

Aspect of Preference of the Firstborn Child in the American and Egyptian Family: A Contrastive Study

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Abstract

This is a descriptive study that deals with aspects of preference of the firstborn child in the American and Egyptian families. This study aims to identify the reasons of the firstborn child preference in the American and Egyptian families. It provides a linguistic analysis of aspects of preference of the firstborn child in the American family syntactically and socially, and the linguistic analysis of aspects of preference of the firstborn child in the Egyptian family syntactically and socially in some detail. The theoretical framework includes “The systemic functional linguistic theory”. The American data sources include the series “Everybody Loves Raymond”. The Egyptian data sources include the series “نسر الصعيد”. The results of the study explain the similarities and differences between aspects of the firstborn child preference in the American and Egyptian families. It also clarifies the consequences of the firstborn child preference in the American and Egyptian families. This study concludes that a proposed opinion enables the American and Egyptian societies to avoid and reduce the problems that may occur among parents and their children, whether for those who are about to get married/have babies or for those who have already married and have children.

Keywords: Firstborns, Sons, Daughters, Preferred children, Children in the American and Egyptian societies.

المستخلص

هذه دراسة وصفية تتناول جوانب تفضيل المولود الأول في الأسر الأمريكية والمصرية. تهدف هذه الدراسة إلى التعرف على أسباب تفضيل المولود الأول في الأسر الأمريكية والمصرية. تبحث الدراسة في تحليل جوانب تفضيل المولود الأول في الأسرة الأمريكية لغويا واجتماعيًا، وتحليل جوانب تفضيل المولود الأول في الأسرة المصرية لغويا واجتماعيًا بشيء من التفصيل. يتضمن الإطار النظري "النظرية اللغوية الوظيفية البنوية". تتضمن مصادر البيانات الأمريكية مسلسل "الجميع يحب ريموند". تتضمن مصادر البيانات المصرية مسلسل "نسر الصعيد". تشرح نتائج الدراسة أوجه التشابه والاختلاف بين جوانب تفضيل المولود الأول في الأسر الأمريكية والمصرية. كما توضح أيضا عواقب تفضيل المولود الأول في الأسر الأمريكية والمصرية. وتخلص هذه الدراسة الى رأي مقترح يمكن المجتمعين الأمريكي والمصري من تجنب وتقليل المشاكل التي قد تحدث بين الآباء وأبنائهم سواء لمن هم على وشك الزواج/إنجاب الأطفال أو لمن تزوجوا بالفعل ولديهم أطفال.

الكلمات المفتاحية: الأبناء البكر، الأبناء، البنات، الأطفال المفضلون، الأطفال في المجتمعين الأمريكي والمصري.

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Introduction

This is a descriptive study of the aspects of preference of the firstborn child in the American and Egyptian families. It investigates the linguistic distinctive features of these aspects. Mainly, there is a clarification of the reasons of preference of the firstborn child in the American and Egyptian families. There is a syntactic and social analysis of these aspects. Finally, there is a comparison between the aspects of preference of the firstborn child in the American and Egyptian families.

Objectives of the Study

- 1- Identifying the reasons for the firstborn child preference in the American and Egyptian families.
- 2- Analyzing the aspects of preference of the firstborn child in the American family syntactically and socially.
- 3- Analyzing the aspects of preference of the firstborn child in the Egyptian family syntactically and socially.
- 4- Explaining the similarities and differences between the aspects of the firstborn child preference in the American and Egyptian families in some detail.

Rationale of the Study

- 1- This study illustrates one of the most common cultural features of the American and Egyptian societies in the relations among family members.
- 2- This study explains the details of the problem of the firstborn child preference in the American and Egyptian families including its reasons, consequences, and a proposed opinion to solve it syntactically and socially.
- 3- This study is an effective scientific method for parents to change their vision in dealing with their children to avoid any psychological and social problems that may happen to their children in the future.

Research Questions

- 1- What are the reasons of preference of the firstborn child in the American and Egyptian families?
- 2- What are the syntactic and social characteristics of the aspects of preference of the firstborn child in the American family?
- 3- What are the syntactic and social characteristics of the aspects of preference of the firstborn child in the Egyptian family?
- 4- What are the similarities and differences between the aspects of the firstborn child preference in the American and Egyptian families?
- 5- What are the consequences of the firstborn child preference in the American and Egyptian families and the methods by which this problem can be solved?

Scope of the Study

This study includes two types of aspects:

1- The aspects of the firstborn child preference materially in family:

These aspects include all the material aspects of the firstborn child preference in family such as his/her reception of the best food, drink, clothing, education, treatment, and the highest amount of money.

2- The aspects of the firstborn child preference morally in family:

These aspects include all the moral aspects of the firstborn child preference in family such as his/her receiving the highest degree of respect, acceptance, love, care, appreciation of his/her efforts for himself/herself and the others, and overlooking his/her mistakes.

Data Sources

1- The American source:

Due to the fact that the American TV series expresses most of the American cultural items, the American data source includes quoted conversations between parents and children in the American TV series "Everybody Loves Raymond".

2- The Egyptian source:

Due to the fact that Egyptian TV series expresses most of the Egyptian cultural items, the Egyptian data source includes quoted conversations between parents and children in the Egyptian T.V series "النسر الصعيد".

Review of the Literature

The previous studies that dealt with similar topics to this research include the following ones:

1. Sizemore & Dittmann (2002): [Sizemore, D. J., & Dittmann, S. \(2002\).](#)

Topic: Sex-selection preferences for firstborns.

Sample: 469 U.S. college students (239 women, 230 men).

Findings: Strong preference for firstborn sons; African American students showed higher willingness to use sex-selection technology for this preference.

2. Behrman & Taubman (1986): [Behrman, J. R., & Taubman, P. \(1986\).](#)

Topic: Birth order, schooling, and earnings.

Data: Longitudinal U.S. studies.

Findings: Firstborns receive more parental resource allocation; this investment is reflected in higher schooling and earnings in adulthood.

3. Jensen & Jorgensen-Wells (2025): [Jensen, A. P., & Jorgensen Wells, M. \(2025\).](#)

Topic: Meta-analysis of parental favoritism.

Sample: ~30 studies, ~19,500 participants from US/Europe/Canada.

Findings: Firstborns, daughters, and more conscientious/agreeable children are most often favored; older children viewed as more “honored”.

4. Sulloway (1996): [Sulloway, F. J. \(1996\).](#)

Topic: Birth order, personality, and parental resource competition.

