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Title:

**The Investigation of Compliment Response Patterns across
Gender and Age among Advanced EFL Learners**

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Abstract

Compliment responses (CRs) as manifestations of social-cultural standards and politeness varieties of a certain speech community are prevalent types of speech acts which are vulnerable to be misunderstood and therefore cause communication breakdown. Having this in mind, the recent study aimed at investigating compliment response strategies of Iranian advanced EFL learners across gender and age. The data were collected through application of a Discourse Completion Task (DCT), borrowed from Chen and Yang (2010), with four situational settings (appearance, clothing, ability and possession) to 50 male and 50 female advanced EFL learners of an English institute in Iran. The data were analyzed both quantitatively, using Pearson Chi-Square formula, and qualitatively, using descriptive methods. The quantitative data analysis revealed that there was no relationship between compliment response patterns of advanced EFL learners and their gender, nor was there a relationship between CR patterns of advanced EFL learners and their age. However, scrutinizing the emerging themes, besides similarities between the given groups, some subtle differences in the terminology of the employed strategies were detected. The findings of the present study have practical educational implications for the EFL teachers, syllabus designers, and researchers interested in speech acts especially compliment response.

Key words: Compliment response, Interlanguage pragmatics, Pragmatic competence, Speech acts.

To the Graduate Council of the University

Hereby we are submitting a thesis written by Parisa Yazdani Khaneshan entitled "**The Investigation of Compliment Response Patterns across Gender and Age among Advanced EFL Learners**". We have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirements for the Degree of Master of Arts in the Field of English Language Teaching (ELT).

Dr. Alireza Bonyadi

Thesis Supervisor

As examining body, we have read this thesis and recommend its acceptance:

.....

Examiner

Representative from Post-graduate Council of the University

In the Name of God

Dedicated to:

My dear family

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TABLE OF CONTENTS

Chapter I : Introduction	1
1.1 Background.....	2
1.2 Statement of the Problem and purpose of the study	6
1.3 Significance of the problem.....	7
1.4 Research questions and hypotheses	8
1.5 Definitions of key terms	9
1.6 Organization of the thesis	10
Chapter II : Review of the Related Literature	11
2.1 Overview	12
2.2 Theoretical Background of the Study	12
2.2.1 Discourse analysis	12
2.2.2 Pragmatics	13
2.2.3 Interlanguage pragmatics.....	14
2.2.4 Speech acts	14
2.2.5 Pragmatic transfer.....	15
2.2.6 Cross- cultural pragmatics	16
2.2.7 Cross-cultural pragmatic failure	16
2.2.8 Politeness and Face.....	17
2.2.9 Cultural schema of Modesty (Shekasteh-nafsi).....	21
2.2.10 Taxonomies for categorizing CR utterances	23
2.3 Related literature on compliment response	26
2.3.1 Cross-cultural studies	27
2.3.2 Studies on compliment responses of Iranian Persian speakers.....	30
2.4 Gap in the literature	34

Chapter III : Methodology	36
3.1 Overview	37
3.2 Design of the study	38
3.3 Participants	38
3.4 Instruments	38
3.4.1 First Certificate in English (FCE).....	39
3.4.2 A Discourse Completion Task (DCT) borrowed from Chen and Yang (2010)	42
3.4.3 Holmes' (1988, 1993) Framework of CR Strategies	42
3.5 Procedure	42
3.6 Data analysis.....	44
3.6.1 Quantitative phase	44
3.6.2 Qualitative phase	44
Chapter IV : Results and Discussion	45
4.1 Results	46
4.1.1 Overview	46
4.1.2 Quantitative data analysis (research questions 1 and 2)	46
4.1.3 Qualitative data analysis (research questions 3 and 4)	63
4.2 Discussion.....	72
Chapter V : Conclusion	77
5.1 Overview	78
5.2 Conclusion.....	78
5.3 Implication of the study.....	80
5.4 limitations and delimitations of the study	81
5.5 Suggestions for further research	81
References	83
Appendices	91
Appendix A	91

Appendix B.....	93
Writing.....	107



LIST OF TABLES

Table 3.1: Holmes' (1988, 1993) framework of CR strategies	42
Table 4.1: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Appearance	47
Table 4.2: Chi-Square Tests between Gender and Compliment Response Strategies regarding Appearance	48
Table 4.3: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Clothing	49
Table 4.4: Chi-Square Tests between Gender and Compliment Response Strategies regarding Clothing	50
Table 4.5: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Ability	51
Table 4.6: Chi-Square Tests between Gender and Compliment Response Strategies regarding Ability	52
Table 4.7: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Possession	53
Table 4.8: Chi-Square Tests between Gender and Compliment Response Strategies regarding Possession	53
Table 4.9: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Appearance	55
Table 4.10: Chi-Square Tests between Age and Compliment Response Strategies regarding Appearance	56
Table 4.11: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Clothing	57
Table 4.12: Chi-Square Tests between Age and Compliment Response Strategies regarding Clothing	57

Table 4.13: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Ability	59
Table 4.14: Chi-Square Tests between Age and Compliment Response Strategies regarding Ability	59
Table 4.15: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Possession	61
Table 4.16: Chi-Square Tests between Age and Compliment Response Strategies regarding Possession	61
Table 4.17: Compliment Response Strategies Used by All Females and Males	65
Table 4.18: Compliment Strategies Used by All Adults and Teenagers	69

LIST OF FIGURES

Figure 4.1: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Appearance	48
Figure 4.2: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Clothing	50
Figure 4.3: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Ability	52
Figure 4.4: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Possession	54
Figure 4.5: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Appearance	56
Figure 4.6: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Clothing	58
Figure 4.7: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Ability	60
Figure 4.8: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Possession	62

LIST OF ABBREVIATIONS

CC: Communicative Competence

CCP: Cross- cultural Pragmatics

CR: Compliment Response

DCT: Discourse Completion Task

EFL: English as a Foreign Language

ESL: English as a Second Language

ILP: Interlanguage Pragmatics

L2: Second Language

NNS: Non- native Speaker

NL: Native Language

TL: Target Language

Chapter I

Introduction



1.1 Background

Discourse, interaction, pragmatics, and successful communication as the main objectives of teaching and learning endeavor have been the center of attention by linguists. Communicative competence, too, has been a topic of interest since Hymes (1972&1973), Munby (1978), and Canale & Swain (1980) presented their work in this matter. Recent trends for communicative competence “have put less emphasis on structural and cognitive characteristics of communication and more on the myriad social, cultural, and pragmatic implications of what it means to communicate in a second language” (Brown, 2007,p.218).

Hymes (1972), the sociolinguists who coined the term communicative competence (CC), argued that Chomsky’s (1965) declaration of competence which implies ‘knowledge of language is knowledge of rules’ was too limited as he proposed a distinction between knowledge about language forms and knowledge that enables a person to communicate functionally and interactively. Later on Canale and Swain (1980), to define CC, presented four different components of it: grammatical competence and discourse competence (which refer to the use of linguistic system itself), sociolinguistic competence and strategic competence (which define the functional aspect of communication).

Bachman (1990) modifying Canale and Swain’s model of CC, which he used the term ‘language competence’ for it, presented two larger categories namely ‘organizational competence’ and ‘pragmatic competence’. He placed grammatical and discourse competence under ‘organizational competence’ that comprises abilities to control formal structure of language, and proposed sociolinguistic competence and illocutionary competence as the subcategories of ‘pragmatic competence’. Illocutionary competence refers to sending and receiving intended meaning and sociolinguistic competence deals with considerations such as

politeness, formality, metaphor, register, and culturally related aspects of language. In addition to the aforementioned components of CC introduced by Bachman, strategic competence which refers to mental capacity of making decision, among possible options, on wording and phrasing in the context of situation was presented by him.

Based on discourse analysis, which refers to “the examination of the relationship between forms and functions of language” (Brown, 2007, p.226), it is not possible to analyze a single sentence without taking its context into account. To produce and comprehend language we need to have ability to perceive and process language in use, discourse. This definition of discourse analysis implies importance of pragmatics in conveyance and interpretation of meaning.

Pragmatics which deals with “the study of meaning in relation to the context” (Paltridge 2006, p.53) can be studied in three main fields: contrastive pragmatics which is based on comparing linguistic realizations of a particular language that is the object of study to other languages (Riely,1988); cross cultural pragmatics (CCP), which is developed out of the field contrastive pragmatics refers to the idea that people in different countries have different ways of speaking that is subject to different cultural norms; and interlanguage pragmatics(ILP), which has its root in cross cultural pragmatics, concerns itself with the “ investigation of NNSs’ comprehension of speech acts, and the acquisition of L2-related speech act knowledge”(Kasper and Dahl,1991, P.215). Based on Thomas (1983), ILP pinpoints how learners realize speech acts and indicates that even advanced learners can fail to convey or comprehend intended meanings.

Pragmatic transfer is one of the fields of study in interlanguage pragmatics. According to Kasper and Rose (2001), much of what learners need to advance their pragmatic competence already exist in their pragmatic repertory, that is, positive transfer from L1 to L2 would ease acquisition of the socio-pragmatic knowledge. Hence, in the process of acquiring the pragmatic features of the target language, learner’s pragmatic knowledge of their first language and culture plays an essential role.

‘Speech act’ is another key issue in the study of interlanguage pragmatic. Ellis (2008) claims that speech acts “constitute attempts by language users to perform specific actions, in

particular interpersonal functions such as compliments, requests, or complaints” (p.159). In accordance with Austin (1962) and Searle (1969) language is used to do things and the performance of speech act connotes the presentation of three types of act: locutionary act, illocutionary act and perlocutionary act. The locutionary act refers to the literal meaning of the utterance. The illocutionary act alludes to the speaker’s intention. The perlocutionary act refers to the effect this utterance has on the addressee. Therefore, speech acts require not only knowledge of the language but also appropriate use of that language within a given culture.

Compliments and compliment responses are two aspects of speech acts. A compliments is defined by Holmes (as cited in Phoocharoensil 2012) as “a speech act which explicitly or implicitly attributes to someone other than the speaker, usually the person addressed, for some ‘good’ (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer”. Wolfson (1983), referring to the compliment speech act attributes some functions to a compliment: the major function is to build solidarity between speakers and addressees through showing admiration and approval, and the other function is its capability to be used to strengthen or replace other speech acts, e.g. apologizing, thanking or greeting. In addition, it can be used to soften criticism.

A compliment response, on the other hand, has been referred to as adjacency pairs by Pomerantz (1978) in which, the compliment constitutes the first pair part and the compliment response constitutes the second pair part. Therefore, the way to respond to the compliments is an important issue and has been categorized based on different classifications like nationality, culture-bound specifications, level of politeness, and so on. In other words, compliment responses can be the demonstration of the social-cultural values and politeness varieties of the speakers. Based on the studies conducted by (Holms and Brown, 1997; Chen, 1993; Baba 1996; Yu 2004; Tran 2006), native speakers of English, commonly, accept the compliments, speakers of other languages, especially those from Asian region such as china tend to downgrade or reject compliments. These differences were shown to be the main reason of difficulties that learners of a second language, especially EFL learners, face. (Cheng, 2011, p. 2204)

Compliments as multifunctional speech acts and compliment responses as manifestations of social-cultural standard of a certain speech community which are prevalent types of speech acts are worthy of study and need special attention by the researchers.

Compliment responses have been studied from different perspectives. Early works on compliment response by (Pomerantz, 1978; Holms, 1988; Herbert, 1989) focusing on different varieties of English revealed different facets of CRs like the common syntactic structures used to respond compliments and the pragmatics of CR strategies used in the English speaking communities. Later on, in other languages, too, research on CRs became a center of attention. While some studies discovered many differences and similarities between the diversity of languages, others compared native and non-native speaker's production for compliments and responses to compliments (Jaworski, 1995; Herbert, 1997; Ruhi & Dogan, 2001; Farghal & Haggan, 2006 among others).

The variation of findings in the literature on CRs is determined in light of variety of theoretical orientations such as Leech's, Lakoff's, and Brown and Levinson's politeness theories. Moreover, a range of taxonomies to categorize CR utterances like Pomerantz's, Herbert's, and Holmes' taxonomies were utilized by the researchers (Chen & Yang, 2010, p.1952).

Contrasting the CR patterns of English language to other languages, it was indicated that acceptance of compliments was widely used by native English speakers (Herbert 1986; Holms & Brown 1997; Chen 1993) and the speakers of Asian regions like Japan, China, Taiwan and Vietnam were likely to devalue or reject compliments. (Chen 1993; Baba 1996; Tran 2006)

With regard to Persian, one of the main studies were conducted by Sharifian (2005) who explains Persian CRs in terms of cultural schemas. In addition, some cross cultural studies compared Iranian CR patterns to that of native English speakers. (Razi 2013; Shahsavari, Alimohammadi and Eslami Rasekh 2014), and some studies were conducted within Persian culture considering various factors such as: profession, cities, educational level, and gender. ((Razmjoo, Barabadi & Arfa, 2013; Allami & Montazeri, 2012; Heidari-Shahsavari, Dastjerdi & Marvi, 2011) which all will be discussed in details in the literature in the next chapter.

Surprisingly, however, few studies investigated the CR patterns used by Iranian advanced EFL learners across age and gender. The question of whether there is any difference between compliment response patterns of female and male advanced EFL learners and that of teenage and adult EFL learners provoked the researcher to conduct the current research.

1.2 Statement of the Problem and purpose of the study

Interlanguage pragmatics which is rooted in cross cultural pragmatics “studies learner-specific pragmatic performance and its relationship to learners’ L1 and L2” (Yu, 2011, p.1128). Studies show that even advanced learners’ communicative behavior, if they deviate from L2 conventions, may result in cross-cultural misunderstanding (e.g. Wolfson, 1989; kim, 1995).

Verbal behaviors and politeness devises vary from one culture to another. In other words, speakers of different languages employ and interpret verbal behaviors in different ways. Hence, learners’ pragmatic failure is derived from lack of awareness of the target language’s norms. To avoid miscommunication learners of a second language should pay attention not only to its formal aspects but also to its pragmatic aspects like rules for appropriate use in a given socio-cultural context. Likewise, the proper use of speech acts is essential as performing speech acts involves both sociolinguistic (linguistic realization of speech act) and sociocultural knowledge which determines when to perform a speech act and which one is appropriate in a given situation; therefore, study of cross-cultural differences regarding to speech acts appears to be necessary.

As the speech act of compliment response which is the focus of this study may be realized and interpreted differently across culture, learners of a second language need to gain socio-cultural knowledge of compliment response in addition to the grammatical and vocabulary knowledge. This has led the researchers toward the cross-cultural studies with the purpose of making comparison between CR types used in different countries (e.g. Golato, 2002; Chen & Yang, 2010; Mustafa, 2011; Ohtman, 2011).

This study aims at examining compliment response patterns of Iranian advanced EFL learners considering their gender and age drawing on what was discussed in this section and

previous papers which have studied compliment responses from different perspectives as well as noticing gaps in the studies on the CRs: first, to the knowledge of the researcher, none of the previous researches on compliment response has studied CR patterns of Iranian advanced EFL learners specifically. Second, gender differences in compliment responses in most of the studies were neglected. Finally CR strategies used by teenagers and adult advanced learners were not compared in none of the studies.

On the other hand, CR strategies employed by the speakers of a language differ with respect to different compliment subjects or objects. For example, in 2002 Wang (as cited in Cheng 2011), discovered that her participants were more likely to disagree with or show surprise towards the compliments on appearance and they often accepted the compliments on their possessions. Having this in mind the recent study attempts to examine the CR patterns used by advanced EFL learners in four different situations: appearance, clothing, ability, and possession.

1.3 Significance of the problem

Compliment responses which act as adjacency pairs of compliments have been found to be of great significance in the area of pragmatics because they reflect the socio-cultural values and politeness consideration of the speaker. And based on cross-cultural studies, there is no universal model regarding CRs among communities. That is, different nations with varying cultures employ divergent strategies to responses compliments. Hence, responding to compliments without taking the communities cultural conventions and norms into account can cause misunderstanding and communication problems.

To be proficient, learners need to be competent both in grammar and pragmatic of the target language as communication breakdowns are the consequence of lack of socio- cultural knowledge and discourse aspects in different situations bound with the language they produce. To circumvent this problem, learners of a foreign language need to be exposed to the authentic discourse and be provided with implicit or explicit instruction about pragmatic knowledge of the speech acts of the target language.

Considering potential differences between male and female's CR strategies was another impulsion to conduct this research so that the findings could be used to pave the way for pedagogic purposes.

Furthermore, since the age differences were neglected in most of the studies concerning compliment response speech act, it occurred to the researcher that inclusion of age could pave the way for the other researchers to investigate the different language behaviors of teenage and adult learners.

1.4 Research questions and hypotheses

This paper addresses the following research questions to realize the objectives of this study:

- 1) Is there any relationship between compliment response patterns of advanced EFL learners and their gender?
- 2) Is there any relationship between compliment response patterns of advanced EFL learners and their age?
- 3) How do female and male advanced EFL learners differ regarding compliment response speech act?
- 4) How do adult and teenage advanced EFL learners differ regarding compliment response speech act?

Due to the fact that, the third and fourth research questions scrutinize the data qualitatively no hypotheses were posited based on them. However, the following null hypotheses were postulated on the subject of first and second research questions, which investigate the data quantitatively.

- 1) There is no relationship between compliment response patterns of advanced EFL learners and their gender?
- 2) There is no relationship between compliment response patterns of advanced EFL learners and their age?

1.5 Definitions of key terms

Compliment response: compliment response as kind of speech act has been referred to as adjacency pairs by Pomerantz (1978) in which, the compliment constitutes the first pair part and the compliment response constitutes the second pair part.

Communicative competence: refers to the knowledge that enables a person to communicate functionally and interactively. Also it is defined by Brown (2007) as “the cluster of abilities that enable humans to convey and interpret messages and to negotiate meaning interpersonally within specific contexts” (p.378).

Interlanguage pragmatics (ILP): interlanguage pragmatics refers to the “investigation of NNSs’ comprehension of speech acts, and the acquisition of L2-related speech act knowledge” (Kasper & Dahl, 1991, P.215).

Politeness: According to Brown and Levinson (1987) everyone has self-public image which is related to emotional and social sense of self and expects everyone else to recognize. This theory forms a term of “Face”. Politeness in interaction can be defined as the means employed to show awareness of another person’s face.

Pragmatics: Paltridge (2006) defines pragmatics as “the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. It also includes background knowledge context” (p.53).

