

## Examining The Role Of Social And Contextual Factors In Gratitude Expression Strategies Among University Students

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### Abstract

*The present study investigates the utilization of gratitude expression strategies by university students in Pakistan. This research advocates that understanding the influence of contextual and social variables is integral to pragmatic competence in gratitude expression. Employing a 10-situation Discourse Completion Task (DCT), data was gathered from 80 participants. Cheng's (2005) taxonomy was utilized to analyze the strategies employed for expressing gratitude. The findings revealed that the students possessed a repertoire of gratitude expression strategies. Furthermore, their responses exhibited distinct patterns contingent upon various contextual factors, such as the magnitude of the imposition and the social power dynamic. The most frequently employed strategies included expressions of thanks, appreciation, and positive emotions. Conversely, strategies such as offers of repayment, acknowledgment of the imposition, and others were rarely used, suggesting a potential deficit in pragmatic competence. The study concludes with a discussion of the implications for future research.*

**Keywords:** Cheng's taxonomy, gratitude strategies, pragmatic competence, contextual/social variables.

### Introduction

To communicate effectively in a foreign language, one must master not just the grammatical and lexical structures of that language, but also its pragmatics and cultural norms. Understanding and producing speech actions suitable in a particular circumstance is a key component of pragmatic competence (Cheng, 2005, p. 9). One of the most common speaking actions in interpersonal communication is expressing thanks. This linguistic task has the potential to elicit both good and negative emotions depending on its execution. "An illocutionary act done by a speaker based on a former act performed by the hearer," is how one may describe the act of gratitude. The speaker feels that this prior action benefitted the speaker. An expression of thankfulness is made because the speaker is thankful or appreciative. For example: (Eisenstein & Bodman, 1986, p.167). It is in these terms that Kumar (2001, p. 6) emphasizes the value of thank-you notes: Gratitude expressions in everyday conversations between members of a society appear to naturally fit under the category of the "social" use of

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language. The employment of courteous and appreciative words is a powerful tool for maintaining a harmonious community.

According to Leech (1983), the act of saying “thank you” serves both the illocutionary and sociological purposes of fostering an amicable environment. Eisenstein and Bodman (1986) discovered that the duration of a thank you depends on the degree to which the thanker feels obligated to the person being thanked, and that the act of thankfulness itself needs interaction between the thanker and the recipient to produce a mutually satisfying speech event. This study was carried out with objective of learning about the pragmatic competence of Pakistani university students by investigating the responses to gratitude strategies.

### **Literature Review**

Expressions of thankfulness (gratitude) are one of the speech actions and significant discourse functions that students are probably going to come across in a range of contexts (Coulmas, 1981). According to Searle’s (1976) categorization, the speech acts of gratitude is an expressing act. This act is a reaction to the interlocutor’s previous acts. Based on several social characteristics, thanking expressions are supplemented by further activities that focus on the hearer’s actions through praises, showing indebtedness, and emphasizing the speaker’s incapacity to verbalize profound thoughts.

### **Elaboration of contextual variables**

Power (i.e., the relative power between interlocutors, for example, boss and the subordinate), social distance, and rank of imposition are three social/contextual variables on which speakers should base their strategies, according to Brown and Levinson’s politeness theory (take gratitude as an example, it refers to the relative extent of obligations based on which gratitude should be expressed). In prior research, these factors were shown to have varying impacts on the types of expressions of gratitude used. As we’ll see, there’s a strong correlation between the degree of authority, social distance, and rank of imposition and the extent to which a person expresses thanks.

Different social strata/groups within a community are seen to represent distinct forms of authority/power. “ability or capability to exercise control on other and have influence,” as defined by Keating (either political, social, or economic). For this reason, “one person has compared to all others” refers to the measure of control or influence that one has. In keeping with this concept of relativity, Keating emphasized the relative nature of authority/power, arguing that a single individual may play several roles, each of which may be interpreted differently depending on the nature of the connection between the individual and the other people involved. Thus, a person’s level of authority/power might shift depending on the circumstances. Moreover, the relative authority/power of the interlocutors may be affected by several other characteristics, including age and social rank in the community or society. Because of this, Brown and Levinson showed that there are two kinds of interlocutor relationships in the Western world: symmetrical and asymmetrical. Relationships are said to be symmetrical when neither party has more power than the other and neither exerts dominance over the other. On the other side, in asymmetrical partnerships, one party has more authority or influence over the other party because of their function.

Distinct levels of familiarity between conversation partners might be thought of as a measure of social distance. Specifically, it alludes to the differences between close and distant ties between the people involved in a conversation. One extreme, including parents and other close relatives, and the other, including strangers, might be thought of as two endpoints of a continuum.

The third factor, “imposition,” measures how much the impositions are seen to conflict with the listener’s need to feel in control and accepted. The level of dictation varies greatly from one culture to the next and also depends on the specifics of the situation. Borrowing a pen is a less invasive request than a laptop (high imposition). The degree to which you impose on another person might also be affected by your connection with them. The degree of imposition is affected by factors including power, proximity, and the nature of the connection. The presence of a contract or duty, such as an employment contract, might reduce the degree of imposition in the function of the relationship.

