attempt is made to mitigate the FTA, regardless of the rating of the imposition, are to be found where the power differential is great. In such cases the powerful participant will often employ no indirectness at all.

#### Example

The speaker is a senior rating at a naval detention center. He is addressing a prisoner of lower rank:

*You are to stand to attention in the center of your room every time the door is opened.*

*You are to obey all order given to you by any member of the remand wing staff at all time...*

Far from employing a bald-on record strategy because the speaker estimates that the degree of face threat is small these examples, which follow, the speaker take no redressive action because he has deliberately chosen to be maximally offensive.

#### Example

Bob Champion, champion jockey, referring to woman jockeys:

*I'm dead against them! They're a mistake and get in the way. Women are not strong enough or big enough.*

#### Example

Mr Tam Dalyell, MP in the British House of Commons (referring to the then Prime Minister, Margaret Thatcher.

*“I say that she is a bounder a lair a deceiver, a crook”*

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

Brown and Levinson (1987 [1978]:101-29) list fifteen positive politeness strategies, giving copious illustrations from many different languages. Examples in English are readily observable in almost any informal setting:

#### Example

Male first –year student calling to female –first year student (whom he didn't know) in their college bar during “Fresher’s Week”:

*Hey, Blondie, what are you studying, then? French and Italian? Join the club!*

The young man employed no few than three of Brown and Levinson's positive politeness strategies: "use in-group identity makers" (Blondie), express interest in H (asking her what she is studying), "claiming common ground".

### **Performing an FTA with redress (negative politeness)**

We could... meet is an example of strategy 1 (be conventionally indirect) 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 'm sorry I just missed you* (in fact, it was I who missed her) are examples of strategy 6 ("admit the impingement" 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.*

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

Brown and Levinson list a further fifteen strategies for performing off-record politeness. These includes "give hints, use metaphors, be ambiguous or vague" Here are just of strategy 1 (hinting), the second of strategy 9, involving a widely-invoked Japanese metaphor.

#### **Example**

One student to another: *That isn't cream egg I can see you eating is it?*

#### **Example**

A Japanese student who lived outside, the capital had a University entrance examination in Tokyo. One of her classmate sent her the following telegram, to inform her that she had not passed.

サ ヲ ラメ IV [Sakura Chinu]

*The cheering blossom has fallen.*

## Do not perform FTA

Brown and Levinson do not discuss this strategy but Tanaka (1993) discuss two sort of “saying nothing” (which following Bonikowska (1988), she terms the opting out choice or ooc). Takana (1993:50-1) terms these two strategies *ooc-genuine* and *ooc-strategic*: *ooc-genuine*: S does not perform a speech act, and genuinely intends to let the matter remain closed. *Ooc-strategic*: S does not perform a speech act but expect A to infer he/his wish to achieve the perlocutionary effect.

## Criticism of Brown and Levinson

The description of the FTA implies that an act is threatening to the face of either the speaker or the hearer, in fact many acts can be seen to threaten the face both S and H simultaneously Brown and Levinson claim that positive and negative politeness are mutually exclusive. In practice a single utterance can be oriented to both positive and negative face simultaneously:

### Example

Woman addressing importunate man: *Do me a favour- piss off!*

Brown and Levinson argue that some speech acts are inherently face threatening (ef. Leech, who claim that some speech acts are inherently polite). From these two observations it might be concluded that some utterance pose no face–threat at all. Dascal (1977:315) argues, rightly in Thomas view, that merely speaking to someone set up what he terms a “conversational demand” (ef. also Nofsinger (1975) simply by speaking we trespass on other person’s space.

## Politeness viewed as conversational contract

According to Fraser (1990), people are constrained in interaction by what he call a conversational contract (CC), the understanding which people bring to an interaction of the norms obtaining within that interaction and of their rights and obligation within it. On the face of it, Fraser takes a more sociolinguistic approach to politeness than do Leech or Brown and Levinson, people employ the degree of politeness required by the event or situation in which they find themselves:

... Being polite constitutes operating within the... terms of the CC

However, Fraser (1990:232) is careful to point out that norms of politeness are :

... renegotiable in light of the participant's perception and /or acknowledgements of factors such as the status, the power, and the role of cash speaker and the nature of the circumstances

Fraser's model of politeness is very sketchy compared with those of Leech and Brown and Levinson and it is difficult to judge how it might operate in practice.

### **Politeness measured along pragmatic scales**

Spencer–Oatey suggest that all the research on politeness can be summarized in terms of these three set of dimensions:

1. Need for consideration: Automy - imposition
2. Need to be valued: Approbation - criticism  
Interest/-disinterest concern
3. Need for relational identity: inclusion - exclusion
4. Identity equality – superordination/subordination

## **CHAPTER 3**

### **COMPLIMENTS AND COMPLIMENTS RESPONSES**

#### **3.1 AIM**

The aim of this chapter is to look at the compliment and the compliment responses in Xhosa. It deals with the functions of compliments in Xhosa, the person being complimented and also the most common compliments.

#### **3.2 COMPLIMENTS**

##### **3.2.1 Wolfson (1983)**

This paper will provides a description of the role compliments play in American English as an example of one aspect of the sort of information needed by nonnative speakers if they are to interact successfully in American Society. Wolfson (1983) points out that there are corpus of compliments, which consist of some one thousand examples. The researchers collected this corpus.

The corpus includes compliments given and received by women and men of different socio-economic groups, level of education and occupation. Even more important, perhaps, the relationships of the interlocutors are equally varied, so that they have exchanges between total strangers, family members, intimate and colleagues, neighbors and mere acquaintances. In some cases the interlocutors were of similar age, status and in other considerable asymmetry existed. Since factors such as the age, sex, social background, the relationship of the speaker and addressee, and the setting in which the exchange took place were all potentially important to their understanding of the structure and function of compliments in American English, they kept careful records of as much information about such features of speech situation as was available to Wolfson.

Wolfson (1983) stated that all examples of compliments were examined from the linguistic patterning. He also argues that the great majority of compliments, which had been uttered by a wide variety of speakers and in a great number of quite different speech situations,

were remarkably similar both in syntax and in lexicon. This is the example of one syntactic pattern:

NP is /looks (really) ADJ

Accounted for more than 50 percent of all the data. Two other syntactic patterns accounted for another 16 and 14 percent of the data, respectively:

I (really) like /love NP

and PRO is really (a) ADJ NP

Wolfson (1983) points out that together these three syntactic patterns occurred closely to 80percent of all the compliments in the corpus. Only six other patterns occurred with any regularity, but none come close to the frequencies of the three given above.

Wolfson (1983) suggests that it will be seen that two of the three most common compliments patterns make use of adjectives to express the positive evaluation of the speaker. He also points that more than two third of the compliments using adjectives made use of only five. These two most frequent are “nice” and “good” and they can hardly be said to have any meaning more specific than positive evaluation. Thus they may be appropriately used to modify virtually any topic imaginable and are found in compliments whose topic ranges from new houses to babies, scholarly talks and dance steps. The other three most frequent adjectives that are founded in the data were “beautiful”, “pretty” and “great”

Wolfson (1983) also points out that not all compliments make use of adjectives. The verb “like” and “love” also occur very frequently in the above pattern. In the few compliments, which do not make use of an adjective or verb, the positive evaluation is carried by noun such as genius, angel, etc., or an adverb.

Syntactic patterns to be found in the standard American English suggest that compliments in our society are formulas, like greetings, thanks and apologies. According to Wolfson (1983) this does not mean that all the speakers make use of precoded formulas when giving compliments, anymore than all speakers make use of the politeness formulas mentioned.



Wolfson and Manes (1980) state the fact that complimenting is formulaic in English has to do with the function of speech act itself. However since compliments may be, they nevertheless represents a social strategy in that the speaker attempts to create or maintain rapport with the addressee by expressing admiration or approval.

According to Wolfson (1983) the use of just these in –group markers can have a strong positive effect when the addressee is a member of the addressee's own group. Manes and Wolfson (1980) find that in –group interactions, a very different set of adjectives occur: "They" include "serious", "rough", "sweet", "on time", hooked and GQ.

Wolfson (1983) also mentions that if there are important difference in the way compliments work within and between ethnic groups who speak different varieties of the same language, we must expect to find much different across speech communities were totally different languages are spoken. From the point of view of the language learners, it is important to know not simply that compliments are frequent in American English but also that they perform functions which may not be all obvious to the nonnative speaker. Manes and Wolfson points out that compliments are used to reinforce desire behaviour. There are some situations in which a compliment alone function as an expression of gratitude. There are also occasions when a compliment is the only appropriate means of thanking. In most traditional American families for example, it is expected that the wife will prepare meals and therefore it is appropriate for the husband or children to thank her for the service. The appropriate expression of appreciation in this situation is a compliment on the tastiness of the food. Similarly, people are frequently heard complimenting the owner of the restaurant on the good food, which has been served, though it would be clearly inappropriate to thank for it.

When an apology, particularly of the explanation type, is called for, it often happens that a compliment is offered. Although this sort of behaviour is very typical of interactions between intimate, it is by no means confined to such relationships. There are numerous examples of situations, which an employer who find it necessary to apologize to an employee tries to create harmony by offering a compliment. Compliments are also frequently used to soften criticism, particularly when the interactants are in a relationship, which is likely to continue, and in which the maintenance of harmony is desirable.

Another way in which compliments serve to grease the social wheels has to do with their use in greeting routines, especially in cases where the interlocutors have not been in recent contact. This colleagues passing one another in hallway of an office building or seeing one another at a meeting, and friends meeting either by chance or by design, may frequently be heard to utter compliments either as part of or in place of greeting formulas. As a rule of thumb, however, it seems clear that the safest compliments to offer, as conversation openers have to do with possessions, e.g. "that's a beautiful car" or with some aspect of performance, intended to be publicly observed "I really enjoyed your talk yesterday".

Compliments fall into two major compliments with respect to topic: those having to do with appearance and those, which comment on ability. Typical of appearance compliments are those dealing with apparel

"I like those pants on you"

"That outfit looks really nice"

"That's very elegant dress. Did you just get it?"

"I love that blouse"

Wolfson (1983) points out that they've also find expression of admiration on other aspect of personal appearance, as well as homes, furniture's, automobiles, and other material possessions. Favourable comments about the attractiveness of children and occasionally other relatives and even friends seem to fit within this category since comments such as:

"Your baby is adorable"

"Your husband is such a nice guy"

"I like your friends"

Those compliments, which concern ability, are of two broad types: those, which are general, and those, which refer to a specific act well done. Example of the more general type includes categorical reference to skill, talent, personal qualities and even taste. According to Wolfson (1983), if we consider the relationship of the status of the interlocutors to complimenting, we find that the overwhelming majority of all compliments are given to people of the same age and status as the speaker. This does not mean, however, that compliments do not occur when status is unequal. When the status is

unequal, it would be more likely to be a person of lower status who would need to make use of compliments for the purposes of manipulating the addressee. The person in the higher position gives the great majority of compliments, which occur in interactions between unequal status. Indeed, the effect of status on what occurs in interaction is such that compliments from higher to lower status were found to be twice as likely to be on the subject of the addressee's ability than on appearance or possessions. The data clearly indicates that where status is equal or where the speaker is of lower status than the addressee, the topic of the compliment is most likely to fall into the appearance or possession category.

The other way in which compliments may be used to modify the behaviour of another has to do with sarcasm. Because they know the rules for the giving and interpreting of compliments, competent native speakers are capable of playing on these rules to produce stylistic effect. A comment structured in the form of a complimentary may quite easily be turned into a reprimand or even an insult. Comments like: *"you play a good game of tennis for a woman"* are usually intended as jokes. More serious are remarks like the following. *"I really like the way you went through that stop sign"* which are clearly intended as reprimands. The attribution, which would appear to have the strongest conditioning effect on frequency, type and even syntactic and lexical choice in complimenting behaviour in American English, is that of sex of both speaker and addressee. Women appear to both give and receive compliments much more frequently than men do. This is, as one might expect, particularly true of compliments having to do with apparel and with appearance generally. Women are more likely to be recipients of compliments than men are and that this seems to hold true cross compliment types.

Another aspect of complimenting behaviour as it relates to sex as to do with the lexical choices involved. One of the five most common adjectives used by men and women alike is "great", "cute". The study of compliments is in this regard, of extreme interest, since one is immediately confronted with the cultural assumptions upon which such expressions of approval.

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

According to Wolfson and Manes (1980) complimenting is one such named speech act in the American English Speech community. According to them compliments are in fact

formulas. The underlying function of compliments involves the creation and maintenance of solidarity. According to Manes and Wolfson (1980) they agree that compliments are being in everyday interaction such as these examples:

- The speaker and addressees were men and women of all ages.
- From a range of occupational and education background.
- The sex appropriate age and occupation of both speaker and addressees.
- Different occupation such as by waitress, clerk and customers, employers and employees, parents and children, colleagues, friends, neighbors and new acquaintances.
- The objects complimented range from hairdos and weight loss to house and cars, from food and parties to photographs and academic papers, from gardens and bulletin boards to children and pets.

### 3.2.3 Manes (1983)

As Hymes defines it, "the level of speech acts mediates immediately between implicatures both linguistic form and social norms". According to Manes (1983) compliments are of particular interest, however in regard to the reflection and expression of cultural values because of their nature as judgments, overt expressions of approval or admiration of another's work, appearance or taste. This means for one thing that compliments express certain values more or less explicitly. The expression of approval may function as a form of positive reinforcement. Compliments represent one means whereby an individual or more importantly society as a whole can encourage, through such reinforcement. We can see very clearly how compliments are used.

Example 1: a police sergeant compliments a patrolman on a report.

Example 2: a teacher compliments a student for getting the homework assignment.

The objects or actions complimented must be ones, which any member of the speech community will recognize as positive. For this reason, we find similar or identical compliments recurring over and over: "*That's nice dress*"; "*You did a good job*", "*I like your hairdo*", "*You've lost weight*"; "*You're looking good*".

In most instances the individual compliment is of little or no important from the viewpoint of reinforcing societal values. According to Manes (1983) the social pressure comes from the fact that people compliment one another time after time on the same things personal appearance, new acquisitions, and good work. In society it is assumed that women who are concerned about appearance, both their own and others and even more that women of all ages should try to make themselves attractive. Comments such as those in the following examples occur constantly in interactions between women, are the friends, colleagues casual acquaintance or even, on occasion, total strangers, for example:

*Gee, I like your skirt. I've been looking for one like it.*

*I like your outfit*

*Looks nice*

*You're looking very good. You've lost weight.*

In American Society it is assumed that women are concerned about appearance, both their own and others. Compliments on hairstyle are common; compliments on having beautiful hair are not. Compliments on an attractive dress or blouse are a noticeable weight loss occurring almost any situation in which a compliment is at all appropriate. An American Society newness is undoubtedly the most important of these. While adjective "new", "like" "nice" "beautiful" or even "thin" is not in and of itself positive. A substantial purchase, such as a new car, will be noticed and commented on positively by almost anyone who sees for the first time. For the most frequent type of compliments are those on the quality of something produced through the address's skill or effort: a well done job, a skillfully played game, a good meal. As with appearance compliments the focus is typically not on the skill, talent or hard work itself although thus may be referred to but rather on the results.

### **3.2.4 Herbert (1990)**

Herbert is looking at the structure of the compliment speech event in American English. According to Herbert (1990) this speech event has the structure of an adjacency pair operation or action chain event. That is, the compliment event in a two unit turn in which utterance 1 and utterance 2 are linked by both temporal and relevancy conditions.

1. A: That's a beautiful sweater.  
B: Thanks, my sister made it for me.

B is conditionally relevant and sequentially depends on A. In other words B is a compliment response.

A compliments B

B responds /acknowledge that has spoken.

Wolfson and manes have examined structure and content of the first in a series of interesting articles on American compliments. They noted that compliments display a surprisingly limited range of syntactic patterns: the vast majority of compliments are produced within one of the three frames.

- (a) I like NP  
That's an ADJ NP  
NP is ADJ
- (b) Wow, I really like your hair.  
That's a neat jacket.  
Your eyes are amazingly green.

According to Herbert (1990) the manifest of content of compliments also tends to be drawn from a limited stock of concerns, for example, personal appearance, possessions and the result of skill or effort. Compliment responses also have been treated independently in literature. Herbert (1990) stated that the actual sociology of compliment work couldn't be understood without considering simultaneously the whole of the compliment event.

### **3.2.5 Holmes (1988)**

According to Holmes (1988) to be heard, as a compliment an utterance must refer to something, which is positively valued by the participants and attributed to the addressee. He points out that the vast majority of compliments refer to just a few broad topics: appearance, ability or performance, possessions and some aspect of personality or

friendliness. Holmes has developed this table, which shows interaction between compliment topic and sex of participants.

TOPIC	F-F	M-F	F-M	M-M
Appearance	151	53	32	16
	(61)	(47)	(40)	(36)
Ability performance	50	49	28	14
	(20)	(44)	(35)	(32)
Possession	30	2	9	11
	(12)	(2)	(11)	(25)
Personality /friendship	10	5	81	2
	(4)	(4)	(10)	(5)
Other	7	3	3	1
	(3)	(3)	(4)	(2)
<b>Total</b>	<b>248</b>	<b>112</b>	<b>80</b>	<b>44</b>

Holmes points out that a compliment on someone's appearance is difficult to interpret other than as an expression of solidarity, a positively affective speech act, so the predominance of this compliment topic in women's interactions is consistent with a view that women use compliments for this positive function. Unlike American men, New Zealand men do give and receive compliments on their appearance. According Holmes the third factor contributing to the statistically significant sex difference is the male preference for complimenting women on ability or skill.

### 3.2.6 Wolfson (1983)

According to Wolfson (1983) compliments are given and received by women and men of varying socioeconomic groups levels of education, and occupation. Compliments can be exchanged between total strangers, family members, intimate friends and colleagues, neighbours and mere acquaintances.

