

The effect of social class on Persian EFL learners' pragmatic performance of Speech act of compliment responses

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Abstract

This study attempts to investigate how the participants' social class affects types and frequency of EFL language learners' compliment responses (CR). Data were collected from 60 Persian EFL Learners by using a DCT on various real life situations. The data were categorized and analyzed based on the adapted version of CR categorization developed by Herbert (1989). The results indicated that both high and middle social class followed very similar patterns of CR. The CR pattern does not seem to fluctuate according to the social class of the participants. The discrepancy in the strategies utilized by the participants in this study between the data achieved from the Persian and English questionnaires does not support L1 pragmalinguistic transfer in CR patterns for the middle social class participants. The findings of the research contribute to social, psychological and linguistic aspects of language learning in terms of examining the effect of interacting factors on the process of language learning in general and pragmatics in particular.

Keywords: social class, compliment, compliment response, speech acts.

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1. Introduction

The concept of pragmatics was traditionally neglected in models of communicative competence. Bachman's model of communicative competence includes two main categories of pragmatic competence which includes illocutionary competence and sociolinguist competence and linguistic components (1990). There has been an increasing body of research on acquisitional and developmental pragmatics (Nguyen, 2005; Rose, 2000). Pragmatic transfer in ILP studies has been associated with the influence of learners' L1 sociopragmatic knowledge on L2 learning (Kasper, 1992). One of the most frequently addressed questions in ILP is how non-native speakers realize a particular speech act in a given context and to what extent the realization of a particular speech act is different from native speakers of that target language (Kasper & Rose, 2002). The fact that many second language learners tend to transfer the sociocultural norms of their native language when interacting with native speakers of the target language has been investigated by many researchers (Blum-Kulka, 1983; Keshavarz, Eslami, & Ghahreman, 2006; Scarcella, 1979; Schmidt & Richards, 1985). According to Chick (1996) sociolinguistic transfer involves "the use of the rules of speaking of one's own cultural group when interacting with members of another group" (p. 332). Sociolinguists have realized that different value systems underlying speakers' L1 cultural group may cause intercultural miscommunication (Chick 1996).

Effective communication requires correct and appropriate use of language which is the cornerstone of most pragmatics studies. Investigating speech acts provides better understanding of how human communication is carried out through the use of linguistic behavior (Olshtain & Blum-Kulka, 1985). Cross-cultural investigation of speech acts has been a step toward in discovering the similarities and differences in the way speech acts are carried out under similar circumstances across different languages and cultures. Compliments are speech acts that interlocutors employ to negotiate interpersonal meaning and express social solidarity in conversational exchanges (Wolfson & Manes, 1980). To Wolfson, (1983, p.89) compliments are tools to "grease the social wheels" and "social lubricants" that may reveal cultural values in a particular speech community.

In Furukawa's opinion, compliments reflect not only sociocultural but also personal values and standards (2000). The speech act of compliment and compliment response can provide us with information about what is valued in a particular culture. Holmes (1988a) defines compliment as "a polite speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some 'good' (possession, characteristics, skill, etc.) which is positively valued by the speaker and hearer" (p. 458). Compliment and compliment responses have been under study from different perspectives: Pomerantz (1978) has studied compliments from conversation analytic perspective; compliments have been extensively under study from a syntactic pattern (Wolfson and Mane, 1980) and compliment topic (Wolfson & Mane, 1981); main categories of compliment responses (accept, reject, deflect, or evade) have been under study by Holmes (1986, 1988) and Herbert (1989,1990); the role of gender on responding to compliment has been investigated by Herbert (1990); Wolfson (1983); Holmes, (1988b). Among Jucker's taxonomy of compliments into "personal compliments, ceremonious compliments, season compliments and free gift compliments," personal compliments have received the greatest attention in sociolinguistic and pragmatic studies (Jucker, 2009). The importance of classroom instruction on learning how to give and respond to compliments has also been the focus of Ishihara's study (Ishihara, 2011). Yosefvand (2010) studied the frequently used strategies of responding to compliments in Persian and found that the Persian speakers employed agreement strategy to respond to compliments.

The present study attempts to explore how social variable of class affects the performance of Persian NSs and EFL learners' performance of compliment responses. There are theoretical and empirical debate over the definition and measuring social class. According to Ash (2002),

Social class is a central concept in sociolinguistic research.... It is ironic, then, that social class is often defined in an ad hoc way in studies of linguistic variation and change, ... and individuals are placed in a social hierarchy despite the lack of a consensus as to what concrete, quantifiable independent variables contribute to determining social class. ... Thus, this variable is universally used and extremely productive, although linguists can lay little claim to understanding it (402).