Cheng (2005) studied the expressions of thankfulness made by EFL students in China. The study included three cohorts of Chinese ESL students who had been in the U.S. for varying amounts of time. Two groups served as normative references; native Chinese speakers and native English speakers from the United States. This research aimed to determine whether or not Chinese ESL students who have settled in the United States show signs of developing a more pragmatic repertoire of thankfulness expressions in English, and whether or not L1 Chinese has influenced these learners’ English use of gratitude expressions. A DCT with 8 conditions was used to get the information. The results suggested that, although still influenced by L1, Chinese, there was a developing tendency towards the norms of native speakers in showing thankfulness with an extended period of stay. No statistically significant changes in strategy usage were seen between the learners who remained in the US and those who moved to NSE. Because of their long tenure in the area, they have shown signs of pragmatic growth. All three groups of ESL students and NSE utilized more methods and words in the high-imposition scenarios compared to the low-imposition ones; however, social status/power was a factor for the ESL students, who used more tactics in the low-status situations compared to the equal-status ones. There is evidence of L1 effect in this. Another indicator of L1 impact is the students’ and native speakers’ reliance on titles rather than names.

Researchers Farashaiyan and Hua (2012) observed at how Iranian and Malay students of English express their appreciation for teachers. Quantitative information was gathered from 40 participants using the Discourse Completion Tasks Questionnaire; these participants were split evenly between 20 Iranian and 20 Malaysian postgraduate students. In this research, they compared two groups of students across a variety of social and environmental characteristics, including socioeconomic standing, the magnitude of their imposition, and gender. The study’s findings indicated some parallels and some variations between Iranian and Malaysian students in their approaches to and expressions of gratitude. The results also showed that the two groups used quite different communication styles. Finally, it was discovered that the methods’ kind and frequency were strongly impacted by contextual circumstances and gender.

During his research, Salayo (2021) seen at the ways that future educators express gratitude in a variety of contexts. Twenty-two aspiring educators in the Filipino province of Cavite were polled using the Discourse Completion Test’s 15 items (DCT). They also used in-person interviews with key informants to double-check the findings. Cheng’s (2005) taxonomy of appreciation tactics was used for the study. The results indicated that “simply thanks” was used often by respondents, which demonstrates their straightforwardness and ease of expression while responding to different situations.

### **Cheng’s Taxonomy of Gratitude Strategies.**

The researcher in this study used Cheng’s (2005) taxonomy of gratitude to zero down on the core focus of the study: the gratitude methods themselves. There are eight different ways to convey gratitude: thanks, appreciation, repayment, and recognition of imposition, apologies, positive emotion, alerter, and various statements that do not fit into the other categories. There are still sub-strategies inside each approach that serve to further categorize replies.

**Figure 1** Cheng's (2005) Taxonomy of Gratitude Strategies

<b>Strategy</b>	<b>Sub-strategy</b>	<b>Example</b>
1. Thanking	a. thanking only by using the word "thank you"	Thank you very much!
	b. thanking by stating the favor	Thank you for your help!
	c. thanking and mentioning the imposition caused by the favor	Thank you for helping me collect the papers.
2. Appreciation	a. using the word appreciate	I appreciate it!
	b. using the word "appreciate" and mentioning the imposition caused by the favor	I appreciate the time you spent for me.
3. Positive feelings	a. by expressing a positive reaction to the favor giver (hearer)	You are a life saver!
	b. by expressing a positive reaction to the object of the favor	This book was really helpful!
4. Apology	a. using only apologizing words	I'm sorry
	b. using apologizing words and stating the favor or the fact	I'm sorry for the problem I made!
	c. criticizing or blaming oneself	I'm such a fool!
	d. expressing embarrassment	It's so embarrassing!
5. Recognition of imposition	a. acknowledging the imposition	I know that you were not allowed to give me extra time!)
	b. stating the need for the favor	I try not to ask for extra time, but this time I need it!

**Figure 2** Cheng's (2005) Taxonomy of Gratitude Strategies (Continued)

Strategy	Sub-strategy	Example
6. Repayment	c. diminishing the need for the favor	You didn't have to do that!
	a. offering or promising service, money, food or goods	Next time it's my turn to pay!
	b. indicating indebtedness	I owe you one!
	c. promising future self-restraint or self-improvement	It won't happen again!
7. Other (Expressions that do not belong to the mentioned strategies are categorized as other strategies)	a. here statement	Here you are!
	b. small talk	Your face is very familiar to me but I can't remember where I saw you. What do you study?
	c. leave-taking	Have a nice day!)
	d. joking	Don't forget to pay again next time
8. Title	a. attention getter	Hey, Hi, Well
	b. title	Dr., Professor, Sir
	c. name	John, Mary

### Research Questions

The present study aimed to determine the Pakistani university students' gratitude strategies in different situations. Specifically, this paper answered the following questions:

Q 1: What different gratitude strategies university students use in different situations?

Q 2: How social/contextual variables affect the use of gratitude strategies?

### Methodology

#### Participants

The study involved Pakistani university students enrolled in various graduate programs at GC University Faisalabad and University of Education, Lahore. The convenient sampling technique was adopted and collect data from the students of the aforementioned universities. In sample there was 45 males and 35 female and their average ages were 29 years. All the participants gave their consent to take part in the study.

#### Instrument

As a means of gathering information for this study, researcher used Cheng's (2005) 10-item Discourse Completion Test (DCT). Several situations were adjusted somewhat to make them more universally applicable to the sample used in this research.