According to Wolfson (1983) most common compliments make use of adjectives to express the positive evaluation of the speaker. The two most frequent adjectives are "nice" and "good" and the other three most frequent adjectives are "beautiful", "pretty" and "great". According to Wolfson (1980) the fact that complimenting is formulaic in English

has to do with the function of the speech act itself. However sincere compliments may be, they nevertheless represent a social strategy in that the speaker attempts to create or maintain rapport with the addressee by expressing admiration or approval. Compliment is seen as part of the expression of gratitude. Indeed, there are occasions when a compliment is the only appropriate means of thanking. These usually involve a response to the performance of a service. In most traditional American families, for example, it is expected that the wife will prepare the meal and therefore it is inappropriate for the husband or children to thank her for this service. The appropriate expression of appreciation in the situation is a compliment on the tastiness of the food. Compliments are frequently used to soften criticism, particularly when the interactants are in a relationship, which is likely to continue, and in which the maintenance of harmony is desirable. The following two examples are typical of those, which occur in work situations.

*"Listen, I think you are doing a good job with the classes...but please tell them to stay out of the office at lunch time".*

*"This is good. I like the way you've handling this. You might put more on the students though, and lee them carry the conversation"*

Compliments fall into two major categories: those having to do with appearance and those, which comment on ability. Typical of appearance compliments are those dealing with apparel:

*"I like those pants on you"*

*"I love that blouse"*

We also find expressions of admiration on other aspects of personal appearance, as well as on homes, furniture, automobiles and other material possessions:

*"Hey, that's a nice looking bike"*

*"I think your apartment is fantastic"*

Favorable comment about the attractive of children, seem to fit the category, hence comments such as:



*"Your baby is adorable"*

*"I like your friends"*

These compliments, which concern ability, are of two broad types: those, which are general, and those, which refer to a specific, act well done. Examples of the more general type include categorical reference to skill: talent, personal, qualities and even taste:

*"You have good taste"*

*"You do this kind of writing so well. It has just the right tone"*

Examples of ability related compliments, which are act specific, are:

*"You're being so nice about this what you've suggest is so nice, so reasonable. That's very rare around her"*

*"Is that the chest you made? You really did a good job. This is really nice".*

The overwhelming majority of all compliments are given to people of the same age and status as the speaker. This does not mean, however that compliments do not occur when status is unequal. Where status is unequal, it would be more likely to be the person of lower status who would need to make use of compliments for the purpose of manipulating the addressee. The great majority of compliments which occur in interactions between status unequal are given the person in the higher position gives the greater majority of compliments, which occur in interactions between statuses unequal.

The other way in which compliments may be used to modify the behaviour of another has to do with sarcasm. Because the know the rules for the giving and interpreting of compliments competent native speakers are capable of playing on these rules to produce stylistic effects. Thus a comment structured in the form of a compliment may quite easily be turned into a reprimand or even an insult. Comments like: *"You play a good game of tennis for a woman"* are usually indented as jokes. More serious are remarks like the following: *"I really like the way you went through that stop sign"*, which are clearly intended as reprimands. Women appear both to give and receive compliments much more frequently than men do. What is more interesting is the indication that women are far more likely to be the recipients of compliments than men. Another aspect of complimenting behaviour as it relates to sex has to do with the lexical choices involved.

Wolfson (1983) points that one of the five most common adjectives used by men and women alike is “great” and “cute”.

### 3.3 COMPLIMENT RESPONSES

#### 3.3.1 Pomerantz (1978)

According to Pomerantz (1978) compliment responses will be seen to be subject to separate systems of constraints. One system, which is relevant, is that of recipient's agreement or disagreements with prior compliments. A second system of constraints is accepting or rejecting prior compliments. In this system, acceptance is generally performed as preferred seconds and rejections as dispreferred seconds. Pomerantz (1978) sees agreement as being associated with acceptances and disagreements with rejections. The pretence of disagreements and rejections is proposed to be an outcome of yet another system of constraints, which co-operates along with the other systems on compliment responses. That system involves speaker's minimization of self-praise. Pomerantz (1978) also say one kind of system that link compliment responses with prior compliments is the chain of actions. An action chain may be characterized as a type of organization in which two ordered actions. Actions and actions are linked that the performing of  $A_1$ , provides the possibility of performance of  $A_2$ . One action chain for compliments consists of:

$A_1$ : *A compliments B*

$A_2$ : *B accepts /rejects the compliment.*

In this action chain, compliments have the status of supportive actions. Supportive actions, including:

#### Acceptances

The preferred action chain, that is the chain with a preferred A for a compliment as a supportive action is: A: *A compliment B*

B: *B accepts the compliment*

The acceptances are regularly accomplished with appreciations. According to Pomerantz, subsequent to compliments, appreciations regularly take the form of appreciation tokens,

for example “*thank you*”, “*thanks*”, “*thank you so much*”. A feature of an appreciation token is that it recognizes that status of the prior as compliment without being semantically fitted to the specifics of that compliment, for example:

A: *you look so nice*

B: *I got a new shirt*

A: *It's very pretty*

B: *Thank you*

### Agreements

A major type of agreement in this environment is the one achieved with a second assessment. The referent assessed in prior assessment is again assessed in a current turn such that current speaker's assessment stands in agreement with prior speakers. This very prevalent agreement construction is illustrated in the instances below, for example:

B: *Isn't he cute?*

A: *Oh! He's adorable.*

C: *.She was a nice lady. I liked her.*

G: *I liked her too.*

A: *She's a fox.*

L: *Yeh, she's a pretty girl.*

The relative positioning between those components demonstrates the affiliation between acceptance of compliments and agreements.

### Rejections

Rejections often contain appreciation components, including negated appreciation (e.g. “no thanks”) and/or accounts for the rejection. The accounts are frequently formed with reference to the occasion at hand, that is, provides something which stands as an explanation of why this particular invitation offer, etc at this particular time is not being accepted, for example:

John:        *You wanna sandwich? [offer]*  
 Dave:        *No thanks [negative appreciation]*  
               *I ate before I left. [account]*

A:        *Bill? What did you drink? [offer]*  
 B:        *Thank you dear [appreciation]*  
               *I'm not-not drinking right now [account]*

In contrast to the type of rejection constructed above rejection to compliments are not formed with (negated) appreciations plus account. The primary way in which compliments are rejected is with disagreements or qualifications of the prior complimentary assertions.

### Disagreements

According to Pomerantz (1978) illustrations rejections are accomplished with disagreements. Appreciations and agreements are affiliated components, they are not sequentially interchangeable. Agreements tend to occur less frequently than appreciations and seem to have more restrictive condition for their productions. Rejections are routinely performed with disagreements. The interactions between acceptances appreciations, and agreements do not account for the prevalence of rejections and disagreements and relative infrequency of acceptances, particularly of agreements, which occur subsequent to compliments.

### Self-praise Avoidance

Subsequent to compliments agreements/disagreement which retain prior referents are agreements/disagreements with praise of self:

A:        *Praised of B*  
 B:        *Agreement/disagreement with praise of self.*

According to Pomerantz (1978) there is a system of constraints governing how parties may credit or praise themselves. Self-praise avoidance names a system of constraints, which is enforceable by self and/or other, in that order. If self-praise is performed by a speaker, that is, if a speaker does not enforce upon himself self-praise avoidance, a

recipient may in text turn make notice of the violation and enforce the constrain, for example:

*K: ...Y'see I'm terrific*

*A: Y'see folks, he is very vain, and `he realizes his mature talents compared to our meager contents of our minds.*

Self-praise may not be publicly noticed on any given occasion. It is nonetheless, a class of action which is noticeable and collectable with the possibility, on a subsequent occasion, of being turned into a complaint, a gossip item, an unfavorable character assessment, and so on. Self-praise constraints may be enforced by the speaker himself, in a variety of ways, may enforce self-praise constraints. One way is to incorporate a disclaimer within self-praising talk, for example:

*B: So he – so then, at this y`see. I don't like to brag but see he sort like backed outta the argument then.*

Or qualification, for example:

*G: Ken gave that internship to Peter? I'm much better than he is! Well maybe I shouldn't say that.*

## **Solution types**

### Praise Downgrades

The two conflicting preference: to accept/agree with prior compliment and to avoid self-praise. These responses exhibit features of both agreements and disagreements; display some features of disagreement and *vice versa*.

### Agreements

Response with scale-down agreements contain more moderate positive terms, for example:

B: *I've been offered a full scholarship at Berkeley and at UCLA.*

G: *That's fantastic.*

B: *Isn't that good.*

G: *That's marvelous.*

The referent is L's new bride

A: *She's a fox!*

L: *Yeh, she's a pretty girl.*

A: *Oh, she's gorgeous!*

The referent is M's friend.

E: *That Pat. Isn't she a doll?*

M: *Yeh, she's a pretty girl.*

A: *Oh, she's Gorgeous.*

Scale-down agreements, then, exhibit feature of both agreements and disagreements. One the one hand they are formed as agreement namely second praises with more moderate terms. On the other hand, the replacements of the evaluation terms constitute discrepancies, which may engender successive reassertions of the party's respective position.

In general scale-down agreements occur subsequent to compliments contain reference formulations consisting of another-than-you terms for examples, "it", "that", "she", "he". The scale down agreements retain the other than me referents.

The referent is a performance for which B is responsible.

A: *Oh it was beautiful.*

B: *Well thank you Uh I thought it was quite nice.*

The referent is a blanket that K is weaving:

F: *That's beautiful*

K: *Isn't it pretty.*

### Disagreements

Recipients of compliments frequently disagree with prior compliments. They may disagree by proposing that the crediting within the prior compliments are overdone, exaggerated, etc, and counter propose that lesser amounts of credit, for example:

The referent is an athletic award R has received.

C: *Well well haftuh frame that*

R: *Yee-uhghh is not worth fra (hh) mi (h) ng*

C: *W` sure*

R: *Well?*

C: *You'll have a whole wall of framings.*

R: *Teh! No, it's not really important*

C: *Well I think it's very important =En I'm very pleased.*

Disagreement as seconds to compliments is frequently marked as qualifications of the prior compliments, rather than directly contrastive counter assertions. Disagreement marks used with such qualifications include "though", "yet" and "but", for example:

A: *Good shot*

B: *Not yet solid thought.*

Subsequent to such disagreement, praise proffers may challenge or disagree with the diminutions and qualifications and reassert praise, for example:

A: *Good shot*

B: *Not very solid (though)*

A: *Y`a get more solid, you'll be terrific.*

Agreement and disagreement downgrades are responses, which partially satisfy each of the conflicting preferences.

### Referent shifts

A second solution type of compliment responses works on the principle of referent shifts. In a compliment ( $A_1$ ) a recipient is praised either directly or indirectly. In this type of response, the recipient performs a subsequent praise ( $A_2$ ), which has-other-than self-as referent, for example:

$A_1$ : *A praise B*

$A_2$ : *B praise other-than-self*

There are two types of referent shifts, namely: reassignment praise and returns.

### Reassignment of praise

In responding to a compliment, a recipient may reassign the praise, shifting the credit from himself to another-than-self referent, for example object, for example:

*R: You're a good rower, Honey*

*J: These are very easy to row, very light.*

In R's compliment, J is praised as "good rower". In J's second to the compliment, the type of boat is praised as very easy to row. Very light. In response to the compliment, J forms an assessment in which the referent being praised is shifted from herself to other-than-himself namely the boat. The praise within the compliment is accomplished with the praise "a good rower Honey". In the compliment response, the praise terms, "very easy" and "very light" are co-selected for the type of boat. Whereas "easy" and "light" are positive descriptions they are nonetheless upgraded with the intensifier "very".

### Returns

A second kind of referent shift are those within return compliments. A second speaker refers to the same referent, as has the prior speaker within an assessment, which stands



in agreement with the prior assessment. Within returns, a slightly different linking system is employed: rather than retaining some referent to a second speaker preserves the relationship of referent to speaker across the turns. The action sequence for return compliments is:

*A<sub>1</sub>: A compliments B*

*A<sub>2</sub>: B compliments A*

A recipient of a compliment may proffer a return compliment, a compliment, which is “similar” to the prior compliment. Returns use an agreement construct. Returns are constructed as agreements, for example:

*C: Y`a sound (justiz) real nice.*

*D: Yeah you soon real good too.*

*E: Yer looking good.*

*Y: Great So`re you.*

Compliment returns like other agreement construct, provide possible completion points for sequences. Return compliments regularly terminate praise sequence.

### **3.3.2 Holmes (1986; 1988)**

Focusing on the credit attribution component of compliments, Holmes (1988) developed three broad categories of addressee’s response to compliments: Accept, Reject, Deflect or Evade.

Though not always mutually exclusive these categories accounted satisfactorily for the great majority of examples in the New Zealand data. Each has a number of sub-categories with fairly transparent labels. Holmes (1988) illustrated the categories with examples which can be interpreted as responses to a compliment such “*as what a beautiful jersey*”.

Accept

1. Appreciate or agreement token: e.g., *thanks (enkosi), yes (ewe) or smile (uncumo)*
2. Agreeing utterance: e.g., *I think it's lovely too, (ndicinga ukuba intle nam)*
3. Downgrading or qualifying utterance: e.g., *it's not too bad, is it. (ayimbanga kakhulu, akunjalo)*
4. Return compliment: e.g., *you `re looking good too. (ujongeka kakuhle, nawe)*

Reject

1. Disagreeing utterance: e.g., *I'm afraid I don't like it much. (ndinoloyiko andiyithndi kakhulu)*
2. Question accuracy: e.g. *is beautiful the right word (ingaba ubuhle ligama elilungileyo)*
3. Challenge complimenter's sincerity: e.g. *you don't really mean that. (awu thethi lo nto)*

Deflect /Evade

1. Shift credit: e.g. *my mother knitted it. (umama wam uyithungile)*
2. Informative comment: e.g. *I bought it at vibrant knits place (ndiyithenge kwindayo yokuthunotjo ivobrant)*
3. Ignore: e.g. *It's time we were leaving isn't it? (Lilo ixesha lokuba sihambe akunjalo)*
4. Legitimate evasion: *you know, that shop in Cubacade (uyayazi lavenkile ese Cubacade)*
5. Request reassurance/repetition: e.g., *do you really think so? (ucinga njalo)*

According to Holmes (1986) utterance, which indicate by some means that the addressee does not agree with the complimenter, are clearly assigned to the Reject category. Hence utterances, which explicitly disagree with the positive evaluation expressed by compliment, will naturally always function as rejections of the credit attributed.

Context: Friend meeting outside a classroom.

C: *You're looking very healthy, nice and tanned.*

R: *Tanned? I think that's just pink.*

The most interesting category in many ways is the third one: the Deflect /Evade category. The addressee avoids accepting the attribution of credit in a variety of ways: by deflecting or shifting the credit elsewhere or by evading acknowledgement of the positive effect expressed by the complimenter.

Context: Friend after greeting each other on first meeting for the day.

C: *Hey they're nice. Where'd you get them from?*

R: *You know, that shop in Cubacade.*

Holmes (1988) says there are a number of cases where examples of responses which apparently fit the Deflect /Evade category follow, or are followed by, an accept response.

Context: Guest to host who shifts credit to her spouse.

C: *That was a lovely meal.*

R: *Thanks. Tony did most of the cooking.*

Similarly in the following example the recipient provides an informative comment, which without the acceptance, which follow it, could function as an evasion.

Context: Two students, acquaintance, are waiting for the lift to go to their lecture.

C: *I love your coat. It looks cosy and warm.*

R: *It was my mother's. I don't usually like old things but I do like this.*

In each case the apparently deflecting utterance may reduce the amount of credit accepted but the recipient or may simply act as an appropriate further contribution to the conversation. Holmes (1988) also provides an analysis of the distribution of the compliment response in the New Zealand.

**Response type**

<b>A. Accept</b>	<b>No</b>	<b>%</b>
1. Appreciation/agreement token	73	15.3
2. Agreeing utterance	157	32.8
3. Downgrading /qualifying utterance	44	9.2
4. Return compliment	18	3.8
<b>Subtotal</b>	<b>292</b>	<b>61.1</b>
<b>B. Reject</b>		
1. Disagreeing utterance	32	6.7
2. Question accuracy	12	2.5
3. Challenge sincerity	4	0.8
<b>Subtotal</b>	<b>48</b>	<b>10.0</b>
<b>C. Deflect /Evade</b>		
1. Shift /Evade	6	1.3
2. Informative comment	42	8.8
3. Ignore	16	3.3
4. Legimate evasion	50	10.4
5. Request reassurance /Repetition	24	5
<b>Subtotal</b>	<b>138</b>	<b>28.8</b>

Pomerantz (1978) claim that the implicit ideal in American culture is to accept a compliment graciously (1978:80), but notes that her American data reveals that a large proportion of compliments (1978:81).

**Distribution of compliments by topic**

<b>Topic</b>	<b>No</b>	<b>%</b>
<b>Appearance</b>		
e.g. I like you hair all curly	262	50.7
<b>Ability /performance</b>		
e.g. You were skiing well today that's an excellent piece of work	158	30.6
<b>Possessions</b>		
e.g. What a lovely garden	58	11.2
<b>Personality /friendship</b>		
You `re such a gentle person	25	4.8
You're a good friend		
Other	14	2.7
<b>Total</b>	<b>517</b>	<b>100.0</b>

Wolfson (1983b:90) says, with respect to topic compliments fall into major categories those having to do with appearance and those, which comment on ability. Clothes and hair are very commonly the focus of comment, and Manes (1983:98) suggest this is equally true for the American data, adding that aspects of appearance “which are the results of deliberate effort” (1983:99) are particularly likely to attract comment, as are new items. In the case of Holmes (1986) the compliment response are the same with Holmes (1988).

### 3.3.3 Herbert (1990)

There is virtual unanimity among speakers of English that the prescriptively “correct” response to a compliment is “thank you”. Herbert (1986; 1989) distinguished 12 types of compliment responses.

