

UNIVERSIDADE FEDERAL DE SANTA CATARINA  
PÓS-GRADUAÇÃO EM LETRAS-INGLÊS

UNIVERSIDADE ESTADUAL DO CENTRO-OESTE

COMPLIMENTS AND RESPONSES TO COMPLIMENTS PRODUCED BY  
BRAZILIAN LEARNERS OF ENGLISH

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Dissertação submetida à Universidade Federal de Santa Catarina  
para obtenção do grau de MESTRE EM LETRAS

FLORIANÓPOLIS

Abril de 2005

Esta Dissertação de Sanae Jomori Morisawa, intitulada Compliments and Responses to Compliments Produced by Brazilian Learners of English, foi julgada adequada e aprovada em sua forma final, pelo Programa de Pós-Graduação em Letras/Inglês e Literatura Correspondente, da Universidade Federal de Santa Catarina, para fins de obtenção do grau de

MESTRE EM LETRAS

Área de concentração: Inglês e Literatura Correspondente  
Opção: Língua Inglesa e Lingüística Aplicada

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TO MY PARENTS' MEMORY

## ACKNOWLEDGEMENTS

I would like to deeply thank the various people who, during the several months in which this study was carried out, supported me, encouraged me, and forgave me for things that were not done.

First, I would like to address my special thanks to my advisor, Prof. Dr. Mailce Borges Mota Fortkamp, who supported me and guided me throughout this study. Her firm orientation was without doubt my true north and kept me focused on the right path. I also thank the professors from Universidade Federal de Santa Catarina for sharing their knowledge and for being so dedicated.

Second, I would like to thank my friends from the M.A. course who supported me and encouraged me whenever I needed: Ana Lúcia, Caroline, Célia, Débora, Ivete, José Bueno, Lídia, Mariese, Mônica, Neide, and Sara; your friendship and incentive kept me going on even when everything seemed too difficult to be reached. I shall also thank Márcia Carazzai, who has been my friend for such a long time and has always been so supportive and has generously shared her experiences with me. To Raquel, my loyal partner in this long walk, my indebted thanks for being so supportive and for helping me understand with endless patience such a complicated thing called “computer”.

Third, I am grateful to Fundação Araucária and Faculdades Novo Ateneu de Guarapuava for their financial support, without which everything would have certainly been more difficult. I must also express my gratitude to Silvana Kuster and my colleagues from CCBEU for their friendship and understanding whenever I needed to be absent. My special thanks to Universidade Estadual do Centro-Oeste and Universidade Federal de Santa Catarina for giving me the opportunity to take this M.A. course.

Finally, I would like to thank Jorge, my husband, Carolina and Marcos, my children, for their patience and encouragement; to you, all my love and gratitude.

And above all, I shall thank God, my good and silent companion, always there, ready to stand by me.

ABSTRACT

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2005

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The present study investigated the compliments and responses to compliments that Brazilian intermediate level learners of English produced in the target language in terms of their levels of adequacy. The participants of the present study included learners of intermediate level of English of the “Letras” course from the Universidade Estadual do Centro-Oeste (UNICENTRO) – Paraná, and twelve EFL teachers. The instruments used consisted of two written and two oral questionnaires which are called Discourse Completion Tests/Tasks (DTCs) in the field of pragmatics research, interviews with the teachers, and the textbooks used in the course. The questionnaires were used with the purpose of collecting compliments and responses to them according to the given circumstances and the interviews with the teachers aimed at investigating how these teachers approached the teaching of the compliment formula in their classes. Finally, the textbooks were analyzed in order to verify whether they presented the speech act of complimenting as a specific teaching subject. The compliments and responses to compliments were analyzed by two American native speakers of English who judged the responses according to a scale rating of adequacy. The analysis of data revealed that more than 50% of the responses were considered adequate and completely adequate by the two raters despite the fact that this subject is not specifically taught in classrooms nor are they presented in the textbooks as the main teaching object. Notwithstanding, it was observed in the data that learners commit pragmatic failure when performing the speech act of complimenting and due to this fact, it is believed that the present study will help teachers better understand the importance of helping learners to develop their pragmatic competence. In addition, it is suggested that EFL language schools and also courses for teachers’ formation include the teaching of pragmatics in their curricula.

**KEYWORDS:** speech acts, pragmatics, compliments, pragmatic transfer, adequacy.

Number of pages: 112

Number of words: 31,801

## RESUMO

### ELOGIOS E RESPOSTAS A ELOGIOS PRODUZIDOS POR APRENDIZES BRASILEIROS DE LÍNGUA INGLESA

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No presente estudo investiga-se a adequação dos elogios e respostas a elogios produzidos por aprendizes brasileiros de nível intermediário de inglês na língua alvo. Os participantes do presente estudo foram alunos do curso de Letras da Universidade Estadual do Centro-Oeste (UNICENTRO) – Paraná e doze professores de inglês. Os instrumentos usados incluíram dois questionários escritos e dois questionários orais que são chamados de Discourse Completion Tests/Tasks (DCTs) no campo da pesquisa em pragmática, entrevistas com professores de inglês e os livros usados no curso de Letras dos aprendizes. Os questionários foram usados com o objetivo coletar elogios e respostas aos mesmos de acordo com as situações apresentadas e as entrevistas com os professores buscou investigar como eles abordaram nas suas aulas o ensino da fórmula dos elogios. Finalmente, os livros textos foram analisados a fim de se verificar se eles apresentavam o ato da fala de elogios como uma matéria específica de ensino. Os elogios e as respostas a elogios foram analisados por dois falantes nativos de inglês americano que julgaram as respostas de acordo com uma escala de adequação. A análise dos dados revelou que mais de 50% das respostas foram consideradas adequadas e completamente adequadas pelos dois julgadores apesar desta matéria não ser especificamente ensinada nas aulas e nem estar presente nos livros textos como matéria principal da unidade. Apesar disso, foi observado que os aprendizes cometem erros pragmáticos ao realizar os atos da fala de elogios e por esta razão acredita-se que o presente estudo possa contribuir para uma melhor compreensão da importância de se ajudar os aprendizes a desenvolver a competência pragmática. Além disso, sugere-se que os institutos de línguas e também os cursos de formação de professores incluam o ensino da pragmática dentro dos currículos escolares.

**PALAVRAS CHAVE:** atos da fala, pragmática, elogios, transferência pragmática, adequação.

Número de páginas: 112

Número de palavras: 31.801

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## CHAPTER I

### INTRODUCTION

#### 1.1. Preliminaries

Many different aspects are involved in the process of becoming an effective second language user. One important factor of successful language learning is the mastery of what Wray (2000) calls “formulaic sequences” (p.463), including idioms, collocations, and sentence frames, or else, routine formulas. Wardaugh (1985:74), cited in Richards (1990), clearly states the importance of routines in everyday speech:

There are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting, offers of hospitality; and so on. There are routines for beginnings and endings of conversations, for leading into topics, and for moving away from one topic to another. And there are routines for breaking up conversations, for leaving a party, and for dissolving a gathering ... It is difficult ... to imagine how life could be lived without some routines. (p. 74)

However, it is important to take into consideration how Coulmas (1981) defines these routinized utterances. According to him, “routines are tools which individuals employ in order to relate to others in an accepted way” (p. 2). Wray (2000) strengthens this position by observing that “Gaining full command of a new language requires the learner to become sensitive to the native speakers’ preferences for certain sequences of words over others that might appear just as possible” (p. 463). Therefore, only the use of correct words and forms does not guarantee communicative competence. In addition to the knowledge of grammatical competence, second language learners have to develop strategic and discourse competence and also, sociolinguistic competence (Canale & Swain, 1980), the latter including pragmatic competence. According to Canale and Swain (1980), cited in Niezgodna and Röver (2001), sociolinguistic competence

comprises “the knowledge of contextually appropriate language use” (p. 64). Pragmatic competence, in turn, is defined by Thomas (1983) as “the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (p. 92).

Cohen (1990) states that in responding to more complex speech acts such as apologies and complaints, target language learners tend to respond the same way they would do in their mother tongue. However, later they come to realize that this strategy is not appropriate in the second language environment, since “speech acts are not necessarily translatable to other languages” (p. 64). It was only after the 1980s that theorists started to study empirically the effects of transfer of speech acts from L1 to L2.

Many researchers have pointed out the serious effect that pragmatic failure can cause on L2 speakers. While native speakers often forgive non-native’s grammatical errors, rarely do they disregard pragmatic failure, the L2 speaker being considered rude and impolite and being even the source of negative stereotype. Thus, gaining “control of the vocabulary and grammar of the language without achieving a comparable control over the pragmatic or functional uses of the language” (Cohen, 1996:253) will certainly lead L2 learners to miscommunication.

This seems to be the case of the speech act of complimenting and responding to compliments. According to Ellis (1997), in the United States, compliments usually require responses and by not doing so, a non-native speaker can be committing a sociolinguistic error, thus being judged as an impolite or a rude person. Ellis also observes that

in American English compliment responses are quite elaborate, involving some attempt on the part of the speaker to play down the compliment by making some unfavorable comment. For example:

A: I like your sweater.

B: It’s so old. My sister bought it for me in Italy some time ago.

However, L2 learners behave differently. Sometimes they fail to respond to a compliment at all. At other times they produce bare responses (for example, “Thank you”) (p. 43).

The comments above – that L2 learners fail to respond to compliments appropriately – meet exactly what I have observed in my interactions with Brazilian learners of English. The reasons why they fail to return the compliment adequately seems to lie in the fact that, first, they are unacquainted with the formal English equivalent of what they would say in their native language because they may have not acquired enough grammatical and strategic competences. Second, as compliments are not recognized as formulaic even by the members of the native speech community, they are not an explicit teaching subject in English textbooks as other routines such as apologies, greetings and thanks are. Finally, learners may not have developed sociolinguistic competence as they have not been made aware of the specific social rules embedded in complimenting behavior, consequently, resulting in pragmatic failure. Therefore, this study will investigate the compliments and the responses to compliments that Brazilian learners of English produce in the target language.

## 1.2. Theoretical aspects of compliments

The American Heritage Dictionary (1994) defines compliment as an “expression of praise or admiration” (p. 179). In doing so, the speaker is performing what Manes and Wolfson (1981) assert as the major function of complimenting, that is, “to create or reinforce solidarity by expressing appreciation or approval” (p. 130).

Manes and Wolfson (1981) were the pioneers in the study of compliments and carried out a comprehensive study which revealed the surprising formulaic nature of complimenting. They collected a corpus of almost 700 American English compliments in natural interactions. The data revealed an impressive quantity of semantic and

syntactic patterned structures. In syntactic level, 85% of all data fall into three patterns: (1) [Noun phrase (NP)] {is/look} (really) [Adjective (ADJ)] (Your sweater is really nice), (2) [I (really) {like/love} NP] (I really like your jacket), and (3) [Pronoun (PRO)] {is} (really) (a) [ADJ NP] (That's a beautiful painting).

In relation to semantic patterns, five adjectives – *nice*, *good*, *beautiful*, *pretty*, and *great* – were responsible for the occurrence of 70% of semantically positive adjectives, whereas in terms of positive verbs, *like* and *love* occurred in 86% of all compliments.

As stated earlier, the primary function of compliments is to “create or reinforce solidarity by expressing appreciation or approval” (Wolfson, 1981:130). In complimenting someone, “the speaker attempts to create or maintain rapport with the addressee by expressing admiration or approval” (Wolfson, 1983:86). Another feature of compliments is that they can function as conversation openers or closers. They can also be used in place of or accompanied by thanks and greetings, like in the examples:

- Hi, you look terrific, as usual.

- That was a delicious dinner. Thanks for having us. (Wolfson, 1983:88)

Finally, compliments also function as a way “to reinforce desired behavior” (Wolfson, 1983:87). For example, when a mother compliments her child on her/his eating habits, she is reinforcing and encouraging her child to keep on doing it.

Among the most complimented topics, Manes and Wolfson (1981) and Holmes (1988a) point out appearance, possessions, ability/performance, and accomplishments.

Concerning compliment responses strategy, there are classifications from different researchers and many times these overlap as they have different names but refer to the same strategies. The most common are acceptance, agreement, disagreement or rejecting and denigrating, scaling down or avoiding, returning compliments, commenting history or explaining. A more detailed presentation referring to the main



theoretical aspects of the subject of the present study will be presented in the next chapter.

### 1.3. Objective and research questions

The primary objective of the present study is to investigate the compliments and responses to compliments that Brazilian intermediate level learners of English produce in the oral and written forms in the target language. More specifically, the investigation will focus on whether the compliments and responses to compliments produced by the participants are adequate or not in the target language environment.

In order to achieve this objective I address the following research questions:

1. How adequately do Brazilian intermediate learners of English compliment and respond to compliments in the target language?
2. How do teachers approach the teaching of the speech act of complimenting in their classes?
3. Do the textbooks these learners use present the topic “Compliment Formula” as a teaching subject? If not, how does this absence relate to the learners?

The first research question will be answered through the use of two questionnaires: a Paying Compliments written and oral questionnaire and a Responding to Compliments written and oral questionnaire, also called DCT – Discourse Completion Tests/Tasks in the field of pragmatics research. These questionnaires consist of the main source of data of this study. The participants will be learners of intermediate level of the “Letras” course at a state university in Paraná. The data for the second research question will be gathered through a tape recorded interview with twelve teachers, and the third research question will be answered after the analysis of the books the learners have used or are using along their courses.

#### 1.4. Significance of the research

For L2 speakers, the relevance of knowing the L2 sociolinguistic rules and consequently developing control over their pragmatic competence are unquestionably important in order to avoid communication breakdowns.

This study departs from the assumption that Brazilian learners of English are unacquainted with the routine formula of complimenting and responding to them. Therefore, assuming that this fact is due to the lack of the content "complimenting" in English language textbooks, and supposing that a number of Brazilian English teachers are not familiar with the sociolinguistic rules that govern the target language community concerning the issue of complimenting, this study aims at gaining a better understanding of the acquisition of speech act competence and at proposing ways in which this competence can be treated by teachers and textbooks writers.

#### 1.5. Organization of the thesis

This thesis is organized in the following way: the first chapter, namely, the introduction, provides information of the thesis in terms of the context of investigation and the general theoretical background that will be touched in this study. It also introduces the objective and research questions as well as the significance of the study. The second chapter presents the review of literature of important aspects involved in the issue of complimenting, including theoretical aspects in the area of speech acts and pragmatics. Chapter three presents a detailed description of the method used for data collection and chapter four brings a thorough analysis and discussion of the results. Finally, chapter five provides the summary of the study and presents the limitation of the research.

## CHAPTER II

### REVIEW OF LITERATURE

The objective of this chapter is to present the review of literature. For this purpose, firstly, theoretical aspects in the field of sociolinguistics and/or pragmatics will be presented; secondly, related literature and studies focusing on the speech act of complimenting and responding to compliments will be reported.

#### 2.1. Introduction

Many English language teachers would agree that speaking is one of the most difficult skills to teach. From many students' point of view, it is certainly true to say that they find speaking the most arduous skill to acquire and master successfully.

Fortkamp (2003) sides with this view as she states that

The difficulty in trying to study, teach, and – on the part of the learner – develop oral skills in a foreign/second language (L2) is well justified. Speaking is a highly complex skill (Levitt, 1995) which involves at least four main processes (Levitt, 1989): conceptualization, formulation, articulation, and self-monitoring (p. 301).

The vast majority of learners of English courses are interested first and primarily in learning to speak, either because they would obtain some personal enjoyment from being able to speak a foreign language or because having good oral competence would be useful in achieving professional benefits or even in broadening their chances to study abroad, as Omaggio (1993) asserts, and as I have been observing as well in a decade experience as an EFL (English as a Foreign Language) teacher. These statements seem to be consistent with what Ur (1999) states about this skill:

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred as

“speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. (p. 120)

However, Bygate (2001), cited in Fortkamp (2003), claims that “speaking has been a neglected skill in much of the history of language teaching” (p. 301). One of the reasons for this neglect, according to Bygate, is the fact that language courses focused more closely on grammar-translation approaches while the teaching of communication skills received little attention. Another reason is the inaccessibility to technological devices for the study of oral skills until the 1970s, causing the professionals of this area to focus more on reading and writing at the expense of speaking and listening. Finally, and maybe the main reason, it is assumed that speaking is not seen as a skill in itself with its specific features in terms of cognitive processing, but rather, as a means and the result of the learning process.

Undoubtedly, there are many aspects involved in successful oral communication. Nunan (1989), for instance, points out the use of appropriate conversational formulae and fillers. Coulmas (1981) sides with this position by stating that the ability to communicate in a socially acceptable way involves the knowledge of grammatical rules, functional adequacy, situational appropriateness, and norms of use, “whose significance becomes particularly obvious in connection with the creation and performance of routines” (p. 6).

Cohen (1981) observes that the interest in measuring sociocultural competence, which is defined as the ability to use target language knowledge in communicative situations (Ervin-Tripp 1972; Hymes 1974; Canale & Swain 1980, all cited in Cohen & Olshtain, 1981), has lately increased. Cohen (1981) remarks that:

One important aspect of such competence is the ability to use the appropriate sociocultural rules of speaking (also referred to as "sociolinguistic" rules), i.e., the ability to react in a culturally acceptable way in that context and to choose stylistically appropriate forms for the context. (p. 113).

In this sense, the correct use of speech acts, such as apologies, requests, refusals, and compliments are especially challenging for target language learners. According to Blum- Kulka and Olshtain (1986), cited in Cohen (1990), this difficulty arises from the fact that, it involves not only the mastery of the speaking skill itself but also the knowledge of how to perform the given speech act appropriately, that is, in an acceptable way. Even though the learning of speech acts, for the reasons listed above, seems to be important for language learners, it is not easily achieved, as Blum-Kulka and Olshtain (1986), cited in Cohen (1990), claim. They also state that non-natives take at least five years to adjust their speech act behavior to that of natives. According to Cohen and Olshtain (1993), there is an extensive study and literature on the descriptions of realization strategies for a variety of speech acts both by native and nonnative speakers. There is also research literature regarding to what degree nonnative speakers at different proficiency levels can approximate their speech norms to that of natives. However, for Cohen and Olshtain (1993), more thorough investigations “of the processes involved in the production of these speech act utterances by nonnative speakers” (p. 34) are still missing. Ellis (1994), Kasper (1996), Kasper and Rose (1999), Kasper and Schmidt (1993), all cited in Achiba (2003), support this view as they all claim that very little is known about a learner’s pragmatic developmental process. Achiba (2003) also points out that more longitudinal studies are needed in order to better understand learners’ pragmatic development from the start of their language acquisition process.

## 2.2. Speech acts theories

Historically, according to Achiba (2003) and Flowerdew (1990), speech act studies have originated in linguistic philosophy with Austin (1962) and Searle (1969, 1975, 1976). Blum-Kulka, House and Kasper (1989) also include the works of Grice (1957, 1975), Searle, Kiefer, and Bierwisch (1980) among the pioneers of the study of speech acts theory. Flowerdew (1990) also states that, besides philosophy, speech acts theory has been applied in several fields such as linguistics, language acquisition studies, anthropology and ethnography, and finally literary criticism.

Olshtain and Cohen (1991) define speech acts as “those patterned, routinized utterances that speakers use regularly to perform a variety of functions, such as apologies, requests, complaints, refusals, compliments, and others” (p. 155). Putting it more simply and in a condensed way, Cohen (2004) mentions that “A speech act is an utterance which serves as a functional unit in communication” (p. 302). Olshtain and Cohen (1991) also distinguish the speech acts utterances as having, first, a basic or propositional meaning and second, an intended or illocutionary meaning.

When the utterances carry a propositional meaning, also called as direct speech act by researchers such as Blum-Kulka, House and Kasper (1989), the speaker says what she or he means, whereas the utterances which hold illocutionary meaning, or indirect speech act as called by Blum-Kulka, House and Kasper (1989), “the speaker means more than, or something other than, what he or she says” (p. 2). In other words, an utterance such as *I have to study*, can be understood as a statement that the person really has to study, thus having a propositional meaning. On the other hand, this same utterance may carry illocutionary meanings, as it can function as a request to turn down the television’s volume or be interpreted as an excuse (from a child) to avoid a dentist’s appointment, or as a refusal (from a young person) of an invitation to dinner out with

someone the person is not particularly interested in. From this example, it can be perceived that a single utterance can convey several illocutionary acts, which, according to Achiba (2003), demands extensive pragmatic and linguistic ability on the part of the learner so that he/she can grasp the speaker's intention.

According to Cohen (1990), the routinized nature of some speech acts may facilitate learning since much of what has to be said is in a certain way, expected or conventionalized. Furthermore, the learner can make use of a variety of strategies in order to perform complex speech acts such as apologies and complaints.

Notwithstanding these advantages, language learners are likely to resort to their native language and culture to respond to conventional routines in the target language.

However, as Olshtain and Cohen (1991) observe, this strategy of transferring from L1 to L2 may lead to a communicative failure even if the utterance is grammatically correct.

Cohen (1990) mentions that this failure occurs due to the fact that learners lack knowledge of "how to execute the given speech act appropriately" (p. 65).

As mentioned above, not assimilating when, how and what to say in a given circumstance will certainly lead the learner to perform a pragmatic failure, which will be the subject of study in the following lines.

### 2.3. Communicative competence

As Riggenbach and Lazaraton (1991) point out, not long ago, a language learner was seen as a successful speaker if s/he produced grammatically correct utterances. A more recent view, however, suggests that "language students are considered successful if they can communicate effectively in their second or foreign language" (p. 125).

Tanaka and Kawade (1982) observe that the objective of second language learning is the acquisition of communicative competence. In other words, for a learner to be communicatively competent, not only the production of a series of grammatical sentences is important, but also, the appropriate use of the target language in the given situation. In a similar vein, Olshtain and Cohen (1991), Hymes (1972), cited in Scarcella and Oxford (1999), all claim that linguistic accuracy is important but not sufficient. Equally important is the knowledge of sociolinguistic rules to guide the learner in the selection of adequate forms, that is, the ability to say the right thing according to the situation presented in order to obtain what she/he wants.

According to Scarcella and Oxford (1999), Hymes (1971) was among the first to study and understand the concept of competence. Savignon (1991) asserts that he “proposed the term communicative competence to represent the use of language in social context, the observance of sociolinguistic norms of appropriacy” (p. 264). Around the same time, Savignon (1972), cited in Savignon (1991) used the term *communicative competence* in a research project at the University of Illinois, “to characterize the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete point tests of grammatical knowledge” (p. 264). The study carried out by Savignon investigated the effect of practice in the use of communication strategies on adult classroom learners of French in an instructional program. Teachers encouraged students to use circumlocution and all sorts of linguistic and nonlinguistic resources to negotiate meaning, to request information and explanation. Lastly, learners were encouraged to jeopardize, to speak in different ways other than the memorized patterns. The results showed that the learners who had had this practice performed efficiently on discrete-point tests of structure, and also, their communicative competence in terms of fluency, comprehensibility and production in a



series of communicative tasks exceeded considerably that of the group that had not had this practice. Savignon also remarks that her study did not suggest that grammar was unimportant; alternatively, she suggested the substitution of language laboratory structure drills for focus on meaning activities that encouraged learners' autonomy *"with no loss of morphosyntactic accuracy"* (p. 268) (her emphasis).

When speaking about communicative competence, it is of primary importance to cite the works of Canale and Swain (1980), cited in Niezgodna and Röver (2001), who outlined the well-known and widely cited framework of communicative competence for language instruction and testing, which was originally consisted of three competences and was later expanded to four by Canale (1983):

- grammatical competence, the knowledge of linguistic code features such as morphology, syntax, semantics, phonology
- sociolinguistic competence, the knowledge of contextual appropriate language use
- discourse competence, the knowledge of achieving coherence and cohesion in spoken or written communication
- strategic competence, the knowledge of how to use communication strategies to handle breakdowns in communication and make communication effective (p.64).

The objective of the framework above is, according to Canale (1983:17), cited in Wolfson (1989), "to prepare and encourage learners to exploit in an optimal way their limited communicative competence in the second language in order to participate in actual communication situations" (p. 46).

In this model, pragmatics does not come as a distinct component among the others, alternatively, according to Kasper and Rose (2001), "pragmatic ability is included under sociolinguistic competence, called rules of use" (p. 1).

Ten years later, Bachman (1990), cited in Kasper and Rose (2001), proposed a model of communicative competence which included pragmatic competence and organizational competence as part of language competence. According to Niezgodna and Röver (2001), organizational competence comprises the formal aspects of language (vocabulary, syntax, morphology, phonology) and textual aspects (cohesion/ coherence, rhetorical organization). Pragmatic competence, on the other hand, subsumes sociolinguistic and illocutionary competences. Kasper and Rose (2001) also mention that this model was maintained in a revision conducted by Bachman and Palmer, thus, reassuring the importance of pragmatic ability.

### 2.3.1. Pragmatic Competence

As Kasper and Rose (2001) point out, in recent times, there has been a substantial increase in terms of curricula and materials in the ESL and EFL teaching milieu which “includes strong pragmatic components or even adopt a pragmatic approach as their organizing principle”(p. 3). This tendency is determined in large part by the growing body of research in the field of pragmatics in recent years, thus attesting that “the relevance of pragmatics has become increasingly clear to applied linguists” (Blum-Kulka and Olshtain, 1984:196).

Nevertheless, research on L2 pragmatic development, certainly can not equal the amount of studies of L2 grammatical development since pragmatics is a much newer field of study. Notwithstanding, it was not a constraint for the emergency of a fair amount of “proposals for instruction in different aspects of pragmatic competence” (Kasper and Rose, 2001:3), which are now based on empirical studies of native and nonnative speakers’ discourse.

Pragmatics has been defined by many authors. Yule (1996) defines pragmatics as “the study of intended speaker meaning” (p. 127), and as “the study of ‘invisible’ meaning, or how we recognize what is meant even when it isn’t actually said (or written)” (p. 127). In other words, Yule remarks that when we read or hear people speaking, what usually occurs is that we try to understand what the actual words mean, and we also try to realize what the writer or speaker intended to communicate by using those words.

For Crystal (1997:301), cited in Kasper and House (2001), pragmatics is

the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (p. 2).

Another definition of pragmatics is that of Thomas (1983), who states that pragmatic competence is “the ability to use language effectively in order to achieve a specific purpose and to understand language in context” (p. 92). Thomas also asserts that a person’s linguistic competence comprises grammatical competence and pragmatic competence. This matches Leech’s (1983) classification, cited in Thomas (1983), as he also divides linguistics into grammar and pragmatics, the latter being defined as “the use of language in a goal-oriented speech situation in which S [the speaker] is using language in order to produce a particular effect in the mind of H [the hearer]” (p. 92).

According to Kasper and Rose (2001), Leech (1983) and Thomas (1983) divided pragmatics into two items: pragmalinguistics and sociopragmatics. Leech (1983:11), cited in Hurley (1992), defines pragmalinguistics as the study of “the linguistic resources which a given language provides for conveying particular illocutions” (p. 260). Kasper and House (2001) clarify this definition by adding that the linguistic resources refer to the different pragmatic strategies one can make use when interacting

with others, like directness and indirectness, routine formulas, and a variety of linguistic forms that can be employed in order to soften or intensify communicative acts.

Sociopragmatics in Leech's (1983:10) view, cited in Kasper and Rose (2001), is described as "the sociological interface of pragmatics," (p. 2), thus, it is related to "the conventions governing interactions, including which registers and topics are appropriate under different circumstances" (Hurley, 1992:261). In short, it can be said that pragmalinguistics relates to the linguistic forms and functions, whereas sociopragmatics refers to appropriate social behavior under different circumstances.

A good example of how pragmalinguistic and sociopragmatic factors can influence the act of communication is provided by Nelson et al (2002). According to him, by saying "I am Mohammed" instead of "This is Mohammed" when one is identifying herself/himself on the telephone is an instance of pragmalinguistic error as the speaker used an inappropriate speech act. A dinner guest who asks the host how much the house cost has made a sociopragmatic error as this question is inappropriate to the US social context. Another example which illustrates the importance of pragmatics competence in discourse is given by Hurley (1992), who states that a nonnative student has to identify the right formula for greeting people when meeting someone (pragmalinguistic competence), at the same time, s/he has to choose the appropriate polite formula according to the interlocutor in relation to age, social status, and relationship (sociopragmatic competence).

As we have seen from what has been discussed so far, the success of a language learner when interacting in a foreign speech community depends heavily on the extent of his or her communicative competence, of which, sociolinguistic competence or rules of speaking occupy a fundamental role in the whole process. Reassuring this position,

Nelson et al. (2002) confirms the importance of pragmatic competence as it has been demonstrated by many researchers, such as Boxer (1995), Ervin-Tripp (1972), Koike (1995), Thomas (1983), Wolfson (1981, 1989) just to cite some. This leads us to the conclusion that pragmatic failure, similarly to grammatical inaccuracy, has its place as an important issue to be discussed in the present study.

Another subject that deserves note is whether learners with high grammatical competence guarantee correspondent high level of pragmatic competence. It seems to be the case to point out that in this issue a number of researchers are in agreement that even

fairly advanced learners make pragmatic errors such that they fail to convey or understand the intended message because of lack of awareness of pragmatic rules governing the TL (target language) or due to the lack of linguistic proficiency to convey the necessary act (Aktuna & Kamisli, 1997:153).

Studies carried out by Cohen and Olshtain (1981), Kasper (1981, 1989, 1992, 2001), House (1982), Wolfson (1981), Blum-Kulka (1982, 1983,), Thomas (1983), Olshtain and Blum-Kulka (1985), Bardovi-Harlig and Hartford (1990), and by Niezgodna and Röver (2001) corroborate Aktuna and Kamisli's (1997) statement above. Niezgodna and Röver also observe that conversely, "learners may produce pragmatically appropriate utterances with grammatical errors (Walters, 1980; Eisenstein & Bodman, 1986, 1993)", in Niezgodna and Röver (2001:65). House (1996) and Bardovi-Harlig, (1999a), cited in Bardovi-Harlig (2001), remark that what remains unclear is the question of interdependence of pragmatic and grammatical competence, that is, "to what extent the development of pragmatic competence depends on grammatical competence". (p. 28).

Having discussed the important role that pragmatic competence plays in the process of language learning, the next section will be focus on the issue of pragmatic failure.

## 2.4. Pragmatic failure

As has been pointed out repeatedly in the literature, the ability to use adequate formulas and speech style, in conformity with the given situations, is of fundamental importance to language learners. Nelson et al. (2002) mentions that studies carried out by a number of researchers (e.g., Boxer, 1995; Ervin-Tripp, 1972; Koike, 1995; Wolfson, 1981, 1989) show that native speakers usually forgive grammatical errors committed by L2 speakers. However, this is by no means the case of pragmatic error. Native speakers tend to interpret L2 speaker's pragmatic failure on a personal level, being the nonnative regarded as arrogant, rude, impatient, and so forth.

Thomas (1983) corroborates this view as he emphasizes the importance of pragmatic failure in comparison with grammatical errors:

Grammatical errors may be irritating and impede communication, but at least, as a rule, they are apparent in the surface structure, so that H [the hearer] is aware that an error has occurred. Once alerted to the fact that S [the speaker] is not fully grammatically competent, native speakers seem to have little difficulty in making allowances for it. Pragmatic failure, on the other hand, is rarely recognized as such by non-linguists. If a non-native speaker appears to speak fluently (i.e., is grammatically competent), a native speaker is likely to attribute his/her apparent impoliteness or unfriendliness, not to any linguistic deficiency, but to boorishness or ill-will. While grammatical errors may reveal a speaker to be less proficient language-user, pragmatic failure reflects badly on him/her as a *person*. Misunderstandings of this nature are almost certainly at the root of unhelpful and offensive national stereotyping: 'the abrasive Russian/German', 'the obsequious Indian/Japanese', 'the insincere American', and the 'standoffish Briton' (p.96-97).

As can be seen, pragmatic failure is in fact an important cause of communication breakdown and might contribute to mainly negative stereotype emergence or enhancement. Certainly, one way to prevent occurrences of pragmatic failure should be through instruction, with teachers approaching pragmalinguistic aspects of the target language, as Nelson et al. (2002) suggest. However, he also notes that, according to some L2 educators (Helt, 1982; Morain, 1983; Seerley, 1993; Wolfson, 1989), L2

teachers (native and non-native) can not teach pragmalinguistic information due to the fact that there is a real probability that they themselves are not aware of it, at least, at conscious level. Another feature of pragmatic failure that deserves note is the fact that it is not promptly perceived as grammatical errors are. Pragmatic failure, as Thomas (1983) reminds, “is not apparent on the surface structure of utterances and can be revealed only by discussing with students what force they intended to convey” (p. 98). A key point to be mentioned then, is the fact that students should be given the tools or the means to engage themselves in this discussion, and this is only possible if teachers provide learners with “metapragmatic ability – the ability to analyse language use in a conscious manner” (p. 98). Then, a question that arises here is whether teachers themselves, both natives and non-natives, are consciously prepared to do it, that is, to develop students’ metapragmatic ability.

As Blum-Kulka and Olshtain (1986) suggest, pragmatic failure takes place whenever two interlocutors misunderstand each other’s intentions and can happen either to people that share the same linguistic and cultural background or not. However, they make it clear that it will probably occur more frequently between speakers from different cultural and linguistic background. They also mention that “As Thomas (1983) proposed the term, pragmatic failure was intended to capture certain types of misunderstanding that stem from a second language learner’s lack of awareness of pragmatic aspects of the target language” (p. 166). Leech (1983), cited in Kasper (1992), was the first to distinguish the two types of pragmatic failure, which were then applied by Thomas (1983): pragmalinguistic failure or transfer and sociopragmatic failure or transfer. The terms ‘failure’ and ‘transfer’ are used interchangeably by Thomas (1983, 1984), thus, the same procedure will be followed in the present study.

