



استخدام عبارات الامتنان الانجليزية من قبل الدارسات اليمنيات للغة الانجليزية لغة اجنبية -
تفاعل الاناث مع الاناث والاناث مع الذكور

Use of English Gratitude Expressions by Yemeni EFL Female Undergraduates- Female-Female and Female-Male Interactions

Bushra Hussein Ali Sari

Researcher - Faculty of Languages - Sana'a University

بشرى حسين علي ساري

باحثة - كلية اللغات - جامعة صنعاء - اليمن

Yahya Mohammed Ali Al-Marrani

*Researcher - Faculty of Education and Applied Sciences -
Arhab- Sana'a University*

يحيى محمد علي المراني

*باحث - كلية التربية والعلوم التطبيقية ارحب
جامعة صنعاء - اليمن*

الملخص:

تهدف هذه الدراسة إلى استكشاف تعبيرات الامتحان الإنجليزية التي تستخدمها الدارسات الإناث اليمنيات في تفاعل الإناث مع الإناث والإناث مع الذكور. يتكون المشاركون في الدراسة من 230 من الطلاب الخريجين (115 ذكور و115 إناث). تم جمع بيانات الدراسة من خلال استبيان اختبار إتمام الحوار (DCT) لاستتباط فعل الشكر الكلامي، ويتضمن اثني عشرة موقفاً تم تحليلها باستخدام الإحصائيات الوصفية لبرنامج SPSS. تم تحليل البيانات وفقاً لتصنيف تشينغ (2005) لتعبيرات الامتحان. وكشفت النتائج أن الدارسات الإناث اليمنيات في تفاعل (الإناث مع الإناث) و(الإناث مع الذكور) استخدمن أربعة وعشرين من تعبيرات الامتحان الإنجليزية مع تعبيرات مختلفة من دلالة الأدب ومع اختلاف في تكررهن ونسبهن. كما أظهرت أيضاً النتائج التي تم الحصول عليها من تحليل البيانات، أن الاستراتيجية المفضلة الأكثر شيوعاً من قبل جميع المشاركات في جميع المواقف هي "الشكر البسيط أو استخدام كلمة "شكراً" علاوة على ذلك، يمكن ملاحظة أن الدارسات الإناث اليمنيات يستخدمن كلا الاستراتيجيتين ("الشكر البسيط أو استخدام كلمة "شكراً" و "الشكر و ذكر المعروف") من تعبيرات الامتحان الإنجليزية أكثر من الاستراتيجيات الأخرى، وخاصة في تفاعل الإناث مع الذكور أكثر من تفاعل الإناث مع الإناث، والسبب وراء هذا هو أن الدارسات الإناث اليمنيات يملن إلى التعبير عن أنفسهن في تعاملاتهن اليومية، خاصة في تفاعل الإناث مع الذكور لأن الإناث يقدرن أي معروف أو خدمة يقدمها أو يعملها الرجال لأجلهن، لذلك عند تلقى المساعدة من الآخرين يتحتم عليهن شكرهم. إلى جانب ذلك، فإن النساء بطبيعتهن أكثر أدبا ويستخدمن استراتيجيات لطيفة أكثر من الرجال، ويرتبط ذلك أيضاً بالعوامل الدينية والقواعد الاجتماعية والأعراف في المجتمع اليمني. توصي الرسالة مدرسي اللغة الإنجليزية بتوعية المتعلمين باستخدام تعبيرات الامتحان الإنجليزية الأكثر ملاءمة في حالات مختلفة، وبالتالي، يمكن للمتعلمين اختيار استراتيجية الامتحان الأكثر ملاءمة أو المطلوبة في موقف معين.

الكلمات المفتاحية: الفعل الكلامي - عبارات الشكر - الاستراتيجيات - الأدب - النوع الاجتماعي.

Abstract:

The current study aims to explore English expressions of gratitude that are used by Yemeni female speakers in female-female and female-male interactions at Sana'a University, Yemen. The participants of the study consisted of 230 undergraduate students (115 males and 115 females). The data of the study were collected through a Discourse Completion Test (DCT) for eliciting the speech act of gratitude. It included twelve situations that were analyzed by using SPSS descriptive statistics program. The data were analyzed according to Cheng's (2005) taxonomy of gratitude expressions. The results revealed that Yemeni female speakers in F-F and F-M interactions utilized twenty-four English expressions of gratitude with different expressions of politeness markers in interacting with each other in the twelve situations and with difference in their frequencies and percentages. The results obtained from the data analysis also showed that the most frequent preferred strategy by all the participants in all situations is "bald thanking or using the word "thanks"". Furthermore, it can be observed that Yemeni female speakers use both two strategies ("bald thanking or using the word "thanks"" and

"*thanking and stating the favor*") of English expressions of gratitude more than other strategies, especially in F-M interactions more than in F-F interactions. The reason behind this is because Yemeni female speakers tend to express themselves in their daily interactions, especially in F-M interactions because females appreciate any favor or service men offer or do it for them, so when receiving help from others, they have to thank them. Besides, women with their nature are more polite and use more politeness strategies than men and this is related to religious factors and social rules and conventions in Yemeni society. It is recommended that English teachers should make learners aware of using more suitable English expressions of gratitude in various situations. Consequently, learners can select what gratitude strategy that is most appropriate or required in a given situation.

Keywords: speech act - gratitude expressions - strategies - politeness - gender.

1-Introduction

Pragmatics, as a subfield of linguistics, deals with some aspects of the language like linguistic politeness, performatives and speech acts which are the major attention of this study. Pragmatics according to Sperper and Wilson (1986), studies how people understand and produce a communicative act or speech act in a specific speech situation which is usually a conversation.

One of the most fundamental parts of pragmatics is a speech act. According to Cheng (2005), one important aspect of pragmatic competence is the understanding and production of speech acts and their appropriateness in a given situation. Speech acts are defined by Austin (1962) as actions which are performed in saying something (as cited in Cutting, 2002). Mey (1993) also defines speech acts as "words that do things" (p. 110).

One of the most commonly used speech acts in our daily life interactions is the speech act of expressing gratitude. English expressions of gratitude are one of the speech acts frequently used in interpersonal relationships between language users. Yoosefvand and Rasekh (2014) mentions that the expression of gratitude is a speech act that is frequently used between language users. We express gratitude to others through words of thanks, praise or appreciation. Accordingly, language speakers in any community, according to Pishgadam and Zarei, (2011), and Dalilan (2012), can express gratitude through words of thanks, praise, compliment, or appreciation.

Statement of the Problem

Each speech community uses conventionally polite expressions for further human relationships, create a friendly atmosphere and help to establish social order. Politeness strategies are different from culture to culture and what can be seen as a polite behavior in one culture may not be seen so in another.

Recently, the studies of Al-Zumor, 2003; Al-Kahtani, 2005; Umar, 2006; Al-Eryani, 2007; Al-Antari, 2016; and Al-Marrani, 2018 showed that Arab EFL learners "failed" to communicate appropriately in a particular situation in spite of their reasonable control of grammar and vocabulary of the target language. According to Umar (2004), the Arabic samples may sometimes fall back on their cultural background when formulate their politeness in English.

Moreover, it can be also observed that many studies (Al-Zumor, 2003; Al-Eryani, 2007; Al-Marrani and Sazalie, 2010; Al-Fattah, 2010; Suraih, 2018; and Sari, 2020) have been conducted on different speech acts such as apology, refusal, request and invitation as performed by Yemeni EFL learners, but no studies have been conducted to explore the types of English expressions of gratitude that are used by Yemeni female speakers. Therefore, the present study aims to fill this gap by conducting a socio-pragmatic study to identify the most frequently used English expressions of gratitude by female Yemeni EFL learners at Sana'a University.

Objectives of the Study

The main objectives of this study are:

1. To explore the types of English expressions of gratitude used by the Yemeni EFL female

level four students at the Departments of English at Sana'a University.

2. To identify the most frequently used English expressions of gratitude by the Yemeni EFL female level four students at the Departments of English at Sana'a University.

Questions of the Study

To achieve the above objectives, the following research questions are raised:

1. What are the types of English expressions of gratitude used by the Yemeni EFL female level four students at the Departments of English at Sana'a University?
2. What are the most frequently used English expressions of gratitude by the Yemeni EFL female level four students at the Departments of English at Sana'a University?

2. Literature Review

The first section of this part includes a brief introduction to speech act. The second section shows speech act theories. The third section offers the definitions of English expressions of gratitude and the different classifications of their strategies. The fourth section contains politeness and gender. The fifth section reviews some empirical previous studies related to English expressions of gratitude. The final section shows the theoretical framework of this study.

2.1 Speech Acts of English Expressions of Gratitude

Expressing gratitude is one of the most frequently utilized communicative acts in our daily interactions. Expressing gratitude is a something positive across time and cultures, and consequently, it is beneficial for individuals and society as a whole. Watkins et al. (2006), McCullough et al. (2004) and McCullough et al. (2001) claim that in most languages in the world, gratitude is known as a generally positive emotional state, a durable affective trait, a moral experience, and character strength. In addition, as a type of speech act, gratitude is one of the concerns of many studies that aim to: Firstly, define what gratitude is and when, how, why and to whom it should be said. Secondly, show its strategies

or categories and how gratitude can be classified in different ways. Thirdly, how it is performed and realized or noticed in English language and different languages. Moreover, expressing gratitude is a speech act that may have different functions and meanings in different societies. Therefore, they are also defined differently in different studies done to investigate them.

2.1.1 Definitions of English Expressions of Gratitude

Gratitude is a new trend of interlanguage study, because it is regarded as one of the main instruments, which strengthen the bonds among the members of a society. According to Emmons and McCullough (2003) and Gallup (1998), gratitude is a phenomenon that inspires interest in most researchers because it is an important factor of human personality and social life. We express gratitude through words of thanks when we receive something helpful or kind in order to show the hearer that we are grateful for him/her for what s/he has said or done. Searle (1969) asserts that the positive aspects of thanking, which is defined by him as an illocutionary act performed by a speaker on a past event done by the hearer that was beneficial. The speaker considers that a past act has been beneficial to him/her. Therefore, the speaker has the feeling of gratefulness or appreciation and expresses his/her feeling through an expression of gratitude. Besides, expressing gratitude is regarded as a routinized speech act because it seems one of the most important expressions involving multiple aspects that are easily found in daily routine conversation in society, so the expressions of gratitude are socially valuable.