1. Appreciation token: A verbal or nonverbal acceptance of the compliment, acceptance not being tied to the specific semantic of the stimulus e.g. *Thanks (enkosi), thank you (ndiyabulela), nod (ukunqwala)*
2. Comment acceptance-single: Addressee accepts the complimentary force and offers a relevant comment on the appreciated topic (e.g. *Yeah, it's my favorite son*)[*ewe, ngunyana wam oyintandane*]
3. Praise upgrade: accepts the compliment and asserts that the compliment force is insufficient (e.g. *Really brings out the blue in my eyes, doesn't it*)[*eneneni ithi izise ubuhlaza emahlweni amu akunjalo*].
4. Comment History: Addressee offers a comment on the object complimented; these comments differ from (2) in that the latter are impersonal, that is, they shift the force of compliment from the addressee (e.g. *I bought it for trip to Arizona*) [*ndiyithengele uhambo oluya e Arizona*].
5. Reassignment: Addressee agree with the compliment assertion but the complimentary force is transferred to some third person. (e.g. *my brother gave it to me*) [*umnakwethu uthe wandinika yona*] or to the object itself (it really knitted itself) [*nyhani ithi izithunge yona siqu*]

6. Return: As with (5) expect that the praise is shifted (or returned to the first speaker (e.g. *So's yours*) [*Ngokoko nawe*]
7. Scale down: Addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated. (e.g. *It's really quite old*) [*Eneneni indala kakhulu*]
8. Question: Addressee questions the sincerity or the appropriateness of compliment (e.g. *Do you really think so*)[*Ucinga eneneni ngolohlobo* ]
9. Disagreement: Addressee assert that the object complimented is not worthy of praise: the first speaker's assertion is in error (e.g. *I hate it*) [*ndiyayicaphukela yona*]
10. Qualification: Weaker than (9): addressee merely qualifies the original assertion, usually with though, but, well etc (e.g. *It's alright, but Len's is nicer*) [*kulungile, kodwa uLen's ulungile*]
11. No acknowledgement: Addressee gives no indication of having heard the compliment: The addressee either (a) responds with an irrelevant comment (i.e. Topic shift) or (b) gives no response.
12. Request interpretation: Addressee, consciously or not, interprets the compliments as request rather than a simple compliment. Such responses are not compliment responses per se as the addressee does not perceive the previous speech act as a compliment (e.g. *you wanna borrow this one too*) [*ufuna ukuboleka nalena na*].

The relative frequencies of these response types in American and South African English were reported in Herbert (1989).

These are Herbert's frequency of compliment response types

<b>Agreements</b>				
Acceptance				
Appreciation token	312	29.4	162	32.9
Comment acceptance	70	6.6	213	43.2
Praise upgrade	4	4	1	0.2
<b>Non-acceptance</b>				
Comment history	205	19.3	24	4.9
Reassignment	32	3.0	23	4.7
Return	77	7.3	12	2.4
<b>Non-agreement</b>				
Scale down	48	4.5	31	6.3
Question	53	5.0	9	1.8
Disagreement	106	10.0	0	0
Qualification	70	6.6	12	2.4
No acknowledgement	54	5.1	1	2
Request interpretation	31	2.9	4	0.8
<b>Total</b>	<b>1.062</b>	<b>100.1</b>	<b>492</b>	<b>99.8</b>

In the case of Ylänne-McEwen (1993) the compliments are the same as Herbert (1990).

### Compliment Response

<b>Pomerantz (1978)</b>	<b>Holmes</b>
"thank you"	1. Appreciation /agreement token e.g. thanks, yes
"thanks"	2. Agreeing utterance e.g. I think is lovely too
"thank you so much"	3. Downgrading /qualifying utterance e.g. It not too bad is it
"well thank you"	
<b>Agreements</b>	
-O::h he ::s a::doreable I like her too.	4. Return compliment, e.g. You're looking good too
-Yeh, she's a pretty girl	
<b>Agreement acceptance</b>	<b>B. Reject</b>
-Well thank you uh I thought it was quite nice...	1. Disagreeing utterance, e.g. I'm afraid I don't like it much
-Thank it's juh -This is just the right (weight)	2. Question occurrence e.g. Is beautiful the right world?
	Challenge sincerity e.g. You don't really mean that

(Cont.)

<b>Pomerantz (1978)</b>	<b>Holmes</b>
<b>Rejections</b>	
-No thanks I ate before I left	<b>C. Deflect / Evade</b>
-Thank you dear I'm not drinking right now	1. Shift credit e.g. my mother knitted it
-Hehh! Well that's awfully sweet of you	2. Informative comment e.g. I bought it at vibrant knits place
	3. Ignore e.g. It's time we were leaving isn't ?
<b>Disagreements</b>	4. Request reassurance /repetition e.g. Do you really think so?
-Do you really think so?	
Hehh! Well that's awfully sweet of you	<b>Herbert (1990)</b>
-Well guess you haven't seen the kids room	1.Appreciation token e.g. Thank you, thanks
It's just a rag my sister gave me.	2.Comment acceptance - single e.g. Yeah, it's my favorite too
<b>Self-praise Avoidance</b>	
-Y' see folks, he is very vain, and he realizes his mature talent compared to our meager contents of our minds	3.Praise upgrade e.g. Really brings out the blue in my eyes doesn't it.
	4. Comment historym, e.g.
Sure. I have a lot of friends who would come...	I bought it for the trip to Arizona
-O::h could you have taped that?	5. Reassignment e.g. My brother gave it to me
I'de loved t' hear my voice.	I really knitted itself
-They probably say she thinks she's cute she's that	6. Return e.g. So's yours
-... I don't like to brag but see he sort like backed outta the argument	7. Scale down, e.g. It's really quite old
	8.Question, e.g. Do you really think so?
	9. Disagreement, e.g. I hate it
	10.Qualification, e.g. It's alright, but Len's is nicer
	11. Request interpretation, e.g. You wanna borrow this one too?



### 3.3.4 Yläne-McEwen (1993)

Yläne-McEwen (1993) has developed this table of CR types and frequencies.

CR Type	No.	%	No.	%	No.	%
<b>I. Agreements</b>						
1. Appreciation token (e.g. thank you) [enkosi]	22	24%	14	15%	18%	39%
<b>2. Comment acceptance</b>						
(e.g. perhaps it was a success this time) [mhlawumbi ibeyimpumelelo ngeloxesha]	13	14%	12	13%	10	22%
<b>3. Praise upgrade</b>						
(e.g. I think myself that it has been successful) [ndicinga into yokuba ibeyimpumelelo]	5	5%	6	6%	2	4%
<b>4. Comment History</b>						
(e.g. I only got them yesterday) [Ndiyifumane izolo]	26	29%	30	33%	11	25%
<b>5. Reassignment.</b>						
(e.g. husband planted them) [Umyeni wam uzityalile]	7	8%	5	5%	2	4%
<b>6. Return</b>						
(e.g. looks like these lessons are paying off) [Zijongeka ezi zifundo njengezibhatalayo] (directed at the teacher)	1	1%	1	1%	0	
<b>II. Non-agreement</b>						
1. Scale down (e.g. it was quite cheap) [ibisexabisweni eliphantsi]	6	6%	12	13%	1	2%
<b>2. Disagreement</b>						
(e.g. I don't believe you) [andikukholelwa]	1	1%	2	2%	0	
<b>3. Qualification</b>						
(e.g. I enjoy gardening) [Ndiyakonwabela ukusebenza egadini]	2	2%	2	2%	2	4%

(Cont.)

<b>CR Type</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>
<b>4.Question</b>						
(e.g. do you think so ?) [Ucinga njalo]	8	8%	6	6%	0	
<b>5. Acknowledgement</b>	0		1	1%	0	

Generally speaking, it can be said that the subjects in all three groups use more agreement type token than non-agreements. In groups 1 and 2 the response type comment history was the most common, followed by an appreciation token. Group 3 used an appreciation token type response most often. According to Manes and Wolfson, (1981) the main function of compliments is said to be the signaling of solidarity. An appreciation token type response such as "thank you" to a compliment, on its own, is arguably non-solidary. According to Herbert, (1989) self-praise avoidance type responses, on the other hand, are more solidary, the most solidary being a compliment return. Whereas group 1 and 2 offered solidary responses over half of the time, the subject's in-group 3 offered non-solidary responses 70% of the time.

## CHAPTER 4

### FEATURES OF COMPLIMENTS

#### 4.1 AIM

The aim of this section will be to establish the way in which compliments are expressed in Xhosa as well as the responses to such compliments.

#### 4.2 METHODS OF OBTAINING COMPLIMENTS

- Status differences between people
- Types situations within each status group
- Questionnaire

#### 4.3 QUESTIONNAIRE

##### COMPLIMENTS SITUATIONS

##### INTSHAYELELO/INTRODUCTION

Kwimeko zesincomo umfundi kufuneka enze ezizinto zimbini zilandelayo

*In the case of compliments the learner should do two things.*

- i) Kufuneka anike isincomo / *To give a compliment*
- ii) Kufuneka anike nemphendulo/ *And to give a response*

##### UMZEKELO/ FOR EXAMPLE

##### IMEKO/ SITUATION:

Umfundisi uncoma ikwayala ngokuthi iphumelele kukhuphiswano lomculo

*A priest compliment the choir for winning a music competition*

##### COMPLIMENTS

---



---



---

**IMPENDULO/ RESPONSE:**

---

---

---

**IZINCOMO PHAKATHI ABANTU ABANGALINGANIYO NGOKWENQANABA/  
COMPLIMENTS BETWEEN PEOPLE WITH UNEQUAL STATUS**

**INKANGELEKO/APPEARANCE**

- i) Utitshala uncoma umntwana onxibe impahla yesikolo/*Teacher compliments a child wearing a school uniform*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

- ii) Umfundisi uncoma umntwana onxibe ilokhwe entle/*priest compliment a child wearing a nice dress*

**COMPLIMENTS**

---

---

---

*RESPONSE*

---

---

---

**GENERAL ABILITY**

- i) Umntwana uncoma utitshala ngendlela athe wafundisa ngayo isifundo zebhayoloji  
*Child compliments a teacher on the way she has presented a biology lesson*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

---

- ii) Utitshala uncoma umntwana malunga namanqaku athe wawafumana kwizi balo  
*Teacher compliment a child about the high marks he has achieved in maths.*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

---

**SPECIFIC ABILITY**

- i) Utitshala uncoma umfundi ngendlela entle ahamba ngayo isikolo  
*Teacher compliments a student on the excellent attendance at school*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

---

- ii) Umntwana uncoma umama ngesidlo esimnandi athe wasipheka  
*Child compliment a mother for a good meal she cooked*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

**POSSESSION**

- i) Umntwana uncoma utitshala ngemoto yakhe entsha  
*Child compliment a teacher on a new car*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

- ii) Umntwana uncoma umzali malunga nesitovu esitsha asithengileyo/  
*Child compliments a parent about a new stove she bought*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

**IZINCOMO PHAKATHI KWABAHLOBO  
COMPLIMENTS BETWEEN INMATES**

***APPEARENCE***

- i) Umhlobo uncoma omnye umhlobo ngendlela entle athe wacheba ngayo iinwele  
*A friend compliments another friend on a good haircut.*

***COMPLIMENTS***

---

---

---

***RESPONSE***

---

---

---

- ii) Umhlobo uncoma omnye umhlobo ngendlela amile ngayo kakuhle  
*A friend compliment another friend on a good figure*

***COMPLIMENTS***

---

---

---

***RESPONSE***

---

---

---



**GENERAL ABILITY**

- i) Umhlobo uncoma omnye umhlobo owenze kakuhle emdlalweni  
*A friend compliment another friend who did well in sport*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

- ii) Umhlobo uncoma umhlobo othe wachongwa ukuba oyokumela isikolo emidlalweni  
*A friend compliment a friend who has been chosen to represent the school in sport*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

**ABILITY**

- i) Umhlobo uncoma omnye umhlobo ngokuthi abe ngumfundi obalaseleyo wonyaka  
*A friend compliments a friend for being the best student of the year.*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

- ii) Umhlobo uncoma umhlobo ngokuba ethe wanyulwa ukuba oyokumela isikolo kwizifundo zenzululwazi / *A friend compliment a friend who has been elected to represent a school in science project*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

**POSSESSION**

- i) Umhlobo uncoma umhlobo onecellphone entsha/ *A friend compliment a friend who has a new cell phone*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

- ii) Umhlobo uncoma umhlomo one CD player entsha  
*A friend compliment a friend who has a new CD player*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

**IZINCOMO PHAKATHI KWAMADODA KUNYE NABAFAZI**  
**COMPLIMENT BETWEEN MEN AND WOMEN**

**APPEARANCE**

- i) Indoda incoma umfazi ngendlela anxibe ngayo  
*A man compliment a woman on the way she has dressed*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

- ii) Umfazi uncoma indoda ngendlela enxibengayo  
*A woman compliment a man on how he has dressed*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

**GENERAL ABILITY**

- i) Indoda incoma umfazi ngokuphumelele ikhosi yecomputer  
*Man compliment a woman for passing a computer course*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

- ii) Umfazi uncoma indoda ngokufumana ilayisensi yokuqhuba  
*Woman compliment a man for obtaining a drivers license*

COMPLIMENTS

---

---

---

RESPONSE

---

---

---

**ABILITY**

- i) Indoda incoma umfazi ngoku-ayina ihempe yakhe kakuhle  
*A man compliment a woman for ironing his shirt properly*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

- ii) Indoda incoma umfazi ngokujonga umntwanwa kakuhle  
*A man compliment a woman for looking after the child well*

**COMPLIMENTS**

---

---

---

**RESPONSE**

---

---

---

**POSSESSION**

- i) Indoda incoma umfazi ngokuthenga umculo omtsha/ *Man compliment a woman for buying a new music center*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

---

- ii) Umfazi uncoma indoda ngokuba nendlu entsha/ *Woman compliment a man for having a new house*

*COMPLIMENTS*

---

---

---

*RESPONSE*

---

---

---

**4.4 METHODS OF COMPLETING THE QUESTIONNAIRE**

70 Children and 20 Questionnaires were chosen.

## 4.5 COMPLIMENTS ON ABILITY IN XHOSA

### 4.5.1 Compliments between males and females

#### (a) A man compliments a woman for properly ironing his shirt

The first way in which a man compliments a woman for properly ironing his shirt is by means of expressions of appreciation with verbs. The verbs ayian has been used 16 times and thanda once.

1. Wayi -ayinale hampe  
*You've ironed this shirt*
2. Wayi – ayina kakuhle  
*You've ironed it well*
3. Undi –ayinele kakuhle namhlanje  
*You've ironed my shirt well today*
4. Uncedile ngokundi -ayina ihempe yam  
*Thanks for ironing my shirt*
5. Uyakwazi uku- ayina  
*You know how to iron*
6. Uyi-ayinile le hempe  
*You have ironed this shirt*

This verb ayina has even been used in the negative but it has a positive meaning:

7. Awusayi –ayinanga kakuhle le hempe  
*You've ironed my shirt well*
8. Ndiyakuthanda ngokundi –ayinela ihempe yam  
*I love you for ironing my shirt*



The second category has a comparison, which emphasizes the professional job

9. Wayitsho yangathi ibiphuma e dry-clean.  
*You've ironed it as if it's from the dry-cleaner*

In the third category the interjections enkosi and heke have been used once: In the expression of thanks

10. Enkosi ngesandla sakho esihle  
*Thank you for your good hand*
11. Heke ukunceda ngelinje izembe  
*You've helped by ironing it this way*

In the fourth category a copulative appears with the proposition na as head of a phrase and such a copulative focused on appreciation of the wife

12. Undi-ayinele ndatsho ndabonakala ukuba ndinomfazi  
*The way in which you have ironed my shirt has shown that I'm having a wife.*

(b) A man compliments a woman for looking well after the child

The first way in which a woman has been complimented for looking after the child is by means of verbs. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory the verb phatha has been used three times, jong nine times, khulisa twice and enza and gcina once. In all these cases she has been complimented on the way she has brought the child up.

With the verb phatha:

1. umphethe kakuhle  
*you've handled her well.*

With the verb jonga

2. Umjonga kakuhle lo mntwana  
*You look after the child well*
3. Umjonge ngamehlo anothando  
*You look after her with loving eyes*
4. ukumjonga kwakho kundinika umdla  
*The way you look after her encourages me*

With verb khulisa:

5. Uyakwazi ukukhulisa umntwana  
*You know how to raise s child.*
6. Umkhulisa kakuhle  
*You raised her well*

With the verb enza

7. Wenza umsebenzi omhle  
*You are doing a good job*

With the verb ngcina:

8. Umgcina kakuhle  
*You are looking after her well*

The second subcategory has verbs, which emphasize the child's appearance

With the verb tyeba:

9. Futhi utsho watyeba  
*She has even gained weight*

10. Lo mntwana ukhula kakuhle  
*This child is growing well*

With the verb coce ka :

11. Ucocekile  
*She is clean*

The third subcategory has verbs thanda and bulela which focuses on the appreciation for the woman

With the verb thanda:

12. Uyamthanda umntwana wethu  
*You love our child*

With verb bulela:

13. Ndiyakubulela ngokukhathalela umntwana wethu  
*I thank you for taking care of our child*

The first type of copulative appears with preposition na as head of a phrase and such copulatives focus on the upbringing of the child

14. Unesiphatho nhyani emtwaneni  
*You really treat the child well*

15. Unesondlo  
*You are supportive*

Such a copulative with preposition na as head of a phrase may also focus on the appearance.

16. Umnonophele kekhona umntwana  
*You really have care in my child*

In the last subcategory the adjective hle has been used. There are two subcategories, which appeared with this compliment.

In the first subcategory the adjective hle has been used to emphasize the appearance of the child.

17. ukhangeleka emhle.  
*She looks beautiful*

18. Usuke wamhle wamkhulu  
*She is big and beautiful*

19. Isandla sakho sihle emntwaneni  
*You have a nice treatment for a child*

20. Akamhle umntwana wethu  
*Our child is so beautiful*

In the second subcategory the adjective hle has been used to emphasize the upbringing.

