Sudan University for Science and Technology

College of Graduate Studies

Investigating Similarities and Differences between Sudanese Arabic and British English Speech Acts of Congratulations

تقصى أوجه الشبه والإختلاف بين أفعال الكلام في اللغتين العربية السودانية والانجليزية البريطانية المتعلقة بالتهنئة

A Thesis Submitted as A Partial Fulfillment of Requirement for The Degree of MA
in English Language (Applied Linguistics)

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Dedication

I dedicate this work to my dear parents and to my beloved
family

Acknowledgments

I thank Allah the most compassionate who gave me the strength and determination to accomplish this study.

Secondly I would like to express my sincere gratitude to my supervisor Dr. Hillary Marino Pitia for his kind supervision, advise and helpful instructions.

Also, I wish to express my sincere gratitude to Rosa Barugh from the British council for her kind help by distributing my test to her colleagues in Britain.

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Abstract

This study aimed at investigating the similarities and differences between Sudanese (colloquial Arabic) and British (English) speech acts of congratulation from two perspectives: First the occasions which need congratulation. Second the strategies used in these congratulations and the influence of the age in choice of the strategies. The received samples for this study are (38) Sudanese and (19) British respondents of different ages and different areas. As the study follows the descriptive method the main tool used for collecting the data is the discourse completion test (DCT). The finding of the study can be summed up as follows: Firstly, Sudanese occasions which need congratulation are more than those of Britain. Secondly, Sudanese use more strategies than British do. Thirdly, age is one of the most influential factors that affect the choice of speech acts of congratulation. The result showed the nature of the Sudanese linguistic norms which expand the speech to make their congratulation warmer. On the other hand, British use brief and straight congratulation. The information gained from this study can be useful for the Sudanese learners of English as foreign language especially in cultural awareness and communicative competence. Therefore, learners must be given opportunities to learn speech acts in varieties of English contexts and to know the culture and the community of the target language. Also, they have to be aware of their own language not to be distorted by other languages by using foreign words in the Arabic sentences.

المستخلص

تهدف هذه الدراسة لتقصي اوجه الشبه والاختلاف بين افعال خطاب التهنئه في اللغتين العربية السودانية (العامية) والانجليزية البريطانيه من منظورين: المناسبات التي تحتاج الي تهنئة. العناصر/الفنيات التي تستخدم مع التهنئة وتأثير العمر في اختيار هده الفنيات. العينات المستخدمه لهذه الدراسة عبارة عن(38)مستجيب سوداني و(19) مستجيب بريطاني من مجالات واعمار مختلفة. بما ان البحث اتبع الاطريقة الوصفيه فان الاداة الرئيسية التي استخدمت لجع البيانات هي اختبار تكميل الحوار. نتائج هذه الدراسة يمكن جمعها كما يلي:أولا: المناسبات السودانية التي تستوجب التهنئة أكثر من المناسبات البريطانية ثانيا: السودانيون يستخدمون عناصر(فنيات) اكثر مما يستخدم البريطانيون في التهنئة,ثالثا: ان العمر من اكثر العوامل التي تؤثر في اختيار فنيات التهنئه. اوضحت هذه الدراسة طبيعة معايير اللغة السودانية العامية التي تسهب في الخطاب لتجعل التهنئة أكثر حرارة.ومن ناحية أخري فإن البريطانيين يستخدمون تهنئة مختصرة ومباشرة.المعلومات المستخلصة من هذه الدراسة يمكن ان تفيد السودانيين الدارسين للغة الإنجليزية كلغة أجنبية، خاصة بالنسبة للوعي الثقافي والكفاءة التواصلية. لذلك يجب ان يعطى الدارسون الفرصه لدراسة أفعال الخطاب بنصوص مختلفة، ومعرفة الثقافة والمجتمع للغة المستهدفة كما يجب ان يكون الدارسون واعيين حتى لا تتشوه لغتهم باللغات الأخرى باستخدام كلمات اجنبيه في الجمل العربيه.

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Abbreviations

- **DCT**   Discourse Completion Test
- **NSM**   Natural Semantic Meta-language
- **IFID**   Illocutionary Force Indicating Device

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.0 Background

Every culture has its own characteristic speech acts and speech genres. This is acknowledged by the extensive research on the use of speech acts such as apologies, requests and compliments, which have indicated that speech acts show variations across languages and cultures in terms of their linguistic and pragmatic aspects (Johnson & Johnson, 1999). As Hymes also indicates (1962), part of being a culturally competent speaker is understanding the speech events recognized by that culture.

Furthermore, Cohen (2008) considers speech acts to be an interesting part of pragmatics due to the possible misfit between what is said or written and what is meant.

Thus, successful speech act realization involves both sociocultural and sociolinguistic ability (Cohen,1996). That is, the speech act behaviour is regarded appropriate if the speech act strategies selected are acceptable within the specific culture and context and if they are expressed by appropriate linguistic forms (Cohen, 1996).

Considering speech acts from the perspective of language learners, it is recognized that not having a good command of speech acts in the second/foreign language is likely to result in difficulties and communication breakdowns (Olshtain & Cohen, 1990) since "speech acts constitute an aspect of language use which is often highly complex in the mapping of form and meaning" and since "the way speech acts are realized varies across languages" (Grossi, 2009:53).

This social variations and different translation for the speech acts led to the investigation in this area. There are no academic studies done to contrast

the Sudanese speech acts cross culturally. So, this will be the nucleus of cross cultural speech acts studies.

This is a contrastive study between Sudanese (colloquial Arabic) speech act of congratulation and the British (English) to investigate six situations which need congratulation.

1.1 The Statement of the Problem

It is a well-known fact that the technical developments, increased mobility and globalization have led to the creation of a new world, where over 6.6 billion people who belongs to thousands of cultures groups and speaks thousands of different languages interact with each other on daily basis (Samover et al. 2007).This makes great demands on the part of interlocutors as they need to go beyond grammatical knowledge and know how to speak in culturally appropriate ways to different people about different things in different settings (Hymes 1962).

The truth is that when dealing with language in social language context there is always variations between speakers given their personality and cultural backgrounds.

This study will provide different contexts of speech acts of congratulations to be used by British (in English) and Sudanese (in colloquial Arabic), to examine some socio-pragmatic factors and contrast between them.

1.2Objectives of the Study

This study is expected to:

1. reflect the conceptualizations of the speech acts of congratulation.
2. make clear to what extend are the Sudanese occasions similar to those of British regarding the speech acts of congratulation.
3. determine the Sudanese strategies/components of speech acts of congratulation and compare them to the British ones.

1.3 Questions of the Study

1. Do Sudanese express congratulation on the same occasions as British do?
2. Do Sudanese use similar strategies/components of congratulation to British?
3. To what extent does age influence the choice of the strategies of the speech acts of congratulations?

1.4 Hypotheses of the Study

1. Sudanese express congratulations at similar occasions to British.
2. Sudanese use similar strategies/components of speech acts of congratulation to British.
3. Age is one of the factors that influence the speech acts of congratulation.

1.5 Significance of the study

This study is expected to draw a realistic picture about socio-pragmatic aspects of the speech acts of congratulation.

Sudanese learners of English can have the chance to develop cultural awareness and communicative competence.

And the findings can help students to understand the way pragmatic principles operate in other cultures and to equip them with enough knowledge to make an informed choice.

 It also expected to contribute to the foreign language education in the area of pragmatic competence and the development of speech acts by providing information about the speech acts of congratulation which lack evidence in teaching materials.

1.6 Limitations of the Study

This study aims to investigate similarities and differences between Sudanese (colloquial Arabic) and British (English) speech act of

congratulation currently on the limits of the situations, components and the influence of gender and age on the speech act of congratulation.

1.7 Methodology of the Study

The most appropriate method in education for descriptive studies such as this study is the discourse completion Test (DCT) which is used in this study, six situations of different contexts of congratulations will be given to British respondents (English version) and Sudanese respondents (Sudanese colloquial Arabic version) and ask them to respond naturally to the dialogues of the context.

The (DCT) will be sent to a British institute by email and some of respondents will print it out and distribute it to their colleagues and neighbours and scan them and email them back to me again. And the Arabic version will be distributed to Sudanese in different gender and age.

1.8 Chapter Summary

This is an introductory chapter which begins with a background about the study then states the problem which needs to be investigated. The hypotheses and the questions of the study are also provided. Moreover, the purposes and significances of the study are explained. Furthermore, the limits and the method used are described.

CHAPTER TWO

LITERITURE REVIEW AND PREVIOS STUDIES

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

In this chapter the communicative act of congratulation will be defined and the literature will be reviewed from the first speech acts mentioned by J. Austin (1962) and Searle (1969) and the classification they made to the classification made by Bach and Harnish (1979) to Driven and Verspoor (1998). Moreover, the politeness theory (Brown and Livenson) and the conversational Maxim (Leech 1983) will be briefly covered. Also, the Natural Semantic Meta language approach (Wierzbicka – Goddard) and its relation to congratulation is explained.

