

# **A COMPARATIVE ANALYSIS OF COMPLIMENT RESPONSES IN ENGLISH AND URDU COMIC SITCOMS**

**BY**

**FARZANA GULZAR**



**NATIONAL UNIVERSITY OF MODERN LANGUAGES**

**RAWALPINDI**

**JUNE 2024**

# **A Comparative Analysis of Compliment Responses in English and Urdu Comic Sitcoms**

By

**Farzana Gulzar**

M.A, Baha-u-din Zakria University Multan (1996)

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

**MASTER OF PHILOSOPHY**

**In English Linguistics**

To

FACULTY OF ARTS & HUMANITIES



**NATIONAL UNIVERSITY OF MODERN LANGUAGES, RAWALPINDI**

© Farzana Gulzar, 2024



NATIONAL UNIVERSITY OF MODERN LANGUAGES

FACULTY OF ARTS &amp; HUMANITIES

## THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the faculty of Arts & Humanities for acceptance.

**Thesis Title:** A Comparative Analysis of Compliment Responses in English and Urdu Comic Sitcoms

**Submitted by:** Farzana Gulzar

**Registration#:** 3Mphil/Eng Ling/Rwp/S21

Master of Philosophy

Degree name in full

English Linguistics

Name of Discipline

Dr. Ejaz Mirza

Name of Research Supervisor

\_\_\_\_\_  
Signature of Research Supervisor

Dr. Muhammad Safeer Awan

Name of Dean (FAH)

\_\_\_\_\_  
Signature of Dean (FAH)

\_\_\_\_\_  
Date

## AUTHOR'S DECLARATION

I Farzana Gulzar

Daughter of Gulzar Ahmad

Registration# 3Mphil/Eng Ling/Rwp/S21

Discipline English Linguistics

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **A Comparative Analysis of Compliment Responses in English and Urdu Comic Sitcoms** submitted by me in partial fulfillment of my M Phil degree is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work will be canceled and the degree revoked.

---

Signature of Candidate

---

Name of Candidate

Date \_\_\_\_\_

## ABSTRACT

*Title: A Comparative Analysis of Compliment Responses in English and Urdu Comic Sitcoms*

This research study has attempted to investigate the Compliment Responses that emerge into cultural trends and tendencies through the source of comic sitcoms in English and Urdu. There are three major classifications of compliment responses named, Agreement, Non-agreement, and Other interpretations. These macro-level categories are further grouped into micro-level sections. All categories are culturally bound and have situational implications. In this study, quantitative and qualitative methods are applied for analysis. The first part is based on quantitative analysis and refers to the inquiry of similarities and differences, which has been presented in a frequency table. Since the same data is analyzed in the context of situational variables and presented in a descriptive qualitative method. Thus some common situations are sorted out then all the categories of Herbert's Taxonomy of CRs are viewed with a situational lens that reflects that compliment responses are bound to cultural norms moreover, male and female characters have their preferences to adopt a particular strategy. The study implies that efforts should be made to investigate CRs in multiple dimensions that may facilitate the learners of English as a second language under cross-cultural circumstances. Another advantage is to pave a path for the translators to let them hone their skills. The study concludes that compliment responses are specific to culture, personal priorities, awareness, knowledge, and global trends.

**KEYWORDS:** *Speech Acts, Compliments, Compliment Responses, Comparison, Trends, and Tendencies.*

## TABLE OF CONTENTS

Chapter	Page
<b>THESIS AND DEFENSE APPROVAL FORM.....</b>	<b>iii</b>
<b>AUTHOR`S DECLARATION.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF FIGURES.....</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>.xi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>xii</b>
<b>DEDICATION.....</b>	<b>xiii</b>
 <b>1. INTRODUCTION.....</b>	 <b>1</b>
1.1 Background of Sitcoms.....	5
1.2 The English Sitcom “Miranda”.....	7
1.3 The Urdu Sitcom “Chupkey Chupkey”.....	8
1.4 The Statement of Problem.....	9
1.5 Objectives of Study.....	10
1.6 Research Questions.....	10
1.7 Significance of the Study.....	10
1.8 Delimitation of Study.....	11
1.9 Limitations of the study.....	11
1.10 Organization of the Study.....	11
 <b>2. LITERATURE REVIEW.....</b>	 <b>13</b>
2.1 Concept of Speech Acts.....	13

2.2 Summary of Literature Review.....	29
<b>3. RESEARCH METHODOLOGY.....</b>	<b>31</b>
3.1 Mixed Method Study.....	32
3.2 Setting of the Research.....	32
3.3 Sampling.....	32
3.4 Data Collection Method.....	33
3.5 Data Collection Procedure.....	33
3.6 Data Analysis.....	33
3.6.1 Quantitative Analysis.....	33
3.6.2 Qualitative Analysis.....	34
3.7 Theoretical Framework.....	34
3.7.1 Pragmatics.....	36
3.7.2 Socio-pragmatics.....	377
3.7.3 Speech Acts.....	37
3.7.4 Classification of speech acts.....	337
3.7.5 Speech Act of Compliment.....	38
3.7.6 Speech Act of Compliment Response.....	39
<b>4. DATA PRESENTATION AND ANALYSIS.....</b>	<b>41</b>
4.1 Quantitative Analysis.....	43
4.2 Qualitative Analysis.....	56
4.3 Influence of Situational Variables.....	58
4.4 Compliment Responses to Promote Social Agenda.....	60
4.5 General Trends and Tendencies in English and Urdu CRs.....	62

<b>5. CONCLUSION.....</b>	<b>64</b>
5.1 Findings.....	64
5.1.1 Agreement.....	64
5.1.2 Non Agreement.....	64
5.1.3 Other Interpretations.....	65
5.2 Discussion.....	65
5.3 Conclusion.....	69
5.4 Recommendations.....	70
 <b>REFERENCES.....</b>	 <b>71</b>
<b>ANNEXURE A.....</b>	<b>81</b>
<b>ANNEXURE B.....</b>	<b>82</b>



## **LIST OF TABLES**

Table 1. Frequency of Compliment Responses in English and Urdu sitcoms .....	43
Table 2. Frequency Distribution of CR Ctegories in Situatinal Variables of BE.....	56
Table 3. Frequency distribution of CRs in situational variables of UL.....	57

## LIST OF FIGURES

Figure 1: ACCEPTANCE: A macro level CR with subcategories.....	44
Figure 2. Comment History.....	47
Figure 3. Transfer with its classification.....	48
Figure 4. Scale Down.....	50
Figure 5. Other Interpretations.....	54

## **LIST OF ABBREVIATIONS**

CRs	Compliment Responses
BE	British English
UL	Urdu Language

## **ACKNOWLEDGEMENTS**

I am thankful to Allah Almighty without whose blessing I would not have been able to complete this challenging task.

I owe thanks to Prof. Dr.-Muhammad Safeer Awan, Dean Faculty of Languages, and Prof, Dr. Ejaz Mirza Head Department of English for their cooperation in the entire process.

I would like to express my deepest love to my father Mr Gulzar Ahmad who always inspired my pursuit of this degree and my husband Mr Akhtar Ali who has supported me in all years of my academic study. I also extend my heartiest thanks to my supervisor Dr. Ejaz Mirza who has persistently challenged my intellect intending to explore the best in me. Despite having a big gap between my previous degree and the present one, he motivated me to put in relentless efforts to pursue my studies. I am sincerely grateful for this. My deepest thanks are to my friends Ms Nayab and Ms Fouzia who guided me unconditionally during the whole research study. Thanks to the English Department of NUML for offering me the academic and creative space, to bring this thesis to life.

Thank you all.

## **DEDICATION**

This thesis is dedicated to my parents for their love, unconditional support, and encouragement. Both of them are my lifeline.

# CHAPTER 1

## INTRODUCTION

A speech act is a term, which alludes to a speaker's expectation and its impact on an audience. An activity when is planned, that a speaker desires to incite in the crowd or audience members. A speech act carries out various roles in correspondence. Speakers and audience members utilize speech acts in various circumstances, like expressions of remorse, good tidings, solicitations, grumblings, or refusals. These circumstances can also be addressed in a solitary word or a progression of words, for example, apologies! Alternatively, one can say; "I'm truly upset about your misfortune." The speech acts, in actuality, connect and require just information on the language yet in addition fitting information on that language inside a particular culture. Speech acts are challenging to perform numerous functions. The utilization of speech acts is not confined to semantics however it is in regular use in various fields, similar to reasoning, brain science, and scholarly speculations, and, surprisingly, in the improvement of artificial intelligence. To decide in what direction a speech act should be utilized, one must initially decide the sort of speech acts are functioning, or the pragmatic components must be comprehended. As pragmatics, a linguistic term deals with ways that people use language or the acts that language allows people to perform. (Schmidt and Richards, 1980, as cited in Pishghadam and Sharafadini; 2011, pp, 152-160) stated that all the acts either verbal or nonverbal we perform while speaking are considered speech acts. Some unspoken rules change the meaning of the language used and the manners that these rules give to the sentence meaning beyond the literal or straightforward understanding. Regarding speech acts, pragmatic rules also extend the information of action to use language. Pragmatic rules are like social rules in the case of speech acts that determine the usage of language to perform a particular function. These are the pragmatic rules that aim to enhance the existing knowledge regarding the manner of action, for instance, how to make a promise, which appropriate selection of lexical items the interlocutors make, what kind of statement is regarded as a promise, and what does promise to make stand for, (the literal meaning of promise making). The first type comprises locutionary acts, which refer to offering significant expressions, offering something that a listener can comprehend. The second kind of speech act called the illocutionary act; manages

something with a reason, for example, to illuminate, to provide order, and so on. The perlocutionary speech act is a third type that offers something to make somebody act. Hence, various families of illocutionary speech acts have been gathered on their aim of use. Then again, illocutionary and perlocutionary speech acts might happen all the while when the locution of proclamation occurs. Illocutionary acts convey a mandate for the crowd; it very well may be a commitment, conciliatory sentiment, reply, request, or just a statement of much obliged. In addition, illocutionary acts express a mentality and convey certain illocutionary forces. Additionally, these are dispersed into different families. These families are perceived by unambiguous names for example, "directives," manage asking, mentioning, and encouraging the audience members to follow through with something. One more family known as "commissives," manages the capability of responsibilities like promising and ensuring future strategy. Another group of illocutionary acts is based on "expressives," and consolidates articulation of sentiments, conciliatory sentiment, lamenting, identifying, and inviting. The last group of illocutionary acts whenever referred to as "declaratives," presents new outer circumstances through the speaker's expressions. Perlocutionary speech acts are considered definitive demonstrations, as they lead crowds toward a decision. They affect considerations, sentiments, and feelings, and affect the outlook of an audience. Thus, a feeling of terror factor is likewise a quality of perlocutionary speech acts to project among the crowd.

Among various speech acts, compliments and compliment responses are perceived as significant demonstrations in a sociocultural setting. Sadeghi and Zarei (2013) whose common sense is not entirely set in stone by the social standards of the public. In the words of Kim (2003), a compliment is principally a rational speech act and a source to explore a culture since it goes about as a mirror that reflects what exists in a specific culture. (p.39). In light of how compliments are utilized and responded to by the addressee, compliments are potentially deciphered in various ways in various societies. As Nkwain (2011) has said:

A spontaneous emergence of speech acts is a significant characteristic of compliment which often originates from the speaker's intention to praise someone, to ensure affiliation, to extend a piece of advice, to seek approval orally, or by making use of gestures. (pp. 60-79)

Similarly, Yousafvand (2002,p.1) noted that “The speech act of complimenting is largely a positive and polite strategy: since it lets an addressee know that he or she is being liked”. Drawing on Herbert's (1990) scientific categorization, the current study explores the assortments of Compliment Responses (CRs) in the two languages to explain the recurrence by which every assortment is utilized. Pragmatics, as a field that is concerned with how language is used in the public eye, has extraordinary significance for language students as well as for local speakers in the domain of effective correspondence. It requires both the addresser and recipient to completely comprehend the capability of the speech acts the person in question is utilizing and the importance the individual in question is imparting. Society and culture are emphatically associated with how they use different speech acts and responses to compliments. (Wolf Son,1983, as cited in Keshavarz, 2011) has explained that cross-cultural differences found in compliments are not merely structural, rather their classification on the part of frequency, and their outcome also makes them distinguished. Therefore, the compliment responses may face the same or more complications. Hence, the culturally diverse examination of compliments requires the dominance of the most practical part of the language. Holmes (1988) further elaborates on the definition of compliments and compliment responses in a social setup:

A compliment possesses an ability by nature to confer credit to somebody other than the speaker who is usually inclined towards some great (ownership, qualities, abilities, and so on) which is regarded by both interlocutors. A compliment and its reaction are connected so the initial segment predicts the second to the degree that the shortfall of the subsequent part is recognizable. (pp.445-465)

The essential capability of compliments, in regular discussion, as per most experts, is social; even though they can serve different functions; their motivation is to lay out, arrange, keep up with, or solidify social fortitude. In like manner, wrong interpretation stays away from students by outfitting interruption with the vital sociolinguistics data concerning normal speech acts. Acknowledgment of compliments and suitable responses is likewise expertise, which includes legitimacy



of expectation. An addressee should be explicit because of criticism. Since the Compliment Responses (CRs) generally consolidated by the speakers are minimal formal, for example, Thank you, Sorry, My expressions of remorse, Appreciative, My pleasure, and so on also, Compliment Responses (CRs) might happen in two circumstances (1) agreeing, (2) contradicting the addressee (non-agreement). Both of these circumstances influence diversely on various societies. Yuan (2001, pp. 271-292) interpreted the significance of compliment responses, as “Compliment responses are worth research able as all other speech acts need to be studied, they exhibit the speech community who use them incorporating all of their rules”. This study plans to explore various Compliment Responses (CRs) in Pakistani culture and English cultures, which are entirely different from each other. Being a local observer of Urdu Compliment Responses (CRs) the researcher might say that the Urdu language is implanted with standard circumstances. These Compliment Responses (CRs) play a vital role in managing the discussion easily expressive. A very much-positioned compliment response works with the addresser to decide the tone and surface of local Urdu speakers. One most significant parts of Urdu Compliment Responses (CRs) is a depiction of social specialty and the most compelling instrument in obtaining social agreeableness. The remarks on excellence, character, work execution, and taking a glance at something one of a kind are normal in Urdu culture. In this way, the unpretentious varieties brought about by the adjustment of orientation and according to the event and necessity are milestones of the way of life. To remark on a type of single word is likewise a piece of the way of life alongside the utilization of explicit modifiers and descriptors. Consequently, a lot of investigation has been made in this study to view as remarkable, uncommon, situational, and impacted by territorial shades as Pakistan is a place that is embedded with numerous civic establishments. In correlation with the English group of people, this study incorporates the comparison of Urdu and English Compliment Responses (CRs).

Most EFL learners implement native cultural rules and guidelines of relative behavior whenever they interact with an interlocutor of the same or different culture, as many pieces of research exhibit this phenomenon. Such situations may result in a flaw or crash. Hence, the learner’s approach within the domain of speech acts is a potent fragment of cross-cultural pragmatic competence. However, acknowledgment of speech acts differs across cultures.

Teachers in EFL classrooms are least aware of the significance of speech acts (compliment responses) so do not encourage EFL learners to develop an interest in learning these. Therefore, this ignorant attitude of teachers leads to learners' lack of knowledge and misuse of compliment responses. In Pakistani EFL classrooms, the focus is limited to mere grammar or vocabulary concepts. So, for EFL learners in Pakistan, such kind of research needs to be carried out frequently to make understudies apt in effective communication. Despite having an enormous number of scientific categorizations acquainted with making sense of compliment responses, for example, Manes and Wolf Son (1981), Herbert's (1986-1990) Scientific classification of compliment responses, and Holme's (1986, pp. 485-508) Scientific classification of compliment responses, this study utilizes Herbert's scientific classification of compliment responses. Accordingly, the current study aims to analyze the trends and tendencies of using compliment responses in English and Urdu languages from a cross-cultural perspective with the recognition of their pragmatic functions.

### **1.1 Background of Sitcoms**

'Sitcom' is a mixing of the term 'situational parody', which acquired its ubiquity after its change from the radio to TV in the mid-1950s. Marc (2005, pp. 115-132) states that the principal general distribution toward coin the term situational satire was through a television Guide written in an article in 1953. Later on, all distributions and even individuals began to utilize the term 'sitcom'. Wolf Son (1996) characterized a sitcom as "a program enduring 30 minutes whose characters connect in comic circumstances." As per Butsch, (2005, pp. 111-135), a situational parody is a comedic television series that spins around a proper arrangement of characters and that is "worked around a silly 'circumstance' in which strain creates and is settled during the half hour. In a large number of episodes, the circumstance is re-made." Each sitcom should have a person or two of these three kinds: the honest, the blockhead, and the fraud. Besides, silly circumstances are typically a consequence of a person who generally causes himself problems. Grote (1983).

Kutulas (2005) makes sense of that at the core of every sitcom, there is a general 'circumstance' that should be gone toward the finish of the story, notwithstanding miniature circumstances for every episode that must likewise be taken care of. In any case, the way that the hour of most sitcom episodes is restricted to twenty-to-twenty-five minutes powers the essayists to simplify what is going on

and carefree to have the option to have a cheerful closure by the most recent couple of minutes of every episode. (pp. 49-52)

Cortés (2000) gives a few qualities of an exemplary sitcom: 1. the episodes are short episodes with a short running time, around 22 minutes for each episode, intended to be circulated for a long haul; 2. the story is normally based on a few characters with cliché characters, set in regular circumstances; 3. the shooting typically happens in a solitary sound stage isolated into a few sets with a live studio crowd utilizing three or four cameras; 4. albeit the world past the set is oftentimes referred to in the content, it is quite seldom seen. For the most part, every episode of a sitcom, for example, 'Friends' contains a normal of three plot lines: a primary plot and up to three other subplots. Simultaneously, viewers could tune into the program at any stage and require some information on previous occasions; consequently, the requirement for what is alluded to as "overt repetitiveness" or "scattered composition," which regularly includes a person summing up what has occurred up to then in their lines. Thompson (2003).

Nowadays, sitcoms are becoming one of the most widely recognized sorts of comedic television broadcasting, since they tackle day-to-day existence issues with characters and circumstances that are natural to the watchers, making it more straightforward for them to interface with the characters and occasions on various levels.

That's what Hurst contends "Sitcom furnishes its way of life with a bunch of rules — rules on the best way to participate in connections, rules on to come clean or participate in trickiness, rules on the best way to bring up your youngsters, rules for leading an evening gathering, etc." (1979). Most social investigations center around how curios of a particular culture can uncover a tone about its kin, their philosophies and view of good and bad, great and terrible, and so on. Media overall is viewed as one of the fundamental effects on individuals' thought processes of and see their general surroundings. (Carey, 1979, pp. 282-293). Subsequently, sitcoms thus should be visible as a relic of their societies that can be examined to more deeply study culture and its common discernment, since Thompson (2009) brings up that authenticity in sitcoms "gives the program validity with the crowd."