Each of them will be briefly discussed in the following lines, being the first the pragmalinguistic failure.

#### 2.4.1. Pragmalinguistic failure/transfer

As Thomas (1984) points out, *pragmalinguistic failure* or *pragmalinguistic transfer*, refers to “the inappropriate transfer of speech act strategies from L1 to L2, or transferring from L1 to L2 expressions which are semantically or syntactically equivalent, but which have a different interpretative bias” (p. 226). For Leech (1983:11), cited in Kasper (1992) however, “pragmalinguistics refers to the particular resources which a given language provides for conveying particular illocutions” (p. 208). Following the same line, Kasper (1992) does not restrict pragmalinguistic transfer to negative transfer as noted in Thomas, but she expands it and defines pragmalinguistic transfer as “the process whereby the illocutionary force or politeness value assigned to particular linguistic material in L1 influences learners’ perception and production of form-function mappings in L2” (p. 209).

Thomas (1983) also identifies two sources for pragmalinguistic failure to occur: “teaching-induced errors and pragmalinguistic transfer” (p. 101). The former, teaching-induced errors, was termed by Kasper (1981), cited in Thomas (1983). Kasper credits some of the failures to teaching materials, others, to classroom discourse, for example, “lack of marking for modality, complete sentences responses and inappropriate propositional explicitness” (p.102). At this point, it seems to be the case of a more detailed explanation concerning this last item. Thomas (1983) explains that

Complete sentence responses violate the textual pragmatic ‘principle of economy’ (see Leech 1983:67-8) and it is easy to see how they can create an unfortunate impression. To answer the question *Have you brought your coat?* with *Yes, I have brought my coat!*, sounds petulant or positively testy! The same is true of



inappropriate propositional explicitness. To say: *I was sorry to hear about your Grandma* sounds suitably sympathetic, whereas: *I was sorry to hear that your Grandma killed herself* is rather less tactful, and: *I was very sorry to hear your Grandma tripped over the cat, cartwheeled down the stairs and brained herself on the electricity meter* seems downright unfeeling (p. 102).

Thomas also points out that other sources of pragmalinguistic failure he had not mentioned in his article exist and that there must be overlaps among them since it is a difficult task to identify from which of the sources the failure was originated from. As an example, he cites the impossibility to say “whether ‘pragmatic overgeneralization’ (Schmidt and Richards, 1980:148) stems from ‘teaching-induced error’ or pragmalinguistic transfer” (p.103). Pragmatic overgeneralization may take place whenever there is an unbalance among the structures available in the mother tongue as opposed to the target language, that is, when the variety of structures for a determined speech act in L1 has a larger range of possible translations in L2.

Thomas (1984), mentions that the communication strategies used by non-native speakers are other sources of pragmalinguistic transfer that may occur in communicative actions. It seems that a possible explanation for this fact is that, learners use communication strategies in order to counterbalance for lack of linguistic means or just because their level of anxiety is too high to allow for a successful communication.

A study carried out by Blum-Kulka and Olshtain (1986) which compared request realizations of native and non-native speakers of Hebrew and English in terms of length of utterance, revealed that non-native speakers with high level of linguistic ability used more words than native speakers to realize the same pragmatic act. In doing so, pragmatic failure might occur due to “unintentional violations<sup>1</sup> of native norms” (p.175), thus generating a lack of appropriateness. This phenomenon of non-natives

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<sup>1</sup> Unintentional violation occurs mostly when interlocutors do not share norms of conversational interaction (Blum-Kulka & Olshtain, 1986:168)

using 'too many words' deserves a more detailed discussion. Blum-Kulka and Olshtain's first assumption was that non-natives would use fewer words than natives for the same communicative goals for the simple fact of being L2 speakers. However, the results show that the higher the learner's linguistic ability, the longer the utterances. The reason seems to lie in the fact that advanced learners have enough linguistic knowledge to better elaborate their speech acts but they still lack confidence whether they are being effective in communicating their message. Another interesting finding was that learners with lower linguistic proficiency "tend to avoid verbosity since their knowledge of the language is so limited, which ironically keeps them closer to the native norm in terms of utterance length" (p. 177), while the reverse, that is, long introductions, too much information and justifications work against the speaker since the message itself may be lost in a such lengthy utterance.

Blum-Kulka and Olshtain (1986) also report that another possible source of pragmatic failure is the tendency learners have to "incorporate parts of the initiating move into their response-move" (p.176), as the example from Edmondson et al. (1984), cited in Blum-Kulka and Olshtain (1986) shows:

a: So you'll phone up at twelve o'clock.

b: I'll phone up at twelve o'clock and I'll see er ... what we can do (p. 176)

According to the authors, this need from learners to add so much contextual information and introduction "reflects a transfer of learning strategy, derivable from teacher's insistence on complete sentences" (p. 176).

Finally, they also mention that learners sometimes deliver conflicting messages by using contradictory strategies like in the example "Please start cleaning the kitchen whenever you have time, and I prefer right away" (p. 176). Again it can be observed

that too much information together in a single utterance might conflict with each other and the message will not be conveyed. Thus, based on the several examples given, Blum-Kulka and Oklshtain conclude that “the possible effects of pragmatic failures might range from inappropriateness to complete breakdowns in communication” (p.177). The next section will deal with sociopragmatic failure and its source.

#### 2.4.2. Sociopragmatic failure/transfer

*Sociopragmatic failure or sociopragmatic transfer*, according to Thomas (1984), relates to “mismatches which arise from cross-culturally different assessments within the social parameters affecting linguistic choice: ‘size of imposition’, ‘social distance between speaker and hearer’, relative rights and obligation, etc” (p. 226). In sum, sociopragmatic failure is a term used to refer to “the social conditions placed on language in use” (Thomas, 1983:99). In Leech’s words (1983:10), cited in Kasper (1992), sociopragmatics was defined as “the sociological interface of pragmatics” (p.209). Kasper (1992) also observes that sociopragmatic transfer “is operative when the social perceptions underlying language user’s interpretation and performance of linguistic action in L2 are influenced by their assessment or subjectively equivalent L1 contexts” (p.209). As Olshtain and Cohen (1989:61), cited in Kasper (1992) place it

speakers may transfer their perceptions about how to perform in given situations from native language behaviour to a second language situation. Such transfer could effect whether they would use a given speech act, and if so, how frequently and how much prestige they afford other participants in the encounter (p. 210).

Aktuna and Kamisli (1997) provide another definition by asserting that sociopragmatic failure “involves lack of awareness of the conventions and the sociocultural norms of the target language, such as not knowing the appropriate

registers and topics or taboos governing the target language community (i.e., not knowing when it is appropriate to perform a speech act)” (p. 154).

The miscommunications or sociopragmatic failures which are derived from cross-culturally different assessments are originated, according to Thomas (1983), from many factors. One of these topics is ‘size of imposition’. For example, the notion of what is ‘free’ or ‘not free’ in a society is one cause of sociopragmatic failure. For example, in Britain, matches are ‘almost free’, so, in this country, people would not use an elaborate politeness strategy to ask for one. The same holds true to cigarettes in Russia. Then, a Russian requesting a cigarette in Britain and using the same politeness strategy “would either have wrongly encoded the amount of politeness s/he intended (covert grammatical and pragmalinguistic failure) or seriously misjudged the size of imposition (sociopragmatic failure)” (p. 105). Lakoff (1974:27), cited in Thomas (1983) reminds that the notion of ‘free’ and ‘non-free’ are not only material, it can be also applied to information, for instance, in some cultures, asking for a person’s income, religion, politics, personal affairs in general, can be considered intrusive and impolite. In other countries however, it may be freely asked without any sort of further constraint or consequence.

Another source of sociopragmatic failure is the one related to taboos. Typical examples of taboo subjects are religion and sex. As Thomas (1983) claims, taboos are universal and an L2 speaker referring to something that is taboo in a culture other than hers/his, will certainly result in sociopragmatic failure.

A third source of sociopragmatic failure is cross-culturally different assessments of relative power or social distance. According to Thomas (1983), “a foreigner speaker judging relative power or social distance differently from a native speaker” (p. 195) is a quite common occurrence. A good example he provides is related to the status a teacher

has in each society. A teacher may have a higher status in a student's culture than in the country s/he is visiting or living (a social judgment), thus, s/he may behave or address to the teacher in a more deferential way than it would normally be expected (sociopragmatic failure).

Finally, the fourth and last source listed refers to value judgments, the most difficult type of pragmatic failure the language teacher has to deal with, according to the author. Pragmatic failure occurs "when pragmatic principles such as politeness, conflict with other, deeply held values, such as truthfulness or sincerity" (p.106). The language teacher finds her/himself in the uncomfortable position of, in a certain way, appearing to be imposing his/her own values, not spiritual or moral values, but "the linguistic encoding of certain attitudes and values" (p. 106). Thomas also suggests that cross-culturally, there might be the possibility of occurring two things that are originated from pragmatic mismatches but appearing to involve conflict of values: first, "In different cultures, different pragmatic 'ground rules' may be invoked" and second, "Relative values such as 'politeness', 'perspicuousness', may be ranked in a different order by different cultures" (p. 106). In relation to the former, it is important that non-natives do not take what is said verbatim, rather, s/he has to know that what is said should be interpreted according to 'ground rules'. A good example is provided by Wolfson (1979, 1981), cited in Thomas (1983). Wolfson's studies revealed that non-Americans felt frustrated and irritated with the 'insincerity' identified in Americans. This was due to the fact that Americans use the expression *We really must get together sometime*. What are only polite, meaningless words for an American were interpreted as true invitations by non-Americans and later, they were hurt as they found that the invitation was not 'sincere'. However, "Once the non-native speaker understands the 'pragmatic ground

rules', something which at first appeared to be a cross-cultural conflict of values may be shown not to be so" (p. 108).

With regards to the second item involving relative values, e.g. politeness, and not spiritual or moral values, that may be ranked in a different order by different cultures, Thomas (1983) observes that

in some cultures certain relative values ('relative' in the sense of how polite is 'polite'? how prolix is 'prolixity'?) may systematically prevail over others. Thus, in culture X 'generosity' may be systematically valued above 'succinctness'; in culture Y 'approbation' may overweight 'truthfulness' (p. 108).

In Ukraine for example, Thomas asserts that it is a common fact that guests are pressed to take more and more food, at least seven or eight times. This is attributed to the 'generosity' maxim that prevails the 'quantity' maxim, while in Britain, it is not certainly the case. Indeed, British guests feel quite uncomfortable with the situation as they consider that the Ukrainian, the host, is behaving impolitely by pressing them towards a difficult situation, "since they run out of polite refusal strategies long before the Ukrainian host has exhausted his/her repertoire of polite insistence strategies" (p.108).

In Thomas's point of view, pragmalinguistic transfer may be easier to be taught and corrected since they are more language specific. Sociopragmatic failure on the other hand, is more difficult for students to overcome and for teachers to correct because it involves not only knowledge of the language but also the students' beliefs and value systems. Thomas actually suggests errors not to be corrected but rather, pointed out and discussed. At this point, it seems to be appropriate to discuss about the importance of the teaching of pragmatic competence in the classroom, which is the subject of the next section.

## 2.5. The teaching of pragmatic competence

An issue that arises when talking about pragmatics is whether pragmatic ability can be developed without instruction. Kasper and Rose (2001) assert that adult learners acquire a great deal of L2 pragmatic knowledge for free for the reasons that “some pragmatic knowledge is universal (e.g., Blum-Kulka, 1991; Ochs, 1996), and other aspects may be transferred from the learners’ L1” (p. 4). However, they also inform that learners do not always resort to the previous knowledge they have. Thus, if this is the case, learners have to be made aware that they should make use of what they already know, that is, that some pragmatic knowledge is universal and some is transferable from L1. However, there is obviously plentiful ethnolinguistic variation that non-native speakers have to learn when acquiring L2 pragmatics, and this, as Bardov-Harlig (2001) claims, can be achieved through instruction. She also states that “instructional emphasis on L1-L2 correspondences may contribute to learner’s inclination to use L1 strategies” (p.26). In a similar vein, Kasper (1992) is in favor of instructional intervention as a way to facilitate or to provide a necessary means for L2 pragmatic ability to be developed since “instruction can be assumed to have a major role in shaping learners’ perceptions of what is and is not transferable at the pragmalinguistic and sociopragmatic level, and hence have an impact on pragmatic transfer in learners’ communicative behavior” (p.219).

As can be seen, researchers favor the teaching of pragmatic competence in the classroom. Aktuna and Kamisli (1997) cite many scholars (Blance, 1987; Holmes & Brown, 1987; Olshtain & Cohen, 1990; van Raffler Engle, 1983; White, 1993; Wolfson, 1989) that have already advocated for the inclusion of pragmatic components into language curricula. Kasper and Rose (2001) point out that currently there are a good number of empirical studies suggesting different instructional strategies in various

aspects of pragmatic competence. Notwithstanding, many of these proposals still “have not been examined in action, that is, how they are implemented in classrooms and how effective they are for students’ learning of the targeted pragmatic failure” (p. 3).

As stated earlier, different approaches to instruction in pragmatics have been proposed by many scholars, including direct, indirect approach, implicit and explicit teaching or inductive and deductive teaching. What seems to be fairly evident however, is the fact that there is not one approach that should be favored in detriment to the others. As Kasper and Rose claim, “particular strategies of instructional intervention may prove differentially appropriate for different pragmatic learning targets, student characteristics, and institutional and sociocultural contexts” (p.8).

In the light of the above discussion, it seems to be a suitable time to highlight that pragmatic development can be facilitated by instruction as well as by teachers helping learners to be conscious of the differences in the norms of speaking between L1 and L2, thus providing learners with the opportunity to become more effective communicators.

## 2.6. Research in Pragmatics – The use of DCT – Discourse Completion Test/Task

There is a large consensus among researchers that one common concern of sociolinguistic investigation is the means in which data is collected. Taking notes, or else recording natural interactions of people using language on a daily basis would ideally be the most appropriate way to collect data. However, this is not always the most feasible means. For one to take notes, there is always the risk of failing to remember and reproduce the speech verbatim. In this sense, Coulthard (1992), cited in Kasanga (1998), observes that “verbally transmitted information is not stored in a verbal form in the brain” (p. 134). With regards to the use of a tape recorder, Kasanga mentions the fact of



being troublesome gathering naturally-occurring data because it can intimidate the subjects. On the other hand, leaving the tape recorder on for a long time to avoid operating it in front of the subjects would be too costly. In the same vein, Nelson et al. (2002) argue that

Other researchers have pointed out the limitations of naturalistic data collection for cross-cultural studies due to problems of comparability (Blum-Kulka et al. 1989), of controlling gender and status, of notetaking that relies on the researcher's memory, of the infrequent use of the speech act being studied of the time consuming nature of data collection (Cohen, 1996), and of legal and ethical issues regarding recording in naturalistic situations (Hinkel, 1997). (p. 168)

Alternatively, a more feasible method to measure L2 learner's production is the DCTs -Discourse Completion Tests or Tasks, as they are used interchangeably by some authors. DCTs are considered one of the most popular instruments to collect data in interlanguage pragmatic research as Kasper and Dahl (1991), cited in Rose and Ono (1995) remark. According to Kasper and Dahl, more than 50% of the studies they reviewed were carried out through the use of DCTs.

The first scholar to use DCT, according to Rose and Ono (1995) was Levenston (1975) and aimed at testing communicative competence (the first function of DCTs) of immigrants to Canada. However, in the context of speech acts, Blum-Kulka (1982) was the pioneer in the use of a written DCT.

DCTs, also called production questionnaires by some researchers, are according to Kasper and Dahl (1991), "written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context" (p. 221).

According to Sasaki (1998), they can be open-ended as the example below shows:

- (1) You are in a meeting. You want to take some notes, and need to borrow a pen. A friend of yours (an American male) happens to be sitting next to you, and might have an extra pen.

You:

---

Or they can be accompanied by a reply like in the following example:

- (2) You are in a meeting. You want to take some notes, and need to borrow a pen. A friend of yours (an American male) happens to be sitting next to you, and might have an extra pen.

You:

---

Friend: Sure, here you are. (p. 458)

The advantages and drawbacks of Discourse Completion Tests have been largely discussed and investigated. Among the several studies that tested the validity of DCTs, the first was carried out by Beebe and Cummings (1985). Their study investigated the differences between questionnaires and spontaneous speech in refusals. The results indicated that there have been both positive and negative aspects in employing this research method. Therefore, according to them, DCT questionnaires are a highly effective means of:

1. gathering a large amount of data quickly;
2. creating an initial classification of semantic formulas and strategies that will occur in natural speech;
3. studying the stereotypical, perceived requirements for a socially appropriate (though not always polite) response;
4. gaining insight into social and psychological factors that are likely to affect speech and performance; and
5. ascertaining the canonical shape of refusals, apologies, partings, etc., in the minds of the speakers of that language. (Beebe & Cummings, 1985:13f., in Kasper and Dahl, 1991:242)

Discourse Completion responses do not adequately represent, however:

1. the actual wording used in real interaction;

2. the range of formulas and strategies used (some, like avoidance, tend to be left out);
3. the length of response or the number of turns it takes to fulfill the function;
4. the depth of emotion that in turn qualitatively affects the tone, content, and form of linguistic performance;
5. the number of repetitions and elaborations that occurs; or
6. the actual rate of occurrence of a speech act – e.g., whether or not someone would naturalistically refuse at all in a given situation. (Beebe & Cummings, 1985:14, in Kasper & Dahl, 1991: 242-3)

Wolfson et al. (1989) present one more advantage in using the DCT technique, which is that of being “an excellent means of corroborating over a wider population results that have been obtained by ethnographic studies” (p. 184) since it provides a large number of data quickly. Alternatively, there is a consensus among the researchers that the major disadvantage of DCT method is the hypothetical nature of the situations. Nelson et al. (2002) argue that “What people *claim* they would say in a hypothetical situation is not necessarily what they *actually would say* in a real situation” (p. 168). (his emphasis).

Notwithstanding this limitation, Nelson et al. are still in favor of DCT as they claim that “it *does* provide appropriate pragmalinguistic responses” (p. 168). Hinkel (1997) and Hudson et al. (1995), cited in Nelson et al. (2002) recognize that “although the responses elicited by DCTs may simplify the negotiating that occurs between interlocutors [...], they still represent norms of appropriateness” (p. 168).

Spoken elicitation was another method of data collection used by Nelson et al. (2002). It was based on Beebe’s DCT and instead of learners reading the situations and writing the responses, learners were submitted to a tape recorded interview. The interviewer then read the situations aloud and the learners were asked to respond verbally. In Nelson’s words, spoken elicitations were used for they are more similar to “real life communication than written role plays” (p.168).

Having presented important theoretical aspects related to Pragmatics, the next section will focus on the Compliment Formula, the main subject of study of the present research.

## 2.7. The compliment formula

The Longman Dictionary of Contemporary English defines compliment as “a remark that shows you admire someone or something” (p. 314). Clearly, this explanation matches what Holmes (1988) calls a ‘broad definition’ of a compliment:

A compliment is a speech act which 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 (p. 446).

Holmes also observes that compliments referring to a third person may indirectly attribute credit to the addressee, as the example below illustrates:

*Context:* R’s old schoolfriend is visiting and comments on one of the children’s manner.

C(omplimenter) What a polite child!

R(ecipient) Thank you. We do our best (p. 447).

A compliment can also include utterances that attribute credit to someone other than the addressee, as Holmes show in the example that follows:

*Context:* two elderly women discussing a new TV news-reader.

A. Oh but you must admit she’s got a lovely voice.

B. She certainly has. (p. 447).

Studies undertaken by many scholars indicate that the speech act of complimenting can serve to a variety of functions, as we will describe in the subsection that follows.

### 2.7.1. The formulaicity of compliments

Compliments have been largely studied by many authors (Pomerantz, 1978; Valdés & Pinto, 1981; Wolfson & Manes, 1980, Manes & Wolfson, 1981; Wolfson, 1981a, 1981b, 1983, 1984, 1988, 1989a; Manes, 1983; Holmes, 1986, 1988; Herbert, 1990; Olshtain, 1991).

Nessa Wolfson and Joan Manes were the first researchers who offered a comprehensive description of the formulaic nature of compliments. They examined a corpus of approximately seven hundred examples of compliments uttered by Americans in day by day interactions which were collected ethnographically. The most surprising finding in their study was the impressive quantity of patterning of both the semantic and syntactic structures present in the corpus.

According to Manes and Wolfson (1981), 53,6% of the compliments fell into a single syntactic pattern:

NP {is/looks} (really) ADJ

(e.g., 'Your hair looks nice'; 'This is really good').

Two other syntactic patterns accounted for 16.1% and 14.9% respectively:

I (really) {like/love} NP

(e.g., 'I love your hair'; 'I really like those shoes')

PRO is (really) (a) ADJ NP

(e.g., 'That's a nice piece of work'; 'This was really a great meal') (p.120).

As can be seen, only three patterns are responsible for 85% of all the compliments in the corpus. Indeed, with the addition of six other patterns which occurred regularly, a total of nine patterns accounted for 97.2% of the compliments. The other six patterns are:

You [Verb (V)] (a) (really) ADJ NP  
(e.g., 'You did a good job')

You V (NP) (really) [Adverb (ADV)]  
(e.g., 'You really handled that situation well')

You have (a) (really) ADJ NP  
(e.g., 'You have such beautiful hair')

What (a) ADJ NP!  
(e.g., 'What a lovely baby you have!')

ADJ NP!  
(e.g., 'Nice game!')

Isn't NP ADJ!  
(e.g., 'Isn't your ring beautiful! Isn't it pretty!') (p. 120).

Manes and Wolfson also observe that all the other patterns which did not belong to the ones listed above, occurred no more than twice in their data.

Given the fact that compliments are expressions of positive evaluation, surely it is expected that they carry a positive semantic load. Wolfson (1984) notes that "While the number of positive adjectives which may be used is virtually unlimited ... two thirds of all adjectival compliments in the corpus made use of only five adjectives: *nice*, *good*, *beautiful*, *pretty*, and *great*" (p. 236). Indeed, 72 different adjectives occurred in the data. *Nice* and *good* accounted for 22.9% and 19.6% respectively, *pretty* occurred in 9.7 %, *beautiful* in 9.2%, and *great* in 6.2% of all data. The other remaining compliments which are not listed above, that is, a total 67 different adjectives, occurred only once or twice. With regards to semantically positive verbs, only two of them, *like* and *love*, occur in 86% of all compliments and similarly to the adjectives, most of the other positive verbs occurred only once or twice. Other positive terms present in the data are nouns and adverbs and in that, surprisingly, only the adverb *well* occurred more

than twice, fourteen times to be precise. Undoubtedly, it can be perceived that in terms of semantically positive lexical item, speakers far more prefer a positive adjective or a verb. Concerning the use of intensifiers, *really* and other intensifiers occurred in more than one third of the data and *quite* and *some* appeared in place of adjective position.

For example:

That's quite a record collection you've got.

That's some birthday cake. (p. 118)

Manes and Wolfson also assume that since intensifiers are so frequently associated with complimentary terms, they can function as semantically positive items. Also, due to their high frequency of occurrence, intensifiers can be regarded as a typical characteristic of compliments.

In view of the facts presented above, the formulaicity of compliments in American English is more than evident. Wolfson (1989) observes that "although it is not explicitly recognized by native speakers, compliments tend to have clearly definable forms, just as do greetings, apologies or expressions of gratitude" (p. 110). The next subsection examines the varied functions of compliments.

#### 2.7.2. The functions of complimenting behavior

As Manes and Wolfson point out, "the major function of complimenting is to create or reinforce solidarity by expressing appreciation or approval" (p. 130). Holmes (1988) corroborates Manes and Wolfson as he affirms that "The simplest analysis of the function of compliments treats them as positively affective speech acts directed to the addressee which serve to increase or consolidate the solidarity between the speaker and addressee" (p. 447). Holmes provides the example below to illustrate this function:

Context: two women, good friends, meeting in the lift at their work place.

C. Hi how are you. You're just looking terrific.

R. Thank you. I'm pretty good. (p. 447)

Holmes and Brown (1987) mention that compliments can serve as conversation openers and closers and they are "often preceded and followed by farewells" as in the example:

Recipient: Hi, how's things?

Complimenter: Fine. You're looking very smart today.

Recipient: Thanks. I decided it was time to splash out on something new (p. 531).

Another function revealed by Manes and Wolfson (1981) is that compliments are used as a way of thanking or greeting. When it occurs, they usually happen in conjunction with these expressions. For example:

S: Hi, you sure look sharp today.

A: Thanks.

S: Thank you so much, darling. You really are a good kid (p. 128).

They also state that compliments can present framing remarks of two types. The first precedes the compliment and aims at identifying and focus attention on the item which is the subject of the compliment:

S: Did you lose weight? You look thin.

A: Yes, I was on a diet.

The second follows the compliment and serve to obtain information about the item to be complimented:

S: I love your sweater. It's beautiful. Where did you buy it?



One more function pointed out by Wolfson (1983) is that compliments are used to “reinforce desired behavior” (p. 87). Thus, when a teacher compliments a student on her/his good behavior, she is indirectly encouraging the rest of the class to do the same:

Complimenter: Mary’s sitting up nicely.

Recipient: {Nonverbal response: Mary sits up even straighter, looking pleased.}

(Holmes & Brown, 1987:531)

The various functions that compliments can serve, may many times, according to Manes and Wolfson (1981) obscure the formulaic nature of compliments. Also, compliments are not required to occur at any specific point within an interaction as it happens to acknowledgements, greetings, and goodbyes. Compliments can happen either at the beginning, middle or end of a speech event, thus contributing to hide their formulaic character.

### 2.7.3. Topics most complimented

According to Manes and Wolfson (1981) and Wolfson and Manes (1980), cited in Chen (1993), most of the compliments in American English focus on appearance and/or possessions or abilities and/or accomplishments. Holmes (1988a:496), also cited in Chen, agrees with the former researchers as she notes that in a corpus of 517 compliments, 92.5 % are about appearance, ability/performance, and possession.

Wolfson (1989) states that Americans, when related to the category of appearance/possession, compliment mostly on apparel, hairstyle, and jewelry, as well as on weight loss. Concerning the last item, she observes that “Being slim has strong positive value among mainstream speakers of American English, and the adjective thin (e.g., “You look thin”) is interpreted as complimentary in itself in this society” (p. 113).

Still in this first category are comments on the attractiveness of people's children, pets and also compliments on cars and houses. Finally, another feature of American complimenting behavior is that many compliments are given on objects that are new, thus leading to the assumption that it is in some way related to a "consumer-oriented economy" (Manes, 1983:101). The next subsection presents the responses strategies that are employed when people are offered compliments.

#### 2.7.4. Compliment responses strategies

As pointed out by Rose and Kwai-fun (2001), the first to investigate compliment responses was Pomerantz (1978, 1984), followed by Herbert (1986, 1989). Later, Miles (1994) who studied compliments and compliment responses suggested a taxonomy of compliment responses which included acceptance (e.g., *Thanks*), agreement (e.g., *I like it too*), disagreement (e.g., *No, it's not really that nice*), self-praise avoidance (e.g., *Anyone can do this*), return compliment (e.g., *You look good, too*), and comment history (e.g., *My mother gave it to me*) (p. 146).

Herbert (1986, 1989), cited in Chen (1993), categorizes the compliment responses, produced by Americans, into appreciation token ("Thanks"), comment acceptance ("Yeah, it's my favorite too"), praise upgrade ("Really brings out the blue in my eyes, doesn't it?"), comment history ("I bought it to the trip to Arizona"), reassignment ("My brother gave it to me"), return ("So's yours"), scale down ("It's really quite old"), question ("Do you really think so?"), disagreement ("I hate it"), qualification ("It's alright, but Len's is nicer"), no acknowledgement (shifting topic or giving no response), and request interpretation ("You wanna borrow this one too?") (p.55).

Chen (1993) carried out a contrastive study between American English speakers and Chinese speakers on compliment responses. The responses which were given by the American English speakers showed many similarities with the Herbert's findings, whereas the compliment responses by the Chinese speakers were not comparable to neither Holmes' nor Herbert's strategies. Due to the fact that the American English speakers produced a wider range of responses and made use of more varied strategies, only their categorization will be reported in the present study: thanking ("Thank you", "Thanks"), agreeing ("That was easy to understand and I enjoyed it"), expressing gladness ("I'm glad you like it"), joking ("Thank you. But what exactly did I look before?"), thanking and returning ("Thanks. You look nice, too"), offering object of compliment ("You can wear it sometimes if you like"), encouraging (a total of five subjects encouraged the complimenter that she would be able to get a Rolex watch as well), explaining ("Thanks. My mom/dad/friend gave it to me", "I worked hard on it"), doubting ("Thank you, do I really look that great?", "Thank you. You really like it?"), rejecting and denigrating ("I don't think I look that much different", "It's an old sweater") (p. 53-4). Although Herbert and Chen's classifications present many similarities, it is noticeable that Chen's classification is perhaps more detailed.

In the next chapter, Method, I will describe the procedures followed for data collection and analysis.

## CHAPTER III

### METHOD

#### 3.1. Introduction

This chapter describes the method employed to collect the data for the present study. First, I present the objective and the research questions. Second, I present the context of the study and the participants, and finally, I describe the procedures followed for data collection.

#### 3.2. Objective and research questions

The primary objective of this study is to investigate the compliments and the responses to compliments that Brazilian intermediate level learners of English produce in the target language. In order to achieve this goal, the present study pursues the following research questions:

1. How adequately do Brazilian intermediate learners of English compliment and respond to compliments in the target language?
2. How do teachers approach the teaching of the speech act of complimenting in their classes?
3. Do the textbooks these learners use present the topic “compliment formula” as a teaching subject? If not, how does this absence relate to learners?

#### 3.3. The context of the study

The data for the present study were collected at a State University in Paraná. The “Letras” course was implemented in 1970, when the university was founded. At first,

two degrees were offered in a single undergraduation course – the Portuguese-English course - which was named “*Letras-Anglo*” (LA) – and lasted four years. In 1991, as a result of a new reform in the curriculum, it changed into a five-year course program, and so it remained until 2002. Finally, in 2003, a more significant change took place and the Portuguese-English course was then separated into two different undergraduate yearly-based courses, that is, Portuguese and its correspondent literature and English and its literature. Moreover, the course is now accomplished in four years for both degrees.

In recent years, many appropriate and important measures have been implemented in the course in order to enhance its effectiveness. For example, since the year 2000, students have been required to take an in-house placement test at the beginning of the school year, so that they can be grouped according to their levels of proficiency. The students are divided into two groups, being Group A the ones who achieve more than 50% of correct answers and Group B, the students who score less than 50% of proper answers. The tests that the teachers apply are taken from the course books they adopt and they assess grammar, reading, and listening skills.

Although the above-mentioned placement test was very helpful, still some other problems remained insoluble. For instance, some students that had already attended private language schools were in fact too proficient in comparison to the others that had not, thus, it was a very difficult challenge for the teachers to have all the students actively involved in class. In order to overcome this problem, since the year 2002, students can take a proficiency test at the beginning of each school year. This test, which assesses the four skills - listening, speaking, reading, and writing - is designed by the teachers and is based on the syllabus of the course program. In order to be dispensed with the discipline of English language, students have to score above grade 7.0.

### 3.4. The participants

The participants of the present study included learners of intermediate level of English of the "*Letras*" course from a state university of Paraná and EFL teachers. In the next subsections I provide a more detailed description of the participants.

#### 3.4.1. The learners

A total of twenty learners took part in the present study. They were students from the fourth and fifth grades of the "*Letras-Anglo*" course (4<sup>o</sup> and 5<sup>o</sup> LA). As explained in the previous section, it was only after the year 2003 that the "*Letras-Anglo*" course program was arranged into a four-year course and was finally split into two different undergraduate courses. Therefore, they still belong to the group of the five-year program. In this study, 11 learners were from the fourth grade and 9 learners from the fifth grade.

Both groups, the 4<sup>o</sup> and the 5<sup>o</sup> LA, have five English classes per week, each class lasting 50 minutes, which equals 170 class/hours per year. This same amount of hours is also shared in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> years of the course program. The textbooks used by the 4<sup>o</sup> LA group was, in the 1<sup>st</sup> year, the first half of the series "Interchange", Intro Book A, from Cambridge University Press, and in the 2<sup>nd</sup> year they finished the second half of the same book. They also used some extra exercises from the series "Essential Grammar in Use" and other exercises from textbooks that the learners were unable to say where they were taken from. In the 3<sup>rd</sup> year, they adopted the series "North Star" from Longman, more specifically, they used the first half (units 1 to 4) of "North Star" intermediate book, and are currently, in the 4<sup>th</sup> year, covering the second half (units 5 to 8) of the same book.

The 5° LA group, used the same book as the 4° LA group in the 1<sup>st</sup> year, that is, “Intro” Book A, first half. However, unlike the 4° LA, in the 2<sup>nd</sup> year, they finished it and started using “New Interchange I”. This same textbook was also used during the 3<sup>rd</sup> year and then finished. In the 4<sup>th</sup> and 5<sup>th</sup> years they have been using the series “North Star” intermediate book, units 1 to 4 in the 4<sup>th</sup> year and units 5 to 8 in the 5<sup>th</sup>.

Having the data collection taken place in an under graduation course of a university, it was difficult to establish in which degree of English competence the participants could be ranked, since the division of the course is not similar to the ones that language schools commonly use - basic, intermediate, and advanced levels. However, as the program of the course is designed based on the syllabus presented in the textbooks used for each specific year, it was then assumed that the participants of the present study were learners of intermediate levels, since they use, in the 4<sup>th</sup> and 5<sup>th</sup> grades, textbooks designed for intermediate level students.