Each DCT item posed a hypothetical conversational scenario and asked participants to fill in the blank with the appropriate expression of gratitude, just as if they were the ones doing the thanking in real life (see Appendix B). Three social/contextual variables, degree of imposition (i.e., size of favor), familiarity (i.e., social distance) and social status (i.e., power), have been found to play a significant role in determining speech-act behaviors in pragmatics research, and were systematically varied in the design of each situation (Beebe & Takahashi, 1989; Brown & Levinson, 1987; Cheng, 2005).

**Table 1** Distribution of Contextual Variables

#### DCT Situations Based on Social Variables

Situation	Social Power (Status)	Familiarity (Social Distance)	Imposition (Size of Favor)
1	Equal	Unfamiliar (High)	Low
2	Equal	Unfamiliar (High)	Low
3	Low	Unfamiliar (High)	High
4	Equal	Familiar (Low)	Low
5	Equal	Unfamiliar (High)	High
6	Equal	Unfamiliar (High)	High
7	Low	Familiar (Low)	Low
8	Equal	Familiar (Low)	High
9	Low	Familiar (Low)	High
10	Equal	Unfamiliar (High)	Low

### Results and Discussion

This research examined the pragmatic competence of Pakistani university students by measuring gratitude strategies. This study utilized Cheng’s taxonomy to analyze the gratitude responses. The objectives of the study was to get insights about what kind of gratitude strategies are used by the students and how social/contextual variables affects the gratitude strategies. Table 2 classifies various approaches for responding to expressions of gratitude. The predominant approach, by a significant margin, is thanking (518 instances). Subsequently, appreciation is used as second most strategy (195 instances) and positive feelings (342 instances) evoked by the benevolent deed. The less frequent strategies include expressing recognition of imposition (zero times), repayment (11 times), alerter (two times), and other (54 times). Curiously, apologies are a very seldom reaction, occurring only six times. In general, the evidence indicates that it is important to prioritise positive reinforcement and praise when reacting to gratitude. The results of the present study are similar to those of Cheng (2005), Farashaiyan and Hua (2012), and Salayo (2021), who also found that most used gratitude strategy is “Thanking”. Students used this strategy almost in every situation; with teacher, friend, stranger, boss and family members.

**Table 2** Participants’ Performance of Gratitude Strategies

No	Strategy	Frequency	No	Strategy	Frequency
1	Thanking	518	5	Recognition of Imposition	0
2	Appreciation	195	6	Repayment	11
3	Positive Feelings	342	7	Alerter	2
4	Apology	6	8	Other	54

**Figure 3** Participants' Performance of Gratitude Strategies

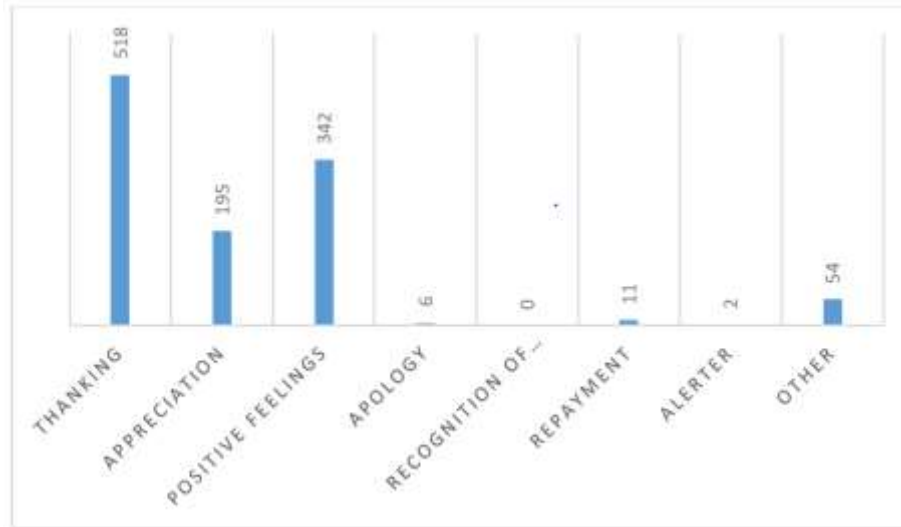
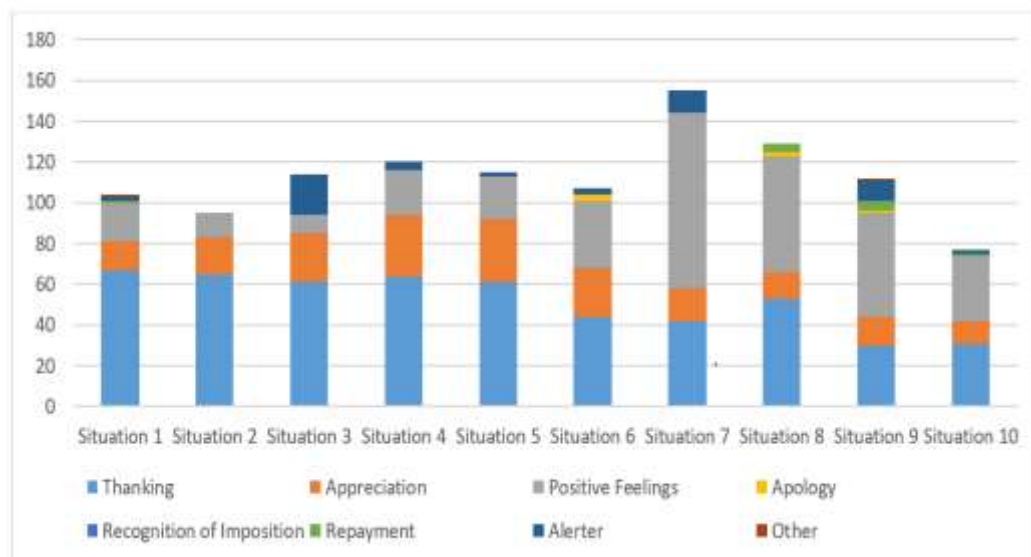


Figure 2 shows the gratitude responses of the students in all situations.