Pragmatic competence: pragmatic competence is the ability to communicate your intended message and to interpret the message of your interlocutor as was intended. (Fraser, 2010, p.15)

Schema and cultural schema: “A schema (plural: schemata) is an abstract structure of knowledge, a mental representation stored in memory upon which all information processing depends. It may represent knowledge at different levels, e.g. cultural truths, linguistic knowledge or ideologies. They are mental templates that represent a person’s knowledge about people, situation or objects, and which originate from prior knowledge or experience”

(Schema theory, 2015). As culture plays a basic role in constructing human experience, Sharifian (2008) suggests that “it would be fair to maintain that a large number of schemas are ‘cultural schemas’” (p.57).

Speech act: is a key issue in the study of interlanguage pragmatic. Ellis (2008) claims that speech acts “constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints” (p.159).

1.6 Organization of the thesis

This thesis includes five chapters as follows:

Chapter one: In this chapter background of the study which refers to the summary of major findings in the field of compliment responses and focuses on the gap in the literature leads to the next sections: the statement of the problem (a reference to the exact gap in the knowledge which is the entire reason for the study), significance of the study, research questions and hypothesis, definition of key terms, and organizations.

Chapter two: this chapter, namely review of the literature, begins with the theoretical framework referring to discourse analysis, pragmatics, speech acts, and politeness theories and proceeds with the related literature.

Chapter three: method of the research including the participants, instruments, procedure, and data analysis is provided in this chapter.

Chapter four: This chapter provides the reader with the result of data analysis and discussion. In order to discuss quantitative and qualitative results separately, this chapter is divided to two phases: quantitative phase, in which Pearson Chi-square formula is employed to analyze the data, and qualitative phase, in which the descriptive statics (reporting frequencies and comparing strategies used by the given groups) is used.

Chapter five: the summary of the whole procedure, pedagogical implications, limitations, and suggestions for further research form different sections of this chapter.

Chapter II

Review of the Related Literature



2.1 Overview

This section includes two parts: the first part is the theoretical background to the study which begins with a brief discussion about discourse analysis, pragmatics, interlanguage pragmatics, speech acts, pragmatic transfer, cross-cultural pragmatics, and the concept of pragmalinguistics and sociopragmatics failure which are fundamental to understanding of the issue of compliment and compliment responses. Then it continues by theoretical orientations which have been leading different findings in the literature on compliment responses (CRs) (since 1978 when Pomerantz conducted the first research on CRs) like politeness theories and cultural schema of shekaste-nafsi. The taxonomies of CR- patterns adopted by some scholars are introduced in this section as well. The second part which contains the empirical background of the study focuses on the major works of researchers on the compliment responses. Consequently the gap in the current study is inferred.

2.2 Theoretical Background of the Study

2.2.1 Discourse analysis

Discourse analysis which is an approach to the analysis of language in use “focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication” (Paltridge, 2006, p.2). Patterns of language across texts, relationship between language and social cultural context, relationship between participants, and background knowledge of the world are all concerns of discourse analysis. As it turns out discourse deals with the utterances, in other words it attends to both competence and performance. Paltridge (2006) believes that discursive competence covers textual competence, generic competence, and social competence. Relying on textual, linguistic, and pragmatic knowledge of what occurs in a particular text in a typical manner one can produce and

interpret contextually appropriate texts. For example in text messaging one learns that starting a sentence without a capital letter is acceptable and sets of abbreviations are necessary to keep the exchange short. Generic competence refers to one's ability to construct and interpret conversations related to particular kinds of texts or genres. For instance in text messaging being familiar with the rules of this kind of interaction like what is appropriate to say what is not is crucial. Social competence enables one to express their social identity considering the particular social situation. And about discourse and performance Paltridge (2006) states that "the notion of performance and, especially, performativity, derives from speech act theory and the work of the linguistic philosopher Austin. It is based on the view that in saying something, we do it" (p.12). The relationship between language and context is a key issue in the area of pragmatics as it is in discourse analysis.

2.2.2 Pragmatics

Paltridge (2006) defines pragmatics as "the study of meaning in relation to the context in which a person is speaking or writing. This includes social, situational and textual context. It also includes background knowledge context" (p.53). And based on Kasper (1997) pragmatics is "the study of communicative action in its sociocultural context". Both foregoing definitions entail that the context is a key issue in the area of pragmatics which includes the physical context, the social context and the mental worlds and roles of the people involved in the interaction. They also imply that these communicative actions includes speech acts which "constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints" (Ellis, 2008, p.159).

Morris 1938 and Levinson 1983 (as cited in Ellis, 2008) outlined that pragmatic is not an easy term to define. It refers to the field of study where linguistic features are considered in relation to users of language. In the case of interlanguage pragmatics, however, the scope is relatively well defined. Interlanguage pragmatics which is most related to this paper refers to the performance and acquisition of speech acts by L2 learners. However, as Ellis (2008) claims there are number of problems in the study of interlanguage pragmatics. One concerns with the learners who persist in their L1 pragmatic norms when speaking in an L2. The second problem deals with the relationship between linguistic and pragmatic competence. Undeniably, in order to perform even a primary version of speech act, learners will need at

least some linguistic competence. So the development of pragmatic competence is interrelated with the development of linguistic competence.

2.2.3 Interlanguage pragmatics

Interlanguage pragmatics (ILP) concerns itself with the study of nonnative speakers' use and acquisition of linguistic action patterns in a second language (Kasper and Blum-kulka, 1993) and its domain is extended to include the use of L2 communication strategies and the emergence of intercultural styles. As Thomas (1983) believes, ILP pinpoints how learners realize speech acts and indicates that even advanced learners can fail to convey or comprehend intended meanings. Therefore, speech acts and pragmatic transfer are two fields of study in interlanguage pragmatics.

2.2.4 Speech acts

One of the basic issues in the realm of both pragmatics and discourse analysis is speech act. Ellis (2008) claims that speech acts “constitute attempts by language users to perform specific actions, in particular interpersonal functions such as compliments, requests, or complaints” (p.159). In accordance with Austin (1962) and Searle (1969) language is used to do things and the performance of speech act connotes the presentation of three types of act: locutionary act, illocutionary act and perlocutionary act. The locutionary act refers to the literal meaning of the utterance. The illocutionary act alludes to the speaker's intention. The perlocutionary act refers to the effect this utterance has on the addressee. Searle (1975) discerned five illocutionary points:

- Representative: e.g. asserting, concluding
- Directives: e.g. requesting, ordering
- Commissives: e.g. promising, threatening
- Expressive: e.g. thanking, congratulating
- Declarations: e.g. excommunicating, declaring war, marrying, and firing.

Searle distinguished ‘direct’ and ‘indirect’ speech acts as well. Sometimes when we say something we mean exactly what we say (direct speech act). However, sometimes by saying

something we mean quite different of the literal meaning of the utterance (indirect speech act). In the area of speech act the concept of ‘felicity conditions’, introduced by Austin is very important. “For a speech act to ‘work’, Austin argued that there are a number of conditions that must be met” (Paltridge, 2006, p.58). About this issue Austin (as cited in Parker & Riley, 1994) noted that the participants and the circumstances must be appropriate. For example, an umpire at a baseball game can cause a player to be out by uttering, you’re out! But an excited fan cannot. The act must be done completely and correctly by all participants as well. For instance, if during a game of hide- and- seek, Suzie says to Billy, you’re it, and Billy responds with I’m not playing, then the act of naming is not valid. Besides, the participants must have the appropriate intentions. For example, if a friend says to you, I promise I’ll meet you at the movies at 8:00 P.M., but actually plans to be home watching television at that time, the act of promising is not valid.

2.2.5 Pragmatic transfer

Pragmatic transfer is one of the fields of study in interlanguage pragmatics. According to Kasper and Rose (2001), much of what learners need to advance their pragmatic competence already exist in their pragmatic repertory, that is, positive transfer from L1 to L2 would ease acquisition of the socio-pragmatic knowledge. Hence, in the process of acquiring the pragmatic features of the target language, learner’s pragmatic knowledge of their first language and culture plays an essential role. Transfer manifest itself due to the “similarities and differences between the target language and any other language that has been previously acquired” (Odlin, 1989, p.27). likewise keshavarz (2011) referring to ‘transfer’ as the outcome of similarities and differences between the structure of the learner’s native language (NL) and that of the target language (TL) states that there are two kinds of transfer: positive transfer and negative transfer “when an old habit (i.e., that of the learner’s NL) facilitates the formation of a new habit (i.e., a new element in the TL) positive transfer is said to take place, and when the old habit impedes a new habit negative transfer is believed to occur and learning becomes difficult”(Keshavarz,2011, p.8). Obviously positive and negative transfers are two manifestations of pragmatic transfer. It is believed that factors like L₁ transfer and L2 proficiency may impact on how learners perceive and perform illocutionary acts in L2. Based on Ellis (2008):

According to the positive correlation hypothesis, the more proficient the learner the more likely transfer is to take place. In other words, transfer only becomes possible when learners have achieved sufficient L2 resources to make it possible, as Takahashi and Beebe (1987) proposed. A second hypothesis is that the more proficient the learner the greater the positive transfer but the less negative transfer will be. (p.190)

Pragmatic transfer, in its turn, can cause cross-cultural pragmatic failure as different cultures have different pragmatic norms.

2.2.6 Cross- cultural pragmatics

Researchers believe that people from different cultures have different way of dealing with speech acts. For instance, in English culture ‘apology’ means taking responsibility of a faulty work and agreeing to do something about it, but it may not have the same meaning in other cultures. They are also dissimilar in observing co-operative principals which are called maxims of quality, quantity, relation and manner by Grice. For example, people from different countries may have different understanding of maxim of quantity in conversational interactions.

Therefore, it can be claimed that different cultures have different pragmatic norms which reflect what they mean by what they say. In addition, cross-cultural pragmatics which investigates the cross-cultural use of speech act is a crucial issue as inability in understanding the pragmatic meaning of utterances in other language or culture may result in pragmatic failure.

2.2.7 Cross-cultural pragmatic failure

Pragmatic failure which results in cross-cultural communication breakdown is inability to understand what is intended by what is said and “The failure to convey or understand a pragmatic intention in another language and culture is what Thomas (1983) terms cross-cultural pragmatic failure: sociopragmatic failure and pragmalinguistic failure” (Paltridge, 2006, p.68). Pragmalinguistic failure is basically a linguistic problem whereas sociopragmatic failure refers to situations where a speaker of a second language fails to understand different

cultural perceptions of a specific speech act. For instance this failure occurs when an English speaker fails to attach an address such as ‘chan’ or ‘san’ to his Japanese friend’s name considering that calling someone with a title is unfriendly while for Japanese speakers calling a friend’s name without a title is rude. In this situation the English speaker transfers linguistic means of expressing involvement and friendship which has the opposite effect (Paltridge, 2006). It is essential to mention that in the process of carrying a successful communication, communicative competence plays an important role. According to Hymes, 1971 (as cited in Yazdanfar & Bonyadi 2014) communicative competence includes both knowledge of linguistic rules and socio-cultural rules for appropriate use. That is, in order to avoid communication problems learners need to acquire not only Knowledge of grammar and vocabulary but also sufficient knowledge on how to use and respond to different types of speech acts.

2.2.8 Politeness and Face

Politeness and face are two other key notions in the area of pragmatics. Yule (2010) states that “your face is your public self- image. This is the emotional and social sense of self that everyone has and expects everyone else to recognize. And politeness can be defined as showing awareness and consideration of another person’s face” (p.135). The further issues in the area of face and politeness are positive face and negative face. Positive face refers to the need people have to be involved with others, in other words to be treated as a member of a group. To emphasize a person’s positive face we can express solidarity by agreeing with them, for example. Negative face, on the other hand, refers to people’s need to be independent and maintain their autonomy. To emphasize one’s negative face, for instance, we can give them options in order to not impose on them. It is crucial to mention that the appropriate language that marks politeness varies from culture to culture. For example, based on Yule (2010):

If you have grown up in a culture that has directness as valued way of showing solidarity, and you use direct speech acts (Give me that chair!) to people whose culture is more oriented to indirectness and avoiding direct imposition, then you will be considered impolite. You, in turn, may think of the others as vague and unsure of whether they really want something or just asking about it (Are you using this chair?). In either case, it is the pragmatics that is misunderstood and, unfortunately, more will be communicated than is said. (p.135)

It is important to point out that politeness theories along with other theoretical issues such as cultural schema of sheaste-nafsi by Sharifian (2005) have played basic roles in different findings about compliment responses (CRs). Lakoff (1973), Brown and Levinson (1987) and Leech (1983) were some of the earliest linguists to study politeness; their works and theories are worth to discuss in this section.

2.2.8.1 Lakoff's politeness theory

Lakoff was one of the pioneers of the notion of politeness as an important aspect of interaction. Based on Lakoff's theory of politeness people follow a definite set of rules in their interactions with each other to lesson discord:

1. Be clear: this rule is based on Grice's cooperative maxims including maxim of quantity (focuses on right amount of information), maxim of quality (focuses on speaking truthfully), maxim of relations (emphasizes relevant contribution to the conversation), and maxim of manner (focuses attention on avoiding ambiguity).
2. Be polite: this rule comprises the following maxims.
 - Don't impose (e.g. I'm sorry to bother you but...)
 - Give options (e.g. Do you think you could possibly...)
 - Make your hearer feel good (e.g. 'you're better at this than me.' Or smiling and voice impression)

Lakoff (1973) believes that there should be a balance between these maxims; when the balance is dispersed, people discern the behavior or the speech to be impolite.

2.2.8.2 Brown and Levinson's politeness theory:

Brown and Levinson built their theory based on Goffman's idea of face and Lakoff's rules of politeness. The two kinds of face, positive face and negative face, are suggested by

them. Fraser (1990) outlines the four potential face-threatening acts, proposed by Brown and Levinson:

1. Acts which threaten the audience's negative face: ordering, advising, threatening, warning.
2. Acts which threaten the audience's positive face: complaining, criticizing, disagreeing, and raising taboo topics.
3. Acts which save speaker's negative face: accepting an offer, accepting thanks, promising unwillingly.
4. Acts which save speaker's positive face: apologizing, accepting compliments and confessing.

Brown and Levinson (1978), then, have developed a model of politeness to determine number of strategies available to the speakers to deal with the threatening acts. Ellis (2008) outlines them as follows:

First, the speaker can choose to perform the act or not to perform it. If the act is performed it can be 'off-record' (i.e. performed in such a way that it can be ignored by the addressee) or 'on- record'. On- record acts can be 'badly on record' (i.e. performed by means of a direct speech act) or can involve 'face- saving activity'. The latter can take the form of a 'positive strategy' or a 'negative strategy'. The former involves some kind of attempt to establish solidarity with the addressee by emphasizing commonality. It is likely to occur when there is minimal social distance and little power differences between the participants. A 'negative strategy' involves performing the act in such a way that deference is shown to the hearer—the aim is to give the hearer a way out of compliance with the act. It is used when the power differences between the participants is considerable. (p.161)

Johnstone (2008) asserts that Brown and Levinson along with Lakoff believe that the concept of face is universal. They accept that, though, what accounts for positive and negative face differs across cultures.

2.2.8.3 Leech's theory of politeness

Leech (1983) presented two pragmatic systems in his politeness theory: pragmalinguistic which contains the speaker's intention and illocutionary acts, and sociopragmatics which implies how the speaker want to be perceived socially. Two rhetorics for conversations (textual and interpersonal) are introduced by Leech as well. The interpersonal rhetoric has three principles:

- a. The Politeness Principle: This principle inscribes the relationship between the speaker and the audience. Establishing and maintaining feelings of belonging and unity within a group is crucial. This principle justifies the regulation of familiarity and allows participants to believe that their involvement in the conversation are beneficial and accepted.
- b. The Irony Principle: This principle provides a rationale for how the speaker can be identified as being polite even though their intentions are impolite.
- c. Grice's Conversational Principle: This principle consists of seven maxims, which aim at maximizing or minimizing elements of the interaction.
 - I. The Tact Maxim: attempts to minimize costs to the speaker and maximize benefits to the audience.
 - II. Generosity Maxim: attempts to maximize the benefits for others and minimize benefits for self.
 - III. Approbation/Praise Maxim: attempts to minimize dispraise of the audience and maximize praise/approval of the audience.
 - IV. Modesty Maxim: attempts to at minimize praise of self and maximize dispraise of self.
 - V. The Agreement Maxim: attempts to minimize disagreement with the audience and maximize agreement.

VI. Sympathy Maxim: attempts to minimize antipathy towards the audience and maximize sympathy.

VII. Consideration Maxim: attempts to minimize the hearer's discomfort and maximize the hearer's comfort (Fraser, 1990).

Leech also indicated four main situations for politeness:

1. Competitive: the speech goal does not equal social goal. (Politeness is considered as being negative, for example, giving an order).

2. Convivial: the speech goal equals the social goal. (Politeness is considered as being positive. For example, thanking someone).

3. Collaborative: the speech goal is indifferent the social goal. (For example, making an announcement).

4. Conflictive: the speech goal conflicts with the social goal.(For example, making an accusation) (Fraser, 1990).

2.2.9 Cultural schema of Modesty (*Shekasteh-nafsi*)

Sharifian (2008) explored the relationship between speech acts and conceptualization by studying compliment responses produced by Persian speakers in L₁ and L₂ (English) to see the degree to which the compliment responses (CRs) are informed by Persian cultural schema of *shekasteh-nafsi* 'modesty'.

The schema which appears to be rooted in certain cultural-spiritual traditions of Iranian society, motivates the speakers to negate or scale down compliments and return the compliments to the complimenter. The schema stimulates the speakers to reappoint the compliment to a family member, a friend, God, or another associate as well.

2.2.9.1 The notion of cultural schema

There have been variety of definitions for ‘schema’ by different schools and paradigms , however, there seems to be a harmony that they are largely derived from human experiences and act as “templates” for guiding and organizing thought and behavior(Sharifian, 2008). As culture plays a basic role in constructing human experience, Sharifian (2008) suggests that “it would be fair to maintain that a large number of schemas are ‘cultural schemas’” (p.57), and as people from different cultures may have similar schemas, it cannot be claimed that all cultural schemas are cultural specific. Sharifian (2003) has considered schemas as a property of cultural groups and not just individual minds; that emerge in the result of interactions between the members of a cultural group across time and space. “Cultural schemas are heterogeneously distributed across the minds of the members of a cultural group, rather than being equally imprinted in the mind of every individual member” (Sharifian, 2008, p.57). Wierzbicka (as cited in Sharifian 2008) claimed that at the level of pragmatic meaning, various processes that operate on the basis of inference, are in fact dependent upon schemas that interlocutors more or less share. And according to Sharifian (2008):

The use of various pragmatic devices in conversation is usually tied to the assumption of shared schemas, and miscommunication often takes place when such assumptions are not met, that is, when interlocutors do not share their schemas. These schemas may be termed cultural pragmatic schemas. (p.57)

2.2.9.2 The Persian cultural pragmatic schema of *shekasteh-nafsi*

Literal meaning of ‘modesty’ is the quality of not being too proud or confident about yourself or your abilities and *Shekasteh-nafsi* in Persian which is closed to the notion of ‘modesty’ in English, based on Sharifian (2008) “is composed of four morphemes, *shekast-eh* ‘break-PP’, *nafs* ‘~self’, and *i* (a marker of process/action/event)”. He also presents the following quotations which may be used by a person in response to a gesture of ‘modesty’:

‘Khaa hesh mikonam, shekasteh-nafsi mifarmaayin’

‘Please, broken-self doing’

‘You are being modest.’