## 1.2 The English Sitcom “Miranda”

Miranda is a comedy series that was telecast on BBC One and BBC Two in 2009. The script was developed from comedian Miranda Hart's radio comedy joke shop (2008). The situation develops around a socially inept protagonist. This sitcom Miranda won the Royal Television Award and gained many BAFTA TV award nominations.

The whole script revolves around Miranda who seems a misfit among the group of her contemporary girls. The primary cause of this drawback is her huge size, including her weight, height, and posh accent. Though her prime endeavor is to find a perfect match for her she is unaware of the reasons for her failure in this pursuit which is her inability to behave socially, and how to manage in an embarrassing situation, particularly in the presence of men. Miranda is an ultimate case of disappointment for her mother who always put in effort to get her married and get a good job. Miranda's mother Penny is most aristocratic and pretty fashionable. She makes frequent visits to Miranda with the aspiration of fixing her meetings with multiple male candidates for marriage.

Miranda loves to be busy with silly games even at her workplace. Despite having the least potential for business, Miranda hires her friend Stevie to manage the shop. She not only runs the shop but consults Miranda regarding dating and curbs Miranda's childish behavior. These are her agoraphobic tendencies perhaps that makes her fall flat in various situations, for instance, dating, joining the gym, facing the male, and dealing with her dominating mother.

She is always perplexed in the presence of men as she mostly denounces the men. Meeting and dating seems a tough job for her. She falls in love with Gary who is a chef in a restaurant. Gary behaves funny like Miranda in front of her as she always knocks on several things or she makes fun of ordinary situations and things but she makes a complete fool in front of him. Miranda wishes to manage her embarrassment in front of Gary but she never succeeds fortunately Gary does not mind about it. Having multiple meetings with Gary Miranda was unable to convince him for marriage that's why both of them could not continue as a married couple.

Syntactically viewing this play presents a few code-switching with French expressions and only one expression from Arabic/Urdu “kebab” is noted. All the

characters belong to the same English community so more diversity on the part of language is not witnessed. Code-switching in this research is taken as a perimeter to mark the impact of one language on the other. Thus, the main reason for the selection of this play is its large viewership.

### **1.3 The Urdu Sitcom “Chupkey Chupkey”**

The comedy play “CHUPKEY CHUPKEY” aired in 2021 on Hum TV in Pakistan. An Urdu series of 30 episodes emerged as a hit around the globe. The combined total reviews of 100 million made it phenomenal. This sitcom can outstrip borders and bring shared cultures, family values, and diaspora nearby.

The story revolves around the conventional joint family system and its strengths and weaknesses—the two families of a grandfather (late) who married two women and lived side by side. Being heads of their families both co-wives are rivals, critics, and vigilant of each other’s lives. Two main characters endeavor to get married while both families are involved in this pursuit but against the other co-worker’s grandson.

In this Urdu comedy play, most of the characters are modern and literate except those who belong to some rural background. A lot of code-switching is made for the reason that characters represent numerous ethnicities of the province of Punjab like Punjabi, Saraiki, and then English while this system is an Urdu language presentation. The characters who are less literate frequently switch the code with their first languages; (Punjabi, Saraiki) and few expressions in the English language. On the other hand, some modern and educated characters avoid such kind of code-switching and only rely on the English language. This kind of language switch reveals the regional and cultural influence on the first and second languages of an area. A vivid preference has been seen in this play that the new generation is inclined towards English while the old generation is disposed to their first language, (regional language) and poses a least usage of English while showing liking for it.

The reason behind choosing this particular play for research is not only a large viewership rather I preferred to include such an example, which may offer a blend of cultures and languages. This kind of drama I believe can offer an aura of occurrences where first, second, and third languages may merge sophisticatedly. This emergence reflects how the interlocutors adjust the slots to make the alternate language

comprehensive, how they perform this action spontaneously, and how a listener perceives the connotation of a particular expression. Besides all these, I expected to have plenty of compliment responses that seem to fit under the light of Herbert's Taxonomy of compliment responses. The reason for selecting this particular English series for research was its multiple seasons that could offer a large number of expressions, (CRs). One of the primary reasons for the selection of both comedies was female dominance in both as females are considered more expressive so frequent, genuine, vague, ironic, and straightforward responses were expected.

Most of the plays are written after a serious thought process and always developed on a crucial matter. On the other hand, comedy plays though written after a comprehensive thought process but elements like extempore, spontaneity, and natural responses are preferably designed in the light of real-life experiences. This is a major reason for selecting comedy sitcoms since this research is based on compliment responses as responses if they are natural can provide genuine essence.

#### **1.4 The Statement of the Problem**

Inter-actional Sociolinguistics and cross-cultural studies have gained interest in recent times. In the same direction, this study compares the compliment responses (CRs) of native Pakistani speakers with those of native speakers of Britain by incorporating TV series to find similarities and differences in both cultures. Compliment Responses in the Pakistani context are understudied, so the current study explores an understanding of compliment responses by comparing compliment responses in English and Urdu languages. The specific problem is that teachers and learners use compliment responses without any research basis. There is the least discrimination among varieties of compliment responses used by Pakistani learners particularly gender-based, demographic, and with the recognition of the situation. The acknowledgment of such features may lead to the emergence of new varieties along with a vivid understanding of their usage. Thus, different varieties of compliment responses are viewed through the lens of situational variables to identify the trends and tendencies to acknowledge responses of both cultures and the emergence of responses having assorted characteristics such as racist jokes, sexual jokes, and body shaming. This research has been carried out on the compliment responses that invite us to explore the CRs in two completely distinctive cultures. Such distinctions highlight the shades of meaning and reveal the ways of expression and variety of

articulated sounds. A subtle distinction may aid in increased, comprehensive, rational delivery of compliment responses.

### **1.5 Objectives of the Study**

- To examine how gender discrimination influences compliment responses of both cultures.
- To explore various situations in which compliment responses emerge in unique varieties.

### **1.6 Research Questions**

1. What are the situational variables that affect the compliment responses offered by different interlocutors in Urdu and English languages?
2. How are various compliment responses used as a tool to promote social agenda?

### **1.7 Significance of the Study**

Speech acts are an essential part of the teaching and learning process; language learners get support by having knowledge of appropriate speech acts to be used in particular situations, which subsequently generates successful communication. The significance of applying a suitable compliment response against any compliment is connected with knowing which speech act to perform is a crucial part of how speakers use language to communicate; likewise, knowledge of how to identify that action is critical to the hearer's understanding. If the learners who are learning English as a second language understand all the functions of speech acts, they can create appropriate compliment responses and use them effectively. Therefore, teachers' concepts of compliment responses may bring more clarity, if language teachers provide knowledge about their function; the students can control their communications. This research endeavours to the recognition of pragmatic functions of compliment responses in comic sitcoms, which are of mutual interest among all age groups so it could be implemented on learners at the school level as well as university students. Finally, because of the high degree of fineness in compliment responses, this is helpful for translators and interpreters to avoid wrong translations with sociolinguistic information. An inclusive impact of this research may be to enhance pragmatic competence by improving L2 users' awareness of pragmatic aspects of a

target language that could refine cross-cultural communication. In return, this might generate more knowledge and social harmony among interlocutors of both languages and cultures.

### **1.8 Delimitation of the Study**

The study is delimited to compliment responses (CRs) out of multiple speech acts. The domain of pragmatics is spread on a wide range of features and compliment response is a microscopic characteristic of it. Furthermore, macro categories introduced by Herbert (1990) are implemented to analyze, i.e. Agreement: non-agreement, and other interpretations (request). In addition, micro-categories are incorporated to get precise results.

### **1.9 Limitations of the study**

This study drifts to investigate how compliments are responded to across two cultures and which pattern is adopted by the languages which later recognized as response strategies. There are a few limitations observed during this venture of investigation that could not be entailed but need to be inquired in further studies. For instance, some social factors may determine the strategies of compliment responses since those factors are not gender-based disparities. Among those social factors, power, communication gap, and social distance are included due to which some new strategies may emerge. The second point is to utilize different genres, authentic material, a movie, or a live interview to determine the compliment responses as invoking strategies. Moreover, the current study dares to be cross-cultural which probes into socio-pragmatic aspects of two languages, however, speech acts must be linguistically, socially, and pragmatically contoured.

### **1.10 Organization of the Study**

This thesis has been divided into five chapters. The first chapter deals with the introduction of the topic and a complete account of its perspective. However, further aspects of this chapter include the significance of the study, problem statement, objectives, research questions, delimitation, limitations, and organization of the study. The second chapter is related to the literature review, which entails the previous research conducted in the same domain, and research gaps are mentioned. Research Methodology is presented in chapter three which has to do with the setting of the



research, sampling, data t language, collection methods, and procedures, along with the theoretical framework. The fourth chapter comprises data presentation and analysis. This chapter explains data in statistics (quantitative) form and descriptive (qualitative) form. In addition, differences and similarities between compliment responses in Urdu and English languages are intricate through the frequency table, and a detailed discussion on situational variables is carried out. The last chapter is the fifth one that presents thorough arguments regarding findings, future implications, and conclusion.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Linguistics has been alluded to as the investigation of language as an arrangement of human correspondence. A primary perception is that language can be utilized not exclusively to depict the truth but additionally to change the current reality. In basic words, it tends to be stated that 'to talk is an act'. Phonetic demonstrations that mean to impact the truth are generally called speech acts. These speech acts assume a significant part in compelling speech transmission; these demonstrations are useful units in communication. Language can be utilized to discuss, in addition to getting things done. Such demonstrations performed by language have been called speech acts, and the action words utilized are known as discourse acts or performative action words. The speech acts have been isolated into those where a performative action word shows up (they stand as explicit) and those that don't have one in their surface design (known as central).

#### **2.1 Concept of Speech Acts**

The speech acts utilized in discussions can be partitioned into three fundamental classifications: Meta-interactive demonstrations concerning the association of the actual discussion, for example, the stamping of starting points and endings (e.g., presently, right); the opening or summing up of a discussion (for example hi; bye) or the organizing of the discussion here and there (Sorry, I'm apprehensive I should go at this point). Turn-taking demonstrations are utilized to pass on, hold, or get the floor openly talking (what is your take? Assuming I may simply complete this; might I at any point come in on this?). Intuitive demonstrations comprise evoking acts, which require some etymological reaction, such as requesting information, a choice, understanding, or the explanation or redundancy of an expression; illuminating demonstrations, which offer responses or answers in alternate ways to inspiring demonstrations, such as agreeing, affirming, qualifying or dismissing; recognizing acts, which give positive or negative development or criticism, coordinating demonstrations, which request a quick or future active. The speech acts can likewise be grouped given the explicitness of an expression. A direct speech act is a demonstration where the illocutionary force is incorporated into the design of the sentence. For instance, with the expression "quit making clamor", the

listener comprehends the illocution in the expression to be a mandate without a lot of trouble or misconstruing. Circuitous approaches to finishing things by language are called backhanded speech acts. For instance, if you are sitting at the main quick PC in the office twenty minutes before ten and a partner comes in and asks 'Would you say you are instructing at ten?', the inquiry is what is it that he needs? At the point when you answer 'No, I'm not' and he disappears without saying anything more almost certainly, he needed to get on the PC to go about his responsibilities however did not have any desire to straightforwardly ask you. One more circuitous method for asking could be 'Would you say you will be long?' which additionally stays away from the immediate inquiry 'Might I at any point get on the PC? As per Austin, when we say something, we perform three shows all the while: a locutionary act, an illocutionary act, and a perlocutionary act. At the locutionary level, a speaker produces sounds (phonetic display) which are a tone coordinated concerning the phonological framework and sentence plan of a specific language (phatic act) and passes a sense of respect onto the semantic and reasonable rules of that language (rhotic act). At the illocutionary level, he is bestowing his supposition by the respectability of shows that took part in his discussion area. At the perlocutionary level, he plays out a third appearance that unites the results of his talking, and he has as of late restricted command over them. For the speech act to gain ground, it should satisfy some suitability conditions, or 'felicity' conditions: locution is useful tolerating that words and sounds are definitively conveyed; illocution is fitting expecting it meets the circumstances for its assertion; perlocution might areas of strength for be it, produces results required by the maker. The chance of illocutionary force exemplifies the philosophical thought of deliberateness, which can be conferred by playing out a speech act through three modalities: (1) straightforwardly or by idea through the presentation of another speech act ('Pass me the salt' versus 'Power you whenever pass me the salt?'); according to a certified point of view or non-according to a veritable point of view reliant upon how words are utilized ('Stick it in your mind'); (3) unequivocally or in expressly while significance is edified absolutely or deficiently ('I'll be back later, Mary's prepared'). Circumlocution and nonliterary are disambiguated through a conversational implicature, while explanation is accomplished through the development or peak of what one says. John Searle, one of Austin's understudies, contributed completely to making speech act hypothesis, which he tended by the perspective of deliberateness. Unequivocally he imagined semantic

purposefulness as gotten from mental deliberateness. In his *Speech Acts* (1979) Searle guaranteed that Austin's 'felicity conditions' are constitutive rules of speech acts to the degree that to play out a speech act means to satisfy the normal guidelines which contain a particular speech act. Moving from this procedure and breaking down the appearance of encouragement, Searle proposed a solicitation for speech acts into four classes: (1) propositional content (what the discussion act is near); (2) starter condition, (which imparts the necessities for the speech act); (3) legitimacy condition (the speaker needs to truly keep an obligation); and (4) essential condition (the speaker's supposition that the verbalization ponders a display and as such is to be seen by the crowd). One of Searle's immense obligations to the hypothesis suggests irregularity, which is the puzzle between an explanation and an illocutionary force. The cognizance of wandering speech acts has drawn a lot of thought. Drawing on H. P. Grice's pragmatics, (1975, pp. 41-58) most researchers expect that an inferential work concerning the crowd should perceive the speaker's valuable point and the center solicitation is the way such interpreting can be figured. Searle (1975) expects the crowd to see both a brief requesting power, which he gets a handle on as the optional power, and a wandering non-exacting power, which is the basic power. Correspondingly, (Dan Gordon and George Lakoff, 1975, pp. 83-106) battle that assurance presuming that they mark 'conversational proposes' as a diminishing of how much inferential figuring is fundamental to disambiguating a winding speech act.

Studies on praises cover various fundamental viewpoints like sober-minded sociolinguistics, contrastive, logical, and psycholinguistics. Among all, the culturally diverse review focuses on the agreeable and logical capacity of language. Similarly, the association is described as an idea that is solidly framed by the social diagram and it is this planning, which concludes the good judgment capacity used by the speakers. Thus, the social planning of a talk local area influences the phonetic thought of sensible frameworks. Pomerantz (1978, pp. 79-112) was the key figure who inspected compliment responses from a conversation-intelligent perspective. She arranged the acclamation responses concerning Acknowledgement, dismissal, and Self-Appraise Aversion. After her, various researchers (Mane & Wolf Son, 1981; Wolf Son, 1983; Holmes 1986, 1988; Herbert 1986, 1990) presented *Journal of Applied Historical Background and Language Investigation*, (2016) a couple of requests and logical groupings for praise reactions. Enormous extension focuses on these researchers

planning to rethink and acquaint a down-to-earth logical order for praise reactions. Thus, the update of Pomerantz's logical arrangement by Herbert (1990) as three essential characterizations opened one more area for focusing on compliment responses significantly more unequivocally. Leading a broad review, Herbert (1986) accumulated a corpus of 1,062 compliment responses over three years at the State School of New York. He saw that American speakers liked to answer for certain reactions other than agreement. In any case, it is normal that the ramifications of a commendation are socially shaped and replied to by understanding. Subsequently, Herbert (1989) assumed that it was the discourse local area's understanding that formed a "right response". He furthermore saw that the ordinary Commendation Reaction among all speakers of English was "thankful" when they were tended to overall. Herbert endeavored to investigate the way that (firstly) the planned use of language is a social element and (secondly) that these models may be associated with such greater pieces of sociocultural relationship as religion, legislative issues, and nature" (1990). Finally, he induced that typical South African speakers jumped at the chance to recognize the tributes while East Asian speakers jumped at the chance to excuse them. In the sociolinguistics assessment of gestures of recognition, Sucuoğlu, E and Bahçelerli, N.M. (2015, pp. 3285-3291) focused on instances of response to praises in a second language. Using composed-talk summit endeavors (DCT), selected six unmistakable circumstances wherein the students were kept close to the circumstances and encountered expressions, they endeavored to review the honor responses of native and non-native Turkish English Language Teaching (ELT) students in North Cyprus. Their results found a large number of differences in the methods of recognition adopted by native and non-native learners at the stage of English recognition.

Additionally, (Yu,2005, pp. 91-119) during an investigation of compliments considered another aspect that was assorted pragmatics. The basic technique he adopted was data arrangement through ethnographic judgment which was commenced by Wolf Son and Manes (1981). This survey was related to sociocultural features of compliments strategies in the social backgrounds of Chinese and American speakers. He incorporated the beneficiary connection of addresser, cultural inter-locution, and comprehension. He concluded that praise formulation requires some social connections. Hence, native Chinese speakers used to misread the American English

speaker's expectations. In this regard, he assumed that in specific conditions the Chinese ways of articulation were perceived as unethical or indirect while the native English speakers perceived compliments and responses as sociocultural facts.

Also, Duane (2011, pp. 356-360) took apart the praising talk exhibit of Chinese EFL understudies to examine second language socially different legitimate care. He found that in different settings of conditions, understudies used different procedures while playing out the speech act. Comparable Multi-layered Assessment of Gestures of Recognition in English and Persian Series, drawing on Brown and Levinson's (1978, 1987) loveliness model, Karimnia and Afghani (2011, pp. 27-50) focused on work of compliment responses in both English and Persian settings from a socially different perspective. Consequently, they picked an overall report considering which the compliment response conduct of native Persian speakers was differentiated from that of native speakers of American English to see the pertinence of Brown and Levinson's general model. The results of their survey showed that Persian and English speakers used different procedures and social orders, and these frameworks impacted speakers' talk act execution. Their focus is referred to the unimportance of Brown and Levinson's model for socially assorted assessments.

Using DCT and Herbert's (1986) logical grouping of compliment responses, Motaghi-Tabari and Beuzeville. L.D (2012, pp.21-42) investigated whether the Persians who were introduced to Australian culture were at this point affected by their social norms - explicitly by the kindness system *taarof* in answering praises in an intercultural collaboration or not. Unequivocally, that's what their review suggested despite comparable qualities in the choice of recognition response types by Australians and Persians living in Australia, there were as yet qualifications considering the compliment response by the Persians.

