

Compliment Response Patterns of the Undergraduate Students of English

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ABSTRACT

Since complimenting strategies are associated with social as well as cognitive factors, the aim of this paper is to analyze gender-based differences in compliment response strategies based on English undergraduate students' responses obtained from a questionnaire. The paper tries to examine the formulaic patterns of complimenting of both genders, as well as to determine possible linguistic choices reflecting different socio-cultural norms. Furthermore, the focus is to identify a range of macro and micro level compliment responses given by the undergraduate students of English determining the way female and male respondents exchange and interpret compliments.