The two groups investigated study at night and the English classes are held on Tuesdays and Wednesdays for the 4° LA, and on Mondays and Thursdays for the 5° LA. Out of the twenty participants, 15 were female and 5 were male. Their ages ranged from 20 to 36 years old, with an average of 27.25 years old. Concerning their occupations, there were 6 participants that only studied, 5 that were teachers, 2 secretaries, 2 police officers, 1 accountant, 1 saleswoman, 1 traffic warden, 1 purchaser, and 1 participant that did not mention what her occupation was.

With regard to the study of English in a school other than the University, only 4 participants have been attending classes in a language school for about four years. However, 14 reported having already studied in language institutions: 3 participants have studied for one year, 3 participants for one year and a half, 4 participants for two years, 2 participants for two years and a half, one more participant for three years, and

another one for four years. Only 2 participants reported having never had English lessons in other schools. Table 1 provides a summary of the participants' data.

Table 1: Summary of the participants' data.

Female	Male	Age	Occupation	English in a language school
15	5	20 – 36 Average 27,25	6 students 5 teachers 2 secretaries 2 police officers 1 accountant 1 traffic warden 1 purchaser 1 did not say	5 learners: 4 years 1 learner: 1 year 2 learners: 2.5 years 4 learners: 2 years 3 learners: 1.5 years 3 learners: 12 year 2 learners: none

### 3.4.2. The teachers

A total of 12 teachers, who I will address as T1, T2, T3 and so forth, were selected randomly and invited to participate in the present study. They come from different educational backgrounds, are all female and have experience in teaching in different kinds of schools, including primary and secondary private and public schools, entrance examination preparatory schools, language schools, private colleges and a state university.

T1 had 4 years of experience in the English teaching field and, at the time of data collection, was teaching in a language school and in a private secondary school. She was also attending an undergraduation course in "*Letras*" - English;

T2 had been working as an EFL English teacher for 2 years in private language schools. She was also attending an undergraduation course in "*Letras*" - English;



T3 had a four-year experience in English language teaching in a private language school and had already worked in entrance examination preparatory courses. Similar to T1 and T2, she was taking an under graduation course in "*Letras*" - English;

T4 graduated in English and had 17 years of experience as a teacher. At the time of data collection, she was teaching in a private college but had already taught in private and public secondary schools and also in a language institution where she was also the pedagogic coordinator;

T5 graduated in English and was taking an M.A. in English at the time the data was collected. She had been teaching for 6 years and was teaching in a state university and in a private secondary school. She had already worked in a language school as well.

T6 had been a teacher for 10 years and graduated in English. At the time of data collection she was teaching in a state university. She also held an M.A. in English and had taught in a private language school;

T7 graduated in English and was teaching in a state university and in a public secondary school. She was also attending a specialization course in English and had been a teacher for 10 years;

T8 had 21 years of experience as a teacher and had a graduation in English. She had experience in teaching in both language institutions and secondary schools. However, at the time of data collection, she was teaching in a state university and in a private elementary school, where she worked with kindergarteners. She was also attending an M.A. course in English;

T9 had been working as a teacher for 10 years and like T5 and T8, was taking an M.A. course in English. She had had a long experience as a teacher in public secondary schools and she was also teaching in a state university;

T10 had been in the EFL language teaching field for 24 years and had been teaching mainly in private language schools. At the time data was collected she was teaching in a private college, in the “*Letras*” course, and was taking an M.A. in English;

T11 had 20 years of experience as a language teacher and was, similar to T10, taking an M.A. in English. She was also teaching in language institutions and in a private secondary school;

T12 graduated in System Analysis and had been an EFL teacher for 7 years and a half. She had been working in private language schools and was attending a graduation course in “*Letras*” - English. Table 2 presents a summary of the teachers’ data.

Table 2: Summary of the teachers’ data.

	Teaching		Education				
	Years of experience	Type of institution	Undergr. student	Especial. student	Especializ.	M.A student	M.A
T1	4	Language school Private secondary school	X				
T2	2	Language School	X				
T3	4	Language School Entrance Examination Preparatory School	X				
T4	17	Private college Private and Public Secondary School Language School			X		
T5	6	State University Private Second. School Language School				X	
T6	10	State University Language School					X
T7	10	State University Public Secondary School		X			
T8	21	Language School Private Second. School Private Element. School State University				X	
T9	10	Public Secondary School State University				X	
T10	24	Language School Private College				X	

T11	20	Language School Private Second. School				X	
T12	7.5	Language School	X				

### 3.5. Instruments

The data for this study were collected by means of six instruments: 2 written questionnaires and 2 oral questionnaires, the Discourse Completion Tests/Tasks (DCTs) that were given to the learners, interviews with 12 EFL teachers, and the textbooks used in the course.

#### 3.5.1. Written questionnaires

Two written questionnaires were used with the purpose of collecting data. In the first questionnaire, Paying Compliments (see appendix I), the learners were asked to write a suitable compliment to the given situations, that is, they were asked to write what they believed to be the adequate verbal compliment for the ten different situations provided. The written Paying Compliments questionnaire covered the following topics:

looks/outward appearance: the compliments were directed towards the person's appearance (situation 1), towards a new haircut (situation 3), and towards a smart outfit, that is, a new dress that a co-worker was wearing (situation 8);

abilities/performance: the compliments were paid on a friend's cooking skill (situation 2) and on a friend's ability when playing a musical instrument (situation 5);

achievements: the compliments were addressed to a student on a good school paper (situation 4), to a woman who won a beauty contest (situation 7), and to a mother on her child's accomplishment at school (situation 10);

possessions: the compliments were paid on a piece of decoration, that is, a painting (situation 6), and on a new car that a neighbor had bought (situation 9).

In the second written questionnaire, there is a compliment paid in each of the ten situations and the participants were required to write what they thought to be the appropriate response to the compliments. The written Responding to Compliments questionnaire (see appendix II) covered the topics below:

looks/outward appearance: the responses elicited from this topic referred to a compliment received on a jacket a person was wearing (situation 1), on a new hair color (situation 3), on a youthful appearance (situation 7), and on a baby's cuteness (situation 9);

abilities/performance: the responses drawn from this item were related to a compliment paid on a person's beautiful voice (situation 2), on a student's good job in the organization of a conference (situation 5), and on a person's ability to cook (situation 8);

achievements: the responses to compliments elicited from this topic concerned a person's good performance at work (situation 10);

possessions: the responses produced under this item referred to a compliment paid on a brand new car (situation 4), and on a well-decorated house (situation 6).

### 3.5.2. Oral questionnaires

The purpose of this questionnaire was to investigate whether the learners' oral compliments and responses to compliments are different from the written compliments and responses to compliments. Thus, another instrument used in this investigation was again a twofold questionnaire. The former, contained ten Paying Compliments

situations, and the latter, ten Responding to Compliments situations. It is important to highlight that this turn, the responses were verbal, therefore, they were all tape recorded.

The oral ten Paying Compliments situations (see appendix III) approached the topics below and were displayed in the following way:

looks/outward appearance: the compliments were related to a colleague's physical appearance after her/his vacation (situation 1), to a friend's new look after a plastic surgery on her/his nose (situation 3), and on a boss's smart outfit in a party (situation 8);

abilities/performance: the compliments were directed towards a friend's mother talent to make cakes (situation 2), and towards a teacher's ability to play tennis (situation 5);

achievements: the compliments were paid on a student's successful presentation (situation 4), on a neighbor's victory in a soccer championship (situation 7), and on a friend's children's good behavior (situation 10);

possessions: the compliments were addressed to the ambience of an acquaintance's new cafeteria (situation 6), and to a friend's new boat (situation 9).

In the oral Responding to Compliments questionnaire (see appendix IV), the topics considered were distributed in the following way:

looks/outward appearance: the responses to compliments that were elicited from this topic were related to a person's appearance as she/he was dressed up for a dinner out with someone she/he was interested in (situation 1), to a compliment paid to a co-worker on her/his beautiful eyes (situation 3), to a person's nice outward appearance (situation 7), and to a daughter's beauty (situation 9);

abilities/performance: the responses received from this topic were connected to a compliment paid by a relative on a person's good performance at playing the piano (situation 2), on a person's ability to drive, (situation 4), and on a person's talent for cooking (situation 8);

achievements: the responses produced in this section were linked to a compliment received from a teacher on a student's A-grade science project (situation 5), and to a promotion at work (situation 10);

possessions: the replies produced in this topic were related to new furniture, in this case, a new sofa (situation 6).

### 3.5.3. Interview with teachers

Another instrument used in the present study consisted of interview with teachers. Eight open questions were asked with the purpose of gaining a better understanding of how they approached the teaching of the speech act of complimenting and responding to compliments (see appendix V). The interviews were tape-recorded and teachers were told to choose the language they would feel more comfortable speaking as it would not interfere in the final result.

The first question asked how long they had been in the language teaching field and the second elicited the kinds of textbooks the teachers had used then. The third item questioned whether they had already taught the speech act of complimenting in their classes and the fourth question asked, in case of a positive answer in question 3, how they had approached it. The fifth question asked the reasons teachers had for deciding to teach this topic and the sixth was designed to the teachers that had answered negatively to the third question, as it inquired why they had not taught this subject in class. The seventh question elicited whether the teachers thought there were different social norms

related to the issue of complimenting in both American and Brazilian societies. Finally, the last question (the eighth), was connected to a positive answer to question 7 as it asked whether they could exemplify some of the different social norms between the two societies.

It is important to highlight that the interviews were conducted in a very informal way as all the teachers involved in the study were either co-workers or classmates in the M.A. course. The complete transcription of the interviews is referred to in appendix VI.

#### 3.5.4. The textbooks

A total of three textbooks were analyzed with the purpose of examining whether they approached the compliment formula as an explicit teaching subject. The textbooks analyzed were the ones that were used by the learners during the “*Letras*” course, “Intro - Book A” and “New Interchange Book 1”, and the books they are still using, the two strands of “North Star” intermediate book (listening/speaking and reading/writing). All the course books components were examined, namely the student’s book, the workbook, and the teacher’s manual, including all the tapescripts for the listening exercises.

#### 3.6. Procedures

The first group of participants to be contacted was the 4° LA (*quarto ano de Letras Anglo*) group. Before carrying out the research itself, I first contacted the coordinator of the *Departamento de Letras (DELET)*, by means of an official letter and asked for permission to carry out the present study at the university. Having had a positive response, I made contact with the English teacher of this group and we scheduled a suitable date for both of us to apply the questionnaire, which was held on

19 May, beginning at 08:40 p.m. and finishing at 10:30. There were eleven students in this group. After being introduced to the group by the English teacher, I explained the academic purpose of the investigation and they agreed on taking part of the study. At this point, I decided not to tell the participants the real focus of my study in order to avoid any sort of interference in the results. Afterwards, I explained how the research would be carried out.

First, half of the group completed the Paying Compliments questionnaire in the room they were having class and the remaining half of the participants followed me to another room in order to tape record the compliments they paid. It is relevant to mention that whilst I was tape recording their compliments - on an individual basis - the English teacher stayed in class and helped the participants in their doubts concerning vocabulary or comprehensibility of the situations. As the participants completed the questionnaire in the written form, they exchanged places with the others that were tape-recorded. The same procedure was followed in the Compliment Responses questionnaire.

It is important to mention some problems that occurred in the 4<sup>o</sup> LA group: one participant did not complete 3 situations in the Paying Compliments questionnaire in the written form, and another participant did not respond to the whole Paying Compliments questionnaire in the oral form. Also, three participants did not complete the Responding to Compliments questionnaire in the written form, and another one did not participate in the Responding to compliments questionnaire in the oral form. The reason seems to be the fact that the whole process took too long and they had to leave in order to take the bus back home since many of them lived in another city.

The data collection with the second group of participants, the 5<sup>o</sup> LA (*quinto ano de Letras Anglo*) group, was held on 3 June from 08:30 to 10:15 p.m. There were 9 participants and the procedures were the same as those of the first group. All the



learners from this group responded to the questionnaires. However, due to this researcher's failure who skipped some questions in the Oral Paying Compliments questionnaire and also, due to technical problems that occurred with the tape recorder, some of the oral answers were incomprehensible and could not be transcribed. The responses, both in written and oral form, were all transcribed verbatim.

### 3.7. Data analysis

The data for the present study consisted of the learner's responses to the written (Appendices 7 and 9) and oral questionnaires (Appendices 8 and 10), the interview with the teachers, and the analysis of the textbooks used in the course program. To better explore the data yielded by the learners, the compliments and the responses to compliments produced by them were submitted to the judgment of two American native speakers of English who were asked to rate the learners' responses according to a scale of adequacy. In this way, it was possible to assess whether the responses produced by the participants were appropriate to the given situations. One important issue to be mentioned is that, since the focus was on the adequacy of the responses, the raters were asked to disregard the spelling and grammar mistakes in the learners' responses.

The first rater is a Linguistics professor in a federal university in Brazil and the second is an M.A. student in Applied Linguistics, also in a federal university in Brazil. The former had been living here for 27 years and the latter for 6 months at the time they rated the learners' responses.

The interviews with the 12 EFL teachers were also analyzed mainly in an attempt to understand how they approached this subject in class. As a last step, the textbooks used by the participants during the course were also analyzed in order to examine

whether the compliment topic was part of the content of the book. In the following chapter, the results of the analysis of the data collection are presented.

## CHAPTER IV

### DATA ANALYSIS

This chapter presents the analysis of the data collected from the written and oral questionnaires, the analysis of the textbooks used by the learners, and the interviews with the teachers. The first section focuses on the first research question – *How do Brazilian intermediate learners of English compliment and respond to compliments in the target language?* This section is divided into two sub-sections: the first deals with the questionnaire about Paying Compliments – Written and Oral Responses and the second sub-section discusses the questionnaire on Responding to Compliments – Written and Oral Responses. As stated earlier, the analysis of the questionnaires is based on the judgments of two native speakers of English who rated the learners' answers on an adequacy scale.

The second section focuses on the next research question – *How do teachers approach the teaching of the speech act of complimenting in their classes?* In this section seven questions are discussed aiming at examining whether this topic is explored in class, how it is addressed, and the reasons for teaching this subject in class. It also deals with the previous cultural awareness the teachers may have concerning this speech act production.

The third section discusses the last research question – *Do the textbooks these learners use present the topic "Compliment Formula" as a teaching subject? If not, how does this absence relate to the learners?* In this section the contents of the books used by the learners along their course are investigated in order to verify whether Compliments and the Responses to Compliments are introduced in the book and, if so, how they are treated. Finally, it is also discussed to what extent the presence or the

absence of the Compliment Formula in the textbooks syllabus influences the learners' production of this speech act.

#### 4.1. The analysis of the learners' responses to the questionnaires

As stated in the previous chapter, each written and oral questionnaire about Paying Compliments and Responding to Compliments contained 10 different situations in which the learners were asked to write or to say what they considered to be the suitable compliment or response to compliment to the given circumstance. As already mentioned, all the data collected was judged by two American native speakers raters who will be addressed as R1 and R2. The learners will be addressed as P1, P2 and so on for reasons of privacy. The raters judged the learners' responses by observing a scale rating of adequacy that adopted the following criteria: inadequate: 1 point; partially adequate: 2 points; adequate: 3 points; and completely adequate: 4 points. After they rated the responses, the two scores were added, that is, the scores from R1 and R2, and divided by 2 in order to find the mean rating. Afterwards, the results of all the responses produced in each situation of each questionnaire were added and the sum was divided by the number of participants of each questionnaire, thus, the final result indicated the level of adequacy to this specific situation.

Table 3 is an illustration of how the mean rating of the raters' evaluation per participant was obtained. These results are for situation 2 only, and the results for the remaining situations are displayed in Appendix VII-X.

A: Participants  
B: Compliment Paid  
R1: Rater 1  
R2: Rater 2  
S: Sum  
M: Mean

2. You've just tasted a piece of apple pie your friend has made. You liked it and want to compliment her/him on it. You say:

Table 3: How the mean rating of the rater's evaluation per participant was obtained.

MEAN RATING = 3.6

A	B	R1	R2	S	M
P1	<i>" Congratulations you cooking very well".<sup>2</sup></i>	3	3	6	3.0
P2	<i>" Oh! It's taste so good!"</i>	4	4	8	4.0
P3	<i>" It was delicious! I like a lot!"</i>	4	4	8	4.0
P4	<i>" I never tasted a pie like that. It is delicious because you are a good cooker."</i>	4	3	7	3.5
P5	<i>" It is the best apple pie that I tasted."</i>	4	4	8	4.0
P6	<i>" Your apple pie is delicious. You are a good cook."</i>	4	3	7	3.5
P7	<i>" Great! It's delicious. You are a excellent cook!!"</i>	4	4	8	4.0
P8	<i>" You apple pie is delicious!"</i>	4	4	8	4.0
P9	<i>" You make a apple pie out of this world."</i>	4	4	8	4.0
P10	<i>" It's delicious."</i>	4	4	8	4.0
P11	<i>" Oh, it was delicious."</i>	4	4	8	4.0
P12	<i>" Congratulations! This apple pie is wonderful!"</i>	4	2	6	3.0
P13	<i>" The cake are delicious."</i>	3	4	7	3.5
P14	<i>" This apple pie is delicious!"</i>	4	4	8	4.0
P15	<i>" How good your apple pie is!"</i>	3	4	7	3.5
P16	<i>" It's delicious. Give me a recipe!"</i>	3	4	7	3.5
P17	<i>" Please. Invite me to come here again."</i>	1	2	3	1.5
P18	<i>" It's delicious. You are a good cookie."</i>	4	4	8	4.0
P19	<i>" My God! That's so good! I need the recipe."</i>	3	4	7	3.5
P20	<i>" What a good apple pie!"</i>	4	4	8	4.0
		72	73	145	72.5

The figure "72.5" obtained from the M column was then divided by the 20 participants of this questionnaire, thus giving the mean rating 3.6, as can be seen on the

<sup>2</sup> Participants' responses were all transcribed verbatim.

top left of this table. This average, 3.6, rates the responses to this specific situation of that questionnaire between “adequate” and “completely adequate”.

The percentage of each level of adequacy in all questionnaires was calculated by adding the sums of each rater separately. For example, the sums of the ratings of the responses (inadequate, partially adequate, adequate, and completely adequate) of R1 were added to the sums of R2. Then, the percentage of the responses in each level of adequacy was calculated. The table below, which is an example of the Paying Compliments – Written Questionnaire, shows more precisely how the percentage for each level of adequacy was calculated. There were 394 evaluations since 197 responses were judged by the two raters.

Table 4: Example of how the percentage for each level of adequacy was calculated.

	R1	R2	S	%
Inadequate	42	34	76	19.3
Partially Adequate	26	40	66	16.7
Adequate	44	19	63	16.0
Completely Adequate	85	104	189	48.0
TOTAL	197	197	394	100

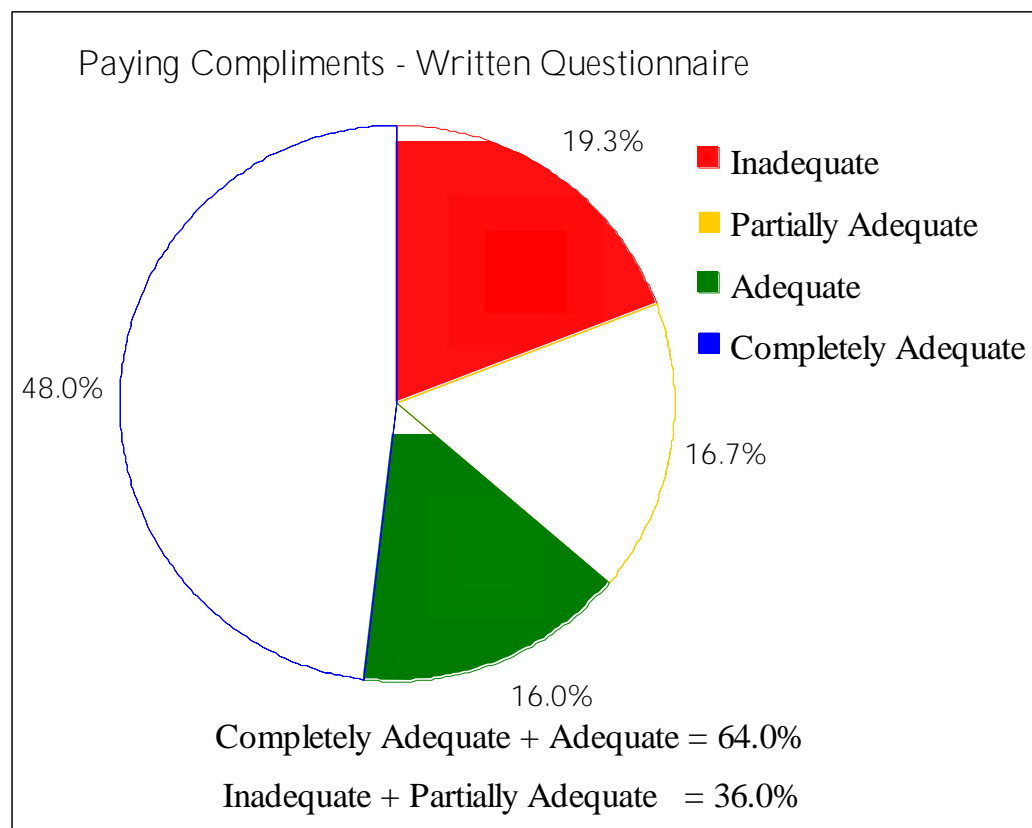
#### 4.1.1. Paying Compliments – Written Questionnaire

As already stated in Chapter III, the Paying Compliments – Written Questionnaire (see appendix VII), which assessed 10 situations, was given to 20 participants.

However, one participant did not complete 3 situations, thus, instead of 200, there were 197 compliments paid. As previously indicated, two raters judged the compliments, producing consequently, 394 evaluations. From the answers, 76 were rated as inadequate (19.3%), 66 were partially adequate (16.7%), 63 were adequate (16.0%), and 189 were completely adequate (48.0%).

The results of the learners' performance in the Paying Compliments – Written Questionnaire are shown in Figure 1 below.

The results of the learners' performance in the Paying Compliments – Written Questionnaire are shown in Figure 1 below.



As can be seen in the figure above, 48% of the responses in the Paying Compliments – Written Questionnaire (see Appendix VII) were considered completely adequate. By joining the completely adequate to the adequate responses, 48% plus 16%,

the sum total is 64%, a significant high percentage of adequacy reached by the learners. This fact demonstrates that the learners seem to know how to compliment adequately in the target language. Although there are other percentages for other levels of adequacy, such as partially adequate and inadequate, the greater part of responses are adequate and completely adequate or native-like. Table 5 shows the mean rating for all the situations in this questionnaire.

Table 5: Mean rating - Paying Compliments – Written Questionnaire

Situation	Compliment paid	Mean Rating
1	On a friend's appearance	2.1
2	On a friend's cooking ability	3.6
3	On a co-worker's new haircut	2.8
4	On a student's paper	2.8
5	On a friend's guitar playing	3.5
6	On a friend who has a new painting on the wall	2.2
7	On a woman who won a beauty contest	3.2
8	On a co-worker's new dress	2.9
9	On a neighbor's new car	3.3
10	On a student's mother for her child's performance	2.8

Just as a reminder, there were 394 evaluations for this questionnaire since 197 responses were judged by two raters. Out of the 394 evaluations, 189 responses were considered completely adequate, and 29 of this total referred to situation 2, which asked the participants to compliment a friend on an apple pie she/he had made. The responses to this situation with the mean rating of 3.6, reached the highest level of adequacy in



this questionnaire. For this situation, only one answer was found to be inadequate by R1 and partially adequate by R2, the compliment paid by P17 (*"Please. Invite me to come here again"*). The occurrence of the adjective *"delicious"* in syntactic structures such as [Pronoun (PRO)/Noun Phrase (NP)] is [Adjective (ADJ)] was very high among the responses that were judged as adequate and completely adequate: 50% of the responses to be precise. Some examples of these events are the compliments paid by P8 (*"Your apple pie is delicious!"*), by P10 (*"It's delicious"*), and by P14 (*"This apple pie is delicious!"*) just to cite a few.

The second highest mean rating in this questionnaire, 3.5, refers to situation 5, which asked the learners to compliment a friend on her/his guitar playing. In this situation, 28 responses were evaluated as completely adequate, 5 were adequate, 5 were partially adequate, and 2 were inadequate. A response that both raters judged as partially adequate was *"You, in contrast me, don't hurt the guitar"*, produced by P17. Probably, the learner might have transferred the expression *"machucar/arranhar o violão"* from the L1 to the L2. One remarkable feature that can be observed in the compliments produced for this situation is the occurrence of completely adequate responses with the same compliment pattern 9 times, *"You play (the guitar) very well"*, following the syntactic pattern [PRO] play [NP] (intensifier) [Adverb (ADV)].

Another situation with a good average rating, 3.3, thus placing the responses between adequate and completely adequate levels, was the one in which the learners were asked to compliment a neighbor on her/his new car. There were 24 completely adequate evaluations in situation 9 and a significant number of them with the same syntactic structure, that is, [NP] is (intensifier) [ADJ] as in the compliments paid by P2 (*"Your car is nice"*), by P10 (*"It's (so) beautiful"*), and by P13 and P14 (*"Your car is (so/very) beautiful!"*) among others. Some responses that were judged as inadequate by

both raters in this situation, were the ones provided by P7 (*"Your new car is very beautiful! Was it expensive?"*) and by P17 (*"Your new car is your face: incredible"*).

There was a high frequency of occurrence of the expression *"Congratulations"* in 3 situations. In situation 7 for example, out of the 20 participants who answered this questionnaire, 16 used this expression, which makes up 80% of the total occurrences. Surely, this result was influenced by the nature of the situation itself, in which the learners were asked to compliment a woman who had won a beauty contest in their town. The other two situations in which this expression was used, although in lower frequency, were situations 4 and 10. Coincidentally both situations asked the participants to play the role of teachers and had the same rating, 2.8. In situation 4, the learners should compliment a student on her/his paper, and in situation 10, they should compliment the best student's mother on the child's performance. In the former situation, the expression *"Congratulations"* preceded or followed 11 compliments. It is important to note here that the compliments that were judged as completely adequate by both raters were the ones that were addressed specifically to the paper itself and not to the student's good qualities. Some compliments that were judged as completely adequate are *"Congratulations. It's (the paper) very good!"* (P8) and *"Congratulations! Your work is fantastic"* (P12) and among the inadequate and partially adequate responses are those by P10 (*"You are so intelligent"*) and by P17 (*"You always answer for my best expectations"*). In situation 10, even though *"Congratulations"* was used 8 times, there was a variety of very different responses that preceded or followed this expression. Also, as the circumstance given was not a common situation in their daily lives, although there were some teachers among the participants, the compliments varied enormously, thus a pattern for the responses could not be found.

With regard to the 76 inadequate evaluations, 20 referred to situation 1, whose responses had the lowest rating, 2.1, and asked the learner to pay a compliment on a friend's appearance. Among the inadequate compliments, there were many responses that were produced by using the verb "are" instead of "look". For instance, P1, P8, P14, P15, P18, and P20 answered that they would say "You are so beautiful", or "You are great", or "You are nice". Conversely, the responses that were rated as adequate and completely adequate, were the ones that used the verb "look", such as, "Wow!! How nice you look!" (P15) and "You look so great!" (P19). It seems that in such cases, that is, in compliments such as "You are so beautiful", the learners have committed a pragmatic failure by transferring the expression from their mother tongue to the target language. In other words, it is possible that they have thought of the Portuguese compliment "Você está tão bonita".

The penultimate mean rating in this questionnaire, 2.2 from situation 6, asked the participants to compliment a friend on a new painting she/he had in the new house. In relation to this sixth item, it is necessary to point out that, there occurred a misinterpretation of the situation, that is, some learners understood "new painting" as a new color on the walls instead of a painted picture on the walls as in the compliments produced by P8 ("What beautiful color!") and by P19 ("This color made your house look even prettier than before!"). Despite this fact, there were still 13 completely adequate evaluations. Some examples are: "You have trained eyes for arts. This painting is wonderful" (P9) and "What a terrific painting!" (P20).

In this Paying Compliments – Written Questionnaire, the data reveals that the categories the participants feel more comfortable complimenting, are those related to performance/skills/abilities as the highest scores were reached in situations in which a compliment should be paid on someone's cooking ability and on someone's musical

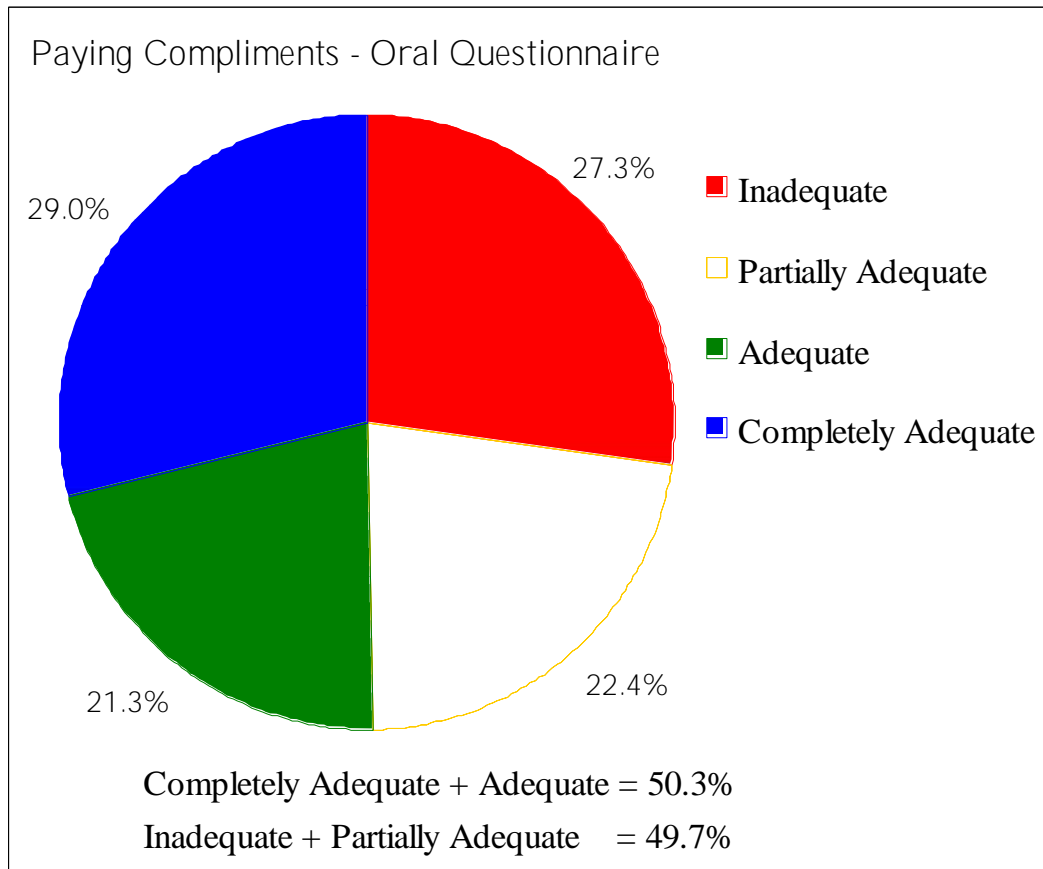
skill/performance. The compliments under the category of possession have also achieved a high percentage of adequacy. Surprisingly, the lowest mean rating was in the category of appearance, as in situation 1, in which the learners should compliment a friend on her/his appearance. Although some pragmatic failures have occurred, it seems that this fact has not influenced the final result, since the high percentage of adequate and completely adequate responses in this Paying Compliments – Written Questionnaire shows that the learners participating in this study seem to be aware of how to compliment in English.

In the next subsection, the data yielded in the Paying Compliments – Oral Questionnaire are discussed.

#### 4.1.2. Paying Compliments – Oral Questionnaire

This questionnaire was responded by 19 participants (see appendix VIII). However, as stated in the previous chapter, there were some technical problems with the tape recorder and also, the researcher involuntarily skipped some of the situations. For this reason, the total number of responses in this Paying Compliments – Oral Questionnaire was 183, therefore, there were 366 evaluations produced by the raters. In the 366 evaluations, 100 compliments were considered inadequate (27.3%), 82 were partially adequate (22.4%), 78 were adequate (21.3%), and 106 were considered completely adequate (29.0%).

Figure 2 presents a clear picture of the results of the learners' performance in the Paying Compliments - Oral Questionnaire.



As can be seen in the figure above, 27.3% of the responses in this questionnaire were rated as inadequate. By adding the inadequate to the partially adequate responses, 27.3% plus 22.4%, the total is 49.7%. Next, by adding the adequate to the completely adequate responses, 21.3% plus 29.0%, the sum total is 50.3%. The figures show that there was equilibrium, in percentage terms, among the levels of adequacy in this questionnaire. The mean ratings for all the situations in this questionnaire are shown in Table 6 below.

Table 6: Mean rating - Paying Compliments – Oral Questionnaire

Situation	Compliment paid	Mean Rating
1	On a colleague's physical appearance	2.0
2	On a friend's mother cooking ability	3.7
3	On a friend's new look after a plastic surgery	2.0
4	On a student's successful presentation	2.4
5	On a teacher's good performance of tennis playing	2.5
6	On an acquaintance's new café ambiance	2.9
7	On a neighbor's victory in a soccer championship	2.8
8	On a boss's suit	1.5
9	On a friend's new boat	2.7
10	On a friend's children for their good behavior	2.7

Out of the 106 completely adequate responses, 33 referred to situation 2, which asked the learners to compliment a friend's mother on a cake she had made. Since there were 19 participants in this questionnaire, thus 38 evaluations, only 5 responses were not rated as completely adequate. For example, a response that both raters determined to be inadequate, was produced by P18 (*"Invite me to come back tomorrow"*), and the compliment *"How delicious, give me a recipe"*, paid by P17, was rated as partially adequate. Conversely, the compliment paid by P19 which also asked for the recipe, (*"My God, it tastes so good. Can you give me the recipe?"*) was considered completely adequate. The reason seems to lie in the fact that the former, unlike the latter, was rendered in imperative tense, thus sounding demanding and not adequate for the context, According to Holmes and Brown (1987), sociopragmatic failure occurs when the complimenter does not select the adequate "linguistic strategy to express a speech act in a particular context" (p. 528). In this particular situation, the complimenter did not

perceive the social context and the relationship between the interlocutors, that is, the compliment seems to be too intimate to be paid to a friend's mother. The adjective "*delicious*" was extensively employed, 11 times in total, although there were other equally completely adequate responses that did not use it, as in "*Congratulations, you cook very well*" (P7) and in "*Your cake is out of this world*" (P8). Not surprisingly, the compliments in this item had the highest mean rating in this questionnaire, 3.7, thus lacking only 0.3 to reach the top rating.