Theory: Firstborns are favored due to their early survival and likely higher reproductive value; they manifest more conscientious and conservative traits.

5. Mansoura Son Preference Study (2007): [El-Gilany, A. H., & Shady, H. \(2007\).](#)

Title: Determinants and causes of son preference among women delivering in Mansoura, Egypt.

Sample: 400 Egyptian mothers at delivery clinics; measured son preference index (mean = 1.4).

Findings: Strong desire for a firstborn son; mothers of only girls were far likelier to prefer a son; lower paternal education increased son preference nearly 10-fold.

6. Samari et al. (2017): [Samari, G. \(2017\).](#)

Title: Women’s Agency and Fertility: Recent Evidence from Egypt.

Data: Longitudinal Egypt survey, births from 2006–2012

Findings: First child—especially a son—increased women’s empowerment, decision-making power, and mobility in Egypt; son births conferred greater household agency.

7. Female Infant Neglect (2002): [MD, \(2002\).](#)

Title: Female infant in Egypt: mortality and child care.

Data: Egyptian infant health and feeding data.

Findings: By 6 months, female infants exhibited higher malnutrition due to differential care—boys received more supplementary feeding—reflecting early-life preference for sons.

8. El-Zeini (2008): [El-Zeini, L. O. \(2008\)](#).

Title: The Path to Replacement Fertility in Egypt: Acceptance, Preference, and Achievement.

Sample/Data: 2004 Egypt Demographic and Health Survey follow-up.

Findings: Son preference strongly influenced rejection of the two-child ideal; women with son preference were less likely to use contraception or space births.

- All these previous studies focus on presenting social aspect that is related to the firstborn child in the American and Egyptian families without discussing the consequences of that aspect and doing these behaviors by parents on children psychologically, and socially in family. In addition, there are not any proposed solutions to address such dangerous social aspect. Despite the fact that shedding light on these points could be an effective method of raising the level of awareness of parents, which would push them to stop doing such wrong behaviors with their children in family, whether in the American society or in the Egyptian society.

On the other hand, this descriptive study discusses in detail all the justifications that are related to the subject of the firstborn child preference in the American and Egyptian families, in terms of the reasons for this preference, a precise linguistic analysis of the conversations among parents and their children, the consequences of that preference, and what are the possible solutions to address such a common social problem in the American and Egyptian societies.

Theoretical Framework

Systematic Functional Linguistics Theory “SFL”: [Halliday, M.A.K.\(1964\)](#).

The linguist “**Halliday**” developed this theory

The main theme of this theory is that language cannot be understood without meaning. In this theory, Halliday explains that language consists of form and function, and that linguists should describe actual sentences formally and functionally.

The principles of SFL hold that:

- 1-Language use is functional.
- 2-Its function is to make meanings.
- 3-These meanings are influenced by the social and cultural context in which they are exchanged.

The purpose of Systematic Linguistics:

SL “Systematic linguistics” is an avowedly functionalist approach to language, and it is arguably the functionalist, which has been most highly developed. In contrast to most other approaches, SL explicitly attempts to combine purely structural information with overtly social factors in a single integrated description. Like other functionalist frameworks, SL is deeply concerned with the purposes of language use. Systemicists constantly ask the following questions: What is this writer (or speaker) trying to do? What linguistic devices are available to help him do it, and on what basis does he make his choices?

1-In this theory, a text is analyzed in three ways, which are:

- 1-Context of situation.

Its three aspects are:

1.1-Field.

1.2-Tenor.

1.3-Mode.

- 2-Discourse Semantics.

Its three metafunctions are:

- 2.1-Ideational metafunction.

It includes

- 2.1.1-Process and participant types.

- 2.2-Interpersonal metafunction.

It includes

- 2.2.1-The mood system.

- 2.2.2-The modality system.

- 2.2.3-Appraisal resources.

- 2.3-Textual metafunction.

It includes:

- 2.3.1-Theme is the first part of a clause.

2.3.2-A second common theme/ rheme pattern is referred to as the zigzag pattern.

2.3.3-A third type of theme marks time and place.

2.3.4-A fourth type of theme accents the attitude of the speaker or writer.

2.3.5-Lastly, connecting themes are used to signal specific relationships between clauses and longer stretches of discourse

3-Phonology, orthography.

1-Context of situation:

It clarifies that understanding and creation of meaning cannot occur without an act of communication. It is assumed that the situation type gives the participants the right information about the meaning that is being exchanged, and the meanings that are likely to emerge. Halliday suggests that contexts of situation differ in three aspects that constitute the relevant features of social context, as well as determine the range within meanings that are selected.

These aspects are:

1.1-Field: it refers to what is happening, what kind of social action is taking place, which language is used, and what functions of language are used.

1.2-Tenor: it is concerned with who is taking part in speech, and what the nature of participants, including their statuses, roles, and relationships is.

1.3-Mode: it refers to the part which language is playing, the organization of the text including the channel “written/ spoken”, rhetorical mode and register.

2-Discourse Semantics:

In articulating “a language-based theory of learning”, Halliday (1993, p.93) describes how language simultaneously achieves three functions in constructing meaning. The ideational metafunction constructs ideas and experiences; the interpersonal metafunction enacts social roles and power dynamics; and the textual metafunction manages the flow of information to make extended discourse coherent and cohesive. Applied to literacy development in multilingual contexts, this perspective maintains that as children grow up and interact with the world, they have more experiences and ideas to share with a greater variety of people through their uses of a greater variety of languages and modes of communicating. Simultaneously, in interacting with a greater variety of people, children learn to use texts to construct different kinds of interpersonal relationships with family members, peers, and teachers that are shaped by cultural norms related to gender, race, class, and religion. Moreover, with regard to

the textual function, as they mature, children learn how to manage the flow of information in oral, written, and computer-mediated communication in the diverse cultural contexts, in which they participate, including their homes and neighborhoods, school, places of worship, and later work. Halliday maintains that this expansion of semiotic resources drives the development of individual meaning-making repertoires, as well as the evolution of meaning-making systems themselves. So, in this way language is analyzed into three metafunctions, which are:

2.1-Ideational metafunction:

The ideational metafunction, as the name suggests, constructs ideas and experiences through the use of Field resources. As shown in the following table 1, these resources construct transitivity patterns, which include the selection of specific types of verbs called “processes”. These different types of verbs construct functionally different kinds of nouns or noun groups called “participants”. In other words, any participants can play a variety of roles depending on the verb(s) they are related to in a clause. In addition, different types of adverbs and prepositional phrases construct different types of circumstances related to time, manner, and place (Halliday & Matthiessen, 2014).

