



شبكة المعلومات الجامعية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ain Shams University Information Network  
جامعة عين شمس

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شبكة المعلومات الجامعية

# جامعة عين شمس

التوثيق الالكتروني والميكروفيلم

## قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأفلام قد أعدت دون أية تغييرات



## يجب أن

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التوثيق الالكتروني والميكرو فيلم

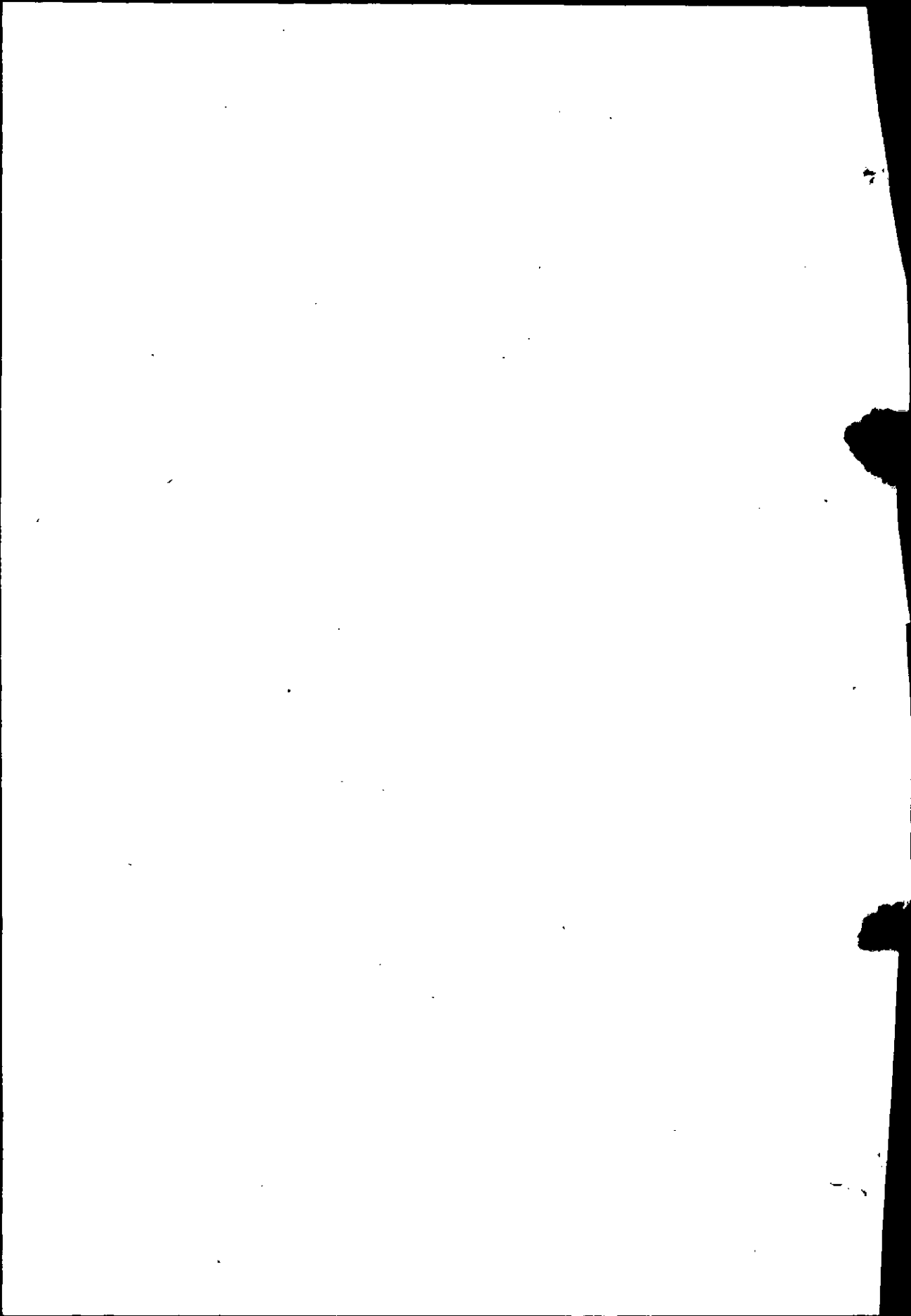
**Face Saving Strategies:  
An Exploratory Contrastive Study  
Of The Relationship Between  
Structure And Use Of English  
And Egyptian Arabic**