**Figure 4** Detail of Gratitude Responses



The results of the study are discussed in two sections, first section will provide the answer to first research question which is that what gratitude strategies are used by the students and second section aims to provide the answer to second research question which is that what is the effect of social/contextual variables in the selection of gratitude strategies?

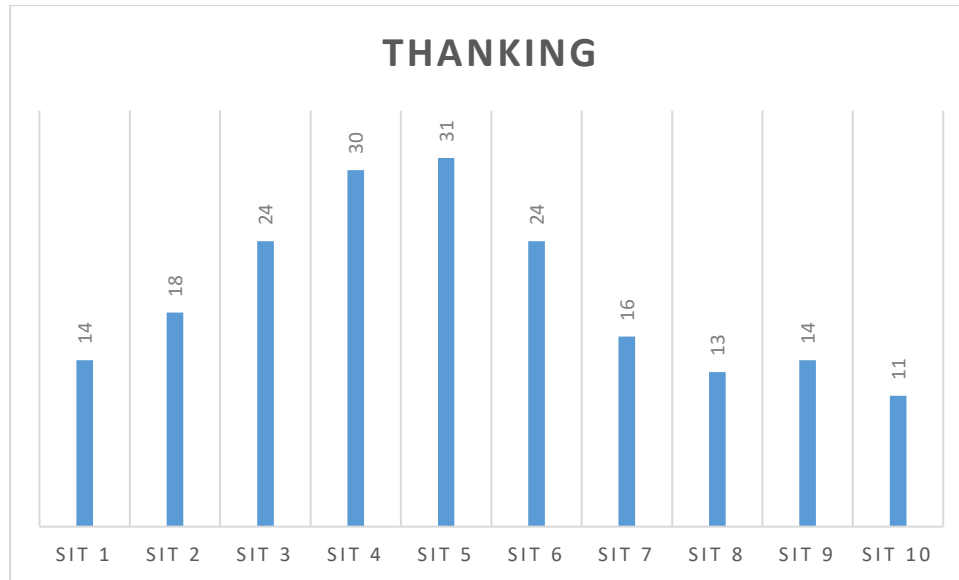
**Section 1:**

This section addresses the answer to first question, here results are discussed strategy wise, in all situations what strategies students used and with what frequency are listed.

First strategy is “thanking” which is the highly used strategy, most frequently used in situation 1, 2, 3, 4 & 5, 67, 65, 61, 64 & 61 times respectively. Examples are Thank you so much! Thank you for help! Etc. It is not less used in the other situations, there its frequency is

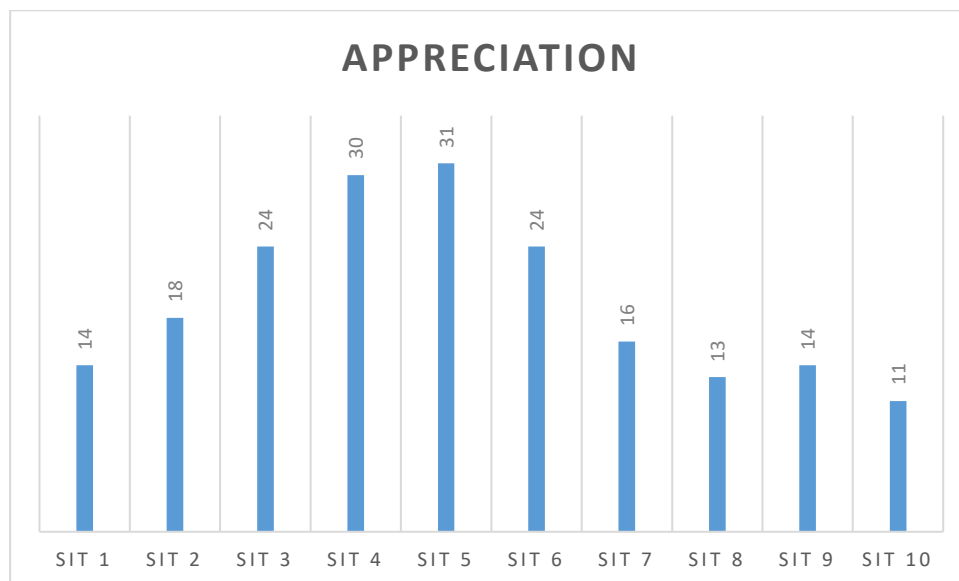
also high. Respondents used this strategy in every situation/case e.g. thanking to a friend, thanking to a stranger, thanking to professor, thanking to family members and also where they are dominant and where they have less social power compared to hearer. The results indicate that whatever was the case, thanking by saying word “Thank You!” is most used way of saying thanks.