In Sharifian's point of view *shekasteh-nafsi* is a cultural pragmatic schema, which is one of the underlying bases of compliment responses in Persian. The significance of this schema roots in the fact that compliments in Persian are considered as symbol of politeness and not just as a praise of an achievement or evaluation of a possession in interlocutors.

Compliments which take place during everyday conversations are associated with the Persian cultural schema of *adab*, "which can roughly be translated as 'politeness'" (Sharifian, 2004), and compliment responses resulted from the Persian cultural schema of *shekasteh-nafsi*. The cultural schema of *adab* inspires the speakers to compliment on different aspects of their interlocutor's life from their appearance to achievement. On the other hand, the schema of *shekasteh-nafsi* expresses values and norms that are related to how one should view and talk about their *nafs* 'self', in relation to other "selves" in the family or society. It is believed that *nafs* suggests a much wider scope than that of English 'self'. Sedgwick (2003) states that "*nafs* literally means 'self' and can also be translated as 'ego'" (p. 10). Sharifian (2008) also claims that "while not many contemporary speakers are conscious of the origins of the conceptualization of *shekasteh-nafsi* the schema has remained as an active frame of thought in the communicative interactions between Persian speakers" (p.60).

2.2.10 Taxonomies for categorizing CR utterances

Researchers in compliment response have adopted a range of taxonomies to categorize compliment response (CR) patterns. Some of these taxonomies will be discussed briefly in this section.

2.2.10.1 Pomerantz's taxonomy

Pomerantz 1978 identifies two conflicting constraints facing a compliment receiver:

- A. Agree with the compliments
- B. Avoid self-praise

- Constraint A refers to acceptance of compliments, often expressed by appreciation tokens. For example, “*Thank you*”.

- Constraint B refers to the strategies that downgrade the value of the objects of compliments. For example:

Complimenter: “*that’s a beautiful jacket!*”

Compliment receiver: “*It keeps out the cold*”

Or to shift the credit away from the responder herself. For example:

Complimenter: “*That’s a beautiful sweater!*”

Compliment receiver: “*My best friend gave it to me on my birthday*”

2.2.10.2 Herbert’s taxonomy

Herbert (1986) has refined the two general principles of Pomerantz into three categories: Agreement, Non-agreement and other interpretations. Each category includes several subcategories. The advantage of this taxonomy is that it makes the provision of statistic on the frequency of the different types of responses possible.

A. Agreement comprises:

- Appreciation token (e.g. thanks; thank you; (smile))
- Comment acceptance (e.g. thanks; it’s my favorite too)
- Praise upgrade (e.g. it really brings the blue in my eyes, doesn’t it?)
- Comment history (e.g. I bought it for the trip to Arizona)
- Reassignment (e.g. my brother gave it to me)
- Return (e.g. so is yours)

B. Non-agreement comprises:

- Scale down (e.g. it's really quite old)
- Question (e.g. do you really think so?)
- Disagreement (e.g. I hate it)
- Qualification (it's all right but Len's is nicer)
- No acknowledgement (silence)

C. Other interpretation comprises only one type:

- Request (e.g. you want to borrow this one too?)

2.2.10.3 Holmes' taxonomy

Holmes (1988, 1993) set up her taxonomy of compliment responses; this taxonomy, as Chen and Yang (2010) state:

Reflects the insights of Pomerantz's (1978). This taxonomy, further, has the potential to be theory-neutral. Regardless of one's theoretical orientation, one can use this macrostructure as a starting point to categorize her findings about CRs. For instance, to account for compliment rejection, Holmes (1988) invokes Brown and Levinson's politeness theory for her New Zealand data, Chen (1993) uses Leech's Modesty Maxim for his Xi'an Chinese data, Ruhi (2006) proposes the construct of self-politeness for her Turkish data, and Sharifian (2005) posits that cultural schemas approach is the best for his Persian data. In addition, the three broad categories—Acceptance, Deflection/Evasion, and Rejection—seem general enough for researchers to create subtypes tailored for their own corpus.

More important, perhaps, is the fact that these three categories specify three points—or rather regions—on an Accepting- to-Rejecting continuum, with Deflecting/Evading in the middle. If we use this continuum as a basis for comparing CRs across languages some generalizations can be made. (Chen & Yang, 2010, p.1952)

For instance: it is believed that Arabic (Farghal Haggan, 2006; Nelson et al., 1996), German (Golato, 2002), and English—including American English, Australian English, British English, and South African English—are all at or towards the accepting end of the continuum, with sizable percentages of CR utterances accepting compliments. Persian (Sharifian, 2005, 2008) and Thai (Gajaseni, 1995) appear to be in the middle. Turkish (Ruhi, 2006), Korean (Han, 1992) are at or towards the rejecting end.

The following taxonomy is provided by Holmes (1988, 1993):

A. Accept

- Appreciation/agreement token (*e.g. thanks, yes.*)
- Agreeing utterance (*e.g. I think it's lovely, too.*)
- Downgrading/qualifying utterance (*e.g. it's not too bad is it?*)
- Return compliment (*e.g. you're looking good too.*)

B. Reject

- Disagreeing utterance (*e.g. I'm afraid I don't like it much.*)
- Question accuracy (*e.g. is beautiful the right word?*)
- Challenge sincerity (*e.g. you don't really mean that?*)

C. Deflect/evade

- Shift credit (*e.g. my mother knitted it.*)
- Informative comment (*e.g. I bought it at the Vibrant Knits place.*)
- Request reassurance/repetition (*e.g. Do you really think so?*)

2.3 Related literature on compliment response

Pomerantz (1978) was the first scholar who conducted a research on compliment responses (CRs). Her findings depict that speakers of different languages pursue different patterns when responding to compliments. Since then her work has been followed by many linguists (e.g. Manes & Wolfson, 1981; Wolfson, 1983; Holmes & Brown 1997; Holmes, 1988; Herbert 1990; Jaworski, 1995; Golato, 2002; Tang & Zhang, 2009; ...). The early studies have revealed much about nuance of both compliments and CRs: the things that are most likely to be complimented on, the kind of interlocutors that one is likely to make complements to, syntactic structure that are most often used in English for complement and CRs, and pragmatics of structures adopted in each of English speaking communities (Chen & Yang 2010).

2.3.1 Cross-cultural studies

Since 1990, there has been a serious attention to CRs in different countries and there have been many studies on CRs in different societies investigating different aspects of it drawing on variety of theories. Based on Golato (2002) speakers of German, for example, are not found to use appreciation tokens (e.g., “thank you”) in CRs, although they accept compliments as much as Americans do. In accordance with Phoocharoensil (2012) Pomerantz claimed that Americans when responding to a compliment are confronted with the dilemma of choosing between (a) accepting the compliment and (b) avoiding self-praise. It was discovered that recipients of compliments use a variety of solutions to solve such a conflict. For instance, they tend to conform to the American norms by saying Thank you or Thanks, as an appropriate response to compliments, followed by praise downgrade or a compliment return.

As stated in Phoocharoensil (2012), Herbert, 1986 proposed a taxonomy of CRs, based on Pomerantz (1978), which was used to analyze American English CRs. The data of CRs were collected for three consecutive years from American college students. Of all the setting norms of American speech behavior, which underscore the importance of compliment acceptance with saying Thank you, lots of the responses settle into the non-agreement and request interpretation categories. In other words, language performance in reality is clearly different from language prescription.

Herbert and Straight (1988) also undertook a comparative study on American and South African compliment responses used by college students. The findings indicate that frequency of compliment expression in America is higher and frequency of compliment acceptance is lower. In contrast, South Africans give comparatively lower number of compliments than Americans but accept compliments with higher frequency. The differences between the two groups are ascribed to their respective socio-cultural background. That is, egalitarianism is reflected through the high frequency of compliments and the low rate of compliment acceptance in American culture. Conversely, the low compliment frequency and the high rate of acceptance represent elitism in South African society (Phoocharoensil, 2012, p.277).

In addition to the aforementioned studies, Eileen Chen (2003) investigated compliment response strategies used by Mandarin Chinese speakers in Taiwan in two situations, in one situation the complimenter and the responder were of equal status, and in the other one the complimenter was of a higher status relative to the compliment receiver. Via a DCT sixty college students were asked to provide more than one compliment response they found socially appropriate. Their response were categorized by single super strategy following Holmes (1998) and were analyzed by Chi-square tests. The result depict that although Mandarin Chinese speakers in Taiwan tended to accept rather than reject compliments, there were, however, variation across the situations, in terms of the value each strategy carried, the frequency occurrence of Accepting strategy in general and Returning strategy. The findings of this study revealed that compliment response strategy varied as a function of social status relationships, and indirectly lent support to Wolfson (1983) claim that compliments tended to go “downwards”. This study revealed that there are similarities and differences in CRs across or within cultures.

In 1993 Chen had found that Chinese complement responses (CRs) were characterized by rejection so Chen and Yang (2010) conducted a quasi-longitudinal study of CRs in Chinese replicating Chen (1993), adopting the same instrument in the same research site (Xian, China) with a similar subject population. The study revealed a dramatic change in the way Xi'an Chinese were responding to compliments. That is, in contrast to the findings of Chen (1993) they were overwhelmingly accepting compliments. They attributed this change to the influx of Western cultural influences that had occurred in the city of Xi'an since the early 1990.

Following the studies on Chinese L2 CR patterns Cheng (2011) explored CRs produced by Chinese ESL and EFL speakers as well as by the native speakers of American English in oral communicative contexts through naturalistic role-play task. Later, through retrospective interviews, the ESL speaker's rationales for adopting CR strategies were examined. The findings demonstrated that while almost all L2 speakers knew they should show appreciation to be polite when receiving a compliment and how to say “thank you/thanks” in response to compliments, the EFL participants seemed to face difficulties in mastering variety of strategies in responding to compliments such as credit-shifting (e.g. my pleasure). The result of the study also depict that the reason for Chinese ESL participants' choices of CRs in

naturalistic settings and their strong cultural awareness in responding to compliments in English was their rich exposure to authentic input.

Yeong Kim (2014) used compliment response patterns along with other kinds of speech acts like request and refusal to examine how the investment in identity of English as a second language (ESL) learner guides pragmatic choice. The participants were 30 native speakers of Korean in ESL stating. The findings based on DCT, interview, and role play which were all employed in this study depict that while responding to compliments “learners were not simply exchanging information with interlocutors, but were also creating a sense of who they are and how they stand in relation to others and society” (Yeong Kim, 2014,p.97).

Othman (2011), drawing on Holmes definition of compliment and his suggestion saying that compliments vary from one culture to another and compliments are generally accepted in Western culture in contrast to Eastern culture where compliments are either rejected or denied, undertook a study to investigate the pragmatics of Malay compliments using Brown and Levinson’s (1987) “face” framework and Searle’s (1969) speech act framework among Malay speakers in Malaysia. The result depicts that there has been a shift in culture of compliments and compliment response in Malaysia as compliments when given are more appreciated than denied or rejected by Malay speakers now than before.

To study Nigerian compliment response patterns Mustapha (2011) conducted a research among speakers of Nigerian English (ESL variety); in order to show their compliment response patterns and compare it with what had reported in other English speaking communities, 1200 compliment responses were analyzed. The result indicated that agreement responses, accept responses, outnumbered disagreements. Mustafa discussed that the preponderance of acceptance responses to the supportive actions of the compliment in his data suggests one sense of solidarity and indicates that in Nigerian English positive politeness or making the others feel good is stressed.

Mustafa (2011) also noted that the recipients of compliments in Nigeria often confronted by two conflicting constrains: The first constraint is the need to agree with the complimenter’s positive evaluation; agreement with one’s conversational partner verifies what Leech (1983) calls the maxim of agreement although it also violates the maxim of

modesty. The second constraint is to disagree with the positive assessment as a sign of being modest (refusing praise to self), but this also violates the maxim of agreement (cooperation). On the other hand, agreement with the complimenter might be interpreted by listeners as being arrogant, which makes the recipient lose face. He then states that many studies (Pomerantz, 1978; Herbert, 1986; Downes, 1998) report that recipients do use linguistic repair strategies to avoid the two extremes and maintain in-betweenness because of the social norms and social pressure to be modest and avoid praise.

2.3.2 Studies on compliment responses of Iranian Persian speakers

Sharifian (2005) attempted to realize to what extent compliment responses produced by Persian speakers in their L1 and L2 (English) are informed by the Persian cultural schema of *shekasteh-nafsi* glossed as ‘modesty’ to explore the relationship between speech acts and cultural conceptualizations. He utilized a Persian and an English version of a discourse completion test (DCT) to collect data from a group of Persian speaking learners of English in Iran. The results revealed that A) how pragmatic strategies that are linguistic in nature may be informed by cultural schemas of the speech communities that speakers of the same language take ideas from. However, the result also suggests that the link between linguistic performance and cultural schemas is not fixed. B) Speakers appear to make use of cultural schemas dynamically, depending on context. For example, Persian speakers were less likely to reject a compliment when it was about their performance at work. It is anticipated that rejecting a compliment on one’s work performance may leave negative impressions about the fulfilment of his/her work duties. C) The link between cultural schemas and pragmatic behavior seems to be dynamic across languages as well. A speaker may draw on the cultural schema of *shekasteh-nafsi* in their L2, but not L1. This was reflected, for example, in cases where the same speaker returned the compliment to the complimenter in L2 but accepted the compliment in L1. “Thus speakers do not seem to be “imprisoned” in the house of their cultural conceptualizations but draw upon them in a dynamic manner” (Sharifian, 2005, p.74).

Sharifian also claims that “The observations in this study reveal a complex relationship between language and cultural conceptualizations that moves beyond the traditional notions of “negative transfer” and “pragmatic failure”” (p.74). D) A single response can serve more than one function. For example, a very frequent Persian response when receiving compliments on a

possession or the taste of the food that one has served is the formulaic expression ‘*ghaabeleh shomaa ro nadaareh*’, which literally means ‘it is not worthy of you’. This response minimizes the compliment as it downplays the worth of what is being offered. However, it also returns the compliment to the complimenter by acknowledging and elevating their worth. Moreover, when the compliment is made about a possession, the Persian speakers offer the possession to the complimenter; as a gesture of politeness not a literal offer. Such cases challenge approaches that try to attribute one function per response. E) A comparison with patterns of compliment responses from the Anglo-Australians (Sharifian, 2005) reveals that in spite of significant differences there exist overlap, mainly in terms of downplaying compliments. However, while Anglo-Australians do use the strategy of downplaying compliments, this may be ascribed to the quite different cultural schemas associated with the Australian natural disposition.

In another research Razi (2013) carried out a contrastive study of CRs among Australian English and Iranian Persian speakers. In this study participants were university students; the data were collected by DCT which contained four situational setting: appearance, character, ability, and possession. The data analysis was based on Holmes’ classification of compliment responses. In the end, the result was compared with what Tang and Zhang found in their study in 2009. Based on the researcher’s conclusion Australian English speakers prefer to accept compliments more than Iranian Persian speakers; showing that in Iranian culture accepting compliments is not considered as polite as in Australian culture. In addition, based on the result, in appearance, ability and possession situations Iranian and Australian were similar as they both accepted the compliments. However, in character setting Iranian participants prefer to use *Evade* strategy while Australian participants preferred to accept the compliments.

To investigate the speech act of compliment response in Persian language, Razmjoo et al. (2013) drawing on 18 types of already defined compliment responses, got engaged in conversations with different people with various professions, contexts, cities, and educational levels to compliment them. The conversations were either recorded and then transcribed or were written down right after the conversations so that the conversations could be retained word for word. In order to achieve a comprehensive entry of compliment responses in Persian, attempt was made to give compliments on different topics like mental ability, possession, acts and nationality. Moreover, the range of syntactic formulas used for giving compliments was taken into account. Based on the result almost 67% of their corpus of 756

naturally occurring compliment responses fell into the main category of “agreement”. However, “the absence of the compliment response “no-acknowledgement”, the high rate of two or three part appreciation token along with a significant portion of “making offer” attest to the culturally- specific Iranian features such as modesty and Ta’arof” (p.44). In addition, there were no significant differences between males and females’ compliment response types, or the degree of modesty or Ta’arof. This study also confirms the cross-cultural differences of compliment responses.

To study compliment responses produced by Iranian EFL speakers and native speakers of American English, Shamsavari et al. (2014) drew on naturalistic role play tasks and retrospective interviews. The participants were 15 native English and 15 upper-intermediate EFL learners. The results of the naturalistic role play revealed that there were similarities in compliment response patterns used by Iranian L2 participants and native speakers. For example, most of them made use of expressions like “thank you/thanks” in majority of the situations. As the researchers discuss, In the case of Iranian English speakers, they were mostly using expressions like ‘nice of you’, ‘so is yours’ as the responses to the compliments relating to possessions. Sometimes the compliments on personality and ability were ignored or responded nonverbally, with a simple smile or giggle. On one hand they knew they are being complimented, and on the other hand they wanted to respond in the best possible way with the limited pragmatic knowledge they possessed. The researchers also offer that the EFL learners must be taught, whether explicitly or implicitly. The retrospective interview results depict that that most of the difficulties experienced by none-native speakers were due to lack of exposure to authentic language use and lack of cultural awareness.

Allami and Montazeri (2012) utilized a 24-item discourse completion task (DCT) to investigate the knowledge of Iranian EFL learners in responding to compliments in English focusing on the variables of gender, age and educational background .They collected data from 20 male and 20 female EFL learners of an English institute. To answer their first research question which was how EFL learners respond to compliments in L2 English scenarios the results indicated that three compliment response categories, appreciation token, comment acceptance and return showed a high frequency of occurrences, 60 percent, in the data. Examination of the possible effects of gender, age, and education found that: A) men, the younger, and the better educated people mostly used acceptance responses. B) Women, the older and the least educated people tended toward the use of positive elaboration

responses .C) Return, questioning and offering were among the response categories too. D) Men frequently used explicit responses and women used implicit responses. E) Females considered the compliments as offers of solidarity while males considered them as praise or admiration.