The second highest mean rating, 2.9, was in situation 6, in which the learners should pay an acquaintance a compliment on the ambiance of a café she/he had opened. In this particular situation, it is noteworthy the large gap between the first and the second mean rating, 3.7 to 2.9. This gap seems to be determined in large part by the number of completely adequate evaluations that situation 2 provided, 33 as opposed to the 8 in situation 6. This sixth situation also had a high occurrence of adequate responses, 19 in total. In addition, since this situation is not a very common one in the learner's daily routine, it also elicited a variety of very different responses, thus a pattern for them could not be found. Some examples of this diversity are the compliments paid by P1 ("*This place is good. You had a good idea to build a café here*"), P5 ("*Oh, cute, so pretty, so beautiful*"), and by P6 ("*I like it very much*") just to cite a few.

The situation that had the third mean rating, 2.8, was the seventh, which asked the participants to compliment a neighbor on his winning in the regional soccer championship. For this item, there were 14 completely adequate responses, 7 adequate, 13 partially adequate, and 4 inadequate. Being this situation within the category of achievement, there was again a high occurrence of the expression "*Congratulations*",

13 in total, usually at the beginning of the compliment and then followed by additional comments.

Another situation that merits attention is the ninth, in which the learners should compliment a friend on a new boat she/he had bought. The responses to this item, with the mean rating 2.7, were rated as partially adequate and adequate. One issue that has to be discussed here is the fact that many learners reported to be difficult to think of a compliment on a new boat since it was an experience that most of them had never undergone. Put simply, it was something very far from their reality. In spite of that, half of the participants produced responses that were rated as adequate and completely adequate, although they greatly varied from one another as in "*What a wonderful boat!*" (P10), "*Your new boat is fabulous.*" (P12), "*It's very beautiful your new boat.*" (P13), and "*Wow, your new boat is nice, I love it!*" (P15).

Besides providing the highest score in the data (3.7, for situation 2), this oral paying compliments questionnaire also presented the lowest mean rating, 1.5 in situation 8, which asked the learners to pay a compliment on the boss's outfit, who was wearing her/his best suit in a fancy party. Curiously, only one compliment was judged as completely adequate by R1 but partially adequate by R2, that is, the response given by P19 ("*Oh, you look great!*"). The number of inadequate responses was record, 26. As already explained in situation 1 in the first Paying Compliments – Written Questionnaire, maybe part of the problem rests with the way the learners used the verb, that is, "*are*" instead of "*look*", in 12 responses. Some examples are the compliments paid by P6 ("*You are so handsome*"), by P10 and P14 ("*You are very elegant*"), and by P16 ("*Hello Mrs. Mary, you are nice*"). Another possible explanation for this high score of inadequate responses is provided by Wolfson (1989). According to her, by saying that someone "looks unusually well, implies that the reverse is usually the case."



(p.117). The following examples illustrate it very well: P9 (*"Wow, you are so handsome today"*), P11 (*"Today you are very good"*) and P13 (*"You are more charming and beautiful than in every day"*). In these examples, by using the word *"today"*, the speaker might be unintentionally implying that the person to whom he/she is addressing the compliment is not usually well-dressed. Lastly, as another possible explanation for the low mean in this situation, it is worthwhile to mention that most participants disregarded the tenor of discourse, that is, they were talking to the boss, and thus, a higher level of formality was required.

The second lowest average rating was provided by the answers to situation 1 and situation 3. Both situations had the responses rated as partially adequate as the score was 2.0, and asked the participants to pay a compliment on someone's outward appearance. In situation 1, the learners should compliment a colleague on her/his physical appearance. Once again the use of the verb *"be"* in place of *"look"* was determinant for the predominance of inadequate (13), and partially adequate (15) responses, thus, 28 in total. In these levels of adequacy are the responses given by P6, P7, and P13 (*"You are so/very beautiful"*), by P15 (*"Oh, you are great now"*) and by P16 (*"Oh, you are chic, beautiful"*). Alternatively, the responses that were labeled as completely adequate were the ones that used the verb *"look"* as in *"How nice you look!"* (P14) and in *"Oh, you look so great!"* (P18). It is also valuable to note the frequent use of the adjective *"beautiful"* in the utterances, since out of the 18 participants to this questionnaire, 8 responded by using this adjective in their compliments.

Situation 3, whose responses were judged as partially adequate with the same score (2.0) as situation 1, asked the participants to compliment a person they knew well on the new look after she/he had undergone a plastic surgery on her/his nose. The

inadequate and partially adequate responses totaled 24. Curiously, in this situation there was not a correspondence in the judgment of the two raters concerning the two extremes in the scales of adequacy, the inadequate and completely adequate responses. In other words, the compliment paid by P15 (*"You look like Michelle Pfeiffer"*) was rated as completely adequate by R1, but inadequate by R2. The same happened to the responses produced by P8 (*"Your new nose is so beautiful. I want a nose like this"*) and by P11 (*"You are very good with your new look"*) but this time in reverse, R2 judged them as completely adequate whereas R1, as inadequate. The only compliment that was regarded as completely adequate by both raters was paid by P19 (*"You look great"*). Some examples of compliments that were labeled as inadequate by both raters are the responses given by P2 (*"You seem another person"*), P14 (*"You are better now"*), P16 (*"Oh, your nose, it's looking ok now"*), and by P18 (*"I see you the other way now"*). The inadequacy of these four last examples seems to relate to what Wolfson observes about types of compliments that are open to misinterpretation as already quoted in this subsection, situation 8 above.

As can be seen in figure 2, in the beginning of this subsection, even though the percentage of adequate and completely adequate responses is lower in this oral modality than in the written modality, 50.3% against 64%, it still represents a high percentage of adequacy in the compliments produced.

The data also indicates that, similarly to the written form, in this Paying Compliments – Oral Questionnaire, the highest mean rating was exactly in the item in which a compliment was asked to be paid on someone's cooking ability. Actually, this questionnaire provided the highest (3.7) and the lowest scores in the study (1.5), and like in the written modality questionnaire, the lowest mean ratings are again under the

category of outward appearance, in this case, a compliment on someone's outfit, physical appearance, and on the results of a plastic surgery on the nose.

The percentage of completely adequate responses reached by Paying Compliments –Oral Questionnaire was 29%, whereas the Paying Compliments - Written Questionnaire reached 48%. Obviously, it can be thus concluded that, the participants had a higher level of adequacy in the written form. This result can be partly accounted for the fact that, in the oral form, the participants may have felt a little shy and uncomfortable since the responses were being tape recorded. Besides, the participants were not familiar with the researcher and it could be perceived that some of them felt a little insecure about their proficiency in the target language. Conversely, in the written form, their levels of anxiety were much lower, since they were working with their instructor, and not with the researcher. Besides, there was no pressure on them to give the responses promptly, in short, they had more time to think of a response they would produce.

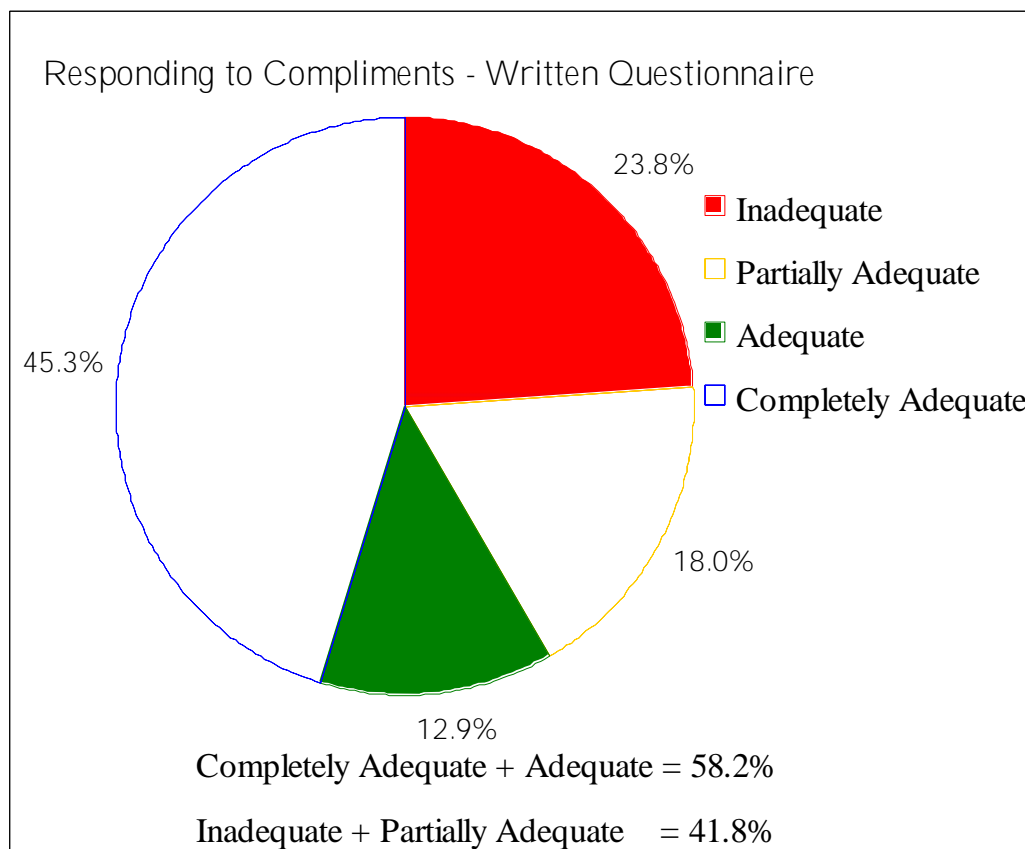
To conclude, even though the figures show the predominance of completely adequate responses in the written modality, it is also true that most of the learners probably know how to pay compliments in the target language in the oral form as well. This statement is based on the fact that, by adding the percentages of adequate and completely adequate responses, the sum total is 50.3%, which is still a high percentage of adequacy reached by the participants.

In the following subsection the data on Responding to Compliments – Written Questionnaire are analyzed.

#### 4.1.3. Responding to Compliments – Written Questionnaire

This questionnaire was given to 17 participants who produced a total of 170 responses for this subsection (see appendix IX). Consequently, there were 340 evaluations which provided the following results: 81 responses were regarded as inadequate (23.8%), 61 as partially adequate (18.0%), 44 as adequate (12.9%), and 154 as completely adequate (45.3%).

Figure 3 shows the results of the learners' performance in this Responding to Compliments – Written Questionnaire.



As can be seen in the figure above, 23.8% of the responses in this questionnaire were rated as inadequate. Thus, by adding the inadequate to the partially adequate responses, that is, 23.8% plus 18.0%, the total is 41.8%. And by adding the adequate to

the completely adequate responses, 12.9% plus 45.3%, the sum total is 58.2%, thus, there is again a predominance of adequate and completely adequate levels of responses. Table 7 provides the mean ratings for all the ten situations in the Written Questionnaire – Responding to Compliments.

Table 7: Mean rating – Responding to Compliments – Written Questionnaire

Situation	Responses to the compliments	Mean Rating
1	On a new jacket you are wearing	3.3
2	On your voice after you sing in a <i>karaoke</i> bar	3.1
3	On your new hair color	3.1
4	On your brand new car	2.1
5	On your good job in the organization of a conference	3.0
6	On your house's decoration	2.4
7	On your appearance	2.2
8	On your cooking ability	2.9
9	On your baby's cuteness	2.7
10	On your performance at work	3.2

Out of the 154 completely adequate responses, 21 referred to situation 1, which asked the learner to respond to a compliment from a friend on a new jacket she/he was wearing. The mean rating to this item was 3.3, thus, it places responses between adequate and completely adequate. Most of the responses that both raters judged as completely adequate were just simple expressions of thanking, such as "*Thanks*" and "*Thank you*". However, two of them that were followed by intensifiers, as in "*Thanks a lot*" (P10) and "*Thank you very much*" (P16) were rated as adequate instead of completely adequate. A plausible explanation for this fact could be accounted for the

strong emphasis placed on the responses for such a regular situation, thus leading to a pragmatic failure. The response given by P11 (*"That's great you like"*) was judged as partially adequate by both raters, as it seems that this was the case of transfer from L1 to L2, since it can be understood as *"Que bom que você gosta"*. Also, among the inadequate and partially adequate responses are those that are followed by explanations on the cost of the object complimented, produced by P3 (*"Yes, but it was very expensive"*) and by P13 (*"Thank you, it was very cheap"*), meaning in fact *"cheap"*.

The second highest average rating (3.2) was in situation 10, which asked the learner to respond to a compliment from the boss on the good job she/he had been doing. Only 1 response was considered inadequate by the two raters, the lowest number in this questionnaire. The inadequate response, which possibly was taken as too pretentious by the raters, thus not adequate for the occasion, was given by P7 (*"Sir, you have a good idea"*). Similarly to the situation 1 above, the responses that had most completely adequate evaluations were those in which the learners used only simple expressions of thanking. Many of the expressions of thanking were also followed by the strategy of explanation, such as *"I do my best"*, *"I'm just doing my job"*, and *"I love to work here"*, all judged as adequate and completely adequate. On the other hand, the responses in which the learners used the strategy of agreeing were rated as partially adequate as in *"Thanks, I study for this"* (P16) and *"Thanks! I always believe in my success"* (P17).

Other situations that were also well-evaluated, both with the mean rating 3.1, were situations 2 and 3. In situation 2, the participant responded to a compliment paid by a colleague on her/his voice as they went to a *karaoke* bar after work. It is curious that in this specific item, many participants answered using the strategy of joking, doubting, rejecting, or denigrating, which resulted in a great variety of responses. Some were

judged as adequate and completely adequate as in "*Thanks, I often sing when I have a bath*" (P5), "*You are kidding! I hate my voice*" (P8), and "*Really? Dou you think so?*" (9), but others, in a much larger number, were rated as partially adequate and inadequate, like the responses given by P1 ("*Right, are you joking?*") and by P13 ("*Are you have problems with you ear?*"), and by P14 ("*Really? Are you kidding?*").

In situation 3, the learner was asked to respond to a compliment on her/his new hair color. Interestingly, there were many responders that used the strategy of agreeing. In this, some were considered completely adequate by both raters, while others were judged as partially adequate. Examples of completely adequate responses are "*Thanks, I like/love it too*" (P8, P9, P12, P16 and P17) and the partially adequate responses are "*Yes, me too*" (P1) and "*Thanks. I think in the same way*" (P10). It seems that the low evaluation to these 2 last responses may be due to the fact that they sounded in a certain way, too conceited. The response produced by P7 ("*Yes, I am different*"), was rated as inadequate by both raters, possibly due to the fact that the participant should have used the verb "*look*" instead of "*be*".

The participants also used several strategies in situation 8, which asked the learner to respond to a compliment on her/his cooking ability. The mean rating for this situation was 2.9, which places the responses in adequate level. Besides the use of the formulaic expression of thanking alone, all regarded as completely adequate, the respondents also employed the strategy of expressing gladness ("*I'm glade you liked it*") by P9, explaining ("*Thanks! I did cook classes for a long time*") by P17, and the strategy of offering the object of compliment, in this case, the recipe ("*Thanks! Do you want a recipe?*") by P13. Others used the strategy of agreeing and even joking, but both responses were considered inadequate and partially adequate, like the utterances

produced by P3 (*"I like my cook too! Thanks"*) and by P10 (*"Thank you, I didn't know too"*).

Finally, the situations with the lowest mean ratings were situation 7, with 2.2, and situation 4, with 2.1. Situation 7 asked the learner to respond to a compliment on her/his good looks even after quite some time. In this, there were only 10 completely adequate responses as opposed to 16 that were inadequate. The expression of thanking was used by 8 participants and some included utterances like a simple *"Thank you."* or *"Thank you, you're very kind"*, these last two examples rated as completely adequate. The others were followed by the strategy of explaining or agreeing and were evaluated as inadequate and partially adequate, such as: *"Oh, thanks. What I have been doing is many fit"* (P3), *"Thanks, I improved"* (P12), and *"Thanks, you still a lyer"* (P8), in this case probably the learner meant *"You are an incorrigible liar"* in an attempt to say *"Você continua o mesmo mentiroso"*. In relation to the response produced by P4 (*"Don't mention it. You look so good too!!!"*), evaluated as inadequate and partially adequate, it seems that the learner took *"Don't mention it"* as *"Imagine, nem me diga isso"*, when this expression, according to Longman Dictionary of Contemporary English (2003), is "used to say politely that there is no need for someone to thank you for helping them" (p. 1031). Another clear example of pragmatic transfer comes from the response given by P7 (*"Oh, are your eyes"*), rated as inadequate by both raters. In this case, surely the participant meant the very ordinary Portuguese expression *"São os seus olhos"*. Another interesting occurrence in these data is related to the frequent use of the strategy of joking, which were rated as inadequate and partially adequate, as in *"Thanks, I improved"* (P12) and in *"Yes, the years help me"* (P16), among others.

Regarding situation 4, with the lowest mean rating in this questionnaire, 2.1, with 17 inadequate responses, asked the learner to respond to a compliment on her/his brand



new car. There were only 4 participants that answered with a simple expression of thanking, which were regarded as adequate and completely adequate. However, particularly in this situation, the strategy of encouraging was used by 9 learners, and were labeled as inadequate or partially adequate. P7 for instance, seems to have been a little bit ironic or humorous, depending on the context, answered that she/he would say "You can, save a lot of money and buy it", P14 wrote "I believe that you will get it", and P17 answered "You will get! Believe it!" Interestingly, still within this same strategy, 2 responses were rated as inadequate by R1, and at the opposite extreme, completely adequate by R2, the answers given by P10, "Thank's. I believe you will have one!" and by P11, "You will get a car best my car, because you deserve my friend". Some more examples of inadequate responses are "Ask to Santa Claus" (P8) and "Don't exaggerate, please!" (P9). The response produced by P3 "God help you", evaluated as inadequate, appears to be again the case of pragmatic failure. According to the Longman Dictionary of Contemporary English, this expression is "used to warn someone that something bad will happen: *God help you if you spill anything on the carpet*" (p. 695), which is not obviously the case of Brazilian Portuguese, since in Brazil the expression "*Deus te ajude*" or "*Deus que ajude*" is used to wish something good to someone or even as a way of thanking. In western Paraná for example, "*Deus que ajude*" is very commonly used after meals as a way of thanking God or the hostess (in case you are a guest) for the meal.

As reported earlier, once again there was a predominance of completely adequate responses, 45.3% as opposed to the percentage of inadequate responses, 23.8%. This means that in relation to the Responding to Compliments – Written Questionnaire, the participants also seemed to be able to respond to compliments adequately in the target

language in the written form. It seems that the occurrences of some pragmatic failures in this questionnaire were not so significant for a change in the results to occur.

The great majority of responses that were rated as adequate and completely adequate accepted the compliment by using simple formulaic expressions of thanking, such as *"Thanks"*, *"Thanks a lot"*, *"Thank you"*, and in a lower frequency but still noteworthy, *"Thanks, you are so kind/you are very nice"*. In situation 1 for example, out of 17 learners, 12 made use of one of these utterances, which corresponds to 70.5% of the responses.

The most employed strategies used by the participants in this Responding to Compliments – Written Questionnaire were accepting with expressions of thanking and explaining. Out of 170 responses, the former appeared in 50 responses (29.4%) and the latter in 48 responses (28.2%). The participants also used other different strategies to respond to the compliments, such as agreeing, doubting, encouraging, joking, rejecting, and denigrating in a lower frequency though. Due to the different context of each situation, very frequently a strategy that was rated as completely adequate in one situation was considered partially adequate or inadequate in others. For example, in situation 10, which asked the learner to respond to a compliment from the boss on the good job she/he had been doing, P17 used the strategy of agreeing and wrote *"Thanks! I always believe in my success"*. This response was rated as partially adequate by both raters. Equally, the answer given by P14 to situation 9, which asked the learner to respond to a compliment on her/his lovely baby, *"Yeh! He is a great baby! Thanks"*, on the other hand, was considered completely adequate.

As we have seen in figure 3 above, 58.2% of the responses to this Responding to Compliments – Written Questionnaire were judged as adequate and completely

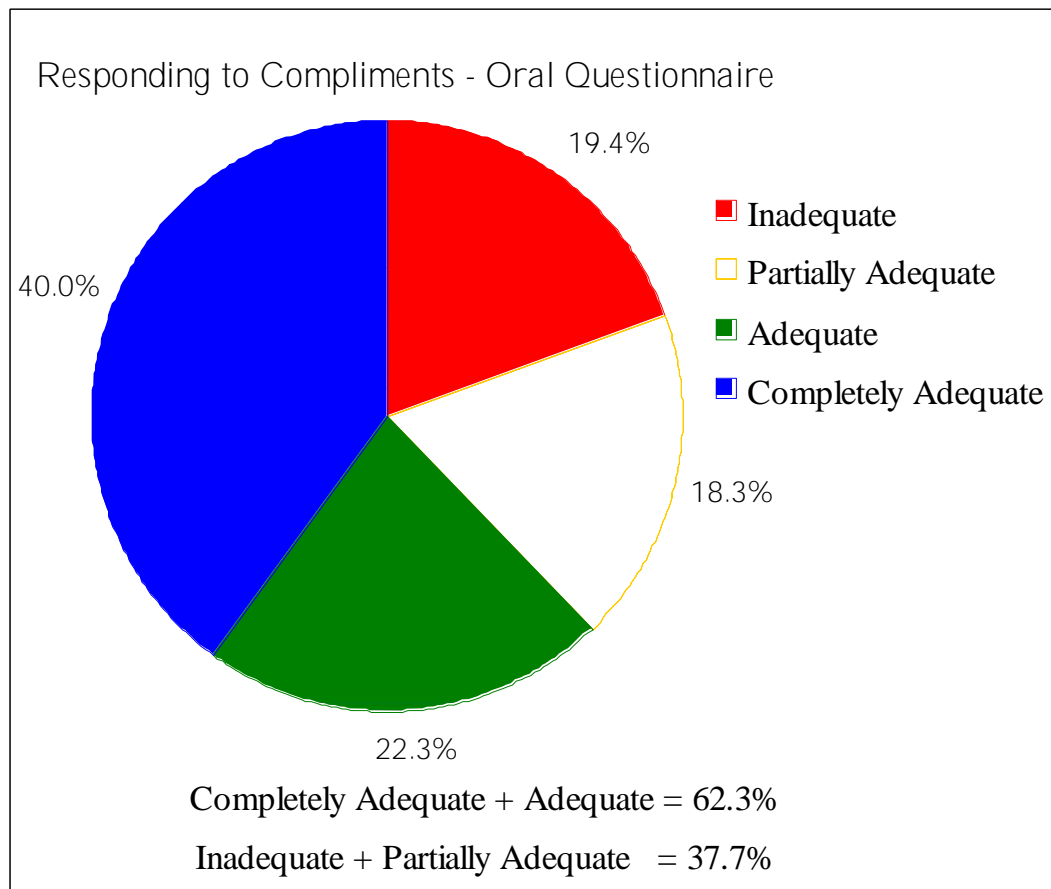
adequate, thus, it can be assumed that the learners seem to be acquainted with the speech act of responding to compliments adequately but still transfer L1 formulas.

In the next subsection, the data on Responding to Compliments – Oral Questionnaire are discussed.

#### 4.1.4. Responding to Compliments – Oral Questionnaire

A total of 19 participants responded to this questionnaire (see appendix X). However, due to a technical problem in the tape recorder, two responses could not be transcribed, specifically in situations 7 and 9. For this reason, 188 responses were judged by the two raters, thus, the data on this questionnaire consisted of 376 evaluations. In total, 73 answers were evaluated as inadequate (19.4%), 69 as partially adequate (18.3%), 84 as adequate (22.3%), and 150 were rated as completely adequate (40%).

The results of the participants' performance in the Responding to Compliments – Oral Questionnaire are shown in Figure 4 below.



As already mentioned in the beginning of this subsection, 19.4% of the responses in this questionnaire were rated as inadequate. By joining the percentage of inadequate to the partially adequate responses, 19.4% plus 18.3%, the total is 37.7%. Next, by adding the percentage of adequate and completely adequate responses, that is, 22.3% plus 40%, the sum total is 62.3%, a higher percentage than for the written responses. It is unnecessary to say that the high percentage of 62.3% of adequate and completely adequate responses as opposed to the 37.7% of inadequate and partially adequate per se demonstrate the consistent performance of the learners in this questionnaire, and point to the conclusion that the learners seem to know how to respond to compliments in oral form as well. Table 8 presents the mean ratings of the ten situations in this questionnaire.

Table 8: Mean Rating – Responding to Compliments – Oral Questionnaire

Situation	Responses to the compliments	Mean Rating
1	On your appearance as you dress up for a dinner party	2.7
2	On your piano playing performance	2.8
3	On your eyes after you got rid of glasses	3.4
4	On your driving ability	3.3
5	On your “A” grade science project	2.8
6	On your new sofa	2.6
7	On your nice-looking appearance	2.6
8	On your cooking ability	2.8
9	On your daughter’s beauty	2.4
10	On your promotion at work	2.8

With regard to the total of 150 completely adequate evaluations, 25 related to situation 3, with the highest mean rating in this questionnaire, 3.4. Also, there were 7 responses judged as adequate, 2 partially adequate, and 4 inadequate responses to this situation which asked the learner to respond to a compliment on her/his beautiful eyes. Similarly to the Responding to Compliments – Written Questionnaire, nearly all the adequate and completely adequate evaluations were the formulaic expressions “*Thank you*” or “*Thanks*”, followed by “*you are so kind*” (P9) or “*you are so nice*” (P10). Actually, out of the 19 learners that responded to this questionnaire, 15 used one of these formulaic expressions of accepting the compliments. The only response that both raters considered inadequate was produced by P19 (“*The honey is always sweet. That’s the color of my eyes*”). P7 used the strategy of thanking and returning the compliment in “*Thank you but your eyes is more beautiful*” and P8 thanked and used a mixing of explaining and joking strategies in “*Thank you but I always have these eyes. Only you*

*that didn't see it"*. Both responses were evaluated as inadequate by R2, but adequate and partially adequate, respectively, by R1.

The second highest mean rating in this questionnaire, 3.3, was in situation 4, which asked the participant to respond to a compliment on her/his ability to driving. Out of the 150 completely adequate responses, 28 referred to this situation, thus, 3 more than in the first situation reported above. At the other extreme however, there were 6 inadequate evaluations as opposed to the 2 from situation 3. The great majority of the completely adequate responses were again formed by the formula *"Thank you"* alone, and some were followed by explanations, such as *"Thanks, but I think that I need to improve more"* (P12) and *"Thanks, I had a good teacher"* (P16). The strategy of joking used by P18 (*"And you lie better"*) and the strategy of agreeing used by P15 (*"Oh, ok. I know this"*) were both rated as inadequate.

It is interesting to note that four situations in this questionnaire achieved the same mean rating, that is, 2.8, which places them in third position. Among them, there are situations 2 and 8, which are related to the topic of abilities/performance. The former asked the learner to respond to a compliment on her/his piano playing and the latter asked the participant to respond to a compliment on a special dinner she/he had prepared. In situation 2, a total of 4 learners accepted the compliment with a simple *"Thank you"* and were rated as completely adequate. Alternatively, 10 participants also used the strategy of explaining, either followed or not by an expression of thanking but not all of them were evaluated as adequate or completely adequate. Examples of these responses are *"I'm playing much better now because I studied more"* (P6), *"Thanks, I studied a lot"* (P9), and *"Oh, thank you, I'm playing the piano for years. I'm improving"* (P12), among others. P19 followed the strategy of doubting by saying *"Oh, do you think so?"* and P15 responded *"Really? I don't think so"*, in a mixing of

doubting and disagreeing strategy. Both responses were considered completely adequate by R1, in contrast to R2, who judged them as inadequate. Also, the only response under the strategy of agreeing was regarded as inadequate by one rater, but partially adequate by the other in *"Thanks, I think this way too"*, by P14. One possible explanation for the different scores provided by the raters can be accounted for the fact that one rater has been living here for a long time (27 years), while the other has been here for 6 months only, therefore, after 27 years, a NS's knowledge and intuition about L1 changes a lot.

Situation 8, which was about cooking ability as already mentioned above, also presented many responses followed by the strategy of explaining and had different ratings. Some of the adequate and completely adequate responses are *"Thank you, it's a pleasure cook for you that are my friends"* (P4), and *"Thank you, I adore to cook"* (P7). Among the partially adequate responses are those produced by P1 (*"Yes, I am a good cook because my mother taught me"*) and by P2 (*"I try to do the best for everyone"*). P14 thanked and paid back the compliment by responding *"Thank you, I think you are better than me"* and obtained adequate rating by one rater and partially adequate by the other. P3 on the other hand, thanked and at the same time rejected and denigrated the compliment by saying *"Thank you, but I don't think I am this way"*, judged as partially adequate by both raters. P17 adopted the strategy of thanking and offering help with *"Thank you, welcome any time. Come with me and I will teach you how to cook"* and P19 expressed her/his gladness in *"Oh, I'm glad you liked it"*. In summary, it can be noticed from the report above, that several strategies were used in the utterances produced for this particular situation, in direct proportion to the different levels of adequacy reached by the learners' responses.

Another item that merits attention in this questionnaire refers to situation 5, which asked the learner to respond to a compliment from a teacher on her/his "A" grade

project. Out of 12 participants that accepted the compliment with expressions of thanking, 5 used the word *"teacher"* in their utterances. For instance, P8 produced *"Thank you teacher, I work hard to do it"* and P13 said *"Oh, thanks, teacher. I studied a lot"*. According to R1, these utterances can not be considered completely adequate due to the fact that teachers in the United States are not addressed as "teacher", but rather in a more formal way by their family names. Thus, they were rated as only adequate. Indeed, the number of adequate evaluations was very high in this situation, 18 on the whole, as opposed to 9 and 7 completely adequate and inadequate, respectively. It is also important to point out that 4 learners thanked and returned the compliment to the teacher, as a way of showing how much the teacher's role was important to the accomplishment of the project. This strategy covers responses like *"Thank you, but your help was so important"* (P4) and *"Thank you, I get it because you are a good teacher too"* (P5). Similarly to situation 2 and 8, previously discussed, this situation 5 under the topic of achievements, with the average rating of 2.8, labels the responses as adequate.

Situation 9, which asked the learner to respond to a compliment on her/his daughter as she took after her/him, had the lowest mean rating in this questionnaire, 2.4, with 10 and 9 completely adequate and inadequate evaluations, respectively. The only responses that were labeled as completely adequate by both raters, a total of 4, were the typical utterances of thanking, such as *"Thank you (very much)"*. An interesting aspect in this item is the presence of the disagreeing and also the agreeing strategies, 6 and 4, respectively. In the responses with disagreeing strategy, some learners not only downplayed the compliment but also, sort of rejected it for feeling embarrassed at the situation by responding *"Well, she is more beautiful than me"* (P2), *"Yes, I think she is a good person. She doesn't take after me"* (P3), and *"Oh, no. You are exaggerating"*



(P18). Most of the responses that presented this strategy were rated as inadequate and partially adequate. In the responses with agreeing strategy on the other hand, the learners seem to be quite self-confident as they respond "*Yes, she is the best girl in the world*" (P7) and "*I know it. Thanks anyway*" (P8). The former was rated as adequate by R1, but partially adequate by R2 while the latter was regarded as inadequate by both raters. Also, some learners answered by using the strategy of explaining with responses like "*Oh, thanks. I try to educate him as me*" (P12) and "*Thanks, I do my best*" (P16), both utterances labeled as partially inadequate and inadequate. In short, it seems that in this specific situation, each learner's feelings of humbleness may have somehow influenced the responses produced.

As can be seen in the beginning of this subsection, the figures show that the learners' performance in this Responding to Compliments – Oral Questionnaire was, surprisingly, better than in the written modality. The percentage of adequate and completely adequate responses in the written questionnaire was 58.2%, whereas in the oral modality was 62.3%. However, it is true to say that the difference between the two modalities in percentage terms was not so significant, 4.1% exactly.

With regard to the situations with the top mean ratings in this questionnaire, that is, situation 3 and 4, the use of the strategy of accepting the compliment with the formulaic expression of thanking, was a determining factor for the high percentage of adequate and completely adequate responses. In situation 3, for example, from the 19 participants, 15 responded by using this strategy, which corresponds to 80%, and in situation 4, the total percentage was 53%, since 10 participants used this strategy. Even in other situations, such as, situation 1, situation 2, and also situation 10, the high frequency of occurrence of the responses "*Thanks*", "*Thank you (very much)*", or

*"Thanks, you are so kind/nice"* was responsible for most of the adequate and completely adequate ratings.

In the majority of the situations, there was a balance between the raters' judgments. Only in situations 2 and 7 there were some more considerable variances. For instance, in situation 2, in which a response to a compliment on a good performance of a relative's piano playing was asked, R1 considered the responses *"Really? I don't think so"* (P15) and *"Oh, do you think so?"* (P19) as completely adequate, whereas R2 judged them inadequate. The same thing happened to situation 7, in which a response to a friend's compliment on your good appearance (*"You look so nice. I bet you've got a new girl/boyfriend"*) was asked and as in situation 2, the response given by P11, *"Yes, I got married"*, R1 judged it completely adequate, while R2 considered it to be inadequate.