Table 1: Process and participant type:

Process type	Examples	Transitivity and participant roles
Material	Make, destroy, give	<u>Jules</u> picked up <u>the prescription</u> for <u>her mom</u> . Actor Goal Beneficiary
Verbal	Say, scream, whisper	<u>The teacher</u> announced <u>a test</u> . Sayer Verbiage
Mental	Think, believe, love	<u>Anna</u> wanted to go for <u>a long run</u> . Sensor phenomenon
Behavioral	Watch, listen, laugh	<u>Erica</u> watches late night T.V. Behaver

Relational	Be, have, seem	<u>Jesse</u> is a really <u>nice</u> <u>guy</u> . Carrier Attribute <u>Alex</u> is his <u>advisor</u> . Token value <i>Note: Carrier / attribute are not reversible but Token / value are.</i>
Existential	Be, exist, remain	There is <u>empty space between molecules in a gas</u> . Existent

2.2-Interpersonal metafunction:

The interpersonal metafunction, as the name denotes, constructs interpersonal dynamics and attitudes through the use of Tenor resources, which include the use of mood, modality, and appraisal systems (Martin & White, 2005). As illustrated in the following table 2, the mood system provides options for making statements using the declarative mood, asking questions using the interrogative mood, and giving commands using the imperative mood. through English, Spanish, or code mixing, through the use of Mira (Look1) and Entiendes (Understand?). Using SFL metalanguage associated with the interpersonal metafunction, text analysts, including students, can analyze the use of statements, questions, and commands to explore social roles and power dynamics in classroom interactions, literature, films, and the media (e.g., who has speaking rights; who is silent; who uses statements to construct authoritative “facts”; who asks questions and engages in negotiating meaning; who gives commands and how commands are taken up or resisted; and who code mixes and for what purposes) (Harman & Khote, 2018; Gebhard, 2019). The example in the following table 2 that shows the teacher using the resources of tenor in stating the class is going to develop an understanding. The tenor system also includes modality resources to construct other degrees of possibility or certainty.

As shown in the following table 3, degrees of certainty can be expressed through the use of modal verbs (e.g., may, might, could, should, will, must), modal nouns (e.g., possibility, probability, certainty), and modal adverbs (probably, perhaps, absolutely) to construct harder or softer positions when making statements, asking questions, and giving commands (Halliday & Matthiessen, 2014). Derewianka and Jones (2016) make clear that language users do not simply exchange statements, questions, commands, and offers using the modality system. Rather, they also “express attitudes, engage the listener or reader, and adjust the strength of their feelings”. These dynamics include constructing degrees of familiarity or formality, as well as power and opinions; through the semiotic choices, they make (Derewianka & Jones, 2016, p.25). These aspects of the interpersonal metafunction comprise the appraisal system. Martin and White describe this system as providing resources for the expression of attitudes, engagement, and the strength of one’s propositions. As shown in the following table 4, attitude offers options for expressing emotions, judging people’s actions or moral character, and evaluating the value or quality of something. Engagement offers choices for acknowledging (or not) alternative perspectives. For example, direct engagement includes explicit attribution of information to a specific source, while implicit engagement inserts an expression of doubt or uncertainty. Lastly, graduation offers choices for modifying the interpersonal force or focus of a message.

Table 2: The mood system:

Mood	Function	Example from classroom discourse	Implications for analysis
Statements: the declarative mood	To give information, to construct a fact even when it is not a fact	Teacher: Mira! Today we are going to develop an understanding of what a linear function is using equations, graphs, and written explanations.	Text analysis, including students, can analyze the use of statements, questions, and commands to explore social roles and power

Questions: the interrogative mood	To ask for information or for someone to do something, or to make an offer	Would anyone like to explain what a linear Function is? (Silence).... Okay, (Reads from the textbook) Look at each of the graphs in the textbook.	dynamics in the classroom interactions literature, films, and the media (e.g., who has speaking rights; who is silent; who uses statements to
Commands: the imperative mood	To command or to express something forcefully	Decide if the graph represents a linear function and explain your reasons. Entiendes?	construct authoritative “facts”; who asks questions and engages in negotiating meaning; who gives commands and how commands are taken up or resisted; and who code mixes and for what purposes)

Table 3: The modality system:

Modal type	<u>Examples at different degrees of possibility/certainty</u>			Implications for research and practice
	Low	Medium	High	
Modal verbs	May, might the delegates <u>might</u> vote in favor of the proposal	Can, could, should the delegates <u>should</u> vote in favor of the proposal	Will, must, have to the delegates <u>will</u> vote in favor of the proposal	Text analysis, including students, can notice and critically discuss how modality is used to hedge, make space for other perspectives or not, or to overstate a claim
Modal adverbs	Maybe, perhaps, <u>Maybe</u> the proposal will pass	Usually, likely the proposal <u>probably</u> will pass	Always, never the proposal will <u>absolutely</u> pass	
Modal nouns	Possibility there is a <u>possibility</u> that the proposal will pass	Probability there is a strong <u>likelihood</u> the proposal will pass	Certainty it is a <u>certainty</u> that the proposal will pass	

Table 4: Appraisal resources:

Aspect of appraisal	Function	Example
Attitude	Express feelings, judgments of people, appreciation of things	The film documented the <u>indescribable pain</u> of the families. (affect) Vanessa is an <u>extremely</u> critical Thinker (Judgement) The play was <u>very well</u> Staged. (Appreciation)
Engagement	Engage with alternative voices (heteroglossic) or not (monoglossic)	Betsy told me Kevin resigned yesterday. (Heteroglossic) Kevin must have resigned. (Heteroglossic) Kevin resigned yesterday. (Monoglossic)
Graduation	Up/downgrade the force or focus on what is being said	<u>Most</u> nutritionists agree that refined sugars should be avoided. (Force) He's <u>a true friend</u> (Focus)

2.3-Textual metafunction:

The textual metafunction, as the title indicates, manages the flow of extended texts through the use of Mode resources. These resources include ways of weaving given and new information coherently and cohesively; using cohesive devices to construct specific kinds of relationships between ideas; and constructing lexical chains across longer stretches of a text through the use of repetition, synonyms, and pronouns. Derewianka and Jones (2016, p.30) explain that it is through the use of textual resources we are able to organize our ideas, attitudes, and so on into texts that coherently hang together and relate to the context. For example,

One of the problems language users sometimes face, especially language learners, is knowing how to shift from one topic to another by integrating given and new information in a seamless manner. In SFL terms, this is referred to as constructing cohesive theme/ rheme patterns.