**Figure 5** Situation Wise Use of Thanking Strategy



Second strategy which is highly used after thanking is “Appreciation” strategy highly used in situation 4 & 5, 31 and 30 times respectively. While in other situations its use is moderate. Examples are “I appreciate you”, “I appreciate you for help” etc. Respondents used this strategy the most while thanking to friends who helped in the hour of need whom they are familiar with and have same social power, no one dominates the other. It is concluded that appreciation strategy is used to appreciate the persons whom with one is familiar.

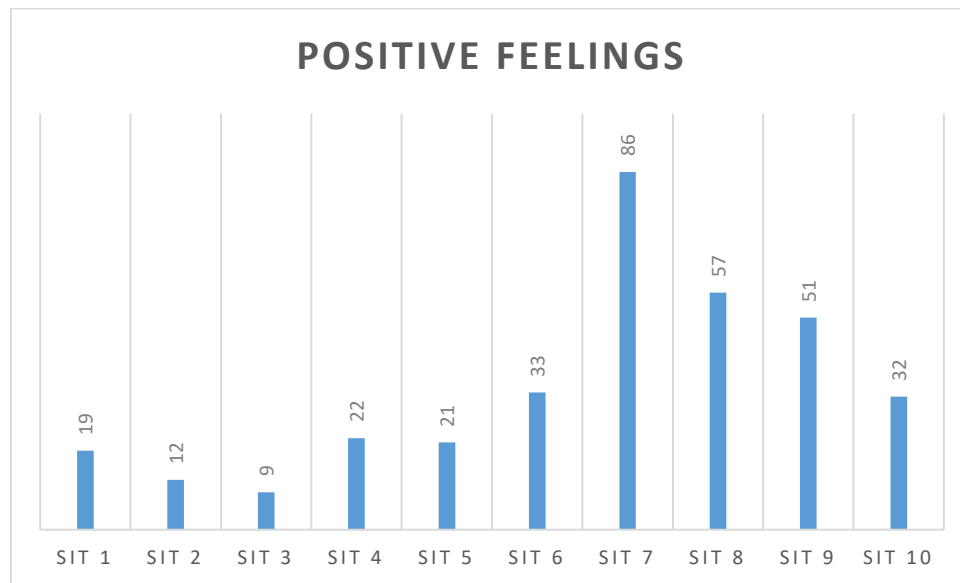
**Figure 6** Situation Wise Use of Appreciation Strategy





Third strategy to be discussed is “Positive Feelings”, its high use is in situation 7, 8 & 9 with frequency 86, 57 and 51 respectively. Examples are ‘You are a life saver’, ‘You are such a nice person’ etc. other strategy ‘Alerter’ is also employed 11 times. It is highly employed in the situation 7 where a professor accepts the marriage invitation, due to the level of intimacy with the professor respondents utilized the strategy of positive feelings to express gratitude to professor. In situation 9 lending money from family person, respondents used this strategy to express gratitude. It is noted that expressing gratitude to a professor and family person whom with familiarity and intimacy level is high respondents used positive feelings rather simply saying thank you to express feelings of gratitude.

**Figure 7** Situation Wise Use of Positive Feelings Strategy



Strategies like Apology, Recognition of imposition, Repayment and Other are not used by the respondents. It may be due to the lack of pragmatic awareness, unfamiliarity with thanking strategies or may be due to the effect of culture. In Pakistan culturally to express gratitude to someone thanking words are used mostly, like “Shukriya”, “Khuda apko kush rakhy” these kind of expressions are used mostly.

To summarize the discussion of section one it is concluded that students used Thanking, Appreciation and Positive feelings the most. While Recognition of imposition, Apology and Other strategies are not used by the students. Results indicate that students have limited access to the gratitude strategies.

## Section 2:

This section aims to provide the answer to second research question which is what is the effect of social/contextual variables on the selection of gratitude strategies? Situations are grouped according to lower and equal social status (power), out of 10 situations seven situations have equal social status of the addressee and three have lower social status with varying size of imposition. Seven situations with high social status includes four situations with low size of imposition and three with high size of imposition. Three lower social status situations have two situations with high size of imposition and one with low size of imposition.

### Equal Social Status

Seven situations (1, 2, 4, 5, 6, 8 & 10) have equal social status in which four situations (1, 2, 4 & 10) have low size of imposition and three situations (5, 6 & 8) have high size of imposition.