Daniel (1984) points out "Commonly chosen indicators [for social class] include occupation, income, residential address, organizational rank or classification" (p. 218). However properties do not make good indicators for determining social class, Daniel believes, "Prestige of occupation is a powerful measure of social class because it largely encompasses these other factors and because people will normally provide occupational information fairly willingly" in the current study, a combination of more discriminating indicators of occupation, education, residential address, organizational rank were employed to measure the social class of the participants.

To the best of researchers' knowledge no study has specifically investigated the impact of social class on how interlocutors carry out the speech acts of CR. Thus, it is the purpose of the study to explore how the participants' social class affects CR pattern in their native language and EFL interlanguage. The study was motivated by the assumption that social class might be reflected in the learners' pragmalinguistic patterns of CRs. It is the interest of this study to investigate to what extent CR patterns in English as a foreign language are similar or different from Persian L1 patterns of CR with respect to participants' social class. The following research questions lead the present study:

1. Is there a significant difference in Persian NSs' pattern of compliment responses for high and middle social class participants?
2. Is the same CR pattern in Persian observed in the EFL learners' CR pattern?

2. Method

2.1. Research design

The research aimed at exploring the relationship between the variable social class and CR performance. For this purpose first, an open-ended DCT measure was designed and used to elicit CR patterns in Persian.

2.2. Participants

Based on purposive sampling 60 participants were selected because "purposive sampling is based on the assumption that one wants to discover, understand, gain insights; therefore, one needs to select a sample from which one can learn the most" (Merriam 1998). 60 female EFL language learners aged 16 to 25 were selected: 30 from higher social class and 30 from middle social class. Since gender was not a variable, the participants were all female. The participants were all EFL language learners in advanced level at the institute to ensure their homogeneity.

2.3. Instrumentation

At the beginning of the study, a demographic questionnaire (see appendix 2) was used to measure the participants' social class based on their parents' occupation, education, and the residential area and organizational rank. An open-ended questionnaire was then given to the participants in order to elicit data on topics that commonly receive compliments in their family and among their friends. The answers were analyzed and categorized to identify the most recurrent topics for designing the Discourse Completion Measure. The measure consisted of 14 situations describing various real life situations in which compliments and compliment response occurred. Both English and Persian versions of the DCT were devised to elicit information on the participants' CR patterns. Herber's Compliment Responses Framework (1986, 1989) was employed for categorizing CR patterns in Persian and EFL. The categories in this taxonomy fall into two general groups of 'agreement' and 'non-agreement' with several sub-categories for each. After piloting the questioner with a similar sample, the researchers modified the DCT and expanded the categories in the framework. Another category of 'Figurative Interpretation' was added to the taxonomy which included two subcategories of 'Sarcasm' and 'Humorous Function' (See Appendix 1 and 2).

2.3. Data Collection Procedure

To investigate the impact of social class on realization pattern of CR a group of Persian EFL learners was recruited to take DCT and provide their realistic realization pattern of the speech act of compliment response in Persian and English. The participants were asked to take an open-ended questionnaire in Persian at the beginning of the research on the most recurrent compliment topics. Based on the participants' responses a 14-situation DCT was developed. Both English and Persian versions of the DCT were devised to elicit information on the participants' CR patterns. For the purpose of validity, the measure was piloted against two other groups of Persian NSs and EFL learners who represented the sample of the study before carrying out the research. The Persian DCT was administered to collect data on the CR patterns in Persian. In order to minimize the impact of Persian CR types, the participants were administered the English version of the DCT after two weeks interval. The results were then compared and contrasted to identify the similarities and differences between CR patterns in Persian and English as a foreign language. After comparing the CR types, the results were used to answer the research question.