**Doctoral Dissertation  
Submitted by  
Mona Moustafa Mohammad Osman**

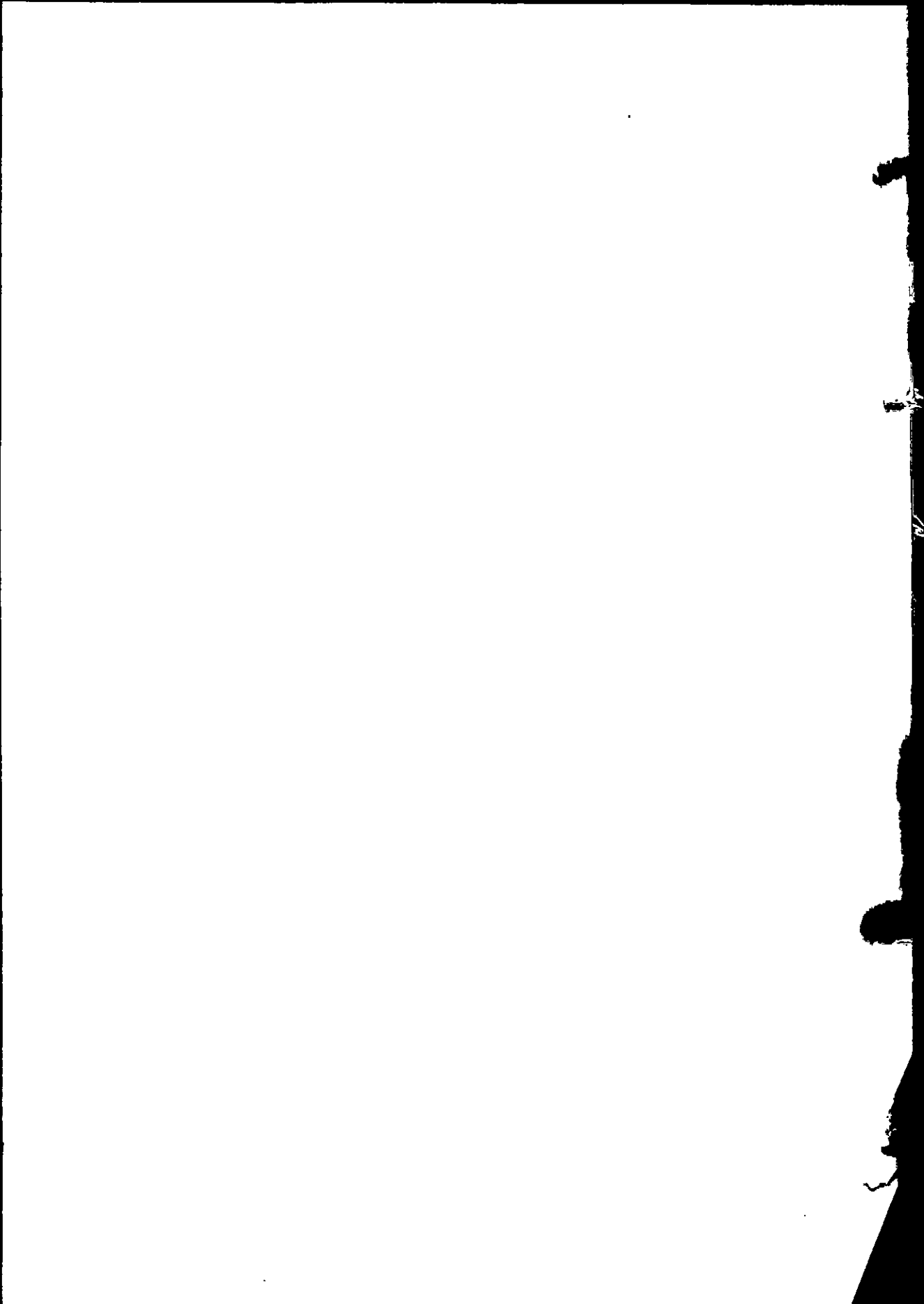
**To  
The English Department  
Faculty of Arts / Ain Shams University  
For the Ph.D. Degree in Linguistics**