In addition, the researcher tries to summarize briefly some of the studies conducted on the speech acts.

2.1 Theoretical Background

Congratulations is a communicative act that used between people to maintain social relationships. It's used to tell someone that you are pleased about his success, or happiness, or any pleasant occasion that happened to him. People congratulate each other in many occasions or achievements. They congratulate each other in big occasions such as marriage or even simple achievements such as buying a pair of shoes.

Recently many studies have been conducted on the speech acts of congratulation as a result of the new tends in linguistics which focuses on the great need to know more about the socio-cultural communication between native and non-native speakers.

2.1.1 Definition of Congratulation

Using a speech act of congratulation, a speaker expresses satisfaction with an important situation or event related to the addressee. The event may or may not be directly connected with the other party or any of its merit (with

some personal or business success) – it may also be related to holidays (such as Christmas). Therefore, congratulations are said to be "intrinsically polite" (Leech, 1983).

Some authors (Can, 2011, p. 22) have noticed that: "the expressions of approval are aimed at strengthening social relations and intimacy (Tsilipakou, 2001) and they make communication interactional (i.e. social in nature) and culture linked rather than transactional (i.e. message-oriented) (Corbet, 2003) ".

Jakubowska (2003) defines congratulations as supportive rituals, performed to establish a mutual support between the speaker and the addressee in comparison to remedial rituals aimed at maintaining again a disrupted situation between the speakers.

2.1.1.1 Definition of Congratulation according to British dictionaries:

2.1.1.2 According to Cambridge dictionary:

Something that you say when you want to congratulate someone.

The act of congratulating someone.

The meaning of the verb congratulate is: to praise someone and say that you approve of or are pleased about a special or unusual achievement:

I was just congratulating Ceri winning/on having won her race.

Translation of "congratulate in Arabic "يهنئ".

2.1.1.3 Macmillan Dictionary:

Congratulations: (plural) mainly spoken used for telling someone that you are pleased about their success, or happiness on a special occasion 'I have passed my driving test.' 'Congratulations!'.

That is great news. Give her my congratulations.

Congratulation on: congratulations on your 50th wedding anniversary.

2.1.1.4 Oxford dictionaries:

Congratulations:

Words expressing one's praise for an achievement or good wishes in a special occasion, 'our congratulations to the winner' as example, congratulations on a job well done!

Synonyms:

Good wishes.

Best wishes, greetings, compliments, felicitation.

'you all deserve congratulations that the visit was a success'

2.1.1.5 Definition of Congratulation in Arabic

There are many words used for congratulation in Sudanese Arabic language, translations are retrieved from Almaany (2010):

The most commonly used word for congratulating in Arabic is (يبارك)(yubarik)(congratulate)

بارك: verb

يبارك مباركة (mubaraka)(noun) فهو مبارك و المفعول مبارك.

يبارك (yubarik): to supplicate the Almighty to grow and increase your good deeds

مباركة (noun): supplication

مبارِك (mubarik): the person who congratulates

مبارَك (mubarak): the event or the achievement which is congratulated

البركة (noun): growth, increase and happiness

رفـاء (rifaa) بــالرفــاء و البنين: (birrifaa wa albaneen) : Supplication for the bride and the groom to be together forever and have children, specially used for marriage congratulations

2.1.2 Congratulation as Speech Act:

Speech acts of congratulation was first mentioned in speech act theory (Austin 1962) who proposed that language is used to perform actions it emphasizes that speaking is always a social action taking place within a

particular context as a result of meeting certain conditions and is not basically about the transmission of information.

The philosopher J.Austin (1962) claims that all utterances (thing people say) perform speech acts and even a constative which is declarative whose truth can be judged (truth conditional) can function as a performative which is a declarative that do an action (non-truth conditional).This attribute to the textual and contextual in which they take place. In a particular context both what is said and what is done can involve truth and falsity as well as felicity and infelicity. Congratulation is one of the performatives Austin puts forward. By using a performative utterance such as" I congratulate you,which involve a performative verb ,the speaker perform an action .the linguistic action directly leads to the realization of the action and no further action required there for ,the performative verbs are part of the illocutionary force indicating devices (IFIDs) (Verschuern,1999). However, performatives constitute performative verbs called explicit and implicit performatives or direct and indirect performatives when uttered in the appropriate context (Austin,1962). Thus, Austin describes acts in term of three components simultaneously:

- locutionary act: the production of sounds and words with meaning,
- Illocutionary act: The act performed in saying the location.
- Perlocutionary act: the actual effect achieved by saying.

2.1.2.1 Austin's Classification:

Verdictives: these consist of the delivering of a finding official or unofficial upon evidence or reasons as to value or fact so far as these are distinguishable. Example verbs of this class: acquit, hold, calculate, describe, analyse, estimate, rank, assess and characterize.

Exercitives: one of these is giving of "a decision in favour of or against a certain course of action or advocacy of it" a decision that something is to

be so, as distinct from a judgement that is it is so". Example of this class: order, command, request, direct, recommend and advice.

Commissives: The whole point of a commissive to commit the speaker to a certain course of action. Some of example: promise, vow, pledge, contract, guarantee and swear.

Expositives: are used in acts of expositions involving the expanding of views, the conducting of arguments and the clarifying of usage and reference. Austin gives many examples of these among them are; affirm, deny, emphasize, illustrate, answer, report, accept, object to, concede, describe, class, identify and call.

Behavatives: this class with which Austin was classified (a shocher, he called it) include the notion of reaction to other people's behaviour and fortunes and of attitudes and expression of attitudes to someone else's past conduct. Examples are: apologize, thanks, deplore, commiserate, congratulate, felicitate, welcome, criticize, bless, curse, toast and drink. But also: dare, defy, protest, and challenge.

2.1.2.2 Searle Classification (1969)

Representatives: the point of the purpose of the members of the representative class is to commit the speaker to something's being the case, to the truth of the expressed proposition. All the Members of the representative class are assessable on the dimension of assessment which include true or false. Examples for representatives: assert and conclude.

Directives: the illocutionary point of these consist in the fact that they are attempt by the speaker to get the hearer to do something. Examples of these are: order, command, request and question.

Commissives: are those illocutionary acts whose points is to commit the speaker to some future course of action. Examples for these verbs are: offer, promise, and threat.

Expressives: the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. Examples of expressives are: thank, congratulate, apologize, condole, deplore, and welcome.

Declarations: the defining characteristic of this class is that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees the propositional content correspond to the world: if I successfully perform the act of appointing you chairman, then you are the chairman; if I successfully perform the act of declaring a state of war then the War is on; if I successfully perform the act of nominating you as candidate, then you are a candidate. Declarations bring about some alternation in the status or condition of the referred to object solely in virtue of the fact. Examples of the verbs are: baptize, declare and christen.

Thus, the speech act of congratulation is "behabitive" in Austin's taxonomy of illocutionary act (1962) and an "expressive" in Searle's taxonomy of illocutionary acts (1969).

Behabitives: refer to expressions of attitudes or reactions toward the past conduct, fortune or attitudes of others (1962).   While expressives refer to expressions of feelings and psychological state (Searle 1969). **Expressives** : do not have a direction of fit since the truth of the expressed proposition is pre-supposed (Searle 1969) therefore ,when one says: I congratulate you on winning the race ,(Searle 1979) according to Searle (1979)"the illocution point of class (expessives) is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content".in the line with this Searle formulate the following constitutive rules for congratulation.

Propositional content rule; some event, act etc., E related to H.

Preparatory rule: E is in H's interest and S believes E is in H's interest.

- SINCERITY rule: S is pleased at E.

- Essential rule: counts as an expression of pleasure at E.

As he (1969) considers speech acts as governed by certain rules:

propositional content rule: textual content,

preparatory rule: background circumstances,

sincerity rule: speaker's psychological state,

and essential rule: illocutionary point of what is said.

Searle introduce the concept "constitutive" to describe the type of the rules that create speech acts in a particular condition. The basic assumption behind these rules is that "x counts as y in context e" according to Searle (1969:21), "there are a series of analytic connections between the notion of speech acts, what the speaker means, what the speaker intends what the hearer understands and what the rule governing the linguistic elements are".

2.1.2.3 Bach and Harnish's classification (1979):

Constatives: express the speaker's beliefs and his intention or desire that the hearer have or form a like belief (example for these assertives, predictives confirmatives)

Directives: express the speaker's attitude toward some prospective action by the hearer (examples: requestives, questions and permissives).

Commissives: express the speaker's intention and belief that his utterance obligates him to do something (example: promises, offers).

(**Acknowledgements**): express feeling regarding the hearer (examples apologize, congratulate, greet and thanks).