21. Intle into yokujonga umntwana wethu  
*It is a nice thing to look after our child*

(c) A woman compliment a man for obtaining a driver`s license

The way in which a man has been complimented for obtaining a driver's license is by means of expressions with verbs. There are three subcategories of verbs, which appear with this compliment

In the first subcategory the verbs phumelela and bana have been used :

phumelela has been used twice and bana has been used once. To emphasize on obtaining a license

With the verb phumelela

1. Ude wayiphumelela le layisensi  
*You've passed this license*
2. Uncedile ngokuphumelela ilayisensi  
*You've done a good thing by passing a driver's license*

With the verb bana

3. Ibalulekile lonto yokuba ude wabanayo ilayisensi  
*It is an important thing that you've got your license*

In the second subcategory the verbs ncoma, halala, vuyisana, vuya, thanda have been used: ncoma three times, halala once; vuyisana once, vuya twice and thanda once, which show appreciation for obtaining a license.

4. Ndiyakuncoma ngokufumana ilayisensi  
*I congratulate you on getting a driver license*
5. Ndiyakuncoma ngale nto uyenzileyo yokupasa ilayisensi  
*I congratulate you about what you have done by getting a drivers license*

With the verb halala

6. Ndithi halala kuwe kuba ufumene ilayisensi yokuqhuba  
*I say congratulations on you because you've got a drivers license*

With the verb vuyisa

7. Ndiyavuyisana nawe ngokuba uphumelele ilayisensi yakho yokuqhuba  
*I'm happy with you for getting a drivers license*

With the verb vuya

8. Ndivuya kakhulu uyifumene ilayisense yakho  
*I'm very happy that you've got your license*

With the verb thanda

9. Ndiyakuthanda ukuqhutyelwa nguwe  
*I enjoy your driving*

In the third subcategory the verb qhuba has been used two times to show appreciation for driving skill.

10. Uyakwazi ukuqhuba  
*You know how to drive*

(d) A man compliments a woman for passing a computer course

The first way in which a woman has been complimented for passing a computer course is by means of expressions with specific verbs. There are three subcategories of verbs, which appear with this compliment

In the first subcategory the verbs qhuba, sebenza, nyusa, zimisele, pasa have been used; qhuba three times while sebenza, nyusa, zimisele and pasa have been used once to emphasize how well she had performed.

With the verb qhuba

1. Waqhuba kakuhle kakhulu kule khosi yekhomputha  
*You've done well in this computer course*

With the verb sebenza

2. Usebenzile  
*You've done well*

With the verb nyusa

3. Unyusa izingalakho lemfundo  
*You are lifting your standard of education*

With the verb zimisele

4. Ubonakalisa ukuzimisela ngeyona ndlela  
*You've shown seriousness*

With the verb pasa

5. Wapasa kakuhle kulonyaka  
*You've passed well this year*

In the second subcategory the verbs onwaba, zidla, halala, ncoma, bulela, vuya, vuyisa have been used: onwaba once, zidla once, halala once, ncoma twice, bulela twice vuya once, vuyisana once, to emphasize on how proud we are for her abilities:

With the verb onwaba

6. Ndiziva ndonwabe kakhulu xa upasile  
*I feel very happy when you've passed*

With the verb zidla

7. Ndiyazidla ngawe  
*I'm proud of you*

With the verb halala

8. Halala mfazi ngokuphumelela  
*Gee, you've done well*

With the verb ncomo

9. Mandikuncome ngokuphumelela kwakho le khosi yekhomputha  
*Let me congratulate you on passing this computer course*

With the verb bulela

10. Ndiyabulela ngendlela oqhubengayo kakuhle  
*Thank you for the way you've done well*
11. Ndiyabulela oko ude wagqiba le khosi yekhomputha  
*Thank you for finishing this computer course*

With the verb vuya

12. Ndiyavuya kuba uphumelele  
*I'm happy that you've passed*

With the verb vuyisana

13. Ndiyavuyisana nawe ekuphumeleleni ikhosi yekhomputha  
*I'm happy with you for passing this computer course.*

The first type of copulative appears with the preposition na as head of a phrase and such copulatives show appreciation of her abilities.

14. Usenengqondo xa ude uphumelele emagqabini  
*You still have brain when you pass well*

Compliment with adjective hle shows appreciation of her performance

15. Intle into oyenzileyo  
*You've done a wonderful thing*



#### 4.5.2 Compliments between friends

- (a) A man compliment another friend who has been chosen to represent the school in sport

The first way in which a friend has been complimented for being chosen to represent the school in sport is by means of expressions with specific verbs. There are six subcategories of verbs, which appear with this compliment

In the first subcategory the verb chonga and khetha have been used once to compliment him on the fact that he has been chosen:

##### With the verb chonga

1. Yaze yanzima ke le nto uyincongweyo  
*The thing you have been chosen for is difficult*

##### With the verb khetha

2. Ukhethwe ngokuthenjwa ukuyokumela isikolo  
*They choose you because they trust you to represent the school.*

In the second sub category has verbs, which emphasize the fact that he plays very well. The verbs dlala has been used six times while ghuba, hamba and enza have been used once.

##### With verb dlala

3. Uyayidlala ibhola  
*You play the ball*
4. Wadlala wade wachongwa ukuba uyokumele isikolo  
*You play so well until you were chosen to represent the school*

5. Udlale kakuhle kakhulu  
*You've played very well*

With the verb qhuba:

6. Uqhuba kakuhle  
*You've done well*

With the verb hamba

7. Uze uhambe kakuhle  
*You must go well*

With the verb enza:

8. Wenza kakuhle  
*You are doing well*

In the third subcategory the verb zimisele has been used, to emphasize his persistence

9. Uzimisele kwinto oyenzayo  
*You are serious in what you are doing*

The fourth subcategory has verbs, which emphasize the fact that he is the best

10. Ungoyena obonakalayo kwesi sisikolo  
*You are the best at this school*

11. Uphume emagqabini  
*You are the best*

The fifth subcategory has verbs, which emphasize the fact that we are proud of him. The verbs phakamisa, vuya and mela has been used once

With the verb phakamisa

12. Usiphakamisile isikolo sethu  
*You've raised the standard of our school.*

With the verb vuya

13. Ndiyakuvuyela ngokuba uchongiwe uyokumela isikolo  
*I'm happy that you are chosen to represent the school*

With the verb mela

14. Uze usimele isikolo sethu  
*You must represent our school*

A compliment has also been expressed by means of the adjective hle, which emphasizes that we are proud of him.

15. Intle into oyenzileyo  
*You've done a good thing*

- (b) A friend compliments another friend who has been selected to represent the school in a science project

The first way in which a friend has been complimented for being selected to represent the school in a science project is by means of expression with verbs. There are two subcategories of verbs, which appear with this compliment.

In the first subcategory the verbs funda, khetha, zimisele, ziphatha, ncoma, qhuba and vuyisana have been used once to emphasize the achievement of the friend

With the verb funda

1. Uyafunda nhyani  
*You are really studying*

With the verb khetha

2. Ukhethwe ukuba uyokusimela  
*You're chosen to represent us*

With the verb zimisele

3. Lo nto uzimisele kwinto oyenzayo  
*You are serious on what you are doing*

With the verb ziphatha

4. Uziphathe kakuhle kakhulu esikolweni  
*You have taken a good care of yourself at school*

With the verb ncoma

5. Ndiyancoma ngokuchongwa kwakho ukuba uyo simela  
*I congratulate you for being chosen to represent us*

With the verb qhuba

6. Uqhube kakuhle ezifundweni zakho  
*You've done well in your studies*

With the verb vuyisana

7. Ndiyavuyisana nawe ngokuba uchongwe uyokumela isikolo  
*I'm happy with you for being elected to represent the school*

The second subcategory of the verb phangalala have been used once to emphasize the extent of her knowledge

8. Ulwazi lwakho luphangalele  
*Your knowledge is broad*

In the second category various copulative clauses have been used. In the first copulative the hle appears with a copula to put emphasis on the achievement:

9. Intle into oyenzileyo  
*You've done a beautiful thing*

The second type of copulative appears with the preposition na as head of a phrase and such copulatives also emphasize the achievement:

10. Unezimvo esingazaziyo  
*You've got ideas that we don't know*

(c) A friend compliment s another friend who did well in sport

The first way in which a friend has complimented another friend for doing well in sport is by means of clauses with specific verbs.

In the first category the verb dlala has been used 19 times to emphasize how well he played.

With the verb dlala

1. Wayidlala ke khona ibhola.  
*You've played the ball*
2. Ubudlala kakuhle  
*You were playing well*
3. Nidlalile  
*You've played well*
4. Uzamile ukudlala ibhola  
*You've tried to play the ball*

5. Nguwe odlalileyo kumdlalo wanamhlanje  
*You are the one who has played in today's game*

6. Wadlala kakuhle  
*You've played well*

This verb dlala has even been used in the negative but it has a positive meaning:

7. Awusadlalanga  
*You've played well*

With the verb phethe

8. Ubuyiphethe i position yakho  
*You've played your position*

With the verb phuma

9. Ndiphuma nawe emdlalweni wanamhlanje  
*You are the best in today's game*

With the verb thula umqwazi

10. Ndikothulela umqwazi ngamanqaku owafakileyo  
*I congratulate you on the goals you have scored*

The second category has verbs, which emphasize how necessary he was in the game.

11. ukuba ubungekho ngeyibethiwe iteam yakho  
*If you were not there your team would be beaten*

(d) A friend compliments another friend for being the best student

The first way in which a friend has been complimented for being the best student is by means of expressions with verbs. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory the verbs phumelela, balasela, qhuba, have been used twice while pasa and zimisele are used once, to emphasize on the achievement

With the verb phumelela

1. Waliphumelela ugqatso lunzima  
*You've won a difficult race*
2. Uphumelele kakuhle kuyo yonke into  
*You've passed well on everything that you were writing.*

With the verb balasela

3. Ibinguwe obalaseleyo kulonyaka  
*You were super in this year*
4. Ude wabalasela waba ngumfundi obalaseleyo wonyaka  
*You become popular by being the best student this year*

With the verb qhuba

5. Uqhube kakuhle gqitha kulonyaka  
*You've done very well this year.*

With the verb pasa

6. Upase ngokugqithisileyo  
*You've passed very well*

With the verb zimisela

7. Ubonakalisa ukuzimisela emsebenzini wakho  
*You are showing commitment in your work*

In the second subcategory funda has been used to emphasize the way she has studied.

With the verb funda

8. Uyafunda  
*You are studying*
9. Ubuzifunda iincwadi zakho kulo nyaka  
*You were reading your books this year.*

The third subcategory has a verb with congratulations:

10. Ndiyavuyisana nawe  
*I congratulate you*

In the second category copulative clauses have been used with relative stem. The noun phrase compliments her showing of ability

11. Ukrelekrele  
*You are brilliant*

The second type of copulative appears with adjective hle to emphasize the achievement

12. Intle into oyenzileyo yokubalasela ezifundweni  
*You have done a good thing of passing with flying colours in your studies*



### 4.5.3 Compliments between people of unequal status

(a) A teacher compliments a learner on the high mark he/she received in maths

The first way in which a learner has been complimented for receiving high marks in maths is by means of clauses with specific verbs. There are three subcategories of verbs, which appear with this compliment:

In the first subcategory the verb sebenza has been used three times to emphasize the way she worked for these marks:

With the verb sebenza

1. Usebenzile  
*You've done well*
2. Ndiyayithanda indlela osebenze ngayo  
*I like the way you've worked.*

In the second subcategory the verbs qhuba, fumana, zimisele, thanda have been used 13 times, qhuba 8 times, funda three times, zimisele and thanda once

With the verb qhuba

3. Uqhuba kakuhle kakhulu kwizibalo  
*You've done well in mathematics*
4. Usuke waqhuba kakuhle kwizifundo zakho  
*You've done very well in your studies*

With the verb fumana

5. Indlela othe wafumana ngayo izibalo inika umdla  
*The way you've done mathematics is interesting*

6. Ndivuya kakhulu ukubona umntwana ofumene amanqaku amaninzi kangaka kwizibalo.

*I'm very happy to find a child who got such high marks in mathematics*

With the verb zimisele

7. Uzimisele kakhulu gqitha

*You're very serious*

8. Ndiyamthanda umntwana onje ngawe ozimiseleyo emsebenzini wakhe.

*I like a child like yourself who is very serious in his work.*

In the third sub category the verbs pasa, phumelela have been used three times. pasa two times and phumelela once. To emphasize on the way she passed.

With the verb pasa

9. Indlela oyipase ngayo i maths

*The way you've passed mathematics*

10. Upasile

*You have passed*

With the verb phumelela

11. Uphumelele kakuhle uviwo

*You've passed your exam well*

In the second category the marks are being complimented. This compliment appeared in a copulative with hle:

12. Amanqaku akho kwizibalo mahle kakhulu

*Your marks in mathematics are very well*

(b) A child compliments her mother for the excellent meal that she has prepared

The first way in which a mother has been complimented for the excellent meal she has prepared is by means of copulative with a nominal relative stem. It emphasizes the deliciousness of the food.

1. Samnandi esi sidlo sanamhlanje  
*Today's meal was nice*
2. Kumnandi oku kutya ukuphekileyo.  
*You've cooked a nice meal,.*
3. Kumnandi oku kutya kwakho  
*Your food is nice.*
4. Besimnandi isidlo sakho.  
*Your food was nice.*
5. Kumnandi gqitha ukutya kwakho.  
*Your meal is so nice.*

This stem mnandi has even been used in the negative but it has a positive meaning

6. Akumnandi ukutya osiphekele kona namhlanje  
*The food you've cooked today is so nice.*

The second category has expressions with verbs. There are three subcategories of verbs, which appear with the compliment

In the first subcategory the verb pheka has been used 15 times to emphasize the way the food has been prepared.

With the verb pheka

7. Uyaqala ukupheka ukutya okumnandi kangaka  
*It `s the first time you cook such a nice meal.*
8. Undiphekele isityu esimnandi  
*You've cooked me a nice stew.*
9. Upheke kamnandi namhlanje  
*Today you've cooked nice.*
10. Wapheka kamnandi kakhulu namhlanje  
*Today you've cooked very well.*
11. Uyapheka  
*You can cook.*

The verb pheka has even been used in the negative but it has a positive meaning

In the second subcategory the verb phuma has been used once to emphasize the way the food has turned out.

12. Oku kutya kwakho kuphuma phambili.  
*This food of yours comes first*
13. Awusaphekanga kamnandi  
*You've cooked well.*

In the third subcategory the verbs dlala has been used once while va and bulela have been used once: To emphasize on the appreciation of the food.

With the verb dlala

14. Ndidle ndade ndamunca intupha  
*I eat until I lick my fingertips.*

With the verb bulela

15. Ndiyabulela ngesidlo osiphekileyo  
*Thank you for the meal you've cooked*

With the verb va

16. Esi sanamhlanje isidlo andizange ndasive  
*I've never tasted meal like today.*

(c) A teacher compliments a learner on the excellent attendance at school

The first way in which a learner has been complimented on the excellent attendance at school is by means of expressions with specific verbs, which appear with this compliment. In the first subcategory the verbs hamba has been used 13 times, zimisele 4 times, while ghuba, phoswe and pasa have been used once to compliment her on her good attendance of school.

With the verb hamba

1. Uyasihamba isikolo  
*You attend the school.*
2. Uyasihamba kakuhle  
*You attend it well.*

With the verb zimisele

3. Kulo unyaka uzimisele esikolweni.  
*This year you are serious at school*
4. Kuyacaca ukuba uzimisele ukusihamba  
*It's clear that you are serious on attending school.*

With the verb qhuba:

5. Uqhube kakuhle ekuhambeni isikolo  
*You've done well at attending the school.*

With the verb phosa:

6. Awukhe uphoswe ezifundweni.  
*You don't miss the studies.*

With the verb pasa

7. Uyapasa kakuhle  
*You pass well*

This compliments has even been used in the negative with za but has a positive meaning.

8. Awukhe ungezi esikolweni.  
*You don't miss the school*

The second subcategory has verbs, which emphasize the good example she sets

With the verb khuthaza

9. Uyandikhuthaza ngendlela osihamba ngayo kakuhle isikolo.  
*You are encouraging me on the way in which you attend school*

With the verb thanda

10. Ndiyayithanda indlela osihamba ngayo isikolo.  
*I like the way you attend a school.*

With the verb ncoma

11. Ndiyayincoma indlela osihamba ngayo isikolo.  
*I congratulate the way in which you attend school.*

With the verb khathala

12. Nemisebenzi yesikolo uyikhathalele  
*You even care about the schoolwork.*

The copulative appears with khona as head of a phrase and such a copulative focus on her good attendance:

13. Yonke imihla usoloko ukhona.  
*Every time you are present.*

(d) A learner compliments a teacher on the way she has presented a biology lesson

The first way in which a teacher has been complimented for presenting a biology lesson is by means of clauses with specific verbs. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory the verb fundisa has been used ten times to emphasize the way she teaches:

1. Wafundisa kamnandi ke namhlanje.  
*You've taught well today.*
2. Indlela le ofundisa ngayo ibhayoloji ndinethemba lokuba ndiza kupasa.  
*The way in which you've taught biology has given me a hope that I `will pass.*
3. Usifundisile ke namhlanje.  
*You've taught us today.*

4. Undifundise kakuhle.  
*You've taught me well*
5. Ufundise kamnandi kakhulu  
*You've taught me very well.*
6. Enkosi ngendlela ofundisa ngayo ibhayoloji  
*Thank you for the way in which you've taught us biology.*

In the second subcategory the verbs vakala has been used three times; va and khululeka has been used once and cacisela has been used three times. In all these case the teacher is complimented on the way the learner followed the lesson:

With the verb vakala

7. Yonke into ubuyithetha iyavakala.  
*Everything that you said is clear.*
8. Iyavakala ibiology yakho  
*Your biology is clear.*
9. Iyavakala into oyifundisayo.  
*Your teaching is clear.*

With the verb va

10. Undifundise ndatsho ndeva ukuba uthetha ngantoni.  
*You've taught me until I know what you were taking about.*

With the verb khululeka

11. Unditsho ndakhululeka kwizifundo  
*You've made me free on studies*



With the verb cacisela

12. Uyacacisela ukuba ihlale engqondweni yam.  
*You've made it clear in such a way that can stay in my mind.*
13. Iyacaca nento oyibhalileyo ebhodini.  
*It's clear even what you write in the board.*
14. Ucacisa kakuhle awungxami  
*You are clarifying well and you or not in a hurry.*

The third subcategory had verbs, which indicate the appreciation for the lesson as expressed by the learner. The verb bulela has been used twice, and nyuka once.

