

Complimenting and Teaching Compliments in the Iranian EFL Instructional Context

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ABSTRACT

This was a multi-method exploratory-interpretive study involving a cross-sectional survey (DCT administration) as well as a subsequent pragmatic instruction motivated by the necessity to promote the EFL learners' overall pragmatic development at one of the largest English Language Institutes in Iran. The study involved 30 Persian native speakers, 30 British English native speakers, 120 Iranian EFL learners across different English language proficiency levels, and 10 Iranian EFL learners enrolled in an oral communication class where pragmatic teaching was implemented. The present study collected comprehensive qualitative data comprising the participants' DCT responses, classroom discussion transcriptions, completed mini-research observation forms, Iranian EFL learners' reflections reports, and it employed quantitative as well as qualitative interpretive analytical procedures. The study findings revealed some pragma-linguistic as well as socio-pragmatic similarities and differences in realization of compliments and related responses between the Persian and British English native speakers. Further, the results demonstrated the Iranian EFL learners' developing knowledge of complimenting in the target language which still required improvement, especially in terms of the L2 socio-pragmatic conventions. Finally, the triangulation of the data collected by the teacher-researcher showed that the pragmatic instruction of compliments enhanced socialization opportunities for the Iranian learners' pragmatic development in the target language.

Keywords: Iranian EFL learners, cross-sectional survey, pragmatic instruction, compliment, compliment response, pragmatic development, DCT, socialization.

ÖZ

İran'daki en büyük İngilizce Dil Enstitülerinden birinde İngilizce'yi yabancı dil olarak öğrenen (EFL) öğrencilerin edimbilim eğitimini takiben onların genel edimbilimsel gelişimini artırmak amacı ile başlatılan (ve DCT yönetiminin kullanımını içeren) bu kesitsel araştırma, edimbilimsel öğretimi içeren çok yönlü keşfedici-yorumlayıcı bir çalışmadır. Bu araştırma farklı İngilizce dil yeterlilik seviyelerinde olan 120 İranlı, anadili Farsça olan 30 ve anadili İngilizce olan 30 katılımcıyı ve edimbilimsel öğretimin uygulandığı sözlü iletişim sınıfına kayıtlı 10 İranlı EFL öğrenciyi içermektedir. Kapsamlı nitel verilerin toplandığı bu çalışmada araştırmaya katılan öğrencilerin DCT yanıtlarını, sınıf tartışma yazılımlarını, küçük ölçekli araştırma gözlem notlarını, İranlı EFL öğrencilerin düşüncelerini paylaştıkları görüşleri analiz etmek için nicel ve nitel yorumlayıcı analitik prosedürler kullanılmıştır. Çalışma bulguları Farsça ve İngilizce ana dilinde yapılan iltifatlar ve bu iltifatlara verilen yanıtlar bağlamında bu iki dil arasında pragmatik dilbilim ve sosyo-pragmatik benzerlikler ve farklılıklar bulunduğunu ortaya koymuştur. Çalışma bulguları ayrıca İranlı EFL öğrencilerin hedef dili İngilizce'de geliştirmeye çalıştıkları iltifat bilgilerini özellikle sosyo-pragmatik bağlamda hala daha iyileştirmeye ihtiyaçları olduğunu göstermiştir. Özet olarak bu çalışmada öğretmen-araştırmacı tarafından üçgenleme yöntemi kullanılarak toplanan emik verilerin analiz sonuçları, edimbilimsel iltifat eğitiminin İranlı öğrencilerin sosyalleşme fırsatlarını artırdığını ve onların hedef dili İngilizce'deki edimbilimsel gelişimlerini artırdığını ortaya koymuştur.

Anahtar Kelimeler: anadili Farsça olan EFL öğrencileri; kesitsel araştırma; edimbilimsel öğretim; iltifat; iltifat yanıtı; edimbilimsel gelişim; sosyalleşme.

DEDICATION

In memory of my Mother,

To my father

with love and eternal appreciation

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Chapter 1

INTRODUCTION

This chapter introduces the background to the study, statement of the problem, and purpose of the study. It further presents the significance of the study and the definitions of the key terms employed in the research.

1.1 Background to the Study

Compliments play a very significant role in our social life. Complimenting is “intrinsicly courteous”, it “enables the speaker to make use of available opportunities to express politeness and interest in the hearer” (Olshtain & Cohen, 1991, p. 158). Through this language function interlocutors usually intend to convey solidarity, encourage common interests, as well as preserve social harmony. However, compliments and responses to compliments vary across different languages and cultures due to their impact on pragma-linguistic and socio-pragmatic performance; hence inappropriate compliments/response to compliments in a given language and culture can cause various communication problems.

The relation between language and culture as well as related problems in the real world have been everlasting discussion topics in language studies. In the 1980s a term of ‘dialogue of cultures’ was introduced due to the essential role of dialogue in mutual understanding for humanity (Bakhtin, 1981, 1986). In this regard, “Given the dialogic nature of culture, we cannot fully understand one culture in the absence of contact with other cultures. Thus, dialogue can be seen to be at the very core of

culture, where culture is understood as a dialogical self-consciousness of every civilization.” (Savignon, 2007, p. 212) Culture is regarded to encompass logical, social, emotional, moral, esthetic, as well as spiritual meanings (Biber, 1991, p. 38). Cultural knowledge, therefore, is considered to comprise conventions and procedures related to verbal as well as non-verbal communication, various communicative events, as well as beliefs and values underlying these (Cook, 2003, p. 52). The view of language and culture as an integral whole has become dominant in language studies (Savignon, 2007).

Cultures cannot be regarded as neatly bounded or static since they are, similar to languages, ever changing; nowadays it has also become possible to talk about the emerging ‘world culture’ (Cook, 2003, pp. 53-54). Moreover, recognition of association between language and culture, the creation and transmission of culture necessitates dealing with various cultures, amongst which some can be more international or conventionalized than others (Kramsch, 1993, pp. 8-9). Importantly, no consensus has been reached regarding “... the degree to which cultures, for all their obvious disparity, reflect universal human attributes”, as well as whether “the differences are superficial and ... cultural conventions everywhere realize the same basic human needs” (Cook, 2003, p. 53).

However, in the event of cross-cultural communication, it is not cross-cultural similarities, rather differences which are most salient and potentially problematic for communication. As regards cultural conventions, “the consequences may be less apparent but more damaging. There is not only an absence of understanding, but potential for misunderstanding too.” (Cook, 2003, p. 53) Trappes-Lomax (2004, p. 156), with reference to Tannen (1984), notes that “The “cross-culturally relative in

communication” ... includes “just about everything”: when to talk, what to say, pacing and pausing, showing “listenership” through gaze, back-channeling, etc., intonation, use of formulaic expressions and indirectness.” Therefore, applied linguists are concerned with recommendations and practical decisions for avoiding or preventing miscommunication across a range of personal and professional contexts involving cross-cultural communication (Cook, 2003, p. 59).

According to Hymes’ communicative competence model (1974), “speech events and speech situations are cultural constructs, and the norms of behavior and attitude associated with them belong within particular speech communities. The context of culture defines what is conventionally possible within a speech community...” (Trappes-Lomax, 2004, pp. 145-146). In this regard, ethnography of communication associated with Gumperz and Hymes (1986), Duranti (1997), Saviile-Troike (2003) “offers a framework for the study of speech events, seeking to describe the ways of speaking associated with particular speech communities and to understand the role of language in the making of societies and cultures.” (Trappes-Lomax, 2004, p. 137).

Since language use is viewed as a social behavior, and culture and language are considered to be integral to one another, sociocultural competence is regarded as an essential component of communicative competence (Byram, 1997; Savignon, 2002, 2007). Another essential component of communicative competence, pragmatic competence, is seen as “...the process of establishing socio-pragmatic and pragma-linguistic competence and the increasing ability to understand and produce socio-pragmatic meanings with pragma-linguistic conventions” (Kasper & Roever, 2005, p. 318). In pragmatics, meaning-making is regarded as “a dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance

(physical, social, and linguistic) and the meaning potential of an utterance” (Thomas, 1995, p. 22). Therefore, the knowledge of functions, appropriate topics, as well as semantic formulae for realization of various speech acts within a given culture is part of pragma-linguistic as well as socio-pragmatic competence. It is noteworthy that various competences identified by the research to date “...all... are in effect discourse competences, since they account for the ability of members of speech communities to put language to use.” (Trappes-Lomax, 2004, p. 152).

In this regard, the social perceptions underlying interlocutors’ production and interpretation of communicative actions play a very important role in successful communication (Leech, 1983). Takahashi and Beebe (1993), Blum-Kulka and House (1989), and Olshtain (1989) noted differences across cultures and communities in terms of their judgement of such social variables as interlocutors’ social power and distance, rights and obligations, as well as the degree of imposition necessitated in communicative acts. However, due to dynamic nature of human interaction, contextual factors are subject to change, hence are negotiable, as reflected in Fraser’s (1990) ‘conversational contract’.

According to Kramsch (1993, pp. 8-9), “Whether it is called (Fr.) *civilisation*, (G.) *Landeskunde*, or (Eng.) *culture*, culture is often seen as mere information conveyed by the language, not as a feature of language itself, cultural awareness becomes an educational objective in itself, separate from language. If, however, language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency and as being the outcome of reflection on language proficiency.”

Complimenting behavior (compliments and their responses) play an important role in our social lives, especially in terms of establishing rapport, ensuring co-operation, maintaining solidarity and harmony in inter-personal relations, as well as in cross-cultural communication. Within the framework of politeness theory (Brown & Levinson, 1987), compliment is mostly a positive strategy in that it caters for the addressee's positive face, specifically conveys the complimentor's recognition/acknowledgment of the addressee's needs and interests, as well as evokes positive feelings of appreciation. According to Wierzbicka (1991), politeness is regarded as an interlocutor's effort to convey respect for another person's autonomy, right as well as privacy; importantly, politeness strategies are context as well as culture-specific. Compliments as one of the pragmatic phenomena is considered to be cross-culturally different; this speech act is regarded as a politeness strategy in terms of attributing, explicitly or implicitly "...credit to someone other than the speaker, usually the person addressed, for something good (possession, characteristic, skill, etc.) which is positively valued by the speaker and hearer" (Kasper, 1992, p. 446).

The early work on pragmatic complimenting in context goes back to Pomerantz's (1978) study which demonstrated cross-cultural variation in compliment responses. Holmes (1988, p. 462) considered compliments as "positively affective speech acts", their function being "to oil the social wheels, paying attention to positive face wants and thus increasing or consolidating solidarity between people." The scholar held that complimenting can also be considered as phatic communion by the virtue of word exchange. Compliments are thus regarded as speech acts which bestow, explicitly or implicitly, credit upon the complimentee for appearance, character or

other merits, which are positively assessed by both interlocutors (Hobbs, 2003, p. 249).

Over the past decades, a number of studies have been conducted on compliments in the American variety of English (Manes & Wolfson, 1981; Wolfson, 1981; Wolfson & Manes, 1980). Examination of complimenting behavior (over 12 hundred compliments) within mainstream American culture revealed specific syntactic patterns of this speech act realization, such as frequent 'NP (is/looks) really Adj'; somewhat less frequent 'I really (like/love) NP', as well as 'PRO is (really) (a) ADJ NP'. J. Holmes, on the basis of her research on complimenting behavior in New Zealand (1998), introduced 3 major categories for compliment responses: Accept, Reject, Deflect/Evade, and reported the first one to be the highly frequent category in the context.

Other studies investigated compliment speech act in terms of its structure and function (Iwai & Rinnert, 2002; Johnson & Roen, 1992; Mojica, 2002), and they revealed differences in complimenting at the lexico-grammatical level across genders (Herbert, 1990; Holmes, 1998; Jaworski, 1995), as well as across languages (Jia, 1997). Subsequently, the pertinent research explored compliment responses between native speakers of English and L2 English learners with different L1 backgrounds (Chen, 1993; Chiang & Pochtrager, 1993; Golato, 2002; Ibrahim & Riyanto, 2000; Loh, 1993; Yoko, 2003; Yu, 2003). The results of the studies demonstrated that adequate realization of compliments depends on its appropriateness and the degree of its truth value. Moreover, significant differences have been reported between native and non-native English speakers' responses to compliments. The related studies have demonstrated that foreign language learners depend on their native language in

complimenting behavior (Bu, 2010; Huth, 2006; Karimnia & Afgari, 2010). It should be noted that the scholarship on complimenting contributed to the development of coding schemes for analysis (Herbert, 1989; Holmes, 1988; Milles, 1994; Pomerantz, 1978). Importantly, however, the research to date has not yet reached consensus regarding the nature of compliment speech act.

In the Iranian EFL context, few studies, predominantly on responses to complimenting, have been conducted by Yarohammadi (1995), Yeganeh (1996), and Shams (1997) demonstrated variation in realization of complimenting in Farsi among females and males. Heidari-Shahreza and his associates (2011) reported that both male and female Persian speakers mostly preferred ‘accept’ strategies in four situations (appearance, character, ability and possession); however, the female participants resorted to ‘evade’ strategies following compliments for possession. Further, Safdarian and Afghari (2011) found a significant relationship between EFL proficiency and appropriate use of English compliment responses, and their findings revealed that there were statistical differences between Iranian and American females and males in the use of compliment responses. Importantly, the study suggested that language and culture should be taught in an integrated manner.

Kasper (1992) contended that second language learners’ pragmatic knowledge of first language and culture can influence their target language learning, comprehension and production. In this regard, Kramersch questioned “How can a foreign way of viewing the world be taught via an educational culture which is itself the product of native conceptions and values?” (1993, pp. 8-9). The scholar contended that “If...we consider language study as initiation into a kind of social practice that is at a boundary of two or more cultures,...a linear progression makes

less sense. In fact what is at stake is the creation, in and through the classroom, of a social, linguistic reality that is born from the L1 [first language] speech environment of the learners and the social environment of the L2 [second language] native speakers, but a third culture in its own right.” (Kramersch, 1993, pp. 8-9) In terms of language pedagogy, Billmyer’s longitudinal study (1990) explored the effects of pragmatic instruction on compliment realization in the Japanese EFL context. Interestingly, the study demonstrated favorable findings for both instructed as well as uninstructed learner groups in terms of their approximation to the native-like complimenting behavior.

1.2 Statement of the Problem

The study of “the use of language in human communication as determined by the conditions of society” has been a global issue in the pragmatics research to date. Importantly, the related studies “opened up a societal window on language acquisition and language use...” (Mey, 2007, pp. 6, 290). Specifically, “What people mean in a particular context and how the context influences what is said” (Yule, 1996, p. 3), as well as “how people conform to social conventions”, “assert themselves and manipulate others” (Widdowson, 1990, p. 68) have become urgent issues in today’s globalizing world and resultant cross-cultural communication. Therefore, one of the major issues in the pertinent research to date has been negotiation of meanings and social relations between and among language users (Widdowson, 1990, p. 68).

Language users have to make continuous, conscious or unconscious, linguistic choices, “for language-internal (i.e. structural) and/or language external reasons. These choices can be situated at any level of linguistic form: phonetic/phonological,

morphological, syntactic, lexical, semantic.” (Verschueren, 1999, p. 56) However, successful communication depends not only on “the exchange of symbolic expressions, ... (but) rather, the successful interpretation by an addressee of a speaker’s intent in performing a linguistic act” (Green, 1996, p. 1). Appropriate use of pragma-linguistic resources and socio-pragmatic conventions of a given language and culture is crucial in this regard. Failure to use language appropriately would cause not only “a violation of linguistic appropriateness norms”, but may also result in “misunderstanding of intent” (Gumperz, 1982, p. 50).

Therefore, one of the major challenges of pragmatic teaching has been to promote L2 learners’ knowledge of how to use language to make their communicative intention clear as well as understand others’ intentions (Cook, 2003). In this regard, language teachers should bear in mind that “communicative behavior relies heavily on people’s capacity to engage in reasoning about each other’s intentions, exploiting not only the evidence presented by the signals in the language code but also evidence from other sources, including perception and general world knowledge” (Spenser-Oatey & Zegarac, 2002, p. 75).

One of the communicative acts, compliment, is inherent and indispensable in human social life, building and maintaining social relations. Complimenting behavior, making compliments and responding to them, is realized differently across languages and cultures. Moreover, complimenting is also affected by contextual variables. In this regard, Olshtain and Cohen (1991) noted existence of a set of patterned routines and formulae for language users to perform various communicative acts, with respect to each other, compliments being one of them. It is noteworthy that research on English compliment giving and receiving in the Iranian EFL context is still scarce

(Eslami Razekh, 2005; Sharifiyan, 2005). In addition, the adjacency pair compliment-response to compliment has not been adequately examined, especially in terms of the social variables. Importantly, there has been limited research on pragmatic teaching of compliments and this kind of instruction has not been conducted within the language socialization framework.

1.3 Purpose of the Study

The present PhD research, therefore, attempted to address the following research questions:

- How are compliments and their responses realized in the British English and Persian languages?
- How do the Iranian EFL learners produce and respond to compliments in the target language?
- Do the Iranian learners require development of their pragma-linguistic and socio-pragmatic conventions of the target language?
- Does pragmatic instruction promote the EFL learners' overall pragmatic development?

1.4 Significance of the Study

This study can be considered significant in that it provided cross-linguistic and cross-cultural insights to complimenting behavior in the British English and Persian languages and cultures. Also, it provided novel inter-language data as well as baseline Persian and British English data. In addition, the present research offered pedagogical implications for pragmatic instruction in general, and teaching of compliments specifically in EFL contexts.

1.5 Definition of Key Terms

Compliments are defined as “positively affective speech acts, the most obvious function they serve is to oil the social wheels, paying attention to positive face wants... “ (Holmes, 1988, p. 462). Complimenting is inherent in establishing and maintaining social relations, rapport, and co-operation (Tannen, 1984). Complimenting can also be considered as phatic communion by the virtue of word exchange (Holmes, 1988).

Pragmatic competence – “the process of establishing sociopragmatic and pragmalinguistic competence and the increasing ability to understand and produce sociopragmatic meanings with pragmalinguistic conventions” (Kasper & Roever, 2005, p. 318).

The pragma-linguistic perspective is concerned with the use of linguistic strategies to express an intended pragmatic meaning, whereas **the socio-linguistic perspective** is concerned with the socially based beliefs, judgments and interactional rules underlying language users’ strategy choice (Leech, 1983; Thomas, 1983).

Social power – the degree to which the hearer can impose his/her own plans and his/her own self-evaluation (face) at the expense of the speaker’s plans and self-evaluation (Brown & Levinson, 1987, p. 77).

Social distance - symmetric social dimension of similarity/difference within which the interlocutors stand for the purpose of an act and material/non-material goods exchanged between them (Brown & Levinson, 1987, p. 76).

Speech act –refers to “the basic minimal units of linguistic communication” (Searle, 1969, p.16). Speech acts have traditionally been regarded as one of the major areas of pragmatic studies (Levinson 1993), and, importantly, the major dominant area of pragmatics in SLA research.

Speech act theory – More recently, Grundy contended that underlying speech act theory is language as action hypothesis, and the scholar regarded speech act as a “prototypically pragmatic phenomenon” in that they “ challenge the notion that there is a one –to – one correspondence between a form and its function” (2008, pp. 83, 90).

Interlanguage –the second language learner’s developing target language knowledge (Selinker, 1972).

Interlanguage pragmatics –is concerned with nonnative speakers’ comprehension and production of pragmatics and how L2-related knowledge is acquired (Kasper & Dahl, 1991).

Discourse Completion Task (DCT)- is a questionnaire containing a set of very briefly described situations designed to elicit a particular speech act (Billmyre & Varghese, 1996, p. 40).

Language awareness – Language awareness blends a) content about language, b) language skill, c) attitudinal education and d) metacognitive opportunities, which allow the student to reflect on the process of language acquisition, learning and language use. All four of these aspects of language awareness need to be integrated

into the existing subject areas. A focus on language awareness is a key aspect of creating student-centered classrooms, and assists the teacher to present material according to student readiness (Bilash & Tulasiewicz, 1995, p. 49).

(Meta)pragmatic awareness -“conscious, reflective, explicit knowledge” (Alcon & Safont Jorda, 2008, p. 193) and “the ability to analyse language in a conscious manner” (Thomas, 1983, p. 98).

Language Socialization theory- The premise that “linguistic and cultural knowledge are *constructed* through each other” has been adopted by the language socialization (LS) paradigm (Watson-Gegeo & Nielsen, 2003, p. 157). LS theory draws upon and modifies Whorf’s (1941) hypothesis of the influence of language over our world view (Ochs, 1988). The LS paradigm, as a theoretical and methodological approach (Watson-Gegeo, 2004), is crucial to investigation of language in social interaction, specifically the pragmatic dimension of language user (Kasper & Rose, 2002).

Chapter 2

REVIEW OF LITERATURE

This chapter introduces the literature and the research to date on the relationship between language and culture, language socialization, compliments, cross-cultural (mis)communication, pragmatics competence, cultural schemata, pragmatic instruction and related studies.

2.1 Language and Culture

Complimenting behavior has been investigated in Interlanguage Pragmatics research as well as in Cross-Cultural Pragmatics studies due to the fact that it is inherent in establishing and maintaining social relations, rapport and co-operation (Tannen, 1984). Compliments play a very significant role in our social life in that being “intrinsically courteous”, they enable the speaker “to make use of available opportunities to express politeness and interest in the hearer” (Olshtain & Cohen, 1991, p. 158). Specifically, through compliments, interlocutors can express solidarity, encourage common interests, as well as preserve social harmony. Compliments therefore are regarded as speech acts giving credit to the interlocutor in terms of characteristic, skill, possession, and receiving positive evaluation by both the speaker and the addressee (Hobbs, 2003, p. 249). As regards compliment response it is viewed as “an adjacent pair operation” of compliment (Schegloff & Sacks, 1973).

Therefore, compliments are defined as “positively affective speech acts, the most obvious function they serve is to oil the social wheels, paying attention to positive face wants...” (Holmes, 1988, p. 462). Further, compliments can be affected by contextual variables of social distance as well as power. In this regard, Rose and Ng Kwai-fong noted that “little research has addressed” “how the realization” of compliments and related responses “may be effected by contextual variables” (2001, p. 136).

Furthermore, both compliment giving and receiving are realized differently across languages and cultures (Ellis, 1994). The related studies were conducted in various English speaking contexts such as American English (Manes & Wolfson, 1981), South African English (Herbert, 1989), New Zealand English (Holmes & Brown, 1987), as well as across Polish (Jaworski, 1995), Chinese (Chen, 1993), Philippine (Mojica, 2002) and German (Golato, 2002) cultures. It should be noted that inappropriate complimenting behavior can potentially impact interlocutors’ pragmatic and socio-pragmatic performance and therefore can cause communication breakdown. Therefore, in today’s globalizing world acquisition of politeness strategies appropriate for realization of the speech acts of compliments and compliment responses, especially for those engaged, for various purposes, in cross-cultural communication has become of paramount importance.

The relation between language and culture as well as related problems in the real world have been everlasting discussion topics. Culture has traditionally been viewed as our knowledge about how to act, make things, and interpret our related experiences in the distinctive way we behave (Quinn & Holland, 1987). It was hypothesized in the past century that language structure as well as linguistic behavior

can determine social structure (Sapir, 1921; Whorf, 1956, as cited in Finegan & Besnier, 1989). Conversely, it was argued that social structure can exert influence on language and related behavior (Wardhaugh, 2002). Importantly, Trudgill contended that language studies should refer to the social context in order not to overlook “some of the more complex and interesting aspects of language” (1988, p. 32).

The dialogic nature of culture was underscored in that “we cannot fully understand one culture in the absence of contact with other cultures. Thus, dialogue can be seen to be at the very core of culture, where culture is understood as a dialogical self-consciousness of every civilization.” (Savignon, 2007, p. 212) Culture as a multifaceted phenomenon is regarded to encompass logical, social, emotional, moral, aesthetic, as well as spiritual meanings (Biber, 1991, p. 38). Cultural knowledge, therefore, comprises conventions and procedures related to verbal as well as non-verbal communication, various communicative events, as well as beliefs and values underlying these (Cook, 2003, p. 52). Nowadays, the predominant view is that language and culture constitute an integral whole (Savignon, 2007). The essential role of dialogue in mutual understanding of humans was emphasized by Bakhtin (1981, 1986).

Cultures cannot be neatly bounded or static since they are, similar to languages, continuously changing; at present applied linguists observe the emergence of ‘world culture’ (Cook, 2003, pp. 53-54). Moreover, recognition of association between language and the creation and transmission of culture necessitates dealing with various cultures, amongst which some can be more international or conventionalized than others (Kramsch, 1993, pp. 8-9). Importantly, it is still being debated whether “... the degree to which cultures, for all their obvious disparity, reflect universal

human attributes”, as well as whether “the differences are superficial and ... cultural conventions everywhere realize the same basic human needs” (Cook, 2003, p. 53).

However, in the event of cross-cultural communication, it is not cross-cultural similarities, rather differences which are most salient and potentially problematic for communication. As regards cultural conventions, “the consequences may be less apparent but more damaging. There is not only an absence of understanding, but potential for misunderstanding too.” (Cook, 2003, p. 53) Trappes-Lomax (2004, p. 156) notes that in cross-cultural communication various aspects related to the interlocutor’s verbal as well as non-verbal behavior are important. Therefore, applied linguists are concerned with recommendations and practical decisions for avoiding or preventing miscommunication across a range of personal and professional contexts involving cross-cultural communication (Cook, 2003, p. 59).

Cultural constructs include speech events and situations, and “the norms of behavior and attitude associated with them belong within particular speech communities. The context of culture defines what is conventionally possible within a speech community...” (Trappes-Lomax, 2004, pp. 145-146). Specifically, speech events are studied within the framework of ethnography of communication (Gumperz & Hymes, 1986; Duranti, 1997; Saville-Troike, 2003) “seeking to describe the ways of speaking associated with particular speech communities and to understand the role of language in the making of societies and cultures” (Trappes-Lomax, 2004, p. 137).

Language use is part of social practice, and given the integrated view of culture and language, the socio-cultural competence is regarded as one essential component of communicative competence (Byram, 1997; Savignon, 2002, 2007). In this regard,

“...the process of establishing sociopragmatic and pragmalinguistic competence and the increasing ability to understand and produce sociopragmatic meanings with pragmalinguistic conventions” refers to pragmatic competence (Kasper & Roever, 2005, p. 318). In pragmatics, meaning-making is regarded as “a dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance (physical, social, and linguistic) and the meaning potential of an utterance” (Thomas, 1995, p. 22). Thus, the knowledge of function, appropriate topics, as well as semantic formulae for realization of various speech acts within a given culture is part of pragma-linguistic as well as socio-pragmatic competence. However, various competences identified by the research to date “...all... are in effect discourse competences, since they account for the ability of members of speech communities to put language to use” (Trappes-Lomax, 2004, p. 152).

It should be noted that the social perceptions underlying interlocutors’ production and interpretation of communicative actions play a very important role in successful communication (Leech, 1983). Takahashi and Beebe (1993), Blum-Kulka and House (1989), and Olshtain (1989) noted differences across cultures and communities in terms of their judgement of such social variables as interlocutors’ social power and distance, rights and obligations, as well as the degree of imposition necessitated in communicative acts. Importantly, due to dynamic nature of human interaction, contextual factors are subject to change, hence are negotiable, as reflected in Fraser’s (1990) ‘conversational contract’.

2.2 Language Socialization

The premise that “linguistic and cultural knowledge are *constructed* through each other” has been adopted by the language socialization (LS) paradigm (Watson-Gegeo

& Nielsen, 2003, p. 157). LS theory draws upon and modifies Whorf's (1941) hypothesis of the influence of language over our world view (Ochs, 1988). The LS paradigm, as a theoretical and methodological approach (Watson-Gegeo, 2004), is crucial to investigation of language in social interaction, specifically the pragmatic dimension of language user (Kasper & Rose, 2002). The LS proposed a holistic view of the human being in general and the language learner in particular across a range of contexts (Watson-Gegeo, 1988, 1992, 2004; Watson-Gegeo & Nielsen, 2003).

Language socialization research not only takes into account "discrete linguistics items", but also considers "interactional or sociolinguistic routines" that constitute part of "language learners' and users' communicative repertoire" (Duff & Talmy, 2011, p. 96). In addition, language socialization research endeavors to explain learning in a much broader sense, studying both linguistic development and other forms of knowledge including culture and social knowledge which are learned through language (Duff & Talmy, 2011). LS theory as an interactionist theory views social interaction as an integral part of language acquisition. Within the LS paradigm, the relationship between language and socialization is binary: socialization to use language and socialization through the use of language (Ochs & Schieffelin, 1984; Schieffelin & Ochs, 1986a, 1986b). Dufon (2008) maintained that socialization to use language refers to what learners are taught to say in a given situation; and socialization through the use of language concerns the process through which language learners "acquire knowledge of the culture in question as well as of their status and role and their associated rights and obligations as they learn the language" (p. 27).

Over the past decades, a number of studies on socialization to second language at school have been conducted by Duff (2002), Poole (1992), Willett (1995) as well as both home and school (Crago, 1992; Findlay, 1995; Pease-Alvarez & Vasquez, 1994; Watson-Gegeo, 1992). However, the research on foreign language socialization to date is still scarce (Duff, 1995, 1996; Ohta, 1994, 1999); importantly, it was suggested that the related paradigm can be exploited for pedagogical purposes.

It is also noteworthy that socialization to the second language is complex in that L2 learners learn the target language without exposure to the target culture and native speakers of the target language (Isabelli-García, 2003, 2006; Kinginger & Whitworth, 2005). Further, foreign language learners intend to become familiar with the target culture, however not necessarily at the expense of their native language and culture. In the globalizing world and with the status change of the English language as a lingua franca, foreign language learners may want to become competent in both L1 and L2 so that they can participate in international discourse for various purposes (Dufon, 2008). Specifically they would learn the English language for communication rather than for identification (House, 2003). An important instructional issue in this regard would be which/whose norms should be accepted, the native speaker's or the expert user's norms of English (Gibbs, 2005; Tarone, 2005). Another critical issue is whether or not to simulate conditions related to the target language/culture in the FL classroom (Dufon, 2008).

Duff's (1996) ethnographic research examined discourse practices in dual-Hungarian-English-language schools that were changing from traditional to innovative educational practices. The former required accurate as well as fluent recitation by learners, whereas the newly emerging practice involved learners in

small group work and discussion, hence shared discourse. It is noteworthy that the research results did not indicate a replacement of one educational model by the other, rather a variation between the two models in that “different models of discourse socialization prevail and evolve in ways that may be in greater or lesser harmony with existing cultural and government-mandated assessment practices” (Duff, 1996, p. 431).

Subsequently, Ohta (1999) explored socialization of an English learner of Japanese as a foreign language at an American university. The study findings demonstrated that through participation in the routines with the classmates and teacher the EFL learner showed a gradual improvement in her ability to make assessment and use follow-up expressions that approximated the target language.

In another, Japanese EFL context, Yoshimi (1999) examined the role of L1 socialization in the pragmatic performance of American learners of Japanese. The study involved a discourse analysis of talk of five learners of Japanese paired with a native Japanese person. Although the overall study findings demonstrated the American learners’ appropriate use of the targeted Japanese interactional feature, it also provided some evidence of L1 socialization influence on the participants’ pragmatic production.

Another pertinent study by Matsumura (2001) investigated the socialization to L2 pragmatics by 2 groups of Japanese, ESL and EFL learners respectively. The study results showed that that the Japanese ESL learners’ pragmatic performance in Canada approximated the target language both in terms of the social variables, which can be accounted for by their adequate exposure to the English socio-pragmatic

norms related to advice giving. Whilst the Japanese EFL students demonstrated appropriate pragmatic production only in relation to the interlocutor's higher social status, hence more evidence of L1 socialization influence.

2.3 Compliments

When we communicate through language, we utter words for a particular purpose, as we use them for doing things (Austin, 1962). Yet, due to cross-linguistic and cultural differences, the meaning behind one utterance in one language may not be the same in another language. Being expressive speech acts, compliments are very common and can be used every day by anyone in many different circumstances (Searle, 1975). The compliment speech act "explicitly or implicitly attributes credit 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" (Holmes, 1988, p. 485). The complimenting speech act has two main components: compliment making and responding.

The research to date has been concerned with various issues related to complimenting behavior, both at the theoretical level, specifically whether it is universal or culture-specific, as well as the practical level, specifically whether a particular instructional approach can be effective in teaching-learning this significant pragmatic phenomenon. Within the framework of politeness theory (Brown & Levinson, 1987; Wierzbicka, 1991), a compliment is mostly a positive strategy in that it caters for the addressee's positive face, specifically it conveys the complimentor's recognition/acknowledgment of the addressee's needs and interests, as well as evokes positive feelings of appreciation. Compliments attribute, explicitly or implicitly, "...credit to someone other than the speaker, usually the person

addressed, for something good (possession, characteristic, skill, etc.) which is positively valued by the speaker and hearer” (Kasper, 1992, p. 446). Hence, complimenting behavior plays a significant role in social lives, in inter-personal relations, as well as in cross-cultural communication.

The pertinent studies have investigated such aspects of the complimenting behavior as compliment/compliment response topics, functions, strategies, and distribution. The research on compliment speech act originated in the early 1980s in the USA, through a series of studies by N. Wolfson (1981), J. Manes (1983), as well as their joint research (Manes & Wolfson, 1981; Wolfson & Manes, 1980). The scholars conducted a comprehensive study of naturally occurring compliments in the American variety of English and contributed to the field a detailed description of formulaic patterns for realization of this speech act. Specifically, the scholars identified 9 syntactic structures employed to produce 97% of the compliments in their corpus evidence. Importantly, of the 9 formulas, the top first structure was used to produce more than a half (53.6%) of the compliments; moreover, in combination with the next two structures, to realize 85% of the compliments.

These findings have manifested the complexity of this speech act in relation to the given language, culture and society, and provided a useful description of the pragmatic-linguistic resources for complimenting behavior in American English. Importantly, these results were confirmed by Holmes (1988) in relation to another variety of English; they have had important pedagogical implications for teaching pragmatics (Holmes & Brown, 1987). Further, the research on the indispensable aspect of complimenting behavior, compliment responses, dates back to the pioneering studies of Pomerantz (1978, 1984), and, subsequently, Herbert (1989). These studies also

demonstrated cross-cultural variation in responding to compliments. Subsequently, both compliments and related responses were investigated by Miles (1994).

Compliments constitute an exemplar in terms of cross-cultural and cross-linguistic differences in realization of speech acts. In this regard, while in American culture *Accepting* compliments was reported as a preferred response, in Chinese culture *Rejecting* compliments was reportedly favored (Chen, 1993). These findings were not at variance with those of Loh's study (1993) contrasting responses to compliments across the British and Cantonese cultures, as well as in line with Yoon (1991) across the American and Korean cultures. Thus, the South Eastern cultures reportedly favored *Rejection* as a compliment response.

However, conversely, Ye's (1995) findings did not confirm these results in that the Mandarin Chinese speakers in the study predominantly preferred *Accept* as a compliment response, similar to the Native American speakers. In a similar vein, Rose (2001) reported the preference for *Acceptance* compliment response by the native Cantonese speakers. Given the controversy of these findings, prior to making any generalization in this regard, it would be advisable to conduct more in-depth empirical research on complimenting behavior across languages and cultures.

In their comprehensive research on compliments in the American variety of English, Manes and Wolfson (Manes & Wolfson, 1981; Wolfson, 1981; Wolfson & Manes, 1980), on the basis of 12 hundred compliments, revealed specific syntactic patterns of this speech act realization, the most frequent being 'NP (is/looks) really Adj'; somewhat less frequent 'I really (like/love) NP', as well as 'PRO is (really) (a) ADJ NP'. In this regard, Rose and Ng Kwai-fung (2001) introduced 4 additional

categories such as *Question, Encourage, Non-compliment, Opt out*. As regards compliment responses, Miles (1994) proposed 6 categories of *Acceptance, Agreement, Disagreement, Self-praise, Avoidance, Return Compliment, and Comment History*. Holmes, in a research on complimenting behavior in New Zealand (1998), introduced 3 major categories for receiving compliments: *Accept, Reject, Deflect/Evade*, and reported the first one to be the highly frequent category in the context under investigation. Subsequently, Rose and Ng Kwai-fung (2001) also proposed 5 more categories for compliment response analysis as follows: *Making offer, Continued Effort, Answer-question, Non-verbal response, Other*. It is noteworthy that the complimenting behavior (compliment giving and receiving) may involve more than one utterance/response, thus requiring multiple strategies/categories for the analytic purposes.

The research to date also investigated compliment speech act in terms of its structure and function (Iwai & Rinnert, 2002; Johnson & Roen, 1992; Mojica, 2002), and it revealed differences in complimenting at the lexico-grammatical level across genders (Herbert, 1990; Holmes, 1998; Jaworski, 1995). Moreover, the pertinent studies explored compliment responses between native speakers of English and L2 English learners with different L1 backgrounds (Chen, 1993; Chiang & Pochtrager, 1993; Golato, 2002; Ibrahim & Riyanto, 2000; Loh, 1993; Yoko, 2003; Yu, 2003). Specifically, significant differences between native and non-native English speakers' responses to compliments were reported in that foreign language learners rely on their native language in complimenting behavior (Bu, 2010; Huth, 2006; Karimnia & Afgari, 2010). Importantly, however, the research to date has not yet reached consensus regarding the nature of compliment speech act.

The Interlanguage Pragmatics and Cross-Cultural Pragmatics Research have developed multiple research procedures. The scholarship on complimenting contributed to the development of instruments for data collection as well as coding schemes for analysis (Herbert, 1989; Holmes, 1988; Pomerantz, 1978; Milles, 1994). In this regard, written production questionnaires, self-assessment questionnaires, as well as metapragmatic assessment questionnaires, comprising 18 compliment scenarios, involving familial and educational contexts, as well as 10 participants with varying social distance and power variables were developed and applied by Hudson, Demeter and Brown (1992, 1995) as well as Rose and Ng Kwai-fong (2001).