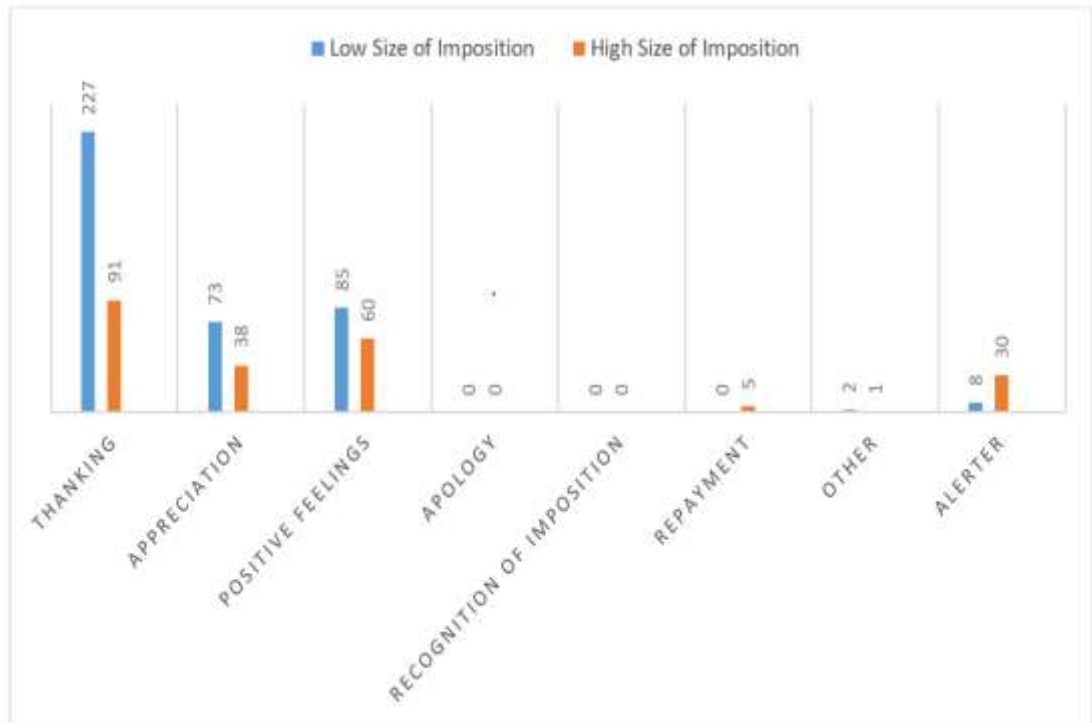
First, situations with equal social status and low size of imposition are discussed. In situation one highly used strategy is thanking which is used 67 times. Respondents while thanking to a stranger when size of imposition is low they mostly used the word ‘thank you’ 41 times. Positive feelings were also used 19 times for favor giver to express gratitude. In Situation two thanking strategy is used highly with frequency 65. As the speaker and favor giver are passing through the door respondents expressed gratitude by using the word ‘thank you’ 28 times. They also used the sub-strategy ‘stating the favor’ 16 times. Expressing gratitude to a stranger respondents preferred to express gratitude just by saying ‘thank you’ mostly. In situation four expressing gratitude to friend, students used thanking strategy the most 64 times. But due to the level of intimacy between them respondents used ‘appreciation’ and ‘positive feelings’ significantly 30 and 22 times respectively. In situation 10 respondents used ‘thanking’ and ‘positive feeling’ 31 and 32 times respectively while expressing gratitude to a classmate. Positive feelings were expressed because classmate helped in collecting the notes.

Second, situations with equal social status and high size of imposition are discussed now. In situation five highly used strategies are ‘thanking’ and ‘appreciation’ which are used 61 and 31 times respectively with sub-strategies ‘thanking and mentioning the imposition’ and ‘using the word appreciate and mentioning the imposition’ 36 and 21 times respectively. When fellow student helped by giving his/her laptop in the need of the hour respondents mentioned the imposition too while expressing gratitude. In situation 6 expressing gratitude to class fellow who fixed laptop here use of ‘positive feelings’ is moderately high, it is used 33 times. ‘Thanking’ is also used 44 times. In situation 8 while returning book to friend after keeping it for extra two to three days, students expressed gratitude by utilizing strategy ‘positive feelings’ and ‘thanking’ 57 and 53 times. Here positive feelings are more in number than thanking due to high size of imposition and level of intimacy with class fellow.

**Table 3** Comparison of Strategies When Social Status is Equal but Size of Imposition is Low and High

Strategies	Low Size of Imposition	High Size of Imposition
Thanking	227	91
Appreciation	73	38
Positive feelings	85	60
Apology	0	0
Recognition of imposition	0	0
Repayment	0	5
Other	2	1
Alerter	8	30

**Figure 8** Comparison of Strategies When Social Status is Equal but Size of Imposition is Low and High



**Lower Social Status**

Three situations (3, 7 & 9) out of 10 have low social status, in which 2 (3 & 9) situations have high size of imposition and one situation (7) have low size of imposition.

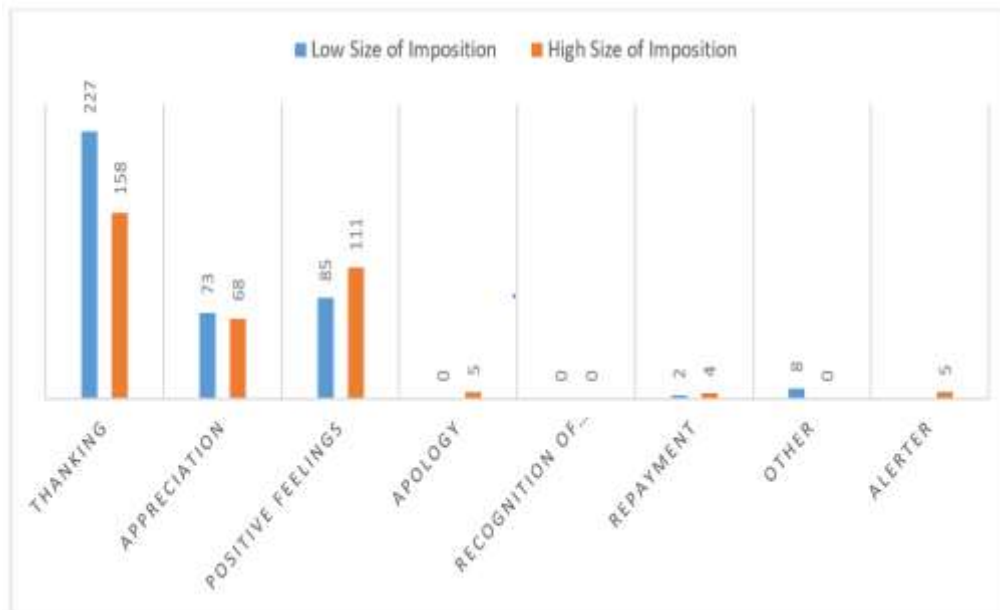
First, two situations with high size of imposition are discussed. In situation three to express gratitude to professor for postponing the presentation students used ‘thanking’ strategy highly 61 times. Students used ‘title’ (Sir/Ma’am) 20 times too. In situation nine respondents expressed gratitude to brother/sister by expressing ‘positive feelings’ more 51 times while ‘thanking’ is only used 30 times. Due to blood relation students used positive feelings more to say thanks.