On the other hand, Eisenstein and Bodman (1993) stress that not all expressions using the word "*thank you*" refer to gratitude, but they can also refer according to Rubin (1983), to other language functions such as compliments and closings in conversations (e.g. *That's all, thank you*) or rejecting offer (e.g. *No, thank you*). According to Aston (1995) the word "*thank you*" can be seen as a conversational closing. Moreover, Eisenstein and Bodman (1986) add that the word "*thank you*" sometimes is used to

convey irony. In other words, thanking can also be used to convey opposite emotions like: sarcasm, irony, and blame. It is also used to open, change, and close conversations. Furthermore, the speech act of expressing gratitude may overlap with praise since speakers sometimes issue indirect thanking. In his study, Jung (1994) claims that some of the expressions of gratitude in American English may serve different functions depending on the situation, such as “conversational openings, stopping, leave taking and offering positive reinforcement” (p. 20).

Finally, it is observed that the use of gratitude expressions may differ from culture to culture. According to Cheng (2005), the use of thanking might differ from culture to culture.

2.1.2 English Gratitude Expressions Strategies

Gratitude is a feeling of thankfulness and appreciation for blessings or benefits we have received. It also refers to the thankful feeling of a person toward something that has been accepted. Gratitude according to Hornby (1995), is the feeling of being grateful or the desire to express thankful feeling (p. 45). According to Yule's (1996) definition, gratitude is "the feeling of gratefulness directed towards others" (p. 47). As a result of this, it becomes obvious that expressing gratitude is one of the effective ways which play a significant role in maintaining human relationships and continuing the social harmony, social rapport and balance between individuals to overcome life difficulties. Yusefi et al. (2015) claim that thanking is among the most common language expressions which strengthens the bonds between the members of the society.

Usually expressing gratitude comes after offering actions or benefits (doing a favor, receiving a gift, accomplishing a service and proposing an advice). These are some actions that require the addressee to say something conveying feeling of gladness. For thanking to be successful, the speaker can thank by using different types of gratitude expressions. Each strategy is considered as a separate strategy, because it reflects a different behavior or attitude. Therefore, English gratitude

expressions strategies consist of one strategy or a combination with another expression, which clarifies what the speaker wants to fulfill. Furthermore, these strategies works are elastic and this flexibility in their use of English gratitude expressions strategies gives the chance for other strategies to come into existence and re-classify them. Additionally, the varieties of definitions of gratitude expressions lead to the variety in classifications of gratitude strategies. There are many ways or strategies that perform the speech act of gratitude expressions.

One of the most common taxonomies of gratitude expressions constantly used by many scholars and researchers is one that suggested by Cheng (2005). Cheng (2005) classifies expressions of gratitude into eight general strategies. They are as follows: (1) *Thanking* strategy; it composes of three subcategories; a) thanking only by using the word “*thank you*” (e.g., *Thanks a lot! thank you very much!*), b) thanking by stating the favour (e.g., *Thank you for your notice!*) and c) thanking and mentioning the imposition caused by the favour (e.g., *Thank you for helping me cleaning the kitchen*). (2) *Appreciation* strategy; it includes two subcategories; a) by using the word “*appreciate*” without elaboration (e.g. *I appreciate it!*) and b) by using the word *appreciate* and mentioning the imposition caused by the favor (e.g., *I appreciate the time you spent for/with me*). (3) *Positive Feeling*; it has two categories; a) by expressing a positive reaction to the favor giver (hearer) (e.g., *you are a life saver!*) and b) by expressing a positive reaction to the object of the favor (e.g., *this book was really helpful!*). (4) *Apology* strategy; it consists of four categories; a) using only apologizing words (e.g., *I'm sorry*), b) by using apologizing words (i.e. *sorry or apologize*) and stating the favor or the fact (e.g., *I'm sorry for the problem I made!*), c) criticizing or blaming oneself (e.g. *I'm such a fool!*) and d) expressing embarrassment (e.g., *It's so embarrassing!*). (5) *Recognition of imposition*; it contains three subcategories; a) acknowledging the imposition (e.g., *I know that you are not allowed to give me extra time!*), b) stating the need or the favor (e.g., *I try not to ask for extra*

time, but this time I need it!) and c) diminishing the need for the favor (e.g. *You didn't have to do that!*). (6) *Repayment*; it consists of three subcategories; a) by offering or promising service, money, food or goods (e.g., *Next time it's my turn to pay!*), b) indicating his/her indebtedness (e.g., *I owe you one!*) and c) by promising future self-restraint or self-improvement (e.g., *It won't happen again!*). (7) *Others* are expressions that do not belong to the above strategies which are categorized as the other strategies. There are four subcategories under the other strategy; a) here statement (e.g., *Here you are!*), b) small talk (e.g., *Your face is very familiar to me but I can't remember where I saw you. What do you study?*), c) leave-taking (e.g., *Goodbye, have a nice day!*) and d) joking (e.g., *Don't forget to pay again next time*). (8) *Alerters*: in the thanking situations, attention getter and address term are likely to occur in the same utterance. The alerters are classified as; a) attention getter (e.g., *Hey, Hi, Well*), b) title (e.g. *Dr., Professor! Sir!*) and c) name (e.g. *John, Mary*).

Also, Farina and Suleiman (2009) classify expressing thanking into six strategies and the beneficiary has to choose one or more of them to convey the sense of indebtedness, namely: (1) *Thanking*, a) By using the word "thank" (e.g., *Thanks a lot, thank you very much*), b) Thanking and stating the favor (e.g., *Thank you for your help*) and c) Thanking and mentioning the imposition caused by the favor (e.g., *Thank you for helping me to collect the papers*). (2) *Appreciation*, a) Using the word appreciate (e.g., *I appreciate it*) and b) Using the word appreciate and mentioning the imposition caused by the favor (e.g., *I appreciate the time you spent for me*). (3) *Positive feelings*, a) Expressing a positive reaction to the favor giver (hearer) (e.g., *You are a life saver*) and b) expressing a positive reaction to the object of the favor (e.g., *This book was really helpful*). (4) *Apology*, a) Using apologizing words (e.g., *I am sorry for the problem I made*), b) Criticizing or blaming or blaming one's self (e.g., *I'm such a fool*) and c) Expressing embarrassment (e.g., *It is so embarrassing*). (5) *Recognition of the problem*, a) Acknowledging the imposition (e.g., *I know that you are not*

allowed to give me extra time), b) Stating the need for the favor (e.g., *I try not to give extra time but this time I need it*) and c) Diminishing the need for the favor (e.g., *You did not have to do that*). (6) *Repayment*, a) Offering or promising service, money, food, or goods (e.g., *Next time, it's my turn to pay*), b) Indicating indebtedness (e.g., *I owe you one*) and c) Promising future self-restrained of self-improvement (e.g., *It will not happen again*) (p. 3-121).

Later, Demir and Takkac (2016) add other thanking strategies. They then summarize these strategies in a tabular form as follows: (A) *An explicit expression of gratitude*; Sub-formula A1, use of performative (e.g., *I really thank you for teaching us, I would like to thank you for all that you have done for the class*), Sub-formula A2, offer of gratitude (e.g., *Thank you for giving me extra lessons, thanks for everything*) and Sub-formula A3, expressing indebtedness (e.g., *I am grateful for your efforts, I am so thankful*). (B) *An account or acknowledgment of favour* (e.g., *You made me star. But now it's time to move*). (C) *An expression of admiration*; Sub-formula C1, admiration of the act (e.g., *Millions of thanks. I really appreciate your work, thank you. I really appreciate everything you did*) and Sub-formula C2, admiration of the addressee (e.g., *Thank you. You are my best English teacher*). (D) *An indication of unnecessary of favor* (e.g., *I didn't expect you to do that, you didn't have to do it*). (E) *A promise of repayment* (e.g., *Thank you, teacher. I owe you a lot*).

In brief, the speech act of expressing gratitude is a cultural specific phenomenon. Consequently, culture influences the choice of gratitude expressions strategies. Moreover, not all the categories of these classifications are suitable for all the cultures. Therefore, it is important for speakers of another language to be familiar with the target language and culture. The speaker also has to choose expressing gratitude strategies based on the value of the thing that she or he gets.

2.1.3 Gender

Gender is one of the main social factor that is received the concern of many different

researchers in the academic field. Besides, gender and speech behavior are regarded as interrelated variables, so gratitude is a common feature in our daily interactions and gender is a strong factor that affects the use of the speech act of English expressions of gratitude. Gender according to Wardhaugh (2002), is one of a lot of factors that influence the daily language and use of speech acts, so men and women use language differently.

Also, this factor is dealt with differently in different cultures. Maltz and Borker (1982) and Tannen (1990) assert in the different-culture theory that men and women come from two different subcultures. These differences of the two subcultures lead to the differences of communicative competence of men and women.

A big supporter of the approach "difference" of the theory of cultural differences is Deborah Tannen (1990) who thinks that difference starts in childhood, where parents use more words about feelings to girls and use more verbs to boys, so males and females belong to different subcultures and speak differently.

Moreover, while both men and women have various styles of speaking. They may have different ways of using speech acts. As there are gender differences in the ways of speaking, males and females have different strategies in offering English expressions of gratitude. Therefore, it is very necessary to know how males and females produce gratitude in a conversation.

On the other hand, the same-culture approach, it is discussed by MacGeorge et al (2004) that more similarities than differences are noticed between both men's and women's behaviours. They also state that men and women should be noticed as members of the same linguistic community though the different skills between them.

Finally, although there are differences between both theories, they confirm that both men and women are relatively different in one way or another. The gender differences may differ according to the cultural values in the society as well.

2.1.4 Previous Studies

This section introduces some previous studies that are related to the major purpose of this study, which is to explore English expressions of gratitude that are used by Yemeni female speakers at Sana'a University.

In a recent study, Safa and Jafari (2022) presented a study titled '*Iranian EFL learners' Use of Thanking Speech Act: An ILP Study*'. The purpose of this study is to explore how Iranian EFL learners express their gratitude and what thanking strategies they use in 14 different thanking situations. The subjects of the study consisted of 59 Iranian female advanced EFL learners. The data of this study were collected from through Written Discourse Completion Tasks (WDCT). Quantitative and qualitative analyses of data demonstrated a variety of thanking strategies used by the participants in different thanking situations. The result of this study; however, showed that the direct expression of gratitude without any preceding or succeeding complementary expression was the most frequently used strategy. Moreover, the diversity of different thanking strategies was almost similar in different thanking situations. The obtained results might imply that Iranian EFL learners need to be made more sensitive to both less direct and a wider variety of thanking speech act realization strategies.