2.3.1-Theme is the first part of a clause. In addition, referred to as given information, the theme signals the focus of the clause and the speaker/ writer's point of departure in communication. The rheme is anything that comes after the theme to add new information about the topic. The following table 5 shows five types of theme/ rheme patterns that support the progression of ideas in extended discourse in different disciplines.

2.3.2-A second common theme/ rheme pattern is referred to as the zigzag pattern. (Eggins, 2004, p.324), where the rheme of one sentence becomes the theme of the next. As illustrated in an example from US history in the following table 5, the rheme or new information in the first sentence is the American Revolution of 1776. This rheme,

“Revolution”, becomes the theme or given information in the next sentence, which then introduces the new idea of taxes. In a zigzag fashion, “taxes” becomes the theme or given information in the next sentence, which then provides new information about taxes on tea.

2.3.3-A third type of theme marks time and place. These ideational themes use circumstance of time to organize a series of events according to when they happened and they are very common in historical discourse (Coffin, 2009). In the example shown in the following table 5, the focus is on when John F. Kennedy was born and when he was assassinated. It is worth nothing that other ideational themes use different types of circumstances to focus on the place where something takes place. **2.3.4-A fourth type of theme accents the attitude of the speaker or writer.**

These interpersonal themes begin sentences with expressions that focus on the speaker/ writer’s feelings, evaluations, and judgments. In the example given in the following table 5, the author’s theme choice accents the feelings of “fear and frustration” experienced by many Puerto Ricans in the aftermath of Hurricane Maria in 2017.

2.3.5-Lastly, connecting themes are used to signal specific relationships between clauses and longer stretches of discourse.

Textual themes in oral discourse typically include *and*, *so*, *but*, *like*, *and because*. However, in making disciplinary meanings, language users need to construct more specific connections between ideas using textual themes such as *in addition*, *as a result*, *however*, *therefore*, *in contrast*, and *in sum*.

Table 5: Ways of building ideas through theme/ rheme patterns in different disciplines:

Pattern	Example	Function	Implications for practice
Theme repetition (use of same word, synonyms, pronouns)	A right isosceles triangle has one angle that measures 9 degrees and two angles that measure 45 degrees. It has two legs of equal lengths because of their corresponding angles. It has an area that can be determined by the same formula for all triangles.	The theme is a right isosceles triangle. The rheme adds new information about this theme. Each sentence begins with the same theme using the pronoun <i>it</i> , which is repeated as a way of staying on topic.	Text analysts including students can highlight and critically discuss how theme patterns progress depending on the genre they are producing. E.g. (narratives, historical, recounts, mathematical, descriptions, Scientific, explanations)
Zigzag (rheme In one clause becomes theme. in the next)	Boston is where the American Revolution of 1776 began. This revolution started because the King of England was taxing the Americans too much	In a zigzag fashion, the rheme of the first clause becomes the theme of the second, and so on. This pattern creates cohesion between given and new	

	<p>These taxes included the tax on tea, which resulted in the famous Boston Tea party.</p>	<p>information while building the field.</p>	
<p>Time and place themes</p>	<p>On January 20, 1961, John F. Kennedy was inaugurated as the 35th President of the United States. On November 22, 1963, he Was assassinated. In the United States, people of a certain age can recall vividly where they were When Kennedy was shot.</p>	<p>The themes draw attention to when or where something happened to accent time and place.</p>	
<p>Attitudinal themes</p>	<p>With fear and frustration, many Puerto Ricans continue to live without power and running water in The aftermath of 2017's Hurricane Maria.</p>	<p>The theme focuses on the Speaker/ writer's attitudes to draw attention to feelings, evaluations, and judgments.</p>	

Connecting themes	<p>Because of the narrowing of the arteries, there is increased blood pressure. As a result, patients with high blood pressure have a greater chance of having a heart attack or stroke.</p>	<p>The theme focuses on a cause to set up a cause and effect relation. Other kinds of connecting themes signal different kinds of relationships between clauses. For example, adding information (In addition, furthermore), sequencing (first, second, third, last) or contrasting information (however, in contrast, on the other hand).</p>	
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Analysis and Discussion

-The linguistic analysis of “The aspects of preference of the firstborn child in the American family”:

1- Various conversations from the series “Everybody Loves Raymond”:

These conversations illustrate to what extent father prefers his firstborn child Ally.

1- Ray is seen in this episode taking extra care of Ally while ignoring Michael. While he tries to justify it as making Ally happy, it is clear that Ally gets away with more than Michael does, and Ray is more indulgent with her.

Ray (to Debra, while holding Ally's hand): She is my firstborn. She is the one who made me a father. She deserves a little special treatment.

Debra (exasperated): Ray, that is just because she is older. Michael needs just as much attention as Ally.

Ray (playfully): Yeah, but Michael is just a boy. Ally, she is a little lady. She is different. She gets me.

2- In this episode, Ray and Debra's parenting approaches come to the forefront when Ray tries to give Ally an extra gift, a bigger allowance, and other perks, while Michael is given less. It subtly highlights how Ray, as a father, might favor Ally as the firstborn, feeling she deserves more because she was his first experience of parenthood.

Ray (to Debra, talking about Ally's allowance): She is the firstborn, Debra. She was the one who made me a dad! I just feel like she deserves a little more.

Debra (shaking her head): Ray, that is not fair to Michael. He is not a second-class citizen just because he came after Ally.

Ray (dismissively): I know, I know. But it's different with the first one. You only get that experience once.

3- In this episode, Ray is caught in the middle of a sibling rivalry between Ally and Michael. Ally, as the firstborn, often uses her age and experience to manipulate situations, and Ray without realizing it, enables her behavior.

Ray (to Debra, watching Ally and Michael argue): She is the firstborn. She is just more mature. I do not know why Michael cannot be more like her. She has a way of handling things.

Debra (frustrated): Ray, stop making excuses for her. She is not perfect. Michael is just as capable, but you treat him like he is always the problem.

Ray (shrugging): Well, maybe if Michael were more like Ally,

things would be easier.