3. Data Analysis

3.1. Coding Scheme

Data on CRs collected through the participants' responses to compliment situations in the DCT measure were transcribed, categorized, and analyzed based on the adapted version of compliment response categorization developed by Herbert (1986, 1989). He introduced a three-dimensional framework with twelve subcategories as follows:

Table 1. Herbert's (1986) CRs Taxonomy

Response type	Example
A. Agreement	
I. Acceptances	
1. Appreciation Token	Thanks, thank you; [smile]
2. Comment Acceptance	Thanks, it's my favorite too.
3. Praise Upgrade	Really brings out the blue in my eyes, doesn't it?
II. Comment History	
III. Transfers	
	I bought it for the trip to Arizona.
1. Reassignment	
2. Return	My brother gave it to me. So's yours.
B. Non-agreement	
I. Scale Down	
II. Question	
	It's really quite old.
III. Non-acceptances	
	Do you really think so?
1. Disagreement	
2. Qualification	I hate it. It's all right, but Len's is nicer.
IV. No Acknowledgement	
	[silence]

The reliability of categorization and analysis, an independent interested researcher was recruited to repeat the process of coding. The raw frequency of each CR strategy employed by the participants was calculated and computed. After examining the compliment responses, the following features emerged.

Table 2. Categorization of CR strategies and formulas

Type	Example
A: Agreement	
I. Acceptances	
1. Appreciation Token	/Mamnun, shoma lotf darin / "thanks, it's nice of you."
2. Comment Acceptance	
3. Praise Upgrade	/midunike man hamishekhosh-saligham/ "you know I have always had a good taste" /man kolanvarzeshiam/ " I am totally an athletic person"
II. Non-acceptance	
1. Comment History	/merci, az Tehran kharidamesh/ " thanks, I bought it from Tehran"
2. Reassignment	/mamnun, valikhodamnakharidam/ "thanks, but I didn't buy it myself" / hatman, eenbekhatertadrisekhushomast/ "Sure, this is because of your teaching"
3. Return	/cheshmayeshoma ham hamintor/ "your eyes are beautiful, too." /cheshmayeshomaghashangtare/ "your eyes are more beautiful."
B. Non-agreemen	

1. Scale Down	/na baba, een cheharfie? Shoma az man behtari./ "No, it's not that, you are better than me" /eenjoriamnistdige./ "It's not that you say."
2. Questioning	/vaghean, rastmigi, dige?/ "Really, you mean it, don't you?" /rastmigikhoshgele?/ "You really mean it is beautiful?"
3. Disagreement	/eentor nist/ "It's not as you think"
4. Qualification	/are, amakeifiateakseshpaene/ "Yes, but the quality of its photos is not high"
5. No Acknowledgement	/biaakseselfibegirim/ " Let's take a selfi" / paziraeekonidazkhudetun, nooshejunetun/ "Help yourself!"
C. Figurative Interpretation	
6. Teasing	/al'antavagho' daribegamghabelnadare/ "Now you expect me to say, here you are!"
7. Sarcasm	/ vali to ye chiziaz man mikhay!/ "But you want something from me!"

The English translations are provided in quotation marks following Persian complimentresponses in slash marks.

4. Results and Discussion

To answer the questions of the present study, the achieved CR types were coded according to the coding framework that was developed by Herbert (1986, 1989). Besides, the reliability of the DCT was calculated through Cronbach's Alpha (.707). The data on the actual frequencies of CR patternsare presented in Tables 3 and 4. The tables do not include the last category of 'Figurative Interpretation' because they did not occur very frequently. The frequency of these strategies was very low.

Table 3: Frequency of PersianCR Types forhigh and middle-social class Persian Speaking Participants

Response Type	Number		Percentage	
	Low	High	Low	High
A. Agreement				
I. Acceptances				
1. Appreciation Token	154	185	41.5	49.5
2. Comment Acceptance	9	12	13.1	10.9
3. Praise Upgrade	49	41		
Subtotal	212	211	0	0
			10.7	11.2
II. Non-acceptance			17.6	14.4
1. Comment History	26	10		
			10.4	13.4
2. Reassignment	0	0	4.2	5.8
			1.0	0.8
3. Return	40	42	0	0

			2.9	1.0
Subtotal	66	52	15.5	21
B. Non-agreement			90.1	99
1. Scale Down	39	50		
2. Questioning	16	22		
3. Disagreement	4	3		
4. Qualification	0	0		
5. No Acknowledgement	11	4		
Subtotal	70	79		
Total	348	342		

Table 4: Frequency of English CR Types for high and middle-social class Speaking Participants

Response Type	Number			
	Low	High	Low	High
A. Agreement				
I. Acceptances				
1. Appreciation Token	155	178	42.	47.
2. Comment Acceptance	24	40	6.5	10.5
3. Praise Upgrade	33	23	8.9	6.
Subtotal	212	241	57.4	63.5
II. Non-acceptance				
1. Comment History	39	20	10.5	5.2
2. Reassignment	0	0	0	0
3. Return	25	40	6.7	10.5
Subtotal	64	60	17.2	15.7
B. Non-agreement				
1. Scale Down	58	39	15.7	10.3
2. Questioning	11	16	2.9	4.2
3. Disagreement	0	12	0	3.
4. Qualification	0	0	0	0
5. No Acknowledgement	18	8	18.4	0
Subtotal	87	75	37	17.5
Total	363	376	90.1	99