Concerning different Responses to Commendations in Chinese and English, (Yuhuan, 2004, pp. 1-16) drove a pack in which compliment responses focused differently. Brown and Levinson's (1987) thought standards included and the responses to genuine compliments in different circumstances under equivalent conditions in Chinese and English were

gathered. Differentiating results and social characteristics and speculations obvious for each culture addressed a couple of qualifications in the way compliment responses were used in Chinese and English. The result of his audit focused on social differentiation in such a manner.

Driving the control of grouped points of view in the use of tokens of acknowledgment and Praise reactions among English and Persian Television Social affairs, (Behnam and Aminzadeh, 2011, pp. 65-78) examined the commendation reactions utilized by Oprah Winfrey and Reza Rashid Pour in famous people from MBC4 station and eight Iranian tremendous names, freely. They explored the similar characteristics and contrasts in the utilization of tokens of acknowledgment and adulation reactions in English and Persian television interviews thinking about the subject, and the capacity of the commendations and conversationalists' reactions to praise in the Persian and American television interviews by utilizing eight recorded and unraveled interviews. The aftereffect of their examination uncovered that English and Persian conversationalists' commending way of dealing with acting was contrastingly different and changed when they perceived and addressed compliments in television interviews.

Besides, in a general report on the utilization of compliment reaction methods of reasoning, Shabani and Zeinali (2015, pp. 58-66) explored the significance of coherent data and deferential systems/commending methodology in language learning and education. They knew that coherence was the groundwork of most correspondence frustrations. Utilizing a social event of Persian and English local speakers, they inspected the impact of heading on the utilization of techniques to answer acclaims. For checking out, 15 female Iranian speakers and 15 male ones in Iran as well as 26 female English local speakers and 13 individuals in Canada, with an age's degree of 17-30, partook in their overview while a specialist review as a DCT was utilized. Through ANOVAs, it seemed OK that there was a huge separation between Persian native speakers and Canadian English speakers concerning the commendation reaction strategies for the utilization of CR at the full-scale degree of appraisal, perception, evade, and rejection. They similarly saw that the most overall utilized Praise reaction strategy among both Iranian

and English people was recognized. Concerning the impact of heading, they saw no genuinely colossal capability between the two get-togethers for the utilization of Praise reactions.

In the concentrate by Jing and Li-Ying (2005), the control of sane moves in praise reactions by Chinese students of English was examined. They found similarities and contrasts in Praise reactions between American English speakers (AES) and Chinese students of English (CLE). They additionally showed cautious affirmation possibly on existing speculations of reasonable moves in Praise reactions. In like manner, they included social worth contrasts between the two extraordinary settings.

Comparability and differences in responses to acclaims by Thai adult understudies and American native English speakers were concentrated by Cedar (2006, pp. 6-28). He conversed with 12 Thai students and 12 neighborhood English speakers. An amount of 142 commendation reactions was removed and deciphered. The audit, like the survey driven by Chen (1993, pp. 49-55) found that Americans, rather than Thai students, used general affirmation and positive elaboration of praise reactions.

Nelson, Al-Batal, and Echols (1996, pp. 411-432) focused on the resemblances and differences in praise reactions by Syrian and nearby English speakers. Unlike past assessments like Chen (1993) and Cedar (2006), this examination found that praise reactions made by native English speakers contained half affirmation, 45% percent help, and 3% excusal while the commendation reactions conveyed by Syrians contained 67% affirmation, 33% mitigation, and 0% dismissal. Nelson, Al-Batal, and Echols suggested that Americans and Syrians are likely going to make greater affirmation and help responses when they are being applauded. There are moreover different comparative examinations on the interminable commendation reactions between Persian and English like Shahsavari, Alimohammadi and Rakesh (2014), Boroujeni, Domakani, Sheykhi (2016, pp. 177-187), Shamsabadi and Rakesh (2014, pp.3-55), Shabani and Zeinali and Karimnia and Afghari (2011). These assessments revealed that there is a differentiation in replying to praises by native Persian speakers and English speakers and that Iranians use more rejection and reassignment response procedures while English



speakers use more acknowledgment reactions. The reasons for this differentiation as proposed consolidated the deficit of phonetic data (Shahsavari, Alimohammadi, and Rakesh, 2014), contrasts in the social standards and values (Boroujeni, Domakani, Sheykhi, 2016, pp. 177-187), (Karimnia and Afghani, 2011, pp. 27-50), native language (Persian) movie (Shamsabadi and Rakesh, 2014, pp. 3-55).

Pakistani society has obvious components, for instance, severe consistency, common regional languages, their composition and section (Punjabi, Seraiki, Sindhi, Balochi), etc., dress and diet, mixed developments, male-administered society, articulations and configuration, created works, a collection of educational systems. Having such rich social variety, the usage of compliment responses in the two societies has the right to focus on it. The speech acts are the most compelling instruments in crossing over connections, concordance, and agreeableness. The genuineness component is evident in Urdu praises when established with an articulation like MASHAALLAH (ماشاء الله) ... (جزاك الله) JAZAKALLAH, ALHAMDULILLAH (الحمد لله) and INSHALLAH (ان شاء الله) .

Praising is no doubt a two-way process followed by compliment responses. The normal circumstance is that wherein a complimentee answers a complimenter in a condition of appreciation. For example –

آپ کا شکریہ ، میں آپ کا شکر گزار ہوں ، مہربانی ، میں آپ کا ممنون ہوں۔

Thank you, I am thankful to you, So kind of you, I'm grateful to you.

One more method for answering any commendation in Urdu generally exists when the same acclaim is returned, for example

آپ بھی اچھی لگ رہی ہیں۔ آپ بھی کسی سے کم نہیں۔ آپ بھی چاند کا ٹکڑا ہیں۔

AAP BHI ACHI LAG RHI HYN. AAP BHI KISI SE KAM NHI. AAP BHI CHAND KA TUKDA HAYN.

To redirect the commendation towards a third individual is likewise a noticeable element of the Urdu praise reaction framework, as to give credit to a group or another person.

یہ سب میرے والد صاحب کی مہربانی سے ممکن ہوا۔ ایک اچھی ٹیم ہی کامیابی دلا سکتی ہے۔

YE SB MERY WALID SAHIB KI MEHERBANI SE MUMKIN HUA. AIK ACI TEAM HI KAMYABI DILA SKTI HY.

Kousar.S. (2014, pp. 58-66) investigated "Politeness Orientation in Social Hierarchies in Urdu". She tried to investigate the comprehensiveness of a speech act called "politeness" standards explored in various societies to decide how much they differ or harmonize from one language to another and from one culture to another. The apology response methodologies extended by the Urdu speakers show that the speakers of the Urdu language favor the negative politeness procedures over positive politeness techniques for saying 'sorry'. Procedure of direct articulation of expression of apology, acknowledgment of obligation, and downgrades (negative politeness techniques) are broadly tracked down in the Urdu collection rather than positive politeness systems. This high recurrence of negative politeness procedures recommends that the individuals from the Urdu native speakers for the most part save the negative essence of the speakers in a substantial discourse circumstance. In any case, the Urdu interlocutors additionally attempt their most extreme to save their face by choosing the least face-undermining procedures, for example, 'offering praises', 'paying thanks', and 'giving suggestions. The accepted practices displayed in information are the result of the social upsides of the individuals from Urdu native speakers and the effect of these accepted practices on a superficial level type of discourse conduct mirrors the basic social upsides of speakers. Wolfson (1989). The qualities showed by the information can be summed up by independence, non-libertarianism, and high relevance of culture. The inclination for the negative politeness methodologies demonstrates that Pakistani society is individual-arranged like the Western social orders. The methodologies that mark the distinction of the cultural individuals (IFID, quitting and so on) show that the privileges of people have priority over the interests of gathering. The ethics of individual freedom are perceived as denoting the unmistakable line between "you" and "I" however; it is not generally as sharp as is seen in the Western social orders. This rising independence is reflected in discourse conduct as well as in the entire living style; the deep-rooted joint

family framework is being disposed of in the vast majority of families. The individuals from the Urdu speech community answer distinctively with various individuals in various settings; this variety is an indication of heterogeneity and delineation of Pakistani society in differentiation. Every one of the people is not treated similarly as a friendly predominance of the people is given a lot of significance. Whenever an individual obtains a high societal position, he/she acquires a specific arrangement of commitments and assumptions. Every one of the cultural individuals is focused on these commitments and lives up to the social assumptions to keep this social control.

Open ability includes abilities and information to utilize language fittingly as per our group environment other than semantic competence. The present tendency toward elements of language has moved the focal point of language education toward informative skills as opposed to extracting syntactic standards of language. Bachman, (1990). It upheld numerous assessments in the field of interlanguage pragmatics is described as "the examination of nonnative speakers' usage and getting of semantic movement plan in an ensuing language (L2)". Kasper and Blum-Kulka (1993). Interlanguage pragmatics is a hybrid field having both interlanguage focuses which is a critical piece of the examination of second language informative technique and pragmatics.

As understudies of obscure jargon moreover have their native language, they could see wrongly those principles and frameworks that they use in their language to fulfill explicit reasons, may be used for practically identical objectives in their objective language. As indicated by Scollon. R and Scollon. S.W (1995), the shortfall of conventional data causes correspondence dissatisfaction. Language can be used fittingly in case the speaker considers factors like status, relative power, and social distance of the conversationalists.

A conflict is a speech act that is a Face-sabotaging act and has a spot with the class of representative that "makes words fit the world". Yule (1996). Wierzbicka (1987) described the contention as a twofold exhibit, a showing of conveying "what one thinks and revealing "that one doesn't think identically to the past speaker". In

case of a contention, it is fundamental to exhibit qualification in evaluation rather than showing simply one's perspective.

This speech act pulled in the thoughts of researchers in different settings and focused on substitute perspectives. Fairclough (1989), Beebe and Takahashi (1989), and Dogancay-Aktuna&Kamisli (1996) focused on which oversees institutional power, every one of the more amazing speakers contrasts however areas of strength for less vary by suggestion using oppressive exercises. The Reese factory administrator's audit gave backward results. In his survey, educators (even more great get-togethers) were milder in their attitude of contention when diverged from students. Beebe and Takahashi (1989) in "Do You Have a Pack" investigated the execution of Americans and Japanese in two-face sabotaging acts, for instance, struggle/conflict and giving embarrassing information. Revelations of the survey cleared that Americans are more deviant and respectful regarding higher-status people when diverged from Japanese who are more direct.

Dogacay-Aktuna and Kamisli (1996) in their audit of light of talk procedures used by status-conflicting conversationalists in the statement of conflict pondered the discourse approaches used by neighborhood speakers of Turkish and American English according to socially different points of view. Revelations of the audit revealed that the overall status and power of examiners uncommonly influence semantic conditions. The result showed that the part of status differentiation was more critical for American than Turkish. When appeared differently about Turkish people, Americans were particularly aware of loosening up the impact of conflict with thought markers.

Honda (2002) in his survey, investigated battle talk in eye-to-eye conversation. He got data from three Japanese-partnered programs. He perceived five kinds of obstruction frameworks: (a) untargeted opposition (b) alleviation markers (c) modifiers, figuring out (d) intervention by different individuals, and (e) intercession by the middle person. He sorted out the prospect of appearances among speakers generally all through the episode. (pp. 573-608).

The concentrate by Guodong and Jing (2005, pp. 1-12) is a contrastive report on conflict strategies for good habits between American English and Mandarin Chinese. DCT considering five circumstances was used to inspire data from

respondents. The results showed that Chinese students use more thought frameworks than those engaged with American students in conflict with supervisors. Both of the social occasions use fewer manageability strategies in case of companions as well disposed of distance increases. Chinese female is even more fragile and underhanded in the surge of conflict with their sister while Chinese male applies less civility strategies. A strong association was found between the speeds of contention and the distinction in the social distance for both of the get-togethers.

Kreutel (2007,) in his article "I don't agree with you." analyzed the methods used by understudies of English as a Second Language in the surge of talk shows of conflict in their L2. The disclosures of the survey showed that non-neighborhood speakers used positive features when appeared differently from nearby speakers of the English language. The outcomes of focus furthermore revealed that neighborhood speakers are more arranged towards the use of relief devices than non-native speakers who use all the larger part of the time undesirable components, for instance, "unfeeling backward" or message give up.(pp. 322-331).

Nguyen (2009), in her paper, "Agreeability Methodology in Showing Struggle in Social Occasion Work" took a gander at the Vietnamese and American school students. It was uncovered that both of the social affairs use non-conflicting procedures of conflict when diverged from conflicting frameworks to stay aware of the get-together's relationship. It has been observed that female respondents are more distorted in their appearance of contention in assessment than male respondents. The connection between American and Vietnamese respondents showed that Americans are circuitous and more mindful of saving the substance of their interactions.

Abbas, H, Asghar, Z. M, Asghar, S. and Mahmood, M. A. (2020) carried out an investigation "An Interlanguage Pragmatics Analysis of Pakistani EFL Learners in Expression of Disagreement". Expressing disagreement is one of those speech acts, which are commonly used by the community members. The sample of the study comprises two hundred speakers, i.e. one hundred British English speakers and one hundred Pakistani EFL learners from four universities. They concluded that Pakistani EFL learners and British English speakers incorporate the same type of disagreement strategy. However, they deduced ten situations in which preferences for the use of this strategy vary. No gender influence was seen in the usage of disagreement

Compliment response though English speakers expressed indirect disagreement, and EFL learners were found more overt.(pp. 2184-2199).

A few scientists have furnished some exploration of compliments in the film. The main exploration by Mahmudah (2017) centered on the sorts of praises and compliment responses involved by all characters in a film. The aftereffect of the review shows that there are two kinds of praises involved by all characters in the film, to be specific Appearance and Capacity. Praises on the appearance that are identified are private appearance and ownership. In the interim, the commendations on capacity found are arranged into two classifications, in particular broad capacity and speech act capacity. Overall, there are four kinds of compliments involved by all characters in "The Cold" a hard reality film. Mahmudah additionally tracked down the kinds of compliment responses. There are appreciation tokens, returns, questions, and no acknowledgment.

Television dramatizations or dramas have been characterized as "sensational sequential projects that are worried about homegrown emergency, frequently highlighting little activity however much feeling". As (Lambert & Allen, 1985, referred to in Lambertz and Hebrok, 2011). Lambertz and Hebrok (2011, pp. 39-54) express that "dramas manage considerations and viable encounters of regular day-to-day existence". As per Soukup (2016), "Dramas have held a position of interest both in well-known Telecom and correspondence research for north of 70 years".

On the meaning of television shows, Ahmed (2012) states that "the reason for TV is to illuminate, teach and engage its watchers" and it has "a significant and convincing effect on its viewers, especially ladies". The purpose of this is maybe the way that women, especially homemakers, have additional opportunities to watch television programs specifically dramas as the most well-known TV type. The primary creator's perception shows that women in Iran, even in towns and far-off regions, follow different television dramatizations, specifically Turkish dramas, through satellite reviews with extraordinary interest, while men are keener on talking about socio-political and financial issues. The justification for the prominence of dramas among women, as per Ahmed (2012), lies in the way that they depict "issues and issues relating to ladies", and specifically changes in the way of life of people addressed by characters in the dramatizations. This is by Gannon's (2009, pp. 87-97) declaration that dramas affect society.

A few examinations show that dramas generally reflect genuine circumstances as well as social changes in the way of life of individuals, specifically orientation jobs. Ahmed (2012), Brunsdon (2000), Doherty (2008, pp. 255-265). For instance, the English drama “East Enders”, which has been an ongoing TV sitcom for a long time, features how ladies are depicted in English society.

Ahmed (2012) likewise refers to the emerging nations that have been affected by dramas in which issues, for example, separate and conjugal issues have been tended to.

That is what he adds, "Drama's anxiety with the regular day-to-day existences of ordinary individuals and their concerns, of all shapes and sizes, seems, by all accounts, to be one of the primary justifications for why this classification is so famous". Ahmad (2012). Cevik (2014) concentrated on dramas according to an alternate point of view. She inspected the job of Turkish television shows "as a social strategy device inside the setting of character and the social ramifications that are incited by these media trades". At the end of the day, she guarantees that Turkish dramas, which are exceptionally well known in Central Eastern nations, have turned into a non-legislative device for addressing Turkish culture to the rest of the world.

From an educational viewpoint, Rose (2001, pp. 145-170) completed an examination of American movies that were utilized to quantify the legitimacy of involving films in instructing compliments. The aftereffects of this study uncovered that the language utilized in films addresses the illocution of language, i.e., Pragma-Phonetic highlights. Negargar (2015, pp. 47-70) likewise led an unmistakable report contrasting the “hello” speech act in a Persian drama Hamsayeha (Neighbor) and an English cleanser called “Frantic Housewives” to recognize plausible contrasts between the utilization of hello in these two dramas regarding the degree of convention, design, and recurrence. Essentially, Behnam and Amizadeh (2011) did a relative investigation of English and Persian television interviews concerning the utilization of compliments and compliment responses. They tracked down the two likenesses and contrasts between the praising way of behaving of English and Persian speakers on television.

However, Comparative analysis is a systematic study and comparison of two languages, such as the learners' target language and learners' native language with the intent to identify their differences and similarities to predict difficulties.

Along the same lines, Johansson (2008) describes contrastive analysis as the comparison of two or more languages, to describe their similarities and differences.

Lado (1957) laid the theoretical foundations for the Comparative Analysis Hypothesis with a claim that, in learning a target language, the similar elements to the learner's native language will be simple, and the different elements will be difficult for the learner. Contrastive analysis has the assumption that second or foreign language (L2) learners tend to transfer features of their native (L1) language into the target language.

Whitman (1970) illustrated the procedures for contrastive analysis in four steps. In the first step, L1 and L2 are considered and formal descriptions of the two languages are written. In the second step, forms are selected from the descriptions for contrast. In the third step, a contrast of the forms is made (any linguistic unit of any size). In the last step, a prediction of difficulty is made through the contrast. Wardaugh (1970) suggested that the strong version of CAH claims the ability to predict difficulty in comparative analysis.

Fries (1946) stated that one of the foremost proponents of contrastive analysis is the most efficient materials that are based upon a scientific description of the language to be learned and carefully compared with a parallel description of the native language of the learner. Lado (1957) viewed that a teacher who makes a comparison of the target language with the native language of his students knows better about the real problems. Pedagogically, the role of first language interference has been acknowledged by many researchers such as Gass & Selinker (1983).

Johansson (2008) stated that contrastive analysis is usually done for practical or pedagogical purposes to provide better descriptions and better teaching materials for language learners. Comparative Analysis of the target language involving the learners' mother tongue as a pedagogical practice was proposed in the late 1950s for effective teaching of a second language. (Abbas, H., Asghar, S.A., Asghar, Z.M, and Mahmood, M. A.2020), Politeness by (Kousar, S. 2015) Politeness in English and Urdu Short Stories by Gulzar, Kanwal Shah (2021).