Salayo (2021) introduced a study with the title "*Gratitude Strategies as Pragmatic Parameter of Filipino Pre-Service Teachers' Identity*". The main purpose of this study is to investigate the common gratitude strategies in different situations, which permeated indebtedness as a way of shaping pre-service teachers' identity. The subjects of the study included 22 pre-service teachers in the Province of Cavite, Philippines. The data of the study were collected by using a 15-item Discourse Completion Test (DCT). An informal interview was conducted to validate the gathered data from the instrument used. The analysis was done through the use of Cheng's (2005) taxonomy of gratitude expressions, which include eight (8) strategies: thanking, appreciation, repayment, recognition of imposition, apology, positive feeling, alerter,

and other non-taxonomy-based expressions. The results of this study revealed that the respondents highly employed the use of 'simple thanking,' which reflects the simplicity and directness of the Filipino linguistic choice in making responses on various occasions. It was also found that aside from the taxonomy-based thanking schemes, the respondents also used combined strategies and the 'no-response' strategy.

Rezaei (2020) presented a study titled "*Pragmatic Analysis: Gratitude Speech Act among zerbajani Turkish (Azeri) Speakers Based on Gender*". The purpose of this study is to fulfill the common gratitude strategies in Tabriz, Iran, Azerbaijani Turkish (Azeri) language. Although numerous scholars have delved into pragmatic realm namely speech acts considering diverse cultures and languages, the investigation on thanking strategies in Turkish (Azeri) language has not been done yet. The subjects of this study were 78 students, enrolling in differing programs and levels in a university in Tabriz City. The students were both male and female, aging from 19 to 41 years old. To achieve this aim, the data of this study were collected by a Discourse Completion Task (DCT) which introduced true life situations. The results of the study indicated that 'Thanking' and 'Positive Feeling' were the most frequently used strategies among all respondents. However, there were significant differences between the overall male and female groups' use of strategies. In this regard, male Azeri speakers used 'Apology', 'Recognition of Imposition', and 'Others' more than female speakers. On the other hand, female speakers employed 'Positive feeling', 'Repayment', and 'Thanking' more than their counterparts.

Faqe, Jbrael, and Muhammad (2019) introduced a study titled "*The Use of Thanking Speech Act Strategies in English Realized by Kurdish EFL Learners at Soran University*". The aim of the present study is to investigate the most frequently-used thanking strategies by Kurdish EFL learners. Also, this study attempted to examine the most frequently-used thanking strategies in Kurdish language. The subjects of the study involved fourteen Kurdish

EFL learners of English language at Soran University. All of them were randomly selected with regard to their age and gender. The data of the study were included DCT to represent various scenarios where the participants are asked to write down the terms they use to thank others. The participants involve people from different stages of language proficiency. The analysis of data based on Cheng's (2005) taxonomy of 8 strategies to express gratitude. The results of the study showed that "*thanking, state of favor*" and "*appreciation*" were the most common used strategies among males and females Kurdish EFL participants.

Al Rousan (2018) presented a study with the title "*Don't Mention It!": A Pragmatic Perspective of Thanking Responses by Native Speakers of Jordanian Arabic*". The main aim of this study is to study thanking responses used by native speakers of Jordanian Arabic from a pragmatic perspective. The subjects of the study involved the researcher and two other volunteers. One of the students is a male, 25 years old, and the other is a female, 22 years old. The data of this study were collected through natural observation of the participants in real-life situations. The data analyzed based on Cheng's classification of thanking responses. The results of the actual study revealed that acceptance was the most frequent type of thanking responses, followed by denial. On the other hand, non-verbal gestures and no response were the least common types used among the participants. Reciprocity was the fourth most frequent type preceded by comments, which considered as the third frequent type. As far as the length of the thanking response is concerned, the study showed that the participants used simple and combined types of responses. The study provided some recommendations for future research.

3. Methodology of the Study

3.1 Participants

The participants of the study consisted of 230 EFL undergraduate students (115 males and 115 females). They are native speakers of Arabic language studying B.A in Level four in

the English Departments and translation Department at Sana'a University. The age group of the participants ranges from 21 to 28. The participants of the present study are randomly selected and they are divided into two groups (female-female and female- male). The participants are relatively homogeneous in terms of their social background and academic/linguistic experience.

3.2 Instruments of the Study

Discourse Completion Test (DCT) was used to collect the required data for the current study. The DCT applied in the current study for collecting written data consisted of twelve written dialogues that denote twelve different situations. The participants were asked to complete each dialogue by writing a suitable answer in English. Participants were asked to put themselves in real situations and to assume that in each situation they would, in fact, say something and they were asked to write down what they would say.

3.3 Data Analysis

Data collected for this study were analyzed quantitatively. The participants' responses were classified and coded according to a coding system devised by Cheng (2005). In addition, after tabulating the strategies, the data are introduced by using simple tables; each table is

followed by analysis and explanation. Moreover, the collected data are analyzed and discussed based on some previous studies that discussed the strategies of English gratitude expressions with the focus on gender, such as Safa and Jafari, 2022; Salayo, 2021; Rezaei, 2020; Faqe1, Jbrael, and Muhammad, 2019; and Al-Rousan, 2018.

4. Findings and Discussion

This section introduces the analysis and discussion of the data that are collected by the use of a Discourse Completion Test (DCT). After obtaining the required data via the (DCT), the participants' answers are classified and coded based on Cheng's (2005) classification. The data are analyzed to identify the types of English expressions of gratitude that are used by Yemeni female speakers at Sana'a University, and then determine the most frequently used strategies that the participants prefer to employ when thanking other people. Moreover, this analysis includes all the participants' responses in order to reveal the highest and lowest percentages of English expressions of gratitude used.

4.1 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners' with People of Higher Status (Female-Female).

Table 1: Yemeni EFL Learners' Performance with People of Higher Status (F-F)

Main Strategies	Secondary Strategies	Situation (1)		Situation (2)		Situation (3)		Situation (4)	
		F.	%	F.	%	F.	%	F.	%
Thanking	Bald thanking or using the word "thank".	69	60.0%	14	12.2%	80	69.6%	28	24.3%
	Thanking and stating the favor.	5	4.3%	12	10.4%	4	3.5%	19	16.5%
	Thanking and mentioning the imposition caused by the favor.	2	1.7%	18	15.7%	0	0	14	12.2%
Appreciation	Using the word "appreciate" without elaboration.	5	4.3%	5	4.3%	0	0	5	4.3%
	Using the word "appreciate" and mentioning the imposition caused by the favor	0	0	0	0	0	0	7	6.1%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	4	3.5%	6	5.2%	6	5.2%	6	5.2%

	Expressing a positive reaction to the object of the favor.	9	7.8%	36	31.3%	0	0	1	0.9%
Apology	Using only apologizing words "sorry" or "apologize".	0	0	0	0	0	0	0	0
	Using apologizing words sorry or apologize and stating the favor.	0	0	1	0.9%	5	4.3%	10	8.7%
	Criticizing or blaming oneself.	0	0	0	0	1	0.9%	0	0
	Expressing embarrassment.	0	0	1	0.9%	0	0	0	0
Recognition of imposition	Acknowledging the imposition.	4	3.5%	5	4.3%	0	0	3	2.6%
	Stating the need for the favor.	0	0	1	0.9%	4	3.5%	3	2.6%
	Diminishing the need for the favor.	1	0.9%	2	1.7%	2	1.7%	1	0.9%
Repayment	Offering or promising service, money, food or goods.	0	0	3	2.6%	0	0	2	1.7%
	Indicating his/her indebtedness.	2	1.7%	0	0	0	0	5	4.3%
	Promising future self-restraint or self-improvement.	0	0	0	0	2	1.7%	2	1.7%
Other	Here statement	0	0	0	0	0	0	2	1.7%
	Small talk	0	0	1	0.9%	0	0	0	0
	Leaving-taking	0	0	1	0.9%	0	0	0	0
	Joking	0	0	7	6.1%	0	0	0	0
Alerters	Attention getter	11	9.6%	1	0.9%	0	0	1	0.9%
	Title	3	2.6%	1	0.9%	11	9.6%	1	0.9%
	Name	0	0	0	0	0	0	5	4.3%
Total	24	115	100.0%	115	100.0%	115	100.0%	115	100.0%

Table 1 shows that in situation one, it can be observed that 69 (60.0%) of the participants thank their oldest sisters for bringing a bouquet of flowers in their graduation party by using the strategy of "bald thanking or using the word "thank"" that is the most used strategy in this situation. 11 (9.6%) of the participants select the strategy of "attention getter" and 9 (7.8%) of the participants choose the strategy of "expressing a positive reaction to the object of the favor". Two strategies that are employed equally by 5 participants (4.3%) for each strategy which are "thanking and stating the favor" and "using the word "appreciate" without elaboration". Furthermore, two strategies that are also used equally by 4 participants (3.5%) for each strategy, which are "expressing a positive reaction to the favor giver (hearer)" and "acknowledging the imposition". Also, 3 participants (2.6%) are chose the strategy of "title". 2 participants

(1.7%) favored equally both strategies of "thanking and mentioning the imposition caused by the favor" and "indicating his/her indebtedness". The last strategy is "diminishing the need for the favor" that is selected by only 1 participant (0.9%).

Situation two in Table (1) shows that seventeen English gratitude expressions strategies are preferred by the participants. About 36 (31.3%) of the participants thank their aunts for inviting them for the dinner by using the strategy of "expressing a positive reaction to the object of the favor". "Thanking and mentioning the imposition caused by the favor" is used by 18 (15.7%) of the participants. Whereas, "bald thanking or using the word "thank"" is employed by 14 (12.2%) of the participants. "Thanking and stating the favor" is selected by 12 (10.4%) of the participants. Also, "joking" is chosen by 7 (6.1%) of the participants and "expressing a positive reaction to the favor

giver (hearer)" is favored by 6 (5.2%) of the participants. In addition, two strategies are preferred equally by 5 participants (4.3%) for each strategy. These strategies are *"using the word "appreciate" without elaboration"* and *"acknowledging the imposition"*. Other strategies like *"offering or promising service, money, food or goods"* was used by 3 (2.6%) of the participants and *"diminishing the need for the favor"* was chosen by 2 (1.7%) of the participants. The last seven strategies are *"using apologizing words sorry or apologize and stating the favor"*, *"expressing embarrassment"*, *"stating the need for the favor"*, *"small talk"*, *"leaving-taking"*, *"attention getter"* and *"title"* that are used by only 1 participant (0.9%).