Second, situation with low social status and low size of imposition is discussed. In situation seven to express gratitude to professor who accepted marriage invitation students highly used ‘positive feelings’ 86 times due to intimacy with the professor.

**Table 4** Comparison of Strategies When Social Status is Low and Size of Imposition is Low and High

Strategies	Low Size of Imposition	High Size of Imposition
Thanking	42	91
Appreciation	16	38
Positive feelings	86	60
Apology	0	0
Recognition of imposition	0	0
Repayment	0	5
Other	0	1
Alerter	11	30

**Figure 9** Comparison of Strategies When Social Status is Low and Size of Imposition is Low and High



To conclude whole discussion of section two it is found that social/contextual variables have great influence on the way of expressing gratitude. To express gratitude to friends, stranger and professor, students used different strategies.

### Conclusion

The goal of this research was to examine the pragmatic competence of university students by analyzing the gratitude responses to various situations. A modified version of Cheng’s 10-item questionnaire was used to collect data. The findings of the study revealed that university students used the “Thanking” strategy the most followed by “Positive feelings” and “Appreciation”. The strategies like “Apology, Repayment, and Aleter” were negligibly used. In general, students lack the pragmatic knowledge of thanking strategies. The results of the study can be used to guide educational interventions aimed at fostering proficient thankfulness among university students in Pakistan. By including guidance on indirect techniques, these interventions can provide students with a broader array of resources to negotiate social encounters and cultivate more robust relationships.

### Practical Applications

The findings of this study on thankfulness expression among Pakistani university students can be utilised to create effective tools that improve their communication abilities. Indirect appreciation tactics, such as acknowledging when someone has made an extra effort for you (acknowledgment of imposition) and offering to reciprocate (repayment), can be taught through targeted educational programmes. Workshops and seminars have the potential to enhance understanding of the significance of expressing gratitude in many ways, which may vary based on the specific scenario and cultural background.

Moreover, cultural exchange programmes can be specifically tailored to cultivate comprehension and admiration for diverse modes of expressing thankfulness. This exposure can be advantageous for Pakistani students as it enables them to acquire the skills necessary to handle social interactions more efficiently in multinational environments. The findings can also

inform the development of intercultural communication training resources, which can offer Pakistani students practical direction on expressing thanks in culturally acceptable ways.

### **Further Research**

This study emphasises a possible deficiency in pragmatic proficiency. Further investigation might explore the cultural elements that may impact the inclination of Pakistani students towards employing straightforward expressions of thankfulness. Do certain cultural values or social standards discourage the use of indirect expressions? Conducting interviews or focus groups with students and cultural experts could yield significant insights.

This study does not discriminate based on gender. Subsequent investigations can examine potential disparities in the expression of appreciation between Pakistani male and female university students. Do cultural expectations or social standards have an influence on these differences?

### **Limitations**

The study specifically targets a group of 80 students, which may not be sufficiently representative of the overall population of university students in Pakistan. Increasing the sample size to include multiple universities would yield a more representative and applicable outcome.

The scope of the research is restricted to undergraduate students. Subsequent research could examine the patterns of expressing thankfulness among Pakistani university students at postgraduate level, to determine whether there are any variances in their growth.

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## Appendix A

### Gratitude Responses in All Situations

Gratitude Strategies	Sit. 1	Sit. 2	Sit. 3	Sit. 4	Sit. 5	Sit. 6	Sit. 7	Sit. 8	Sit. 9	Sit. 10
<b>1. Thanking</b>	<b>67</b>	<b>65</b>	<b>61</b>	<b>64</b>	<b>61</b>	<b>44</b>	<b>42</b>	<b>53</b>	<b>30</b>	<b>31</b>
a. Using Word "Thank You"	41	28	46	27	19	23	28	28	22	15
b. Stating the Favor	26	16	8	29	6	16	10	14	7	16
c. Thanking and mentioning the imposition	0	1	7	8	36	5	4	11	1	0
<b>2. Appreciation</b>	<b>14</b>	<b>18</b>	<b>24</b>	<b>30</b>	<b>31</b>	<b>24</b>	<b>16</b>	<b>13</b>	<b>14</b>	<b>11</b>
a. Using word "Appreciate"	7	15	19	12	10	16	14	8	13	6
b. Using word appreciate and mentioning the imposition	7	3	5	18	21	8	2	5	1	5