4- In this episode, Ray defends Ally when Debra criticizes her behavior. Ally's mischief is forgiven, while Michael's actions are scrutinized more harshly, hinting at Ray's preferential treatment.

Debra (getting frustrated with Ally): Ray, Ally has been acting up. She is throwing tantrums again!

Ray (calmly, defending Ally): Come on, Debra, she is just going through a phase. You remember when she was an angel, don't you? She is our firstborn, so she just has a lot of pressure on her. **Debra** (rolling her eyes): Ray, you always say that. She is just a kid. She is not some fragile little flower.

Ray (shrugging): Well, I think she is. I mean, she is our little girl.

-The analytical aspects of the selected data include:

1-The Context of situation:

1.1-Field:

There are discussions on a famous American T.V series that includes many important issues in the American society. The language, which is used, is informal English language.

1.2-Tenor:

They are various conversations between two parents who are arguing about the unequal treatment of the firstborn child Ally and her brother Michael. In these conversations mother tries to persuade her husband that he has to be fair with his second child and treat him as his firstborn child.

1.3-Mode:

The channel here is a spoken one.

2-Discourse Semantics:

The analysis of the conversation includes the three metafunctions in its same sequences as the following:

2.1-Ideational metafunction.

It includes:

2.1.1-Processes and participant type:

1-Material processes:

They refer to the action verbs in the conversation as the following bold ones:

- She is the one who **made** me a father.

- She **gets** me.

- She was the one who **made** me a dad!

- He is not a second-class citizen just because he **came** after Ally.

- You only **get** that experience once.

- Michael is just as capable, but you **treat** him like he's always the problem.

2- Verbal processes:

They refer to the spoken verbs in the conversation as the following bold ones:

- Ray, you always **say** that.

3-Mental processes:

They refer to the thoughtful verbs in the conversation as the following bold ones:

- She **deserves** a little special treatment
- I just **feel** like she **deserves** a little more.
- I **know**, I **know**.
- I do not **know** why Michael ca not be more like her.
- You **remember** when she was an angel, don't you?
- Well, I **think** she is. I **mean**, she is our little girl.

5- Relational processes:

They refer to the relational verbs that relate something to the subject of every sentence in the conversation as the following bold ones:

- She **is** my firstborn.
- She **is** the one who made me a father.
- Ray, that **is** just because she **is** older.
- Yeah, but Michael **is** just a boy.
- Ally, she **is** a little lady.
- She **is** different.
- She **is** the firstborn, Debra.
- She **was** the one who made me a dad!
- Ray, that **is not** fair to Michael.
- He **is not** a second-class citizen just because he came after Ally.
- But it **is** different with the first one.
- She **is** the firstborn.
- She **is** just more mature.
- She **has** a way of handling things.
- She **is not** perfect.
- Michael **is** just as capable, but you treat him like he's always the problem.
- Well, maybe if Michael **were** more like Ally, things would be easier.
- You remember when she **was** an angel, don't you?
- She **is** our firstborn, so she **just has** a lot of pressure on her.
- She **is** just a kid.
- She **is not** some fragile little flower.
- Well, I think she **is**. I mean, she **is** our little girl.

2.2-Interpersonal metafunction.

- It includes:
- 2.2.1-The mood system:
- **1-Declarative mood “statements”:**
- She is my firstborn.
- She is the one who made me a father.
- She deserves a little special treatment.
- Ray, that is just because she is older.
- Michael needs just as much attention as Ally.
- Yeah, but Michael’s just a boy.
- Ally, she is a little lady.
- She is different. She gets me.
- She is the firstborn, Debra.
- She was the one who made me a dad!
- I just feel like she deserves a little more.
- Ray, that is not fair to Michael.
- He is not a second-class citizen just because he came after Ally.
- I know, I know. But it’s different with the first one.
- You only get that experience once.
- She is the firstborn.
- She is just more mature.
- I do not know why Michael cannot be more like her.
- She has a way of handling things.
- She is not perfect.
- Michael is just as capable, but you treat him like he is always the problem.
- Well, maybe if Michael were more like Ally, things would be easier.
- Ray, Ally has been acting up.
- She is throwing tantrums again!
- She is our firstborn, so she just has a lot of pressure on her.
- Ray, you always say that.
- She is just a kid.
- She is not some fragile little flower.
- Well, I think she is. I mean, she is our little girl.
- **2- Interrogative mood “Questions”:**
- You remember when she was an angel, don’t you?
- **3- Imperative mood “Commands”:**
- Ray, stop making excuses for her.
- She is not perfect.

2.2.2-The modality system.

1- **Modal verbs:**

- Things **would be** easier.

2- **Modal adverbs:**

Well, **maybe** if Michael was more like Ally,

- 2.2.3-Appraisal resources.

1- **Attitude:**

- But **it is different** with the first one. (Judgement)
- She **is not perfect**. (Judgement)

2- **Engagement:**

- She is my firstborn. (Explicit engagement)
- She is the one who made me a father. (Explicit engagement)
- Ray, that is just because she is older. (Explicit engagement)
- Yeah, but Michael is just a boy. (Explicit engagement)
- Ally, she is a little lady. (Explicit engagement)
- She is the firstborn, Debra. (Explicit engagement)
- She is just a kid. (Explicit engagement)

2.3-Textual metafunction.

It includes:

2.3.1-Theme is the first part of a clause.

1- **Pronouns / Synonyms:**

- **She** is my firstborn.
- That is just because **she** is older. (Pronoun)
- **Michael** needs just as much attention as Ally. (Synonym)
- Ally, **she** is a little lady. (Pronoun)
- **She** is the firstborn, Debra. (Pronoun)
- **You** only get that experience once. (Pronoun)
- **I** do not know why Michael cannot be more like her.
- Ray, **Ally** has been acting up. (Synonym)
- Ray, **you** always say that. (Pronoun)
- **She** is just a kid. (Pronoun)
- Well, **I** think she is. (Pronoun)

2- **Rhemes:**

- **She** is the one who made me a father.
- **She** deserves a little special treatment.
- **She** is different.
- **She** was the one who made me a dad!
- **She** is just more mature.
- **She** is throwing tantrums again!
- **She** is not some fragile little flower.

2.3.2-A second common theme/ rheme pattern is referred to as the zigzag pattern.

- **He** is not a second-class citizen just because he came after Ally.
- **She** has a way of handling things.
- **She** is not perfect.

2.3.5-Lastly, connecting themes are used to signal specific relationships between clauses and longer stretches of discourse.