In the process of coding CR types, in order to increase intra-rater reliability, the researchers coded the CRs twice, with two weeks time interval. In order to determine how social class is reflected in the participants' CR realization patterns, the data were analyzed statistically, through percentage values. Analyzing CRs in Persian and English DCTs indicates the highest percentage for acceptance strategy for both high and middle social class participants (63%) (See table 3 and 4). Examining non-acceptance strategies doesnot show any significant difference between high and middle social class participants' utilization of these strategies in Persian and English. However, examining non-agreement strategies employed by high and middle social class participants indicates a different pattern of CR for the participants in this study. High social class participants draw more on non-agreement strategies when they took the Persian questionnaire than the middle class participants. Analyzing the data from the English questionnaire, on the other hand, indicates that the middle social class participants utilized non-agreement strategies more than high social class participants. Analyzing the subcategories of non-agreement strategies results in moreinteresting findings. The data shows no significant difference between middle and high social class participants' utilization of "scale down" and "no acknowledgement" strategies in the Persian questionnaire; however, their responses to the

English questionnaire indicated a higher percentage for "scale down" and "no acknowledgement" strategies for middle social class participants compared to high social class participants. The discrepancy in the strategies utilized by the participants in this study between the data achieved from the Persian and English questionnaires does not support L1 pragmalinguistic transfer in CR patterns for the middle social class participants.

Transferability of CR pattern from L1 to L2 for middle class participants did not occur. Based on the results that were presented, the first research questions can be answered in the following way. The occurrences of different types of compliment responses in the obtained corpus showed that the higher percentage of all the compliment responses fell into the category of agreement for both middle and high social class participants and that there is no significant difference between the two groups of participants, which is consistent with previous studies on Persian speakers' pattern of CR (Yousefvand, 2012). However, the results doesn't seem to support the findings of Sharifian (2005) who asserts that the speakers of Persian tended to reject compliments. The findings of the study does not demonstrate variation in CR patterns for high and low social class participants. The CR pattern doesnot seem to fluctuate according to the social class of the participants.

Regarding the second research question CR pattern for non-agreement strategies in the English questionnaire does not follow the same pattern as the Persian questionnaire. A significant difference did not appear between the CR patterns for both high and middle social class participants in their Native Persian language. It requires further research to explore why the pattern of CR is different from L1 to L2 for middle and high social class participants. The variation in CR pattern in L1 compared to L2 might be linguistic as well as psychological in origin. If we accept that 'saying no' or 'rejection' requires less elaborate language knowledge, and if we realize that middle class people have less confidence and tend to undermine their abilities, then middle class participants' tendency for disagreeing with their interlocutors could be justified. Chevalier et. al. (2008) found that the performers from high social class were successful performers in math while the learners from low class families underestimated their abilities and had the worst outcomes. Further research on finding a similar relationship between social class, confidence, and language performance is required.

5. Conclusion, implications and suggestions for further research

The present study attempted to explore the relationship between social class and CR realization patterns in Persian and English as a foreign language. The findings did not support any significance difference between social class and CR patterns for high and middle social class participants. The results of the study also indicated that the participants' social class was not reflected in the participants' EFL CR pattern. The findings of the research contributes to cross-cultural studies in the discipline of pragmatics. The results of the study could as well be applied in the development of EFL material in terms of L1 transfer. It also contributes to the process of teaching and learning interlanguage pragmatics and the potential difficulties that Persian EFL learners might experience. The existence of discrepancies in CR pattern in L1 and L2 requires further research to identify why social class is not likely to affect the interlanguage pattern of CR. It would also be interesting to investigate how social class and proficiency level interact to affect the realization pattern of CR for EFL learners. The researchers of the study believe that social class might affect the performers' confidence in communicating appropriately in a foreign language thus it might be interesting to identify the correlation between social class, level of confidence, and level of importance for language learners.