2.4 Cross-cultural (Mis)communication

Thomas (1983) distinguished between pragma-linguistic failure and socio-pragmatic failure. While pragma-linguistic failure refers to a misunderstanding of the intended illocutionary, or pragmatic, force of an utterance, socio-pragmatic failure is caused by inadequate knowledge of relevant cultural and social values, and occurs when a speaker selects an inappropriate linguistic strategy to express a speech act in a particular context. Although both native and non-native speakers of a given language are likely to experience misunderstandings, such misunderstandings are more frequently observed among members of different cultural groups. Therefore, the language teacher is expected to be wary of and identify the potential sources of misunderstandings. In this regard, Thomas (1983) maintained that the language teacher should heed the cases in which:

the pragmatic force mapped by S [the speaker] onto a given utterance is systematically different from the force most frequently assigned to it by native speakers of the target language, or when speech act strategies are inappropriately transferred from L1 to L2 (p. 99).

Thomas (1983), benefiting from Brown and Levinson's (1978) universal criteria for assessing the relative politeness of different speech acts, described causes of socio-pragmatic failure as follows:

It is cross-cultural mismatches in the assessment of social distance, of what constitutes an imposition, of when an attempt at a "face-threatening act" should be abandoned, and in evaluating relative power, rights, and obligations, etc., which cause socio-pragmatic failure. (p. 104)

As part of their communicative competence, learners need to know whether a compliment is appropriate at all and which linguistic strategy to select to express it. In addition, they should know that compliments on some topics may be more acceptable than others in a particular context. For instance, in the United States the safest compliments to offer to strangers relate to "possessions" or to "some aspect of performance intended to be publicly observed" (Wolfson, 1983a, p. 90). Yet, speakers may require extensive knowledge of the relevant culture to realize which possessions and which aspects of performance can be complimented.

There is evidence that paying compliments is a troublesome aspect of English for learners from different cultural backgrounds. Wolfson (1981) describes some of the problems encountered by ESL learners in the United States. Some learners simply find it difficult to understand why, from their point of view, Americans use compliments so frequently. In Indonesian culture, for example, Wolfson reports, compliments are relatively rare and are used only among members of the educated class who have been exposed to Western customs. Malaysian students in New Zealand confirm this observation, commenting that they were very surprised and somewhat discomfited by the frequency of compliments between New Zealanders. Even within English-speaking cultures, there are differences in the frequency with

which it is acceptable to give compliments. In some cases, Wolfson points out, it is not even clear that different cultural groups would agree on what counts as a compliment. Comments on appearance by Americans, for example, are often interpreted by those from other cultures as criticisms implying the addressee did not normally look good.

2.5 Pragmatic Competence

Manes and Wolfson (1981) found that compliments are remarkably formulaic speech acts, and draw on a very restricted range of lexical items. For instance, Wolfson (1984) reports that 80% of the compliments in her corpus "depended upon an adjective to carry the positive semantic load" (p. 236). Besides, despite the existence of a virtually unlimited number of positive adjectives in English, "two thirds of all adjectival compliments in the corpus made use of only five adjectives: nice, good, beautiful, pretty and great" (p. 236). As part of their pragma-linguistic competence, speakers also know which topics may appropriately serve as the focus of a compliment. A complimentary utterance must refer to something which is positively valued by the participants and attributed to the addressee. For the U.S. data, Wolfson (1983b) says, "with respect to topic, compliments fall into two major categories- those having to do with appearance and those which comment on ability" (p. 90). Manes (1983) points out to the "overwhelming number of compliments on personal appearance, most particularly clothes and hair-dos" (p. 98) and stating that aspects of appearance "which are the result of deliberate effort" (p. 99) are more likely to be commented on and receive compliments. "Ability" is the second most frequent topic in the U.S. data. Manes defines ability as "the quality of something produced through the addressee's skill or effort: a well-done job, a skillfully-played game, a good meal" (p. 101).

Serving as bivalent or plurivalent speech acts, compliments express more than one illocutionary or pragmatic force (Thomas, 1985) and tend to “reinforce desired behavior” (Manes, 1983). In English-speaking communities, interlocutors sometimes use compliments to express encouragement. “You're doing well, good work, and well done” are typical of compliments expressed in classrooms (Brown, 1987). Compliments can also be used as expressions of gratitude.

Another interesting characteristic of compliments is that they can also be used as "social lubricants", often accompanying or even replacing other speech act formulas, such as apologies, thanks, and greetings (Wolfson, 1983). Compliments can also be used to alleviate or soften a likely criticism. According to the scholar, the exact conditions under which a compliment may replace other speech functions, such as expressions of gratitude, are not determined in advance. This entails that social factors such as role and status relations must be carefully taken into consideration.

Socio-pragmatic competence involves selection of appropriate topics and the use of compliments to perform additional functions. It is worth noting that misunderstandings are not always clearly attributable to pragma-linguistic failure. When we consider how native speakers select appropriate compliments in particular social contexts we need to pay attention to their cultural beliefs and social values. In other words, we should know who compliments whom in which contexts and on what topics.

Also, some contexts provide better conditions for collecting compliments than others. This indicates that there is no guarantee that the corpora are representative in this respect. For instance, by far most compliments are given to people of the same

age and status as the speaker (Wolfson, 1983, p. 91). Nevertheless, compliments do occur in encounters between status unequals. In addition, Wolfson (1983) points out, contrary to the popular view, that the participant with lower status will be more likely to use compliments to flatter or manipulate, specifically "the great majority of compliments which occur in interactions between status unequals are given by the person in the high position" (p. 91). She found out that compliments upwards were given when the participants knew each other reasonably well and the complimentor was often a mature rather than a young person. In addition, giving compliments to someone of superior status does seem to require some confidence on the part of the complimentor as it is possible that the compliment is interpreted negatively. Wolfson found out that compliment downwards were often related to work and focused on ability or performance twice as much as appearance or possessions. The situation was reverse between status equals or for compliments upwards.

Compliments as highly formulaic speech acts have attracted ESL practitioners. Indirect compliments may be expressed in variety of forms, yet they are proportionately so infrequent (less than 5%) that learners can use a formulaic linguistic strategy instead. As a result, compliments as part of pragma-linguistic competence can be taught in much the same way as any other linguistic formulas including greetings, leave-takings, expressions of gratitude, and apology (Brown, 1987).

Further, another pragma-linguistic skill which learners need to develop is the ability to distinguish between compliments and other speech acts. In this regard, Manes and Wolfson (1981) comment that compliment formulas "can be adapted with minimal

effort to a wide variety of situations in which a favorable comment is required or desired" (p. 123).

To develop awareness of acceptable topics of English compliments it is important that the differences between the learner's socio-cultural values and those of the English-speaking community be discussed and evaluated. Also, learners may benefit from information regarding the frequency of compliments between different participants and in different contexts as this information reflects the values and cultural assumptions of the target community. In general, such information can be used to develop learners' awareness of similarities and differences in appropriate complimenting behavior in their own language in comparison with English (Brown, 1987).

2.6 Cultural Schemata

Language is an important part of socio-cultural events and processes, therefore it acts as a repository of a group's collective conceptualizations. At the level of pragmatic meaning, conceptualizations that provide a basis for inferences that speakers make from the use of pragmatic devices by other interlocutors dwell largely in speakers' worldview and cultural experience (Putz & Aerselaer, 2008).

In the area of cross-cultural pragmatics, it is now widely accepted that different cultures may have different norms for interaction with respect to the structure of conversation as well as the use of pragmatic devices (Putz & Aerselaer, 2008) or, use similar forms to convey different pragmatic meanings. Cross-cultural pragmatic differences can also be found in contexts where speakers from different cultural backgrounds perform different speech acts in similar speech

events.

Different cultural systems may also differ from one another in terms of the rationalizations for linguistic and non-linguistic behavior which they promote among their members. Such rationalizations emerge from a cultural group's interactions that are shaped through long-time negotiations and renegotiations by its members across generations. Nevertheless, it is worth mentioning that cross-cultural differences in rationalizations and conceptualization may not always yield differences in language use. In addition, it should not be assumed that cross-cultural similarities in language use are always the result of similar rationalizations licensed by different cultures. Histories of different societies and cultures are characterized by events and processes that shape their cultural cognition. It is possible that different events and processes have similar effects on language use and it is also possible that similar processes and events leave different impacts on the structure of a language and how it is used by its speakers (Beeman, 1986).

Conceptualizations acting as dynamic templates that shape people's interactions both with other people and with the world are defined as schemata (e.g., D'Andrade, 1995; Malcolm & Sharifian 2002; Rice, 1980; Strauss & Quinn, 1997). Schemata are derived and constantly reshaped from an individual's personal experience or they may emerge as a group's collective knowledge and thought known as *cultural schemas*. The study of cultural conceptualizations underlying the use of pragmatic devices might have to account for why speakers of a specific culture tend to produce specific utterances related to certain speech acts.

Sharifian (2003) maintained that cultural schemas can be seen as conceptualizations that are shared and represented in a *heterogeneously distributed fashion* by the members of a cultural group. This entails that members of a cultural group do not possess identical cultural conceptualizations, including cultural schemas. According to this view of cultural cognition, variation is an intrinsic characteristic of cultural conceptualizations in contrast to studies of culture and language that view, either explicitly or implicitly, culture as being equally shared by the individuals in a cultural group.

In addition to various types of cultural artefacts, cultural conceptualizations are embedded in language in which various units - from morphemes to the structure of discourse - often instantiate conceptualizations that are established in cultural systems and worldviews (e.g., Palmer, 1996; Sharifian, 2001, 2002). Also, pragmatic aspects of language require understandings and interpretations that largely derive from norms and rationalizations promoted by cultural systems (see Wierzbicka, 1987, 1991, 1996). Therefore, it is important that studies in pragmatics explore the cultural conceptualizations that give rise to the use of pragmatic devices in communication.

The complexity of Persian socio-cultural system has been the subject of many studies (Beeman, 1986; Eslami Rasekh, 2004; Keshavarz, 2001). In particular, interpersonal social relations in Iran have attracted non-Iranians. In this regard, Beeman (1986) held that the quality of social life in Iran differs significantly from that of even its close neighbors. According to Beeman (1986), personal relations in Iran require sophisticated skills, and as such they resemble art. He observed that in Iran personal relations are negotiated largely through communication and, as a result, verbal skills

and language use have a remarkable significance in everyday life for Iranians. Beeman also (1986, p. 2) noted that in Persian communication “a person’s verbal performance becomes pregnant as the listener, practicing the skills he or she possesses as a communicator, tries to register every nuance of the verbal performance and interpret it successfully”. Persian speakers refer to the socio-cultural aspects of Persian by using a number of ‘cultural key words’, which “are particularly important and revealing in a given culture” (Wierzbicka, 1996, p. 15). These key words are in fact terms for core cultural conceptualizations that characterize the cultural cognition of a group of people.

The Persian schema *Shekaste-nafsi* is often likened to the English schema of “modesty” or “humility” (Sharifian, 2005). The term *Shekaste-nafsi* is translated in Aryanpoor Persian-English Dictionary as ‘humility’. It comprises two words which respectively mean ‘broken’ and ‘self’ that can be literally translated as ‘self-breaking’ or ‘doing self-breaking’. It must be mentioned here that while the concepts such as ‘modesty’ or ‘freedom’ are considered universal, the ways they influence people’s speech and behavior may differ across cultures. Accordingly, Sharifian (2005) argued that the word *Shekaste-nafsi* in Persian should be differentiated from the English ‘modesty’ because the two words belong to two distinct but overlapping cultural schemata. To clarify the point, it is important to know that when Iranians receive praise for an achievement or success, the Persian cultural schema of *Shekaste-nafsi* prompts them to downplay their own role in the achievement or the success by attributing it to or sharing it with the interlocutor(s). Alternatively, where interlocutor(s) cannot be involved in the success, the speaker may attribute their success to other people, their parents, God, or even to sheer fate or luck.

It is worth noting that the cultural schema of *Shekaste-nafsi* prompts the recipient of praises and compliments on their talents or skills to deny that their talents or skills were worth of being praised. In a situation where similar talents and skills happen to exist in the interlocutor, the schema of *Shekaste-nafsi* encourages the speaker to mention the interlocutor's talents and skills and state that they were superior to those of the speaker (Keshavarz, 2001).

Overall, according to the schema of *Shekaste-nafsi*, the Iranian speaker is encouraged to utilize the opportunity to praise and enhance the "face" of their interlocutor or whoever might have directly or indirectly contributed to his or her success or achievement. It is important to know that in Persian communication, Iranians seek every communicative chance to enhance the "face" of the family, friends, and other associates. This is largely due to the fact that in the Persian culture the "face" of an individual is largely associated with and dependent on the "face" of the networks and groups to which an individual belongs (Aryan-poor Persian-English dictionary, 1991).

Another subtle rationale for performing *Shekaste-nafsi* in Persian is the speaker's conscious effort to shield the interlocutor against a sense of inferiority or incapability of achieving the same success. Thus, while the speaker might be willing to accept and appreciate the compliment, they still use comments to suggest that their success in a specific case or their talent is not as good as the one achieved or possessed by the complimenter, their associates, or other interlocutors.

Overall, the cultural schema of *Shekaste-nafsi* maintains that speakers should avoid viewing success as a self-achievement and acknowledge other factors and forces

involved. In other words, this schema discourages any form of exclusive and “self-endearing” behavior. This aspect of the schema has implications for how psychological traits such as “self-esteem” and “self-confidence” are viewed. This schema regards ‘self’ as a relational entity which is defined in association with others including one’s family and friends (Sharifian, 2003, 2005).

2.7 Pragmatic Instruction

Teachability of pragmatics (Alcon Soler & Martinez-Flor, 2008, p. 4) has become one of the challenging issues in language pedagogy. Nowadays, pragmatic instruction should involve not only “the process of establishing sociopragmatic and pragmalinguistic competence” but also “the increasing ability to understand and produce sociopragmatic meanings with pragmalinguistic conventions” (Kasper & Roever, 2005, p. 318). The related studies suggested that foreign language instructional contexts do not provide learners with adequate access to pragmatic input, especially in terms of varying social situations, and that even proficient learners experience difficulties, thus pragmatic failure (Thomas, 1983) in this regard. Comparison of foreign language learners’ performance in L2 with that of native speakers of the target language demonstrated that it is universal or L1 based pragmatic knowledge that adult language learners rely on (Bardovi-Harlig, 2001). In addition, Ellis (1984) cautioned that some learners may not achieve pragmatic competence. Therefore, language instructors should take into account that “communicative behavior relies heavily on people’s capacity to engage in reasoning about each other’s intentions, exploiting not only the evidence presented by the signals in the language code but also evidence from other sources, including perception and general world knowledge” (Spenser-Oatey & Zegarac, 2002, p. 75).

In addition, Holmes and Brown (1987) demonstrated differences in complimenting even across English speaking communities.

Instructional settings play an important role in effective teaching of pragmatics, however it can potentially face many challenges in exposure-impoverished EFL contexts. It is noteworthy that “if language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency and as being the outcome of reflection on language proficiency...” (Kramsch, 1993, pp. 8-9). However, L2 learners’ pragmatic knowledge of L1 language and culture can influence their target language learning, comprehension and production (Kasper, 1992).

In this regard, Kramsch questioned “How can a foreign way of viewing the world be taught via an educational culture which is itself the product of native conceptions and values?” (1993, pp. 8-9). The scholar contended that “If...we consider language study as initiation into a kind of social practice that is at a boundary of two or more cultures,...a linear progression makes less sense. In fact what is at stake is the creation, in and through the classroom, of a social, linguistic reality that is born from the L1 [first language] speech environment of the learners and the social environment of the L2 [second language] native speakers, but a third culture in its own right.” (1993, pp. 8-9).

It should be noted that instructional settings play an important role in achieving positive results in teaching pragmatics. In this regard, Billmyer (1990) explored the effects of compliment teaching in the ESL context, and reported that the study participants, American university students, learned to produce compliments through

the related instruction as well as, interestingly, without it. These findings can be accounted for by the adequate exposure to pragmatic behavior in the ESL contexts. However, pragmatic instruction can potentially face many challenges in exposure-impooverished EFL contexts. Moreover, Rose (1994) advocated introducing L1 pragmatic features first, due to their accessibility to L2 learners. Importantly, Rose (1997) constructed a corpus of compliment exchanges on the basis of film speech acts providing the contextual information on the use of pragmatic features of the target language necessary for a detailed analysis as well as related discussion.

Subsequently, Kasper and Rose (1999) provided a comprehensive review of the research to date on explicit versus implicit teaching-learning of pragmatic features as well as related instructional effects. In this regard, Decoo (1996) suggested to view deduction versus induction dichotomy as a continuum with five modalities across it, ranging from actual deduction to subconscious deduction. Rose and Ng Kwai-fong (2001) applied two of the suggested modalities, actual deduction and conscious induction as guided discovery to pragmatic teaching and learning in the Foreign Language context. Although both approaches were considered beneficial in developing EFL learners' pragma-linguistic competence, it was the deductive approach that seemed to be more effective in enhancing their socio-pragmatic competence. In this regard, Rose and Ng Kwai-Fong contended (2001, p. 154) "...that instruction in pragmatics can make a difference in a foreign language context, but that a deductive approach may yield better results for both pragmalinguistics and socio-pragmatics."

Socialization to the target language "is always occurring in the classroom" (Dufon, 2007, p. 37), hence it is an integral aspect of teaching (Kasper, 2001, p. 522).

Language socialization focuses on the pragmatic aspects of language use, therefore pragmatic teaching is indispensable in this regard. However, teachability of pragmatics for creating socialization opportunities for learners is very challenging in EFL contexts which lack adequate access to target language input either through materials or native speakers. Socialization process encompasses both socialization to use language as well as through the use of language (Ochs & Schieffelin, 1984); the former “refers to those instances when learners are taught what to say in a given context”, whereas the latter “refers to the process by which learners acquire knowledge of the culture in question as well as of their status and role and their associated rights and obligations as they learn the language” (Dufon, 2007, pp. 26-27).

Language learners’ socialization to the target language and culture require acquisition of social strategies. Complimenting, being a social strategy, is inherent in establishing and maintaining social relations, rapport and co-operation (Tannen, 1984). Compliment giving and receiving are realized differently across languages and cultures, and they constitute an exemplar in terms of cross-linguistic and cross-cultural differences in realization of communicative acts.

A limited number of studies on pragmatic teaching of compliments have mostly addressed the instructional effects on learners’ pragmatic learning. Rose and Ng Kwai-fong’s study (2001) showed that both deductive and inductive approaches could be beneficial to developing Chinese EFL learners’ pragma-linguistic competence, however, it was the deductive approach that seemed to be more effective in enhancing their socio-pragmatic competence.

2.8 Related Studies

In the Iranian EFL context, Safdarian and Afgari (2011) examined EFL learners' realization of English compliment responses as compared to Native American speakers, through administration of the Discourse Completion Test. The study findings did not reveal a statistically significant difference between the participants' pragmatic performance. Further, the study found a relationship between the Iranian learners' proficiency levels and their appropriate production of compliment responses. Furthermore, the research manifested statistically significant differences between the Iranian and American participants in terms of gender. The pedagogical implications of the study were in favor of teaching the target language and culture in an integrated manner, and the study recommended that EFL teachers should raise their learners' awareness of the cross-linguistic and cross-cultural differences in complimenting behavior.

In another pertinent study, Dastjerdi and Farshid (2011) investigated the effect of explicit pragmatic instruction of compliments through input enhancement. Specifically, the study attempted to explore the EFL learners' development of compliment making as a routinized pragmatic behavior. For the research purposes, the study assigned the Iranian learners to experimental and control groups, respectively, and provided them with differential input enhancement. The experimental group received explicit instruction based on Wolfson and Mane's (1980) complimenting formulas, whereas the control group received instruction based on form comparison. It is noteworthy that the study findings demonstrated the experimental group's advantage over the control group in complimenting behavior,

thus suggesting the benefit of the instruction of the pragmatic routines for the EFL learners' pragmatic development.

In yet another relevant study, Heidari-Shahreza, Dastjerdi and Marvi (2011) endeavored to examine discursal variation in compliment responses in terms of gender. The study administered written discourse completion tasks to elementary level Iranian EFL learners. The analysis of the production data related to four situations of appearance, character, ability and possession demonstrated that both gender groups favored *Accept* strategy across four situations, however the female learners preferred *Evade* strategy in relation to compliments on possession. These findings have provided useful pedagogical implications for effective instruction of the targeted complimenting behavior. More recently, in the same context, Hassaskhah and Ebrahimi (2015) explored the effect of the implementation of explicit and implicit instruction of compliments to EFL learners, through teacher explanation and foreign film watching respectively, in order to develop their awareness and improve their (meta)pragmatic use. Overall, the related study findings seemed to indicate the facilitative impact of pragmatic instruction in EFL contexts on language learners' pragmatic development.

Thus, the research to date (Kasper, 1997; Martinez Flor & Uso-Juan, 2006; Martinez Flor, 2009) has advocated the importance of integration of pragmatics to language teaching and the need to promote learners' pragmatic development in the target language. Importantly, Holmes and Brown (1987, 525) noted that there is sufficient evidence to suggest that complimenting is "a troublesome aspect of English for learners from different cultural backgrounds". In addition, Kasper and Rose (2002, pp. 259-269), in their review of research on approaches to L2 pragmatic instruction,

noted the effectiveness of giving learners of foreign languages explicit metapragmatic information along with opportunities for communicative practice. Also, Schank (2010) maintained that learning should be adapted to practice and teaching should help students to perform meaningful tasks, rather than having them passively absorb knowledge that they cannot see the use of. Therefore, it is noteworthy that pragmatic learning takes place in naturally occurring learning situations, with emphasis on teaching based on learners' own experiences, specifically to seize their mistakes as major sources of insight into what is needed to be learned.

To our knowledge, the research to date has not yet considered teaching compliments within the framework of language socialization. It is also noteworthy that research on both compliment giving and receiving in the Iranian EFL context is still scarce (EslamiRazekh, 2004; Sharifiyan, 2005). Also, the pertinent studies involved predominantly the American and Australian varieties of English. Furthermore, the adjacency pair comprising compliment as well as response to compliment has not been examined adequately in the Iranian EFL context, especially in terms of the social variables. Therefore, it was deemed necessary to explore the pragma-linguistic resources as well as socio-pragmatic conventions in relation to complimenting behavior between the Persian and the British English native speakers, Iranian EFL learners' realization of target language compliments and compliment responses, as well as their pragmatic development through pragmatic instruction.

Chapter 3

METHODOLOGY

This chapter introduces the research design of the present study, and describes the research context and the participants. It further presents the research procedures for data collection and data analysis. Finally, the chapter concludes with the limitations and delimitations of the study.

3.1 Overall Research Design

This study investigated complimenting and teaching compliments in the Iranian EFL context. It was designed as a multi-method study in that it involved a cross-sectional survey (DCT administration to Persian native speakers, British English native speakers, and Iranian EFL learners) as well as a subsequent teacher-researcher's pragmatic instruction motivated by the necessity to promote the Iranian EFL learners' pragmatic development. The present research met the asking/doing and watching parameters of educational research design (van Lier, 1988, p. 57). It employed non-experimental data collection methods, predominantly qualitative data types and interpretive data analysis procedures. Thus the present study can be considered as a mixed exploratory-interpretive research (Brown, 2004; Grotjahn, 1987). Although it was exploratory in nature, the study also resorted to statistical procedures in order to support interpretation of its findings.

It is noteworthy that “the pragmatic principles people abide by in one language or language community” may contrast with “how these principles may govern linguistic

interaction in another language” (Pütz & Neff-Aertselaer, 2008, p. ix). The present study, therefore, first intended to collect comprehensive data on cross-linguistic as well as cross-cultural realization of compliment-related response speech acts in the Persian and British English languages. Moreover, it also envisaged collecting interlanguage data on complimenting from Iranian EFL learners as well as exploring pragmatic teaching of compliments in the Iranian EFL context. The current research adopted both emic and etic perspectives (Davis, 1995) in that the researcher collected, as an outsider, 2 sets of the baseline data-Persian and British English, as well as 4 sets of the interlanguage data from the Iranian EFL learners. In addition, as an insider, she implemented pragmatic teaching in the context of the study.

In contemporary applied linguistics research, cross-sectional design is well-established and is regarded as productive in studies on pragmatic development and teaching since involvement of “significantly larger number of participants” allows for “more robust generalizations...” (Kasper & Rose, 2002, p. 141). Importantly, cross-sectional design is “straightforward and economical” to be exploited for examination of developmental issues (Dörnyei, 2007, pp. 84-85). Further, cross-sectional studies are descriptive and observational; they usually involve measuring different variables in the population of interest at a single point in time. This simultaneous data gathering is often thought of as a snapshot of conditions present at that instant (Ellis, 2012).

The pragmatics research to date has employed a range of research procedures including discourse completion tasks (in various formats), role-play, self-assessment, video prompting and conversation analysis (Brown, 2001, 2004; Hudson, 2001a, 2001b; Hudson et al. 1992, 1995). Discourse Completion Tasks (DCT) usually

require respondents to provide responses in relation to what they would say or write in a given situation. A DCT is defined as “a series of short written role-plays based on everyday situation which are designed to elicit a specific speech act by requiring informants to complete a turn of dialogue for each item. A short description of the scene before the interaction is usually included. Here, the general circumstances are set and the relevant situational parameters concerning social dominance, social distance and degree of imposition described.” (Barron, 2008, as cited in Pütz & Neff-Aertselaer, 2008, p. 363)

It should be noted that administration of DCTs in multiple-choice (paper-and-pencil format) was reported to be problematic (Hudson et al. 1992, 1995; Yamashita, 1996), however, similar procedures were reported to be successful in a web-based pragmatics testing project (Roever, 2001, 2005) as well as in computer-based video testing of pragmatics (Tada, 2005). The research to date has also noted certain limitations of DCTs such as eliciting responses from respondents in imaginary situations (Rose, 1992), the seemingly stable social variables as well as lack of adequate contextual information reflected in DCT situations (Bardovi-Harlig, 1999; Kasper, 1998). However, the DCT has proved to be an easy and efficient means of collecting cross-cultural comprehensive data reflecting “stereotypical interactions in the mind of the respondents”, therefore it can be regarded as portraying “the socially accepted use of language in a particular culture” (Barron, 2008, as cited in Pütz & Neff-Aertselaer, 2008, p. 363).

The present research also attempted to meet the following standards of qualitative research (Brown, 2004) as follows. Regarding dependability, conditions related to participants involved in the study, and modifications over the course of the study

were accounted for. As regards confirmability, the researcher made all the pertinent data available to the reader. In regard to credibility, the researcher attempted to provide the most accurate descriptions of the phenomena under investigation. With regard to transferability, in the same vein, the researcher provided a detailed account of the research design, and context of the study.

3.2 Research Questions

This study addressed the following research questions:

- How are compliments and their responses realized in the British English and Persian languages?
- How do the Iranian EFL learners produce and respond to compliments in the target language?
- Do the Iranian learners require development of their pragma-linguistic and socio-pragmatic conventions of the target language?
- Does pragmatic instruction promote the EFL learners' overall pragmatic development?

3.3 Context

The present study was carried out in the Iranian EFL context where English language instruction comprises 14 of 30 weekly hours of secondary education. English, similar to the Persian and Arabic languages, is stipulated as compulsory by the Ministry of General Education in Iran since it has become an international language of communication, medium of instruction, research and science.

The state secondary educational system introduces English in the 7th year of studies and requires language instruction until graduation. At the tertiary level, state as well as private institutions also place a special emphasis on English. A range of courses

including General English and English for Specific Purposes are offered in degree programs majoring in Sciences, Social Sciences and other fields. Whereas programs in English Language Teaching, English Language and Literature, and English Translation provide education through English.

Over the past decades, despite the unfavorable attitude to the Western culture in the country, Iranian parents have tended to provide their children with English instruction, so that the young(er) generation can develop effective communication skills in English for their prospective university studies, professional purposes, research endeavors, etc. Therefore, the number of the private language institutions offering a wide range of English language courses has been on the increase.

The present study was conducted at Tohid English Language Institute and Nashr e Sokhan English Language Institute in Karaj, Iran. At Nashr e Sokhan English Language Institute an educational term lasts for about 45 days and language classes are offered three days a week; a session being one hour and thirty minutes. At Tohid English Language Institute an educational term covers about two months and language classes are held three days a week; one session lasts one hour and thirty minutes.

3.4 Participants

In accordance with the overall research design, the present study involved four groups of participants to gather comprehensive data as follows: 30 Persian native speakers, 30 British English native speakers to yield L1 and L2 baseline data respectively, 120 Iranian EFL learners from Tohid English Language Institute and Nashr e Sokhan English Language Institute to collect interlanguage data, as well as

10 volunteer Iranian EFL learners from the same cohort to collect data on pragmatic teaching of compliments. In this regard, Ellis (1994) contended that collecting multiple sets of data enables the researcher “to determine to what extent learner performance differs from native speaker performance” as well as if the differences are due to the L1 influence (p. 162).

3.4.1 British English Native Speakers

In order to gather the target language baseline data, a DCT was administered to 30 British English native speakers-19 female and 11 in Kyrenia, Cyprus. The participants were within the 35-58 age range, coming from a variety of educational and professional backgrounds including teachers, flight attendants, singers, and retired persons.

3.4.2 Iranian Native Speakers

In order to gather Persian baseline data, a back translated version of the original DCT was administered to 30 Persian native speakers in Iran. Twelve Persian native speakers were male and 18 female, within the 23-39 age range. These participants were also from a variety of educational and professional backgrounds including teachers, engineers, students, and retired persons. It should be noted that these participants had no command of English.

3.4.3 Iranian EFL Learners

The first set of the interlanguage data was collected through convenience sampling from 120 Iranian EFL learners enrolled in 2 above mentioned private English language institutions. The participants represented different English proficiency levels, from the pre-intermediate to the advanced level. Prior to the DCT administration to the Iranian learners, demographic information related to their age, gender, proficiency level, educational background, length of English language

learning, as well as visit/duration of stay (if any) in an English speaking country was elicited. Since any previous exposure to the target language and culture may affect EFL learners' adherence to their native cultural norms this factor was considered during the survey implementation.

Of 120 Iranian EFL learners 41 were male and 79 female, averaging 22 years. Most participants were between 16 and 32 years of age, they were either high school students or had a bachelor's degree. In addition, the duration of the English language study for the different groups of the learners across the pre-intermediate, intermediate, upper intermediate, and advanced English proficiency levels was determined by the language institutes.

3.4.4 EFL learners Involved in Pragmatic Teaching

The second set of the interlanguage data was collected from 10 volunteer Iranian EFL learners from the same cohort, enrolled in an Oral Communication Skills class at an English Language Institute in Karaj, Iran. The teaching comprised 22 hour sessions over 4 weeks, it involved 10 (6 female, 4 male) Iranian EFL learners at the intermediate proficiency level, and the pragmatic component was incorporated into the required syllabus with the permission of the institute administration. All the sessions were recorded by the teacher-researcher with the learners' consent.

3.5 Instruments

The research to date advocated exploitation of multiple research methods in pragmatics (e.g., Beebe & Cumming, 1996; Rose & Ono, 1995). In this regard, Kasper and Dahl emphasized that:

One method can be employed to collect the primary source of data, with data collected by means of another method having the subsidiary function of developing the instrument for the primary data collection or helping with the interpretation of the primary data. (1991, p. 24).

3.5.1 Background Questionnaire (BQ)

Initially, a Background Questionnaire was administered to elicit demographic data on the participants. Specifically, the respondents were requested to provide information related to their age, gender, native language, major, education, learning experience, and knowledge of a second or foreign language. It should be noted that none of the Iranian EFL learners reported to have lived or stayed in an English-speaking country.

3.5.2 Discourse Completion Task (DCT)

The baseline and interlanguage data in this study were gathered through administration of the DCT. The instrument consisted of 18 scenarios, 9 for compliment giving and 9 for compliment responses. The format was open-ended, each scenario specifying a setting, as well as the interlocutors' power and distance relation to each other. The respondents were instructed to provide, in a blank space, either a compliment or a response to a compliment by imagining themselves in each situation.

Several scholars (e.g., Eisenstein & Bodman, 1986; Mir, 1994; Rose, 1992) noted that non-native speakers without previous experience in DCT related situations may not be certain regarding the appropriateness of their responses. Therefore, the DCT employed in this study (Manes & Wolfson, 1981; Rose, 2001) was originally designed to ensure that the instrument comprised familiar real-life situations experienced in and comparable between different cultures. Importantly, the design of each situation in the DCT was based on systematic variation of two culturally sensitive social variables, *social power* (P) and *social distance* (D), which have both been shown to be significant variables in determining speech-act behavior in cross-cultural pragmatics research (Beebe & Takahashi, 1989; Blum-Kulka et al., 1989; Brown & Levinson, 1987; Hudson et al., 1995).

Social power refers to the power of the speaker over the hearer and was treated as ternary-valued: the speaker could have more power than the hearer (+P), the speaker and the hearer could have equal power (=P), or the speaker could have less power than the hearer (-P). Social distance refers to the degree of familiarity between the interlocutors and was treated as binary-valued: the interlocutors either knew each other (-D) or did not know each other (+D). The combinations of social power and social distance resulted in six possible combinations: (-P, +D), (=P, +D), (+P, +D), (-P, -D), (=P, -D), and (+P, -D). To increase the reliability of the data, the DCT included two situations for each variable combination, which resulted in multiple DCT situations.

Table 1: DCT Situations based on Social Variables

SITUATIONS	SOCIAL POWER (status)	SOCIAL DISTANCE (familiarity)
1. Brother /student	B=S	-D
2. Grandmother /student	GM>S	-D
3. Teacher/ student	T>S	+D
4. Student/ grandfather	GF>S	-D
5. Student/ teacher	S<T	+D
6. Student/ classmate	S=C	+D
7. Teacher/student	T>S	+D
8. Student/mother	S<M	-D
9. Student/teacher	S<T	+D
10. Student/brother	S=B	-D
11. Student/grandmother	S<GM	-D
12. Student/grandmother	S<GM	-D
13. Student/teacher	S<T	+D
14. Student/sister	S=SIS	-D
15. Student/classmate	S=C	+D
16. Student/father	S<F	-D
17. Teacher/student	T>S	+D
18. Student/classmate	S=C	+D

Note: S= speaker, H= hearer, P= social power, D= social distance

The following is a description of DCT situations based on the six variable combinations:

Compliment giving:

- | | |
|--|----------|
| S1. A student compliments his/her brother on his appearance. | (-P, -D) |
| S2. A student compliments her/his grandmother on the meal. | (+P, -D) |
| S5. A teacher compliments his/her student on appearance. | (+P, +D) |
| S6. A student compliments her/his classmate on presentation. | (-P, +D) |
| S9. A teacher compliments his/her student on a pencil case. | (+P, +D) |
| S12. A student compliments her/his grandmother's handbag. | (+P, -D) |
| S14. A student compliments his/her sister on her ring. | (-P, -D) |
| S16. A student compliments her/his father on his appearance. | (+P, -D) |
| S17. A teacher compliments his/her student on A grade. | (+P, +D) |

Compliment responses:

- | | |
|---|----------|
| S3. A student responds to a compliment from her/his teacher. | (+P, +D) |
| S4. A student responds to a compliment from her/his grandfather. | (+P, -D) |
| S7. A student responds to a compliment from her/his teacher. | (+P, +D) |
| S8. A student responds to a compliment from her/his mother. | (+P, -D) |
| S10. A student responds to a compliment from her/his brother. | (-P, -D) |
| S11. A student responds to a compliment from her/his grandmother. | (+P, -D) |
| S13. A student responds to a compliment from her/his teacher. | (+P, +D) |
| S15. A student responds to a compliment from her/his classmate. | (-P, -D) |
| S18. A student responds to a compliment from her/his classmate. | (-P, -D) |

3.5.3 Mini DCTs

The English (Manes & Wolfson, 1981; Rose, 2001) and Persian versions of the DCT (translated and conferred by 3 Persian native speaking PhD candidates in ELT) on compliment making and responding were reduced to 3, mini-DCTs comprising 6 situations, respectively and employed for the research and pedagogical purposes.

3.5.4 Research Observation Form

For the pedagogical purposes, the teacher-researcher assigned the EFL learners to conduct an independent low-scale research by collecting and analyzing authentic data, through movies, on compliment making and responding, specifically in relation to Looks and Appearance, both in L1 and L2. The Iranian learners were also given instructions to follow and observation forms (see Figure 1) to complete. Upon completion of their low-scale research, the participants were required to report and share their results in class.

3.5.5 Reflection Papers

Another means of data collection in the pragmatic teaching was a Reflective Essay assigned to the Iranian EFL learners to write either in their L1 or L2 in class. Specifically, they were requested to reflect on the pragmatic teaching in terms of its difficulty and usefulness. Further, they would reflect on the class and home work in terms of such components as translation activities, classroom discussion and analysis, as well as their own research and analysis, between Persian and English, and share their observations of expression, rules/norms of complimenting behavior across their L1 and L2.

3.6 Data Collection Procedure

3.6.1 British Baseline Data

The present research gathered multiple sets of data on complimenting from four groups of participants, the British English native speakers, Persian native speakers , Iranian EFL learners as well as volunteer learner participants in the pragmatic teaching class. The first set – L2 baseline data was collected from 30 British native speakers. As an English language teacher in the Foundation School at Girne American University (GAU), the researcher had the opportunity to work together with other language teachers who came from different linguistic backgrounds. Especially two of the colleagues at GAU were most helpful in that they assisted the researcher with the baseline data collection. One of these colleagues contacted his acquaintances in the British community in Kyrenia, Northern Cyprus, and managed to encourage 10 British native speakers to participate in the research. The data collection procedure started at George Café in the city center on a Saturday afternoon. Initially, the researcher was introduced by the colleague, who further informed the participants that she was an Iranian PhD Candidate in ELT at EMU in Famagusta, and explained the general purpose of her study.

Prior to the DCT administration, the researcher gave the British participants an Informed Consent Form to read and sign, as well as a BQ (background questionnaire) to complete. Subsequently, the researcher familiarized the respondents with the DCT instructions and ensured that the participants understood how to complete the DCT. Further, she distributed hard copies of the DCT to the respondents. The British participants completed the DCT carefully, the whole procedure lasted maximum 30 minutes. Finally, the researcher thanked all the

participants for their co-operation and collected the DCT copies. Since the researcher's colleagues were also native speakers of British English, they completed their respective copies of the DCT and contributed to the data collection.

The researcher continued the procedure the following week at the Foundation School by requesting another British colleague to complete the DCT who kindly offered to take 2 extra copies to her parents as well. The researcher also requested another British student in one of her undergraduate classes to complete the DCT. Overall, she collected the target baseline data from 16 British English native speakers.