With the verb bulela

15. ndiyabulela ngendlela othe wafundisa ngayo.  
*I thank you, for the way in which you've taught us*
16. Siyabulela kakhulu ngokusicacisela kwakho  
*We are thankful for your clarity.*

With the verb nyukile

17. Umgamgatho wakho unyukile  
*Your standard is high.*

In the second place clauses with a nominal relative have been used which emphasize the way the learner expresses appreciation of the lesson.

18. Sibe mnandi ke isifundo sakho se biology  
*Your biology lesson was nice.*
19. Besimnandi isifundo ubusifundisa.  
*Your lesson was nice.*

## 4.6 SUMMARY ON COMPLIMENTS OF ABILITY

In the section below various compliments will be identified as well as the syntactic constructions, which have been used in these compliments.

### 4.6.1 Compliments between males and females

#### (a) Shirt

When a man complimented a woman for ironing his shirt:

1. An expression of appreciation has been given.
2. The professional job has been complimented.
3. An expression of thanks has been given.
4. Appreciation of the wife has been given.

How are these compliments expressed in Xhosa?

Compliment 1: With the verb ayina and thanda

Compliment 2: With a comparison with ngathi

Compliment 3: With the interjections enkosi and heke

Compliment 4: Pronoun with the preposition na as head

#### (b) Child

A man compliment a woman for looking well after the child

1. The way she has brought the child up has been complimented.
2. The child's appearance has been complimented.
3. Appreciation for the woman has been given.
4. The up bringing of the child has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Expression with verbs phatha, jonga, khulisa, enza and gcina

Compliment 2: Expression with verbs tyeba, khula and khulisa. Clauses with adjective hle

Compliment 3: Expressions with the verbs thanda and bulela

Compliment 4: Copulative with preposition na

(c) License

A woman complimented a man for obtaining a driver's license

1. On obtaining a license has been complimented
2. Appreciation for obtaining a license has been complimented.
3. Appreciation for driving skills has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Expressions with the verb phumelela and bona

Compliment 2: Expressions with verbs ncoma, halala, vuyisana, vuya and thanda

Compliments 3: Expressions with verb qhuba

(d) Computer course

A man complimented a woman for passing a computer course

1. How well she had performed.
2. How proud we are of her.
3. The appreciation of her abilities has been complimented
4. The appreciation of her performance has been complimented

### How are these compliments expressed in Xhosa?

- Compliment 1: Expression with verbs qhuba, sebenza, nyusa, zimisele and pasa
- Compliment 2: Expressions with specific verbs onwaba, zindla, halala, ncoma, bulela, vuya and vuyisana
- Compliment 3: Copulatives with the preposition na
- Compliment 4: Clauses with adjective hle

#### **4.6.2 Compliments between friends**

(a) Represent school in sport

A friend complimented another friend who has been chosen to represent the school in sport:

1. The fact that he has been chosen has been complimented.
2. The fact that he plays very well has been complimented.
3. His persistence has been complimented.
4. The fact that he is the best player has been complimented.
5. The fact that people are proud of him has been complimented.

### How are these compliments expressed in Xhosa?

- Compliments 1: Expression with specific verbs chonga and khetha
- Compliment 2: Expression with specific verb dlala, qhuba, hamba and enza
- Compliment 3: Expression with specific verb zimisele
- Compliment 4: Expression with emphatic pronoun oyena

Compliment 5: Expression with specific verbs phakamisa, vuya and mela as well as clauses with the adjective hle

(b) Science project

A friend complimented another friend who has been selected to represent the school in a science project.

1. The achievement of the friend has been complimented.
2. The extent of her knowledge has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Expression with verbs funda, khetha zimisele, ziphatha, ncoma, qhuba and vuyisana.  
 Copulative with preposition na  
 Copulative with the adjective hle

Compliment 2: Expressions with verb phangalala

(c) Sport performance

A friend compliments another friend who did well in sport.

1. How well he played has been complimented.
2. On how necessary he was in the game has also been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Clauses with specific verbs dlala, phethe, phuma and thulela umqwazi

Compliment 2: Clauses with specific verb bethiwe

(d) Best student

A friend compliments another friend for being the best student

1. The achievement has been complimented.
2. The way she has studied has been complimented.
3. Congratulations have been complimented.
4. Her showing of ability has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Expressions with verbs phumelela, balasela, qhuba, pasa, zimisele and dlulisa

Copulatives with adjective hle

Compliment 2: Expressions with verb funda

Compliment 3: Expressions with verb vuyisana

Compliment 4: Copulatives with preposition na

### 4.6.3 People of unequal status

(a) High marks

A teacher complimented a learner on the high mark he /she received in maths

1. The way she worked for these marks has been complimented.
2. The way she has made progress has been complimented.
3. The way she passed has been complimented.
4. The marks are being complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Clauses with specific verb sebenza

Compliment 2: Clauses with specific verbs qhuba, fumana, zimisele and thanda

Compliment 3: Clauses with specific verbs pasa and phumelela

Compliment 4: Copulative with hle

(b) Meal

A child complimented her mother for the excellent meal that she has prepared.

1. The deliciousness of the food has been complimented.
2. The way the food has been prepared.
3. The way the food has turned out has been complimented.
4. The appreciation of the food has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Copulative with nominal relative stem.

Compliment 2: With the verb pheka

Compliment 3: With the verb phuma

Compliment 4: With the verb dlala, bulela and va

(c) School attendance

A teacher complimented a learner on the excellent attendance at school

1. Her good attendance of school has been complimented.
2. The good example she has sets has been complimented.
3. Good attendance has been complimented.

How these compliments expressed in Xhosa?

Compliment 1: Expressions with verbs hamba, zimisele, qhuba and phosiwe

Compliment 2: Expressions with verbs khuthuza, thanda, ncoma and khathala

Compliment 3: Copulative with khona

(d) Lesson

A learner complimented a teacher on the way she has presented a biology lesson.

1. The way she teaches has been complimented.
2. The way the learner followed the lesson has been complimented.
3. The way the learner expresses appreciation has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1: Clauses with specific verbs fundisa

Compliment 2: Clause a with specific verbs vakala, va, khululeka and cacisela

Compliment 3: Clauses with specific verbs bulela and nyuka  
 Clauses with nominal relative mmandi



## 4.7 COMPLIMENTS ON COMPLIMENTS OF ABILITY

The specific numbers of the compliments, which have been given below, has identified the various compliments on ability below.

All the compliments on abilities of a person show some form of appreciation and this appreciation may take only two forms, i.e. appreciation for the performance of the person and appreciation for the abilities of the person.

### Compliments on appreciation

<u>MALE-FEMALE</u>	<u>PERFORMANCE</u>	<u>ABILITY</u>
Shirt	1,2,3	4
Child	1,2,4	3
License	1,2	3
Computer	1,4	2,3
<u>FRIEND-FRIEND</u>		
Represent sport	1,2	3,4,5
Science	1	2
Sport	1	2
Student	1,2	3,4
<u>UNEQUAL STATUS</u>		
Marks	1,3,4	2
Meal	1,2,3,4	—
Attendance	1,2,3	—
Lesson	2,3	1

When comparing these compliments in the above table, one may find clear differences in the way people tend to compliment each other. When friends compliment each other, one finds more or less an equal number of compliments on performance i.e. 6 compliments, and on ability i.e. 7 different types of compliments between males and females, these is a marked difference i.e. 10 compliments on performance but only five compliments on ability of the person.

### 4.7.1 Comparative tables on syntactic structures on ability.

The various syntactic structures in which compliments on abilities have been used, will be identified in the table below:

NON-COPULATIVE	MALE – FEMALE				FRIENDS				UNEQUAL			
	Shirt	Child	Lic.	Comp	Repr	Sc.	Sport	Stu.	Mark	Meal	School	Lesson
NP V	-	+	-	+	+	+	+	+	+	+	+	+
NP V NP	+	+	+	+	+	+	+	+	+	+	+	+
NP V ADVP	+	+	+	+	+	+	+	+	+	+	+	+
NP V CP: (uku) (ukuba)	+	+	+	+	-	-	+	+	+	+	-	-
NP V PP: (nga) (ku) (na) (oko) (kuba)	+	+	+	+	+	-	-	+	+	+	+	+
NP V LOC	-	-	-	-	-	+	-	-	-	+	+	-
<b>COPULATIVE</b>												
NP V AP (hle)	+	+	-	-	+	+	-	+	+	-	-	-
NP V NP <sub>REL</sub>	-	-	-	-	-	-	+	-	-	+	-	+
NP V PP (na)	+	+	-	+	-	+	-	-	-	-	-	-

There are few structures, which are commonly used with compliments. With non-copulative verbs only five structures appear to be dominant i.e.

A Vp with verb only

A Vp with a Np

A Vp with an ADVP

A VP with an infinite clause

A VP with a PP with nga as head.

With copulatives only the AP with hle seems to be quite frequent while the only nominal (relative compliment in mnandi.

## 4.8 COMPLIMENTS ON APPEARANCE IN XHOSA

### 4.8.1 Compliments between males and females

(a) A woman compliments a man on the way he has dressed

The first way in which this compliment has been expressed in Xhosa is by means of the adjective hle: Expressions with this adjective have appeared six times.

In the first compliment with hle the clothes have been complimented.

With the verb hle

1. Sasihle isinxibo sakho  
*This attire of yours is beautiful*
2. Nale bulukhwe yakho intle.  
*Your trouser is beautiful.*
3. Yantle le suit yakho.  
*Your suit is beautiful.*

In the second compliment the person himself has been complimented. This compliment appears in the following way:

With the verb hle

4. Umhle kule suit.  
*You look beautiful in this suit.*

This verb hle has even been used in the negative but it has a positive meaning.

5. Awusemhle ngale ndlela unxibe ngayo.  
*You look beautiful, the way you have dressed.*

The second way in which a learner has been complimented for wearing a suit is by means of clauses with specific verbs. These are five subcategories of verbs, which appears with this compliment:

In the first subcategory the verb nxiba (dress) has been used 11 times to emphasize the way the man has dressed. This verb nxiba frequently appears with the adverb kakuhle:

With the verb nxiba

6. Unxibe kakuhle nhyani.  
*You have dressed very well, really.*

7. Wanxiba kakuhle namhlanje.  
*You have dressed beautiful today.*
8. Le ndlela onxibe ngayo iyandikholisa.  
*Your style of dressing encourages me.*

This verb nxiba has been used in the negative but it has a positive meaning:

9. Awusanxibanga kakuhle.  
*You dressed beautiful.*

The second subcategory has the verbs fanela and some of its derivations. This verb focuses on the way the clothes fit.

10. Lo nto iyakufanela le suit yakho.  
*This suit of yours suits you.*
11. Uyafaneleka kwezibhatyi zakho.  
*You look smart in your jackets.*
12. Le suit yakho iyakufanela.  
*Your suit suits you.*
13. Ziyakufanela ezisuit zakho.  
*Your suit suits you.*

This verb fanele has been used in the negative but it has a positive meaning:

14. Awusafaneleke ngolu hlobo unxibe ngalo  
*The way You've dressed up makes look so smart.*

The third subcategory has the verbs hambelana. The verb focuses on the way the clothes match.

15. Ziyahambelana  
*They correspond.*

The fourth subcategory has a verb that emphasizes the choice of clothes:

16. Uyakwazi nokukhetha impahla ezinomtsalane.  
*You know how to choose attractive clothes.*

The fifty subcategory has a verb which emphasize the way he looks:

17. Ujongeka kakuhle  
*You look beautiful.*

The copulative appears with the preposition na as head of phrase and such copulative focus on the appearance of the learner.

18. Unomfaneleko nhyani.  
*You are really smart.*

(b) A man compliments a woman on the way she has dressed

The first way in which this compliment has been expressed in Xhosa is by means of the adjective hle. Expressions with this adjective have appeared 5 time the answers to the questionnaire.

In the first compliment with hle the way she dresses has been complimented.

1. Intle indlela onxibe ngayo.  
*The way in which you have dressed is beautiful.*

In the second compliment the woman herself has been complimented. This compliment appears in the following way:

2. Umhle  
*You are beautiful.*

3. Waze wahle  
*You are beautiful*

This verb hle has even been used in the negative but it has a positive meaning:

4. Awusemhle.  
*You are beautiful.*

The second way in which a woman has been complimented for dressing smart is by means of clauses with specific verbs. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory we find the verb fanela and some of its derivations. This verb focus on the way the clothes fit the woman.

#### With the verb fanela

5. Yaze yakufanela le lokhwe.  
*This dress suits you.*
6. Ikufanele ke le lokhwe.  
*This dress suits you.*
7. Kwaye ziyakufanela ezi mpahla.  
*These clothes suit you.*
8. Wafaneleka kule lokhwe.  
*You look smart in this dress.*

This verb fanele has been used in the negative but it has a positive meaning.

9. Awusafaneleke namhlanje.  
*You look smart today.*

In the second subcategory the verb nxiba (dress) has been used 13 times to emphasize the way she dresses. This verb nxiba frequently appears with the adverb kakuhle:

With the verb nxiba

10. Wanxiba kakuhle.  
*You dress well.*
11. Wanxiba isinxibo sesiXhosa.  
*You've dressed in African attire.*
12. Wandinxibela kakuhle.  
*You have dressed very well for me.*
13. Ndiyayithanda indlela onxibe ngayo.  
*I like the way in which you have dressed.*
14. Unxibe kakuhle  
*You have dressed beautiful.*

This verb nxiba has even been used in the negative but it has a positive meaning:

15. Awusanxibanga kakuhle  
*You have dressed smart.*

In the third subcategory the verb ndiliseka has been used once to emphasize the way the girl looks.

16. Wandiliseka  
*You've got dignity.*

## 4.8.2 Compliments between friends

### (a) A friend compliments another friend on her good figure

The way in which a friend has been complimented for her good figure is by means of clauses with specific verbs. There are four subcategories of verbs, which appear with this compliment.

In the first subcategory the verbs mile has been used 13 times, while lingana has been used once to focus on the good appearance of the girl:

#### With the verb mile

1. Umile kakuhle  
*You've got a nice figure.*
2. Yonke into yakho iyalingana.  
*Everything of yours is the same in size.*

The verb mile frequently appears with the adverb kakuhle.

3. Umile kakuhle.  
*You've got a nice figure.*

This verb mile has been used in the negative but it has a positive meaning.

4. Awusamilanga kakuhle.  
*You've got a good figure.*
5. Awusamilanga uqhawukile.  
*You've got a good figure.*

The second subcategory has the verb fanele and some of its derivations. This verb focuses on the good fit of the dress:



6. Nendlela onxibe ngayo iyakufanela  
*Even the way you dress suits you.*
7. Yonke into yakho ifanelekile.  
*Everything of yours is smart.*
8. Utsho ngemilenze ekufanelayo  
*You've got beautiful legs.*

The third subcategory has the verb qhahwukile. This verb focuses on the good figure of the girl.

9. Uqhawukile  
*You look smart.*

The fourth subcategory focuses on the praising of girl.

10. Ungalunga ukungenela onobuhle.  
*You can enter a beauty contest*
11. Ndiyakuncoma mhlobo.  
*I compliment you, friend.*
12. Kwaye ungangenela onobuhle.  
*You can enter a beauty contest.*

Expression with adjective hle has appeared once to compliment the legs of the girl.

This verb hle has been used in the negative but it has a positive meaning:

13. Ayisemihle imilenze yakho.  
*Your legs are beautiful.*

The copulative with the preposition na as head of a phrase focuses on the appearance of the girl:

14. Unomzimba omhle  
*You've got a good body.*

The comparison is introduced by the expression with ngathi

15. Isinqe siqhawukile ngathi yimbodlela yecoca-cola.  
*Your waist is like a bottle of coco-cola.*

(b) A friend compliments another on the good way she has cut her hair

The first way in which this compliment has been expressed in Xhosa is by means of copulative clauses with hle. Expressions with the adjective have appeared five times in the answers to the questionnaire.

In the first compliment with hle the emphasis on the way she has cut her hair:

1. Ayisentle intloko yakho.  
*Your head is beautiful.*
2. inlthe indlela ochebe ngayo.  
*You've got a nice hair-cut.*

The second compliment is on the way she looks after the haircut.

3. Usuke wamhle ngoku uchebileyo.  
*You look nice now that you've cut your hair*
4. Wamhle kakhulu.  
*You are really beautiful.*
5. Umhle nhyani.  
*You are really beautiful.*

Such adjectives may appear in the negative but with a positive meaning:

6. Awusehle tshomi ngoku uchebe intloko.  
*You are so beautiful my friend now that you cut your hair*
7. Ayisentle indlela ochebe ngayo iinwele.  
*Your hair-cut look beautiful.*

The second way in which a friend has been complimented for cutting hair is by means of clauses with specific verbs. There are three subcategories of verbs, which appear with the compliment:

In the subcategory the verb cheba emphasize on the way the girls hair has been cut.

8. Lo mntu ebekucheba ukuchebe kakuhle.  
*The person who was cutting your hair has done a nice job.*
9. Wacheba kakuhle iinwele zakho.  
*You've cut your hair well.*

This verb cheba has been used in the negative meaning:

10. Awusechebe kakuhle nje ntombi.  
*You've got a nice hair-cut.*

The second subcategory has verbs, which focus on how the new haircut fits the girl.

11. Umile kakuhle.  
*You've got a nice figure.*
12. Iyakuhlala  
*It suits you.*
13. Lo nto iyakuhlala  
*It suits you well.*

14. Iyakufanela le cut yakho  
*Your hair-cut suits you*

The third subcategory focus on the appreciation of the girl's hair-cut.