Table (1) above illustrates that the participants used nine English gratitude expressions strategies in situation three. The most frequently used strategy which was preferred by 80 (69.6%) of the participants is *"bald thanking or using the word "thank"*". The second most used strategy is *"title"* that was chosen by 11 (9.6%) of the participants. The third most used strategy is *"expressing a positive reaction to the favor giver (hearer)"* that was employed by 6 (5.2%) of the participants. The fourth strategy is *"using apologizing words sorry or apologize and stating the favor"* that was used by 5 (4.3%) of the participants. The fifth used strategies are *"thanking and stating the favor"* and *"stating the need for the favor"* that were favored equally by 4 (3.5%) of the participants for each strategy. In this situation, there are other two strategies that were favored equally by 2 (1.7%) of the participants for each strategy. These strategies are *"diminishing the need for the favor"* and *"promising future self-restraint or self-improvement"*. Besides, *"criticizing or blaming oneself"*. Strategy was used by only 1 participant (9.0%).

For situation four, it can be noticed that eighteen English gratitude expressions strategies were preferred by the participants. The most used strategy is *"bald thanking or using the word "thank"*" that was chosen by 28 (24.3%) of the participants. The second most used strategy was used by 19 (16.5%) of the participants which is *"thanking and stating the favor"*. The third one is *"thanking and mentioning the imposition caused by the favor"* which was preferred by 14 participants (12.2%). The fourth one is *"using apologizing words sorry or apologize and stating the favor"* which was selected by 10 participants (8.7%). The strategy of *"using the word "appreciate" and mentioning the imposition caused by the favor"* was employed by 7 (6.1%) of the participants and the strategy of *"expressing a positive reaction to the favor giver (hearer)"* was used by 6 (5.2%) of the participants. Moreover, three strategies were chosen equally by 5 participants (4.3%) for each strategy. These strategies are *"using the word "appreciate" without elaboration"*, *"indicating his/her indebtedness"* and *"name"*. The two strategies *"acknowledging the imposition"* and *"stating the need for the favor"* were favored by 3 participants (2.6%) for each strategy. The other three strategies *"offering or promising service, money, food or goods"*, *"promising future self-restraint or self-improvement"* and *"here statement"* were used equally by 2 (1.7%) of the participants for each strategy. In this situation, there are also four strategies that are also preferred equally by only 1 participant (0.9%) for each strategy. They are *"expressing a positive reaction to the object of the favor"*, *"diminishing the need for the favor"*, *"attention getter"* and *"title"*.

4.2 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners with People of Equal Status (Female-Female).

Table 2: Yemeni EFL Learners' Performance with People of Equal Status (F-F)

Main Strategies	Secondary Strategies	Situation (5)		Situation (6)		Situation (7)		Situation (8)	
		F.	%	F.	%	F.	%	F.	%
Thanking	Bald thanking or using the word "thank".	48	41.7%	41	35.7%	48	41.7%	34	29.6%
	Thanking and stating the favor.	12	10.4%	10	8.7%	10	8.7%	7	6.1%
	Thanking and mentioning the imposition caused by the favor.	1	0.9%	3	2.6%	4	3.5%	0	0
Appreciation	Using the word "appreciate" without elaboration.	5	4.3%	2	1.7%	3	2.6%	1	0.9%
	Using the word "appreciate" and mentioning the imposition caused by the favor	3	2.6%	2	1.7%	1	0.9%	1	0.9%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	8	7.0%	20	17.4%	7	6.1%	5	4.3%
	Expressing a positive reaction to the object of the favor.	2	1.7%	4	3.5%	9	7.8%	1	0.9%
Apology	Using only apologizing words "sorry" or "apologize".	0	0	0	0	0	0	4	3.5%
	Using apologizing words sorry or apologize and stating the favor.	0	0	0	0	0	0	10	8.7%
	Criticizing or blaming oneself.	0	0	0	0	0	0	1	0.9%
	Expressing embarrassment.	0	0	0	0	5	4.3%	1	0.9%
Recognition of imposition	Acknowledging the imposition.	2	1.7%	2	1.7%	4	3.5%	1	0.9%
	Stating the need for the favor.	6	5.2%	6	5.2%	2	1.7%	1	0.9%
	Diminishing the need for the favor.	0	0	0	0	2	1.7%	10	8.7%
Repayment	Offering or promising service, money, food or goods.	17	14.8%	7	6.1%	1	0.9%	15	13.0%
	Indicating his/her indebtedness.	5	4.3%	7	6.1%	3	2.6%	2	1.7%
	Promising future self-restraint or self-improvement.	0	0	1	0.9%	0	0	10	8.7%
Other	Here statement	2	1.7%	4	3.5%	0	0	0	0
	Small talk	0	0	0	0	0	0	1	0.9%
	Leaving-taking	0	0	0	0	0	0	0	0
	Joking	1	0.9%	2	1.7%	0	0	3	2.6%
Alerters	Attention getter	1	0.9%	1	0.9%	14	12.2%	5	4.3%
	Title	2	1.7%	3	2.6%	1	0.9%	2	1.7%
	Name	0	0	0	0	1	0.9%	0	0
Total	24	115	100.0%	115	100.0%	115	100.0%	115	100.0%

Based on the data in the Table (2), in situation five, the most frequently used strategy is "bald thanking or using the word "thank"" that was preferred by 48 (41.7%) of the participants. "Offering or promising service, money, food or goods" is regarded the second

most used strategy that was used by 17 (14.8%) of the participants. "Thanking and stating the favor" is the third most used strategy that was employed by 12 (10.4%) of the participants. Another strategy chosen in this situation is "expressing a positive reaction to the favor

giver (hearer)", which was favored by 8 (7.0%) of the participants. Also, about 6 (5.2%) of the participants favored the strategy *"stating the need for the favor"*. The two other strategies *"using the word "appreciate" without elaboration"* and *"indicating his/her indebtedness"* were employed equally by 5 participants (4.3%) for each strategy. The strategy of *"using the word "appreciate" and mentioning the imposition caused by the favor"* was chosen by 3 (2.6%) of the participants. Moreover, the four strategies *"expressing a positive reaction to the object of the favor"*, *"acknowledging the imposition"*, *"here statement"* and *"title"* were used equally by 2 (1.7%) of the participants for each strategy. The last three strategies that were selected equally by only 1 participant (0.9%) are *"thanking and mentioning the imposition caused by the favor"*, *"joking"* and *"attention getter"*.

In situation six, 41 (35.7%) of the participants thanked their close friends for lending them their notes to make copies by using the strategy of *"bald thanking or using the word "thank"."* While 20 (17.4%) of the participants preferred the strategy of *"expressing a positive reaction to the favor giver (hearer)"*. The strategy of *"thanking and stating the favor"* was used by 10 (8.7%) of the participants. In addition, both the two strategies of *"offering or promising service, money, food or goods"* and *"indicating his/her indebtedness"* were employed by 7 participants (6.1%). About 6 (5.2%) of the participants chose the strategy *"stating the need for the favor"*. The two strategies *"expressing a positive reaction to the object of the favor"* and *"here statement"* were favored equally by 4 participants (3.5%) for each strategy. *"Thanking and mentioning the imposition caused by the favor"* and *"title"* were used equally by 3 (2.6%) of the participants for each strategy. Besides, the four strategies *"using the word "appreciate" without elaboration"*, *"using the word "appreciate" and mentioning the imposition caused by the favor"*, *"acknowledging the imposition"* and *"joking"* were utilized equally by 2 (1.7%) of the participants for each strategy. Also, *"promising future self-restraint or self-improvement"* and

"attention getter" both were chosen equally by 1 participant (0.9%) for each strategy.

The Table (2) above illustrates that, in situation seven, 48 (41.7%) of the participants used the strategy of *"bald thanking or using the word "thank"."* to thank their close classmates for a birthday party and presents. Only 14 (12.2%) of the participants chose the strategy of *"attention getter"* and 10 (8.7%) of the participants favored the strategy of *"thanking and stating the favor"*. The strategy of *"expressing a positive reaction to the object of the favor"* was employed by 9 (7.8%) of the participants. The strategy of *"expressing a positive reaction to the favor giver (hearer)"* was selected by 7 (6.1%) of the participants and the strategy of *"expressing embarrassment"* was selected by 5 (4.3%) of the participants. In addition, two strategies were preferred equally by 4 participants (3.5%) for each strategy. These strategies are *"thanking and mentioning the imposition caused by the favor"* and *"acknowledging the imposition"*. The two strategies of *"using the word "appreciate" without elaboration"* and *"indicating his/her indebtedness"* were favored by 3 (2.6%) of the participants for each strategy. While the two strategies of *"stating the need for the favor"* and *"diminishing the need for the favor"* were used by 2 (1.7%) of the participants for each strategy. The last four strategies were employed equally by 1 participant (0.9%) for each strategy. They were *"using the word "appreciate" and mentioning the imposition caused by the favor"*, *"offering or promising service, money, food or goods"*, *"title"* and *"name"*.

Based on Table (2), for situation eight, the most used strategy by the participants is *"bald thanking or using the word "thank"."* that was used by 34 (29.6%) of the participants. The second strategy was employed by 15 (13.0%) of the participants is *"offering or promising service, money, food or goods"*. The third used three strategies are *"using apologizing words sorry or apologize and stating the favor"*, *"diminishing the need for the favor"* and *"promising future self-restraint or self-improvement"* that were preferred by 10 (8.7%)

of the participants for each strategy. "Thanking and stating the favor" was selected by 7 (6.1%) of the participants. Two strategies that were favored equally by 5 participants (4.3%) for each strategy are "expressing a positive reaction to the favor giver (hearer)" and "attention getter". About 4 (3.5%) of the participants chose the strategy of "using only apologizing words "sorry" or "apologize" and about 3 (2.6%) of the participants favored the strategy of "joking". "Indicating his/her indebtedness" and "title" were used equally by 2 participants (1.7%) for each strategy. In the same situation, the remaining eight strategies

were used by only 1 participant (0.9%) for each strategy, which were "using the word "appreciate" without elaboration", "using the word "appreciate" and mentioning the imposition caused by the favor", "expressing a positive reaction to the object of the favor", "criticizing or blaming oneself" , "expressing embarrassment", "acknowledging the imposition" , "stating the need for the favor" and "small talk".