Since it was not possible for the researcher's colleague to arrange another meeting with other representatives of the British community in Kyrenia, he suggested that they try and distribute the DCT among British tourists in the city center. Another data collection procedure was scheduled the following weekend, and the colleagues joined the researcher at the site. Importantly, the managers of the cafes in the center agreed to cooperate. They approached their British customers and introduced the researcher to them.

One of the female participants explained that she was willing to complete the DCT only because her son was a language teacher in France and that he might also require assistance in the future. Another young lady mentioned that she had travelled to Iran more than 30 times as a flight attendant and was retired. Yet another female participant who was a linguist teaching effective communication at a university gave some feedback on the DCT format and content of the scenarios.

Overall, the target baseline data gathering continued for two days and by the end of the weekend the researcher collected 30 sets of the DCT. However, since 2 of the returned DCT were only partially completed, these were discarded from the baseline data. Therefore, the researcher contacted and secured co-operation of another 2 British English native speakers to conclude the data collection procedure.

3.6.2 Persian Baseline Data

The second set of the baseline data was collected in Iran from 30 Persian native speakers who had no familiarity with the English language. These participants were the researcher's colleagues and they were Persian language teachers and other subject matter teachers.

Before distributing the DCT, the researcher translated all the scenarios into Persian and replaced all names with Persian names. Subsequently, the researcher conferred, for the sake of inter-rater reliability, the Persian version of the DCT with two native Persian speakers –PhD candidates in ELT.

The researcher asked each of the raters to highlight problematic area (if any) in the translated DCT. The raters independently did so in terms of the DCT comprehensibility and clarity. Subsequently, the two raters and the researchers met to confer their results. Except one problematic word, which according to one of the raters seemed to be old fashioned and was replaced with a synonym, the translated DCT was finalized and approved by all three raters. Subsequently, the researcher prepared 30 copies of consent forms for the Persian participants as well as 30 sets of the Persian DCTs. Prior to the administration procedure, the researcher explained to the respondents the purpose of this study and answered their related questions.

3.6.3 Interlanguage Data

The comprehensive interlanguage data were gathered through administration of the DCT to 120 EFL learners across 4 different English proficiency levels. The procedure started with the researcher's visit to NASO and Tohid English Language Schools in Karaj, Iran. These language institutes were recommended by one of their senior teachers who organized a meeting with the head of each school. The administration of both institutions agreed to allow the researcher to conduct her data collection in their respective schools. They also referred the researcher to the line-managers who provided the information on prospective participants and discussed with the researcher the schedule for data collection. It was mutually agreed that data collection would begin a week prior to the midterm exam and that the researcher would meet with the school teachers to explain to them the research purpose, answer their questions, and secure their cooperation.

Prior to the DCT administration, the researcher distributed an Informed Consent Form which was read and signed by all EFL learners. Subsequently, a BQ (background questionnaire) was also administered to the respondents. A week later the researcher travelled to the data collection site again and met the teachers, who all agreed to assist with data collection.. Subsequently, the researcher familiarized the teachers with the survey instructions and ensured that they understood how the participating learners should complete the DCT. The data collection procedure started with the first group of the respondents from the pre-intermediate proficiency level. The data collection procedure continued with the respondents from the intermediate, upper-intermediate, and advanced levels and lasted for 6 days. By the end of the summer holiday, the researcher collected 30 sets of the DCT for each English proficiency level totalling 120 completed sets.

3.6.4 Data on Pragmatic Teaching

Subsequently, the teacher-researcher delivered pragmatic teaching in an Oral Communication Skills class, at an English Language Institute in Karaj, Iran. The teaching comprised 22 hour sessions over 4 weeks, it involved 10 Iranian EFL learners, and the pragmatic component was incorporated into the required syllabus with the permission of the Institute Administration. All the sessions were recorded by the teacher-researcher with the learners' consent. The English (Manes & Wolfson, 1981; Rose, 2001) and Persian versions of the DCT on compliment making and responding were reduced to 3, mini-DCTs, respectively (comprising the 18 scenarios from the original DCT) and exploited for the pedagogical purposes.

In Week 1, the researcher initiated pragmatic teaching by asking her learners to choose topics for a discussion related to their culture, and they preferred such topics as "Family, Friends, Religion, Food, Shopping, Freedom, Culture, Education, Politeness" since they assumed that there would be differences between their and target cultures in this respect. Next, the teacher-researcher moved on to the discussion of complimenting behavior across both cultures. As suggested by Razekh (2005), the teacher-researcher proceeded with Translation Activities. First she administered the Persian version of Mini DCT1 on compliment giving and receiving (comprising situations 1, 2, 4, 6, 8, 10). Following the Iranian EFL learners' completion of the first DCT in Persian, she asked them to translate the 6 situations into English. Next, the teacher-researcher elicited some answers (both in the learners' L1 and L2) for compliment making and responding, respectively, and put them on the board. Furthermore, the Iranian learners were invited to observe and share any similar/different patterns in complimenting across two languages. It should be noted that although the teacher-researcher intended to assign the EFL learners into pairs to

discuss their translation experience and their related choices and decisions, they preferred to do it in groups.

In Week 2, the researcher continued pragmatic teaching with administration of the Persian version of Mini DCT2 on compliment giving and receiving (comprising situations 11, 12, 14, 15, 16, 18). In a similar vein, after the DCT completion, the Iranian learners translated the related situations into English. Further, they provided their DCT examples on complimenting behavior which the teacher-researcher wrote down on the board for a subsequent observation and discussion, in groups, of similarities /differences in particular, and their translation experience in general. Furthermore, the teacher asked students to compare their preferred patterns for complimenting.

At the end of the class, the Researcher assigned the EFL learners to start collecting and analyzing pertinent authentic data, through movies, on compliment making and responding, specifically in relation to Looks and Appearance, both in L1 and L2. They were also given instructions to follow and observation forms to complete during data collection. Specifically, the Iranian learners were supposed to provide data on the context (participants, their relationship in terms of the variables of power and distance, situation, place, time), as well as to record, analyze patterns/categories used in complimenting behavior, and to note related observations.

In Week 3, the researcher proceeded with pragmatic teaching by administration of Mini DCT3 (comprising situations 3, 5, 7, 9, 13, 17), both in Persian and English. Importantly, at this stage of pragmatic teaching the Iranian learners were provided compliments and responses, from the Persian and British baseline data, in relation to

these situations. Further, the EFL learners were invited to observe the compliment production across their L1 and L2, and assigned to groups to discuss similarities / differences in expression as well as related rules/norms of complimenting behavior between the Persian and English languages and culture. At the end of the class, the Iranian learners were assigned to bring their collected data on compliments (DVD, hard copies) and observation forms to the next class.

In Week 4, the pragmatic teaching was intended to focus on the Iranian learners' low-scale research. After the brief class discussion of their research experiences, the Researcher asked them to write down at least 2 important similarities and differences based on their own exploration, in pairs. Finally, the EFL learners were assigned to write a Reflective Essay, either in their L1 or L2, in class. Specifically, they were requested to reflect on the pragmatic teaching in terms of its difficulty and usefulness. Further, they would reflect on the class and home work in terms of such components as translation activities, classroom discussion and analysis, as well as their own research and analysis, in relation to looks and appearance, between Persian and English, and share their observations of expression, rules/norms of complimenting behavior across their L1 and L2.

3.7 Data Analysis Procedures

The present study employed for the analytical procedure of the comprehensive DCT data a coding scheme comprising a range of the formulaic syntactic structures for compliment making (Manes & Wolfson, 1981), as well as few additional categories (Rose & Ng Kwai-fung, 2001) as follows:

NP [is] [looks] (really) ADJ (e.g., "You look good.")

I (really) [like] [love] NP (e.g., "I like your shirt.")

<i>PRO is (really) (a) ADJ NP</i>	(e.g., “It is really a good meal.”)
<i>You V (a) (really) ADJ NP</i>	(e.g., “You did a good job.”)
<i>You V (NP) (really) ADV</i>	(e.g., “You really handled that situation well.”)
<i>You have (a) (really) ADJ NP</i>	(e.g., “You have such beautiful hair.”)
<i>What (a) ADJ NP!</i>	(e.g., “What a lovely baby you have!”)
<i>ADJ NP!</i>	(e.g., “Nice game!”)
<i>Isn’t NP ADJ!</i>	(e.g., “Isn’t it pretty!”)
<i>Question</i>	(e.g., “Where did you get it?”)
<i>Encourage</i>	(e.g., “Keep it up.”)
<i>Non-compliment</i>	
<i>Opt out</i>	(saying nothing at all)

As regards compliment responses, this study applied another coding scheme comprising six categories proposed by Miles (1994) and five categories introduced by Rose and Ng Kwai-fung (2001) as follows:

<i>Acceptance</i>	(e.g., “Thanks.”)
<i>Agreement</i>	(e.g., “I like it, too.”)
<i>Disagreement</i>	(e.g., “No, it’s not really that nice.”)
<i>Self-praise Avoidance</i>	(e.g., “Anyone can do this.”)
<i>Return Compliment</i>	(e.g., “You look good, too.”)
<i>Comment History</i>	(e.g., “My mother gave it to me.”)
<i>Making Offer</i>	(e.g., “You can have it if you like.”)
<i>Continued Effort</i>	(e.g., “I will keep doing my best.”)
<i>Answer-question</i>	(e.g., “I bought it last week.”)
<i>Other</i>	(e.g., “You’re welcome.”)
<i>Opt out</i>	

Each set of the comprehensive DCT data was processed as follows. Initially, individual electronic files for every completed DCT for each respondent were created. Further, the individual DCT data were processed and placed into sub-files for the compliment making and compliment responses, respectively. Finally, the respondents' responses were collated for each DCT situation, in terms of complimenting and responding to compliments. As regards the qualitative reflection data, these were content analyzed (Patton, 2002) in terms of the emerging themes.

3.8 Limitations and Delimitations of the Study

The present research as in all studies has certain limitations. One limitation of the study was that it employed two instruments-2 versions of the DCT for the collection of the baseline and interlanguage data. Another limitation was related to the duration of the pragmatic teaching and the number of the Iranian EFL learners participating in it. However, for the cross-sectional survey purposes, the study involved an adequate number of L1 and L2 native speakers, and a large number of Iranian EFL learners across 4 different English language proficiency levels. Accordingly, the study collected comprehensive DCT data comprising multiple sets of the interlanguage as well as baseline data. Importantly, the Iranian EFL learners collaborated in the pragmatic teaching; they engaged in translation activities, pair and group work and discussion in a constructive atmosphere. Also, the learners conducted their own pragmatic low-scale research which enabled them to discover more about the target language and reflect on their research results, hence the enhanced L2 socialization opportunities for the participants through the pragmatic teaching. Finally, the teacher-researcher's perspective on the phenomena under investigation provided valuable insights to the study.

Chapter 4

RESULTS

This chapter introduces the results of the study, specifically related to the Persian and British English baseline data and the interlanguage data across 4 proficiency levels. It further presents the Iranian EFL learners' problems with targeted complimenting. Finally, the chapter concludes with the description of the pragmatic teaching outcomes.

4.1 Persian and British Baseline Data

All sets of the DCT data were processed and analyzed in accordance with the procedure described in Chapter 3. Initially, individual electronic files for every completed DCT for each respondent were created. Further, the DCT data were processed, analyzed and placed into separate files for compliment making and compliment responses, respectively. Finally, the respondents' responses were collated for each DCT situation, in terms of their deployment of syntactic patterns and categories for complimenting and responding to compliments, respectively.

4.1.1 Persian Baseline Data – Compliments

The Persian baseline data (L1 BD) were tabulated in terms of the frequency of the respondents' use of complimenting patterns for each related DCT situation, respectively, as well as in terms of the overall decreasing frequency of use and related percentage (see Table 2).

Table 2: Descriptive Persian Baseline Data on Compliments

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentages
<i>NP [is] [looks] (really) ADJ</i>	11	17	4	22	6	16	11	15	13	115	35.71%
<i>I (really) [like] [love] NP</i>	1	0	4	0	1	1	7	3	0	17	5.27%
<i>PRO is (really) (a) ADJ NP</i>	0	1	0	0	0	0	0	0	1	2	0.62%
<i>You V (a) (really) ADJ NP</i>	1	0	0	2	0	0	0	2	2	7	2.17%
<i>You V (NP) (really) ADV</i>	0	0	0	3	0	0	0	0	4	7	2.17%
<i>You have (a) (really) ADJ NP</i>	1	0	1	1	0	0	1	0	0	4	1.245
<i>What (a) ADJ NP</i>	15	2	14	2	13	11	9	9	1	76	23.60%
<i>ADJ NP</i>	0	0	0	3	0	1	0	0	2	6	1.86%
<i>Isn't NP ADJ!</i>	0	0	0	0	0	0	0	0	0	0	0%
Question	1	1	1	1	8	2	6	3	0	23	7.14%
<i>Encourage</i>	2	0	0	6	0	0	1	1	23	33	10.24%
<i>Non-compliment</i>	2	0	0	0	2	2	4	2	1	13	4.03%
<i>Opt out</i>	1	1	8	1	6	0	0	1	1	19	5.90%

The qualitative analysis of the compliment data which were provided in response to the DCT open-ended questions revealed that the Iranian participants produced complex compliments involving more than one strategy. The tabulated data demonstrated that across all 9 related situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) the respondents predominantly chose *NP [is] [looks] (really) ADJ* and *What (a) ADJ NP* syntactic patterns in giving compliments. They also used *Encourage* and *Question* categories frequently. Moreover, the participants employed *Opt out*, *I (really) [like] [love] NP* and *Non-compliment* patterns, less frequently though. Other categories such as *You V (a) (really) ADJ NP*, *You V (NP) (really) ADV*, *ADJ NP*, *You have (a) (really) ADJ NP*, *PRO is (really) (a) ADJ NP* and *Isn't NP ADJ!* did not appear in the Persian baseline data on complimenting.

4.1.2 Persian Baseline Data-Compliment Responses

Further, the baseline data provided by the Persian Native speakers on compliment responses were tabulated in terms of the frequency of the respondents' use of compliment response strategies for each related DCT situation, respectively, as well as in terms of the overall decreasing frequency of category use (see Table 3).

Table 3: Descriptive Persian Baseline Data on Compliment Responses

Compliment Response Strategies	S3	S4	S7	S8	S10	S11	S13	S15	S18	TOTAL	Percentage
<i>Acceptance</i>	15	9	20	11	7	11	5	11	16	105	29.91%
<i>Agreement</i>	2	0	4	6	9	0	0	8	1	30	8.54%
<i>Disagreement</i>	1	0	0	1	3	2	0	3	1	11	3.13%
<i>Self-praise avoidance</i>	4	4	1	5	2	0	8	3	3	30	8.54%
<i>Return compliment</i>	13	0	12	4	6	7	3	4	5	54	15.38%
<i>Comment history</i>	2	4	8	5	6	3	0	4	5	37	10.54%
<i>Make offer</i>	0	27	0	0	2	4	27	1	1	62	17.66%
<i>Continued effort</i>	0	0	0	0	0	0	0	0	0	0	0%
<i>Answer question</i>	0	0	0	0	0	1	1	0	6	8	2.27%
<i>Other</i>	1	1	0	5	1	1	0	1	0	10	2.84%
<i>Opt out</i>	0	0	0	1	0	2	0	1	0	4	1.13%

The analysis of the tabulated discourse completion data demonstrated that across all 9 situations on the DCT (S3, S4, S7, S8, S10, S11, S13, S15, S18) the Persian native speakers provided a range of the compliment responses. Specifically, they predominantly chose *Acceptance*, *Make offer* and *Return compliment* categories in their compliment responses. Further, they also resorted to *Comment history*, *Agreement* and *Self-praise avoidance* categories, less frequently though. Interestingly, the respondents employed *Disagreement*, *Answer question* and *Other* categories with almost similar degree of frequency.

4.1.3 British English Baseline Data - Compliments

The British English baseline data (L2 BD) on compliment production were tabulated in terms of the frequency of the respondents' use of complimenting formulae for each related DCT situation, respectively, as well as in terms of the overall decreasing frequency of pattern use (see Table 4).

Table 4: Descriptive British English Baseline Data on Compliments

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentage
<i>NP [is] [looks] (really) ADJ</i>	27	3	22	1	0	5	4	23	1	86	27.12%
<i>I (really) [like] [love] NP</i>	2	1	1	4	11	7	15	0	2	43	13.56%
<i>PRO is (really) (a) ADJ NP</i>	1	19	0	12	12	15	10	1	6	76	23.97%
<i>You V (a) (really) ADJ NP</i>	0	0	1	5	0	0	0	0	2	8	2.52%
<i>You V (NP) (really) ADV</i>	0	0	1	0	0	0	0	0	5	6	1.89%
<i>You have (a) (really) ADJ NP</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>What (a) ADJ NP</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>ADJ NP</i>	2	2	0	13	0	1	3	2	15	38	11.98%
<i>Isn't NP ADJ!</i>	0	0	0	0	0	0	0	0	0	0	00.00%
Question	0	0	6	0	13	5	6	2	1	33	10.41%
<i>Encourage</i>	6	0	0	0	0	0	0	2	2	10	3.15%
<i>Non-compliment</i>	0	3	4	2	2	2	1	2	0	16	5.04%
<i>Opt out</i>	0	0	0	0	1	0	0	0	0	1	0.31%

As anticipated, the qualitative analysis of the compliment data which were provided in response to the DCT open ended questions revealed that the British participants produced complex compliments involving more than one strategy. The tabulated data demonstrated that across all 9 related situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) the respondents predominantly chose *NP [is] [looks] (really) ADJ* and *PRO is (really) (a) ADJ NP* syntactic patterns in giving compliments. They also used *I*

(really) [like] [love] NP, ADJ NP, and Question categories frequently. Moreover, the participants employed *Non-compliment, Encourage, You V (a) (really), ADJ NP, You V (NP) (really) ADV* patterns, less frequently though. Other categories such as *You have (a) (really) ADJ NP, What (a) ADJ NP, Isn't NP ADJ, and Opt out* did not appear in the British English baseline data on complimenting.

4.1.4 British English Baseline Data-Compliment Responses

Further, the qualitative analysis of the baseline data provided by the British native speakers on compliment responses were tabulated in terms of the frequency of the respondents' use of compliment response categories for each related DCT situation, respectively, as well as in terms of the overall decreasing frequency of their use (see Table 5).

Table 5: Descriptive British English Baseline Data on Compliment Responses

Compliment Response Strategies	S3	S4	S7	S8	S10	S11	S13	S15	S18	TOTAL	Percentage
<i>Acceptance</i>	19	9	23	19	15	19	17	14	21	156	44.44%
<i>Agreement</i>	0	15	2	2	6	2	5	4	3	39	11.11%
<i>Disagreement</i>	3	0	1	0	1	1	0	8	0	14	3.90%
<i>Self-praise avoidance</i>	2	0	1	0	2	0	1	2	2	10	2.84%
<i>Return compliment</i>	0	0	0	0	5	3	0	0	1	9	2.56%
<i>Comment history</i>	7	9	10	9	8	9	11	7	15	85	24.21%
<i>Make offer</i>	2	4	0	0	0	0	2	0	1	9	2.56%
<i>Continued effort</i>	4	0	1	3	3	3	0	0	0	14	3.90%
<i>Answer question</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>Other</i>	2	3	1	2	1	2	3	1	0	15	4.27%
<i>Opt out</i>	0	0	0	0	0	0	0	0	0	0	00.00%

The analysis of the tabulated discourse completion data demonstrated that across all 9 situations on the DCT (S3, S4, S7, S8, S10, S11, S13, S15, S18) the British native speakers provided a range of the compliment responses. Specifically, they predominantly chose *Acceptance* and *Comment History* categories in their compliment responses. Further, they also resorted to *Agreement* category, less frequently though. Interestingly, the respondents employed *Disagreement*, *Continued Effort* and *Other* categories with a similar degree of frequency.

4.2 The Interlanguage Data

In a similar vein, the EFL interlanguage data on compliments and compliment responses were tabulated in terms of the frequency of the respondents' use of related syntactic patterns and categories for each related DCT situation, respectively, as well as in terms of the overall decreasing frequency and percentage of their use.

4.2.1 Pre-Intermediate Level-Compliments

The qualitative analysis of the interlanguage compliment data provided by the Iranian Pre-intermediate (IL PID) level learners showed that they produced compliments resorting to more than one strategy. The analysis of the tabulated data revealed that across 9 related situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) the respondents most frequently used *NP [is] [looks] (really) ADJ* and *PRO is (really) (a) ADJ NP* syntactic patterns in compliment making, which were also employed highly frequently by the British native speakers. The EFL learners also used *I (really) [like] [love] NP* pattern frequently, which was also manifested through the analysis of the target language baseline data. Further, the learner respondents employed *Questions, You have (a)(really)ADJ NP, ADJ NP, Encourage, Opt out, What (a)ADJ NP, You V (a)(really)ADJ NP, and You V (NP)(really)ADV'*, with lower frequency though. The syntactic patterns *Isn't NP ADJ!* and *Non-compliment* did not appear in the interlanguage data on complimenting collected from the Iranian pre-intermediate level learners, which was also somewhat consistent with the analysis of the British English baseline data on compliment making (see Table 6).

Table 6: Descriptive Interlanguage Data on Compliments (IL PID)

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentage
<i>NP [is] [looks] (really) ADJ</i>	12	0	12	15	14	17	15	24	10	119	33.90 %
<i>I (really) [like] [love] NP</i>	4	4	0	8	10	10	8	4	5	53	15.09 %
<i>PRO is (really) (a) ADJ NP</i>	13	26	12	4	5	5	5	7	3	80	22.79 %
<i>You V (a) (really) ADJ NP</i>	0	0	2	3	0	0	0	0	2	7	1.99 %
<i>You V (NP) (really) ADV</i>	0	1	0	0	0	1	0	1	3	6	1.70 %
<i>You have (a) (really) ADJ NP</i>	0	0	1	0	6	3	4	0	1	15	4.27 %
<i>What (a) ADJ NP</i>	1	0	1	0	2	3	1	1	0	9	2.56 %
<i>ADJ NP</i>	1	1	0	4	1	0	0	0	8	15	4.27 %
<i>Isn't NP ADJ!</i>	0	1	0	0	0	0	1	0	0	2	0.56 %
Question	1	0	3	0	7	2	4	0	0	17	4.84 %
<i>Encourage</i>	7	0	6	1	0	1	0	0	0	15	4.27 %
<i>Non-compliment</i>	0	0	0	0	0	0	0	0	0	0	00.00 %
<i>Opt out</i>	2	0	4	1	1	1	0	3	0	13	3.70 %

Some of the representative compliment making examples for the Iranian Pre-intermediate level learners are illustrated below:

NP [is] [looks] (really) ADJ

(1) “*You look very handsome.*”

(2) “*It was perfect.*”

(3) “*It's very nice.*”

PRO is (really) (a) ADJ NP

(4) “*You are a good business man.*”

(5) “*It was really a delicious food.*”

I (really) [like] [love] NP

(6) “*I love your ring.*”

(7) “*I like it.*”

Questions

(8) *“Where did you get that?”*

(9) *“When did you buy it?”*

You have (a)(really)ADJ NP

(10) *“You have good taste.”*

(11) *“You have a very beautiful ring.”*

ADJ NP

(12) *“Nice ring.”*

(13) *“Delicious food.”*

Encourage

(14) *“You will be even better.”*

(15) *“I’m sure you will be successful.”*

What (a)ADJ NP

(16) *“What a colorful pencil case.”*

(17) *“What a nice pencil case.”*

You V (a)(really)ADJ NP

(18) *“You did a good presentation.”*

You V (NP)(really)ADV

(19) *“Your presentation was very well.”*

Isn’t NP ADJ !

(20) *“Isn’t it great?”*

4.2.2 Pre-Intermediate Level-Compliment Responses

The qualitative analysis of the tabulated discourse completion data demonstrated that across all 9 situations (S3, S4, S7, S8, S10, S11, S13, S15, S18) the Iranian EFL pre-intermediate students provided a range of the compliment responses. Specifically, they predominantly chose *Acceptance* and *Comment History* categories in their

compliment responses, which were also favored by the British English native speakers. Further, the respondents also resorted to *Return compliment* and *Agreement* categories which was at variance with the target language baseline data. Interestingly, the learner participants responded to compliments through *Make offer*, *Self-praise avoidance*, and *Disagreement* strategies with a degree of frequency similar to that of the British participants (see Table 7).

Table 7: Descriptive Interlanguage Data on Compliment Responses (IL PID)

Compliment Response Strategies	S3	S4	S7	S8	S10	S11	S13	S15	S18	TOTAL	Percentage
<i>Acceptance</i>	23	26	27	23	22	24	28	17	25	215	52.18 %
<i>Agreement</i>	1	5	2	5	4	1	3	5	6	32	7.76 %
<i>Disagreement</i>	1	0	0	0	1	1	0	4	1	8	1.94 %
<i>Self-praise avoidance</i>	3	0	0	2	2	1	2	3	0	13	3.15 %
<i>Return compliment</i>	8	2	6	6	10	5	1	8	8	54	13.10 %
<i>Comment history</i>	7	4	7	6	10	10	5	11	6	66	16.01 %
<i>Make offer</i>	2	7	0	0	0	3	5	0	0	17	4.12 %
<i>Continued effort</i>	1	0	1	0	1	1	0	0	0	4	0.97%
<i>Answer question</i>	0	0	0	0	0	0	0	0	0	0	00.00 %
<i>Other</i>	0	0	0	2	1	0	0	0	0	3	0.72 %
<i>Opt out</i>	0	0	0	0	0	0	0	0	0	0	00.00 %

Some of the representative compliment response examples for the Iranian Pre-intermediate level learners are illustrated below:

Acceptance

(1) “Thank you, don’t mention it.”

Comment history

(2) “My father bought it for me.”

Return compliment

(3) *"You are better than me."*

Agreement

(4) *"I like it too."*

Make offer

(5) *"You can take it if you want."*

Self-praise avoidance

(6) *"I am not that good."*

Disagreement

(7) *"No, I did it wrong."*

Continued effort

(8) *"I will do my best to get better result."*

4.2.3 Intermediate Level-Compliments

The qualitative analysis of the interlanguage data related to the complimenting performance of the intermediate level EFL learners (IL ID) demonstrated that they employed a range of syntactic patterns with different frequency though. The numerical analysis of the tabulated data demonstrated that across 9 DCT situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) these respondents most frequently produced compliments resorting to *NP[is][looks](really)ADJ* as well as *Pro is(really)(a)ADJ NP* syntactic patterns which was in line with the target baseline and pre-intermediate level data. These Iranian learners, unlike the British participants and the pre-intermediate level learners, surprisingly used *You V(NP)(really)ADV*, *Encourage*, and *Question* patterns more frequently. These respondents also employed *I (really) [like][love] NP* patterns with moderate frequency which was also revealed in the related analysis of the British English participants' as well as the pre-intermediate level learners' compliment data. It should be noted that the intermediate level learners resorted with lower frequency to such syntactic patterns for making compliments as *You have(a)(really)ADJ NP*, *ADJ NP*, *What (a) ADJ NP*, *Non-Compliment*, and *You V (a)(really)ADJ NP* as well (see Table 8).

Table 8: Descriptive Interlanguage Data on Compliments (IL ID)

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentage
<i>NP [is] [looks] (really) ADJ</i>	18	12	17	12	17	15	16	21	11	139	43.30%
<i>I (really) [like] [love] NP</i>	0	6	3	0	5	1	4	2	0	21	6.54%
<i>PRO is (really) (a) ADJ NP</i>	6	7	4	5	7	7	5	3	6	50	15.57%
<i>You V (a) (really) ADJ NP</i>	0	0	0	0	1	0	0	0	4	5	1.55%
<i>You V (NP) (really) ADV</i>	2	2	4	3	4	0	4	3	3	25	7.78%
<i>You have (a) (really) ADJ NP</i>	1	1	4	1	1	0	0	0	0	8	2.49%
<i>What (a) ADJ NP</i>	0	0	2	0	1	3	1	0	0	7	2.18%
<i>ADJ NP</i>	1	1	0	4	1	1	2	1	4	15	2.18%
<i>Isn't NP ADJ!</i>	0	0	0	0	0	0	0	0	0	0	00.00%
Question	1	1	1	0	7	3	7	0	1	22	6.85%
<i>Encourage</i>	6	0	3	4	0	0	0	7	5	25	7.78%
<i>Non-compliment</i>	0	3	2	0	1	0	0	0	1	7	2.18%
<i>Opt out</i>	0	3	1	0	1	0	0	0	1	5	1.55%

Some of the representative compliment making examples for the Iranian Intermediate level learners are illustrated below:

NP [is] [looks] (really) ADJ

(1) "You are really wonderful."

PRO is (really) (a) ADJ NP

(2) "Bravo, I'm sure you are successful person in your life."

I (really) [like] [love] NP

(3) "I like your new pencil case, it's beautiful."

Questions

(4) "Oh, Jeff, I love your new pencil case, it's really nice, how much you buy it?"

You have (a)(really)ADJ NP

(5) "You have a good taste, your pencil case is very nice!"

ADJ NP

(6) “Nice ring, sister.”

Encourage

(7) “I ’m sure your meeting will go on a good way.”

What (a)ADJ NP

(8) “Oh, what a pretty ring, (where did you buy it?)”

You V (a)(really)ADJ NP

(9) “You do the best, man, (remember last month you got B on your exam).”

You V (NP)(really)ADV

(10) “Your presentation was very well.”

Isn’t NP ADJ !

(11) “Isn ’t it nice today?”

The higher level respondents employed the syntactic pattern *NP[is][look](really) ADJ* more frequently and *Pro is (really)(a)ADJ NP* less frequently than the lower level respondents. Overall, the compliment making production of the intermediate level was at some variance with that of the pre-intermediate level learners’ production.

4.2.4 Intermediate Level- Compliment Responses

The qualitative analysis of the interlanguage compliment data provided by the Iranian intermediate learners (IL ID) manifested that they gave a range of compliment responses across 9 situations (S3, S4, S7, S8, S10, S11, S13, S15, S18) in line with the target baseline data as well as the pre-intermediate interlanguage data. These respondents chose most frequently *Acceptance* as well as *Comment history* categories in their compliment giving, however unlike the British native respondents and pre-intermediate level participants, the intermediate learners chose

Make offer as one of the most frequent responses to compliments, and similar to the lower-pre-intermediate level participants also favored *Return compliment*, *Agreement* in their DCT performance. Moreover these higher level EFL learners employed the top *Acceptance* category with less frequency, however the *Comment history* and *Agreement* with higher frequency than the pre-intermediate level participants, further, the intermediate respondents resorted to other categories for compliment responding such as *Disagreement*, *Continued effort*, *Self praise avoidance* with similar frequencies and *Answer question* and *Other* and *Opt out* with less frequency (see Table 9).

Table 9: Descriptive Interlanguage Data on Compliment Responses (IL ID)

Compliment Response Strategies	S3	S4	S	S8	S10	S1	S13	S1	S18	Total	Percentage
			7			1		5			
<i>Acceptance</i>	21	18	2	16	13	22	17	21	23	173	43.90%
<i>Agreement</i>	3	5	4	6	6	2	3	2	6	37	9.39%
<i>Disagreement</i>	1	1	1	0	2	0	0	2	2	9	2%.28
<i>Self-praise avoidance</i>	4	0	0	0	3	3	0	2	2	14	3.55%
<i>Return compliment</i>	2	1	1	7	13	1	1	6	2	34	8.62%
<i>Comment history</i>	6	10	9	9	10	10	2	4	9	69	17.51%
<i>Make offer</i>	1	15	1	0	1	1	20	2	2	43	10.91%
<i>Continued effort</i>	0	0	1	2	2	3		0	3	11	2.79%
<i>Answer question</i>	0	0	0	0	0	0	0	0	0	0	00%
<i>Other</i>	0	0	3	0	0	0	0	0	0	3	0.76%
<i>Opt out</i>	0	0	0	1	0	0	0	0	0	1	0.25%

Some of the representative compliment response examples for the Iranian Intermediate level learners are illustrated below:

Acceptance

(1) "Thank you very much."

Comment history

(2) *"I just bought it yesterday."*

Return compliment

(3) *"Thanks, honey, you are very kind."*

Agreement

(4) *"Thank you, honey! I like this hair style too."*

Make offer

(5) *"I can give it to you."*

Self-praise avoidance

(6) *"Thank you, but I think it could be better."*

Disagreement

(7) *"Thank you, but I don't think so, it could be better."*

Continued effort

(8) *"Oh, thanks.... I try more. I really want to be a excellent singer."*

4.2.5 Upper -Intermediate Level – Compliments

The qualitative analysis of the interlanguage compliment data provided by the Iranian Upper-intermediate level learners (IL UID) showed that they produced compliments resorting to more than one strategy in most of the situations. The analysis of the tabulated data demonstrated that across 9 related situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) the respondents most frequently used *NP [is] [looks] (really) ADJ*, *PRO is (really) (a) ADJ NP and ADJ NP* syntactic patterns in compliment making, which were also employed highly frequently by the British English native speakers, pre-intermediate EFL learners as well as intermediate EFL learners. These EFL learners also used *I (really) [like] [love] NP*, *Questions*, *Encourage* and *You V (NP)(really)ADV* patterns frequently, which was not in line with what British native speakers produced, as well as at variance with the pre-intermediate and intermediate level responses. Further, the learner respondents employed *Questions*, *You have (a)(really)ADJ NP*, *ADJ NP*, *Encourage*, *Opt out*, *What (a)ADJ NP*, *You V (a)(really)ADJ NP*, and *You V (NP)(really)ADV*. However, the analysis of the upper intermediate level data showed that the respondents used the syntactic patterns *Isn't NP ADJ !* and *Non-compliment with* lower frequency which was in line with the target language baseline data as well as the interlanguage data on complimenting collected from the Iranian pre-intermediate level learners (see Table 10).

Table 10: Descriptive Interlanguage Data on Compliments (IL UID)

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentage
<i>NP [is] [looks] (really) ADJ</i>	15	17	21	12	10	14	20	21	6	136	42.76%
<i>I (really) [like] [love] NP</i>	1	2	2	3	7	1	4	0	3	23	7.23%
<i>PRO is (really) (a) ADJ NP</i>	7	2	1	7	5	3	3	3	3	34	10.69%
<i>You V (a) (really) ADJ NP</i>	0	0	0	0	0	1	0	3	3	7	2.20%
<i>You V (NP) (really) ADV</i>	3	4	0	3	4	3	2	1	0	20	6.28%
<i>You have (a) (really) ADJ NP</i>	0	0	1	1	1	2	0	0	0	5	1.57%
<i>What (a) ADJ NP</i>	0	0	3	1	4	2	2	0	0	12	3.77%
<i>ADJ NP</i>	4	2	1	6	2	1	2	3	11	32	10.6%
<i>Isn't NP ADJ!</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>Question</i>	0	2	2	0	2	4	8	2	0	20	6.28%
<i>Encourage</i>	3	3	0	0	0	2	0	3	10	21	6.60%
<i>Non-compliment</i>	1	2	1	0	1	0	0	0	0	5	1.57%
<i>Opt out</i>	1	0	1	0	1	0	0	0	0	3	0.94%

Some of the representative compliment making examples for the Iranian Upper-Intermediate level learners are illustrated below:

NP [is] [looks] (really) ADJ

(1) “*You are so handsome.*”

PRO is (really) (a) ADJ NP

(2) “*You were very good at presentation.*”

I (really) [like] [love] NP

(3) “*I like my mum cooked noodles.*”

Questions

(4) “*Is this your best suit? Good looking.*”

You have (a)(really)ADJ NP

(5) “*You have nice pants, (where did you get them?)*”

ADJ NP

(6) *"Nice outfit."*

Encourage

(7) *"My dear, today I understood how skilful you are in giving lecture."*

What (a)ADJ NP

(8) *"What a beautiful pencil case, I hardly ever notice this things but this one is perfect."*

You V (a)(really)ADJ NP

(9) *"You always buy the best things, it is beautiful."*

You V (NP)(really)ADV

(10) *"You became more handsome."*

Isn't NP ADJ !

(11) *"Isn't it good?"*

4.2.6 Upper-Intermediate Level – Compliment Responses

The qualitative analysis of the tabulated discourse completion data demonstrated that across all 9 situations (S3, S4, S7, S8, S10, S11, S13, S15, S18) the Iranian EFL upper-intermediate students provided a range of the compliment responses. Specifically, they predominantly chose *Acceptance* and *Comment History* categories in their compliment responses, which were also favored by the British native speakers, pre-intermediate EFL learners as well as intermediate EFL learners. Further, the respondents also resorted to *Return compliment* and *Agreement* categories which was in line with the target language baseline data and also pre intermediate interlanguage data. Interestingly, unlike in the previous 3 sets of data, the upper- intermediate participants chose *Make offer pattern* frequently. They also responded to compliments through *Self-praise avoidance*, and *Disagreement and*

Continued Effort in some situations strategies with a degree of frequency similar to intermediate level participants (see Table 11).