Many different strategies were used in the responses to this questionnaire, such as thanking, agreeing, disagreeing, joking, rejecting, returning compliment, expressing gladness, encouraging, explaining, and doubting. Some strategies were used more frequently than others. Like in the written modality, one of the most employed strategies in this oral questionnaire was that of explaining, with 59 occurrences out of 188 responses, which makes up 31.4%, as opposed to 28.2% in the written questionnaire. Equally remarkable was the high frequency of occurrence of the strategy of thanking and its variations, 54 responses, totaling thus 29%, almost the same percentage of the written modality which reached 29.4%.

Another aspect that might have somehow counted for the good results to this questionnaire is that the participants might have felt a little more comfortable with the fact of being tape recorded, in this case, for the second time. They may have had their level of anxiety reduced for having already overcome the impact of the first experience.

Now, by comparing the results from the two written questionnaires, Paying Compliments with the Responding to Compliments, it can be concluded that the learners had a slightly higher percentage of adequacy in the former questionnaire. Just as a reminder, the percentage of adequate and completely adequate responses in the Paying Compliments questionnaire was 64% as opposed to 58.2% of the Responding to Compliments questionnaire, almost 6% in favor of the former questionnaire. In the oral modality, on the other hand, the learners had fewer problems in the Responding to Compliments questionnaire than in the Paying Compliments questionnaire, 62.3% of adequate and completely adequate responses in the former questionnaire against 50.3% in the latter, that is, exactly 12.0% of difference between the two questionnaires. It is also relevant to mention that certain strategies are preferred by the raters, for example thanking and explaining to joking and denigrating. It was also observed that Brazilian learners transfer L1 patterns and particular terms (e.g. verb “be” instead of “look”, “are your eyes”), which certainly has accounted for the results.

Based on the results obtained from the data collected at this State University, in relation to the first research question, which asked how adequately Brazilian intermediate learners of English compliment and respond to compliments in the target language, it can be concluded that the Brazilian intermediate learners of English that participated in the present study know how to compliment and respond to compliments in English, both in the written and oral form with more than 50% of adequate and completely adequate responses. In the Paying Compliments questionnaires, the data reveal that the learners’ level of adequacy was higher in the written form than in the oral form, but in the Responding to Compliments questionnaires, there are no considerable differences between the written and the oral modalities.

As mentioned before, the data produced by the learners were judged by two American native speakers. Thus, it seems possible to state that, according to them, the Brazilian intermediate learners of English that were engaged in the present study seem to know how to pay compliments and respond to compliments adequately in the target language, although certain strategies are preferred by the raters

#### 4.2. The analysis of the interviews with the teachers

As I have stated earlier, the purpose of the interviews with teachers was to investigate how they approached the teaching of the speech act of complimenting in their classes. The questionnaire consisted of seven pre-established open questions and the interviews were all tape-recorded. The interviews were conducted either in English or in Portuguese, each teacher choosing the language they would feel more comfortable speaking. In order to preserve the teacher's identity, they will be referred to as T1, T2, and so forth.

The questions addressed the years of experience the teachers have had in the EFL teaching field, the kinds of textbooks they have used throughout the time they have been teaching, their experiences with the teaching of the speech act of complimenting, and the knowledge they have had about the different social norms related to the issue of complimenting in the American and Brazilian societies.

##### *a. How long have you been teaching English?*

T2 reported having had 2 years of experience in the English teaching field; T1 said that she had been teaching for 5 years and T3 stated that she had 4 years of experience; T5 and T12 informed having worked for 6 and 7.5 years respectively; T6, T7, and T9 declared 10 years of experience; T4 had 17-year experience as an EFL

teacher; T11 reported 20 years, and T8 and T10 said that they had worked as English teachers for 21 and 24 years respectively.

As can be noticed, the years of teaching experience among the teachers interviewed range from 2 to 24 years.

b. *What kinds of textbooks have you used so far?*

Out of the twelve teachers interviewed, ten (T1, T2, T3, T4, T6, T7, T8, T9, T11, and T12) reported having already used or were using, at the time of the data collection, books from foreign publishing companies, such as Macmillan, Cambridge, and Oxford, among others. Concerning books from franchise language institutes, six teachers (T2, T4, T5, T8, T10, and T12) informed using coursebooks from the language schools they worked for at the time of interviews. T1, T4, T5, T8, and T11 said that they had worked with books from preparatory courses for college entrance examinations, and only two teachers (T4 and T7) stated that they had used or were using books from Brazilian authors.

It seems that the long experience some of the interviewees had as EFL teachers was a key point for the rich variety of books they had used. Out of the twelve teachers, only three assured they had worked with only one type of book, the other participants all revealed they had used two, three or even four different kinds of teaching materials throughout their working experience.

c. *Have you ever taught the speech act of complimenting and responding to compliments?*

From the group of teachers interviewed, three (T2, T6, and T7) assumed that they had not taught this specific speech act in their classes. However, T5, T8, T10, and T11, all claimed that they had taught this issue because it was part of the course program and the books brought the subject to be explored in class. T1, T3, T4, and T12 reported that they had taught complimenting but not as the main topic of the textbook. T9 said that she may have taught it but, similarly to T3, T4, and T12, not with a special focus on it.

Surprisingly, out of the twelve teachers, nine assured that they had taught this subject in their classes, even though this was not the main topic of the book unit for five of the teachers. Only three asserted not having worked on it in class.

*d. If so, how did you approach it?*

T1 and T12 said that they had approached it by means of a dialog although T12 also added that she usually followed the book's instructions as well. T10 also mentioned that she just followed the instructions of the book. T3, T4, and T9 informed that the teaching of compliments depended on the pace of the class, that is, if a situation that called for a compliment in class emerged, then they would work on this subject. T5 and T11 both reported that they usually followed the instructions from the books and as a final task, they asked students to dramatize a situation in which they could use this topic. T8 stated that she created the situations in class and asked students to use the compliments according to the circumstances given.

One point that has to be highlighted in this question is the fact that many times, complimenting is taught "if" a situation in class calls for it and not as an issue that teachers would previously include in their lesson plans. This fact leads to the conclusion that some teachers are many times too much attached to the book's contents and do not diversify or plan different topics to be explored in class. Some possible explanations for

this reality may be accounted for by, first, the fact that since it is a common fact that most of the teachers in Brazil are overloaded with work and there is little time for lesson plans, it is more practical and time-saving just to follow the book's program. Second, according to Manes and Wolfson (1981) even American native speakers do not explicitly recognize the formulaic nature of compliments, thus, it is possible that many teachers do not see the speech act of complimenting as an important issue for students to learn.

*e. Why did you decide to teach it?*

Concerning this question, four teachers (T5, T8, T10, and T11) assured they had taught compliments and responses to compliments due to the fact that this issue was in the course program, in their textbooks. T1 and T12 reported that, even though complimenting was not an explicit topic in the unit, they had taught it because it was present in the textbook in a contextualized way, that is, in a dialog. On the other hand, T3 claimed that teaching compliments was a decision taken by her. Conversely, T4 stated that her students asked for instructions in this subject, and finally, T9 said that she had taught it because an appropriate situation had arisen during the class.

As revealed in the data above, four teachers informed that the speech act of complimenting was included in the course program. However, in my analysis of the textbooks, it can be noticed that complimenting is never explored as the major subject of the unit, it is usually included in the books in dialog formats, maybe due to its pragmatic nature. In addition, it seems to be appropriate to register that the four teachers who informed that complimenting was in the course program, had worked or were working by the time of data collection, in the same franchise language institute.

f. *If not, why haven't you taught it?*

This question is directly linked to a negative answer in question 3. Therefore, only three teachers answered it, T2, T6, and T7, who reported not having worked on it because it was not in the books they had used. Once again the result indicates that teachers many times are too attached to the book's content.

g. *Do you think that there are different social norms related to the issue of complimenting in American and Brazilian society? Could you exemplify them?*

T1 said that she thought there were some differences depending on the situations. Depending on the compliment paid, she believed the response would also change. T2 stated she did not have knowledge of this subject because she had not taught it yet. T3 stated she did not perceive a big difference, but she thought that close friends complimented each other more often in Brazil. T4 argued that she believed there must be a difference but she said she did not know what it was. T5 stated that she thought American people's culture was different and that she believed that compliments were linked to culture but she was not able to give examples then. T6 said that Brazilian people tend to give an excuse when they are complimented and that we do not accept compliments. Concerning complimenting behavior in the United States she said that although she had never lived in the United States, she thought there must be a difference because of the different cultures and societies. T6 also informed that she was not sure but, as American people had a more independent way of being, maybe they would just reply "Thank you" when receiving compliments or maybe add something else. Having the data collection of the present study taken place with T6's groups of students, she reported that after the study she has been considering why we, teachers, did not teach this subject in class and how it could be done. T7 stated that she thought there were



some differences, since, in her opinion, Brazilians tended to apologize more, but Americans, at least based on her observations on films, were more willing to offer compliments in their working environments for instance. She also remarked that complimenting behavior in American society was part of their upbringing. T8 reported that she thought there must be differences between the two cultures as she believed each country had its own way of paying compliments and responding to them but, she did not know exactly what these differences were. T9, similarly to T8 remarked that, certainly some differences existed, and that we, as Brazilian teachers, were not acquainted with these cultural issues, thus, she was not able to tell us what those differences were. T10 also mentioned knowing there were differences but she did not know how to explain it. According to her, Brazilian people accept the compliment and make some comments about it as a way to start a conversation, whereas Americans, as she thinks they are a little cold, would just say “Thank you”. T11 argued that, what had to be taken into account was the kind of relationship you had with your interlocutor. In other words, she said that if you had a close relationship with the person, you would respond more openly. Conversely, with a person you have a more formal relationship, you would respond with a short answer. She also remarked that the same behavior applied to the Americans. Finally, T12 assured that there were not many differences in the way Brazilians and Americans complimented since they were more open and modern societies. She also observed that there would be more differences if we compared the Brazilian society with, in her view, a more traditional society like the Japanese, for instance. The latter, according to her, demands that people perform a “ritual”, there are rules of speaking that you have to follow, offering compliments is almost an obligation.

As can be seen in the results above, almost all the interviewees informed that they believed that there would be different social norms between Brazilian and American

society regarding compliments and responses to them. However, they were not acquainted with what these differences could be. This lack of knowledge can be probably accounted for by the limited amount of cultural information that textbooks bring, mainly concerning the object of the present study.

Referring back to the second research question, which asked how teachers approached the teaching of the speech act of complimenting in their classes, the data reveals that most of the teachers had already taught this subject in class. However, an important aspect that has to be taken into consideration concerning this issue is exactly the way it was approached in class. Except for four of the teachers, all the others assured having never taught compliment formula or having already taught it but not as an explicit subject or as the main topic of the class as they would do for instance, with the speech act of requesting, complaining, or apologizing. After all, for some of the teachers, there seems, on the surface, to be no reason for the teaching of the speech act of complimenting. However, according to Cohen (1990), “speech act competence may need to be taught” (p. 65), and it is possible to be taught as it was proved in a small study carried out by Cohen and a colleague on apologizing. Two groups of EFL learners were given three 20-minute lessons. In the end, it was found that the learners were capable of not only producing appropriate speech acts of apologizing, but also rating them according to their appropriateness to a given situation (Olshtain & Cohen, 1990, in Cohen, 1990). In other words, communicating effectively, also means, knowing the sociolinguistic rules, being aware of when, how and what to say appropriately, according to the circumstances.

#### 4.3. The analysis of the textbooks

The series New Interchange, which consists of the book Intro and the New Interchange Book 1, 2, and 3, by Jack C. Richards and the co-writers Jonathan Hull and Susan Proctor, is published by Cambridge University Press. The new edition of the textbook Intro was published in 2000 and New Interchange Book 1 was published in 1997. The main course components of Intro and New Interchange Book 1 are the student's book, the workbook, the teacher's manual, and the class audio cassettes or CDs. Both textbooks, New Interchange Intro and New Interchange Book 1, comprise 16 units, each unit holding 6 pages. After every four units, there is a review unit. The units approach the following topics:

Table 9: New Interchange Intro – Units topics

UNIT	TOPIC
1	It's Nice to Meet You.
2	What's This?
3	Where Are You From?
4	I'm Not Wearing Boots!
	Review of Units 1-4
5	What Are You Doing?
6	We Live in the Suburbs.
7	Does the Apartment Have a View?
8	What do You Do?
	Review of Units 5-8
9	Broccoli is Good for You.
10	You Can Play Baseball Really Well.
11	What Are You Going to Do?
12	What's the Matter?
	Review of Units 9-12
13	You Can't Miss it.
14	Did You Have a Good Weekend?
15	Where Were You Born?
16	Please Leave us a Message.
	Review of Units 13-16

Table 10: New Interchange Book 1 – Units topics

UNIT	TOPIC
1	Please Call me Chuck.
2	How do You Spend Your Day?
3	How Much is it?

4	Do You Like Jazz?
	Review of Units 1-4
5	Tell me About Your Family.
6	How Often do You Exercise?
7	We Had a Great Time!
8	How do You Like the Neighborhood?
	Review of Units 5-8
9	What Does He Look Like?
10	Have You Ever Ridden a Camel?
11	It's a Very Exciting City!
12	It Really Works!
	Review of Units 9-12
13	May I Take Your Order, Please?
14	The Biggest and the Best!
15	I'm Going to See a Musical.
16	A Change for the Better!
	Review of Units 13-16

According to Richards (1997), all the units in the two books present two main topics and functions which are divided into two sections with connected exercises. Each section is called by the author as “cycle 1” and “cycle 2”. The sequencing of exercise types, however, varies along the units. On the whole, each “cycle” contains a snapshot or a word power exercise which introduces the topic of the unit, and an audio-recorded dialog which introduces the new grammar point and function in a communicative context. Next, there is a summary box of the new grammar point and correlated functions, followed by controlled and freer communicative grammar practice through pair work, group work, role play exercises, and class activities. Each unit also presents a pronunciation and a listening exercise, as well as a writing activity and a reading exercise, whose texts are adapted from authentic sources. Finally, for each unit there is also an Interchange Activity, which is a communicative extension task at the back of the student's book.

In the textbook Intro, out of the 16 units and 4 review sections, none introduces the topic Complimenting and Responding to Compliments as a teaching subject. However, in tasks 2 and 5 of unit 10 (page 61 and 62 respectively), there are audio-

recorded conversations in which, in the former task, a woman compliments a friend on his ability to play sports and in the latter, the compliment refers to a person's talent for singing. In unit 15, task 2, (page 92), there is again an audio-recorded dialog in which a hairdresser compliments a client, who is a foreigner, on her fluent English. For this kind of exercises, i.e. the audio-recorded conversations, the author in general suggests in the teacher's book, with some slight changes from one exercise to another, that students cover the dialog and the teacher uses the picture to set the scene and to present the situation. Then, the teacher writes questions on the board so that students can answer to them later. Afterwards, with students having the books closed, the teacher plays the conversation and the students answer the questions from the board. The conversation is played again, this time with books open, and students listen to it and read it. Next, it is suggested that students repeat the conversation after the teacher line by line. As a final step, students practice the dialog in pairs and depending on the situation presented, they are encouraged to dramatize it. This same procedure is also suggested in the other textbook, New Interchange Book 1, when referring to these conversation exercises. As can be noticed in the exercise steps above, in any time emphasis is given on the speech act of complimenting itself.

In the textbook New Interchange Book 1, similarly to the book Intro, there is no occurrence of the topic Compliments and Responses to Compliments explicitly as a teaching subject. Once again, a compliment is offered in conversation exercises, more precisely in unit 6, task 3 (page 35) and in task 9 (page 37). In both situations, a person is complimented on her/his good physical shape. In unit 16, in task 2 (page 98) in the same kind of activity, a person meets an old friend after a long time and he pays a compliment on her appearance. Following this conversation exercise, which is then classified as exercise "a", there is a listening activity that is labeled exercise "b". In this

exercise, students listen to the rest of the conversation and try to answer a final question. This turn, the woman who was complimented in the first half of the dialog, returns the compliment to the man, praising his new look after he grew a mustache. Another listening activity that presents complimenting situation is task 7 of unit 6 (page 36). The compliment is addressed to a person's great shape again and the students are asked to complete a chart about how often the characters do their favorite activity. The author suggests in the teacher's manual that students close the books and the teacher asks questions related to the topic of the listening task. Then, the teacher reads the instructions to the exercise aloud so as to set the scene and plays the tape. Students only listen and in the next step, they open the books and listen to the audio program again in order to complete the chart. Afterwards they compare answers in pairs and check their answers. Once again, the instructions to the exercises make it very clear that what is important is the accomplishment of the paces of the exercises itself. The speech act of complimenting is not explicitly taught and nor is it highlighted the sociolinguistic rules related to complimenting behavior. Manes & Wolfson (1981) state that as compliments are very patterned formulas, they "can be adapted with minimal effort to a wide variety of situations in which a favorable comment is required or desired" (p. 123). Thus, the textbook's author could suggest for example, that the subjects complimented were substituted by other appropriate noun phrases, such as a jumpsuit, haircut or a new bicycle in order to provide students with a wider range of classroom practice.

The North Star series includes four volumes, from the basic to the advanced levels and was published in 1998 by Longman. The series is innovative in the sense that it is divided into two strands: listening/speaking and reading/writing. The two books at each level approach the same theme from different aspects. For instance, in unit 4 of both strands, the theme is "Insects". In the listening/speaking book, the topic explored is:

“Offbeat professor fails at breeding pests, then reflects on experience”, and in the reading/writing book, the topic is an extract adapted from Kafka’s “The Metamorphosis”. According to the authors, although the two strands integrate the four skills, they can also function independently.

In the groups investigated, that is, the 4° and the 5° LA groups, both strands have been adopted, that is, the intermediate listening/speaking book and the intermediate reading/writing book. The series editors for both books are Frances Boyd and Carol Numrich. The authors of the listening/speaking book are Helen S. Solórzano and Jennifer P.L. Schmidt and the authors of the reading/writing strand are Laurie Betta and Carolyn DuPaquier Sardinias. The course components consist of the student’s book, the teacher’s manual, and the audio cassettes. In addition, the authors suggest that for further practice and more detailed grammar explanations, students should resort to Addison Wesley Longman’s *Focus on Grammar* series, to which North Star is linked by level and grammar points.

Each of the two books contains 10 units and the number of pages for each unit varies from 18 to 24. The units explore the following topics:

Table 11: North Star: Listening/Speaking topics

UNIT	TOPIC
1	Advertising on the Air.
2	Traveling Through Time Zones.
3	Too Good to Be True.
4	If You Can’t Beat ’em, Join ’em!
5	Understanding Accents.
6	Working With AIDS Patients.
7	Engine Trouble.
8	You Are What You Wear.
9	To Spank or Not to Spank?
10	A Marriage Agreement.

Table 12: North Star: Reading/Writing topics

UNIT	TOPIC
1	The World of Advertising.
2	Telecommuting: Going Home to Work.
3	A Miracle Cure?
4	The Metamorphosis.
5	Speaking of Gender...
6	Breaking the Surface.
7	Cars: Passion or Problem?
8	Always in Fashion.
9	Crime and Punishment.
10	Finding a Spouse.

According to Solórzano, Schmidt, Betta, and Sardinas (1997), the design of the units for both strands follow the same outline. They consist of the following sections:

1. *Approaching the Topic*: this section introduces the topic of the unit and has the objective of connecting students to it. In this way, it prepares the learners for the general context for listening and reading. Students are encouraged to comment orally or in writing about a visual image that is strictly linked to the unit's theme.
2. *Preparing to Listen/Preparing to Read*: this section brings exercises that help students understand the tape or the text they will study.
3. *Listening One/Reading One*: this section presents a sequence of exercises that leads students to read and listen with understanding by using the skills of prediction, inference, and comprehension of main ideas and details.
4. *Listening Two/Reading Two*: this section provides students with the opportunity to gain a deeper understanding of the topic through a tape or a text that differs from the first listening/reading in point of view, genre, and tone.
5. *Reviewing Language*: this section focuses on language, that is, pronunciation, word formation, prefixes and suffixes, idiomatic expressions among others.



The listening/speaking strand focuses on oral exercises whereas the reading/writing strand centers on written responses.

6. *Skills for Expression*: this section provides students with practice grammar points, functions, and rhetorical styles, both productively (through written and spoken tasks) and receptively (through reading and listening tasks), to the purpose of readying them to express opinions and ideas on a higher level.
7. *On Your Own*: this final stage has the purpose of making students apply the content they have been exposed to since the beginning of the unit. Thus, it is expected that students will be able to produce a higher level of speaking and writing than that of the start of the unit.

In the volume *North Star: Focus on Listening and Speaking*, there are some units that present complimenting situations, but again, this topic is not introduced as the main teaching subject of the unit. In task 5 of unit 1 (page 10), in the section labeled “Reviewing Language”, there is an excerpt of an audio-recorded advertising in a radio on a hair care product. It sounds like a casual conversation between two women, in which one compliments the other on the new hair color. The object of this exercise is sentence stress. According to the authors, Solórzano and Schmidt (1997), when people want to make meaning clear or want to help others focus on new or important information, they tend to emphasize certain words. The directions to this exercise is that, first, students listen to the excerpt from the advertisement and notice the way the speakers emphasize the underlined words. Next, students listen to a different part of the same conversation twice. The first time, they underline the words that are emphasized and in the second time, they check and compare their answers with a partner.

There are two more occurrences of compliments in this book, in unit 3 and unit 5, both in the Listening One section. In the unit 3 situation, the audio-recorded listening is on a report on fraud. A con artist tells a woman that she has won a big prize from his company. However, he says that in order to receive this prize, she needs to send a deposit. As the woman seems reluctant, the con artist flatters her by praising her as a special person. In the unit 5 situation, a student pays compliments to a professor on her new office. The task for both units consists of four exercises in which, in the first, that is, exercise A, students listen in order to be introduced to the topic and to make predictions through a matching columns, a multiple choice or an answering questions exercise. In exercise B, the purpose is to understand the main ideas. In other words, students are given six statements that are presented at random and they have to number them in the correct order. In exercise C, they listen to perceive the details by choosing between two answers that completes the sentences, and finally, in exercise D, students listen with the purpose of making inferences by means of a matching columns and/or a chart completion exercise. It is appropriate to note that, in the two situations mentioned above, the compliments themselves were not written in the exercise pages, but rather, in the tapescript section at the back of the textbook due to the nature of the exercises.

In the textbook *North Star: Focus on Reading and Writing*, only in unit 5, in the Reviewing Language section (page 101), a compliment is registered but not in a dialog situation. The theme of this unit is on “Language”, and specifically in this strand, the focus is on gender differences, that is, on the way men and women use language. The exercise is consisted of a list of 12 quotations in which students have to decide whether each quotation is more common for a female or a male to say. At first, the quotation “What a lovely gift. Thank you”, does not seem to be a compliment, however, according to Manes and Wolfson (1981), the speech act of complimenting is very often used as a

way of thanking, and when it takes place, the compliment is preceded or followed by expressions of thanking.

With regards to the third research question which asked whether the textbooks these learners used presented the topic “Compliment Formula” as a teaching subject and in case of a negative answer how this absence related to the learners, it is possible to say that although the speech act of complimenting and responding to compliments is referred to in the books examined, it only occurs as part of a sequence of exercises and not as an explicit topic or as the main teaching object in the unit. However, there seems that this absence has had no negative consequence or prejudice in the learners’ production of the speech act of complimenting, since the data indicates that more than 50% of the responses in all questionnaires were adequate and completely adequate. However, one point that can not be disregarded is that similarities between L1 and L2 might have somehow influenced the results.

As cited in Chapter II, different competences are involved in the process of making one to become communicatively competent in a second language. For Olshtain & Cohen (1991) for example, “successful speaking is not just a matter of using grammatically correct words and forms, but also knowing when to use them and under what circumstances” (p.154). Thus, language learners need to be informed about the rules of appropriacy in the use of speech acts. In this sense, it is important to observe, at this point, that pragmatics comprises a much broader field of speech acts. If the lack of compliment formula as a specific teaching subject in the textbooks seems not to have caused the learners to produce inadequate compliments and responses to them, it does not surely guarantee that the same would be true to other speech acts. In other words, I firmly believe that teachers and book writers should provide EFL learners with means

for them to develop pragmatic competence by supplying materials with information about the cross-cultural differences among countries.

In this sense, a good number of teaching materials fail in providing students with information about the sociolinguistic rules that govern the target language. In addition, not only students should be informed about these cross-cultural differences but also EFL teachers, who are, in many cases in Brazil and perhaps in other countries, not native speakers of English.

## CHAPTER V

### CONCLUSION

This chapter presents a summary of the results as well as the limitations of the study. It also provides insights for further research and pedagogical implications.

#### 5.1. Summary of the study

The primary objective of the present study was to investigate the speech act of complimenting and responding to compliments that Brazilian intermediate level learners of English produced in the target language. The participants of this study were 20 learners from an undergraduation course of “*Letras*” of a state university in Paraná, twelve EFL teachers and two American native speakers who rated the learners’ responses following a scale of adequacy that ranged from “inadequate” to “completely adequate”.

The data for the first research question - *How do Brazilian learners of English compliment and respond to compliments in the target language?* – was collected by means of DCTs (Discourse Completion Tests/Tasks) questionnaires. DCT, which can be employed both in the written and oral forms, is the most used technique to carry out research in the area of pragmatics. In the present study, the participants answered four questionnaires containing ten situations each. One set of questionnaires, asked the learners to pay someone a compliment in the written and oral form, and the other set elicited a response to a compliment offered, both in the written and oral form as well. In the written Paying Compliments questionnaire, the learners were asked to write the compliment they would pay in a natural interaction according to the given situation and

in the oral form, the researcher presented the situations orally and the learners' responses were tape recorded. In the Responding to Compliments questionnaire, the learners were asked to respond to the compliment presented in the situations. Both the written and oral modalities followed the same procedures established in the Paying Compliments questionnaire.

The results yielded from the four questionnaires showed that the learners, according to the two American native speakers who rated the answers, know how to compliment and respond to compliments in the target language since the percentage of completely adequate and adequate responses was higher than the inadequate and partially adequate responses.

A number of different factors may explain this result. One possible reason may be the fact that many participants had already attended language schools. Thus, supposedly, these learners that have been exposed to the English language for a longer period may have acquired a better command of it or at least, they might be more familiar with the nuances of the language. Out of twenty participants, only two reported having never had English class in a language school. Then, the question that arises here is whether more proficient L2 speakers – proficient in terms of better command of grammar and vocabulary – can communicate more effectively, that is, may not fail pragmatically. The findings from other researchers (Blum-Kulka & Olshtain, 1984; House, 1996; Niezgodna & Röver, 2001; Davies, 1987) indicate that even L2 speakers that have proficient grammatical and lexical knowledge might commit pragmatic failure as well. However, the fact that the participants have used other textbooks, different from that of their "*Letras*" course, and also the fact that perhaps they have been taught "compliment formula" in the language schools they have attended, may be counted as

an aspect that might have contributed to the higher percentage of adequate and completely adequate responses.

One more reason for this result, that is, for the predominance of adequate and completely adequate responses can be attributed to what Blum-Kulka and Olshtain (1986) call the phenomenon of “too many words” (p. 171). They compared request realizations of native and non-native speakers of Hebrew in terms of length of utterance and the data revealed that more competent non-native speakers used much more words (or external modifications) to convey their messages than did native speakers. The non-native speakers at lower level of proficiency on the other hand, tended to use fewer words for having limited knowledge of the language, which paradoxically, approximated them to the natives. In the Responding to Compliments (written and oral) questionnaires analysis, the predominance of responses which were simple expressions of thanks was many times highlighted since it was responsible for most of the adequate and completely adequate ratings. Therefore, if it is assumed that the learners responded with only single expressions of thanks for lack of linguistic knowledge, then, it can be concluded that the high percentage of adequate and completely adequate responses was actually the result of a “stroke of luck” rather than the result of sociolinguistic and pragmatic competence.

Another reason for the high percentage of adequate responses can be accounted for the fact that the researcher asked the raters to ignore the learners’ grammar errors and to consider what they intended to convey. In this, perhaps, the raters minimized too much the grammar mistakes the learners made, disregarding even possible interferences of these kinds of errors in the degree of communicability of the message.

With regards to the items in which the learners were most successful complimenting in both the written and oral modalities of Paying Compliments

questionnaire, the data revealed that performance/abilities was the topic in which the learners obtained better judgments, more specifically in the item of cooking ability. Another finding that is worthy registering was the large amount of compliments in which the learners committed both pragmalinguistic failure by saying “You are beautiful” instead of “You look beautiful”.

In the Responding to Compliments questionnaires, written and oral modalities, the strategy that was most used was accepting with simple formulaic expressions of thanks, such as, “Thanks”, “Thank you”, “Thanks a lot” and thanking followed by explanations.

One aspect that is very important to mention is the fact that in the present study, the researcher does not any time advocate the issue of making Brazilian learners of English to have the same linguistic behavior of the native speakers, a very unrealistic aim indeed. What has to be considered here is that the ideal thing to happen is having Brazilian learners to produce compliments which conform, or at least which approximate, as much as possible, to the patterns used by native speakers. After all, avoiding miscommunications or communication breakdowns is undoubtedly an important feature or objective of language teaching.

The answer to the second research question, - *How do teachers approach the teaching of the speech act of complimenting in their classes?* – was provided by interviews with twelve EFL teachers from different language teaching environments. The seven questions addressed the time of experience they had in the EFL teaching field, the kinds of textbooks they used, their experiences in the teaching of compliments in terms of how and why they approached or not this subject in class, and the last question asked whether they were acquainted with the different social norms related to complimenting behavior in Brazil and the United States. Out of twelve teachers interviewed, unexpectedly, nine stated having taught this subject, some because it was



in the school syllabus, and others, by their own decision. It is necessary to observe, nevertheless, that the teaching of the compliment formula was not, in most of the cases, previously planned and delivered taking into account pragmatic literature, with all the aspects that sociolinguistics involves. Just the opposite, since almost all the teachers seem not to be aware of the social rules that govern the speech act of complimenting, supposedly, this subject was treated in a superficial level. Naturally, teachers are not to be blamed on it, since as mentioned elsewhere, even native speaker teachers are not aware of the cross-cultural differences that are involved in communication across countries.

The instrument used to respond to the third research question - *Do the textbooks these learners use present the topic "Compliment Formula" as a teaching subject? If not, how does this absence relate to the learners?"* – was the analysis of the textbooks used by the participants along their course. A total of four textbooks and their corresponding workbooks and teacher's manuals were analyzed, namely New Interchange Intro, New Interchange Book 1, North Star: Focus on Listening and Speaking, and North Star: Focus on Reading and Writing, both intermediate levels. In all the textbooks examined, compliments are not the explicit teaching subject in any of the units. When they are present in the textbooks, it usually happens scattered in dialog formats and there is no mention to the issue of appropriacy or formulaicity of the speech act of complimenting. Perhaps it is not the case that this sort of information should be included in the learners' textbooks, but certainly it could be mentioned in the teacher's manual, therefore, providing teachers with insights on how to approach the teaching of not only complimenting but also other speech acts equally relevant, such as apologizing, complaining, requesting in classrooms.

## 5.2. Limitations of the study and further research

As mentioned earlier, many authors recognize the limitations and difficulties of collecting data in the area of pragmatics. Thus, the first limitation of the present study relates to the instrument used to collect data. Although it is widely known that collecting data from natural interactions would be the ideal means, in the case of this study it seems to be almost impossible. First, even if the data were collected during their English classes, there would never be the certainty that complimenting would occur in class. If data were collected based on a dialog from the textbook, still it would not certainly be natural data, not mentioning the time constraint. Thus, the only possibility for natural data collection to happen is to investigate Brazilian learners living in the target language community, which could be a suggestion perhaps for further research.

Another limitation that has occurred relates to the number of situations included in the questionnaires, ten for each of them, thus, for four questionnaires, the total of utterances was forty each participant. For the research itself, mainly in the case of the present study, the larger the amount of data, the better. However, it was observed during the data collection time, that some participants demonstrated to be a little impatient for the high number of situations and this fact may have had an effect on the quality and perhaps on the completeness of the responses. In addition, some of the participants that lived in other cities were concerned about not missing the bus back home and left behind unanswered one or two of the questionnaires. Further studies therefore, should consider reducing the number of situations.

A third limitation concerns the issue of the participants' grammatical errors. Although the objective of this study was to analyze learners' responses in terms of adequacy towards the target language and not to evaluate their grammatical competence, their grammar deficiency however, may have somehow had an effect on

the raters' judgment. Suggestions for further research could maybe consider the possibility of carrying out this sort of study with more advanced level students, although it was already proved that even learners who have great control over grammar and syntax commit pragmatic failure. However, it is believed that the absence of grammar errors, or else, fewer grammar mistakes may facilitate raters' judgment. In relation to the raters, a limitation that has to be recognized was the absence of a further interview with them. It is supposed that the interview with the raters would help to better understand the criteria they used to rate the responses, thus contributing greatly to the good results of the present study.

One more limitation relates to the number of learners, teachers, and raters that participated in the study. It is believed that a larger sample of participants would provide a much broader view of the study in question. In addition, for further research it would be interesting to investigate how learners of private language schools would handle the speech act of complimenting and then maybe carry out a comparative study between "*Letras*" course and language schools students.

Although the interest in the field of pragmatics study is growing in current days (Kasper & Rose, 2001), it seems that there is still lack of a more practical and direct action from the teachers and material designers' part to help learners to become conscious of the sociolinguistic rules that involve the performance of various speech acts. These speech acts include not only the subject of the present study but also, many others that are so much present in one's daily routine, such as apologizing, greeting, thanking, and requesting just to cite a few. Therefore, due to the importance of a better understanding of the pragmalinguistic and sociopragmatic issues involved in the realization of speech acts, it would be pertinent to suggest a deeper study of how appropriate Brazilian learners' realizations of speech acts are.