According to Bach and Harnish the speech act of congratulation is classified as "acknowledgements" which express perfunctorily if not genuinely ,certain feeling towards the hearer and these feeling and their expressions are appropriate to particular sorts of occasions (Bach and Harnish,1979) for example ,congratulating expresses gladness for hearers

having done or received something noteworthy .the general tendency is that such occasions are mutually recognized by the interlocutors and the speakers. Acknowledgements of those occasions which are found appropriate and expected by the hearer. There for most of the time even if the speaker does not have genuine feeling about the occasion he acknowledges and expresses the feeling for the sake of satisfying the social expression. In the definition of congratulation Bach and Harnish present the speech act of congratulation from two perspectives as given below:

- One's having done something good
- One's good fortune

The aspect of good fortune was also explicitly stated in the definition of behavatives and in Searle's (1969) description of congratulation as an expression of pleasure at hearer's good fortune.

2.1.2.4 Driven and Verspoor classification:

Driven and Verspoor (1998) cluster Searle's five categories into three super categories as follows:

- Informative speech acts: assertive speech acts plus information questions that elicit information.
- Obligative speech acts: directives and commisives both of which impose obligations either on hearer or on self.
- Constitutive speech acts: expressives and declarative both of which require an appropriate social occasion or context to have any force.

Congratulation is "constitutive speech acts" which involve the expressives and declaratives speech acts in Searle's classification (1969) since both classes require a kind of ritualized social context which is relative to the emotional aspect of life and fulfil the same condition for their success despite their different communicative intentions.

2.1.3 Congratulation and politeness theory:

Politeness is the practical application of good manners or etiquette. It is culturally defined phenomena, and therefore what is considered polite in one culture can sometimes be quite rude in another cultural context.

Anthropologists Penelope Brown and Stephen Levinson identified two kinds of politeness.

Some cultures seem to prefer one of these kinds of politeness over the other .in this way politeness is culturally bound.   The rational actions people take to preserve both kinds of face, for themselves and the people they interact with, add up to politeness. Brown and Levinson also argue that in human communication, either spoken or written, people tend to maintain one another`s face continuously. In every day conversation, we adapt our utterance to different situations. Among friends we take liberties or say things that would seem discourteous among strangers. In both situations we try to avoid making the hearer embarrassed or uncomfortable. Face threatening acts (FTAs) are acts that infringe on the hearer' need to maintain his/her self-esteem, and be respected. Brown and Levinson sum up human politeness behavior in four strategies:

- The bald on record strategy does nothing to the hearer's "Face".
- The positive politeness strategy shows you recognize that your hearer has a face to be respected. It also confirms that the relationship is friendly and expresses group reciprocity.
- The negative politeness strategy recognizes the hearer's face.
- Off-record indirect strategies take some of the pressure off.

2.1.3.1 Leech maxims:

Leech (1983) states that there is a politeness principle with conversational Maxims similar to those formulated by Grice. He lists six Maxims:

1- The Tact Maxim: Minimizes the expression of beliefs which imply cost to other; minimize the expression of beliefs which imply benefit to other.

The Generosity Maxim

Minimizes the expression of beliefs which implies benefit to self; maximize expression of beliefs which implies cost to self.

The Approbation Maxim

Minimizes the expression of beliefs which implies dispraise of other; maximize the expression of beliefs which implies approval of other.

The Modesty Maxim

Minimize the expression of praise of self; maximize the expression of dispraise of self.

The agreement Maxim

Minimize the expression of disagreement between self and other; maximize expression of agreement between self and other

The Sympathy Maxim

Minimize antipathy between self and other; maximize the expression of sympathy between self and other.

2.1.3.2 Brown and Levinson theory of politeness

The most thorough treatment of the concept of politeness is that of Brown and Levinson, which was first published in 1978 and then reissued, with a long introduction, in 1987. In their model, politeness is defined as repressive action taken to counter-balance the disruptive effect of face-threatening acts (FTAs). Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction ". Being polite therefore consists of attempting to save face for another.

  In their theory, communication is seen as potentially dangerous and antagonistic. The basic notion of their model is "Face". This is defined as "the public self-image that every member of society wants to claim for himself". Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Brown & levinson), 1987.

In their framework, face consists of two related aspects.

- negative face, or the rights to territories, freedom of action and freedom of imposition-wanting your actions not to be constrained or inhibited by others.
- positive-face, the positive consistent self-image that people have and their desire to be appreciated and approved of by at least some other people.

From the perspective of politeness theory congratulation corresponds to the "approbation maxim" which states:

- Minimize dispraise of other.
- Maximize praise of other.

This maxim concerns the degree to which the speaker's remarks convey some good evaluation of the other. The "Modesty maxim" also concerns expressives but it is those that minimize praise of self and maximize dispraise of self (e.g. apologies) therefore approbation maxim which focuses on the other rather than the self appears to be a more powerful constraint on conversational behaviour" than the modesty maxim (Leech 1983).

Considering the other maxims of politeness congratulation seems to fulfill also the sympathy maxim "as it aims to minimize antipathy and maximize sympathy between self and other.

According to Leech (2005) in speech acts such as congratulations a high value is put on other people's feelings for reasons of sympathy or concern politeness by showing empathy towards others. Therefore, such speech acts are all "intrinsically courteous speech acts and need no mitigation" Leech (2005) however they can be made more courtesy by intensification (e.g., warmest congratulation).

Congratulation as an expression of approval is aimed at strengthening social relations and intimacy by addressing hearer's want to be liked; in

other words, his positive face and claiming common ground with the hearer. Therefore, congratulations are said to be "intrinsically polite" (Leech, 1983). However, similar to compliment, which is also an expressive, congratulation could be considered as a face threatening act as it might threaten the addressee's negative face by interfering with his/her freedom and causing him/her to think about an appropriate way of responding and taking action. Congratulations can also damage the addresser's positive face "because of his basic positive-face wants of self-control and self-respect" (Brown & Levinson, 1987). Congratulation seems to be more addressee oriented than speaker oriented (Wierzbicka, 1987). This might be the reason why it can threaten the addresser's positive face.

2.1.4 Infelicitous congratulation:

Since congratulation is "constitutive" (Diren and verspoor (2004)) which means its expressive (Searle 1969) and expressive require a kind of ritualized social context which is related to the emotional aspect of life and fulfill the same conditions for their success despite their different communicative intentions. With regard to these conditions the social reality is constituted only "if something is uttered by the right person in the right form at the right moment" Diren and Verspoor (2004) this holds for congratulating as well which is realized on a given social occasion to show that one cares about others and haven't forgotten, for example, their birthday, marriage, or promotion. If these conditions are not met, congratulation can be infelicitous.

2.1.5 Congratulation as Irony:

As Brown (1980) indicates, irony achieved not only with assertions but also with other speech acts such as congratulations thanking and requesting when the addresser wants to draw attention to the absence or non-fulfillment of the required sincerity conditions. In addition, (Anolli et al., 2002) touch upon the function of ironic communication as a sign of respect

for convention by giving an example from congratulating. A speaker named Peter utters an ironic remark saying "congratulations, John! You are so punctual this morning!" when his college John arrives late at an important business meeting (Anolli et al., 2002). This shows that the speech act of congratulation can be used to blame or criticize somebody ironically rather that doing it directly.

2.1.6 Ostensible, or false congratulations:

False congratulations happen when the speaker is not sincere in his congratulations. The good example ostensible congratulations, that when those in which rivals compete in a game and the loser congratulate the winner. Here the loser is not glad at the others fortune but conveys respect pretending to be glad and a lack of resentment through the congratulations.

2.1.7 Direct and indirect congratulation:

Searle (1978), describe the indirect speech acts as follows, in indirect speech acts the speaker communicate; to the hearer more than he actually says by way of relying on their mutually shared background information about the conversation, both linguistic and non-linguistic together with the general powers of rationality and inference on the part of the hearer. While direct speech purports to give a verbatim rendition of the words that were spoken. So according to this description congratulation can be direct or indirect.

2.2 Empirical Studies

2.2.1 Congratulation and the Natural Semantic Meta-language (NSM)

NSM is proposed by Wierzbicka as an extensive empirical study of a wide range of languages with her colleague Goddard.

According to Wierzbieka (2010), the main idea of the NSM is that there exists a set of basic concepts or a common vocabulary core called "semantic primes", which are shared by all natural languages and these

primes can be used to explain meanings and ideas in unbiased way without being influenced by the cultural and linguistic elements. Embedded in the words of a language, Goddard and Wierzbieka (2007), define the semantic primes as: "the smallest set of basic concepts in terms of which all other words and concepts can be explicated".