Table 11: Descriptive Interlanguage Data on Compliment Responses (IL UID)

Compliment Response Strategies	S3	S4	S7	S8	S10	S11	S13	S15	S18	TOTAL	Percentage
<i>Acceptance</i>	23	13	25	23	18	22	24	19	22	189	49.09%
<i>Agreement</i>	5	11	1	2	6	0	0	5	8	38	9.87%
<i>Disagreement</i>	1	0	0	0	1	0	0	2	2	6	1.55%
<i>Self-praise avoidance</i>	2	0	0	0	1	6	0	8	1	18	4.67%
<i>Return compliment</i>	3	2	2	3	14	4	2	2	4	36	9.35%
<i>Comment history</i>	8	9	10	7	4	8	6	3	4	59	15.32%
<i>Make offer</i>	2	8	1	0	2	4	11	0	2	30	7.79%
<i>Continued effort</i>	0	0	3	0	0	2	0	2	0	7	1.81%
<i>Answer question</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>Other</i>	0	2	0	0	0	0	0	0	0	2	0.51%
<i>Opt out</i>	0	0	0	0	0	0	0	0	0	0	00.00%

Some of the representative compliment response examples for the Iranian Upper-Intermediate level learners are illustrated below:

Acceptance

(1) *“Thanks for your compliment.”*

Comment history

(2) *“I spent 4 semesters in computer class.”*

Return compliment

(3) *“Thanks, I knew it (with laughing) you are so good too.”*

Agreement

(4) *“Thanks, I love it too.”*

Make offer

(5) *“Thank you so much, it can be yours.”*

Self-praise avoidance

(6) “*Oh, common, not saying this, I just singing so fast, but thanks for your compliments, you are so calm.*”

Disagreement

(7) “*No, not yet, it’s very hard.*”

Continued effort

(8) “*I am happy and will do my best.*”

4.2.7 Advanced level – Compliments

The qualitative analysis of the interlanguage data related to the complimenting performance of the advanced level EFL learners (IL AD) demonstrated that they employed a range of syntactic patterns with different frequency, and very similar to the upper-intermediate level learners. The numerical analysis of the tabulated data demonstrated that across 9 DCT situations (S1, S2, S5, S6, S9, S12, S14, S16, S17) these respondents most frequently produced compliments resorting to *NP[is][looks](really)ADJ* as well as *Pro is (really)(a)ADJ NP* syntactic patterns which was in line with the target baseline, pre-intermediate level, intermediate and upper-intermediate level data. These Iranian learners, unlike the British English participants, the pre-intermediate level and intermediate level learners, were very similar in their performance to the-upper intermediate level learners; surprisingly this highest level participants used *ADJ NP* and *Encourage* patterns more frequently. They also employed *I (really) [like][love] NP* as well as *You V (NP)(really)ADV* patterns with moderate frequency which was also revealed in the related analysis of the intermediate level as well as upper-intermediate level participants’ production. It should be noted that the advanced level learners employed with higher frequency

such syntactic patterns for making compliments as *Encourage* and *You V (a)(really)ADJ NP* as well (see Table 12).

Table 12: Descriptive Interlanguage Data on Compliments (IL AD)

Compliment Patterns	S1	S2	S5	S6	S9	S12	S14	S16	S17	Total	Percentage
<i>NP [is] [looks] (really) ADJ</i>	19	19	22	10	12	18	18	22	6	146	42.31%
<i>I (really) [like] [love] NP</i>	0	0	2	3	11	2	5	1	1	25	7.24%
<i>PRO is (really) (a) ADJ NP</i>	6	6	7	4	6	3	5	4	3	44	12.75%
<i>You V (a) (really) ADJ NP</i>	2	0	0	4	0	1	0	1	5	13	3.78%
<i>You V (NP) (really) ADV</i>	1	3	0	5	5	3	5	0	4	26	7.53%
<i>You have (a) (really) ADJ NP</i>	0	1	0	1	0	1	0	0	2	5	1.44%
<i>What (a) ADJ NP</i>	0	0	0	0	3	6	1	1	0	11	3.18%
<i>ADJ NP</i>	4	0	1	6	3	0	5	3	6	28	8.11%
<i>Isn't NP ADJ!</i>	0	0	0	0	0	0	0	0	0	0	00.00%
Question	0	0	1	0	6	2	5	1	1	16	4.63%
<i>Encourage</i>	7	1	0	2	0	0	0	5	12	27	7.82%
<i>Non-compliment</i>	1	1	2	0	0	1	0	0	0	4	1.15%
<i>Opt out</i>	0	0	0	0	0	0	0	0	0	0	00.00%

Some of the representative compliment making examples for the Iranian Advanced level learners are illustrated below:

NP [is] [looks] (really) ADJ

(1) “*You are so handsome.*”

PRO is (really) (a) ADJ NP

(2) “*You’re really good looking in this suit.*”

I (really) [like] [love] NP

(3) “*I love your suit, brother.*”

Questions

(4) “*What a beautiful ring you have, where did you buy it?*”

You have (a)(really)ADJ NP

(5) “*You have a nice case.*”

ADJ NP

(6) “*Nice handbag.*”

Encourage

(7) “*It’s fantastic, I am sure it’s a good in this term.*”

What (a)ADJ NP

(8) “*What a great clothes, you are so good looking in this dress.*”

You V (a)(really)ADJ NP

(9) “*You were very good at presentation.*”

You V (NP)(really)ADV

(10) “*Your presentation was great.*”

Isn’t NP ADJ !

(11) “*Isn’t it good.*”

4.2.8 Advanced level – Compliment Responses

The qualitative analysis of the compliment response data provided by the Iranian advanced learners manifested that they gave a range of compliment responses (S3, S4, S7, S8, S10, S11, S13, S15, S18) in line with the target baseline data as well as the pre-intermediate, intermediate and upper intermediate inter-language data. These respondents chose most frequently *Acceptance*, *Agreement* as well as *Comment history* categories in their compliment giving, however, unlike the British English native respondents and pre-intermediate level participants, the advanced level learners chose *Make offer* and *Return compliment* as some of the most frequent responses to compliments, and similar to the pre-intermediate level and upper-

intermediate level participants also favored *Return compliment*, *Make offer*, and *Agreement* in their DCT performance. Moreover, the advanced level EFL learners employed the top *Acceptance* category with more frequency, further, these respondents resorted to other categories for compliment responding such as *Disagreement* and *Self praise avoidance* with similar frequencies and *Answer question* and *Other* and *Opt out* with less frequency (see Table 13).

Table 13: Descriptive Interlanguage Data on Compliment Responses (IL AD)

Compliment Patterns	S3	S4	S7	S8	S10	S11	S13	S15	S18	Total	Percentage
<i>Acceptance</i>	21	23	24	19	18	20	25	17	20	193	50.39%
<i>Agreement</i>	5	1	3	8	3	5	1	4	6	36	9.39%
<i>Disagreement</i>	0	0	0	0	1	0	0	5	1	7	1.82%
<i>Self-praise avoidance</i>	2	0	1	0	2	0	1	4	1	11	2.87%
<i>Return compliment</i>	1	1	4	5	11	2	0	2	3	29	7.57%
<i>Comment history</i>	10	6	10	7	9	13	5	8	7	75	19.58%
<i>Make offer</i>	4	12	1	0	2	2	5	1	2	29	7.57%
<i>Continued effort</i>	0	0	0	0	1	2	0	0	0	3	0.78%
<i>Answer question</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>Other</i>	0	0	0	0	0	0	0	0	0	0	00.00%
<i>Opt out</i>	0	0	0	0	0	0	0	0	0	0	00.00%

Some of the representative compliment response examples for the Iranian Advanced level learners are illustrated below:

Acceptance

(1) “*Thank you.*”

Comment history

(2) “*I am not really good at computer, I can just solve problems related to software but I don’t know about hard ware.*”

Return compliment

(3) *"Thanks, your eyes see good."*

Agreement

(4) *"I am good, can help you any time."*

Make offer

(5) *"Really, thanks, I love it but if you want, I like to give it to you."*

Self-praise avoidance

(6) *"Amm, thank you, I love computers but I'm not perfect yet."*

Disagreement

(7) *"Oh, no thanks, really."*

Continued effort

(8) *"Really? Thanks I will practice more."*

4.3 The Iranian EFL learners' problems with the compliment-compliment response realization in the target language

The analysis of the interlanguage data on compliments collected from the Iranian EFL learners across various proficiency levels revealed that their most preferred syntactic patterns for complimenting were *NP [is] [looks] (really) ADJ, PRO is (really) (a) ADJ NP, I (really) [like] [love] NP, ADJ NP*, and *Encourage*. It is noteworthy that the first four routines were also amongst the most favored compliment patterns of the British participants (see Table 14). Importantly, the comparative data between the lower and higher proficiency levels indicated a gradual increase in the frequency of use of most of these pragmatic routines.

Table 14: British English Baseline Data vs Interlanguage Data on Compliments

Compliment Patterns	BRITISH	PRE	INT	UPI	ADV
<i>NP [is] [looks] (really) ADJ</i>	27.1%	33.90 %	43.30%	42.76%	42.31%
<i>PRO is (really) (a) ADJ NP</i>	23.97%	22.79 %	15.57%	10.69%	12.75%
<i>I (really) [like] [love] NP</i>	13.56%	15.09 %	6.54%	7.23%	7.24%
<i>ADJ NP</i>	11.98%	4.27 %	6.54%	10.6%	8.11%
<i>Question</i>	10.41%	4.84 %	6.85%	6.28%	4.63%
<i>Non-compliment</i>	5.04%	00.00 %	2.18%	1.57%	1.15%
<i>Encourage</i>	3.15%	4.27 %	7.78%	6.60%	7.82%
<i>You V (a) (really) ADJ NP</i>	2.52%	1.99 %	1.55%	2.20%	3.78%
<i>You V (NP) (really) ADV</i>	1.89%	1.70 %	7.78%	6.28%	7.53%
<i>Opt out</i>	0.31%	3.70 %	1.55%	0.94%	00.00%
<i>You have (a) (really) ADJ NP</i>	00%	4.27 %	2.49%	1.57%	1.44%
<i>What (a) ADJ NP</i>	00%	2.56 %	2.18%	3.77%	3.18%
<i>Isn't NP ADJ!</i>	00%	0.56 %	00.00%	00.00%	00.00%
TOTAL					

Regarding compliment responses, the interlanguage data analysis showed that the Iranian EFL learners across various proficiency levels preferred such categories as *Acceptance*, *Comment history*, *Agreement*, *Return compliment*, and *Make offer*. In a similar vein, the comparative data across the lower-higher English proficiency levels showed a gradual increase in the frequency of use of the top three compliment response categories. Importantly, the British participants also favored *Acceptance*, *Comment history*, and *Agreement* in their compliment responses (see Table 15). The Iranian learners also exhibited sensitivity to giving and responding to compliments in terms of the social variables of power and distance. The overall results seemed to indicate the EFL learners' developing knowledge of the pragma-linguistic resources and socio-pragmatic conventions related to complimenting in the target language. However, the pragmatic performance of the Iranian learners revealed some deviations from the British English baseline data, especially in terms of the

compliment responses. It was assumed that the inadequacy was due to the L1 schemata of complimenting conventions. This finding warranted the teacher-researcher's attention and motivated undertaking pragmatic teaching of compliments in the context of the study.

Table 15: British English Baseline Data vs Interlanguage Data on Compliment Responses

Compliment Response Strategies	BRITISH	PRE	INT	UPI	ADV
<i>Acceptance</i>	44.44	52.18 %	43.90%	49.09%	50.39%
<i>Comment history</i>	24.21	16.01 %	17.51%	15.32%	19.58%
<i>Agreement</i>	11.11	7.76 %	9.39%	9.87%	9.39%
<i>Other</i>	4.27	0.72 %	0.76%	0.51%	00.00%
<i>Disagreement</i>	3.98	1.94 %	2%.28	1.55%	1.82%
<i>Continued effort</i>	3.98	0.97%	2.79%	1.81%	0.78%
<i>Self-praise avoidance</i>	2.84	3.15 %	3.55%	4.67%	2.87%
<i>Return compliment</i>	2.56	13.10 %	8.62%	9.35%	7.57%
<i>Make offer</i>	2.56	4.12 %	10.91%	7.79%	7.57%
<i>Answer question</i>	00.00%	00.00 %	00%	00.00%	00.00%
<i>Opt out</i>	00.00%	00.00%	0.25%	00.00%	00.00%

4.4 Pragmatic Teaching

Motivated and informed by the findings of the cross-sectional survey, the pragmatic instruction aimed to promote the EFL learners' pragmatic development through provision of socialization opportunities for observation, analysis, discussions and reflections (Davies, 2004) on the cross-cultural pragmatic input, practice and learning experiences. For the pedagogical purposes, the teacher-researcher employed a modified version of DCT (Mans & Wolfson, 1981; Miles, 1994; Rose & Ng Kwia-fong, 2001) and benefited from activities suggested by Eslami Rashekh (2005).

The pragmatic instruction involved the following:

-completion of the Persian version of the DCTs

- translation of Persian compliments-related responses to English
- provision of the L1 and L2 baseline data
- observation, sharing and discussion of similar/different patterns, if any, in compliments between L1 and L2, of pragmatic choices and reasons for L1- L2 translation, of pragmatic norms across L1 and L2
- collection of authentic data (DVDs) on compliment making and responding in L2
- completion of observation forms
- discussion and analysis of the EFL learners' low-scale research
- learners' reflections.

Table 16: Frequency of the Interlanguage Data on Compliments from the Pragmatic Class

	Syntactic Patterns	Frequency
1	<i>NP [is] [looks] (really) ADJ</i>	33
2	<i>I (really) [like] [love] NP</i>	5
3	<i>PRO is (really) (a) ADJ NP</i>	3
4	<i>You V (a) (really) ADJ NP</i>	2
5	<i>You V (NP) (really) ADV</i>	1
6	<i>You have (a) (really) ADJ NP</i>	2
7	<i>What (a) ADJ NP</i>	6
8	<i>ADJ NP!</i>	16
9	<i>Isn't NP ADJ!</i>	0
10	<i>Question</i>	11
11	<i>Encourage</i>	9
12	<i>Non-compliment</i>	2
13	<i>Opt out</i>	21

Pragmatic teaching was initiated by asking the Iranian learners to discuss complimenting behavior in their culture which was followed by their completion of the DCT in Persian on compliment giving and receiving. Subsequently, the EFL

learners were assigned to translate their L1 compliments/related responses to English (see Table 16, 17). The Iranian learners mostly chose to make English compliments through the syntactic pattern *NP [is] [looks](really) ADJ*, which is similar to the most preferred pattern in the target language baseline data. However, their choices of *ADJ NP!*, as well as *Opt out* patterns were at some variance with the L2 baseline data.

It should be mentioned that *Opt outs* are very popular in Persian; the most frequent compliment patterns provided by the EFL learners are given below:

“I should smoke ‘Espand’ for you”, meaning *“I should burn ‘Espand’ for you to keep the evil eyes away”* (EFLL 6, DCT Situation 1)

“Evil eye away from you” meaning *“May evil eyes be averted!”* or *“Touch wood”* (EFLL 9, DCT Situation 1 and 6)

“Jealous people be blind” meaning *“May evil eyes be averted”* (EFLL 3, DCT Situation 6)

“No pain to your hand” meaning *“I hope it was not too much trouble”* or *“I appreciate your effort”* (EFLL 6, 7, 9, 10, DCT Situation 2)

“Your breath is warm” meaning *“Great job”* (EFLL 6, 9, DCT Situation 3).

Also, the EFL learners made their compliments through *Thank you* (EFL 1, 2, 4, 8) and *Congratulations* (EFLL 3, 4, 6, 8, 9) which are very common in Persian. The language learners' complimenting choices, especially in terms of *Opt Out*, *Thank you*, and *Congratulations* can be accounted for by the influence of the Persian socio-cultural conventions.

Table 17: Frequency of the Interlanguage Data on Compliment Responses from the Pragmatic Class

1	<i>Acceptance</i>	30
2	<i>Making offer</i>	21
3	<i>Return compliment</i>	20
4	<i>Agreement</i>	16
5	<i>Self-praise avoidance</i>	15
6	<i>Comment history</i>	12
7	<i>Disagreement</i>	4
8	<i>Other</i>	2
9	<i>Continued effort</i>	1
10	<i>Answer question</i>	0
	Total	121

As regards compliment responses, the EFL learners mostly preferred to resort to the categories of *Acceptance*, *Making offer*, as well as *Return compliment* which was again at some variance with the L2 baseline data. It is noteworthy that *Making Offer* and *Return Compliment* are very popular in Persian; the most representative compliment responses provided by the EFL learners are given below:

'It is not of value', 'Not of value compared to your value' (Learners 7, 8, DCT Situation 1); *'It is not of value'* (EFL 1, 5, 6, DCT Situation 9)

'You can take it if you like it, thank you', 'It can be yours if you want, thanks', 'It is not of value, if you want you can have it', 'It is not of value, you can have it', 'Thanks, you can take it' (EFL 3, 4, 7, 9, 10) (DCT Situation 9).

'Your eyes see it beautiful, thanks' (EFL 2, 7, DCT Situation 2 and EFL 7, DCT Situation 6).

'Oh no, is not like that' (EFL 6, DCT Situation 3), *'No, daddy, you humiliating me!'* (EFL 4, DCT Situation 5), *'No way, I am not that much good'* (EFL 9, DCT Situation 9), *'It is because of my great teacher', 'Thanks, teacher, it is because of you'* (EFL 2, DCT Situation 8).

These compliment responses can be due to the influence of another Persian cultural schema of *Shekasteh nafsi* (Modesty).

Some of the EFL learners' pragmatic choices for responding to compliments and their related translation to English can be accounted for by the observation that in Persian offering something in response to a compliment shows politeness and respect of the compliment receiver to the compliment giver. In some cases rejecting a compliment is more polite rather than accepting it, as illustrated below:

You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: "Your hairstyle is so cool."

You

"Na baba, intoriam nist, cheshat ghashang mibine"

"[no, it is not like that, your eyes see it beautiful]"

Another expression of politeness was clearly observable in the Iranian learners' responses:

"Thanks, mommy, it was so delicious and perfect, my beautiful mother's cooking is awesome.."(EFLL 4, DCT Situation 2).

"My beauty, your ring is perfect, congratulations." (EFLL 9, DCT Situation 3)

Thus, although the translation activities enabled the EFL learners to observe and realize the pragma-linguistic and socio-pragmatic conventions for complimenting behaviour in the target language and culture, they also revealed that the Iranian learners required enhanced opportunities for socialization to the target language complimenting.

At the next stage, the EFL learners were invited to share, in whole-class discussions, their translation related experiences.

EFLL2: *“Excuse me, is “what have you done” right?”*

T: *“Is that a kind of compliment you mean?”*

EFLL2: *“Yes, teacher, sometimes when we are really happy with something, we use this sentence in Persian language, I used it for the second scenario...”*

This excerpt from the discussions suggested the Iranian learner’s reflections on the attempt to integrate the native complimenting routine to the target language compliment.

Subsequently, the EFL learners were engaged in the discussion of the pragmatic device in question in terms of its appropriateness in English in the given situation.

EFLL4: *“I don’t think it is right”*

T: *“Why XX?”*

EFLL4: *“Because I haven’t heard of it, it seems wrong. It is completely Persian, it is a kind of Persian slang, it shows that he is not British”*

This insight showed one of the learner’s reasoning behind the contribution to the discussion in progress and engagement in the analysis of the pragmatic inappropriateness of the “what have you done?” pattern for paying a compliment in the target language.

Yet another excerpt from the discussion demonstrated how the language learners

were engaged in the process of selecting an acceptable pragmatic pattern for giving a compliment in English.

EFLL1: *“Teacher, maybe we can say “what a great meal you have prepared mum.””*

EFLL8: *““Good job” is right as well, teacher?”*

Further, other excerpts suggested the EFL learners’ observations and analysis of the differences in complimenting conventions cross-culturally.

EFLL7: *“We Iranians share what we have with others, I mean, when someone likes what we have, we give him / her that thing and we say “Ghabeli Nadareh” which means “it is of no value compared to your value” but in British culture they do not have it...”*

EFLL6: *“...I have never seen a teacher tells student that your pencil case is beautiful, they don’t care, it is not something that happens here...”*

These insights suggested that the discussions provided the EFL learners with novel experiences in that they were analyzing and discovering the presence of both socio-cultural systems, the native and target ones, and learning about the cross-cultural differences in complimenting conventions.

At the following stage of the pragmatic teaching, the EFL learners were assigned to conduct a small-scale research involving collection and analysis of authentic data, through movies, on compliment making and responding in L2. As part of the assignment, the learners were also given instructions to complete observation forms

as follows: to provide data on the context (participants, their relationship in terms of the variables of power and distance, situation, place, time), to record, analyse patterns/categories used in complimenting behavior as well as to note related observations.

Participants:	Marcela and David	
Speaker:	M	Age: 35
Hearer:	F	Age: around 26
Dominance:	S=H	
Distance:	friends	
Situation:	a night out	
Place:	in a restaurant	
Time:	evening 7:59	

Compliment made:

David: *you are amazing Marcela* (6:50)

Compliment response made:

Marcela: *don't be silly* (6:50)

Analysis: (Patterns/Categories used in complimenting behavior)

I think the form of the sentences are the same in my Farsi we say the same as well

Eg: (*to foghoadeh hasti*) = (*you are awesome*)

Observations on how compliment/compliment response was made in English:

We respond the same as well, I personally say: (khar nasho) = (don't be a donkey)

Figure 1: Research Observation Form (EFL 5)

A completed observation form from one of the EFL learners (Figure 1) showed her reflection on and analysis of the cross-cultural overlaps both in paying and responding to a compliment across the native and target cultures, and the existence of

seemingly universal complimenting routines in either socio-cultural system. Subsequently, the EFL learners were asked to bring their work and share it in class. In the follow-up activity, the language learners were engaged in the analysis of the authentic compliment exchanges and discussed, in pairs, their observations related to the cross-cultural complimenting conventions.

Pair 2: *“They say something and they mean it, but we sometimes do not mean what we say, we just say it to be polite.”*

This excerpt suggested, on the basis of their small-scale research observations, the EFL learners’ perceptions of the differences in politeness routines across their native and target cultures. This in turn prompted a contribution to discussion from another pair of the EFL learners who reflected on the importance of contextual dimensions in compliment events, specifically (in)appropriateness of complimenting a female on her appearance, in a given situation, in respective cultures.

Pair 5: *“Once I told my friend that your sister is beautiful, he wanted to kill me, ...but in the movie they accept it happily.”*

These new insights suggested that the research experiences and the follow-up discussion afforded the EFL learners enhanced socialization opportunities to discover more about the socio-cultural schemata on compliment making and receiving in the target language.

Finally, the learners wrote reflections on their learning experiences in the pragmatics class.

EFLL4: *“I found that it has been a sea of differences between the way people give compliments in English countries and the way people give compliments in Persian language...”*

EFLL10: *“These two cultures are sometimes very different and sometimes very close to another. The intentions are the same but the way they show their feelings are different...They pay compliments in one or two words but when we are paying compliments we say it in 2 or 3 sentences...”*

These insights reflected the learners’ conscious attention to and developing analytical skills of the lexico-grammatical as well as socio-cultural constraints on complimenting conventions cross-culturally.

EFLL4: *“...now I have understood that I should not translate Persian to English while giving compliments.”*

EFLL7: *“...if we try to translate Persian compliments into English, it may cause misunderstanding or it may be meaningless (nonsense) in English language.”*

EFLL10: *“If I translate what I say in Farsi into English I may cause misunderstanding.”*

EFLL2: *“Our culture is different from English culture and students need to know that our difference is not just the language ...”*

EFLL3: *“I think there are lots of differences, not only in grammar but also in their minds, I mean their way of thinking ...”*

In addition, these insights seemed to indicate the EFL learners’ growing ability to consciously analyze potential miscommunication problems in cross-cultural

encounters.

The triangulated data on the pragmatic teaching of target complimenting indicated that the translation activities of compliment making and responding from L1 to L2, followed by comparison against the L1 and L2 baseline data, pair and group discussions, low-scale research as well as reflections provided the EFL learners with socialization opportunities for further pragmatic development, especially in terms of (meta)pragmatic awareness of the target language complimenting routines and conventions.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSIONS

This chapter presents and discusses the major findings of the present study in light of the pertinent literature and research to date. It further summarizes the study and offers suggestions for practical implications. Finally, the chapter concludes with some recommendations for future research.

5.1 The Study

It is noteworthy that "...in the era of globalization, communication is destined to become increasingly cross-cultural because it involves interactants who have different cultures, different conceptualizations, and different first languages, and who use a grammatically common language or lingua franca, but a pragmatically highly diversified instrument of communication representing, not only different cultures, but also different norms and values." (Pütz & Neff-Aertselaer, 2008, p. ix)

Compliment giving and receiving are realized differently across languages and cultures and related behaviour has been investigated in Interlanguage Pragmatics research as well as in Cross-cultural Pragmatics studies. Importantly, inadequate awareness of complimenting conventions can potentially impact interlocutors' pragma-linguistic and socio-pragmatic performance and, therefore, it can cause communication breakdown, especially in cross-cultural communication.

It has been noted that the research on target compliment giving and receiving in the Iranian EFL context is still scarce (Eslami Razekh, 2005; Sharifiyan, 2005). In addition, the adjacency pair compliment-response to compliment has not been adequately examined, especially in terms of the social variables. Importantly, there has been limited research on pragmatic teaching of compliments; moreover, the related instruction has not been conducted within the language socialization framework. The present PhD research, therefore, attempted to address the above-mentioned gap. It was designed as a multi-method study in that it involved a cross-sectional survey (DCT administration) as well as a subsequent pragmatic instruction motivated by the necessity to promote the Iranian EFL learner participants' pragmatic development in the context of the study. The study was designed as a mixed exploratory-interpretive research. It employed predominantly qualitative data types and interpretive data analysis procedures. However, although it was exploratory in nature, the research also resorted to statistical procedures in order to support interpretation of its findings.

The study involved 30 Persian native speakers, 30 British English native speakers, 120 Iranian EFL learners across different English language proficiency levels, and 10 volunteer Iranian EFL learners from the same cohort involved in pragmatic teaching. The study collected comprehensive-six sets of qualitative data through administration of a discourse completion task (DCT) to the participants, as well as transcriptions of the discussions in the pragmatics class, completed low-scale research observation forms, and Iranian EFL learners' reflections. The qualitative data were processed and analyzed in order to identify the pragma-linguistic as well as socio-pragmatic differences in complimenting, if any, between the Persian and British English native speakers, the Iranian EFL learners' pragmatic repertoire for

compliment giving and responding, as well as the outcome of the pragmatic teaching of target language compliments in the instructional context.

5.2 Major Findings and Discussion

The major findings of the present study on complimenting and teaching compliments in the Iranian EFL context are as follows.

5.2.1 Complimenting in Persian and British English

The qualitative analysis of the Persian (L1BD) and British English (L2BD) baseline data revealed the following. The native speakers of both English and Persian mostly preferred to use *NP [is] [looks] (really) ADJ* to make compliments (see Table 18). This result can be accounted for the universality of this pattern for giving compliments across both languages. However, the Persian participants also favored *What (a) ADJ NP* pattern, whereas the British English participants *PRO is (really) (a) ADJ NP* pattern to make compliments in their respective languages which may be due to the more affective nature of the former pattern and in line with the Persian socio-pragmatic conventions.

Table 18: Compliments in Persian and British English Baseline Data

L1BD	L2BD
<i>NP [is] [looks] (really) ADJ</i>	<i>NP [is] [looks] (really) ADJ</i>
<i>What (a) ADJ NP</i>	<i>PRO is (really) (a) ADJ NP</i>
<i>Encourage</i>	<i>I (really) [like] [love] NP</i>
<i>Question</i>	<i>ADJ NP</i>
<i>Opt out</i>	<i>Question</i>
<i>I (really) [like] [love] NP</i>	<i>Non-compliment</i>
<i>Non-compliment</i>	<i>Encourage</i>
<i>You V (a) (really) ADJ NP</i>	<i>You V (a) (really) ADJ NP</i>
<i>You V (NP) (really) ADV</i>	<i>You V (NP) (really) ADV</i>
<i>ADJ NP</i>	<i>Opt out</i>
<i>You have (a) (really) ADJ NP</i>	<i>You have (a) (really) ADJ NP</i>
<i>PRO is (really) (a) ADJ NP</i>	<i>What (a) ADJ NP</i>
<i>Isn't NP ADJ!</i>	<i>Isn't NP ADJ!</i>

In addition, although the native speakers of Persian frequently chose *Encourage*, the native speakers of British English selected *I (really) [like] [love] NP*, the choices possibly being influenced by the respective cultural schemata of the participants. Overall, out of 13 formulae the rank order for only the following 5 patterns, *NP [is] [looks] (really) ADJ*, *You V (a) (really) ADJ NP*, *You V (NP) (really) ADV*, *You have (a) (really) ADJ NP*, and *Isn't NP ADJ!*, was similar which suggested the universal nature of these patterns for complimenting. Also, the participants' DCT responses revealed some similarities in favoring *Question*, and *Non-compliment* routines for compliment production.

As regards compliment responses, the DCT data demonstrated significant differences between the participants in that they all favored only one common category, *Acceptance*, which can also be regarded as universal across two languages. Further, some similarities were identified for 3 other compliment response categories such as *Self-praise*, *Answer question*, and *Opt out*. However, the nature of *Opt out* between the native speakers of the Persian and British English languages also revealed differences and suggested the influence of their respective socio-pragmatic conventions (see Table 19).

Table 19: Compliment Responses in Persian and British English Baseline Data

L1BD	L2BD
<i>Acceptance</i>	<i>Acceptance</i>
<i>Make offer</i>	<i>Comment history</i>
<i>Return compliment</i>	<i>Agreement</i>
<i>Comment history</i>	<i>Other</i>
<i>Agreement</i>	<i>Disagreement</i>
<i>Self-praise avoidance</i>	<i>Continued effort</i>
<i>Disagreement</i>	<i>Self-praise avoidance</i>
<i>Other</i>	<i>Return compliment</i>
<i>Answer question</i>	<i>Make offer</i>
<i>Opt out</i>	<i>Answer question</i>
<i>Continued effort</i>	<i>Opt out</i>

Furthermore, the Persian participants preferred *Make offer* and *Return compliment*, whereas the British participants *Comment history* and *Agreement* categories as their second and third choice. It is noteworthy that *Making offer* and *Return compliment* are indispensable in the Persian schema of *Shekasteh-nafsi* (Modesty). On the contrary, *Comment History* and *Agreement* are less affective categories and are more in line with the British English socio-cultural norms.

The findings related to the common complimenting formulae used by both the Persian and British English native speakers can be accounted for by the inherent role of compliments in human social life, specifically social relations, harmony, and cooperation (Hobbs, 2003; Tannen, 1984). The different routines employed by the Iranian and British participants respectively can be due to the different positive face wants (Holmes, 1988) across the 2 languages and cultures, as well as different cognitive schemata (Sharifiyan, 2005) and contextual variables of social distance and power (Ellis, 1994; Rose & Ng Kwai-fong, 2001). It was noted in this regard that the

cultural context determines conventional options within a given community (Trappes-Lomax, 2004). Importantly, the related results provide additional insights to our understanding of respective languages, Persian and British English, “in the making” of respective societies and cultures (Trappes-Lomax, 2004, p. 137).

In addition, the differences observed across the Persian and British English baseline data are not surprising and are in line with the research to date on communicative acts (Blum-Kulka & House, 1989; Olshtain, 1989; Takahashi & Beebe, 1993). Also, the findings of this study are not at variance with the pertinent studies on complimenting across standard varieties of English which demonstrated a similar pragmatic repertoire of formulae for compliment giving and responding (Herbert, 1989; Holmes, 1988; Manes, 1983; Manes & Wolfson, 1981; Pomerantz, 1978, 1984; Wolson, 1981b; Wolfson & Manes, 1980).

5.2.2 Iranian EFL Learner’s Realization of Compliments and Related Responses

The analysis of the interlanguage data on compliments collected from the Iranian EFL learners across various proficiency levels revealed that their most preferred syntactic patterns for complimenting were *NP [is] [looks] (really) ADJ, PRO is (really) (a) ADJ NP, I (really) [like] [love] NP, ADJ NP*, and *Encourage*. It is noteworthy that the first four routines were also amongst the most favored compliment patterns of the British English participants (see Table 20). Importantly, the comparative data from the lower to the higher proficiency levels indicated a gradual increase in the frequency of use of most of these pragmatic routines.

Table 20. Interlanguage Data on Compliments vs Related L2 Baseline Data

L2BD	ILD (120)
<i>NP [is] [looks] (really) ADJ</i>	<i>NP [is] [looks] (really) ADJ</i>

<i>PRO is (really) (a) ADJ NP</i>	<i>PRO is (really) (a) ADJ NP</i>
<i>I (really) [like] [love] NP</i>	<i>I (really) [like] [love] NP</i>
<i>ADJ NP</i>	<i>ADJ NP</i>
<i>Question</i>	<i>Encourage</i>
<i>Non-compliment</i>	<i>You V (NP) (really) ADV</i>
<i>Encourage</i>	<i>Question</i>
<i>You V (a) (really) ADJ NP</i>	<i>What (a) ADJ NP</i>
<i>You V (NP) (really) ADV</i>	<i>You have (a) (really) ADJ NP</i>
<i>Opt out</i>	<i>You V (a) (really) ADJ NP</i>
<i>You have (a) (really) ADJ NP</i>	<i>Opt out</i>
<i>What (a) ADJ NP</i>	<i>Non-compliment</i>
<i>Isn't NP ADJ!</i>	<i>Isn't NP ADJ!</i>

Regarding compliment responses, the interlanguage data analysis revealed that the Iranian EFL learners preferred such categories for compliment responses as *Acceptance*, *Comment history*, *Agreement*, *Return compliment*, and *Make offer*. In a similar vein, the comparative data across the lower-higher English proficiency levels showed a gradual increase in the frequency of use of the top three response categories. Importantly, the British participants also favored *Acceptance*, *Comment history*, and *Agreement* in their compliment responses (see Table 21). In addition, the Iranian learners exhibited sensitivity to giving and responding to compliments in terms of the social variables of power and distance. The overall results seemed to indicate the EFL learners' developing knowledge of the pragma-linguistic resources and socio-pragmatic conventions related to complimenting in the target language.

Table 21. Interlanguage Data on Compliment Responses vs Related L2 Baseline Data

L2BD	ILD (120)
<i>Acceptance</i>	<i>Acceptance</i>
<i>Comment history</i>	<i>Comment history</i>
<i>Agreement</i>	<i>Return compliment</i>

<i>Other</i>	<i>Agreement</i>
<i>Disagreement</i>	<i>Make offer</i>
<i>Continued effort</i>	<i>Self-praise avoidance</i>
<i>Return compliment</i>	<i>Continued effort</i>
<i>Make offer</i>	<i>Other</i>
<i>Answer question</i>	<i>Opt out</i>
<i>Opt out</i>	<i>Answer question</i>

The findings related to the Iranian EFL learners' adequate employment of pragmatic routines for compliment making and somewhat adequate formulae for compliment responding can be accounted for by the universal human attributes as well as the common social needs which can be realized by different cultural conventions (Cook, 2003). The approximation of the Iranian EFL learners' compliment responses to those of the native English participants also confirms the findings by Safdarian and Afghari (2011). However, the cross-linguistic and cross-cultural differences may potentially be problematic in the event of cross-cultural communication. Overall, the Iranian EFL learners required to gradually improve their ability "to understand and produce socio-pragmatic meanings with pragma-linguistic conventions" in the target language (Kasper & Roever, 2005, p. 318).

5.2.3 The Iranian EFL Learners' Problems with the Compliment Realization in the Target Language

In order to find out whether there was influence of L1 pragmatic socialization on the Iranian EFL learners' realization of compliments and related responses, the interlanguage data were compared with the Persian baseline data (see Table 22). The comparative data suggested that the Iranian EFL learners' pragmatic production of compliment responses, especially in such routines as *Make offer* and *Return*

compliment was influenced by their native cognitive schemata of *Shakeste-nafsi (Modesty)*.

Table 22: Interlanguage Data on Compliment Responses and Related L1 Baseline Data

L1BD	ILD(120)
<i>Acceptance</i>	<i>Acceptance</i>
<i>Make offer</i>	<i>Comment history</i>
<i>Return compliment</i>	<i>Return compliment</i>
<i>Comment history</i>	<i>Agreement</i>
<i>Agreement</i>	<i>Make offer</i>
<i>Self-praise avoidance</i>	<i>Self-praise avoidance</i>
<i>Disagreement</i>	<i>Disagreement</i>
<i>Other</i>	<i>Continued effort</i>
<i>Answer question</i>	<i>Other</i>
<i>Opt out</i>	<i>Opt out</i>
<i>Continued effort</i>	<i>Answer question</i>

The findings related to some inadequacies in the Iranian EFL learners' pragmatic-linguistic resources and socio-pragmatic conventions warranted attention since these can potentially affect interlocutors' pragmatic behavior and are fraught with communication breakdown. Differences between the EFL learners' compliment responses and those of the English native speakers, as well as the related influence of L1 were also observed by Bu (2010), Huth (2006), and Karimnia and Afghari (2010). This is not surprising since as noted by the L2 socialization research to date foreign language learners learn the target language outside the target culture (Isabelli-Garcia, 2003, 2006; Kinginger & Whitworth, 2005). Therefore some deviations in the Iranian EFL learners' complimenting performance from that of the British English participants can be due to the influence of L1 socialization which is in line with the related studies by Yoshimi (1999) and Matsumura (2001). In this regard, the research

to date reported that second language learners' pragmatic knowledge of their native language and culture can affect their learning, understanding, and performance in the target language (Kasper, 1992). The results of this study, therefore, necessitated the researcher's undertaking of pragmatic teaching of complimenting in the context of the study in order to promote EFL participant learners' pragmatic development.

5.2.4 Pragmatic Teaching of Compliments

The overall results of the pragmatic teaching of complimenting to the Iranian EFL learners revealed the following. The evidence related to the participants' translation of compliments into English, the subsequent classroom discussions, low-scale research, as well as reflections seemed to indicate that they were developing not only their pragma-linguistic resources but also socio-pragmatic conventions for appropriate realization of compliments and compliment responses in L2. The DCT data revealed that the EFL learners preferred *Opt out* and *ADJ NP* choices for giving compliments and *Making an offer* and *Return compliment* for responding to compliments which was due to the influence of their native schemata.

The classroom transcriptions suggested that the discussions achieved their aim in raising the EFL learners' (meta)pragmatic awareness which was further enhanced by the participants' low-scale research conducted independently. The Iranian learners' completed observation forms and the related comments showed their developing pragmatic sensitivity to the social variables of power and distance in the target language. The reflections written by the participants provided additional valuable insights to their pragmatic development. The overall evidence suggested that the pragmatic teaching enhanced the EFL learners' socialization opportunities to the target language complimenting routines and conventions.

Given a multi-faceted nature of culture comprising, amongst others, social, moral and aesthetic aspects (Biber, 1991), it was crucial to plan the pragmatic teaching in a fashion relating L2 to its culture as an integral whole (Savignon, 2007). The translation activities, discussion of the cross-linguistic and cross-cultural similarities and differences in the multiple sets of data raised the EFL learners' (meta)pragmatic awareness of function, appropriate topic and formulae for complimenting behavior in the target language. The Iranian EFL learners showed adequate sensitivity in their performance on DCT, across familial and educational contexts involving participants of different social power and distance. Further, the low-scale research engaged the participants in a dynamic process (Thomas, 1995) whereby they took into account the context, the meaning negotiation and meaning making of compliments and related responses between interlocutors.