Since current study is a cross-culture analysis of compliment responses in English and Urdu comic sitcoms. The data has been collected from two sitcoms one Miranda was played on BBC One and the second Chupkey Chupkey aired on Hum



TV in Pakistan in 2017. An analysis is made based on a comprehensive model, Taxonomy of Compliment Responses presented by Herbert (1990). The researcher has discussed the findings by utilizing both methodologies, the quantitative and qualitative. A quantitative method is an approach based on facts that entails the collection of data, compilation, and organized presentation. The qualitative method on the other way is concerned with how various situations impact the expression of speech acts and how human behaviors are utilized to convey meanings by addressing “What” and “How” questions.

As discussed earlier, various studies have been conducted to compare English and Persian compliment responses, or compare English and Arabic compliment responses, few studies refer to the investigation of compliment response strategies of films and dramas. Having a plethora of Urdu dramas in Pakistani television no comparative analysis has been carried out to compare compliment responses in English and Urdu. The reason for selecting comic series of both languages is that usual plays are scripted after a planned thought process and comedies on the other hand present spontaneous responses. Such plays are composed of prompt, unintended, and fortitude responses that are the essential obligations of this study. In the Urdu language, only a few speech acts have been explored for instance “disagreement”. A few names of films and dramas are used for the investigation of compliment responses but not in the Urdu language. Thus here lies the research gap, that is to look over the frequency of all compliment responses in English and Urdu comic sitcoms with the lens of Herbert’s Taxonomy that leads to tracking down strategies of compliment responses in common situations, to explore the answers of research questions and examination of prescribed objectives. Therefore, all the studies mentioned above are examples of the exploration of compliment responses and some other kinds of speech acts. In Pakistan, specific research to use compliment responses in classroom settings has not been observed. The main focus as provided in the statement of problem is the inquiry of appropriate compliment responses in the case of L2 for controlled communication by the teachers and learners. This research may facilitate the teachers, learners as well as translators to overcome misunderstandings related to compliment responses.

## 2.2 Summary of Literature Review

A conceptualization of speech acts is enormously exploreable as it has multidimensional avenues. The significant feature of speech acts is Compliment Response which is integrated with Compliment. The exploration of various aspects of compliment responses has an aura of inquiry as associated with human attitude. Hence, some research work in English compliment response strategies in comparison with Chinese, Persian, and Thai respondents is an integral part of this chapter. Li-Ying (2005) compared English and Chinese compliment responses and concluded that similarities and disparities are found in the response strategies of both ethnicities. Karimnia and Afghari (2011) tracked down compliment responses in American English and Persian. Their results indicated that due to different settings, both interlocutors had contrasted strategies. They further interpreted that the speaker's execution of compliment responses was influenced by social orders. On the same line, Shabani and Zeinali (2015) investigated deferential commending methodology and responding techniques in teaching and learning settings. They deduced that the respondents of both languages utilized the praise reaction strategy but found no massive similarity. Another study conducted by Cedar (2006) concentrated on American English and Thai learners. Cedar found that American students adopted the strategy of general assertion and to a compliment in positive amplification. In Urdu compliment responses the research has a scarcity of instances. A study that covers all categories of compliment responses is rarely found. A few speech acts have been individually investigated for instance Kausar. S. (2014) explored politeness orientation in social hierarchies in Urdu. Another research carried out by Abbas, Asghar, Asghar, and Mahmood (2020), focused on the expression of "disagreement," one aspect of compliment response strategies. They included British English speakers and Pakistani EFL learners from numerous universities. They conclude that the students from both communities incorporated similar strategies on the part of disagreement. They chose ten situations and inferred that English speakers used this strategy indirectly while EFL learners in Pakistan made overt use of it. In addition, Gulzar, Kanwal, and Shah (2021) investigated Urdu short stories in comparison with English short stories with the notion of finding illocutionary forces of the speech acts that offer contrastive perspectives to look into social and cultural orientations. It ended with the notion that characters demonstrated a higher degree of imposition in

relationships and lack of politeness while Urdu language speakers showed a higher degree of closeness and lack of formalities. A few scientists also entailed a medium of films and dramas. On the same conviction, Wahyuningish (2017) incorporated the movie “Lovely Lady” and explored various categories of compliment responses. Besides that, he identified some types of good manners that arose in the movie. In further exploration, Widyaningrum (2013) looked into compliment responses in the movie “Heartfelt Motion” mostly practiced among males and females. This study concluded that compliments and responses are subjected among males, while common kinds of praise between males and females were usually related to appearance. As far as compliment responses are concerned this study round off that CRs spring out in the form of information and considered the aims of the addresser to pass comment on an addressee. Negargar (2015) carried out research incorporating a Persian drama “Hamsayeha” and an English play named “Frantic Housewives” to counter a plausible contrast in a speech act “Hello”. These are few prominent research are included in this section which further provide insight into investigating compliment responses in the Urdu language in contrast with the English language through the medium of sitcoms.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This study is a blend of qualitative and quantitative approaches. The population in this study comprises two TV comic series, an English series “Miranda”, season 1 aired (2012- 2015) on BBC One channel, and the second is an Urdu sitcom “Chupkey Chupkey” broadcast in 2021 on HUM TV channel in Pakistan. The method that has been adopted for this research is “Textual Analysis” and the sub-category is “Performance Studies” since performances in plays are the basic source of data collection. These comedy plays are selected based on large viewership and each episode lasts from twenty to thirty minutes. The purposive sampling has been employed, as two comedies; (specific genre) series are included in it, instead of movies, tragedy plays, or talk shows. The tool for this research is the checklist to register responses presented in Herbert`s (1990) Taxonomy of Compliment Responses. Data has been analyzed statistically by enumerating the frequency of compliment responses and presented in a table. In addition, similarities and differences have been explored and presented quantitatively by employing a checklist formulated in Herbert`s framework of compliment responses. This calculated data has been utilized to track down common trends of responses that prevail in Pakistani and British cultures. Those trends have been utilized to dig out tendencies that are found at a personal level, for instance, age differences, educational backgrounds, gender influences, racism, sexual assault, and body shaming. This may help the researcher interpret the text as a method of inquiry that enables her to describe the aesthetic richness of the selected text. The TV series usually deal with specific aspects of life and spectators perceive the given situations related to their own lives. Such series comprise on multiple themes and situational settings so every person may get involved in it and become a part of the provided circumstances. In this way, these series are the true representatives of the characters that exist in the society. The cultural norms and cultural and behavioral disparities are also portrayed in TV plays thus providing a chunk of all these in a compact form.

### **3.1 Mixed Method Study**

The data has been collected and analyzed quantitatively and qualitatively, along with situational variables belonging to specific categories of compliment responses. Since,

The qualitative approach allows individuals to reveal their reality, they define and express their thoughts beyond the expectations of the researcher as responses are taken from sitcoms in which the researcher cannot predict or manipulate the CRs. The reason for integrating a quantitative approach in this research was to strengthen the generalizability of the findings. The quantitative method is used to collect and analyze numerical data that is further demonstrated in a frequency table. It helps in finding averages and patterns, making predictions, examining casual relationships, and generalizing the results to a wider population. Surakhmad (1994) explained the descriptive qualitative method as a way of using a technique of searching data, its collection, classification, and analysis, which leads to an interpretation of data and finally to the conclusion. Furthermore, it refers to a procedure that produces descriptive data in written or spoken form including behaviors shown by people in different situations.

### **3.2 Setting of the Research**

This research has been carried out on English and Urdu comedy plays. The English comedy was aired on BBC ONE and BBC TWO, named Miranda. The sitcom won several awards and was marked with a large viewership. Since this was a comparative study another play was opted from an Urdu comedy named CHUPKE CHUPKE televised on HUM TV in Pakistan. Chupkey Chupkey was the best comic sitcom of the year 2021. Both of the sitcoms were recorded in domestic settings so they could represent the languages in cultural contexts.

### **3.3 Sampling**

This research has selected 20 episodes of both comic sitcoms, 10 from English and 10 from Urdu. This study was carried out to collect compliment responses from both comedies according to a framework of compliment responses presented by Herbert (1998), which comprises 12 CRs so against each category 5 examples had been noted. One episode offered 60 CRs and 10 episodes altogether gave 600

examples of compliment responses. Adding all compliment responses from 20 episodes it became  $(600+600) = 1200$ , No of episodes from Miranda= 10, No of episodes from CHUPKEY CHUPKE=10, No of CRs from each episode=  $12*5 = 60$ , No of CRs from 10 episodes= $60*10=600$ , No of CRs from 20 episodes of both sitcoms=  $600+600= 1200$ .

### **3.4 Data Collection Method**

The data has been collected by watching Urdu and English comic sitcoms and incorporating their transcripts from the internet. In conducting this research, the researcher has compiled compliment responses under the specific category of CRs introduced in Herbert's Taxonomy of Compliment Responses. The data in this research contains complimentary responses for comparative analysis. For this analysis, CRs were collected under each category after keen observation and repeated attempts were made to bring accuracy.

### **3.5 Data Collection Procedure**

A checklist was already provided in Herbert's Taxonomy of Compliment Responses that was kept in consideration at the time of watching each episode. Every utterance was noted down accordingly. For a counter-check, the researcher had watched the sitcoms twice or thrice. This was primary data collected through observation and used for quantitative analysis. Later on, the same data was used in qualitative analysis when particular situations were tracked down.

### **3.6 Data Analysis**

#### **3.6.1 Quantitative Analysis**

The research employed both methods, e.g. quantitative and Qualitative. By following these methods, the researcher collected, arranged, and presented data in two ways. For quantitative analysis, all the happenings of compliment responses were recorded and counted at the first step. In the second step, the data was converted into percentages and presented in a frequency table. These frequencies represent numerous similarities and differences found in the ways of responses of both languages.

### 3.6.2 Qualitative Analysis

The next part comprises a descriptive qualitative analysis and the collected data provided a base for it. In this part, common situational variables were sorted and the ways of responding were viewed by counting frequencies for each variable. In analyzing the data few steps were considered.

1. The data collected from the characters of plays were identified and classified based on Herbert's classification of compliment response Strategies. Herbert (1998) asserted that a compliment response has the structure of an adjacency pair operation or action chain event.
2. Analyzing the situational variables that impacted the response strategies.

### 3.7 Theoretical Framework

For this study, Herbert's (1990) Taxonomy of compliment responses has been incorporated. Herbert. R . K presented the taxonomy of compliment responses his investigation was based on cross-cultural study. Primarily this taxonomy offered three macro-level categories of compliment responses namely agreement, nonagreement, and other interpretations since it developed between 1986 to 1990. Herbert searched for cultural variations by integrating individual responses that represented particular choices of the interlocutors. Along with macro classification, he furnished the micro-level categories which were based on the candid choices of the conversation partners. Herbert's taxonomy has been utilized by numerous linguists, for instance, Yusaf and Hoon (2004) used Herbert's taxonomy though it was not a 1986 version but the revised version of 1990. They noticed that some types of responses occurring in face-to-face interaction were not present in their sample of the corpus: some categories like praise upgrade, qualification, and request were missing and further information was required. Such nonappearing groups of response strategies were explainable by the celebrities since they did not prefer to upgrade their compliments nor did they qualify to request.

Similarly, Cirilo. V (2012, pp. 37-58) used a slightly modified version of Herbert's taxonomy of compliment responses. She broke down the CR taxonomy of Herbert (1986) into further subcategories of compliment responses. In the case of 'comment history' for instance, she differentiated between 'agreeing' responses which are sure 'comment history', and those that are a combination of comment history and

some other category. She also identified a new ‘non-agreeing’ strategy that is not separately classified.

Utilization of compliment responses is associated with culture so there are quite a few definitions of culture around the globe since it can be classified into two primary explanations. Most Western languages relate it with canalization or mental purification. Hence, purification stands for well-being, literacy, well information about contemporary literature, languages, and arts. The anthropological concept of culture deals with persistent and routine pursuits adopted since childhood. In addition, learning how to greet, how to express emotions, various etiquettes, social norms, etc. In that sense, Hofstede, (1991) as the cooperative mental organization that discriminates the members of the society defines the culture. On the other hand, the culture is defined by Good Enough (1957, pp. 1-12) in these words, anyone who knows and believes must function acceptably and perform accordingly in any situation. Cultural disparities found in various societies are worth studying. Minkov (2011) described that to understand the differences between cultures one must focus on the values, traditions, faiths, and behaviors of that culture. Communication is a two-way process of sharing information between a listener and a speaker. The identity of the interlocutors unfolds through this collective endeavor. Two basic ways of communication are verbal and non-verbal, verbal communication comprises the use of words, idioms, phrases, and grammar. Non-verbal communication or para-language includes signs, gestures, eye contact, facial expressions, and physical distance. Communication between different cultures is visibly contrasting, for instance, in the Russian culture the use of gestures plays a crucial role since non-verbal communication is often entailed. Contrary to Finnish culture, people seldom integrate non-verbal features of a language. Thus, such kinds of cultural discriminations are assigned to the variance in sociolinguistic patterns.

The purpose of choosing Herbert’s Taxonomy of Compliment Responses for this research is that it vividly elaborates the relationship between cultural variables at the macro level and enables the researcher to have a broader picture of trends prevailing in society including situational variables at the micro level to track tendencies or traits in people. Despite having disparities in cultural norms and human behavior, it can be implemented in multiple settings such as classrooms, films, street talks, etc. through the use of empirical data is also a reason for the selection of this



theory. Like any viable theoretical framework, its predictions are generalized to apply to common people and cultures with varied results and are understood in several contexts. Since the current study required exploring compliment responses in situational variables and then tracing trends and tendencies found in both cultures the theoretical framework of Herbert's Taxonomy of CRs seems appropriate as it deals with overall and personalized expressions.

### **3.7.1 Pragmatics**

Pragmatics in general is a classified field of linguistics that has numerous purposes for its usage. The foremost objective of studying pragmatics is to know how non-native speakers understand, utilize, and produce speech acts. However, speech acts do not encompass the entire field of pragmatics but possess a significant value. Humans are not restricted to a single culture they refrain from communicating and this is the appropriate situation where pragmatics serves in the true sense. In the words of Yule (1996), pragmatics refers to the relationship between linguistic forms and the users who use these forms. Pragmatics facilitates the interlocutors to approach the intent of each other. By studying a second language by pragmatics, a speaker is enabled to comprehend the people's intended meaning and the kind of action they plan to take or taking at the time of communication. Yule (1996) described pragmatics in four proportions. They are: it is a study of contextual meaning, a study of the ways people adopt to be more communicative, a study that deals with the expression of relative distance, and a study of contextual meaning.

The span of pragmatics is not restricted to a second language but it is equally potent for daily life communication. Pragmatic skills influence our daily lives and social interactions in different settings. For instance, at the workplace, at a learning institute, and at a time of relationship building. Lacking pragmatic skills may cause problems in a fluent flow of communication, in collaboration, or in building supra-cultural relationships. The understanding of pragmatics helps learners and teachers as well. If a teacher has clarity in the use of pragmatics, he could smoothly impart the sought knowledge to the learners. Teachers can include information in a lesson or make it a daily practice. Lessons could be prepared to be carried out through speech acts. Instructions related to pragmatics may start from early classes for language proficiency. In this way, the teacher can raise the learner's awareness regarding pragmatic choices.

### 3.7.2 Socio-pragmatics

Another term that is intertwined with pragmatics is socio-pragmatics. In the words of Kasper and Rose (2001), socio-pragmatics refers to the convergence of pragmatics and sociology that deals with the speaker's understanding of social context and how social action has been performed at the primary level. As Kasper and Roever (2005, pp. 137-334) stated, "The knowledge of two-fold relationships is encircled by socio pragmatics, those are between communicative action and strength, cultural interspaces, multiple influences, taboos, social constraints, and the outcome that interpret what, when, and whom."

Referring back to pragmatics it can be said that communication is most of the time bound to cultural context. Our social identities, backgrounds, and experiences determine the choice of pragmatics.

### 3.7.3 Speech Acts

Mainly, these utterances form speech acts and are essential features of the study of pragmatics. According to this process, a speaker influences through his utterances to make the listener perform some action that complies with those utterances. Therefore, the speaker ensures a smooth flow of information having the belief that the listener understands his intent of sounds.

The term speech act was introduced by Austin (1962) and followed up by Searle (1969). Austin interpreted speech acts as a set of actions performed by the speaker through his speech. Austin identifies three main types of action in this regard. Those speech acts named as locution, illocution, and perlocution.

### 3.7.4 Classification of speech acts

Austin (1962) classified three major levels of speech acts that are beyond the level of mere speech or making utterances. They are:

#### 3.7.4.1 *Locutionary Speech Acts*

A certain sound with absolute sense and contextual attachment is referred to as a locutionary speech act. As Austin interpreted utterance is the primary purpose of locution.

Austin (1962). The foremost condition according to Austin is its meaningfulness, without which the utterance may stand as a mere meaningless sound. p.

Thus, problems with the actual formation of words or sounds to produce a meaningful expression in a language, may consequent in a failure of production of a locutionary speech act.

#### ***3.7.4.2 Illocutionary Speech Acts***

Illocutionary speech acts cover the area related to informing, order, warning, undertaking, etc. Austin (1962) stated that the utterance becomes more significant when it has some conventional force. Austin (1962) distinguished illocutionary force into five categories. These are as follows, (i) commissives (ii) verdictives (iii) exertives (iv) behavitives (v) expositives. Some sort of function in the mind is referred to by illocution, which brings further clarity to understandings of utterances and actions. Those functions might be in the form of an offer, it can be a simple statement or information, which serves the purpose of explanation or any other unique reason that could be incorporated. This is indirectly a force of utterance that makes the purpose clear to the listener. Yule (1996) further elaborated that Sound is also an utterance that cannot exclude illocution from it.

#### ***3.7.4.3 Perlocutionary Speech Acts***

An effect reaction of an utterance is referred to as perlocution. It is a process of knowledge, action, and expectations including pleasant feelings. Linguistically viewing, the listener has an impact on utterance, though it is bound to specific circumstances. This impact allures what the speaker says. In other words, perlocution is a reaction toward the speaker`s action of utterance.

#### ***3.7.5 Speech Act of Compliment***

Many researchers have explored compliments in various domains. Wolfson (1983) defined another aspect that deals with the reinforcement of desired behavior. An expression of approval and admiration is known as a compliment. Since spontaneity, is usually thought of as somehow linked with original expression.

According to Tsai (2000), a compliment is the second subclass of an assessment in which a speaker makes a positive evaluation of the addressee himself /herself

### 3.7.6 Speech Act of Compliment Response

Herbert (1986-1990) stated that a compliment has the structure of an adjacency pair operation or action chain event; therefore, a compliment and its response are integrated. This study is an investigation of Compliment responses which are viewed in the light of Herbert's framework.