To answer their second research question, whether our EFL learners would evidence instances of pragmatic transfer, the result depicted that: A) more proficient learners (intermediate and high, in this case) simply transferred the sociocultural norms of their native language. For instance, L1 transfers like “it’s your good idea”, “your eyes see beautifully” or “it’s my function” were frequent; their almost full control over L2 is considered to be the reason. B) The low proficiency level learners, commonly used appreciation tokens (Thank you) instead of transferring the L1 patterns. In the end, “this study confirms that the cross-linguistic behavior of Persian speakers is influenced by their culture specific behavioral norms, Due to the lack of sufficient pragmatic knowledge, learners frequently resort to parallel forms in their native language” (Allami & Montazeri, p.477).

Another study which focused on compliment responses among male and female Iranian Persian speakers was conducted by Heidari-Shahsavari et al. (2011). They made use of written discourse completion task (DCT) to collect data from 60 elementary Iranian teenage EFL learners (30 male and 30 female). All participants were codified and their answers were categorized based on Holmes’ taxonomy to analyze the data. Then they carried out a contrastive analysis between male and female Persian speakers to identify different CR patterns between the two groups. The results outlined that there were similarities between male and female Persian teenage speakers regarding the use of Macro strategies (Accept, Evade and Reject). The most frequent strategy was accept (71% of the males and 65% of the females accepted the compliments). Evade was the next strategy that was highly valued. There was also correspondence between males and females in the frequency of Evade CRs (males 22% and females 21%). For the last strategy (i.e. Reject) males expressed 5% and females exhibited 13% tendency toward rejecting compliments.

The researchers discuss that the findings are in contrast with Sharifian’s (2005) study in which he found that Iranians used formulaic expression to allow them avoid acceptance of compliments, which can be regarded as self-praise. They also refer to Yousefvand (2010) who claimed that Iranian speakers do not have tendency toward rejecting a compliment with a

clear negative answer instead they draw on CRs such as “I have done nothing”, “You make me feel ashamed” to show that they are not that good or they don’t deserve the praise.

The researchers also argue that the finding of their study contradicts with the aforementioned studies and state that “Since our participants in this study were teenagers with average age of 15, the contradiction with these two studies may indicate the importance of age as an important variable in investigating compliments and CRs”(Heidari- Shamsavar et al., p.165). The result of this study also reveals that in spite of tendency toward accepting the compliments among female informants in the case of ‘possession’ they used more Evade strategies while male informants used the common pattern (Accept, Evade and next Reject). It can be claimed the result is in the line with other studies which carried out in other countries as the common preference of CR is accept in almost four situations (except females use of Evade in response to compliments on possession). But it is in contrast with findings of other studies in Iranian context.

2.4 Gap in the literature

As the literature review indicates, there have been many studies in the area of compliment response considering different aspect of it; great number of the studies were cross-cultural and many investigated pragmatic transfer and influence of implicit or explicit instruction on the compliment response patterns and some of them examined the influence of different variables such as social status and gender. In Iran, too, scholars have given away a great interest in the realm of compliment responses. Investigations were carried out, for example, to scrutinize the influence of cultural schema of *shekasteh-nafsi* ‘modesty’ on production of CR by Persian speakers in their L1 and L2, Some studies were carried out to contrast compliment response patterns of Iranian Persian speakers to the native speakers of English, several studies investigated knowledge of Iranian EFL learners in responding to compliments in their L2 (English), and a few studies speculated about gender and age difference. However, there have been few studies probing CR patterns of advanced EFL learners, who are expected to be quite fluent in their L2 (English), with respect to their gender and age. Thus this study aims at inquiring into CR patterns across gender and age among advanced EFL learners.



Chapter III

Methodology



3.1 Overview

Recently, a large number of research studies has been conducted on pragmatics and its various aspects, for example, speech acts (Olshtain & Cohen, 1990; Billmyer, 1990; Rose & Ng, 2001, Intachakara, 2004), discourse markers, (Wildner-Bassett, 1986; Yoshimi, 2001), pragmatic routines (Tateyama, 2001; Wishnoff, 2000), politeness, and so on. Among different types of speech acts, compliment responses have been of great interest for many researchers (Chen, 2003; Herbert, 1990; Holmes, 1988; Mane and Wolfson, 1981; Manes, 1983; Mohammad-Bagheri, 2015; Pomerantz, 1978).

Thus, the present study was sought to investigate whether there was any relationship between compliment response patterns of advanced EFL learners and their gender. Moreover, it aimed at investigating the relationship between compliment response patterns of advanced EFL learners and their age. The previous chapter (i.e., review of the literature) reviewed the theoretical framework and empirical studies on compliment response patterns which paved the way for the present study to shed more light and gain a better understanding of the issue of compliment response patterns across gender and age on the speech act of EFL learners. In order to investigate these issues, four major questions were raised to be answered in chapter one. The research questions are as follows:

- Is there any relationship between compliment response patterns of advanced EFL learners and their gender?
- Is there any relationship between compliment response patterns of advanced EFL learners and their age?
- How do female and male advanced EFL learners differ regarding compliment response speech act?
- How do adult and teenage advanced EFL learners differ regarding compliment response speech act?

The present chapter provides a deeper account of the research design, participants, instruments, the procedure, and data analysis techniques.

3.2 Design of the study

The present study was an attempt to investigate the relationship between compliment response patterns of advanced EFL learners and their gender as well as compliment response patterns and their age. Falling into favor of correlational design, 100 advanced Iranian EFL learners (50 females and 50 males) were randomly selected based on FCE reading and writing sections and answered the DCT. Moreover, this study was both qualitative and quantitative. It was qualitative since it included description and interpretation; for example, the participants' responses were reported and described. In addition, it was quantitative as tables, graphs and frequencies were utilized. Using mixed methods increases both the conformability as well as the dependability of a study. According to Creswell (2003), "the researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem (p. 21).

3.3 Participants

By means of FCE test, a total of 100 advanced Iranian EFL learners of English, that is, 50 females and 50 males with the age range of 16 to 40 were considered to take part in the study in order to yield more significant and at the same time trustable results. In this study, the data were collected in one of the English institutes called Atlas, in Urmia, West Azarbayjan. The participants all had the experience of learning English for at least 4 years at English institutes.

3.4 Instruments

Conducting a research study entails utilization of some instruments which help it to smoothly run toward achieving its intended goals. With this in mind and to put into practice the theoretical aspects of the current study, the following instruments were utilized to pave the way for data collection procedures:

- First Certificate in English (FCE),
- A discourse compliment task (DCT) borrowed from Chen and Yang (2010),
- Holmes' (1988, 1993) frame work of CR strategies.

3.4.1 First Certificate in English (FCE)

It is an English language examination provided by Cambridge English Language Assessment (Appendix A). It is an upper-intermediate, international English language qualification that focuses on Level B2 of the Common European Framework of Reference for Languages (CEFR). It is made up of four exam papers, designed to test the key language skills. The four papers include Reading and Use of English; Writing; Listening; and Speaking which can be taken either on a computer or on paper. The Speaking test is taken face-to-face with two examiners and two candidates, providing a realistic and reliable measure of ability.

3.4.1.1 Reading and Use of English (1 hour 15 minutes)

The Reading and Use of English paper has seven parts and 52 questions.

- In Parts 1–4, candidates read a range of texts and complete tasks that test their knowledge of grammar and vocabulary. Part 1 has eight multiple-choice questions related to vocabulary in a text. Parts 2 and 3 involve completing gaps in a text (i.e. choosing / forming the correct word for each gap). Each question in Part 4 has a sentence and a 'key' word, which must be used to complete a second sentence so that it has the same meaning as the first sentence.
- In Parts 5–7, candidates read a range of texts and complete tasks that test their reading ability. Part 5 involves answering multiple-choice questions about a text, with candidates expected to be able to read a text for detail, opinion, tone, purpose, main idea, implication and attitude.
- Part 6 involves choosing paragraphs to fill the gaps in a text, with candidates expected to demonstrate understanding of the structure and development of a text.

- Part 7 involves matching statements to the correct part of a text or several short texts, with candidates expected to demonstrate reading for specific information, detail, opinion and attitude.

3.4.1.2 Writing (1 hour 20 minutes)

The Writing paper has two parts.

- Part 1 has one compulsory question and involves writing an essay.
- In Part 2, candidates are given three options and are asked to write one of the following using between 140 and 190 words: an article, email/letter, report, or review.

3.4.1.3 Listening (approximately 40 minutes)

The Listening test has four parts and includes a mixture of monologues and dialogues from a range of familiar sources, such as news programs, radio broadcasts, speeches and public announcements.

- In Part 1, candidates listen to a series of unrelated recordings (approx. 30 seconds each) and answer one multiple-choice question for each recording.
- In Part 2, candidates listen to a monologue or a dialogue with two or more speakers (approx. 3 minutes) and complete sentences on the question paper using the information they heard in the recording.
- In Part 3, candidates listen to a series of statements and related monologues (approx. 30 seconds each) and choose which statement best matches what each speaker says.
- In Part 4, candidates listen to a recording with two or more speakers (approx. 3 minutes) and answer seven multiple-choice questions. Candidates are expected to demonstrate a wide range of listening skills needed for real-life purposes, such as understanding the gist of an extract, listening for specific information, and understanding a speaker's opinion, attitude or feeling.

3.4.1.4 Speaking (14 minutes)

The Speaking test has four parts and is conducted face-to-face, with one or two other candidates and two examiners. Candidates are expected to be able to participate in discussions, express opinions, exchange ideas and reach decisions through negotiation.

- Part 1 is a short conversation with the examiner. The examiner will ask the candidate some questions about their lives, focusing on areas such as work, leisure activities and future plans. Candidates are expected to respond to the examiner's questions, give basic personal information about themselves and use general social and interactional language.

- Part 2 (1 minute 'long turn' for each candidate, plus 30-second response from the second candidate) involves speaking for 1 minute without interruption. Each candidate is asked to compare two colour photographs and comment about the photographs in response to a task read out by the examiner and a prompt question written above the photographs. The listening candidate is also asked to comment briefly after their partner's long-turn.

- Part 3 (3 minutes) is a two-way conversation between the candidates. The candidates are given spoken instructions and visual stimuli, which are used in a decision-making task. There is no right or wrong answer to the task. The candidates are expected to express and justify opinions, evaluating and speculating, in order to work towards a negotiated decision.

- Part 4 (4 minutes) is a discussion between the candidates and the examiner on topics related to the collaborative task in Part 3. The examiner directs the interaction by asking questions which encourage the candidates to broaden and discuss further the topics introduced in Part 3. The questions ask primarily for evaluation rather than for information and give candidates an opportunity to show they can discuss issues in more depth than in earlier parts of the test.

3.4.2 A Discourse Completion Task (DCT) borrowed from Chen and Yang (2010)

Discourse Completion Task (DCT), borrowed from Chen and Yang (2010) (Appendix B), consisted of four items of compliments on four different situations, namely, appearance, clothes, ability and possession with blank for responses for the participants to answer. The DCT started by asking demographic questions regarding gender and age of the participants.

3.4.3 Holmes' (1988, 1993) Framework of CR Strategies

Compliment response patterns used by the participants were analyzed using Holmes' (1988, 1993) framework of CR strategies which consists of three macro strategies, namely, Accept, Evade, and Reject, each of which is divided into a number of micro strategies (totaling 10) shown in Table 3.1.

Table 3.1: Holmes' (1988, 1993) framework of CR strategies

Macro level	Micro level
Accept	1) Appreciation token 2) Agreeing utterance 3) Downgrading/qualifying utterance 4) Return compliment
Reject	1) Disagreeing utterance 2) Question accuracy 3) Challenging sincerity
Evade	1) Shift credit 2) Informative comment 3) Request reassurance

3.5 Procedure

Before embarking on the study, the researcher made sure that all the participants were homogeneous by reading and writing sections of FCE test. In other words, more than 100 male and female learners with the age range of 16 to 40 were selected in advanced level to take the reading and writing part of a FCE test which lasted for more than 2 hours. Then, the researcher handed out the discourse completion task (DCT), borrowed from Chen and Yang (2010) to the learners to answer. Of course, as the number of participants who took the FCE test was more than 100, the researcher chose 50 male and 50 females without considering

their age, and 50 teenage and 50 adults without considering their gender. That is, in the all analyses of data all females are compared to all males regardless of their age and all teenagers are compared to all adults regardless of their gender. Besides, the reliability of the test scores was considered by applying inter-rater reliability; the students' writing and reading tests were scored by the researcher and one of her colleagues and the average score was used to make decision.

It should be mentioned that, 45% of the total mark was assigned for the reading part, which includes part 5, part 6, and part 7 of the Reading and Use of English section of the FCE test introduced in part 3.4.1.1 of this thesis, and 30% and 25% of the total mark were assigned to the part one of the writing, which was an essay, and part two of the writing, which was a review of the book or an article or an email, respectively. The questionnaires of the students who gained 70 and up in the test were used as the raw data to analyze and answer the research questions.

Before answering the questionnaire, the participants were informed about the aim and scope of the study and were asked to imagine themselves in the situations and write down the answer they would naturally give in each situation. Participants were given 20 minutes to answer the questionnaire. They were required to mention their gender and age in the specified blanks in the questionnaire as well. During data collection phase, the researcher herself administered the questionnaire to the female participants in Atlas institute since she is teaching female learners; however, regarding the males, the researcher collected the data with the help of one of the male teachers in the institute.

Reviewing the literature, the researcher came across different models of classification of compliment response patterns. The model selected in the current study for investigating compliment response patterns was the classification proposed by Holmes' (1988, 1993) taxonomy. It consists of three macro strategies, namely, Accept, Evade, and Reject, and 10 micro strategies which are classified under each macro strategy. Having collected the data, the researcher transcribed all the participants' answers. Then, each utterance was placed under appropriate category in Holmes' classification and the frequency of each category was calculated. Moreover, the utterances were coded for gender and age and the frequency of different compliment response patterns uttered by females and males, and across varying ages were investigated.

3.6 Data analysis

In order to test the hypotheses of the study, the researcher carried out some data analyses both qualitatively and quantitatively.

3.6.1 Quantitative phase

The quantitative method was an attempt to find the relationship between gender and compliment response patterns to address the first research question and between age and compliment response patterns to address the second research question. For this phase of the study, Pearson Chi-Square was employed.

3.6.2 Qualitative phase

This phase consisted of two parts. In the first part, based on Holmes' (1988, 1993) classification of compliment response patterns, the patterns were classified by the researcher and the frequency of each type of compliment response was investigated. The results provided answers for the third question of the study which investigated whether there was a difference between females and males regarding compliment response speech act.

The second part of this phase dealt with age differences. The frequency of compliment response patterns expressed by adult and teenage speakers was extracted to answer the fourth question, that is, the investigation of age differences in expressing compliment response speech act. This phase of the study was an attempt to answer the fourth research question which focused on how compliment response patterns were employed by adults and teenagers qualitatively. Furthermore, as a typical qualitative research to address the third and fourth research questions emerging themes were Written down and examined.

Chapter IV

Results and Discussion



4.1 Results

4.1.1 Overview

This chapter is concerned with the prevalence of compliment response strategies used by advanced EFL learners considering their gender and age. To this end, compliment responses of one hundred advanced EFL learners to the compliments in four different situations (appearance, clothing, ability, and possession) were collected through the discourse completion task (DCT), which was borrowed from Chen and Yang (2010). Subsequently the data were coded and analyzed based on Holmes' (1988, 1993) classification of compliment response patterns. There are two phases in this section. In the first phase, with an attempt to answer the first research question the data were analyzed quantitatively to get information about the potential relationship between compliment response patterns of advanced EFL learners and their gender. Likewise to answer the second research question a quantitative data analysis was applied to find out the relationship between compliment response patterns of advanced EFL learners and their age. In the second phase, the results were explained and interpreted qualitatively to provide answers for the third and fourth research questions to see how female and male, and teenage and adult advanced EFL learners differ regarding compliment response speech act.

4.1.2 Quantitative data analysis (research questions 1 and 2)

This phase is an attempt to find the relationship between gender and compliment response patterns to answer the first research question and between age and compliment response patterns to answer the second research question. For this episode of the study, Pearson Chi-Square was employed.

4.1.2.1 Quantitative Analysis for the First Research Question

Table 4.1 shows descriptive statistics for the relationship between gender and compliment strategies regarding appearance.

Table 4.1: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Appearance

				Gender		Total
				Female	Male	
Strategies	Accept	Appreciation Token	Count	27	23	50
			% within gender	40.9%	33.8%	37.3%
		Agreeing Utterance	Count	3	4	7
			% within gender	4.5%	5.9%	5.2%
		Downgrading Qualifying Utterance	Count	2	0	2
			% within gender	3.0%	.0%	1.5%
		Return Compliment	Count	22	28	50
			% within gender	33.3%	41.2%	37.3%
	Reject	Disagreeing Utterance	Count	1	3	4
			% within gender	1.5%	4.4%	3.0%
		Question Accuracy	Count	1	1	2
			% within gender	1.5%	1.5%	1.5%
		Challenging Sincerity	Count	2	0	2
			% within gender	3.0%	.0%	1.5%
	Evade	Shift Credit	Count	3	3	6
			% within gender	4.5%	4.4%	4.5%
Total		Informative Comment	Count	2	1	3
			% within gender	3.0%	1.5%	2.2%
		Request Reassurance	Count	3	5	8
			% within gender	4.5%	7.4%	6.0%

Chi square was used to explore the relationship between gender and compliment response strategies regarding appearance (see Table 4.2).

Table 4.2: Chi-Square Tests between Gender and Compliment Response Strategies regarding Appearance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.988 ^a	9	.638
Likelihood Ratio	8.592	9	.476
Linear-by-Linear Association	.270	1	.603
N of Valid Cases	134		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .99.

Table 4.2 represents no association between gender and compliment response strategies regarding appearance, χ^2 (9, 134= 6.988, Sig= 0.63> 0.05), that is, because Asymp significance (0.638) is more than 0.05, there is not a significant association between CR strategies and gender regarding appearance.

Figure 4.1 below shows the frequency distribution of compliment strategies between females and males (see Figure 4.1).