The basic principle of NSM is that a natural, ordinary language rather than technical formalisms (e.g. abstract features, logical symbols) must be used in semantic analysis (Goddard, 1998b) and semantic primes constitute the natural language needed for such analysis. This aspect is explained by "natural language principles" of NSM, which states that "semantic primitives and their elementary syntax exist as minimal subset of ordinary natural language" (Goddard, 1998:10). Semantic primes include elements such as someone, people, good, bad, know, think, want and feel which are grouped as determiners, qualifiers, attributes and mental predicates. The full set of the primes are provided in Figure 3.1. Based on this, semantic primes have their equivalents in many languages other than English (Wierzbicka,2010a). This aspect of NSM is expressed in the principle of "expressive equivalence of NSMs", which states that;

"the NSMs derived from various languages will be semantically equivalent, that is, have the same expressive power. Any simple proposition expressible in an NSM based on L1 will be expressible in an NSM based on L2, L3 and so on (Goddard, 1994:12)".

Substantives	I, YOU, SOMEONE (PERSON), SOMETHING (THING), PEOPLE, BODY
Determiners	THIS, THE SAME, OTHER
Quantifiers	ONE, TWO, SOME, MANY/MUCH, ALL
Attributes	GOOD, BAD, BIG, SMALL
Mental predicates	THINK, KNOW, WANT, FEEL, SEE, HEAR
Speech	SAY, WORDS, TRUE
Actions, events, movements	DO, HAPPEN, MOVE
Existence and possession	THERE IS, HAVE
Life and death	LIVE, DIE
Logical concepts	NOT, MAYBE, CAN, BECAUSE, IF
Time	WHEN (TIME), NOW, AFTER, BEFORE, A LONG TIME, A SHORT TIME, FOR SOME TIME
Space	WHERE (PLACE), HERE, ABOVE, BELOW, FAR, NEAR, SIDE, INSIDE, TOUCHING (CONTACT)
Intensifier, augmenter	VERY, MORE
Taxonomy, partonomy	KIND OF, PART OF
Similarity	LIKE (HOW, AS)

Table No.2.1 Semantic primes: English exponents: Wierzbieka, 2005, p.259

Semantic primes and semantic explications are not only used for semantic analysis but also for the formation of cultural rules of speaking (Goddard and Wierzbieka, 1997). According to Goddard (2005), cultural script refers to statement of particular attitudes, assumptions and evaluation that are within the non-ethnocentric meta-language of semantic primes and these statements are assumed to be widely held among the people of a given

speech community. Goddard (2009) states that "the main goal of the cultural scripts approach is to understand speech practices from the perspective of the speakers themselves.

Furthermore, Wierzbieka (1996) formulated a set of assumptions in relation to the role of cultural scripts in defining meanings:

- In different societies and different communities, people speak differently.

- These differences in ways of speaking are profound and systematic.

- These differences reflect different cultural values.

- Ways of speaking of a given speech community constitute a behavioral manifestation of a tacit system of 'cultural rules or as I call them" cultural scripts" to understand a society's ways of speaking we have to identify and articulate its implicit 'cultural scripts'.

- to be able to do this without ethnocentric bias we need a universal language- independent perspective, this can be attained if the rule in question are stated in terms of lexical universals, that is universals human concept lexicalized in all languages of the world.

The assumptions show that the culture-specific ways of thinking are reflected in the language and they can be uncovered and explained by using cultural scripts in the light of NSM so that clarity can be ensured and ethnocentrism can be avoided to a great extent. Articulation of the cultural norms, values and practices by means of cultural scripts is especially important to be able to access cultural insiders as well as cultural outsiders (Goddard&Wierzbicka,2004). Cultural scripts are based on evidence particularly linguistic evidence. It is proposed that the data for cultural scripts can be obtained by using a variety of methods such as fieldwork techniques of elicitation, naturalistic observation, text analysis, interviews, native speaker intuition, questionnaire and discourse completion task. The

objectivity, methodology and evidence based aspects of NSM places it within the scope of ethno-pragmatics (Goddard,2006). Since cultural scripts reveal shared understandings of peculiar social attitudes adopted by the majority and provide a culture- internal perspective, Goddard (2006) views cultural scripts as one way of representation in ethno-pragmatics.

The linguistic evidence, which cultural scripts are based on, especially comes from cultural key words. According to Wierzbieka (Goddard & Wierzbieka, 2004) culturally important key words for local values and speech acts provide a way to gain insight into speech practices. Wierzbieka (2008) further indicates that the study of cultural key words helps to access the "shared understandings" in a language as the shared understandings are embedded in the lexicon. Regarding words for speech acts as culturally important key words, speech acts in particular are considered to be a valuable source of insight into a culture and their examination can shed a great deal of light on broader cultural themes (Wierzbieka, 1996; Goddard,2004). Wierzbieka (1997) further indicates, "there is very close link between the life of a society and the lexicon of the language". In addition, Wierzbieka (1987) came up with English speech act verbs: A Semantic Dictionary in which she addresses over 250 separate speech act verbs including the speech act verb of congratulate and proposes reductive paraphrases or cultural scripts for each one of them, which attempt to capture an insider perspective and make the differences between the speech act verbs clearer. She focuses on the speech act verbs since she believes that they reflect a certain interpretation of the world of human action and interaction.

One point that is made regarding cultural scripts is that people using the same language might not share all their cultural scripts because there exist regional and social variations as well as backgrounds (Goddard & Wierzbieka, 2004). Another point made by Goddard(2009b) is that cultural

scripts are not rules of behaviour that are imposed on individuals and that individuals should follow but they are representations of shared behaviour and it is up the to the individuals to follow the represented cultural principles.

The cultural script of the speech act of the verb "congratulate" proposed by Wierzbieka, (1997) in the light of the NSM approach is:

- I know that something good has happened to you
- I think it wouldn't happen if you didn't do something
- I assume that you feel something good because of that.
- I want to say that I feel the same because that.
- I say: I feel something good because of that.
- I say this because I want to cause you know how I feel because of it.
- I assume that you would want me to say this.

Although this cultural script states that one is required to do something about the good fortune for it to be worth congratulating, Searle and Vanderveken (1987) pinpoint that congratulation can be realized in cases where the hearer doesn't necessarily have to be responsible for it and can be just a result of good fortune. Congratulation is also greatly associated to well-wish Wierzbieka (1987) The cultural script for English well-wish makes the distinction between congratulation and well-wish clear.

(cultural script for English well-wish)

I say I would want something good (X) to happen to you.

I imagine that by saying this at this time I could cause it to happen

I know that I can't cause it to happen

I say this because I want to cause you to know that I feel something good towards you.

Wish is similar to congratulation since they both express one's mental state about something good. However, the illocutionary point in wishing is to

show the addressee that s/he shares the pleasure for the good thing that has happened as in the case of congratulation.

2.2.2 Congratulation and Religious Occasions:

religious festival is a time of special importance marked by adherents to that religion. Religious festivals are commonly celebrated on recurring cycles in a calendar year or lunar calendar. Hundreds of very different religious festivals are held around the world each year.

In Sudan Islamic festivals (Eid alfitr and Eid aladhaa) are the main religious occasions. While in Britain Christmas and Easter are the main religious festivals on people congratulate each other using (Merry Christmas or Happy Easter).

2.2.2.1 Sudanese Religious Occasions:

As most of Sudanese are Muslims their occasions are related to their religion: There are two official holidays in Islam: Eid Al-Fitr and Eid Al-Adha. Eid Al-Fitr is celebrated at the end of Ramadan (a month of fasting during daylight hours), and Muslims usually give zakat (charity) on the occasion. Eid Al-Adha is celebrated on the tenth day of Dhu al-Hijjah and lasts for four days, during which Muslims usually sacrifice a sheep and distribute its meat in 3 parts: among family, friends, and the poor.

Both of the holidays occur on dates in the Islamic (Hijri) calendar, which is lunar, and thus their dates in the Gregorian calendar, which is solar, change each year. The Gregorian calendar is based on the orbital period of the Earth's revolution around the Sun, approximately 365¼ days, while the Islamic calendar is based on the synodic period of the Moon's revolution around the Earth, approximately 29½ days. The Islamic calendar alternates months of 29 and 30 days (which begin with the new moon). Twelve of these months constitute an Islamic year, which is 11 days shorter than the Gregorian year.

Eid-ul-Fitr: is the greatest festival of the Muslims. The Muslims, all over the world, celebrate it with great joy.

This festival marks the end of Ramadan. Ramadan is a holy month of fasting. The Muslims observe fasts for a full month after sighting the moon of 'Ramdan'. When the month of 'Ramdan', is over and the moon of Eid is sighted, they end their (fasts). In this way, the Muslims break their month-long fast. The next day, the festival of Eid is celebrated. Every year it comes off on the first day of the month of Shawwal. It is a day of gaiety, festivity and feasting.