4.3 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners with People of Lower Status (Female-Female).

Table 3: Yemeni EFL Learners' Performance with People of Lower Status (F-F)

Main Strategies	Secondary Strategies	Situation (9)		Situation (10)		Situation (11)		Situation (12)	
		F.	%	F.	%	F.	%	F.	%
Thanking	Bald thanking or using the word "thank".	39	33.9%	86	74.8%	79	68.7%	70	60.9%
	Thanking and stating the favor.	14	12.2%	11	9.6%	11	9.6%	10	8.7%
	Thanking and mentioning the imposition caused by the favor.	4	3.5%	2	1.7%	1	0.9%	0	0
Appreciation	Using the word "appreciate" without elaboration.	4	3.5%	3	2.6%	4	3.5%	3	2.6%
	Using the word "appreciate" and mentioning the imposition caused by the favor	0	0	0	0	1	0.9%	3	2.6%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	12	10.4%	2	1.7%	3	2.6%	10	8.7%
	Expressing a positive reaction to the object of the favor.	0	0	0	0	3	2.6%	1	0.9%
Apology	Using only apologizing words "sorry" or "apologize".	1	0.9%	0	0	0	0	0	0
	Using apologizing words sorry or apologize and stating the favor.	11	9.6%	0	0	1	0.9%	1	0.9%
	Criticizing or blaming oneself.	0	0	0	0	1	0.9%	0	0
	Expressing embarrassment.	0	0	0	0	1	0.9%	0	0
Recognition of imposition	Acknowledging the imposition.	3	2.6%	2	1.7%	3	2.6%	3	2.6%
	Stating the need for the favor.	4	3.5%	1	0.9%	0	0	2	1.7%
	Diminishing the need for the favor.	1	0.9%	0	0	0	0	1	0.9%
Repayment	Offering or promising service, money, food or goods.	13	11.3%	0	0	2	1.7%	3	2.6%
	Indicating his/her indebtedness.	3	2.6%	2	1.7%	1	0.9%	0	0
	Promising future self-restraint or self-improvement.	0	0	0	0	0	0	0	0
Other	Here statement	1	0.9%	0	0	0	0	0	0
	Small talk	1	0.9%	1	0.9%	0	0	0	0

	Leaving-taking	1	0.9%	4	3.5%	2	1.7%	0	0
	Joking	0	0	0	0	0	0	1	0.9%
Alerters	Attention getter	0	0	1	0.9%	2	1.7%	4	3.5%
	Title	3	2.6%	0	0	0	0	3	2.6%
	Name	0	0	0	0	0	0	0	0
Total	24	115	100.0%	115	100.0%	115	100.0%	115	100.0%

According to the data in Table (3), in situation nine, the most commonly used strategy is "bald thanking or using the word "thank"" that was employed by 39 (33.9%) of the participants. The second most frequently used strategy is "thanking and stating the favor" which was used by 14 participants (12.2%). The third strategy that was preferred by 13 (11.3%) of the participants is "offering or promising service, money, food or goods". The fourth strategy that was chosen by 12 (10.4%) of the participants is "expressing a positive reaction to the favor giver (hearer)". Three strategies "Thanking and mentioning the imposition caused by the favor", "using the word "appreciate" without elaboration" and "stating the need for the favor" were used by 4 (3.5%) of the participants for each strategy. Only 3 (2.6%) of the participants for each strategy chose the strategies of "acknowledging the imposition", "indicating his/her indebtedness" and "title". The last five strategies that were used equally by 1 participant (0.9%) for each strategy are "using only apologizing words "sorry" or "apologize"", "diminishing the need for the favor", "here statement", "small talk" and "leaving-taking".

For situation ten, 86 (74.8%) of Yemeni EFL learners preferred to thank others by the strategy of "bald thanking or using the word "thank"". This strategy is the most frequently used one in this situation. Also, it can be seen in Table (4.12) above that 11 (9.6%) of the participants used the strategy of "thanking and stating the favor" that is regarded as the second commonly most used strategy. The two strategies of "leaving-taking" was used by 4 participants (3.5%) and "using the word "appreciate" without elaboration" was chosen by 3 (2.6%) of the participants. Moreover, four strategies were favored equally by 2 participants (1.7%). These strategies are

"thanking and mentioning the imposition caused by the favor", "expressing a positive reaction to the favor giver (hearer)", "acknowledging the imposition" and "indicating his/her indebtedness". The three strategies of "stating the need for the favor", "small talk" and "attention getter" were used equally by only 1 participant (0.9%) for each strategy.

Situation eleven shows that more than half of the participants, 79 (68.7%) preferred to thank the cashiers for bagging their groceries by using the strategy of "bald thanking or using the word "thank"". The second most used strategy is "thanking and stating the favor" that was favored by 11 (9.6%) of the participants. Another strategy preferred in the same situation is "using the word "appreciate" without elaboration" that was used by 4 (3.5%) of the participants. Besides, "expressing a positive reaction to the favor giver (hearer)", "expressing a positive reaction to the object of the favor" and "acknowledging the imposition" were employed equally by 3 (2.6%) of the participants for each strategy. Also, there are three strategies chosen by only 2 participants (1.7%) for each strategy, which are "offering or promising service, money, food or goods", "leaving-taking" and "attention getter". Furthermore, six strategies were preferred by only 1 participant (0.9%) for each strategy. These six strategies are "thanking and mentioning the imposition caused by the favor", "using the word "appreciate" and mentioning the imposition caused by the favor", "using apologizing words sorry or apologize and stating the favor", "criticizing or blaming oneself", "expressing embarrassment" and "indicating his/her indebtedness".

In situation twelve, it is noticed that more than half of the participants, 70 (60.9%) chose the strategy of "bald thanking or using the word

"thank" to thank others for helping them. The next most used strategies that are favored by 10 participants (8.7%) for each strategy are "thanking and stating the favor" and "expressing a positive reaction to the favor giver (hearer)". About, 4 (3.5%) of the participants employed the strategy of "attention getter". 3 (2.6%) of the participants for each strategy used equally the following strategies: "Using the word "appreciate" without elaboration", "using the word "appreciate" and mentioning the imposition caused by the favor", "acknowledging the imposition" and "offering or promising service, money, food or goods" to thank others. Furthermore, "stating the need for the favor" was used by 2 participants (1.7%). In this situation, the last strategies were "expressing a positive reaction to the object of the favor", "using apologizing words sorry or apologize and stating the favor", "diminishing the need for the favor" and "joking" were used by 1 (0.9%) of the participants for each strategy.

Furthermore, in all the situations (1-12), it can be seen that in a Yemeni culture, the female participants in F-F interactions select new strategies of English expressions of gratitude that are not chosen by English native speakers like religious semantic formulas that illustrates their strong ties with religion. Also, they utilize simple ways of gratitude to express their gratitude and thanking to other people. These strategies are as follows:

1. Thanking by stating moral attachments

Three types of religious strategies are in this

strategy that is regarded one of the most commonly used strategies in Yemeni culture.

(A). Expression of praying for the favor giver (hearer) (e.g., "may God bless you", "may Allah bless your fingers", "may Allah save you" and "God keeps you to me").

(B). Expression of asking God (Allah) for rewarding the favor giver (hearer) (e.g., "Allah prospers you for helping me").

(C). Expression of wishing for something good for the hearer (e.g., "I wish you the best").

2-Appreciation tokens (e.g., "thank you so much for giving me more time").

3- Silence

This strategy consists of three sub- strategies and they are:

(A). Thanking and hugging (e.g., "I will give her a big hug" and "big hug, sweetie").

(B). Thanking and kissing (e.g., "I'll hug her and kiss her head" and "I will kiss her hand and say thank you").

(C). Thanking and smiling (e.g., "thank you with a big smile").

4. Request (e.g., "take it" and "you can take it").

5. Expression of love (e.g., "I love you a lot, sweetie", "thank you my love, Mom" and "big love, Mom").

6. Expression of surprising and happiness (e.g., "I can't believe that", "happy to spend time with you", "I am so glad because you helped me" and "I really enjoy with you").

4.4 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners with People of Higher Status (Female-Male).

Table 4: Yemeni EFL Learners' Performance with People of Higher Status (F-M)

Main Strategies	Secondary Strategies	Situation (1)		Situation (2)		Situation (3)		Situation (4)	
		F.	%	F.	%	F.	%	F.	%
		Thanking	Bald thanking or using the word "thank".	74	64.3%	15	13.0%	78	67.8%
Thanking and stating the favor.	3		2.6%	33	28.7%	3	2.6%	20	17.4%
Thanking and mentioning the imposition caused by the favor.	6		5.2%	17	14.8%	0	0	9	7.8%
	Using the word "appreciate" without elaboration.	6	5.2%	6	5.2%	0	0	9	7.8%

Appreciation	Using the word "appreciate" and mentioning the imposition caused by the favor	4	3.5%	3	2.6%	1	0.9%	10	8.7%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	3	2.6%	3	2.6%	4	3.5%	6	5.2%
	Expressing a positive reaction to the object of the favor.	4	3.5%	18	15.7%	0	0	0	0
Apology	Using only apologizing words "sorry" or "apologize".	0	0	0	0	0	0	0	0
	Using apologizing words sorry or apologize and stating the favor.	0	0	0	0	10	8.7%	11	9.6%
	Criticizing or blaming oneself.	0	0	0	0	1	0.9%	0	0
	Expressing embarrassment.	1	0.9%	0	0	0	0	0	0
Recognition of imposition	Acknowledging the imposition.	1	0.9%	6	5.2%	0	0	1	0.9%
	Stating the need for the favor.	0	0	2	1.7%	2	1.7%	3	2.6%
	Diminishing the need for the favor.	1	0.9%	1	0.9%	3	2.6%	1	0.9%
Repayment	Offering or promising service, money, food or goods.	0	0	2	1.7%	0	0	1	0.9%
	Indicating his/her indebtedness.	0	0	2	1.7%	0	0	5	4.3%
	Promising future self-restraint or self-improvement.	0	0	1	0.9%	1	0.9%	2	1.7%
Other	Here statement	0	0	0	0	0	0	2	1.7%
	Small talk	0	0	0	0	0	0	0	0
	Leaving-taking	0	0	3	2.6%	0	0	0	0
	Joking	3	2.6%	3	2.6%	0	0	0	0
Alerters	Attention getter	6	5.2%	0	0	2	1.7%	1	0.9%
	Title	3	2.6%	0	0	10	8.7%	0	0
	Name	0	0	0	0	0	0	6	5.2%
Total	24	115	100.0%	115	100.0%	115	100.0%	115	100.0%