<b>Gratitude Strategies</b>	<b>Sit. 1</b>	<b>Sit. 2</b>	<b>Sit. 3</b>	<b>Sit. 4</b>	<b>Sit. 5</b>	<b>Sit. 6</b>	<b>Sit. 7</b>	<b>Sit. 8</b>	<b>Sit. 9</b>	<b>Sit. 10</b>
<b>3. Positive feelings</b>	<b>19</b>	<b>12</b>	<b>9</b>	<b>22</b>	<b>21</b>	<b>33</b>	<b>86</b>	<b>57</b>	<b>51</b>	<b>32</b>
a. Positive reaction to favor giver	19	12	9	21	21	33	86	57	51	32
b. Positive reaction to object of favor	0	0	0	1	0	0	0	0	0	0
<b>4. Apology</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>
a. Using apologizing words	0	0	0	0	0	1	0	1	0	0
b. Apologizing words and stating the favor	0	0	0	0	0	2	0	1	1	0
c. Criticizing oneself	0	0	0	0	0	0	0	0	0	0
d. Expressing embarrassment	0	0	0	0	0	0	0	0	0	0
<b>5. Recognition of imposition</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
a. Acknowledging the imposition	0	0	0	0	0	0	0	0	0	0
b. Stating the need for favor	0	0	0	0	0	0	0	0	0	0
c. Diminishing the need for favor	0	0	0	0	0	0	0	0	0	0
<b>6. Repayment</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>1</b>
a. Offering or promising service, money, food	0	0	0	0	0	0	0	2	4	0
b. Indicating indebtedness	1	0	0	0	0	0	0	2	1	1
c. Promising future self-restrain	0	0	0	0	0	0	0	0	0	0
<b>7. Other</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
a. Here statement	0	0	0	0	0	0	0	0	0	0
b. Small talk	0	0	0	0	0	0	0	0	0	0
c. Leave-taking	0	0	0	0	0	0	0	0	0	0
d. Joking	0	0	0	0	0	0	0	0	1	0
<b>8. Alerter</b>	<b>2</b>	<b>0</b>	<b>20</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>11</b>	<b>0</b>	<b>10</b>	<b>2</b>
a. Attention getter	1	0	0	3	1	1	0	0	0	2
b. Title	1	0	20	1	1	2	11	0	10	0

Gratitude Strategies	Sit. 1	Sit. 2	Sit. 3	Sit. 4	Sit. 5	Sit. 6	Sit. 7	Sit. 8	Sit. 9	Sit. 10
c. Name	0	0	0	0	0	0	0	0	0	0

## Appendix B

### Gratitude Strategies Response Form

Dear Participant:

The purpose of this study is to investigate the gratitude expressions/strategies used by Pakistani university students. There are 10 situations in this questionnaire. Please read each situation carefully, and imagine that you are in the same situation. Then, respond naturally using the same language you would use in your daily interaction as if you are talking to a person in front of you. Please provide true information.

Name of university: \_\_\_\_\_ Semester: \_\_\_\_\_

Department/program: \_\_\_\_\_ Gender: \_\_\_\_\_

Situation 1: You have entry test at a university where you have never been before. You arrive at the university and since you have never been there before, you can't find the test center. You ask person passing by for directions. After the person tells you how to get there, how would you thank him/her?

You: \_\_\_\_\_

Situation 2: You are in a corridor in the university walking towards a door. Just before you reach it, it is pushed open from the other side. Another student steps through. He sees you and holds the door open for you. How would you thank him/her?

You: \_\_\_\_\_

Situation 3: You were sick yesterday and you did not study for the presentation. You request your professor if you can present tomorrow, professor agrees. How would you thank?

You: \_\_\_\_\_

Situation 4: You were sick and missed lecture last week. You ask your close friend to lend you the register to make notes. Your friend agrees to lend you the register. How would you thank when giving the register back to your friend?

You: \_\_\_\_\_

Situation 5: A student is presenting his/her project in class, next is your turn. Just in mean time you realize your laptop is not working properly. You ask a classmate, whom you don't know very well, sitting beside you to lend you his/her laptop. After presentation, when you return the laptop, what do you say to thank your classmate?

You: \_\_\_\_\_

Situation 6: You are having trouble with your laptop; it keeps hanging. You know a class fellow at university who knows a lot about laptops and you ask the person to help you. At first person hesitates because he is very busy, but then agrees to help you, how would you thank him?



You: \_\_\_\_\_

Situation 7: Next week is wedding ceremony of your brother/sister. You invites one of your favorite professor at the event, first he/she apologizes because he/she is busy but when you insist he/she agrees. How would you thank him/her?

You: \_\_\_\_\_

Situation 8: You borrow a book from friend for a class project. You are supposed to return the book tomorrow. However, you need to keep it for another 2-3 days to complete your project. You ask him/her if you can keep the book for a few more days, and he/she agrees. When you return the book how you will thank him/her?

You: \_\_\_\_\_

Situation 9: You find yourself in need of money. You mention this to your brother/sister, who immediately gives you the money. How would you thank him/her?

You: \_\_\_\_\_

Situation 10: You and your classmate, whom you don't know very well, are walking to class. You accidentally drop your notes, which scatter all over the middle of a busy hallway. Your classmate helps you pick up your notes. When your classmate gives the notes to you, how you will thank him/her?

You: \_\_\_\_\_