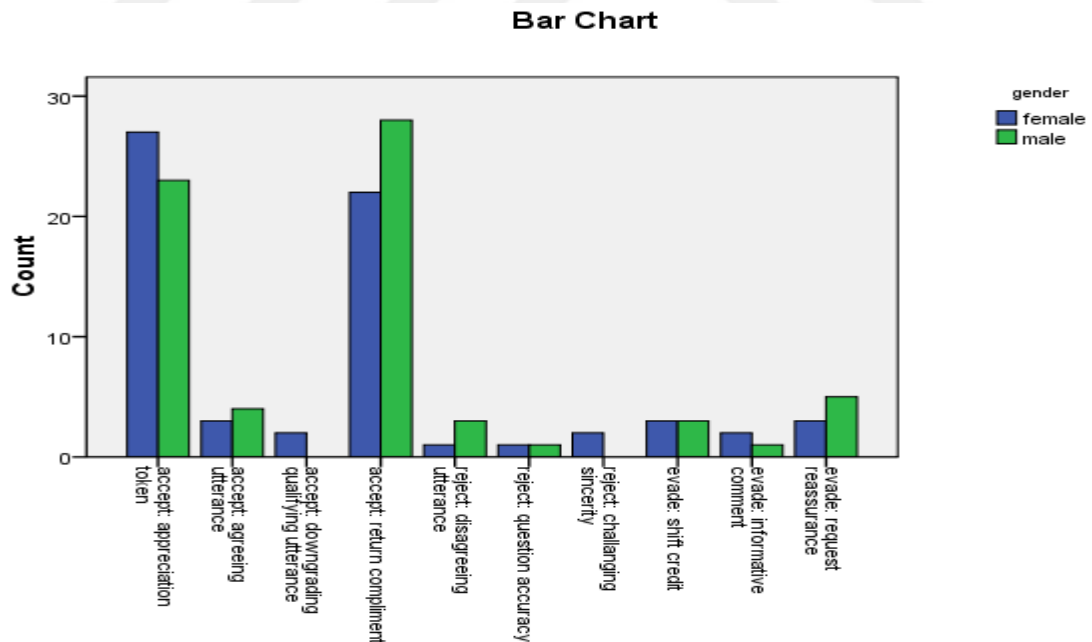


Figure 4.1: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Appearance

Table 4.3 shows descriptive statistics for the relationship between gender and compliment response strategies regarding clothing.

Table 4.3: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Clothing

				Gender		
				Female	Male	Total
Strategies	Accept	Appreciation Token	Count	22	20	42
			% within gender	35.5%	37.0%	36.2%
		Agreeing Utterance	Count	10	11	21
			% within gender	16.1%	20.4%	18.1%
	Reject	Downgrading Qualifying Utterance	Count	0	1	1
			% within gender	.0%	1.9%	.9%
		Return Compliment	Count	10	6	16
			% within gender	16.1%	11.1%	13.8%
	Evade	Disagreeing Utterance	Count	1	3	4
			% within gender	1.6%	5.6%	3.4%
		Question Accuracy	Count	2	1	3
			% within gender	3.2%	1.9%	2.6%
		Challenging Sincerity	Count	5	1	6
			% within gender	8.1%	1.9%	5.2%
		Shift Credit	Count	5	5	10
			% within gender	8.1%	9.3%	8.6%
	Total	Informative Comment	Count	7	6	13
			% within gender	11.3%	11.1%	11.2%
		Request Reassurance	Count	62	54	116
			% within gender	100.0%	100.0%	100.0%

Chi square was used to explore the relationship between gender and compliment response strategies regarding clothing (see Table 4.4).

Table 4.4: Chi-Square Tests between Gender and Compliment Response Strategies regarding Clothing

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.695 ^a	8	.681
Likelihood Ratio	6.362	8	.607
Linear-by-Linear Association	.313	1	.576
N of Valid Cases	116		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .99.

Table 4.4 represents no association between gender and compliment response strategies regarding clothing, χ^2 (8, 116= 5.69, Sig= 0.68 > 0.05), that is, because Asymp significance (0.681) is more than 0.05, there is not a significant association between CR strategies and gender regarding clothing.

Figure 4.2 below shows the frequency distribution of compliment response strategies between females and males (see Figure 4.2).

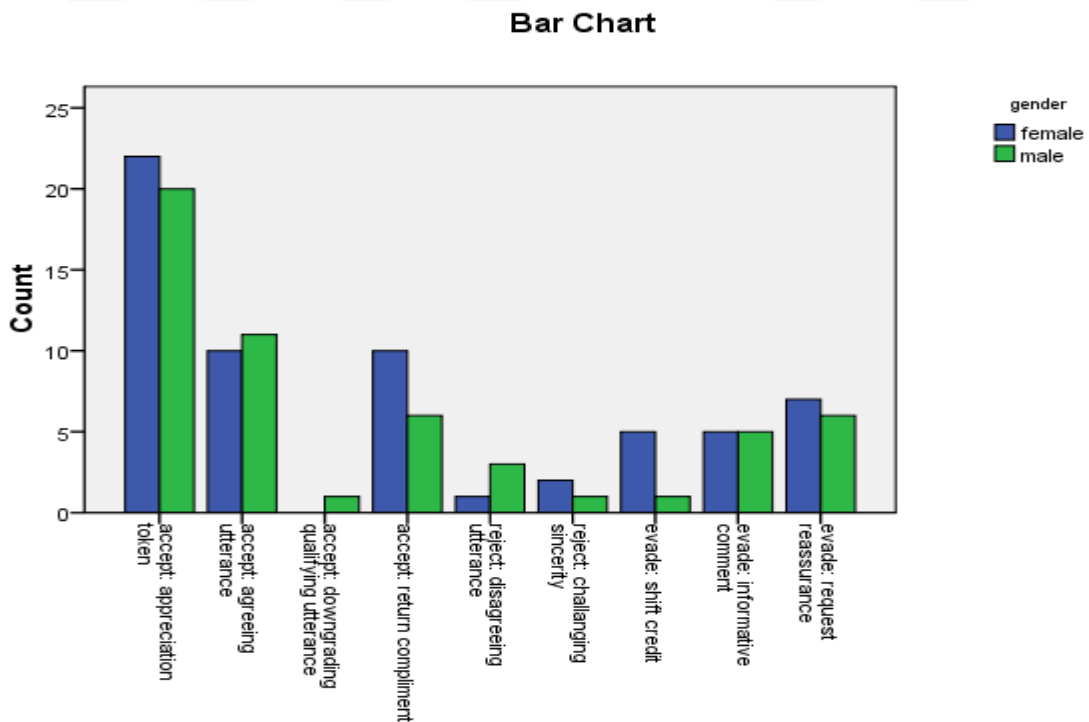


Figure 4.2: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Clothing

Table 4.5 shows descriptive statistics for the relationship between gender and compliment response strategies regarding ability.

Table 4.5: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Ability

				Gender		
				Female	Male	Total
Strategies	Accept	Appreciation Token	Count	23	15	38
			% within gender	34.8%	27.8%	31.7%
		Agreeing Utterance	Count	13	10	23
			% within gender	19.7%	18.5%	19.2%
		Downgrading Utterance Qualifying	Count	4	5	9
			% within gender	6.1%	9.3%	7.5%
		Return Compliment	Count	10	11	21
			% within gender	15.2%	20.4%	17.5%
	Reject	Disagreeing Utterance	Count	0	2	2
			% within gender	.0%	3.7%	1.7%
		Question Accuracy	Count	5	1	6
			% within gender	7.6%	1.9%	5.0%
		Challenging Sincerity	Count	2	4	6
			% within gender	3.0%	7.4%	5.0%
	Evade	Shift Credit	Count	2	5	7
			% within gender	3.0%	9.3%	5.8%
		Informative Comment	Count	7	1	8
			% within gender	10.6%	1.9%	6.7%
		Request Reassurance	Count	66	54	120
			% within gender	100.0%	100.0%	100.0%
Total			Count	66	68	23
			% within gender	100.0%	100.0%	34.8%

Chi square was used to explore the relationship between gender and compliment response strategies regarding ability (see Table 4.6).

Table 4.6: Chi-Square Tests between Gender and Compliment Response Strategies regarding Ability

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.276 ^a	8	.139
Likelihood Ratio	13.800	8	.087
Linear-by-Linear Association	.003	1	.956
N of Valid Cases	120		

a. 12 cells (66.7%) have expected count less than 5. The minimum expected count is .90.

Table 4.6 indicates no relationship between gender and compliment response strategies regarding ability, χ^2 (8, 120 = 12.276, Sig = 0.13 > 0.05), that is, because Asymp significance (0.139) is more than 0.05, there is not a significant association between CR strategies and gender regarding ability.

Figure 4.3 below shows the frequency distribution of compliment response strategies between females and males (see Figure 4.3).

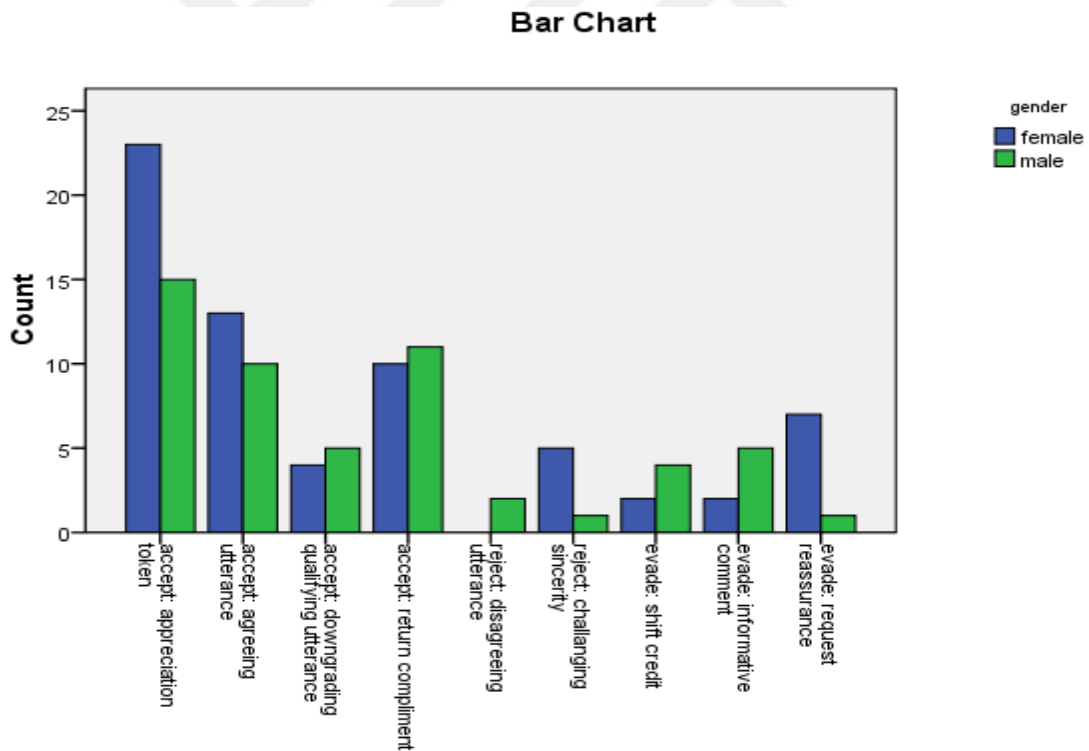


Figure 4.3: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Ability

Table 4.7 shows descriptive statistics for the relationship between gender and compliment response strategies regarding possession.

Table 4.7: Descriptive Statistics for the Relationship between Gender and Compliment Response Strategies regarding Possession

Strategies			Gender		Total
			Female	Male	
			Count	Count	Count
Strategies	Accept	Appreciation Token	20	13	33
		% within gender	54.1%	35.1%	44.6%
		Agreeing Utterance	5	5	10
		% within gender	13.5%	13.5%	13.5%
		Downgrading Qualifying Utterance	0	2	2
		% within gender	.0%	5.4%	2.7%
	Reject	Return Compliment	2	1	3
		% within gender	5.4%	2.7%	4.1%
		Disagreeing Utterance	0	5	5
		% within gender	.0%	13.5%	6.8%
		Question Accuracy	0	1	1
		% within gender	.0%	2.7%	1.4%
Strategies	Evade	Challenging Sincerity	5	3	8
		% within gender	13.5%	8.1%	10.8%
		Shift Credit	3	5	8
		% within gender	8.1%	13.5%	10.8%
		Informative Comment	2	2	4
		% within gender	5.4%	5.4%	5.4%
	Total	Request Reassurance	37	37	74
		% within gender	100.0%	100.0%	100.0%
	Total	Count	66	68	134
		% within gender	100.0%	100.0%	100.0%

Chi square was used to explore the relationship between gender and compliment response strategies regarding possession (see Table 4.8).

Table 4.8: Chi-Square Tests between Gender and Compliment Response Strategies regarding Possession

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.818 ^a	8	.212
Likelihood Ratio	13.937	8	.083
Linear-by-Linear Association	1.010	1	.315
N of Valid Cases	74		

a. 14 cells (77.8%) have expected count less than 5. The minimum expected count is .50

According to Table 4.8, there is no association between gender and compliment response strategies regarding possession, $\chi^2 (8, 74 = 10.818, \text{Sig} = 0.21 > 0.05)$, that is, because Asymp significance (0.212) is more than 0.05, there is not a significant association between CR strategies and gender regarding possession.

Figure 4.4 below shows the frequency distribution of compliment response strategies between females and males (see Figure 4.4).

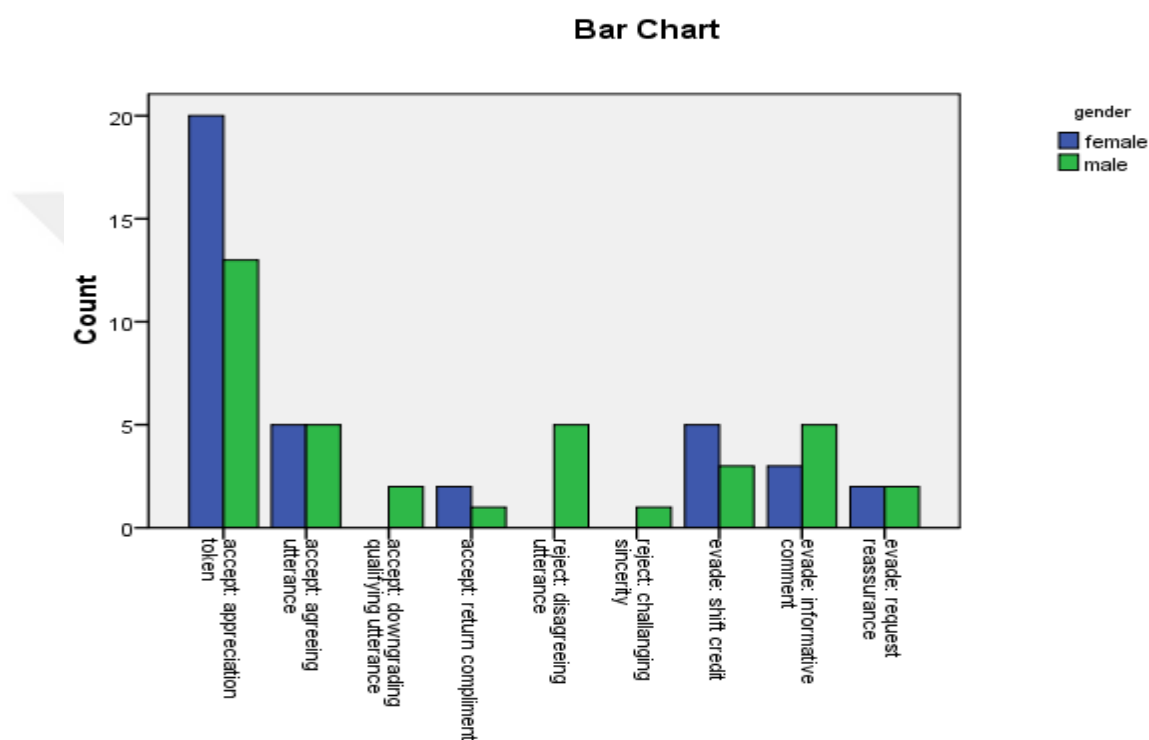


Figure 4.4: Bar Chart for the Relationship between Gender and Compliment Response Strategies regarding Possession

Based on the foregoing tables the answer for the research question one is: There is no relationship between compliment response patterns of advanced EFL learners and their gender in none of the situations under the study (appearance, clothing, ability, and possession). It can also be claimed that the first null hypothesis is accepted.

4.1.2.2 Quantitative Analysis for the Second Research Question

Table 4.9 shows descriptive statistics for the relationship between age and compliment strategies regarding appearance.

Table 4.9: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Appearance

				Age		Total
				Adults	Teenagers	
Strategies	Accept	Appreciation Token	Count	18	33	51
			% within age	38.3%	35.1%	36.2%
		Agreeing Utterance	Count	4	3	7
			% within age	8.5%	3.2%	5.0%
		Downgrading Qualifying Utterance	Count	0	2	2
			% within age	.0%	2.1%	1.4%
	Reject	Return Compliment	Count	18	42	60
			% within age	38.3%	44.7%	42.6%
		Disagreeing Utterance	Count	1	3	4
			% within age	2.1%	3.2%	2.8%
		Question Accuracy	Count	0	2	2
			% within age	.0%	2.1%	1.4%
	Evade	Challenging Sincerity	Count	1	1	2
			% within age	2.1%	1.1%	1.4%
		Shift Credit	Count	3	3	6
			% within age	6.4%	3.2%	4.3%
		Informative Comment	Count	1	1	2
			% within age	2.1%	1.1%	1.4%
		Request Reassurance	Count	1	4	5
			% within age	2.1%	4.3%	3.5%
Total			Count	66	68	47
			% within age	100.0%	100.0%	100.0%

Chi square was used to explore the relationship between age and compliment response strategies regarding appearance (see Table 4.10).

Table 4.10: Chi-Square Tests between Age and Compliment Response Strategies regarding Appearance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.949 ^a	9	.745
Likelihood Ratio	7.044	9	.633
Linear-by-Linear Association	.124	1	.725
N of Valid Cases	141		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .67.

As Table 4.10 shows, there is no relationship between age and compliment response strategies regarding appearance, χ^2 (9, 141= 5.949, Sig= 0.74> 0.05), that is, because Asymp significance (0.745) is more than 0.05, there is not a significant association between CR strategies and age regarding appearance.

Figure 4.5 below shows the frequency distribution of compliment response strategies between adults and teenagers (see Figure 4.5).