According to frequencies and percentages in Table (4), in situation one, it appears that most of the participants of Yemeni EFL Learners 74 (64.3%) chose the strategy "bald thanking or using the word "thank "" to thank others, so this strategy is regarded as the most frequently used strategy in this situation. About 6 participants (5.2%) for each strategy favored equally the two strategies "thanking and mentioning the imposition caused by the favor" and "using the word "appreciate" without elaboration". Also, 4 (3.5%) of the participants chose equally two strategies of "using the word "appreciate" and mentioning the imposition caused by the favor" and "expressing a positive reaction to the object of the favor". Furthermore, four strategies that were used equally by 3 participants (2.6%) for each strategy which

were "thanking and stating the favor", "expressing a positive reaction to the favor giver (hearer)", "joking" and "title". Besides, "expressing embarrassment", "acknowledging the imposition", and "diminishing the need for the favor" were employed equally by only 1 (0.9%) of the participants for each strategy. In Table (4), situation two, Yemeni EFL Learners chose with the highest frequency the strategy "thanking and stating the favor", which was employed by 33 (28.7%) of the participants. The next strategy is "expressing a positive reaction to the object of the favor" which was preferred by 18 (15.7%) of the participants. 17 (14.8%) of the participants thanked others by using the strategy of "thanking and mentioning the imposition caused by the favor". Also, 15 (13.0%) of the

participants selected the strategy of *"bald thanking or using the word "thank"* and about 6 (5.2%) of the participants used equally the strategies of *"using the word "appreciate" without elaboration"* and *"acknowledging the imposition"*. In addition, the four strategies of *"using the word "appreciate" and mentioning the imposition caused by the favor"*, *"expressing a positive reaction to the favor giver (hearer)"*, *"leaving-taking"* and *"joking"* were employed equally by 3 participants (2.6%) for each strategy. The three strategies of *"stating the need for the favor"*, *"offering or promising service, money, food or goods"* and *"indicating his/her indebtedness"* were used equally by only 2 participants (1.7%) for each strategy. The remaining two strategies were selected by only 1 participant (0.9%) for each strategy. These strategies are *"diminishing the need for the favor"* and *"promising future self-restraint or self-improvement"*.

According to the data in Table (4), situation three, more than half of the participants, 78 (67.8%) thanked other people by using the strategy of *"bald thanking or using the word "thank"*. The two strategies of *"using apologizing words sorry or apologize and stating the favor"* and *"title"* were used equally by 10 (8.7%) of the participants for each strategy. Another strategy that was employed by 4 participants (3.5%) is *"expressing a positive reaction to the favor giver (hearer)"*. About 3 (2.6%) of the participants for each strategy chose equally both the two strategies of *"thanking and stating the favor"* and *"diminishing the need for the favor"*. Also, in the same situation, only 2 participants (1.7%) for each strategy preferred equally to thank others by using *"stating the need for the favor"* and *"attention getter"*. Moreover, the last three strategies of *"using the word "appreciate" and mentioning the imposition caused by the favor"*, *"criticizing or blaming oneself"* and *"promising future self-restraint or self-*

improvement" were used equally by 1 participant (0.9%) for each strategy.

It can be observed in Table (4) above, in situation four that the participants thanked and appreciated others by using sixteen strategies. The most used strategy is *"bald thanking or using the word "thank"* which was used by 28 (24.3%) of the participants. The second most used strategy is *"thanking and stating the favor"* that was utilized by 20 (17.4%) of the participants. The third strategy is *"using apologizing words sorry or apologize and stating the favor"* that was employed by 11 (9.6%) of the participants. Another strategy which was used by the participants is *"using the word "appreciate" and mentioning the imposition caused by the favor"* that was preferred by 10 participants (8.7%). The fourth two strategies of *"thanking and mentioning the imposition caused by the favor"* and *"using the word "appreciate" without elaboration"* were chosen equally by 9 participants (7.8%) for each strategy. The fifth two strategies of *"expressing a positive reaction to the favor giver (hearer)"* and *"name"* that were favored equally by 6 participants (5.2%) for each strategy. The sixth strategy of *"indicating his/her indebtedness"* was utilized by 5 (4.3%) of the participants. The seventh strategy *"stating the need for the favor"* was employed by 3 (2.6%) of the participants. The eighth two strategies of *"promising future self-restraint or self-improvement"* and *"here statement"* were chosen equally by 2 participants (1.7%) for each strategy. And the ninth four strategies of *"acknowledging the imposition"*, *"diminishing the need for the favor"*, *"offering or promising service, money, food or goods"* and *"attention getter"* were chosen equally by 1 participant (0.9%) for each strategy.

4.5 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners with People of Equal Status (Female-Male).

Table 5: Yemeni EFL Learners' Performance with People of Equal Status (F-M)

Main Strategies	Secondary Strategies	Situation (5)		Situation (6)		Situation (7)		Situation (8)	
		F.	%	F.	%	F.	%	F.	%
Thanking	Bald thanking or using the word "thank".	53	46.1%	67	58.3%	68	59.1%	38	33.0%
	Thanking and stating the favor.	14	12.2%	18	15.7%	9	7.8%	8	7.0%
	Thanking and mentioning the imposition caused by the favor.	0	0	1	0.9%	1	0.9%	0	0
Appreciation	Using the word "appreciate" without elaboration.	6	5.2%	4	3.5%	1	0.9%	2	1.7%
	Using the word "appreciate" and mentioning the imposition caused by the favor	2	1.7%	5	4.3%	1	0.9%	2	1.7%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	5	4.3%	2	1.7%	1	0.9%	4	3.5%
	Expressing a positive reaction to the object of the favor.	0	0	3	2.6%	6	5.2%	1	0.9%
Apology	Using only apologizing words "sorry" or "apologize".	0	0	0	0	0	0	2	1.7%
	Using apologizing words sorry or apologize and stating the favor.	0	0	0	0	0	0	18	15.7%
	Criticizing or blaming oneself.	0	0	0	0	0	0	1	0.9%
	Expressing embarrassment.	0	0	0	0	3	2.6%	0	0
Recognition of imposition	Acknowledging the imposition.	4	3.5%	1	0.9%	4	3.5%	2	1.7%
	Stating the need for the favor.	7	6.1%	1	0.9%	0	0	2	1.7%
	Diminishing the need for the favor.	1	0.9%	1	0.9%	13	11.3%	12	10.4%
Repayment	Offering or promising service, money, food or goods.	13	11.3%	2	1.7%	0	0	11	9.6%
	Indicating his/her indebtedness.	4	3.5%	1	0.9%	1	0.9%	3	2.6%
	Promising future self-restraint or self-improvement.	0	0	0	0	0	0	8	7.0%
Other	Here statement	4	3.5%	5	4.3%	0	0	0	0
	Small talk	0	0	1	0.9%	0	0	0	0
	Leaving-taking	0	0	0	0	0	0	0	0
	Joking	2	1.7%	0	0	0	0	0	0
Alerters	Attention getter	0	0	1	0.9%	7	6.1%	1	0.9%
	Title	0	0	2	1.7%	0	0	0	0
	Name	0	0	0	0	0	0	0	0
Total	24	115	100.0%	115	100.0%	115	100.0%	115	100.0%

From the data shown in Table (5), it can be noticed that in situation five, most of the participants in this study used the strategy of

"bald thanking or using the word "thank"" that is 53 participants (46.1%). While "thanking and stating the favor" was the second most

frequently used strategy by 14 participants (12.2%). *"Offering or promising service, money, food or goods"* was the third most frequently used strategy by 13 participants (11.3%). the strategies of *"stating the need for the favor"* was selected by 7 (6.1%) of the participants, *"using the word "appreciate" without elaboration"* was chosen by 6 (5.2%) of the participants and *"expressing a positive reaction to the favor giver (hearer)"* was chosen by 5 (4.3%) of the participants. Besides, these three strategies of *"acknowledging the imposition"*, *"indicating his/her indebtedness"* and *"here statement"*. were preferred equally by 4 (3.5%) of the participants. There are also two strategies which were employed equally by 2 (1.7%) of the participants. These two strategies are *"using the word "appreciate" and mentioning the imposition caused by the favor"* and *"joking"*. Finally, only 1 (0.9%) of the participants thanked others by using the strategy of *"diminishing the need for the favor"*. Based in situation six, more than half of the participants 67 (58.3%) expressed their thanking to others by using the strategy of *"bald thanking or using the word "thank"."* While 18 (15.7%) of the participants preferred the strategy of *"thanking and stating the favor"*. Furthermore, the strategies of *"using the word "appreciate" and mentioning the imposition caused by the favor"* and *"here statement"* were used equally by 5 (4.3%) of the participants for each strategy. About 4 (3.5%) of the participants selected the strategy of *"using the word "appreciate" without elaboration"* and about 3 (2.6%) of the participants employed the strategy of *"expressing a positive reaction to the object of the favor"*. In addition, the other three strategies of *"expressing a positive reaction to the favor giver (hearer)"*, *"offering or promising service, money, food or goods"* and *"title"* were preferred equally by 2 participants (1.7%) for each strategy. Also, *"thanking and mentioning the imposition caused by the favor"*, *"acknowledging the imposition"*, *"stating the need for the favor"*, *"diminishing the need for the favor"*, *"indicating his/her indebtedness"*, *"small talk"* and *"attention getter"* were used equally by 1 participant (0.9%) for each strategy.