Importantly, the research improved the Iranian EFL learners' knowledge of the social perceptions underlying production and interpretation of compliment giving and responding which is crucial for successful communication (Leech, 1983). The translation activities, reflections, and pair- group- discussions helped them become better familiar with the target culture, however, the ultimate aim being to become competent for communication in L2, rather than identification with L2 (House, 2003). In this regard, the learners' reflections suggested that through the pragmatic teaching they had adequate socialization opportunities to discover new things about L2 and culture in the EFL classroom.

Thus, the classroom results suggested that enhancing socialization opportunities for the Iranian EFL learners improved their pragmatic ability to put the target language to use, hence their developing discourse competence (Trappes-Lomax, 2004). The

positive outcomes of pragmatic teaching in ESL and EFL instructional contexts were also reported by Billmyer (1990), Hassaskhah and Ebrahimi (2015); Rose and Ng Kwai-Fong (2001) as well as Dastjerdi and Farshid (2011).

Overall, in this study, the findings of the cross-sectional survey on the common complimenting patterns and categories used by all respondents can be accounted for by their universality. Whereas the different routines employed by the Iranian and British participants respectively can be due to the different positive face wants (Holmes, 1988) across the languages and cultures as well as recruitment of different cognitive schemata. Since the cultural context determines conventional options within a given community, the EFL learners occasionally instantiated their cultural schemata in the realization of compliments and related responses in that they would enhance the interlocutor's face through encouragement or reassignment of the compliment to the interlocutor and making an offer (Sharifian, 2005). Such cultural conceptualisations find expression in verbal communication, therefore it is not difficult to imagine cross-cultural encounters where similar instances might lead to miscommunication. Overall, the interlanguage data from the survey suggested that despite the overall adequacy of the compliment and related response realization, the EFL learners required developing (meta)pragmatic awareness of complimenting in the target language. Since it is the language teacher's responsibility to identify "the potential sources of predictable misunderstandings" (Holmes & Brown, 1987, p. 528) and empower their language learners in this respect, the pragmatic teaching of compliments was undertaken accordingly (Martinez Flor & Uso-Juan, 2006).

In the present study, the pragmatic instruction placed an emphasis on "talk" about the target and native languages since in "teaching students how to use a language

appropriately, there is a very good reason to encourage them to reflect...” (Holmes & Brown, 1987, p. 534). The EFL learners, through their inside and outside classroom experiences of pragmatic learning, specifically activities with follow-up discussions, small-scale research, and reflective assignments started establishing connections between pragma-linguistic forms and socio-pragmatic meanings within respective socio-cultural contexts (Kasper, 1997). The insights from the EFL learners seemed to indicate their learning of the different, L2 frame of reference, and the importance of the respective socio-cultural schemata across their native and target languages, specifically making connections not only in terms of language forms-pragmatic functions, but also their cultural meanings in various social contexts of use (Kasper, 1997).

The overall results of the pragmatic teaching in the present study seemed to indicate that the provided input and created opportunities inspired the EFL learners’ curiosity in languages and cultures (Holmes, 1988), and that their engagement in the small-scale cross-cultural research, analyses, discussions and reflections contributed to their (meta)pragmatic development. Specifically, in the process of the pragmatic learning the language learners were developing (meta)pragmatic awareness of the cross-linguistic as well as cross-cultural conventions in complimenting behavior. The findings of the facilitative impact of the pragmatic instruction on the EFL learners’ pragmatics development in this study confirmed the promising results of other studies from EFL contexts. Importantly, the present study supported the research to date (Kasper & Rose, 2002) advocating the effectiveness of providing foreign language learners with explicit metapragmatic information along with opportunities for communicative practice. The EFL learners in this study were engaged in

meaningful tasks, and their pragmatic learning was based on their experiences, thus helping them gain insights to what they needed to learn (Schank, 2010).

It is noteworthy that classroom instruction and instructors are considered responsible for provision of authentic, representative language to learners (Bardovi-Harlig et al., 1991; Rose, 1997). In this regard, it was also noted that “The adoption of socio-cultural rules as one’s own in an L2 may have to be an individual decision. Providing the information so that a learner can make that choice is a pedagogical decision.” (Bardovi-Harlig, 2001, p. 32) Importantly, pragmatic competence requires that language teachers promote their learners’ development of “an analytical, exploratory, and flexible” habit of mind “in its approach to the world and its complexity” (Davies 2004, 220). In this regard, the pragmatic teaching in the present study provided perceptual evidence of the learners’ developing cognitive, analytical and reflective skills, their discovery of new dimensions about the native and target languages, the ultimate aim being to prepare for cross-cultural communication. The outcomes of the pragmatic instruction suggested the EFL learners’ developing “understanding that the language they have been studying is in fact a potential window on a new way of looking at and being in the world” (Davies 2004, 209).

We believe that the pragmatic learning experiences would enable the EFL learners to apply their developing (meta)pragmatic ability with confidence and that it would be “a pleasant experience for all concerned” (Holmes & Brown, 1987, pp. 542-543). It is noteworthy that EFL classrooms may provide language learners with the single experience opportunity to begin acquiring “a new habit of mind, a cognitive perspective” on their learning (Davies, 2004, p. 211). In the present study, there is

strong evidence to suggest that the pragmatics endeavor provided the EFL learners with such a unique opportunity.

The present research is not without limitations in that it employed two instruments-2 versions of the DCT for the collection of the baseline and interlanguage data. Another limitation was the duration of the pragmatic teaching and the number of the Iranian EFL learners participating in it. However, the study collected comprehensive DCT data comprising multiple sets of the interlanguage and baseline data. Importantly, the Iranian EFL learners collaborated in the pragmatic teaching, conducted their own pragmatic low-scale research which enabled them to discover more about the target language and reflect on their research results. Thus, the pragmatic instruction enhanced L2 socialization opportunities and the teacher-researcher's perspective on the phenomena under investigation provided valuable insights in this regard.

5.3 Summary

This was a multi-method exploratory-interpretive study involving a cross-sectional survey which informed a subsequent pragmatic teaching. The study collected comprehensive interlanguage, L1 and L2 baseline data on compliments and related responses, as well as transcriptions of the pragmatics classroom discussions, small-scale research observation forms, and the EFL learners' reflections. The survey seemed to indicate the adequate development of the EFL learners' pragmatic knowledge, however, the results also suggested the influence of the native socio-cultural schemata on the learners' realization of complimenting, especially compliment responses. These findings motivated the pragmatic teaching which aimed to further promote the EFL learners' pragmatic development, their

(meta)pragmatic awareness of target language complimenting conventions in the instructional context. In subsequent pragmatic teaching, through engagement in L1-L2 translation activities, exposure to the L2 baseline data, classroom discussions, small-scale pragmatics research and reflections on their learning, the EFL learners were provided with novel opportunities to enhance their cognitive, analytical, and reflective skills. Thus, the triangulation of the multiple sets of data collected throughout the pragmatic instruction provided evidence of the enhanced opportunities for the EFL learners' socialization to the target language complimenting routines and conventions.

5.4 Pedagogical Implications

Successful complimenting in a target language and culture requires the ability to comprehend and produce related "socio-pragmatic meanings with pragma-linguistic conventions" (Kasper & Roever, 2005, p. 318). Making and responding to compliments, therefore, presents a real challenge for foreign language learners and teachers in that learners' pragmatic knowledge of native language and culture can influence their target language learning, understanding and performance (Kasper, 1992). In this regard, language practitioners "should give pragmatic competence/awareness the highest priority in the classroom, from the beginning of language study" (Davies, 2004, p. 207).

However, despite their role in the mastery of pragmatic competence "pragmatic awareness and cultural appropriateness...continue to take a back seat to grammaticality in classroom practices" (Bella, 2012, p. 2). Therefore, developing language learners' (meta)pragmatic awareness—"conscious, reflective, explicit knowledge" (Alcon & Safont Jorda, 2008, p. 193) and "the ability to analyze

language in a conscious manner” (Thomas, 1983, p. 98) are indispensable for effective communication in the classroom and the real world.

Undertaking pragmatic teaching, especially in EFL contexts, is challenging in that “appropriate use of language is intricately connected with cultural values, situations, interlocutors and other variables” (Kondo, 2008, p. 173). Therefore, for exploration of (im)polite use of language the notion of cultural schema needs to be taken into account (Sharifian & Tayebi, 2017). Language practitioners were cautioned that “the use or nonuse of certain speech acts as a result of cultural (or individual) preferences” can present a real pedagogical challenge and in this regard they were referred to the social use of compliment acts (Bardovi-Harlig, 2001, pp. 30-31).

Given the significant role of complimenting in inter-personal relations and cross-cultural encounters, EFL learners’ pragmatic development in the target language necessitates learning to appropriately compliment as well as developing related (meta)pragmatic awareness. This study contributed to the field novel interlanguage data as well as Persian and British English baseline data. We hope that our pragmatic teaching endeavor will inspire language practitioners in other EFL contexts “to prepare students to be aware of potential cross-cultural difficulties arising out of cultural patterns and interpretive preferences, so that they will have strategies for dealing with them cross-culturally” (Davies, 2004, p. 214). In this regard, Alcon Soler and Martinez-Flor (2008, p. 11) made an appeal for further pragmatics explorations across diverse instructional settings for new insights to pragmatic learning.

Importantly, in the absence of effective pragmatics materials and native speaker input, EFL teachers can serve as effective socializers to the target language and culture. In this respect Kasper (2001, p. 522) stated that “L2 language socialization... relies on teachers’ cultural, pragmatic, and interactional expertise in L2 but is not conditional on native-speaker status”. However, not every EFL teacher may have the necessary expertise which suggests that teacher training programs must incorporate pragmatics component into their curriculum. Language teachers can also consider complementing pragmatic instruction with strategy training in order to maximize EFL learners’ pragmatic opportunities to learn and practice in L2. Practitioners can also consider compiling corpora of EFL learners’ pragmatics production for pedagogical purposes and encouraging more research on the part of learners. Finally, we contend that language teachers’ responsibility is “to equip the learners with enough knowledge to make an informed choice and to not inadvertently convey messages they did not intend” (Eslami-rasekh et al., 2004).

5.5 Suggestions for Further Research

The present study makes the following suggestions for further research. Prospective studies can consider conducting classroom observations and collecting data from other-lower proficiency level EFL learners. In addition, further research can adopt a longitudinal design in order to obtain deeper insights into EFL learners’ (meta)pragmatic development of appropriate formulae and routines for realization of compliments as well as other communicative acts. Moreover, prospective studies can employ other data collection instruments such as role plays and pragmatic tests. To conclude, all researchers in applied linguistics have two overriding ethical responsibilities: “(1) to continue reading, learning, and growing as researchers in order to better serve the field, and (2) to design research that is effective and fits well

into the particular institutional contexts involved by selecting those characteristics and standards along the qual–quant continuum that will best interact to provide systematic and principled answers to the many important questions that remain to be answered in applied linguistics” (Brown, 2004, p. 498).

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APPENDICES

Appendix A: Informed Consent Form/ English Version

You are invited to take part in this research study which is intended to look into differences that appear in speech act behaviors of native British English speakers and Iranian EFL Learners. In order to make an informed decision whether or not to participate, you are invited to carefully study the following information. Should you decide to take part in the study, you will be required to complete a background questionnaire and a Discourse Completion Task (DCT). The entire process will take approximately 30 minutes.

You need to know that your participation in this research study is completely voluntary and that you are free to withdraw at any time. Should you decide to withdraw; all information pertaining to your participation will be discarded. However, should you decide to participate in the study, please be assured that all information related to you will be treated as strictly confidential. Information thus obtained from this research may be presented in academic journals and venues but the identity of all participants will remain undisclosed. Also, there is no known risk that can be attributed to this study.

If you are willing to participate in this study, please make sure to sign the statement below and take an extra unsigned copy with you for your future reference. Thank you for your time and cooperation.

In case you have any queries regarding this study or questionnaire, please feel free to contact the thesis supervisor or me at the following addresses:

Thesis Supervisor

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Informed Consent Form (continued)

VOLUNTARY CONSENT FORM

I agree to participate in this research study and am aware that the purpose of this study is to investigate differences between native English speakers' and EFL Iranian learners' speech act behaviors, and there is no risk involved in my participation. I understand that I may withdraw from the study at any time. If I decide to participate, I understand that my responses will be treated confidentially. I have received an unsigned copy of the Informed Consent Form for my reference.

Name: _____

Signature: _____

Date: _____

Background Questionnaire/ English Version

Fill in the blanks or put (X) where necessary.

Nationality: _____

Gender: _____

Age: _____

Occupation:

Education: High school () BA () MA () PhD ()

Do you speak any other language(s) in addition to English? If yes, please specify. _____

Discourse Completion Task/ English Version

Dear Participant:

This study is intended to investigate differences in speech act behaviors between native English speakers and Iranian EFL learners. Please note that this is not a test, therefore, there are no right or wrong answers. In total, there are 18 situations in the questionnaire, which you are asked to examine carefully and imagine that you are in each of them. Then, you need to respond as naturally as possible using the same language that you would use in that particular situation with a person in front of you.

If you have questions regarding any of the situations please feel free to ask.

Thank you for your cooperation.

Appendix B: Scenarios

DCT

Scenarios and Discourse Completion Task

Please provide either compliment or compliment response for each of the eighteen scenarios.

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

14. Sue (your sister) went shopping and bought some jewelry. You see that she is

wearing a new ring, and you tell her that you think it's pretty.

You:

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You: _____

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

Appendix C: Persian Baseline Data, C

Compliment making

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

PBDM1: how beautiful you are tonight (a part of a Persian lyric)

PBDM2: how beautiful You became

PBDM3: very good

PBDM4: It is good

PBDM5: it is very nice, you look handsome

PBDM6: you are really changed , you look like a human now

PBDM7: You are very handsome

PBDM8: I won't give compliment

PBDM9: hi naughty boy, where are you going? Take me with you as well

PBDM10: thank you, you are unique as always

PBDM11: this dressing style really suits you

PBDM12: You look handsome

PBDF1: wow, it really suits you, you look like a human

PBDF2: you put an a very proper outfit , I am quite sure they will give you the job

PBDF3: bah bah (wow) how handsome, it is impossible that they reject you

PBDF4: you look really tidy

PBDF5: How chic and beautiful you look

PBDF6: you look handsome

PBDF7: wow, how handsome you look

PBDF8: yes, how handsome you are tonight ,

PBDF9: How perfectly it suits you

PBDF10: How perfectly it suits you

PBDF11: wow, I'll eat your liver(I love you so much) what a handsome brother I have

PBDF12: how handsome you look dear

PBDF13: how handsome you look

PBDF14: You look very handsome today

PBDF15: bah bah (wow) how handsome

PBDF16: how handsome you look

PBDF17: How handsome you look bro

PBDF18: wow, how handsome, be careful someone may steal you

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You

PBDM1: I won't say anything

PBDM2: no pain to your hand

PBDM3: it was good

PBDM4: no pain to your hand

PBDM5: no pain to your hand it was very good

PBDM6: thank you it was good

PBDM7: it was very delicious , thank you

PBDM8: no pain to your hand, it was delicious , thanks GOD

PBDM9: thank you

PBDM10: this is nice of you prof. I am no one compared to you, whatever I know is the result of your teaching

PBDM11: thank you

PBDM12: it is very delicious as usual

PBDF1: thanks, it was very delicious

PBDF2: no pain to your hand it was very delicious

PBDF3: it was perfect as always dear mom, no pain to your hand

PBDF4: it was delicious

PBDF5: thanks

PBDF6: it was delicious thanks

PBDF7: thanks mom it was very delicious

PBDF8: no pain to your hand

PBDF9: no pain to your hand dear mom

PBDF10: it was very good, no pain to your hand

PBDF11: no pain to your hand, it was very delicious

PBDF12: it was very delicious, no pain to your hand
PBDF13: how delicious it was, no pain to your hand
PBDF14: the food was very delicious
PBDF15: it was very delicious, no pain to your hand
PBDF16: thanks dear mom
PBDF17: how delicious it was
PBDF18: your food is very delicious today, have you added something new to the recipe

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

PBDM1: bah bah(wow) how handsome
PBDM2: how beautiful you became
PBDM3: I wont give compliment
PBDM4: I won't give a compliment
PBDM5: bah bah(wow) what a beautiful outfit, it suits you
PBDM6: where were you Arman this much handsome,
PBDM7: I won't give a compliment
PBDM8: I won't give a compliment
PBDM9: wow, how handsome you become, are you going for marriage proposal ceremony? We just want to study now
PBDM10: wow, may God accept your prayers,
PBDM11: you look handsome boy
PBDM12: I wont give compliment
PBDF1: bah bah(wow) you are handsome, somebody might steal you
PBDF2: your outfit really suits you, you should always put on the same color
PBDF3: I wont give compliment
PBDF4: what a beautiful outfit
PBDF5: how beautiful you look
PBDF6: your outfit is very beautiful, it suits you
PBDF7: how beautiful you look dear
PBDF8: wow dear, how handsome you are

PBDF9: what a beautiful outfit you have
PBDF10: your outfit is very beautiful, it suits you
PBDF11: what a handsome boy
PBDF12: how beautiful you look in this outfit
PBDF13: how handsome you look
PBDF14: I wont say any thing
PBDF15: you have a beautiful outfit
PBDF16: how chic you are
PBDF17: how handsome you are
PBDF18: no, I see no reason to pay compliment to him

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

PBDM1: bravo, bravo (Avarin instead of Afarin that's a way of joking)
PBDM2: how knowledgeable you are
PBDM3: it was perfect
PBDM4: it was perfect
PBDM5: your presentation was perfect
PBDM6: I don't like to give compliments to my classmates
PBDM7: it was perfect , good job,(don't be tired)
PBDM8: it was good
PBDM9: well done, you really pulled it off (warm breath, you explode it)
PBDM10: it was perfect as usual, be successful
PBDM11: it was a very good presentation
PBDM12: it was a perfect presentation, bravo
PBDF1: it was perfect well done(don't be tired)
PBDF2: what a perfect presentation, what were your resources ? it was perfect
PBDF3: it was really a perfect presentation, I got benefit from it
PBDF4: it was very good
PBDF5: bravo, you will have a bright future
PBDF6: it was perfect, you gave a very good presentation
PBDF7: it was perfect, bravo
PBDF8: it was perfect

PBDF9: your presentation was very good
PBDF10: it was perfect, you have tried hard
PBDF11: it was excellent, you gave a very good presentation
PBDF12: you have done a perfect job
PBDF13: you had tried hard
PBDF14: your knowledge on the topic was very good and you were highly prepared
PBDF15: it was excellent, I was beneficial
PBDF16: it was excellent
PBDF17: it was good
PBDF18: thanks for the perfect presentation in the class, I wish your success

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

PBDM1: what a beautiful pencil case
PBDM2: what a beautiful pencil case
PBDM3: I wont give compliment
PBDM4: I won't give a compliment
PBDM5: bah bah(wow) what a beautiful pencil case
PBDM6: wow, congratulations on your new pencil case, it is cool
PBDM7: what a beautiful pencil case
PBDM8: congratulations, it is beautiful
PBDM9: what a chick pencil case, where did you get it from/ how much did you buy it?
PBDM10: bah bah (wow) what a beautiful pencil case
PBDM11: how beautiful
PBDM12: I won't give compliment
PBDF1: wow what a cool pencil case, where did you buy it from?
PBDF2: I wont give a compliment
PBDF3: I won't give compliment
PBDF4: I wont say anything
PBDF5: what a beautiful pencil case
PBDF6: you have a very beautiful pencil case , congratulations

PBDF7: what a beautiful pencil case you have
PBDF8: wow, how beautiful, where did you get it?
PBDF9: your pencil case is very beautiful
PBDF10: it is very beautiful, where did you get it?
PBDF11: your pencil case is beautiful , I like your taste
PBDF12: how much did you get your pencil case?
PBDF13: give it to me if you don't want it
PBDF14: I wont say anything
PBDF15: what a beautiful pencil case
PBDF16: your pencil case is very beautiful
PBDF17: what a beautiful pencil case
PBDF18: where did you get this pencil case, could you buy me one as well, I will pay the money to you

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

PBDM1: what a beautiful bag, how much is that?
PBDM2: an old woman wouldn't need a bag
PBDM3: it is beautiful
PBDM4: what a nice bag
PBDM5: it is very beautiful
PBDM6: it is beautiful. Where did you buy it?
PBDM7: it is a beautiful bag, congratulations
PBDM8: congratulations, it is beautiful
PBDM9: it is very beautiful dear mom; I hope it is always be full of money
PBDM10: you should marry now, you look quite young now
PBDM11: granny, how tasteful your shopping was
PBDM12: nice hand bag granny
PBDF1: what a nice bag
PBDF2: it is very beautiful and it goes with your dress
PBDF3: you have a very beautiful bag granny
PBDF4: how chic is my granny

PBDF5: what a beautiful bag
PBDF6: it is very beautiful, congratulations
PBDF7: what a beautiful handbag you bought mom
PBDF8: what a beautiful handbag you bought old woman
PBDF9: how tasteful you are
PBDF10: how beautiful is your bag
PBDF11: your handbag is very beautiful mom, congratulations
PBDF12: it is very beautiful
PBDF13: how beautiful
PBDF14: yes, it is very beautiful
PBDF15: your handbag is really beautiful
PBDF16: it is very beautiful
PBDF17: it is very beautiful, it is quite chic
PBDF18: what a beautiful color dear mom, you are really tasteful

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

PBDM1: I will take the ring, then I will have a look and will return it
PBDM2: congratulations
PBDM3: it suits you
PBDM4: what a beautiful ring
PBDM5: bah bah(wow) what a beautiful ring, where did you buy it?
PBDM6: it is very beautiful dear, but you do lots of shopping recently
PBDM7: it is beautiful, congratulations
PBDM8: congratulation
PBDM9: it is very beautiful, it really suits your hand I will die for you, you should have bought me something as well
PBDM10: wow, how ugly, it doesn't suit you at all, (Irony, means you look perfect)
PBDM11: congrats, it is very beautiful on your hand
PBDM12: your new ring is awesome
PBDF1: wow, how beautiful it is? Where did you get it?
PBDF2: it is very beautiful, congratulations, it suits your hand

PBDF3: I think your ring is very beautiful
PBDF4: it suits your hand
PBDF5: you have a good taste
PBDF6: it is very beautiful dear sister; you may use it in happy events
Insha'Allah
PBDF7: wow, how beautiful it is
PBDF8: how beautiful, give it to me for some days, I want to go to Tehran
PBDF9: it suits your hand
PBDF10: how beautiful it is. How much did you get it?
PBDF11: your ring is very beautiful, I like it
PBDF12: it is very beautiful; will you let me to wear it for some days?
PBDF13: it suits your hand
PBDF14: this ring really suits your hand
PBDF15: wow, how beautiful it is, how much did you get it?
PBDF16: what a beautiful ring dear sister
PBDF17: it is really beautiful
PBDF18: wow darling, how beautiful it is, I want one the same as yours as well,
where did you get it?

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

PBDM1: I wont say anything
PBDM2: you are chic
PBDM3: you are so handsome
PBDM4: you are perfect
PBDM5: bah bah (wow) what a chic outfit
PBDM6: evil eye(bad eye) away from you
PBDM7: bah bah(wow) how handsome you are
PBDM8: you are chic dad
PBDM9: how perfect you are daddy, be careful about women tricks,
PBDM10: where are you going naughty boy? What is happening today?
PBDM11: how attractive and beautiful you became daddy

PBDM12: you are a handsome man daddy
PBDF1: how handsome you are, let me burn spand for you
PBDF2: you chose a proper outfit
PBDF3: you are very handsome dear daddy
PBDF4: you are very handsome
PBDF5: you are the most handsome father in the world
PBDF6: you put on a very beautiful outfit dear dad, I am quite sure you will have a perfect day
PBDF7: I may die for my handsome dad
PBDF8: you look perfect
PBDF9: how perfectly it suits you
PBDF10: how handsome, you look beautiful
PBDF11: you look very handsome daddy, are you sure you are going to a meeting?
PBDF12: this outfit really suits you
PBDF13: this outfit of yours is good, it suits you
PBDF14: you look very attractive today
PBDF15: how chic you become dad, I will give alms to keep bad eyes away from you
PBDF16: you are always handsome my dear dad
PBDF17: you look really handsome daddy
PBDF18: what a perfect outfit you put on dear dad.

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

PBDM1: perfect, perfect
PBDM2: bravo
PBDM3: bravo
PBDM4: nice job, you really pulled it off (warm breath, you explode it)
PBDM5: bravo, it was perfect
PBDM6: you see how wonderful teacher I am
PBDM7: bravo hardworking boy

PBDM8: continue like this, you are highly motivated
PBDM9: bravo boy, I hope you pass all your lessons like this
PBDM10: it was perfect; wish your success as always
PBDM11: bravo
PBDM12: bravo
PBDF1: bravo, it was perfect
PBDF2: it is perfect, I am happy for you, I wish your success
PBDF3: it is really perfect, it the result of hardworking
PBDF4: thanks for that much effort
PBDF5: you will be someone (in future)
PBDF6: I was completely sure you would be successful with that much effort, I am very happy
PBDF7: bravo, it was perfect
PBDF8: bravo, no pain no gain
PBDF9: bravo my good son
PBDF10: bravo, how well u did your exam, you studied very well
PBDF11: bravo, it was very good, I am fully satisfied with your progress
PBDF12: your progress had been very excellent, bravo
PBDF13: bravo, you are very talented
PBDF14: you have done a great effort, bravo
PBDF15: you have done a great job son, bravo
PBDF16: bravo, you are a very smart student
PBDF17: you have improved a lot
PBDF18: you have tried hard, I am surprised

Appendix D: Persian Baseline Data, CR

Compliment responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

PBDM1: thank you Professor

PBDM2: thank you (mersi)

PBDM3: thank you

PBDM4: that's what I am good at , not of much value

PBDM5: thank you (mersi)

PBDM6: sort of (more or less)

PBDM7: it's nice of you to say that

PBDM8: Thank you

PBDM9: I knew the answer and I gave it to them to help, I won't respond if I don't know the answer

PBDM10: this is nice of you prof. I am no one compared to you, whatever I know is the result of your teaching

PBDM11: it is kind of you prof.

PBDM12: I am interested in this major as well

PBDF1: thanks it is nice of you

PBDF2: thanks prof

PBDF3: it is kind of you prof

PBDF4: it was the result of your effort (in teaching me)

PBDF5: thanks

PBDF6: oh no, it is kind of you, thanks

PBDF7: thanks, it is kind of you

PBDF8: more or less, sort of

PBDF9: thanks, it is kind of you

PBDF10: thanks

PBDF11: thanks prof, it is kind of you

PBDF12: thanks

PBDF13: it is kind of you

PBDF14: I am happy to hear that

PBDF15: I have information about it because it is my major

PBDF16: thanks prof

PBDF17: thanks

PBDF18: you are my professor , I will help her as much as I can, thanks for your support whenever I needed

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

PBDM1: it is not of value compared to your value

PBDM2: not of value

PBDM3: not of much value

PBDM4: not of much value

PBDM5: not of much value , a present for you, you may take it

PBDM6: it is not of much value , I will buy you one if you want HTC

PBDM7: thanks(mersi) it is not of value compared to your value

PBDM8: it is not of value

PBDM9: not of value Haji(a person who has done haj) , but you don't know English to use it

PBDM10: it is not of value compared to your value, I can offer it to you

PBDM11: it is not of value

PBDM12: thanks , do you want one?

PBDF1: it is not of value

PBDF2: it is not of value , I will buy you one as EID (New year) present if you really like it

PBDF3: thanks grandfather

PBDF4: it is not of value

PBDF5: not of value

PBDF6: it is not of value

PBDF7: thanks, not of value

PBDF8: give me some money I will buy for you as well
PBDF9: not of value
PBDF10: thanks, not of value
PBDF11: not of value dear dad, do you know how to you use it?
PBDF12: thanks, not of value
PBDF13: here you are, it is yours, not of value
PBDF14: it has got very good capabilities
PBDF15: thanks, not of value
PBDF16: it is not of value
PBDF17: thanks, not of value
PBDF18: oh dear dad, when you find it a good cell phone, I wont have any stress about it , thanks for saying that, I love you so much

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

PBDM1: thank you very much for your kindness
PBDM2: thank you
PBDM3: thank you very much
PBDM4: that's what I am good at
PBDM5: thank you sir
PBDM6: I knew prof.
PBDM7: thank you , this is the result of your perfect teaching
PBDM8: thank you very much, it is because of your hard working in teaching me
PBDM9: thanks prof, I really studied hard, it should have happened
PBDM10: thank you prof, it is kind of you
PBDM11: it is kind of you
PBDM12: practice makes perfect, thanks
PBDF1: thank you, it is because of your perfect teaching
PBDF2: thank you
PBDF3: thanks prof, I practiced a lot to get this result

PBDF4: I tried and practiced very hard for this lesson
PBDF5: thanks
PBDF6: it was because of your good teaching that I could do this much good
PBDF7: thanks, it is kind of you
PBDF8: thanks, I did my best
PBDF9: it is because of your effort (in teaching me)
PBDF10: thanks, it was because of your efforts
PBDF11: thanks, it is because of your effort
PBDF12: thanks
PBDF13: I had tried hard
PBDF14: I have a good feeling because of that
PBDF15: I had really tried hard, it is because of your great teaching as well
PBDF16: wow, thanks prof
PBDF17: thanks prof
PBDF18: really? I didn't know that. I am surprised

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

PBDM1: I won't say anything
PBDM2: this is me
PBDM3: I may die for you mummy (ghorboonet)
PBDM4: thank you (mersi)
PBDM5: your eyes see it beautiful
PBDM6: I know it mom, everybody says so
PBDM7: at your service
PBDM8: say Salavat (touch wood)
PBDM9: yes, my mom gives me self-confidence I want to ace it in the class
PBDM10: no way, really? Thank you
PBDM11: your eyes see it beautiful dear mom
PBDM12: oh thanks darling
PBDF1: thank you ,yes, I really think it suits me

PBDF2: really? I hope so
PBDF3: thanks dear mom , which me good luck in my presentation
PBDF4: thank you very much
PBDF5: thanks
PBDF6: thanks mom, thanks for the self confidence you give me
PBDF7: I will die for you mom
PBDF8: that's me mom, chick and cute
PBDF9: thanks
PBDF10: thanks
PBDF11: I will die for you dear mom
PBDF12: really?
PBDF13: you see it beautiful
PBDF14: you gave me self-confidence
PBDF15: really?
PBDF16: your eyes see it beautiful mom
PBDF17: you always see me good and beautiful
PBDF18: are you serious mom? Thanks, I love you

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

PBDM1: you enjoy of being my brother (joking)
PBDM2: I learn from you
PBDM3: you could bloody learn yourself(koor sho yad begir)
PBDM4: it is what I am good at
PBDM5: thank you
PBDM6: yeah bro, I am a professional
PBDM7: that's me
PBDM8: thank you very much
PBDM9: yeah bro, I come here a lot with my friends, they taught me how to swim
PBDM10: no way, you are joking (modesty)
PBDM11: it is the result of too much practicing

PBDM12: I love swimming, I will teach you
PBDF1: what else can I do, I am a professional
PBDF2: really? I did my best to learn swimming perfectly, I am happy
PBDF3: really?
PBDF4: thank you very much
PBDF5: it is kind of you
PBDF6: it is not that much good, thank you
PBDF7: thanks
PBDF8: yes, that's me
PBDF9: you may learn very good if you try hard as well
PBDF10: you will learn it as well if you try hard
PBDF11: thanks dear brother, you swim good as well
PBDF12: thanks
PBDF13: learn from me then
PBDF14: no, I don't swim that much well
PBDF15: your swimming is good as well
PBDF16: I can teach you if you want
PBDF17: it is kind of you, you are good as well
PBDF18: I should be the best with a teacher like you

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

PBDM1: I won't say anything

PBDM2: practice makes perfect(kar e nikoo kardan az por kardan ast: it is a Persian proverb)

PBDM3: no pain to your hand

PBDM4: thank you (mersi)

PBDM5: than you

PBDM6: thanks (mersi)

PBDM7: thank you, that's very kind of you

PBDM8: I don't play very well yet

PBDM9: I will pay what ever song you like

PBDM10: I may die for you dear granny,
PBDM11: your ears hear it beautiful
PBDM12: it is my favorite musical instrument , thanks
PBDF1: thank you
PBDF2: what is your favorite song ? I may practice it and will play it for you
next time
PBDF3: I trued hard to get to this level
PBDF4: I played this song just for you
PBDF5: thanks
PBDF6: thanks dear mom
PBDF7: thanks you
PBDF8: I cannot play piano
PBDF9: it is kind of you
PBDF10: I can play it again if you like it
PBDF11: I will die for you my beautiful mom, would you like I play another
song for you?
PBDF12: thanks granny
PBDF13: would you like I play it for you again
PBDF14: it is kind of you
PBDF15: I don't think it is that much good
PBDF16: thanks dear mom
PBDF17: it is kind of you
PBDF18: I love you so much , you are so romantic

13. You are at university, and class has just finished. While you are putting your
books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

PBDM1: 13: it is not of value compared to your value
PBDM2: it is not of much value
PBDM3: not of much value
PBDM4: not of much value
PBDM5: not of value compared to your value, it's yours

PBDM6: it is not of value compared to your value, shall I take the books out of it(and give it to you)

PBDM7: it is not of value

PBDM8: it is not of value

PBDM9: it is not of value compared to your value prof. I will buy you one and will give it to you next session

PBDM10: not of value compared to your value, may I offer it to you

PBDM11: it is not of value

PBDM12: thanks, I bought it from Milad mall

PBDF1: not of value, you may take it if you like it

PBDF2: not of value, thank you, I can buy one for you if you like it

PBDF3: it is out of value compared to your value prof

PBDF4: I'd like to offer it to you

PBDF5: it not of value

PBDF6: it is not of value compared to your value, you may take it if you like it

PBDF7: thanks, it is kind of you

PBDF8: not of value

PBDF9: it is not of value

PBDF10: it is not of value compared to your value, your eyes see it beautiful

PBDF11: thanks, it is not of value compared to your value

PBDF12: it is not of value compared to your value

PBDF13: not of value

PBDF14: thanks

PBDF15: it is kind of you, not of value compared to your value, you may take it

PBDF16: not of value compared to your value prof

PBDF17: not of value compared to your value

PBDF18: it is not of value compared to your value , I have used this one, but I can buy one for you if you like it

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

PBDM1: 15: really? Are you telling the truth?

PBDM2: this is me
PBDM3: this is me
PBDM4: thank you (mersi)
PBDM5: thank you very much
PBDM6: thanks bro
PBDM7: thanks, you hear beautifully bro
PBDM8: I learned it before the Islamic revolution
PBDM9: I will die for you bro, which song do you like I will sing it for you
PBDM10: don't make me blush, it is not like that
PBDM11: your ear hears beautiful
PBDM12: I love singing
PBDF1: yes, I was the trainer of very great singers
PBDF2: thanks
PBDF3: it is kind of you darling
PBDF4: I am proud of myself
PBDF5: I know
PBDF6: I give no answer because I know I don't have a good voice
PBDF7: thanks
PBDF8: I have no one to support me , I would have been a very famous singer
PBDF9: thanks
PBDF10: it is nice of you, your ears hear it beautiful
PBDF11: thanks dear, it is not like that, it is kind of you
PBDF12: I don't think so
PBDF13: thanks
PBDF14: I have no idea
PBDF15: thanks, everybody says so
PBDF16: thanks my friend
PBDF17: it truly is so
PBDF18: really? I should attend the best voice match, I may win

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

PBDM1: thank you

PBDM2: your eyes see it beautiful

PBDM3: thank you very much

PBDM4: no pain to my barber's hand

PBDM5: thank you (mersi)

PBDM6: thanks bro, I go to Vliasr beauty saloon, they do a great job

PBDM7: at your service

PBDM8: I was in the military when I was young

PBDM9: yeas bro, I went to a new hair saloon, he showed me some pictures to see which one suits me and then cut my hair

PBDM10: really? I want to the hair dresser near my home, I will go there from now on

PBDM11: he had made a mess of it

PBDM12: thanks, it is a new hairstyle

PBDF1: thank you

PBDF2: thank you, I can give you the address of hair saloon, I think this model will go to your face as well

PBDF3: does it really look good on me?

PBDF4: it is summer and I wanted a hairstyle suitable for this season

PBDF5: your eyes see it beautiful, (looks easy on the eye)

PBDF6: it is kind of you

PBDF7: thank you

PBDF8: I paid a fortune for it, I would have killed the hairdresser if it didn't look good on me

PBDF9: thanks

PBDF10: really? It is kind of you

PBDF11: thanks dear

PBDF12: I can give you the address of the hairdresser if you want

PBDF13: thanks, I can give her address if you want

PBDF14: thanks

PBDF15: thanks

PBDF16: thanks darling

PBDF17: thanks dear

PBDF18: thanks, your eyes see it beautiful, it is really kind of you

Appendix E: British Baseline Data, C

Compliments

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

NF1: Look the part, good look

NF2: You look very smart

NF3: you are looking very smart. That will impress them

NF4: oh Alex you look really smart for your interview

NF5: You look hot!

NF6: YES, You look smart

NF7: you are very well dressed

NF8: You look very smart

NF9: you are looking very good in your suit; you'll do well with your interview.

NF10: You look very smart and professional

NF11: like your new suit Alex; you look good for your interview.

NF12: you are looking smart

NF13: You look very smart, makes a change!

NF14: wow, you look great

NF15: Alex you look very smart, good luck.

NF16: good you look smart

NF17: you look smart, I like your suit.

NF18: look very dapper

NF19: that looks really smart. They would be mad not to take you

NM1: you look smart

NM2: Your suit looks very smart.

NM3: You do look smart. That should impress them!

NM4: you look very smart

NM5: Very smart.

NM6: nice suit, shame about the face.