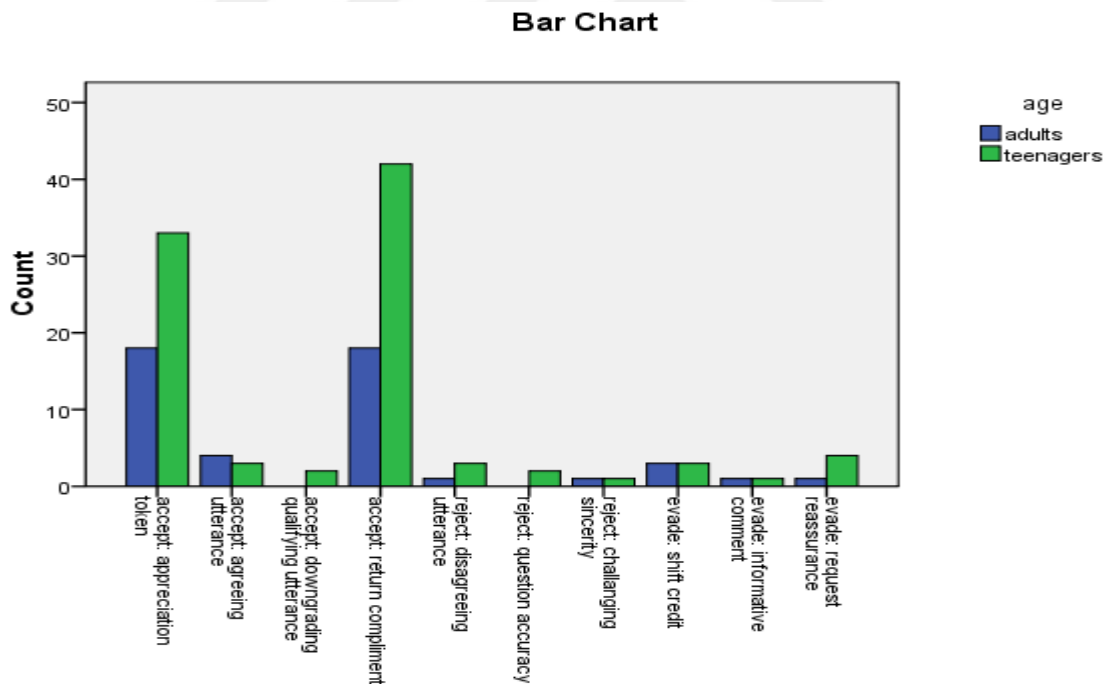
**Figure 4.5: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Appearance**

Table 4.11 shows descriptive statistics for the relationship between age and compliment response strategies regarding clothing.

Table 4.11: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Clothing

			Age		Total
			Adults	Teenagers	
			Count	Count	
Strategies	Accept	Appreciation Token	13	28	41
		% within age	30.2%	38.9%	35.7%
		Agreeing Utterance	5	16	21
		% within age	11.6%	22.2%	18.3%
		Downgrading Qualifying Utterance	0	1	1
		% within age	.0%	1.4%	.9%
	Reject	Return Compliment	3	13	16
		% within age	7.0%	18.1%	13.9%
		Disagreeing Utterance	3	1	4
		% within age	7.0%	1.4%	3.5%
		Question Accuracy	2	1	3
		% within age	4.7%	1.4%	2.6%
Strategies	Evade	Challenging Sincerity	3	3	6
		% within age	7.0%	4.2%	5.2%
		Shift Credit	6	4	10
		% within age	14.0%	5.6%	8.7%
		Informative Comment	8	5	13
		% within age	18.6%	6.9%	11.3%
	Total	Request Reassurance	43	72	115
		% within age	100.0%	100.0%	100.0%
	Total	Count	66	68	13
		% within age	100.0%	100.0%	30.2%

Chi square was used to explore the relationship between age and compliment response strategies regarding clothing (see Table 4.12).

Table 4.12: Chi-Square Tests between Age and Compliment Response Strategies regarding Clothing

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.537 ^a	8	.069
Likelihood Ratio	14.896	8	.061
Linear-by-Linear Association	8.272	1	.004
N of Valid Cases	115		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .67.

Table 4.12 shows no relationship between age and compliment response strategies regarding clothing, χ^2 (8, 115= 5.949, Sig= 0.06> 0.05), that is, because Asymp significance

(0.069) is more than 0.05, there is not a significant association between CR strategies and age regarding clothing.

Figure 4.6 below shows the frequency distribution of compliment response strategies between adults and teenagers (see Figure 4.6).

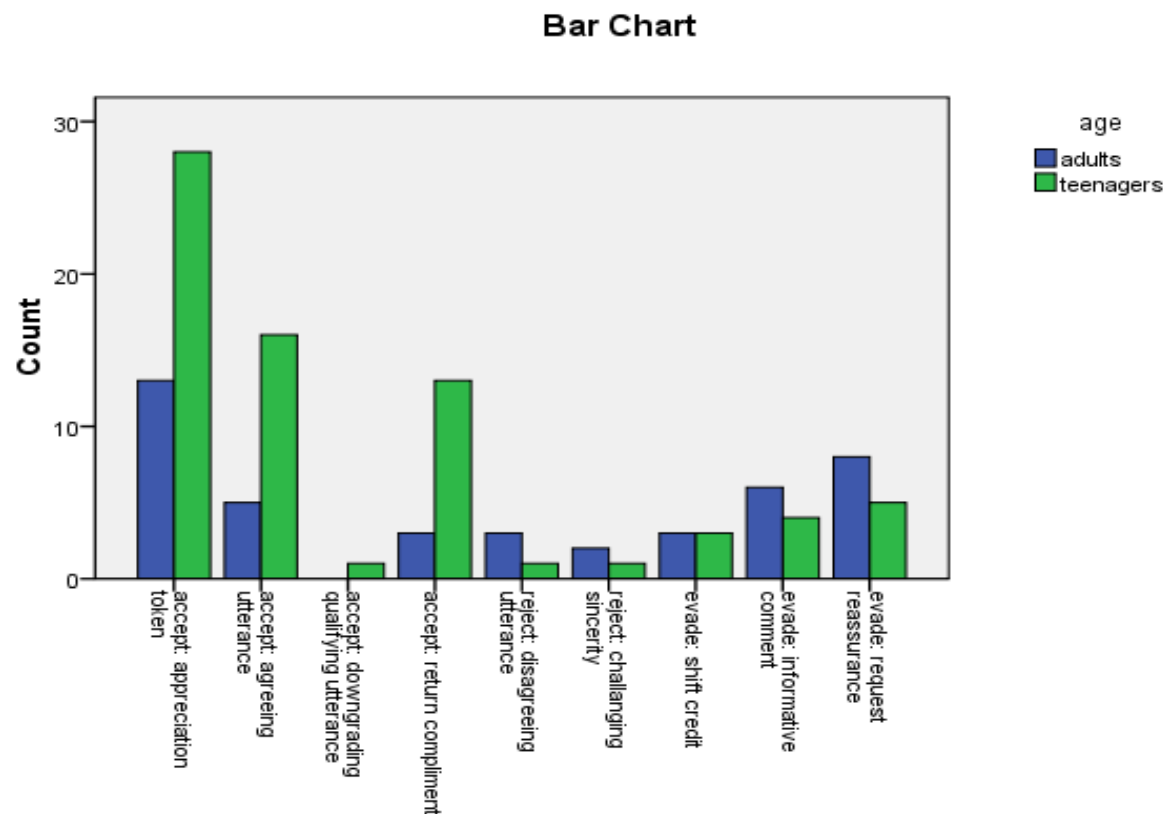


Figure 4.6: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Clothing

Table 4.13 shows descriptive statistics for the relationship between age and compliment response strategies regarding ability.

Table 4.13: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Ability

			Age		Total	
			Adults	Teenagers		
Strategies	Accept	Appreciation Token	Count	16	21	37
			% within age	34.8%	28.8%	31.1%
		Agreeing Utterance	Count	8	15	23
			% within age	17.4%	20.5%	19.3%
		Downgrading Qualifying Utterance	Count	4	5	9
			% within age	8.7%	6.8%	7.6%
	Return Compliment	Count	6	15	21	
		% within age	13.0%	20.5%	17.6%	
	Reject	Disagreeing Utterance	Count	2	0	2
			% within age	4.3%	.0%	1.7%
		Question Accuracy	Count	4	2	6
			% within age	8.7%	2.7%	5.0%
		Challenging Sincerity	Count	1	5	6
			% within age	2.2%	6.8%	5.0%
	Evade	Shift Credit	Count	3	4	7
			% within age	6.5%	5.5%	5.9%
		Informative Comment	Count	2	6	8
			% within age	4.3%	8.2%	6.7%
		Request Reassurance	Count	46	73	119
			% within age	100.0%	100.0%	100.0%
Total		Count	66	68	16	
		% within age	100.0%	100.0%	34.8%	

Chi square was used to explore the relationship between age and compliment response strategies regarding ability (see Table 4.14).

Table 4.14: Chi-Square Tests between Age and Compliment Response Strategies regarding Ability

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.565 ^a	8	.380
Likelihood Ratio	9.358	8	.313
Linear-by-Linear Association	.253	1	.615
N of Valid Cases	119		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .67.

As Table 4.14 shows, there is no relationship between age and compliment response strategies regarding ability, $\chi^2 (8, 119 = 8.565, \text{Sig} = 0.38 > 0.05)$, that is, because Asymp significance (0.380) is more than 0.05, there is not a significant association between CR strategies and age regarding ability.

Figure 4.7 below shows the frequency distribution of compliment response strategies between adults and teenagers (see Figure 4.7).

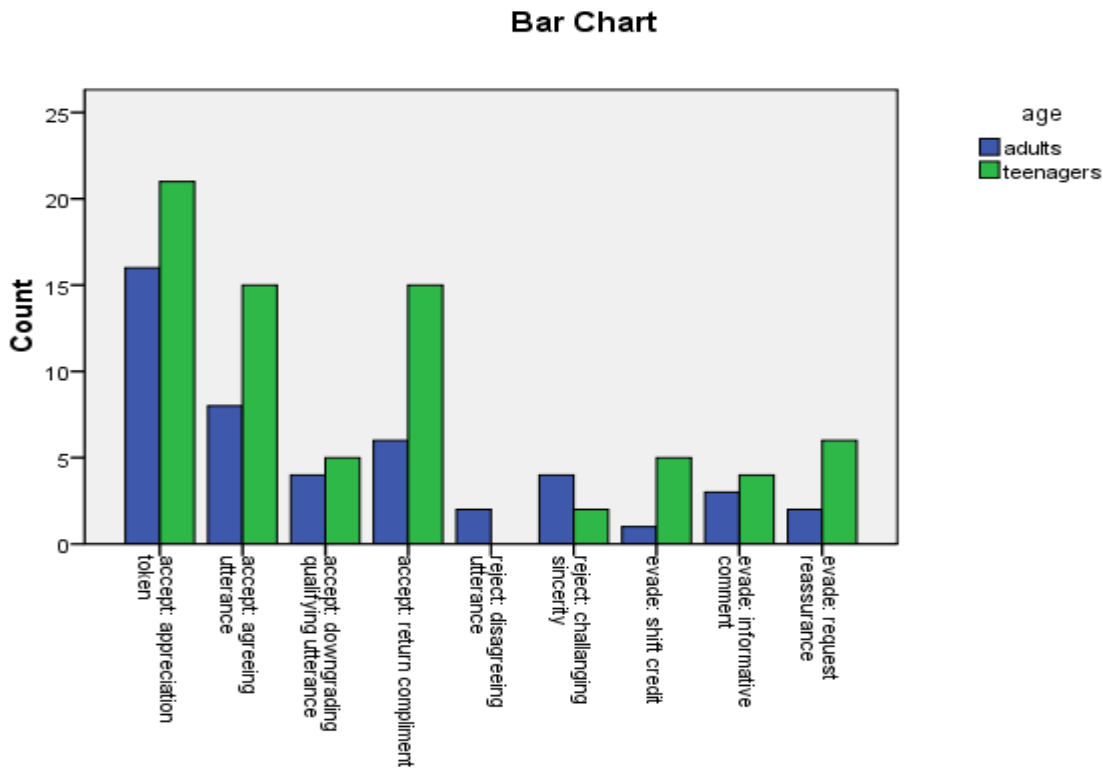


Figure 4.7: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Ability

Table 4.15 shows descriptive statistics for the relationship between age and compliment response strategies regarding possession.

Table 4.15: Descriptive Statistics for the Relationship between Age and Compliment Response Strategies regarding Possession

			Age		Total	
			Adults	Teenagers		
Strategies	Accept	Appreciation Token	Count	12	21	33
			% within age	52.2%	41.2%	44.6%
		Agreeing Utterance	Count	1	9	10
			% within age	4.3%	17.6%	13.5%
		Downgrading Qualifying Utterance	Count	2	0	2
			% within age	8.7%	.0%	2.7%
	Reject	Return Compliment	Count	1	2	3
			% within age	4.3%	3.9%	4.1%
		Disagreeing Utterance	Count	2	3	5
			% within age	8.7%	5.9%	6.8%
		Question Accuracy	Count	1	0	1
			% within age	4.3%	.0%	1.4%
	Evade	Challenging Sincerity	Count	3	5	8
			% within age	13.0%	9.8%	10.8%
		Shift Credit	Count	0	8	8
			% within age	.0%	15.7%	10.8%
		Informative Comment	Count	1	3	4
			% within age	4.3%	5.9%	5.4%
Total	Request Reassurance	Count	23	51	74	
		% within age	100.0%	100.0%	100.0%	
			Count	66	68	12
			% within age	100.0%	100.0%	52.2%

Chi square was used to explore the relationship between age and compliment response strategies regarding possession (see Table 4.16).

Table 4.16: Chi-Square Tests between Age and Compliment Response Strategies regarding Possession

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.180 ^a	8	.106
Likelihood Ratio	16.326	8	.038
Linear-by-Linear Association	.770	1	.380
N of Valid Cases	74		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .67.

Table 4.16 represents no relationship between age and compliment response strategies regarding possession, χ^2 (8, 74= 5.949, Sig= 0.10> 0.05), in other words, because Asymp significance (0.106) is more than 0.05, there is not a significant association between CR strategies and age regarding possession.

Figure 4.8 below shows the frequency distribution of compliment response strategies between adults and teenagers (see Figure 4.8).

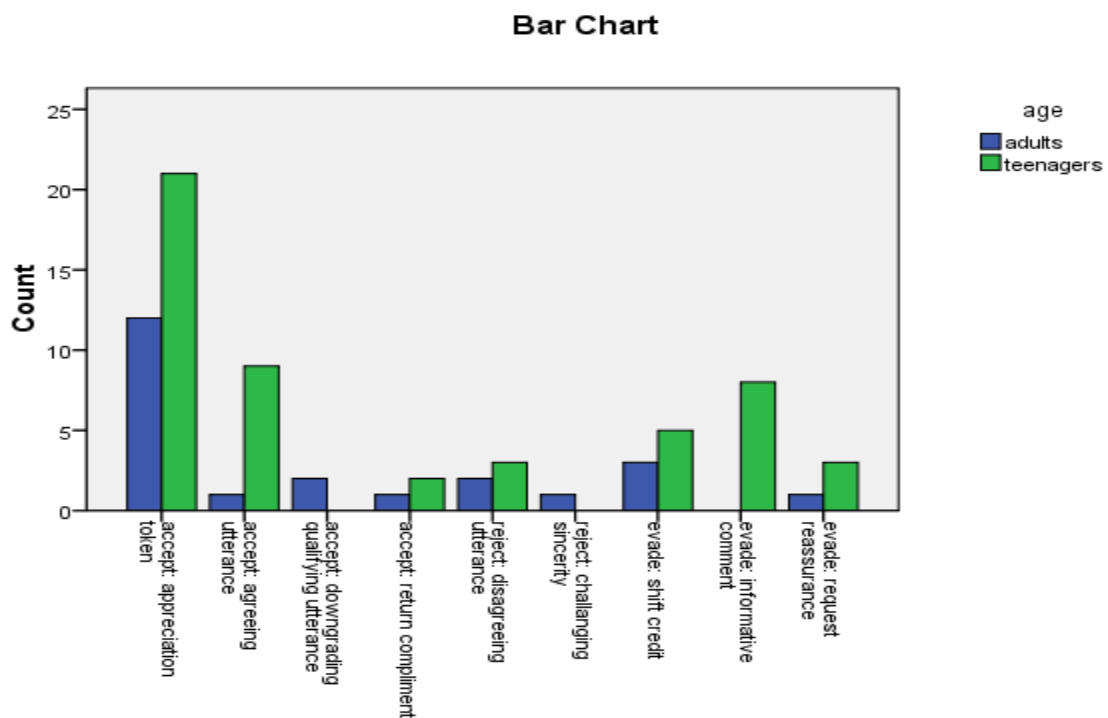


Figure 4.8: Bar Chart for the Relationship between Age and Compliment Response Strategies regarding Possession

Based on the tables in part 4.1.2.2 the answer for the research question two is: There is no relationship between compliment response patterns of advanced EFL learners and their age in none of the situations under the study (appearance, clothing, ability, and possession) which means that the second null hypothesis is accepted.

4.1.3 Qualitative data analysis (research questions 3 and 4)

In this phase, to answer the third research question of the study, which investigated whether there was a difference between females and males regarding compliment response speech act, the researcher made an attempt to compare frequencies by which male and female advanced EFL learners, applied the 10 CR strategies introduced by Holmes (1988, 1993). And to answer the fourth research question, which focused on how compliment response patterns were employed by adults and teenagers qualitatively, the frequencies of their responses to the mentioned strategies by Holmes were compared as well. To follow the typical and prevailing qualitative data analysis procedures, the participants' responses to the compliments were coded and categorized under the appropriate subdivision of the strategies presented by Holmes (1988, 1993).

In the first section of this phase, the frequency of CR strategies employed by females and males is reported, illustrated and compared by table 4.17 to see how females and males differ regarding the CR strategies that they employ. In addition typical strategies used specifically by female and male learners are reported. The emerging themes are also classified according to the situations under study (appearance, clothes, ability, and possession) and are discussed and contrasted based on the researcher's point of view.

In the second section, the frequency of CR strategies used by teens and young adults is presented and exemplified by table 4.18 and in order to see how they differ regarding the CR strategies that they use the frequencies are compared and contrast. The real examples of the responses to the compliments, which were provided with the questionnaire, by teenage and adult learners are consequently reported.

The third section comprises a brief discussion of the type of CRs which is not included in Holmes' (1988, 1993) taxonomy of CR strategies, however it is extensively appeared in the compliment responses of the advanced EFL learners.

The last part explains Compliment response strategies commonly used by almost all groups in all situations.

4.1.3.1 Qualitative Analysis for the Strategies Used by All Females and Males

It can be inferred from Table 4.17 that males and females used *Accept: Appreciation Token strategy* very often and with very close frequencies, females 39.8% and males 33.3%. The frequencies were even closer in *Accept: Agreeing Utterance*, 13.4% female utterances and 14.1% male utterances, in *Accept: Downgrading Qualifying Utterance*, 2.6% female utterances and 3.8% male utterances, and in *Accept: Return Compliment*, 19% female utterances and 21.6% male utterances.