### 5.3. Pedagogical implications

Whether formal instruction in pragmatics is an effective way of teaching the diverse nuances that involve this subject is something that many authors are still discussing. While some believe that exposure and living in the target language environment is the only way to pragmatic competence to be developed, the great majority of researchers believe that pragmatics needs instructions, among them Blance (1987), Holmes and Brown (1987), Olshtain and Cohen (1990), van Rafferl Engle (1983), White (1993), and Wolfson (1989), all cited in Aktuna and Kamisli (1997).

Which type of instruction is more effective, whether inductive or deductive, implicit or explicit, is one thing that each language teacher has to find out based on her/his experience or learners' characteristics. Schmidt (1993), cited in Bou-Franch and Garcés-Conejos (2003) points out that for one to acquire pragmatic competence, besides adequate input, "learners need to pay conscious attention to linguistic forms, their functional meanings and relevant features of the context" (p.7) Schmidt also argues that teachers providing accurate explicit information about pragmatics of the second language can promote learning to occur.

In the light of the above discussion, it is necessary to point out that the absence of the teaching of pragmatics in language classrooms, is maybe the result of the fact that even "*Letras*" undergraduate courses do not teach this subject, thus, teachers are not consciously aware of the cross-cultural differences in the realization of speech acts. Therefore, it is important to highlight that material designers should direct more attention to this aspect of the language, including in the textbooks explicit information about the norms that govern the performance of speech acts. As a more immediate action to be taken, it is necessary that teachers start to take into consideration that

Helping students to understand the way pragmatic principles operate in other cultures, encouraging them to look for the different pragmatic or discursal norms

which may underlie national and ethnic stereotyping, is to go some way towards eliminating simplistic and ungenerous interpretations of people whose linguistic behavior is superficially different from their own (Thomas, 1983:110).

The most important thing to be taken into account in relation to the present study is that it is not the researcher's intention to have EFL learners to act and to have a linguistic behavior exactly as American people, but as Thomas (1983) says, to "develop a student's metapragmatic ability – the ability to analyze language in a conscious manner" (p.98). In a similar vein Wolfson (1989) advocates the inclusion of pragmatic component into language teaching curricula.

It is my belief that the present study will allow teachers to better understand the important role that pragmatics has in language instruction and will encourage changes in language schools curricula through the teaching of pragmatics in both courses' program, that is, in the courses designed to teacher's education and also in the EFL course programs.

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## APPENDICES

Appendix I

PAYING COMPLIMENTS - WRITTEN QUESTIONNAIRE

AGE \_\_\_\_\_ SEX \_\_\_\_\_ OCCUPATION \_\_\_\_\_

How long have you been studying English? \_\_\_\_\_

Have you ever studied English in a language school? \_\_\_\_\_

If so, how long? \_\_\_\_\_

Are you currently studying English in a language school? \_\_\_\_\_

If so, how long? \_\_\_\_\_

YOU HAVE TEN SITUATIONS BELOW. PLEASE READ EACH ONE CAREFULLY AND WRITE A COMPLIMENT YOU FIND SUITABLE.

01. You've just met a friend you haven't seen for quite a long time. You want to compliment her/him on her/his appearance. You say:

\_\_\_\_\_

02. You've just tasted a piece of apple pie your friend has made. You liked it and want to compliment her/him on it. You say:

\_\_\_\_\_

03. Your co-worker has had her/his hair cut. You want to compliment her/him on the new haircut. You say:

\_\_\_\_\_

04. You're a teacher and want to compliment a student on her/his paper. You say:

\_\_\_\_\_

05. You've just seen a friend of yours playing the guitar. You want to compliment her/his on her/his playing. You say:

\_\_\_\_\_

06. You're visiting a friend who has moved to a new house. You noticed that there is a new painting on the wall and you want to compliment her/him on it. You say:

\_\_\_\_\_

07. You've just met the woman who won a beauty contest in your town. You want to compliment her on her win. You say:

\_\_\_\_\_

08. You're in an office party and your co-worker is wearing a new dress. You want to compliment her. You say:

\_\_\_\_\_

09. Your neighbor has just bought a new car. You want to compliment her/him on it.  
You say:

---

10. There is a parents' meeting at the school you work as a teacher. Your best student's mother is there and you want to compliment her on the child's performance. You say:

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## Appendix II

### RESPONDING TO COMPLIMENTS - WRITTEN QUESTIONNAIRE

Age\_\_\_\_\_ Sex\_\_\_\_\_ Occupation\_\_\_\_\_

How long have you been studying English? \_\_\_\_\_

Have you ever studied English in a language school? \_\_\_\_\_

If so, how long? \_\_\_\_\_

Are you currently studying English in a language school? \_\_\_\_\_

If so, how long? \_\_\_\_\_

YOU HAVE TEN SITUATIONS BELOW. TO EACH ONE, YOU HAVE TO RETURN A COMPLIMENT. PLEASE READ EACH SITUATION CAREFULLY AND WRITE A RESPONSE YOU FIND SUITABLE.

01. You are wearing a new jacket. You meet a friend while you're waiting for the bus to work and she says: "That's a nice jacket. It looks great on you". You reply:

\_\_\_\_\_

02. You go to a *karaoke* bar with some colleagues after work. As soon as you finish singing, one of your colleagues says: "You have a beautiful voice. I loved it". You reply:

\_\_\_\_\_

03. You've just had your hair dyed in a different color. You run into a friend in a shopping mall and she says: "That new color fits you very well. I really liked it". You reply:

\_\_\_\_\_

04. You're driving your brand new car to college. On your way you meet a classmate and offer her/him a lift. She/he accepts and as soon as she/he gets in the car, she says: "Wow, this is THE car. I wish I had one like this". You reply:

\_\_\_\_\_

05. You are a university student and helped your teacher in the organization of a conference. Everything went right and your teacher says: "I don't know how I would have managed all this without your help. You really did a wonderful job". You reply:

\_\_\_\_\_

06. It's your wife/husband's birthday and you give her/him a party. One of your guests says: "Your house is really very well decorated. I just loved it". You reply:

\_\_\_\_\_

07. In a wedding party, you meet a cousin you haven't seen for a long time. She says: "You look so good! You haven't changed at all". You reply:

---

08. You've moved from your parent's home to live alone in an apartment. You invite some friends to a dinner party and you prepare all the dishes. One of them says: "I didn't know you were such a good cook. It was delicious". You reply:

---

09. You take your little baby to a park. You meet a friend who hasn't seen your baby yet. She says: "What a lovely baby you have". You reply:

---

10. You're the new sales manager in a supermarket. Sales have been growing significantly since you started working there. Your boss says: "I think we hired the right person for this position. You've been doing a very good job". You reply:

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### Appendix III

#### PAYING COMPLIMENTS - ORAL QUESTIONNAIRE

01. Your colleague has just returned from a three-week vacation. You want to compliment her/him on her/his physical appearance. What would you say?
02. You go to your friend's house and her/his mother offers you a piece of cake. You taste it and want to compliment her. What would you say?
03. A person you know well has undergone a plastic surgery on her/his nose. How would you pay her/him a compliment on the new look?
04. You're an English teacher and a student of yours has just made her/his presentation, which she/he accomplished successfully. How would you compliment your student?
05. You've just seen your biology teacher playing tennis. You want to compliment her/him on her/his performance. What would you say?
06. An acquaintance has opened a new café and you go there for the first time. You want to compliment her/him on the ambience. How would you pay her/him a compliment?
07. Your neighbor plays for the local soccer team and they have won the regional championship. How would you compliment him on this achievement?
08. You meet your boss in a fancy party and she/he is wearing her/his best suit. How would you compliment her/him on the outfit?
09. Your friend invites you to go sailing on her/his new boat. How would you compliment her/him on it?
10. You were invited to spend a weekend at your friend's house on the beach. She has two well-behaved children and you want to compliment her/him. What would you say?

## Appendix IV

### RESPONDING TO COMPLIMENTS - ORAL QUESTIONNAIRE

01. You're going out for dinner with a person you are interested in. So, you dress up for the occasion. As she/he sees you, she/he says: "You look terrific". You reply:
02. You're in a family reunion and decide to play the piano. A relative of yours comes up to you and says: "Wow, you're playing even better than of our last meeting". You reply:
03. You've always worn glasses and you got sick of them. You decide to start wearing contact lenses. At your work one of your colleagues says: "Now I can see that you have such beautiful eyes". You reply:
04. You're leaving work and meet a colleague who's going home by bus because her/his car is being fixed. You give her/him a lift and she/he says: "You really drive very well". You reply:
05. There's a science fair at your school and your project gets "A" grade. Your teacher comes up to you and says: "I knew you would do a great job. You're very intelligent". You reply:
06. You have bought a new sofa and your friends are visiting you. One of them says: "Oh, you have got a new sofa. It's really beautiful". You reply:
07. After a long time you run into a friend from college and she/he says: "You look so nice. I bet you've got a new girl/boyfriend". You reply:
08. Your best friend has just received a doctoral degree. To celebrate it you invite some mutual friends to have a special dinner at your home and you prepare the meal. One of your friends says: "God, it was delicious. I wish I were as good at cooking as you are". You reply:
09. Your daughter has graduated from high school and there is a ball as part of the program. You meet an old friend there and she/he says: "Your daughter is a wonderful girl. She takes after you". You reply:
10. You have been promoted to a higher position in the company you work for. One of the directors comes up to you and says: "Congratulations on your promotion. You sure deserve it". You reply:

## Appendix V

### QUESTIONS - INTERVIEW WITH TEACHERS

01. How long have you been teaching English?
02. What kinds of textbooks have you used so far?
03. Have you ever taught the speech act of complimenting and responding to compliments?
04. If so, how did you approach it?
05. Why did you decide to teach it?
09. If not, why haven't you taught it?
07. Do you think that there are different social norms related to the issue of complimenting in American and Brazilian society? Could you exemplify them?



## Appendix VI TRANSCRIPTION - INTERVIEW WITH TEACHERS

T1 - Teacher 1                      Int. - Interviewer  
Int. - Quanto tempo você tá trabalhando já como professora de Inglês?  
T1 - Cinco anos.  
Int. - Que tipo de materiais que você usou até agora?  
T1 - *Textbooks...*  
Int. - Livros importados?  
T1 - Uh hum. Importados.  
Int. - Ah, tá. E mesmo em colégios que você tá trabalhando você usa livros importados também?  
T1 - No colégio é apostila.  
Int. - Apostila de onde? Positivo, Anglo?  
T1 - É... Anglo  
Int. - Ah, tá. E você já ensinou os atos da fala de elogios em sala de aula?  
T1 - Já, já ensinei.  
Int. - Tá, e como que você abordou isso, assim?  
T1 - Não, nenhuma vez tava como tópico específico de uma unidade por exemplo, eles tavam inseridos em algum diálogo, em alguma conversação como dicas né, de fala, numa conversa, nenhuma vez como tópico específico, sempre contextualizado.  
Int. - Você passou como forma de diálogo então?  
T1 - É, basicamente em forma de diálogos mesmo.  
Int. - E você acha que... Porque que você decidiu ensinar... essa matéria, elogios?  
T1 - Porque tinha em algum... nunca veio como tópico específico, ela sempre tava implícito em algum diálogo, contextualizado em algum diálogo. Nunca teve só elogios, mas dentro de algum diálogo, de algum assunto a gente tinha que... trabalhar.  
Int. - Ah, então tá. E você acha que tem assim umas normas diferentes, por exemplo, se você compara, assim, a sociedade americana e a brasileira, e com relação por exemplo a elogiar e responder a elogios, você acha que tem uma diferença na maneira de elogiar, na maneira de responder?  
T1 - Eu acho que tem alguma diferença sim, as situações, é... ou o tipo de elogio prá cada situação, ou dependendo do elogio às vezes muda a forma de responder, acho que tem alguma diferença sim.  
Int. - Tá, e você sabe me dizer exatamente qual é essa diferença ou não?  
T1 - Não, não. Alguma diferença tem mas não sei.

T2 - Teacher 2                      Int. - Interviewer  
Int. - Quanto tempo que você já tá trabalhando com o inglês, ensinando inglês?  
T2 - Faz dois anos já que eu ensino inglês.  
Int. - Uh hum, e que tipos de livros que você usou, tem usado, você usou até agora?  
T2 - Uh hum, como eu trabalhei numa escola particular de inglês, eu usei o próprio livro da escola: eles fabricavam o livro.  
Int. - Era o material próprio da escola? Era uma franquia então?  
T2 - Isso, uma franquia, uh hum.  
Int. - Só esse tipo de livro, e agora você tá trabalhando com:  
T2 - Isso, agora tô trabalhando com: com outros livros né?  
Int. - Os importados?  
T2 - Isso, os importados e: e que não são de franquia.  
Int. - Ok, você alguma vez nesses dois anos como professora, você ensinou os atos da fala de elogiar e responder aos elogios?  
T2 - Não, nunca ensinei.  
Int. - E porque que você não ensinou, alguma razão específica assim?  
T2 - Porque não estava na: na programação da escola né, e como a gente segue o livro... nunca peguei um livro assim, que tivesse isso.  
Int. - Que fosse sobre isso?  
T2 - É: acho que não é muito comum, não é?  
Int. - Certo. Você acha que tem: normas sociais assim que são diferentes, por exemplo, se você comparar a sociedade brasileira e a americana quando se trata da questão dos elogios, você acha que existem normas diferentes?  
T2 - Eu não tenho conhecimento disso até porque né: eu: não ensinei sobre elogios né: diferentes: essa

diferença aqui e outros países, então, eu não tenho conhecimento sobre isso. Não sei como te dizer.  
Int. - Ah ok, tá bom. Obrigada então.  
T2 - De nada

T3 - Teacher 3                      Int. - Interviewer

Int. - Quanto tempo que você já tá trabalhando com inglês, como professora?  
T3 - Quatro anos.  
Int. - Uh hum, e que tipos de *textbooks*, que tipos de livros que você usou até agora?  
T3 - Foram sempre livros importados. A escola escolhia o livro, da Oxford, Cambridge. Livros importados dessas "*book companies*".  
Int. - Ok. Você alguma vez ensinou assim, como matéria mesmo, os: atos da fala de elogios e respostas a elogios?  
T3 - Não foi uma matéria específica sobre isso, sempre foi assim, da aula, um contexto: mas foi uma coisa assim que sempre partiu de mim, sempre sou eu que elogio, né, coisa assim, eu que peço pro aluno falar de tal maneira, de tal forma: mas nunca foi uma matéria específica, um dia específico, uma aula específica prá isso, foi sempre durante as aulas.  
Int. - Tá, e como que acontecia isso, é você que elogiava o aluno, você fazia em forma de diálogo: ou você ensinava o aluno a elogiar, como que foi?  
T3 - Uh: sempre fazendo assim, eu, é: ele comentava alguma coisa, eu fazia o elogio e se ele queria fazer um elogio prá uma pessoa: eu ensinava a fazer, sempre: mostrando a fazer.  
Int. - Ah, entendi. Você acha que tem normas diferentes assim, quando a gente fala em termos de elogios né, você acha que existem normas sociais diferentes entre a sociedade americana e a brasileira?  
T3 - Eu prá falar bem a verdade eu não consigo ver muita diferença né, eu acho que as pessoas quando são realmente mais íntimas elas elogiam mais, né. Mas tem coisas que ninguém percebe, por exemplo, o português, o "Oi, tudo bem". O nosso "oi tudo bem" é uma mera formalidade, eu não vejo isso na língua inglesa: você perguntar prá qualquer pessoa que passa na tua frente, perguntar, "*Hi, how are you?*". Eu acho que a gente tem algumas diferenças,mas, eu acho que no geral, as pessoas que se conhecem melhor elogiam mais.  
Int. - Ah, entendi. Então tá bom. Obrigada.

T4 - Teacher 4                      Int. - Interviewer

Int. - Há quanto tempo que você está na área de inglês, ensinando inglês?  
T4 - Agora em agosto Sanae, eu vou fazer dezessete anos.  
Int. - E que tipos de livros que você usou até agora assim:?  
T4 - Eu já usei: livros: uh próprios de institutos de línguas né, elaborados pelas franquias, já usei apostilas quando trabalhei com ensino fundamental e médio: já usei livros importados como os dos institutos e atualmente eu uso eh: nacionais, os autores nacionais, trabalho com leitura: nós temos bons livros né: nacionais.  
Int. - Ah tá, você eh: alguma vez ensinou os atos da fala assim por exemplo, elogios: alguma vez você ensinou em sala de aula os alunos elogiarem e responderem os elogios?  
T4 - Nunca usei, assim, assim como matéria, como tópico, não. Eventualmente quando o aluno queria saber: ou tinha curiosidade, mas assim nada muito sistemático.  
Int. - Então, mas se você não ensinou, porque? Tem alguma razão específica assim, por não ter ensinado?  
T4 - Eu acho que porque não estava no conteúdo do livro mesmo e a gente acaba se: atendo ao conteúdo do livro e acaba não inserindo nada: eu acho que foi basicamente por isso. Acontecia de uma vez ou outra ter que ensinar mas é: coisa muito pequena: não como matéria de estudo assim:  
Int. - E você acha que tem diferenças assim: das normas sociais né, quando você pensa assim em termos de sociedade americana e brasileira e com relação ao ato de elogiar e responder a elogios, você acha que existem normas diferentes entre as duas sociedades?  
T4 - Eu acho que sim, devem ter sim, todas as culturas né: sociedades, uma tem certa: mas eu acho que deve ter: deve ter.  
Int. - Mas você não consegue me dar um exemplo agora?  
T4 - Não consigo, eu acho que deve ter mas talvez até por não ter estudado a fundo, trabalhado a fundo com isso agora não me ocorre assim, um exemplo que: de cumprimento que possa: pode ser até assim, é: o brasileiro na sociedade um pouco mais solta podem fazer elogios que eles possam entender como ofensivos, mas um exemplo eu não consigo.

Int. - Tá bom, obrigada.

T5 - Teacher 5

Int. - Interviewer

Int. - Há quanto tempo que você está ensinando inglês?

T5 - Seis anos.

Int. - E que tipos de livros e de textbooks que você utilizou até agora nas suas aulas?

T5 - É: no colégio eu usei, uso apostila do Positivo e Anglo, e na, no Fisk é o livro do Fisk.

Int. - E você alguma vez ensinou, assim eh: o: os atos da fala de elogiar e: fazer elogios e responder a elogios?

T5 - Só no Fisk, né, porque o Fisk trabalha uma lição com isso, e daí nós:

Int. - Você já trabalhou com isso então?

T5 - Eu já trabalhei, uh humn.

Int. - Tá, e como que você abordou o tema, é: esse assunto, você: ahn: seguiu as instruções do livro: e só?

T5 - Isso, só segui a instrução do livro, primeiro ele apresenta o vocabulário, depois que apresentou o vocabulário nós, é: contextualizamos, fizemos tipo um teatro assim: e daí para eles usarem os "*compliments*".

Int. - Ok. É: você acha que tem: ahm, uhm: normas: sociais: diferentes, assim, se nós compararmos a sociedade americana com a brasileira, quando se trata de, de: elogios, você acha que tem normas diferentes ou as normas sociais são iguais: nas duas sociedades?

T5 - Eu acho que são diferentes: uh hum: porque a cultura deles é diferente da nossa: eu acho que isso depende: não sei, prá mim acho que "*compliments*" tem a ver também com a cultura né?

Int. - Sei.

T5 - Acho que muda: é diferente.

Int. - Tá, mas você tem um exemplo agora prá me dar assim, ou você não se lembra no momento?

T5 - ..... Ai, não estou lembrando.

Int. - Então, como você ensinou os *compliments*, uma pergunta então. Porque que você decidiu ensinar esse elogios e respostas a elogios?

T5 - Só porque tinha no livro.

Int. - Ah tá, seguiu, porque você foi seguindo o livro da, da, da escola.

T5 - Uh hum: porque eu segui o livro.

Int. - Tá, *ok, thank you.*

T6 - Teacher 6

Int. - Interviewer

Int. - Ok, how long have you been teaching English?

T6 - For ten years now.

Int. - And what kinds of textbooks have you used so far?

T6 - I've used Interchange, Atlas, First Certificate Nelson, North Star and English File.

Int. - Ok, Have you ever taught the speech act of complimenting and responding to compliments?

T6 - No:

Int. - And: why didn't you: why haven't you taught it?

T6 - I think we are too attached to the book.

Int. - Uhm: ok: so, do you think there are different social norms related to the issue of complimenting in Brazilian and American society?

T6 - I think so: I think mainly: ahm: I notice that, even myself that, when: generally when people compliment us, ah: Brazilian people, we: tend not to thank, we tend to give an excuse, so, if, if you tell me, "oh, what a nice coat" and then I say "oh no, it's an old one", so, we tend not to say thank you. So, I feel that we don't acknowledge, we don't accept the, the compliment.

Int. - Ok, we Brazilians?

T6 - Yes, that's what I, what I feel.

Int. - Ah, ok: so, do you think this is the same in the United States?

T6 - I've never lived that, but I: think there must be a difference because we have different cultures, so: and different societies: and I don't know, I think: also, as Brazilians, we are: more easygoing, we are closer to people: so: uh: maybe: we try not to be so: distant, so, we say "no, that's not so good", so, I try to be equal to the others, so, maybe, I'm not sure, but maybe, American people, as they have a more independent way of being, so, I think that for them it's not, it's not a problem having something new, having something beautiful.

Int. - Ok, so, you think that maybe they would: just, just reply "thank you":

T6 - Yeah: I think they would say thank you, maybe they would say something else but: not, not, not like us Brazilians, you know, as I said, we: tend to give excuses.

Int. - Ok, that's it, thank you.

T6 - Just one more thing I would like to comment. As I said, as I mentioned: I never taught compliments before, but after the study you did with my students, I'm: really considering that: because that raised the questioning: why is it that: we never do this, yes? And how could we do this, so, this is something I've been considering.

Int. - Oh, ok, thank you very much.

T7 - Teacher 7

Int. - Interviewer

Int. - Há quanto tempo que você já está trabalhando com o inglês?

T7 - Ah, já fazem dez anos.

Int. - E que tipos de livros, de livros textos que você usou até agora?

T7 - No ensino fundamental, eu já trabalhei com vários livros, vários diferentes livros né, é: o ano passado, o ano retrasado eu trabalhei com *Take Your Time*, né, que é um livro: razoavelmente bom: tem algumas coisas culturais assim, mas é um pouco, um pouco massante assim, não tem muitas coisas diferentes no livro, assim, os exercícios são muito: siga meus passos né, aquelas coisas assim. É: usei também o *Impact*, né, alguns anos atrás numa escola que eu trabalhei e também não gostei muito assim:

Int. - O *Impact* é um livro importado, não é de autor brasileiro não né?

T7 - Não, não é. E agora no momento eu estou trabalhando com o *Great*, que é uh: é uma escritora brasileira, ela é: de Brasília se não me engano ela até: o representante né, que falou comigo, me deu o site dela, o telefone, poderia, né: acho que em parceria, ela brasileira com mais um americano, pelo menos no nome do livro né, consta as duas. E em princípio é um livro muito bom, assim, um livro bem complexo, cheio de diversidades, de textos, tem várias técnicas de *reading*, é: não assim que apresente técnicas, mas enfim, a gente possa utilizar técnicas de *reading*, né, mais o: o *scanning* né, que a gente utiliza encima desse material né, porque os alunos assim, tem um nível "muito elevado" né, então a gente trabalha mais assim, os pontos-chaves da informação do texto né, é um livro que faz com que o aluno pense, né, não é assim - siga o exemplo, muito. Então sabe, o aluno êle vai: passo a passo êle vai praticando, é um livro assim que exige bastante: eh: paciência, porque não é um resultado que a gente assim vê no momento, mas assim, com o passar do tempo a gente vai observando os resultados positivos, né. E no ensino superior a gente tem utilizado: é: no curso digamos de: de Secretariado Executivo, nós utilizamos o *Business Venture*, né, que é um material importado né, da Editora Oxford e: é bem deficiente né, não é muito bom de ser trabalhado: e: também trabalha no Curso de Letras específico o livro *North Star* e o *English File*.

Int. - Ok, então, você alguma vez ensinou o ato da fala do elogio? Por exemplo, assim elogiar e responder a elogios, assim como matéria mesmo, você trabalhou isso em sala alguma vez ou não?

T7 - Não, como matéria não. Nunca trabalhei né.

Int. - Tá, e porque que você não trabalhou?

T7 - Não trabalhei assim, focando especificamente esse tipo de, de vocabulário né, vocabulário específico prá: né, elogios, enfim, como responder ao elogio também, mas: naturalmente: acho que acredito que não fazia parte digamos do conteúdo, ou da ementa que a gente tem né, do plano anual né, não constava isso como um tópico né, não, tem que passar, mas assim no decorrer das aulas, sempre era: uma vez ou outra, a gente, a professora mesmo elogiava, e os alunos mesmo também né, "*oh, excellent*", esse tipo de coisa.

Int. - Tá, e você acha que existe normas sociais diferentes, assim, se nós pensarmos em termos de elogios, de elogiar e responder a elogios entre a sociedade americana e a brasileira, você acha que tem diferenças?

T7 - Eu acho que sim, né: eu acho que: é, o brasileiro, êle é, êle é, mais, mais acostumado a pedir desculpas, né, digamos, desculpa por te interromper, desculpa por tá ligando nesse horário, desculpa por me atrasar, desculpa por isso, por aquilo, mas eu acho que: os americanos, êles utilizam muito mais elogios assim, tanto no ambiente de trabalho, de, é do ensino, na educação né, eu acredito que é mais, mais utilizado, as formas de elogio, de né?

Int. - Ah, ok, então mas, em termos de elogios assim, você acha que o americano elogia mais do que o brasileiro?

T7 - Eu acho que sim, pelo que a gente nota em filmes, né, como já tinha comentado, que a gente não

tem a veemência deles, mas pelo que a gente observa em filmes, a gente não sabe se é a realidade, mas nos filmes a gente sempre observa né, no ambiente de trabalho né, que: é: os companheiros de trabalho, né, frequentemente a gente observa um elogio né, você fez um bom trabalho né, obrigado pela sua cooperação, esse tipo de coisa assim que eu observo mais.

Int. - Certo, tá bom. Thank you very much.

T7 - You're welcome.

T8 - Teacher 8

Int. - Interviewer

Int. - Há quanto tempo que você tá trabalhando com o inglês, como professora?

T8 - Ai meu Deus, tenho que falar aqui, dá ruga, desde 83 (21 anos).

Int. - Desde 83. Ok. Que tipos de livros textos que você usou até agora, desde 83.

T8 - Desde 83: eu já usei: eu comecei ensinando em curso particular de inglês, que tinha metodologia própria:

Int. - Era um livro próprio então?

T8 - Isso, era um livro próprio deles. Daí: eu já dei aula em 3 cursinhos diferentes, cursinhos de inglês diferentes e todos eles tinham material próprio, já dei aula em escola regular de primeiro e segundo grau, mas aí nós usávamos material importado. Ou então apostila, apostila do Positivo.

Int. - Uhm, apostila do Positivo?

T8 - Isso, apostila do Positivo, apostila do Terceiro Milênio: e o restante era tudo material ou da Oxford, ou da Longman ou da Mcmillan.

Int. - Ah, tá ok. Você alguma vez ensinou o: elogios e respostas a elogios nas suas aulas?

T8 - É, no primeiro, quando eu comecei a dar aula, no primeiro cursinho que eu trabalhei, é: fazia parte do programa, então a gente ensinava como agradecer, como elogiar.

Int. - Uh hum, então você: é: como que você abordou esse assunto em sala de aula? Você lembra?

T8 - É, bom. Como o cursinho era com situações, você tinha que criar situações para o aluno usar o inglês, foi dessa forma, criava situações e o aluno: tinha que corresponder né, tinha que falar dentro daquela situação.

Int. - Certo. E: porque que você decidiu ensinar essa matéria, esse tópico?

T8 - Porque tava no programa.

Int. - Ah, no programa da, da escola.

T8 - É, no programa do cursinho, do material.

Int. - Ok. E você acha que existem normas diferentes quando a gente fala em termos assim de elogios e respostas a elogios, você acha assim que existem normas diferentes entre a sociedade brasileira e a americana?

T8 - Achar eu acho, mas eu não sei quais são.

Int. - Ah, Ok.

T8 - Tá, eu acredito que tenha sim, há alguma diferença, mesmo porque: acho que, não sei se é uma questão cultural ou não mas, cada país deve ter o seu, o seu jeito de elogiar ou aceitar ou não o elogio.

Int. - *Uh hum, ok, thank you very much.*

T8 - *You're welcome.*

T9 - Teacher 9

Int. - Interviewer

Int. - Há quanto tempo que você tá trabalhando com o inglês, como professora?

T9 - Aproximadamente uns dez anos.

Int. - E que tipos de livros você usou até agora?

T9 - Tenho usado vários, como: mo Interchange, é: livros mais específicos prá secretariado, como o Global Links ou: vários deles.

Int. - Uh hum, você alguma vez ensinou elogios e respostas a elogios em sala de aula?

T9 - Não necessariamente, devo ter ensinado mas não com ênfase, não focalizando isso.

Int. - Uh hum, ok. E porque que você: você ensinou isso. Porque apareceu uma situação na sala que você ensinou isso?

T9 - Isso, apareceu uma situação na sala que: né, foi propícia prá isso mas não que fosse alguma coisa né, planejada.

Int. - Ok, e você acha que tem normas sociais diferentes, quando a gente fala em termos de elogios e respostas a elogios, se você pensar em termos de sociedade americana e brasileira, tem diferença?

T9 - Com certeza, deve ter, eh, são: aspectos culturais mas que nós, eh, professores de outra, de outra, professores brasileiros desconhecemos, não estamos familiarizados com:  
Int. - Tá, você sabe que existe, você acha que existe mas dizer exatamente qual é essa diferença você não saberia?  
T9 - Não saberia, não saberia.  
Int. - Tá bom, *thank you very much*.  
T9 - *Any time*.

T10 - Teacher 10                      Int. - Interviewer

Int. - So, how long have you been teaching English?  
T10- Ok, I have been teaching English since I was seventeen, it means that I have been an English teacher for 24 years.  
Int. - Twenty-four years? Ok, and what kind of textbooks have you used so far?  
T10- Ok, I think that my: formation was Yazigi and so I have been working at Yazigi til now, so, I have been using textbooks from Yazigi.  
Int. - Uh, ok. And have you ever taught the speech act of complimenting and responding to compliments?  
T10- Yes, yes, because of the book: brings this kind of subject.  
Int. - And how did you approach it in your classes?  
T10- Ok, following the books, following the: instructions of the book, or the teacher's instructions or things like that.  
Int. - So, why did you decide to teach it?  
T10- Because it was in the program, it was a demand of that book: things like that.  
Int. - Uh hum, ok. And do you think that there are different social norms related do the issue of complimenting in American and Brazilian society?  
T10- Ok, I think there is. I don't know if I'm going to know how to explain this, for example, I think that the Brazilian people when they have a compliment and they are going to answer to it, you accept the compliment, ok? Sometimes you justify the compliment and why, the reason of it, but, in general, ah, what I have seen in compliments in American society when you're giving, when you're making a compliment for an, an American, they don't uh, they just: uh, for example, it's not normal when they accept your compliment, they say just "thank you" and that's all. And we no, we explain, we start a conversation about that about that but they don't. They are a little cold about that. Uh hum.  
Int. - Uh hum, ok, thank you.  
T10- You're welcome.

T11 - Teacher 11                      Int. - Interviewer

Int. - How long have you been teaching English?  
T11- I have been teaching English: since 1984, so: ten years.  
Int. - And what kind of textbooks have you used so far?  
T11- I have been using imported books like Cambridge, Longman, Oxford, Prentice Hall, ah, books from cursinho preparatório prá vestibular, like Positivo, Terceiro Milênio, and: yes.  
Int. - Uh hum, and have you ever taught the speech act of complimenting and responding to compliments?  
T11- Yes,because some books have, some textbooks have brought this ah, topic, yes, and social English, like business. Busines, business books bring, mainly this ones bring this social English.  
Int. - And: how did you approach it? I mean, this topic of complimenting?  
T11- Well, at first, I followed the teacher's guide, teacher's instructions, and after the students have learned, uh, not learned exactly, but uh: had gone over the, the topic, they acted out the scene without the textbook.  
Int. - Ok, uh, do you think that there are different social norms related to the issue of complimenting, in American and Brazilian societies?  
T11- Yes: uh, I think even in Brazil there are differences. In Brazil, uh: depends on the level, yes, they respond in a way, it depends: uh: on the relationship, if they are close people they can respond, uh: opened, or, if they are, uh: a little bit uh, not so friend, yes, they may,uh: respond uh: with short answers only, and Americans or Canadians: uh: they respond: yes, similar, similar.  
Int. - Ok, thank you.

T12 - Teacher 12

Int. - Interviewer

Int. - Há quanto tempo você está ensinando inglês?

T12- Já fazem sete anos e meio.

Int. - Ok. Eh, e que tipos de livros você usou até agora, desde que, desde que você começou a trabalhar, livros de, de book companies, como Mcmillan, ou livros de autores, uh: do Brasil?

T12- Eu já trabalhei com vários, uh: acho que o que eu trabalhei mais tempo foram franchising mesmo, foi o CCAA, a Wizzard que eu trabalhei e mais, também trabalhei com os da Cambridge, *Interchange* e *Passages*, acho que só.

Int. - Ok, você nunca trabalhou com nenhum autor brasileiro?

T12- Não que eu lembre.