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Appendix 1

Herber's Compliment Responses Framework (1986, 1989)

A: Agreement

I. Acceptances

Appreciation Token (*Thanks/Thank you/(smile)*)

Comment Acceptance (*Thanks, it's my favorite, too*)

Praise Upgrade (*Really brings out the blue in my eyes, doesn't it?*)

II. Comment History (*I bought it for the trip to Arizona*)

III. Transfers

Shift credit/Reassignment (*My brother gave it to me*)

Return (*So's yours*)

B. Non-agreement

I. Scale Down/Downgrade (*It's really quite old*)

II. Questioning (*Do you really think so?*)

III. Nonacceptances

Disagreement (*I hate it*)

Qualification (*It's all right, but Len's nicer.*)

IV. No acknowledgement (*silence*)

Appreciation Token: which is a verbal and nonverbal acceptance of the compliment, which acceptance is not tied to the specific semantics of the stimulus.

(ii) **Comment Acceptance:** in which a single speaker accepts the complimentary force and offers a relevant comment on the appreciated topic.

(iii) **Praise Upgrade:** in which the speaker accepts the compliment and asserts that the complimentary force is insufficient.

(iv) **Comment History:** in which a speaker offers a comment (or a series of comment) on the object complimented; these comments differ from (ii) above in that the latter are impersonal; i.e. they shift the force of compliment from the speaker.

(v) **Reassignment:** in which the speaker agrees with the compliment assertion, which is transferred to some third person or to the object itself.

(vi) **Return:** in which the praise is shifted or returned to the first speaker

(vii) **Scale Down:** in which the speaker disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated

(viii) **Questioning:** in which the speaker questions the sincerity or the appropriateness of the compliment.

(ix) **Disagreement:** In which the speaker asserts that the object complimented is not worthy of praise; the first speaker's assertion is in error

(x) **Qualification:** in which the speaker merely qualifies the original assertion, usually with though, but, well, etc. (like disagreement but weaker)

(xi) **No Response/No Acknowledgement:** in which the speaker gives no indication of having heard the compliment, either responding with an irrelevant comment (topic shift) or no response at all.

Appendix 2

Questionnaire (in English)

Personal information

Age: ----- School: ----- Grader: -----

First of all, thank you very much for spending your valuable time filling out this questionnaire. There are totally ten questions in this questionnaire and all questions include several different situations in which you are likely to meet in your daily life. When you respond to each of the question, please imagine you are talking with a "real person, and thus please use the most natural way to write down your responses. Please answer all the questions and provide enough and relevant response to every question. Thanks for your cooperation again.

Situation 1 (hair style) You recently changed a new hairstyle. You meet a friend of yours, and she says, "This hairstyle makes you look great. It makes you look younger!"

Situation 2 (smart clothing) When you take part in your friend's birthday party, one of your friends says to you, "Your clothing is much more beautiful than others. How much this clothing suits you?"

Situation 3 (beautiful eyes) One of your friends tells you "Wow, your eyes are so charming."

Situation 4 (interior Design) You have your invited your family over for a get-together. The first thing your sister notices is the very attractive interior design. She is delighted and says " gee, what a beautiful design, have done it?"

Situation 5 (food Decoration Design) Your friend comes to your house for lunch/dinner. You have done a great job on food decoration design. The main dish and the dessert have been designed so amazingly. She appreciates it and says "wow, so beautiful. I don't want to eat them".

Situation 6 (Interpersonal skill) Recently you have finished an extracurricular activity in your class. One of your classmate, who also cooperated do finish this activity, says to you "Had it not been for your help, our activity would not have been successfully accomplished. It is your nice personality that helps avoid possible disagreements with others."

Situation 7 (personality) you are such a calm person that rarely get angry. Your friends keep telling you this recurrently.

Situation 8 (Hijab) in your family you have always been complimented for wearing Hijab.

Situation 9 (Brand new cell phone) You recently bought a brand new cell phone. Your friend who also wants to change a new one, talk to you, Wow, it is so smashing and its color also looks very splendid. You have good taste in choosing cell phone."

Situation 10 (MP3 Player) You recently bought a new MP3 player. During the lunchtime, when you want to take it out to listen to some music, one of your classmates says, "Wow, your MP3 player is the last style. Its style and functions are much better than others. You have an excellent appreciation of electronic products."

Situation 11 (Computer ability) After asking for advice about computer, your friend (or classmate) says, "you are a computer talent. Your computer ability is much better than others."

Situation 12 (Sports) Today, you had several tests in the physical education. After all the tests, your classmate says, "you are so excellent. You successfully and easily pass all the tests."

Situation 13 (English ability) After English classes, your English teacher tells you. "Recently your English has made great progress and always has some outstanding performance. You should keep on doing so."