Regarding *Reject compliment strategy*, females used *Disagreeing Utterance* in .9% of their utterances and males used it with a slight difference, that is, 6.1%. However, regarding *Question Accuracy*, they were very close, that is, females, .4% and males .5%. A slight difference can be noticed in the realization of *Challenging Sincerity strategy*, though it was not significant, by both females and males who used in 3.1% and 1.4% of their utterances respectively.

Regarding *Evade strategy*, *Shift Credit* is was used by females 6.5% compared to 5.2% used by males. Moreover, *Informative Comment* was 5.2% among females and 7.5% among males. In addition, females used *Request Reassurance* 8.2% and males used it 6.6%.

Table 4.17: Compliment Response Strategies Used by All Females and Males

	Compliment Strategies	Gender	
		Female	Male
Accept	Appreciation Token	39.8%	33.3%
	Agreeing Utterance	13.4%	14.1%
	Downgrading Qualifying Utterance	2.6%	3.8%
	Return Compliment	19.0%	21.6%
Reject	Disagreeing Utterance	.9%	6.1%
	Question Accuracy	.4%	.5%
	Challenging Sincerity	3.9%	1.4%
Evade	Shift Credit	6.5%	5.2%
	Informative Comment	5.2%	7.5%
	Request Reassurance	8.2%	6.6%

In sum, males and females do not seem to have a noticeable difference in the type of compliment strategies they choose.

As a typical qualitative research, emerging themes (in this case compliment responses) were written down and examined to address the research question in the recent study. The following CRs have emerged in the questionnaires collected from the participants.

The quantitative study reveals that there was no difference between males and females or teenagers and adults in the use of compliment strategies in any of the situations. In other words, both null hypotheses are accepted. And the qualitative analysis confirms the result in terms of frequency. However, emerging themes in qualitative analysis present subtle differences which are well worth to mention.

Typical strategies used by all females and males to respond the compliments about their appearance:

To response the compliments on their appearance the main strategies used commonly by all females and all males to accept the compliment was Appreciation Token like ‘*thank you*’ and Return Utterance like ‘*that’s kind of you*’ or ‘*you look nicer than me*’. However,

about Agreeing Utterance, which is again a subcategory of Accept, a dramatic difference between the language that female and male learners used is observed although the number of times that the two groups used this strategy was too close. Two female learners (F1; F2) responses to the question 1 which was a compliment about their appearance were as follows:

F1: *Knock on the wood.*

F2: *Oh, yes. I'm very happy.*

Unlike the female learners, male students use another language to response the compliments about their appearance. Following responses are examples of male learners' (M1 and M2) for the question 1:

M1: *I know, everybody said that to me.*

M2: *thanks man I know you would say that.*

To the researcher's understanding, this difference confirms what lakoff stated in her book, *Language and women's place* (1975), that women's language is different from men's language. And the fact that one is not born as a woman rather learns how to do and display being a woman in a particular social setting. (Paltridge, 2006, p.32)

On the other hand from the expression '*Knock on the wood*', which is used by a number of female participants in different situations from appearance to possession, it comes to mind that females are more superstitious than males.

Typical strategies used by all females and males to respond the compliments about their clothes:

Analyzing the learners' responses qualitatively it is revealed to the researcher that as the quantitative analysis had indicated there is no significant difference between the frequency of the employed strategies between females and males in this situation. However, analyzing the strategies qualitatively, it was noticeable that the both groups offered the sweater (the object of compliment) to the complimenter in many cases though with different wording. On the other hand it occurred to the researcher that females considered the compliments as offers of solidarity since they mostly addressed the market they bought it in (e.g. F3; F4) while males considered them as praise or admiration. For example, responses of male 2, male 3 and male 4

F1: *I can give it to you.*

F2: *If you want I can lend it.*

F3: *If you want something like this, you can buy at the stores in Sadr mall.*

F4: *If you want you can find the same on Ostadan Street.*

M1: *You can have it.*

M2: *I guess you can't find this sweater in Iran.*

M3: *I was in Paris last week.*

M4: *my other sweaters are even better.*

Typical strategies used by all females and males to respond the compliments about their ability:

About the ability the prominent qualitative difference between females and males seems to appear in sub levels of Evade as females use the micro level of 'Request Reassurance' more than 'Informative Comment' and 'Shift Credit.'. Examples of their responses to the question 3 of the questionnaire about the compliments on their ability in the class presentation are as followed:

F1: *Oh, really?*

F2: *Oh, really? I don't believe it.*

F3: *Oh, really? I hope the teacher enjoyed it too.*

In contrast male learners mostly used '*Informative Comment*' and '*Shift Credit*' to evade compliments on their ability.

M1: *I tried a lot man.*

M2: *I worked on it very hard.*

M3: *I copied my friend's.*

Typical strategies used by all females and males to respond the compliments on their possession:

About the possession the participant, both females and males, opted for the strategy of accept and offering their property to the interlocutor which specifies their Persian culture.

F1: *You can take it as a gift from me.*

F2: *When is your birthday?*

M1: *I can give it to you as a gift.*

M2: *Don't worry, we can share it.*

4.1.3.2 Qualitative Analysis for the Strategies Used by All Adults and Teenagers

According to Table 4.18, adults and teenagers used *Accept: Appreciation Token* strategy the most, that is, adults 37.1% and teenagers 35.5%. Regarding *Accept: Agreeing Utterance*, adults used 11.3% in their utterances and teenagers used 14.8%; moreover, adults used 3.8% *Accept: Downgrading Qualifying Utterance*, and teenagers used 2.8%. In addition, *Accept:*

Return Compliment strategy was used 17.6% in adults' utterances and 24.8% in teenagers' utterances. Regarding *Reject compliment strategy*, adults used *Disagreeing Utterance* in 5% of their utterances and teenagers used it with a slight difference, that is, 2.4%. Furthermore, regarding *Question Accuracy*, adults used it 0% and teenagers .7%. A slight difference can be noticed in the use of *Challenging Sincerity strategy*, though it was not significant, by adults who used it 5% and teenagers in 1.4% of their utterances respectively. Regarding *Evade strategy*, *Shift Credit* was used by adults 6.3% compared to 5.5% used by teenagers. Moreover, *Informative Comment* was 6.3% among adults and 5.9% among teenagers. In addition, adults used *Request Reassurance* 7.5% and teenagers used it 6.2%.

Table 4.18: Compliment Strategies Used by All Adults and Teenagers

	Compliment Strategies	Age	
		Adults	Teenagers
Accept	Appreciation Token	37.1%	35.5%
	Agreeing Utterance	11.3%	14.8%
	Downgrading Qualifying Utterance	3.8%	2.8%
	Return Compliment	17.6%	24.8%
	Disagreeing Utterance	5.0%	2.4%
	Question Accuracy	.0%	.7%
	Challenging Sincerity	5.0%	1.4%
	Shift Credit	6.3%	5.5%
Reject	Informative Comment	6.3%	5.9%
Evade	Request Reassurance	7.5%	6.2%

To summarize, both adults and teenagers used the same compliment strategies.

Similar to the result of the study on the relationship between females and males' use of CR strategies, quantitative study depicts little difference between teenagers and adults. However, scrutinizing the learners' responses to the questionnaire qualitatively, some analytical differences were observed.

Typical strategies used by teens and adults to respond the compliments in general

The fundamental difference between teenage and adult learners signifies the sense of humor in male teenager's responses which is missed in all adult learner's responses. In other

words, male teens used kind of language that expressed their playfulness. For instance some of the teenagers' response to the question 4 of the DCT (You are wearing a Rolex watch. A friend of yours sees it and says to you: "what a watch! I wish I had one like that." You reply :) were:

T1: *Yes, I'm a rich man.*

T2: *Yes Rolex Company is mine.*

T3: *I stole it, it's a stolen watch.*

And about the compliment about the clothing Teenage 4 using the micro strategy of 'Agreeing Utterance' responded:

T4: *Everything looks good on me*

4.1.3.3 Compliment response strategies used exclusively by Iranian learners

Investigating compliment response strategies used by advanced EFL learners the researcher came across a strategy employed by Iranian advance EFL learners which did not fit in any categories in Holmes' (1988, 1993) taxonomy of CR strategies. This politeness strategy namely '*ta'arof*' by which Persian culture is characterized, is commonly used in variety of situations by Iranian and the situation of compliment response is not an exception. The cultural specific response '*Ta'arof*' was salient in the responses of all advanced EFL learners and was usually preceded by appreciation '*thank you*' indicating pragmatic transfer. As mentioned in 2.2.5, according to positive correlation hypothesis (Ellis, 2008), the more proficient the learner the more likely transfer is to take place. Hence it can be claimed that pragmatic transfer can be a major problem even among advanced learners which in its turn can cause cross-cultural pragmatic failure. In addition to sociopragmatic failure, which refers to "a situation where a speaker of a second language assesses situational factors on the basis of the sociopragmatic norms of their first language and draws on these for the performance of a particular speech act" (Paltridge, 2008, p. 68), pragmalinguistic failure which is a linguistic problem is evident in the responses of advanced EFL learners (e.g. F5; F4). To answer the

compliment on their possession (the question 4 of the questionnaire) in order to offer their watch to the complimenter, for instance, some have used inappropriate responses which do not seem to be expected responses in the view of a native.

F1: *You can take it as a gift from me.*

F2: *When is your birthday?*

F3: *Don't mention it.*

F4: *Do you want it?*

F5: *Here you are.*

M1: *I can give it to you as a gift.*

M2: *Don't worry, we can share it.*

M3: *No difference between us you can use it.*

M4: *It doesn't worth.*

Furthermore, resorting to 'ta'arof' in responding to compliments can be an indicator of: first, a defect in pragmatic competence of advanced EFL learners. second, the pressure that they feel while responding the compliments to employ the target language norms to accept a compliment by just saying 'thank you' or to express politeness the way it is defined to them in their own culture. Third, pragmatic transfer among advanced EFL learners. This supports the findings of Allami and Montazeri (2012) in which they discussed that more proficient learners, intermediate and high, as their almost full control over L2 help them were shown to transfer the sociocultural norms of their native language.

4.1.3.4 The strategies commonly used by almost all groups in all situations

It is vital to note that all advanced EFL learners (females, males, teenagers and adults), in general, to accept the compliment opted for the micro strategy of appreciation token followed by return compliment in almost all situations. For instance:

F T1: *Tanks, you look beautiful too.*

MT1: *Thanks bro, at least I'm not nicer than you.*

FA1: *Tanks, that's kind of you.*

MA1: *Thanks, I'm sure your presentation would be better.*

Studying all these strategies which were popular in CRs of any group, it came to mind that the schema of modesty (*shekaste-nafsi*) introduced by Sharifian (2008) is rooted in Iranian culture and controls their CRs. And it is a proof to the importance of being polite in Persian culture the same as others'.

4.2 Discussion

The aim of this study was to investigate the compliment response patterns used by Persian advanced EFL learners across gender and age. It should be noted that the present study focused solely on the frequency of each strategy type based on the Discourse Completion Task (DCT) without taking factors like social status of the interlocutors, social distance between the complimenter and recipient of the compliment, and the relationship between them. To figure out whether there is a relationship between compliment response patterns of advanced EFL learners and their gender the researcher analyzed the data quantitatively and to avoid any ambiguity a qualitative study was carried out simultaneously to examine how females and males differ regarding compliment response pattern. To probe the relationship between compliment response patterns of advanced EFL learners and their gender, and to examine how adults and teenagers differ regarding compliment response

patterns they use, a quantitative and qualitative study were conducted respectively. Although the quantitative study declared no significant difference in the strategies used by any group and the qualitative study confirmed the findings in terms of frequency the researcher spotted some subtle differences in the terminology of the employed strategies, in general, from a qualitative view. In the following part the research questions of the study will be answered and compared to the results gained in previous studies. They will be discussed in light of the theoretical issues as well.

The first research question which is the relationship between compliment response patterns of advanced EFL learners and their gender is closely related to the third research question which explains the type of CR strategies used by females and males. After coding and classifying all CR strategies employed by female and male learners according to Holmes' (1988, 1993) taxonomy of CR strategies the result connoted no significant relationship between the strategies used by females and males, and the qualitative analysis showed no difference between CR patterns of female and male advanced learners in terms of frequency. This result conforms to the findings of Heidari Shahsavar et al., (2011) in a way that they, too, found similarities between female and male Persian speakers regarding the use of macro strategies (Accept, Evade, Reject) although their participants were all teenagers. Likewise, Razmjoo et al., (2013), by getting engaged in conversations with different people of different educational levels to compliment them found out that there were no significant differences between females and males compliment response patterns.

Although qualitative study depicted no difference between the CR strategies employed by females and males in terms of frequency, scrutinizing the data qualitatively revealed some analytic differences and a number of emerging themes.

One distinction quality implies that both females and males, regardless of their age, accepted the compliment opting for the micro strategy of appreciation token followed by return compliment in almost all situations. The second characteristic of the CRs used by the

both group was the cultural specific strategy of offering the property, the object of compliment, to the complimenter. This result attests the importance of politeness strategy in Persian culture and is compatible with the findings of Razmjoo et al. (2013) that “there were no significant differences between males and females’ compliment response types, or the degree of modesty or ta’arof” (p.44). Furthermore, as Sharifian (2005) discusses offering the possession to the complimenter is a gesture of politeness not a literal offer which in its turn indicates that more than one function can be attributed to per response.

On the other hand, as in almost all situations the responses to compliments (by all gender and age groups) often initiated by “thank you”, it can be concluded that advance-level learners are willing to adopt target language norms. And using additional expressions like ‘*it’s kind of you*’, ‘*I’ve worked on it very hard*’, and ‘*it was not as good as yours*’ right after saying thank you can indicate that EFL learners feel tension in terms of pragmatic choice while responding to compliments. Comparing this to the findings of Yeong Kim (2014) in an ESL setting in Korea, one can conclude that both EFL and ESL learners feel tension in responding to compliments. “The act of giving compliments did not create much tension for learners in terms of pragmatic choice; however, learners did show tension when responding to compliments” (Yeong Kim, p.96).

Albeit, the same finding contradicts the findings of Yeong Kim (2014) in that his findings showed age differences, that is, the response types to compliments differed depending on the ESL learner’s age; younger learners often used ‘*thank you*’ alone and the older learners (older than 30) included humble expressions like ‘*you will do much better than me*’ after their thank you more often than did younger learners. However finding of the recent study shows the same frequency of using expressions of modesty preceded by thank you in the both age groups.

The third employed CR strategy denotes a difference between the language females and males use to opt for Agreeing Utterance, the micro strategy which is a subcategory of Accept, although the number of times that the two groups used this strategy was too close. The use of expressions like ‘*knock on the wood*’ by females and ‘*thanks man*’ or ‘*yes bro*’ by males

especially about the compliments on their appearance testifies what Lakoff stated in her book, *Language and women's place* (1975), that women's language is different from men's language. And the fact that one is not born as a woman rather learns how to do and display being a woman in a particular social setting. (Paltridge, 2006, p.32)

The forth qualitative difference between females and males was manifested in the situation when they respond to the compliments on their clothes. The females felt a sense of solidarity with the complimenter by saying for example where she or he can buy the same item whereas the males considered the compliment as admiration and they probably felt a sense of superiority since in some cases they implied that the item was unique or not available in the present situation. This finding goes in line with the findings of Allami and Montazeri(2012) that “ females considered the compliments as offers of solidarity while males considered them as praise or admiration.

Although based on the quantitative research females and males were similar in the use of macro strategies (Accept, Evade, Reject) in all situations, based on the qualitative study especially about ability the prominent difference between females and males seems to appear in sub levels of Evade as females used the micro level of ‘Request Reassurance’ more than ‘Informative Comment’ and ‘Shift Credit’.

So far, the result of first research question which is about the relationship between compliment response patterns of advanced EFL learners and their gender also the third research question which explains the type of CR strategies used by females and males were discussed. As the preceding parts depict although there was no significant relationship between CR patterns of female and male learners quantitatively nor was there any qualitative difference between the frequency of the strategies employed by females and males, some analytic differences related to the language used by females and males were observed. In the following part, findings of the second research question being “the relationship between compliment response patterns of advanced EFL learners and their age” which is connected to

the fourth research question that is about the type of CR strategies employed by teenagers and adults will be discussed.

The second research question which is the relationship between compliment response patterns of advanced EFL learners and their age is associated with the fourth research question which explains the type of CR strategies used by teenage and adult learners. After coding and classifying all CR strategies employed by teens and adults according to Holmes' (1988, 1993) taxonomy of CR strategies the result of the quantitative research on research question two indicated no significant relationship between the strategies used by teenagers and adults. The subsequent qualitative research to answer research question four proved the result as the frequencies of the strategies used by both given groups, at the level of macro strategies, were the same. This contradicts with the findings of Allami and Montazeri (2012) which implies that younger learners mostly used acceptance response while older ones employed positive elaboration responses. It is crucial to mention that, scrutinizing of the responses of the teenagers and adults to the compliments in four different situations the only clear distinctions in terms of wording was eminence of sense of humor in the responses of teenage male group to the compliments on their clothing and possession which was totally missed in that of adult male and female groups.

Concisely, Modesty, Ta'arof and politeness were tangible in the responses of all EFL learners without regard to their age. All females (teenage and adult) used women's language as discussed above, and all males (teenage and adult) interpreted the compliments on their clothes and properties as praise or admiration while all females considered them as offers of solidarity. And about compliment on their ability all men tended to use informative comments to evade the compliments while all females favored request reassurance. In addition, based on emergent themes, all females appeared to be superstitious and male teenagers expressed sense of humor in their responses.

Chapter V

Conclusion



5.1 Overview

This paper intended to examine CR strategies used by female and male advanced EFL learners as well as the strategies used by teenage and adult learners. To this end, a discourse completion task (DCT) was employed to elicit compliment response strategies used by the participants who were advanced EFL learners of an institute in Urmia, and Holmes' (1988, 1993) framework of CR strategies was used to categorize the data after coding. Later on, the data were analyzed quantitatively to study the relationship between compliments response patterns of advanced EFL learners with their gender, and their age. Also a qualitative study was conducted to see how female and male as well as teenage and adult advanced EFL learners differ regarding compliment response speech act. In what follows, a brief explanation of general findings of the research will be proceeded by implication of the study, limitation of the study, and suggestions for further research.