As noticed in Table (5), for situation seven, the main strategy which was used by 68 (59.1%) of the participants is *"bald thanking or using the word "thank"."* The next strategy that was employed by 13 (11.3%) of the participants is *"diminishing the need for the favor"*. Moreover, 9 (7.8%) of the participants chose the strategy of *"thanking and stating the favor"*, 7 (6.1%) of the participants preferred the strategy of *"attention getter"*, 6 (5.2%) of the participants favor the strategy of *"expressing a positive reaction to the object of the favor"*, 4 (3.5%) of the participants select the strategy of *"acknowledging the imposition"* and 3 (2.6%) of the participants use the strategy of *"expressing embarrassment"* to thank others. The last five strategies are *"thanking and mentioning the imposition caused by the favor"*, *"using the word "appreciate" without elaboration"*, *"using the word "appreciate" and mentioning the imposition caused by the favor"*, *"expressing a positive reaction to the favor giver (hearer)"* and *"Indicating his/her indebtedness"* that are chosen equally by 1 participant (0.9%) for each strategy. In Table (5) above, in situation eight, it appears that the most frequently used strategy by Yemeni EFL Learners is *"bald thanking or using the word "thank"."* which is preferred by 38 (33.0%) of the participants. In this situation, 18 (15.7%) of the participants use the strategy of *"using apologizing words sorry or apologize and stating the favor"*, 12 (10.4%) of the participants favor the strategy of *"diminishing the need for the favor"* and 11 (9.6%) of the participants employ the strategy of *"offering or promising service, money, food or goods"*. Also, two strategies of *"thanking and stating the favor"* and *"promising future self-restraint or self-improvement"* are selected by 8 (7.0%) of the participants for each strategy. The strategy of *"expressing a positive reaction to the favor giver (hearer)"* is favored by 4 (3.5%) of the participants and the strategy of *"indicating his/her indebtedness"* is preferred by 3 (2.6%) of the participants. Furthermore, five strategies are used equally by 2 (1.7%) of the participants for each group. They are *"using the word "appreciate" without elaboration"*, *"using the word "appreciate" and mentioning*

the imposition caused by the favor", "using only apologizing words "sorry" or "apologize"", "acknowledging the imposition" and "stating the need for the favor". The remaining three strategies of "expressing a positive reaction to the object of the favor", "criticizing or blaming oneself" and "attention getter" were chosen

equally by 1 participant (0.9%) for each strategy.

4.6 The Strategies of English Expressions of Gratitude as Used by Yemeni EFL Learners with People of Lower Status (Female-Male).

Table 6: Yemeni EFL Learners' Performance with People of Lower Status (F-M)

Main Strategies	Secondary Strategies	Situation (9)		Situation (10)		Situation (11)		Situation (12)	
		F.	%	F.	%	F.	%	F.	%
Thanking	Bald thanking or using the word "thank".	41	35.7%	88	76.5%	81	70.4%	72	62.6%
	Thanking and stating the favor.	19	16.5%	15	13.0%	13	11.3%	14	12.2%
	Thanking and mentioning the imposition caused by the favor.	2	1.7%	0	0	0	0	1	0.9%
Appreciation	Using the word "appreciate" without elaboration.	3	2.6%	1	0.9%	2	1.7%	1	0.9%
	Using the word "appreciate" and mentioning the imposition caused by the favor	4	3.5%	0	0	1	0.9%	4	3.5%
Positive feelings	Expressing a positive reaction to the favor giver (hearer).	13	11.3%	2	1.7%	3	2.6%	8	7.0%
	Expressing a positive reaction to the object of the favor.	0	0	0	0	2	1.7%	2	1.7%
Apology	Using only apologizing words "sorry" or "apologize".	1	0.9%	0	0	0	0	1	0.9%
	Using apologizing words sorry or apologize and stating the favor.	6	5.2%	1	0.9%	2	1.7%	0	0
	Criticizing or blaming oneself.	1	0.9%	0	0	0	0	0	0
	Expressing embarrassment.	0	0	0	0	0	0	0	0
Recognition of imposition	Acknowledging the imposition.	2	1.7%	0	0	3	2.6%	4	3.5%
	Stating the need for the favor.	2	1.7%	0	0	0	0	0	0
	Diminishing the need for the favor.	1	0.9%	0	0	0	0	1	0.9%
Repayment	Offering or promising service, money, food or goods.	13	11.3%	0	0	2	1.7%	1	0.9%
	Indicating his/her indebtedness.	4	3.5%	1	0.9%	0	0	0	0
	Promising future self-restraint or self-improvement.	0	0	0	0	0	0	0	0
Other	Here statement	1	0.9%	0	0	0	0	0	0
	Small talk	0	0	1	0.9%	1	0.9%	0	0
	Leaving-taking	0	0	5	4.3%	1	0.9%	0	0
	Joking	0	0	0	0	0	0	1	0.9%
Alerters	Attention getter	0	0	1	0.9%	3	2.6%	2	1.7%
	Title	2	1.7%	0	0	1	0.9%	3	2.6%

	Name	0	0	0	0	0	0	0	0
Total	24	115	100.0 %	115	100.0 %	115	100.0 %	115	100.0 %

Out of the data in the Table (6), in situation nine, it can be seen that about 41 (35.7%) of Yemeni EFL learners expressed thanking to others by the strategy of "bald thanking or using the word "thank"". 19 (16.5%) of the participants used the strategy of "thanking and stating the favor" to thank others. In addition, the two strategies of "expressing a positive reaction to the favor giver (hearer)" and "offering or promising service, money, food or goods" were preferred by 13 (11.3%) of the participants for each strategy. "Using apologizing words sorry or apologize and stating the favor" was used by 6 (5.2%) of the participants. The two strategies of "using the word "appreciate" and mentioning the imposition caused by the favor" and "indicating his/her indebtedness" were employed equally by 4 participants (3.5%) for each strategy. Also, the strategy that was favored by only 3 participants (2.6%) is "using the word "appreciate" without elaboration". While, the four strategies of "thanking and mentioning the imposition caused by the favor", "acknowledging the imposition", "stating the need for the favor" and "title" were selected equally by 2 participants (1.7%) for each strategy. The last four strategies were utilized by only 1 participant (0.9%) are "using only apologizing words "sorry" or "apologize"", "criticizing or blaming oneself", "diminishing the need for the favor" and "here statement".

According to frequencies and percentages in the previous Table (6) for situation ten, more than two thirds of the participants used the strategy of "bald thanking or using the word "thank"". This strategy was employed by 88 participants (76.5%). The second strategy that was preferred by 15 (13.0%) of the participants is "thanking and stating the favor". The third one is "leaving-taking" that was favored by 5 (4.3%) of the participants. The strategy of "expressing a positive reaction to the favor giver (hearer)" that was used by 2 (1.7%) of the participants. The fourth last strategies of "using the word "appreciate" without elaboration",

"using apologizing words sorry or apologize and stating the favor", "indicating his/her indebtedness", "small talk" and "attention getter" were chosen equally by only 1 participant (0.9%) for each strategy.

As seen in the same Table (6) above, in situation eleven, most of the participants, about 81 participants (70.4%) expressed thanking to others by the strategy of "bald thanking or using the word "thank"" and only 13 participants (11.3%) selected the strategy of "thanking and stating the favor". In the same situation, the three strategies of "expressing a positive reaction to the favor giver (hearer)", "acknowledging the imposition" and "attention getter" were chosen equally by 3 (2.6%) of the participants for each strategy. Also, the rest of other strategies that were favored by 2 (1.7%) of the participants for each strategy and they are as follows: "Using the word "appreciate" without elaboration", "expressing a positive reaction to the object of the favor", "using apologizing words sorry or apologize and stating the favor" and "offering or promising service, money, food or goods". In addition, four strategies that were employed equally by only 1 participant (0.9%) for each strategy are "using the word "appreciate" and mentioning the imposition caused by the favor", "small talk", "leaving-taking" and "title".

For situation twelve, it is clear in the Table (6) above that about 72 (62.6%) of the participants favored to use the strategy of "bald thanking or using the word "thank"". While 14 (12.2%) of the participants preferred to use the strategy of "thanking and stating the favor". The strategy of "expressing a positive reaction to the favor giver (hearer)" was chosen by 8 (7.0%) of the participants. And "using the word "appreciate" and mentioning the imposition caused by the favor" and "acknowledging the imposition" were used by 4 (3.5%) of the participants for each strategy. This strategy "title" was used by 3 (2.6%) of the participants. Besides, both the two strategies of "expressing a positive reaction to the object of the favor"

and "attention getter" were chosen equally by 2 participants (1.7%) for each strategy. There are also six strategies that were employed equally by only 1 participant (0.9%) for each strategy and they are as follows: "Thanking and mentioning the imposition caused by the favor", "using the word "appreciate" without elaboration", "using only apologizing words "sorry" or "apologize"", "diminishing the need for the favor", "offering or promising service, money, food or goods" and "joking".

Finally, in all the previous situations (1-12), it can be noticed that in a Yemeni culture, the female participants in F-M interactions utilize new strategies of English expressions of gratitude that are not preferred by English native speakers like (religious semantic formulas). This affirms the strong ties with religion in Yemeni society. They also use different and simple forms of English expressions of gratitude to express their gratitude to other people. These strategies are as follows:

1. Thanking by stating moral attachments

This strategy is one of the most commonly used categories. It contains three sub- strategies:

(A). Expression of praying for the favor giver (hearer) (e.g., "may God bless your hand", "God bless you" and "may Allah protect you").

(B). Expression of asking God (Allah) for rewarding the favor giver (hearer) (e.g., "God helps you in your work").

(C). Expression of wishing something good for the hearer (e.g., "may Allah increases your money").

2-Appreciation tokens (e.g., "thank you my love dear dad", "I am really grateful for you" and "Jabrakum "which means: may Allah saves people that you love").

3- Silence

This strategy includes three sub strategies:

(A). Thanking and hugging (e.g., "I'll hug him and say thank you").

(B). Thanking and kissing (e.g., "I will kiss my father's hand" and "I will kiss his hand and head").

(C). Thanking and smiling (e.g., "I will only smile to him", "I will nod my head and smile" and "just smile happily").

4. Request (e.g., "you can take it").

5. Expression of surprising and happiness (e.g., "I can't believe my eyes", "you really surprised me, thanks a million", "I am very happy to give me this type of flowers", "I am so glad to have a professor like you", "I am happy to spend time with you").