Eid al-Adha:

Commemoration of Ibrahim (Abraham)'s willingness to sacrifice his young first-born and only son in obedience of a command from God

Marks the end of the annual Hajj to Mecca

Celebrations:

Gatherings of family and friends

Meals, especially lunches and late breakfasts (brunches)

Wearing new clothes

Gift-giving

Giving money/gifts to kids as a token of love

Helping the poor by giving foods, money, meat and clothes in the name of zakath

Observances.

Eid prayers

Dhabihah, sacrifice of a sheep, cow, goat, buffalo or camel.

Donating one-third of the sacrifice meat to friends and neighbours.

Donating one-third or more of the sacrifice meat to the poor and needy.

Common Greetings for Islamic Holidays:

Appropriate words to congratulate Muslims on their holidays.

Muslims observe two major holidays: Eid al-Fitr (at the end of the annual fasting month of Ramadan), and Eid al-Adha (at the end of the annual pilgrimage to Mecca). During these times, Muslims give thanks to Allah for His bounty and mercy, celebrate the holy days, and wish each other well. While appropriate words in any language are welcome, there are some traditional or common Arabic greetings that one may use or come across:

"كل عام وانت بخير"

"Kul 'am wa enta bi-khair!"

("May every year find you in good health!")

"عيد مبارك"

"Eid Mubarak!"

("Blessed Eid!")

"عيد سعيد"

"Eid Saeed!"

("Happy Eid!")

"تقبل الله منا ومنكم"

 "Taqabbala Allahu minna wa minkum."

("May Allah accept from us, and from you.")

"كل سنه وانت طيب او كل سنه وانت بخير"

Kul sana wa inta tayeb or Kul sana wa inta be kheir, roughly may translated as: each year find you well and prosperous, or one can simply say "عيد مبروك" "Eid Mabrouk". "Blessed Eid".

2.2.2.2 British religious occasions:

British have two major religious occasions on which they congratulate each other:

 Christmas: Christmas day is celebrated in the United Kingdom on December 25.

It traditionally celebrates Jesus Christ's birth but many aspects of this holiday have begun origins. Christmas is a time many people to give and receive gifts and prepare special festive meal.

Christmas Greetings:

The main or current congratulatory idiom for Christmas is (Merry Christmas) which means very happy and cheerful Christmas. Christmas brings family and friends together; it helps appreciating the love in the life which often taken for granted.

. True meaning of the holiday season fills your heart and home with many blessings.

. May this holiday season sparkle and shine, may all of your wishes and dreams come true. And may you feel this happiness year round.

. Having you as my friend makes me feel as if it is Christmas every day. The warmth and comfort that comes with this season reminds me of you.

. May the message of Christmas fill your life with joy and peace. Best wishes to you and your family during this holiday season.

. Wishing you peace, joy, and all the best this wonderful holiday has to other.

. May this incredible time of giving and spending time with family bring you joy that lasts throughout the year.

Easter Holiday:

In Britain Easter Monday is one of the most important religious days. Easter and the holidays related to it are moveable feasts, in that they don't fall on a fixed date, they follow the cycle of the sun and the seasons. Easter is determined by a lunisolar calendar.

The main congratulatory idiom is (Happy Easter) also British join wishes, advice, jokes and many other greetings with this.

Easter Greetings:

. Joining you in gratitude for Christ's sacrifice and the joyful renewal it brings to all God's children this Easter season.

. An Easter poem for you: spring has sprung, the Easter grass has riz, l wish I were in the chocolate biz! Happy Easter.

. If it weren't for the beautiful spring weather, I would be really upset with that damn bunny for eating all my flower bulbs. Happy Easter any way.

. Happy Easter to you and your family as we celebrate our father's greatest sacrifice through his son, Jesus Christ. Have a blessed Easter.

. I love Easter. It's a time for eating all the chocolate you can find with complete impunity! Have a delicious Easter.

. Lavender plaid, pinks and pastels everywhere, sun shipping blue skies.... It's almost like being on a golf course in South Florida! Happy Easter.

. We tolerate a little spring rain in order to enjoy copious amount of Easter candy! Enjoy! All we get to do is follow Christ, for in Christ will all our queries be solved. Have a blessed and meaningful Easter.

2.2.3 Congratulation and National Occasions

The National Day is a designated date on which celebrations mark the nationhood of a nation or non-sovereign country. This nationhood can be symbolized by the date of independence, of becoming a republic or a significant date for a patron saint or a ruler (birthday, accession, removal, etc.). Often the day is not called "National Day" but serves and can be considered as one. The National Day will often be a national holiday.

Many countries have more than one National Day. For example, Pakistan has three National Days, none of which is named the "National Day". This signals the use of a "class" of National Days, that are equally important in the foundation of the nation, and a "class" of less important official public holidays.

Most countries have a fixed date National Day, but some have movable dates.

Most national days can be categorized in two large blocks:

Newer countries that celebrate their national day as the day of their independence. Older countries that use some other event of special significance as their national day.

2.2.3.1 Sudanese National Occasion

The national Sudanese day is the Independence Day it is celebrated only officially by the government and its organizations (schools, universities, etc.) on the first of January

The independence has been on the first of January 1956 from the British control which started from 1896 and lasted on 1955.

2.2.3.2 British National Days

- British has no unique national day. It has a number of days of celebration which go largely uncelebrated, and others which are associated with the constituent countries of Britain. The latter category includes St George's Day in England, St Andrew's Day in Scotland, St David's Day in Wales and St Patrick's Day in Northern Ireland.

At present, the Queen's Official Birthday is marked as a de facto national day by British diplomatic missions overseas but not in the UK itself. Other days which could be seen as taking the form of a British national day in recent years, albeit not annual events, would be the Queen's Diamond Jubilee and the Wedding of Prince William and Catherine Middleton.

religious festival is a time of special importance marked by adherents to that religion. Religious festivals are commonly celebrated on recurring cycles in a calendar year or lunar calendar. Hundreds of very different religious festivals are held around the world each year.

2.2.4 Congratulation and Especial Occasion:

All over the world people have many special occasions to celebrate according to their culture and customs.

2.2.4.1 Sudanese Special Occasions:

In Sudan people celebrate, weddings, the birth of a baby, naming the baby, some celebrate the baby's processes of growth as walking or talking, the child successful grading in schools, graduating from university, having a job, coming from pilgrimage (Hajj), coming from visiting Almadinah (Zyarat), and many other occasions like building a house or having a new car or any successful business.

The main congratulatory word is (مبروك Mabrook) in colloquial Arabic while it is (مبارك Mobarak) in standard Arabic.

2.2.4.2 British Special Occasions:

British special occasions are similar but there are slight differences for example they celebrate the annual birth day of a baby while Sudanese celebrate the day in which the baby born only.

2.3 Pervious Studies on Congratulations:

Many studies have been conducted about different types of speech acts examining variables such as proficiency, gender, cultural background and so forth, but which focus on congratulations, are for example: Coulmas (1979) focuses on the situational frames of participants, settings, why and wherefore, contextual restrictions, and <u>compliant</u> activity for English congratulations and Japanese Omedeto Gozimasu. Issac and Clark (1990) point to the possibility of "Ostensible congratulations", Alkhatib, 1997, congratulation messages in newspapers.

Emery's (2000) investigated the phenomena of greeting, congratulating and commiserating in Omani Arabic.

Tsilipakus (2001) analyses two Greek congratulatory expressions, which correspond to congratulation and bravo in English.

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Emery's (2003) also investigated the way old and young speakers of Oman express congratulation on somebody's wedding, birth of a baby, and religious Eves.

Elwood's (2004) compared the strategies Americans use for offering congratulations in (7) situations with the strategies used by Japanese. Carcia's (2009) examines Peruvian Spanish speakers' realization of congratulation in terms of behavioural expectations.

Can's (2011) examines the e-mail congratulation messages exchanged among Turkish university students and two teachers from the perspectives of linguistic form, components, and politeness stratifies and investigates the extent to which they show variation depending on the gender and the topic of congratulation message. Can's (2011).

Dastjurdi's (2013) investigate the speech acts of congratulation by making comparison among three languages; namely, Arabic, English, and Persian. Sudanese studies on speech acts are very limited. For example, there is Abdurahman (2001) investigated the intercultural communication apology strategies in Sudanese Arabic and Sudanese English.

Muhammed (2006) investigated the influence of some social variables on the choice of apology strategies by Sudanese learners of English and Sudanese learners.

The present study Ibraheem's (2016) is significant, as it investigates the speech act of congratulation by making a comparison Among British (English) and Sudanese (colloquial Arabic) in six situations warrant congratulation and contributes to a better understanding of similarities and differences between them.

2.4 Chapter Summary:

This chapter has three sections. The first section revised theoretical studies; congratulation as speech acts, congratulation and politeness theory, congratulation and irony, direct and indirect congratulation and false congratulation. The second section dealt with practical studies which

showed the meaning of the verb congratulate from the perspective of the meta-language approach proposed by Wierzbicka. The third section briefly stated some of the previous studies conducted on speech acts.