5.2 Conclusion

Based on the result of the current study, neither gender nor age was shown to be crucial factors in the type of strategies employed by the participants in none of the situations (appearance, clothing, ability, and possession) since the quantitative data analysis depict no association between gender or age and CR strategies regarding them. And the subsequent qualitative data analysis confirmed the result in terms of frequency. However scrutinizing the data qualitatively, some subtle differences between the languages used by females and males (regardless of their age) were discerned. For instance, in almost all situations the expression '*Knock on the wood*' was detected in the responses of all female learners to accept a compliment. Whereas, what all male learners employed to accept a compliment (e.g. '*thanks man I know you would say that*' and '*yeah buddy I know that*') pinpoints a gender difference

in responding compliments. This result supports Lakoff's (1975) claim that (women's language is different from men's language).

About the compliments on their clothes and possession both female and male participants (teenage and adult) opted for the strategy of accept and offering the article to the interlocutor. This subscribes the prevalence of this norm (ta'arof) in Iran even in the case of responding to compliments. On the other hand it accord to the researchers that females considered the compliments on their clothes or possessions as offers of solidarity (since they mostly addressed the market they bought them at) while males considered them as praise or admiration (since they used expressions like *'I guess you can't find this sweater in Iran'*)

In the case of compliments on their ability all females tended to use 'Request Reassurance' like *'oh, really?'* more than 'Informative Comment' and 'Shift Credit, to evade the compliment whereas all male learners employed informative comments like *'I tried a lot man'*.

In the case of CR difference across age, except the existence of some humorous expressions among the responses of teenage male learners like *'I stole it, it's a stolen watch'* or *'I'm a rich man'*, no clear distinctions in terms of wording were identified between teenagers and adults implying that in EFL classrooms all advanced learners regardless of their age utilize the same instruction having almost the same level of pragmatic knowledge.

To sum up, all female and males differ in the kind of language they use, the consideration of the compliments on their clothes and possessions, and the usage of micro strategies of evade in responding to compliments on their ability. In addition, all females, based on the emergent themes of the qualitative study, appeared to be a bit superstitious. And about the differences between teenagers and adults, what emerged in the result of qualitative analysis characterizes male teenagers as cheerful individuals. On the other hand, all advanced EFL learners, regardless of their gender or age, seem to be similar in expressing modesty as in most of the cases they commonly used expressions like *'you're nicer than me'*, *'I'm sure you will have a better presentation'* and *'but I struggled a lot'* after appreciation token (thank you) to diminish themselves and raise the status of their friends. Moreover, another CR strategy seen frequently in the responses of all advanced EFL learners from any age or gender was a politeness gesture namely 'ta'arof' by which Persian culture is characterized. This cultural specific response (Ta'arof) which usually follows appreciation token in the responses of EFL

learner, as it occurs to the researcher, can imply: pragmatic transfer, lack of pragmatic competence in responding compliments, and inner struggle or tension felt by the learners in choosing pragmatic norms.

5.3 Implication of the study

The findings of the present study have practical educational implications for the EFL teachers, syllabus designers, and researchers interested in speech acts especially compliment response.

As noted in previous parts of this study, a complementary use of both linguistic forms and socio-cultural norms is necessary to avoid pragmatic failure and communication breakdown so that syllabus designers should take the authenticity of materials including compliment and compliment responses into serious consideration in designing curriculum and text books for all EFL learners.

Teachers, too, should be aware that teaching language involves more than accurate use of syntactic patterns; the knowledge of pragmatic and discourse strategies along with cultural differences should be considered as an important goal in EFL settings. The subtle differences between females and males or teenagers and adults found in the current study (e.g. the way in which men and women construct their gender identity through language use) can help the teachers to prevent misunderstanding that may occur between two gender groups or teens and adults in communication. On the other hand these differences can be of use for the teachers in EFL classrooms because being aware of cultural cognition by each gender or age group they can instruct them, explicitly or implicitly, depending on their needs and defects in order to impede their failure in cross cultural communications with their counterparts. This protestation gains support from Sharifian (2005) implying that the set of cultural schemas that a person internalizes through interaction in a cultural setting might incapacitate communication across cultures since each part in an interaction evaluates and interprets other's utterance depending on his or her own cultural cognition. Hence, developing knowledge of other cultural schemas (meta-cultural competence) is fundamental.

Besides, researchers who are interested in speech act of compliment response can use the findings of this study to compare CR patterns of female and male also teenage and adult native speakers of Persian to their counterparts in English speaking communities.

5.4 limitations and delimitations of the study

The recent study is subject to three major limitations which should be considered before making any interpretation:

First, this study lays great emphasis on the investigation of the differences in the production of CR strategies by each given group (male versus female and teenagers versus adults) with little emphasis on the role of psychological factors which might affect acquisition of speech acts and cause gender or age differences.

Second, this study has focused specifically on one particular speech act, compliment response, produced by advanced EFL learners across gender and age and other factors like social class, social distance and relationship between complimenter and complementee, race, and intonations are not considered so that this limitation concerns the population to which the findings can be generalized.

Third, adopting written discourse completion task (DCT) for data collection, this research is not based on the participants' communicative performance.

5.5 Suggestions for further research

It is believed that this investigation of CR patterns of advanced EFL learners across gender and age will pave the way for further exploratory studies.

Firstly, some process oriented researches considering psychological factors can shed light on why each gender or age group opts for the certain compliment response strategy.

Secondly, as the present study did not address the issue of social status, social distance, relationship between complimenter and recipient of the compliment, race, and intonation,

researchers interested in compliment response speech act can bridge these gaps. For example, by highlighting the differences between CR strategies used by individuals to respond the compliments produced by interlocutors from different social status like a professor or a classmate.

Finally, employment of other tools of data collection like naturalistic role play or interview instead of the discourse completion task (DCT) employed in this research would provide more insight into what could potentially be taken into account in L2 pragmatic instruction.



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Appendices

Appendix A

Survey Questionnaire

☐ Male

☐ Female

Age:

Direction: please respond to the following situations. For each situation, you might find more than one response socially appropriate. In that case please write all of them in the space provide.

1.You meet an acquaintance you haven't seen for some time. After exchange of greeting, s/he says: "you look so nice! Even nicer than when I saw you last." To this you reply:

A.....

B.....

C.....

D.....

2.You are wearing a sweater. One of your friends meets you and says "what a nice sweater! You look great in it!" You reply:

A.....

B.....

C.....

D.....

3.You have given a presentation in your biology class. After the presentation one of your classmates comes to you and says: “that was a great presentation. I really enjoyed it.” You reply:

A.....

B.....

C.....

D.....

4.You are wearing a Rolex watch. A friend of yours sees it and says to you: “wow! What a watch! I wish I had one like that.” You reply:

A.....

B.....

C.....

D.....

Appendix B

(FCE Examination papers)

Reading, Use of English and writing

Part 1

For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).

Mark your answers **on the separate answer sheet**.

Example:

0 A.band B.set C.branch D.series

☐	☐ A	☐ B	☒ C	☐ D
--------------------------	----------------------------	----------------------------	---------------------------------------	----------------------------

What is genealogy?

Genealogy is a (0) Of history. It concerns family history, (1) than the national or world history studied at school. It doesn't merely involve drawing a family tree, however- tracing your family history can also (2) in learning about your roots and your identity. The internet enables millions of people worldwide to (3) information about their family history, without great (4)..... .

People who research their family history often (5) that it's a fascinating hobby which (6)..... a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) in the survey discovered they were better off than their ancestors.

1. A instead B rather C except D sooner
2. A cause B mean C result D lead
3. A accomplish B access C approach D admit
4. A fee B price C charge D expense
5. A describe B define C remark D regard
6. A reveals B opens C begins D arises
7. A older B greater C higher D further
8. A attended B participated C included D associated

Part 2

For questions 9- 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example :

0	A	S															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Motorbike stunt rider

I work (0) a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (9) I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (10) impressed I went straight home and taught (11) to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (12) Mechanical engineering; this helps me to look at the physics (13) lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (14) Every stunt I do. People often think that my work is very dangerous, but, apart (15) some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (16) Kind of danger because I'm very experienced.

Part 3

For questions 17- 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example :

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is (0) used in cooking all around the word. China is currently the largest (17) of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health- giving food, used both to the prevent and cure (18) In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection.

COMMON PRODUCT

ILL

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as (19) as penicillin in treating infections. Modern- day (20) have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In (21) , some doctors believe that garlic can reduce blood (22)

EFFECT

SCIENCE

ADD

PRESS

The only (23) to this truly amazing food is that the strong and rather (24) smell of garlic is not the most pleasant !

ADVANTAGE

SPICE

Part 4

For questions 25- 30 , complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example :

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The cap can be filled by the words 'were driven into town by' , so you write :

Example :

0

WERE DRIVEN INTO TOWN BY

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be to the museum.

26 Arthur has the talent to become a concert pianist.

THAT

Arthur is so could become a concert pianist.

27 Do you know when the match starts, Sally? Asked Mary.

IF

Mary asked sally time the match started.

28 I knocked for ages at Ruth's door but I got no reply.

LONG

I knocking at Ruth's door but I got no reply.

29 Everyone says that the band is planning to go in a world tour next year.

SAID

The band planning to go on a world tour next year.

30 I'd prefer not to cancel the meeting.

CALL

I'd rather The meeting.

Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 31- 36 , choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

We live on the island of Hale. It's about four kilometers long and two kilometers wide at its broadest point, and it's joined to the mainland by a causeway called the Stand – a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans – why can't he get a taxi ? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non – stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it The way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me

feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way hi was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazes through to the early evening .

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking in the Stand. You don't often see people walking around here. Between hale and moulton (the nearest town about thirty kilometers away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers of bird – watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did .

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as alight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy – looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked

31 In the first paragraph, what is Caitlin's main point about the island ?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller that it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

- 32 What does Caitlin suggest about her father ?
- A His writing prevents him from doing things he wants to with his family.
 - B His initial reaction to his son's request is different from usual.
 - C His true feelings are easily hidden from his daughter.
 - D His son's arrival is one event he will take time off for.
- 33 Caitlin emphasizes her feelings of discomfort because she
- A is embarrassed that she doesn't understand what her brother is talking about.
 - B feels confused about why she can't relate to her brother any more.
 - C is upset by the unexpected change in her brother's behaviour.
 - D feels foolish that her brother's attention is so important to her.
- 34 In the fourth paragraph, what is Caitlin's purpose in describing the island?
- A to express her positive feelings about it
 - B to explain how the road was built
 - C to illustrate what kind of weather was usual
 - D to describe her journey home
- 35 In because of that in line 31, that refers to the fact that
- A locals think it is odd to walk anywhere.
 - B it is easier for people to take the bus than walk.
 - C people have everything they need on the island.
 - D there is nowhere in particular to walk to from the island.
- 36 what do we learn about Caitlin's reactions to the boy ?

- A she felt his air of confidence contrasted with his physical appearance.
- B she was able to come up with a reason for him being there.
- C She realized her first impression of him was inaccurate.
- D she thought she had seen him somewhere before .

Part 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences A- G the one which fits each gap (37- 42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Good preparation leads to success in ballet dancing

A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. 37 With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. 38 But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognized in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. 39 Even the leading dancers have to do it.

These classes serve two distinct purposes : they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that ‘practice makes perfect’. 40 And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. 41 in the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn’t hurt; it feels good.

42 But they should not be misled : there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn’t .

- A. Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.
- B. The ballet shoe offers some support, but the real strength is in the muscles, built up through training .
- C. As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.
- D. Ballet technique is certainly extreme but it is not, in itself, dangerous.
- E. The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.
- F. No one avoids this : it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.
- G. It takes at least a decade of high – quality, regular practice to become an expert in any physical discipline .

Part 7

You are going to read a newspaper article about a young professional footballer.

For questions 43- 52 , choose from the sections (A-D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet .

Which paragraph

States how surprised the writer was at Duncan's early difficulties ?

3	4	
---	---	--

Says that Duncan sometimes seems much more mature than her really is ?

4	4	
---	---	--

Describes the frustration felt by Duncan's father ?

5	4	
---	---	--

Says that Duncan is on course to reach a high point in his profession ?

6	4	
---	---	--

Suggests that Duncan caught up with his team – mates in terms of physical development?

7	4	
---	---	--

Explains how Duncan was a good all- round sportsperson ?

8	4	
---	---	--

Gives an example of how Gavin reassured his son ?

9	4	
---	---	--

Mentions Duncan's current club's low opinion of him at one time ?

0	5	
---	---	--

Mentions a personal success despite a failure for the team ?

1	5	
---	---	--

Explains how Duncan and his father are fulfilling a similar role ?

2	5	
---	---	--

Rising Star

Margaret Garelly goes to meet Duncan Williams, who plays for Chelsea Football Club.

A It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first – year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting in Saturday's match against Manchester city. Such has been

his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.

B Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year – old, but all three turned him down. I worked with him a lot when he was around 12. And it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. but I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.

C Duncan takes up the story : The first half of that season I played in the youth team. I got lucky the first – team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance. Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use quick feet to get out of tight spaces. A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "look, if you can do that now, imagine what you'll be like when you're big and quick and they won't be able to get near you. If you're a smaller player, you have to use your brain a lot more.

D Not every kid gets advice from an ex- England player over dinner, not their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulder. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? One day I'd love to, but when that is, is for somebody else to decide. The way he is playing, that won't be long.

Writing

Part 1

You must answer this question. Write your answer in 140- 190 words in an

Appropriate style on the separate answer sheet.

1 In your English class you have been talking about the environment , now, your English teacher has asked you to write an essay .

Write an essay using all the notes and give reasons for your point of view .

Every country in the world has problems with pollution and damage to the environment.

Do you think these problems can be solved ?

Notes

Write about :

1. Transport
2. Rivers and seas
3. (your own idea)

Part 2

Write an answer to one of the questions 2-4 in this part. Write your answer in 140- 190 words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2 You see this announcement in your college English – language magazine .

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising.

Tell us whether or not you would recommend this book to other people.

The best review will be published in the magazine .

Write your review.

3 You see this announcement on an English – language website.

Articles wanted

The most useful thing I have ever learned.

What is the most useful thing you have learned?

Who did you learn it from ? why is it useful ?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your article .

4 You have received this email from your English – Speaking friend David.

From : David

Subject : touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around car, bike or coach ?

Thanks,

David

Write your email.

چکیده

پاسخ به تعریف و تمجید به عنوان تجلیگاه استانداردهای اجتماعی-فرهنگی و انواع ادب در جامعه ای با زبان خاص یک نوع متداول از کنش گفتارها به حساب می آید؛ که احتمال ایجاد سوء تفاهم و اشکال در برقراری ارتباط را به بار دارد. با توجه به این مهم، این تحقیق بر آن است که روش های پاسخ به تعریف و تمجید زبان آموزان پیشرفته ایرانی را با توجه به جنسیت و دو رده سنی نوجوان و بزرگسال مورد بررسی قرار دهد. بدین منظور ۵۰ زبان آموز دختر و ۵۰ زبان آموز پسر از بین زبان آموزان پیشرفته یک موسسه زبان در ایران انتخاب شدند تا به سوالات پرسشنامه مورد نظر در چهار موقعیت (ظاهر؛ لباس؛ توانایی و دارایی) به صورت تشریحی پاسخ دهند. داده ها هم به روش کمی (با استفاده از مجذور کای پیرسون) و هم به روش کیفی (با استفاده از متد توصیفی) مورد تحلیل قرار گرفتند. تحلیل کمی داده ها هیچ ارتباط معناداری بین روش های تعریف و تمجید و جنسیت نشان نداد؛ همینطور بین روش های تعریف و تمجید و سن هیچ تفاوت قابل ملاحظه ای دیده نشد. تحلیل کیفی داده ها با وجود اینکه از نظر وفور نتیجه تحلیل کمی را تصدیق کرد تفاوت هایی را در واژگان استفاده شده نشان داد. یافته های این تحقیق کاربردهایی عملی در آموزش برای معلمان زبان انگلیسی در کشورهای خارجی، برای طراحان برنامه های درسی و محققان علاقه مند به کنش گفتارها در زمینه پاسخ به تعریف و تمجید دارد.

کلمات کلیدی: توانش بین زبانی، توانش عملی، کنش

گفتار و پاسخ به تعریف و تمجید

بسمه تعالی
تعهد نامه اصالت اثر



اینجانب پریسا یزدانی خانشان دانش آموز مقطع کارشناسی ارشد رشته زبان انگلیسی گرایش آموزش به
شماره دانشجویی 920080280 که در تاریخ / / 13 از پایان نامه خود تحت عنوان :

« مطالعه روشهای پاسخ به تعریف و تمجید ما بین زبان آموزان دوره پیشرفته با در نظر گرفتن

جنسیت و سن»

با کسب نمره..... به حروف و درجه دفاع نموده ام
متعهد می شوم:

1) این پایان نامه حاصل تحقیق و پژوهش انجام شده توسط اینجانب بوده و در مواردی که از
دستاوردهای علمی و پژوهشی دیگران (اعم از پایان نامه، کتاب، مقاله و) استفاده نموده ام، مطابق ضوابط
و رویه موجود نام منبع مورد استفاده و سایر مشخصات آن را در فهرست مربوطه ذکر و درج کرده ام.
2) این پایان نامه قبلاً برای دریافت هیچ مدرک تحصیلی (هم سطح، پایین تر، بالاتر) در سایر
دانشگاه ها و موسسات آموزش عالی ارائه نشده است.

3) چنانچه بعد از فراغت از تحصیل قصد استفاده و هرگونه بهره برداری اعم از چاپ کتاب، ثبت
اختراع و ... از این پایان نامه داشته باشم، از حوزه معاونت پژوهشی واحد مجوزهای مربوطه را اخذ نمایم.

4) چنانچه در هر مقطع زمانی خلاف موارد فوق ثابت شود عواقب ناشی از آن را می پذیرم و واحد
دانشگاهی مجاز است با اینجانب مطابق ضوابط و مقررات رفتار نموده و در صورت ابطال مدارک تحصیلی
ام هیچگونه ادعایی نخواهم داشت.

نام و نام خانوادگی دانشجو

امضا و تاریخ



دانشگاه آزاد اسلامی

واحد علوم و تحقیقات آذربایجان غربی

دانشگاه علوم انسانی گروه آموزشی زبان انگلیسی

پایان نامه برای دریافت درجه کارشناسی ارشد

رشته زبان انگلیسی گرایش آموزش

عنوان:

**مطالعه روشهای پاسخ به تعریف و تمجید ما بین زبان آموزان دوره
پیشرفته با در نظر گرفتن جنسیت و سن**

استاد راهنما:

دکتر علیرضا بنیادی

نگارش:

پریسا یزدانی خانشان

تابستان 1394