15. Ndiyayithanda indlela ochebe ngayo.  
*I like the way you have cut your hair.*

16. Uqhawukile  
*You've got a nice figure.*

#### 4.8.3 Compliments between persons of unequal status

##### (a) The priest compliments a child for wearing a new dress

The first way in which this compliment has been expressed in Xhosa is by means of adjective hle. Expressions with this adjective have appeared 17 times in the answers to the questionnaire:

In the first compliment the person herself has been complimented. This compliment appears in the following way:

1. Waze wamhle mntwana wam kulo lokhwe yakho.  
*My child you look beautiful in your dress.*

These adjectival clause with hle has even been used in the negative but has a positive meaning:

2. Awusemhle wethu unxibe ilokhwe.  
*You are beautiful in that dress.*

In the second place the dress itself is the focus of the compliment:

3. Yaze yantle ilokhwe oyinxibileyo.  
*The dress you are wearing is beautiful*

These adjectival clause with hle has even been used in the negative but has a positive meaning:

4. Ayisentle ilokhwe yakho.  
*Your dress is beautiful*

The second way in which a learner has been complimented for wearing a new dress is by means of clauses with specific verbs. There are four subcategories of verbs, which appear with this compliment:

In the first subcategory the verbs have been used 16 times, i.e. fanele 13 times, khupha twice and hlala once. To emphasize the way the dress suits her.

With the verb fanela

5. Le lokhwe imfanele  
*This dress suits her.*
6. Kwaye iyakufanela.  
*It suits her.*
7. Wayithenga uyazi ukuba iza kufanela  
*You bought it knowing that it is going to suit her.*
8. Iyakufanela  
*It suits you.*

With the verb khupha

9. Le lokhwe yakho ikukhupha kakuhle.  
*Your dress fits you well.*

With the verb hlala

10. Iyakuhlala kakuhle ilokhwe yakho  
*Your dress fits you well*

In the second subcategory the verb nxiba has been used 4 times to emphasize the way the girl dresses.

11. Uyazinxiba ilokhwe okanye isinxibo se Cawe.  
*You wear dresses or church uniform.*
12. Kukho umntwana ondinxibele ilokhwe entle kakhulu.  
*There is a child who is wearing a very beautiful dress.*
13. Unxibe ilokhwe entle.  
*You've worn a beautiful dress.*
14. Wanxiba kakuhle.  
*You have dressed well.*

This verb nxiba has been used in the negative but it has a positive meaning.

15. Awusanxibanga kakuhle  
*You've dressed smart.*

In the third subcategory the verb krazukile has been used once to emphasize the way the dress look like.

16. Ndithanda le ndawo ingathi ikrazukile.  
*I like the part that looks treaded.*

In the fourth subcategory the verbs bukeka and ndiliseka have been used once to emphasize the way the girl looks like:

With the verb bukeka

17. Ubukeka kakuhle  
*You look well.*

With the verb ndiliseka

18. Wandiliseka  
*You've got dignity.*

The third type of compliment is a copulative which appears with the preposition na as head of a phrase and such copulatives focus on the appearance of the child:

19. Unomfaneleko ntombam.  
*You look smart, my girl .*

It also focuses on the appearance of the dress:

20. Le lokhwe inomfaneleko xa uyinxibile.  
*This dress looks beautiful when you worn it.*
21. Usuke wanomfaneleko mntwana wam.  
*You are beautiful my child.*

- (b) The teacher compliments a learner for wearing a school uniform

The first way in which this compliment has been expressed in Xhosa is by means of the adjective hle. Expressions with this adjective have appeared six times in the answers to the questionnaire:

In the first compliment with hle the habit of wearing a school uniform has been complimented;

1. Yinto entle ukunxiba iyunifom yesikolo.  
*It is a nice thing to wear a school uniform.*

In the second compliment the person herself has been complimented. This compliment appears in the following way:

2. Umhle  
*You are beautiful.*
3. Wamhle namhlanje wandikhumbuza ngexesha lam.  
*You are beautiful today you have reminded me of my times.*

This verb hle has even been used in the negative but it has a positive meaning:

4. Awusemhle unxibe iyunifom.  
*You look so beautiful when you are wearing a uniform.*

In the third place the dress itself is the focus of the compliment.

5. Yaza yantle ilokhwe yakho.  
*Your dress is beautiful.*

The second way in which a learner has been complimented for wearing a school uniform is by means of clauses with specific verbs, which appear with this compliment.

In the first subcategory the verb nxiba (dress) has been used 14 times to emphasize the way the learner has dressed. This verb nxiba frequently appears with the adverb kakuhle

6. Unxibe kakuhle  
*You have dressed beautifully*
7. Uyinxibe kakuhle impahla yesikolo mntwana wam.  
*My child you have dressed your school uniform beautiful.*



8. Umntwana wesikolo unxiba kanje.  
*A school child dresses like this.*
9. Uyinxibe ngokupheleyo impahla yesikolo.  
*You are wearing your uniform fully.*
10. Unxibe ngendlela efanelekileyo.  
*You have dressed in a smart way.*
11. Uyayinxiba impahla yesikolo ngalo lonke ixesha.  
*You are wearing your school uniform all the time.*
12. Uyinxiba yonke i-uniform.  
*You are wearing all of your uniform.*

This verb nxiba has been used in the negative but it has a positive meaning:

13. Awusanxibanga kakuhle.  
*You've dressed smart.*

The second subcategory has verbs, which emphasize the way the learner looks i.e. whether she is beautiful with this uniform.

14. Ucocekile nemisebenzi yakho icocekile.  
*You are neat and your work is also clean.*
15. Uyabukeka  
*You look beautiful.*
16. Wandiliseka  
*You've got dignity.*

The third subcategory has the verb fanela and some of its derivation. this verb focuses on the way the uniform fits the learner.

17. Lo nto ikufanele.  
*That thing suits you.*
18. Iyakufanela i uniform  
*The uniform suits you.*
19. Wafaneleka wacaca ukuba ungumntwana wesikolo.  
*You look so smart and it is clear that you are a school child.*

In the third place various copulative clauses have been used with a noun phrase as a compliment. In the first copulative, the noun phrase appears with a copula. The noun in these noun phrase emphasize the learner:

20. Ungumzekelo kwesi sikolo.  
*You are an example in this school.*
21. Ungoyena mzekelo kwesi sikolo.  
*You are the best example in this school.*
22. Kuyacaca ukuba ungumfundi nhyani.  
*It is really clear that you are a student.*

The second type of copulative appears with the preposition na as head of a phrase and these copulatives focus on the appearance of the learner.

23. Umfaneleko wakho ubonisa ukuba ungumntwana wesikolo.  
*Your dignity shows that you are a school child.*
24. Umntu ongayihoyanga imfundo uza kutsho abenomdla yinkangeleko yakho.  
*Somebody who is not interested in education will be impressed by your appearance.*

#### 4.8.4 Summary on compliments of appearance

##### Compliments between males and females.

(a) Dressing of man

A woman compliments a man on the way he has dressed

1. The clothes have been complimented.
2. The person himself has been complimented.
3. The way the man has dressed has been complimented.
4. The way the clothes fits has been complimented.
5. The way the clothes match has been complimented
6. The choice of clothes has been complimented.
7. The way he looks has been complimented.

##### How are these compliments expressed in Xhosa?

###### Compliment 1

Clauses with adjective hle

###### Compliment 2

Clauses with adjective hle

###### Compliment 3

Clauses with specific verb nxiba with the adverb kakuhle.

###### Compliment 4

Clauses with verb fanele

###### Compliment 5

Clauses with specific verb hambelana

###### Compliment 6

Clauses with specific verb khetha

Compliment 7

Clauses with specific verb hle

Clauses with preposition na and umfaneleko

(b) Dressing of woman

A man compliments a woman on the way she has dressed.

1. The way the woman dress has been complimented.
2. The way the clothes fit the woman has been complimented.
3. The way the girl looks has been complimented.
4. The way she dresses has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1

Clauses with adjective hle.

Compliment 2

Clauses with specific verb fanela.

Compliment 3

Clauses with specific verb ndiliseka

Compliment 4

With the verb nxiba and kakuhle

**4.8.5 Compliments between friends**(a) Figure

A friend compliments another friend on her good figure

1. The good appearance of the girl has been complimented.
2. The good fit of the dress has been complimented.
3. The good figure of the girl.
4. The legs of the girl has been complimented.

### How are these compliments expressed in Xhosa?

#### Compliment 1

Clauses with specific verbs linga and mile appears with the adverb kakuhle

Clauses with preposition na and umzimba

#### Compliment 2

Clauses with the verb fanele

#### Compliment 3

Clauses with the verb qhawukile

#### Compliment 4

Clauses with adjective hle

#### (b) Hair- cut

A friend compliments another friend on the good way she has cut her hair.

1. The way she has cut her hair has been complimented.
2. The way she now looks after the hair-cut has been complimented.
3. The way the hair-cut fits the girl has been complimented.

### How are these compliments expressed in Xhosa?

#### Compliment 1

Clauses with adjective hle

Clauses with adjective hle

#### Compliment 2

Clauses with adjective hle

#### Compliment 3

Clauses with specific verbs qhawukile and thanda

#### 4.8.6 Compliments between persons of unequal status

(a) New dress

A priest compliments a child wearing a new dress

1. The person herself has been complimented (appearance).
2. The way the dress suits the girl has been complimented.
3. The way the girl dresses has been complimented.
4. The way the dress look like.

How are these compliments expressed in Xhosa?

Compliment 1

Clauses with adjective hle

Clauses with preposition with na and umfaneleko

Clauses with verbs bukeka and ndiliseka

Compliment 2

Clauses with the verbs fanele, khupha and hlala

Compliment 3

Clauses with the verb nxiba

Compliment 4

Clauses with the verb krazukile

(b) School uniform

A teacher compliments a child wearing a school uniform

1. The habit of wearing a school uniform has been complimented.
2. The way the learner has dressed has been complimented.
3. The way the learner looks has been complimented.
4. The way the uniform fits the learner has been complimented.
5. The appearance of the learner has been complimented.

How are these compliments expressed in Xhosa?Compliment 1

Clauses with adjective hle

Compliment 2

Clauses with specific verbs nxiba and kakuhle

Compliment 3

Clauses with specific verbs coceka, bukeka and ndiliseka

Compliment 4

Clauses with specific verb fanela

Compliment 5

Clauses with preposition with na and umfaneleko

**4.9 COMPARATIVE TABLE ON COMPLIMENTS OF APPEARANCE****4.9.1 Compliments on the way of dressing between males and females**

	<b>FEMALE TO MALE</b>	<b>MALE TO FEMALE</b>
Style	+	+
Fit	+	+
Person	+	+
Clothes	+	-
Choice	+	-
Match	+	-

From the table above it is clear that females tend to use more compliments on the way or style of dressing, i.e. they complimented the clothes themselves, the choice of clothes as well as the good match in clothes. Males and females use the other three compliments, i.e. compliments on the way or style of clothing, on the specific good fit of the clothes as well as compliment directed to the person self.

#### 4.9.2 Compliments between friends

	FIGURE	HAIR-CUT
Figure	+	-
Fit of dress	+	-
Person	+	+
Hair-cut	-	+

These compliments between friends tend to favour specific object to be complimented, i.e. when asked to compliment the figure of a person the respondents tend to concentrate on complimenting the figure. The same type of compliment is directed to the hair –cut. When complimenting the figure of a person there respondents also complimented the fit of the dress the person wears, i.e. to show how good the dress fit the figure of a person. In the last case, all the respondents tend to compliment the person self, i.e. in both complimenting the figure and the hair-cut, the respondents also want to emphasize how well the person likes with the good figure or the new hair-cut.

#### 4.9.3 Compliments between persons of unequal status

	NEW DRESS	SCHOOL UNIFORM
Style	+	+
Fit	+	+
Person	+	+
Dress	+	-
Habit	-	+

In compliments between person of unequal status, it is clear that most of the compliments found in previous sections are repeated in this case, Thus in both the case of the new dress or the wearing of a school uniform the style of the clothes the good fit as well as the person are complimented. The others two compliments are specific to the object, i.e. with the new dress it is to be expected that the dress itself will be complimented while in the case of the school uniform it is again to be expected that the regular habit of wearing such an uniform will be complimented.

#### 4.9.4. Summary

When complimenting par 4.9.1 – 4.9.3 above one notice that when clothes in one way or another are complimented the style fit and person are complimented (see 4.9.1 and 4.9.3)



In the second case, in all compliments the person seems to be a favourite object of compliments. In the third place, some compliments tend to look at specific objects such as the figure or hair-cut. On the last place, it is evident that women tend to be more lavish in complimenting.

#### 4.10 COMPARATIVE TABLES ON SYNTACTIC STRUCTURES WITH COMPLIMENTS OF APPEARANCE

NON-COPULATIVE	M/F DRESS		FRIENDS		UNEQUAL	
	F-M	M-F	Hair	Figure	Uniform	Dress
NP V	+	+	+	+	+	+
NP V NP	+	+	+	+	+	+
NP V ADVP	+	+	+	+	+	+
NP V PP: (nga)	+	-	-	-	+	-
(ku)	+	+	-	-	-	-
NP V CP (uku-)	+	-	-	+	-	-
<b>COPULATIVE</b>						
NP V AP (hle)	+	+	+	+	+	+
NP V PP (na)	+	-	-	+	+	+
NP V NP	-	-	-	-	+	-

The different types of constructions which were in compliments on appearance are not very widely distributed and with non-copulative verbs only three constructions are uniformly used i.e. those with a VP with a verbal head only (V) those with a noun phrase (NP) as complement of (V) as well as an adverbial phrase (ADVP) as compliment. With copulative verbs only those with the adjective hle seem to appear with all the compliments.

##### 4.10.1 Compliments on possessions

(a) Compliments between males and females.

A woman compliments a man on his new house:

The first way in which this compliment has been expressed in Xhosa is by means of copulative constructions. These copulative constructions are divided into three sub-categories.

The first subcategory has the adjective verb khulu which emphasize the size of the house:

1. Inkulu loo nto.  
*It is so big*
2. Kwaye amagumbi ayo makhulu.  
*Its rooms are big.*

The second sub-category of copulatives appears with the preposition na as head of a phrase and such copulatives focus on the extent of its rooms.

3. Ayinkulu ngako indlu oyithengileyo.  
*The house you bought is so big.*
4. Inento yonke.  
*It has everything*

The third subcategory of copulatives appears with hle and focus on the appearance of the house.

5. Yantle le ndlu yethu.  
*Our house is beautiful.*
6. Intle le ndlu  
*This house is beautiful.*
7. Intle indlu yakho.  
*Your house is beautiful.*
8. Ayisentle indlu yakho entsha.  
*Your new house is beautiful.*
9. Intle kakhulu  
*It's so beautiful.*

10. Ayisentle indlu oyithengileyo.  
*The house you've bought is beautiful.*

The second way in which a man has been complimented for buying a new house is by means of expressions with verbs : There are five subcategories of verbs, which appears with this compliment.

In the first subcategory the verb phola has been used twice to emphasize the coolness of the house:

11. Ikhangeleka ipholile ngeyona ndlela.  
*It looks very cool.*
12. Kwatsho kwaphola.  
*It is cool.*

In the second subcategory the verb hlala has been used once to emphasize the nice way it lives.

13. Siza kuhlala ebhotweni.  
*We are going to live in a castle.*

In the third subcategory the verb thenga has been used five times to emphasize the good buy.

14. Uncedile uthenge indlu entsha.  
*You've helped in buying a new house.*
15. Ucinge into entle ngokuthenga indlu.  
*You've thought a good thing of buying a house.*
16. Wenze kakuhle ngokuthenga indlu.  
*You've done well for buying a house.*

In the fourth subcategory the verb peyinta has been used once to emphasize the way it has been painted:

17. Ipeyintwe kakuhle.  
*It is painted beautifully.*

The fifth subcategory has a verb with emphases on the cleanliness of the house:

18. Icocekile  
*It's clean.*

The third category has expressions with noun, which emphasizes the diligence of the man buying the house:

19. Ndiyayibona intsebenzo yakho.  
*I see your work.*

The fourth category has a comparison with an emphatic pronoun denoting the superlative:

20. Uyeyona ndoda inomonde ekwenzeni izinto zekhaya.  
*You are a man who perceives in doing things for the homestead.*

The fifth category has an expression of appreciation:

21. Enkosi ngale ndlu.  
*Thank you for the house.*

- (b) A man compliments woman on buying of a new music center

The first way in which this compliment has been expressed in Xhosa is by means of the copulatives. There are three subcategories of copulatives which appears in this compliment.

In the first subcategory the adjectives with hle and tsha have been used to emphasize the appearance of the music center.

Adjective with hle:

1. Wamhle lo mculo uwuthengileyo  
*The music system that you have chosen is beautiful.*
2. Mhle nhyani lo mculo wakho.  
*Your music center is really beautiful.*
3. Intle le nto uze nayo.  
*It is a beautiful thing that you have brought.*

This adjective hle has even been used in negative but has a positive meaning.

4. Awusemhle lo mculo uwuthengileyo  
*You've bought a beautiful music system.*

Adjective with tsha:

5. Lo mculo uwuthengileyo mtsha.  
*The music center you bought is new.*

In the second subcategory of copulative has been used with a noun phrase as compliment. The noun in this noun phrase emphasizes the buying of the music center:

6. Uligorha ngokuthi uthenge umcilo omtsha.  
*You are a hero for buying this new music center.*
7. Usisithandwa sokwenene.  
*You are really, a darling.*
8. ngumfazi olungileyo.  
*You are a good wife.*

The second category has verbs, which emphasize the good choice of the music center. These verbs thenga, enza, thanda and khetha have been use once.

9. Uncedile uthenge umculo.  
*You've done a good thing for buying this music center.*
10. Wenze into entle.  
*You've done a beautiful thing.*
11. Ukwazile ukukhetha  
*You know how to choose.*
12. Ndiyawuthanda lo mculo uwuthengileyo.  
*I like the music center that you've bought.*

The verb tsho focuses on the playing of music center:

13. Utsho kamnandi  
*It is playing well.*

#### 4.10.2 Compliments between friends

- (a) A friend compliments a friend who has a new CD player.