Int. - Uh hum, tá bom. Eh, você alguma vez já ensinou, eh: os atos da fala de *complimenting*? Como cumprimentar e responder a cumprimentos?

T12- É, teve alguns livros que tinha alguns capítulos que mencionavam isso, mas não foi assim muito profundo.

Int. - Tá, então você já ensinou?

T12- Já, já.

Int. - Uh hum, tá. Eh, e como você abordou isso? De acordo com a orientação do textbook daí?

T12- Sim, sempre tem aquela variação, do aluno que quer, quer falar um pouquinho mais, daí você exemplifica, faz ele fazer o diálogo, experimentar a fala dele, mas: geralmente é seguindo o *textbook*.

Int. - Ok. Eh: bom, então você ensinou porque era dentro do *subject* que tinha no livro?

T12- Isso.

Int. - Ah, tá. Então, você acha assim que tem uma diferença, normas, *social norms*, você acha que tem diferenças entre, sobre por exemplo, o assunto é cumprimentar e responder a cumprimentos, se você compartilha assim, a sociedade brasileira com a sociedade americana, você acha que tem diferenças na maneira de cumprimentar, na maneira de responder ao cumprimento?

T12- Entre a brasileira e a americana? Eu acho que não tem muito, se comparar com outras, outras culturas mais tradicionais eu acho que tem, mas a americana e a brasileira, não. Culturas mais modernas, mais simplificadas.

Int. - Eh, ok. Então, você acha que essas diferenças se explicam mais quando: tem mais essas diferenças, quando as sociedades, por exemplo, a brasileira você acha que é mais aberta e a japonesa, por exemplo, uma sociedade mais tradicional?

T12- Exato, a japonesa já tem um ritual de cumprimento, de, o que deve ser falado, então segue toda uma norma que você tem que aprender. É já quase que uma obrigação, e nas outras não.

Int. - Uh hum, ok, thank you.

T12- You're welcome.

APPENDIX VII - PAYING COMPLIMENTS - WRITTEN QUESTIONNAIRE  
COLUMNS:

*A* Participants

*B* Compliment Paid

*R1* Rater 1

*R2* Rater 2

*S* Sum

*M* Mean

1 You've just met a friend you haven't seen for quite a long time. You want to compliment her/him on her/his appearance. You say:

MEAN RATING = 2.1

<i>A</i>	<i>B</i>	<i>R1</i>	<i>R2</i>	<i>S</i>	<i>M</i>
P1	"Oh, you are so beautiful."	1	1	2	1.0
P2	"Are you look so slim."	3	4	7	3.5
P3	"You are nice."	1	1	2	1.0
P4	"This vacation did very good for you, your appearance is wonderful!"	3	4	7	3.5
P5	"You are younger, the time didn't pass."	2	4	6	3.0
P6	"Your appearance is good, the time was nice to you."	2	4	6	3.0
P7	"You are appearing very good."	1	4	5	2.5
P8	"You are so beautiful."	1	1	2	1.0
P9	"You are great."	1	1	2	1.0
P10	"You are wonderful."	1	1	2	1.0
P11	"You are great, very handsome."	1	2	3	1.5
P12	"You are better now. What did you do?"	1	2	3	1.5
P13	"You're look great now."	3	4	7	3.5
P14	"Hi! You are very beautiful."	1	1	2	1.0
P15	"Wow!! How nice you look! You are beautiful!"	4	4	8	4.0
P16	"How you are chic and beautiful!"	2	2	4	2.0
P17	"Hello my good friend. The time went your good friend too!"	1	3	4	2.0
P18	"You are very beautiful!"	1	1	2	1.0
P19	"You look so great!"	4	4	8	4.0
P20	"Hello! You are very beautiful!!"	1	1	2	1.0
		35	49	84	42



2. You've just tasted a piece of apple pie your friend has made. You liked it and want to compliment her/him on it. You say:

MEAN RATING = 3.6

A	B	R1	R2	S	M
P1	" Congratulations you cooking very well" .	3	3	6	3.0
P2	" Oh! It's taste so good!"	4	4	8	4.0
P3	" It was delicious! I like a lot!"	4	4	8	4.0
P4	" I never tasted a pie like that. It is delicious because you are a good cooker. "	4	3	7	3.5
P5	" It is the best apple pie that I tasted."	4	4	8	4.0
P6	" Your apple pie is delicious. You are a good cook. "	4	3	7	3.5
P7	" Great! It's delicious. You are a excellent cook!!"	4	4	8	4.0
P8	" You apple pie is delicious!"	4	4	8	4.0
P9	" You make a apple pie out of this world. "	4	4	8	4.0
P10	" It's delicious. "	4	4	8	4.0
P11	" Oh, it was delicious. "	4	4	8	4.0
P12	" Congratulations! This apple pie is wonderful!"	4	2	6	3.0
P13	" The cake are delicious. "	3	4	7	3.5
P14	" This apple pie is delicious!"	4	4	8	4.0
P15	" How good your apple pie is!"	3	4	7	3.5
P16	" It's delicious. Give me a recipe!"	3	4	7	3.5
P17	" Please. Invite me to come here again. "	1	2	3	1.5
P18	" It's delicious. You are a good cookie. "	4	4	8	4.0
P19	" My God! That `s so good! I need the recipe. "	3	4	7	3.5
P20	" What a good apple pie!"	4	4	8	4.0
		72	73	145	72.5

3. Your co-worker has had her/his hair cut. You want to compliment her/him on the new haircut. You say:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>"It's beautiful on you."</i>	3	4	7	3.5
P2	<i>"Your hair are beautiful."</i>	3	4	7	3.5
P3	<i>"Fashion hair."</i>	1	1	2	1.0
P4	<i>"I think that this haircut stay very well for you valued your face."</i>	4	1	5	2.5
P5	<i>"You seem another person."</i>	2	2	4	2.0
P6	<i>"Congratulations for your new look, you look younger."</i>	4	3	7	3.5
P7	<i>"Your hair is beautiful!!!"</i>	3	4	7	3.5
P8	<i>"I like you new haircut very much! It's perfect for you!"</i>	4	4	8	4.0
P9	<i>"I like so much you cut hair."</i>	4	4	8	4.0
P10	<i>"You are so beautiful."</i>	1	2	3	1.5
P11	<i>"Oh, you are really beautiful."</i>	1	2	3	1.5
P12	<i>"You look more younger!"</i>	3	4	7	3.5
P13	<i>"Your hair were great."</i>	3	1	4	2.0
P14	<i>"Your hair is wonderful."</i>	3	4	7	3.5
P15	<i>"You look better today! How nice you are!"</i>	1	1	2	1.0
P16	<i>"You are more younger! I love it."</i>	2	4	6	3.0
P17	<i>"I really don't know how some persons always get improve that already was very good!"</i>	1	4	5	2.5
P18	<i>"This make you more beautiful."</i>	2	3	5	2.5
P19	<i>"This haircut looks great on you!"</i>	4	4	8	4.0
P20	<i>"This haircut is very beautiful for you."</i>	3	4	7	3.5
		52	60	112	56

4. You're a teacher and want to compliment a student on her/his paper. You say:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>" Congratulations for your job.</i>	3	2	5	2.5
P2	<i>" Yep, you are happiest."</i>	1	1	2	1.0
P3	<i>" Very well."</i>	2	2	4	2.0
P4	<i>" Your work and your sucess was amazing because you take effort for to do."</i>	2	2	4	2.0
P5	<i>" Your performance was great, congratulations for you."</i>	3	3	6	3.0
P6	<i>" You write well, you must go on because you great ideas."</i>	4	3	7	3.5
P7	<i>" Congratulations. It's good!!"</i>	4	2	6	3.0
P8	<i>" Congratulations! It's very good!"</i>	4	4	8	4.0
P9	<i>" Congratulations! You are so intelligent."</i>	1	2	3	1.5
P10	<i>" You are so intelligent."</i>	1	2	3	1.5
P11	<i>" Your homework was the best, congratulations."</i>	3	2	5	2.5
P12	<i>" Congratulations! Your work is fantastic!!"</i>	4	4	8	4.0
P13	<i>" Your paper is very good. Congratulations."</i>	4	4	8	4.0
P14	<i>" You are a winer! Congratulations for your sucess!"</i>	2	2	4	2.0
P15	<i>" I'm really happy about your paper."</i>	4	4	8	4.0
P16	<i>" Very good... You got it!"</i>	3	3	6	3.0
P17	<i>" You always answer for my best expectations."</i>	2	2	4	2.0
P18	<i>" You are very good, congratulations!"</i>	2	3	5	2.5
P19	<i>" Congratulations! I love your paper. It's very good!"</i>	4	4	8	4.0
P20	<i>" This paper was excellent!"</i>	4	4	8	4.0
		57	55	112	56

5. You've just seen a friend of yours playing the guitar. You want to compliment her/him on her/his playing. You say:

MEAN RATING = 3.5

A	B	R1	R2	S	M
P1	<i>" You are so gifted. I adore when you play the guitar. "</i>	4	4	8	4.0
P2	<i>" You are a very well player. "</i>	4	4	8	4.0
P3	<i>" Good boy! "</i>	1	1	2	1.0
P4	<i>" I didn't know that you played the guitar. You are wonderful like rock music. "</i>	2	3	5	2.5
P5	<i>" You have talent and you have future on it. "</i>	3	4	7	3.5
P6	<i>" You are a good guitar man. You have to study more, because you are a gifted man. "</i>	3	2	5	2.5
P7	<i>" You play the guitar very well. "</i>	4	4	8	4.0
P8	<i>" You play very well. "</i>	4	4	8	4.0
P9	<i>" You play the guitar very well. "</i>	4	4	8	4.0
P10	<i>" You play the guitar very well. "</i>	4	4	8	4.0
P11	<i>" You play the guitar very well. "</i>	4	4	8	4.0
P12	<i>" Your playing is very good my friend! "</i>	3	4	7	3.5
P13	<i>" You play guitar very well. "</i>	4	4	8	4.0
P14	<i>" You play very well! "</i>	4	4	8	4.0
P15	<i>" Jesus!!! You are explendid!! "</i>	2	4	6	3.0
P16	<i>" I like this playing. It's wonderful! "</i>	3	4	7	3.5
P17	<i>" You, in contrast me, don't hurt the guitar. "</i>	2	2	4	2.0
P18	<i>" You play very well, is good to listen to you! "</i>	4	4	8	4.0
P19	<i>" I had no idea you were so talented! "</i>	4	4	8	4.0
P20	<i>" You are very good playing the guitar. "</i>	4	4	8	4.0
		67	72	139	69.5

6. You're visiting a friend who has moved to a new house. You noticed that there is a new painting on the wall and you want to compliment her/him on it. You say:

MEAN RATING = 2.2

A	B	R1	R2	S	M
P1	<i>" Your house is wonderful. "</i>	1	1	2	1.0
P2	<i>" Your house is beautiful and this color are so prety. "</i>	1	1	2	1.0
P3	<i>" It's beautiful! "</i>	4	4	8	4.0
P4	<i>" I think that your aquisition is a inteligent idea to emprove the ambient of your home. "</i>	2	2	4	2.0
P5	<i>" I love this new painting, your taste is visible on it. "</i>	3	4	7	3.5
P6	<i>" You new painting is marvellous, you have a bat taste. "</i>	2	1	3	1.5
P7	<i>" I liked a lot that your house's color. You haved a good choose. "</i>	1	1	2	1.0
P8	<i>" What beautiful color! "</i>	1	2	3	1.5
P9	<i>" You have trained eyes for arts. This painting is wonderful. "</i>	4	4	8	4.0
P10	<i>" It's so beautiful. "</i>	4	4	8	4.0
P11	- No response -				
P12	<i>" This walls are nice! Good taste! "</i>	1	1	2	1.0
P13	<i>" Your wall are so different, beautiful. "</i>	1	1	2	1.0
P14	<i>" The new painting is great. "</i>	4	4	8	4.0
P15	<i>" You really have good ideas, your new house are very beautiful! "</i>	1	2	3	1.5
P16	<i>" It's more modern. Congratulations! "</i>	1	1	2	1.0
P17	<i>" Vangogh is always Vangogh, but with that back ground. "</i>	2	1	3	1.5
P18	<i>" You have a good taste, this is beautiful! "</i>	4	4	8	4.0
P19	<i>" This collor made your house look even prettier than before! "</i>	1	1	2	1.0
P20	<i>" What a terrific painting! "</i>	4	4	8	4.0
		42	43	85	42.5

7. You've just met the woman who won a beauty contest in your town. You want to compliment her on her win. You say:

MEAN RATING = 3.2

A	B	R1	R2	S	M
P1	<i>" You is so beautiful. "</i>	3	4	7	3.5
P2	<i>" Congratulations you are more beautiful face to face. "</i>	4	1	5	2.5
P3	<i>" Congratulations! You are really beautiful! "</i>	3	4	7	3.5
P4	<i>" Congratulations for your victory! You really deserve. "</i>	4	4	8	4.0
P5	<i>" Congratulations, only you could be the winner. "</i>	4	4	8	4.0
P6	<i>" Congratulations for you have won the beauty contest, you deserve it. "</i>	4	4	8	4.0
P7	<i>" Congratulations! In reality you are very beautiful! "</i>	3	2	5	2.5
P8	<i>" Congratulations! "</i>	4	4	8	4.0
P9	<i>" Congratulations, You are the most beautiful woman. "</i>	3	2	5	2.5
P10	<i>" You are so special. "</i>	1	2	3	1.5
P11	<i>" I knew that you'll win, you are very beautiful. "</i>	3	4	7	3.5
P12	<i>" Congratulations! I always thought belongs to you! "</i>	4	4	8	4.0
P13	<i>" Congratulations, you really are so beautiful. "</i>	3	4	7	3.5
P14	<i>" Congratulations! You are very beautiful! "</i>	3	4	7	3.5
P15	<i>" Congratulation! You really deserve it!! "</i>	4	4	8	4.0
P16	<i>" You have a lot of lucky! God bless you! "</i>	1	1	2	1.0
P17	<i>" Congratulations. Justice was done for every aspects. "</i>	1	1	2	1.0
P18	<i>" Congratulations! "</i>	4	4	8	4.0
P19	<i>" Congratulations! You're really beautiful, you deserved to win! "</i>	4	4	8	4.0
P20	<i>" Congratulations for you! "</i>	4	2	6	3.0
		64	63	127	63.5

8. You're in an office party and your co-worker is wearing a new dress. You want to compliment her. You say:

MEAN RATING = 2.9

A	B	R1	R2	S	M
P1	"Your dress is look great on you."	4	4	8	4.0
P2	"You are beautiful."	1	2	3	1.5
P3	"You are wonderful today."	1	2	3	1.5
P4	"I never see you so pretty good like today, you have to out more the parties tends to improve your humor."	1	1	2	1.0
P5	"You are well dressing, as always do."	2	3	5	2.5
P6	"How nice is your new dress, you are beautiful with it."	3	3	6	3.0
P7	"You are beautiful! This dress is good for you!"	3	4	7	3.5
P8	"You are so beautiful today!"	2	2	4	2.0
P9	"Your new dress is beautiful."	4	4	8	4.0
P10	"It's marvelous."	4	2	6	3.0
P11	"I saw that you are using a new dress; it's very beautiful in you."	4	4	8	4.0
P12	"Beautiful dress. It fits good in you!"	4	4	8	4.0
P13	"Your new dress is great!"	4	4	8	4.0
P14	"Your dress is very fashion."	3	1	4	2.0
P15	"You look really nice tonight!"	4	4	8	4.0
P16	"Beautiful dress Fernandinha!"	4	4	8	4.0
P17	"Could you invite me to go out tonight, maybe to dance tango."	1	1	2	2.0
P18	"Your look is very good."	1	2	3	1.5
P19	"You look so wonderful in this dress!"	4	4	8	4.0
P20	"What a beautiful dress you have!"	4	4	8	4.0
		58	59	117	58.5

9. Your neighbor has just bought a new car. You want to compliment her/him on it. You say:

MEAN RATING = 3.3

A	B	R1	R2	S	M
P1	"I adore your new car. You have great taste."	4	4	8	4.0
P2	"Your car is nice."	4	3	7	3.5
P3	"Nice! It's a good and beautiful car!"	4	3	7	3.5
P4	"I give the congratulations for you purchase, this car is the best of."	3	2	5	2.5
P5	"This car have an excellent concept in the market."	4	3	7	3.5
P6	"You are a clever person, in choose this car, it is the best in the market."	2	4	6	3.0
P7	"Your new car is very beautiful! Was it expensive?"	1	1	2	1.0
P8	"My Godness! What beautiful car!"	4	4	8	4.0
P9	"You have a great taste for cars."	3	3	6	3.0
P10	"It's so beautiful."	4	4	8	4.0
P11	- No response _				
P12	"I am happy for your new acquisition! It's marvelous!"	4	2	6	3.0
P13	"Your car is so beautiful."	4	4	8	4.0
P14	"Your car is very beautiful!"	4	4	8	4.0
P15	"Congratulation! Your new car are wonderful."	3	4	7	3.5
P16	"You have a good taste. I love your new car!"	4	4	8	4.0
P17	"Your car is your face: incredible."	1	1	2	1.0
P18	"Congratulation, you make a good choose."	4	4	8	4.0
P19	"What a great car!"	4	4	8	4.0
P20	"The car is very beautiful!"	4	4	8	4.0
		65	62	127	63.5



10. There's a parents' meeting at the school you work as a teacher. Your best student's mother is there and you want to compliment her on the child's performance. You say:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>" Congratulations for your son his is dedicate student."</i>	4	4	8	4.0
P2	<i>" Congratulations, your kid is nice."</i>	2	1	3	1.5
P3	<i>" Your son is very inteligent and educated."</i>	3	2	5	2.5
P4	<i>" Your child is best of the class and this succesful with sure is because you are a good mother teaching the best education for him."</i>	2	2	4	2.0
P5	<i>" You children is the best one pupil that we have here."</i>	4	2	6	3.0
P6	<i>" I would like to congratulate you for your child's performance, he is one of the most intelligent student in my class."</i>	3	4	7	3.5
P7	<i>" Congratulations misses! You son is a good student!"</i>	3	4	7	3.5
P8	<i>" Your son is my best student."</i>	4	3	7	3.5
P9	<i>" You have a smart and intelligent child, Your help is very important to development of your child."</i>	4	3	7	3.5
P10	<i>" Your son is very special."</i>	3	2	5	2.5
P11	- No response -				
P12	<i>" Congratulations for your son, he is so dedicated!"</i>	4	4	8	4.0
P13	<i>" Your child was great! Congratulations."</i>	3	4	7	3.5
P14	<i>" Your son is very intelligent!"</i>	3	4	7	3.5
P15	<i>" You have a beautiful boy, he really is diligent and obedient."</i>	2	4	6	3.0
P16	<i>" Your child is very good student as you were. Fish's son, fish is!"</i>	2	2	4	2.0
P17	<i>" Your son always tell me you help him to study. Congratulations."</i>	2	1	3	1.5
P18	<i>" You made a good education to your child. Congratulations!"</i>	2	2	4	2.0
P19	<i>" Your son is a great kid, he's the best student I have ever had."</i>	3	2	5	2.5
P20	<i>" Congratulations for you!"</i>	1	1	2	1.0
		54	51	105	52.5

APPENDIX VIII - PAYING COMPLIMENTS - ORAL QUESTIONNAIRE

COLUMNS:

*A* Participants

*B* Compliment Paid

*R1* Rater 1

*R2* Rater 2

*S* Sum

*M* Mean

1. Your colleague has just returned from a three-week vacation. You want to compliment her/him on her/his physical appearance. What would you say?

MEAN RATING = 2.0

<i>A</i>	<i>B</i>	<i>R1</i>	<i>R2</i>	<i>S</i>	<i>M</i>
P1	"You are in a good aspect, your vacation was good to you."	1	2	3	1.5
P2	"Oh, how much you are fine, your appearance is very good."	1	2	3	1.5
P3	"Oh, you look to seem good."	2	3	5	2.5
P4	"You are nice, you are so funny, so good."	1	1	2	1.0
P5	"Oh, you look so slim."	3	4	7	3.5
P6	"You are so beautiful."	1	2	3	1.5
P7	"Yor look, you're so beautiful."	1	2	3	1.5
P8	"Hi, you are so beautiful, so wonderful."	1	2	3	1.5
P9	"Oh, you are so beautiful."	1	2	3	1.5
P10	"Oh, today it's wonderful. You are very beautiful today."	2	2	4	2.0
P11	"Oh, how you beautiful today."	2	3	5	2.5
P12	"Oh, you look better."	1	1	2	1.0
P13	"You are very beautiful."	1	2	3	1.5
P14	"How nice you look.."	4	4	8	4.0
P15	"Oh, you are great now."	1	2	3	1.5
P16	"Oh, you are chic, beautiful."	2	2	4	2.0
P17	"The time was your friend.."	1	2	3	1.5
P18	"Oh, you look so great."	4	4	8	2.0
P19					
P20					
		30	42	72	36

2. You go to your friend's house and her/his mother offers you a piece of cake. You taste it and want to compliment her. What would you say?

MEAN RATING = 3.7

A	B	R1	R2	S	M
P1	"Your cake is good. You are a good cook."	4	3	7	3.5
P2	"Oh, your cake is delicious."	4	4	8	4.0
P3	"Oh, this cake is wonderful, delicious."	4	4	8	4.0
P4	"The cake it's delicious, I like it very much."	4	4	8	4.0
P5	"Oh, it's so delicious, it's taste so good."	4	4	8	4.0
P6	"It's delicious."	4	4	8	4.0
P7	"Congratulations, you cook very well."	4	4	8	4.0
P8	"Your cake is out of this world."	4	4	8	4.0
P9	"How delicious is your cake."	4	4	8	4.0
P10	"It's good. You are a excellent cook."	4	4	8	4.0
P11	"What delicious cake."	4	4	8	4.0
P12	"Oh, the cake is delicious."	4	4	8	4.0
P13	"Oh, Mrs. Beckham, it's delicious."	4	4	8	4.0
P14	"You are a good cook."	4	4	8	4.0
P15	"I like your apple pie very much. You are a good cook."	4	4	8	4.0
P16	"Congratulations. Your cake it's delicious."	4	4	8	4.0
P17	"How delicious, give me a recipe."	2	2	4	2.0
P18	"Invite me to come back tomorrow."	1	1	2	1.0
P19	"My God. It tastes so good. Can you give me the recipe?"	4	4	8	4.0
P20					
		71	70	141	70.5

3. A person you know well has undergone a plastic surgery on her/his nose. How would you pay her/him a compliment on the new look?

MEAN RATING = 2.0

A	B	R1	R2	S	M
P1	<i>"What did you do with your look? Your nose is beautiful."</i>	1	3	4	2.0
P2	<i>"You seem another person."</i>	1	1	2	1.0
P3	<i>"I think that this surgery leave you more sympathetic. You stay pretty good."</i>	1	1	2	1.0
P4	<i>"You are nice."</i>	1	1	2	1.0
P5	<i>"Your nose is so beautiful, I like, You're beautiful."</i>	2	4	6	3.0
P6	<i>"You are so pretty."</i>	1	3	4	2.0
P7	<i>"Your appearance is beautiful."</i>	1	3	4	2.0
P8	<i>"Your new nose is so beautiful. I want a nose like this."</i>	1	4	5	2.5
P9	<i>"Your nose is so beautiful now."</i>	3	2	5	2.5
P10	<i>"It's good but you looked good before."</i>	2	3	5	2.5
P11	<i>"You are very good with your new look."</i>	1	4	5	2.5
P12	<i>"Your new look is so good now."</i>	3	3	6	3.0
P13	<i>"You look better after this surgery."</i>	1	1	2	1.0
P14	<i>"You are better now."</i>	1	1	2	1.0
P15	<i>"You look like Michelle Pfeiffer."</i>	4	1	5	2.5
P16	<i>"Oh, your nose it's looking ok now."</i>	1	1	2	1.0
P17	<i>"You are more younger."</i>	2	3	5	2.5
P18	<i>"I see you the other way now."</i>	1	1	2	1.0
P19	<i>"You look great."</i>	4	4	8	4.0
P20					
		32	44	76	38

4. You're an English teacher and a student of yours has just made her/his presentation, which she/he accomplished very successfully. How would you compliment your student?

MEAN RATING = 2.4

A	B	R1	R2	?xS	M
P1	" Your presentation was good. Congratulations, you have a good speech."	3	3	6	3.0
P2	" It's a good presentation. You was perfect."	3	4	7	3.5
P3	" The successful of your presentation is because you study a lot and you take a lot of material. You need congratulation for your good job."	2	2	4	2.0
P4	" Great presentation, good."	4	3	7	3.5
P5	" Yes!!!!!"	4	1	5	2.5
P6	" You are so talented."	1	3	4	2.0
P7	" Great apresentation. Congratulations."	4	4	8	4.0
P8	" You are a good work."	1	1	2	2.0
P9	" Congratulations, it's very good."	3	4	7	3.5
P10	" Congratulations, your research, presentation it's good."	3	4	7	3.5
P11	" That's wonderful presentation student."	3	3	6	3.0
P12	" You are very well."	1	1	2	1.0
P13	" Congratulations. You are the winner."	1	2	3	1.5
P14	" You are very good. Congratulations to you."	1	2	3	1.5
P15	" I liked very much your test. You are very intelligent."	1	1	2	1.0
P16	" Very good. You got it."	1	3	4	2.0
P17					
P18					
P19					
P20					
		36	41	77	38.5

5. You've just seen your biology teacher playing tennis. You want to compliment her/him on her/his performance. What would you say?

MEAN RATING = 2.5

A	B	R1	R2	S	M
P1	"I saw you just working with biology but I think you are a good tennis player."	2	3	5	2.5
P2	"You are the best player I know in my life."	1	2	3	1.5
P3	"Oh, you play tennis very well because you are a sportsman."	2	2	4	2.0
P4	"Good play."	2	3	5	2.5
P5	"Are you a good tennisist."	3	1	4	2.0
P6	"You play very well."	4	4	8	4.0
P7	"You have good performance."	1	3	4	2.0
P8	"You are in a good shape."	1	3	4	2.0
P9	"You are a good tennis player."	4	4	8	4.0
P10	"Teacher, I saw you and you play very good."	3	3	6	3.0
P11	"You are a very good tennis player."	4	4	8	4.0
P12	"Your performance was good, great."	2	3	5	2.5
P13	"Oh teacher, you play very well."	3	4	7	3.5
P14	"You have good performance."	1	2	3	1.5
P15	"Great you're doing this, I think it's better for your health."	1	1	2	1.0
P16	"Congratulations. Very good."	4	2	6	3.0
P17	"Maybe any time I can play with you."	1	2	3	1.5
P18	"I didn't know you were a tennis player."	4	2	6	3.0
P19					
P20					
		43	48	91	45.5

6. An acquaintance has opened a new café and you go there for the first time. You want to compliment her/him on the ambiance. How would you pay her/him a compliment?

MEAN RATING = 2.9

A	B	R1	R2	S	M
P1	<i>" This place is good. You had a good idea to build a café here."</i>	3	3	6	3.0
P2	<i>" I'm very surprised of the quality of your place. Is the best cafeteria that I've ever been.."</i>	3	2	5	2.5
P3	<i>" I think that this place is wonderful to open a café, a cafeteria, because the ambiance is pleasant."</i>	3	3	6	3.0
P4	<i>"Is nice, it's a good place."</i>	4	3	7	3.5
P5	<i>" Oh, cute, so pretty, so beautiful."</i>	3	3	6	3.0
P6	<i>" I like it very much."</i>	3	3	6	3.0
P7	<i>" I like very much to come here and the ambiance is so good. I feel very good here."</i>	3	4	7	3.5
P8	<i>" I love the flavor of this place."</i>	2	2	4	2.0
P9	<i>" What a nice place."</i>	4	3	7	3.5
P10	<i>" It's comfortable, your idea was good."</i>	4	3	7	3.5
P11	<i>" I'm feeling very well here."</i>	2	3	5	2.5
P12	<i>" The place are very beautiful, very comfortable."</i>	4	4	8	4.0
P13	<i>" The ambiance is great, is calm and the appearance is clean."</i>	4	3	7	3.5
P14	<i>" You have a good taste."</i>	3	1	4	2.0
P15	<i>" How comfortable I get here."</i>	2	4	6	3.0
P16	<i>" Congratulations, you're always very good."</i>	1	1	2	1.0
P17	<i>" I really liked the color contrast."</i>	3	2	5	2.5
P18	<i>" This is a very good place."</i>	3	3	6	3.0
P19					
P20					
		54	50	104	52

7. Your neighbor plays for the local soccer team and they have won the regional championship. How would you compliment him on this achievement?

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>" You had a good preparation to win the championship."</i>	2	3	5	2.5
P2	<i>" You had a best performance. You are the best player."</i>	2	3	5	2.5
P3	<i>" Your successful in the championship is wonderful because you are the best soccer player."</i>	2	3	5	2.5
P4	<i>" Congratulations, it was a very good play."</i>	3	4	7	3.5
P5	<i>" Go, go, you are win."</i>	1	1	2	1.0
P6	<i>" You are so talented."</i>	1	3	4	2.0
P7	<i>" Congratulations, You are a succes person."</i>	1	2	3	1.5
P8	<i>" Congratulations."</i>	4	4	8	4.0
P9	<i>" Congratulations."</i>	4	4	8	4.0
P10	<i>" Congratulations, your team it's good."</i>	4	2	6	3.0
P11	<i>" Congratulations for you."</i>	4	4	8	4.0
P12	<i>" Hi winner. Are you very good."</i>	2	2	4	2.0
P13	<i>" Congratulations for the game. You are a great player."</i>	3	4	7	3.5
P14	<i>" Congratulations!"</i>	4	4	8	4.0
P15	<i>" Congratulations, your team's performance are very nice."</i>	4	2	6	3.0
P16	<i>" Congratulations, it's good for you."</i>	2	2	4	2.0
P17	<i>" Congratulations. You are a good soccer player."</i>	3	2	5	2.5
P18	<i>" I really don't like soccer but I wanna congratulation you because this is a great effect for us."</i>	2	2	4	2.0
P19	<i>" Congratulations for your success."</i>	4	4	8	4.0
P20					
		52	55	107	53.5



8. You meet your boss in a fancy party and she/he is wearing her/his best suit. How would you compliment her/him on the outfit?

MEAN RATING = 1.5

A	B	R1	R2	S	M
P1	<i>" You look like very good today. Your appearance it's nice. "</i>	1	2	3	1.5
P2	<i>" You are dressing very well. "</i>	2	3	5	2.5
P3	<i>" Oh my God, you are so beautiful, so handsome. "</i>	1	1	2	1.0
P4	<i>" It's nice, you are nice today. "</i>	1	1	2	1.0
P5	<i>" You're handsome today. "</i>	2	1	3	1.5
P6	<i>" You are so handsome. "</i>	1	1	2	1.0
P7	<i>" You appears very well tonight. "</i>	1	3	4	2.0
P8	<i>" You are nice today. "</i>	1	1	2	1.0
P9	<i>" Wow, you are so handsome today. "</i>	2	1	3	1.5
P10	<i>" You are very elegant. "</i>	1	1	2	1.0
P11	<i>" Today you are very good. "</i>	1	1	2	1.0
P12	<i>" You look very good. "</i>	2	3	5	2.5
P13	<i>" You are more charmous and beautiful than in every day. "</i>	1	1	2	1.0
P14	<i>" You are very elegant. "</i>	1	1	2	1.0
P15	<i>" How look you are today, tonight. "</i>	1	1	2	1.0
P16	<i>" Hello Mrs Mary, you are nice. "</i>	1	1	2	1.0
P17	<i>" Beautiful dress, Fernandinha. "</i>	2	3	5	2.5
P18	<i>" You stay better on these clothes. "</i>	1	1	2	1.0
P19	<i>" Oh, you look great. "</i>	4	2	6	3.0
P20					
		27	29	56	28

9. Your friend invites you to go sailing on her/his new boat. How would you compliment her/him on it?

MEAN RATING = 2.7

A	B	R1	R2	S	M
P1	<i>" Oh, you have much money to buy a boat. "</i>	1	1	2	1.0
P2	<i>" Oh, it was the best invite that I received. "</i>	2	1	3	1.5
P3	<i>" I think that this new boat is wonderful because you invited me to go with you. "</i>	1	2	3	1.5
P4	<i>" It's a wonderful boat. I like very much. "</i>	4	4	8	4.0
P5	<i>" Great... I don't know. "</i>	2	1	3	1.5
P6	<i>" Congratulations for the new purchase. I thank you for invite me. "</i>	4	3	7	3.5
P7	<i>" It's great, I love adventures. "</i>	3	2	5	2.5
P8	<i>" What a beautiful boat. "</i>	4	4	2	2.0
P9	<i>" I like your boat. It's very hard. "</i>	2	2	4	2.0
P10	<i>" What a wonderful boat. "</i>	4	4	8	4.0
P11	<i>" I like the sailing. "</i>	3	3	6	3.0
P12	<i>" Your new boat is fabulous. "</i>	4	4	8	4.0
P13	<i>" It's very beautiful your new boat. "</i>	4	4	8	4.0
P14	<i>" How gentle you are. "</i>	1	1	2	1.0
P15	<i>" Wow, your new boat is nice, I love it. "</i>	4	4	8	4.0
P16	<i>" How chic you are. "</i>	1	2	3	1.5
P17	<i>" Your new boat is like yourself, wonderful. "</i>	1	2	3	1.5
P18	<i>" That's a very good boat. "</i>	4	3	7	3.5
P19					
P20					
		49	47	96	48

10. You were invited to spend a weekend at your friend's house on the beach. She has two well-behaved children and you want to compliment her/him. What would you say?