CHAPTER THREE

DESIGN AND METHODOLOGY OF THE STUDY

CHPTER THREE

Design and Methodology of the Study

3.0 Introduction:

This chapter is an attempt to describe the subjects and to show the instrument and its situations. It also defines the procedure which will be follow to analyze the data.

3.1 The method:

There are many methods that can be used to investigate speech acts; field work, techniques of elicitation, naturalistic observation, test analysis, interviews, native speaker intuition, questionnaires and discourse completion tests (Goddard and Wierzbieka 2004). But the most popular tool is natural observation which can be a rich source, but the required data may not occur or it may not be sufficient with the needed formulae so, the DCT is considered the most suitable because it allows the testing of hypothesis derives from natural data. Moreover, it provides contexts for all types of investigated speech acts. The respondent will have maximum freedom to represent his views. And that the research respondents' interaction can be quite like spontaneous conversation. So, the written completion test is an effective tool for collecting a large amount of data quickly and for creating an initial classification of semantic formula (Cohen 1996:394)

On the other side, the discourse completion test cannot promote turn-taking and negotiation strategies found in natural conversation; also, it allows students to be less polite and digressive, with the absence of the face to face interaction (Cohen 1996 in Mckay:393). The discourse completion test is adopted as the main tool for this descriptive study**.**

3.2 Subjects:

The subjects in this study are 38 Sudanese respondents most of them are secondary school teachers and students and some of them are undergraduate students from the Sudan University of Science and Technology and some from different areas. On the other hand, the British are 19 respondents, most of them are linguist as they are related to the British council training center. The DCT was sent to them by email and they email it back after responding to it. As the Sudanese respondents are not linguists their amount is doubled.

3.3 Instrument:

In this study the discourse completion test (DCT) is adopted as the main tool in collecting data for many reasons: first, respondents feel free to express themselves without any kind of intervention by the researcher. Second, it provides suitable context for all types of strategies to be realized. Third, since the study is descriptive the discourse is the most suitable tool to provide the same situations for both respondent in Arabic and in English.

Here in this research the test consists of two versions each version has six situations one in English and the second has the same situations translated for Sudanese respondents.

The six situations are:

Situation 1: New car.

SUBJECTS
The subjects in this study are:

British
19 respondants

Sudanese
38 respondants
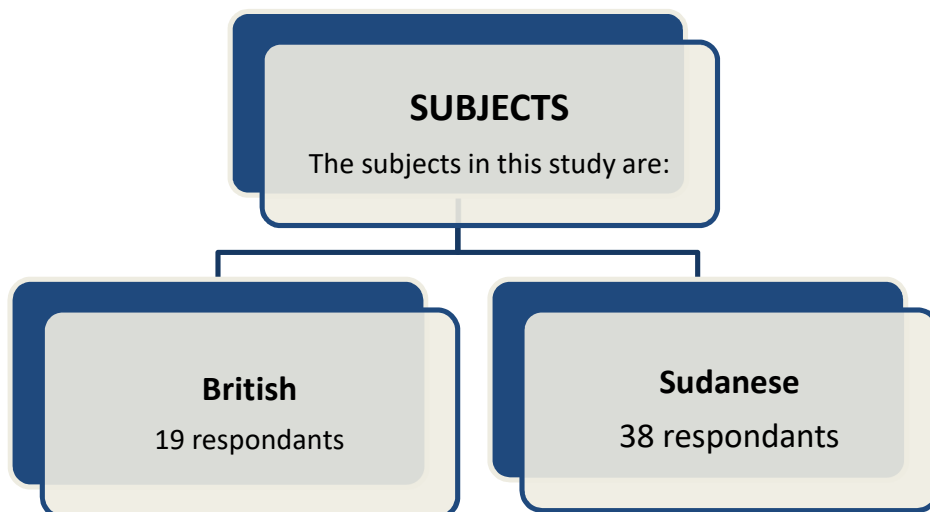
You met your colleague driving his new car.

You say: ………………………………………………………………………….

Situation 2: Marriage:

You see one of your friends, its along time since you have met him.

You: Hi, how are you?

Your friend: very well, I got married a month ago.

You:

………………………………………………………………………………………

Situation 3: New house:

Your sister showing you her new house.

You say:

Situation 4: A birth of a baby:

You see your neighbour at the entrance of the building.

You: Hi, I haven't seen you in weeks. Is everything alright?

Your neighbour: I've given birth to my new baby.

You:

Situation 5: First day at university:

Your friend entered the best university in the country, you see her at the first day at university.

You:

 Situation 6: Graduation:

Your cousin has graduated before weeks; you meet her in a park.

You say:

This study attempts to investigate: the occasions, and the component/ strategies of congratulations.

Occasions: this means all the situations that require congratulation in both languages. In other words, the use of the IFID in each situation.

Strategies/components: which means the components that are attached with congratulation.

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And the similarities and differences between Sudanese and British occasions and components used.

3.4 Validity and Reliability:

British respondents on the DCT made for this study were linguist from recognized academic institutes such as the British Council and the Institute of Islamic Studies in London. Which renders the study as highly reliable. It was an easier task to reach Sudanese respondents, hence the respondents were double in count.

3.5 Procedure:

the researcher distributed about (38) Arabic versions of the (DCT) to a carefully chosen participants as the researcher is a teacher she has chosen her respondents carefully from students and collogues and ask them to express their feelings freely and naturally.

The English version was sent by email to a British who is a linguist so that she distributed the DCT to her collogues who understood it well and responded to it perfectly in about (19) issues.

The data collected from the two groups and analyzed using (SPSS) software to find:

the occasions which gained congratulation in the two groups (Sudanese and British)

the degree of the use of each strategy in each situation in the two versions. The result is used to find out which group congratulate in more occasions and which group use more strategies/components with congratulation.

3.6 Chapter Summary:

This chapter has described the subjects very well and shown the instrument and its situations it also defined the procedure followed to analyze the data.

CHPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE RESULT

CHAPTER FOUR

Data Analysis and Discussion of the Result

4.0   Introduction

In this chapter the data collected through the discourse completion test (DCT) will be analyzed and discussed and the hypotheses will be tested.

4.1   Analysis and Discussion

In this section the data collected through the DCT is going to be analyzed and discussed.

Since this study is a descriptive study it aims to describe the occasions that need congratulation in British language and that of Sudanese one. And the strategies that are used by Sudanese when congratulating each other and those of British and find the similarities and differences between them.

The statistical description will provide enough information about the average use of each strategy.

4.1.1 Data Analysis:

Frequency: which use to provide information about how often do Sudanese and British congratulate each other on that situation in other words to what extent do they care about the situation.

It also provides information about the distribution of the strategies across the situations.

4.1.2 The use of the (IFID) strategy:

This part focus on comparing(IFID) in each situation in Sudanese and British speech. (IFID) the Illocutionary Force Indicating Device which indicates that the congratulation has taken place with its main words (congratulation, congratulate or congratulations) or its Sudanese synonym (مبروك) (mabrook).

Situation 1: new car:

It is noticeable from the table below this situation hasn't got much congratulation especially by the British respondents who just appreciate the act by saying for example "nice car" or "brilliant car".

On the other hand, nearly all the Sudanese about (92%) congratulated on this and very few of them just commented by appreciating the act or the addressee or ask questions while the British response is only 11%.

Table 4-1 IFID Situation 1

IFID	FREQUENCY	PERCENTAGE
BRITISH	2	11%
SUDANESE	35	92%

Situation 2: marriage:

Of course, marriage is considered a big happy event in which all your relatives, friends and neighbours must be present in this occasion so here many strategies are used in Addition to the (IFID) strategy especially by Sudanese respondents. While British don't use more than one strategy beside the (IFID). Also, the researcher noticed a new strategy used by Sudanese respondents which is (blaming) when they hear that you have got married before a month without inviting them. Blames might occur as "Why didn't you invite me" or "I haven't got the news". Sudanese congratulation is 97% while British is 84% the difference between the two groups is not significant so we can say the situation is same.

Table 4-2 IFID Situation 2

IFID	FREQUENCY	PERCENTAGE
BRITISH	16	84%
SUDANESE	37	97%

Situation 3: new house

it is noticeable from Table 4-3 below that congratulation in this occasion is not much Sudanese response is (52.6) while the British one is nearly absent 5% which indicate that British don't care about such occasions.