The first way in which this compliment has been expressed in Xhosa is by means of copulatives. These copulatives are divided into five subcategories:

In the first subcategory of copulatives the noun phrase appears with a copula on the demonstrative. This noun phrase emphasizes the appearance of the CD player.

1. Zezi zikhoyo kwelixesha langoku.  
*This is the new model.*

In the second subcategory the copulative has been used with adjective hle to compliment the appearance of the player.

2. Intle ke le CD player yakho.  
*Your CD player is beautiful.*

3. Yantle ke le CD player yakho.  
*Your CD player is beautiful.*

This adjective hle has even been used in the negative but it has a positive meaning.

4. Ayisentle i CD player yakho.  
*Your CD player is beautiful.*

In the third subcategory the copulative has been used with possessive.

5. Yile yale mihla.  
*It's the new model.*

In the fourth subcategory the copulative has been used with an adjective hle emphasize the sound of the CD player:

6. Mhle umculo wakho.  
*Your music is beautiful.*

This adjective hle has even been used in the negative but it has a positive meaning

7. Awusemhle lo mculo wakho.  
*Your music is beautiful.*

The fifth subcategory of copulatives appears with the preposition na as head of phrase and such copulatives focus on the possession of the CD player.

8. Ndiyavuya nawe unayo I CD-player  
*I'm happy that you also have a CD-player*

The second way in which a friend has been complimented for buying a new CD player is by means of verbs. The verb thanda has been used twice and hambela, tsho and biza have been used once, to emphasize the appreciation of the CD player:

9. Ndiyayithanda le CD player yakho.

*I like your CD player.*

10. Nditsho ndayithanda nam.

*I even like it.*

11. Uhambela phambili

*You are having a progress*

12. Iyatsho i CD player yakho.

*Your CD player plays well.*

13. Iyabiza

*It's expensive.*

(b) A friend compliments another friend on the acquisition of a new cell-phone

The first way in which this compliment has been expressed in Xhosa is by means of the copulative. There are five subcategories of copulatives, which appear with this compliment. In the first subcategory copulatives have been used with an adjective hle. The emphasis is on its beautiful appearance.

1. Intle icell-phone yakho.

*Your cell-phone is beautiful.*

2. Ayisentle icell-phone yakho.

*You cell-phone is beautiful.*

In the second category of copulatives the noun phrase appears:

3. Iliqobelo

*This is genuine.*

In the third subcategory of copulative the adjective ncinci, which emphasizes its size appears.



4. Incinci kamnandi.  
*It's nicely small.*

In the fourth subcategory of copulatives the adjective hle emphasizes its color:

5. Nombala wayo mhle.  
*Its color is beautiful.*

In the fifth subcategory of copulatives, the noun phrase appears with possessives which emphasizes its price:

6. Zezi zamaxabiso aphezulu.  
*Those are the expensive one's.*

The six subcategory of copulatives appears with the preposition na as head of a phrase and such copulatives focus on the new possession

7. Ndiyavuya ukukubona une cell-phone.  
*I'm happy to see you having a cell-phone.*

The second category in which a friend has been complimented for having a new cell-phone is by means of verbs. The verb thenga has been used twice while thanda has been used once to emphasize on the good buy:

With the verb thenga:

8. Uthenge icell-phone entsha.  
*You've bought a new cell-phone.*

With the verb thanda

9. Ndithanda i "face" yayo.  
*I like its face*

A comparison is introduced by the expression eyona, which emphasize on the superlative degree of the new cell-phone.

10. Ubetha ngeyona- yona.  
*You are using the really one.*

#### 4.10.3 Compliments between persons of unequal status

- (a) A child compliments a parent on a new stove that she has bought

The first way in which this compliment has been expressed in Xhosa is by means of verbs. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory the verbs bhaka and beka has been used once to emphasize the way the stove functions:

##### With the verb bhaka

1. Siza kubhaka kuso amakhekhe.  
*We shall bake cakes on it.*

##### With the verb beka:

2. Siza kubeka kakuhle imbiza.  
*We shall put the pot well.*

This verb nceda has been used in the negative but it has a positive meaning:

3. Awusancedanga ngokuthenga isitovu esitsha.  
*You've done well for buying a new stove.*

The second subcategory has a verb thanda, which has been used twice while ncoma, and thenga has been used once to compliment the parent on good choice of stove:

With the verb thanda

4. Ndithanda lo mhlobo wesitovu.  
*I like this type of stove.*

5. Ndithanda amaqhosha aso.  
*I like its knobs.*

With the verb ncoma

6. Ndiyasincoma esi sitovu sitsha usithengileyo.  
*I congratulate you on the new stove you bought.*

With the verb thenga

7. Inoba usithenge duru  
*May be you bought an expensive one.*

The third subcategory has verbs, which emphasize the appearance of the choice.

8. Siyabukeka  
*It's beautiful*

9. Yaye kufuneka sihlale apha ngasefestileni sizokubukeka kakuhle.  
*It must stay next to the window so that we can see it well.*

In the second category copulatives clauses have been used :

In the first copulative the adjectives hle and tsha appears with copulative to compliment on the appearance of the stove.

Adjective with hle

10. Asisihle isitovu osithengileyo.  
*You've bought a beautiful stove.*

11. Sihle  
*It's beautiful*
12. Sasihle isitovu osithengileyo  
*The stove You've bought is beautiful.*

Adjective with tsha

13. Sitsha  
*It's new*

The second type of copulative appears with a possessive as compliment:

14. Sesale mihla  
*It's the latest model.*

(b) A child compliments a teacher on her new car

The first way in which the compliment has been expressed in Xhosa is by means of expressions with copulatives. There are two subcategories of copulatives, which appear with this compliment.

In the first subcategory copulatives have been used with an adjective hle and tsha to emphasize the appearance of the car:

Adjective with hle:

1. Intle le moto yakho.  
*Your car is beautiful.*
2. Yantle imoto ohamba ngayo.  
*The car you are driving is beautiful.*

Adjective with tsha

3. Isentsha  
*It's new*

This adjective hle has even been used in the negative but it has a positive meaning:

4. Ayisentle imoto yakho.  
*Your car is beautiful.*

In the second subcategory of copulatives, the noun phrase appears with a copula. The noun in this noun phrase appears emphasizes the appearance of the car.

5. Ngumnyobo  
*It's so beautiful.*

The copulative noun phrase may appear with an empty head.

6. Zezi zodidi oluphezulu  
*It's one of high quality.*

In the second category a teacher has been complimented on her good choice in the buying of her new car. There are three subcategories of verbs, which appear with this compliment.

In the first subcategory the verb khetha has been used four times while thenga and ncoma have been used once.

With the verb khetha

7. Uyikhethile  
*You've chosen it well.*
8. Ukwazile ukukhetha.  
*You know well how to choose.*

9. Ukhethe imoto entle.  
*You've chosen a beautiful car*

10. Wakhetha lo mhlobo mtsha.  
*You've chosen the new model.*

With the verb thenga

11. Uthenge eyona yakhe yantle.  
*You've chosen the most beautiful one.*

With the verb ncoma

12. Ndiyayincoma le moto yakho entsha oyithengileyo.  
*I congratulate you on the new car that you've bought.*

The second subcategory has a verb, which emphasizes the performance of the car.

13. Yomelele  
*It is strong*

The third subcategory has a verb, which emphasizes the appearance of the car.

14. Iyabonakala nafuthi leliqobelo langoku.  
*You can see it is a really thing for present times.*

## 4.11 SUMMARY OF COMPLIMENTS ON POSSESSIONS

### 4.11.1 Compliments between males and females

(a) House  
A woman complimented a man on his new house

1. The size of the house has been complimented.
2. The extent of the rooms has been complimented.

3. The appearance of the house has been complimented.
4. The coolness of the house.
5. The nice way it live has been complimented.
6. The good buy has been complimented.
7. The way it has been painted has been complimented.
8. The cleanliness of the house.
9. The diligence of the man buying the house.
10. The superlative degree of the man has been complimented.
11. An expression of appreciation.

How are these compliments expressed in Xhosa?

#### Compliment 1

Copulative constructions with the adjective khulu.

#### Compliment 2

Copulatives appear with hle

#### Compliment 3

Copulative constructions with preposition na

#### Compliment 4

Expression with verb phola

#### Compliment 5

Expression with verb hlala

#### Compliment 6

Expression with verb thenga

#### Compliment 7

Expression with verb peyinta

#### Compliment 8

Expression with verb coceka

Compliment 9

Expression with a noun

Compliment 10

Comparison with an emphatic pronoun

Compliment 11.

With the interjection

(b) Music center

A man compliments a woman on her buying of a music center.

1. The appearance of the music center has been complimented.
2. The buying of the music center has been complimented.
3. The choice of the person who bought the music center has been complimented.
4. The good choice of the music center has been complimented.
5. The playing of the music center.

How are these compliments expressed in Xhosa?

Compliment 1

Copulative adjective with hle.

Copulative adjective with tsha.

Compliment 2

Copulative with noun phrase

Compliment 3

Copulative with noun phrase

Compliment 4

Copulative with verbs tsho, thenga, enza, thanda and khetha.



#### 4.11.2 Compliments between friends

(a) CD player

1. The appearance of the CD player has been complimented.
2. The sound of the CD player has been complimented.
3. The possession of the CD player has been complimented..
4. The appreciation of the CD player has been complimented.

How are these compliments expressed in Xhosa?

Compliment 1

Clauses with adjective hle

Compliment 2

Clauses with adjective hle

Compliment 3

Clauses with the preposition na

Compliment 4

Clauses with adjective hle

(b) Cell-phone

A friend complimented another friend on the acquisition of a cell-phone

1. Its beautiful appearance has been complimented.
2. Its size has been complimented.
3. Its colour has been complimented.
4. Its price has been complimented.
5. The new possession has been complimented.
6. A good buy has been complimented.
7. The superlative degree of the new cell-phone has been complimented.

### How are these compliments expressed in Xhosa?

#### Compliment 1

Copulatives with adjective hle

Copulatives with noun phrase

#### Compliment 2

Copulatives with adjective ncinci

#### Compliments 3

Copulatives with adjective hle

#### Compliment 4

Copulatives with possession

#### Compliment 5

Copulatives with preposition na

#### Compliment 6

With verb thenga

With verb thanda

#### Compliment 7

Comparison

### **4.11.3 Compliments between people of unequal status**

#### (a) Stove

A child compliments a parent on a new stove that she has bought.

1. The way the stove functions.
2. The parent on her good choice of stove has been complimented.
3. The appearance of the choice has been complimented.

### How are these compliments expressed in Xhosa?

#### Compliment 1

Expressions with verbs bhaka, beka and nceda

#### Compliment 2

Expressions with the verbs thanda, ncoma and thenga

#### Compliment 3

Expressions with the verb bukeka

(b) A child complimented a teacher on her new car

1. The appearance of the car has been complimented.
2. On her good choice in the buying of her new car has been complimented.
3. The performance of a car has been complimented.

### How are these compliments expressed in Xhosa?

#### Compliment 1

Expressions with copulatives adjective hle and tsha.

Copulatives with a noun phrase umnyobo

Copulatives with possessive udidi

With verb bonakala

#### Compliment 2

With verb khetha, thenga and ncoma

#### Compliment 3

With verb omelele

(c) Car

A child compliments a teacher on her new car

1. The appearance of the car has been complimented.

2. On her good choice in the buying of her new car has been complimented.
3. The performance of a car has been complimented.

How are these compliments expressed in Xhosa?

#### Compliment 1

Expressions with copulatives adjective hle and tsha.

Copulatives with a noun phrase umnyobo.

Copulatives with possessive udidi.

With verb bonokala.

#### Compliment 2

With verbs khetha, thenga and ncoma

#### Compliment 3

With verb omelele.

#### 4.11.4 Summary

	MALE – FEMALE		FRIENDS		UNEQUAL	
	House	Music	CD	Phone	Stove	Car
Appearance	+	+	+	+	+	+
Features: Size	+			+		
Codness	+					
Paint	+					
Cleanliness	+					
Sound			+			
Performance		+			+	+
Colour				+		
Price				+		
Lives well	+					
Good buy	+	+		+		
Good choice		+			+	+
Appreciation	+		+			
Possession			+	+		

There are in general six types of compliments, which were used in complimenting new possessions of a person. In the first place, all respondents complimented the new object on its appearance, i.e. it's like beautiful. In the second place, all the new objects were complimented on some specific features of the object, e.g. the house was complimented

on its size, coolness, paint, cleanliness, and the fact that it lives well. The music center was complimented on its performance specifically that it plays very well, while the CD player has a compliment on its good sound.

The cell-phone was complimented on its small size, its beautiful color and its good price. The stove and a car on the other hand, each have compliments on their good performance i.e. the stove functions well and the car performs admirably.

The third type of compliment concentrates on the good buy the person did in the acquisition of this new object. Three objects were complimented in this way, i.e. the house, the music center and the cell-phone. The fourth compliment concentrates on the good choice the person did in getting the new object, i.e. the music center, the stove and the car. The fifth compliment focuses on appreciation of the new object, i.e. the house and the CD while the sixth compliment emphasizes the new possession, i.e. the CD and the cell-phone.

#### 4.11.5 Syntactic structures

NON-COPULATIVE	HOUSE	MUSIC	CD	PHONE	STOVE	CAR
V	+		+		+	+
V NP	+	+	+	+	+	+
V LOC	+					
V ADVP	+	+			+	
V uku-		+			+	
VPP (na)			+			
(nga)				+	+	
(ku)					+	
<b>COPULATIVE</b>						
V AP (hle)	+	+	+	+	+	+
(khulu)	+					
(tsha)		+			+	+
(ncinci)				+		
V NP	+	+	+	+	+	+
V PP (na)	+					

As in the case of the other compliments very few different syntactic structures have been used in the compliments on new possessions. On the case of the VP with an NP as compliment of the verb (V NP) all the compliments appear with this structure. This is evident because of the possession which is the object of the verb: some quality of the object or the object its self has been highlighted with this structure. The only other notable structure is the one with a copulative verbs. The AP with hle as head again appears in all

compliments as in the case of the other compliments other adjectives also appear here (tsha, khulu, ncinci) specifically to emphasize certain features of these possessions. Exceptional also is appearance of the NP with a copula in all the compliments on possessions.

## 4.12 RESPONSES ON COMPLIMENTS

### 4.12.1 Responses to compliments on possessions

#### (a) A man compliments a woman on her buying of a new music center

When a man complimented a woman on her buying of a new music center, the woman responded on this way to the compliment. She showed her appreciation to the compliment by the following.

Appreciation token.

Enkosi /ndiyabulela

*Thank you /I thank you*

She gave the following responses:

Comment acceptance

Abantwana bam kudala becela ukuba ndibathengele umculo, ngoku ndide ndazincama kuba ndifuna ukubonwabisa.

*My kids have been pleading with me to buy them a music system I ended up doing so because I want to entertain them.*

#### (b) A woman compliments a man on his new house

When a woman compliment a man on his new house, the man responded on this way to the compliment. The man showed his appreciation to the compliment by the following

### Appreciation token

Ndiyabulela /enkosi

*I thank you / thank you*

He gave the following response:

### No acceptance

Mfazi yintoni le nto uthanda ukuncoma kodwa into siyenza sobabini?

*My wife why do you like to thank something that we done together?*

### Comment acceptance

Nam mfazi ndifuna sihlale kamnandi endlini yethu.

*Even me, my wife I want us to stay peacefully in our house*

### Agreement with the compliment

Intle nhyani nam ndiyayibona kwaye ndiyithande ndisaqala ukuyibona.

*Its really beautiful I also see it and I liked it when I first saw it.*

## **4.12.2 Friends**

(a) A friend compliments another friend on the acquisition of a cell-phone.

When a friend complimented another on the acquisition of a cell-phone the friend responded on this way to the compliment. The friend showed his/her appreciation to the compliment by the following

### Appreciation token

Ndiyabulela /enkosi

*I thank you /thank you*

The friend also gave the following responses

Comment acceptance

Ndiyisebenzele le cell-phone ukuze ndiyifumane.

*I've worked in order to get this cell-phone*

No acceptance of compliment

Ndiyithenge ngemali enkulu

*I bought it at a high price*

(b) A friend compliments a friend who has a new CD player.

When a friend complimented a friend who has a new CD player, the friend responded on this way to the compliment. The friend showed her appreciation to the compliment by the following

Appreciation token

Ndiyabulela /enkosi

*I thank you /thank you*

She also gave the following responses

Agreement with the compliment

Nam ubona ndizincame ndayithenga nje ndenziwa kukuyithanda.

*Even me I ended up buying it because I like it.*

Comment acceptance

Intle nhyani bekudala ndiyibawela.

*Really its beautiful, I've been longing for it.*



No acceptance of compliment.

Hayi kaloku isithandwa sam siyakhathala ngam.

*No, but my lover cares about me.*

**4.12.3 Unequal status**

(a) A child compliments a parent on a new stove that she has bought.

When a child complimented a parent on a new stove that she has bought, the parent responded on this way to the compliment. She showed her appreciation to the compliment by the following

Appreciation token

Ndiyabulela /enkosi

*I thank you /thank you*

Comment acceptance.

Ndisithengiswe yinto yokuba sitshiphu, somelele kwaye isesalamaxesha.

*I bought it because it's cheap, strong and is in a fashion.*

Agreement with the compliment

Ewe, mntwana wam andifuni nipeke phandle

*Yes, my child I don't want you to cook outside.*

(b) A friend compliments a teacher on her new car

When a child complimented a teacher on her new car, the teacher responded on this way to the compliment. She showed his appreciation to the compliment by the following

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

She also gave the following responses

Comment acceptance

Ndiye ndayithanda kangangokuba ndiyithenge iduru.

*I liked it so much I bought it in that high price*

No acceptance of compliment

I “choice” le kudala ndabanayo nawe nje uyazibona nee “suit” zam endizinxibayo.