MEAN RATING = 2.7

A	B	R1	R2	S	M
P1	<i>" Oh, your children is good."</i>	3	3	6	3.0
P2	<i>" Oh, your childrens are marvellous."</i>	4	4	8	4.0
P3	<i>" You are a successful mother, because the behavior of your childrens is wonderful, they are so educated because you are a good mother."</i>	3	3	6	3.0
P4	<i>" Your childrens are very beautiful."</i>	2	2	4	2.0
P5	<i>" Congratulations."</i>	1	1	2	1.0
P6	<i>" They are so beautiful."</i>	2	2	4	2.0
P7	<i>" Your children are so education, congratulations."</i>	3	2	5	2.5
P8	<i>" Your children are very smart."</i>	2	3	5	2.5
P9	<i>" You teach good " maneiras", they are very polite."</i>	3	4	7	3.5
P10	<i>" Congratulations. Your childrens are very well behaved."</i>	4	4	8	4.0
P11	<i>" What nice children!"</i>	4	4	8	4.0
P12	<i>" Nice girls, nice boys."</i>	4	3	7	3.5
P13	<i>" I'm happy for stay here and I liked a lot of things, specially you."</i>	1	1	2	2.0
P14	<i>" These childrens are very cute."</i>	2	2	4	2.0
P15	<i>" Wow, how obedient are your children. Congratulations, you are application."</i>	3	2	5	2.5
P16	<i>" Your children are really beautiful."</i>	2	2	4	2.0
P17	<i>" How nice your children are."</i>	4	3	7	3.5
P18	<i>" Everybody says the childrens is the mirror of the parents and I can see it in your childrens."</i>	3	2	5	2.5
P19	<i>" That's a great education you gave your child."</i>	3	2	5	2.5
P20					
		50	51	101	50.5

APPENDIX IX - RESPONDING TO COMPLIMENTS – WRITTEN QUESTIONNAIRE

COLUMNS:

*A* Participants

*B* Responses

*R1* Rater 1

*R2* Rater 2

*S* Sum

*M* Mean

1. You are wearing a new jacket. You meet a friend while you're waiting for the bus to work and she says: *"That's a nice jacket. It looks great on you"*. You reply:

MEAN RATING = 3.3

<i>A</i>	<i>B</i>	<i>R1</i>	<i>R2</i>	<i>S</i>	<i>M</i>
P1	<i>"Oh! Thank you."</i>	4	3	7	3.5
P2	<i>"Thank you, I like too!"</i>	4	4	8	4.0
P3	<i>"Yes, but it was very expensive."</i>	1	2	3	1.5
P4	<i>"Thanks."</i>	4	4	8	4.0
8P 5	<i>"Thank you, you are very nice."</i>	4	4	8	4.0
P6	<i>"Thank you."</i>	4	4	8	4.0
P7	<i>"Thank you."</i>	4	4	8	4.0
P8	<i>"Thank you."</i>	4	4	8	4.0
P9	<i>"Thank you."</i>	4	4	8	4.0
P10	<i>"Thanks a lot."</i>	3	4	7	3.5
P11	<i>"That's great you like."</i>	2	2	4	2.0
P12	<i>"Thanks, I agree."</i>	2	1	3	1.5
P13	<i>"Thank you, it was very cheap."</i>	1	2	3	1.5
P14	<i>"Thanks."</i>	4	4	8	4.0
P15	<i>"Thanks."</i>	4	4	8	4.0
P16	<i>"Thank you, very much!"</i>	3	3	6	3.0
P17	<i>"Thank! You are gentil!"</i>	4	3	7	3.5
P18					
P19					
P20					
		56	56	112	56

2. You go to a *karaoke* bar with some colleagues after work. As soon as you finish singing, one of your colleagues says: *"You have a beautiful voice. I loved it."* You reply:

MEAN RATING = 3.1

A	B	R1	R2	S	M
P1	<i>"Right, are you joking?"</i>	2	1	3	1.5
P2	<i>"Thank you."</i>	4	4	8	4.0
P3	<i>"Thank you."</i>	4	4	8	4.0
P4	<i>"Thanks! I have been a singer since I was a child."</i>	4	2	6	3.0
P5	<i>"Thanks, I often sing when I have a bath."</i>	4	1	5	2.5
P6	<i>"Thank you, you are very nice."</i>	4	4	8	4.0
P7	<i>"Oh, you are so lovely."</i>	3	4	7	3.5
P8	<i>"You are kidding! I hate my voice!"</i>	4	3	7	3.5
P9	<i>"Really? Do you think so?"</i>	4	4	8	4.0
P10	<i>"Thank's very much."</i>	4	4	8	4.0
P11	<i>"How is good to have friends like you."</i>	4	4	8	4.0
P12	<i>"Thanks."</i>	4	4	8	4.0
P13	<i>"Are you have problems with your ear?"</i>	1	1	2	1.0
P14	<i>"Really? Are you kidding?"</i>	2	1	3	1.5
P15	<i>"Thank you and thanks God."</i>	3	1	4	2.0
P16	<i>"I'm shine, thank you. I sing since I was a child."</i>	3	2	5	2.5
P17	<i>"Thanks. I love to sing."</i>	4	2	6	3.0
P18					
P19					
P20					
		58	46	104	52

3. You've just had your hair dyed in a different color. You run into a friend in a shopping mall and she says: *"That new color fits you very well. I really liked it."* You reply:

MEAN RATING = 3.1

A	B	R1	R2	S	M
P1	<i>"Yes, me too."</i>	2	2	4	2.0
P2	<i>"Really, did you like?"</i>	4	4	8	4.0
P3	<i>"I think so, but it was so difficult to get it."</i>	2	1	3	1.5
P4	<i>"Thanks."</i>	4	4	8	4.0
P5	<i>"Thank you, you are always gentle."</i>	4	3	7	3.5
P6	<i>"Thank you!"</i>	4	4	8	4.0
P7	<i>"Yes, I am different."</i>	1	1	2	1.0
P8	<i>"Thanks, I like it too."</i>	4	4	8	4.0
P9	<i>"Thank you! I liked it, too!"</i>	4	4	8	4.0
P10	<i>"Thank's. I think in the same way."</i>	2	2	4	2.0
P11	<i>"I was trying to win the time, at list in hairs color."</i>	1	1	2	1.0
P12	<i>"Thanks, I like to."</i>	4	4	8	4.0
P13	<i>"Really? Thanks."</i>	4	4	8	4.0
P14	<i>"Yeh! I liked my new look!"</i>	2	4	6	3.0
P15	<i>"Thanks! I really seems another womam."</i>	2	4	6	3.0
P16	<i>"Thanks, I like it too."</i>	4	4	8	4.0
P17	<i>"Thanks! I love too!"</i>	4	4	8	4.0
P18					
P19					
P20					
		52	54	106	53

4. You're driving your brand new car to college. On your way you meet a classmate and offer her/him a lift. She/he accepts and as soon as she/he gets in the car, she/he says:  
*"Wow, this is THE car. I wish I had one like this".* You reply:

MEAN RATING = 2.1

A	B	R1	R2	S	M
P1	<i>"Thank you."</i>	3	4	7	3.5
P2	<i>"Thank you."</i>	3	4	7	3.5
P3	<i>"God help you."</i>	1	1	2	1.0
P4	<i>"Yes, I like it too, but it is very expensive to maintain."</i>	3	4	7	3.5
P5	<i>"Thanks."</i>	4	4	8	4.0
P6	<i>"It's good idea you get it."</i>	1	1	2	1.0
P7	<i>"You can, save a lot of money and buy it."</i>	1	1	2	1.0
P8	<i>"Ask to Santa Claus."</i>	2	1	3	1.5
P9	<i>"Don't exaggerate, please!"</i>	1	1	2	1.0
P10	<i>"Thank's. I believe you will have one!"</i>	1	4	5	2.5
P11	<i>"You will get a car best my car, because you deserve my friend."</i>	1	4	5	2.5
P12	<i>"It is very beautiful."</i>	1	2	3	1.5
P13	<i>"Thanks! Trust in you. You get it!"</i>	1	2	3	1.5
P14	<i>"I believe that you will get it."</i>	1	2	3	1.5
P15	<i>"Thanks, but work hard to buy it!"</i>	1	1	2	1.0
P16	<i>"Oh, thanks."</i>	4	4	8	4.0
P17	<i>"You will get! Believe it!"</i>	4	2	3	1.5
P18					
P19					
P20					
		30	42	71	36

5. You are a university student and helped your teacher in the organization of a conference. Everything went right and your teacher says: "I don't know how I would have managed all this without your help. You really did a wonderful job". You reply:

MEAN RATING = 3.0

A	B	R1	R2	S	M
P1	"Thank you."	3	4	7	3.5
P2	"Thank you."	3	4	7	3.5
P3	"Thank you. I tried do the best."	4	4	8	4.0
P4	"I did nothing, but my obligation."	3	2	5	2.5
P5	"Thanks, you are a generous teacher."	3	3	6	3.0
P6	"I try to my best."	4	4	8	4.0
P7	"I'm happy to help you."	4	4	8	4.0
P8	"It was a pleasure."	4	3	7	3.5
P9	"I did nothing."	3	1	4	2.0
P10	"Thank's a lot."	3	4	7	3.5
P11	"Maybe this way I can pay you back a little bit your help."	3	4	7	3.5
P12	"Thanks, I loved to make it."	4	3	7	3.5
P13	"We got it. My help only worked because you is very good in your job."	2	2	4	2.0
P14	"Please, teacher! It's one of my funtion."	2	2	4	2.0
P15	Thank you, your wellcome! Any time!"	2	4	6	3.0
P16	"Thanks, but we work together."	3	2	5	2.5
P17	"Thanks. This is result of years of dedication."	1	1	2	1.0
P18					
P19					
P20					
		51	51	102	51



6. It's your wife/husband's birthday and you give her/him a party. One of your guests says: *"Your house is really very well decorated. I just loved it."* You reply:

MEAN RATING = 2.4

A	B	R1	R2	S	M
P1	<i>"Not are all."</i>	1	1	2	1.0
P2	<i>"Thank you! But I didn't do alone! My wife help me."</i>	4	3	7	3.5
P3	<i>"Thank you, but without my wife's it was impossible to do it."</i>	4	3	7	3.5
P4	<i>"Thank, you deserve it."</i>	1	1	2	1.0
P5	<i>"Me too."</i>	1	1	2	1.0
P6	<i>"Thank you!"</i>	4	4	8	4.0
P7	<i>Thank you, I have a good taste."</i>	1	1	2	1.0
P8	<i>"Oh, thank you. I love my place too!"</i>	2	2	4	2.0
P9	<i>"Thank you! You're so sweet."</i>	4	4	8	4.0
P10	<i>"Thank you very much."</i>	3	4	7	3.5
P11	<i>"My wife deserve and my friends too."</i>	1	2	3	1.5
P12	<i>"Thanks, it's for you."</i>	1	1	2	1.0
P13	<i>"Thank you a lot."</i>	3	4	7	3.5
P14	<i>"Thanks."</i>	4	4	8	4.0
P15	<i>"Thanks, it was my intention. To good you like it!"</i>	1	2	3	1.5
P16	<i>"Thank's, my mother helps me."</i>	4	4	8	4.0
P17	<i>"Thanks! I do this many time."</i>	1	1	2	1.0
P18					
P19					
P20					
		40	42	82	41

7. In a wedding party you meet a cousin you haven't seen for a long time. She says:  
*"You look so good! You haven't changed at all."* You reply:

MEAN RATING = 2.2

A	B	R1	R2	S	M
P1	<i>"Your welcome."</i>	1	1	2	1.0
P2	<i>"Can be, but you changed" You are very nice."</i>	1	1	2	1.0
P3	<i>"Oh! Thanks. What I have been doing is many fit."</i>	1	2	3	1.5
P4	<i>"Don't mention it. You look so good too!!!"</i>	2	1	3	1.5
P5	<i>"Thank you very much."</i>	3	4	7	3.5
P6	<i>"Thank you."</i>	4	4	8	4.0
P7	<i>"Oh, are your eyes."</i>	1	1	2	1.0
P8	<i>"Thanks. You still a lyer!"</i>	1	1	2	1.0
P9	<i>"Thank you!"</i>	4	4	8	4.0
P10	<i>"Thank you, you're very kind."</i>	4	3	7	3.5
P11	<i>"You are always so nice. You change for better."</i>	2	1	3	1.5
P12	<i>"Thanks, I improved."</i>	1	1	2	1.0
P13	<i>"Are you kiding. I changed a lot."</i>	2	1	3	1.5
P14	<i>"Ok, I will believe in you."</i>	1	2	3	1.5
P15	<i>"Really? It's so kind of you!"</i>	4	4	8	4.0
P16	<i>"Yes, the years help me."</i>	1	2	3	1.5
P17	<i>"Thanks! You are so gentil."</i>	4	4	8	4.0
P18					
P19					
P20					
		37	37	74	37

8. You've moved from your parents' home to live alone in an apartment. You invite some friends to a dinner party and you prepare all the dishes. One of them says: *"I didn't know you were such a good cook. It was delicious."* You reply:

MEAN RATING = 2.9

A	B	R1	R2	S	M
P1	<i>"Thank you."</i>	4	4	8	4.0
P2	<i>"Thank you."</i>	4	4	8	4.0
P3	<i>"I like my cook too! Thanks."</i>	2	1	3	1.5
P4	<i>"I learned how to cook when I was a child. My mother taught me."</i>	3	2	5	2.5
P5	<i>"Thanks. I made the better."</i>	2	2	4	2.0
P6	<i>"I adore to cook."</i>	3	4	7	3.5
P7	<i>"You are kidding. It's simple and quick."</i>	2	1	3	1.5
P8	<i>"I'm glad that you liked it. I cooked with love!"</i>	3	3	6	3.0
P9	<i>"I'm glade you liked it!"</i>	4	4	8	4.0
P10	<i>"Thank you, I didn't know too."</i>	2	1	3	1.5
P11	<i>"I learned it in your house. Maybe any day it stay like your ones."</i>	3	1	4	2.0
P12	<i>"Thanks."</i>	4	4	8	4.0
P13	<i>"Thanks! Do you want a recipe?"</i>	3	4	7	3.5
P14	<i>"It is one my secrets!"</i>	2	4	6	3.0
P15	<i>"Really! If you want some help to learn how to cook, please ask me."</i>	1	1	2	1.0
P16	<i>"Thanks, I love cook."</i>	4	4	8	4.0
P17	<i>"Thanks! I did cook classes for a long time."</i>	4	3	7	3.5
P18					
P19					
P20					
		50	47	97	48.5

9. You take your little baby to a park. You meet a friend who hasn't seen your baby yet. She says: *"What a lovely baby you have."* You reply:

MEAN RATING = 2.7

A	B	R1	R2	S	M
P1	<i>"Thank you."</i>	4	4	8	4.0
P2	<i>"Thank you."</i>	4	4	8	4.0
P3	<i>"Thanks, she's like her mother! She's beautiful, she isn't?"</i>	4	1	5	2.5
P4	<i>"Yes, she is a beautiful baby."</i>	3	4	7	3.5
P5	<i>"Thanks. He headed for his father."</i>	4	4	8	4.0
P6	<i>"I lovely my baby too."</i>	2	1	3	1.5
P7	<i>"Yes, I have the best and most beautiful baby."</i>	2	1	3	1.5
P8	<i>"I know, but thanks."</i>	4	1	5	2.5
P9	<i>"Thank you."</i>	2	4	6	3.0
P10	<i>"Thank's a lot. She's very cute too."</i>	2	2	4	2.0
P11	<i>"Thank you. Your son is a good boy too."</i>	2	2	4	2.0
P12	<i>"Thanks, it is beautiful as me."</i>	1	1	2	1.0
P13	<i>"He looks like me."</i>	1	1	2	1.0
P14	<i>"Yeh! He is a great baby! Thanks!"</i>	4	4	8	4.0
P15	<i>"Thanks, I think the same."</i>	4	2	6	3.0
P16	<i>"Thanks, he is so nice, isn't?"</i>	4	4	8	4.0
P17	<i>"Thanks! My baby is really lovely."</i>	3	1	4	2.0
P18					
P19					
P20					
		50	41	91	45.5

10. You're the new sales manager in a supermarket. Sales have been growing significantly since you started working there. Your boss says: *"I think we hired the right person for this position. You've been doing a very good job."* You reply:

MEAN RATING = 3.2

A	B	R1	R2	S	M
P1	<i>"Thank you."</i>	4	4	8	4.0
P2	<i>"Thank you."</i>	4	4	8	4.0
P3	<i>"Thank you."</i>	4	4	8	4.0
P4	<i>"It's not only me. Everybody work hard for to win."</i>	4	4	8	4.0
P5	<i>"Thanks, but I am just doing my job."</i>	4	2	6	3.0
P6	<i>"Thank you sir, I try to do the best."</i>	4	4	8	4.0
P7	<i>"Sir, you have a good idea."</i>	1	1	2	1.0
P8	<i>"Thank you. I'm so happy to hear that."</i>	4	3	7	3.5
P9	<i>"I do my best."</i>	4	4	8	4.0
P10	<i>"Thank you very much."</i>	4	4	8	4.0
P11	<i>"When everybody help us is very difficult don't win the goals."</i>	4	2	6	3.0
P12	<i>"Thanks, I love to work here."</i>	4	3	7	3.5
P13	<i>"Thanks. I'm the right person only under your comands!"</i>	3	2	5	2.5
P14	<i>"Thanks! I love to work here."</i>	4	3	7	3.5
P15	<i>"Thanks, I really do my best all the time."</i>	3	2	5	3.5
P16	<i>"Thanks, I study for this."</i>	2	2	4	2.0
P17	<i>"Thanks! I always believe in my success."</i>	2	2	4	2.0
P18					
P19					
P20					
		59	50	109	54.5

APPENDIX X - RESPONDING TO COMPLIMENTS – ORAL QUESTIONNAIRE

COLUMNS:

*A* Participants

*B* Responses

*R1* Rater 1

*R2* Rater 2

*S* Sum

*M* Mean

1. You are going out for dinner with a person you are interested in. So, you dress up for the occasion. As she/he sees you, she/he says: *"You look terrific"*. You reply:

MEAN RATING = 2.7

<i>A</i>	<i>B</i>	<i>R1</i>	<i>R2</i>	<i>S</i>	<i>M</i>
P1	<i>"Thank you very much."</i>	3	4	7	3.5
P2	<i>"Thank you, but you are very interesting too."</i>	1	1	2	1.0
P3	<i>"Oh, I'm simple, very simple."</i>	1	1	2	1.0
P4	<i>"Thank you, I did it for you."</i>	2	2	4	2.0
P5	<i>"You are good."</i>	1	1	2	1.0
P6	<i>"Thank you, you are so kind."</i>	4	4	8	4.0
P7	<i>"I adore you."</i>	1	1	2	1.0
P8	<i>"Oh, great. I like it too."</i>	2	2	4	2.0
P9	<i>"Thank you. I am very happy if you like it."</i>	3	3	6	3.0
P10	<i>"Thank you, you are very generous."</i>	4	3	7	3.5
P11	<i>"Oh, thank you."</i>	4	4	8	4.0
P12	<i>"Oh, thank you."</i>	4	4	8	4.0
P13	<i>"Oh, thanks, you are gentle."</i>	2	2	4	2.0
P14	<i>"Oh, thanks."</i>	4	4	8	4.0
P15	<i>"Oh, thanks."</i>	4	4	8	4.0
P16	<i>"You are a good liar."</i>	1	2	3	1.5
P17	<i>"How kindness of you."</i>	4	4	8	4.0
P18	<i>"Oh, you're great, strict and dare."</i>	1	1	2	1.0
P19	<i>"Oh, thank you. You are so sweet."</i>	4	4	8	4.0
P20					
		50	51	101	50.5

2. You're in a family reunion and decide to play the piano. A relative of yours comes up to you and says: "Wow, you're playing even better than of our last meeting." You reply:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	"I am a good player because I studied hard."	2	1	3	1.5
P2	"Thank you."	4	4	8	4.0
P3	"Thank you."	4	4	8	4.0
P4	"Thank you."	4	4	8	4.0
P5	"Thanks, but I need to improve much more."	4	4	8	4.0
P6	"I'm playing much better now because I studied more."	3	2	5	2.5
P7	"Ok, not at all."	1	1	2	1.0
P8	"Yes, I study very hard."	2	2	4	2.0
P9	"Thanks, I studied a lot."	4	3	7	3.5
P10	"Thank you, I often train."	3	3	6	3.0
P11	"Oh, I trained so much. Thank you."	3	4	7	3.5
P12	"Oh, thank you, I'm playing the piano for years. I'm improving."	3	3	6	3.0
P13	"Thanks."	4	2	6	3.0
P14	"Thanks, I think this way too."	2	1	3	1.5
P15	"Really? I don't think so."	4	1	5	2.5
P16	"Thanks. I study a lot."	4	3	7	3.5
P17	"Thanks. I always try to do my best."	4	3	7	3.5
P18	"And today you are not hearing very well."	2	1	3	1.5
P19	"Oh, do you think so?"	4	1	5	2.5
P20					
		61	47	108	54

3. You've always worn glasses and you got sick of them. You decide to start wearing contact lenses. At your work, one of your colleagues says: "Now I can see that you have such beautiful eyes." You reply:

MEAN RATING = 3.4

A	B	R1	R2	S	M
P1	"I am using contact lenses."	3	4	7	3.5
P2	"Thank you."	4	4	8	4.0
P3	"Thank you."	4	4	8	4.0
P4	"Thank you."	4	4	8	4.0
P5	"Thank you."	4	4	8	4.0
P6	"Thank you."	4	4	8	4.0
P7	"Thank you but your eyes is more beautiful."	3	1	4	2.0
P8	"Thank you but I always have these eyes. Only you that didn't see it."	2	1	3	1.5
P9	"Thank you, you are so kind."	4	4	8	4.0
P10	"Thank you, you are so nice."	4	4	8	4.0
P11	"Oh, thank you."	4	4	8	4.0
P12	"Thanks a lot."	2	4	6	3.0
P13	"Oh, thank you."	4	4	8	4.0
P14	"Thanks."	3	4	7	3.5
P15	"Thanks."	3	4	7	3.5
P16	"Thanks."	3	4	7	3.5
P17	"Thank you very much."	3	4	7	3.5
P18	"Thanks a lot, I'm a new...."	3	4	7	3.5
P19	"The honey is always sweet. That's the color of my eyes."	1	1	2	1.0
P20					
		62	67	129	64.5



4. You're leaving work and meet a colleague who's going home by bus because her/his car is being fixed. You give her/him a lift and she/he says: *"You really drive very well."* You reply:

MEAN RATING = 3.3

A	B	R1	R2	S	M
P1	<i>"Well, I think that I am a good driver."</i>	4	2	6	3.0
P2	<i>"Thank you."</i>	4	4	8	4.0
P3	<i>"Thank you."</i>	4	4	8	4.0
P4	<i>"Thank you."</i>	4	4	8	4.0
P5	<i>"Thank you."</i>	4	4	8	4.0
P6	<i>"Thank you."</i>	4	4	8	4.0
P7	<i>"Thank you."</i>	4	4	8	4.0
P8	<i>"Thank you."</i>	4	4	8	4.0
P9	<i>"Thank you."</i>	4	4	8	4.0
P10	<i>"Oh, thank you but I try to be the best."</i>	2	1	3	1.5
P11	<i>"Yes, I drive for five years."</i>	3	1	4	2.0
P12	<i>"Thanks, but I think that I need to improve more."</i>	4	4	8	4.0
P13	<i>"Thanks."</i>	4	4	8	4.0
P14	<i>"Thank you for your compliment."</i>	4	4	8	4.0
P15	<i>"Oh, ok. I know this."</i>	1	1	2	1.0
P16	<i>"Thanks, I had a good teacher."</i>	4	4	8	4.0
P17	<i>"Thanks. I think I drive carefully all the time."</i>	4	2	6	3.0
P18	<i>"And you lie better."</i>	1	1	2	1.0
P19	<i>"Oh, thank you. I try to do my best."</i>	4	4	8	4.0
P20					
		67	60	127	63.5

5. There's a science fair at your school and your project gets "A" grade. Your teacher comes up to you and says: *"I knew you would do a great job. You're very intelligent"*. You reply:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>"Yes, I hope to get a good job."</i>	2	1	3	1.5
P2	<i>"Thank you. I try to do the best."</i>	4	3	7	3.5
P3	<i>"Thank you. I try to do the best."</i>	4	3	7	3.5
P4	<i>"Thank you, but your help was so important."</i>	4	4	8	4.0
P5	<i>"Thank you, I get it because you are a good teacher too."</i>	4	3	7	3.5
P6	<i>"Thank you."</i>	4	3	7	3.5
P7	<i>"You are so kind."</i>	4	3	7	3.5
P8	<i>"Thank you teacher, I work hard to do it."</i>	3	3	6	3.0
P9	<i>"Thank you very much."</i>	4	3	7	3.5
P10	<i>You are kidding".</i>	1	1	2	1.0
P11	<i>"Thank you teacher, you helped me on my job."</i>	3	2	5	2.5
P12	<i>"This is my dream come true."</i>	3	1	4	2.0
P13	<i>"Oh, thanks, teacher. I studied a lot."</i>	3	3	6	3.0
P14	<i>"Thank you, I'm feeling well with your compliment."</i>	3	2	5	2.5
P15	<i>"Oh, it needs some improvement."</i>	4	3	7	3.5
P16	<i>"Oh, I'm look like my father."</i>	1	1	2	1.0
P17	<i>"Thank you, teacher. I really know you will like it."</i>	3	1	4	2.0
P18	<i>"I did it through your knowledge."</i>	3	2	5	2.5
P19	<i>"Oh, thank you teacher. I loved doing this."</i>	3	3	6	3.0
P20					
		60	45	105	52.5

6. You have bought a new sofa and your friends are visiting you. One of them says:  
*"Oh, you have got a new sofa. It's really beautiful."* You reply:

MEAN RATING = 2.6

A	B	R1	R2	S	M
P1	<i>"Yes, I think it's very special too."</i>	3	2	5	2.5
P2	<i>"My wife chose it."</i>	4	3	7	3.5
P3	<i>"Thank you, I like to promote a good self,.... bem estar?"</i>	2	2	4	2.0
P4	<i>"Yes, it was so expensive."</i>	1	1	2	1.0
P5	<i>"Thank you."</i>	4	3	7	3.5
P6	<i>"Thank you, I love it."</i>	4	2	6	3.0
P7	<i>"Me too."</i>	1	1	2	1.0
P8	<i>"Yes, I like it too."</i>	3	2	5	2.5
P9	<i>"You remember the other?"</i>	2	2	4	2.0
P10	<i>"Thank you, I think it suits the decoration."</i>	4	3	7	3.5
P11	<i>"But it's very expensive."</i>	1	2	3	1.5
P12	<i>"Thanks, but the sofa is beautiful but more comfortable too."</i>	4	3	7	3.5
P13	<i>"Thanks."</i>	4	3	7	3.5
P14	<i>"Oh, thank you. I think it's wonderful too."</i>	3	3	6	3.0
P15	<i>"Oh, when I saw this at the shopping, I loved it."</i>	3	3	6	3.0
P16	<i>"Thanks a lot. It was very cheap."</i>	2	2	4	2.0
P17	<i>"Thanks, I like it too."</i>	4	2	6	3.0
P18	<i>"I always thinking about of my guests."</i>	1	2	3	1.5
P19	<i>"Yes, and it's also comfortable."</i>	3	3	6	3.0
P20					
		53	44	97	48.5

7. After a long time, you run into a friend from college and she/he says: "You look so nice. I bet you've got a new girl/boyfriend." You reply:

MEAN RATING = 2.6

A	B	R1	R2	S	M
P1	"Yes, I have a new girlfriend."	4	2	6	3.0
P2	"Really? I'm married now."	4	3	7	3.5
P3	"Yes, I have one. He have o strong influence on my appearance."	3	1	4	2.0
P4	"Yes, it's true."	4	3	7	3.5
P5	"You are wrong. I had a good day."	3	1	4	2.0
P6	"Thank you."	3	2	5	2.5
P7	"Yes, sure."	1	1	2	1.0
P8	"Oh, are your eyes."	1	1	2	1.0
P9	"No, I'm just happy today."	4	4	8	4.0
P10	"Oh, it's true."	4	2	6	3.0
P11	"Yes, I got married."	4	1	5	2.5
P12	"Thanks, I don't have a new boyfriend. I have a new job and this job can make me this opportunity and I'm happy."	4	3	7	3.5
P13	"No, I don't have. I am better!"	1	2	3	1.5
P14	"Thank you, yes, I have a new boyfriend."	4	3	7	3.5
P15	"Are you sure? I think that I changed a lot."	2	1	3	1.5
P16	"Yes, I'm in love."	4	4	8	4.0
P17	"Not like you."	1	1	2	1.0
P18	"No, I'm just looking for one."	4	3	7	3.5
P19					
P20					
		55	38	93	46.5

8. Your best friend has just received a doctoral degree. To celebrate it you invite some mutual friends to have a special dinner at your home and you prepare the meal. One of your friends says: *"God, it was delicious. I wish I were as good at cooking as you are."* You reply:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>"Yes, I am a good cook because my mother taught me."</i>	3	2	5	2.5
P2	<i>"I try to do the best for everyone."</i>	2	2	4	2.0
P3	<i>"Thank you, but I don't think I am this way."</i>	2	2	4	2.0
P4	<i>"Thank you, it's a pleasure cook for you that are my friends."</i>	4	4	8	4.0
P5	<i>"Oh, thank you."</i>	4	4	8	4.0
P6	<i>"Thank you, you are so nice."</i>	4	4	8	4.0
P7	<i>"Thank you, I adore to cook."</i>	4	4	8	4.0
P8	<i>"Oh, this food it was simple and quick."</i>	4	3	7	3.5
P9	<i>"Well, today is a special day and you are special too."</i>	3	3	6	3.0
P10	<i>" Thank you. You deserved."</i>	2	3	5	2.5
P11	<i>"Ok, yakissoba are my specially."</i>	4	3	7	3.5
P12	<i>"Really? Thanks, but I really make simple things."</i>	4	3	7	3.5
P13	<i>"Thanks."</i>	4	3	7	3.5
P14	<i>"Thank you, I think you are better than me."</i>	3	2	5	2.5
P15	<i>"Oh, I'm fine to be better."</i>	1	1	2	1.0
P16	<i>"I'm very ashamed, because I didn't make this cake. My mother does it."</i>	2	1	3	1.5
P17	<i>"Thank you, welcome any time. Come with me and I will teach you how to cook."</i>	2	1	3	1.5
P18	<i>"Maybe any day I do it like you."</i>	1	1	2	1.0
P19	<i>"Oh, I'm glad you liked it."</i>	4	4	8	4.0
P20					
		57	50	107	53.5

9. Your daughter has graduated from high school and there is a ball as part of the program. You meet an old friend there and she/he says: "Your daughter is a wonderful girl. She takes after you." You reply:

MEAN RATING = 2.4

A	B	R1	R2	S	M
P1	"Oh, thank you very much."	4	4	8	4.0
P2	"Well, she's more beautiful than me."	2	2	4	2.0
P3	"Yes, I think she is a good person. She doesn't take after me."	2	1	3	1.5
P4	"Thank you."	4	4	8	4.0
P5	"Thank you."	4	4	8	4.0
P6	"Thank you very much, I think so too."	4	2	6	3.0
P7	"Yes, she is the best girl in the world."	3	2	5	2.5
P8	"I know it. Thanks anyway."	1	1	2	1.0
P9	"Thank you, she takes after her father."	3	2	5	2.5
P10	"Thank you."	4	4	8	4.0
P11	"Oh, thanks, but I think she is better."	3	1	4	2.0
P12	"Oh, thanks. I try to educate him as me."	2	1	3	1.5
P13	"Thank you, I think yes, it's true."	2	1	3	1.5
P14	"Oh, really? Thanks."	3	2	5	2.5
P15	"Thanks a lot. God blessed me."	4	3	7	3.5
P16	"Thanks, I do my best."	1	2	3	1.5
P17	"She looks like her mother."	2	1	3	1.5
P18	"Oh, no. You are exaggerating."	1	2	3	1.5
P19					
P20					
		49	39	88	44

10. You have been promoted to a higher position in the company you work for. One of the directors comes up to you and says: *"Congratulations on your promotion. You sure deserve it."* You reply:

MEAN RATING = 2.8

A	B	R1	R2	S	M
P1	<i>"Yes, I have worked hard to get this promotion."</i>	2	2	4	2.0
P2	<i>"Thank you. I look for this."</i>	2	1	3	1.5
P3	<i>"I did everything for get it, but ok, thank you."</i>	2	1	3	1.5
P4	<i>"Thank you."</i>	4	3	7	3.5
P5	<i>"Thank you."</i>	4	3	7	3.5
P6	<i>"My work is impossible but thank you."</i>	1	1	2	1.0
P7	<i>"Thank you, I work hard to do it."</i>	3	3	6	3.0
P8	<i>"Oh, thank you. I am so happy with this promotion."</i>	4	4	8	4.0
P9	<i>"Thanks, I try to be the best."</i>	3	2	5	2.5
P10	<i>"Thank you, sir."</i>	4	4	8	4.0
P11	<i>"Thank you."</i>	4	3	7	3.5
P12	<i>"Thanks, this is the result for years of the discipline and dedication."</i>	2	2	4	2.0
P13	<i>"Oh, I agree with you."</i>	1	1	2	1.0
P14	<i>"Thank you very much."</i>	4	3	7	3.5
P15	<i>"Oh, thanks. I'm doing my best."</i>	4	4	8	4.0
P16	<i>"Thanks a lot."</i>	4	3	7	3.5
P17	<i>"Thank you. I always try to do my best."</i>	4	4	8	4.0
P18	<i>"When you have a good team that's impossible to be different."</i>	3	2	5	2.5
P19	<i>"Well, I did my best."</i>	4	3	7	3.5
P20					
		59	49	108	54