Herbert (1990) specified categories and subcategories of compliment responses in the Taxonomy of CRs from a cross-cultural perspective, so this functionally cross-cultural categorization is most appropriate for the current study. Herbert (1990) elaborated on, Agreement, Non-Agreement, and Other Interpretations as macro-level analyses of compliments. In addition, compliment responses at the micro-level as presented by Herbert are; Appreciation Tokens, Comment Acceptance, Praise upgrade, Reassignment, Return, Disagreement, and Qualification. Therefore, three macro-level compliment responses and a variety of micro-level compliment responses are elaborated here. Agreement; is a macro-level compliment response that refers to a semantically appropriate response with a specific complimentary force, assertion, or praise. Someone who has complimented uses this agreement. The subcategories of Agreement include, "Appreciation Token"; in which a complementee shows agreement verbally or non-verbally with a compliment. "Comment Acceptance" deals with the acceptance of a compliment between the complementee and the comment extended by a commenter. The next type of compliment response is known as "Praise Upgrade", which refers to the situation in which the addressee accepts the compliment while applying the force of the compliment. "Comment History" is another type of agreement that alludes to the situation in which the addressee informs about the object of compliment for which he is complimented. The level of "Reassignment", is utilized to present the addressee's agreement when his comment is reassigned to a third person. Finally, "Return", the last micro-level compliment response alludes to the shift of compliment to the addresser by the addressee.

In the case of "Non-Agreement", the first micro response is named "Scale Down", when the addressee disagrees with the complimentary force and mentions some flaw in the object. Another situation of scaling down a compliment is that in which a compliment is exaggerated. The second non-agreement may refer to a "Question", a situation in which an addressee questions the appropriateness or the

sincerity of the compliment. The third type of non-agreement is known as “Disagreement”, where the addressee disagrees with the addresser about the value of the compliment. The fourth state of non-agreement is known by the name of “Qualification” in which agreement may lack without the use of adverbs, such as, usually, but, well, and though by the addressee. The last situation of micro-level compliment response is “No Acknowledgment” when an addressee does not follow the addresser’s compliment, as if he has not heard the compliment or answers irrelevantly by deviating from the real topic or even giving no response. Herbert categorized the third macro-level compliment response as “Other Interpretations”, which involves a single subcategory of “Request” that unfolds a particular situation. According to Herbert, the addressee perceives the addresser’s compliment as a request rather than a simple compliment. This study is a kind of Textual Analysis that further delves into “performance studies”. There are six steps involved in generating insights and aligning with Herbert’s Taxonomy of Compliment Responses. The first step is “selection” which refers to the identification of a communication act or text that a researcher wishes to examine. In the present case, this selection is a “compliment response”. The second step that is involved in performance study is known as “playing” which alludes to trying on various vocal and bodily behaviors. This step aligns with Herbert’s category of “Appreciation Token”. The third step of performance studies is called “Testing” which facilitates establishing the range of legitimate understandings. This characteristic itself opens an aura of views that may vary from person to person and may fit with any micro-level category of compliment responses. In addition, the fourth step is named “choosing” which deals with the reason for selecting a valid interpretation. “Repeating” is characterized as the fifth step of performance studies that supports the researcher to set and refine the chosen interpretation. The last step is “presentation” which leads to a conclusion discovered through public performance.

## **CHAPTER 4**

### **DATA PRESENTATION AND ANALYSIS**

This section has to do with the presentation of collected data and analysis in two ways. First, the data has been analyzed quantitatively and elaborated concerning compliment responses at the macro level. The second analysis is made to investigate situational variables in English and Urdu sitcoms. After analyzing data with mixed methods, this chapter provides detailed answers to research questions. The first research question has been elaborated under the heading of “Influence of situational variables” The answer to the second question has been discussed under the heading of “Compliment Responses to Promote Social Agenda.” In the end “general trends and tendencies” have been discussed which covers the research gap.

For comparing purposes, the researcher took data from both English and Urdu sitcoms. The Internet was the main source for the collection of data as all the episodes of comic sitcoms were watched carefully and repeatedly to bring accuracy to the collected material besides that the help was taken from the transcripts of plays. The compliment responses were compiled to note 5 examples of each category presented in Herbert`s taxonomy of compliment responses. The total number of compliment responses out of 10 episodes became 50 and overall 12 categories emerged into the number of 600 from each sitcom while the total compliment responses from two plays became 1200. After watching the sitcoms and reading their transcripts, the researcher has come to the following results and has discussed them quantitatively. Since this research is a blend of both types of analysis, quantitative and qualitative, the collected data has primarily been analyzed quantitatively and qualitatively. The researcher has utilized mixed methods to analyze collected data because qualitative research helps to understand individuals, experiences, and meanings they attribute to certain expressions. Therefore, it broadens the scope of this research by presenting it statistically and then elaborating demographically. Hence, the integration of both approaches provided thorough insight. Viewing the compliment responses compiled in data from different angles may enhance the credibility of this research since the qualitative and quantitative data have been converged leading to the validity of the conclusion. Contextualization is another significant reason to adopt the mixed method technique as quantitative data has been utilized to describe qualitative data this

practice helped to put findings in context and added richer details to the conclusion. This chapter comprises three tables, table one represents the total number of compliment responses, and their frequencies are counted and presented in a frequency table. Frequency refers to the number of expressions hit by the interlocutors which further leads to determining the similarities and differences. This analysis tracks down the common trends that mostly prevail in the two societies. Secondly, two more tables are presented here that carry several situational variables to inquire about the answers to research questions. To dive deep into this analysis I can explain that table#2 shows the frequencies found in situational variables of English comic sitcoms while table#3 represents the frequencies of situational variables found in Urdu comic sitcoms. In addition, the next part of this chapter discusses the research gap that is based on general trends and tendencies in English and Urdu CRs. The future implications of the research have been provided as an essential part of the research. Finally, findings and conclusions have been established on the groundwork of collected data.

## 4.1 Quantitative Analysis

*Table 1*

*Frequency of Compliment Responses in English and Urdu sitcoms*

Macro Level Compliment Responses	Micro Level Compliment Responses	Subcategories	English(50)		Urdu (50)	
			Freq	%	Freq	%
AGREEMENT	Acceptance	Appreciation Token	44	88%	37	74%
		Comment Acceptance	40	80%	41	82%
		Praise upgrade	30	60%	27	54%
	Comment History		03	06%	03	06%
	Transfer	Reassignment	06	12%	10	20%
		Return	04	08%	09	18%
	Scale down		15	30%	19	38%
NON-AGREEMENT	Question		17	34%	10	20%
		Disagreement	29	58%	29	58%
	Non Acceptance	Qualification	11	22%	15	30%
	No Acknowledgement		30	60%	20	40%
OTHER	Request		04	08%	02	04%
INTERPRETATIONS						
Total			600		600 =1200	



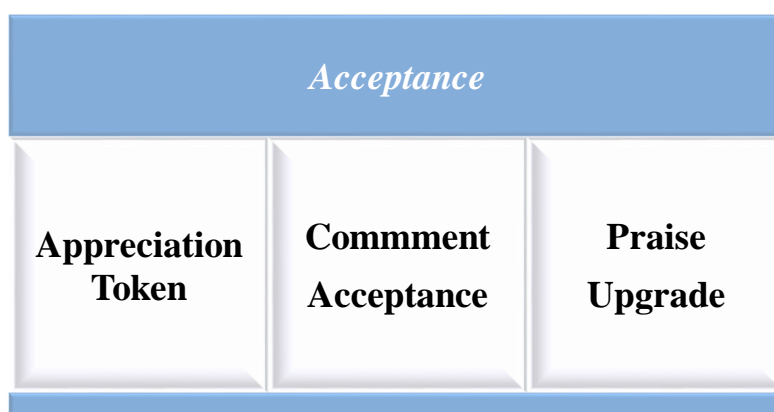
The first macro-level category of CRs is “Agreement” which has a further micro classification that is “Acceptance” while acceptance is segregated into three parts.

### **A: Agreement**

Pomerantz (1978) viewed the state of agreement differently and stated that a compliment if met Agreement it would have some stress level on the addressee to comply with the complimenter, while a condition to refrain from self-praise is imposed on parallel. Within the category of general agreements, Herbert describes six sub-types of responses.

**Figure 1**

*Acceptance*



#### **4.1.1 ACCEPTANCE**

##### **4.1.1.1 *Appreciation Token***

A variety of appreciation tokens are entertained by the complementee to show agreement with the complimenter. Common examples of such kinds of tokens include, thank you, thank you so much, great, well, etc. In addition, it equally makes use of para language, like smile, and nod. Pomerantz (1978)

##### **Description**

The frequency of this category in English sitcoms was 44, while in Urdu sitcoms it was 37. This difference showed that English speakers in the sitcom made frequent use of this type of compliment response that included para language. Herbert

included gestures and para language in appreciation tokens as an essential part of communication.

### **Examples**

“Thank you. (Salute)”

The situation from which this example had taken was a communication between Gary the addresser and Miranda the addressee. The addresser asked her how she could look more beautiful. The addressee agreed with the compliment and extended a token of appreciation. The gesture of salute is the physical notion of appreciation.

"گلاسز سوٹ کرتی ہیں تم پر"

The glasses suit you.

In this situation, both of the speakers were cousins and a male admired the female. The compliment response in this kind was complete silence with mixed gestures of smile and shyness.

#### **4.1.1.2 Comment Acceptance**

A category in which an appreciation token (thank you) is lined with acceptance of a comment, then relevant comments are added about the item being complimented.

In the words of Herbert (1990), the complimentee in line with the compliment accepts the compliment.

### **Description**

In the English sitcom Miranda Hart, the frequency of comment acceptance was 40, while the frequency of the same category in Chupkey Chupkey was 41. However, the speakers of Urdu language made frequent use of this category.

### **Examples**

“Yes, yes it`s fabii fun.”

In this scene, Stevie and other friends plan to go shopping and complimented Miranda that they will not go without her. Miranda accepted their compliment and she responded in the same line and agreement.

"آخر کار گل آپا کو لڑکی پسند آگئی"

Finally, Gul appa has found a girl.

"شکر الحمد للہ بڑی چہان بین کے بعد"

Thank God, but after a lot of effort.

In this scene of Urdu comedy, the younger one admires the elder sister. She said, "Finally Gul appa has selected the girl" the addressee responded in the way of appreciation.

#### **4.1.1.3 Praise Upgrade**

In this kind of situation, an addresser embraces the definite appraisal of an object as a response to this upgraded praise. The situation indicates where the complimentee accepts the positive evaluation of the speaker and increases the evaluation of praise themselves more. Herbert (1990) stated that "praise upgrades are typically used in a joking or playful manner, and they may occur only among close acquaintances."

#### **Description**

This category in English sitcoms contained a frequency of 30 and in Urdu drama, it was found with a rate of 27. These statistics showed that English language speakers used this category generously and preferred to highlight the praise with the contingent.

#### **Examples**

"Oh, well! We saved from the party, we brought towards the wedding".

In this scene, Miranda's mother arranges a date for Miranda with an army doctor which is a matter of praise for her so this is the compliment response by Stevie who planned a party earlier.

"میڈا گہرو، میڈی جند جان آ بیٹھ"

My love, my Life, please sit here.

"ماں تہاکوں ویکھ کے میڈا ہا ٹھر ویندا ہے"

Mom my breath stops seeing you.

As far as Urdu sitcom is concerned this scene was chosen from the communication between an aunt and a nephew. The aunt called him like a pampered child. However, the nephew responded in an upgraded praise.

## Figure 2

*Comment History*



### 4.1.2 Comment History ( micro level)

A second micro-level category in which the complimentee agrees with the speaker's original compliment and adds a historical comment.

#### Description

This is a unique type of compliment response that occurred with the same frequency in Urdu and English sitcoms which is 03.

#### Examples

“Oh, Evergreens! But they are big and conventional.”

In this situation, Miranda's mother ad sales, though she had arranged an interview. She exclaimed with joy “I have got you an interview tomorrow, Manager of sales team in our department store.” Miranda on the other hand agreed with her mother and added some history of Evergreens (a company's name).

"کنیز دیکھو یہ جوڑا ، میرا دل ہے عید پر یہی سلوا لوں۔"

Kaneez look at this dress, I intend to get it stitched on this Eid.

"آپ نے یہ ہادی کی شادی کے لئے رکھا تھا"

You had decided to save it for Hadi's wedding.

This situation is based on a communication between mother-in-law and daughter-in-law. Mother-in-law admired her dress and said that she liked it and wanted to get it stitched for the eve of 'Eid. Her daughter-in-law responded that she had already decided to wear it on the occasion of Hadi's wedding.

**Figure 3**

*Transfer*



#### **4.1.3 Transfer**

Transfer is the third micro-level category in Herbert's taxonomy of compliment responses, which is further classified into two subcategories named Reassignment and Return.

##### **4.1.3.1 Reassignment**

The addressee accepts the compliment as well as associates the praise with another person either present in the situation or not.

##### **Description**

This type of compliment response existed with a difference of 06 and 10 between English and Urdu sitcoms respectively. That means the English speakers made less use of reassignment as compared to Urdu speakers.

##### **Examples**

"My father's side."

This scene was taken from a situation at a boutique and communication was held between Miranda and the owner of the shop. He praised Miranda's hair and she reassigned the compliment to her father.

"پھول لگا کر آپ بہت حسین لگ رہی ہیں"

You look beautiful wearing a flower.

"تمہارے دا جی کی یاد میں لگایا ہے"

I have worn it to memorialize your grandpa.

In the Urdu language for this category, the scene was related to a chat between a grandmother and a granddaughter. The granddaughter complimented the flower that grandmother wore in her hair. As a compliment response, she reassigned the praise towards her late husband.

#### **4.1.3.2 Return**

Herbert described the compliment response of “Return” as a two-way communication when a complimentee returns the same praise towards the complimenter.

#### **Description**

In this case, the frequency of Urdu play was higher; 09, than that of English sitcom which was 04. Although English people are considered as more sophisticated and munificent in encouragement and praise of others in the current study varied statistics have been received.

#### **Examples**

“O, thank you, you too.”

In this scene Gary comments on Miranda when they are out for a date and she is clad in a pretty dress, Gary said, you look lovely and this was responded to in the form of a Return compliment

"ابا جی آپ کو بہت مبارک ہو، ہادی کا رشتہ پکا ہو گیا ہے"

Congratulations dad, Hadi's engagement has been fixed.

"ہاں ہاں تمہیں بہت مبارک ہو"

yes, congratulations to you as well .

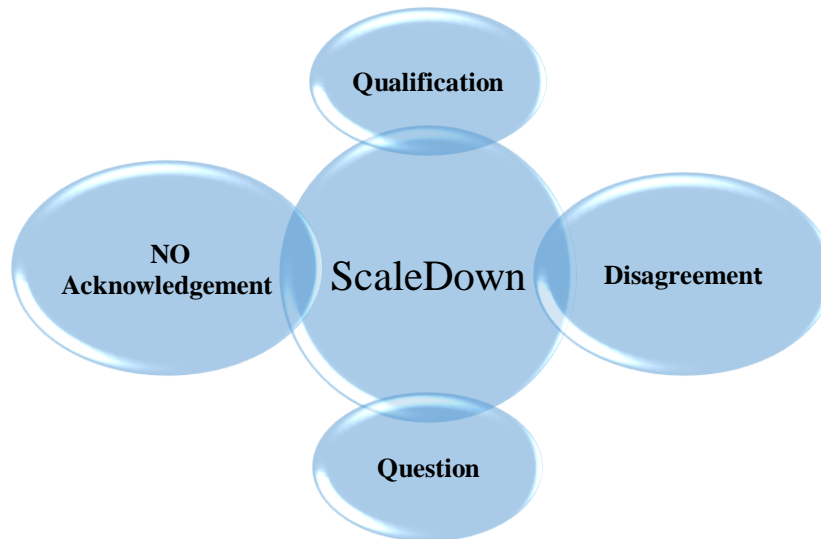
In this scene, a daughter-in-law congratulated her father in law praised the upcoming event of her son's wedding. Her father-in-law returned the same compliment and said the same to you.

#### 4.1.4 Non-Agreement

Non-agreement is a situation in which various states of rejection of a compliment might be a scale down, question, disagreement, qualification, or no acknowledgment.

**Figure 4**

*Scaledown*



##### 4.1.4.1 Scale Down

A complimentary force is denied by claiming the praise is exaggerated or pointing out some flaw in the object being praised.

#### Description

The English sitcom represented lower frequency as compared to Urdu occurrences that are 15 and 19 respectively in the case of scale down.

#### Examples

“I prefer to call it brunch”

This situation was chosen from the scene when Miranda was having breakfast with her friends in a restaurant. One of her friends admired the long menu with plenty of dishes available for breakfast. She said, “I love that” while Miranda scaled down the long menu and denied the force of the compliment extended by her friend.

”آپا آپ کا رشتہ بھی تو ایسے ہی ہوا تھا“

Appa your proposal was also settled in the same way.

"بھنی عجلت کے رشتے ایسے ہی ہوتے ہیں"

Yup, proposals arranged in hurry are always like that.

In Urdu play the situation is sorted from communication between two sisters. The younger one praised the wedding procedure of the elder sister in a compliment. The elder sister on the other hand denied the force of the compliment and responded by indicating a flaw in that process.

#### **4.1.4.2 Question**

In this case, the sincerity of the compliment is viewed skeptically and the addressee questions its appropriateness.

#### **Description**

The English sitcom had a higher frequency of 17 as compared to events of question that occurred 10 times in Urdu comedy.

#### **Examples**

"Are we dressed as lambs?"

In this scene, Miranda with her friends visited Gary at a party where Gary looked at Miranda in admiration and Miranda's friend spotted him rightly. She commented that he was drooling over. While Miranda responded to her compliment in an inquiring way.

"میں صرف آپ کے ساتھ ہاسپٹل جاؤں گی"

I will go to hospital, only with you.

"یعنی صرف میں ہی بچا ہوں"

You mean only, I am left.

This situation in an Urdu sitcom was chosen from the scene where a female cousin got sick and she urged to go to the hospital with her male cousin as she admired her company. The respondent asked her, why only he.

#### **4.1.4.3 Disagreement**

The value of the object is brazenly denied and utter disagreement is shown. Another state of disagreement may transpire in a denial of the relationship.



### Description

This is another type of compliment response that occurred in the same frequency and showed an equal trend; of 29.

### Examples

“That mouthing word thing is a real middle-class tick.”

In this scene, Miranda’s mother was convincing her to have a date with a man of her mother’s choice. Miranda refused to see that guy because of his black complexion. Miranda’s mother admired him and said “I do love a black man, such fun. (mouthed)” Miranda completely disagreed with her mother and rejected her compliment about a black man.