NM7: looking good.
NM8: looking sharp
NM9: you look ...here you get the job
NM10: very smart
NM11: you look very nice

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

NF1: thank you mum,
NF2: the meal was excellent
NF3: thank you mother, the dinner was excellent.
NF4: oh mum, your meal was delicious as usual.
NF5: it was a beautiful meal.
NF6: no (I don't compliment her)
NF7: thank you for a wonderful meal
NF8: that was delicious!
NF9: thank you very much it was a lovely meal
NF10: that was lovely. Thank you
NF11: thanks mum that was a great meal.
NF12: that tasted lovely
NF13: that was an excellent meal, thanks mum
NF14: great mum
NF15: that was delicious
NF16: lovely, I enjoyed it, thank you
NF17: thanks mum, that was well tasty
NF18: that was absolutely gorgeous
NF19: that was lovely, thank you
NM1: thanks mum, it was delicious
NM2: it was delicious
NM3: that was delicious. Thank you
NM4: that was delicious mum
NM5: lovely meal.

NM6: get the dishes out of the sink, I need to vomit.
NM7: I thought you were dead.
NM8: that was alright mother.
NM9: thanks mum, that was great
NM10: delicious mum
NM11: that was lovely

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

NF1: hi Jeff, you look smart, where have you been?
NF2: you look good in your Sunday best
NF3: where have you been, you are looking very smart.
NF4: hi Jeff, you look nice. Would you like to change before we settle for math
NF5: you look nice today
NF6: look nice
NF7: look very smart
NF8: you're very well dressed for studying maths
NF9: your Sunday best clothes make you look so smart
NF10: you look very smart
NF11: you look great today Jeff
NF12: you are a bit over dressed for study
NF13: you look smart; I've never seen you look like this before.
NF14: get changed
NF15: you did not need to get all dressed up for me
NF16: you look smart, would you like to change into something casual?
NF17: you look smart, where have you been?
NF18: you look very smart Jeff.
NF19: you're looking very smart, do you want to change into something more casual before we start?
NM1: you look smart

NM2: you look really smart.
NM3: wow! You're done up to the nines!
NM4: you look really smart
NM5: you look very smart.
NM6: it was my turn with the priest in the confessional.
NM7: your suspenders look good.
NM8: looking good Jeff.
NM9: you look ready for church
NM10: look smart
NM11: you look good jeff

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

NF1: congratulations, a fantastic presentation.
NF2: did an excellent presentation
NF3: your presentation was excellent, well done
NF4: you did really well on your presentation; it looks like you have worked hard.
NF5: that was a wonderful presentation
NF6: that was interesting
NF7: thank you
NF8: that was an excellent presentation
NF9: that was a good presentation, congratulations
NF10: well done
NF11: made a very good presentation today
NF12: I really loved your presentation
NF13: well done, I enjoyed your presentation
NF14: well done
NF15: congratulations, you did really well
NF16: well done, that was brilliant
NF17: well done, I hope mine is as good
NF18: well done, that rocked!

NF19: that was brilliant; you hit just the right note.
NM1: well done
NM2: well done, I enjoyed that.
NM3: that was great!
NM4: that was really good, well done
NM5: that was really good.
NM6: nice presentation, but the pictures were crap.
NM7: your dress was too short.
NM8: well done.
NM9: that was a really clear presentation
NM10: that was a good presentation
NM11: that was good

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

NF1: I would not even notice it.
NF2: where did you purchase your pencil case.
NF3: I like your pencil case, where did you get it
NF4: I laughed. Jeff you never have used your old case
NF5: that's a nice pencil case
NF6: that's nice
NF7: that is a new pencil case
NF8: do you want one?
NF9: where did you get the pencil case? I would like one the same.
NF10: I like your pencil case.
NF11: I like the pencil case where did you get it ?
NF12: where did you buy that pencil case
NF13: is that a new pencil case, it's nice
NF14: I like your pencil case
NF15: where did you get that case, I like it
NF16: hope that helps
NF17: that's a nice pencil case, where did you get it

NF18: ooh that's lovely Jeff, where did you get it!
NF20: that's really great , where did you get it
NM1: where did you get it? It's nice
NM2: I like your cool pencil case
NM3: that's a good looking case!
NM4: I like your case.
NM5: that is very nice.
NM6: nice pencil case, where do you steal it from?
NM7: I like your box.
NM8: nice pencil case
NM9: I like the new pencil case
NM10: I like your pencil case
NM11: that's a nice case

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

NF1: love your bag grandma, where did you buy it.
NF2: that is a lovely handbag
NF3: I like your new handbag very much grandmother
NF4: that's a nice bag nan, it suits you
NF5: that's a nice bag
NF6: love your bag gran
NF7: that is a nice bag grandmother
NF8: your handbag's lovely,gran
NF9: your new hand bag looks smart gran
NF10: your hand bag is lovely, is it new?
NF11: I like your new bag grandma, it's very modern
NF12: I really like your new bag
NF13: that's a lovely hand bag, where did you get it granny.
NF14: please can I have it grandma?
NF15: that's nice grandma

NF16: suits you
NF17: that's a lovely hand bag
NF18: wow, that's lovely! Where did you get it
NF19: that's a lovely bag, that's the right color/size
NM1: I like your new bag gran
NM2: nice hand bag.
NM3: that's a really smart handbag grand mother
NM4: your new bag is lovely gran.
NM5: that looks very nice.
NM6: is that crocodile skin- it matches your face.
NM7: granny you old bag
NM8: that's a nice bag nan
NM9: I do like the new handbag
NM10: your new bag is nice
NM11: nice bag

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

NF1: I love your ring, where did you buy it , how much was it?
NF2: I love that ring you are wearing.
NF3: your new ring looks lovely on you.
NF4: I love your new ring, where did you get it?
NF5: that's pretty
NF6: love your ring
NF7: that is a lovely new ring
NF8: your ring is beautiful. Where did you get it?
NF9: your new ring is really pretty
NF10: your ring is very nice.
NF11: I like your new ring Sue, Where did you get it
NF12: I love your ring
NF13: that's a fantastic ring, was it expensive.
NF14: I like that

NF15: that rings very pretty, I like it
NF16: pretty ring suits you
NF17: that's a beautiful ring
NF18: that's beautiful, is it new
NF19: I love your new ring Sue
NM1: that is lovely
NM2: I like your ring.
NM3: let me see your ring Sue; it does look pretty.
NM4: I love your new ring sis.
NM5: that is really lovely.
NM6: Nice rings, detracts from your face.
NM7: I like your ring
NM8: that's a lovely ring
NM9: I do think the ring suits you
NM10: nice ring sis
NM11: I like your ring

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

NF1: you look smart dad, go for it.
NF2: good luck for your meeting, you look good
NF3: father you are looking very elegant
NF4: you look great dad, I'm sure it will go well
NF5: you look nice today
NF6: you look great dad
NF7: dad, that suit looks very smart
NF8: you look great dad
NF9: you look really good dad
NF10: you look very smart
NF11: hell dad you look good for your meeting today
NF12: are you going somewhere special looking good

NF13: you look very handsome dad.
 NF14: dad you look the dog's bullocks.
 NF15: you look really smart today dad
 NF16: dad you look handsome
 NF17: your suit looks good dad, where are you going ?
 NF18: daddead! you look fab!
 NF19: you look super smart today
 NM1: you look great
 NM2: great suit.
 NM3: goodness, dad: you do look impressive.
 NM4: hi dad! You're looking really well.
 NM5: you look very smart today.
 NM6: hope the judge notices.
 NM7: you look like a jock
 NM8: looking good dad
 NM9: dad you look grat
 NM10: look smart dad
 NM11: nice

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

NF1: congratulations, good for you!
 NF2: you have done so well to get an "A" in your exam
 NF3: well done, I am happy for you
 NF4: well done Jeff, an "A", all that effort was worth it
 NF5: you're done really well
 NF6: that's great
 NF7: you did very well Jeff
 NF8: well done!
 NF9: good for you. It will be a

NF10: well done

NF11: well done Jeff in your last exam
NF12: must have worked hard to do so well
NF13: well it's thanks to you, I'm learning a lot
NF14: you don't need me then
NF15: well done, that's excellent
NF16: keep it up
NF17: well done, I would be lucky to get a "D"
NF18: well done Jeff, your hard work paid off
NF19: that's a great mark, well done
NM1: well done
NM2: well done, that's great
NM3: brilliant! You are just an old swat!
NM4: excellent result Jeff, well done
NM5: well done.
NM6: so you are a smart arse then.
NM7: you need to get a life
NM8: well done mate
NM9: if you do that well, are you sure you need my help
NM10: well done!
NM11: very well Jeff

Appendix F: British Baseline Data, CR

Compliment responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

- NF1: thank you, it's something I am interested in it.
- NF2: I do play around on my computer very often.
- NF3: thank you, I enjoy working on computers.
- NF4: thank you, I don't mind helping.
- NF5: thank you.
- NF6: thank you
- NF7: no, but I am willing to help people
- NF8: thank you
- NF9: yes, I love keep studying very hard to keep up to date
- NF10: thank you
- NF11: thank you, I like working with computers
- NF12: I am a quick learner
- NF13: thank you, I enjoy working with computers.
- NF14: am I?
- NF15: thank you
- NF16: thank you I use them at home.
- NF17: thanks
- NF18: thank you I like it
- NF19: thank you, but I've got a lot more to learn
- NM1: thanks
- NM2: thanks, am i?
- NM3: oh! Get by
- NM4: thanks, I do my best.
- NM5: so kind, I do try my best.
- NM6: shame you aren't.

NM7: I don't know
NM8: thank you
NM9: not that good
NM10: thank you
NM11: thanks

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

NF1: thanks granddad, would you like me to demonstrate.
NF2: it has a lot of different apps
NF3: yes grandfather, it is a very good one, would you like to see how it works.
NF4: it is a lovely phone, but it will take some getting used to.
NF5: that's great
NF6: thanks
NF7: yes it is a very good phone
NF8: do you want one!
NF9: it has very many new googols. I'll love Using it
NF10: yes, it's the latest model
NF11: thanks granddad, it's a new version, hope I like it.
NF12: that's why I bought it.
NF13: yes I'm really happy with it granddad
NF14: show me how to use it
NF15: thanks granddad
NF16: yes it has lots of uses
NF17: thanks, I would not have bought it if it wasn't good
NF18: me too! It's great, thanks
NF19: well if you like it I know it's a good one.
NM1: thanks, it's new
NM2: thanks, it's cool, isn't it?

NM3: yes; it's not at all bad
NM4: yes, it's new, thanks granddad
NM5: yes, I am very pleased with it.
NM6: get your own.
NM7: how do you turn it on?
NM8: it's the latest.
NM9: thanks, I have just bought it
NM10: thank you
NM11: yes , thanks

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

NF1: thank you, an encouraging comment.
NF2: thank you so much
NF3: thank you
NF4: thank you so much
NF5: thanks
NF6: thank you
NF7: thank you

NF8: thank you, I value your judgment
NF9: thank you, I found it a very interesting subject to
NF10: thank you
NF11: thank you, I am really pleased you liked my work
NF12: I studied hard enough for it
NF13: thanks, I worked hard for it
NF14: pretty?
NF15: thank you
NF16: thank you I tried hard
NF17: thanks very much it took me ages

NF18: thank you I tried my best
NF19: thank you, but can you tell me how to make it excellent
NM1: I did my best
NM2: really? Thank you, I tried.
NM3: thanks very much
NM4: thank you very much
NM5: thank you. I tried hard.
NM6: no, it's white; you're supposed to read it.
NM7: so am I.
NM8: thank you.
NM9: thanks, it did take me quite ato do
NM10: thanks
NM11: yes, thank you

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

NF1: thanks mum; it helps my confidence to know I look the part
NF2: do I look right for my presentation?
NF3: thank you mum
NF4: I thought I would make an effort for the presentation
NF5: thanks
NF6: oh thank you
NF7: thank you. I wish to make a good impression
NF8: thanks mum
NF9: thank you, I'm pleased thank you think this outfit suits me, I call this outfit my lovely one.
NF10: thank you, I hope to make a good impression
NF11: thank you Mrs. White I have an important day I need to look great.
NF12: thank you
NF13: thank you, I hope it gives me confidence.
NF14: am I appropriate?

NF15: thanks mom
NF16: it is an important day
NF17: did I? Good
NF18: thank you, wish me luck
NF19: thanks, I'm hoping it will make me look confident
NM1: good , thanks
NM2: thanks, it's important for this presentation
NM3: thanks mum
NM4: thanks mum.
NM5: thank you.
NM6: I'm due in court after class.
NM7: Thanks, I'm normally dim.
NM8: I always do
NM9: thanks, I have got to ...my best for the presentation
NM10: thank you
NM11: Thanks

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

NF1: thank you, you are as well.
NF2: I learnt when I was very young
NF3: thank you, Alex
NF4: thank you, you taught me well
NF5: thanks
NF6: thanks, I practice
NF7: yes , I have been practicing
NF8: thanks, you are a good swimmer too
NF9: I hope that I am after all that practicing I've done
NF10: thank you
NF11: thank you, I have been doing extra swimming sessions to improve.
NF12: you will have to train more to be better
NF13: I have been swimming for a long time, thanks

NF14: thank you brother
NF15: thanks I keep trying to improve.
NF16: you are a good swimmer too
NF17: am I? I didn't realize.
NF18: thank you, I've been practicing
NF19: oh yes! What are you after?
NM1: thanks
NM2: cheers, I'm ok I guess.
NM3: I guess it comes naturally
NM4: thanks max.
NM5: oh, no, not really.
NM6: it's better than drowning.
NM7: and your breast stroke is fab.
NM8: thank you I train lots
NM9: oh, I don't know, I have done it for years)
NM10: thanks
NM11: thank you

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

NF1: thank you
NF2: it was taken a lot of practice.
NF3: practice makes perfect, grandmother, and thank you
NF4: thanks nan, I try to be as good as mum
NF5: thanks (Acceptance)
NF6: I practice hard, thank you
NF7: I do a lot of practice
NF8: thank you, I studied hard
NF9: thank you, I hope that too.....
NF10: thank you I enjoy playing
NF11: thank you I have a good teacher
NF12: thank you I practiced a lot

NF13: I have been practicing a lot lately, thank you granny.
NF14: can you hear me gran?
NF15: thanks grandma
NF16: I got the talent from you
NF17: thank you very much
NF18: thank you granny, I try my best
NF19: thank you, practice makes perfect
NM1: thank you
NM2: thanks, do you like it?
NM3: thank you very much, grandmother. I do practice hard
NM4: thank you
NM5: I should practice more really
NM6: I'm practicing for your funeral.
NM7: a bird in the hand is worth 2 in the bosh
NM8: thank you nan I take after granddad
NM9: well, I am only an amateur
NM10: thanks
NM11: yeah, thanks

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

NF1: thank you, I like it as well
NF2: I think so too
NF3: thank you
NF4: thank you, my mum bought it for me
NF5: thanks
NF6: thanks gran
NF7: thank you, it is new
NF8: would you like me to get one for you
NF9: my other has bought it for me
NF10: You: thank you, it's new.

NF11: thanks, a friend bought it for my birthday
 NF12: thank you I picked it special
 NF13: thank you, it's very practical too.
 NF14: what?
 NF15: thanks
 NF16: I like it
 NF17: thank you I got it from____
 NF18: thank you it's new
 NF19: do you think so? I'm happy for you to have it as I don't really like things that are cute
 NM1: thanks
 NM2: thanks.
 NM3: thank you. I think it looks rather good too
 NM4: thanks.
 NM5: yes, I love it.
 NM6: it's better than your front pack
 NM7: does it come with instructions?
 NM8: thank you
 NM9: it'sto carry everything
 NM10: thank you
 NM11: thank you very much

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

NF1: really!! Are you serious?
 NF2: I sound better in the shower
 NF3: thank you, I enjoy singing.
 NF4: thanks, I love singing, just don't do it often enough
 NF5: thanks
 NF6: liar, I sing like a pig
 NF7: thank you, I enjoy singing

NF8: I dint believe you but thanks, anyway
 NF9: thank you
 NF10: thank you I enjoy singing
 NF11: thanks I like to do karaoke)
 NF12: I know I am
 NF13: are you deaf, I've got a terrible voice.
 NF14: I am though.
 NF15: you must be kidding
 NF16: thank you
 NF17: are you sure? I think I am terrible
 NF18: thank you I take lessons
 NF19: really, that's kind of you
 NM1: really?
 NM2: thanks.
 NM3: thanks, I'm glad you think so
 NM4: thank you very much
 NM5: no, not really.
 NM6: no, my foreskin is caught in my zip.
 NM7: I knows
 NM8: thank you very much)
 NM9: not good enough toby it
 NM10: thank you
 NM11: sure? Thank you

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

NF1: thanks, I was a bit unsure, your observations help
 NF2: I thought I would have a change, thank you
 NF3: thank you.
 NF4: thank you, I went just down the road, it wasn't too expensive.
 NF5: thanks
 NF6: trendy babe

NF7: thank you, I have just been to the hairdresser
NF8: thanks, it cost me a fortune
NF9: have you a new hair style if this cut is great
NF10: thank you
NF11: thanks, I have tried a new hairdresser today
NF12: it cost plenty
NF13: thanks, it's the latest fashion.
NF14: do you really think so?
NF15: thanks
NF16: thank you, your hair looks nice too
NF17: thanks, I like it too
NF18: thank you it's a new style
NF19: thank you, I'm glad you like it
NM1: thank you very much
NM2: cheers mate.
NM3: thanks. Yes: I think it's not bad. Glad you like it.
NM4: glad you like it, I've just had it done.
NM5: do you really think so?
NM6: it's a wig really.
NM7: thanks it's a good wig
NM8: thank you it's a new look
NM9: thanks, it needed

NM10: thanks

NM11: Thank , I like it too

Appendix G: Interlanguage Data, PIL, C

Pre-intermediate level

Compliments

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

1. look very handsome today
2. very handsome
3. very good looking
4. wow, very fantastic, I wish better
5. wow, you are fantastic
6. wow Alex, is that you? You've got so much beautiful with this dress
you will have a lucky day, I promise!
7. wow, your suit is very beautiful
8. Alex, today you look really great, this suit is really good on you, I
hope you will be successful
9. I am sure you are the best choice for this job, very well dressed
10. wow, you look like a lovely gentleman, my handsome bro
11. you looks very handsome with this suit, it's fit you
12. you look very handsome in this suit
13. wow, you are perfect, I hope they have same idea
14. what a beautiful suit, it's really fit for you
15. wow , you look gorgeous today
16. Alex please be careful about the questions
17. you are a good business major
18. he is perfect
19. wow, you look really handsome and good looking in this suit
20. you are very stylish and handsome, I love your suit
21. the suit is beautiful
22. You are beautiful I hope your interview will good
23. oh, you look like good you look daddy

24. you look handsome today
25. you should wear a bowtie with this suit , it's better with them but you are pretty
26. it suits you and you are stylish
27. it suits you , you are stylish
28. you are very stylish, I think you can get the job, have a good interview
29. you are stylish and gentleman
30. you are stylish and beautiful

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

1. It's very delicious , thanks mum
2. thank you mum and very delicious
3. thank you and very delicious
4. thanks my beautiful mother, it is very good and delicious, nice task
5. mom, you are the best mother in the world
6. mom, your dinner was so great , thank you so much
7. wow, this food is very delicious. Thank you.
8. thanks mom, it was so delicious like always
9. thanks mum, you are number one cook in the world, the meal was delicious
10. thanks mum
11. thank you mum, it was so delicious
12. this is the best meal that just you can make delicious
13. thanks mum, it was really delicious
14. it was the best meal that I have eaten in my life
15. thanks mum, you have done that best
16. thank you very much, it was the most delicious dinner that I have eaten
17. thanks mum it was delicious
18. it's ok

19. mum, yummy! it was totally delicious , it was one of the best dinners I've ever ate before
20. thanks dear mum, it's delicious
21. the food is delicious
22. yummy , it's so delicious
23. thanks mum, it was delicious
24. it's delicious
25. it was a best meal that ate till now, thanks
26. thanks a lot, it was perfect
27. thanks for every thing
28. it's delicious , thank you mother , good job
29. it was delicious, thanks, you are the best cook,(chef) in the world
30. it was good

5. it's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

1. you are gorgeous
2. oh very beautiful my friend
3. you are very beautiful
4. you were beautiful and now you became even more
5. my peat, you are very beautiful
6. very good dress jeff. I know with this dress you can study better.
7. wow, your clothe is very beautiful
8. you look so admirable in this clothe
9. these clothes are every good on you , you are very handsome
10. are you get married today?
11. your clothes are very beautiful and are fit you
12. did you know that these clothes are very pretty on you?
13. oh my God, you have really changed, I love your this appearance
14. did you know that you are so handsome dear?

15. oh you look like gentleman today, it doesn't show that you are only 13.
16. if you want I can help you to your lesson so please don't go to church
17. wow you look beautiful
18. I have no idea
19. look at you! You are so beautiful in this cloth
20. you have good taste, your clothes are pretty
21. your cloth is beautiful
22. your dress is so beautiful you have good taste
23. oh you look like
24. you look handsome today
25. you are pretty look like, I like your cloth, they are very nice
26. I have no idea
27. it suits you dad
28. you are so stylish with this clothes, you can be good in math like your dresses , I'm sure you can be perfect
29. wow, what a beautiful boy, you are stylish , cloth is suitable for you.
30. you are chic

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

1. it is very great
2. I feel proud of you, thank you
3. I feel proud of you
4. Congratulation. You were very good
5. I feel proud of you
6. that was a great idea. I love our teacher loving it.
7. thank you, it's my pleasure.
8. your way of speaking was very good
9. your presentation was very effective, always you are best
10. good job friend
11. bravo. Your presentation was excellent

12. you did your best, thanks
13. bravo, you are great in speaking
14. you did your best, thanks
15. you've done great , best wishes for you
16. oh it was great, I know you study all the lesson
17. thank you, you are my best friend
18. excellent
19. that was very well, I loved your presentation, I totally get what you said
20. don't worry , I am happy you get a good mark
21. you are good in conference
22. your presentation was good
23. oh , it's great
24. your present very well
25. thank you very much I just can say it to u
26. thank you, you too
27. it was perfect
28. you were very well, I wish I give a good presentation like you, I'm worry about that presentation
29. great, I enjoy your presentation , it was very good
30. thanks, good job

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

1. it's very nice. Where do you buy it
2. I like pencil case, give me please
3. you have taste good
4. its very good , where did you buy that pencil case?
5. you have a very good taste
6. jeff, your pencil case is really beautiful, where did you buy that?
7. wow, your pencil case is very beautiful
8. oh your pencil case is so nice jeff, I like it.

9. it's very beautiful; may I ask where do you buy it?
10. I like it, you pencil case
11. oh it's very nice
12. I love it, it's so cute
13. jeff, your new pencil case sounds pretty
14. I love it, it's so cute
15. what a colorful pencil case, I think I'm loving it
16. oh, what a nice pencil case, would you please give it me for 2 days
17. this is a nice pencil case, when you buy it
18. congratulation
19. cool pencil case, I love it where did you get that
20. wow, it's like mine , we have good taste
21. it's a beautiful pencil case
22. wow your pencil case is so nice
23. it's a lovely pencil case, I love it
24. wow, I like this pencil case, it's beautiful
25. you have got a beautiful pencil case, I like it
26. you have a good taste
27. you have good taste
28. wow, it's very nice , good for you, you have a good taste.
29. it's beautiful
30. can you borrow it to me

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

1. it's very nice. You have good taste.
2. oh, my grandma very nice and beautiful , I love it
3. I really like it
4. it's very nice , I really like it I wish I could have it
5. I wish I could have it
6. grand ma, I think this hand bag is really good for you, It's really nice
7. wow, it's a very beautiful hand bag, it's nice.

8. grandma your hand bag is so beautiful, you always choose the best
9. my grandmother it's so nice
10. that's beautiful
11. it is very nice, God willing it will be auspicious
12. I love it, it's so cute
13. grandmother you had the best choose, it's so nice
14. what a beautiful hand bag, I love it
15. if you take this turquoise bag everyone thinks that you are a teen age
16. oh what a nice hand bag
17. It's a beautiful hand bag, you need it
18. I like it
19. such a beautiful hand bag it looks perfect on you
20. wow, it's beautiful, I steal it
21. how much is this
22. your bag is beautiful
23. it's nice bag, I like it
24. I like your hand bag, it's nice
25. oh, it's pretty, I like it, it's good for you
26. it's very beautiful
27. congratulation
28. grandmother , congratulation, it's very nice, can you borrow mw it.
(smile)
29. it's beautiful, congratulations
30. you have great taste

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

1. it's very pretty. I'm sure it's good on you
2. my dear very beautiful
3. my dear its very nice, I hope to use it in happiness
4. I wish better for you and you use it in happiness
5. my honey, you are very good taste
6. sue, when you wearing this ring, you look like princess, it's so pretty .

7. you have very beautiful jewelry and ring
8. oh sue, I love your new ring it's just so beautiful
9. your new ring is very nice how much does it cost?
10. where did you get it, I like these things
11. it is very beautiful
12. that really suit on you
13. oh, is it your new ring? It sounds beauty
14. that's really suits on you
15. it goes on you my shiny sister
16. oh what a beautiful ring you have. I wish I had like it
17. wow, this ring is very nice , you are tasteful
18. oh my god I like it
19. wow, such a nice ring , It's so beautiful on your hand ! you have a
good taste in jewelry
20. dear sister it's shiny and I think made just for you
21. how much is it?
22. oh my God, they are so pretty
23. it's pretty ring, I like it
24. I like your ring, it's pretty
25. oh, it's so beautiful , I like it, I want buy one of this for myself
26. congratulations
27. it's so pretty
28. wow it's beautiful . congratulation, I should buy a ring too
29. it's good
30. you have great taste(enjoy your presentation)

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

1. your suit is very nice and its good on you
2. very good looking and you are the best
3. it's suits you
4. be careful, not to be stolen by girls

5. daddy, don't worry, you are very handsome, women die
6. wow , you are well dressed
7. you are very good on this suit; I know you can have a very good meeting
8. dad this suit fits you really well, you look great
9. my father you seem very handsome, today you are the best.
10. you look well
11. oh it's fit you
12. you are so handsome daddy
13. daddy you seem really good, I am sure you will be successes
14. you are very handsome dad
15. oh father, you are master of suit
16. you are really handsome
17. dad you look perfect today
18. it's ok
19. dad you look really handsome, I bet you gonna be the most handsome person in the meeting
20. wow, you are really good looking
21. he is very beautiful and tall
22. you look handsome
23. you look smart today daddy
24. you are so handsome today
25. you are so pretty today, I hope that u succeed on you work too
26. you are very stylish, the same as other days
27. you looking great
28. dada, I proud of you, you are very intelligent
29. dad, what a beautiful father, I love you
30. you are stylish, beautiful

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

1. that's right, ok . you math became well

2. you are very smart my dear in that
3. you are clever
4. I knew that you are very clever
5. You are clever same as me
6. very good news, jeff, you have to study always like this
7. bravo! You must be a genius
8. well done jeff, I know that you always do your best
9. very good because you practice a lot now you get best result
10. well done, continue as you are doing
11. bravo. You are very smart
12. I believe that you do your best .
13. I really compliment you and I am honoring to have such a good student
14. I know that you do your best
15. excellent dear just save this increasing way till the end
16. you have improved in math recently , you will get an “A” mark in future
17. I am proud of you
18. not bad
19. oh that’s great you are really smart , I am proud of you
20. you are smart and try a lot, I will be happy
21. he study for math
22. very good
23. OMG! ITS NICE
24. you are smart student
25. oh my gosh, you are so clever, I think you are good at math
26. it’s very good, you are very clever
27. good for you
28. you were the best student who I saw
29. thanks a lot, you too
30. you hard study

Appendix H: Interlanguage Data PIL, CR

Pre-intermediate level

Compliment Responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

1. thanks, I work a lot with computer
2. thank you because I'm smart
3. thank you
4. thank you, because I have teacher like you
5. I am good but you are better than me
6. thanks, I really love computers and practice it all the time.
7. that's very kind of you, my branch is computer
8. oh thank you teacher, it's kind of you
9. thank you, you are so kind
10. thanks, actually I grown up with computers , if you need help let me know
11. thank you but I'm not professional
12. thanks, if you want I can help you in this case
13. thank you teacher, I'll promise to you to do whatever I can
14. don't mention it, thanks
15. thank you so much, I have learnt it by practicing hard
16. thank you , it is your kind
17. thank you for your compliment
18. it's a very bad
19. thank you sir, it's my pleasure to help my friends
20. thanks a lot in fact it isn't good
21. thank you , I learn from my mum
22. thank you so much but I'm not very well
23. yes, I'm good at computers
24. thanks
25. oh thanks, I go to class for computer , my teacher is very smart

26. it's so kind of you
27. it's so kind of you
28. thank you , I've used computer for 10 years , I like everything about computer
29. thanks a lot and you are great teacher, you teach me completely
30. thanks

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

1. don't mention it
2. Thank you dad, I love you
3. don't mention it
4. don't mention it
5. daddy, don't mention it
6. really? It is? Thank you. I really didn't think I hear this sentence.
7. thank you, don't mention it
8. oh really, thank s, you can have it
9. don't mention my dear grand father
10. I'll get you one later
11. thanks
12. thanks, I can buy a phone like this to you
13. thank you grandfather, you are a good complimentor
14. thanks, you can take it for yourself
15. yes, it even looks fabulous by a glimpse, let alone working with it
16. your welcome , if you like it, I can give it to you
17. thank you, you are tasteful
18. it's lovely phone
19. thanks for your compliment I hope it works well , do you know mobile phones well?
20. don't mention

21. I buy expensive it, here you are
22. thanks, it's my friend taste
23. oh, thanks
24. thanks, your welcome
25. thank you, if you like it, it's for you
26. thanks, not at all
27. thanks, not at all
28. oh really, thank you, I think it's good too, I love it, im very happy do you want have it?
29. not at all, thank you
30. thanks, it was very good

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

1. you're welcome
2. I smile , thank you
3. your welcome
4. thank you bye
5. im very happy, thank you
6. thank you miss. This all is for your great teaching
7. that's very kind of you
8. thank you very much
9. thank you so much, it's because you guide me in best way
10. thanks
11. thank you so much
12. I'm so happy of your administration
13. thank you teacher, I had tried hard for it.
14. I'm so happy of your admire
15. thank you , I will excel it in different object next time ,
16. thank you, I love my teacher and my book
17. thanks teacher

18. it's good
19. thank you very much I did the best that I can
20. thanks a lot, I study a lot
21. yes, I very study for test
22. thanks because I so study more
23. thanks master
24. thanks, I have studied it well
25. thank you very much, I try for it very much
26. thank you, you are a good teacher too
27. thanks, you are great teacher
28. thank you, I'm happy that you like it .
29. thanks
30. thanks, good job

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

1. thank you
2. thank you mom, I kiss my mother
3. I kiss my mother
4. I kiss my mother and I say I love you very much
5. I will kiss her and will say because you are my mother
6. yeah, today is so important so I should look amazing and smart too
7. that's very kind of you
8. really, but I feel very nerves
9. yes, because today is the most important day for me
10. really, I tried to look so
11. oh really? Thank you
12. thanks
13. thanks mum, I wish I look smart in my presentation too
14. thanks
15. really, I wish it would work

16. thank you, today I have a presentation
17. thank you
18. too you look smart today
19. thanks mum, I look just like you beautiful today
20. are you ok mum, it's me , but thanks a lot, I hug my mum
21. I know, thanks
22. thanks I like this one
23. oh tanks mum
24. thanks,
25. thanks, I like this one
26. thanks mum
27. thanks a lot, it's kind of you
28. I'm nervous about it, thank you , you give me the best feel now, thank you
29. really thanks mum, you too
30. thanks, you are stylish (you too)

10.You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

1. thank you
2. thank you and I'm proud
3. I love swimming
4. I pay attention to other boys
5. im best swimmer girl
6. thanks, if you practice more you can be the best swimmer in university
7. thank you, I go to swim class in 5 years ago
8. don't say that you are much better than me
9. thanks my dear brother, but not such as you
10. I know, there are so many things that you don't even know
11. thank you Alex, because I swim a lot
12. thanks for your compliment
13. thanks, I love swimming and it helps me to be a good swimmer

14. thanks for your compliment
15. thanks I try to do my best
16. thank you I have gone to swimming class since 3 years
17. yes, I know because I exercise very much
18. I don't idea
19. thanks Alex! You are a pretty good swimmer too I think I got it from your side
20. it's me like you, thanks
21. thank you, you are good swimming too
22. thanks
23. oh thanks, you too
24. thanks, I had a good swimming teacher
25. you too, you are better than me
26. thanks, you too
27. thanks a lot you too
28. thank you , you are a good swimmer too really
29. thank you
30. thanks, you too

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

1. thank you. I hope you enjoy it.
2. thank you, that's my pleasure
3. I have fall in love
4. because I have fallen in love
5. thank you, but you are better than me
6. huh, not at all, I think I should practice more to play better.
7. thank you I go to piano class in 2 years ago
8. thanks grandma, I can play it for you every time you want
9. thank you, because I practice a lot
10. I do? Thank you?

11. thanks, because it's my favorite
12. thanks
13. thank you grandmother, it was one of my wishes
14. thanks
15. thank you grandma, it's all for you
16. thank you I try to practice playing piano
17. thanks grandmother
18. you are perfect
19. thanks grandma, I think you are a pretty good singer do like to sing with me while playing the piano.
20. thanks, I have a concert tomorrow
21. thanks, you come to playing piano some minute
22. thanks
23. oh thanks
24. thanks, I practice piano every day
25. oh thanks you are kindly
26. it's kind of you
27. thanks a lot
28. thank you grandmother, I practice piano every day
29. thanks
30. thanks

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

1. thank you. Don't mention it.
2. don't mention it
3. don't mention it
4. thank you , don't mention it
5. don't mention it
6. thank you, if you want I can tell the address where I bought it.
7. thank you, don't mention it

8. thank you, you can have it if you want
9. thank you, if you want I can buy like it for you
10. thanks teacher, it's a gift
11. thank you
12. don't mention it
13. thank you teacher, you are so optimistic
14. don't mention it
15. thank you my grandfather gave it to me as a birthday gift
16. thank you I decided to give it to you
17. thanks your welcome here you are
18. I don't know
19. thank you sir! I love it too
20. don't mention it
21. my daddy buy for me
22. your welcome, I like this one too
23. oh thanks
24. thank you
25. thank you, my father bought it for me, I like it too
26. thanks
27. thanks, not at all
28. thank you
29. thanks, I bought it from Manhattan shop
30. thanks

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

1. thank you very much
2. I was born as a singer and Im understand
3. I was to born in singer
4. because I was drunk and I m fall in love
5. oh my God, I know

6. you think? Well I always had a very good talent at singing
7. that's very kind of you, I go to music class in two years
8. oh not like that
9. really, I didn't know that, thank you for your attention
10. actually I wanted to be a singer before
11. thank you but I am not very well
12. but I don't think so
13. thanks, I love singing I wish you enjoyed
14. but I don't think so
15. oh, get off my back, it was like it was singing in the bath
16. I wish I were instead of you in singing
17. thanks and you are a good singer too
18. thank you
19. thanks, you are a good singer too, I loved the doat that we done
20. I know it, thanks
21. thanks, I like singing
22. thank you
23. oh thanks, you too
24. thanks
25. thank you, I hope that one day I'll be a singer
26. thanks, it's so kind of you
27. thanks you too
28. thank you, I got my voice from my mother, she was a good singer
29. thanks, it's your kind
30. thanks

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

1. thank you, is it good on me? Is it better than before?
2. thank you because I'm beautiful my dear
3. thank you my dear
4. thank you dear

5. in Iran? Because I'm very beautiful
6. yeah, I know. I've always loved this model of hair
7. that's very kind of you, thank you.
8. thanks my dear
9. thank you so much, you see very well
10. thanks
11. thank you, your hair style is too
12. thanks, it's the latest fashion
13. Thanks, you are so good complimentor
14. thanks it's the new fashion
15. really? I didn't like it at first , but it sounds good
16. you look nice with this style of hair
17. thanks, your hair style is cool too
18. ok
19. thanks I like your hair style too
20. thanks, it's fashionable
21. thank you
22. thanks but actually my hair style is not very good
23. oh, thanks honey
24. thanks
25. oh thanks, I think it's good and cute
26. thank you
27. thanks
28. oh, thank you, I picked up it from the hairstyle brochures, this is new
29. thanks, it's kind of you
30. thanks

Appendix I: Interlanguage Data, IL, C

Intermediate level

Compliments

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

1. wow, today you are so pretty with this suit
2. wow, you are so good
3. wow, you are the best, I think you are number one , I'm sure you can go to this
4. Wow... I think you are number 1
5. wow! You are really wonderful! Good luck.
6. wow, good-looking and beautiful now, you're look a like me.
7. that's great. You are prefect.
8. oh, my god, you are very beautiful.
9. wow, your suit is very beautiful and good.
10. I'm help my brother for compliment him on his appearance.
11. oh Alex you are very handsome today.
12. I help him on his appearance, he is wearing his best suit and good tie and best shoes.
13. you look so nice today.
14. oh, your suit so nice.
15. Hey Alex, you look prefect! You're really handsome today.
16. Alex, you are very good looking today.
17. do you have a date?
18. Alex (you) look handsome today
19. wow, you look great; I know you can be a good manager in that company
20. wow, you wear a best suit for your job
21. you should be clean and put the best clothes
22. you look cool
23. wow! You look so gentle today

24. wow, you are so good in this suit, it has very good color
25. oh you were very chic, I get very surprised
26. you look nice, be lucky
27. you look handsome
28. wow, you look very handsome and stylish
29. you are very good
30. you are very good looking , nice suit

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

1. thanks mum, dinner was incredible
2. your dinner is delicious, thanks so much
3. it's perfect; I only love your meals dear mum
4. The dinner was very tasty
5. oh mom! You cook great! I love your cooking.
6. thanks, my mother best cook in world her always cook delicious food.
7. thank you mom. That was very delicise.
8. that was a wonder full, food. Thank mom.
9. it's very delicious, your cooking is very good.
10. I'm cooking the very good cooking for Mrs.
11. oh mom I love this food it's delicious
12. I compliment her because she cooking delicious dinner and we finished having dinner together.
13. my mother this food is delicious.
14. I say mom please eat your food and then we go.
15. the food was yummy! Thanks, mom
16. thanks for your very good hand-cooked.
17. thanks for your cooking.
18. Thanks for your delicious meal
19. you are a great cook mum, it was delicious
20. what a delicious meal I love it
21. it was the delicious food mom, like the always , thanks

22. it is so delicious, what is the recipe?
23. thanks I love your hand cooking mom
24. thanks mom, it has really good taste, but I think you can put more salt on it
25. wow, it was the best and delicious food in ages
26. mom, you are a good cooker, I love your cook
27. thanks, it was delicious
28. thanks mom, dinner was very delicious, I liked it
29. thanks mom
30. thanks mom

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

1. oh, you are very good today
2. if you ask me your appearance is very nice
3. wow, really you are changes, it's good
4. you look good
5. Jeff, You are change today! You are so beautiful.
6. wow, really you are changes.
7. : wow, that's great. You surprise me.
8. oh, you look nice.
9. wow! Youre style is very interesting and good.
10. I'm put on the best clothes.
11. you looks good Jeff
12. I compliment his appearance and help her on his wearing because she is my best student.
13. your dress is so beautiful.
14. I like your clothes it's handsome.
15. you look fantastic Jeff, your clothes really suit you.
16. wow...! These clothes are very nice and matchable with you.
17. as the angels did.
18. Nice suit

19. your clothes are so nice and you look great
20. what a suitable clothes excellent
21. your clothes are so beautiful, it's so good on you dear
22. why don't you put off your clothes and change it with your usual clothes?
23. what a nice color, it suits you
24. you're so attractive in these clothes, let's start studying
25. my friend! It's very good on you , I like your clothes
26. your dress is nice, this color is very nice and your face
27. you look great
28. you are wearing a nice dress, where were you?
29. your jacket is so beautiful
30. your jacket is so beautiful I like it

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

1. oh dear, you looked very smart today
2. I wish you were always give a good presentation
3. bravo, I'm sure you are successful person in your life
4. I sure you're succseful person in your life
5. Oh sarah! You are so smart, I couldn't gave it.
6. that's ok.
7. you were prefect. Bravo. You have good trust.
8. wow, you are very talented. Good luck.
9. wow! It's very good.
10. it was good
11. very good presentation
12. yes, because she try at it but I help her if she mistake
13. you give a good presentation.
14. good job
15. you were completely ready and you shined at the class when you gave your presentation.
16. well done! I am certain that you will be a expert master in the future.