- Ray, that is just **because** she is older. (Reason)
- Yeah, **but** Michael's just a boy. (Contrasting information)
- He is not a second-class citizen just **because** he came after Ally. (Reason)
- I know, I know. **But** it's different with the first one.
(Contrasting information)
- Michael is just as capable, **but** you treat him like he's always the problem.
(Contrasting information)

3-Phonology, orthography:

It refers to the sound system, the writing system, and the wording system.

In these conversations, the father uses the wording system by which he expresses his clear preference to his firstborn child Ally. There are many expressions that clarify how the father is very convinced that his firstborn child deserves the best of everything because she was the child who made him a father. Ray is clearly placing Ally on a pedestal as the firstborn, even when her actions do not deserve the extra privileges. He minimizes Ally's faults and leans into the idea that she is "special" because she is the firstborn, which is a classic case of the firstborn favoritism. In contrast, Michael often gets the brunt of their parental discipline. That is one of the most famous spread view in the American society. *The wordings that are used include the following ones:*

- *She is my firstborn. She is the one who made me a father.*
- *She deserves a little special treatment. She is the firstborn, Debra. She was the one who made me a dad! I just feel like she deserves a little more.*
- *I know, I know. But it's different with the first one. You only get that experience once.*
- *She is the firstborn. She is just more mature.*

-The linguistic analysis of "The aspects of preference of the oldest son in the Egyptian family":

- محادثة من مسلسل "نسر الصعيد":

This conversation illustrates how stepmother prefers her first stepson and neglects her biological son.

- A conversation between mother and her biological son when he was imprisoned.

الأم: طه جلب أمك يا حبيبي يا ريتي كنت مكانك يا حبيبي الابن: ايه اللي جابك يا امه؟

الأم: اتوحشتك يا حبيبي معي زشي تشوفني أنا كمان؟

الابن: عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكي.

الأم: عمرك ما تهون عليا يا ضنايا ده انت حنة من جليبي قلى أنا عملتك ايه بس يا ولدي؟

الابن: عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس عليا.

الأم: زين أخوك وبيحبك وهو مش بيرضى بالظلم

الابن: زين أناني وميحبش الا نفسه زين خد مني كل حاجة خد مني حب عمري وصيت أبويا

وطيبة أختي واخذ حنيتك يا امه زين خد مني كل حاجة ودلوقتي عاوز ياخذ مني عمري

الأم: لأه لأه..... محسبكش يا حبيبي "وهي تبكي

الابن: وكله بسببك، بسببك انتي يا امه انتي اللي بتعامليه كأنه هو اللي ولدك وأنا مش ولدك امشي يا امه

امشي وانسيني زي ما أنا طول عمري منسي.

-The analytical aspects of the selected data include:

1- The Context of situation:

1.1-Field:

It is a discussion on a famous Egyptian T.V series that includes many important issues in the Egyptian society. The language which is used, is informal Arabic language

1.2-Tenor:

It is a conversation between a mother and her biological son in which the son blames his mother due to her preference to her stepson because he is the firstborn son in family.

1.3-Mode:

The channel here is a spoken one.

2-Discourse Semantics:

The analysis of the conversation includes the three metafunctions in its same sequences as the following:

2.1-Ideational metafunction.

It includes:

2.1.1-Processes and participant types:

1-Material processes:

They refer to the action verbs in the conversation as the following bold ones:

- ايه اللي جابك يا امه؟
- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.
- عمرك ما تهون عليا يا ضنايا ده انت حتة من جلبى قلى أنا عملتك ايه بس يا ولدى؟ - عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس عليا
- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي وأخد حنيتك يا امه زين خد منى كل حاجة ودلوقتي عاوز يأخذ منى عمري لأه.....
- لأه لأه.....محسبكشى يا حبيبي "وهي تبكي".
- وكله بسببك، بسببك انتى يا امه انتى اللى بتعامليه كأنه هو اللى ولدك وأنا مش ولدك امشي يا امه امشي وانسينى زي ما أنا طول عمري منسي.

2-Verbal processes:

They refer to the spoken verbs in the conversation as the following bold ones:

- عمرك ما تهون عليا يا ضنايا ده انت حتة من جلبى قلى أنا عملتك ايه بس يا ولدى.

3-Mental processes:

They refer to the thoughtful verbs in the conversation as the following bold ones:

- اتوحشتك يا حبيبي معيزشى تشوفني أنا كمان؟
- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.
- عمرك ما تهون عليا يا ضنايا ده انت حتة من جلبى قلى أنا عملتك ايه بس يا ولدى؟ - زين أخوك وبيجبك وهو مش بيرضى بالظل.
- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخد حنيتك يا امه زين خد منى كل حاجة ودلوقتي عاوز يأخذ منى عمري.
- وكله بسببك، بسببك انتى يا امه انتى اللى بتعامليه كأنه هو اللى ولدك وأنا مش ولدك امشي - يا امه امشي وانسينى زي ما أنا طول عمري منسي

4-Behavioral processes:

They refer to the verbs of the five senses in the conversation as the following bold ones:

- اتوحشتك يا حبيبي معيزشى تشوفني أنا كمان؟
- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.

6- Existential processes:

They refer to the existential verbs that clarify the existence of something in every sentence in the conversation as the following bold ones:

- طه جلب أمك يا حبيبي يا ريتنى كنت مكانك يا حبيبي.

2.2-Interpersonal metafunction.

It includes:

2.2.1-The mood system:

1- Declarative mood “statements”:

- طه جلب أمك يا حبيبي يا ريتنى كنت مكانك يا حبيبي.
- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.
- عمرك ما تهون عليا يا ضنايا ده انت حتة من جلبى
- عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس عليا. - زين أخوك وبيحبك وهو مش بيرضى بالظلم.
- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخذ حنينك يا امه زين خد منى كل حاجة ودلوقتي عاوز يأخذ منى عمري. - "لأه لأه..... محسبكش يا حبيبي" وهي تبكي
- وكله بسبك، بسبك انتى يا امه انتى اللى بتعامليه كأنه هو اللى ولدك وأنا مش ولدك.

2-Interrogative mood “Questions”:

- ايه اللى جابك يا امه؟
- معيزشى تشوفنى أنا كمان؟

3-Imperative mood “Commands”:

- قلى أنا عملتك ايه بس يا ولدى.
- امشي يا امه امشي وانسينى زي ما أنا طول عمري منسي.