Table 4-3 IFID Situation 3

IFID	FREQUENCY	PERCENTAGE
BRITISH	2	11%
SUDANESE	26	68%

Situation 4: birth of a baby

Warm congratulation here is noticeable in Table 4-4 by the two groups of respondents. The Sudanese percentage is (84%) and British percentage is (89%). In comparing situation (2) marriage to situation (4) having a baby one can find that British congratulation of having a baby is more than that of getting marriage, on contrary the Sudanese congratulation on marriage is more than on a birth of a baby. That due to circumstances and habits of the developed countries where it's difficult to babysit your baby. unlike that in Sudan the grandmother always standby for help. Also, some British respondents offered help which shows the difficultness of the matter.

Table 4-4 IFID Situation 4

IFID	FREQUENCY	PERCENTAGE
BRITISH	17	89%
SUDANESE	32	84%

Situation 5: first day at university

Table 4-5 shows that congratulation is not so much as Sudanese respondents appreciate the event or the addressee or express their feelings of happiness or asking questions. The (IFID) is low especially by British but it does exist.

Table 4-5 IFID situation 5

IFID	FREQUENCY	PERCENTAGE
BRITISH	2	11%
SUDANESE	20	53%

Situation 6: graduation

A happy event with congratulation from close friends and relatives as we can see from the Table 4-6 the Sudanese is 68% while British is 58%. the difference is not much which tells us that the situation is same.

Table 4-6 IFID situation 6

IFID	FREQUENCY	PERCENTAGE
BRITISH	11	58%
SUDANESE	26	68%

The chart 4.1 below shows the result of the IFID for the six situations under study: from which one can observe that congratulation is proportional to how difficult the situation is. For example, situation one and three which are having a car or owning a house; Sudanese congratulation is 92% while British is only 11%, this significant difference in percentage maybe referred to the fact that it's not much of a deal to own a car or a house in British linguistic norms. also, it maybe because Sudanese are more social and talkative.

The same thing can be observed in situation 5 and 6 which are about entering a university and graduation British percentage of congratulation is (11%). In entering university and the Sudanese is (53%) while it is in graduation (68%) and the British is (58) in the same situation.

 That shows congratulation on graduation is more than entering university, in both groups British and Sudanese.

When you come to the big events the warmest events; marriage and having a baby in situation 2 and 4 you find that Sudanese congratulation is (97%) and the British is 84% in marriage and Sudanese is (84%) and British is (89%).

Chart 4-1 IFID in british and Sudanese responses
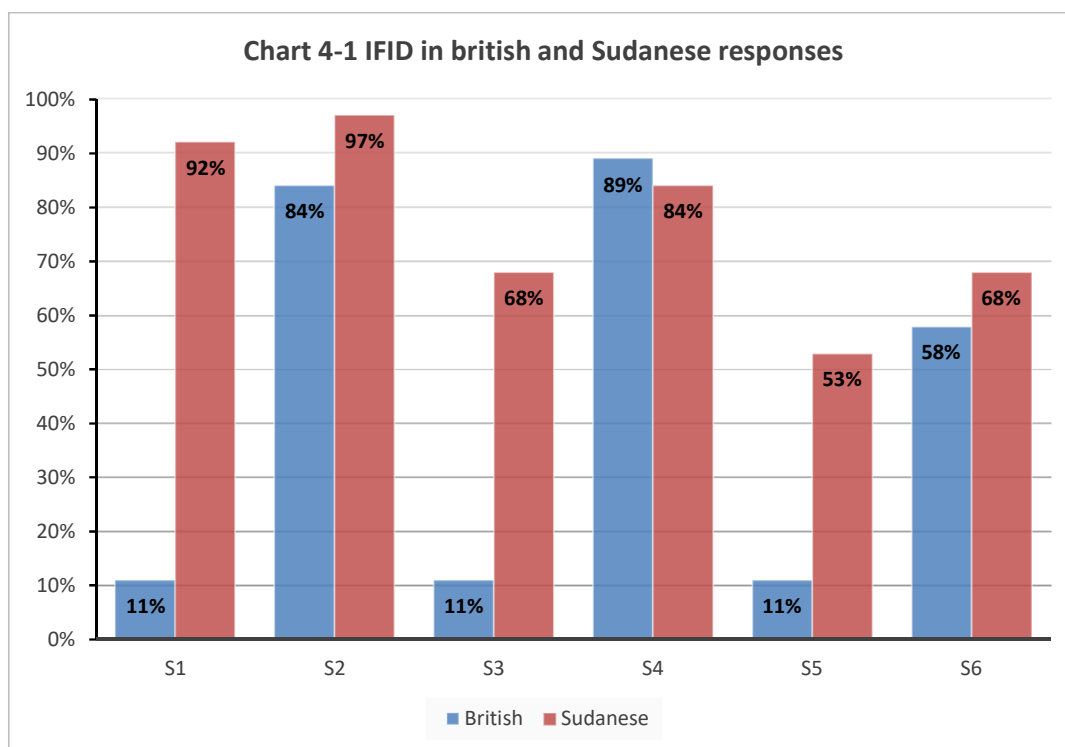
4.2 Result in terms of Hypotheses:

4.2.1 Hypothesis One

Sudanese occasions which need congratulation are more than the British ones. The IFID strategy is the strategy which tells if the occasion is congratulatory or not. From the chart 4.2 below the average mean of the Sudanese use of the IFID is 14 while the British one is 8 It is noticeable that the difference is significant of course this notice shows that Sudanese use the IFID more than the British and that assures hypothesis one to be true.

4.2.2 Hypothesis Two

Sudanese use more strategies than British.

Beside the strategies used in some previous studies (appreciation of the act, appreciation of the addressee, expression of opinion, expression of feeling, well wishes, thanking, advice-giving, joking, congratulation as irony, congratulation as a single expression).There are two new strategies found in Sudanese conversations; the first is (blaming) in situation two (marriage) when they know that their neighbor got married before a month they blame by asking "leyh ma

azamuttini" "ليه ما عزتيني" "why didn't you invite me? Or "ma indana khabr" " ما عندنا خبر" "we haven't got the news". And the second strategy found in Sudanese Arabic speakers is (thanking Allah) especially in situation four (birth of a baby) "حمدا لله على السلامه" "hamdanlillahi ala asslama" which means "we thank the Almighty for your wellness". Chart 4.2 shows an observable difference between Sudanese and British respondents the British respondents use 8 strategies while Sudanese respondents use 12 out of 13 strategies. The difference occurs in the frequency also as Sudanese respondents use two or more strategies for every situation British respondents rarely use more than two strategies and the Sudanese average use in seven strategies higher that of British which indicates the second hypothesis to be true.
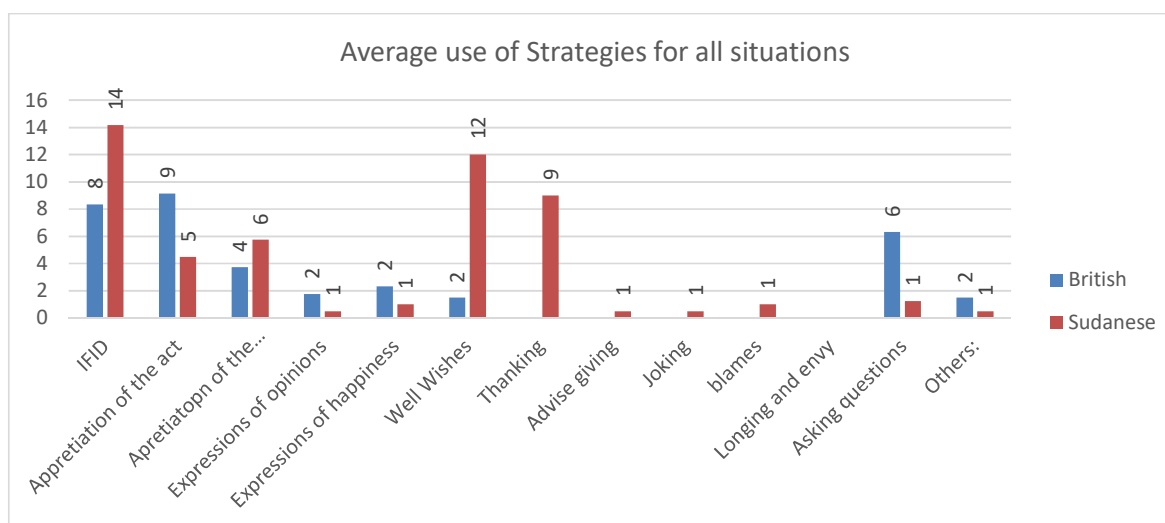
4.2.3 Hypothesis Three

Age is one of the factors that influence the speech acts of congratulation?

This hypothesis is investigated only in the Sudanese responses because the age of the British respondents is nearly the same.

The variation of strategies is very clear in the Table 4-7 below. The most used strategies are the IFID and the well wishes. For example, teenagers used the IFID more than adults in situation one (having a car 92%>79%). While it was less than adults in situation three (owning a house 17%<79%). But it was nearly the same

in situation two, four and six. In situation five (entering university) teenagers used the appreciating of the event and the addressee more than using the IFID.