"فیضی کو دیکھیں والد کی وفات کے بعد سارا کاروبار سنبھال لیا ہے۔"

Look at Faizy, he has controlled the business after his father’s death.

"آئے ہائے شریکوں کے لڑکے کے ساتھ نا ملایا کرو میرے بادی کو"

Hey! Don’t tag my Hadi with the boy of our associates.

In this scene of Chupkey chupkey daughter-in-law and mother-in-law were talking about half wife’s grandson. The addresser praised her stepmother’s son. Her mother-in-law disagreed with the relationship with her half-wife’s family.

#### 4.1.4.4 Qualification

The addressee uses adverbs like usually, though, but well, etc. to qualify the real assertion.

### Description

The English compliment responses were found in lower frequency regarding this category; 11 while the Urdu language showed a higher rate of occurrence; that is 15.

### Examples

“Well! It’s a bit much now.”

In this scene, Stevie is attracted by a dog and admired a small puppy. She said, “They are lovely.” This statement did not seem a compliment to Miranda and she intended to qualify the praise, responding in non-agreement.

"جب سے تیرا رشتہ ہوا ہے، دیکھ رہا ہوں ہواؤں میں اڑ رہا ہے تو"

You are flying, since your engagement has been settled, I am seeing that.

"ہوں! زرا دھیان سے -- تیری نظر لگے گی مجھے، منحوس انسان"

Hey, be careful, don't cast an evil eye.

Two cousins were talking in this scene and one had recently got engaged. The other one complimented him. The addressee responded to him in a way to amend his hidden intention and verbal choice.

#### **4.1.4.5 No Acknowledgement**

The addressee's compliment is neither responded nor followed by an appropriate response. To keep mum may also be a response strategy under this category.

#### **Description**

The English speakers were more frequent in no acknowledgement having a higher frequency of 30, and the Urdu speakers had a frequency of 20.

#### **Examples**

"Please don't"

In this scene, Stevie received a new stock of toys and she showed new toys to Miranda. Some toy statues of pirates were also included in the stock. Miranda admired the new toys and complimented, "Oh brilliant! New pirates (toys) ah, ha, ha, ha...Stevie did not acknowledge her compliment and responded in a way that diverted her attention by saying something else.

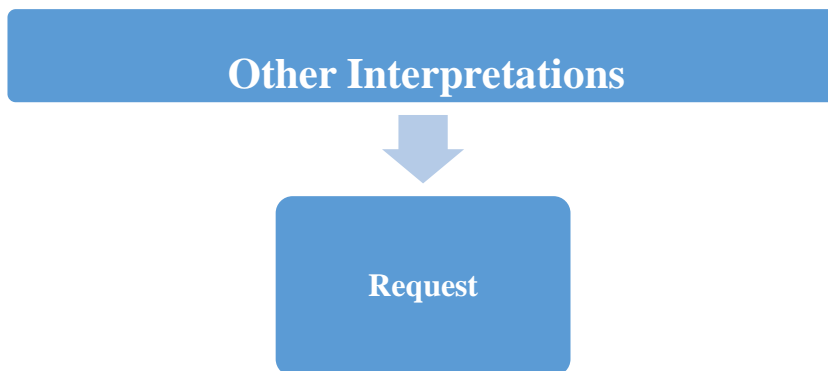
"مجھے ساجن کے گھر جانا ہے"

I have to go to my beloved's house.

"اماں کدو سے کہیں منہ بند رکھے"

Mom, asks Kaddu to keep his mouth shut.

This situation emerged between two siblings, the younger brother teased his sister you have got engaged now and are eager to go to your beloved's house. The respondent did not respond to him appropriately and asked Grandmom to refrain him talking.

**Figure 5***Other interpretations***4.1.5 Other Interpretations****4.1.5.1 Request**

This type of compliment response is taken as a request as if the addresser has the intention to borrow the object that is being complimented.

**Description**

The lowest frequency of compliment responses was found in this category as the English language had 04 occurrences of it and the Urdu language showed only 02 happenings of the total number.

**Examples**

“Sir Titan! wanna have it.”

In this scene, Miranda was in a park for a walk with her dog. A professor was also there he looked at the dog and complimented, “Oh, cute dog”. This compliment was perceived by Miranda as a request to borrow the dog.

"تمہارے چچانے شادی کی شیروانی سنبھال کر رکھی ہے"

ur uncle has capsulised his wedding dressYou .

"وہ کدو کے لئے رکھ لیں"

Capsulise that for Kaddu..

In this scene of Urdu comedy, this communication was held between mother and son. Mother was looking at the old dresses of her husband meanwhile the son

passed a compliment for the wedding dress. Then his mother asked him if he wanted to borrow it.

## 4.2 QUALITATIVE ANALYSIS

*Table 2*

*Frequency Distribution of CR categories in situational variables of BE*

Situations	Agreement		Non-Agreement		Request	
		Freq		Freq		Freq
	Examples	127	Examples	102	Examples	04
S1: (proposals)	Thank you, you can stand for the night.	25	Well, that doesn't mean I can't be feminine	23		0
S2: ( love for kids)	I just love children	08	I took it from my father's side.	05	Well it's not funny	1
S3: (dating)	Wow, you look great.	33	No, we are just friends.	16		0
S4: (shopping)	That`s a splendid idea.	23	I give up.	10	Well, try it.	1
S5: (friendship)	That`s good, I know Gary is not coming.	30	Never be wild, okay.	29	Sir Titan wanna have it.	1

*Note:* CR= compliment response, BE= British English, S.1, 2, 3= situation

Table 3

*Frequency distribution of Compliment responses in situational variables of Urdu language*

Situations	Agreement	Freq	Non-Agreement	Freq	Request	Freq
	Examples	127	Examples	93	Examples	02
S1: (proposals)	فیضی لاکھوں میں ایک ہے Faizy is one of millions.	37	مجھے میچور اور ایجوکیٹڈ لڑکی چاہئے I need an educated and mature girl.	19		
S2: (love for kids)	چھٹکی تو تو میری سہیلی لاٹلی والی Chuttki you are my favourite friend.	25	چھوٹا سمجھ کر دبانے کی کوشش نہ کریں Don't suppress me being younger.	18	تم پہن لینا اپنی شادی پر You may wear on the occasion of your wedding.	1
S3:(dating)	آپ سے ملنے کا بے صبری سے انتظار ہے۔ I am waiting to see you impatiently.	05	اے لو ! کھوتا بی کھوہ وچ پا دتا۔ Look, Lost and Lost.	20		
S4:(shopping)	منگنی کا جوڑا سب سے لاجواب ہے۔ The engagement dress is outclass.	37	اب قرضہ بھی میں اتاروں Now! I have to pay the debt.	10		
S5:(friendship)	املی کے ساتھ ہماری دوستی پکی رہے گی۔ Imli will remain friend forever.	22	شریکوں کے ساتھ نہ ملایا کرو میرے ہادی کو۔ Don't associate my Hadi with partners.	20	میری پیر بن جاو۔ Be my mentor.	1

The qualitative analysis is presented in this part which also entails the resolution of the research questions. Researching CRs is significant since they play a pivotal role in communication. The CRs were chosen for research among all other speech acts on the conviction that they bridge the relationship between interlocutors and fortify emotions. For this purpose, an analytical framework presented by Gibbs (2007) named thematic analysis has been applied. This proceeds with sorting different themes then coding these themes, and next comes analysis, and finally a framework based on results is offered.

This study aimed firstly to find out how Pakistani and English speakers respond to a compliment in various social situations and secondly to compare both scenarios to identify if any specific social agenda is being promoted. The contrastive purpose of this analysis was to stumble on how apt or inept the Urdu speakers are in responding to CRs as compared to English speakers.

To manage the demographic section of the analysis the collected data is viewed in the context of varied situations that aim to track down the influence of situational variables. The situational variables elaborate the environment in a way that has the potential to influence communicative behavior. The compliment responses mentioned in Table 1 are subject to micro-level categories and their subcategories on the other hand for qualitative analysis only macro-level categories are mentioned though data comprises the micro-level categories and their sub-classification. At the primary stage, five common situations were selected (proposals, love for kids, dating, shopping, and friendship) then relative compliment responses were accumulated in a frequency table according to Herbert's Taxonomy of compliment responses.

#### **4.3 Influence of Situational Variables**

To identify the impact of various situations few common situations were marked and compliment responses were inscribed and shown in a frequency table. The total number of events collected for the macro-level category from the English sitcom, "Agreement" was 127, which included all of its micro-level categories and their sub-clauses. The number of examples collected for "Non-Agreement" was 102, and the category of "Request" found 04 instances.

Viewing all five situations in Table 2 we can mark the variations in the frequencies of situations, for S1 (proposals) counted 25, for S2 (love for kids)

measured 08, S3 (dating) come about 33, for S4 (shopping) fell out 23, and for S5 (friendship) happened 30 times. Opting for “Non-agreement” the variations showed for S1 (proposals) counted 23, for S2 (love for kids) counted 05, for S3 (dating) came about 33, for S4 (shopping) took place 10 times, for S5 (friendship) made 29 times.

This trend revealed that English speakers tended to denigrate the praiseworthiness of the object of a compliment. Looking at the “Request” responses we can observe such kind of strategies were sarcastic already with a frequency of 04 in total. On the part of situational variables, this trend was found in S1 (live for kids), S4 (shopping), and S5 (friendship) in equal numbers that is 1. The plausible reason for the higher trend of agreement was that the English people honored the compliments by accepting it and responding in an appropriate way therefore making greater effort to agree with the compliment. The trend of non-agreement revealed that the English speakers tended to denigrate the praiseworthiness of the object of the compliment. However, friendships are mostly adored in English culture but a greater number of non-agreements had emerged because of comedy and people opted for non-agreements by getting less serious, frank, and having informal attitudes. To consider the category of Request I can say that this category was sarcastic already so got the least number and was unable to present a remarkable trend.

In addition, the data showed that English speakers used certain compliment responses that were common, contextual, and culturally restricted. A few responses might be “formulaic speech routines” as stated by Wolf Son (1989). The numerous data of “non-agreement” poises that English speakers were less inclined towards disagreement which might be the cultural obligation to be sophisticated. On the other hand, the situations in which characters responded ruthlessly or straightforwardly were also observed.

Furthermore, the situational variables in Urdu sitcoms emerged in unique statistics. The occurrence of “Agreement” was 127 times and “Non Agreement” got happenings for 93 times while “Request” came about 04 times. These figures were set as the standard for situational variables of Urdu language CRs. Therefore, Table 2 presented these variables with their frequencies, such as, S1 (proposals) fell out 37 times, S2 (love for kids) happened 25 times, S3 (dating) come about 05 times, S4 (shopping) emerged 37 times, and S5 (friendship) took place 22 times. Hence “Non-Agreement” S1 (proposals) had 19 occurrences, S2 (love for kids) happened 20 times,



S3 (dating) came about 18, S4 (shopping) got 10 happenings, and S5 (friendship) struck 20 times. Finally, the category of “Request” eventuated only 02 times in situations of S4 (shopping) and S5 (friendship).

These figures of situational variables presented the trend and tendencies differently. The overall trend related to “Agreement” was the same between English and Urdu language speakers as both got equal (127) happenings. However, both languages have individual and peculiar differences that refer to their tendencies. In addition, under the category of Agreement the situational variable of “proposals” got the highest frequency that mentioned the main theme of the play and the situation appeared phenomenal as a trend when most of the speakers owed the compliments and responded in the same line. On the other hand, the least counted variable was “dating” which did not appear as a trend and the reason might be its cultural limitation where it is perceived as a taboo. Focusing on Non-agreement I can say that the highly disagreed variable was again “dating” which was certainly due to its unethical perception and the situations presented in the sitcom showed that some elders or family members disowned it. The category of Request was found with limited responses so had few situations in which it emerged. The situations of love for kids and friendship had received single happenings that were due to the comic genre.

#### 4.4 Compliment Responses to Promote Social Agenda

Praise is usually used as a tool to promote any social agenda. Several situations provide a scaffold for such a kind of promotion. In social setup, we come across with variety of situations and we respond accordingly. In the case of dramas and sitcoms, the writer creates situations that are inspired by real life. These situations emerge with the development of the plot and generally ascend or descend by taking a particular agenda in parallel. In addition, a classification of common social agendas was made and integrated with this study. A few types of universal agendas included relationship, encouragement, engagement, goal setting, private praise, verbal praise, spreading love evenly, and general exclusion. **Relationship:** An eminent feature of compliment responses among the interlocutors is that praise is exchanged from both the addresser and the addressee. Many characters in English and Urdu sitcoms adopted this strategy to make their terms strong and long-lasting. The speakers sometimes took advantage of their relationships and responded mostly either to agree or to promote non-agreement. **Encouragement:** This kind of agenda was highly

promoted in English sitcom while found least in Urdu play as many characters encouraged Miranda to marry as soon as possible. In this pursuit, they suggested proposals and motivated her to set a date since she mostly denounced the men. The same agenda was promoted through responses in the Urdu language as almost all the characters endeavored for each other's marriages. Since the encouragement for this purpose was limited within each family. All the members of both stepfamilies agreed with their own families and promoted disagreement among the stepfamilies.

**Engagement:** Another sort of agenda used to engage Miranda particularly entailed by her mother though Miranda always resisted the schemes of her mother. She not only encouraged Miranda but also arranged meetings for her. In this pursuit, Miranda usually got stuck in the situations though showed agreement in pre-meetings and kept mum after the meetings showing no acknowledgment of a compliment. In Urdu comedy, the elder siblings or parents pursued the projects of children's weddings and they employed both agreement and non-agreement strategies for this agenda. **Goal**

**Setting:** The goal of marrying, dating, and shopping were common fields of interest in which speakers communicated and extended compliments to each other. Miranda was the only candidate for all these goals in an English sitcom who often utilized this agenda in all of her endeavors. On the other hand, in the Urdu play, many characters attempted such goals. Their responses were consciously set on these notions. **Private**

**praise:** There are the characters and people in the societies who get some romantic compliments and respond just in smile or shyness. Here the agenda in preference is to be covert. Private praise was the agenda least observed among English speakers of the play since all the supporting characters facilitated Miranda by all means. In addition, the Urdu language speakers nurtured this with their beloveds while talking on the phone or in face-to-face conversation. **Quite Verbal Praise:** This phenomenon is

seen in adoring compliments and responses between mothers and kids, particularly in the Urdu sitcom Chupkey Chupkey. The situations refer to Faizi's mother calling him "Mithal" and the husband of Mishi calling her "Medhi Sarkar" though both of the addressees do not acknowledge the compliments. Miranda's friend Stevie made maximum use of this agenda and always responded to the compliments. **Spread the**

**Love evenly:** A distinctive agenda was only shown by rival wives to cherish love for their kids. They always pampered their grandchildren some of them acknowledged their love by responding positively while others proclaimed disagreement with their senile behavior. This was Miranda who promoted this agenda in English play, she got

ready for every date set by her mother and proceeded to express her love despite her every date met misfortune. **General exclusion:** The compliment responses are generated to inform the addresser about his or her general exclusion by complete disagreement with the compliment or by no acknowledgment. The half-wives of Urdu sitcom promoted this agenda and practiced disagreement, scale down, or qualification in their responses. Miranda's friend Stevie, sometimes endorsed this agenda particularly when she admired her boyfriend and excluded Miranda.

#### 4.5 General Trends and Tendencies in English and Urdu CRs

The results exhibited that English speakers do not prefer to respond to a compliment at the start of the conversation while this phenomenon was witnessed among Urdu speakers particularly those who have some rural grounding. The English lector has an accustomed way to start a conversation is to greet. In British culture, compliments about appearances are normally given at the inception of the interaction. The findings made it manifest that the British lector's use of compliments as initiator is commendable by the addressee and he or she responds in the same line. Furthermore, data compiled from the Urdu speakers revealed that they are eager to receive and respond the compliments. The Urdu speakers made frequent use of disagreeing, no response or joking categories. The English interlocutors as compared to the Urdu speakers keenly assess the assessment of the truthfulness of the content of the compliment. It further stated that if the complimentee has faith in the validity of the compliment then he or she would accept the compliment if he does not trust the truthfulness of the compliment then he may respond with a question. In the case of Urdu speakers, the validity or the truthfulness of a compliment was of least value it might be a general perception in the society.

The Urdu speakers used some regional languages in compliment responses that might be part of their culture that's why they switched codes frequently with their mother tongue and with English as well. On the other hand, English users switched codes with French and Spanish and only once used the word "kebab" which was out of their culture. So both have the impact of their cultures on their responding behaviors. The results uncovered that the lexical items around the situation of "friendship" among English interlocutors used to respond to the compliments were, old friends, sacrifices, help, and cooperate while the Urdu characters used, saheeli,

( female friend), Khatti ( sour in taste), imli,(tamarind), gullak (a box to collect money), and paisy (money). On the part of skills, the English people were quite specific as they always approved of natural talent and they mostly redirected the victory to the result of an action. Since Urdu, speakers are poised to be derogatory or not acknowledged as in the case of rival wives and step-siblings.

Some of the contextual variables also influence CR behaviors. For instance, S1, proposals had a different weightage from that in Urdu. The situational variables in English are love, intimacy, and kissing, which are more influenced by the age of the addresser and the event. Urdu responses were influenced by regional cultures, treatment of relatives, and somehow obsession with cell phones.

Gender also affects the compliment response tendencies despite the phenomenon that all the women were highly confident. For instance, regarding the compliment about glasses, the female character in the Urdu sitcom considered it fatiguing while the male character admired it. On the contrary English females admired dresses and male characters showed no acknowledgement. Similarly, the compliments from English and Urdu male speakers are observed as sincere, and CRs from female speakers are seen as comparatively biased.

The cultural impact was also clear in non-agreement categories in both Urdu and English speakers. The data demonstrated that scale down, disagreement, no acknowledgment, and question strategies revealed impolite behavior of the respondents. In an English sitcom, Miranda screams sometimes while in an Urdu sitcom, the siblings bully each other.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1 Findings**

##### **5.1.1 Agreement**

- **Appreciation Token:** the acclaim was accepted and responded to with due respect by the English speakers more frequently and therefore made a conscious use of paralanguage.
- **Comment Acceptance:** The Urdu interlocutors were seen as more integrated into this category and responded by showing acceptance for praise.
- **Praise Upgrade:** The English language speakers reflected personal priority to upgrade the praise extended towards them.
- **Comment History:** Both of the speakers of the Urdu and English languages associated the historical aspects and expressed their knowledge in the responses to praise at an equal rate.
- **Reassignment:** It was observed that the Urdu language speakers refrained from crediting any third person despite having an agreement with the addressees.
- **Return:** A higher level of ethical order was tracked down in this category and interlocutors from both ethnicities were in common practice to praise in return.