Situation 14 (music) you are home playing the piano. Your uncle is listening to your performance and appreciate it.

در بخش پایین پرسشنامه ای در باره موقعیتهای و مناسبت هایی که ایرانیان به همدیگر تبریک می گویندو یا از هم تعریف می کنند ارایه شده است. لطفا با توجه تجربیات خود در زندگی روزمره اطلاعات مورد نیاز را در اختیار ما قرار دهید. خود را در موقعیت های داده شده تصور کنید و بنویسید که در زندگی واقعی چگونه جواب می دهید. چنانچه فکر می کنید به هر دلیلی در موقعیت های مذکور نظری ارائه انمی کنید در محل تعیین شده آنرا مشخص کنید. خواننده عزیز دقت شما در پاسخ به سوالات به انجام تحقیق علمی معتبری کمک می کند. لطفا موقعیتهای تعریف شده زیر را بخوانید و برای سوالات خواسته شده پاسخ مناسب را بنویسید .
"با تشکر از همکاری صمیمانه شما"

1. به تازگی مدل موی سرتان را تغییر داده اید. یکی از دوستانتان را می بینید. او به شما می گوید "با این مدل موی سر عالی بنظر می رسد. جوانتر به نظر میرسید."

2. هنگامی که در جشن تولد دوستانتان شرکت کرده اید-یکی از دوستانتان به شما می گوید"لباستان بسیار زیباتر لباسی است که سایر مهمانها پوشیده اند. جقدر این لباس به شما می آید!"

3. یکی از دوستانتان به شما می گوید"چشمانتان بسیار جذاب هستند."

4. خانواده ایتان را برای دور هم بودن دعوت کرده اید. اولین چیزی که توجه خواهرتان را جلب کرده دکوراسیون داخلی بسیار خوب خانه است. خواهرتان خیلی خوشحال میشود و می گوید"خدای من! عجب دکوراسیون قشنگی! خودت آن را انجام داده ای؟"

5. دوستتان برای ناهار یا شام به خانه شما آمده- غذا را به خوبی تزیین کرده اید. غذای اصلی و دسر را بسیار عالی تزیین کرده اید. دوستتان از تزیین غذا خوشش آمده و می گوید "چه خوب! آنقدر قشنگ است که دلم نمی آید آنرا بخورم."
6. بتازگی یک فعالیت فوق برنامه در کلاس به پایان رسانده اید. یکی از همکلاسیها یتان که در به پایان رساندن این فعالیت همکاری کرده است به شما می گوید "اگر بخاطر کمک شما نبود فعالیت را نمی توانستیم با موفقیت به اتمام برسانیم. این منش خوب شماست که از پیش آمدن هرگونه بحث و جدل جلوگیری می کنید."
7. شما آدم بسیار آرامی هستید بگونه ای که بندرت عصبانی میشوید. دوستانتان مکرراً به این خاطر از شما تعریف می کنند.
8. در خانواده به کرات به دلیل حجاب و پوششتان از شما تعریف می شود.
9. اخیراً یک گوشی جدید خریداری کرده اید. دوستتان که میخواهد گوشی اش را عوض کند با شما صحبت می کند و می گوید "به! چه گوشی ای معرکه ای! رنگش هم عالی است. سلیقه ات در انتخاب گوشی حرف ندارد."
10. جدیداً یک MP3 خریده اید. وقت ناهار آن را بیرون می آورید تا به موسیقی گوش کنید- همکلاسیتان می گوید "آخرشه! مدل و کار آیش از بقیه مدلها بهتر است. وسایل الکترونیکی را خوب می شناسی!"
11. دوست یا همکلاسیتان از شما راجع به کامپیوتر راهنمایی میخواهد و پس از آن می گوید "مغز کامپیوتر هستی! مهارت کامپیوتر شما خیلی بهتر از بقیه است!"
12. امروز-چندین آزمون تربیت بدنی داشته اید. پس پایان آزمونها همکلاسیتان به شما می گوید "عالی بود! تمام آزمونها را به آسانی و با موفقیت قبول شدی!"
13. پساز کلاس زبان انگلیسی معلم به شما می گوید "این روزها خیلی پیشرفت کرده ای و تکالیفت را به خوبی انجام می دهی. باید همین طور ادامه دهی!"
14. در خانه مشغول نواختن پیانو هستید. عمویت به پیانو نواختن شما گوش فرا می دهد و آن را تحسین می کند."