17. were higher
18. Your presentation was good
19. you are so smart and your presentation was fantastic
20. thanks
21. congratulation dear
22. you were the best today
23. congratulations, it was excellent
24. your presentation was so good it's so good you always pay attention to your classes
25. your presentation is very classic and new
26. congratulations
27. it was a great presentation
28. it was your right , you are the best in the class
29. it was a good presentation
30. good job

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

1. oh, jeff what a beautiful pencil case
2. your new pencil case is beautiful where did you buy it?
3. your pencil case is so nice (smile)
4. Your pencil case look pretty. I like it.
5. Jeff, your new pencil case is really beautiful. Where did you buy it?
6. nice pencil case
7. thank you. If you like it, you can take it.
8. it's very pretty. From wich store do you buy it?
9. wow! This pencil case is very beautiful.
10. very beautiful pencil case.
11. oh Jeff I love your new pencil case, it's really nice, how much you buy it?
12. : I asked him when you bought it? And tomorrow I went and I bought.
13. I like your new pencil case it's beautiful.
14. I so love your pencil case it so beautiful.
15. your new pencil case is really beautiful, I like it.

16. you have a good taste, your pencil case is very nice!
17. if you've had min!
18. That's a nice pencil case
19. your pencil case is so nice , I'd like to have one like it
20. Jeff, your pencil case is very pretty I like it
21. it's so beautiful
22. it's so cool Jeff, where did you buy it?
23. what a nice pencil case
24. your pencil case is so beautiful I like it, where do you buy it? How much it costs
25. it's a cherish pencil case, I'm happy for your taste
26. Jeff it's a lovely pencil case, I like it
27. your pencil case is beautiful
28. your new pencil case is very interesting I like it
29. oh, it's a very beautiful pencil case
30. I like your pencil case

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

1. oh grand ma, what a beautiful hand bag
2. it is nice
3. it's very nice, how much is it
4. It's really nice
5. I want to buy a handbag, it's so nice, where did you buy it?
6. its look like good and alovely
7. my grandma, it is pretty beautiful.
8. wow, your hand bag is very chic.
9. wow! It's very good you now! It's beautiful.
10. oh is very nice it good for you.
11. Mrs. Bush; it's nice hand bag and good material
12. I don't like it but I'm compliment her handbag.
13. your hand bag is nice and beautiful.

14. bush I bought a new handbag it is good for me. You think it is nice
15. your new hand bag looks nice. It's chic.
16. I think this is the most beautiful handbag I've ever seen.
17. I like it but it suitable for you
18. Oh God, such a good handbag
19. wow, I think your hand bag even is nicer than mine
20. mom your handbag is so beautiful congratulation
21. grandmother! I think that this handbag is so nice
22. I think it's nice but I want to buy this as a gift
23. it's very nice grandma
24. wow, what a beautiful handbag, maybe I buy one for myself. How much is it.
25. yes, it's very nice and good tasted
26. it's a nice handbag, I like it
27. your handbag is nice
28. wow, your new handbag is very nice, I like it very much
29. oh your hand bag very nice , that color is so good
30. I like your new hand bag

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

1. oh, what a pretty ring, where did you buy it
2. you buy a new ring, I like it, it's beautiful
3. oh sue, it's so nice
4. It's so nice
5. wow! They are so pretty, where did you buy them?
6. it's beautiful
7. it's very beautiful.
8. that's wonder full, I guess it's very pretty.
9. when you buy this ring it's very good.
10. it's very nice a pretty but you have it.
11. oh sure, you're new ring it's pretty nice
12. I don't liker her ring and I said her it's not beautiful

13. your new ring is pretty sue
14. sure your jewelry, like It, it's pretty.
15. Sue your ring is really beautiful. it shines.
16. oh! This is very nice from which store you bought it?
17. it's nice for you.
18. your ring is so cool
19. wow, I think your new ring is so nice
20. congratulation sue your ring is very pretty
21. sue! I think that this new ring is pretty on your hand
22. I love it sue
23. very nice
24. your ring is very pretty Sue, can I wear it for tonight? Tonight is my friend birthday
25. wow, it's really nice and cute ring, can you buy one for me ?
26. oh, it's so pretty, where did you buy it
27. I like your ring
28. your new ring is so beautiful, congratulations
29. your ring is very pretty
30. nice ring sister

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

1. father, you are very good in this suit
2. I 'm sure your meeting will go on a good way
3. dad, you are gentleman , I love you
4. you look so fantastic.
5. dad! You are so beautifull today!
6. I just look my father and I relish beautiful his appearance.
7. oh, my father, you look pretty nice.
8. oh, father? You look very chic today!
9. wow! Father this suit it's very beautiful.
10. ok, so white I'm see you! ok good boy

11. oh my god! Father you are very handsome and attractive today
12. I love my father so much and I compliment him each day.
13. your appearance is good you look nice.
14. father your suit it so nice, no, please put you that.
15. you look prefect today. I wish you'll have a good meeting.
16. you are the most good looking father that I've ever seen.
17. you look nice.
18. you look excellent today
19. you look great dad, I hope you be successful
20. dad, your suit is very formal for your meeting
21. father! I think you should put another shoes, but your clothes are perfect
22. you looks a price wanted to have meeting with a princess
23. you look excellent
24. your suit is very beautiful if you wear that blue tie with it, it will be better
25. it's very good on you , I think gray suit looks very great too
26. I love your appearance , you look lovely
27. you look perfect
28. wow, you look very handsome
29. oh your suit is very beautiful, you are so handsome
30. you look handsome

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

1. Jeff, you are very good today, you are doing so well
2. congratulations
3. bravo , you are excellent , I sure you are very smart
4. you're practicing well so you see your
5. really! Got you "A", it's a good mark. You are so clever.
6. bravo You are excellent.
7. wow! That's great. Bravo. I knew that you pass it well.
8. wow, my dear. You are very clever that was excellent.
9. your number of exam is very good. Excellent.

10. it's very good this just about for try you for lesson .
11. hey Jeff you should try harder and study better for this exam honey
12. I teach you good and I try faster and have a good exam.
13. bravo you doing it well.
14. I'm so happy for you I think because you doing so well.
15. you are an excellent student and trying hard. This score resulted from doing so well
16. this is a big progress in your mark. If you want you can get good marks for ever.
17. you must hard practicing.
18. very good, you are a clever student
19. that's fantastic. You should do your best
20. are you tell joking? Really? It's very good!
21. it's so good dear, I'm so happy; it's because of that you practiced more.
22. you do the best man, remember last month you got B on your exam
23. I bet you will success
24. bravo, it is the result of your trying, you are one of my students
25. I get so happy that you do it well
26. it's great , it's because of your try
27. great
28. thanks, you have made me very happy
29. oh , thanks for your notice
30. good job Jeff

Appendix J: Interlanguage Data, IL, CR

Intermediate level

Compliment Responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

1. oh, thank you, well that's an easy question
2. thank you so much
3. thanks, I love computer a lot and I think I know that a little
4. Thank you.
5. oh thank you teacher, but I'm just a student and I tell you my lessons.
6. I have document ICDL computer.
7. thank you. It isn't like you say.
8. really? Thank you very much.
9. thanks a lot.
10. yes, but I can't answering all the questions.
11. thanks teacher, I can help my friend
12. thanks teacher, I'm not really good but I like computer and I'm good in it.
13. yes, I am good at computer.
14. oh I think I'm so to be fond.
15. You are really good at computers.
16. I know basic information about computers but I am not expert.
17. I appreciate your definition.
18. But all I have is coming from you.
19. well, I passed computer courses before
20. thank you teacher
21. thank you teacher, yes, I know many things about computers
22. not at all, 3Ds max has a lot of options
23. that's very kind of you

24. thank you
25. thank you, its because I a lot my time for my study
26. thank you I learn it from my father
27. thank you
28. thanks, I am not so you say, you think so
29. thank you
30. thank you

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

1. thank you grand pa , you are a lovely man that see this phone lovely
2. if you like it you can get it
3. thanks father, but I like it too, I cant give it to you
4. Thanks. It's kind of you
5. thank you grand fa, I bought it in a expensive shop. You're welcome.
6. next birth day my grand father, I buy new mobile phone. Kind of my mobile phone's
7. thank you. It isn't very expensive.
8. oh, thanks a lot.
9. thanks a lot. Your welcome.
10. thanks do you like seeing this?
11. really grandfather?! If you really like it I can buy from this phone for you
12. thanks grandfather. I bought it today but I don't know it's good or no.
13. I like it too.
14. oh really thanks if you like it I bought one of them.
15. that's the best one in the market. I searched for it for a long time.
16. I hope that the other members of family have a same view as you.
17. not welcome.
18. Here you are
19. yeah dad, I searched a lot to buy it

20. yeah, it's a good phone with the best camera
21. yeah grandfather, this phone is the best and also has got many programs in it
22. yes it's the newest one of this brand
23. thanks, you're welcome
24. thanks, but work with it , it is hard, I have to get used to it
25. oh really? If you like it you can have, thank you for your complimenting
26. thank you so much, I will buy one for your birthday
27. thank you
28. thanks, I can buy another mobile such as this for you
29. thanks, if you like it, it's yours
30. thanks, if you like it it's yours

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

1. oh, I am very happy about it
2. thank you, I study more for this exam
3. thanks teacher (smile
4. Thanks teacher
5. thank you. I wrote it very hard.
6. oh, wow! You're kidding.
7. thank you. It is result of your try.
8. oh,, thanks.
9. thank you.
10. your welcome, you are good teacher.
11. thanks teacher, I study for better
12. thanks teacher I try so much
13. thank you I was study a lot.
14. oh I think I'm so strive.
15. thank you I really try my best for writing that
16. I am very happy because my effort has been usefuling.

17. sorry it was late. Thank you
18. Thank you
19. thank you but I think it could be better
20. thank you teacher
21. thanks teacher , but I think that you forgot it
22. thanks a lot , that's your pleasure teacher
23. my pleasure
24. thanks you, I spend so much time for it and now and I give the result
25. it's clear that you learn to me to write a good writing
26. really, thank you
27. thank you
28. I am so happy that you are saying that
29. thanks teacher
30. thanks teacher

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

1. oh mum you are always
2. I want to do my best to make a good impression
3. thanks mum, your eyes see look nice
4. You're eyes see look nice
5. I love you mommy! You give me energy.
6. tanks mom, I always smart and good-looking
7. yes, that's true. i'll success today.
8. oh, thanks because I have a presentation today.
9. thanks for your compliment.
10. thanks
11. really mom! Thanks, I love you.
12. because today I have an important presentation and I have good at it.
13. yes, I'm wearing my best outfit.
14. thank you.

15. thanks mom, I have an important presentation in class today.
16. thanks mom. Please pray for me to have a good presentation.
17. the eyes look ghashang
18. Thanks
19. thanks, I have to look smart because of my presentation
20. yeah, mom today I have to give an important presentation in class
21. really mom? Thank you very much
22. why you call me smart
23. thanks, I love you mom
24. thanks mom, but I think it's good to buy black shoes for this clothes
25. don't complimenting, you buy for me and I will thanks to you
26. thanks, it's because of my outfit
27. thank you
28. yes, today is very important for me
29. thanks
30. I do

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

1. thanks Alex, but I think you are better than me
2. thanks, you are such a good swimmer too
3. I'm best every time and in the every work
4. But you better than me
5. thank you, you swim as good as me.
6. oh, wow! My gash
7. thank you. really? you too.
8. thanks very much dear. Your swimming is good, too.
9. thanks, when I was going to class I learn it.
10. thanks I'm very try for it as I love swimming.
11. really? I don't think so, you are better than me!!
12. : I like swimming so much and I'm very good at it.
13. I learned swimming two years ago and I'm good at it.

14. yes because I went class.
15. thanks Alex, so are you.
16. spare my blushes! I think you are such a good swimmer too.
17. because I go swimming pool every day.
18. You too brother, I proud to be your brother
19. you have to say that because you are my brother
20. thanks you know, I went to swimming class for a year
21. oh yeah, if you remembered , I went to swimming class
22. but I am not the best yet
23. you're welcome
24. thank you, your swimming is good too
25. thank you, you too, you are good swimmer too
26. thank you, two years ago I was going to swimming class
27. thank you
28. it's not so you say , I have learnt swimming from you
29. oh no, you look better than me
30. you are too

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

1. thank you grand ma, umm, but I think I don't play very beautiful
2. thanks, I practice a lot
3. really? Thanks
4. thanks
5. oh really?! I really playing piano last summer.
6. ok, I mean, agree with you
7. really thank you. I practice well so I could play good.
8. thanks a lot. Did you want to I learn you some?
9. thanks.
10. you do it but you should see and learn carefully.
11. no, honey, you play it better than me

12. thanks grandfather. I'm practicing the piano when I was child and I like it so much.
13. thank you.
14. thanks my mother learn to me.
15. thanks, grandma.
16. really?! But I think I need to more practice.
17. I'm love playing piano.
18. Thank you for listening to my song
19. yeah, because I had a good teacher
20. thanks mom, I love play the piano
21. thank you , it's because of that I always practice and play the piano to be the best .
22. thanks grandma
23. my pleasure
24. thank you. I'm playing piano about two years but I have to practice more
25. really, thank you , I get very surprised. I really like you
26. it's for my practice
27. thank you
28. I am so glad to hear it from you
29. thanks a lot
30. thanks

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

1. really, thanks, you're welcome
2. it's very beautiful, thank you
3. thanks , here you are (smile
4. Thanks
5. you're welcome teacher. I can buy another one.
6. ok, thanks
7. thank you teacher. It isn't valued for you.

8. really? Thanks. If you want I will buy a new one for you?
9. thanks, your welcome.
10. yes it's new do you like buy for you?
11. thanks teacher. If you want here you are
12. I said her
13. I can give it to you
14. thanks very much.
15. thanks. You're welcome! I just bought it yesterday.
16. here you are. It doesn't have mention!!
17. it's for you.
18. Here you are
19. if you really like it I can give it to you
20. your welcome
21. thank you teacher. Your welcome
22. thanks a lot
23. I can give it to you, you're welcome
24. yes, I bought it yesterday with a really good price
25. thank you, do you allow me to get you
26. yes, I bought it two days ago
27. thanks
28. you are seeing it cute , I can give it to you
29. oh teacher you're welcome
30. thank s

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

1. thank you, you are a good singer
2. you are an excellent singer too
3. thanks, I really want to be an excellent singer
4. I really want to be an excellent singer
5. thank you! I can teach you singing!
6. oh, thanks.... I really want to be a excellent singer.

7. oh, really? Thank you.
8. oh, really? Thank. You either.
9. thank a lot.
10. oh, you should stay and singer singing.
11. oh dear thanks a lot but I think I'm not very good.
12. thanks, but I don't like singing because I don't time for it.
13. yes, I have a good sound and I like singing.
14. because my grandmother it is so good singer I think my grandmother learn me
15. thanks. I always try singing at the bathroom.
16. oh, no. I think you are a good listener.
17. thank you. I have ability at singing.
18. thank you for your opinion
19. thanks, but you're better than me
20. really? Thank you
21. really? Are you ok? But I don't think
22. thanks Alex
23. that's very kind
24. I always liked to be a singer in my childhood
25. thanks, you are good singer too, I like your singing too
26. thank you
27. thank you
28. thanks, I am so happy that you are saying it
29. thanks
30. I am

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

1. oh really, your eyes always see things cool
2. yeah, I like this model
3. really, thanks (smile) thanks a lot
4. thanks you so much

5. thank you honey! I like this hair style too.
6. thanks, I going to best hairdresser.
7. oh, really? Thank you.
8. verily? Thanks a lot. If you want I say the name of hair-salon?
9. thanks for your idea.
10. oh, really I'm think it's not very good but I think very good thanks
11. thanks honey you are very kind
12. thanks, I think it's very important and I wearing good style.
13. thanks, it's a new model I like it.
14. thank you.
15. thanks. The hair styler said me this hair style suited my face.
16. thank you. I love this hairstyle and most of the time I cut my hair at this way.
17. really? I think is bad.
18. thanks
19. thank you, but I don't think so
20. thank you I think my hairstyle is good for you too
21. oh, I know, this time she couldn't cut my hair very well
22. thanks a lot, it's on fashion
23. that's very kind of you
24. thank you, but I don't think so , it could be better
25. thank you, you will say to hairstyler
26. yeah, my hairdresser is very professional
27. thanks
28. thanks, you made me happy with this compliment
29. thanks, your hairstylist is better than me
30. it is

Appendix K: Interlanguage Data, UIL, C

Upper-intermediate

Compliment

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

1. he is wearing his best shoes and clean them
2. I think for like this large interview your appearance is important
3. you are so handsome
4. you are the best
5. wow my dear you have become very handsome
6. you are the most handsome man I've ever met
7. my dear, you seem so handsome
8. hey Alex, is there any girl, because I'm sure you don't wear these for your boss
9. Alex you seems like a good business man your suit is so chic.
10. wow! You are so handsome
11. wow. You look perfect Alex
12. wow Alex you look great , this color really suits you
13. you're really good looking in this suit
14. it would look good on you, I think you can attract their attention to yourself
15. that's a great suit
16. oh my gosh you look very good
17. I am very fortunate to have a brother like you
18. you look handsome
19. Alex, your suit is really chic , but better to look conformable in that
20. you are the best and your suit is very elegant
21. you look handsome brother
22. you look handsome man
23. I love your suit brother

24. your suit is beautiful
25. you look handsome and beautiful today, good luck
26. I know that you will be successful, you are handsome
27. good suit, it is good on you, you need a tie
28. you look like a perfect business man
29. look at you, perfect
30. is this your best suit? Good looking

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

1. I like my mum cooked noodles
2. thank you mom
3. you are professional at steak
4. thanks mom it was delicious
5. mom that was the best dish I have eaten thank you very much
6. thanks, that was so delicious
7. thank you mom, your food is really delicious
8. it was great mom, what is your secret
9. mom thanks for your dinner, it was so delicious
10. thanks mom, your meal was so delicious
11. thanks mom, that was so delicious
12. dinner was really delicious, you can open a restaurant
13. thanks, it was really delicious
14. mom, the taste of meal is really good as usual, thanks a lot
15. that you, it was pretty delicious
16. thanks mom it was so delicious
17. it was delicious mom, thanks
18. Thanks, it was awesome
19. mom, your food is the best I ever know, loved that and thank you
20. that's great I hadn't had a delicious food such as tonight
21. thank you dear mother
22. thanks mom

23. I loved this food, how you made it?
24. that was a very very delicious food momy
25. your food was very good, thanks mother
26. delicious, yummy , perfect, thanks mom
27. thank you my beautiful mother
28. thanks, God bless you
29. thanks mother
- 30.thanks it is one of the best

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

1. I can't think about it
2. I believe that the person must wear the suitable clothes for different situation.
3. you are looking gorgeous
4. oh, today you become more beautiful
5. Jeff, you are so good-looking with this clothes
6. what a great clothes, you are so good looking in this dress
7. wow Jeff, I like your appearance
8. when you are going to the church you don't need to wear your best dress, church is not a place for fashion
9. Jeff you look fashionable, your dress is nice
10. you are completely different in this clothes, you are more handsome than before
11. your dress is nice Jeff
12. you look nice Jeff, I think you should go to church more
13. oh, it seems that you were in church you got really good looking in this dress
14. oh Jeff, what a good appearance, you look good today
15. you look great
16. you look good today Jeff
17. you look very beautiful with this clothe
18. it suits you .

19. look at you Jeff, how handsome you look in that dress
20. wow Jeff, you are handsome
21. you have nice pants, where did you get them?
22. hey you look handsome
23. I like your jacket
24. nice outfit
25. your suit is like a priest, take it off
26. you look perfect boy
27. you look good
28. do you really go to church?
29. you look good
30. you look clean

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

1. and my classmate (shockt) all of us because the presentation is very good
2. I believe that the person must wear the suitable clothes for different situation.
3. I enjoyed it
4. it was great
5. my dear, today I understood how skilful you are in giving lecture.
6. wow, you show that you are so intelligent
7. my friend, you have a lot talent in this way
8. you were great , I guess you try so hard
9. you were very good at presentation
10. your presentation was good, good job
11. I really enjoyed the presentation that was great
12. your presentation was great, it was full of important points
13. hey, just congratulation to you on your presentation, it was really great
14. it was great dear congratulations to you, and good luck
15. your presentation was great
16. very good, excellent
17. your presentation was very beautiful

18. you are a good presenter, it was a nice lecture
19. actually I am speechless, you were one of the best
20. it's fantastic, I am sure it's a good in this term
21. your power point presentation was professional
22. good job
23. good presentation, I wish I can do the same
24. it was a very good presentation
25. it shows that you have studied a lot, book worm
26. good job my friend
27. I liked your presentation
28. it was nice
29. your presentation was great
30. it is good

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

1. thank you but not like you exactly
2. oh, very beautiful pen case, I like it
3. your pencil case is very good
4. what a beautiful pencil case, I like to have one
5. nice pencil case
6. it's not qualified, you can bring it
7. your pencil writes very good
8. what a beautiful pencil case, I hardly ever notice this things but this one is perfect
9. Jeff your pencil case is really lovely, good for you
10. such a beautiful pencil case, where did you buy it ?
11. your new pencil case is beautiful
12. it's a nice pencil case I really like it
13. hey Jeff, your new pencil case is really nice
14. what a good pencil case, where did you buy it ? I like to have the same
15. this pencil case is very nice

16. your new pencil case looks very good , I like it
17. I like your pencil case
18. it's a lovely and beautiful pencil case
19. wow Jeff, I wish your pencil case was mine, kidding, it's just too beautiful
20. your pencil case is fantastic, I wish I had one
21. your pencil case is beautiful
22. your pencil case looks fantastic
23. I like your new pencil case
24. your new pencil case is like girls things,
25. you should put your pen in your pocket like a man not in a case like a girl
26. you have a nice case
27. I like it
28. it is just like what I like
29. I think your pencil case is funny
30. I like it

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

1. and I want my grandmother give me
2. it's suit for your age
3. your hand bag is so nice
4. wow, it's so beautiful you are smart shopper
5. my dear you have chosen the best like every time
6. it's not worthy, you can take it
7. it's very beautiful you chose best things always
8. oh, that hand bag is very nice! You always choose the best
9. grandmother your hand bag is pretty lovely, how much did you buy it?
10. it's a very nice hand bag, where and how much did you buy it ?
11. hey, that hand bag is very beautiful
12. that hand bag is really nice
13. oh, my grandma, your hand bag looks really lovely, congratulations.
14. what a beautiful hand bag , it's so nice

15. your new hang bag is very trendy
16. oh, it's really beautiful
17. can I use it sometimes?
18. it's a beautiful hand bag
19. grandma your handbag is really cute, don't forget to take me with you next time
20. wow, it's very nice, you have a good taste
21. congratulations on your new bag
22. it is nice grand ma
23. what a beautiful hand bag
24. congrats for your new hand bag
25. you always buy the best things, it is beautiful
26. I like your hand bag, buy one for my mother as well
27. such a beautiful bag
28. nice handbag
29. it is beautiful
30. it is beautiful

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

1. always tell her the jewelry is very beautiful
2. I think it's pretty but expensive too, you didn't need those
3. it is so pretty
4. it's beautiful, why you don't buy for me
5. wow sue, it's so pretty just for your finger
6. what a beautiful ring you have got, I really like it
7. I love your ring , buy something for me like that
8. emm, another pretty ring, where do you buy it
9. wow, sue your ring is pretty beautiful , your hand seems really nice
10. such a beautiful ring, how much did you buy it? Do you give it to me to try it?
11. wow, your new ring is perfect

12. that ring is really pretty can I take it
13. sue , your ring seems really attractive in my finger
14. sue it's so nice and pretty, how much money did you spend on it
15. oh, your new ring is really pretty
16. oh this ring is shining
17. your ring is beautiful
18. your ring is really beautiful
19. sue, I'm in love with your ring, where did you get that ?
20. congratulations, it's so beautiful on your finger
21. it is beautiful on your finger
22. I like your ring
23. what a beautiful ring you have, where did you buy it?
24. your ring seems expensive, it is beautiful
25. it is pretty pretty sister
26. your ring is just the best
27. I like it , buy one for my girlfriend too
28. is that ring new? It is beautiful
29. your ring looks pretty
30. it is beautiful

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

1. I think he had to wear a best shoes
2. for important meeting like this the formal set is better
3. you look perfect
4. you became more handsome
5. my dady, you are the best looking man today
6. wow, you became so gentleman in this dress
7. you are very good looking
8. you look great dad! Why you don't do this for mom
9. father, you became fantastic, now you become a real gentleman
10. you look so handsome, who do you want to meet?(with smile)

11. father your dress is grate and you look perfect
12. dad, you look really handsome
13. oh dady, you look really attractive today, good luck
14. dad you would look great today, and I wish a good day for you
15. you look great today dad
16. oh daddy , you look very chic
17. father , you are always good, like today
18. you look handsome
19. daddy, I am proud to be your daughter, my handsome dad do your best
20. you look very handsome
21. you look perfect dad
22. you look handsome
23. you are the most beautiful father ever
24. you are ready man
25. you will hit it dad, you look just perfect
26. you look hot, good luck
27. you look good
28. you are handsome, good luck
29. you are handsome dad
30. you look handsome

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

1. jeff try more and more
2. I like my student be awesome in class
3. that's great
4. I knew you will get that
5. wow, that's great , I know that you can do the best
6. excellent, I had know that you are a smart student
7. you are very smart and you should continue this way
8. great! So it shows that you listen more carefully
9. oh excellent Jeff, I knew you are a smart student

10. good job, if you continue like this, you can be succeed person
11. wow, you make me happy, brovo.
12. you were really great, I'm proud of you
13. oh, that's really nice. I wish good marks for you in future too
14. congratulations, I'm proud of you
15. you are very clever Jeff
16. excellent
17. because you got an A on your exam, you can get A again
18. excellent
19. Jeff you did amazing, I am really proud of you smart boy
20. I am sure that you are the best in the class
21. congratulations my student
22. it was perfect job
23. oh an A, that's incredible
24. good job
25. you are a good boy , congrats
26. Getting A in math is a great thing, good good
27. you can get A again, very good
28. you are a good student
29. you did so well
30. good job

Appendix L : Interlanguage Data, UIL, CR

Upper-intermediate level

Compliment Responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

1. Thank you very much and help everyone to know computer
2. I like computer and play with different systems
3. yes, I pass some computer classes
4. thank you I learnt it from my sister
5. oh thanks, but it's not as good as it seems to be
6. that was just because the high quality of your teaching
7. thanks for your compliment
8. thanks but I can't do it today, I am sorry
9. thank you teacher but really I am not very good at computers
10. I am not very skilled but I know something
11. thanks
12. I spent 4 semesters in computer class
13. oh, thanks, I really like to know about it more.
14. thanks teacher
15. yes, I really like to work with computers
16. thank you, it shows your consideration and kindness
17. thank you teacher , if you have any problem about computer tell me
18. really? Thank you, I practiced so hard
19. appreciate it, that's really kind of you
20. thanks, your compliment improve me
21. thanks I like working with computer
22. thanks
23. thanks, I practice a lot
24. thank you , miss smith

25. thank you, I love software
26. thank you, I can help you
27. I am, thank you
28. Thanks
29. thanks
30. thanks, I need it for my job

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

1. I say you can use mr. bush
2. I love buy new mobile phones and research it
3. yes I love it
4. if you can work with it , I bought you one
5. oh really, I can give it to you
6. thank you, it shows your great tact
7. thank you, you make me so happy
8. thanks, I always hope to choose the best
9. oh really? Thanks, really you made me so happy
10. yes I like it too, do you want to know how it is works?
11. thanks, I like it too
12. really? I love it. How much do you think it was
13. oh really? Thanks, I promise I'll buy you one
14. I like it too, it's the last version of this brand , I spent a lot of money on it
15. yes, it's a new version
16. thank you
17. I will buy you one if your birthday is near
18. thanks , I love it too
19. yeah, grandpa, I have worked hard to get this , now it's the time to give gift to myself and enjoy
20. thank you I think so

21. thanks, it is the latest one
22. you can take it
23. oh thank you
24. I adore I phone, it is a good phone
25. thank you, it is the best one
26. you can use it if you like it
27. I like it too
28. It is expensive also
29. I love technology
30. thanks, it is full of new applications

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

1. thank you because I study hard
2. oh.. I so hard work and have stress for this test
3. that is kind of you
4. thanks, I worked in it too much
5. oh, thank you so much
6. thank you, it seems your favorable attitude
7. I try a lot so I get good result
8. thanks, I try hard to get the best answer
9. oh thanks professor, you gave me hope
10. thanks, I worked hard on it
11. thanks teacher
12. oh thank you, I worked on it about 2 days
13. oh thanks, I was really optimistic about it
14. thank you teacher, you're welcome
15. thank you I did my best
16. thank you teacher
17. I am happy and will do my best

18. really? Thank you , I practiced hard
19. thanks, I will try more to be better
20. my dear I enjoyed , I am happy to be friendly with you
21. thanks, I studied a lot
22. thanks
23. thank you, you are my teacher
24. thank you
25. thank you teacher
26. thank you teacher
27. thank you
28. thank you, I deserve A
29. thanks
30. thanks

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

1. thank you mom and then leave home.
2. really mom? I confused that what wear
3. I have an important presentation
4. I am always smart mom
5. thanks mom , pray for me please
6. thanks mr white, you always increase my self confidence
7. thanks mom, say prayer for me
8. oh mom, whenever someone tells me that I look smart something bad happens to me, God helps me
9. mom , my God, thanks for your courage
10. really? I have an important presentation, please pray for me
11. thanks mom
12. oh yes, I have an important presentation, wish luck for me
13. thanks, you know I have a really important presentation
14. thanks mum

15. I think so too
16. thanks mom , I have a very important presentation
17. thank you, I am very happy that you think like this
18. oh my God, thank you , your eyes see smart
19. thanks mommy , wish me luck
20. your outfit is very nice, you look very elegant
21. thanks, I have a very important presentation today
22. thanks
23. oh thank you , I should
24. thank you
25. thank you, you too
26. thank you so much
27. you look smart too
28. thank you
29. thanks
30. thanks

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

1. thank you but not like you
2. really, I was frightened at first, but gradually I like swimming
3. yes I am
4. thanks you too
5. yeah, I know, and you are good so
6. you swim very well too
7. you too my dear
8. are you kidding? I can't even swim in deep pools
9. oh , common you are kidding , yeah? You became so great too
10. thanks, I knew it(with laughing) you are so good too
11. thank you, you too
12. thanks but I think your swimming is much better than me

13. thanks , I think you're too, Alex
14. thanks Alex
15. that's true , but you were good too
16. thank you , you are good too
17. thank you
18. really? Thank you , you too
19. try not to be jealous bro, will teach you later
20. you pleased me, I enjoy swimming
21. I like swimming and tennis
22. thanks, you too
23. oh I practice a lot
24. thank you
25. thank you
26. swimming is in my blood,
27. thanks , I love it
28. thanks, I can teach you
29. thank you
30. thanks

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

1. I think it's not really beautiful
2. thanks , because I love piano
3. this is kind of you
4. no, not beautiful as my teacher
5. oh, thank you so much and you are the
6. thanks your ears hear a good sound
7. please come here, I want learn something to you
8. thanks, but my teacher told me I need more practice
9. uhh, grandmother thank you, you are the best grandmother in the world who I have .

10. thanks, what song do you like I play for you
11. thank you grand mother
12. thanks grand ma, I really love playing the piano, that makes me to play the piano better
13. oh, I'm not that much professional in it , but anyway thanks
14. really grandma? But I think it's just your idea and I'm not so good
15. I'm not sure , I need practicing more
16. thank you grand ma , it's inherited
17. I try too hard to win the music match
18. oh gosh, thanks very much
19. oh thanks you are so sweet, you wanna try to?
20. thank you, you encouraged me to play more
21. Thanks, it makes me calm
22. thanks a lot
23. thanks, I practice a lot
24. thanks, I play a lot
25. thank you , I started learning since I was 8 years old
26. I play it from my soul , thanks
27. oh, do i?
28. thanks, do you want to learn ?
29. thank you
30. thanks

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

1. I tell her my backpack for you
2. I say that's good and so expensive , your welcome
3. so thanks
4. I bought it from
5. thank you so much, it can be yours
6. thanks, it shows that you have a good sensitivity

7. do you want it?
8. thanks, my mother told me that it's for kids but I like it
9. oh, really? Thank you I become so happy , I can take it to you
10. thanks, your eyes see beautiful
11. thank you
12. really? Thank you, actually it's not my taste, it's my sisters taste
13. oh really, thank you teacher
14. oh thanks teacher, if you like it , please take it for yourself
15. thank you, if you like it I can buy one for you
16. thanks, it's a gift
17. I can give it to you if you want
18. thanks
19. thanks you can have it
20. thanks, if you like it, I can give it to you as a present
21. oh, thanks, it's a present from my mom
22. thanks
23. is that really beautiful, I didn't like it
24. thanks
25. thanks
26. thank you
27. thanks, you can take it
28. thank you
29. thanks
30. thanks

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

1. no not yet, it's very hard
2. thanks but I don't think myself
3. thanks
4. really ! that's just what you said

5. thank you
 6. don't mention, you can sing very well too
 7. really? I can't believe it
 8. if I am excellent, so what are you?
 9. oh common, not saying this, I just singing so fast, but thanks for your compliments , you are so calm
 10. really, thanks for your compliment
 11. thank you
 12. oh thanks, but I think my voice is awful
 13. thanks, I really like to be a real singer in future
 14. thanks dear I love singing and practice it always
 15. thank you, this is kind of you
 16. thank you but I don't think so
 17. thank you, I will try to sing better
 18. really? thanks , but I don't think so
 19. oh no, I don't really think so but thanks anyway
 20. I am very happy to receive this compliment
 21. I am not such a good one
 22. am i? thanks
 23. oh I love singing
 24. I sing like Ebi. I am a good singer
 25. thank you,
 26. thanks
 27. I love singing
 28. thanks, I can sing for you again
 29. thanks I am
 30. thanks
18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

1. yeah I think it's very cool
2. it's so good but I prefer other hairstyle

3. thanks
4. thanks, this is the address of hair saloon
5. oh thanks, I think so
6. really???? If you want to cut your hair I can bring you over there
7. thank you my love, you seem cool too
8. really? Thanks. My dad told me that with this hairstyle I look like a rock band
9. thank you dear, you become so nice too
10. really? Is it good for me? Honestly?
11. thank you I like it so much
12. oh, thank you so much
13. oh really, I'm not sure if my mother like it , but thanks
14. thanks, I have gone to the hair salon that my friend introduced me
15. thank you, I think so too
16. thanks
17. thanks
18. I think so, thanks
19. yeah I know, I just did it, thanks darling
20. you made me glad
21. thanks, I like it too
22. thanks, I like your hairstyle too
23. I am cool myself
24. it is the latest one, I like it
25. thanks
26. thank you
27. I do not like it
28. thanks
29. thanks
30. thank you

Appendix M: Interlanguage Data, ADL, C

Advanced level

Compliments

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

You:

1. Hmm you look great hope you will be successful
2. you look as great as your sister. I'm sure you'll be your best.
3. You are very good looking and perfect in this suit.
4. You look so good Alex. I'm pretty sure you can impress them.
5. wow you look like a real gentleman, you are master
6. Wow! You look terrific.
7. Alex, your hair is so important. Be careful about it.
8. My dear brother I think if u wear ur other clothes is more worthy, Because it's more formal than this
9. It suits you.
10. Well, my brother is good looking. I think his appearance is nice for this interview.
11. You should wear a usual and formal suit and tie.
12. It suits you.
13. That's so beautiful, it suits you
14. Your suit is nice.
15. Wow! You look great!
16. You look great. It suits you.
17. It suits you.
18. It suits you
19. You look so handsome. I know you can do it.
20. you look perfect, good luck
21. hey look at you, handsome
22. you look perfect bro
23. hey man, you look perfect

24. hey dude, you look perfect
25. they will make a good investment if they invest on you
26. chic and handsome
27. you look perfect, good luck
28. hey dude, you look very formal
29. my brother is always handsome
30. you look perfect, wish your success

2. You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

You:

1. Mom your hand-cooked is unbelievable thanks
2. It tastes as well as always.
3. The food tastes very delicious
4. It was really delicious as usual.
5. Oh my mom you have a best cuisine that I have eaten
6. Thanks mom. You cooked it delicious as always.
7. Mom, your cuisine is wonderful. Thank you
8. I love this kinds of cooking, what's this? Try to make ur cooking better please
9. You are a good cook, thanks
10. thanks mother because of food. The food was delicious.
11. Mom, I heard if we eat slowly and take birth deeply is better for us.
12. Mmm...yummy. Thanks mom, you are such a god chef.
13. Thank you mom, it was delicious and that was a very good meal. You are good at cooking
14. Thanks, it was delicious.
15. The food was really delicious! Thanks .
16. The food was really good thanks.
17. The food was really good. Thanks.
18. The food was really good, thanks.
19. Thank you so much. It was very delicious.
20. thanks it was delicious
21. thanks it was yummy

22. mersi mom, thanks god we have u at home
23. thanks mother, it was really good
24. it was delicious mom, thanks
25. you are a great chef
26. it is yummy mommy
27. thanks mom, do it tomorrow as well
28. it was delicious
29. my mom is the best cook , thanks
30. momit was great, thanks

5. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

1. Hey you look great my smart student
2. You look great. These clothes really suit you.
3. Oh! Jeff! You're so gorgeous in these clothes. They really suit you.
4. You look really good Jeff. I guess you've been to an important place
5. Oh Jeff you are so great, this clothes make you perfect
6. Wow! Today you look handsome.
7. Your appearance is so neat and effective.
8. I think it's really good on you! This is my opinion
9. You look great.
10. your appearance is nice (dandy). I like your appearance.
11. You look as well as every day.
12. You look absolutely gorgeous.
13. It is really beautiful, It suits you
14. It suits you.
15. Oh! It suits you!
16. You look great.
17. You look great.
18. You are fantastic (handsome)
19. You look great?