2.2.2-Appraisal resources.

1- Attitude:

- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.

(Judgement)

- عمرك ما تهون عليا يا ضنايا ده انت حتة من جلبى قلى أنا عملتك ايه بس يا ولدى؟

(Appreciation)

- عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس عليا.

(Judgement)

- زين أخوك وبيحبك و هو مش بيرضى بالظلم.

(Appreciation)

- زين أناني ومبيحبش الا نفسه.

(Judgement)

- امشي يا امه امشي وانسينى زي ما أنا طول عمري منسي.

(Judgement)

2-Engagement:

- عملتي كثير يا امه، عملتي كثير طول عمرك مقويه زين عليا لحد ما زين داس عليا.
(Explicit engagement)
- زين أخوك ويحبك وهو مش بيرضى بالظلم.
(Explicit engagement)

3-Graduation:

- أنا طلعتك بس علشان مهنتيش عليا.
(Focus)
- عمرك ما تهون عليا يا ضنايا ده انت حنة من جلبى.
(Focus)
- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة.
(Focus)

3- Phonology, orthography:

It refers to the sound system, the writing system, and the wording system.

In this conversation, the biological son uses the wording system by which he expresses his suffering in his life due to his mother's preference to her stepson because he is the firstborn son in family. He believes that the preference of his eldest brother causes many harmful consequences to him in life. He is blaming his mother and he clarifies that he cannot forgive her. The second son refers to the spread Egyptian culture in which the firstborn son is highly preferred in everything. There are expressions that clarify the second son's point of view.

The wordings that are used include the following ones:

- عايز الحق يا امه لا أنا مش عايز أشوف حد أنا طلعتك بس علشان مهنتيش عليا بس أنا هنت عليكى.
- عمرك ما تهون عليا يا ضنايا ده انت حنة من جلبى قلى أنا عملتك ايه بس يا ولدى؟ عملتي كثير يا امه، عملتي كثير طول عمرك مقويه زين عليا لحد ما زين داس عليا.
- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخذ حنينك يا امه زين خد منى كل حاجة ودلوقتي عاوز يأخذ منى عمري.
- وكله بسببك، بسببك انتى يا امه انتى اللى بتعامليه كأنه هو اللى ولدك وأنا مش ولدك امشي يا امه امشي وانسينى زي ما أنا طول عمري منسى.

Findings and Conclusion

The clear results of this research include the following ones:

-The reasons of preference of the firstborn child in the American and Egyptian families are:

- In the American family:

The reasons of preferring the firstborn child in family are; the firstborn child is the first to say the words “dad” and “mom” and the first to make his parents feel paternal and maternal in life, the high expectations of this first child in life in general, and the parents’ belief that he/she will be the best role model for his/her younger siblings.

- She is my firstborn. She is the one who made me a father. She deserves a little special treatment.

- She is the firstborn, Debra. She was the one who made me a dad! I just feel like she deserves a little more.

- But it is different with the first one. You only get that experience once.

- She is the firstborn. She is just more mature. I do not know why Michael cannot be more like her. She has a way of handling things.

- Well, maybe if Michael were more like Ally, things would be easier.

- In the Egyptian family:

The reasons of preferring the first child in family go back to the Egyptian customs and traditions inherited through generations, the belief that the firstborn child will be a substitute for the father or mother or both in the event of the absence of the parents or their old age, and the expectation that the firstborn child will be the supporter and helper for the family.

- عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس عليا. - زين أخوك وبيحبك و هو مش بيرضى بالظلم.

- زين أناني ومبيحبش الا نفسه زين خد مني كل حاجة خد مني حب عمري وصيت أبويا وطيبة أختي واخذ حنينك يا امه زين خد مني كل حاجة ولوقتي عاوز ياخذ مني عمري.

-The analytical aspects of the preference of the firstborn child in the American and Egyptian conversations in family:

- In the American family:

It is clear that in the conversations of the American family, the preference of the firstborn child is through the use of expressions that neglect the existence and value of the younger children.

- Ray, that is not fair to Michael. He is not a second-class citizen just because he came after Ally.

I know, I know. But it's different with the first one. You only get that experience once.

- *She is the firstborn. She is just more mature. I do not know why Michael can not be more like her. She has a way of handling things.*

Ray, stop making excuses for her. She is not perfect. Michael is just as capable, but you treat him like he is always the problem.

- In the Egyptian family:

It is clear that in the conversations of the Egyptian family, the preference of the firstborn child is through the use of expressions that focus on glorifying and magnifying the value and importance of the firstborn child in family.

- عمرك ما تهون عليا يا ضنايا ده انت حنة من جلبني قلى أنا عملتك ايه بس يا ولدى؟ عملتي كتير يا امه، عملتي كتير طول عمرك مقويه زين عليا لحد ما زين داس علي. زين أخوك ويحبك و هو مش بيرضى بالظلم.

-The similarities and differences between the aspects of preference of the firstborn child in the American and Egyptian families.

1-The similarities include two points, which are:

A-The material and moral privileges that the preferred child receives in the American and Egyptian families are the same.

- *When Ray -the father- tries to give Ally -the firstborn child- an extra gift, a bigger allowance, and other perks, while Michael -the younger son- is given less.*

- *She is the firstborn, Debra. She was the one who made me a dad! I just feel like she deserves a little more.*

- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخد حنينك يا امه. زين خد منى كل حاجة ولوقتي علوز ياخذ منى عمري.

- *She is my firstborn. She is the one who made me a father. She deserves a little special treatment.*

- زين أخوك ويحبك وهو مش بيرضى بالظلم.

B-The consequences of preference of the firstborn child in the American and Egyptian families are the same.

1-The preferred child feels lost and suffers from many problems in his/her life because he/she lacks the guidance of his/her parents, who always favor him/her and believe that he/she can never make mistakes.

- *She is the firstborn. She is just more mature. I do not know why Michael cannot be more like her. She has a way of handling things. Ray, stop making excuses for her. She is not perfect. Michael is just as capable, but you treat him like he is always the problem.*

- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخد حنينك يا امه. زين خد منى كل حاجة ولوقتي علوز ياخذ منى عمري. - زين أخوك ويحبك وهو مش بيرضى بالظلم.

2-The preferred child feels a loss of freedom due to his/her parents' excessive attachment to him/her. He/she perceives that his/her parents interfere in his/her personal decisions in life, including his/her education, work, marriage, and his/her future children without any respect to his/her choices.