5. Conclusions

The findings of the present study illustrate that the female participants in F-F and F-M interactions use twenty-four English gratitude expressions strategies in the twelve written situations. These strategies are as follows: (Bald thanking or using the word "thank", thanking and stating the favor, thanking and mentioning the imposition caused by the favor, using the word "appreciate" without elaboration, using the word "appreciate" and mentioning the imposition caused by the favor, expressing a positive reaction to the favor giver (hearer), expressing a positive reaction to the object of the favor, using only apologizing words "sorry" or "apologize", using apologizing words sorry or apologize and stating the favor, criticizing or blaming oneself, expressing embarrassment, acknowledging the imposition, stating the need for the favor, diminishing the need for the favor, offering or promising service, money, food or goods, indicating his/her indebtedness, promising future self-restraint or self-improvement, here statement, small talk, Leaving-taking, joking, attention getter, title and name).

In fact, the female participants in F-F and F-M interactions employ the same types of English gratitude expressions strategies in the twelve situations with slight difference in the frequencies and percentages. The ten most frequently used strategies by F-F interactions are "bald thanking or using the word "thank"", "thanking and stating the favor", "expressing a positive reaction to the favor giver (hearer)", "expressing a positive reaction to the object of the favor", "offering or promising service, money, food or goods", "thanking and mentioning the imposition caused by the favor", "attention getter", "using the word "appreciate" without elaboration", "using apologizing words sorry or apologize and

stating the favor" and "acknowledging the imposition" with their percentages of 46.1%, 9.1%, 6.4%, 4.8%, 4.6%, 3.6%, 3.0%, 2.9%, 2.8% and 2.3%, respectively.

Whereas, the ten most frequently used strategies by F-M interactions are "bald thanking or using the word "thank"", "thanking and stating the favor", "expressing a positive reaction to the favor giver (hearer)", "using apologizing words sorry or apologize and stating the favor", "offering or promising service, money, food or goods", "using the word "appreciate" without elaboration", "thanking and mentioning the imposition caused by the favor", "using the word "appreciate" and mentioning the imposition caused by the favor", "expressing a positive reaction to the object of the favor" and "diminishing the need for the favor" with the percentages of 50.9%, 12.2%, 3.9%, 3.5%, 3.3%, 3.0%, 2.7%, 2.7%, 2.6% and 2.5%, respectively.

In brief, the female participants tend to express themselves in their daily interactions, especially in F-M interactions by using the strategies of "bald thanking or using the word "thank"" and "thanking and stating the favor" more than in F-F interactions, because women in general appreciate any favor or service men offer or do for them, so when receiving help from others they have to thank them. Besides, women by their nature are more polite and use more politeness strategies than men do and also this was related to religious factors and social rules and conventions in Yemeni society.

References

- [1] Al-Antari, N. (2016). *A study of LI pragmatic transfer in the speech act of compliments among Yemeni EFL undergraduates*. Unpublished M.A. thesis, Department of English, Faculty of Education, Sana'a University, Sana'a, Yemen.
- [2] Al-Eryani, A. (2007). Refusal strategies by Yemeni EFL learners. *The Asian EFL Journal*, 9(2), 19-34.
- [3] AL-Fattah, M. (2010). Apology strategies of Yemeni EFL university students. *Modern Journal of Applied Linguistics*, 2(3), 223-249.
- [4] Al-Kahtani, S. (2005). Refusals realizations in three different cultures: A speech act theoretically-based cross-culturally study. *Journal of King Saud University*, 18, 35-57.
- [5] Al-Marrani, Y., & Sazalie, A. (2010). Polite request strategies as produced by Yemeni EFL learners. *Journal of Language in India*, 10, 165-188. Retrieved from <http://www.languageinindia.com/July2010/marranipoliteness.html>
- [6] Al-Marrani, Y. (2018). Linguistic politeness in Yemeni Arabic: The use of request perspective. *Journal of Language and Education*, 4(3), 18-33.
- [7] Al-Rousan, R. (2018). "Don't mention It!": A pragmatic perspective of thanking responses by native speakers of Jordanian Arabic. *US-China Foreign Language*, 16(5), 251-263. Doi:10.17265/15398080/2018.05.002
- [8] Al-Zumor, A. (2003). *A pragmatic analysis of speech acts as produced by native speakers of Arabic*. Unpublished Ph.D. thesis, Department of Linguistics, Aligarh Muslim University, Aligarh, India.
- [9] Aston, G. (1995). Say "thank you": Some pragmatic constraints in conversational closings. *Applied Linguistics*, 16(1), 57-86.
- [10] Austin, J. (1962). *How to do things with words*. Oxford: Oxford University Press.
- [11] Cheng, S. (2005). *An exploratory cross-sectional study of interlanguage pragmatic development of expressions of gratitude by Chinese learners of English*. Unpublished Ph.D. dissertations, The University of Iowa.

- [12] Cutting, J. (2002). *Pragmatics and discourse*. New York: Rutledge.
- [13] Dalilan. (2012). Strategies in expressing thanking in English realized by Indonesian learners. *Indonesian Journal of English Language Teaching*, 8(1), 51 – 71.
- [14] Demir, C., & Takkaç, M. (2016). Contrastive pragmatics: Apologies & thanks in English and Italian. *International Journal of English Linguistics*, 6(1), 73-85. Retrieved from https://www.researchgate.net/publication/292590555_Contrastive_Pragmatics_Apologies_Thanks_in_English_and_Italian.
- [15] Emmons, R., & McCullough, M. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2), 377-389.
- [16] Eisenstein, M., & Bodman, J. (1986). I very appreciate": Expressions of gratitude by native and non-native speakers of American English. *Applied Linguistics*, 7(2), 167-185. Retrieved from <http://dx.doi.org/10.1093/applin/7.2.167>.
- [17] Eisenstein, M., & Bodman, J. (1993). Expressing gratitude in American English. In G. Kasper and S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 64-81). New York: Oxford University Press.
- [18] Farnia, M., & Suleiman, R. (2009). An interlanguage pragmatic study of expressions of gratitude by Iranian EFL learners-A pilot study. *Malaysian Journal Of ELT Research*, 5, 108-140.
- [19] Fage, C., Jbrael, S., & Muhammad, K. (2019). The use of thanking speech act strategies in English realized by Kurdish EFL learners at Soran University. *Education Quarterly Reviews*, 2(3), 640–650.
- [20] Gallup, G. (1998). Thankfulness America's saving grace. *Paper presented at the national Day of Prayer Breakfast, Thanks-Giving Square*, Dallas, TX.
- [21] Hornby, A. (1995). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.
- [22] Jung, W. (1994). *Speech acts of "thank you" and responses to it in American English*. Paper presented at the Annual Meeting of the American Association for Applied Linguistics, Baltimore, MD.
- [23] MacGeorge, E., Graves, A., Feng, B., Gillihan, S., & Bureson, B. (2004). The myth of gender cultures: Similarities outweigh differences in men's and women's provision of and responses to supportive communication. *Sex Roles*, 50(3-4), 143-175.
- [24] Maltz, D., & Borker, R. (1982). A cultural approach to male-female miscommunication. In J. J. Gumperz (Ed.), *Language and Social Identity* (pp.202-203) Cambridge: Cambridge University Press.
- [25] McCullough, M., Kilpatrick, S., Emmons, R., & Larson, D. (2001). Is gratitude a moral affect? *Psychological Bulletin*, 127(2), 249–266. Retrieved from <https://doi.org/10.1037//0033-2909.127.2.249>.
- [26] McCullough, M., Tsang, J., & Emmons, R. (2004). Gratitude in intermediate affective terrain: Links of grateful moods to individual differences and daily emotional experience." *Journal of*

- Personality and Social Psychology*, 86(2), 306-308.
- [27] Mey, J. (1993). *Pragmatics*. Oxford: Blackwell.
- [28] Pishghadam, R., & Zarei, S. (2011). Expressions of gratitude: A case of EFL learners. *Review of European Studies*, 3(2), 140-149.
- [29] Rezaei, M. (2020). Pragmatic analysis: Gratitude speech act among Azerbaijani Turkish (Azeri) speakers based on gender. *European Journal of Applied Linguistics Studies*, 2(2), 144-158.
- [30] Rubin, J. (1983). *The use of "thank you."*. Paper presented at the sociolinguistics colloquium, TESOL Convention, Toronto, Canada.
- [31] Safa, M., & Jafari, M. (2022). Iranian EFL learners' use of thanking speech act: An ILP study. *Journal of English Language Teaching and Learning*, 14(30), 21-38. DOI: [10.22034/ELT.2022.52998.2503](https://doi.org/10.22034/ELT.2022.52998.2503).
- [32] Salayo, J. (2021). Gratitude strategies as pragmatic parameter of Filipino pre-Service teachers' identity. *International Journal of Linguistics and Translation Studies*, 2(1), 107-123. DOI: <https://doi.org/10.36892/ijlts.v2i1.122>.
- [33] Sari, B. (2020). *The effect of gender on the apology strategies as used by Yemeni EFL learners*. Unpublished M.A. thesis, Department of English, Faculty of Arts and Humanities, Sana'a University, Sana'a, Yemen.
- [34] Searle, J. (1969). *Speech acts: An Essay in the Philosophy of Language*. London: Cambridge University.
- [35] Sperper, D., & Wilson, D. (1986). *Relevance communication and cognition* (2nd ed.). Oxford: Blackwell.
- [36] Suraih, N. (2018). *Invitation making and acceptance strategies as produced by Yemeni EFL learners*. Published M.A. thesis, Department of English, Faculty of Arts and Humanities, Sana'a University, Sana'a, Yemen.
- [37] Tannen, D. (1990). *You just don't understand*. London: Virago.
- [38] Umar, A. (2006). The speech act of complaint as realized by advanced Sudanese learner of English. *Journal of Educational & Social Sciences & Humanities*, 18(2), 9-40.
- [39] Watkins, P., Scheer, J., Ovnicek, M. & Kolts, R. (2006). The debt of gratitude: Dissociating gratitude and indebtedness. *cognition and emotion*, 20(2), 236-39.
- [40] Wardhaugh, R. (2002). *An introduction to sociolinguistics* (4th ed.). Oxford: Blackwell Publishers Ltd.
- [41] Yoosefvand, A., & Rasekh, A. (2014). Gender differences in the expression of gratitude by Persian speakers. *Journal of Applied Linguistics and Language Research*, 1(1), 100-117.
- [42] Yule, G. (1996). *Pragmatics*. Oxford: Oxford University.
- [43] Yusefi, K., Gowhary, H., Azizifar, A., & Esmaeili, Z. (2015). A pragmatic analysis of thanking strategies among Kurdish speakers of Ilam based on gender and age. *Social and Behavioral Sciences*, 199, 211-217.