##### **5.1.2 Non-Agreement**

- **Scale Down:** the speakers of the Urdu language were observed with a tendency to undermine the admiration or the quality of the object.
- **Question:** The English interlocutors raised questions in the form of compliment responses and the elements of inquiry and reasoning were found.
- **Disagreement:** the speakers of both languages entertained ‘disagreement’ in equal numbers which referred to the fact that irrelevant or irrational praise challenged the intellect.
- **Qualification:** the speakers from the Urdu language presented their interests in the original assertion of the praise.
- **No Acknowledgement:** The tendency of no acknowledgment was encountered among English speakers since they utilized it in a polite tone.

### 5.1.3 Other Interpretations

- Request: A rare occurrence of this strategy was observed but higher in use by the English interlocutors.

## 5.2 Discussion

The findings revealed that Pakistanis and British speakers have different strategies to respond to a compliment. Results indicated that English and Urdu speakers tend to accept the compliment though with varied frequencies. The English interlocutors presented polite responses and gestures and responded with due respect. In the Urdu community, this trend was found at least point. The reason might be a cultural disparity of both ethnicities. One culture may prefer one strategy over the other during the communication process. Scollen and Scollen (1995). However, to satisfy the compliment is the mark of it, which was most probable in the English interlocutors as well. Furthermore, the status influenced the ways or tendencies of respondents who employed compliment responses. Like in Miranda the two colleagues were in the restaurant Gary was the senior one who always responded in a sober and decent tone and his junior always showed a casual and non-serious attitude. Another pair of counterparts was Miranda and Stevie in a toyshop. Despite being friends, Stevie usually considered herself prettier than Miranda and her responses appeared to have elegance; Miranda on the contrary, seemed passive though never refrained from responding. Similarly, Miranda's mother was an intelligent woman who mostly responded comically or mischievously but never forgot about her graceful stature. Applying the same lens to the Urdu compliment responses I can deduce that all the speakers were conscious of their status either social or in family relationships. Both half-wives for instance boasted about their parental backgrounds and often responded by showing off their social positions. All the stepsiblings considered themselves elevated from others and their responses were always embedded with envious touch. Findings also indicated that appreciation token was the strategy adopted by the speakers of both languages and this trend was found at maximal in English and Urdu. As most of the interlocutors were literate they responded with the same acclaim. The trend of Comment Acceptance was also seen in frequent use in English and Urdu speakers, they accepted the comment and responded in the same line. Thus, Urdu speakers made periodic use of Praise up Grade which could also be a

tendency in particular families or an implication of a personal priority. The respondents applied Comment History by accepting the complimentary force. This trend was found in English speakers, as they prefer to affix historical features that were an underlying endeavor to minimize the distance between them. The next macro category Transfer has a sub-division of Reassignment and Return which are the essential parts of English speakers' conversations. This tendency implies the two-way process of compliments in which the addressees honor the third person or the speech partners standing opposite. On the other hand, the Urdu speakers restrained from transferring the praise towards anyone else.

In the next step where Non-Agreement was analyzed, the first micro category is Scale Down which refers to the negation of compliment. The Urdu language speakers made persistent use of it and appeared more critical in response events. This tendency specified their sarcastic behavior. In addition, this trend was in frequent use and poised to emerge among stepsiblings. The English interlocutors showed that they made minimal use of this derogatory trend. Talking about the category of Questions, I deduced that the English language speakers had a softer and politer tendency to inquire about the appropriateness of the compliment extended by the first speaker. The Urdu interlocutors presented an evident and despotic trend to inquire about the praise. Moreover, the compliment responses in this study correspond to earlier studies that confirm that non-native speakers' expressions are deprived of mitigation devices. The Urdu language speakers use blunt responses of disagreement as mentioned in (Bell's 1998, pp. 25-47), study with Koreans, Nakajima's (1997) observation of a lack of personalization with Japanese, on the speech act of disagreement, and Kreutal; 's findings in her research. The tendency of Qualification was usually used by the English speakers but in a sophisticated and gentle way on the other hand Urdu language speakers were seen straight forward in this regard, they avoided formal compliment responses in general. To keep mum, under the category of No Acknowledgement was widely observed in English language speakers as the tendency to ignore the compliment to avoid any unlikely, unethical situation. The Urdu speakers were seen intentionally promoting the agenda or avoiding praise statements extended by the other speaker. The request is the field of compliment responses that was slightly observed among the interlocutors of both languages. The reason might be the absence of such situations in which this category is utilized as an agenda or

marked as a trend. In addition, native speakers of any culture make use of indirect disagreement has been analytically proved by Pomerantz(1984), Pearson(1986), Kothoff (1993), Kuo (1994), Burdine( 2001), Locher(2004) and Kreutal (2007) I their researches.

To sum up, these trends and tendencies will facilitate a better way for compliment responses and therefore lead to appropriate, smooth, and fluent communication. Since linguistics is a varied kind of science, the involvement of para language made it more complicated, interesting, and worth studying. This played a pivotal role in a smooth flow of communication. Since use of facial expressions in both sitcoms was found in a natural flow of transmission of language. Thus, the words and gestures were influenced by culture and society this cyclical relationship is difficult to understand but the opportunities and specific situations make them easy to comprehend. Although English is embedded with the formal employment of pronouns nowadays, people are diverting towards more informal expressions even with elders and seniors. In the same way, social norms help conversations function meaningfully and we stay intact unconsciously. People contribute to communication in the form of turn-taking, in the words of Crystal (2008) “Although we sometimes talk at the same time as others, or interrupt them, there are several verbal or nonverbal cues, almost like a dance, that are exchanged between speakers that let people know when their turn will begin or end. Conversations do not always neatly progress from beginning to end with shared understanding along the way. There is a back and forth that is often verbally managed through rephrasing and clarification.” He further elaborated that we also have certain units of speech that facilitate turn-taking. Adjacency pairs are related communication structures that come one after the other in an interaction. Crystal (2008). For instance, questions are followed by answers, greetings are followed by responses, compliments are followed by compliment responses, and informative comments are followed by an acknowledgment. Our verbal interactions are formed by such skeletal components; they largely facilitate our social interactions.

Moreover, the findings put a view that female interlocutors made essential use of head acts or supportive moves in the execution of their compliment response strategies. These movements helped to either initiate or end the communication. Female complimenters employed these gestures in pre-compliment or post-compliment behaviors. Hence, this might be like females to elaborate or exaggerate



the responses or employ multiple strategies. For instance, they intended to indicate positive opinion, statement of liking, exclamation, congratulations, positive opinion + statement of liking, and to express admiration. On the other hand, men applied a few strategies like expressions of congratulations, statements of liking, positive opinions, and exclamation. This notion duly refers to the male's nature of responding precisely or to the point.

As far as research questions are concerned, the first question was to find the effect of compliment responses extended by English and Urdu native speakers. The findings showed that the frequencies of suggested situational variables such as proposals, love for kids, dating, shopping, and friendship are widely different in English and Urdu sitcoms. Some of the macro-level categories had equal occurrences such as "agreement" and the situational variable at the highest rate was "proposals". The situational variable at the least frequency was "dating" under the category of "non-agreement". In addition, the macro level category that showed limited happenings was traced in the situational variables of "friendship" and "love for kids".

The next question was to investigate the compliment responses used to promote social agenda. Some dominating social agendas in both sitcoms were marked such as relationship, encouragement, engagement, goal setting, private praise, quiet verbal praise, and general exclusion. The agenda of the relationship was adopted by various speakers and the CR integrated was "agreement". The agenda related to "encouragement" was observed at a higher rate in English sitcom as compared to Urdu sitcom. For this agenda, the English speakers showed agreement and the Urdu speakers

Utilized agreement and non-agreement. One English speaker used the "goal setting" pursuit as the plot was formed in such a way. On the other hand, many Urdu language speakers in the sitcom made frequent use of this agenda. Our societies are the amalgam of a variety of characters and behaviors, sometimes people prefer to praise privately. This kind of covert response was rarely seen in the reactions of English speakers while in Urdu sitcom the interlocutors incorporated this phenomenon in multiple situations. Some affectionate responses promoted the agenda of "quite verbal praise" in Urdu sitcom and a single speaker in English sitcom made use of it in abundance. Spread the love equally, was the unique pursuit adopted by two speakers in Urdu comedy, and in English sitcom a single speaker used it most of

time in the situations of dating and showed agreement. A complete disagreement was practiced through “general exclusion”. The Urdu interlocutors promoted disagreement, scale-down, and qualification. Among English speakers, only one person used it to promote herself, particularly whenever she stayed away from her friend and was dating a boyfriend.

The results indicated differences in non-agreement responses between men and women. Male speakers had tendencies to disagree more often, on the other hand, female interlocutors preferred to use the question. In this case, women applied questions, probably to maintain their conversation. However, males employed their agreement as they felt free to reject the complimenter’s compliment.

### **5.3 Conclusion**

This study aimed to investigate the compliment responses in a contrastive manner. The results reveal a great deal of similarities and differences between the two languages. The English as well as Urdu speakers tend to accept the compliment and demonstrate their agreement by responding positively. As far as the differences are concerned, the vital differences are cross-cultural between the two societies. The underlying social norms are the sole cause of these differences for instance use of CR at the start of a conversation by English speakers and Urdu speakers think that communication must start with greetings primarily. The English speakers are admirers of achievements and redirect the force of compliments to manly success while Urdu speakers redirect the force of compliments on achievements and natural blessings. Therefore, it’s also been observed that both of the speakers respond according to their specific cultural environment. The gender-based analysis across cultures shows that speakers from both ethnicities behave within the structure of their language use.

In conclusion, the use of compliment responses is bound to some limitations as bear differences and similarities that depend on cultural backgrounds. However, some of the categories are peculiar since they do not breach the communication. Compliment responses also present agenda like relationship, encouragement, engagement, and spreading love evenly, possess positive intention, on the other hand, generate exclusion poise negative vibe and goal setting could be negative or positive as depends on the nature of the goal.

The frequencies of compliment responses based on Herbert's Taxonomy of compliment responses present, "Appreciation Token" as most in use in the community of English speakers. In addition, "praise upgrade" and "no acknowledgment" occur at the same rate; 30. The least counted category is at 04 possessed by "return" and "request." Looking at the frequencies of Urdu CRs we can say that "comment Acceptance" is used at the highest rate, and the lowest frequency is shown by "return." Therefore, compliment response strategies function socio-pragmatically in both languages English, and Urdu, and the interlocutors select the most appropriate responses that are culturally fit.

## **5.4 Recommendations**

Teaching methodologies require to spillover some new approaches to enhance the understanding of the interlocutors. Compliment response strategies have multiple dimensions to explore. This aspect of pragmatics may emerge in a variety of ways since absorbs the changes on behalf of cultural variations, individual preferences, and new trends. For instance, compliment responses can also be explored with the integration of corpus-based analysis by comparing different cultures. Another way to explore the CR strategies could be to mark the role of social media which may impact the use, misuse, and manipulation of CRs. Thirdly, the new researchers can incorporate the medium of movies to investigate the choices of compliment responses. The last recommendation is to track down the capacity of educationists and policymakers intact in integrating cultural variables that influence the response procedures.

## REFERENCES

- Abbas, H., Asghar, S.A., Asghar, Z.M., & Mahmood, M.A. (2020). An interlanguage pragmatics analysis of Pakistani EFL learners in expression of disagreement. *Ilkogretim online-Elementary Education Online*, 19(3), 2184-2199.  
doi: 10.17051/ilkonline.2020.03.735375
- Ahmed, A. (2012). Women and soap operas: Popularity, portrayal, and perception. *International Journal of Scientific and Research*, 2(6),1-35. Retrieved December 14, 2023, from [https://www.ijsrp.org/research\\_paper\\_jun2012/ijsrp-June-2012-47.pdf](https://www.ijsrp.org/research_paper_jun2012/ijsrp-June-2012-47.pdf)
- Ajmal, M., Rana, S., & Amjad, A., (2022). A corpus-based analysis of the speech act of compliment by Urdu speakers. *Pakistan Journal of Social Research*, 4(4), 38-54. <https://doi.org/10.52567/pjsr.v4i04.786>
- Austin, J. L. (1962). *How to do things with words* (2nd ed). Oxford University Press.  
<https://doi.org/10.1093/acprof:oso/9780198245537.001.0001>
- Bachman, L. (1990). *Fundamental considerations in language testing* (1<sup>st</sup> ed.). Oxford University Press. <https://doi.org/10.2307/329499>
- Beebe, L. M., & Takahashi, T. (1989). Sociolinguistic variation in face-threatening speech acts. In Eisenstein, M.R. (Eds.), *The dynamic interlanguage* (pp.199-218). Springer Science+Business Media, LLC. DOI:10.1007/978-1-4899-0900-8\_13
- Behnam, B., & Amizadeh, M. (2011). A comparative study of the compliments and compliment response between English and Persian TV interviews. *The Southeast Asian Journal of English Language Studies*, 17(1),65-78.  
<https://doi.org/10.7575/aiac.all.v.6n.5p.58>
- Bell, N. (1998). Politeness in the speech of Korean ESL learners. *Working Papers in Educational Linguistics*, 14(1), 25-47. Retrieved January 30, 2022, from <http://repository.upenn.edu/wpel/vol14/iss1/2>
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage* (vol.4). Cambridge University Press.  
<https://doi.org/10.1017/cbo9780511813085>

- Brunsdon, C. (2000). *The Feminist, the Housewife, and the Soap Opera*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780198159803.001.0001>
- Burdine, S. (2001). The lexical phrase as a pedagogical tool. In R. C. Simpson & J. Swales (Eds.), *Corpus linguistics in North America. Selections from the 1999 Symposium* (pp.17-40). University of Michigan Press. <https://doi.org/10.3998/mpub.11411>
- Butsch, R. (2005). Five decades and three hundred sitcoms about class and gender. In G. R. Edgerton and B. C. Rose (Eds.), *Thinking 121 outside the box: A contemporary television genre reader* (pp.111-135). The University Kentucky Press.
- Çevik, B. S. (2014). Turkish soap opera diplomacy: A Western projection by a Muslim source. *Exchange: The Journal of Public Diplomacy*, 5(1), 78-103. [https://doi.org/10.1057/9781137466983\\_1](https://doi.org/10.1057/9781137466983_1)
- Chen, R. (1993). Responding to compliments: A contrastive study of politeness strategies between English and Chinese speakers. *Journal of Pragmatic*, 20(1), 49-75. DOI:10.1016/0378-2166(93)90106-Y
- Carey, J. W. (1979). Graduate education in mass communication. *Communication Education*, 28(4), 282-293. <https://doi.org/10.1080/03634527909378368>
- Cedar, P. (2006). Thai and American responses to compliments in English. *The Linguistics Journal*, 1(2), 6-28. Retrieved February 12, 2022, from [http://www.linguistics-journal.com/June2006\\_pc.php](http://www.linguistics-journal.com/June2006_pc.php)
- Cirillo, V. (2012). The pragmatics of virtual environments: Compliment responses in second life. *Lingue e Linguaggi*, 7, 37-58.  
DOI: <https://doi.org/10.1285/i22390359v7p37>
- Cortés, J. Á. (2000). *The strategy of seduction: programming in neotelevision* (1<sup>st</sup> ed.). EUNSA Publishers.
- Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics* (6th ed). Blackwell Publishing. <http://dx.doi.org/10.1002/9781444302776>
- Dogancay-Aktuna, S., & Kamisli, S. (1996, March, 23-26). *Discourse of power and politeness: Through the act of disagreement* [Penal presentation]. Annual

- meeting of the American Association for Applied Linguistics 1996, Chicago, IL, United States. Retrieved January 11, 2022, from <https://eric.ed.gov/?id=ED397666>
- Doherty, G. (2008). On quality in education. *Quality assurance in education*, 16(3), 255-265. <https://doi.org/10.1108/09684880810886268>
- Domakani, M. R., & Sheykhi, S. (2016). A comparative cross-cultural analysis of compliments in English and Persian series. *Journal of Applied Linguistics and Language Research*, 3(2), 177-187. Retrieved March 16, 2024, from <http://www.jallr.com/index.php/JALLR/article/view/273>
- Duan, Y. (2011). A pragmatic research report on compliment speech act. *Theory and practice in language studies*, 1(4), 356-360. Doi:10.4304/tpls.1.4.356-360
- Fairclough, N. (1989). *Language and power*. (2<sup>nd</sup> ed). Routledge. <https://doi.org/10.4324/9781315838250>
- Fries, M. E. (1946). The child's ego development and the training of adults. *Psychoanal Study Child*, 2, 85-112. DOI: 10.1080/00797308.1946.11823539
- Gass, S. M., & Selinker, L. (Eds.). (1992). *Language transfer in language learning*. (Vol. 5). John Benjamins Publishing. <https://doi.org/10.1075/lald.5>
- Gibbs, G.R. (2007). *Thematic Coding and Categorizing. Analyzing Qualitative Data*. SAGE Publications. <http://dx.doi.org/10.4135/9781849208574>
- Goodenough, W. (1957). Cultural anthropology and linguistics. *Working Papers in Educational Linguistics*, 7(2), 37-58. DOI: <https://doi.org/10.4135/9781452276311>
- Gordon, D., & Lakoff, G. (1975). Conversational postulates. In *Speech acts* (pp.83-106). Brill Publishers. [https://doi.org/10.1163/9789004368811\\_005](https://doi.org/10.1163/9789004368811_005)
- Grote, D. (1983). *The end of comedy: The sitcom and the comedic tradition*. Archon Books.
- Grice, P. (1975). Logic and conversation. In P. Cole and J. Morgan (Eds.), *Syntax and semantics: Speech Acts*. (vol. 3). Academic Press. [https://doi.org/10.1163/9789004368811\\_003](https://doi.org/10.1163/9789004368811_003)