- *One of the aspects of discomfort for the firstborn child in the American family is the parents' interference in the number of the future children that the firstborn child will have, considering that it is normal for the parents to interfere in that matter without respecting the privacy of the firstborn child's family.*

- *One of the very common aspects in the Egyptian society, especially in the current and modern generations of the firstborns, is the expression of "career shift" that means changing the profession to another one. The reason is that the firstborn child is forced to study a certain subject that he/she did not want, but it is the desire of his/her parents.*

3-The preferred child feels distressed because his/her parents believe that he/she must bear their responsibilities and those of his/her siblings, both financially and morally.

- *She is the firstborn. She is just more mature. I do not know why Michael cannot be more like her. She has a way of handling things. Well, maybe if Michael were more like Ally, things would be easier.*

- *One of the most common problems nowadays in the Egyptian society is the misunderstanding that happens between the Egyptian mother and her firstborn son about spending his money. Most of the Egyptian mothers believe that due to honoring parents, mother has the right to be spent on her by her firstborn son, even if she is financially able to spend on herself or her firstborn son suffers from poverty.*

4- The preferred child suffers from uncomfortable relationship with his/her siblings due to their jealousy and hatred of him/her because he/she receives all the material and moral privileges from parents in family.

- *One of the common aspects in the American society is the lack of bonding between the firstborn child and his/her siblings during their youth, due to the siblings' discomfort with the parents' focusing on their firstborn child more during their childhood.*

- زين أخوك وبحبك و هو مش بيرضى بالظلم.
 زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي و اخد حنينك يا امه زين خد منى كل
 حاجة ودلوقتي عاوز ياخذ منى عمري.
 وكله بسبيك، بسبيك انتي يا امه انتي اللي بتعامليه كأنه هو اللي ولدك وأنا مش ولدك امشي يا امه امشي وانسيني زي ما أنا طول عمري منسي.

2- The differences include the following points:

1- In the American family, both firstborn boys and girls are favored depending on context, though the firstborn daughters may be seen as more dependable emotionally. On the other hand, In the Egyptian family, preference is stronger if the firstborn child is a boy, as the parents believe that he will be the reason for extending the family existence in life.

- *She is the firstborn, Debra. She was the one who made me a dad! I just feel like she deserves a little more.*

- *But it is different with the first one. You only get that experience once.*

- *Come on, Debra, she is just going through a phase. You remember when she was an angel, don't you?*

- زين أناني ومبيحبش الا نفسه زين خد منى كل حاجة خد منى حب عمري وصيت أبويا وطيبة أختي واخذ
 حنينك يا امه زين خد منى كل حاجة ودلوقتي عاوز ياخذ منى عمري.
 - وكله بسبيك، بسبيك انتي يا امه انتي اللي بتعامليه كأنه هو اللي ولدك وأنا مش ولدك امشي يا امه امشي وانسيني زي
 ما أنا طول عمري منسي.

2- In the American family, firstborns are expected to be role models and sometimes surrogate parents for younger siblings. On the other hand, in the Egyptian family, firstborns are often seen as the family representatives and they have to bear the financial responsibilities of their parents and siblings in life.

- *She is the firstborn. She is just more mature. I do not know why Michael can not be more like her. She has a way of handling things.*

3- In the American family, it is observed that the firstborn children achieve higher academic degrees than their younger siblings do because they receive the highest care, consistency, and attention from their parents. On the other hand, in the Egyptian family, the firstborn children achieve lower academic degrees than their younger siblings do because they receive the greatest amount of indulgence and excessive praise simply because they are the firstborns.

- *She is my firstborn. She is the one who made me a father. She deserves a little special treatment*

- *Ray, that is just because she is older. Michael needs just as much attention as Ally*

- *Ray, that is not fair to Michael. He is not a second-class citizen just because he came after Ally.*

- Most Egyptian parents suffer from the lack of academic success of their firstborn children. Some parents believe that it is better for their firstborn child to stop learning and focus on other matters in life, such as work if he is a boy and doing housework if she is a girl, due to the severe loss of hope in that child's academic success.

4- In the American family, parents want to instill independence and the individual success in their firstborn child. On the other hand, in the Egyptian family, parents want to raise their firstborn child to be the best in everything and superior to their relatives, friends, and those who are close to them.

Finally, the research concluded to the following points:

1- My proposed solution to solve the problem of preference of the firstborn child in the American and Egyptian families is establishing an international law in both countries that obliges those who are about to get married and those who are about to have a baby, to attend a comprehensive scientific course. That course should include the meaning of marriage and the correct way to raise children at different ages on a scientific, social and religious base. It should clarify the consequences of acting randomly without awareness - according to the personal whims of the parents- in dealing with their children, and setting multiple solutions to the various types of problems that parents may encounter in their relationship with all their children. This is a preventative and therapeutic method to avoid and reduce the problems that may occur among parents and their children, whether for those who are about to get married/have babies or for those who have already married and have children.

2- The limitations of my study include the following notes:

Firstly, my study did not cover the detailed psychological and social reasons that are related to the circumstances of each family - as an independent case- that led the parents or one of them to prefer the firstborn son/daughter. These reasons may include the death of the mother's dad at an early age or her husband's failure to protect her as his wife so she suffered from insecurity and tried to compensate for it through her firstborn son. At the same time, the marital disputes with the husband partner, which made him, attached to his firstborn daughter as if she were his friend and not just his daughter.

These reasons were not covered and it was satisfied to mention the general causes of that social aspect only due to the desire to shed the light on it as a bad behavior of parents that may affect negatively on the American and Egyptian societies. Secondly, my study proposed a preventative solution to avoid preferring the firstborn child in the American and Egyptian families, and thus avoiding any resulted consequences or crises in the relations among the family members. Unfortunately, the study could not propose any therapeutic solutions to address the consequences that have already happened because of the firstborn child preference in family, due to its focus on how to avoid these consequences from the beginning. Thirdly, my study was not perfect at mentioning more data sources and various conversations to clarify the essential issue of the firstborn child preference. The reason of that is to avoid repeating conversations that reach the same results.

3- My recommendations for further research include investigating the frequent psychological and social circumstances that are related to the families and caused the problem of the firstborn child preference in the American and Egyptian societies. In addition exploring the correct scientific and social methods that enable children later on, to skip their problems with parents and avoid repeating their parents' mistakes regarding the issue of preference in their future families.

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