*I've had a choice long ago and you can see in the suits I'm wearing.*

**4.12.4 Summary**

	MALE – FEMALE		FRIENDS		UNEQUAL	
	Music	House	Phone	CD	Stove	Car
Appreciation token	+	+	+	+	+	+
Comment acceptance	+	+	+	+	+	+
No acceptance	-	+	+	+	-	+
Agreement	-	+	-	+	+	-

From the table above, one may conclude that appreciation tokens and comment acceptance have been used as a response to a compliment in all three social groupings of gender, friends and power relations. Agreement with the compliment and no acceptance of the compliment has not been used in all instances across the three social groupings.

On the other hand, if one looks at the individual compliments, the compliments on the acquisition of a new house and a new CD player appear with all four types of compliment responses.

## 4.13 RESPONSES ON COMPLIMENTS ON ABILITY

### 4.13.1 Males and females

- (a) A man compliments a woman for properly ironing his shirt.

When a man complimented a woman for properly ironing his shirt, the man responded on this way to the compliment.

#### Appreciation token

Enkosi /ndiyabulela /ndiyabonga

*Thank you /I thank you*

He also gave the following responses

#### Comment accepted

Bendiyi-ayina ndingonqeni tu namhlanje kwayendisemdleni.

*I was ironing it and I was not lazy as I was in the mood.*

#### No acceptance of compliment

Hayi, uyandiphoxa ke ngoku yise kaNozinxonxo.

*No, Nozinxonxo`s father, you are disappointing me now.*

- (b) A man compliments a woman for looking well after the child

When a man complimented a woman for looking well after the child, the woman responded on this way to the compliment. She showed her appreciation to the compliment by the following:

Appreciation token

Enkosi /Ndiyabulela

*Thank you /I thank you*

She also gave the following response

Comment acceptance

Njengomzali kufuneka umntwana acace ukuba ndimkhathalele kuba kaloku yintyatyambo yethu.

*Just like a parent it must be clear that I care for the child because is our flower.*

(c) A man compliments a woman for passing a computer course.

When a man complimented a woman for passing a computer course, the woman responded on this way to the compliment. She showed her application to the compliment by the following:

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

She also gave the following response

Comment acceptance

Amazwi akho myeni wam ayondomeleza.

*My husband your words are encouraging me.*

(d) A woman compliments a man for obtaining a driver's license.

When a woman complimented a man for obtaining a driver's license, the man responded on this way to the compliment. He showed her appreciation to the compliment by the following:

Appreciation token

Ndiyabulela /Enkosi

*I thank you /thank you*

He also gave the following responses

Comment acceptance

Nam ndiziva ndonwabe kakhulu kwaye kubalulekile ukuba ndibenelayisense.

*I also feel very happy and it is important that I must have a license*

#### 4.13.2 Friends

(a) A friend compliments another friend who has been selected to represent the school in a science project

When a friend complimented another friend who has been selected to represent the school in a science project, the friend responded on this way to the compliment. The friend showed his/her appreciation to the compliment by the following:

Appreciation token

Enkosi /ndiyabulela /ndiyabonga

*Thank you / I thank you*

The friend also gave the following responses:

### Disagreement

Soze kaloku ufane nam  
*You will never be like me*

### Comment acceptance

Ndifuna ukuzibonakalisa ukuba ndikrelekrele yaye notitshala ababendifundisa ndifuna babenomdla ngam.

*I want to show that I'm brilliant and I want my former teachers to be impressed with me.*

(b) A friend compliments another friend who did well in sport.

When a friend complimented another friend who did well in sport, the friend responded on this way to the compliment. He showed her appreciation to the compliment by the following

### Appreciation token

Ndiyabulela /enkosi  
*I thank you /Thank you*

He also showed his appreciation to the compliment by the following:

### No acceptance of compliment

Hayi mhlobo kudala ndayidlala ibhola akungoku.  
*No, my friend its long that I've been playing football, not now.*

### Comment acceptance

Ndiyavuya kakhulu ukuthi kanti ndidlale kakuhle.  
*I'm very happy to find that I've played well.*

(c) A friend compliments another friend for being the best student.

When a friend complimented another friend for being the best student, the friend responded on this way to the compliment. She showed her appreciation to the compliment by the following:

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

She also gave the following responses

Comment acceptance

Ndiyazimisela kuyo yonke into endiyenzayo kwaye ndizixelele ukuba ndizakuyipasa

*I stand by myself in everything that I'm doing and I tell myself that I'm going to pass it.*

Agreement with the compliment

Into endandiyizele apha esikolweni ndandizo kufunda.

*I only came for education here at school.*

No acceptance of compliment

Kudala ndinje nawe uyazothusa uyayazi ukuba ndandinishiya kwase primary.

*I've been like this long ago and you too you are shocking yourself because I've been like these since primary school days.*

### 4.14.3 Unequal status

- (a) A learner compliments a teacher on the way she has presented a biology lesson

When a learner compliments a teacher on the way she has presented a biology lesson the learner responded on this way to the compliment. She showed her appreciations the compliment by the following:

#### Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

She also gave the following responses

#### Agreement with the compliment

Ndinjalo kaloku mna apho ndidlule khona kuyacaca kwaye ndithi ndifune kucacelwe bonke abafundi endithe ndabafundisa.

*I'm like that and it is clear and I want all those I have taught to get clarity.*

#### Comment acceptance

Kaloku bendifundela into yokuba ndikhuphele ulwazi endinalo kuni.

*I've been studying to transmitter my knowledge to you.*

- (b) A teacher compliments a learner on the excellent attendance at school

When a teacher complimented a learner on the excellent attendance at school, the learner responded on this way to the compliment. She showed her appreciation to the compliment by the following:



Appreciation token

Enkosi /ndiyabonga

*Thank you /I thank you*

She gave the following response

Comment acceptance

Kuyo yonke into endiyenzayo isikolo kum siza kuqala andithandi ikubona ndifeyilisha ukuphela konyaka ngenxa yokungahambi isikolo.

*In all that I'm doing school to me comes first I don't like to see failing myself at the end of the year.*

(c) A child compliments her mother for the excellent meal that she has prepared

When a child compliments her mother for the excellent meal that she has prepared the mother responded on this way to the compliment

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

Agreement with the compliment

Kaloku ndiqhele ukuphekela ikumkani ngoku bendisanikhumbuza ngezomini yayindim kakuhle ndipheka.

*I'm used in cooking for the chiefs I was just remaining you of those good old days when I used to cook*

She also gave the following response:

Comment acceptance

Umthetho wam mntwana wam ndipheka kamnandi.

*My kid I'm used in cooking nice food.*

No acceptance of compliment

Uyandazi nawe ukuba ndiyapheka

*You also know that I cook.*

(d) A teacher compliments a learner on the high mark he /she received in math's

When a teacher complimented a learner on the high mark she or he received in maths.

The learner responded on this way to the compliment

Appreciation token

Ndiyabulela /enkosi

*I thank you /thank you*

She also gave the following response

Comment acceptance

Yindlela ebendisebenza ngayo mfundisi le indenze ukuba ndifumane amanqaku amangaka.

*Sir, its the way I've been working that makes me to get these marks.*

## 4.14 RESPONSES ON COMPLIMENTS ON APPEARANCE

### 4.14.1 Males and females

#### (a) A woman compliments a man on the way he has dressed

When a woman complimented a man on the way he has dressed, the man responded on this way to the compliment. The man showed his appreciation to the compliment by the following

#### Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

He also gave the following responses

#### Agreement with the compliment

Nam ndiyayibona lonto zintle nhyani, ndizithenge ndizibona ukuba zizokufanela.

*I also see that they are really beautiful, I bought them knowing that they suit me well*

#### Comment acceptance

Kufuneka ndindiliseke ndibe yindoda yesi Xhosa phakathi kwamanye amadoda

*I must be dignified and being a Xhosa man among the other man.*

#### No acceptance of compliment

Hayi, wena mfazi ndimhle umthetho wam.

*No, my wife I'm always handsome..*

(b) A man compliments a woman on the way she has dressed.

When a man complimented a woman on the way she has dressed, the woman responded on this way to the compliment. The woman showed her appreciation to the compliment by the following

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

No acceptance of compliment

Hayi myeni wam kudala ndanxiba kakuhle

*No, my husband I've been wearing nice long ago.*

Agreement with the compliment

Unyanisile myeni wam, ndiyayibona lento ubuyithetha zindihlala kakuhle ezimpahla.

*You are speaking the truth, my husband, I also see what you are talking about these clothing suits me well.*

Comment acceptance

Kaloku tata ndifuna kuthiwe unesidima umfazi wakho.

*But dad I want people to say your wife is dignified.*

#### **4.14.2 Friends**

(a) A man compliments another friend on a good figure.

When a friend complimented another friend on a good figure, the friend responded on this way to the compliment, the learner showed his appreciation to the compliment by the following:

Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

She gave the following responses:

Agreement with the compliment.

Ndandikhe ndabangenela onobuhle ngoku ndandikumabanga aphantsi ndaphumelela phambili

*I enter a beauty competition, when I was in low standards I come first.*

Comment acceptance

Ndizakukhe ndizame ukungenela onobuhle kwixa elizayo

*I will try to enter beauty competition next time around.*

No acceptance of the compliment

Kaloku wena asuba ilokhwe emfutshane bekutheni ndingayinxibi koko bendibethwa yinto yokungabikho kwazo

*Its not that I was not wearing a short dress but they were not available.*

(b) A friend compliments another friend on the good way she has cut her hair

When a friend complimented a friend on the good way she has cut her hair, a friend showed his/her appreciation, to the compliment by the following.

Appreciation token

Enkosi /ndiyabulela

*Thank you/I thank you*

She also gave the following responses:

Comment acceptance

Sele indingenile into yokucheba andivani nenwele ezinde.

*I used to cutting my hair I don't like long hair.*

No acceptance of compliment

Owu, hayi ke noko uyandiphoxa ngoku ndisuke ndanesibunzi esiphume ngaphandle

*Oh! no you are disappointing me now, I've got a forehead that is exposed*

Agreement with the compliment

Kaloku tshomi ndimhle umthetho wam.

*But my friend I'm beautiful.*

**4.14.3 Unequal status****(a) The priest compliments a child for wearing a new dress**

When the priest complimented a child for wearing a new dress, the child responded on this way to the compliment. The child showed his appreciation, to the compliment by the following:

Appreciation token

Ndiyabulela /enkosi

*I thank you /thank you*

The child gave the following response:

Agreement with the compliment

Le lokhwe ndiyithenge ngokuyithanda kwaye ndakhetha isayizi yam.

*I bought these dress liking it and yet I chose my size.*

### No comment acceptance

Hayi, mfundisi uyaphosisa le lokhwe ayindifaneli noko.

*No, Reverend it's not true this dress doesn't suit me well.*

### Comment acceptance

Ndiziva ndingakwazi ukuba ndizakubulela ndithini ngendlela ondincoma ngayo.

*I don't know how to thank you the way you've praised me*

(b) The teacher compliments a learner for wearing a school uniform.

When a teacher complimented a learner for wearing a school uniform, the learner. The learner showed his appreciation to the compliment by the following:

### Appreciation token

Enkosi /ndiyabulela

*Thank you /I thank you*

The learner also gave the following:

### Agreement with the compliment

Sifanele ukunxiba iyuniform ngokupheleleyo.

*We are supposed to wear uniform full.*

## CHAPTER 5

### CONCLUSIONS

The various compliments in Xhosa have been investigated as well as the syntactic constructions, which appear in these compliments. The range of compliments includes compliments between male and female, compliments between friends, and compliments between people of unequal status.

#### Compliments on ability

Compliments on ability between males and females concentrated on situations such as a shirt ironed by a woman, looking well after a child, obtaining a drivers license and passing a computer course.

The compliments on the shirt, which was ironed, concentrated on an expression of appreciation, the professional job of ironing, an expression of thanks and appreciation of the woman as a person.

Compliments for looking well after a child concentrated on the way the woman has brought the child up, the child's appearance and appreciation for the woman's role in the upbringing of the child.

Compliments for obtaining a drivers license concentrated on the obtaining of the license, appreciation for obtaining the license and appreciation for exceptional driving skills.

Compliments for passing a computer course concentrated on how well the woman had performed, how proud people are of her, the appreciation of her abilities and her performance.

#### Compliments on ability between friends

Compliments on ability between friends concentrated on the representation of the school in sport a science project, sport performance and on being the best student.



Compliments on representing the school in sport concentrated on the fact that the student has been chosen, the fact that he plays very well, his persistence, the fact that he is the best player and the fact that people are proud of him.

Compliments on representing the school in a science project concentrated on the achievement of the friend and the extent of her knowledge.

Compliments on sport performance concentrated on how well the student played and how necessary he was in the game.

Compliments for being the best student concentrated on the achievement, the way she has studied, congratulations and her showing of ability.

#### Ability between people of unequal status

Compliments on ability between people of unequal status concentrated on the high marks he/she received in mathematics, for the excellent meal that she has prepared, excellent attendance at school and the biology lesson she presented.

Compliments on the obtainment of high marks concentrated on the way she worked for thee marks, the way she has made progress, the way she passed and the high marks themselves.

Compliments on the excellent meal concentrated on the deliciousness of the food the way the food has been prepared, the way the food has turned out and the appreciation of the food.

Compliments on the excellent attendance at school concentrated on her good attendance of school and the good example she sets.

Compliments on the way she has presented a biology lesson concentrated on the way she teaches, the way the learner followed the lesson and the way the learner expressed appreciation.

### Compliments on appearance

Compliments on appearance concentrated on the dressing of a man and the dressing of a woman. Compliments on the dressing of a man: here a man was complimented on how well the person himself looks, the clothes, the way the man has dressed, the way the clothes fits, the way the clothes match and the choice of clothes.

Compliments on dressing of a woman concentrated on the way the woman dresses, the way the clothes fit her, the way the woman looks and the way she dresses.

### Compliments between friends

Compliments between friends concentrated on her good figure and on the good way she has cut her hair.

Compliments on the good figure concentrated on the good appearance of the girl, the good fit of the dress, the good figure of the girl and the legs of the girl.

Compliments on the good way she has cut her hair concentrated on the way she has cut her hair, the way she now looks after the hair cut and the way the new hair cut fits the girl.

### Compliments between persons of unequal status

Compliments between persons of unequal status concentrated on a child wearing a new dress and on a child wearing a school uniform.

Compliments on a child wearing a new dress concentrated on the person herself of appearance, the way the dress suits the girl, the way the girl dresses and the way the dress looks like. Compliments on a child wearing a school uniform concentrated on the habit of wearing a school uniform, the way the learner has dressed, the way the learner looks, the way the uniform fits the learner and the appearance of the learner.

### Compliments on possessions

Compliments on possessions between males and females concentrated on a new house, buying of a music center, a new CD player and acquisition of a cell phone.

Compliments on a new house concentrated on the size of the house, the extent of the rooms, the appearance the coolness of the house, the nice way it lives, the good buy, the way it has been painted, the cleanliness of the house, the diligence of the man buying the house, the superlative degree of the man and an expression of appreciation.

Compliments on buying of a music center concentrated on the appearance of the music center, the buying of the music center, the choice of the person who bought the music center, the good choice of the music center and the playing of the music center.

Compliments on a new CD player concentrated on the appearance of the CD player, the sound of the CD player, the possession of the CD player and the appreciation of the CD player.

Compliments on the acquisition of cell phones concentrated on its beautiful appearance, its size, the colour, its price, the new possession, a good buy and the superlative degree of the cell phone. Compliments between friends concentrated on a CD player and a cell phone. Compliments between friends concentrated on the appearance of the CD player, the sound, the possession and the appreciation of the CD player. Compliments on new cell phone concentrated on the beautiful appearance, the size, the colour, the price, the new possession, a good buy and the superlative degree of the new cell phone.

### Compliments between people of unequal status

Compliments between people of unequal status concentrated on a new stove and on the new car. Compliments between people of unequal status concentrated on the way the stove functions, the parent on her good choice of the stove and the appearance of the choice.

Compliments on the new car concentrated on the appearance of the car, on her good choice in the buying of her new car and the performance of a car.

## Responses

Responses on compliments on ability between male and females were appreciation taken comment acceptance and no acceptance. Compliment responses between friends were appreciation taken, disagreement, comment acceptance, no acceptance of compliment, and agreement with the compliment. Responses on compliments on appearance between male and females were appreciating taken, agreement with the compliment, comment acceptance, no acceptance of compliment. Compliment responses between friends were appreciation taken, agreement with the compliment, comment acceptance and no acceptance of compliment. Compliment responses between people of unequal status were appreciation taken, agreement with the compliment, comment acceptance and no comment acceptance.

## BIBLIOGRAPHY

- Herbert, K.H. 1990. Sex-based differences in Compliment Behaviour. **Language in Society** 19:202-224.
- Holmes, J. 1986. Compliments and Compliment Responses in New Zealand. **Anthropological Linguistics** 28 (4): 485-508.
- Holmes, J. 1988. Paying Compliments: A Sex-Preferential Politeness Strategy. **Journal of Pragmatics** 12:445-465.
- Manes, J. 1983. Compliments: A Mirror of Cultural Values. In: N. Wolfson & E. Judd (Eds.). **Sociolinguistics and Language Acquisition**. Newbury House Publishers.
- Pomerantz, A. 1978. Compliment Responses. In: J. Schenkein (Ed.) **Studies in the organization of Conversational Interaction**. Academic Press.
- Thomas, J. 1995. **Meaning in Interaction: An introduction to Pragmatics**. London and New York: Longman Publishers.
- Trosborg, A. 1986. **Interlanguage Pragmatics: Requests, Complaints and Apologies**. New York: Mouton de Gruyter.
- Wolfson, N. 1983. An Empirically based Analysis of Complimenting in American English. In: N. Wolfson & E. Judd (Eds.). **Sociolinguistics and Language Acquisition**. Newbury House Publishers.
- Wolfson, N & Manes, J. 1980. The Compliment as a Social Strategy. **International Journal of Human Communication** 13(3):391-394.
- Yläanne-McEwen, V. 1993. Complimenting Behaviour: A cross-cultural Investigation. **Journal of Multilingual and Multicultural Development** Vol 14, No 6.
- Yule, G. 1996. **Pragmatics**. Oxford University Press.