- Guodong, L., & Jing, H. (2005). A contrastive study on disagreement strategies for politeness between American English & Mandarin Chinese. *Asian EFL Journal*, 7(1), 1-12. Retrieved April 12, 2023, from [http://www.asian-efl-journal.com/March\\_05\\_lghj](http://www.asian-efl-journal.com/March_05_lghj)
- Herbert, M. (1998). *Clinical child psychology: Social learning, development, and behavior* (2<sup>nd</sup> ed., vol.6). Wiley. [https://doi.org/10.1002/\(SICI\)1099-0879\(199911\)6:5<415::AID-CPP220>3.0.CO;2-W](https://doi.org/10.1002/(SICI)1099-0879(199911)6:5<415::AID-CPP220>3.0.CO;2-W)
- Herbert, R.K. (1986). Say "Thank You" - Or Something. *American Speech*, 61(1), 76-88. <https://doi.org/10.2307/454710>
- Herbert, R. (1989). The ethnography of English compliments and compliment responses: A contrastive sketch. In W. Oleksy (Eds.), *Contrastive Pragmatics* (pp.3-35). John Benjamins Publishing company. <https://doi.org/10.1075/pbns.3.05her>
- Herbert, R. K. (1990). Sex-based differences in compliment behavior. *Language in Society*, 19, 201-224. <https://doi.org/10.1017/S0047404500014378>
- Hofstede, G. (1991). *Cultures and organizations: Software of the mind* (3<sup>rd</sup> ed., vol.7). The McGraw.Hill companies. <https://doi.org/10.1177/017084069401500308>
- Holmes, J. (1986). Compliments and compliment responses in New Zealand English. *Anthropological Linguistics*, 28(4), 485-508. Retrieved March 16, 2022, from <http://www.jstor.org/stable/30028355>
- Holmes, J. (1988). Paying compliments: A sex preferential positive politeness strategy. *Journal of Pragmatics*, 12(3), 445-465. [https://doi.org/10.1016/0378-2166\(88\)90005-7](https://doi.org/10.1016/0378-2166(88)90005-7)
- Honda, A. (2002). Conflict management in Japanese public affairs talk shows. *Journal of Pragmatics*, 34(5), 573-608. [https://doi.org/10.1016/s0378-2166\(01\)00053-4](https://doi.org/10.1016/s0378-2166(01)00053-4)
- Jin-Pei, Z. (2013). Compliments and compliment responses in Philippine English. *GEMA Online Journal of Language Studies*, 13(1), 25-41. <https://doi.org/10.17576/gema>

- Jing, Q., & Li-Ying, W. (2005, June.12). *Pragmatic transfer in compliment responses by Chinese learners of English* [Conference session]. AARE Annual 2005, Conference, Jilin University. Retrieved February 10, 2023, from <https://www.aare.edu.au/data/publications/2005/qu05686.pdf>
- Johanson, S. (2008). *Contrastive analysis and learner language: A corpus-based approach*. Oslo University Press.  
[https://doi.org/10.1163/9789004486638\\_005](https://doi.org/10.1163/9789004486638_005)
- Karimnia, A., & Afghari, A. (2011). Compliments in English and Persian interaction: A cross-cultural perspective. *Jezikoslovlje*, 12(1), 27-50. Retrieved May 19, 2023, from <https://www.researchgate.net/publication/266084851>
- Kasper, G., and Roever, C. (2005). 'Pragmatics in second language learning'. In E. Hinkel (Eds.), *Handbook of research into second language teaching and learning* (vol.1). L. Erlbaum Associates.  
<https://doi.org/10.4324/9781410612700>
- Kasper, G. and Rose, K.R. (2001). *Pragmatics in language teaching* (vol.10). Cambridge University Press.  
<http://dx.doi.org/10.1017/CBO9781139524797.003>
- Kasper, G., & Blum-Kulka, S.(EDs.). (1993). *Interlanguage pragmatics*. Oxford University Press. <https://doi.org/10.1093/oso/9780195066029.001.0001>
- Keshavarz, M.H. (2022). *Contrastive analysis error analysis and Interlanguage Hypothesis* (5<sup>th</sup> ed.). Rahnama Press.
- Kim, H. J. (2004). The study of compliments across cultures: The effects of sociolinguistic transfer on EFL learners. *Pan Pacific Association of Applied Linguistics*, 8, 138-147. Retrieved April 13, 2022, from <http://www.paalJapan.org/resources/proceedings/PAAL8/pdf/pdf015.pdf>
- Kotthoff, H. (1993). Disagreement and concession in disputes: On the context sensitivity of preference structures. *Language in Society*, 22(2), 193-216.  
<https://doi.org/10.1017/s0047404500017103>
- Kouser, S. (2014). Politeness orientation in social hierarchies in Urdu. *International Journal of society, culture, and language*, 3(2), 85-96. Retrieved July 17, 2022, from [www.ijscel.net](http://www.ijscel.net). ISSN 2329-2210



- Kreutel, K. (2007). "I do not agree with you." ESL learners' expressions of disagreement. *TESL-EJ*, 11(3), 322-331. Retrieved February 12, 2022, from <http://www.cc.kyoto-su.ac.jp/information/teslej/ej43/a1.html>
- Kuo, S. H. (1994). Agreement and disagreement strategies in a radio conversation. *Research on language and social interaction*, 27(2), 95-121. Doi: 10.1207/s15327973rlsi2702
- Kutulas, J. (2005). Who rules the roost? Sitcom family dynamics from the Cleavers to the Osbornes. In M. Dalton, & L. Linder(Eds.), *The Sitcom Reader* (pp.49-52). SUNY Press. <https://doi.org/10.1515/9781438461328-005>
- Lado, R. (1957). *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press. <https://doi.org/10.1017/s0008413100025196>
- Lambertz, K., & Hebrok, M. (2011). Women's Language in Soap Operas. *Griffith working papers in pragmatics and intercultural communication*, 1(2), 39-54. Retrieved February 10, 2022, from <https://www.slideshare.net/slideshow/lambert-hebrok-soapoperas/36942933>
- Leech, G.N. (1983). *Principles of pragmatics* (1st ed.). Routledge. <https://doi.org/10.4324/9781315835976>
- Leech, G. (1983). Pragmatics, discourse analysis, stylistics, and "The celebrated letter." *Literariness and linguistics. Prose Studies*, 6(2), 142-157. <https://doi.org/10.1080/01440358308586191>
- Locher, M. A. (2004). *Power and politeness in action. Disagreements in oral communication* (vol. 12). Mouton de Gruyter. <https://doi.org/10.1515/9783110926552>
- Manes, J., & Wolfson, N. (1981). The compliment formula. In F. Coulmas (Eds.), *Conversational routine* (pp.115-132). De Gruyter Mouton. <https://doi.org/10.1515/9783110809145.115>
- Marc, D. (2005). Origins of the genre. In Dalton, M. M., and Linder, L. R. (Eds.) *In search of the radio sitcom reader: America viewed and skewed* (2<sup>nd</sup> ed.). State University of New York Press. <https://doi.org/10.1515/9781438461328-003>

- Minkov, M. (2011). *Cultural differences in a globalizing world*. Emerald Group Publishing. <https://doi.org/10.5860/choice.49-3944>
- Mohammed, M. H. (2012). Teachability of pragmatic competence: The impact of explicit instruction on the development of Iraqi freshmen EFL learners' pragmatic competence. *Arabic Gulf Journal*, 40(1-2), 21-40. Retrieved January 16, 2022, from <https://www.iasj.net/iasj/article/62390>
- Motaghi-Tabari, S., & Beuzeville, L. D. (2012). A new contrastive study of compliment responses among Persians and Australians: The effects of an exposure speech community. *Applied research in English*, 1(1), 21-42. DOI:10.22108/are.2012.15444
- Nakajima, Y. (1997). Politeness strategies in the workplace: Which experiences help Japanese businessmen acquire American English native-like strategies? *Working Papers in Educational Linguistics*, 13(1), 49-69. Retrieved January 29, 2023, from <https://files.eric.ed.gov/fulltext/ED409742.pdf>
- Negargar, (2015). A contrastive study of the speech act of greeting in two Persian and English soap operas concerning the level of formality, structure, and frequency. *International Journal of Research in Humanities, Arts and Literature*, 3(6), 47-60. Retrieved March 18, 2022, from [www.impactjournals.us](http://www.impactjournals.us)
- Nelson, G., Al-Batal, M., & Echols, E. (1996). Arabic and English compliments responses: Potential for pragmatic failure. *Applied Linguistics*, 17(4), 411-432. DOI:10.1093/APPLIN/17.4.411
- Nguyen, T.P.T., (2009). *Politeness strategies in showing disagreement in group work*. [Unpublished bachelor's thesis]. Vietnam National University. <https://doi.org/10.1093/applin/17.4.411>.
- Nkwain, J. (2011). Complimenting and face: A pragma-stylistic analysis of appraisal speech acts in Cameroon pidgin English. *Journal of Acta Linguistica Hafniensia*, 43 (1), 60-79. <https://doi.org/10.1080/03740463.2011.589992>
- Pearson, E. (1986). Agreement/disagreement: An example of results of discourse analysis applied to the oral English classroom. *International Journal of Applied Linguistics*, 74(1), 47-61. <https://doi.org/10.1075/itl.74.03pea>

- Pomerantz, A. (1984). Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes. In J. M. Atkinson (Eds.), *Structures of social action* (pp.57–101). Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511665868.008>
- Pomerantz, A. (1978). Compliment responses: Notes on the cooperation of multiple constraints. In J. Schenkein (Eds.), *Studies in the organization of conversational interaction* (pp.79-112). Academic Press.  
<https://doi.org/10.1016/B978-0-12-623550-0.50010-0>
- Rose, K.R., & Kwai-fun, C. N. (2001). Inductive and deductive teaching of compliments and compliment responses. In K. R. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp.145–170). Cambridge University Press.  
 DOI:10.1017/CBO9781139524797.013
- Sadeghi, E., & Zarei, G. (2013). Investigating the use of compliments in Persian and English: A case study of Iranian EFL students. *Journal of Foreign Language Teaching and Translation Studies*, 2(2), 30-49.  
 DOI:10.1017/CBO9781139524797.013
- Schmidt, R. W., & Richards, J. C. (1980). Speech acts and second language learning. *Applied Linguistics*, 1(2), 129-157. <https://doi.org/10.1093/applin/i.2.129>
- Scollon, R., Scollon, S. W., & Jones, R. H. (2011). *Intercultural communication: A discourse approach* (vol.30). John Wiley & Sons.  
<https://doi.org/10.2307/3588155>
- Searle, J. (1979). Speech acts: An essay in the philosophy of language. In Salzborn, S. (Eds.), *Klassiker der Sozialwissenschaften* (pp.268-271). Springer VS, Wiesbaden. [https://doi.org/10.1007/978-3-658-13213-2\\_61](https://doi.org/10.1007/978-3-658-13213-2_61)
- Searle, J. R. (1975). A taxonomy of illocutionary acts. In Günderson, K. (Eds.), *Language, mind, and knowledge, Minneapolis* (vol.7). University of Minnesota Press. <https://doi.org/10.1017/cbo9780511609213.003>
- Shabani, M., & Zeinali, M. (2015). A comparative study on the use of compliment response strategies by Persian and English native speakers. *Advances in Language and Literary Studies*, 6(5), 58-66.  
<http://dx.doi.org/10.7575/aiac.all.v.6n.5p.58>

- Shamsabadi, R., and Rasekh A. E. (2014). A cross-cultural investigation of compliments and compliment responses: Comparing Persian speakers, EFL learners, and English native speakers. *ELT Voices- International Journal for Teachers of English*, 4(6), 124-137. Retrieved September 12, 2023, from <http://www.eltvoices.in>
- Soukup, P.A. (2016). Studying soap operas. *Communication Research Trends*, 35(3), 3–55. Retrieved December 25, 2023, from <https://scholarcommons.scu.edu/comm/104>
- Sucuoglu, E., & Bahcelerli, N . M . (2015). A study of compliment responses in English: A case of North Cyprus. *Procedia –Social and Behavioral Sciences*, 174, 3285-3291. DOI:10.1016/j.sbspro.2015.01.995
- Surakhmad, W.(1998). *Introduction to scientific research: Principles, methods, and techniques* (8 th, ed). TARSITO.
- Thompson, E., Gray, J., and Jones, J. (2009). *Satire TV: Politics and comedy in the post-network era* (Vol.33). NYU Press. <https://doi.org/10.1177/0196859909335424>
- Thompson, K. (2003). *Storytelling in film and television*. Harvard University Press. <https://doi.org/10.2307/j.ctv1dp0tvx>
- Tsai, P. (2000). An empirical study on compliments and compliment responses in Taiwan Mandarin conversation. *Concentric: Studies in English literature and linguistics*, 29, 118-156. Retrieve October 24, 2022, from <https://api.semanticscholar.org/CorpusID:146559596>
- Wahyuningsih, S. (2017). *Compliment and compliment responses used by the characters in “Pretty Woman”* (Publication No.s200120051) [Doctoral thesis, University of Muhammadiyah Surakarta]. Institutional Repository. Retrieved February 14, 2023, from <http://eprints.ums.ac.id/view/creators/Wahyuningsih=3ASusi=3A=3A.html>
- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics* (6<sup>th</sup> ed). Blackwell Publishing.
- Whitman, R. L. (1970). Contrastive analysis: Problems and procedures. *Language learning*, 20(2), 191-197. <https://doi.org/10.1111/j.1467-1770.1970.tb00476.x>

- Widyaningrum, A. F. (2013). *A pragmatic analysis of compliment utterances and their response in the romantic movies manuscript* (Publication No. A320090066) [Doctoral thesis, University of Surakarta]. Retrieved August 15, 2022, from <http://eprints.ums.ac.id/25047/>
- Wierzbicka, A. (1987). *English speech act verbs: A semantic dictionary*. Academic Press.
- Wolfson, N. (1983). The social dynamics of native and nonnative variation in complimenting behavior. In Eisenstein, M.R.(Eds.), *The dynamic interlanguage. Topics in language and linguistics* (pp.219-236). Springer, Boston, MA. [https://doi.org/10.1007/978-1-4899-0900-8\\_14](https://doi.org/10.1007/978-1-4899-0900-8_14)
- Wolfson, N., & Manes, J. (1980). The compliment as a social strategy. *Papers in Linguistic*, 13, 391-410. <https://doi.org/10.1080/08351818009370503>
- Yousefvand, Z. (2012). A sociolinguistic perspective: Compliment response patterns in Persian. *The Internet Journal of Language, Culture, and Society*, 34, 68-77. Retrieved March 24, 2023, from URL: [www.educ.utas.edu.au/users/tle/JOURNAL/](http://www.educ.utas.edu.au/users/tle/JOURNAL/)
- Yu, M. (2005). Sociolinguistic competence in the complimenting act of native Chinese and American English speakers: A mirror of cultural value. *Language and Speech*, 48(1),91-119. <https://doi.org/10.1177/00238309050480010501>
- Yuan, Y. (2001). An inquiry into empirical pragmatics data-gathering methods: Written DCTs, oral DCTs, field notes, and natural conversations. *Journal of Pragmatics*, 33 (2), 271–292. [https://doi.org/10.1016/S0378-2166\(00\)00031-X](https://doi.org/10.1016/S0378-2166(00)00031-X)
- Yuhuan, W. (2004). Different responses to compliments in Chinese and English. *CELEA Journal*, 27(3),1-16. Retrieved March 29, 2023 from <https://www.scribd.com/document/39450699/>
- Yule, G. (1996). *Pragmatics* (1<sup>st</sup> ed.). Oxford University Press. doi:10.1017/S0272263198224053

## Annexure A

### MIRANDA aired on BBC ONE; Episode#1

Hello to you and thanks for joining. This is exciting, isn't it? Eh?  
 Now, let me get you up to speed.  
 Previously in my life, my mother tried to marry me off...  
 LOUDSPEAKER: Someone please marry my daughter.  
 I'm not asking for money.  
 I'm giving her away.  
 LAUGHTER  
 She was upset because I'd just told her how I blew my inheritance.  
 I bought a joke shop.  
 No, I love it. However I am worried that hiring my oldest friend to manage it was a mistake.  
 And that is how we will take this franchise global.  
 It's a bit much, isn't it?  
 I mean, we're just a little shop that sells...  
 SQUEAKING  
 Shush and submit.  
 KLAXON SOUNDS  
 And today I'm over-excited because apparently Gary Preston's back from his travels.  
 He's lovely.  
 But I always make a cockup if I see him.  
 Well, there's never any cockup involved, if you see what I mean.  
 How naughty!  
 Oh, but the last time I saw him...  
 Got to dance to this one.  
 # Stop right now thank you very much  
 # I need somebody with a human touch  
 # Hey you, always on the run  
 # Got to slow it down baby, got to have some fun. #  
 Say nothing.  
 We'll speak no more of and let's crack on with the show.  
 Morning, Stevie. Afternoon.  
 It's nearly lunchtime.  
 Oh, the trains are a nightmare. It was a hellish journey.  
 You live upstairs.  
 There were leaves on the carpet.  
 That's a good one. What's up with you?  
 It's delivery day!  
 Right, you can make a start with the chocolate penises.  
 Pff!  
 Sorry. Every time!  
 They're like willies, but chocolate.  
 Stevie, they're funny. They're like willies but chocolate.  
 Nothing from you.  
 Quite realistic, aren't they? Not really, no.  
 Aren't they?

## Annexure B

اُردو مزاحیہ ڈرامہ

"چپکے چپکے"

قسط نمبر: 1

### Scene # 1

الارم بجتا ہے۔

ٹرن ٹرن-----

ام م م م-----7 بج گئے

الارم پھر بجتا ہے

آآآ-----بھنی اٹھتی ہوں۔

### Scene # 2

میڈھا سونا، میڈھا مٹھل، میڈھا چاند، میڈھا مٹھل-----

مجھے مٹھل مٹھل نہ کہا کریں یار شوگر ہو جائے گی آپ کے میٹھے لہجے سے

پتر میکو جیون ڈے ناتنگ کتی کر!

اچھا اب بتائیں کیا بات ہے؟

کان کھول کر سن لے، اس بختاور کو کانوں کان خبر نہ ہو کہ ہم کل تیرا رشتہ دیکھنے جا رہے ہیں۔

اماں! بڑی دادی ہیں وہ ہماری

سوکن ہے وہ میری بس تو اتنا یاد رکھ لے۔

مر گئے دادا جی-----ختم کر دیں یہ دنگل آپ دونوں بھی

میکو جیون ڈے-----چائے بنا کے لاتی ہوں منی اپنے پتر کے لیے

### Scene # 3

بس کر بے بے ----- سارے سوال باہر نکال دیں گی۔

سسر سے-----دنگل تو نہ کریں سسر کے ساتھ

آآآ-----دنگل تو بونگے آج، بڑا مزا آئے گا

ادھر تو ہو-----بڑا مزہ آئے گا-----برچہیاہ، چھریاں چلیں گی-----جل کے خاک ہو جائے گی، تیری یہ دادی

بختو-----بس ایک دفعہ تیری نوکری لگ جائے۔

کتنی بار کہا ہے چھوٹی دادی ہیں وہ ہماری، بختو نہ کہا کریں۔

چھولے دے وچ پوئے تیری چھوٹی دادی-----خسمانوں کھانی-----شادی کے ایک مہینے بعد ہی میرے اوپر سوکن پڑ گئی تھی۔

تو قصور تو دادا جی کا ہے نا جو ایک نظر میں ہی دل دے بیٹھے تھے۔

اللہ جنت نصیب کرے تیرے دادا جی کو، ویسے کرتوت تو سارے انکے جہنمی تھے، انکے ابا نے انکا نام نواب کیا رکھ دیا تھا خود کو نواب ہی سمجھنے لگ پڑے تھے۔ لو بھنی دو دو ویاہ ہی کھڑکا دیئے۔