20. you look handsome
21. did you pray for your final exams as well?
22. Church sons, its math time, go and change it handsome
23. stylish, good
24. you look handsome in this suit
25. you look like a groom
26. you look like a church guy
27. you look good
28. you look smart
29. get changed; time to be smart in studies as well
30. you look handsome

6. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

You:

1. Your presentation was great. I am happy for you
2. It couldn't be better than this.
3. You had an admirable presentation. That was so good
4. Your speech was great. The audience seemed to like it.
5. You are perfect, I haven't seen before any presentation like you
6. Ah, thanks. That's really beautiful, I love it
7. Excellent, you were so dominant about your presentation.
8. Bravo, It was one of the best don't be exhausted
9. You're too dominate over presentation.
10. Your presentation was really good.
11. Your presentation was really good.
12. Well done dude, it was breath taking.
13. Congratulations, you did very well.
14. You did well.
15. You did very well.
16. That was really good
17. You did very well.
18. Your presentation was good.

19. it was perfect
20. it was a perfect presentation
21. thumbs up, perfect
22. perfect presentation
23. it was a perfect presentation, good job
24. I didn't know that you are such a good presenter
25. you can be a great teacher in future
26. you did a great presentation
27. it was a good presentation
28. good presentation
29. good job my friend
30. am really proud of you

9. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

1. I know you want to give your pencilcase to me. I'm kidding. It's nice.
2. Your pencil case is really awesome, it's lovely....!
3. Hey Jeff. Nice pencil case. I kind of like it.
4. It's a beautiful pencil case Jeff. Where have you bought it?
5. Jeff, your pencil case look great, I like to have one like this
6. Jeff! Your new pencil case is really lovely. I like it.
7. Your pencil case is so beautiful. Also it's useful.
8. How nice is your pencil case. I love that kind of pencil cases
9. It's a lovely pencil case. It's very beautiful
10. your new pencil case is very beautiful.
11. What a nice pencil case.
12. What a cute pencil case you have!! Where did you buy it?
13. It's a lovely pencil case. I like it.
14. It's very good.
15. Oh, it very nice.
16. It's a good pencil case, I really like it.
17. That's so beautiful. I like it a lot.

18. It is very beautiful.
19. I like your pencil case, it looks very nice.
20. I like your new pencil case
21. its beautiful where did you get it?
22. good one
23. I like that thing
24. nice pencil case, where did you get it?
25. is your project as beautiful as your pencil case?
26. that thing is s cute thing
27. your pencil case is cute
28. I like it
29. that's a beautiful pencil case
30. is that a gift for me? Thanks

12. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

You:

1. Congratulation grandmother. It is really suit you
2. I really love your taste. Your handbag is fantastic
3. Such an attractive and nice hand bag you've bought.
4. How beautiful is your new handbag
5. Wow, what a beautiful handbag, you are tasteful
6. Wow! Grand mom! Your new handbag is really pretty.
7. Your choice is perfect. It is good on you.
8. Wow How it's nice? How much did you buy it?
9. It's very beautiful. It's totally for you
10. your hand bag is nice
11. Wow! It's beautiful, I like it!
12. Wow, It's the best handbag ever.
13. Your hand bag is so cool, you look great.
14. It's very beautiful.
15. It's very beautiful.
16. I think this is so nice.

17. It's very nice.
18. It is very nice. Congratulations
19. What a beautiful handbag.
20. you have a good taste
21. could you buy me one the same next time you went to the same shop?
22. it is beautiful nanny
23. it is a nice bag granny
24. this handbag is really smart
25. buy one the same for my girlfriend gran
26. it is beautiful mom
27. you bought the best, it is so chic
28. it is nice
29. what a beautiful hand bag u bought
30. it is beautiful in your hand

14. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

You:

1. Hmmm that is really beautiful. Where did you buy it?
2. It's as pretty as your hand. It really suits your hand
3. pretty ring you're wearing
4. Your new rings looks so good on your hand
5. Your jewelry looks shiny I like it a lot
6. Ah, let me see. Your ring is so elegant
7. Your ring makes you more attractive. Best choice!
8. How attractive it is
9. Wow! You look great.
10. it's very pretty and very beautiful .
11. I love it. It's pretty well
12. I'm falling for your ring, where did you buy it exactly?
13. You look great. It suits you. I like your ring.
14. Your ring is very beautiful.

15. Your ring is pretty beautiful.
16. Oh your ring is so beautiful and I really like it.
17. It's really pretty.
18. Wow it's lovely and shiny
19. That's look awesome.
20. it is a very beautiful ring sis
21. nice one
22. you are my beautiful sister with a very beautiful ring
23. hey hey sweetheart, your ring is beautiful
24. your new ring is amazing sis , did you have a proposal ?
25. your fingers look so happy with this ring on them
26. how much did u buy it, it's beautiful
27. your ring is chic
28. I think it's pretty
29. nice ring, how much did you get it ?
30. that looks expensive , beautiful

16. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

You:

1. You look fantastic daddy. Be the best
2. My father is the most handsome father in the world :D
3. Oh dad you look so charming and good looking today
4. Dad you look so handsome today
5. Oh father you are so handsome
6. Dady! You looks really handsome and lovely. I love you.
7. Father, you are attractive, I am sure today you do the best.
8. How you become such a gentleman.
9. Wow! You are very attractive and of good choice.
10. you are very beautiful and smart.
11. You look extremely gentleman
12. Wow dad I think no one can competes you at least for today.
13. Dad! You are absolutely wonderful. It suits you. Good luck.

14. It suits you.
15. Wow! You look great!
16. You look great and you are handsome.
17. You look great.
18. It is very beautiful, you are very very handsome.
19. You look like handsome as always.
20. you are going to a date or meeting dad?
21. you look nice
22. you look gorgeous
23. you are ready , it is obvious
24. you will shine
25. handsome dad
26. you look great dad
27. you look nice
28. you look handsome
29. you look smart, am sure you will hit it
30. good luck, you look fabulous

17. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

1. I knew that you can do what you want to do in a good way.
2. Very nice, you are one of my smart student I'm sure that you did your job well
3. Bravo Jeff, you're doing so well.
4. It's a great result. Your math has improved a lot.
5. Oh Jeff you are one of my clever student, well done to you
6. Wow! I'm so glad for you. You are the most intelligent student of mine
7. I was sure that you will get an 'A'. You are a smart student.
8. as I know, you are so clever and talented, bravo
9. Very good. You got excellent grades. You are very careful.
10. am happy you got an A, YOU DESERVE IT
11. Perfect, you are my smart student.

12. Bravo you got the top mark in your class.
13. Excellent, you practiced well and congratulations good luck you did very well
14. you did very well.
15. You got an excellent grade.
16. You did very well.
17. Really? You tried hard.
18. Very very good. You practiced very hard.
19. Wow that's great.
20. you are a smart boy
21. clever
22. hey Jeff, it is awesome
23. congrats Jeff, u did it
24. you deserved it
25. you did it man
26. an A for an A student
27. congrats Jeff
28. thumbs up
29. you got A finally, you should always study the same way
30. you are smart Jeff, use your brain

Appendix N: Interlanguage Data, ADV, CR

Advanced level

Compliment Responses

3. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

1. Yea I had taken computer class before I come to university. I can understand it
2. Thanks. I know a few
3. Thank you!
4. Thanks
5. Thanks master, I try to answer my classmat quation as you like
6. Amm, thank you, I love computers but I'm not perfect yet.
7. I am thankful and respectful about your compliment.
8. Yes I am
9. Really? Thanks a lot.
10. I am not really good at computer, I can just solve problems related to software but I don't know about hard ware.
11. Thanks.
12. Yea :D feel free you can call me
13. Really, Thank you very much.
14. Really, I practiced well
15. Thank you! I practiced well
16. Really? Thanks a lot and I tried hard.
17. really? Thanks a lot.
18. But it was hard before but it is easy now
19. Thank you sir/madam
20. thanks I know
21. thanks

22. thanks , any time
23. thanks . I can help u any time
24. I am good, can help you any time
25. I've read a lot about computers
26. thanks
27. thanks , I love computers
28. thanks
29. it is computer era, I should be
30. I passed some course on computer before

4. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone.

Mr. Bush: It's a lovely phone. I like it.

You:

1. Thank you grandfather. I was searching every where to find it. Do you really like it
2. Thanks, your eyes see good
3. Really? Your welcome
4. Thank you
5. Oh, my grandpa, really, I can show it to you, If you want you can have it
6. Really, thanks, I love it but if you want, I like to give it to you
7. Many thanks for your idea grandpa. You can take it sometimes
8. Thanks a lot, yeah it's usage is more than others. While It's price is equal while it's price is equal with the others
9. Really? Don't mention
10. I like my new mobile phone because it's the newest mobile phone with a good camera and a big memory.
11. Thank you, I like it too but you can get it from me.
12. Thanks grand pa. It doesn't mention you.
13. Thanks, your welcom
14. Really, Thanks a lot.
15. Really? Thanks a lot.

16. Really? Thanks
17. Really? Thanks a lot.
18. Your welcome.
19. Thanks, I bought it just a few hours ago.
20. u can take it if u like it
21. thanks
22. thanks u can have one the same if you want
23. thanks I bought it for 900\$
24. you may take it if u want one
25. you will love it if you learn how to work with it
26. thanks, do you want one?
27. it is an smart phone, thanks
28. thanks
29. thanks, use it for a while if u like
30. thanks grandfather

7. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty.

You:

1. Thanks I was thinking a lot for preparing it
2. Thanks, it has the worth of trying
3. Thanks
4. Thank you
5. Thank you very much, because you are my teacher, I'm good like it
6. Oh, I'm so happy. I try to write as well as you asked.
7. Wow, really. I tried a lot but I was not sure about it..
8. Your welcome, I most say thanks to you because you spent your time on my paper
9. Thank you,
10. Thank you
11. Really? I can't believe it.

12. Thanks. It is because of having a teacher like you who inspired me while I was bored with this course.
13. Really? Thank I practiced well.
14. Really? Thanks a lot.
15. Thanks. I tried hard.
16. Really? I practiced well.
17. Really? I practiced well.
18. Thanks a lot.
19. Thanks professor, It is my pleasure
20. thanks
21. thanks
22. thanks
23. thank you
24. thanks a lot
25. thanks
26. I did my best, thank you
27. thanks professor
28. thanks
29. thank you, it is because of your perfect guidance
30. I practiced hard, thanks

8. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

Mrs. White: You look smart today.

You:

1. Thanks mom, it's kind of you
2. Really? I need to hear that.
3. Yeah. Today is an important day.
4. Thank you. Wish me luck for my presentation. I hope
5. thanks
6. Really? Thanks mom. I really need your compliment.
7. Yes, I know mom. I must have much influence on my listeners
8. Thanks mama! You always see me nice! Isn't it?

9. Really? Thank you very much.
10. I have an important presentation in class. Do I really look good?
11. I know, it's what I want
12. Oh I know I look as always
13. Really? Thanks a lot mom. You helped me to give my lecture.
14. Really? Thanks a lot.
15. Really? Thanks a lot.
16. Really? Thanks a lot.
17. Really? Thanks a lot.
18. Thanks my mom.
19. Thanks mom, wish me luck.
20. thanks
21. I do I do
22. I know mom, love you
23. thank you
24. you look smart always mom
25. I am smart in my head as well
26. thanks
27. oh, you are so lovely
28. thanks
29. thanks,
30. its kind of you, thanks a lot

10. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming.

Alex: You are such a good swimmer.

You:

1. Really? But I thought that I am not.
2. So are you. Thank you
3. Oh! That's very kind of you
4. Thank you. You are the same
5. You made me happy a lot, I learned swimming from you.
6. Ah, Thanks and you are too

7. Thank you. I have learned it from you. You are a good teacher
8. Oh, no thanks, really?
9. Thanks and you are a professional swimmer
10. I think you are better than me. I don't like swimming .
11. So, I'm not better than you.
12. Thanks bro! you are a good swimmer as well.
13. Thanks and you are good at swimming too.
14. Thanks, I tried hard.
15. Really? I practiced hard.
16. Oh really? Thanks, I tried hard.
17. Really? I practiced well.
18. Thanks. Do you like to learn of me?
19. Thanks and you too.
20. thanks I know
21. I love swimming
22. I love swimming
23. thanks , it is my favorite sport
24. practice makes perfect
25. swimming is my favorite sport you know
26. thanks, I can train you
27. I love swimming
28. thanks
29. thanks
30. thanks, I need more practice

11. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

1. I am glad to know that you like it grandmother
2. You hear beautifully, I dedicate this to you
3. Thank you grand ma
4. Thank you. Is there any songs you want me to play for you?

5. Oh my grandma, you are kind to me
6. Ah, yes, Thanks grand mom. I've done it for a long time.
7. Grandma, you are kidding. I'm not so good at playing.
8. Yeah yeah I love piano practicing because of this I enjoy a lot.
9. Really? I think because I practiced well.
10. you made me so happy, I will try and practice more
11. Thx my beautiful mom!
12. Thanks for being my fan.
13. Really? Thanks I practiced well
14. Really? I practiced well.
15. Really? Thanks a lot.
16. Thanks a lot, I love piano
17. Really? Thanks a lot.
18. Thanks, because I played piano 10 years ago until now
19. Thank you grandmother
20. thanks
21. I love playing the piano makes me calm
22. practice makes perfect
23. thanks,
24. thanks
25. I play guitar beautiful as well
26. thanks, It was a gift for you
27. I practice every day, thanks
28. thanks
29. thanks
30. oh, thanks it is my dream to become a successful musician

13. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

1. thanks
2. Thanks for your notice

3. Thanks very much.
4. Thanks
5. Thank's a lot, you make me glad a lot
6. Really? Thanks. If you want it, I like to give it to you.
7. It is a gift from my grandfather otherwise you could take it.
8. Thanks a lot
9. Thanks, don't mention it
10. Thank you.
11. Tnx, It can be for you.
12. Thanks I know that's why I bought it.
13. Really? Thanks your welcome
14. Thanks a lot.
15. Really? You're welcome.
16. Thanks a lot.
17. Really? Thanks a lot.
18. Your welcome.
19. Thank you so much.
20. thanks
21. its colorful and shiny, I love it
22. thanks
23. is it? I think it is a bit childish
24. thanks teacher
25. thanks teacher
26. thanks
27. thanks
28. thanks
29. I bought it from Tajrish, thanks
30. thanks, I got it from my brother

15. On the weekend, you go to sing karaoke with some of your classmates. After you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

1. Are you kidding me? I don't think so, but thank you
2. You are an excellent heard (audience) :D
3. Thank you
4. Thank you. You can give it a try too
5. You make me glad, I am happy to hear it.
6. Thanks, but I'm not good as you say.
7. No! don't make fun of me . I just moved my lips without singing.
8. Yes I know!
9. thanks a lot. I am practicing most of the time
10. Thanks.
11. No, I don't think so.
12. Thanks. You know that my father has a good voice so I can say singing is in my blood
13. Really? Thanks I practiced well and tried hard.
14. Thanks a lot.
15. Really? Thanks a lot.
16. Really? Thanks a lot.
17. Really? I tried hard.
18. Thank you. I practice very very hard.
19. Oh really? Thank you.
20. yey
21. I sing like shakira
22. do i? really?
23. thanks
24. oh I am not
25. I sing like a donkey man
26. oh, am I ?thanks
27. thanks, I love singing; I practice under the shower every day
- 28.thanks
29. am i?
30. I am not that much good,

18. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

1. Thanks a lot that's kind of you
2. Thanks, The hairdresser's job was well.. ! :I
3. Thank you
4. Thanks. We can go to the same salon together next time
5. Thank you very much from your compliment, you make me glad.
6. Ah, good. Thank you. I can give you the hair salon address.
7. Thank you. I need some changes in my appearance. My mother suggested me to do this
8. oooh, you have changed a lot! You look more beautiful.
9. Really? Thank you for definition
10. thanks. I wanted to change my hairstyle
11. Tnx.
12. Yeah I chose from 2013 journal!
13. Really, Thanks. I went to the best hair salon.
14. Really? Thanks a lot.
15. Really? Thanks a lot.
16. Really? Thanks a lot.
17. You look great.
18. No, I don't like it. It's very bad.
19. Oh really? I hope so.
20. I know it is
21. thanks
22. thanks , I like it
23. it is the newest style
24. thanks
25. I am cool myself
26. thanks
27. I like it as well
28. thanks , it suits me
29. it was my hairstylist suggestion
30. thanks

Appendix O: Pragmatic Teaching, C

Compliments

1. Alex (your brother) is a business major. He has an interview today for a part-time job with a large investment company, so he is wearing his best suit. You compliment him on his appearance.

1. oh you look beautiful today
2. what a nice style , where are you going?
3. who do you have date with Satan that you clothing well?
4. wow, what a handsome boy, where are you going with this style?
5. if you go like this they think you are boss
6. what a nice style, I should smoke "Spand" for you
7. you look awesome today
8. how beautiful you are
9. handsome, be careful , evil eyes away from you
10. nice suit dad, good job, god be with you

You have just finished having dinner at home that was prepared by Mrs. White (your mother). You compliment her on the meal.

1. your meal was very tasty, thank you
2. wow, what did you do? Thanks
3. dear mother it was very good
4. thanks momy, it was so delicious and perfect , my beautiful mother's cooking is awesome.
5. make a restaurant
6. very delicious as usual, no pain your hand
7. no pain on your hand, it's very delicious
8. thanks mom it was awesome and I am full now
9. : perfect, no pain to your hand my mumi
10. no pain to your hands mom

2. You are at the university, and class has just ended. Your classmate gave a good presentation in class, and you compliment her on it.

1. you are clever student
2. it was very good, you were predominant, how did you practice?
3. who do you steal topic from?
4. bravo, perfect, everybody's mind was sending errors, they were shocked
5. your right hand on my head
6. your work was wonderful (excellent), your breath warm
7. well done that was so good
8. you have brain then
9. warm breath bro, don't be tired
10. you are always a very clever girl, I should choose you as my role model

19. Mrs. White and her mother, Mrs. Bush, have just returned from shopping. Mrs. Bush (your grandmother) bought a new handbag, and you tell her you think it's nice.

1. your handbag is very pretty and I enjoy it a lot
2. you explode it grandmother
3. your hand bag is nice
4. wow, it's very beautiful, it really goes with you
5. it is good for your age
6. oh you have a good taste
7. that's really beautiful
8. congratulations, it's very nice
9. bah bah, wow, what a beautiful bag
10. it is beautiful dearest

20. Sue (your sister) went shopping and bought some jewelry. You see that she is wearing a new ring, and you tell her that you think it's pretty.

1. your new ring is special
2. you have good taste
3. it comes to your hand , congratulations
4. wow, it sparkles so much . it seems beautiful in your hand
5. you are my liver sister
6. oh my god, it is very beautiful, I congratulate you
7. it's very good, where did you buy it
8. I enjoy it a lot, it's beautiful
9. my beauty, your ring is perfect , congratulations
10. nice ring , it is beautiful on your hand

21. Mr. White (your father) has an important meeting today, so he is wearing his best suit. Before he leaves to go to work, you compliment him on his appearance.

1. you look very handsome today
2. you dress to kill girls
3. jealous people eyes be blind dad
4. how handsome, what's up?
5. wow, hey father, you go to meeting or somewhere else Satan?
6. I love your style
7. you look so handsome
8. are you going for date? And pointed my father for my mother
9. evil eyes away man, good bless you
10. you look handsome

22. It's Sunday afternoon, and you go to Jeff's (your student) house to help him study math. He is dressed in his best clothes because he just got home from church. You compliment him on his appearance.

You:

1. you look great today
2. your appearance in my throat
3. hey handsome, get changed, inside the head is more important

4. oh, how handsome, you are my dear
5. I should teach or see your beauty body ?
6. why you don't put (on) like this always?
7. these clothes look nice on you
8. hey handsome, come, lets start
9. nice jacket
10. you look very good

23. You go to Jeff's (your student) house to help him study math. You notice that he has a new pencil case, and you tell him that you like it.

You:

1. I like your new pencil case a lot
2. your pencil case killed me
3. that thing is good
4. it's really beautiful, congratulations
5. where did you buy it?
6. what a beautiful pencil case
7. that's very pretty, I love it
8. it is beautiful
9. (i won't give compliment), nice
10. i like your pencil case

24. You go to Jeff's (your student) house to help him with math. He tells you that he got an "A" on his last math exam, and you compliment him for doing so well.

You:

1. you do it greatly
2. try more, you can do it better
3. that's the result of having a good teacher, bravo
4. bravo, well done
5. I see that you become well, bravo, I could predict it mate
6. bravo, smart boy
7. well done, you improved so good

8. well done, great man
9. clever boy, i am proud of you now
10. you are a very smart boy

Appendix P: Pragmatic Teaching, CR

Compliment Responses

1. You just bought a new mobile phone. When you get home, no one is there but Mr. Bush (your grandfather). He sees your new phone and says it looks like a good phone

1. Yes, it is a beautiful phone
2. it is out of value compared to your value, you can use it a few days and then if you want , if it was good we can buy for you
3. it's not mine, kill myself for you
4. really? If you want you can take a look at that and you can have it if you could work with it
5. I will buy it for you
6. you are right, but you can't work with that
7. it's not value
8. not of value compared to your value
9. it is out of value, i will die for you
10. not worthy, you can take it

2. You have to give an important presentation in class today, so you are wearing your best outfit. Before you leave the house, Mrs. White (your mother) tells you that you look very smart.

1. thank you mom
2. your eyes see beautiful, thanks
3. I am it
4. really, I now you tell me this because you are my mother
5. you are smart too
6. really? Thank you mom
7. your eyes see it beautiful
8. I am I am
9. i am exactly like you
10. thanks

3. You and Alex (your brother) go to the university swimming pool together to swim. After you finish, Alex compliments you on your swimming

1. yes, I am very good swimmer

2. thank you

3. you were my coach

4. really, well this is me

5. I know

6. oh no, It's not like that

7. thanks a lot, I practiced a lot

8. I swim like a frog

9. at your service bro

10. i practice a lot, practice makes perfect

4. While you are practicing the piano at home, Mrs. Bush (your grandmother) hears you and compliments you on your piano playing.

Mrs. Bush: You play the piano beautifully.

You:

1. thank you very much

2. it's very kind of you

3. I do my best , thank you

4. thanks, it's nice of you

5. knew. Where did you see?

6. I am at your service

7. it's nice of you , I practiced a lot

8. your ears hear beautiful, I am your servant

9. no way, am not that much perfect , thank you very much

10. thanks , you hear beautiful

5. On the weekend, you go to sing karaoke with some of your classmates. After

you sing a song, one of your classmates compliments you on your singing.

Your classmate: You are an excellent singer!

You:

1. thanks, you are excellent singer too
2. thank you
3. I sing like shajarian you know that
4. no dady, you humiliating me!
5. go and humiliate your uncle
6. really? Then let me give you my signature now
7. really? Thanks a lot
8. thank you, are you pulling my leg
9. no way, am not that much good bro
10. it is my mother's talent came to me as well

6. You go to the university after going to the hair salon, and one of your classmates compliments you on your new haircut.

Your classmate: Your hairstyle is so cool.

You:

1. yes I know it
2. your eyes come out
3. just like myself
4. thanks, it's nice of you
5. really? Thanks, it's something that I can do it
6. no, never, I am not satisfied, I am very regret
7. your eyes see beautiful
8. I have known it, big deal
9. thanks
10. thanks, yours too

7. You are at the university, and class has just ended. Your teacher overhears you answering your classmate's questions how to use the computer. She tells you that you are good at computers.

Your teacher: You are really good at computers.

You:

1. thank you
2. I know
3. I love computer, thanks
4. thanks, it's nice of you
5. I know since I study
6. maybe, but I don't know all of that
7. thank you, it's nice of you
8. thanks, everybody says so
9. thank you
10. thank you teacher

8. You are at the university, and your teacher has handed back the paper that you wrote 2 weeks ago. As you are getting ready to leave, your teacher tells you that your paper was very good.

Your teacher: Your paper is pretty good.

You:

1. I can give it to you
2. it's because of my great teacher
3. I did study a lot
4. really? Thanks, I expected that
5. thanks, it's kind of you
6. oh really? I am so happy
7. thank you, I've done my best
8. thanks a lot teacher
9. thanks teacher, it is because of you
10. it was because of my hard work

9. You are at university, and class has just finished. While you are putting your books away, your teacher notices your new backpack and says that he likes it.

Your teacher: I like your backpack. It's so cute.

You:

1. it's out of value
2. that's very kind of you
3. you can take it if you like it, thank you
4. it can be yours if you want, thanks
5. it's out of your value
6. it's not wealthy, it's out of value
7. it's out of value, if you want it you can have it
8. out of value compared to your value
9. it is out of value, you can have it
10. thanks , you can take it teacher

Appendix Q: Students' Reflections

Reflections (either in English or Persian)

Learner one

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was a very useful and good short term, I was very weak in speaking but since I have registered in this class have improved a lot, I could talk about almost all the topics, it was not that much difficult

Usefulness

It was very effective and useful, I feel I have improved in speaking and I can concentrate more on topics

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

The exercises about complimenting behavior was very useful and effective, made us familiar with compliments in native English

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

The exercises made us familiar with complimenting behavior in Britain and we were able to compare them with our Persian compliments

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

I got more information about English language and I realized that there are lots of slangs and sayings in Persian language that they do not exist in English language

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

I think there is not too much differences between Persian and English cultures, lots of compliments are the same also

Reflections (either in English or Persian)

Learner two

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

Actually it wasn't difficult itself, sometimes I could not understand one of my classmates because she is better than us, but this course was useful

Usefulness

Our assignments were so good and I really needed such a course

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

In my opinion it was so bad because for a while I tried to translate from Persian into English language and after a while I found out that I have lots of problems in grammar

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

These activities were good , our culture is different from English culture and students need to know that our difference is not just the language

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

In my opinion English people are more confident than Iranians and on the other hand when they see girl or woman without hijab they pay attention completely relax but Iranians don't, and Iranians are more interested in complimenting

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

Iranians pay compliments to people because they think it's a good manner but they are more honest

Reflections (either in English or Persian)

Learner three

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was not easy, but it was not difficult either , it was good

Usefulness

Yes, it was a useful class we learned a lot

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

It was a good activity because I learned that there are lots of differences between two languages, in their grammar specially

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

When teacher was writing them on the board I found out that some of the compliments are the same and some are not, especially in Persian language is different

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

I love watching movies, they are not like us, they don't take it seriously when someone pays compliments, especially girls, if you pay compliment in Persian girls will defiantly think you have a crush on them,

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

I think there are lots of differences, not only in grammar but also in their minds, I mean their way of thinking

Reflections (either in English or Persian)

Learner four

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was such a nice class that I have ever had in my life, it was so easy for me to understand discussions and speeches which has been made by students, I loved this class.

Usefulness

It was too useful for me, I had lost my motivation before coming to this English class and now I have changed so much, I have got my motivation back again, and now I am reviewing my previous books.

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

I found that it has been a sea of differences between the way people give compliments in English countries and the way people give compliments in Persian language, and now I have understood that I should not translate Persian to English while giving compliments.

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

I understood that Persian structures and English structures on compliments are totally different and they should not be used instead.

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

I learned that in English language when somebody gives compliment on somebody else , the person who receives the compliment should accept t and appreciate it but in Persian people don't accept and they mostly reject it.

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

In English culture the compliment must be answered by saying thank you but in Persian ignoring and denying is common.

Reflections (either in English or Persian)

Learner five

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was not a difficult class but I was a very lazy student (I know), I could learn more if I had practiced more

Usefulness

It was a useful class , the teacher was very active and attractive, the students tried to learn a lot

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

It was funny for me because the sentences are totally different and when we were translating them we were laughing a lot

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

It was good and surprising most of the time, our structures are different and vocabularies also , and I should say something important, teachers never give this kind of compliments to students about their bags or their pencil cases

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

I learned a lot, the sentences we say when we give compliment or answer to it are very different ,I learned that one third of the scenarios are based on complimenting each other

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

Our cultures are very different, complimenting on women's appearance is not accepted that much in my culture, and we do not give compliments on small things , also we do not answer all the compliments as well, sometimes we just move our head or smile or ignore.

Reflections (either in English or Persian)

Learner six

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

I could talk about most of the topics in the class and it was a good practice for me but sometimes I couldn't understand the discussion very well.

Usefulness

It was very useful for me because I had to speak and think at the same time , I have too much stress and am a shy person so it was a good experience for me

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

Considering the fact that there is no one exact Persian word for each vocabulary in English related to compliments, it was a good practice to get familiar with them, but I have no idea if it will have a great effect in learning the language

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

It was a sweet experience since it made me more careful about compliments, I had to pay more attention in specific situations and pay attention to our Persian culture and the differences among two languages,

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

I think that compliments are the same in two cultures , just there are some differences related to the situations and formal or informal speaking

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

I think rules about compliments are the same; compliments have got deep roots in the society considering morality, economy, socializing, etc. I believe personal characteristics and family believes and genetics are involved too, that's why there are similarities as well as differences, there are similarities because human characteristics are somehow the same, and differences exist because of cultural and economical differences, which is unique in each and every society.

Reflections (either in English or Persian)

Learner seven

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was not a difficult class , but sometimes I had difficulties to express myself and my opinions, I couldn't make myself clear sometimes,

Usefulness

It helped me to talk about my opinions in discussion and do not remain silent, I feel improvement in speaking and I learned new vocabularies.

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

To tell the truth, I was not satisfied with this activity I didn't like it, I think it would be more useful and much easier to learn if the scenarios and answers were given to us as a pack , I think translating them in Persian was not useful.

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

In English language was useful but in Persian was difficult and useless

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

As far as I learned, there are no similarities between Persian and English languages regarding compliments, and if we try to translate Persian compliments into English, it may cause misunderstanding or it may be meaningless (nonsense) in English language.

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

I think compliments are more common in Iran and they pay too much compliments , but in English culture they pay compliments to something or someone who really deserves it.

Reflections (either in English or Persian)

Learner eight

1. Please reflect **on the English language course** you took this month in terms of:

Difficulty

It was not such difficult class, I like it somehow.

Usefulness

Also I was not active in the class(as usual) but I liked the extra activities in the class specially listening to story book which was based on American English,

2. Please reflect **on the class and home work** in terms of:

Translation activities on compliments from Persian to English

It was not interesting, I didn't like them, because I had to think in Persian and made me confused and faced me some problems regarding grammar.

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

The only strong point was becoming aware about the differences between two cultures

Your own research and analysis of complimenting behavior related to **looks and appearance** between Persian and English.

Iranians are paying more compliments than other cultures

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

I think compliments in Persian are mostly unreal and a person who gives them wants to show himself/ herself polite , I think English natives are more honest.

Reflections (either in English or Persian)

Learner nine

1. Please reflect on the English language course you took this month in terms of:

Difficulty

It was a good class. Not that much difficult for me. I had the chance to talk about my opinion and compare what I know with what is right

Usefulness

It was a good class. A useful one. We could use what we have learnt so far. Our teacher is a great teacher who is different and lets us to search and discuss the topics freely.

2. Please reflect on the class and home work in terms of:

Translation activities on compliments from Persian to English

It was funny but a little bit difficult because translating what we say in Persian into English makes it a big joke. I loved it

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

We pay compliment to lots of people. lots of them are our friends or relatives. I told my teacher as well. We do not pay compliment to teachers or people who are higher than us that much.

Your own research and analysis of complimenting behavior related to looks and appearance between Persian and English.

I do give compliments to my friends and family but not teachers or bosses. Just if I feel close with someone I give compliments. If someone tells me that I look good I will be so happy specially if that person is very important to me or a complete stranger.

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

Once shahrooz told you that your hair color and style is so nice and you look very beautiful and you smiled. I think it is because you do not live in Iran. In our culture a boy like shahrooz that looks older than you and is your student cannot say these things .others will think that there should be something between you or you are showing off yourself. But in European or western culture it is normal. I saw in the movies that they give compliments to everyone and no one takes it too serious or gets upset.

Reflections (either in English or Persian)

Learner ten

1. Please reflect on the English language course you took this month in terms of:

Difficulty

It was a good class. I was a little bit lazy but the class could be more beneficial for me if I would have given more effort .

Usefulness

It was a useful class. I loved the way the topics were discussed and analyzed. The way you teach is very different and we didn't like to leave the class.

2. Please reflect on the class and home work in terms of:

Translation activities on compliments from Persian to English

I am lazy I dint like to do this kind of activities. I preferred we could just write all the exercises on the board and discuss them there as we did on the last sessions.

Discussion and analysis of activities on compliment making/ compliment responding in Persian and English.

I liked this part a lot. Knowing the differences is very useful. We are very different from other countries. I found us very lovely and friendly with a great sense of hummer.

Your own research and analysis of complimenting behavior related to looks and appearance between Persian and English.

Watching movies is one of my favorite things. I loved this exercise also I was watching very carefully. They pay compliments in one or two words but when we are paying compliments we say it in 2 or 3 sentences. You know we do not pay that much compliments to the opposite sex. It doesn't have a good face

Your observation of rules/norms and expression of complimenting behavior between two cultures and communities.

These two cultures are sometimes very different and sometimes very close to another. The intentions are the same but the way they show their feelings are different. If I translate what I say in Farsi into English I may cause misunderstanding.

Appendix R : Research Observation

Learners' Research Observation Forms

Learner one

Learners' Research

Observation Form

(English)

Ride along

Participants : a white man and a black man

Speaker: M Age: around 30

Hearer: M Age: around 30

Dominance: S=H

Distance: I Strangers

Situation: a black man and a white man are discussing

Place: restaurant

Time: night

Compliment made:

White man: they said you are the man. They said this guy is so strong and can move anything

Compliment response made:

Black man: they said that? Yeah! I am the man

Analysis: (Patterns/Categories used in complimenting behavior)

As I could see their relation has been in the way that there was no need to be polite. So the compliments were rather friendly and it was like comedy and jokes. And because of the actors sense of humor most of compliments were friendly and

informal. Observations on how compliment/compliment response was made in English:

The answers to the compliments were mostly the same with 'laughing' or saying 'thank you'

Learner two
Learners' Research
Observation Form
(English)

Participants : Linda and Marcela
Speaker: F Age: around 26
Hearer: F Age: around 26
Dominance: S=H
Distance: Friends
Situation: driving
Place: in a car
Time: noon
Compliment made:

I like your bracelet (9: 59)

Compliment response made:

Really? Here you can have it (9: 59)

Analysis: (Patterns/Categories used in complimenting behavior)

We compliment the same in Farsi. We also say your bracelet is very beautiful. We mostly start our compliments with congratulations when someone buys something new.

Observations on how compliment/compliment response was made in English:

In Persian culture we offer our stuff as well, when someone likes them we say (ghabeli nadareh) which means it is out of value compared to your value you can have it

Learner one
(second observation)
Learners' Research
Observation Form
(English)

Participants : Marcela and David

Speaker: M Age: 35

Hearer: F Age: around 26

Dominance: S=H

Distance: Friends

Situation: a night out

Place: in a restaurant

Time: evening 7:59

Compliment made:

David you are amazing Marcela (6:50)

Compliment response made:

Marcela don't be silly(6:50)

Analysis: (Patterns/Categories used in complimenting behavior)

I think the form of the sentences are the same in my Farsi we say the same as well

Eg: (to foghoadeh hasti) = (you are awesome)

Observations on how compliment/compliment response was made in English:

We respond the same as well, I personally say: (khar nasho) = (don't be a donkey)

Learner one
(first observation)
Learners' Research
Observation Form
(English)

Participants : Two girls. Miss Elizabeth and Mr.Binglys sister

Speaker: F Age:20

Hearer: F Age: 20

Dominance: H=S

Distance: Acquaintances

Situation: in front of the door

Place: dining room

Time: evening time

Compliment made:

1. Miss Elizabeth; thanks for your simulating comments most instructive (25:07)

Compliment response made:

1. Mr.Binglys sister: not at all/ the pleasure is all mine(25:09)

Analysis: (Patterns/Categories used in complimenting behavior)

I think we turn the compliment back and we say you are very smart for example

Observations on how compliment/compliment response was made in English:

Learner two
(second observation)
Learners' Research
Observation Form
(English)

Participants : two people Mrs. Benet and Miss. Elizabeth

Speaker: F Age:60

Hearer: F Age: 20

Dominance: S>H

Distance: Family member

Situation: Drinking tea

Place: living room

Time: evening

Compliment made:

2. Mrs. Bennet : I love the color of your dress darling (46:28)

Compliment response made:

2. Miss/ Elizabeth: Thank you (46:29)

Analysis: (Patterns/Categories used in complimenting behavior)

When we give compliment we say almost the same as :(lebaseto doost daram)= (i like your dress)

Observations on how compliment/compliment response was made in English:

They are short and direct I think. they mostly answer with one word (thank you).