**Under Supervision of  
Dr. Amal El Kary  
Professor of Linguistics  
Faculty of Arts  
Ain Shams University**

139  
of



*To God Almighty  
who saw me through*



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### Abstract

The broad area of this study is face wants as defined by Brown and Levinson (1987), or in other words face saving strategies and face threatening strategies, focusing specifically on the face-saving strategies of face-saving acts as exemplified by the speech act of forgiving. The aim of this study is realizing the face-saving strategies of the speech act of forgiving in first language (L1) American English as spoken by middle class educated Americans, second language (L2) English as spoken by middle class educated Egyptians, and L1 Arabic as spoken by Cairene middle class educated Egyptians. If differences in strategies are detected among those language groups, the reasons will be analyzed in order to find out whether the difference is due to sociolinguistic reasons, i.e. the effect of the L1 Egyptian culture on the L2 English utterances; or pragmalinguistic reasons, i.e. the negative transfer from L1 to L2 and L2 language deficiency. The literature review spans a twenty-year-period and is divided into four sections: classical literature on speech acts; definitions of politeness and face; studies in the area of face and positive / negative politeness; and pragmatic failure, miscommunication, and pragmatic transfer. The subjects are 30 graduate students from the three language groups. The instrument used is a modified version of a language use questionnaire designed by Cohen, Olshtain, and Rosenstein (1986). The results reveal that there are differences between the face-saving strategies of the speech act of forgiving of L1 English speakers on the one hand, and those of L2 English speakers and L1 Arabic speakers on the other hand. Those differences are likely to lead to miscommunication or pragmatic failure between L1 and L2 English speakers. The data analysis supports that this pragmatic failure is

due to both reasons, i.e. the sociolinguistic reason and the  
pragmalinguistic reason. The results are in keeping with most  
previous research in this area.

*List of Abbreviations*

AUC	The American University in Cairo
EFL	English as a foreign language
ESL	English as a second language
FL	Foreign Language
L1	First (native) language
L2	Second language
SL	Second language
TOEFL	Test of English as a Foreign Language

### Key to Transcription of Arabic Phonemes

The following phonemic symbols, which are used to transcribe the Arabic examples of the Arabic data incorporated within this study, are taken from the International Phonetic Alphabet (IPA) as introduced in Fromkin and Rodman (1983) and used by Gabr (1991) and Morsy (1992). Where the symbols are different from the IPA, the new symbols are put between parentheses.

#### I. Consonants

##### A. Plosives

###### Voiceless

t	voiceless dental	e.g. tufa:H	trans.: apples
(T)	voiceless pharyngeal		
	alveolar emphatic	e.g. Ta:leb	trans.: student
k	voiceless velar	e.g. kla:m	trans.: words
q	voiceless uvular	e.g. qam	trans.: century
ʔ	voiceless glottal	e.g. ʔahra:m	trans.: pyramids

###### Voiced

b	voiced bilabial	e.g. ba:b	trans.: door
d	voiced dental	e.g. dahab	trans.: gold
(D)	voiced pharyngeal		
	alveolar emphatic	e.g. Dami:r	trans.: conscience
g	voiced velar	e.g. gabal	trans.: mountain

##### B. Fricatives

###### Voiceless

f	voiceless labiodental	e.g. faraH	trans.: wedding
s	voiceless alveolar	e.g. sala:m	trans.: peace

S	voiceless pharyngeal		
	alveolar emphatic	e.g. SaH	trans.: correct
(š)	voiceless alveolar		
	palatal	e.g. šagarah	trans.: tree
x	voiceless uvular	e.g. xaTar	trans.: danger
h	voiceless pharyngeal	e.g. haram	trans.: pyramid
(H)	voiceless glottal	e.g. Harb	trans.: war

### Voiced

z	voiced alveolar	e.g. zahra	trans.: flower
Z	voiced pharyngeal		
	alveolar emphatic	e.g. Zari:f	trans.: cute
(C)	voiced pharyngeal	e.g. Carabiya	trans.: car
(G)	voiced uvular	e.g. Garb	trans.: west

### C. Nasals

m	voiced bilabial	e.g. malH	trans.: salt
n	voiced dental	e.g. nu:m	trans.: sleep

### D. Liquids

r	voiced alveolar trill	e.g. rubbama	trans.: perhaps
l	voiced dental lateral	e.g. liCab	trans.: toys

### 2. Semivowels

w	voiced bilabial glide	e.g. walad	trans.: boy
(y)	voiced palatal glide	e.g. yu:m	trans.: day

### 3. Vowels

#### A. Short Vowels

a	low front unrounded	e.g. SaTr	trans.: line
i	high front unrounded	e.g. bint	trans.: girl
u	high back rounded	e.g. fusta:n	trans.: dress
o	high mid back rounded	e.g. dokto:r	trans.: doctor

#### B. Long Vowels:



a:	low front unrounded	e.g. ha:t	trans.: bring
i:	high front unrounded	e.g. fi:l	trans.: elephant
u:	high back rounded	e.g. fi:lʌ:s	trans.: money
e:	high mid front unrounded	e.g. le:h	trans.: why
o:	high mid back rounded	e.g. do:r	trans.: role