Also, variation is observable in the case of well wishes teenagers used less wishes in the whole situations except in situation two (79%>50%) they are more than adults. Blames rarely used by teenagers whereas advice giving is used only by adults. Therefore, hypothesis three is true.

In general Sudanese speech acts of congratulation are similar to those of British in many ways. But they have more strategies in more occasions. Therefore, we can say that Sudanese speech acts of congratulation are universal.

Table 4-7 The distribution of strategies across the situations

Strategies	S1 A	S1 T	S2 A	S2 T	S3 A	S3 T	S4 A	S4 T	S5 A	S5 T	S6 A	S6 T
IFID	79%	92%	86%	83%	79%	17%	79%	67%	79%	42%	71%	63%
Appreciation of the act	14%	4%	29%			58%				4%		
Appreciation of the addressee						25%				13%		4%
Expressions of opinions												
Expressions of happiness												
Well Wishes	64%		50%	79%	71%	50%	71%	58%	86%	42%	93%	75%
Thanking												
Advise giving					14%		36%		29%		14%	
Joking												
Blames			43%	13%		4%		4%				
Longing and envy												
Asking questions	14%	8%					43%	21%	21%	13%	14%	
Others:						8%	36%					21%

NOTE (others) contains some rarely used strategies by the respondents such as: self-related comments for example (عقبالي) (I wish the same might happen to me). And thanking the God in situation four.

4.3   Chapter Summary

This chapter dealt with the analysis and discussion of the data obtained from the discourse completion test to compare the occasions and the strategies used by Sudanese and British respondents to test the hypotheses.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE
Findings, Recommendations and Suggestions
for Further Studies

5.0   Introduction:

This chapter summarizes the findings of the study and concludes recommendations and some suggestions for further studies.

5.1   Findings of the Study:

To the best knowledge of the researcher this is the first study in speech acts of congratulations cross-culturally, hence it reveals significant facts:

First: an interesting observation about teenagers and young adult respondents who tend to numerate the congratulations, as they specify a number that sounds big. for example, they say (ألف مبروك) (Alf Mabrouk) which means "Thousand congratulations".

Second: globalization also has its influence on speech acts of congratulation, teenager respondents also inclined to use some universal words like (Wow!) which is commonly used in British responses.

Third: in all situations Sudanese join wishes which are related to the situation. For example, they wish a happy life and good descendants in the situation of marriage. And also at birth situations, they wish for the baby to be brought up with his/her parents in a prosperous life and so on.

The current study was designed to investigate similarities and differences among Sudanese (colloquial Arabic and British English). The findings also revealed that:

1- Sudanese use the IFID in the whole situations with high percentage while British IFID is high in only two and very low in three situations.

2- British congratulation is brief and straight, while the Sudanese congratulation is expanded by more than two strategies at a time.

3- Sudanese use IFID and well wishes strategies more than British who appreciates the act of the addressee more than the Sudanese respondents. Generally, the situations seem to be the same except of differences mentioned.

5.2 Recommendations:

This study revealed that congratulation is one of the frequently used speech act in every day communication especially by Sudanese.

The study also has some implications in foreign language education specially in the area of pragmatics and the speech acts by providing information about the speech acts of congratulations.

Sudanese learners of English need to be given the opportunities to realize the speech acts in varieties of English contexts considering similarities and differences between English and their own language. Moreover, they need to have knowledge about its culture and community.

Another observation about the new generations that they tend to use some foreign words in their Arabic conversation so, something must be done to stop distorting our mother tongue the language of the holy Qura'an.

5.3 Suggestions for Further Studies:

Speech acts is a rich area of pragmatics to be investigated inter-culturally or cross-culturally. Speech acts of congratulation still needs to be investigated from many other perspectives in addition to other types of speech acts such as requests, apologies, thanks, complaints, complements, request and orders. These speech acts can be investigated from different prospective for example written or spoken context from email or WhatsApp massages to find many information about different variables about them.

5.4 Chapter Summary:

This chapter summarized the findings of the study which were reached by the analysis of the data collected by the discourse completion test then it explained some of the implications of the result then the chapter was ended by recommendations and suggestions for further studies in congratulation and other speech acts.

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Appendices

Appendix A

Congratulatory messages:

President Serzh Sargsyan has sent a congratulatory message to Queen Elizabeth II of the United Kingdom and Prime Minister David Cameron on the national holiday of the United Kingdom of Great Britain and Northern Ireland, the official birthday of Queen Elizabeth II.

The Armenian president has congratulated the queen, the royal family and the friendly people of Great Britain and has sent them his best wishes. The president wished the United Kingdom further prosperity and continued progress. Serzh Sargsyan expressed confidence that Armenian-British relations will continue to broaden and deepen to ensure the well-being of the two peoples.

In his congratulatory message to Prime Minister David Cameron, Serzh Sargsyan expressed his belief that only through joint efforts they will manage to further strengthen friendly relations between Armenia and the United Kingdom both in bilateral and multilateral formats.

Serzh Sargsyan today also visited the Embassy of the United Kingdom in the Republic of Armenia and congratulated Ambassador Katherine Jane Leach and the entire embassy staff on the occasion of British National Day. (Armania, 2015) HMA Simon Collis sends Saudi National Day and Eid greetings HMA Simon Collis HMA Simon Collis It gives me great pleasure to send my best wishes to all my Saudi friends on the occasion of Saudi national day and as well as Eid al Adha.

On the occasion of Saudi National Day, I am reminded of the great history of Saudi Arabia. Today, the Saudi people can rightly proud of their nation, of their history and their developments. Saudi Arabia is a strong nation, an important player in the world and a close friend and partner of the UK. I am looking forward to celebrating the anniversary of 100 years of relations between our two Kingdoms in December this year.

This Eid as we celebrate the end of Hajj, we remember those affected by conflict across the world, who are often forced to make unimaginable sacrifices. We continue to hope for peace in Syria, Yemen and across the Middle East. Our thoughts and prayers are also with all those families who have lost loved ones this year. Including all those affected by the tragic accident at the Haram in Makkah. I would like to wish you all a very happy and peaceful Eid aldha.

Appendix B
The Discourse Completion Test the English Version
University of Sudan for Science and Technology
Faculty of Post Graduate Studies
Department of Linguistics
A Research about "Speech Acts of Congratulations"
DCT no. (1)

Specify Gender: ☐ **Male**   ☐ **Female**

Please read the following instructions:

You are expected to write a response in the blanks in order to congratulate a person. Please respond as natural as possible, and try to write your response as you feel you would say it in the real situation.

"the data will be used for research purposes only".

1. You met your colleague driving his new car:

   you say:

   …………………………………………………………………………………

2. You see one of your friends, it's a long time since you've met him.

   You: Hi, how are you?

   Your friend: very well, I got married a month ago.

   You:

   ..………………………………………………………………………………

3. Your sister showing you her new house.

   You say:

   …………………………………………………………………………………

4. You see your neighbor at the entrance of the building.

5. You: Hi, I haven't seen you in weeks. Is everything alright?

6. Your neighbor: I have given birth to my new baby.

7. You:

   …………………………………………………………………………………

8. Your friend entered the best university in the country, you see her at the first day at the university.

9. You:

   …………………………………………………………………………………

10. Your cousin has graduated before weeks; you meet her in a park.

11. You say:

    …………………………………………………………………………………

بسم الله الرحمن الرحيم

جامعة السودان للعلوم والتكنلوجيا

كلية الدراسات العليا

شعبة اللغة الانجليزية

استبيان رقم(2)

رجاءااقرأ التعليماتأدناه:

– يتوقع منك ملأ الفراغات بتهنئة شخص حسب الحالة المذكورة.
– أرجو ان تكون الاجابة بصورة طبيعية.
– يمكنك التعبير باللغة الدارجية.
– المعلومات لغرض البحث فقط.

أولا: الرجاء توضيح الآتي:

الجنس: ذكر: أنثى: العمر:

1- أوقف زميلك سيارته الجديدة أمام المبنى وألقي التحية

أنت تقول

مهنئا:..

2- قابلت صديقا لك بعد طول غياب.

أنت: ازيك؟

الصديق: انا مااتزوجت قبل شهر كده!

أنت تقول

مهنئا:..

3- زرت أختك في منزلها الجديد.

أنت تقول

مهنئا:..

4- قابلت جارتك أمام المنزل الجديد.

أنت: السلام عليكم, كيف حالك لي فترة ماشفتك. انشاء الله خير.

جارتك: كنت في وضوع.

أنت تقول

مهنئا:..

5- صديقك أو صديقتك التي دخلت إحدي أفضل الجامعات قابلتك عند مدخل الجامعة.

أنت تقول

مهنئا:..

6- قريبتك أو قريبك الذي تخرج من الجامعة.

أنت تقول

مهنئا:..

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